Griffith University’s First Female Academic

Ortrun Zuber-Skerritt

Abstract

Griffith University (GU) approached me for inclusion in the University archive as the University’s first female academic staff member. As complement to the GU official exhibition, I’ve prepared my story of my experiences, achievements and challenges, to add flesh and blood – personal experience – to the bones of the official story. Appointed to the Centre for the Advancement of Learning and Teaching (CALT) in 1974, throughout my 20+ years at GU, I learned so much on the coalface of higher education in Australia. Overcoming setbacks, I flourished professionally and personally, carving out a successful national/international career, while forging new approaches and wonderful collaborations across the academic spectrum in Higher Education (HE). My reflections on this exciting and challenging journey follow two lines of discussion. One concerns my involvement in curriculum development to help embed the alternative ethos of this new university as a non-traditional HE institution, built on and intended to advance a progressive educational philosophy relevant to contemporary society and to the pursuit of social justice. Academic training in Europe prepared me well for this task, but it also set my understandings and ideas on something of a collision course with those of my CALT colleagues. All men trained in traditional education in England and Australia, they openly declared their support for the University’s collaborative, problem-oriented and student/team-centred ethos, but in practice they did not know how to implement it. Therefore, they pushed for the only approach to learning, teaching and research they had experienced – the top-down traditional education approach then still dominant across all levels of Australia’s education system. And so – deep learning for us all through first-hand experience in higher education at GU! The second line of discussion explores my efforts – including secretly completing a second doctoral thesis on higher education theory and practice – to overcome gender discrimination holding down myself and other women in the university workplace. Support from female (and also male) colleagues was especially helpful. Contemporary developments in Australia’s political, corporate and higher education environments underscore the continuing importance of these lessons from Griffith University’s history.

I’ve prepared my story at an historic moment for Australian universities and female academics. First, reduced income is forcing university leaders across Australia to carefully reconsider the core philosophy, purpose, pedagogy and management of the university. Second, the exposé of gender discrimination and sexual harassment of professional women at the highest levels of some national institutions reveals the continuing institutionalisation of power in the hands of men and the propensity of some men to abuse that power at both the personal/economic expense of women and the socio-political and economic expense of society nationwide. It is hoped my story, as part of the GU archive, may contribute to deeper understanding of the historical context for both of these vital issues.

Introduction

Griffith University (GU) from its earliest days embodied an enlightened, non-traditional vision. This made the university workplace a source of constant challenge, learning and cooperation,
as staff pulled together to bring this new university to life. I was appointed in 1974, the University’s first woman academic, as a lecturer in the Centre for the Advancement of Learning and Teaching (CALT). CALT then comprised four academics tasked with designing programs and courses in collaboration with academics in the University’s four foundation schools. On my first day at GU, I clearly recalled my grandmother’s wisdom: “Ortrun, you will grow with the task”. I knew she was right. The task ahead presented me the challenge of a lifetime; I was filled with enthusiasm, excitement and determination.

For me, this was a time for creating, collaborating, pioneering. Particularly so when discussing new ideas on curriculum development, given my interest in an alternative paradigm of learning and teaching that I recognised as so appropriate for the University’s non-traditional vision. I saw the pillars of this new university as its progressive egalitarian ethos, strong community spirit and beautiful bushland environment in which this innovative approach to higher education could thrive. These features and the relative informality they inspired were especially appealing to innovative, creative and passionate people. In my eyes, here was something like a model university, quite unlike the traditional universities I was familiar with through my experiences as a student in Germany and Austria (Mainz, Innsbruck, Kiel, 1958–1965), as a teacher (Kiel, Wiesbaden and Erlangen, 1963–1971) and as a tutor at the University of Queensland (1971–1974). Through CALT, GU provided me a platform for stimulating and exciting times with learning, teaching and research.

In this archival story, I tell of my life as GU’s first female academic from those heady days of the seventies when unorthodoxy challenged conservatism, when the ‘new’ suburban university reached outward and upward to grow strong from its unconventional roots into the fully fledged, multi-campus university it has become today. Underlying my experiences is the significance of the historical moment. The new university, and me as its first female academic, were both creatures of the time – the 1970s. That was an era now recognised for alternative thinking, unorthodoxy and liberation – for subverting conservative traditions, which was particularly significant for my involvement in GU’s education ethos. But there was an underlay of gender inequality which was dominant in society/culture at large, and it was perhaps inevitably set into the newly established ‘alternative’ university. I was not an active member of the women’s movement, but I recognised at many turns the impact of institutionally embedded male dominance on the career prospects of women staff members, particularly significant for me as a work-minded female academic, striving for excellence. How times change, with GU now headed by its first female Vice Chancellor and with women now in positions of influence at all levels across the University!

This archival story therefore features two interwoven strands, exploring my experiences: (1) as an academic, contributing to GU across teaching, learning, research and community development; and (2) as a woman, responding to challenges of gender discrimination along this academic journey. We first turn to a brief overview of my life compiled by my friend, Judith Anderson, as context for this discussion.1

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1 This overview was compiled by Judith Anderson for inclusion in the tenth anniversary edition of the history of The Village at Yeronga, published by the Village Retirement Group, July 2019, p. 86.
Brief Overview of Ortrun’s Life

“Ortrun was born into a traditional, protestant, academic German family in 1936, the second child of a strict yet loving patriarch and a homemaker mother whose energy, resourcefulness and perseverance enabled her to provide for her three children for almost a decade while her husband was a Prisoner of War during and after World War II.

Ortrun has always loved action. Growing up, she led an active, outdoor life of skiing, mountain climbing, swimming and cycling, and this led her to her first career as a physical education [and modern language] teacher after undergraduate and early postgraduate studies at the Universities of Innsbruck (Austria) and Kiel (Germany).

She married in Germany, but later divorced, emigrating to Australia in 1971 with her son, Carsten. On arrival she worked briefly as a high school teacher (of German and French at Brisbane State High School) before becoming a tutor in the German Department at The University of Queensland (UQ) and then undertaking PhD studies.

Despite having a PhD, she faced discrimination in employment, and her strong German accent did not act in her favour. Ortrun’s response was to put her energy into further study and research. As a consequence she now holds four degrees at doctoral level—a PhD in Literature from The University of Queensland and a PhD in Higher Education from Deakin University, as well as a Doctor of Letters in Management Education from the International Management Centres Association (IMCA) based in the UK, and an honorary doctorate in Professional Studies from the Global University for Lifelong Learning (GULL) in the USA.

