INSTITUTIONAL SELF-RENEWAL IN AUSTRALIAN UNIVERSITIES

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The continuous maintenance of educational institutions in a viable future-relevant form is one of the most pressing problems of our time.[1] Most of our contemporary learning institutions were established as inflexible bureaucracies designed to meet the needs of a slow-changing society: it is little wonder then that now they are displaying the signs of incipient breakdown and mounting alienation and apathy of students, staff and the community.[2] We need to explore the reasons for their maladaption to need and then to set about creating the preconditions within which the learning organizations can be reconstituted as purposive, creative, adaptable institutions continuingly satisfying the needs of many participants and the community.

TRADITIONAL LEARNING BUREAUCRACIES

There are many adequate descriptions of contemporary bureaucratic educational institutions which are broadly applicable over a wide range of organizations from schools to universities. We observe[3] that "classical" Weberian educational (as other) bureaucracies are characterized by such features as a well defined role-specific impersonal hierarchy, systems of rules and procedures based on written documents and a relatively high level of resistance to change.

We may[4] also note from recent insights that the "climate" of the educational socio-technical system as it is perceived by the learners is shaped chiefly by influential leaders occupying key positions.

Societal beneficiaries express their attenuated wills through parliamentary representatives and the Ministers of Education by formulating enabling Acts incorporating learning institutions. Typically such legislation, is based upon bureaucratic precedents and leads to a hierarchy of staff teaching and administrative positions, with defined sectional groupings contributing to a framework for institutionalized learning by student learners.[5] The learners, drawn from the society which supports the enterprise, flow through the system making important contacts at the learning animator/student interfaces to return normally either as "dropouts" or "graduates", to the same society from whence they came. A valuable discussion of these interfaces has been provided by Emery.[6] For most, one exposure to the institution of learning is representative: increasingly these exposures will need to be continued throughout life in a variety of institutions and learning situations.

From such observations it is possible to make the following initial general propositions relating to learning institutions:

● The prime indicator of the effectiveness of an educational organization is the effectiveness of its impact upon the behaviour of individual learning beneficiaries.

● The educational organization makes a major impact upon individual learners through the interaction of those learners with learning animators/lecturers/tutors.

● The behaviour of individual learning animators—the product of personal and institutional role expectations—is largely determined by the organizational climates produced in the organizations sub-systems by leading educational administrators.

● Existing learning institutions are not constituted and operated so as to effectively meet continuing change.

We shall next turn to observations made on several important contemporary educational institutions of State. Such studies provide valuable insights into problems of institutional change.

The Capricornia Institute of Advanced Education

The Capricornia Institute of Advanced Education, which was legally constituted in 1971, grew from within a State government Department of Education. It is an early Australian example of a tertiary institution founded upon an educational philosophy committed to life-long learning—as its motto DOCTRINA PERPETUA attests. Such a new foundation, with innovatory educational leadership, might be expected to break significant new ground with a substantial degree of practical commitment to education for a world of change. The reality proved to be otherwise—a highly successful traditional tertiary educational enterprise conforming, except in minor ways, to the status quo. Full documentation of this social and educational experiment is available elsewhere.[8]

It may be observed that innate conservatism of influential bodies and some leading participants led to its being a replica of many established contemporary post-secondary teaching institutions and not an innovatory educational institution providing the societally relevant future-oriented learning programmes for its clients that were intended by its Foundation Director. Two principal change-inhibiting factors appeared to dominate in this institution. First, the "generation lag" between the minds of members of influential involved agencies, for instance the Queensland and Australian governments and College Council, and those of leading innovatory educationists, and, second, the all pervasive social

and educational pressures surrounding the concept of a "university" in the Australian setting which plays a dominant role in the formulation of values of influential institutional leaders. It is predicted that these conforming pressures will lead the Institute to evolve as a traditional university (see next section).

On the basis of the evidence available it would appear that many other Australian Colleges of Advanced Education display somewhat similar features and that if "drift" towards traditional university characteristics is to be averted organizational changes will need to be made.

The University of Melbourne

A sophisticated well-established university such as The University of Melbourne[9] is a loosely knit pluralistic confederation of centres of academic excellence bound to the University and Australian communities it serves through meeting many past and continuing societal needs. It is nourished and nurtured substantially by the Australian community and supports clusters of sequential learning experiences and insights to which students are briefly exposed during their undergraduate years and from which they may emerge as apprentice professionals of many kinds. By and large the University provides many learning roles as perceived and determined by influential active members of its network of committees—"the interlocking directorships". Response times to change are tied to the tenure of the key persons and thus may also reflect the "generation lag". By its nature as a primary source knowledge generator the University is less concerned with the short-term and continuing educational needs of its (mass of) less able learners than with its more able members who tend to endorse the value system and mores of influential academic leaders.

