

2nd Regional Conference on Tutoring & Mentoring
Perth, Western Australia
Sept 30th – Oct 2, 1999

Shifting Paradigms in Mentoring Programmes in Higher Education

by

Helen Treston
Study Skills Adviser
Academic Support Division
James Cook University

Abstract

In the current era of economic rationalism, there are tensions between the ideals and practice of mentoring and the changing vision of the corporate university. The rationalist student-as-client view of education reinforces a 'get in, get-what-you-need, get out' anonymity among students. In the higher education sector, building the academic community has traditionally involved the transmission of academic culture from the lecturer-as-patron to the student-as-disciple. With the current reduction in government funding of universities and the increased workload for academics, however, peer mentoring programmes have taken over much of the role of new student support.

The Peer Mentoring Programme at James Cook University (JCU) Cairns has been contributing to the establishment of the 'academic community' at the Cairns campus with a programme that welcomes new students into the faculty on their first day and gives support for the first year. The aims, ideas, difficulties and future plans of the JCU student Mentor Programme are outlined in this paper and reviewed in the light of contemporary developments in the higher education sector.

Introduction

The Student Mentoring Programme at James Cook University (JCU) in Cairns is student driven, student managed and student evaluated, instigated and coordinated by the Study Skills section of the Academic Support Division. It is the only University Mentoring Programme of its kind in Australia, having been a peer-mentoring programme for all new students for nine years. With an increasing demand from new students for mentoring and a 21% annual growth rate of the new campus, funding is a major concern. In order to understand how the Mentor Programme has developed, this paper examines the increasing corporatisation of higher education current in Australia and, against this background, details a number of successful strategies that have been employed by the programme and our optimism for its future.

Corporate conundrum for Australian universities

These are difficult times for Higher Education. From 1997 to 1999 Australian universities have been required to find savings of more than half a billion dollars, or around 12% of their total budgets, to meet government cuts of around \$150 million, and salary rises of around \$400 million (Ryan, 1998). Management personnel are aware of an emerging 'post-corporate' mindset with horizontal reporting and collaborative forms of organisation. However as Limerick, Cunnington and Crowther (1998) point out, current university managers are plagued by problems of accountability and are reluctant to let go of the apparent certainty of hierarchical control to embrace 'social sustainability' and the emerging ideology of devolution.

Although the Commonwealth holds the purse strings and wields policy power, it is clear that governments are encouraging universities into the corporate arena. Coaldrake and Stedman (1998, p. 206) point out there has been something of a longstanding ambivalence by Australian governments towards universities, and it is "regrettable that governments have not recognised the contribution of universities to...economic and social development through the formation of intellectual capital. Now large-scale and rapid changes in the labour market will require that education providers focus more on the needs of those requiring re-accreditation and retraining. Institutions will need to respond flexibly in competition with other providers if they are to survive."

The government has changed its perception from a situation where it sees the benefits of investing in education to a position where it sees its role as seeking to minimise its subsidisation of education, thus forcing universities to think and act as businesses.

The ideas that now dominate the management of universities are those of entrepreneurialism. Even the language used by university management reflects the way in which universities are becoming profit-making corporations. As Blunden (1998 cited in Charles, 1998, p.6) writes "the ruling ideas in the university system are the ideas of the dominant class, who are concerned about creating an entrepreneurial culture. Thus, if the intention is for universities to become more business-like, universities must speak in the language of business: 'core activities', 'line management', 'total quality management', 'best practice' – terms drawn from the corporate world and the factory." To this list can be added the notion of the student as 'paying customer'.

Increasingly, university research is required to have an immediate industry application. It is increasingly difficult for postgraduate students and academics to get funding for more abstract or 'pure' research. There is increasing pressure on academics to acquire their own funding from private companies. Again this is an example of the prioritisation of the needs of industry over the needs of students or even the wider community. Knowledge generated within the university is now more than ever a commodity to be bought and sold. According to Coaldrake and Stedman (1998), economic rationalists, in justifying the subservience of universities to industry, maintain that the interests of industry are the same as the interests of the community: the more money business makes, the better life will be for everyone.

