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ADMINISTRATIVE DEVELOPMENT FOR ACADEMIC ORGANISATIONS

FEATURES

REGULAR ITEMS

Editorial

After so many years editing the Abstracts for HERDSA News it is a welcome change — and a privilege — to edit a complete issue of this important and widely read publication.

On this occasion, HERDSA News deals with administrative development in academic organisations. I like to think of "administrative development" as professional development in the administrative roles that staff in tertiary institutions have; either as part of their duties (as with department heads), or as their sole duty (as with registrars and administrative officers).

In seeking contributions for this issue, I pointed out that I was concerned to ensure that the professional development needs of both academic and non-academic staff were addressed. There is an important reason for this concern. It has its origins in a most stimulating appointment I had as director of the Australian Vice Chancellors' Committee Administrative Staff Course held in Adelaide in 1979. During that course, and in various ways, it became abundantly clear that there was an alarming "gulf" between academic and non-academic staff which so often rested on misunderstanding or sheer ignorance of the role and work of the other staff group. Of course, this problem exists between "staff" and "line" employees in many organisations. But it has always seemed to me to be quite inappropriate and unacceptable — as well as potentially damaging — that such attitudes should exist, and be allowed to continue, in academic organisations where the great majority of employees of all grades have such high levels of academic and technical education. It is a problem which is still not being seriously addressed. However, as the articles in this issue by Russell Huntington, Margaret Rowland and Pauline Seitz indicate, there are now national, statewide and sectoral mechanisms in place which might increase the possibility of bringing different types of staff together. A challenge, of course, is to find common ground for different staff. The professional development courses listed by Pauline Seitz in her article about activities in TAFE in Victoria indicate a range of appropriate possibilities. My own experience in conducting activities for general and academic staff together is that this common ground can be readily found and, moreover, that the outcomes can be richly rewarding for individuals and institutions alike.

Another issue that has concerned me for some years is the powerful influence that administrative practices have on the teaching, research, and service functions of tertiary institutions. Some attention has been given to this in the recent past, but has, in my view, been rather narrowly focused in the role of department chairman or head. Nevertheless, in this area, the work of people such as Alan Lonsdale at the Western Australian Institute of Technology and Ingrid Moses and Ernest Roe at the University of Queensland is noteworthy. Reports of their work here will illustrate what I mean.

A wider perspective on administrative practices encompasses the needs of staff at all levels. This need was recognised — for academic staff at least — in HERDSA's policy statement on professional development:

> *Most academic staff with administrative responsibilties have little or no training for this role; at the same time they tend to be the most senior staff in an institution, and occupy key positions with respect to decisions concerning the future and current activities of the institution.* Institutions should provide initial and continuing professional development programmes for academic staff with management and administrative responsibilities. Programmes would vary according to the nature and level of appointment and responsibility, and would apply at all levels. *(My emphasis)*

(A full copy of HERDSA's policy statement on professional development was published as a supplement to HERDSA News, Volume 2, No. 3).

One area that concerns most academic or teaching staff — and which has received minimal attention in professional development programmes and in the literature — is the area of course administration. This involves enrolments; course design and evaluation; examinations and assessment issues; recording and making decisions about student progress; teaching materials and resources; finance; staffing, and so on.

It is true that the programmes offered by the teaching units generally touch on many of these topics but it is also true that this is usually done from a perspective of learning and teaching, rather than from an administrative perspective.

In the last issue of HERDSA News, when I requested submissions for this issue, I wrote that:

> *Increased attention is being given to the development of the skills and abilities of administrators in institutions of higher education. Programs and activities address the needs of both academics who accept administrative responsibilities and non-academic administrators. Greater awareness of some of the unique features of academic organisations suggests that professional development programs for academic administrators should address their particular needs within this distinctive environment.*

The material presented in this issue, I hope you will agree, illustrates quite clearly the points I made: the increased attention is manifesting itself at a variety of levels: institutional, sectoral, state and national.

Now that I have indulged my editorial prerogative by giving vent to some personal opinions and experiences, I will conclude by expressing the hope that this issue of HERDSA News will provide an interesting and useful review of some administrative development activities as they are provided in a variety of academic organisations, and at the same time, serve to stimulate thinking, discussion, and action in this important area of professional development.

Robert Cannon,
The University of Adelaide.

Deadlines for future issues:

April issue: 10th February
July issue: 14th May
November issue: 14th September 1987

The Professional Development of Heads of Academic Departments: The WAIT Experience

Alan Lonsdale has been conducting workshops for heads over a number of years. In this review, Alan reflects on his experience and draws some conclusions about a range of factors which seem to ensure the success of these most important professional development activities.

Introduction: Why run workshops for heads?

In 1981, in recognition of the key role of heads of academic departments in the effective operation of the Western Australian Institute of Technology (WAIT), and the increasing complexity of that role, a series of professional development workshops for heads was introduced. By 1986 workshops ranging in duration from half a day to three days had been conducted on six occasions, covering five main topic areas. In total, approximately 360 participant days had been devoted to the workshops. This, together with the substantial time and costs involved in the preparation and mounting of the workshops, represents a considerable institutional investment. Is it all worth it? And what was actually done at the workshops? This article briefly describes the workshops conducted at WAIT, discusses the benefits, and explores some of the issues involved in this approach to professional development for heads.

The need for continuing professional development programmes for academic staff with management and administrative responsibilities may be seen from three perspectives. From the organisational perspective, because the main academic activities of an institution generally occur within organisational sub-units such as departments or schools, the leadership and management of such units is a major determinant of institutional success (Hoyt & Spangler, 1977). In the American context, Roach (1976) estimated that 80% of all administrative decisions made in tertiary institutions occurred at the departmental level. In particular, the head's potential for influencing staff effort and accomplishment is significant (Lonsdale and Bardsley, 1984).

From the head's perspective, the responsibilities can be complex and demanding, and characterised by role conflict. How does the head reconcile the often competing demands of the provision of academic leadership and being an effective administrator; acting as an advocate for departmental staff and representing the interests of administration; providing support, guidance and encouragement to staff and appraising performance; and being an effective leader, manager and administrator while pursuing a personal academic career?

The third perspective is that of change. At WAIT, the past several years have seen the devolution of increased responsibility to heads in such areas as financial planning and management, the stimulation of research and development programmes and entrepreneurial activities, and staff management and leadership. In particular, heads are responsible for regularly reviewing the work of staff, for guiding and assisting their professional and career development, and for providing the leadership necessary to foster a high level of team work and innovation. These changes were the main reason for the introduction of the current workshop series.

External changes are also impinging on the work of heads. Increasing requirements for accountability, the necessity to contain costs, and the maintenance of staff morale and vitality in the face of declining budgets, all require leadership skills. In institutions where the headship changes periodically (not at WAIT) there is the additional need for rapid orientation to the role and to institutional systems and procedures.

The workshop programme

The WAIT workshop programme has reflected both organisational changes and the expressed needs of heads. Workshop topics are determined by a planning committee on the basis of surveys of heads, mainly using interviews, and views of the Director and Associate Directors. The series of workshops is summarised in the table.

"... 80% of all administrative decisions made in tertiary institutions occurred at the departmental level."

Workshop purposes

What should be the primary purpose of workshops for heads — professional development, or the provision of opportunities for the discussion and resolution of institutional problems and issues? In other words, should the activity be an individual learning experience or a more formal institutional seminar?

Both elements have been present in all the WAIT workshops. It is becoming increasingly evident that participants prefer a strong emphasis on the professional development purpose.

The primary purpose of the workshop series is professional development aimed at assisting individuals to be better leaders and managers. In addition to the purposes specific to the topics for each workshop, general purposes run through the series. Each seeks to provide assistance in clarifying the head's role, an ongoing need reflecting the evolution of the institution. Programmes are designed to provide, in a relatively relaxed and neutral environment, opportunities for the discussion of common problems. These generally arise spontaneously from workshop tasks; for example, discussion of a case study on leadership might lead to an exchange of ideas on an actual staffing problem experienced by a participant.

