



CENTRE FOR THE  
STUDY OF RESEARCH TRAINING & IMPACT



# Administering PhD studies

Darlene Sebalj & Allyson Holbrook

SORTI, The University of Newcastle

## *Abstract*

*In the current policy documents and debate surrounding the RQF, there has been much interest in how to include, if it is to be included at all, the contribution of research students to quality assessments to be made of each university's research groups. This paper draws on a mapping exercise that constitutes the first phase of a study on the role of research administrators in Australian universities and their part in shaping and implementing change. The mapping identifies the deployment of research services personnel and the focus for this paper will be an analysis of the roles of staff and the processes devoted to supporting research students in universities. The findings will be discussed in the light of the intended implementation of the RQF.*

**Symposium – Looking Behind the Doctorate**

Paper presented at the Annual Australian Association for Research in Education Conference,  
Adelaide, South Australia, 27-30 November 2006

Project Website: <http://www.newcastle.edu.au/centre/sorti/projects10admin.html>

# Administering PhD studies

Darlene Sebalj & Allyson Holbrook

SORTI, The University of Newcastle

---

## ***INTRODUCTION***

Even though higher education institutions, and studies in higher education figure largely in education literature (Holbrook et al., 2000) the administrators that populate these institutions are largely invisible. Research administrators are faced with increasing performance and accountability pressures, plus greater demands for efficiency improvements, all within the setting of an exponentially changing workplace. If we want to know more about this group in relation to postgraduate experience and outcomes at university then foundational work has to be undertaken to explore the roles, working relationships, activities and understandings of its members. There is a further dimension that is unexplored as well, and that is what administrators have to 'learn' in order to perform their roles.

The paper provides an overview of the approach taken in the first author's doctoral project. The project investigates the role and activity of Australian university research administrators. It provides background on the study's purpose, focus and guiding research questions. Attention is given to the function and design of the research instruments involved and the mapping exercise undertaken in relation to developing a comprehensive picture of the role, contribution and perspectives of university research administrators. This research is being undertaken within the context of the introduction of the Australian Research Quality Framework (RQF).

## ***BACKGROUND***

The perspectives of university administrative staff are missing in the Higher Education literature and indeed such staff are seen as the 'invisible' workforce within Australian universities (Conway, 1999, 2000b; Dobson, 2000; Szekeres, 2004). Most federal government policy documents refer to such staff by what they are not, that is using descriptive titles such as: 'Non-Academic' and 'Other' (Conway, 2000a, 2002; Dobson, 2000; Dobson & Conway, 2003; Gornall, 1999; Pickersgill, Barneveld, & Bearfield, 1998). Only a small number of published articles are dedicated to university administrative staff overall (nationally and internationally) and this has been remarked by several authors (McInnis,

1998; Szekeres, 2004; Volkwein & Zhou, 2003; Whitchurch, 2004). Of these articles only four report empirical research (Gornitzka & Larsen, 2004; McInnis, 1998; Pitman, 2000; Szkeres, 2006). What we don't know is how university administrative staff define their role(s) within the modern university (McInnis, 1998) and how they are responding to the myriad of changes affecting the Higher Education environment (Dobson & Conway, 2003), including associated government policy reform impacts (Scott, 2000 as cited in Whitchurch, 2004).

Such knowledge gaps prevent a more comprehensive understanding of the dynamic within Australian Higher Education. An overarching question that will help direct us towards an understanding of such knowledge gaps is:

*What are the roles, contributions and perspectives of university administrative staff within the shifting landscape of Australian universities and how do such staff engage with change?*

Australia's competitiveness on the world stage as a 'globalised knowledge economy' is reliant on the work of university researchers and other knowledge generators (Hobson, Jones, & Deane, 2005). In turn, research is integral to the work of universities, and will be crucial to the status of Australian universities in the future. So far the main focus for investigation into research activity, quality and outcomes has been academic researchers, but in effect that is only part of the picture in institutions today. In order to gain a clear understanding of research in universities, we need to obtain a perspective that recognises the role and contribution of managers and administrators within research services sections. The context of the foreshadowed RQF implementation can provide a common focus to tie the experiences of research services staff together, and a lens through which the impacts and effects of this potential large-scale change on the work and perspectives of this group of university administrators can be determined.

