

Report of the third meeting of the
International Consortium for Educational Development (ICED)
held on 12 June 1996 at the Finnish University of Vasa

A Introduction

This report summarises some of the reports made, the discussions held, the agreements made and the actions planned at the third meeting of ICED.

National networks represented were:

- Arbeitsgemeinschaft fur Hochschuldidaktik e.V. (AHD)** in Germany,
represented by Wolff-Dietrich Webler (from Universitat Bielefeld);
- Contactgroep Academisch Onderwijs (CgAO)** in Belgium,
represented by Carla Nelissen (from Vrije Universiteit Brussel);
- CRWO** in Holland,
represented by Peter Bouhuijs (from the University of Limburg, Maastricht);
- Higher Education Research and Development Society of Australasia (HERDSA),**
represented by President, Peggy Nightingale (from the University of New South Wales);
- PEDA-forum** in Finland,
represented by Rainer Nyberg (from Abo Akademi University, Vasa);
- PEDNETT** in Norway,
represented by Gunnar Handal (from the University of Oslo);
- Professional and Organisational Development Network in Higher Education (POD)** in USA,
*represented by Past President, Karron Lewis (from the University of Texas at Austin) and
President, Eric Kristensen (from Berklee College of Music, Boston);*
- Staff and Educational Development Association (SEDA)** in the UK,
represented by Co-Chair, Carole Baume (from Oxford Brookes University).
- An informal network of educational developers in Sweden,
represented by Magnus Hakansson (from Stockholm University)*
- An informal network of educational developers in Switzerland,
represented by Marcel Goldschmid (from Ecole Polytechnique Federale, Lausanne)*

Networks unable to send representatives to the 1996 meeting were, but who had expressed interest in being members of ICED:

- Association Internationale de Pedagogie Universitaire (AIPU)** in French speaking countries,
contact Jean de Ketele (from the Universitit Catholique de Louvain);
- Association pour le Developpement des Methodes de formation dans l'Enseignement Superieur (ADMES)** in France,
contact Jean-Pierre Fremeaux (from Universite Paris-Nord) represented on video in 1995;
- Danish Network for University Education (DUN),**
represented in 1995 by Arne Jakobsen (from Danmarks Tekniske Universitet, Lyngby);
- Higher Education Quality Council (HEQC)** in the UK,
represented in 1995 by Robin Jackson;
- Society for Teaching and Learning in Higher Education (STLHE)** in Canada,
represented in 1995 by Chris Knapper (from Queen's University at Kingston, Ontario);
- South African Association for Academic Development,**
represented in 1995 by Kibbie Naidoo (from the University of Natal);
- An emergent network of educational developers in Spain,
contact Gloria Poal, (from the Universitat Politecnica de Catalunya)*

The Convener and facilitator was Graham Gibbs from the Oxford Centre for Staff Development. David Baume, Co-editor of the international Journal for Academic Development also attended.

B Information about the national networks

Each network representative described the work of their network, focusing in particular on recent developments and the current challenges facing the networks. Appendix 1 gives a brief outline of these presentations.

C Work on topics of issues identified by participants

Small groups of representatives then worked on current issues affecting their networks. A summary of the points emerging from these groups is presented as Appendix 2.

D ICED membership and funding

It was agreed to formalise ICED membership with the following agreement to be completed by national networks:

- 1 The International Consortium for Educational Development (ICED) is a not for profit association of national networks for educational development.
- 2(name of network)..... is a partner organisation with ICED with a nominated representative on the ICED Council named.....
- 3 The Chair of ICED is elected every two years. An individual can serve as Chair for only four years in total.
- 4 The Editors of ICED's journal, the International Journal for Academic Development (IJAD) are David Baume (of SEDA), Chris Knapper (of STLHE) and Patricia Weeks (of HERDSA)
- 5 The Editor of ICED's Yearbook, the International Yearbook for Educational Development is Chris Osborne (of SEDA)
- 6 The Secretariat of ICED is the Oxford Centre for Staff and Learning Development.

Action: Carole to send this statement to all national networks listed in section A above for them to complete as a sign of formal membership.

E Encouraging new members to join ICED

E1 Eastern Europe: Several networks of Business Education have been identified and contacts obtained: CEEMAN, the Baltic management Foundation based in Lithuania, FIMAN based in Romania, FORUM based in Poland and RABE based in Russia.

Action: Carole to follow up these contacts. If they also act as educational development networks they can be invited to join ICED. Carole and David will also pursue contacts through UK educational developers Chris Bell and Pat Worgan (for the Czech Republic). Wolff-Dietrich will pursue contacts in Slovenia.

E2 Austria:

Action: Wolff-Dietrich will keep contacts in Austria aware of the work of ICED.

E3 Spain and Portugal:

Action: Graham will continue to liaise with Gloria Pool of UPC Barcelona to encourage this emergent network in Spain and to investigate links to Portugal.

