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APPENDIX A

Interview Guide (Pilot Study)

Part A

Can you describe for me what your School is like? Can you paint a picture of it for me in words?

What is it like to be doing a job such as that of Dean/Associate Dean/Head of Programme (whichever is applicable)?

How do you think your colleagues see your role?

There have been a lot of changes in this institution recently. No doubt you have had to be involved in introducing changes. What is it like to be involved in introducing these changes?

Have your own ideas about organising and administering changed much over the years?

Do you have a clear vision for your School - how would you like it to look in the future?

How would you see your role in it? How would you see the role of the lecturer? How would you see the role of the student?

Are there any incidents in your career as an administrator that you think are worth relating? Tell me about them.

If you had to think of a phrase that would describe what it is like being an academic administrator, what might it be?

What kind of academic administrator would you like to be?

Would you like to undertake the role of Vice Chancellor? How do you picture that role?

Historically, people have used a variety of images in thinking about and describing organisations. Do you have any particular image or images you would use?

A list of metaphors from *Images of Organization* (Morgan, 1986) is then shown to the informant and he is asked which of these he favours as an organisational metaphor.

APPENDIX A (continued)*Part B*

(The questions in this section are applicable only to the academic administrators from the School of Engineering)

One of my concerns is with the administrative arrangements used to introduce masters' programmes. How would you describe the way in which the Master of Engineering was introduced?

Who was responsible for making decisions about the Master of Engineering?

Were there many individuals involved in the introduction of this course?

Were there many groups (committees or boards) involved in its introduction?

How did these groups function?

Overall, how would you describe the way decisions were reached about the Master of Engineering?

APPENDIX B

Interview Guide (Main Study)

Part A

The University

What kind of image would you like this university to present to a student who is leaving home for the first time and embarking on a course of study?

Do you think university education has changed much since you were a student?

Do you have a particular concept of what an educated human being is?

Are there any images or symbols that you would associate with the identity of this institution?

Academic Administration and Organisation

What do you feel are the most important things you do in your role as Dean/ Associate Dean/ Head of Programme (whichever is applicable)?

What qualities do you most admire in an academic administrator/in a lecturer/in a student?

Are there any administrative tasks that have a negative effect on you?

Can you tell me about, or describe for me, one of the most positive experiences you have had as an academic administrator?

Can you tell me about, or describe for me, one of the most negative experiences you have had as an academic administrator?

If you had to compare the job of an academic administrator with something else, what might it be?

The subject of change in higher education is discussed frequently today in higher education and this institution is undergoing a change in direction and mission. What is it like to be involved in introducing significant changes?

Have your own ideas about organising and administering changed much?

APPENDIX B (continued)

Do you think the role of the Dean has changed much in recent years?

Do you think the role of the Vice-Chancellor has changed much in recent years?

Are there any particular stories, or myths, about individuals and their accomplishments in this organisation that you think are worth relating?

Are there any incidents which you think have contributed to the particular character of this organisation?

Historically, people have used a variety of images in discussing organisations. Would any of the following convey your own conception of an academic organisation, or would you use an image or images different from these? A list of the metaphors from *Images of Organization* (Morgan, 1986) is then shown to the informant.

*Part B*The Introduction of Masters' Programmes

Another one of my interests is in the introduction of masters' degree programmes. Can you describe the arrangements that were used to introduce the master's programme in your school?

What role did you play in the introduction of the master's programme?

Were there many administrative units (e.g. individuals, committees or boards, etc) concerned with making decisions about the proposed master's programme?

Can you tell me something about how these functioned? How, for example, did the committees (or boards) function?

What was their composition?

What kinds of topics or issues did they discuss?

How would you describe the way in which they went about making decisions?

Were their recommendations transmitted to other individuals or groups?

APPENDIX B (continued)

Were there any other groups or individuals involved with the introduction of the master's programme?

What kind of role did they play?