The RQF has been described as: "...a new system to measure the quality and impact of publicly funded research.." (Illing, 2005b, p. 25) and it has the potential to completely change the face of publicly funded research in Australia, not to mention its potential impact on the Higher Education Sector (Duckett, 2005; Illing, 2005a, 2005c; Marginson, 2005; O'Keefe, 2005).

The Federal Government's stated aims of the RQF are to:

- be transparent to government and taxpayers so that they are better informed about the results and benefits of the public investment in research;

- ensure that all institutions are encouraged to focus on the quality and relevance of their research; and
- inform future research funding distribution (Roberts, 2005, pp. 7-8).

A further articulated aim, according to the federal government's official RQF website, is to: "...avoid a high cost implementation and imposing a high administration burden on research providers..." (DEST, 2006, p. 1).

Formalised research assessment processes such as the RQF, proposed for Australian universities and other major Australian research bodies, are part of a global trend as evidenced for example by the advent of: the National Evaluation System for Publicly Funded Research in the Netherlands; the German Research Foundation Funding Ranking; the Research Assessment Exercise (RAE) in the UK and in HK, and the Performance Based Research Funding (PBRF) model in NZ (DEST, 2005).

Depending on how the Framework is designed and ultimately what levels of funding are involved, it is clear from the UK's RAE experience for example, that the implementation of such processes can deliver radical shifts in research funding between institutions (Bourke, 1997; Harman, 2000). A review of the UK's RAE literature indicates that such research assessment exercises have the potential to fundamentally affect the way research is conducted (Harley, 2002; Harman, 2000), particularly when it comes to the use of bibliometric evidence to ascertain research performance (Steele, 2004), and with the potential for marked demarcation shifts between teaching and research (Bourke, 1997; Harley, 2002).

The reputational standing of the University itself, the "aura" surrounding individual academic research reputations and variability in impacts on disciplinary fields in terms of funding returns (Bernard, 2000), plus the increasing level of expectation regarding research significance and impact in particular (Harley, 2002), also feature in the RAE literature. Allowing for policy differentials between the UK's RAE and its Australian equivalent, such considerations have potentially very high stakes for universities and their staff, in terms of the implementation and conduct of the RQF in Australia.

A recent announcement by the Minister for Education, Science and Training, the Hon Julie Bishop MP in November of this year, confirmed the 2008 implementation of the RQF, thereby, ending "...two fraught years of anxiety and speculation.." since the framework was initially proposed (Armitage, 2006, p. 23). The announcement followed the recent report to the Minister entitled: *The Recommended RQF* by the Chair of the RQF Development Advisory Group, Dr Jim Peacock, Australia's Chief Scientist

(Peacock, 2006). The Advisory Group's recommended 'implementation methodology' describes the RQF as an:

...expert review process involving the examination of the evidence of quality and impact provided by groups of researchers sharing a common focus... (Peacock, 2006, p. 7)

In his covering remarks, Dr Peacock advises of the Development Advisory Group's strong recommendations of the need for the federal government to increase the overall research block grant in order to fully realise the benefits of the RQF (Peacock, 2006). He also comments on the need for funding to assist the sector with the costs of compliance and other associated items including the need to "...develop an RQF Information Management System..." (Peacock, 2006, p. 7). The Minister did not indicate in her announcement of the RQF's implementation whether any further funding would be committed at this stage. What is known is that further preparatory work and trialing of the RQF is required over the next year with the census date set for data collection being 31 March 2007. Funding outcomes arising from the RQF will occur from January 1, 2009.

### ***THE AIMS OF THE STUDY***

The study addresses the roles and activities of university administrators in this rapidly shifting landscape with a particular focus on *research managers and administrative staff*.

