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FEATURES

REGULAR ITEMS

SPECIAL SUPPLEMENT

Editorial

At the time of writing this editorial, we have just returned from the successful HERDSA Conference 88. Congratulations to the Melbourne committee, and especially Helen Edwards, for their creative approach to the program. For those of you who could not be there, commiserations. You missed John Powell's tour de force *as an after-dinner speaker. However, Ernest Roe has collected some gems from Powell in his tribute to our most recent Honorary Life Member, so you will be able to share some of the flavour of that occasion.*

An insert to this issue contains the report of the HERDSA AGM. John Bowden's last report as President mentions HERDSA's response to the Green Paper on higher education. The Executive decided to restrict HERDSA comments to matters concerning the improvement of teaching and learning, since other organisations would take up issues related to employment conditions, equity and participation, etc. The text of the HERDSA response is included in the report of the AGM.

HERDSA members who feel some unease about whither Australian higher education seems to be headed may wish to obtain a copy of Thinking Ahead: Planning Growth in Australian Higher Education, *a joint publication of FAUSA and FCA, the unions representing academics in CAEs and universities. A supplementary paper "Women and the Green Paper" highlights policy directions identified in* Thinking Ahead; *it complements some of the themes of the April 1988 issue of HERDSA News.*

The academic unions also intend to address the particular issues of overseas student policy and the export of education services. As Jane Munro points out in her paper, we will all feel the impact when full fee paying students arrive. I will leave the rest of the editorial page to Alan Prosser's summary of a recent meeting of the NSW Branch, "Adapting Australian higher education for overseas students".

Peggy Nightingale

ADAPTING AUSTRALIAN HIGHER EDUCATION FOR OVERSEAS STUDENTS

Not long ago the issue about overseas students was the balance between providing higher education for all Australian residents who were able and willing, and aiding the less developed countries by educating their students. Now the issue seems to be with what speed and force we compete in a lucrative market. Only a few people who have entered either debate, it seems, have addressed the related issue whether Australian higher education and Australian society are an appropriate environment for overseas students. (The word "appropriate" in this context is intended to remind readers of the debate about the sort of technology that is best for the less developed countries.)

On 25 March the New South Wales Branch held a one-day meeting on "Adapting Australian higher education for overseas students" with the intention to focus on adaptation of learning, teaching and assessment methods, and interaction of the overseas students with other students, staff and Australian society. Major contributions were made by Jane Munro, John Hedberg, Michael Wootton, Anne Hirst, Bryan Burke and Debbie Stothard (an overseas student). Jane Munro's remarks are included in this issue. It seemed that everybody learnt something that day, even those who have devoted a substantial part of their professional work to overseas students. One participant, normally positive and optimistic, was depressed at how deficient we are at present in providing a congenial, stimulating environment for foreign students. More than one speaker who has been a student in a foreign country commented that our present provisions are inadequate by comparison with what they had experienced.

So what else has to be done beside preparing the publicity brochure and collecting the cheques? Among many specific suggestions were: meet the students at the airport, help them find accommodation, help them resolve financial difficulties, provide them with English classes throughout their stay and introduce them to Australian laws and customs. Jane Munro, in her opening address, noted that we were offering a high-quality, sophisticated service. Should we not be offering an "after sales service", as is normal with other high-quality goods and services, she asked. Debbie Stothard most effectively illustrated the sort of unexpected problem that could arise. What would a department or institution do if a student about to enter third year, with a string of distinctions behind her, announced that she was quite unable to pay the fee? Do we realise that AIDAB staff have no responsibility at all for fee-paying students? They have dealt with so many of the problems encountered by overseas students up to now.

Do teachers realise that an enlightened teaching method for Australians could cause extreme embarrassment for some foreign students and utter frustration for others? Do any of us realise the nature and extent of offensive, discriminatory actions within our institutions and outside? Not our responsibility? But we could suffer for a long time from the stories that students tell when they return home.

A few people present suggested, with ironic satisfaction, that the market pressure of the fee-paying students may bring about more changes in the institutions and classrooms than the best efforts of staff developers and AVCC committees have managed in the past. There is a great need for informed discussion and action in this area. HERDSA is perhaps the most appropriate independent body to keep the issues on the agenda of departments and institutions.

Alan Prosser

HER

Academic Chairs As Faculty Developers

Excellent chairpersons in American institutions described their practices regarding staff development to researchers. Dan Wheeler summarises the responses and describes a University of Nebraska program which supports the chair's role as staff developer. (Dan will be a Visiting Fellow at Curtain University in July and travelling east in August.)

Most chairpersons want to see faculty members grow and develop, but they feel unclear about how to help. A chairperson's job description, if they have one, usually fails to address the notion of faculty growth and development. They see conflict between faculty evaluations and faculty growth and development. There often exists no preconceived structure in which to operate, no specific plan to implement.

A team of researchers* at the University of Nebraska-Lincoln interviewed 191 chairpersons from seventy diverse institutions about their ideas regarding faculty growth and development. The researchers conclude that this group clearly holds itself responsible for carrying out this role, despite some confusion about what is in its power and jurisdiction to promote. Typical comments include: "I do it because I care about my colleagues", "Who else will do it?", "I really see it as my duty, something I can do to help the faculty be a little more productive and also happier."

Whatever the reason for accepting this responsibility, the chairs demonstrate some highly effective faculty development skills. The typical questions used by chairs ("What would you like to do?" and "How can I help you accomplish it?") communicate their desire to discover faculty interests and needs, and to determine new ways to help faculty meet those needs.

Our conversations with these highly committed and articulate chairs enabled the researchers to identify a range of growth and development issues. These include: Getting Started, Research and Teaching Effectiveness, Redirection of "Burned-out" or "Unconnected" Faculty and Personal Issues.

"... Chairs demonstrate some highly effective faculty development skills."

Getting started. Several chairs focus importance on selecting quality faculty and, after the hiring process, see themselves in the mentor role. They help beginning faculty set priorities. They may protect them from too much committee service which contributes little to long-term goals, particularly Promotion and Tenure. Many describe their strong influence with beginning faculty as quite similar to their relationship with a graduate student. Some chairs even say that they are very concerned about having too much effect on junior faculty. As one indicates, "If I forget to say hello or make a facetious comment, the faculty member gets quite upset."

Some chairs, particularly in the laboratory sciences, necessarily play a strong role to effectively coordinate the maintenance of lab materials and the writing of grant proposals. They help faculty obtain the Young Investigator Awards which provide "start up" monies for the first two to five years. One chair strongly believes in this responsibility to beginning faculty who are not in a position, by reputation or understanding, to secure these grants alone. Overall, these chairs feel that they are quite successful at selecting and mentoring new faculty.

Research effectiveness. Chairs, especially those at aspiring research institutions, indicate a desire to nurture productive scholars. They encourage joint authorship of grant proposals and articles; provide networking with top scholars; and offer critiques of proposals and articles. They also nominate faculty members for professional societies, committee appointments and awards.

"... teaching effectiveness elicits major concern."

A chair sometimes finds a faculty member who lacks interest and training in research. The chair then searches for another professional niche for that person. This problem-solving technique translates a negative situation into a positive one by taking advantage of the skills, abilities and interests of the faculty member.

Teaching effectiveness. Particularly in institutions focusing on undergraduate studies, teaching effectiveness elicits major concern. Chairs describe several faculty members as able to conduct quality research, but unable to effectively teach and relate to students.

Especially in smaller teaching institutions, chairs spend a great deal of time with these faculty members. They talk to them about philosophy and student class composition, make classroom observations, videotape and discuss student evaluations. In larger institutions with Instructional Development or Improvement Centres, the chair may refer the faculty member to an instructional consultant.

Often, the faculty member improves significantly. Sometimes, the chair concludes that the faculty member lacks effective teaching ability, and searches for an environment which effectively uses their research and grant writing skills. The chair counsels the member toward this more compatible environment. Several chairs express considerable frustration when they cannot find any way to increase teaching effectiveness.

Redirection of faculty. Chairs redirect about 20% of their faculty into some new area. Chairs may choose redirection for members whom they describe as showing signs of burnout, disinterest in their work, getting stale, mid-life blues, and greater interest in outside activities.