She has also been a prolific author; at last count she had published 43 books, 80 book chapters, over 60 refereed journal articles, more than 100 conference and other professional papers, and over 50 educational video programs. And the tally still continues to grow!

Ortrun worked for over 40 years in the Higher Education sector, mainly in full-time positions at Griffith University, The University of Queensland and Southern Cross University. Since 1997, she has been appointed as a visiting or adjunct professor at a number of universities, mainly in Australia, Europe and South Africa, and worked from her own consultancy business called OZI, Ortrun Zuber International.

Action also courses through Ortrun’s professional life. Her passion has been Action Learning and Action Research or ALAR (http://www.aral.com.au/resources/actlearn.html#a_al_intro). The ALAR philosophy is pivotal to her life and work, and in the decades since she first discovered the work of early ALAR pioneers, she has tirelessly promoted its value in both work environments and life beyond. She conceptualised the First International Symposium on Action Research, held in Brisbane in 1989;2 organised the First World Congress of ALARPM in Brisbane in 1990;3 and the following year launched the Action Learning, Action Research and

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2 Proceedings of this Symposium were published as a book:

3 Proceedings of the First World Congress were published as a book:
Process Management Association (https://www.alarassociation.org). Now referred to as ALARA, the Association has links with like organisations worldwide and Ortrun has built a wide network in academia, business, government and industry.

In 2015, Ortrun’s colleagues produced a Festschrift volume, *Lifelong Action Learning and Research*, as a tribute to her life and pioneering work. In June 2018 she was awarded the rank of Officer of the Order of Australia (AO), the second highest award in the Australian honours system, for ‘distinguished service to tertiary education in the field of action research and learning as an academic, author and mentor, and to professional bodies.’ In retirement in The Yeronga Village in Brisbane, Ortrun continues to promote ALAR, instigating a series of evenings where ALARA members join residents to listen to speakers and enjoy stimulating conversation about interesting and challenging topics.” (p. 89)

**Contributions to Griffith University across Learning, Teaching, Research and Community Development**

GU was built on, and was intended to advance a progressive philosophy, relevant for society and mindful of social justice. Through my work in CALT to ‘advance learning and teaching’ I tried to help embed this philosophy to give full life to the ethos of GU as an alternative institution of Higher Education (HE) based on the paradigm for HE learning, teaching and research that the University’s founders espoused and that I supported and translated into appropriate practice. My approach was informed by the paradigm of HE that I embraced while studying the philosophy of education at undergraduate and postgraduate levels in Germany – through German philosophy generally, and study of the Frankfurt School of Critical Theory in particular. I saw even then, and now still see, education is about and is for progressively critiquing and changing society as a whole, in contrast to traditional theory (mainly in the natural sciences) that is oriented narrowly to memorising or explaining. My philosophy was and still is rooted in understandings, well established in western Europe even in my secondary and tertiary education in the 1950s and 1960s, that education is a collective, immersive, and empowering experience. Through this experience students learn how to deliberate, collaborate, and interrogate established norms – developing what we might call ‘critical thinking’.

In these understandings, education is a humanised and humanising experience that involves questioning and altering one’s own sense of self and relationship to others in the process of creating knowledge and cultivating it in others. Such learning recognises that people learn constantly through story, debate, context, empathy and shared experiences. This kind of active learning (as opposed to the passive reception of information) requires the trust, collaboration, and understanding of divergent experiences and personal theories. These pedagogies were consistent with the commitments of the new GU to being relevant to society and supportive of social justice and equality of opportunity, through an interdisciplinary approach to team teaching, student- and problem-centred learning, and collaborative, participatory research, as well as community-based action research and development.

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In 1974 each of the four academics in CALT was allocated to a School. I worked first with academics in the School of Humanities and then in the School of Modern Asian Studies (MAS). In 1975 GU started with 400 students, 100 in each interdisciplinary School. The increase in student numbers every year created need for more academics who were experts in their fields and these people were recruited from across the world – for MAS, especially from the United States and Asia. Intake of some traditional, discipline-focused academics made the late 1970s and early 1980s the time of the ‘paradigm wars’, expressed through vigorous discussions about and from opposing worldviews: by positivists who recognise that knowledge can be created only through scientific analysis verified through mathematical proof (single or multi-disciplinarity), and by non-positivists who believe in real-world problem solving in teams, and hence, inter-disciplinarity. I recall a debate with a powerful new professor who was a School Chair. When I reminded him of the employment contract he had signed with GU, requiring his commitment to the University’s vision and mission, he replied with something like: “We all signed that contract because we wanted the job. But now WE ARE the University and can change and restructure it, as necessary, to make GU a ‘real university’ equal to the best in this country and elsewhere/internationally”. Traditionalism was striking back!

This was the onset of the gradual decline of the original spirit of GU and its shift into the mode of a traditional university. The shift was firmly leveraged by the so-called Dawkins revolution, a series of national tertiary education reforms announced in Higher Education: A Policy Statement in 1988. Nevertheless, the alternative paradigm of HE maintained some of its hold at GU over many years and was introduced to and spread in many other institutions of HE in Australia and overseas through, not only my own but also others’ teaching, consultancies and publications. For example, Kogan Page in London published two companion books of mine in 1992 as a result of my second PhD thesis: Professional development in higher education: A theoretical framework for action research;5 and Action research in higher education: Examples and reflections.6

My academic life at GU contributed to and helped inspire many valuable outcomes for teaching, learning, research and community development, as my brief CV and List of Selected Publications testify. The first 20 years of my GU employment were before the large-scale use of Internet technologies, but much of my published work from that time is now available electronically and is still cited frequently. To my surprise, one of my most cited publications is my 1984 book on drama translation from my first PhD (now as an e-book).7 Here I briefly discuss the contributions that are particularly significant to me, relating to:

- Replacing lectures with learner-centred activities
- Integrating student-learning skills into undergraduate programs
- Excellence in University Teaching (EUT) program for academic staff development
- Professional development of Chinese language teachers through curriculum development and action research
- Using video technology for improving learning and teaching at undergraduate and postgraduate levels

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• Learning–teaching package of books, videos and manuals on ‘Postgraduate Research Training and Supervision’
• Learning–teaching package of books and videos on ‘Australian Playwrights’
• Other selected video programs
• International impact on the fields of Action Learning and Action Research for Organisation and Community Development, in partnership with other universities.