Research Services staff support the research initiatives, activities and output of academic researchers and research students. They undertake all aspects of Higher Degree Research student administration including the administration of student grants, scholarships and sponsorships, plus aspects of research student welfare and support services. They are the key interface between Universities and DEST in terms of compliance with legislative requirements and associated policy implementation processes, plus they act as the university interface between government and other external funding bodies in terms of processing funding applications, undertaking all aspects of grant reporting, grant administration, compliance and funds management. They are also key managers of internal grant funding administration and provide executive support to associated committees including all aspects of research ethics administration and compliance. The more senior staff of this group would be involved in setting, directing and/or informing university research policy directions and research strategies plus coordinating external and internal reviews of university research performance and assessment.

The study aims to build a profile of university research services staff, identifying what they do and the roles they perform in the context of a change process. It will develop a picture of the environment in

which such staff operate including their relationships with other key stakeholders. It will examine the impacts and effects of the RQF reform on the work of university research services staff and gain their perspectives about the change and its implications.

There are a number of sub-questions that guide the structure of the study and the development of the instruments they relate to employee profile, role, workplace interactions, activities and perspectives regarding change and new policy. These are articulated as follows:

*Sub Question 1:*

What changes have been occurring in the Higher Education sector that directly impact on the work of Research Services?

- *What are the characteristics of the Higher Education Sector in Australia and what are its major drivers?*
- *What is the nature of the research environment in Australian Higher Education institutions (history, current scene, pressures on research performance (e.g. funding and resource issues))?*
- *What are the specific operations undertaken by Research Services sections in Australian Universities (research policy development and implementation, research grants administration, research higher degree administration and scholarships, ethics and safety clearances, research committee administration and research information systems and statistics, and changes in these services over time)?*
- *What are the levels of responsibilities taken by staff in research services (their functions, and performance and accountability frameworks) within the university context?*
- *What is the RQF (how did it come about, its form, intended function and implementation)?*

*Sub Question 2:*

What is the profile of Research Services staff in Australia and what are their specific duties?

- *Demographic characteristics (respondent gender and age, campus location, university membership grouping, 'research intensive' category);*
- *Career paths (qualifications, levels, duration of employment, employment background, reasons for choice);*
- *Scope and range of duties of different groupings of officers;*
- *Organisational structure (reporting lines, decision making processes, level of input).*

*Sub Question 3:*

How does Research Services staff make sense of and view and interpret their roles? This question is addressed through the following three thematic lenses:

*1. Relationships:*

- *With each other*
- *With academic staff*
- *With research students*
- *With other sections of the university*
- *With groups external to the university*

*2. Personal satisfaction with, and expectations about, their role:*

- *Role Expectations*
- *Level of participation?*
- *Training, professional development and opportunities for promotion*

*3. Professionalism*

- *Nomenclature issues and the professionalisation process*

*Sub Question 4:*

What does the operational environment of Research Services staff look like from their perspective?

- The perceived impacts on changes to the Higher Education sector and the roles of research managers and administrative staff;
- Workplace characteristics and culture (i.e. decision making processes, participation levels, interactions, relationships and mode of communication);
- Recognition level of research managers and administrative staff in terms of being perceived by others and by themselves as being members of a profession;
- Connections between professionalisation process and nomenclature issues and recruitment criteria, staffing profiles, career profiles, HEW/HEO levels, membership of professional associations and training, development and networking opportunities;
- The perceived impact of the RQF in terms of its:
  - significance in relation to other changes/reforms;
  - effect on the functions, responsibilities and activities of research managers and administrative staff;
  - effect on the workplace (resources and staffing), research activity and research quality;
  - implementation - communication, processes and challenges.

A diagrammatic overview of all of the above research questions and their potential interactions are illustrated in *Figure 1*.

Data collection is almost completed. The study's three research data collection phases consist of an online questionnaire, two rounds of semi-structured interviews and an extensive review and documentary analysis of key source documents. The online questionnaire was emailed to 670 Australian Research Managers and Administrative staff within the Research Services sections of 36 of the 37 Australian public universities (the University of Newcastle has been excluded from this study). The target group were those research services staff undertaking functions in research policy development and implementation, research grants administration, research higher degree administration and scholarships, ethics and safety clearances, research committee administration and research information systems and statistics.