In these situations, chairs play an important counselling or consulting role. They sit down with the faculty member and explore options. Once the faculty member identifies preferred options, the chair facilitates their movement. Sometimes these alternatives are within the department. Other times the alternatives lie outside of the department, the institution, or even outside of higher education itself.

When helping a member to redirect, the chair considers the member's pre-existing interests, skills, and abilities which may be matched to a need within the department. The chair may also support a member showing interest in developing new skills and abilities to fill a departmental need.

"Chairs redirect about 20% of their faculty into some new area."

Chairs play a more indirect role with established faculty than with beginning faculty. Mostly, they listen, and offer alternative suggestions. When an established member decides to pursue a change, the chair facilitates the redirection by arranging sabbatical leaves, internships, and team situations. Chairs generally report that their efforts produce a revitalised faculty member, or a member who has moved on to a more attractive situation.

Personal issues. Often, chairs feel it is their role to address personal problems a member may have which affect the member's interpersonal and professional relationships. Strategies they use include individual conferences, counselling and referrals for psychological help.

Many chairs feel very successful in this area, but affirm the need for formal administrative procedures, coupled with support and guidelines from upper level administrators. Without this support, some chairs feel uncomfortable taking a strong position, and their success is diminished.

The results of our study, to be published as a book tentatively entitled, *Handbook for Chairpersons: Investing in Faculty*, show chairpersons taking a strong role in facilitating faculty growth and development. Chairs, because of their daily faculty contact, are in an optimum position to effect positive growth and change. As faculty members become more entrenched and immobile, the need for skilled chairpersons will be even greater.

NUPROF — A program for faculty renewal and redirection

Over the past five years, the University of Nebraska-Lincoln has been using a program that supports the chair's role in facilitating faculty growth and development. The program particularly targets mid-career and senior faculty, encouraging them to evaluate their careers, and make decisions about the future based on these evaluations. This program focuses on those faculty interested in long-range planning, those who feel stuck in their positions, those who sense they are at a crossroads, and those who are looking for a structure in which to explore new possibilities.

The program contains a series of structured activities which include the following:

Entry. The faculty member indicates an intention to participate; confers with the unit administrator; and attends an informational meeting. Colleagues, faculty consultants, and unit administrators can refer the member to this voluntary program.

Faculty development institute. Participants attend a three-day, off-campus retreat which promotes self-understanding, explores the nature of change, and assesses career alternatives.

Investigating alternatives and data gathering. The faculty members return to their workplace and investigate professional and personal alternatives. They confer with resource people, peers, appropriate administrators, and family members to investigate organisational, professional and personal needs.

Growth plans. Participants attend a work session on writing growth plans. After investigating organisational, professional and personal needs, each member submits a growth plan which makes them eligible for "seed funding" up to $1500.00. Via the plan, the individual commits to goals, outcomes, and proposed activities.

Implementation phase. The time-frames in which the faculty carry out the growth plan vary, with the average period spanning 12-18 months. In general, the greater the change, the longer the time to implement a plan and to integrate it into one's professional and personal self.

Evaluation. The growth plan contains a self-evaluation system. Evaluation, especially of personal growth, proves difficult, but remains an important part of bringing about change.

To date, seventy-three faculty have participated in the program. Changes occurred in all the following levels:

Level I: Learn new techniques or activities;
Level II: Redesign professional activities including role changes within the subject area;
Level III: Develop a new role in a related area;
Level IV: Move to a new discipline or subject area (a number of these changes have been in conjunction with a Faculty Leave of Study);
Level V: Move into a new career inside or outside of the university.

Although some people may make Level I or V changes, most choices appear in Levels II through IV. When the program began, Level V, particularly the option of moving outside the university, was a focus of concern, seen by most as organisationally undesirable. The concern decreased when only one faculty member chose to move outside the university. A few more considered that option, explored their alternatives, and decided to stay in Academia, usually with a new focus.

The NUPROF Program . . . provides the legitimacy for change, and provides a structure within which to make change."

The NUPROF program, as continually described by participants, provides the legitimacy for change, and provides a structure within which to make change. Many faculty stated in their written evaluations, that without the program they probably would have changed more slowly, or made no change at all.

(Continued on page 16)

Adapting Australian Higher Education For Overseas Students

Jane Munro (former Director, Institute of Languages, UNSW) argues that institutions will be forced to adjust, whether they want to or not, as private overseas students enter the Australian tertiary sector.

It is important to address the issue of adaptation of our institutions for overseas students because the 1985 policy of the federal government — to permit tertiary education institutions to enrol overseas students on a private, full-fee basis — is now beginning to have its effect. Each university, college of advanced education or TAFE college which admits overseas students under the new guidelines must consider the impact the new ventures will have on their institutions, their academic and administrative staff, and on their Australian students as well as the newly recruited overseas students themselves.

Every problem or inadequacy of the institutions in catering for the needs of subsidised overseas students under the existing programs will be highlighted when more overseas students are admitted. But the overridingly important factor in the new programs is privatisation. The new policy is the first major move by government-funded institutions to offer courses of study on a full-fee, full cost recovery basis.

We cannot look seriously at the issues connected with the adaptation of our higher education system for the intake of overseas students on a private full-fee paying basis without looking at the same time at the impact that will be inevitably felt by our higher education sector as a result of the move towards privatisation generally and the pressure to respond to immediate market needs which we see exemplified in the recent Green Paper.

In July 1985 I joined the Trade Mission which was sent to South-East Asia to assess the potential size of the market for Australian higher education and the types of education products which could be successfully marketed in the region. It was obvious as we looked at the matters which affected the marketing and delivery of the educational programs, that the acceptance of full fee-paying students, whether or not they were overseas students, was going to have an effect on the way our institutions would run. Some members of the mission were concerned about possible negative impacts, and perhaps those concerns have still not been resolved.

There are two issues here. One is the very fact that it is a private student program, which we are optimistically trying to graft onto a publicly funded educational program. The other is that, obviously, overseas students come from very different cultural, linguistic, intellectual and racial backgrounds from the students already in our higher education system. Their needs, constraints, requirements, and problems will be different.

We must try to determine what those special characteristics will be and try to develop some effective responses to them.

Now that we have come to terms with the idea of education as an industry, we're talking about marketing a product — the higher education programs we already have, and some additional ones which we may wish to develop. And we're talking about marketing them to Australians, as well as full fee-paying overseas students.

A student who pays fees is paying on the basis that when he or she has successfully completed the course of study, a piece of paper will be issued certifying that the course has been successfully completed. But what does the piece of paper stand for? And how does the student go from the point of paying the fee to the point of receiving the paper?

First, the student must meet the entry criteria set by the institution. Then the student must proceed through a course for which there have to be curricula, various materials, assessment processes, and criteria for the final decision as to whether to issue the piece of paper.

Having received the piece of paper, the former student may well expect some form of after-sales service as well. It may even be that in education, after-sales service becomes as important a factor in continuing to market the product as it is in the case of the familiar products of secondary industry, such as motor vehicles or hi-fi equipment.

"... The overridingly important factor in the new programs is privatisation."

Actually education is more like tourism. In the creation and sale of the product education, what we are really doing is giving a process, the result of which is the acquisition of knowledge or skills, or the expansion of the mind of the person who has bought the product.

When we're talking about marketing higher education to overseas students on a full cost recovery basis, we have to be clear about what product we are in fact marketing.

How effectively will it meet the demand, as perceived by the consumer, for the sort of product that it is?

Is the consumer's expectation reasonable, or do we need to teach the consumer more about the product and perhaps change his or her perceptions?

How long will we be able to continue marketing a particular product?

How will we respond to changes in demand for this type of product?

How flexible can we be in changing it to meet changed market demand? Can we do the equivalent of changing the range of colours offered, or changing from front wheel drive to rear wheel drive, or adapting a 5-seater saloon to a bigger hatchback, or adding computerised direction-finding?

Are we really ready for this sort of thing in our tertiary education system? I think, almost certainly, we are not.

When we talk about marketing, we talk about it in an environment — the environment in which the product is to be sold, and the environment in which the product is to be used. Also, we take account of the impact of the process on the organisation itself which is producing the product. And here, we come to some of the key issues in adapting Australian higher education for overseas students.

When we successfully sell a place in an institution to an overseas student, we are receiving funds. It seems obvious that in times of severe stringency, when we are under pressure to generate funds from other than government sources, receiving such funds would automatically be an advantage. But let's consider where those funds will go.