Replacing lectures with learner-centred activities

One of the first innovations I introduced in the School of Humanities with Max Marwick (Professor of Sociology) was the replacement of up-front lectures with student-centred activities such as student pre-reading of concise lecture notes, Q&A exercises, allocating topics for discussions in class at the levels of (1) individuals, (2) pairs, and (3) small groups of four members, followed by: (4) group reports, and (5) plenary discussion with group representatives. We called this the ‘pyramid’ approach to developing ideas and critical thinking from one’s own stand-alone perspective to participating in discussions with gradually increasing numbers of people. This method of developing discussion and presentation skills is especially useful for first-year students who are often not self-confident and not trained in rigorous, probing thinking. For a detailed description, see our 1976 article: ‘Group-centred instead of lecturer-centred methods of tertiary learning and teaching: An experiment in teaching sociology’.8

Integrating student learning skills in undergraduate programs

Soon after students came on board when the University opened in 1975, I realised some first-year students could strongly enhance their university experience through developing certain learning skills. Moves at that time to institutionalise equal opportunity and to further open access to tertiary education in Australia, made for a heterogeneous mix of young and mature-aged students with diverse backgrounds, life experience and levels of academic knowledge. Some students who lacked background knowledge and/or both basic and higher-level skills necessary for university study experienced problems. Based on my knowledge of the research literature in HE, I designed a series of workshops on learning skills for students, as an integral part of the MAS academic program. The workshops were conducted by the MAS teachers themselves (rather than by outside ‘education experts’), using course material from the MAS Foundation Program rather than general texts or topics unrelated to the MAS course. Here I worked mainly with academics, who learned through the workshops how to develop student ‘learning skills’ such as learning methods, strategies of learning and studying, information and retrieval skills, problem solving, oral and written communication skills, and so forth. The program is discussed in detail in my 1987 article,9 concluding:

As a result, university teachers gain a better understanding of the processes of student learning and of how to teach, i.e. how to help students learn. Staff who are not involved in the learning skills programme and tend to promote rote/surface learning are under pressure from their colleagues to change their teaching and assessment in order to encourage students to adopt a deep-meaning approach; and if they refuse to respond,

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they are under criticism from their students and receive low ratings in the MAS system of student evaluation of teaching. For example, in formative evaluations of Asian language courses, students have complained about teachers treating them as parrots; and in summative evaluation, student assessment of individual teachers has had an effect on decisions about their tenure or promotion. (p. 69, emphasis added)

Moving beyond a single approach of student evaluation of university teaching, I developed a more comprehensive system of evaluating academic achievement, which also included other assessment methods such as peer evaluation (mainly based on knowledge from team teaching) and the Dean’s report on providing overall assessment of professional competence, including research, administration and community services. This was new and unique in the world, but it was possible and recognised as appropriate at GU at that time. I recall a question after my keynote address at the International ‘Improving University Teaching’ (IUT) Conference in Heidelberg (Germany) in the 1970s (www.iutconference.com/about-iut/), asked by Lewis Elton, the first Professor of Higher Education in the UK (and worldwide): “Ortrun, how can you get university academics to agree on a system like this, especially on STUDENT evaluation of teaching?”. My response was: through creating within the institution a culture of openness to collaborative learning, improving practice and team teaching through ALAR.

**Excellence in University Teaching (EUT) program for academic staff development**

Whereas the two examples discussed above illustrate a systematic approach to changing from a lecturer-centred to a learner-centred approach to Higher Education, the EUT program was an innovative, creative approach to academic staff development. It was voluntary, yet the academics whom I recognised as the best seven or eight teachers in MAS attended the group sessions regularly. After a team-building exercise (to build trust and collaboration), I would normally introduce a topic by discussing theoretical background and philosophical assumptions underlying the learning–teaching approach, followed by practical examples and questions/answers. The task for each participant was to think of a new way of applying or adapting this particular method to their relevant teaching area, to try out the idea and evaluate it during the following week, and to report back on their experience to the next group session. Everyone attending these sessions had a chance to present their innovation and to receive from the group constructive feedback and suggestions for improvement. Participants informed me they found every session stimulating, creative, confidence-building and enjoyable. This team of academics valued team teaching and working together over the following years.

**Professional development of Chinese language teachers through curriculum development and action research**

Two MAS colleagues and I successfully applied for a large National Priority Reserve Fund (NPRF) from the Australian government in 1993 to restructure the Chinese language curriculum, using action research with the teaching team. The main aims and objectives were:

- To translate into high quality teaching programs and research at GU the Australian Languages and Literacy Policy (1991), which had identified Asian languages (Chinese, Japanese, Indonesian and Korean) as an important area in Australian education and trade; and
- To identify (1) the needs of industry, and (2) of students of Chinese language in MAS; and (3) how to best meet these needs.
Our research led to the GU Chinese language teachers’ use of a more communicative approach to language teaching and of a participatory paradigm of action research by the language teachers themselves, as skilfully facilitated by an educational expert in the Chinese language. The project and findings are summarised in a book written by the project team, including the three chief investigators, a professional facilitator, the teaching team and research assistants. This case study of professional development for Chinese language teachers, using the action research model, has also been used in other universities and foreign language departments.¹⁰

**Using video technology for improving learning and teaching at undergraduate and postgraduate levels**

Over time I used ‘video technology’, not in the limited sense of ‘hardware’ or ‘software’, but as part of ‘educational technology’ in the wider sense. I applied video in HE with academic staff and students to improve ‘learning to learn’, mutual interaction, personal behaviour, communication, and use of video as a research tool. I also taught video self-confrontation (VSC) to academic staff and students in MAS by recording lectures, tutorials, discussion groups, etc., then playing the video to the participants and discussing their performance, actions, reactions, comments and non-verbal signs in a constructive, self-critical way to develop positive learning outcomes. Academics watched video of their teaching, and answered my guiding questions, while being self-critical and aware of their positive and negative behaviour, strategies and actions. Only then could they feel comfortable with this professional learning process. They could then apply this VSC method for tutorials with their students, who were there to learn skills of ‘listening’, concise speaking (without dominating a discussion), recognising non-verbal signs of emotion such as excitement, desperately wanting to speak (when being prevented), or being bored or not attentive and why so. Many other applications and methods of using video in HE are explained by my international colleagues in the 1984 book I edited: *Video in Higher Education*.¹¹

**Learning–teaching package of books, videos and manuals on ‘Postgraduate Research Training and Supervision’**

I was awarded four large grants from the Federal Government (through the Department of Education, Employment and Training [DEET]) in the 1990s for four academic leadership development programs. The first was an affirmative action program for female academics supervising postgraduate students at UQ in 1992. But as many heads of department insisted that this program was equally needed for male supervisors, I successfully applied for a second and third DEET grant to extend the program to 50 percent male and 50 percent female supervisors, not only of UQ but of all seven universities in Queensland in 1993 and 1995. The success of these programs and demand for more of them inspired me to develop the fourth program funded by DEET, extending the reach to two further universities in northern New South Wales (Southern Cross University and University of New England) that joined the Consortium. This program focused on the then new issue of supervising postgraduate students from non-English speaking backgrounds (NESB) for all nine consortium universities in 1996.