The workshops are also used as a means of involving participants in the development and introduction of new institutional procedures which have implications for their role as heads. For example, at the 1982-83 workshops, procedures for the peer appraisal of academic staff were discussed and were subsequently incorporated into the institute's academic promotions procedures; in 1986 a

staff review and development procedure called "Managing Personal Growth" was introduced. As one of the few opportunities heads have to meet as a total group in a situation not constrained by day-to-day responsibilities and problems, a very important function of all workshops is social interaction and relaxation.

Workshop design

Most workshops are residential; experience has shown this to be virtually essential for workshops of more than one day duration. The social aspects of living, eating, working and relaxing together are important in helping to create a desired workshop climate. For some participants at least, on-campus workshops present the almost irresistible temptation to duck back to the office at lunchtime to check the mail and messages, resulting in a disruption in the flow of thought relating to the workshop and the possible non-return of the participant for that day. A period of two or three days appears to be a reasonable compromise between providing sufficient time for the development of concepts and skills, and the absence of virtually all senior academic and administrative leaders from the campus at the one time. (In addition to all heads of academic areas, senior administrative leaders such as the chief accountant, personnel manager and financial controller also participate.)

Two features characterise the design of all workshops. Heavy use is made of experiential activities in which participants engage in role plays and simulations, grapple with issues and problems, analyse case studies, and seek to develop skills and procedures relating to their own work place and needs. At the same time, workshop evaluations have shown that preferences and learning styles vary. While more than 50% of participants highly value the experiential activities, a significant number prefer to operate as more passive receivers of presented information. A reasonable balance between different types of activity is therefore necessary and all workshops contain presentations by keynote speakers.

"... workshops are also used as a means of involving participants in the development and introduction of new institutional procedures..."

The second characteristic is that of relevance and context. To maximise the likelihood of transfer of learning, wherever possible workshop activities are based on actual needs and problems experienced by participants. For example, the 1982-83 workshops on staff management and leadership made extensive use of role play activities in which participants worked through the processes of interviewing, appraising and counselling a staff member. Through a series of pre-workshop interviews, information concerning actual staffing problems experienced by heads

TABLE ONE: *WAIT* WORKSHOPS FOR HEADS OF ACADEMIC DEPARTMENTS

Date	Workshop	Duration	Main topics
October 1981	Budgetting and financial control	One day, off-campus	• Financial management • Budgetary planning
October 1982 (Repeated March 1983)	The leadership and management of academic staff	Three days, residential	• Techniques for staff development and motivation • Skills in conducting regular staff review/planning interviews • Staff counselling — advising; disciplinary procedures • Procedures for peer appraisal of academic staff
April 1985	Time management, delegation and leadership	Two days, residential	• Role clarification • Time management • Delegation • Departmental decision-making and communication • Review of peer appraisal and academic promotion procedures
October 1985	Working as a team: Seminar for Heads and Secretaries	Half day, on campus	• Assisting head and secretary to work as an efficient team • Role clarification and differentiation
May 1986	Planning and leadership	2½ days, residential	• Leadership styles and models • Review own leadership style • Leadership skills • Institute planning and goals; implications for departments and leadership • Procedures for feedback on heads' leadership • Review of staff appraisal/development procedures; Managing Personal Growth

was collected and formed the basis for the role play materials. It was surprising how often participants reacted to the materials with the comment "I've got a staff member just like this in my department" — which frequently then led to an exchange of views and experiences on approaches to the management of such problems.

A continuing problem for the workshop planning committee is whether to use external workshop leaders and speakers. Our experience has shown that a balance between the use of external presenters and the use of the group's resources is desirable. Within the institution the experience of heads constitutes a rich store to be drawn on for the benefit of others, and activities are designed to exploit these group resources. For example, in the 1985 workshop virtually all participants had a specific task assigned prior to the workshop — preparing a brief presentation, organising a group discussion, surveying staff views or collecting data. In a continuing workshop series, however, variety is important and the value of the ideas provided by persons external to the organisation is being increasingly recognised. At first there was some resistance to the use of speakers drawn from business and industry on the grounds that their message would not be relevant to the special requirements of management in an academic context. The point has now been reached where such external viewpoints are most acceptable; at the conclusion of the most recent workshop, participants requested further opportunities to interact with the external speakers.

"To maximise the likelihood of transfer of learning, wherever possible workshop activities are based on actual needs and problems experienced by participants."

To assist reinforcement and consolidation, follow-up is important. This takes the form of occasional lunchtime discussions to extend the workshop ideas, sessions to report on the development of specific procedures arising from workshops, and the provision of information.

Outcomes — What are the benefits of these workshops?

The extent to which the workshops result in improved performance as managers and leaders is difficult to establish. Teaching old dogs new tricks is not easy! Limited evidence suggests that for some participants significant behavioural change does occur. The workshops do develop an awareness of new approaches to leadership and management, and particularly through the discussion and experiential elements, contribute to the modification of attitudes concerning one's role as a head. However, while it may be the ambition of the workshop designers that the specific skills and ideas presented are implemented, participants themselves highly value other more intangible outcomes. In particular, they value the opportunity to share and discuss common problems in a supportive atmosphere. For many the discovery that colleagues experience similar problems is comforting.

The workshops also assist in establishing a support system and communication network between heads. Informal interactions around the discussion table, over coffee, or on the tennis court help to establish relationships which facilitate co-operation and understanding back on campus. The opportunity simply to escape from the office, the telephone and the normal day-to-day demands of a busy office, provides thinking space in which heads can reflect on their role and consider new ideas.

For many the discovery that colleagues experience similar problems is comforting.

Conclusion

Four ingredients are important to the success of workshops for heads. First, top level support is essential. The WAIT series of workshops was initiated by the Director who provides strong support to their continued operation and personally writes to all heads inviting them to participate. The participation rate is normally well in excess of 90%.

Second, the involvement of the Director, Deans and Associate Directors is essential. They too need to learn, and to listen to the problems and feelings of their heads. The credibility of the workshops is enhanced if they are seen to be participating fully.

Third, the workshop topics and design must grow out of, and be integrated with, institutional policies and practices, particularly those which are evolving. In this way maximum relevance is ensured.

Fourth, follow-up activities are important to reinforce and extend the workshop experiences.

Finally, a word about feedback. As is the case with student evaluation of teaching performance, information on the performance of heads can be of considerable value in identifying areas for development, for individuals and for groups. Evaluation and development are continuous, interacting processes which share a common goal of enhancing the personal growth and performance of the individual. In the absence of any formal workshop-type activities for professional development, procedures for providing feedback may do much to stimulate individuals to engage in their own programmes of development. Recognition of this idea on the part of heads comes slowly. Through the gradual introduction of ideas and procedures to obtain such feedback at the last two workshops, WAIT heads have now requested that instruments be made available for their use. It will be interesting to observe the progress of this development.

Alan Lonsdale,
Western Australian Institute of Technology.

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Administrative Development for General Staff in the South Australian Universities and Colleges

Margaret Rowland has been appointed to the new position of Staff Development Co-ordinator for the Joint Tertiary Institutions in South Australia. This is a unique approach to providing staff development in the areas of administration, supervision and management common to the five institutions.

The two Universities and three Colleges of Advanced Education in South Australia are undertaking a cooperative venture in staff development which appears to be unique in Australia, and which is attracting interest and attention from interstate.

The venture began in 1984 when representatives of the five tertiary institutions (The University of Adelaide, the South Australian College of Advanced Education, Roseworthy Agricultural College, The Flinders University of South Australia and the South Australian Institute of Technology), met to share concerns about the limited opportunities for the development of general staff. They acknowledged that individually it was not likely that sufficient resources would be provided to enable an institution to develop appropriate programs. However, it was agreed that a joint venture with input from each institution could provide beneficial results.