In its present form the University engages in substantial programmes of continuing education at the highest professional levels. However, it does not seem philosophically or practically reasonable to accommodate the life-long learning needs of most of its graduates. Even though it has recently commissioned a Centre for Continuing Education this Centre does not command resources any where near sufficient to meet emerging life-long learning needs for the whole graduate population.

The problems of change to meet the needs of the future in such a University are considerable. It may be that such well-entrenched "successful" post-secondary institutions should continue on in their more-or-less traditional roles leaving to new foundations a more substantial degree of commitment to the future-oriented professional needs of graduates. The established Australian university scene is characterized generally by conformity. However, two new arrivals—Griffith[10] and Murdoch[11] Universities—have adopted a philosophy concerned with specifically meeting post-graduate learners and societal needs. Much may be gained by documenting and appraising their activities.

State Government Educational Bureaucracies

The formal constitution of many Departments of State of Australia[12] suffer from origins lying in 19th century, and earlier, legislation much of which is just not relevant to aims, organizations and activities of the present, let alone those required for the future. The recent Report on the Victorian Public Service by Sir Henry Bland[13] encapsulates much that is fair comment on many parts of Australian system generally. These comments are important as they represent, in part, the inadequacies of some of our social institutions, including State educational systems, manned, as they are, by the obsolescent products of our educational and cultural systems. They again highlight the difficulties of fostering change.

As Sir Henry puts it: "The Public Service today is hardly changed in fundamentals from a century ago. It cannot be said to be adequately responding to current demand and unless sweeping changes are made it cannot possibly cope with the problems of the future . . ." Sir Henry also calls for an urgent change in recruitment policies. The Public Service must cease to regard graduates with prejudice and must raise the number employed by 10 per cent . . . it is no longer good enough to accept school leavers after 5th form when private enterprise insists on Higher School Certificate. Recruitment campaigns at schools and universities must be stepped up if the Public Service is not to fall further behind . . ."

The administrative area also comes under particular criticism for its closed middle and upper ranks. Only three outsiders have been employed there since 1946. The Report continues with countless examples of narrow mindedness and inefficiency . . . Ministers do not get the service they deserve . . . that Permanent Heads fail to take initiatives . . . that Departments are reluctant to adapt to new social changes . . . Basically the Report recommends sweeping changes to the outdated Public Service Act and the Public Service Board.

A set of performance and personality traits based on a sample of about 1,000 mature Australians each observed over the period of one week, indicates the nature of graduate (school and post-secondary) characteristics from the past (and present) educational system. It points to inadequacies that we must move towards eliminating in the educational/social systems of the future. Contemporary systems must incorporate institutionalized continuingly innovative/adaptive elements if they are to meet real needs and so provide for on-going institutional self-renewal.

Institutionalization—Current Constraints in our Educational Institutions

Bennis[14] has noted the following constraining bureaucratic characteristics which are also confirmed on the Australian scene and are evident in the universities:

● Bureaucracy does not adequately allow for personal growth and the development of mature personalities;

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* It develops conformity and "group-thinking";

* It does not take into account the "informal organization";

* Its systems of control and authority are hopelessly outdated;

* It has no adequate judicial process;

* It does not possess adequate means for resolving differences and conflicts among ranks and most particularly among functional groups;

* Communication and innovative ideas are thwarted or distorted because of hierarchical divisions;

* The full human resources of bureaucracy are not being utilized because of mistrust, fear of reprisals, etc.;

* It cannot assimilate the influx of new technology, ideas or graduates entering the organization;

* It will modify the personality structure such that man will become and reflect the dull, grey, conditioned "organization man".

In essence we have numerous well-established educational institutions formulated to meet the needs of the past. In many, influential leaders are unresponsive to meeting the needs of the present and the future because of their dated perceptual and value systems—"the generation lag".[15] Reaction to the threat of change is typical. Thus we may witness the educational analogue of the "Sailing Ship Effect"[16]—that the soon to be superseded sailing ships rapidly increased in efficiency under the threat of steam. We have beautifully designed and operating bureaucracies for serving the needs of a world that no longer exists and great inertia to bring about necessary evolutionary change.[17] The pressing current challenge is that of monitoring institutional performance to meet defined and agreed needs and the setting up progressive "Agents of Change" so that educational institutions may be continuingly modified to meet contemporary and emerging needs.