These four leadership development programs on postgraduate research training and supervision were aimed at the most highly performing supervisors in the participating universities, as


selected by the universities’ Deans/Pro-Vice-Chancellors of Research. Participants joined the program to explore and share innovative ways of teaching postgraduate research students how to do research and write a thesis. Each program was conducted as an intensive, residential conference of at least three days, with expert presenters who also facilitated the workshops. These sessions on special topics were video recorded and subsequently edited into programs that could be used with supervisors and postgraduates in the participating universities and beyond. Each expert presenter also contributed a chapter in a published book, and a workshop outline with a detailed description of how to conduct that particular workshop, published as a ‘Manual on Conducting Postgraduate Workshops’. The four manuals were recommended companion volumes to the books and video series and consisted of all the workshop outlines, exercises, overheads and handouts from the particular conference.

As a result, these four learning–teaching packages (each with a book, manual and video series) were used to achieve a multiplier effect – not only in the participating universities, as planned, but also in many other universities in Australia and overseas. However, distribution of these materials soon became a problem because I faced new challenges and demands in new environments and had neither the resources nor the time to organise sales from Griffith University. The topics and titles of these materials are listed in the Appendix and will be archived later in the GU Library and accessible at no cost.

Learning–teaching package of books and videos on ‘Australian Playwrights’

When on study leave in 1978, I was invited to Frankfurt University as a Visiting Professor in Hochschuldidaktik (Higher Education Research and Development) for my expertise in ‘Video Technology for Discussion Triggers’ and ‘Evaluation of University Teaching’. The results were published in German. Since I was an active member of the Commonwealth Literature Association of Europe, I was also invited by the University’s English Department to teach a course on ‘Australian Drama’ (I was personally interested in Australian drama and had completed a course on it at the University of Queensland (UQ) as a part-time, mature-age student). I was also invited to present this course at the University of Giessen (80 km north of Frankfurt where I stayed in a University guest apartment with my son who went to high school in Giessen with his best friend from childhood). Then a problem surfaced; I identified there were no primary or secondary literatures on this topic in any of these university libraries. Friends in Sydney (Currency Press) told me there were no secondary sources at all on Australian plays at that time. I therefore ordered texts of plays by David Williamson and other Australian playwrights and they arrived just in time for my first introductory sessions.

This experience and the strong interest and support of the Commonwealth Literature Association of Europe motivated me to design learning/teaching materials on Australian Drama. Back in Australia, I successfully applied for an R&D grant from GU to design a series of videos and books on the most prolific Australian playwrights of the ‘new wave theatre’ and the best academics in Australia who had published most on these individual dramatists. As GU did not have a TV studio, I used my contacts in the TV Centre at UQ where I had previously produced learning/teaching materials for the German Department as a package of video

programs, books and audio tapes for the language laboratory. As a result, I produced a series of eight video programs entitled *Australian Playwrights Speak* (to be available on Utube through the GU Archive Library in 2021) and a series of nine books on *Australian Playwrights* that were published by Rodopi in Amsterdam (now Brill). The titles of these materials are listed in the Appendix.

**Other selected video programs**

At least three other video programs where I have presented on the improvement of learning, teaching and research are worth mentioning:

- An Interview with Ortrun Zuber-Skerritt (1998) on *The Design of Qualitative Studies* (19 mins). This is a typical example of video recordings done by many universities in Australia and overseas after my workshops.
- ALARA Conversation on *Learning Conferences*. This video was recorded in my home and is an example of the ALARA Brisbane Group’s conversations in small groups or larger events. It was first presented at the ALARA World Congress in Pretoria (South Africa) in 2015. A result of this congress was my 2017 book edition: *Conferences as Sites of Learning and Development*.

**International impact on the fields of ALAR for professional, organisation and community development in partnership with universities and communities of practice**

The traditions of Action Learning (AL) and Action Research (AR) have developed as separate philosophies, methodologies and processes of learning and creating new knowledge. As a GU lecturer in the early 1980s, when on an invited lecture tour on AR to Swedish universities (Stockholm University, Uppsala University and University of Gothenburg), I was frequently told that I “spoke like Reg Revans” but I had never heard of him. His books in the university libraries were all written in Scandinavian languages. Back in Australia, I found and read his work on AL in English and was astonished to find that indeed he and I shared a philosophy of learning and knowledge creation. The only difference was Reg’s emphasis on learning (so AL) and mine on research (so AR). I wrote to Reg and we shared our ideas (handwritten or by typewriter), and when I was on study leave in 1984 at the University of Sheffield, Reg invited me for discussions in his home in Manchester and gave me several of his books.

At that time, AR had not yet been established as an alternative approach to research and was widely criticised by traditional social scientists in academia. Therefore, I first organised local meetings with like-minded individuals and groups in Higher Education, Business, Industry and Government, who were interested in

(1) AL (also known as workplace learning, learning by doing, autonomous learning – mainly used in Organisation Development).

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(2) AR (mainly used in education and HE and developed as various genres such as Educational Action Research, Participatory Action Research, Appreciative Inquiry, Action Science, Systemic Action Research, etc.);\(^{15}\) and

(3) PM (Process Management or process facilitation – mainly used in Government, Business, Industry and Government).\(^{16}\)

In 1989 I brought these three groups together\(^{17}\) and planned two international events with them: The First International Symposium on Action Research in Higher Education, Government and Industry in Brisbane in 1989, which aimed to establish a common working definition of action research accepted by all representatives of the three sectors. After an exciting debate, participants finally agreed on a working definition, published in the Proceedings.\(^{18}\) Yet there was pressure and support from the three sectors for me to convene a larger international event the following year, so the First World Congress on AL/AR/PM was held at GU in 1990, with Reg Revans (then aged 80) as one of the invited keynote speakers. Before and after these two important historic international events, which I convened when I was a lecturer in CALT at GU, I gradually widened my network in Australia and globally. For example, I was a member of many professional associations, including:

- HERDSA (Higher Education Research and Development Society of Australasia: [https://www.herdsa.org.au](https://www.herdsa.org.au))
- SRHE (Society for Research in Higher Education, based in the UK: [https://www.srhe.ac.uk](https://www.srhe.ac.uk))
- The German society called AHD (Arbeitsgemeinschaft für Hochschuldidaktik, now called Deutsche Gesellschaft für Hochschuldidaktik: [www.dghd.de](http://www.dghd.de))
- EARDHE (The European Association for Research and Development in Higher Education): [https://www.tandfonline.com/doi/abs/10.1080/0379772810060209](https://www.tandfonline.com/doi/abs/10.1080/0379772810060209)
- IMCA (International Management Centres Association, UK based: now defunct)
- ANZAM (Australian and New Zealand Academy of Management: [www.anzam](http://www.anzam))
- BSN (Business School Netherlands in Amsterdam, Johannesburg and Cape Town: [https://www.bsn.eu/about-bsn/](https://www.bsn.eu/about-bsn/))
- ARNA (Action Research Network of the Americas: [https://arnawebsite.org](https://arnawebsite.org)), etc. – life member

I attended and organised many conferences and was often invited as a keynote speaker. Through my involvement in these network organisations, I gained an international reputation in many societal sectors, especially in HE and Management Education for senior managers in


Business/Industry and Government, using Action Learning and Action Research for Professional, Leadership, Organisation and Community Development. During my full-time work in HE (1974–1996) and as Director of my own Consultancy Business, OZI (1996–2016), I was invited to give lectures, workshops, courses, programs and keynote addresses in Australia, New Zealand, Hong Kong, Singapore, Kuala Lumpur, Fiji, Japan, Germany, Austria, UK, Sweden, Belgium, USA, Canada, South Africa and South America. Importantly, after my retirement from GU, I was a regular Visiting Professor in Austria and South Africa for over 20 years:

Austria: teaching postgraduate courses (as intensive courses of 1–2 weeks): a PhD course at the University of Innsbruck,\(^1\) MBA courses in the Management Centre Innsbruck and the SAP Business School Vienna; and

South Africa: teaching Academic Staff/Leadership Development programs and workshops on aspects of teaching, learning and research at the national level and in several individual universities, including Stellenbosch University, University of Cape Town, University of the Free State in Bloemfontein, University of Johannesburg, University of South Africa, University of Pretoria, Nelson Mandela University in Port Elizabeth, North-West University in Potchefstroom, etc.

One of the most significant programs in terms of learning, teaching, research and organisation development is mentioned in the official GU archive exhibition on me by Michael Banks. It includes a description and photos of an AusAID-funded ‘Leadership Development Program for Women Academics in Six Historically Disadvantaged Technikons in Gauteng, South Africa’ (from January 2000 – March 2002).

Below are some further examples and photos of university-wide change and development programs. The first photo shows some of the participants and facilitators of a one-week Start-up workshop as a ‘Short Learning Program ‘(SLP) in our 2012 AusAid-funded Project on “Action Research and Qualitative Research for Community Engagement Both Within and Beyond the University”, implemented by Nelson Mandela Metropolitan University (NMMU) and North-West University (N-WU), and held in St Francis Bay, Eastern Cape, South Africa, May 2012.

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\(^1\) The excellence of this yearly course over about 20 years was confirmed in an interview with Ortrun by the then Dean of the Faculty of Social Sciences, and published as Chapter 8: Laske, S. (2009). Songlines of a PhD course: How to assure the quality of postgraduate research and thesis writing. In: Zuber-Skerritt, O. Action learning and action research: Songlines through interviews (pp. 139-167). Rotterdam: Sense Publishers.

In 2003 Ortrun received the University’s medal of “Staatsbürgerin der Universität Innsbruck” (Citizenship of the University of Innsbruck).
These activities had a multiplier effect on participants, who cascaded their own learning outcomes and creative, innovative strategies to their colleagues, students and members of organisations and communities, as my internationally renowned associates testified in my *Festschrift*. For example, here are two citations from leaders in Higher Education in South Africa. The first is by the late Professor Chris Kapp, who after working with me conducted regular, national academic staff development workshops on postgraduate research training and development to over 1000 participants per year for about 20 years. The second is by Lesley Wood, Research Professor and Director of Community-based Educational Research (COMBER), North-West University, Potchefstroom, who has used my concept and processes of PALAR (participatory action learning and action research) in her South African National Research Foundation (NRF)-funded projects with her colleagues and research students and developed the concept further in her 2020 book.

(1) As I acknowledge in every workshop, Ortrun Zuber-Skerritt has had a major influence on their [the workshops’] nature and content through introducing me to the theory and practice of action learning and action research and to academics whose work has helped shape my understanding of academic writing workshops and how I facilitate these workshops in practice. It can surely be said that Ortrun’s ideas are woven into the invisible tapestry of these workshops. (p. 21)

Ortrun was instrumental in establishing the South African ALAR group. And through the cascade effect of teaching, publishing and workshop facilitation, her influence is also apparent in the research of postgraduate students who have used ALAR in their own learning and research. To her great credit, Ortrun’s quest for a better world through academia continues to inspire and influence generations of scholars and practitioners.

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learning, research and action has inspired, enabled and empowered many in South Africa to pursue likewise and achieve satisfying results. (p. 32)

(2) To conclude, if we want to prepare people for life in the twenty-first century, then we have to change our approach to educational research. PALAR can help academic researchers to work hand in hand with those at the ‘coal face’ to find new ways to improve their quality of life and contribute towards sustainable development for the social good. I know that the participants on this project, myself included, would agree that PALAR capacitates academic researchers to engage in a participatory way with community members to develop knowledge that leads to practical, relevant and sustainable change. We are committed to continuing to develop participatory action learning and action research and we can only thank Professor Dr Ortrun Zuber-Skerritt for setting us on this path and collaborating with us to help us to advance. (p. 105)

Another citation that demonstrates the cascading multiplier effect across a whole university, through my work with CALT-like institutions, is from the Annual Report of EI (‘Education Innovation’), a HE centre at the University of Pretoria, under the heading: “Academic Staff Development: Prof Ortrun Zuber-Skerritt”:

A world-renowned author and researcher on action research was hosted by Education Innovation for a week in August 2009. The workshops, attended by EI and academic staff, provided exposure to methods and tools on action research in support of academic staff development and the scholarship of teaching and learning. EI has now gathered an extensive toolkit; and processes associated with HIMs [High Impact Modules], for example, rely on these methodologies. (p. 5 in: https://www.up.ac.za/media/shared/391/EI%20Annual%20Reports/Report_2009.zp185051.pdf).