A Joint Tertiary Institutions Staff Development Committee was formed to arrange courses which would benefit general staff. The response to the 1985 program was positive and enthusiastic. Some of the difficulties which the Joint Institutions Committee experienced were the identification of needs, development of relevant programs and initiating new ideas in the broader aspects of staff development. The Committee realised that to gain maximum benefit from training courses they must form part of a formal development program which would incorporate strategies to enhance organisational effectiveness and which would facilitate response to emerging commitments evolving from social legislation and developing technologies.

An approach to the Chief Executive Officers of the five tertiary institutions led to the appointment of a full-time Staff Development Coordinator at the end of April 1986. The Coordinator's tasks include:

- to review the existing level of activity and recommend new cooperative programs;
- to assist appropriate staff in institutions to develop skills and strategies considered necessary to enhance the effective operation of the institution;
- to develop and arrange for the conduct of appropriate training courses;
- to advise institutions on the introduction of a more extensive staff development program; and
- to act as consultant and Executive Officer to the Joint Tertiary Staff Development Committee.

The brief to the incoming Coordinator was:

(a) to continue the program of seminars and workshops initiated in 1985, and
(b) to develop a modular program to assist supervisors to identify and develop their roles, including that of training and developing subordinates.

A modular series of workshops are in progress between June and December 1986 in the three areas of

- Administrative (or general) Skills Program
- Supervisor Development Program
- Manager Development Program

In accordance with directions set at the beginning of 1986, the number of workshops being conducted in the Supervisor Development Program is twice the number of workshops in the Administrative and Manager Development Programs. Whilst course content has proven to be of considerable value to the course participants, the opportunity to meet/talk/exchange ideas with staff from other institutions, and the networks resulting from that contact, has been the most positive benefit of the joint approach.

By the end of September 1986, a pilot staff development needs survey will have been carried out which will indicate likely directions and resource implications for 1987 and beyond. The target for this pilot survey will be the group identified at the end of 1985; i.e. supervisors. To undertake a pilot survey, even a brief study to "test the water" across five institutions each with differing internal processes, is daunting. The traditional needs analysis questionnaire approach generates a large volume of information which has to be sorted and interpreted. The questionnaires tend to generate requests for development in very broad areas, for example, communication and motivation, which are not necessarily identified as being tied to organisational outcomes. Also, possibly in the light of past experiences, respondents tend to emphasise the acquisition of these skills through off-the-job workshop training. They may not be aware of the availability of what may well be more effective strategies for acquiring those skills through job rotation, action-learning programs, committee assignments, staff-specialist coaching, problem-solving workshops, research assignments, and secondment. These problems have, in the past, reinforced the image of training and development as separate to other management processes in the organisation.

"A Joint Tertiary Institutions Staff Development Committee was formed to arrange courses which would benefit general staff."

The approach which will be piloted in the next few months will be to work with groups of supervisors in the institutions to develop a list of core competencies which would be accepted by the institutions as reflecting what would commonly be expected of supervisors in the organisation. It will provide input to the management information systems in each institution, for example, selection, appraisal, internal staff development committees, and management improvement plans, as well as the input needed for the Joint Institutions Staff Development

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Management Development in TAFE, Victoria

Technical and Further Education (TAFE), in common with some institutions in the other two sectors of Australian tertiary education, recognises the need to provide management development opportunities for all of its staff. In this account of current activities in Victoria, Pauline Seitz points out that management competence is crucial, especially when it is recognised that the scale of operation of some colleges is comparable to large corporations.

Of the many factors which are important in the human resource management of TAFE, two have major impact. Firstly, TAFE is being called upon increasingly to play a major role in the implementation of government initiatives in the area of social and economic policies. Secondly, by far the major resource commitment in TAFE is to the training and development of its teaching and management staff. Most teaching staff must undergo an accredited initial teacher training program delivered in Victoria by the Hawthorn Institute of Education, a College of Advanced Education where the training is an internship model — TAFE teacher trainees are employed in TAFE Colleges while undertaking their training, thus providing a close link between their training and practice.

In Victoria, in recent times, particular attention has been focused on the professional development of those responsible for the management of a very large and increasingly complex system. Apart from a general recognition of the importance of the application of human resource management practices appropriate to a vast public enterprise, some additional factors are worth mentioning.

The Victorian Government has commissioned a TAFE Priority Review which will report on the major priorities TAFE should concentrate on in the medium and long term, and the implications for the direction of TAFE resources and effort. In addition, the Victorian TAFE Board in 1985 commissioned two major studies by the consultants, Cullen Egan Dell on Senior Management in TAFE Colleges and on Non-Teaching Staff in TAFE Colleges. To a large extent, both studies were commissioned in recognition of the fact that many TAFE Colleges in Victoria, as elsewhere, have grown to be very considerable enterprises, comparable in management and financial terms to large corporations. Therefore, managerial competence is of paramount importance both now and for the future.

Before outlining some specific results in management development arising from the circumstances outlined above, it may be useful to describe the context in which they apply.

In Victoria the TAFE authority is the Victorian TAFE Board. The Board reports to the Minister for Education but is separate from the Education Department. It is responsible for the provision of TAFE programs to meet the needs of industry and Government policy in the general area of vocational training.

In the human resource development area the TAFE Board has responsibility for:

- development and review of policy related to training and professional development for teaching and non-teaching staff in TAFE Colleges and other TAFE providers;
- submitting for, and allocating, resources to human resource development from both State and Commonwealth funding sources;
- the assessment and implementation processes for human resource development needs arising from State and Commonwealth Government initiatives which impinge on TAFE operations, and
- the assessment and implementation processes for human resource development arising from new requirements for TAFE management and program delivery.

The major responsibility for the operation of professional development in TAFE falls to the Staff Development Unit of the Office of the TAFE Board in collaboration with TAFE providers; in particular their Staff Development Officers.

This is the context in which the current management development project operates. The project has a number of facets which link to existing practice, while at the same time providing opportunity for design of new approaches.

"... by far the major resource commitment in TAFE is to the training and development of its teaching and management staff."

Firstly, a management development consultant was seconded to the Human Resources Group of the Office of the TAFE Board to work in the Staff Development Unit for the period June 1986 to March 1987. The brief was to co-ordinate a program of management skills development and to design a range of systems approaches to management development.

Following an analysis of the findings and recommendations of the Cullen Egan Dell study of TAFE College Management, a Management Development Skills Program was assembled. A sample of the program includes:

Women in TAFE Management
Personal Management Effectiveness
Strategic Planning
Budgeting
Specific Programs for Junior and Middle Management
Management Action Project (supervised individual projects)
Team Building
Negotiating
How to Develop Staff

All the above programs are for teaching and non-teaching staff, and most last 1—2 days, with some spanning several weeks and some being residential.

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The Universities National Administrative Training Programme

Administrative development opportunities and information are being provided nationally for all levels of university staff. Russell Huntington describes the work of the UNATP which he coordinates.

In 1984 the Administrative Staff Conference of the Australian Vice Chancellor's Committee agreed that a national training co-ordinator be appointed to assist in the implementation of the conference policy on administrative staff training and development. The policy, formulated in 1983, is as follows:

(a) to assist in the development of training strategies in all universities;
(b) to encourage and assist in the development of training and development programmes;
(c) to collect and disseminate information about available training courses and materials; and
(d) to identify areas in which needs are not being met and devise suitable ways to meet these needs.

The first co-ordinator, Russell Huntington, Assistant Registrar at the University of Melbourne, took up a two-year, half-time appointment in April 1985. Now that the programme is in its second year, the role of the co-ordinator has become clear and is:

(a) to raise university consciousness of the need to develop strategies and programmes of administrative staff training and development;
(b) to act as a clearing house for training opportunities and resources available within Australia and overseas;
(c) to extend the range of training courses available to university administrative staff within Australia.

"An initiative of the programme has been the provision of seminars for women in administration..."