E4 Republic of Ireland:

Action: David will continue to investigate educational development in Ireland.

E5 South America:

Action: Peter will continue to liaise with contacts in South America.

E6 Mexico:

Action: Karron will liaise through Jackie Minz at Berkeley, Ca.

E7 Africa:

Action: Peggy will investigate links with SAAAD and SADHE.

E8 South East Asia:

Action: Peggy will continue to encourage developments in this area through HERDSA.

E9 Egypt:

Action: Peter will investigate educational development in Egypt when he attends a conference there at the end of June.

F ICED Publications

F1 The International Journal for Academic Development (IJAD)

Representatives expressed delight that the first issue was due to be delivered by the publishers within two weeks. Congratulations and thanks were expressed to the editors. David Baume will edit issue 1:2 on the topic of this year's ICED conference. Chris Knapper will edit issue 2:1 and Tricia Weeks will edit issue 2:2.

Action: David will investigate subscription mechanisms, individual shipping agreements and the publicity material (not yet received by several networks).

David will ensure an IJAD presence on the SEDA display at the IUT Conference in Nottingham in July 1996 and at the POD Conference in October 1996.

F2 The International Yearbook for Educational Development

Graham reported that Chris Osborne is prepared to edit this Yearbook to replace the one which was published by AETT. (AETT is now merged with SEDA.) It will focus on the national networks. Chris Osborne will be asking representatives to update the entries for their countries.

F3 HiED

Rainer was thanked for all the work he has put into launching HiED for ICED.

Action: Representatives are asked to contact Rainer to ensure he links to their national network Web pages.

G Future Conferences

It was agreed that it was too short notice to arrange a conference for 1997.

Karron offered to investigate holding the next conference in Austin, Texas during the week after Easter in 1998. The topic of this Conference would be 'Supporting Educational Development within Departments'.

Peter offered to investigate holding the 1999 conference in Maastricht, with a focus on 'Using IT in Educational Development'.

H Arrangements for the next meeting in 1997

Graham and Carole agreed to co-ordinate the investigation of a range of meetings for the Council, or sub-groups of the Council, before Easter 1998. Carla offered meeting facilities in Brussels. Peggy and Carole offered the possibility of invitation conferences / council meetings attached to HERDSA and SEDA Conferences.

Appendix 1

A brief outline of the work, developments and challenges faced by each of the represented networks

AHD in Germany, represented by Wolff-Dietrich Webler

AHD has close links through Wolff-Dietrich to the German Society for Sociology through the working group on 'Research into Higher Education'. 1995 was a very difficult year, with much debate on quality in higher education. There are only 15 to 20 staff developers in HE, working very hard, delivery some 30 2-day workshop designs. A big AHD trainer training programme is underway. Training for university teachers is being introduced, of the order of 2 weeks training for each of the first five years of employment.

CgAO in Belgium, represented by Carla Nelissen

CgAO has 7 Flemish institutional members. A member of the national Education Department's secretariat attends their meetings. CgAO is enthusiastic for a framework for accrediting teachers. The organisations has undertaken funded research on quality assurance systems and student studyload.

CRWO in Holland, represented by Peter Bouhuijs

CRWO is a network of 14 Centres with about 150 people. The Journal, with 1900 circulation, has reached its 25th anniversary. CRWO keeps close touch with government policy making. The organisation publishes 3-5 books each year as well as small brochures on topical issues.

HERDSA in Australasia, represented by Peggy Nightingale

HERDSA has over 1000 members. These include developers, lecturers, study support staff and members of government, this is leading to tension, especially between developers and practitioners. HERDSA has a journal, a newsletter and Green and Gold Guides. HERDSA lobbies and is consulted by government. The Association is run by an Executive with part-time professional administrative support. It has geographical branches and Special Interest Groups. The Association aims to continue to emphasise its inclusivity and diversity and to re-emphasise policy and policy development.

PEDA-forum in Finland, represented by Rainer Nyberg

A loose network of interested staff in Finland's 20 universities. One meeting is held each year. A new feature is themed, moderated email seminars. The ministry of Education pays for one administrators and two or three newsletters each year which are sent to all university teachers in Finland.

PEDNETT in Norway, represented by Gunnar Handal

Norway's four universities, four 'special universities' and 26 technical colleges have about 12 staff developers. About 60 individuals are attached to the network. An annual conference attracts about 200 higher education teachers. There is a move towards all university teachers receiving three to four weeks training, to be provided by Norway's three staff development units!

POD in USA, represented by Karron Lewis and Eric Kristensen

POD has 1009 members, institutional and individual. POD has a wide range of publications. As well as its own conferences, POD holds events attached to other organisations' conferences eg AAHE. POD has an Executive of 18 members, a manager of administrative services and a half-time secretary.