Overall, who do you think were the key players in introducing the master's programme?

I am interested in any documents that relate to the introduction of master's programme - as, for example, minutes of meetings, memoranda, submissions, etc. Do you know of any relevant documentation?

APPENDIX C

The Subjects Indicated in Tables 1-5 by Role Designation

Arts

Subject 1	Dean
Subject 2	Associate Dean (Academic)
Subject 3	Associate Dean (Resources)
Subject 4	Head of Programme (Communications)

Information Technology

Subject 5	Dean
Subject 6	Associate Dean (Academic)
Subject 7	Associate Dean (Resources)
Subject 8	Head of Programme (Commercial Computing)
Subject 9	Head of Programme (Applied Mathematics and Statistics)
Subject 10	Head of Programme (Graduate Studies)
Subject 11	Head of Programme (Information Science)

Education

Subject 12	Dean
Subject 13	Acting Associate Dean (Academic) and Head of Programme (Bachelor of Education)
Subject 14	Associate Dean (Academic)
Subject 15	Associate Dean (Resources)

APPENDIX C (continued)*Education (continued)*

Subject 16	Head of Programme (Graduate Diploma in Exceptional Children)
Subject 17	Acting Head of Programme (Bachelor of Education)
Subject 18	Head of Programme (Graduate Diploma in Teaching)

APPENDIX D

The Users of the Metaphors in Chapters 5-7

Metaphors for the Role of the University

Ivory tower (p.169) - Dean of Arts; Dean of Information Technology

Monastery (pp.169-72) - Dean of Arts; Associate Dean (Resources), Arts

Monastery ("a distinct and cloistered world") (p.169) - Associate Dean (Resources), Arts

Secular temple of knowledge (pp.169-70) - Dean of Arts

'Ivory tower' and 'temple of knowledge' metaphors as carriers of mythology (p.170) - Dean of Arts

Imagery of 'touching' (p.171) - Dean of Arts

Stasis ("A still stasis of permanence") (p.171) - Dean of Arts

Imagery of touching (the university not to remain "untouched by the world") (p.172) - Dean of Information Technology

Producer (as quoted on pp.172-73) - Associate Dean (Academic), Information Technology; Associate Dean (Resources), Information Technology; Head of Commercial Computing Programme

Producer (emphasis on training graduates useful in business and industry and on training students for jobs) (p.173) - Head of Commercial Computing Programme; Associate Dean (Resources), Information Technology

APPENDIX D (continued)

Producer (emphasis on producing packages) (p.173) - Acting Associate Dean (Academic), Education

Factory imagery (relating to research grants) (p.173) - Head of Programme (Graduate Diploma in Exceptional Children)

Producer (emphasis on training students for jobs) (p.174) - Associate Dean (Academic), Information Technology

Producer (increasing production of post-graduate students) (p.174) - Associate Dean (Academic), Education

The numbers game (p.174) - Head of Programme (Graduate Diploma in Exceptional Children)

Producer metaphor with factory connotations (university education as mass production process) (pp.174-75) - Head of Programme (Graduate Diploma in Teaching)

Imagery of 'fast-food' production (dishing up "the hash browns," etc) (p.176) - Head of Programme (Graduate Diploma in Teaching)

Business corporation (emphasis on responding to markets) (p.177) - Associate Dean (Resources), Information Technology; Head of Commercial Computing Programme; Associate Dean (Academic), Information Technology; Acting Associate Dean (Academic), Education

Business Corporation (listening to demands of the markets) (p.177) - Associate Dean (Resources), Information Technology

Business corporation (shop-front image) (p.177) - Dean of Arts

APPENDIX D (continued)

Business corporation (economic rationalist ideology) (p.178) - Associate Dean (Resources), Education

Business corporation (human capital theory) (pp.178-79) - Associate Dean (Academic), Education

Business corporation (research-productivity nexus) (p.179) - Associate Dean (Academic), Education