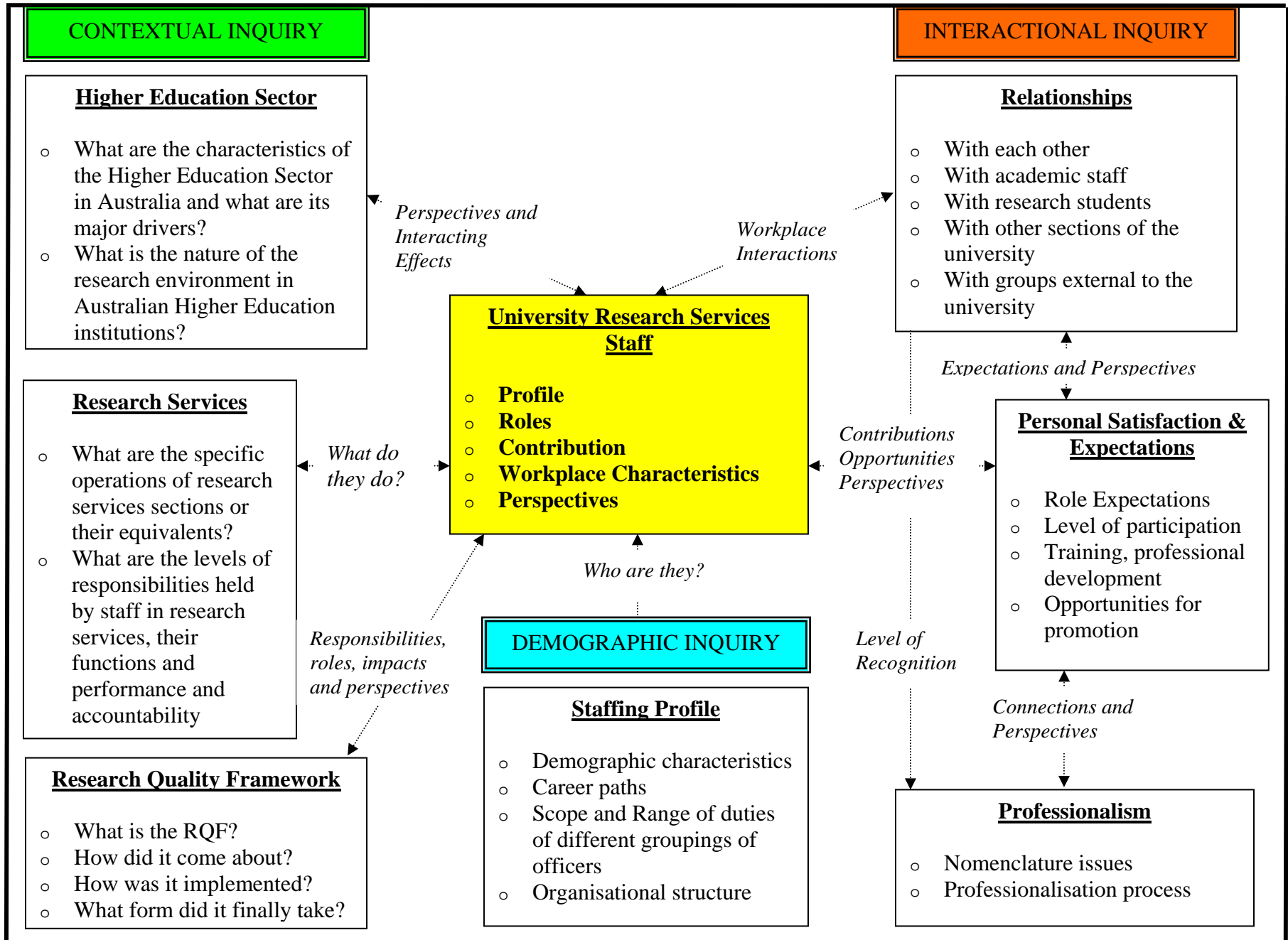
The rationale here was to access the total specified population. This approach was designed to provide a range of participants of differing ages, gender, experience, seniority, career profiles, and university and campus locations as well as a spread across the five university groupings being the:

1. G08 – also known as 'Sandstone' Universities
2. Innovative Research Universities Australia (IRU)
3. Australian Technology Network of Universities (ATN)
4. New Generation Universities (NGU) – also known as 'Post 1987' Universities, and
5. Regional Universities (REG).