Do they come back to the government in some sense, either through special charges or through special demands made by the government on the institutions accepting the students? Do they go to the central administration of the institution, and if so, in what proportion? Do they go to the Faculty in which the course is taught? Do they go to the department or school concerned? If to the department, do they go to buy capital equipment such as computers or laboratory materials? Or for the purchase of more materials for a library or resources centre? Or for the infrastructure for administration of the increase in student numbers? Or do they go to the staff members themselves who design and deliver the product?

"Are we really ready for this sort of thing in our tertiary education system?"

Unless we make some decisions about what we are going to do with these funds, then staff may be somewhat alienated from the venture. And that will inevitably lead to a failure of the program five years or so down the track.

Will our educational institutions actually be able to handle receiving funds from private students? Most of us are aware that the accountancy procedures in most government institutions are geared almost entirely to the administration of government grants. But the receipt and management of funds from private overseas students requires different procedures.

What about the impact on staffing? Presumably the additional intake of students will in many cases require the employment of more staff. It seems likely that they will be staff on annual, or 3 to 5 year contracts, if the institution wants to retain its flexibility in responding to market demand. There will be more casual staff. The results of this change will inevitably be an erosion of tenure and permanency for academic and administrative staff. (Of course, many people question the real benefits of tenure and it could well be that the rigidities of our present tenure system are the major factor contributing to the rigidities and ultimately the slow demoralisation of our present higher education system.)

Whichever way you look at it, there will be an impact on staffing if the institutions are to respond to the direct demands of the marketplace with its attendant volatilities. I believe we will see in the position of academics, particularly in the university sector, some serious problems resulting from the unclear description of the job done by academics.

Precise job descriptions don't really fit into the "gentlemen's club" environment that pervades so many of our university departments. But we will have to face up to the realities. Where research work and perhaps also private consultancies are done as well as an academic's normal teaching load, and where there is a basic and increasing lack of administrative infrastructure support for the delivery of the product, there can be a serious negative impact on the academic's fundamental position and career path. With the addition of full fee-paying overseas students, and on the assumption that present student numbers are stretching the staff to capacity, some part of the academic's program of work will feel the impact of the additional burden. Which part? Research? Very likely. Consultancy? Very likely. The question the academic might ask is, why should I engage in this additional function? What is the benefit in it?

Unless we address those issues, and clarify the position, unless we forsake the "gentlemen's club" of academia, and face up to the realities of definition in academic workloads, then inevitably in a few years when we have large numbers of overseas students, the pressure will be felt strongly, the stress will be felt, and it will be passed on to the overseas students — the ones least able to cope and least deserving of stress.

When an institution accepts large numbers of overseas students, those students will tend to be distributed in particular parts of the institution, in management education or applied science, for instance, but probably not in 17th century French literature or history and philosophy of science. Are we going to see a reduction of the unmarketable areas as a result of their relative unpopularity? Might they not atrophy and disappear completely?

Anybody who believes in higher education as the only institutionalised place in this society which does allow for purely elitist abstracted and not necessarily immediately applicable research will oppose moves which could make those areas redundant. In America, where the market reigns supreme, these kinds of research do flourish, but we in Australia are far indeed from having the sort of market-oriented higher education system which can make this possible.

"... the very roots of the system itself are not being tended."

Some of these things are being debated hotly in other forums, and we urgently need to thrash out what we really mean by "privatisation" in the tertiary education sector, whether the impact of the market can or should be felt in a public education system, and whether we want to open our minds and risk our security in the interests of an overseas student-led recovery and expansion of our ailing higher education system.

I think we would all be willing to improve many aspects of our working environments, and to improve our "productivity". But what worries me about the funding pressure on our institutions and the requirement that they seek additional outside funding, partly by the sale of education to overseas students, is that the very roots of the system itself are not being tended. The basic product is at the moment itself in danger.

We have to look to our own workplaces and seek ways to enable the educational programs to be delivered in the best possible way to all of our students, whether they come from overseas with plenty of money, or from a low income home with disadvantaged parents. But overseas students have special characteristics and these take on even greater importance under the private program.

For example, what are the criteria under which we admit a student? There are a number of tests of English language proficiency. Does the system now in place, for students of Non-English Speaking Background permanently resident in Australia and for subsidised overseas students, work well and consistently? I say resoundingly, no.

And does the test used for English proficiency venture at all into the more difficult to measure area of conceptual development? Does it look at differences in analytical problem-solving skills, and take account of the background of overseas students?

At the point of admission, how do we assess the academic background of the candidate for admission? Under the new program, the methods we have at present will probably not be available in the same way, and even they are seriously open to question. How much do we really know about the curricula and standards of provincial Chinese universities? And do we go purely on the basis of paper qualifications? Do we know, when the student arrives, that he or she is indeed the one who satisfied the requirements?

Do our institutions jointly need to find a way of establishing and administering standardised admission criteria?

Once the student is admitted, the matter of English proficiency does not go away. It is essential to provide a solid program of English assistance (English for Academic Purposes) most of the way through the student's program of study. The present arrangements in most of the universities and colleges with which I am familiar are flagrantly inadequate, despite the best efforts and dedication of the specialist staff who are delivering the service. The programs are understaffed and underplanned. It might be understandable if not forgiveable for the institutions to try to do things "on the cheap" when NESB students come to them as a result of a number of seemingly random factors.

But when significant numbers of full fee-paying overseas students join our student numbers, it is incumbent on the institutions to cost-in the factor of English language support — in the fee which is charged. And the costing has to be realistic. In the process of meeting the needs of our new clientele of supposedly well-heeled and demanding private students, the institutions will be concentrated wonderfully on the matters which have exercised the minds of those who care for the linguistically and socially disadvantaged in our student community for so long, with little success. In other words, what I hope will happen as a result of meeting the needs of these private students, is that the testing of English proficiency, the academic admission criteria, and the provision of English language assistance to enrolled students will for the first time be taken seriously as an issue and dealt with in an organised and professional way.

Crosscultural problems and "culture shock" will emerge more largely as an issue. We will need to enhance student welfare arrangements, and students will need help with medical and dental problems, as well as housing and other services.

For private students, is there a special obligation to tell them of poor performance early and warn that they are not likely to finish the course successfully? Our present mechanisms do not provide an adequate early warning system to "at risk" students. Or might we be tempted to keep up the student's hopes falsely, so as to keep them on the books, or have we costed-in early termination of enrolments?

I believe we may be well advised to look at the mechanics of our degree courses again with a view to a reward for partial completion (so that a student wishing to take a PhD might be able to stop at a Master's; a student for a Bachelor's might stop at a diploma; a diploma student might stop at a certificate). Some of our institutions have systems of graduated courses of study which can provide these fall-back positions with no loss of face for the student or the institution, but others certainly do not.

In terms of the "product" itself, we have to consider the standard of course: a degree will have to be of a certain standard, and we all would want to maintain standards. But how much have we thought about standards in our degrees? Are there serious discrepancies now? Does this matter? If not, why not?

"... we may be well advised to look at ... a reward for partial completion ..."

When students are with us, will they mix in well with the other overseas students? Are we going to make special arrangements to help our overseas students mix better with the native Australian students? Or will they continue to just sink or swim?

When the courses of study are finished, students will return to their countries. We would hope that they will carry fond memories of their study here, and be able to make good use of their new knowledge. But we should also probably hope that they will form groups in their countries so the benefits of the experience of study abroad will not be lost, and the reputation of each institution and thus of Australian tertiary education in general will be enhanced.

There will have to be greater efficiencies in administration and teaching, curriculum planning and academic teaching methodology should be improved, English language problems will have to be handled in a more sophisicated way, cross cultural awareness will have to improve, and it may be that in some ways the working conditions of academic staff will be clarified better. There will inevitably be more jobs, although staff will have to realise that many of these will be temporary or casual.

For the new overseas student program it is now time for institutions to set up mechanisms to help make delivery of the product as smooth as possible, to ensure the client is happy with the product (process and result), and to use the challenge presented to the best benefit of each institution individually and all institutions collectively.

Jane Munro,
University of New South Wales.

HERDSA's New Honorary Life Member:

JOHN POWELL

John Powell's long association with education began in the U.K. with his involvement, during national service, in the conduct of general education programmes. This lasted two years and was followed by two years' teacher-training in an Anglican college in Winchester.