Business corporation (emphasis on research which develops high technology products and well engineered products) (p.179) - Dean of Information Technology

Business corporation ("paying our way") (p.179) - Dean of Information Technology

Business corporation (emphasis on corporate sponsorship of research) (p.180) - Dean of Information Technology

Business corporation (research with "dollar identified benefits") (p.180) - Dean of Information Technology

Business corporation (university as run "like a bookstore") (p.180) - Head of Graduate Studies Programme (Information Technology)

Business corporation (corporate management strategies that are appropriate to "used-car businesses") (p.180) - Head of Graduate Studies Programme (Information Technology)

Agent of social change (p.181) - Dean of Arts

APPENDIX D (continued)

Nurturer (importance of "individual student's needs") (p.182) - Associate Dean (Resources), Arts

Nurturer (students as "having the right to alter, to grow") (p.182) - Head of Graduate Studies Programme (Information Technology)

Nurturer (importance of pastoral care of students; balancing sense of "academic calling" and "pastoral care" with "broader issues") (p.182) - Associate Dean (Resources), Arts

Nurturer (university as "a world of teaching, learning and above all caring for the individual needs of students") (p.182) - Associate Dean (Resources), Arts

Nurturer (emphasis on "caring," "caring ethos" and "warm interpersonal relationships") (p.183) - Dean of Education

Nurturer (importance of nurturing providing it does not occur at "the expense of growth") (p.183-84) - Acting Head of Bachelor of Education Programme

Path (as used to describe pedagogical model) (pp.184-85) - Dean of Education

Student as 'seeker and finder' (p.186) - Head of Programme (Graduate Diploma in Teaching)

'Seeking and finding' image (p.186) - Head of Graduate Studies Programme (Information Technology)

Student as questioner (p.186) - Head of Programme (Graduate Diploma in Teaching)

APPENDIX D (continued)

Quest, journey imagery (imbued with tone of idealism) (p.186) - Associate Dean (Resources), Arts

Institution preserving, transmitting and creating knowledge ("spreading knowledge or truth" and comprising "brotherhood of scholars") (p.187) - Head of Programme (Graduate Diploma in Teaching)

Interpreter and translator of disciplines (pp.187-88) - Head of Graduate Studies Programme, Information Technology

Metaphors for the Role of the Academic Administrator (Conceptual)

Coordinator (p.192) - Associate Dean (Academic), Arts; Dean of Information Technology; Head of the Commercial Computing Programme

Technologist or management engineer employing controls to raise the level of the organisation's research capacity (p.193) - Dean of Information Technology

Coordinator (with academic environment impeding coordination and efficiency) (pp.193-94) - Head of the Commercial Computing Programme, Information Technology

Planner (pp.194-95) - Associate Dean (Academic), Education

Facilitator (pp.195-96) - Dean of Arts; Associate Dean (Resources), Education

Facilitator (as distinct from 'Regulator') (pp.196-97) - Associate Dean (Resources), Education.

APPENDIX D (continued)

Facilitator (as distinct from 'Initiator') (p.197) - Associate Dean (Academic), Arts.

Team-Manager ('team model' as distinct from 'single-person executive model') (p.198) - Associate Dean (Resources), Arts

Team-Manager (within a "flat" structure rather than a hierarchical structure and Dean as "pinnacle") (p.198) - Dean of Education

Team-work (in conjunction with facilitator metaphor) (p.198) - Dean of Arts

Ball carrier and distributor (p.199) - Head of Programme (Graduate Diploma in Teaching)

Team of working bullocks (with some "tending to pull away") (p.199) - Dean of Education

Ganelon being drawn and quartered by team of horses (p.199) - Dean of Education

Team of individuals operating in a synergistic way (p.200) - Dean of Information Technology

Builder of warm, supportive responsive environment (as distinct from "neglectful leadership environments" and "hostile leadership environments") (p.201) - Associate Dean (Academic), Education

Builder of comfortable environment (p.201) - Acting Associate Dean (Academic), Education

Builder of warm environment leading to growth and productivity (p.202) - Associate Dean (Academic), Education

APPENDIX D (continued)

The word 'balance' used six times (p.203) - Associate Dean (Academic), Arts

Emphasis on 'balance' in administration (p.203) - Associate Dean (Academic), Arts; Associate Dean (Academic), Education

The phrase "people rotating freely in space" (p.203) - Associate Dean (Academic), Education.