The West Committee (1998) suggested that universities are a differentiated group of educational service providers selling degree programmes to a student clientele which is increasingly international full fee-payers. Reform of higher education has manifested itself in a 'top down direction' progressing to micro-economic reform. The West Report advocated a transition to a fully-fledged open market (Flew, 1998). The Final Paper (West Committee, 1998, p.6) states that "the most fundamental and important change that the Government could make to higher education is to move to a form of student centred funding. Students should have a direct relationship with universities and a real say in what universities provide." On the one hand the Report advocates students having a 'real say', while on the other hand prescribes a corporatist agenda.

The 'student centredness' advocated by the West Committee (1998) does not include insisting upon improved student/staff ratios as a result of increasing Federal funding, nor is there any indication of greater student involvement in institutional governance. What is meant by the West Report's notion of student centredness is the notion of building "a direct financial relationship between institutions and students, whereby demand is backed by dollars, user pays, up-front fees and income-contingent loans."

Ian Lowe (1994) claims that currently the Australian university sector is perceived simply as an arm of the public sector and that university academics--like primary and secondary teachers, police officers and nurses--are public servants, in a system which should advance the economic goals of the nation. Maslen and Slattery (1994) indicate that once the Commonwealth assumed its funding role in the university sector, the 'right' of government to dictate the directions of the sector was entrenched.

It is now accepted that a 3-year undergraduate degree is no more than a starting point for a general and professional education. The challenge, then, is to devise education and corporate structures where different kinds of courses support, rather than oppose each other. Blackford (1999) suggests that one of the real challenges for universities will be to produce not only graduates who have skills of some immediate use to business, but also citizens with critical assessment abilities and a conceptual knowledge base. There is a danger (he says) of universities becoming so relentlessly devoted to vocationalism that Australia will end up with an army of technocrats who have never been exposed to philosophy, culture or science. Just as mentoring gives instrumental and psychosocial support, it is the linkage of structures in higher education, which will be of critical importance to the students making their collegiate and postgraduate decisions.

James Cook University Background Information

Formerly a static economy based on sugar, timber, dairying and specialist cropping, together with a modest tourism sector, the Cairns region has, in the last two decades, grown at a pace rivaled only by south-east Queensland. The main impetus has come from tourism and selective migration from southern states, enticed by an unrivalled mix of scenic and lifestyle attractions. There has been parallel rapid growth in the construction and service sectors (Wadley and King, 1993).

Cairns boasts an international airport and is the gateway to Australia's Great Barrier Reef. Eco-tourism is big business in the region since it encompasses the remote indigenous areas of the Cape York Peninsula, the agriculturally-rich Atherton Tablelands, world heritage-listed coastal rainforest and the savanna hinterland with its diversity of bird life, snakes, and crocodiles.

James Cook University is located on three campuses in tropical North Queensland: Townsville, Mackay and Cairns. The parent campus in Townsville was established as the University College in 1961 and proclaimed a university in 1970. In 1999 its student population is 7,934. The Mackay campus supports JCU students undertaking flexible delivery courses in the area with computer facilities, tutorial support and study skills counselling. The Cairns Campus has been established for 12 years and moved to its present site four years ago. Its current student population is 2,571 (James Cook University Statistics and Accountability, 1999).

Peer Mentoring: Making a difference at James Cook University, Cairns

In 1991, JCU Cairns started a student mentoring programme as a combined academic support staff and student initiative. Over the nine years of its existence the programme has continually evolved and developed, utilising the suggestions of staff and students. Its pragmatic approach relies upon continuing students guiding new students with positive, support and encouragement through the transition to tertiary education. As such it is the earliest mentoring programme in Australia to provide mentoring for all students across all faculties. Academic and administrative staff believe that the programme increases student retention rates. The programme has promoted the use of the university's ever-increasing suite of online services and resources.

Study Skills Adviser, Alan Calder, in consultation with the mentors has developed Online Study Skills and Orientation modules. Mentors assist new students in computer skills and have reported that the Online Study Skills modules have been very helpful for part-timers and distance education students who may be unable to attend study skills sessions. Both the West Committee (1998) and McInnes (1998) argue that one of the most relevant challenges in higher education's production of life-long learners is the challenge of new technologies. Student mentors also help new students to access email and web-based resources more readily, further promoting communication and interpersonal relationships. This latter activity is recognised as an important strategy for improving social capital amongst target equity groups (Cox, 1995).