These five groupings essentially cluster Australian Universities in terms of their history, location, organisational structure, research intensity levels and strategic alliances. Respondents are ideally drawn from each of these identified five clusters (a further grouping would of course be private universities which are not part of this study), thereby providing a mix of:

- multi-campus versus single campus universities,
- regional versus urban universities,
- a range of size,
- research capacity and current research quantum, plus
- varying positions in terms of overall university research performance rankings.

**FIGURE 1: DIAGRAMMATIC OVERVIEW OF THE RESEARCH QUESTIONS**



Of interest here also are the different approaches and preparatory actions taken by each of the five groupings in response to the foreshadowed implementation of the RQF and the possible reflections of these approaches in the perspectives provided by research managers and administrative staff.

### ***DEVELOPMENT OF RESEARCH INSTRUMENTATION***

Given there is currently no specific statistical or demographic data available on research managers and administrators within Australian universities, the research instrumentation had to have the capacity at the most basic level, to build a profile of who such staff were. It had to be designed in a way that was quick and easy to use given time pressures of this group and it had to be attractive enough in terms of the questions posed to ensure an interested and engaged group of respondents. Whilst each data collection phase served a number of purposes, each question had to be designed in such a way that it could be answered by the most junior to the most senior of research services staff. In terms of seeking perspectives on the RQF and its implementation, the challenge here was to develop questions that would not be intrusive, politically sensitive or expose the participant to potential embarrassment, conflicts of interest or professional indiscretion in terms of commercially sensitive data. Such considerations were in addition to normal concerns and caveats regarding the construction and development of research instrumentation. It is the mapping exercise undertaken through the questionnaire that forms the focus of the remainder of the paper

### ***QUESTIONNAIRE***

The questionnaire consisted of five sections:

1. Participant Profile
2. Career Profile, Professional Membership and Development, Role Responsibilities
3. Workplace Interactions and Communications
4. Workplace Opportunities, Role Expectations and Research Services in general
5. Managing and Implementing Change (RQF).

In the following breakdown of the final questionnaire design components, each of the five questionnaire sections is discussed in relation to its respective area of inquiry. The three distinctive areas of inquiry, as indicated in the diagrammatic overview of the study's research questions (see *Figure 1*), are reflected in the questionnaire design as they inform the approach taken to address the four governing questions of this research study. The areas of inquiry are:

1. Contextual Inquiry,
2. Demographic Inquiry, and

### 3. Interactional Inquiry.

The first of these relates to the research context, being the Australian Higher Education Sector (its characteristics, major drivers and research environment), Research Services (specific operations, functions, responsibilities in terms of performance and accountability) and the RQF (what is it, how did it come about, how was it implemented, what form did it finally take).

The second area of inquiry is designed to examine the demographic characteristics, career paths, scope and range of duties and organisational structure, thereby, developing a picture of the staffing profile of university research administrators.

Whilst the third area of inquiry, relates to working relationships, level of personal satisfaction and expectations experienced by research administrators, level of recognition as a profession and nomenclature issues.

#### **Section 1: Participant Profile**

##### *Area of Inquiry: Demographic – Who are university research administrators?*

The questionnaire served as the most appropriate instrument to gather detailed data on research administrators in order to develop a picture of their individual profile. In the first of the five sections within the questionnaire, questions were posed as to the age, gender, salary levels and qualifications of each participant. This section was designed to gather data on campus location, position title, length of time in current position and level of qualification required for current position. It also provided a snapshot of the immediate organisational structure as it asks questions on reporting lines both above and below the participant's current position.

#### **Section 2: Career Profile, Professional Membership and Development, Role Responsibilities**

The second section of the questionnaire continues to build a picture of university research administrators through posing the following questions.