INNOVATIVE/ADAPTABLE UNIVERSITIES

It is not to be expected that entrenched existing institutions will respond rapidly to new and emerging needs:[18] nor it is to be expected that even new foundations will be able to easily innovate to the extent that seems desirable—but respond they must if the needs of individual learners and society are to be met.[19] What then can be done to disseminate understanding about "Agents of Change" and the continuing implementation of change action initiatives in our institutions? We may turn first to Bennis's[14] comments on the problem of changing bureaucracies.

"Bennis does not appear to be advocating, or expecting, the end of bureaucracy as defined by

Weber so much as the development of a different kind of bureaucracy which has come to terms with changing concepts and values in society. He points out that already we may observe some fundamental changes in administrative philosophy which have influenced organizational behaviour in recent years. viz: A new concept of man, based on increased knowledge of his complex and shifting needs, which replaces the over-simplified, innocent, push-button or inert idea of man; a new concept of power based on collaboration and reason, which replaces a model of power based on coercion and fear; and a new system of organizational values based on a humanistic existential orientation, which replaces the depersonalized value system".

Let us turn next to outline the characteristics sought in reconstructed Australian universities.

In most general terms, the aims of the decisive roles they play in *enhancing society's capability for continuous self-renewal* are as outlined as Jansch.[1] These roles may be broken down further in line with the principal characteristics of a society having this capability, as spelled out by John Gardner:[20]

* Enhancing the pluralism of society, by bringing the creative energies of the general and technological community as well as of the learning people—the students, fully into play—not just for problem-solving, but for contributing to society's self-renewal.

* Improving internal communications among society's constituents by translating to each other the mutual implications of science, arts, and technology on the one side, and social objectives on the other, and by pointing out the long-range outcomes of possible courses of action in the context of broadly conceived social systems.

* Providing positive leadership by working out measures of common objectives, setting priorities and keeping hope alive, as well as by promoting experiments in society through ideas and plans, and above all, by educating leaders for society.

The new purposes imply that the Australian universities have to become political institutions in the broadest sense, interacting with governments at all jurisdictional levels, commerce and industry, in the planning and design of society's systems, and in particular in controlling the outcomes of the introduction of technology into these systems. The universities must engage themselves in this task, as institutions, not through the individual members of their communities.

The major changes which this new purpose will bring to the universities include the following: Principal orientation toward socio-technological systems design and engineering at a high level leading to emphasis on general organising principles and methods rather than specialised knowledge, both in education and research; Emphasis on

purposeful work by the students as well as on training; Organization by outcome-oriented categories rather than by the inputs of science and technology, and emphasis on long-range outcomes in the context of life-long learning. With the new purpose, the education, research and service functions of the universities which have increasingly come apart will again merge and, in fact, become one. This emerging unity corresponds to an integral view of the education/innovation system designed to serve individuals and the community.

Looking at these changes, and pressures for change, in all three of the primary functions at Australian universities, we may, inter alia, discern the following Important trends:

Education: From training for well-defined, careers and professions toward an education which enables judgement of complex and dynamically changing situations—in other words, geared to the continuous self-renewal of human capabilities.
Research: From discipline-oriented research over pluri- and inter-disciplinary research toward research on complex dynamic systems—or, from research on the fundamental level and the perfection of specific technologies to the organization of society and technology in a systems context.
Service: From specialised, piecemeal research contributions and passive consultations to an active role in the planning for society, in particular, in the planning of science and technology in the service of society.

Fostering and Implementing Change

Our innovative/adaptive educational institutions must seek to incorporate sound systems of planned evolutionary change. The introduction of change into an organization, educational or otherwise, is carried out by change-agents.[21] These may be students, researchers, teachers, consultants, or administrators. One theory claims that significant change in an organization depends upon the outsider who can approach his task with detachment and vigour. Another theory, however, postulates that it is the insider who possesses intimate knowledge of the systems, does not generate suspicion and mistrust, and whose acceptance is guaranteed by membership in the organization who is the most effective change agent.