Mentoring is an activity that can build partnerships between people and facilitate organisational development. It can provide two primary relationship functions: instrumental and psychosocial. The instrumental focus involves mentees benefiting from their mentor's knowledge, contacts, support and guidance. The psychosocial function promotes ongoing interpersonal dialogue, collaborative critical thinking, planning, reflection and feedback. This psychosocial aspect of mentoring is a form of relational learning that is being increasingly recognised as team environments become less hierarchical. Women, especially, have been found to favour relational learning (Bierema, 1996) which is particularly significant as 53% of the Cairns first-year intake in 1999 was female (James Cook University Statistics and Accountability, 1999). Incidental learning in a social setting is one of the hallmarks of mentoring.

At JCU, students and staff are committed to a number of operational and support structures¹ within the Mentor Programme. These structures have linked the Mentor Programme's success to student ownership of the programme and include a student as Assistant Mentor Coordinator, regular meetings with the Chancellor and Vice-Chancellor and a reference committee to which student initiatives are referred. The other key to its success has been constant improvement and adaptation to changing student groups, technologies and the evolving university environment. In 1999 the Cairns campus of JCU has 2,571 students and a growth rate of 21% over the 1997/1998 financial year. Fifty-five percent of the total student cohort is of mature age (25 years +). Often these students are first generation university participants. Frequently they come from rural or isolated backgrounds; some may be disadvantaged on the basis of low socio-economic status. Nearly 6% (5.7%) are of Aboriginal or Torres Strait Islander descent, 11.45% are sole parents, and students with disability comprise 8.6%. In 1999 enrolment numbers for new students were 817. Fifty-one percent classed themselves as mature age and 40.5% were school leavers. There was a high proportion of first generation students (71.4%) and most were born in Australia (85.7%) (James Cook University Statistics and Accountability, 1999).

Mentors play a prominent role in Orientation Week, organising guided tours of the campus, explaining faculty handbooks and timetabling and describing important features of the University. Students are encouraged to select a mentor from their own faculty for ongoing support. The helping role of the mentors is so prominently displayed to first-year students that in recent surveys the role of mentors was perceived as being important to 74% of the student population of the University. The students themselves identified the process of individual mentoring and small groups (up to 10), as best practice. The small group process fosters student networks and helps demystify the way that information can be accessed, adhering to the principle that students listen to students (McInnes, 1998). The programme has been partly funded over the past six years by the Higher Education Equity Programme but from 1999 has been funded from core funds.

The programme has expanded from eight mentors in 1991 to the present 77 in 1999. The amount and type of contact between mentor and mentee varies, with many groups meeting socially as well as for study skills purposes. An agreement between the Assistant Mentor Coordinator (a student) and mentors requires that mentors make contact with their mentees in Weeks, 3, 6 and 9 of the semester by phone, email, individually, and/or in a group situation. The mentor then reports on progress verbally or by email, submitting a completed questionnaire to the Study Skills staff at the end of each semester. This monitoring process helps the student mentors to evaluate their own mentoring in the light of the whole programme.

At JCU the Mentoring Programme is now virtually self-perpetuating with student mentors handing on the role to one or more of their mentees when they graduate. With the introduction of new faculties and subject areas, lecturers can also nominate students to become mentors. The programme is a very important socialising aspect for many students. From evaluations and verbal feedback, it is clear that first-year students are receiving vital information and advice on matters such as the additional subjects/withdrawal dates, study skills workshops, library catalogue use, overdue assignments, and examination preparation from their Mentors. They benefit from the networking, which reduces the 'social isolation' that many students experience as a result of socio-economic status, which often necessitates working many hours per week as well as studying.

Planning and training days each semester are held for mentors to review and update their own knowledge of formal and informal tertiary procedures, such as expertise in research and computer skills. They also gain the opportunity to work with students from other faculties as a part of mentor teams. Lecturers, librarians and support /administration staff have stated that the mentors who provide new students with time and information have reduced their workloads. As an inclusive operational style, the Student Mentor programme offsets the marginalisation of groups such as the Aboriginal and Torres Strait Islander students, women in the non-traditional areas of study, and students with disabilities. JCU markets its Student Mentor programme as a major support service to prospective students. The Student Prospectus (1998, p.32) mentions the programme as providing 'a great way for new students to make friends and contacts on campus.'