The next photo was taken during this week in August 2009 with participants in a workshop on “Using Action Research to Advance the Scholarship of Learning and Teaching (SoTL)”, Department of Education Innovation at the University of Pretoria.
The next two photos show a group of participants in a Workshop on (1) “Professional Staff Development” and (2) “The Scholarship of Teaching and Learning” (SoTL) at Tshwane University of Technology (TUT) in Pretoria where I was a Professor Extraordinaire 2005–2013. SoTL had become a national priority in HE in South Africa, but most academics did not know how to achieve this goal. My colleague, Dr Ina Louw (last right in the front row), organised the workshop I facilitated. She had been a participant in the AusAID-funded Affirmative Action AUS–Link Program for Women Academics (2000–2002) and knew that Action Research was an appropriate methodology.
Ina was right and I was subsequently invited to give similar sessions at other universities, including North-West University where I have been Professor Extraordinaire since 2014. As a result, my colleagues, Lesley Wood (N-WU), Ina Louw (TUT) and I published a co-authored book entitled *A Participatory Paradigm for an Engaged Scholarship in Higher Education: Action Leadership from a South African Perspective*, launched by Prof. Robert Balfour (DVC...
of N-WU) at the ALARA World Congress in Pretoria in 2015.23 The concept and practice of ‘Action Leadership’ was first created and published in my 2011 book.24 In brief:

Action leadership is a creative, innovative, collaborative and self-developed way to lead. It eschews the hierarchical structure usually associated with leadership and is based instead on the democratic values of freedom, equality, inclusion and self-realisation. It takes responsibility for, not control over, people through networking and orchestrating human energy towards a holistic outcome that benefits the common interest. (Back cover of the book)

2015 Book Launch at ALARA in Pretoria, South Africa
Ortrun Zuber-Skerritt, Lesley Wood, Robert Balfour, Ina Louw

Particularly over the past two decades, my interest in HE through ALAR has developed further into keen interest – and action! – in community development. This evolving interest has taken me not just to South Africa and other African countries where community development has so much potential, but also much closer to home – to involvement in GU projects for Pacific Islander communities in Logan close to GU, particularly through and with my GU colleague, Professor Judith Kearney.25 This GU community partnership program, entitled “A Partnership with the Samoan Community to Promote Educational Opportunities for All”, was an action learning program consisting of 10 workshops over eight months in 2010. All project teams also met regularly outside these official workshops. At the end of the program, we celebrated participants’ personal and collective outcomes of the overall program.

This interest in community development has also evolved through my support for and collaboration with Professor Richard Teare,26 the President of the Global University for Lifelong Learning (GULL). Richard continues to actively cultivate new understandings and practices of knowledge and learning on the ground with communities of poverty and need around the world, in over 50 developing countries. The photo below shows the launch of our book, *Lifelong Action Learning for Community Development: Learning and Development for a Better World* at North-West University (N-WU), South Africa, 20 September 2013. From left to right: Ortrun, Lesley Wood, Bruce Damons (a member of the research team of Lesley’s NRF project) and Richard Teare.

Since I introduced Richard to Lesley Wood at North-West University and to colleagues in other universities in South Africa, we have collaborated and participated in several research projects, with funding from the national governments of Australia (through AusAID) and South Africa (through NRF).

The photo below shows the research team at a Seminar I presented with Richard Teare at N-WU, South Africa, 19 September 2013 as part of Lesley Wood’s NRF project: “Descending from the Ivory Tower: Community Engagement for Mutual Learning” (DVC Prof Robert Balfour in the middle).

The discussion above of my GU and OZI consulting experiences highlights the significance of HE throughout my life, not just as my workplace but also as the area of my study, research and practice. By its very nature, HE provided not just the ground on which I worked (in GU and other universities), but also the fertile soil that fuelled my own professional, academic and personal development. Little did I think on day one of my employment in CALT at GU in 1974 that I would develop my professional and personal life so richly through my long association with HE. It’s still woven into my life – and still a source of learning, professional and personal development, and opportunity to continue giving back into community through support for postgraduates, publishing, community seminars, collaboration with colleagues, etc. My official link with GU is also still in place. I have been an adjunct professor of GU since I left my full-time employment in 1996/7, so in my travels to other universities inside and outside Australia I continue to represent GU.

**Challenges of Gender Discrimination**

My life as GU’s first female academic was satisfying, rewarding and successful, but it was not without challenges. Particularly significant were those arising through gender discrimination, which was simultaneously contrary to the egalitarian ethos of this progressive new university
and deeply entrenched in society at large at this time. My position in CALT and later in the Griffith Institute for Higher Education (GIHE) meant my two direct superiors within the university were always senior men, who mostly made decisions that preserved the male-dominated power structure. At times I found it difficult to overcome gender discrimination, psychologically and in both immediate and long-range financial terms. To meet this challenge, women had to work harder and longer hours, and be better qualified than their male colleagues, and be determined, resilient and passionate about their professional careers. GU was the first Australian university to appoint an Affirmative Action officer (May 1984) to improve employment conditions and opportunities for female staff. This officer was located in the Vice Chancellor’s office (as was CALT). An Affirmative Action Committee (almost all women) developed significant policy changes in Affirmative Action Plans, which were argued for and approved by the relevant University committees. However, policy changes by their very nature do not necessarily address immediate individual issues. Sexual harassment, as distinct from gender discrimination, was at that time just beginning to be recognised as a problem in the workplace and did not become a focus of policy until later.

Right from the start of my employment at GU, male dominance placed me on the professional back foot. When I took up my position in CALT, two of my male colleagues were at Senior Lecturer level (both had no PhD) and the third, in a professorial position, had a PhD in Chemistry, i.e., not directly relevant to CALT’s responsibility at GU to ‘advance learning and teaching’. Women’s place in professional life at the time meant that I was pleased to be appointed as a Lecturer, even at the lowest salary level and even though I was better qualified to work in CALT than my senior male colleagues. I then had a PhD in Comparative Literature (UQ) and a Master of Education (Kiel University, Germany). In the German classical tradition at that time, ‘education’ consisted of four years primary school (students aged 6–10 years) and nine years of high school (aged 10–19 years), including, and equivalent to, the first two years of tertiary education in Australia. Subsequently, Germany has adjusted to the Anglo-Saxon system of education and higher education, to be more compatible with higher education institutions globally.

