

first and foremost, as researchers or experts in a disciplinary or professional field rather than *teachers* of their subject (Piper, 1992). This is also due, at least in part, to the role of the doctorate as the conventional entry route into academic life. By this means, young academics have been inducted into the traditions of a discipline through a research apprenticeship rather than the multifarious demands that will be placed on them as teachers of university students.

Possessing a doctorate has long been regarded as the only necessary qualification for someone to teach in higher education. In this way, to paraphrase Lee Shulman, the expert learner is instantly converted into the novice teacher. Although the logic may seem strange, it has long been presumed that scholarly expertise alone is sufficient preparation to enable someone to teach effectively in higher education. It is in these narrow terms that professionalism among university teachers has conventionally been defined.

### A problematic concept

The concept of professionalism, though, is problematic for university teachers for other reasons. Notions of professionalism encompass both mastery of an area of knowledge and skill, and service beneficial to the client (Jarvis, 1983). However, academics have always been very wary of terms like 'customer' or 'client' (Gordon, 1997). Indeed, radical academics regard the use of such terms in contemporary higher education as symptomatic of a de-skilling process. Ritzer (1998), among others, has labelled this process the 'McDonaldization' of higher education, recasting the lecturer in the role of a service worker.

Hence, whether academics teaching in universities constitute a profession is a moot point. Indeed, in many ways academics are a more divided, disparate and less powerful group than they used to be. The conditions of modern higher education mean that institutions are employing growing numbers of part-time and temporary staff on insecure, short-term contracts (Ainley, 1994; Nelson and Watt, 1999). Moreover, a sharper division of labour exists among contemporary academics with many now employed, for example, in a 'teaching-only' or 'research-only' capacity. This division is a symbol of the pressures brought to bear by separate funding arrangements for teaching and research in public systems of higher education, such as the UK

and Australia. These forces are contributing towards what Nixon (1996) terms a crisis of professional self-identity. They also suggest that, in some respects, university teachers are becoming even further removed from the conditions necessary to establish a coherent professional identity.

However, the changes that are occurring in higher education across many parts of the globe are also helping to shape a new professional identity for university lecturers. The expansion of vocational and professional courses in universities means that a doctorate is no longer the normal starting point for every academic career. Teachers in fields such as business and management, social work, education and nursing are more likely to have professional or vocational expertise rather than a doctorate. Indeed, more practically oriented professional doctorates in management, education and the health sciences are increasing in popularity, taken after, rather than before, career experience is gained. While some staff from vocational and professional backgrounds may wish to pursue research objectives, others may experience the pressure to conduct research and publish as alienating and unhelpful to their career ambitions.

Furthermore, university lecturers from vocational fields bring with them values from their various professions. Among these values is a commitment to the needs of 'clients' or 'customers' and less discomfort in applying this language to their own students. In turn, this concern to meet the needs of the 'end-user' makes many lecturers from professional fields attuned to the needs of the student as the direct recipient of a university education, while prepared to acknowledge the expectations of stakeholders such as employers and professional organizations.

### The impact of massification

It is the expansion of higher education, though, that has probably provided the biggest impetus towards the development of a new sense of academic professionalism. The massification of higher education provision is a global phenomenon (Scott, 1995, 1998). It has occurred in many developed countries, including the UK, Australia, the United States and the Netherlands. In the UK, changes in government policy led to the expansion of the participation rate in higher education from just 6 per cent in 1962 to around 15 per cent by the

affective aims are being quietly airbrushed out of the curriculum of higher education. Values are rapidly turning into a 'lost dimension' (Niblett, 1955).

### Teaching through values

Developing a sense of common values is the glue that holds society together. Values are also essential to teaching in higher education. Misconceptions about the role of values in a higher education context contribute to their neglect. One of the biggest barriers is the perception among some teachers that values are tangential, or worse, irrelevant to their subject area. Lecturers sometimes argue that developing and discussing values is more appropriately left to individuals, families or religious groups. It is not, in other words, *their* responsibility. Part of the discomfort that some lecturers express is that they associate talk of 'values' with 'preaching' to students. Values, however, are relevant to all disciplines and do not necessitate religious convictions or a missionary zeal.

One example of this is the centrality of intellectual integrity as the cornerstone of academic life. All students on entering university, regardless of their field of study, are given the sternest of warnings about the evils of plagiarism, representing, as it does, intellectual theft of someone else's ideas. Many courses now require students to sign undertakings when they commence their studies or on submission of an assignment testifying that the academic work they produce will be or is their own. While this represents a bureaucratic response to the widespread problem of plagiarism (Walker, 1998), it signifies the centrality of intellectual integrity as a core value in higher education. While breaches of this value are sadly commonplace, the importance in which it is still held is significant and special.

A second example is seeking the truth, one of a cluster of aims, values and general ideas identified by Ronald Barnett in relation to higher education (Barnett, 1990). Seeking the truth is a central principle of research and in teaching terms demands that learners are assiduous and conscientious in unearthing and using sources of information. When a student produces a major piece of work with a very limited bibliography it is commonplace for a teacher to punish this shortcoming with a lower grade than might otherwise have been awarded. The rationale for punishing the assignment with a low mark