Mentors maintain the contacts' database of names, phone numbers and subjects and write the column *Mentors' Corner* in the University's fortnightly newspaper and the monthly magazine. There is also a designated area in the Library called Mentor Corner that is equipped with an internal phone line with voicemail service, computer, and consultation area. Mentors signal their availability on an ad hoc basis when they choose to study at this desk. Library staff appreciate being able to refer students to the mentors using Mentor Corner for personal study assistance. Last year's mentors designed t-shirts and button badges for the programme to raise the mentor profile around the campus and to show that they are proud of their role. Useful information is downloaded weekly on to the Mentor Website. The mentors encourage email usage between members of their mentoring group. There are notice boards throughout the University buildings and a photomontage of mentors is displayed during the semester to identify mentors to potential mentees.

Rewards for student mentors include sessions on advanced searching techniques using Internet and nominated guest speakers who have demonstrated the use of graduate portfolios. Science Librarian, Kathy Fowler, set up an electronic study skills discussion list designed to motivate even the most techno-phobic mentors to become confident email correspondents. This has led to a steady development of IT skills in successive mentor groups. A *Finding a Mentor* web site has been created, and a smaller group of 'electronic mentors' focus on the needs of students who are remote from the campus. Being peer-based, the service addresses a wide range of lifestyle and welfare issues associated with being a student, from finding accommodation and part time work to adjusting and managing workloads. Staff use student mentors as JCU Ambassadors for on-going recruitment, information days and displays.

Last year Alumni, Careers and Equal Opportunity staff sponsored a programme called 'Friends in the Workplace' which involved matching mentors and alumni already in the workforce, to 'mentor the mentors'. Mentors have also suggested that a database of the generic skills of graduates be developed to enhance employment linkages, resources and networks. Two videos have been produced for the training of new mentors by current mentors. Training is given to mentors to assist with the University's new Orientation Online Programme. Mentors play an active part in developing and testing these modules during the Mentor Planning Day and assist mentees in the use of all new learning technologies.

Evaluation

The evaluation of the programme in 1999 has involved collecting data from all stakeholders in the programme through survey, questionnaire, telephone interviews, focus groups and regular reports from the student mentors themselves. The comments support the hypothesis that there is a significant relationship between making contact with people and the decision to persist and pass a subject. Students have undertaken much of the research on the JCU Mentoring Programme. This report outlines the pilot evaluation of the Student Mentor Programme covering stakeholders' perceptions of the programme. The evaluation has focussed on the extent to which the programme contributes to successful orientation and transition of students to university and campus life, satisfies new students' needs and confirms their perceptions of personal and academic assistance provided by mentors and demonstrates the potential for growth and expansion.

The evaluation was conducted using telephone and paper surveys:

- 35 mentees responded to a 40-item telephone survey.
- 25 of the 70 mentors returned paper questionnaires in which they answered 22 questions and
- 20 Lecturers returned paper questionnaires in which they answered 18 questions.

The study found that there is a direct relationship between the provision of student support and increased persistence in study. Of the 35 mentees surveyed, only one had withdrawn. Sixty-five percent said that their mentor had been a factor in them still being at university. All 20 lecturers responded 'Yes' to the question *Do you believe that the mentor programme aids the retention rate at JCU?*

The one student who had withdrawn was the only mentee who reported that she was not satisfied with her mentor—in that she had expected that her mentor would also act as tutor.

Mentor qualities (as perceived by mentees) include:

- friendly - 92%
- approachable - 88.2%
- knowledgeable - 85.7%
- effective communicator - 85%
- highly satisfactory - 82%
- understanding of mentees' needs - 62.9%

Mentee respondents commented positively on other mentor qualities such as experience, organisational abilities, motivational influence and enthusiasm. All mentors stated that they felt appreciated by new students. Mentors also see mentoring as beneficial for career prospects.

Mentees' suggestions for improvement of the mentor programme include:

- 'There ought to be more contact with the mentors after Orientation.'
- 'There ought to be more mentors.'
- 'I would have liked a choice of mentor.'
- 'I would like to see faculty staff involved with the mentor programme.'
- 'The university ought to give more recognition to the mentor programme to give a feeling of community and cohesion.'
- 'The programme needs a higher profile in the University.'

Mentors' suggestions for improvement in the programme include:

- 'More contact between mentors from different faculties.'
- 'More financial aid to the programme.'
- 'Student mentors would benefit from more training.'
- 'Stress to mentors the importance of presence on Planning and Orientation Days.'
- 'Students need a choice of mentor if there is a personality clash.'