He then spent four years teaching "50 lively 10-year-olds". (I am borrowing from his own account.) He tells that this was his first discovery of the use of humour in teaching: "to gain attention, to relieve tension, manage disruptive behaviour and generally make life more congenial". It was no laughing matter for some. He reports that an average of 1 in 3 of his colleagues suffered breakdowns. John got the message, resigned, and enrolled at Bristol University as a philosophy student.

He experienced difficulty in getting another job and endured 30 job interviews. "Bearded philosphers were viewed with considerable suspicion in the 1950s." He was in fact offered one job on condition that he removed his beard but, being a man of principle, he refused. Eventually he spent a year teaching general studies at Bath Technical College; whereupon, he says, he determined to avoid in future "situations where I had to teach material in which I had little confidence to students with an aversion to learning it".

He became a junior lecturer in the School of Education, Trinity College, Dublin. He had to give one lecture a week (ah! the good old days!) and spent the rest of the time preparing for it, did a huge amount of reading and thinking over this three-year period, wrote a small book on teaching methods which never saw the light of day even though a publisher had given him £100 advance — which at that time was for John more than six weeks' salary. Next — and it's about 1963 now — to Australia and a research scholarship at ANU to work on the application of philosophical analysis to a theory of higher education. After this, another three-year stint, he went back to the U.K. as a lecturer in the philosophy of education at Manchester University for a further three years.

At the end of 1969 John Powell joined the Department of Education at the University of Papua New Guinea, and this is where we met. Papua New Guinea required drastic re-thinking from all of us. John Powell was creative, experimental, particularly in small group work, trying out leaderless groups, designing and conducting fieldwork exercises, often at remote locations, which combined research and teaching.

In 1974 he moved to the University of New South Wales, to the Tertiary Education Research Centre, and, after a period as Acting Director long enough for the Guinness Book of Records, became Director. Looking back over the ideas which have evolved during his career and which he has tried to put into practice, he lists the following: the teacher doing as little work as possible and the students doing as much as possible; introducing new perspectives by providing experiences of the unfamiliar, provoking students to views from fresh angles, drawing upon the rich resources available within small groups, combining humour with seriousness, attending to the emotional aspects of learning, providing students with frequent opportunities to practise intellectual and social skills.

He also concludes that "the practice of teaching is almost always in advance of theory: theorists are usually parasitic upon practitioners. This helps to explain why educational theories fail to make much impact upon teachers unless they are tied in very closely with what actually goes on in classrooms and carry clear and provocative implications for practice."

Thus John Powell combines a scholarly and reflective approach with intensely practical concerns. And somewhere in this fascinating mix there is also John Powell as humorist, practical joker, and stirrer. This may be news to him, but in Papua New Guinea he had something of a reputation as a trouble-maker. I once had a professor of that university come to me with a complaint that Powell had attended one of his seminars and had disrupted it by asking awkward questions very persistently — and would I please keep him away in future. There were other incidents which suggested that John Powell made quite ruthless use of his philosophical training to expose poor preparation and sloppy thinking on the part of senior academics who should have known better.

But it's the humour I want to come back to and share with you some cullings from his writings over the past 10 years or so. There are, for example, several gems in a piece he wrote called "Conferenceville Revisited":

> "While in Europe recently I was privileged to attend 57 conferences: one attended by over 1000 delegates, each of whom gave a 2-minute paper followed by 1 minute of vigorous discussion."

"Among the hazards of conference-going in Europe are approaches by itinerant academics soliciting invitations to visit Australia usually on the grounds that it's the only remaining continent in which their only paper has not yet been pre-circulated."

Then he notes difficulties at the Conference of Irish Educational Technologists where all the wall boards had been used the previous week by speakers at the INKSA conference on the use of indelible materials.

Finally, he says " I am unable to report on events at the Annual Conference of Futurologists in Higher Education because, due to unforeseen circumstances, it was not possible for it to be held."

He also keeps a keen eye on official documents, noting this from a university handbook:

"After the end of each month in which a staff member incurs reimbursable expenses, he should submit a completed travel voucher with the required receipts attached to his department head."

Elsewhere there are throwaway lines like: "The journal *Certified Accountant* has a somewhat ambiguous title."

And he has an extraordinary ability to locate delicious anecdotes from the past. Just one example:

"The Oxford philosopher, Waismann, was once asked by a pupil for his opinion on a recent book, and he replied 'My friend Schlick used to read books and tell me what was in them, but he has been dead these many years'."

I hope you agree that I have made my case. It is a great pity that John Powell has more or less departed from the higher education scene, because he represents more enduring values at a time when the Adullamites are in the ascendancy. I should explain that the Adullamites are one of the parties featured in F.M. Cornford's little book *Microcosmographia Academica, being a guide for the young academic politician*, published in 1908, where he says:

"The Adullamites are dangerous, because they know what they want; and that is, all the money there is going ... They say to one another 'If you will scratch my back, I will scratch yours; and if you won't, I will scratch your face.' It will be seen that these cave-dwellers are not refined, like classical men. That is why they succeed in getting all the money there is going."

Dr John Powell was a founding member of HERDSA. He is a former President of HERDSA. He was the founder, and for its first five years, the editor of the journal *Higher Education Research and Development* (HERD). He has recently retired as Director of the Tertiary Education Research Centre at the University of New South Wales. He is a notable scholar of higher education, a valued colleague and friend.

Thank you, John, for your outstanding contribution to this professional society, to higher education, and to our general enlightenment.

Ernest Roe.

Conferences

Ed Tech '88
Theme Designing for Learning in Industry and Education
Place Canberra College of Advanced Education
Date 27 — 29 September 1988
Information Conference Scretary, EdTech '88, P.O. Box 772, Belconnen, 2616, ACT

The First Year Experience (First Canadian-American Conference)
Theme Improving the First Year Experience Inside and Outside the Classroom
Place Toronto, Canada
Date 6 — 9 November 1988
Information International Conference on the First Year Experience, University 101, University of South Carolina, 1728 College Street, Columbia, South Carolina, 29208, USA

Association for the Study of Higher Education
Place Adam's Mark Hotel, St Louis, Missouri
Date 3 — 6 November 1988
Information Stan Carpenter, Texas A&M University, Department of Educational Administration, College Station, TX 77843, USA

Australian Association for Research in Education
Theme Educational Research in Australia: Indigenous or Exotic?
Place University of New England
Date 30 November — 4 December 1988
Information Philip Candy, P.O. Box AU39, University of New England, Armidale, 2351, NSW

American Educational Research Association
Place San Francisco, California
Date 27 — 31 March 1989
Information AERA, P.O. Box 19700, Washington, DC, 20036

HERDSA 89
Theme Tertiary Education: Breaking the Mould
Place University of Adelaide
Date 1 — 4 July 1989
Information Bob Cannon, ACUE, University of Adelaide G.P.O. Box 498, Adelaide, 5001, S.A.

REVIEWS

The Master's Degree: Tradition, Diversity, Innovation. Judith S. Glazer, ASHE-ERIC Higher Education Report No. 6, 1986. (Available from the Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036-1183. $US10.75 incl. postage).

In the USA there were, in 1983, 633 degrees at master's level in 30 disciplines. With combined degrees the total offering was almost 800 programmes. In this short report (87 pages of text) Dr Glazer traces the development of this situation and emphasises the diversity of the degree programmes — in both nomenclature and curricular structure — and the emergence of their professional or vocational orientation. She also describes attempts, largely unsuccessful, to assess and monitor the quality of the programmes. Almost half the text is then devoted to a review of the major professional degrees in areas such as business and management, teacher education, health sciences, etc.

The mass of American data which underlies the early parts of the report make it of limited interest to Australian readers, unless one has a particular interest in a disciplinary or professional area. However, the issues highlighted by Dr Glazer are relevant in the Australian situation. The main issues to emerge from the report are: specialisation vs multidisciplinary education, access and standards, modes of instruction and delivery, the need for innovation in times of reduced resources and demands for accountability.