Emphasis on integration, cohesion, etc (pp.203-04) - most marked in Information Technology sub-culture.

Positive value on diversity (p.204) - Head of Applied Mathematics and Statistics Programme.

Salesman (p.204) - Deans of Arts, Information Technology and Education

The public image selling a good product (p.204) - Dean of Education

Manager of 'image' and 'profile' (p.205) - Associate Dean (Resources), Information Technology; Acting Associate Dean (Academic), Education; Associate Dean (Academic), Education

Manager of research profile in such a way as to develop a "reputation" in the world (p.206) - Associate Dean (Academic), Education

Manager of 'shop-front' role over role in research (pp. 206-07) - Dean of Arts

'Manager of commercial organisation' analogy (pp.207-08) - Dean of Information Technology

'Middle-manager in business' analogy (and emphasis on private enterprise orientation) (p.208) - Head of Programme (Graduate Diploma in Exceptional Children), Education

APPENDIX D (continued)

'Senior manager/Corporate manager' analogy (pp.209-10) - Dean of Arts

Professional (p.210) - Head of Communications Programme, Arts

Servant-manager (pp.210-11) - Head of Communications Programme, Arts

Curriculum developer (as contrasted with clerk) (pp.211-12) - Head of Graduate Studies Programme, Information Technology

Curriculum developer (p.211) - Head of Programme (Graduate Diploma in Teaching), Education; Head of Programme (Graduate Diploma in Exceptional Children), Education; Acting Associate Dean (Academic), Education

Academic leader (p.212) - Acting Head of Bachelor of Education Programme (and chair of course development committee, Education)

Academic leader (academic leadership as distinct from administrative leadership) (p.213) - Head of Graduate Studies Programme, Information Technology

Academic leader (Vice-Chancellor as academic leader) (p.213) - Head of Applied Mathematics and Statistics Programme, Information Technology

Academic leader (with emphasis on pedagogy/ teaching) (p.214) - Associate Dean (Resources), Arts

Academic leader (teaching>scholarship>management of people) (p.214) - Associate Dean (Resources), Arts

APPENDIX D (continued)*Experiential Metaphors*

Senior-level public servant (with the opportunity for some policy development) (p.215) - Associate Dean (Resources), Arts

High-powered clerk (involved in paper-shuffling) (p.216) - Acting Associate Dean (Academic), Education

Postage-clerk (with correspondence being sent to the dead letter box) (p.216) - Head of Graduate Studies Programme, Information Technology

Functionaries (with a tendency to keep busy on trivial administrative things) (p.217) - Acting Head of the Bachelor of Education Programme (and chair of the course development committee)

Anecdote about reports for the Honourable Minister (which make their way through various levels of bureaucracy) (p.217) - Associate Dean (Resources), Arts

Driver of a motor vehicle with a missing gear-box (p.218) - Head of Commercial Computing Programme, Information Technology

Captain of a ship with a lot of leaks and too many Fletcher Christians aboard (pp.218-20) - Dean of Education

Julius Caesar (p.220) - Dean of Education

Saint; God (p.221) - Head of Communications Programme, Arts

Stooge (p.221) - Head of Communications Programme, Arts

APPENDIX D (continued)

Cigar-store Indian (p.221) - Head of Communications Programme, Arts

Military metaphor (as in 'battles fought'; battles lost') (p.222) - Acting Head of Bachelor of Education Programme, Education; Head of Programme (Graduate Diploma in Teaching); Dean of Arts; Associate Dean (Resources), Information Technology