Lecturers' comments on the Mentor programme include:

- 'The programme needs more publicity in University media.'
- 'Mentors should get community service credit on their academic transcript.'
- 'I would like to get a list of mentors in my faculty every semester.'
- 'The programme must remain student-centred.'

As a result of another research project, a fourth year Social Work mentor has instigated and facilitated a successful tertiary transition course called 'Kickstart' for new Social Science students. This programme is now funded by the Social Science faculty and will be ongoing and user pays. New students have appreciated the interest shown by continuing students who return in the vacation to guide lower-level students in the facilitation of this course.

Future Directions

Funding is an ongoing concern for the programme. The tasks of coordinating and organising the programme require energy and time. Attempts are underway to provide continued funding for longitudinal evaluation of the JCU Cairns campus programme to demonstrate improved retention rates and increased social equity. Based on the number of requests that mentors receive from new students looking for assistance, the programme may develop a peer-assisted study component with a more formal academic focus. The latter may be particularly appropriate in adaptation to the use of existing and new information technologies as the university adopts them.

The convergence of the two sectors of university and TAFE will require a mentor programme with a greater vocational emphasis. In reviewing the mentoring programme, it became apparent that the programme will be forced to address the future 'seamlessness' between TAFE and other education providers and our own University. Miller (1998, p. 29) writes that 'the main clients of TAFE are now private employers who require certain skills. Under this view of education and training, TAFE colleges are basically factories ... student are merely packages that can be moved around according to the needs the priorities of capital.' This is an example of a prioritisation of the needs of industry over the needs of students and the wider community. TAFE colleges have traditionally trained students in skills that are needed by industry, however the needs and expectations of business are increasingly also being met by universities.

The mentor programme can be part of the move to lift the accountability of universities in the Australian Council for Educational Research entry and exit tests for generic skills to be trialed in 2000 (Illing, 1999). The skills that mentors already teach are generic skills, including the ability to think, speak, write logically, clearly and creatively; demonstrating a capacity for critical thinking and analysis; possession of information technology skills; demonstration of leadership and interpersonal skills. This measurement of generic skills in a 'national basic-skills' test will put focus on the skills fostered by the mentor programme. A fully evaluated mentoring programme could be vital to performance-based funding by supplementing and enhancing generic skills that lecturers may not have the contact time to develop in students. Leadership and interpersonal skills are also some of the generic skills practised by the mentors and give them many demonstrable assets for assessment on graduation.

Future expected pressure on universities to gain funding from the corporate sector is already being anticipated in active searching for sponsorship of the programme. For three years, the cruise company, Quicksilver, has rewarded all mentors with a free trip each year to the Barrier Reef. A local computer company Happy Mouse gives all mentors one hour's free tuition in any aspect of computing that they nominate and the Cairns Campus Student Association has helped fund t-shirts and publishing of the advertising brochure.

The socialisation function of the programme with the concept of intertwining service with learning is important for the future. One of the offshoots of the programme is its potential to bring together the disparate strands of the University to develop a sense of belonging for all members. Service to others is integral to this concept of a campus, not peripheral, as is often the case. Community service could well be a progression from the programme, as community groups planning to set up mentoring programmes have recently approached the University for help. Also several universities have already approached JCU for practical information on how to inaugurate and sustain a peer-mentoring programme at the institution and several graduate student mentors are developing mentoring programmes in their present place of employment.

Conclusion

While mentors, mentees, staff and management at all levels agree that the programme is important and makes a positive difference for new students, the programme faces an uncertain funding future. With the programme having been underway for nine years, James Cook University Cairns would be difficult to imagine without student mentors. The programme is very much a part of the ethos of the campus. It is argued that the enthusiasm and commitment of the student mentors have contributed to the development of a unique teaching and learning community on this campus. It is a continually evolving and dynamic initiative, which targets the identified needs of the mentees and enhances their learning experience and capabilities, while at the same time giving mentors great personal satisfaction from their involvement in the programme.

There is no question that the funding of learning support programmes in higher education institutions faces serious challenges. James Cook University's Mentor Programme is just one example of a programme struggling through times of stringency. Even with meagre financial allocation, mentor programmes such as ours take up seriously the challenge of cooperation with and responsibility for others, maximise self-development and at the same time enhance the learning organisation and enterprise culture of the University. The future is challenging, but what fun! We certainly live and work in interesting times!