As yet, little significant research has been conducted in this area, but Carlson's work is relevant. Carlson's study of school superintendents who come from "inside" or "outside" the system shows the instrumental role that turnover plays in accelerating or retarding organizational adaptation and lag. The insider, attached to a specific place, his home system, puts place of employment above his career as superintendent. The outsider, on the other hand, is career bound and is willing to leave the system for a job elsewhere. From his observation of a number of school systems Carlson concluded that school boards appointed outsiders when they were dissatisfied with the status quo, insiders when they were satisfied.[22]
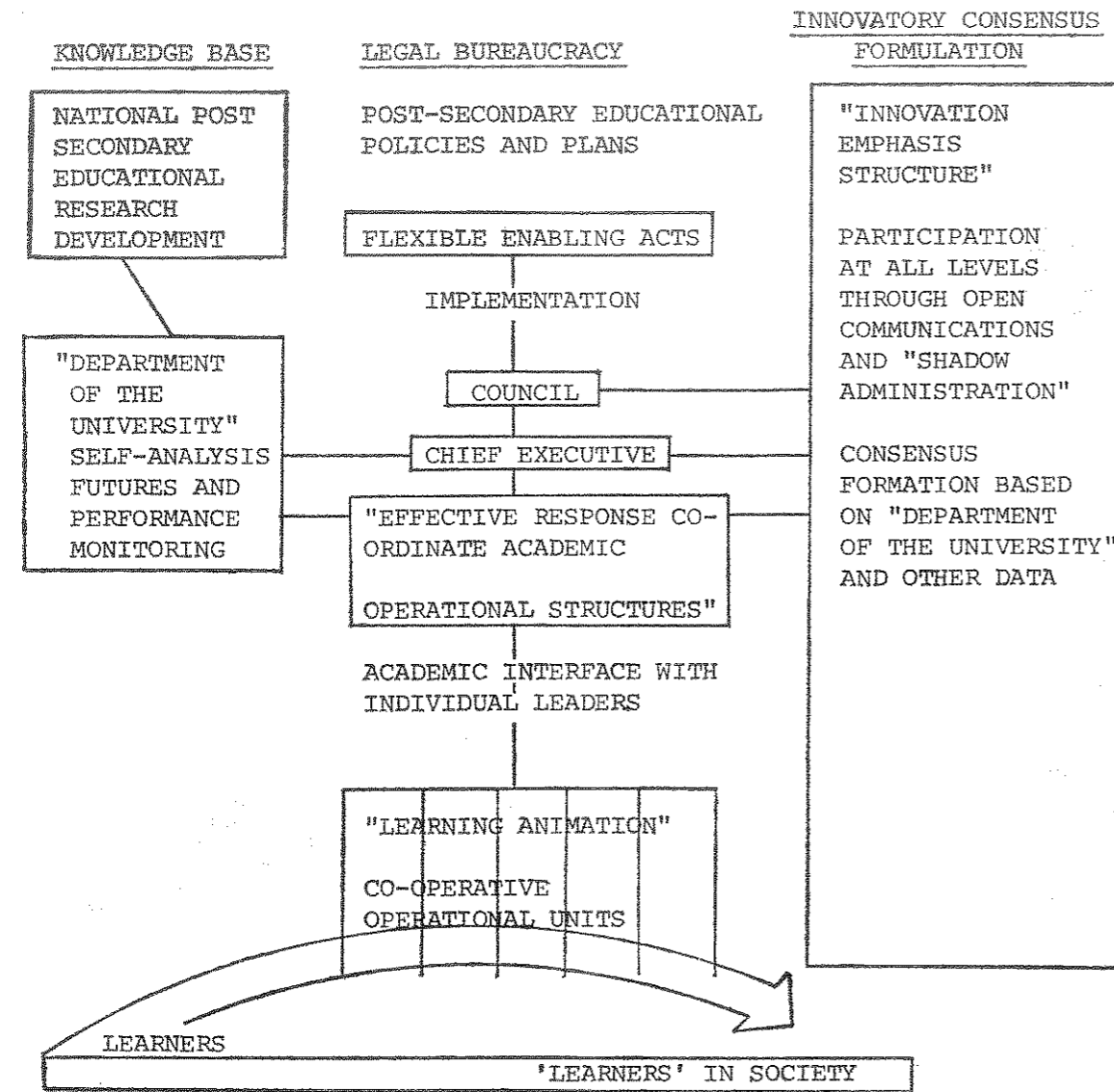
It is thus clear that continuing evolutionary change is dependent upon internal commitment to innovation from both within and without. For many of our existing institutions the change initiating triggers are most likely to be generated from without. Griffiths of New York University has presented a number of hypotheses which have obvious implications for our systems.[22] These are:

* The major impetus for change is from the outside.

* Change is more probable if the successor to the chief administrator is from outside the organization rather than from inside.

* When change in an organization does occur it tends to occur from the top down, not from the bottom up.

* The number of innovations expected is inversely proportional to the tenure of the chief administrator.

* The more hierarchical the structure of an organization, the less the possibility of change.