One male colleague frequently made unwanted advances towards me. I felt that in response to any continuous rejection of his advances he used his power and influence to disadvantage me whenever he could (e.g., through involvement in rejecting my applications for (1) study leave, when I had fulfilled all requirements, and (2) promotion, when my professional performance more than satisfied the criteria). When I sought advice from a very senior university executive about possible remedy, he listened first then asked me, “Ortrun, do you think you are psychologically strong enough to fight him in court?”. I thought I was not. This was before GU had established institutional arrangements to advance equal opportunity, affirmative action and prosecution of sexual harassment. I felt I had to comply with not only the University’s rules, but also the decisions made about me by powerful senior men. It was clear to me that difficulties with my CALT colleagues were not only because of the paradigm gulf between us. These colleagues were experienced in a traditional education paradigm, and without training and practical knowhow resisted the alternative methodology I upheld, which was consistent with GU’s alternative education philosophy and practice. But these colleagues were not just traditionalists in practice, they were also, significantly, all men!

Nevertheless, I did form supportive, collaborative – still strong now – relationships with male colleagues at GU. For example, a few years later, a new male colleague in CALT (also working in the traditional paradigm) ridiculed my ideas in a CALT seminar I presented on the theoretical framework and paradigm of Action Research and its validity and utility for HE. I could feel
the satisfaction of our other (male) CALT colleagues. I found this put down so unprofessional and ironically so counter to the mutually respectful approach to ‘different perspectives’ that my paradigm upholds. I felt I could never give a seminar again. Fortunately, when I shared my problem with supportive colleagues in MAS who respected and appreciated my work (Colin Mackerras, Nick Knight, Mary Farquhar, Bob Elson, Colin Brown, John Butcher, et al.), they suggested that I invite them to my next CALT seminar on a topic of mutual interest. This seminar discussion was very positive, stimulating and constructive; my CALT colleagues did not respond destructively and I learned to work more closely with my like-minded colleagues in MAS, rather than with my CALT peers.

My decision to retire early from GU in 1996, at the age of 60, was the result of a number of difficulties I was experiencing at that time. However, I had achieved much of what I wanted to do, including initiating a residential leadership development program for all Deans of Learning and Teaching across the University. Hence, I left GU and started my own Consultancy Business called OZI (Ortrun Zuber International) from 1996–2016 –until the age of 80. This was the highlight of my career: conducting ‘training the trainers’ and leadership development programs in Higher Education, Business and Government; using processes and methods of AL and AR; and being invited regularly as a Visiting Professor, mainly in South Africa and Europe, but also in other countries, as described in the previous section.

Women supporting women

While gender discrimination has disadvantaged women inside and outside university life, I came to recognise there was always a source of strong support for me within GU. That source was other GU women, as well as men who shared my worldview. Especially important for me are the wonderful women and many other male colleagues with whom I worked over my GU years, whom I have supported as generously and thoughtfully as I could, and who have helped sustain me professionally and personally, even so today in retirement.

I hope my story will be helpful to other young female academics today, and to all other staff, including male colleagues, and students. In the spirit of equality and mutual wellbeing, I urge all in the university community – and beyond – to treat each other in a humane, respectful way. This enables us to learn from each other, by learning from mistakes and sharing knowledge, skills and experience, ultimately for the benefit of all.

Reflections and Conclusions

Reflecting progressively on each stage of my work is central to my research philosophy, as embraced in ALAR. However, compiling this archive story of my experiences as GU’s first female academic is the first time that I have treated my own academic life at GU as a research task. Through reflection and with the benefit of hindsight, I have developed new insights into my own professional and personal development at GU. I see that throughout my employment at GU, my foremost concern was my work, seeking to collaboratively achieve the most valuable outcomes for HE through the Action paradigm of learning, research, leadership and community development to improve practice and advance theory. My career advancement was largely a consequence of my work efforts, not of my concern for self-advancement and promotion.

I also see that most of my superiors at GU (especially in CALT and GIHE) were men with a traditional worldview, who were opposed to inclusivity, collaboration and pursuit of shared
wellbeing, and who favoured individualism, competition and exercising their own power and authority. Although I would have found a mentor very helpful, and in my work life at GU I personally mentored many colleagues, I never had a mentor. Yet I was always able to cope, even while facing challenges living in Australia as a female migrant (with a strong German accent), as a single parent and as the first female academic at GU. What drove me to be resilient, tenacious, creative and innovative were largely the lessons I learned through my family heritage, surviving world wars in Germany and thriving through post-war recovery. My love of exploring the world of HE through my career led to my interest expanding into other sectors of society, including learning and development in industry, business, government and communities – in developing countries in Africa and elsewhere, as well as in Australia. I explored these fields with great interest especially after my retirement from GU, continuing and further enriching my long academic journey.

I have written my GU life story roughly half a year after the Corona Virus pandemic became a public concern globally. Among so many dramatic changes reshaping human lives across the globe. We can observe, in some places, signs of a possible shift away from the dominant paradigms that have sustained capitalism, neo-liberal ethos, managerialism and individualism. The nature and scale of the Covid-19 disruption have inspired growing recognition by some people that ‘we are all in this together’. This understanding supports a more collaborative approach to thinking and acting globally, to working critically and collaboratively in attempts to solve the many global concerns now confronting humankind – from far-reaching poverty and health problems, to climate change and over-population. These developments towards collaborative problem solving suggest that now is the time for constructive, creative methodologies like action learning, action research (AL/AR) and action leadership. This is an important reason why GU needs to re-embark its original ethos, especially pursuing relevance to society, social justice and equal opportunity, all for the common good. This approach was constructive in the early days of GU, and I believe it can make an even more valuable contribution to construction and passage of knowledge now. We have firmly established and further developed the ALAR concepts and processes, and the deep-reaching problems now troubling this world compel urgent remedial responses from all of us. That’s why I suggest the utility of this archival story is not just for learning from the past, but also for exploring new ways for the future. In or out of pandemic, human beings are always in this world together.

Acknowledgements
I wish to thank all friends and former colleagues who have shared with me recollections of our past experiences working at Griffith University, especially those who commented on drafts of my story and encouraged me to publish it. In particular, I have appreciated the overall support of Maureen Todhunter, my friend and copy editor of my work for over 20 years. I am grateful for her deeply valuable cooperation and endless patience in this project.

Appendix

The purpose of this Appendix is to list the titles of resources resulting from two major research and development (R&D) projects:

The first project consisted of four Academic Staff Development (ASD) programs (1992–1996) when I was employed at UQ, GU and SCU, funded by the Australian Government (through DEET) with over $400,000 in total. The overall theme was Postgraduate Research Training and Supervision for experienced supervisors from nine universities in the Queensland Higher Education Staff Development Consortium.
In order to achieve a multiplier effect, program participants were selected on the basis of their interest in and commitment to conducting similar workshops with colleagues and postgraduate students in their own departments, schools, faculties or across sections. The following materials were produced from each of the four programs to aid participants in conducting these workshops in their own institutions: a book, a manual (with workshop outlines, handouts and overhead slides) and a series of video programs (29 in total).