James Cook University (Cairns Campus) wishes to acknowledge that as members of this University, we are all students. People are what make a university, and feeling supported and connected is crucial to the first-year experience. The Mentoring Programme therefore wishes to acknowledge and thank all the students, mentors and mentees particularly, and the staff who assisted in the research, assessment, preparation and production of this document.

HELEN TRESTON HAS BEEN A STUDY SKILLS ADVISER AT JAMES COOK UNIVERSITY, CAIRNS, FOR THE PAST NINE YEARS. SHE HAS ALSO BEEN A PRIMARY AND SECONDARY TEACHER IN AUSTRALIA AND THE UK AND A LECTURER AT TECHNICAL AND FURTHER EDUCATION INSTITUTES IN AUSTRALIA. SHE LOVES LIVING IN CAIRNS AND ENJOYS THE FRIENDLINESS OF THE WORKING ENVIRONMENT OF JAMES COOK UNIVERSITY. CONTACT DETAILS: HELEN TRESTON, ACADEMIC SUPPORT DIVISION, JAMES COOK UNIVERSITY, PO Box 6811, CAIRNS, QUEENSLAND, 4870, AUSTRALIA. PHONE: 61 7 4042 1153. E-MAIL: HELEN.TRESTON@JCU.EDU.AU

References

- Bierema, L. (1996). How Executive Women Learn Corporate Culture. *Human Resource Development Quarterly*. 7(2), (Summer), 145-164.
- Blackford, R. (1999). Don't Panic: The Universities and their Troubles. *Quadrant* January-February, pp.11-16.
- Charles, A. (1998). The Function of the Education System. *Liberate '98*. Sydney: National Union of Students, Education Department.
- Coaldrake, P. and Stedman, L. (1998). *On the Brink: Australia's Universities Confronting Their Future*. St Lucia, Brisbane: University of Queensland Press.
- Cox, E. (1995). Raising Social Capital. In *A Truly Civil Society*. Sydney: Australian Broadcasting Corporation, pp14-26.
- Flew, J. (1998). Fast Times at Virtual U: Digital Media, Markets and the Future of Higher Education in the West Report. *The Australian Universities Review*. 41.1. South Melbourne: National Tertiary Education Union.
- Galbraith, M. and Cohen, N. (Eds) (1995). *Mentoring: New Strategies and Challenges*. *New Directions for Adult and Continuing Education Journal*. 66, (Summer). San Francisco, CA: Jossey-Bass.
- Hoare, D. (1995). *Higher Education Management Review (Hoare Report: Appendix1)*. Canberra: Australian Government Printing Services (AGPS).
- Illing, D. (1999). ACER to Test Generic Skills. *The Australian*. 9 June, p.37.
- James Cook University Marketing and Public Relations Office. (1998). *Student Prospectus 1999*. Townsville: James Cook University.
- James Cook University Statistics and Accountability. (1999). [Online] http://jcu.edu.au/office/Planning_and_Statistics. (Accessed 13 September, 1999).
- Limerick, D., Cunnington, B. and Crowther, F. (1998). (1998). (2nd edition). *Managing the New Organisation: Collaboration and Sustainability in the Post-Corporate World*. Warriewood, NSW: Business and Professional Publishing.

- Lowe, I. (1994).** *Our Universities are Turning Us Into the 'Ignorant Country'*. Sydney: University Of New South Wales Press.
- Maslen, G. and Slattery, L. (1994).** *Why Our Universities are Failing: Crisis in the Clever Country*. Melbourne: Wilkinson Books.
- McInnes, C. (1998).** **Cultivating Independent Learning in the First Year: New Challenges in a Changing Context.** In *Success in Transition Years: Proceedings of the 3rd Pacific Rim Conference on the First Year Experience*. Auckland, New Zealand: Auckland Institute of Technology.
- Miller, R. (1998).** **Corporatising TAFE: Educational Factories and Dole Bludgers. Liberate.** Sydney: National Union of Students.
- Ryan, Y. (1998).** **Time and Tide: Teaching and Learning Online.** *The Australian Universities Review*. 41.1. South Melbourne: National Tertiary Education Union.
- Wadley, D. and King, W. (Eds). (1993).** *Reef, Range and Red Dust: The Adventure Atlas of Australia*. Brisbane: Queensland Government.
- West Review Committee (R. West, Chairman). (1998).** *Learning for Life—Final Report, Review of Higher Education, Financing and Policy*. Department of Employment, Education, Training and Youth Affairs, Canberra: AGPS.