Newsletter

A bi-monthly newsletter aims to provide those involved in administrative staff development in Australian universities with news and current information on staff development and training opportunities within Australia and overseas. The newsletter includes brief articles on the target group, aims and content of Australian and overseas training programmes relevant to university administrative staff, identifies new and noteworthy publications in the field of training and development, summarises features of new training resources, outlines training and development strategies preferred by individual Australian universities and other tertiary institutions, and profiles professional associations whose interests may be relevant to university administrators. In addition each issue includes a directory of forthcoming courses and programmes available overseas, nationally and at the state level. The directory identifies the sponsor, topic, location, date and inquiry contact. Those interested in receiving copies of the newsletter may contact Russell Huntington, telephone (03) 344-7117.

Course development

An initiative of the programme has been the provision of seminars for women in administration aimed at assisting them to maximise their career opportunities. The focus is on senior secretaries and lower level administrative women. Participants are urged to realise the importance of career and life planning as a basis for participating in training and other career development opportunities. Participants receive advice as to how to identify personal training needs and gain access to administrative training opportunities. The seminars emphasise the need for participants to accept personal responsibility for their career development. The day-long seminars also provide participants with a "taste" of training in some standard skills (e.g. time management, communication skills).

In October 1986 a three-day residential seminar for chairmen of academic departments was held in the new premises of the Graduate School of Management at the University of Melbourne. The seminar was designed on the assumption that the chairman of an academic department is expected to be administrator, supervisor, teacher, leader, researcher, entrepreneur, counsellor, manager and mentor and in most cases he or she has had little opportunity to reflect on the role let alone the processes involved in performing the role.

The objectives of the programme were to assist the chairmen to reflect on their complex role as academic managers, to consider the role of the departmental chairman and explore managerial behaviours appropriate to the role, and to outline a series of models of managerial behaviour and to facilitate discussion on the applicability of the models in the participants' departments. The three themes developed throughout the seminar were (a) the chairman as planner of departmental direction, (b) the chairman as facilitator of individual and group performance, and (c) the chairman as academic innovator/entrepreneur.

The programme was led by John Bailey, Executive Director of the Centre for the Development of Entrepreneurs, David Syme Business School, Chisholm Institute of Technology, and included sessions led by other management development consultants and case studies presented by practitioner chairmen.

The future

In 1986 the Administrative Staff Conference will consider a report on the UNATP initiative. The conference will have to decide whether the new quite widespread investment by universities in "in house" staff development personnel, who aim to attune staff development programmes to specific institutional objectives, can be profitably augmented by an inter-university programme encouraging cross fertilisation of ideas among staff performing similar functions in different universities.

Russell Huntington,
University of Melbourne.

The Art and Science of Headship

There is little systematic data about administration in Australian universities. In this report, Ingrid Moses describes an ARGS Project on headship. A project aim is to provide research-based data for future professional development activities.

Since the democratisation of the universities in the 1960s and 1970s headship has changed. Instead of the professor appointed as head "for life" and in complete control over resources, heads are increasingly (a) elected to office, (b) of non-professorial status, and (c) serving a limited term appointment. In the current climate, open accounting and open decision-making are expected particularly of elected heads.

Elected heads who know they must return to the ranks may be reluctant to innovate, to make long-term plans for and with the department, to confront conflicts, or to evaluate staff. *The Art and Science of Headship: Tasks, Roles, Skills and Conflicts of Heads of Departments and Schools* is the project title of a research study undertaken by Emeritus Professor Ernest Roe and myself which addresses these matters. The project is in its second year and is currently funded by ARGS; in its first year it was supported by a Queensland University Improvement Grant.

The project aims to provide a research-derived basis of knowledge which will subsequently be available for the design and implementation of professional development activities for heads/chairpersons of departments/schools. The survey in 1985 and interviews with heads in 1986 concentrate on the nature of headship, on tasks, roles, skills and conflicts of heads, and on the effects of different contexts and conditions.

"Many heads said that they could not perform the three functions of an academic, namely teaching, research and administration/service adequately while they were head."

Heads in eight Australian universities were surveyed in 1985. These universities were chosen as pairs old vs new, departments vs school, traditional vs special mission institution. The older universities with a departmental structure and traditional courses and students are Queensland, Sydney, Melbourne and Adelaide. The newer universities chosen are all in the same capital cities, have a school structure and attract students of lower high school performance. They are Griffith, Macquarie, La Trobe and Flinders. In 1986 a selection of the heads and chairmen surveyed was interviewed, and staff in some of these departments or schools also contributed their perception of the importance of headship functions.

There is a wealth of material emerging from the study which will be published in due course in journals and as a series of suggestions feeding information back to the institutions. Here are just a few data and some suggestions:

Many heads said that they could not perform the three functions of an academic, namely teaching, research and administration/service adequately while they were head. Yet their own expectations, and sometimes that of departments, was that they be seen to do it, and many heads in fact tried to do it. In the end, 86 percent of heads surveyed reduced their research activity after their appointment, while 60 percent said they reduced teaching loads. Heads in large departments (with a total of 51 or more academic and other staff members) were able to reduce their teaching significantly more often than heads in smaller departments. Thus they were able to concentrate more on research and administration. Reductions in research activity particularly occurred when the department head was at senior lecturer level.

"The largest problem area identified by heads was concerned with staff questions..."

This finding has several implications. If universities allow appointment to headship at senior lectureship level at a stage in the academic's career when research activity should be strong, there should be administrative or research assistance for the academic. Indeed, one could argue that all heads should have administrative assistance, and research assistance if required, to ensure that productive researchers who are also heads keep contributing to the national research effort. Time off during or after a headship term can ensure that research-oriented heads can keep up or catch up.

The head's position vis-a-vis senior staff in the department is ambivalent. If the head is a professor, the administrative and academic leadership are united. If the head is a reader or senior lecturer and there are more senior staff in the department, then there is a potential for conflict. The head's authority is then only of limited duration, and unless the head commands the respect of colleagues within the department, and also at university level, he or she can neither introduce change within the department nor be an effective advocate for the department at faculty or university level. A non-professorial new head with a short term appointment often lacks both the informal knowledge which professors have through involvement in university committees, and the time to acquire it.

The largest problem area identified by heads was concerned with staff questions — the lack of academic and support staff, but also issues of promotion and tenure, work allocation, unsatisfactory staff performance and conflicts among staff, and maintaining morale. Heads also mentioned the large amount of time which had to be spent on "administrivia" and supplying information which they believed could be compiled by central administration. Reviews of the administrative structure of a university or reorganisations need to take into account the precarious positions of heads, who mainly see themselves essentially as academics and only temporarily as administrators.

Ingrid Moses,
University of Queensland.

REVIEW

Effective Leadership: A Self-Development Manual, John Adair, Aldershot, Hants; Gower, 1983, 228 pages. ISBN 0-566-02411-X, £12.50 (hardback), £2.95 (paperback published by Pan).

The aim of this book is to help individuals improve their abilities as leaders by stimulating awareness of different aspects of leadership, by increasing understanding of the principles involved, and by developing various skills. The author recognises the importance of learning from practical experience and expresses the hope that reading the book will decrease the time taken to learn — thus removing some of the error from the trial-and-error method.

The book is divided into three main sections — understanding leadership, developing leadership abilities, and growing as a leader. The section on developing leadership abilities has chapters on such topics as defining the task, planning, briefing, controlling, evaluating, motivating, organising and setting an example. There is a brief check-list of questions for the reader at the end of most chapters.

Almost any brief reference to important practical developments in organisations is likely to convey a misleading impression, if only due to the fact that a great deal of information is compressed into a small space. Such is the case on pages 89-90, where there is reference to quality circles. Unfortunately Adair does not explain that training in quality control in Japan started at the top of the organisation and was then undertaken by people in successively lower levels in the hierarchy. It therefore took *ten years* for training in techniques of quality control to be disseminated to all members of the organisation. Training was voluntary, but it was necessary to pass the quality control examination before being considered for promotion. The omission of this information thus conveys a misleading impression about Japanese quality circles. Circles would not be able to function if training in the principles of quality control had not started at the top of the organisation and then moved down to include all employees.

Much research on introducing change into organisations stresses the importance of starting at the top — a view expressed most strongly by C. Argyris and D. Schon. Thus, if training in quality control were to be introduced into universities or colleges, it would be essential to start with the Vice-Chancellor or Director and move downwards!