We are in a position to avoid many of the problems currently experienced abroad — if we face up to them now! To this end I would recommend the chapters on *Assessment of Quality*, *Innovation and Change* and the *Conclusions* of the report. As well as the issues raised above, these chapters discuss the doubtful validity of the master's degree as a pre-requisite for doctoral programmes, the lack of economic analysis of the degree programmes, the ambiguities engendered by the diversity and proliferation of awards and the conflict between the need for client-oriented provision and faculty interests. With these concerns in mind Dr Glazer's final comment is worth noting:

> A concerted effort is needed to focus on the master's degree — its economics, its academic strengths and weaknesses, its diffuse character and its importance in the hierarchy of degrees (p. 87).

Gerry Mullins,
The University of Adelaide.

Choosing to Learn: Adults in Education. A Woodley, L. Wagner, M. Slowey, M. Hamilton, and O. Fulton. Milton Keynes: SRHE and Open University Press, 1987, 202 pp, ISBN 0-335-15604-5, $65.80. (Available from Harcourt Brace Jovanovich, Locked Bag 16, Marrickville, 2204, NSW.)

Choosing to Learn is not an easy book to read, or to review. Perched awkwardly between the fields of adult education and higher education, it represents the outcome of a comprehensive study carried out in 1980-81 in which more than 5000 adults in the United Kingdom were surveyed as to their participation in various forms of substantial, post-school educational efforts. It excludes training courses and other "non-substantial" programs as well as the self-educational endeavours of adults, focusing instead on those who enrol in a variety of courses and programs, some leading to formal educational awards, and some not. The sample covered those studying for qualifications and those undertaking "substantial" courses not leading to an award in nine categories of institutions, ranging from universities to the Workers Education Association.

As the authors themselves note, they set out to "seek underlying patterns" (p. 22) and even to "develop analytical 'typologies' of mature students" (p. 48). The comparative futility of such an undertaking, however, is reflected in their conclusion that "each type of institution has its own peculiar characteristics and merits (p. 40) and that "it is not easy to characterise the educational routes taken by mature students" because of the "intricate and probably unique 'map' for each individual" (p. 67).

Because of the number of respondents, and the diversity of settings surveyed, it is difficult to give a sense of the findings. One is either dealing at such a level of generality that important differences among various categories of respondent are submerged, or else one is reporting figures of such specificity that they are of interest only to a very small readership.

The results, for the most part, are highly predictable and would hardly seem to justify the enormous effort and cost entailed in the survey. For instance, most of the students had previously completed other non-qualifying courses before their current enrolment, younger people predominated in those courses leading to job-related awards, and members of the working class were under-represented.

One part of the study which did seem innovative was the attempt to identify barriers to participation by "asking our respondents what had prevented them from taking their current courses in some previous year" (p. 113). The results, however, are not particularly startling, as respondents were asked to confine themselves to a single "reason" from a provided list, a list based on previous research and logical inference. Another finding which resonated with my own experience, yet which was only referred to in passing, is the often ignored fact that one difficulty commonly experienced by mature-aged students is "coming to terms with the academic's way of looking at things" (p. 172).

One striking feature of the book is its relatively atheoretical nature. Unlike Finch and Rustin's recent (1986) book *A Degree of Choice: Education after Eighteen*, little attention is given to social, cultural, political, psychological, administrative or other contextual factors which may have impinged on or contributed to the results reported. Although the researchers undertook "personal interviews with current mature students, dropouts, tutors and administrators in a small number of carefully selected institutions" (p. 10), there is not a single word of illustrative quotation direct from either providers or participants. All breath of humanity has been carefully exhaled in favour of a dry, dull and lifeless statistical account. At least the statistics are comprehensive and accessible, the tables are clear and well-constructed, and there is plenty of scope for detailed analysis by the reader interested in particular aspects of the study.

The overall research approach adopted is a conventional

(Continued on page 16)

BOOKS IN BRIEF

Functional Approaches to Writing: Research Perspectives. Edited by Barbara Couture, Norwood, NJ: Ablex Publishing Corporation, 1986, hard cover, 271 pp, ISBN 0-89391-375-8, US$29.50. (Available from Ablex Publishing Corp., 355 Chestnut Street, Norwood, NJ 07648, USA.)

A collection of essays which tries to bridge the gap between linguistic theory and writing done in the real-world. Some of it is pretty heavy going for non-specialist readers, but there are rewards for those who persist. For instance, there is a suggestion (in Chapter 4) that when a writer has trouble addressing a particular context, register (lexis) and genre (discourse) can wind up out of harmony with each other. Or (in Chapter 1) a study within a corporate setting suggests that writers who lack self-confidence may take refuge in nominalisations and narrative constructions even though they have been instructed to avoid them.

Teaching in Higher Education: Appraisal and Training Lewis Elton, London: Kogan Page, 1987, hard cover, 211 pp, ISBN 1-85091-274-2, £49.50. (Available from Astam Books, 27B Llewellyn Street, Balmain, 2041, NSW.)

Some new material and some previously published is collected in an attempt to address issues related to appraisal of academics, their training and the concept of cost-effectiveness. One chapter takes up a number of problems relating to teaching and learning. The theme is that appraisal must be aimed at improvement and therefore must be associated with training. Concludes with the caution that appraisal is likely to be costly and other programs for the improvement of teaching and learning should not be pushed aside in meeting the demand for accountability through appraisal.

Student Learning: Research in Education and Cognitive Psychology. Edited by John Richardson, Michael Eysenck and David Warren Piper, Milton Keynes: SRHE and Open University Press, 1987, hard cover, 227 pp, ISBN 0-335-15601-0, $36. (Available from Harcourt Brace Jovanovich, Locked Bag 16, Marrickville, 2204, NSW.)

Part I: Categories of Student Learning
Part II: Thinking and Problem Solving
Part III: Learning as Construing
Part IV: Improving Student Learning
Part V: Assumptions, Objectives, Applications

Papers from a 1985 joint Meeting of the Society for Research into Higher Education and the Cognitive Psychology Section of the British Psychological Society. Both theoretical and practical contributions to the understanding of student learning in higher education. Recommended because differences in perspective are much in evidence and challenge various preconceptions.

Academic Staff Evaluation and Development: A University Case Study. Ingrid Moses, St Lucia: University of Queensland Press, 1988, paper, 318 pp, ISBN 0-7022-2117-1, $24.95. (Available from UQP, P.O. Box 42, St Lucia, 4067, Qld.)

Part I: Attitudes of academics towards evaluation and professional development, their roles as teachers and researchers in relation to evaluation, their use of provisions offered (interview data).

Part II: Establishment of student evaluation of teaching scheme.

Part III: Purposes and contexts for evaluation and professional development.

Part IV: Impact of evaluation and professional development activities on the University of Queensland.

Valuable record of the work of the author as a researcher, change agent and evaluator over several years. Useful insights for anyone in or concerned about higher education.

Appreciating Adults Learning: From the Learners' Perspective. Edited by David Boud and Virginia Griffin, London: Kogan Page, 1987, 248 pp, ISBN 1-85091-275-0, $43.90. (Available from Astam Books, 27B Llewellyn Street, Balmain, 2041, NSW.)

A collection which attempts to present different views of what it means to be an adult learner — how do these learners see themselves and their own processes of learning, what matters to them. The chapters are based on research investigations but are concerned with the quality of the experience of learning, and in a significant departure from the usual, the researchers include themselves in their accounts of their work. Section one: frequently overlooked aspects of learning, including "Learning about Intuitive Learning: Moose-Hunting Techniques" (this is definitely not your average collection!). Section two: personal learning and growth. Section three: learning in formal courses. Section four: implications of work on adult learning.

Beyond Regulation? Women's Employment and Affirmative Action in Universities. Sandra Grimes, Industrial Relations Research Centre, University of New South Wales, 1987, paper, 117 pp, ISBN 0-85823-653-2. (Available from Publications Officer, Industrial Relations Research Centre, University of NSW, P.O. Box 1, Kensington, NSW, 2033.)

This monograph describes NSW state Anti-Discrimination legislation, in particular as it operates in the state's universities. It considers the character of industrial relations within NSW universities, the role of unions and women's groups within the EEO programs of the institutions, and the likely impact of Federal Affirmative Action legislation. Two specific Equal Employment Management Plans (from Wollongong and New England) are reviewed before the author concludes that "a systematic set of proposals or strategies to resolve ... matters of discrimination has tended to be placed on the agenda for the future."