##### ***Section 2a: Career Profile***

##### *Area of Inquiry: Demographic – What are their career paths?*

- Length of time in university (current and in total);
- Length of time in research services;
- Preferred career path alignment (eg: university administration);
- Experience in other areas of employment (internal and external to university sector);

- Factors involved with decision/s to work in universities/research services; and
- Experience as an academic/researcher/lecturer.

### ***Section 2b: Professional Membership and Development***

*Area of Inquiry: Interactional - What is the level of recognition and 'professionalisation' of this group?*

- Memberships of professional associations;
- Number of hours per year of professional training/development;
- Self-recognition as a member of a profession;
- Description of self-identified profession;
- How other's perceive the participant as being a member of a profession;
- Interest in seeking professional accreditation as a research administrator; and
- Preferred and least preferred nomenclature (eg. administrator/general staff member/other).

### ***Section 2c: Role Responsibilities***

*Area of Inquiry: Contextual - What are their roles? What is their level of responsibility?*

- Role description of current position;
- Experience required for current position;
- Level of participation in decision making; and
- Features of decision making (eg. 'top-down' versus consensus).

### **Section 3: Workplace Interactions and Communications**

*Area of Inquiry: Interactional - What are their workplace interactions like?*

The third section of the questionnaire explored the relationships between research administrators and other groups such as academics, research students, other administrators and those external to the university.

Questions posed under this section focused on the:

- Type of working relations with other groups (eg. research students, academics);
- Most and least satisfying working relationships;
- Typical engagement with other groups (eg. formal, supportive);
- Typical forms of communication with other groups (eg. email, face-to-face); and
- Most and least preferred modes of communication.

### **Section 4: Workplace Opportunities, Role Expectations and Research Services in General**

*Area of Inquiry: Interactional - What are their contributions, opportunities and expectations?*

The fourth section concentrated in greater detail on the contributions of research services staff, the opportunities available to them in terms of promotion, training and professional development as well as the expectations and perspectives of themselves and others in terms of their position responsibilities.

Questions under this section focused on:

- Level of opportunities for advancement, training, association with peers;
- Role accountabilities;
- Role performance;
- Most and least difficult aspects of role;
- What is required to undertake current position (eg. level of experience, personal characteristics);
- Changes to research service roles in past five years; and
- Future career intentions over next five years.

### **Section 5: Managing and Implementing Change (RQF)**

*Area of inquiry: Contextual – What effect will the RQF have on university research administrators in terms of their responsibilities and roles and what will be its likely impact from their perspective?*

The final section involved a series of questions about the proposed RQF in terms of:

- The respondent's level of knowledge about the RQF and the source of such knowledge;
- What else the respondent would like to know about the RQF;
- What effects the RQF would have on their jobs;
- What involvement respondents had had in RQF preparation to date;
- Whether or not respondents had had direct experience with something like the RQF – eg. the RAE;
- What their perspectives were as to the significance or otherwise of the RQF; and
- What respondents thought the possible impacts of the RQF could be with a focus on staffing and resourcing requirements.

In the final questionnaire design, there were 67 questions in total, a majority of which were compulsory with a total of just over 140 response lines. The questionnaire was deployed online and was designed to be completed in one sitting of 30 minutes or could be undertaken over multiple sittings with the use of a personalised password. Participants have until the end of November 2006 to participate in the questionnaire bringing to a close the first data collection phase of this research.

### ***LOOKING 'BEHIND' THE DOCTORATE***

The results from the questionnaire will provide important insights into the nature of research managers/administrators responsibilities for research students, and will identify the mode of interaction between the two groups. It will be possible to describe how research managers and administrators perceive their working relationship with research students and how they characterise such engagement. The questionnaire will also highlight whether or not research students figure prominently in the performance targets and accountability expectations of the research administrators' role. For example, do they see research students as their customers, that is, is there a service mentality in evidence or something else? How do research students utilise the services of the research service sections in general?

Another important area of discovery will be the relationship between research managers/administrators and academics. From an administrators perspective what are the typical characteristics of their interactions and engagement with each other? Do research administrators see themselves as adding value to the activity of academic researchers? How do academics utilise the research services staff? Do research administrators/managers perceive changes in the relationships between research administrators and academics over time and what implications do these have for the research candidate?