The Trojan Horse metaphor (p.223) - Dean of Arts

Metaphors for the Academic Organisation

Organisation as a growing, developing, evolving entity (pp.227-28) - Associate Dean (Academic), Arts; Dean of Arts; Head of Graduate Studies Programme, Information Technology; Associate Dean (Resources), Information Technology; Associate Dean (Academic), Education; Acting Associate Dean (Academic), Education; Associate Dean (Resources), Education; Acting Head of the Bachelor of Education Programme (and chairman of the Master of Education Course Development Committee)

Newer universities as hybrid places trying to evolve (p.228) - Dean of Education

Newer universities like headless chickens (not quite sure of where they're going) (p.228) - Dean of Education

Fledgling university (p.228) - Head of Applied Mathematics and Statistics Programme, Information Technology

An institution struggling to become a university (p.228) - Head of Graduate Studies Programme, Information Technology

APPENDIX D (continued)

Organism evolving in time (p.228) - Head of Graduate Studies Programme, Information Technology

Change (e.g., changing decision structure) as an evolving process (p.228) - Head of Applied Mathematics and Statistics Programme, Information Technology

Emphasis on transitional stage of development (p.228) - Dean of Education

Leadership style related to stage of development (p.228) - Acting Associate Dean (Academic), Education

The word 'development' and its cognates used twenty-three times (p.229) - Associate Dean (Academic), Arts

Dean as pinnacle of hierarchical structure (but operating a 'flat' structure) (p.229) - Dean of Education

'Top-down', vertical structure (p.230) - Head of Applied Mathematics and Statistics Programme, Information Technology; Head of Graduate Studies Programme, Information Technology; Head of Programme (Graduate Diploma in Teaching); Associate Dean (Academic), Education; Head of Programme (Graduate Diploma in Exceptional Children)

'Top-down', tightly managed organisation (p.230) - Head of Applied Mathematics and Statistics Programme, Information Technology

Emphasis on autocratic leadership style and centralised mode of decision-making (p.230) - Head of Programme (Graduate Diploma in Teaching)

Machine-Organism (machine from Associate Dean level upwards; organism from Associate Dean level downwards) (p.231) - Head of Applied Mathematics and Statistics Programme, Information Technology

APPENDIX D (continued)

Two-layered cake (p.231) - Head of Applied Mathematics and Statistics Programme, Information Technology

Organism (p.232) - Head of Applied Mathematics and Statistics Programme, Information Technology

Neural network (p.232) - Head of Applied Mathematics and Statistics Programme, Information Technology

Business corporation with Board of Directors and shop-floor workers (pp.232-33) - Head of Applied Mathematics and Statistics Programme, Information Technology

Collegium (p.233) - Head of Applied Mathematics and Statistics Programme, Information Technology

'Two-class' culture, 'Top-down' culture and 'One-way downward' management style (p.234) - Head of Communications Programme, Arts

'Dean-centred' and 'Associate Dean-centred' organisational culture (p.234) - Head of Communications Programme, Arts

Democracy of ideas and learning (p.234) - Head of Communication Programme, Arts

Administrative culture (and culture of control) vs. Democratic culture (pp.234-35) - Head of Communications Programme, Arts

Political system (with kings, princes, plebs and proletariat) (p.236) - Head of Programme (Graduate Diploma in Teaching), Education

Political system (used in a neutral way) (p.236) - Acting Head of Bachelor of Education Programme, Education

APPENDIX D (continued)

Bunfights, games, lobbying, etc., (p.236) - Head of Graduate Studies Programme, Information Technology; Head of Communications Programme, Arts

Political system (with political machinations substituted for rational response to educational problems) (p.236) - Head of Graduate Studies Programme, Information Technology

Political system, lobbying, etc and destructive effects on institution (as quoted on pp.236-37) - Acting Associate Dean (Academic), Education