Australian Feminist Studies, twice yearly, subscriptions: $20 (ordinary), $35 (institution). Edited by Susan Magarey. Address: Research Centre for Women's Studies, University of Adelaide, G.P.O. Box 498, Adelaide, SA, 5001.

Publishing both disciplinary and transdisciplinary scholarship in the fields of feminist research and women's studies courses, the journal has as some of its specific aims the encouragement of:

"discussion of the interaction between feminist theory and particular academic disciplines"
"comment on changes in curricula relevant to women's studies and feminist studies"
"sharing of innovative course outlines, reading lists, and teaching/learning strategies".

HERDSA members who wish to consider further matters raised in the last *HERDSA* issue will find more food for thought in the pages of this excellent journal. Clearly, feminist scholarship is not for feminists only; it has important messages for all scholars and teachers as we are called upon to reconsider the validity of accepted knowledge and of our approaches to teaching women and minority group students.

(PN)

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, Malaysia, Singapore, Indonesia and Hong Kong. Publications describing research, teaching, administration, staff and students in tertiary 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, Research and Development Officer at the TAFE National Centre for Research and Development Ltd, 296 Payneham Road, Payneham, 5070, South Australia, Australia. Library support is provided by Mrs Marjolijn Jones, the National Centre's librarian.

A GENERAL

Dhanarajan, G., **Offshore Distance Education: A Malaysian Perspective.** The Australian Universities' Review, 30, 2, 1987: 39-42.

Malaysia spends about 20% of its GNP on education. Between 1981 and 1985 this amounted to about US$2.25 billion in real dollar terms. Of this US$1.1 billion was incurred by the country's seven universities. However, all of this expenditure provides university education to only about 15-20 per cent of those wanting it. Consequently many Malaysians have gone abroad to acquire the tertiary education that they failed to receive at home. In 1985 it was estimated by various authorities that about US$1.2 billion annually (almost the same amount of money as that being spent within Malaysia over five years) was sent abroad for the educational support of Malaysians. About fifty per cent of this came from public sources and the rest from private purses. Even though this is a major drain on Malaysia's capital, many in the country consider it to be a tolerable level. However, recent philosophical changes in the thinking of our traditional providers of higher education has brought home the frightening realisation by both the government and the people of Malaysia that they could no longer depend on the generosity of past colonial masters and present trading and/or Commonwealth partners to support their higher education needs or costs. Yet given the present economic trends, there does not exist any possibility of seeing adequate emplacement of post-secondary educational facilities in Malaysia. Malaysians have to prepare themselves to pay the full cost 'plus' for their educational needs.

It is in this kind of climate that in the last two years many educational institutes from overseas universities began sending recruitment missions regularly to Malaysian shores to secure a portion of the educational trade.

(Paper introduction)

Oakley, I.T., **Science Parks.** The Australian Universities' Review, 30, 2, 1987: 49-53.

"Science Park" means many things. For present purposes, let the term refer to research facilities set up by or for private companies on or at least adjacent to university campuses. The development of science parks in this specific sense is just part of a wider range of developments including off-campus industrial areas with some form of university connection, special relationships between universities and individual companies involving no physical presence on university land, such as dual employment provisions, consultancies, and so forth. All these are instances of university-industry co-operation of a sort being encouraged, indeed enforced, by the present federal government. Most involve private sector funding of research which is to some extent at least carried out by university academics, or which uses university facilities. The discussion which follows deals generally with private sector funding of university research, and with science parks relatively narrowly understood as above, reflecting the particular experience of La Trobe University since late 1986. The views expressed are my own, and are in places at variance with the official views of the university.

(Modified abstract)

Pocock, B. **Man-Made Skill: Women Challenging the Tradition in England, Sweden and the Federal Republic of Germany. Ideas for Australia.** Adelaide: TAFE National Centre for Research and Development. ISBN 86397-108-3. 131 pages.

Carried out in 1987, this project surveys and summarises women's experiences in vocational education in three western European countries: England, Sweden and the Federal Republic of Germany. The report looks at women's participation in initial vocational education in the three countries, in vocational education as adults and in various forms of industry-based measures. Ideas and comparisons with women's circumstances in Australia are set out.

(Publication summary)

Parkinson, K.J., Mitchell, R.S. and McBeath, C., **Cross-Sectoral Transfer from TAFE to Higher Education.** Adelaide: TAFE National Centre for Research and Development. 1987. ISBN 86397-002-8. 269 pages.

The opportunities for and the problems associated with transfer from TAFE to higher education are examined by analysing the outcomes of a survey of both TAFE and higher education institutions across Australia. The results of the examination are presented in the report which contains a number of recommendations. These recommendations have two principal thrusts involving the need for:

- the development of consistent policies on admission and credit transfer of TAFE qualified students to higher education and the publishing of these policies;
- the monitoring of the progress of TAFE qualified students who are admitted (with or without status) to higher education courses.

(Publication summary)

B SYSTEMS AND INSTITUTIONS

Deacon, G. and Huntington, R., **Organisational Change at the University of Melbourne — Eighteen Months On.** Journal of Tertiary Education Administration, 9, 2, 1987: 173-189.

Many tertiary institutions have reviewed their administrative structures recently in line with the increasing emphasis placed on efficiency and effectiveness issues. The paper describes the review of the central administration at Melbourne University during 1985. The first part of the paper discusses the issues relevant to the review and the changes that were introduced. The second part of the paper concentrates on the substantial changes that have occurred in the personnel area of the University's support services.

(HBG)

Hall, W.C., **TAFE/Industry Partnership: Towards More Effective Relationships in Course Development and Implementation — A Discussion Paper.** Adelaide: TAFE National Centre for Research and Development. 1988. ISBN 86397-307-8. 52 pages.

This project is designed to help shape the response of TAFE to changing industrial (and commercial) circumstances. There are two main aims:

- to summarise what mechanisms and structures at every level are presently used by TAFE and industry to liaise with each other, to evaluate these mechanisms and structures (including why the mechanisms and structures are used) and, if appropriate, suggest possible alternative or additional mechanisms and structures for liaison on course development and implementation; and
- to produce a report for TAFE and industry on the vocational training required in TAFE and industry in order that TAFE and industry might respond more effectively to the economic development needs of the country. (This includes a brief summary and evaluation of present industry training models.)

(Publication summary)

Lindsay, A. and Newmann, R., **Formulating Research Policy: Process and Conflict.** The Australian Universities' Review, 30, 2, 1987: 34-38.

Early in 1987 the report of the Australian Science and Technology Council (ASTEC) on higher education research funding was submitted to the Prime Minister. The report, entitled *Improving the Research Performance of Australia's Universities and Other Higher Education Institutions*, recommends major changes to the orientation and control of higher education research. At the broad level the Report is a product of the state of the economy and the hostile environment facing higher education. At a more specific level, the Report reflects the conventional wisdom current among influential members of the policy-shaping community and the notion of policy-making in operation. This paper examines the ASTEC Report, its context, and some of the influences on the policy process. In the first part, the trends and pressures on higher education and university research over the last decade are reviewed and the Report's recommendations briefly summarised. In the second part, some of the process and structural factors affecting policy formation are discussed in an attempt to identify the determinants of the Report's recommendations and to place them in context.

(Paper introduction)

McCulloch, G. and Nicholls, J. **Privatisation: A Critical Perspective.** The Australian Universities' Review, 30, 2, 1987: 18-27.

In May 1985 the Federal Government announced its decision to allow higher education institutions to market their services to overseas students at full cost. This development has sparked a wide-ranging national debate amongst policy-makers, academics, students and others about the privatisation of higher education.

The policy change has given impetus to emerging neo-conservative pressures for broader changes to the higher education system involving the deregulation of central funding and planning arrangements, the introduction of the user-pays financing principle (including tertiary tuition fees and student loans), the establishment of private and semi-private universities and colleges and the deregulation of the academic labour market.

This paper critically examines market modes of higher education service delivery, and the deregulatory impetus in the Australian higher education system. An account of relevant recent developments and proposals is given. Finally, an alternative view to the privatisation principle is presented, which includes a defence of the public sector role in higher education and a means to limit and control the undesirable effects of the education export policy.

(Paper introduction)

Scott, R., **Biscuits, Bicycles and BSc's: The Impact of Market Forces on the Management of Publicly-Funded Universities.** Journal of Tertiary Education, 9, 2, 1987: 157-171.