SEDA in the UK, represented by Carole Baume

SEDA has 550 members. It has doubled in size in the last three years. It now has three

accreditation schemes for teachers, faculty developers and support staff. It has two full-time professional administrators, and now needs professional academic leadership to support current volunteers.

The network of educational developers in **Sweden**, represented by Magnus Hakansson. This informal network of 45 professionals holds an annual conference, has an email network, a professional consultancy exchange, and organises study tours. Compulsory six weeks training for new teachers is being considered.

The network of educational developers in **Switzerland**, represented by Marcel Goldschmid. 5 of the country's 12 universities have staff development units. There are close links to SERA (Swiss Educational Research Association) and SUR (Society for University Research).

Appendix 2

Notes for the small discussion groups on topics of interest identified by representatives

1 Should initial training for teachers be compulsory?

written up by Karron Lewis

1.1 What are the main issues in requiring minimum standards of university teaching?

- Countries vary widely in their willingness to impose standards.
- There is a difficulty in discussing standards in terms of the performance of teachers.
- Standards could be used in various ways, and might be misused.
- The articulation of standards helps to improve the quality of teachers.

1.2 What are the pros and cons of compulsory initial training and/or competence?

PROS -

- They lead to public recognition of teaching as a professional activity.
- Departments have to release staff to join in initial training activities.
- Staff/faculty development unit must do a good job and respond to expressed needs.
- Compulsory initial training captures would-be avoiders.
- Compulsory standards of competence guarantee a minimum standard of teaching quality.
- When initial training and competence are compulsory, the staff development providers become immune from the whims of management (e.g., when the VC changes the unit can't be dismantled because he/she doesn't like it).

CONS -

- Compulsory training without performance measures can lead to infantilization.
- They might lead to too much uniformity / a loss of diversity.
- Faculty who don't really want to attend will be ill-motivated.
- Uninterested faculty can sabotage training.
- Faculty/staff development unit may have to respond to expressed needs rather than what really needs to be taught.
- Some will see this as a "Miracle Solution".
- The groups of faculty may be too large to handle effectively.
- Evaluation/assessment role compromises typical FD role (with its emphasis on development).

1.3 Other ways to define compulsoriness:

- APEL - using prior learning to determine need for programme
- Assessed/evaluated TA training (those who have this training may be exempt)
- Preference in appointments could be given to those who have demonstrated competence
- Provide a menu for training rather than "lock-step"

2 Standards in teacher preparation,

written up by David Baume

- The drive is from Governments - some are driving for minimal standards; some for fixed duration (exposure not assessment)
- There is a view that survival skills courses should not be assessed when

attendance is voluntary.

- The selection of new academic staff is inadequately done - not only is no teaching qualification required, but new teachers are often not even auditioned.
 - Demonstrated teaching competence is sometimes required for probation and promotion. The development of such competence requires a great deal of support - courses, mentor, reading.....
 - The group expressed considerable enthusiasm for the accrediting the competence of individual lecturers, there are huge disciplinary differences.
 - One source of evidence for the competence of new teachers is good student and peer evaluations; evidence of currency of material taught, evidence that assessments match learning outcomes...
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- Standards would allow inter-institutional comparison - portable qualification.
 - There are also great national differences in culture and practice - for example in some countries the external examiner or external validator or reviewer role is unfamiliar or unacceptable. (Worldwide there seems to be greater acceptance of external validation or review undertaken by professional rather than academic bodies.)
 - The key to international acceptability of teaching standards is to find a way of talking about standards which is locally acceptable.

3 Strategies to expand the membership and visibility of national networks,
written up by Carole Baume

- Require conference attendees to be members of the network (as POD does)
- Give membership (or associate membership) to conference attendees for one year (as SEDA and HERDSA do)
- Increase visibility of the network by collecting materials written by members and publishing them (with authors' agreement) under the network's name (suggested by AHD)
- Increase visibility by asking all members to use their network membership in their author details when they publish (suggested by AHD)
- Increase visibility by asking members to mention their network membership as well as their university allegiance when involved in national initiatives (suggested by SEDA)
- Run a 'train the trainers' programme and allow successful candidates to use the network's 'stamp of approval' with their name (suggested by AHD)

4 Strategies for fostering faculty / staff development units in institutions,
written up by Carole Baume

- Produce a booklet for Vice Chancellors showing a range of possible formats for faculty / staff development units / support systems. Give pros and cons of each for different kinds of universities
- Use the ex-faculty/ staff developers who are now VCs/PVCs/Deans
- Find the source of authority / power in the institution and use it!
- Encourage new faculty to lobby the Vice Chancellor for continuing professional development (assuming they have been satisfied customers of an induction programme!)

- Develop new faculty /staff developers through a separate strand at a Conference (as POD does)
- Don't keep running a course, run a course for trainers and then use your time to support the trainers