Perhaps more detailed synthesis of the data drawn from this study will address such questions as: To what degree do research managers and administrators become involved in the overall candidature process? Does this group perceive their work as being of assistance to the research student/research supervisor relationship? If they do in what way do they believe they have an effect on candidature progression? To what extent do they get involved between academic supervisors and research students when problems arise in the working relationship between the two, and do they make a contribution to the ongoing training and development of research students? In what respect does this group have a determinable influence on supervision practice and process?

In broader terms, what have been the most significant changes to research service staff activities over the past five years? The questionnaire, and subsequent interviews, will shed light on the perspectives of research managers/administrators as to the possible impacts and effects of the RQF on research activity, research quality, individual universities and the higher education sector as a whole, all of which could have an impact on research students and their activities to a, as yet unknown, degree. Knowing the level and range of qualifications of research managers and administrators will provide a foundational base from which the level of professionalisation, accountability, decision making autonomy and by extension – the perceived “value-adding” of the group can be explored. From this information, tentative conclusions can be drawn as to the level of impact research managers/ administrators have on university research activity in general. Their perspectives and level of knowledge about the RQF in relation to how research managers

engage with policy change will shed light on questions relating to their role in bringing about change. To what extent do they interpret and communicate the policy for the institution? This is particularly relevant when one considers the range of changes to the Research Training Scheme.

### ***CONCLUSION***

First and foremost, this study was designed to give a voice to research managers and administrators, to start to build a picture as to their roles and contributions to university research activity and to gain their perspective on managing large-scale change. By doing this, for the first time stakeholders will be able to see university research activity, including activities involving research students, from all viewing angles. Studies from research student perspectives and academic researcher perspectives can be juxtaposed against a first time view on university research administration from the perspective of the research manager/administrator. Thereby, highlighting further what is known and unknown to assist in enhancing the understanding of university research activity and by extension, leading to the ongoing evolvement of future behaviours and enabling processes and indeed the development of related government policy initiatives effecting university research and higher degree research students.

## REFERENCES

- Armitage, C. (2006, Wed Nov 15). Research Framework Goes Ahead. *The Australian*, pp. 23-24.
- Bernard, G. W. (2000). History and Research Assessment Exercises. *Oxford Review of Education*, 26(1), 95-106.
- Bourke, P. (1997). *Evaluating University Research: The British Research Assessment Exercise and Australian Practice, Commissioned Report*. (Vol. 56). Canberra, Australia: National Board of Employment, Education & Training.
- Conway, M. (1999). *The Role of Administrators: Where have we come from?: Where are we going?* Paper presented at the ATEM/AAPA Joint Conference, Victoria University of Wellington.
- Conway, M. (2000a). Defining Administrators and New Professionals. *Perspectives*, 4(1), 14-15.
- Conway, M. (2000b). What's in a Name? Issues for ATEM and Administrators. *Journal of Higher Education Policy and Management*, 22(2), 199-201.
- Conway, M. (2002, March 27). General Staff Issues: A Starting Point. *Campus Review*.
- DEST. (2005). *Research Quality Framework: Assessing the Quality and Impact of Research in Australia. Issues Paper*. Retrieved April 12, 2005, from [http://www.dest.gov.au/resqual/issues\\_paper.htm](http://www.dest.gov.au/resqual/issues_paper.htm)
- DEST. (2006). *Research Quality Framework: Assessing the Quality and Impact of Research in Australia*. Retrieved 5 Nov, 2006, from [http://www.dest.gov.au/sectors/research\\_sector/policies\\_issues\\_reviews/key\\_issues/research\\_quality\\_framework/#](http://www.dest.gov.au/sectors/research_sector/policies_issues_reviews/key_issues/research_quality_framework/#)
- Dobson, I. R. (2000). 'Them and Us' - General and Non-General Staff in Higher Education. *Journal of Higher Education Policy and Management*, 22(2), 203-210.
- Dobson, I. R., & Conway, M. (2003). Fear and Loathing in University Staffing: The Case of Australian Academic and General Staff. *Journal of the Programme on Institutional Management in Higher Education*, 15(3), 123-133.
- Duckett, S. (2005, June 29). Measures could harm our standing. *The Australian*, p. 36.
- Gornall, L. (1999). 'New Professionals': Change and Occupational Roles in Higher Education. *Perspectives*, 3(2), 44-49.
- Gornitzka, A., & Larsen, I. M. (2004). Towards Professionalisation? Restructuring of Administrative Work Force in Universities. *Higher Education*, 47(4), 455-471.
- Harley, S. (2002). The Impact of Research Selectivity on Academic Work and Identity in UK Universities. *Studies in Higher Education*, 27(2), 187-205.
- Harman, G. (2000). Allocating Research Infrastructure Grants in Post-Binary Higher Education Systems: British and Australian Approaches. *Journal of Higher Education Policy and Management*, 22(2), 111-126.
- Hobson, J., Jones, G., & Deane, E. (2005). The Research Assistant: Silenced Partner in Australia's Knowledge production? *Journal of Higher Education Policy and Management*, 27(3), 357-366.
- Holbrook, A., Ainley, J., Bourke, S., Owen, J., McKenzie, P., Mission, S., et al. (2000). Mapping Educational Research and its Impact on Australian Schools, in DETYA Higher Education Division. *The Impact of Educational Research*, 15-278.
- Illing, D. (2005a, Oct 26). Orange revolution puts squeeze on academics. *The Australian*, p. 25.
- Illing, D. (2005b, Jun 1). Putting a Value on Research. *The Australian*, p. 25.
- Illing, D. (2005c, Aug 18). Top unis in cash grab for research. *The Australian*, p. 6.
- Marginson, S. (2005, October 12). Reforms put a wedge in AVCC. *The Australian*, p. 31.