The universities are under a new form of management, simultaneously more directive and more entrepreneurial. Certain academics will be able to bargain for their services with greater freedom than ever before (for example the deregulation of remuneration by allowing academics with marketable skills to supplement their income). Other issues raised by the paper include the conflict between teaching and research as output priorities, the priorities in establishing course offerings (markets versus community needs?) and meeting the demands of overseas markets are considered in the paper.

(HBG)

Sheldrake, P., **The Technical and Further Education System and Industry: Joint Use of Facilities.** Adelaide: TAFE National Centre for Research and Development. 1988. ISBN 86397-172-5. 62 pages.

This report aims to:

- develop a typology of the ways and means of promoting greater interaction between TAFE and industry;
- examine examples (in New South Wales and Victoria, with a more limited coverage in Queensland) which are most likely to improve linkages at the moment, and identify factors which might facilitate or impede TAFE/industry interaction;
- recommend a preferred course of action to promote greater interaction.

(Publication summary)

White, J.L., **Educational Accountability and the Need for Comprehensive Evaluation in TAFE.** Adelaide: TAFE National Centre for Research and Development. 1987. ISBN 86397-107-5. 90 pages.

Educational accountability in TAFE has assumed considerable importance in recent times. This paper examines the reasons for this new emphasis upon accountability. It is argued that TAFE in Australia needs to review its organisational structure and management system in order to provide the degree of flexibility and effectiveness required by government initiatives and changing community needs. Similar events are occurring in other Western countries and some of these overseas developments are explored.

The paper suggests a management system involving corporate planning of which self-evaluation is a major component to provide accountability and maintain quality of education provision.

(Publication summary)

Wills, S., **The "Quick Fix" or the "Long Haul" — Approaches to EEO Induced Change in Australian Universities.** Unicorn, 14, 1, 1988: 24-29.

Universities in New South Wales have been required by law since December 1983 to change their employment policies and practices to the extent required to make them equal opportunity employers in fact as well as in intent. This article looks at the mode of change (the "quick fix") required by the state legislation and argues that a different mode (the "long haul") is much more suited to universities because of their organisational characteristics. It draws on the experience of one New South Wales university which has opted for the "long haul" approach to support that argument.

(Journal abstract)

C TEACHING AND LEARNING

Anderson, J. and Michalek, D., **Put Another Disk on the Barbie!** Unicorn, 14, 1, 1988: 52-55.

One of the highlights of the recent Australian Computers in Education Conference, in the view of many, was the preview demonstration of *The Aussie Barbie*, an exciting new videodisk designed and produced by Herb Peppard, Nigel Russell and Tony Schick of the Adelaide College of TAFE. The videodisk is currently being evaluated in New South Wales, Victoria and

South Australia prior to release nationally.

To try to present a flavour of the advance in educational technology represented by *The Aussie Barbie*, we have gathered in this *Focus* some preview comments from a group of post-graduate students at Flinders University. Excited by what they had seen at the Conference, they were able to explore the contents of *The Aussie Barbie* more fully as part of the national trials in order to evaluate its potential as a learning medium. Here is a smorgasbord of reactions — positive and negative — to this new technology.

(Journal abstract)

Guthrie, H., **Computer Managed Learning — A Monograph.** Adelaide: TAFE National Centre for Research and Development. 1987. ISBN 86397-195-4. 74 pages.

This monograph defines and discusses the term computer-managed learning (CML) and fully explains the process in order to distinguish it from computer-assisted instruction (CAI). The CML process and its elements are also critically examined to highlight their strengths and potential weaknesses.

The monograph aims to be a straightforward and jargon-free guide to CML and refers to examples of Australian work in the area.

(Publication summary)

Jabbar, M. and Anton Chan Lian Seng, **Teaching Through Project Work: Design, Construction and Testing of Transformers.** International Journal of Electrical Engineering Education, 25, 1988: 5-14.

Inclusion of practice element in engineering education through design, project-work, laboratories etc is vitally important. In Nanyang Technological Institute (Singapore), we have introduced a new facet of engineering training by introducing an in-house training for our second-year students. Students carry out various projects involving design, construction and testing of products during this period. This paper describes one such project.

(Modified journal abstract)

Lynch, P.O., **Laboratory Work in Schools and Universities: Structures and Strategies Still Largely Unemployed.** The Australian Science Teachers Journal, 32, 4, 1987: 31-39.

This is a working paper which is intended as a starting point for groups of teachers who wish to develop new strategies and assessment procedures for practical work. Though the examples are chosen with chemistry in mind, the ideas in principal apply equally well to physics, biology, geology and general science.

(Journal abstract)

Nunan, T., **Distance Education, from Margins to Mainstream.** Unicorn, 14, 1, 1988: 3-9.

The paper considers factors which have influenced the growth in the provision of tertiary studies by distance education during the last decade. In particular, the role of the federal government in establishing controls over external provision to achieve its social and economic objectives is examined. The recognition of distance education as a mainstream activity within designated tertiary institutions has legitimated and developed distance teaching and brought increasing administrative and academic support for external students.

(Journal abstract)

Parkinson, K.J. and Broderick, J., **An Evaluation of the Implementation of National Core Curricula in Australia.** Adelaide: TAFE National Centre for Research and Development. 1988. ISBN 86397-059-1. 343 pages.

The preparation of national core curricula for TAFE in Australia has increased considerably over recent years. This has led to questions such as whether the projects chosen have been the most appropriate in the national interest, whether the best methods of preparation have been adopted and whether the degree of implementation has given maximum benefits to students and teachers. In this study answers to these questions have been suggested by seeking the views of the users of national core curricula at all levels — heads of departments, curriculum managers, teachers and representatives of commerce and industry.

(Publication summary)

Ramsden, P., **Improving Teaching and Learning in Higher Education: The Case for a Relational Perspective.** Studies in Higher Education, 12, 3, 1987: 275-286.

The article argues for a particular view of teaching and learning in higher education. A relational perspective links the improvement of the professional practice of teaching with research into student learning. It offers an alternative to paradigms which reduce the complex relations between students, subject content, and teaching to characteristics of instruction and of students, and whose findings and prescriptions often appear distant from everyday teaching problems. Learning in institutional settings is bound up with content and context: isolating general mechanisms that "good learners" use to learn any subject matter may be less than helpful. A relational perspective conceptualises the teaching and learning process holistically. It involves inquiry into and reflection on how students learn specific subject matter in particular contexts. The results are used to amend teaching and assessment. The perspective has far-reaching implications for staff development and the quality of teaching in higher education.

(Journal abstract)

Thomson, P. and Murphy, J., **Transferable Skills in Technical and Further Education.** Adelaide: TAFE National Centre for Research and Development. 1987. ISBN 86397-131.8. 59 pages.

A report on transferable skills in TAFE has been prepared for the Victorian TAFE Board by the TAFE National Centre for Research and Development. The work has been carried out by Peter Thomson from the National Centre and Jan Murphy of Preston College of TAFE. Their task was to investigate the concept of transferable skills as it applied to the development of vocational curriculums.

As well as defining the concept and identifying the elements of the curriculum that go to make up the transferable skills component, they have also shown how transferable skills are related to current labour market issues such as technological change and unemployment.

Their work has led to a proposal which shows how transferable skills can be integrated into TAFE courses.

(Publication summary)

Wilson, R. and Hooper, P., **Computer Assisted Learning in Basic Adult Education.** Adelaide: TAFE National Centre for Research and Development. 1987. ISBN 86397-018-4. (Resource kit).

This publication reviews the use of computer assisted learning (CAL) in basic adult education and gauges awareness of the potential for the integration of this teaching resource into learning programs. It also provides a human resources directory and a register of computer hardware and software materials presently in use within institutions of TAFE throughout Australia which is relevant to the needs of people working in CAL in basic adult education.

(Publication summary)

D INFORMATION NETWORKS

E STUDENTS GENERAL

Guthrie, H. and Krzemionka, Z., **Distance Education Needs for 16-19 Year Olds.** Adelaide: TAFE National Centre for Research and Development. 1987. ISBN 86397-211-X. 158 pages.

This investigation arose from the report of a research project for the External Studies Standing Committee of the Commonwealth Tertiary Education Commission and concerns those students who enrol in tertiary education externally or in a mixed mode. The impetus for this research is the issue of access to tertiary education.