Most of the principles in *Effective Leadership* can be found in text-books about organisational behaviour and also in popular publications such as *The One-Minute Manager*. The book has not been written with students in mind; instead, it is designed for people who are already working and who want to learn more about leadership. This is accomplished by the use of self-appraisal questionnaires, exercises, and a style of writing which emphasises clarity and short words rather than jargon. Important lessons are conveyed through well-chosen quotations from outstanding leaders. Illustrations and examples are sometimes placed in boxes. It is hard to envisage any academic or non-academic administrator who would not learn something valuable from Montgomery's talk to officers at Eighth Army Headquarters in 1942 (pp. 96-99). Similarly, committees in many tertiary institutions would save a great deal of time and money if members adopted the methods used by Clement Attlee to secure "clear, crisp, uncompromising decisions" in Cabinet meetings lasting only two hours (page 108). Unfortunately there are too many committees in educational institutions which appear to reward, rather than discourage, rambling discussions and compulsive speakers.

The final point, which encourages the leader regularly to "walk around each person's place of work" has a parallel in T. Peters and N. Austin's *A Passion for Excellence: The Leadership Difference* which recommends that administrators wishing for superior performance in their organisation should "manage by walking around" on a regular basis. In similar fashion, J.P. Kotter writing in the *Harvard Business Review* in 1978, stressed the need for managers to have up-to-date information so that they could manage dependencies, and draw attention to the fact that many successful administrators set aside time to walk around and observe what was happening.

In conclusion, *Effective Leadership* is not an academic approach to leadership but rather a do-it-yourself manual seeking to encourage people to improve as leaders. Some of the recommendations could be described as obvious, but unfortunately most people do not carry them out — perhaps because they are not as easy as they sound! Any academic or non-academic administrators who followed the guidelines would find many are relevant and applicable to leaders in academic organisations. The section dealing with controlling meetings and organisations is particularly valuable. I would therefore recommend this book to any administrators wishing to alter their own behaviour and to make sure that their organisations are both efficient and effective.

Margaret MacNamara,
University of Adelaide.

(From page 7)

In addition, two studies are being undertaken — a Management Development Audit of TAFE Provider Initiated Management Development Programs and a study of Provider Based Staff Development Officers. Both studies are designed to provide the Office of the TAFE Board Staff Development Unit, with information which will enable it to strengthen its role as an information and system-wide training resource. Proposals for management development system design are also being prepared for piloting in a new TAFE college.

Already a number of issues are emerging which will have an important bearing for management development in TAFE. Evidence so far indicates the need for the Staff Development Unit to develop a strong and effective internal consulting role for TAFE as a whole, both in the area of program design assistance, and in the provision of information about resources within and outside the TAFE system. Another emerging need is for more sustained links with the broader training community in industry and the tertiary sector.

As TAFE seeks to develop management practices appropriate to its size and range of program delivery, and for the most effective allocation of the large proportion of resources expended on staff, the TAFE system will need to accept — as a high priority — a close involvement with all areas of activity and groups of practitioners who are at the forefront of new developments in management practice.

Pauline Seitz,
Office of the TAFE Board, Victoria.

BOOKS IN BRIEF

Flexibility in Academic Staffing: Effective Policies and Practices. K. Mortimer, M. Bagshaw, A. Masland, Washington, D.C.: ASHE-ERIC Higher Education Report I, 1985, ISSN 0884-0040, ISBN 0-913317-20-9, US$7.50. (Available from ASHE, The George Washington University, One Dupont Circle, Suite 630, Washington, D.C. 20036, USA).

Consideration of what institutions may do to achieve staffing flexibility in times of economic constraint — most alternatives would not be palatable to academics accustomed to expecting tenure. Institutions may control positions (e.g. not replace staff); convert to no-tenure system, make part-time appointments; set tenure quotas, extend probation, set stricter criteria for tenure; institute post-tenure performance reviews, retrain staff, encourage early retirement, or retrench staff. (See item below.) (PN)

Deferment of Entry into Higher Education. R. Linke, A. Barton, R. Cannon, Adelaide: Tertiary Education Authority of South Australia with Advisory Centre for University Education, 1985, ISBN 7243-4365-2, no price given. (Available from TEASA, 18 Dequetteville Terrace, Kent Town 5000, SA).

Study identifies groups of students most likely not to take up places after deferring entry, institutions and programs of study likely to suffer highest net loss of potential students. Differences between socio-economic groups not statistically significant but women and country residents less likely to take up position. Deferring students report personal gains from the experience, consistently achieved higher grade point averages. Some indication that direct financial assistance would encourage some groups to take positions. Suggestion it might be worth considering reserving a limited number of places for deferring students whose scores were below admission cut-off — in effect, mandatory deferment for some not quite qualified. (PN)

Widening the Field: Continuing Education in Higher Education. C. Titmus, editor, Guildford, Surrey: SRHE and NFER Nelson, 1985, ISBN 1-85059-012-5, no price given. (Available from SRHE, University of Surrey, Guildford GU2 5XH, UK).

Attempts definition of continuing education in its many guises; assesses possible contribution of higher education and its ability to meet needs of individual adult learners and/or clients such as industry and professions; discusses implications of conflicts between educational roles and their impact on research roles; institutional self-interest and power plays over provision of continuing education. (PN)

Faculty Participation in Decision Making: Necessity or Luxury? C. Floyd, Washington, D.C.: ASHE-ERIC Higher Education Report 8, 1985, ISSN 0884-0040, ISBN 0-913319-27-6, US$7.50. (Available from ASHE, The George Washington University, One Dupont Circle, Suite 630, Washington, D.C. 20036, USA).

Readers of the above report would be well-advised to read this one as well. Academic staff increasingly are becoming involved in decision-making where financial considerations overlap academic matters, even in matters like retrenchment. Administrators are seeking to strengthen the collegial foundations of decision-making. Report discusses which matters require broad consultation and where more limited is appropriate; considers extrinsic rewards for participation; how to place relevant information in hands of academic consultative groups; the organisation of those groups. (PN)

Nursing Management and Education: A Conceptual Approach to Change. M. Bowman, London: Croom Helm, 1986, ISBN 0-7099-3234-0, $27.50. (Available from Croom Helm, GPO Box 5097, Sydney 2001, NSW).

Written in context of changes to nursing in Britain and to National Health Service. A text for educators of nurses and for "first-line nurses" focusing on management issues with emphasis on their effect on patient care. Aims and objectives of each chapter explicitly stated, extensive references and suggestions for further reading. (PN)

New Directions in Composition Research. R. Beach and L. Bridwell, editors, New York: The Guildford Press, 1984, ISBN 0-89862-250-6, $82.95. (Available from Astam Books, 27B Llewellyn Street, Balmain, NSW).

Excellent collection by some of the best researchers in the field, sampling current methods and canvassing prevailing thinking. Methods covered include descriptive studies, protocol analysis, linguistic techniques. Part II on composing process, including revision, self-evaluation, constraints of short-term memory. Part III, the writing situation: influence of task on student writing, anxiety, non-academic writing. Part IV, instructional context: teacher training, teacher's attitudes, impact of word processors. (PN)

Teaching and Assessing Writing. E. White, London: Jossey-Bass Ltd, 1985, ISBN 0-87589-641-3, no price given. (Available from Methuen LBC Ltd, 44-50 Waterloo Road, North Ryde, NSW, 2113).

The focus of the book is on the assessment of writing, but the author covers many other issues as thinking about assessment necessarily leads to consideration of what one teaches and why and how. White is a very experienced proponent of holistic scoring of essay tests; he provides a thorough discussion of how to organise, plan, create, score and analyse tests of writing ability for various purposes. Perhaps even more interesting to the majority of readers would be Chapter 9 on recent writing research; Chapter 12 on continuing issues in teaching and assessing writing; and Chapter 13 on helping students improve their writing. The last, though written with college and university teachers of composition in mind, could provide stimulating ideas to subject teachers seeking ways to help students learn to write analytical pieces, use reading resources, and revise their drafts. (PN)

Conferences

International Sociology of Education Conference
Theme Politics and the Process of Schooling
Place Westhill College, University of Birmingham
Date 5 — 7 January 1987
Information Administration Office, International Sociology of Education Conference, PO Box 25, Abingdon, Oxfordshire, OX14 3UE, UK.