Machine metaphor (selected by two subjects) (p.237) - Head of Commercial Computing Programme, Information Technology; Head of Programme (Graduate Diploma in Exceptional Children), Education

Machine metaphor (as quoted on pp.237-38) - Head of Programme (Graduate Diploma in Exceptional Children), Education

Body metaphor (selected by two subjects) (p.238) - Dean of Information Technology and Associate Dean (Academic), Information Technology

Body metaphor (as quoted on pp.238-39) - Dean of Information Technology

Organism (with one brain and multiple hearts that are bleeding) (as quoted on pp.239-40) - Head of Programme (Graduate Diploma in Teaching), Education

Organism (Deans as intermediaries between brain and hearts) (as quoted on pp.240-41) - Head of Programme (Graduate Diploma in Teaching), Education

APPENDIX E

Stages in the Accreditation...of a Course at DDIAE

DDIAE ACADEMIC MANUAL - SECTION B1

(033/84) 16.1.1984

SCHEDULE B1.11A - STAGES IN THE ACCREDITATION OR MAJOR MODIFICATION OF A COURSE AT DDIAE

1. Council approves the inclusion of the course in the triennium proposals submitted to the BAE.
2. The BAE and/or the CTEC approve the course for funding during the triennium.
3. The Director authorises the preparation of a developmental stage submission for the course, including any applicable constraints.
4. The Dean prepares the developmental stage submission in consultation with the School Course Planning and Review Committee, any Course Development Committee which it may establish, and the Course Assessment Committee.
5. The Course Assessment Committee endorses the developmental stage submission.
6. Academic Board approves the developmental stage submission.
7. Council, on the advice of its Education Committee, approves the developmental stage submission.
8. The Dean prepares the detailed submission in consultation with the School Course Planning and Review Committee, the Course Development Committee, and other staff as appropriate.
9. On the advice of its Course Review Committee, Academic Board recommends to the Director that the detailed submission be referred to Council.
10. On the advice of its Education Committee, Council approves the detailed submission for referral to the Course Assessment Committee.
11. The Course Assessment Committee, following discussions with the Dean, School Course Planning and Review Committee, Deputy Director and other persons as appropriate, prepares an Accreditation Report for forwarding to Council.
12. Council recommends to the BAE that the course be accredited for the normal five year period without qualification or with qualification, or recommends that the course not be accredited.
13. Following other reviews, if any, as it considers appropriate, the BAE accredits or does not accredit the course.
14. Council approves the date of introduction of the course. A copy of the final submission, as amended if necessary to reflect the course as approved, is lodged with the BAE and the RMC.

NOTES:

The Deputy Director and the Registrar's Office are responsible for the flow of information between the defined stages. Any particular problems in the implementation of these arrangements will be brought to the attention of the Deputy Director. Re-accreditation of existing courses without major modification typically follows the same stages from 8 to 14.

APPENDIX F

Chronology of Events Relevant to This Study

- 1967: Institution commences as Queensland Institute of Technology. Darling Downs, under control of Board of Advanced Education
- 1970: Institution becomes Darling Downs Institute of Advanced Education under control of autonomous council
- 1986-87: Period of planning for introduction of an inter-collegiate Master of Education - that is, a Master of Education offered collaboratively by a number of colleges of advanced education, sometimes also known as a systemic Master of Education. (2nd April 1986 - 30th March 1987)
- 1988-89: Period of planning for introduction of Master of Education (July 1988 - December 1989)
- Master of Education approved by Board of Advanced Education on 20th December 1989
- 1990: Institution becomes University College of Southern Queensland on 1st January 1990
- Period of planning for introduction of Master of Arts
- Master of Education commences by internal and external study
- 1991: Period of planning for introduction of Master of Information Technology
- Master of Arts commences by internal study
- 1992: Institution becomes University of Southern Queensland on 1st January 1992
- Master of Information Technology commences by internal study