School leavers, as the 16-19 year old age group is labelled, experience considerable difficulties in gaining enrolment in tertiary institutions, mainly due to the lack of available places. Their situation is exacerbated by problems of geographical distance, and their special education and employment problems. This report aims to investigate the provisions of external education for 16-19 year olds in the tertiary sector.

(Publication summary)

Parkinson, K.J., Hayton, G. and Strachan, F., **Attrition of Part-time TAFE Certificate Students.** Adelaide: TAFE National Centre for Research and Development. 1987. ISBN 86397-043-5. 193 pages.

The TAFE National Centre for Research and Development was commissioned by the Commonwealth Tertiary Education Commission (CTEC) under its Evaluation and Investigations Program to undertake a project to investigate the attrition of part-time students in TAFE Stream 3300, 3400 and 3500 courses. The project has been conducted in the fields of Science and Technology, Horticulture, Fashion and Business. It involved administration and computer analyses of questionnaires addressed to three groups of part-time students who had enrolled in the first year of study in 1986 — early withdrawers (prior to 16 May), later withdrawers (between 17 May and 30 October) and persisters (those enrolled after 30 October).

(Publication summary)

F STUDENTS: SELECTION AND PERFORMANCE

Thomson, P. and Mageean, P., **Selection for the Trades.** Adelaide: TAFE National Centre for Research and Development. 1987. ISBN 86397-074-5. 90 pages.

This project has investigated the development of "student profiles" for use in selection for the trades. The profile approach is designed to ensure that those charged with selection consider as many relevant factors as possible. The approach also ensures that candidates understand the work done by tradespersons working in the area for which they are applying, as well as what their potential working environment would be. The elements of the profile investigated by the researchers were mathematics tests, reading comprehension tests, aptitude for training tests, school statements, personal statements and interviews.

The work has concentrated on two different trades — hairdressing (predominantly chosen by females) and automotive (predominantly chosen by males).

(Publication summary)

Thomson, P., **The School of Hard Knocks: A Study on the Assessment of Experiential Learning.** Adelaide: TAFE National Centre for Research and Development. 1988. ISBN 86397-044-3. 58 pages.

This project is directed towards experiential learning which has not been formally assessed and accredited for educational or professional certification. It is therefore concerned mainly with non-sponsored learning, that is, learning acquired independent of a training or educational institution.

The project aims to develop procedures for the assessment and accreditation of learning from life and work experience which are of relevance to the adult learner in TAFE.

The project involves the review of current practices in Australia and overseas, an investigation of current Australian practices for recognising experiential learning (including a survey of legislative and other barriers to recognition), the development of experiential learning methods and the implementation of accrediting procedures and a summary of cost-benefit implications.

(Publication summary)

G STUDENTS: CAREERS AND EMPLOYMENT

H STAFF

Dodds, A., Lawrence, J. and Pears,H., **Influences of Academic and Teaching Experience on TAFE Teachers' Educational Studies.** Adelaide: TAFE National Centre for Research and Development. 1988. ISBN 86397-124-5. 37 pages.

The aim of this study is to investigate the effect of prior educational, professional and teaching experience on TAFE teachers' approaches to their formal studies for education diplomas. The study focuses on three aspects of teachers' perceptions of the usefulness of their prior formal and informal learning, their strategies for utilising previous experience and the effect of perceptions and strategies on current learning and teaching.

(Publication summary)

Over, R., **An Early Retirement Option for Australian Academics.** The Australian Universities' Review, 30, 2, 1987: 11-15.

Staffing levels in universities in Australia, as well as in Europe and North America, peaked in the mid-1970s after 20 years' unprecedented growth. Between 1956 and 1975 the number of universities in Australia increased from nine to 19, and there was almost fivefold growth in student enrolments and full-time academic posts. In contrast, enrolments rose by only 18 per cent between 1975 and 1985, while the number of academic staff increased by merely 5 per cent. It seems reasonable to assume that the Australian university system will experience, at best, only modest expansion over the next decade.

The majority of academics appointed during the period of expansion were recent graduates, and hence relatively young. With limited turnover in positions and few new jobs being created, the age distribution of Australian academics is shifting. The Australian universities will carry into the 1990s a labour force that was recruited mainly in the 1960s and 1970s. The median age of tenured academics will probably soon exceed 50, and there will be more elderly academics than ever before. Almost all academics at senior lecturer or above hold tenure. They will be displaced prior to retirement at 65 only if tenure conditions are changed or incentives are offered for early retirement. The concern in the following commentary is with issues relating to whether early retirement options should be generally available to Australian academics.

(Journal abstract)

I CONTINUING EDUCATION

Maple, G., **Continuing Education for the Health Sciences: The Voluntary/Mandatory Debate.** The Australian Journal of Adult Education, 27, 2, 1987: 22-28.

Continuing education for the health science professions is a topical issue. Public demand for accountability, concern about "out of date" practices and the rapid increase in knowledge and techniques all contribute to the current concern for maintaining professional standards. A central debate is voluntary versus mandatory participation. The focus of the arguments supporting mandatory participation appears to be an assumption that participation in continuing education equals continuing competence. This assumption is questioned in this paper along with a discussion of the practical issues involved in providing appropriate continuing education opportunities. Finally, it is proposed that, with particular relevance to Occupational Therapists in NSW, a thorough examination of the rationale,

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opportunities and obstacles related to continuing education is required, rather than a voluntary versus mandatory debate.

(Journal abstract)

Smith, B.W., **The Financing of Adult Education in Australia: From the Perspective of Recurrent Education.** Australian Journal of Adult Education, 27, 2, 1987: 7-14.

Australia now confronts a prospect very different from that of fifteen years ago. Economic difficulty and extreme financial restraint threaten even traditional commitments to the funding of education, in a mood of unprecedented conservatism. If adult education is to flourish, a redistribution of existing and future resources is needed.

Recurrent education represents a concept, a set of principles and a system of values. It has been subsumed into the rhetoric of education, but has largely been ignored in practice. However, the notion of recurrent education deserves to be revived in today's environment, and has obvious relevance to adult education.

The arguments for recurrent education are strong in relation to both efficiency and equity, and would strengthen the claim for resources to be devoted to the adult education sector.

In this conservative climate, the key problems for the financing of adult education are political. The review of adult and continuing education by the Commonwealth Tertiary Education Commission (CTEC) makes the topic both timely and urgent, if there is to be any redistribution of resources or structural changes affecting adult education. Arguments need to be developed and advocated in effective ways if adult education is not to remain the Cinderella of education. These arguments need to establish the importance of adult education in traditional terms, and challenge the current orthodoxy.

(Journal abstract)

ABSTRACTORS:

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(From page 4)

NUPROF attributes much of its success to the role of Department Chairs and other unit administrators. Most showed open cooperation in early faculty option discussions. Several plans required major time commitments for coordinating arrangements and making adjustments. Often the chairs committed themselves, their units, and even some resources to make the growth plans work.

Faculty colleagues also play an important role in the success of NUPROF. When a participant leaves the Faculty Development Institute, the participant is a member of a small faculty support group. Its members help one another to explore their options and resources, and they challenge each other to try new activities and consider new possibilities.

The faculty may turn to an available faculty consultant to get themselves started, and to help them think through their planning. Faculty find this independent person most helpful, and they particularly appreciate someone who will challenge them and provide friendly reminders.

The NUPROF program has demonstrated that it can meet the new needs with existing faculty and increase faculty vitality. The Program has enough structure to provide legitimacy and tools for change, yet it has enough flexibility for a variety of outcomes.

Daniel Wheeler,
University of Nebraska-Lincoln.

*Including Dr John Creswell and Dr Alan Seagren, University of Nebraska-Lincoln and University of Nebraska Central Administration.

(From page 10)

and conservative survey, which rests on the twin assumptions that demographic variables are relevant in explaining complex behaviours such as educational participation, and that respondents are both willing and able to identify and articulate their motives, responses and intentions, both in regard to events which have occurred in the past and those which have not yet transpired. *Choosing to Learn* is a competent and ambitious piece of large-scale survey research. However, it does little to address the intriguing questions of how adults view themselves as learners, how they conceive the functions of organised educational opportunities, and how such conceptions influence their decision to participate in one form of education rather than another, or even to participate at all.

Philip Candy,
University of New England.

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