Mass Media Education National Conference
Place Wrest Point Casino, Hobart
Date 18 — 21 January 1987
Information Australian Teachers of Media, PO Box 289, North Hobart, Tas.

The Freshman Year Experience (Two conferences — West and East)
Theme Empowering Freshmen for Academic and Personal Success
Place University of California at Irvine; and University of South Carolina at Columbia
Date 29 January — 2 February 1987; and 21 — 25 February 1987 (respectively)
Information National Conference on the Freshman Year Experience, University 101, University of South Carolina, Columbia, SC 29208, USA

1987 Association for Institutional Research Forum
Place Kansas City, Missouri
Date 3 — 6 May 1987
Information Jean Chulak, Executive Secretary, Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, FL 32306, USA

First International Conference on Experiential Learning
Place Regent's College, London
Date 18 — 25 June 1987 (not 26 — 30 June as previously published)
Information Ed Rosen, Friends World College, Regent's College, Inner Circle, Regent's Park, London NW 1 4NS, UK

Fourth International Girls and Science and Technology Conference
Theme A Celebration of Diversity
Place University of Michigan, Ann Arbor, Michigan
Date 23 — 29 July 1987
Information Cinda-Sue Davis, Director, Women in Science Program, 350 S. Thayer Street, Ann Arbor, MI 48109, USA

Second International Seminar: Misconceptions and Educational Strategies in Science and Mathematics
Place Cornell University, Ithaca, New York
Date 26 — 29 July 1987
Information Prof. Joseph Novak, Department of Education, College of Agriculture and Life Sciences, Roberts Hall, Cornell University, Ithaca, NY 14853, USA

Seventh National Language and Learning Skills Conference
Theme Learning From Each Other
Place Murdoch University and Fremantle
Date 26 — 29 August 1987
Information Lorraine Marshall and Francis Rowland, Educational Services and Teaching Resources Unit, Murdoch University, Murdoch, WA 6150.

(From page 6)
programs. At the same time, individuals have information on which to base career expectations, to measure their own performance and to develop other staff. The managers in the individual institutions have an input for measuring management outcomes, and information on which to base resource decisions.

The advantages of the approach are:
- competencies can be determined by using random groups;
- they can be updated and verified with little effort;
- the implementation of change resulting from social legislation and developing technology can be monitored by revision of the competencies;
- the results are in a readily usable form; and
- the results provide the basis for assisting self-development; i.e. the responsibility for the training and development of staff remains where it belongs — *with the supervisor.*

The disadvantages are:
- the cooperative approach will require that core competencies are generated. Other competencies which may provide valuable information to individual institutions may be missed;
- the outcomes are heavily influenced by the quality of those participating (as with any random survey system). As skills increase, groups become more discerning and perceptive: therefore it is important that organisations regard competencies as dynamic; and
- if the outputs are not reflected in other management processes, for example, in selection and appraisal, there may be little effect from training and development on management outcomes.

Interesting days are ahead!

Margaret Rowland,
C/- University of Adelaide.

ABSTRACTS

HERDSA Abstracts are based on a regular survey of relevant literature. They are intended for use by tertiary teachers, research workers, students, administrators and librarians. The abstracts are classified into the same groups used by the Society for Research into Higher Education in their quarterly publication *Research into higher education abstracts.*

The *Abstracts* attempt a coverage of current English language publications in Australia, New Zealand, Papua New Guinea and Indonesia. Publications describing research, teaching, administration, staff and students in higher education are abstracted.

Educational or other non-profit organisations may reproduce a limited number of these abstracts in their own publications provided that HERDSA receives suitable acknowledgment.

HERDSA is most grateful to its abstractors and the co-operation of the editors of a number of journals abstracted in this issue. The *Abstracts* are edited by Hugh Guthrie, Educational Research Officer, Curriculum Development Group, Education Unit, The Royal Melbourne Institute of Technology, P.O. Box 2476V, Melbourne, 3001, Victoria, Australia.

Note: Authors or editors who would like abstracts of articles, books or monographs to be included are invited to send a copy of their work, together with an abstract, to the Abstracts editor.

A GENERAL

Black, L., **Commonwealth Initiatives to Promote Women in Non-Traditional Training and Employment.** Victorian TAFE Papers, 4, 1986: 37-40.

The Commonwealth Government has taken initiatives to encourage young women to take up training and employment in non-traditional trades. This paper begins by outlining the reasons which justify these initiatives and outlines what the initiatives are. Trade-based preparatory courses for girls are a key way by which the intention of the government can be achieved.

(Journal abstract)

Brinkworth, B., **Monitoring Technological Change.** Victorian TAFE Papers, 4, 1986: 54-58.

This project designed and piloted a scheme for monitoring trade/industry/commerce technological changes and reporting them to TAFE teachers and authorities.

A matrix of information categories was used to facilitate the collection and storage of information. Monitoring involved extensive literature searches as well as industry contacts by specialist technical monitors.

From the information collected, items selected were presented in the form of an illustrated new bulletin which was issued to a sample of TAFE teachers.

Information outlining the potential of the monitoring scheme and a range of services that could be based on it was issued to TAFE authorities.

Conclusions were drawn, based on an evaluation of the processes and products of the pilot project.

(Journal abstract)

Cook, R., **Youth Programs, TAFE and the Meaning of Life!** Victorian TAFE Papers, 4, 1986: 25-30.

This article outlines some guiding principles for curriculum design for youth programs prior to discussing the process model of curriculum which is being used in work/study programs. Some problems of implementing this approach are listed, before general issues are discussed relating to teaching in the programs. A final point addressed is the degree to which the curriculum model being used is different from the Instructional Systems Model being used in vocational programs in TAFE.

(Journal abstract)

McMahon, J., **The Strong Providers of Early Technical and Further Education.** Victorian TAFE Papers, 4, 1986: 18-21.

This paper argues that proactive providers have influenced the acceptance of early technical and further education and their own destiny. The mechanics institutes and Technological Commission schools offered an irrelevant technical education, and they did not survive. The contrasting progress of the senior technical colleges points to their relevant curricula and their victories in the struggle against the bureaucracy of the Education Department. The flexibility of the colleges and departmental technical schools in providing apprentice trade training, and vocational retraining, further illustrates how they catered for deeply felt needs, guaranteed acceptance of their courses and survival of their institutions.

(Journal abstract)

Morgan, L., **Integration of People with Disabilities into TAFE.** Victorian TAFE Papers, 4, 1986: 34-36.

Funded under a State Government budget initiative, the TAFE Board Disability Study aims to assess the resource and personnel implications of a policy of integration for TAFE. The following article sets out a means by which this is to be achieved.

(Journal abstract)

Watkins, P., **Forecasting the Technological Future: Directions for Education.** Unicorn, 12, 2, 1986: 81-86.

In the face of the recent rate of technological change, some educationalists and most politicians seem to have taken the position that change will necessitate a rapid upgrading of more highly specialised academic skills. In particular, an intensive expansion of mathematical, science and technical skills is seen by some as a necessary prerequisite to meet the demands of the new high technology industries. But recent studies by Sweet in Australia and Liven and Rumberger in the United States of America have cast doubts on the validity of such assumptions. These writers point out that the belief that high technology industries provide high technology jobs is mistaken. If this is the case, education would be better directed towards equipping students with the more fundamental skills of being able to critique and reflect on the technological changes taking place rather than closely aligning skill to the ephemeral demands of industry.

(Journal abstract)

Worthy, F., **Multicultural Education in Two Colleges: Some Practical Achievements.** Victorian TAFE Papers, 4, 1986: 41-43.