- McInnis, C. (1998). Academics and Professional Administrators in Australian Universities: Dissolving Boundaries and New Tensions. *Journal of Higher Education Policy and Management*, 20(2), 1998.
- O'Keefe, B. (2005, Sept 14). Framework favours 'old boy' links. *The Australian*, p. 23.
- Peacock, D. J. (2006). *The Recommended RQF*. Retrieved 15 Nov, 2006, from [http://www.dest.gov.au/sectors/research\\_sector/policies\\_issues\\_reviews/key\\_issues/research\\_quality\\_framework](http://www.dest.gov.au/sectors/research_sector/policies_issues_reviews/key_issues/research_quality_framework)
- Pickersgill, R., Barneveld, K. v., & Bearfield, S. (1998). *General and Academic Work: Are They Different?* (Vol. 98/10). Canberra, ACT, Australia: Department of Employment, Education, Training & Youth Affairs.
- Pitman, T. (2000). Perceptions of Academics and Students as Customers: a Survey of Administrative Staff in Higher Education. *Journal of Higher Education Policy and Management*, 22(2), 165-175.
- Roberts, G. (2005). *Research Quality Framework: Assessing the Quality and Impact of Research in Australia. Advanced Approaches Paper*. (Discussion Paper). ACT, Australia: Department of Education, Science & Training (DEST).
- Steele, C. (2004). *Fatal Attraction? Research Assessment, Publications and University Rankings*. Retrieved May 29, 2005, from [http://eprints.anu.edu.au/archive/00002834/01/Australian\\_article.pdf](http://eprints.anu.edu.au/archive/00002834/01/Australian_article.pdf)
- Szekeres, J. (2004). The Invisible Workers. *Journal of Higher Education Policy and Management*, 26(1), 7-22.
- Szkeres, J. (2006). General Staff Experiences in the Corporate University. *Journal of Higher Education Policy and Management*, 28(2), 133-145.
- Volkwein, J. F., & Zhou, Y. (2003). Testing a Model of Administrative Job Satisfaction. *Research in Higher Education*, 44(2), 149-170.
- Whitchurch, C. (2004). Administrative Managers - A Critical Link. *Higher Education Quarterly*, 58(4), 280-298.