The second project was on *Australian Playwrights* and resulted in eight video interviews and nine books. These learning–teaching materials of both projects will be made available by the Griffith University Archives in 2021. The titles are listed below.

**Postgraduate Research Training and Supervision**

*Four books*, one edited after each program:


*Four manuals*, one for each program edited by Y. Ryan and O. Zuber-Skerritt in 1998 (2nd edition) and published by SCU Press, Lismore, NSW. These manuals will be available at a later date from the GU Library.

*Four series of video programs* produced by Ortrun Zuber-Skerritt and available on Utube via GU at a later date. The references and titles are:

**First series** of video programs (produced by Ortrun Zuber-Skerritt, edited by Alison Jardie, Faith Howell, Kym Hosking and Triny Roe) based on recordings of a staff development conference on postgraduate supervision for women at the University of Queensland, Twin Waters Resort, Sunshine Coast, 21-24 April 1992. TV Unit, University of Queensland, 1992 (20-30 minutes each).

1. *The Role of the Postgraduate Supervisor*
   Estelle Phillips, Ingrid Moses and Peggy Nightingale (17 mins)
2. *How to Identify Major Issues and Concerns Using the Nominal Group Technique*
   Ortrun Zuber-Skerritt (30 mins)
3. *Expectations and Standards in Supervision*
   Ingrid Moses (20 mins)
4. *Induction into the Research Application Culture*
   Millicent Poole (20 mins)
5. *How to Design a Research Project*
   Judith Blackshaw (27 mins)
6. *Supervision of the Writing Process in the Sciences*
   Trevor Heath (32 mins)
7. *Supervision of the Writing Process in the Social Sciences and Humanities*
   Peggy Nightingale (32 mins)

8. *Getting into Print*
   Royce Sadler (35 mins)

9. *Creating a Supportive Environment for Postgraduate Study*
   Estelle Phillips and Linda Conrad (42 mins)

10. *How to Design Departmental Workshops on Postgraduate Supervision*
    David Warren Piper (30 mins)

**Second series** of video programs (produced by Ortrun Zuber-Skerritt, edited by Faith Howell, Glynis Rice and Keith Cox, and based on recordings of a staff development conference on postgraduate research and supervision for representatives from all seven universities in Queensland, Pan Pacific Hotel, Gold Coast, 20-22 September 1993). TV Unit, University of Queensland (20-30 minutes each).

1. *Communication in Postgraduate Research, Supervision and Training: A Keynote Address*
   Estelle Phillips (22 mins)

2. *From Thesis Writing to Research Application: Learning the Research Culture: A Keynote Address*
   Peter Sheehan (36 mins)

3. *Gender Issues in Postgraduate Education*
   Linda Conrad and Kate Roberts (21 mins)

4. *Supervision and the Thesis Writing Process*
   Nanette Gottlieb (22 mins)

5. *Staff Development in Postgraduate Supervision*
   Estelle Phillips, Linda Conrad and Jan Whittle (16 mins)

6. *Managing the Quality of Research Training in Postgraduate Supervision*
   Peter Sheehan, Roger Holmes and Millicent Poole (25 mins)


1. *Policy Framework for Research Postgraduate Training at Australian Universities*
   Roger Holmes (15 mins)

2. *Establishing a Research Culture in Your University*
   Roger Holmes (25 mins)

3. *Sharing Expectations and Needs*
   Linda Conrad and Suzanne Pinchen (28 mins)

4. *Creating a Supportive Environment for Local and International Students*
   Brigid Ballard (24 mins)

5. *Reflective Literature Review*
   Christine Bruce (24 mins)

   Nanette Gottlieb and Graham MacKay (34 mins)
Fourth series of video programs (produced by Ortrun Zuber-Skerritt and edited by Mindy Thorpe, Glynis Rice and Yoni Ryan) based on recordings of a staff development conference on postgraduate supervision of NESB students (from non-English speaking backgrounds) for representatives from the nine Consortium universities, Ballina Beach Resort, NSW, 29 June - 3 July 1996, hosted by Southern Cross University, Lismore (20-30 minutes each).

1. Alternative Perspectives on Research Supervision and Responsibilities
   Pam Denicolo (41 mins)
2. Panel I on Problems Faced by Postgraduate NESB Students
   Chaired by Alan Davies (31 mins)
3. Panel II on Possible Solutions by Supervisors
   Chaired by Zbys Klich (26 mins)
4. Encouraging the Critical Use of Information
   Gerald Brameld and Christine Bruce (12 mins)
5. Coping with Cultural Differences: Supervising Chinese Postgraduate Students
   Mary Farquhar (29 mins)
6. Responsibilities and Limits in the Supervision of NESB Students
   Nick Knight (31 mins)
7. Learning Assistance or Editorial Intervention?
   Susan Addison (31 mins)

Australian Playwrights Speak

A series of eight video programs distributed by the Australian Film Institute in the 1990s. I had designed a framework with a set of questions to structure the video interviews conducted by the leading academic specialist on each playwright, but interviewers also had the freedom to choose any additional questions. When the Government closed the Australian Film Institute, my interest and time had shifted to other projects. But for the online archives, here is a list of the eight videos on the playwrights and their interviewers (in brackets) and the nine books (below), all of which will be made available at a later date.

Video Programs:

1. Louis Nowra (Veronica Kelly)
2. Dorothy Hewitt (Bill Dunstone)
3. Jack Hibbert (Paul McGillick)
4. David Williamson (Peter Fitzpatrick)
5. Stephen Sewell (John McCallum)
6. Michael Gow (Gus Worby)
7. John Romeril (Garreth Griffith)
8. Alma de Groen (Elizabeth Perkins)

Books:

1. Louis Nowra (Veronica Kelly)
2. Dorothy Hewitt (Bill Dunstone)
3. Jack Hibbert (Paul McGillick)
4. David Williamson (Ortrun Zuber-Skerritt)
5. Stephen Sewell (John McCallum)
6. Michael Gow (Gus Worby)
7. John Romeril (Garreth Griffith)
8. Alma de Groen (Elizabeth Perkins)
9. Patrick White (May Brit Akerholt)

These books were published by Rodopi, Amsterdam (now Brill) and will be available from Brill (sales@brill.com) or online from Griffith University Library/Archive at a later date.