This paper outlines the response in 1985 in two TAFE colleges, Dandenong and Frankston, to the TAFE Board's policy on multicultural education. It involves increased contact with ethnic communities in the area. In Dandenong, some new teaching programs were developed as a result of this contact. In Frankston, a team approach was adopted to incorporate multiculturalism in the college as a whole.

(Journal abstract)

Zepke, N., **Factors Affecting Curriculum Design in Vocational Education.** Tutor, 32, 1986: 18-25.

Curriculum design plays about the same role in education as a recipe does in cooking. From the recipe the curriculum chef

fashions an educational program. However, New Zealand Vocational education has no single design chef. A variety of authorities, councils and individuals have a hand in designing programs. Consequently, there is no single design recipe either.

(Journal abstract)

B SYSTEMS AND INSTITUTIONS

Barcan, A., **Teacher Training Since 1974 — The Turn of the Tide.** Unicorn, 12, 2, 1986: 113-121.

Over the last decade, teacher preparation has been influenced by various material factors such as economic recession and a reduced demand for teachers. Perhaps understandably in a pluralist society, a variety of styles of "traditions" developed in institutions involved in the preparation of teachers. The radical or neo-marxist tendency, the most colourful, had fluctuating fortunes. Criticism of teacher education was persistent. The six enquiries of 1977-81 produced little change, though the overall trend was towards a more practical school-oriented approach in teacher preparation. Mergers of teacher training institutions in the early 1980s arose from administrative and financial motives, not educational.

(Journal abstract)

Calvert, J., **Facilitating Transfer of Distance Courses.** Open Learning, 1, 1, 1986: 34-37.

"Barriers to course sharing are rooted in traditions of institutional insularity and individual academic autonomy", says Jocelyn Calvert of the Open Learning Institute in British Columbia, Canada. However, an analysis of the experience of course sharing between institutions in the US, UK, Canada and Australia shows that despite the problems, success has been achieved, "setting models for exchange that others may follow".

(Journal abstract)

Johnson, P., **Know Thine Enemy: The Weighted Student Hour (WSH) System of Staffing Allocation.** Tutor, 32, 1986: 50-53.

A recent Staff Development Seminar at the Waikato Technical Institute produced a fair crop of contentious topics. One which kept coming up time and time again was the "weighted student hour (WSH) system" which, it seems, has earned almost universal condemnation.

(Journal abstract)

Leopold, K., **Maintaining Student Numbers and Academic Standards in a Small Department.** Higher Education Research and Development, 5, 1, 1986: 3-14.

German at the University of Queensland between 1947 and 1985 is shown as an extreme example of the problems that can beset small departments or sub-departments that have little or no protection through degree requirements and do not automatically attract large numbers of students. If such subjects are to prosper or, in some cases, merely survive, demand must be created by the department. This public relations process can add tremendously to the workload of the staff of the department. Linked with the problem of numbers is the maintenance of standards. However, whereas the struggle for students probably affected only a limited number of departments in the last forty years, the problem of the maintenance of standards must have affected almost every department in Australia. It is shown how an almost unavoidable decline in standards took place in German in Queensland between 1947 and 1974, during which period the basic pattern of courses remained unchanged. Then the introduction of the semester system created new problems of standards while at the same time having a surprising effect on student numbers.

(Journal abstract)

Maclean, P., **Universities Combine to Teach Women's Studies.** Open Learning, 1, 1, 1986: 29-33.

Developing the curriculum at a time of diminishing resources for education seems extremely difficult. New subjects have less power to gain recognition. However, one way of overcoming constraints is to share scarce resources between institutions. The co-operation of three Australian universities in the production of a joint major in Women's Studies is an excellent case study of the problems and the rewards. Pam Mclean teaches in the School of Social Sciences at Deakin University.

(Journal abstract)

C TEACHING AND LEARNING

Adams, B. and Johns, C., **A New Model of Support Teaching in TAFE.** Victorian TAFE Papers, 4, 1986: 31-33.

This article is a brief description of writing workshops run for TOP students as part of a support teaching program at Preston College of TAFE. The workshops explore practical ways students can use writing as a tool for active learning. They also provide a basis for classroom and support teachers to work more closely to meet the needs of students.

(Journal abstract)

Blyth, W.F. and Calegari, J.P., **A Multi-Level Entry Mathematics Course with Remedial Component.** International Journal of Mathematical Education in Science and Technology, 17, 4, 1986: 465-472.

Students enter our first-year classes with a considerable diversity of mathematical skills. We have introduced a multi-level entry scheme for first-year engineering mathematics. Student discontinuance has been reduced from nearly 50 percent (which is typical of similar courses in Australia) to 20 percent. The remedial component is semi-self-paced and requires 80 percent mastery. No extra resources have been required, and there has been an overall increase in the standard of the course.

(Journal abstract)

Churches, A.E., Boud, D.J. and Smith, E.M., **An Evaluation of a Design-and-Build Project in Mechanical Engineering.** International Journal of Mechanical Engineering Education, 14, 1, 1986: 45-55.

The paper describes the design-and-build project approach which forms part of the second-year Mechanical Design courses at the University of New South Wales. The course structure in Mechanical Design is described. Details of the project requirements and organisation are presented, including a summary description of some of the projects used in the courses. Student evaluation of the projects shows that students found the projects a positive experience, and that students felt they learned things they could not have learned in other ways. Moreover, the projects enabled them to put both design and theory into practice, to work in groups and to use prototypes. From experience over fifteen years, it was concluded the design-and-build project contributed significantly to teaching engineering design, and added variety to a course which was otherwise almost entirely theoretical.

(HBC)

Coleman, M.F.M., **X-ray Diffraction Powder Patterns on the Apple II.** Education in Chemistry, 23, 3, 1986: 73-74.

Two programs, one introductory and the other advanced, are concerned with the interpretation of x-ray powder diffraction patterns. These patterns are normally obtained with automatic powder diffractometers. The programs use file cards such as those supplied by the American Society for the Testing of Materials (ASTM). These programs are two of several developed at Wellington Polytechnic; they are written in Applesoft and run on an Apple II.

(HBC)

Dawson, A.G., **Microcomputer Tutorials in Biochemistry: Assembly Language Overcomes Some BASIC Problems.** Biochemical Education, 14, 2, 1986: 77-79.

Microcomputers are used increasingly as teaching tools.

Most biochemists program using BASIC. However, there are disadvantages in using BASIC, including inherent slowness and inefficient programming. There are several suggestions to overcome problems caused by the time taken to execute a program, one of which includes speeding up program execution by writing in assembly language.

(HBG)

Greagg, L., **Teleconferencing in Distance Education: A Literature Survey.** (Available from the author TOCCA/VTOCN, 143 Franklin Street, Melbourne, 100 pp & 7 pp Bibliography, price $6.00.)

This contains descriptions of teleconferencing programs, and summarises and comments on the available research. Arranged in chronological order from the sixties to the eighties, it describes the early work of the ETN (Educational Telephone Network) at the University of Wisconsin and the Open University as well as Swedish (Universities of Lund and Linkoping); Canadian (Open Learning Institute of British Columbia, Coldewan and Spencer's Athabasca University, Keller Plan Study, and Short's University of Quebec Paper of Teaching Without Visuals), and Australian studies.

The Australian studies covered are Potter's Murdoch studies, the Mitchell CAE pilot study, the Deakin MBA study, the Victorian Country Education Project, and two Queensland projects (TELESLAQ and Lundins and Russell BCAE work).

All uses of the telephone in distance education are included.

(Author abstract)

Greagg, L., **Fleximode: A Literature Survey.** (Available from the author TOCCA/VTOCN, 143 Franklin Street, Melbourne, 10 pp, price $1.00.)

Fleximode is a pre-planned combination of on- and off-campus study. The student has the advantages of both a complete set of well-prepared course materials and regular contact with a teacher and fellow students.

The off-campus material relieves both tutor and student of the necessity of routine information exchange, note-giving and note-taking. Class time can thus be spent on topical references and examples as well as developing matters of special interest or difficulty to the class. In class, the student can interact with fellow students and the teacher. Though the teacher's actual class time is reduced, his/her role is enhanced to take on more specialised diagnostic and remedial support work.

This practice originated in Britain where the National Extension College at Barnet patented it under the name of *Flexi Study* and encouraged other colleges to offer this delivery mode.

This survey covers student selection, teaching strategies, administration costing, contact with tutors, teleconferencing and marketing.

(Author abstract)

Galvin, W.P., **A "Realistic" Computing Exercise in Complex Variables.** International Journal of Mathematical Education in Science and Technology, 17, 4, 1986: 449-451.

A mathematical model of spatial interaction in geography is translated into complex variables so that a map of a small region is represented by part of the complex plane, with a function of a complex variable used to represent vectorially the net interactive "force" at any point due to the presence of a finite set of points of attraction. The zeros of this function represent equilibrium points of the force field in the region and can be obtained by writing a computer program in complex variables.

(Journal abstract)

Docking, R.A., **Norm-referenced Measurement and Criterion-Referenced Measurement: A Descriptive Comparison.** Unicorn, 12, 1, 1986: 40-46.

Twenty years after its introduction, criterion-referenced measurement is now being adopted by many educational systems as an alternative to the norm-referenced measurement approach which has dominated assessment at all levels of education for generations. While the impetus for changes is now evident in all sectors of the educational community, like all changes, there are many who reject it, or feel some disquiet about it, or who are fearful of it. This brief paper compares two approaches in terms of their fundamental characteristics, and evaluates their applicability to classroom and system based assessment. Through this comparison, the paper shows what functions are best served by each approach to assessment, and discusses how criterion-referenced measurement can be effectively implemented.

(Journal abstract)

Done, P. and Toms, K.N., **Mathematics and the Modern Surveyor.** International Journal of Mathematical Education in Science and Technology, 17, 4, 1986: 453-464.

A broad review is made of the professional nature of the modern land surveyor. The many and varied areas in which he is required to be mathematically competent are indicated in general terms. An appendix links mathematical theory to various aspects of surveying.

(Journal abstract)

Humann, J. and Farrugia, D., **Teaching Writing in ESL Through the Word Processor: A Case Study.** Victorian TAFE Papers, 4, 1986: 44-47.

Microcomputers have been purchased for use in the Migrant Education Department of a TAFE college.

This paper describes their use in improving both writing skills and confidence of students with non-English speaking backgrounds.

(Journal abstract)

Kaye, M., **Nonverbal Communication in Lecturing. A Constructivist Perspective.** Higher Education Research and Development, 5, 1, 1986: 15-29.

This paper attempts to develop a communication-based rationale for understanding the lecturing process in colleges and universities. It seeks to demonstrate the importance of nonverbal communication in lecturing. Particular attention is paid to the lecturer's communication of emotional states signalled nonverbally, at the time of delivery. The process of lecturing is explained from a constructivist perspective so as to emphasise the active communicator roles not only of the lecturer but also of audience members. It is further argued that since communication is not only a social act but also a cognitive process concerned with the construction of meaning, student listeners should not be stereotyped as passive receivers of information in a one-way communication exercise.

It is also argued that the extent to which students are able to formulate meanings from the lecture content is not only a function of the inherent quality of the subject-matter but also of the way that subject-matter is presented. Effective presentation in lecturing, it is suggested, is in large measure dependant upon the ways in which lecturers express themselves nonverbally before their audiences.

(Journal abstract)

Knight, N. and Zuber-Skerritt, O., **"Problems and Methods in Research": A Course for the Beginning Researcher in Social Sciences.** Higher Education Research and Development, 5, 1, 1986: 49-59.

The conventional single-supervisor model of postgraduate teaching has shown itself to be deficient in a number of areas. In this paper, it is argued that a useful supplement to this model would be a course on problems and methods in research for the beginning researcher. The authors describe their experiences with such a course at Griffith University. Evaluation suggests that the course can provide not only formal research guidance, but also a support system of staff and fellow-students which can serve to reduce the intellectual isolation of the postgraduate student. This may lead to lower attrition rates and improve the performance and productivity of the postgraduate student.

(Journal abstract)

Laurillard, D., **Introducing Computer-Based Learning.** Open Learning, 1, 1, 1986: 10-12.

Education and Training are adapting cautiously and clumsily to incorporate computer-based learning. Potential benefits of CBL are enormous. It is possible, now, to produce a framework for successful development, requiring collaboration between computer manufacturers, professional trainers and teachers, institutions and national agencies. Diana Laurillard of the Open University Institute of Educational Technology (and currently Visiting Fellow at the University of Melbourne) offers such a framework.

(Journal abstract)

Nugent, D., **How Well Are We Learning?** Tutor, 32, 1986: 34-37.

The working party's report on "Professional Development in N.Z. Technical Institutes and Community Colleges" advocates a "person-centred" learning environment in our institutes. This has implications for the role of resource centres and the way "departments" are administered.

(Journal abstract)

Watts, J., Loveridge, E., Goble, S., Collins, M., Tindall, L. and Morton, J., **Internal Assessment of Nursing Education: Some Implications.** Tutor, 32, 1986: 54-57.

Potential changes in evaluation of nursing education have implications for the nursing profession as a whole, and in particular for those of us involved, within the Technical Institute System, with the preparation of candidates for State Registration.

(Journal abstract)

D INFORMATION NETWORKS

E STUDENTS: GENERAL

Hewitson, M., **Tertiary Student Writing: A Resource Commitment Model.** Higher Education Research and Development, 5, 1, 1986: 61-73.

This paper reports a survey of the ways in which resources are committed to the improvement of student writing in the USA, Canada and Australia. The findings are reported in terms of a model offering five levels of resource commitment ranging from zero, which implies no specific resource commitment, to the level at which an institution-wide teaching policy is implemented. The practical implications of each level are considered and the paper concludes with a brief discussion of the relevance of each approach to current concerns about the quality of student writing.

(Journal abstract)

F STUDENTS: SELECTION AND PERFORMANCE

Butterfield, S.E., Smith, M.C. and George, D.I., **The Student Nurse — Selecting for Success.** Tutor, 32, 1986: 40-44.

A data base helps in effective student selection and identifies the on-going support needs of students.

(Journal abstract)

G STUDENTS: CAREERS AND EMPLOYMENT

H STAFF

Johnson, F., **What Does a Correspondence Tutor Do?** Tutor, 32, 1986: 2-5.

The Technical Correspondence Institute received four computers in June, 1985 for tutorial staff to use within departments. The Department of Electrical Engineering immediately transferred all staff records to computer and began study of many aspects of the work of the distance-education tutor.

(Journal abstract)

Rodgers, G., **Industrial Release Programs for Carpentry and Joinery TAFE Teachers.** Victorian TAFE Papers, 4, 1986: 49-50.

This article states some of the problems associated with releasing TAFE teachers to return to industry. It then outlines two retraining programs which were conducted for carpentry and joinery teachers involving groups of teachers working for short periods on building sites on a carefully designed and negotiated basis. The impact of the program is shown by outlining some results of the evaluation of the programs.

(Journal abstract)

I CONTINUING EDUCATION

Northcott, P. and Holt, D., **Professional Development Programs for Accountants Through Distance Education: An Australian Study.** Programmed Learning and Educational Technology, 23, 1, 1986: 41-55.

This case study analyses the collaboration between the Australian Society of Accountants (ASA) and Deakin University in designing, developing, delivering and evaluating an induction and in-service program for graduate, practising accountants through distance education during 1984 and 1985. The case study is written from the perspective of two educational technologists employed on the project, and uses a program development analytical framework. This analytical framework is briefly described in the study. The case study describes an innovatory program which has wide implications for professional continuing education and training programs in general, from the academic, professional and administrative viewpoints. The ASA is a well-established, professional body, and Deakin University has a well-developed distance education infrastructure. The study includes information derived from a series of formative and summative evaluations conducted by the authors.

(Journal abstract)

ABSTRACTOR

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