Studies undertaken at the University of Melbourne[?] formulated one mechanism for initiating change adopting the best of both worlds. An "Agent for Change" in the form of an all-campus consultative University Assembly has been established and has as one of its functions the initiation of change outside the formal executive bureaucracy. Its members are drawn from throughout the whole organization. Such a body may be likened to an "Opposition" or "Shadow Administration" charged with a mandate to monitor the aims, functions and activities of the whole organization and in so doing contribute substantially to self-renewal by mediating the direct leadership decision-making of the bureaucracy.[23]

The effective operation of such a Permanent Consultative Body will be greatly facilitated if its members are well informed and themselves adequately educated and trained for their tasks, so that they may maintain a constructively critical dialogue about the institution. In this they may be aided by a "Look-Out" unit devoted to (i) institutional self-analysis and monitoring and (ii) the study of environmental and other trends likely to have significant operational impacts. Such a unit—the "Department of the University"—has been outlined elsewhere.[24] Fig. 1 overleaf outlines bases for self-renewing universities.

Turning next to the Australian universities generally the type of executive structure envisaged is a skeletal "transient bureaucracy" with accountable tenured roles in key positions in the hierarchy. Role exchanges and further learning, potentially contributing to the educational well-being of student clients, would be encouraged by positive sanctions. The task of transforming relatively passive educational institutions into institutions that are capable of dynamic symbiosis with the individuals, groups,

Figure 1 diagram

KNOWLEDGE BASE | LEGAL BUREAUCRACY | INNOVATORY CONSENSUS FORMULATION

NATIONAL POST SECONDARY EDUCATIONAL RESEARCH DEVELOPMENT

POST-SECONDARY EDUCATIONAL POLICIES AND PLANS

"INNOVATION EMPHASIS STRUCTURE"

FLEXIBLE ENABLING ACTS

IMPLEMENTATION

PARTICIPATION AT ALL LEVELS THROUGH OPEN COMMUNICATIONS AND "SHADOW ADMINISTRATION"

"DEPARTMENT OF THE UNIVERSITY" SELF-ANALYSIS FUTURES AND PERFORMANCE MONITORING

COUNCIL

CHIEF EXECUTIVE

"EFFECTIVE RESPONSE CO-ORDINATE ACADEMIC OPERATIONAL STRUCTURES"

CONSENSUS FORMATION BASED ON "DEPARTMENT OF THE UNIVERSITY" AND OTHER DATA

ACADEMIC INTERFACE WITH INDIVIDUAL LEADERS

"LEARNING ANIMATION" CO-OPERATIVE OPERATIONAL UNITS

LEARNERS

'LEARNERS' IN SOCIETY

UNIVERSITY FEATURES:

AWARENESS	ACADEMIC KNOWLEDGE AND INSIGHTS AND ACTIONS
OPENESS	WIDELY AVAILABLE AND INTELLIGIBLE COMMUNICATIONS
PLURALISTIC	PLURALISTIC RANGE OF ACCEPTED ACTIVITIES AND VALUES
INTEGRATIVE	SYSTEMS PLANNING AND FUNCTIONING
DIRECTION	INFORMED TENURED ACCOUNTABLE ACADEMIC LEADERSHIP
FUTURISTIC	INSTITUTIONALIZED PROGNOSTIC CAPACITY
ADAPTIVE/INNOVATIVE	CAPABLE OF RESPONSIVE AND CREATIVE SELF-RENEWAL
INTERNAL ENVIRONMENT	POSITIVE 'CLIMATE' TO FOSTER SELF-RENEWAL AIMS

FIGURE 1   SOME BASES FOR SELF-RENEWING UNIVERSITIES

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and society that support them is demanding and requires widespread acceptance by many participants of profound changes in individual and institutional processes and activities.[25]

The position we have reached appears to be in accord with a theoretical framework presented by Etzioni.[26] Etzioni's theory focuses on the interaction of two primary institutional variables—control networks and consensus-formation mechanisms. In the organizational context these are comparable to the administrative-managerial function of the bureaucracy and the mechanisms for participant involvement such as the Permanent Consultative Body. The most productive educational organization is that which is high in control performance and high in consensus formation capacity. Such a unit is defined as "active". Universities that are able to increase their state of activation become capable of meeting the needs of a wider variety of participants and so increase their potential for consensus formation behind the control efforts that contribute to increased activation.

Fig. 2: SOME INSTITUTIONAL IMPERATIVES FOR UNIVERSITIES

FACTOR	SOME KEY FEATURES
AUSTRALIAN LEGISLATIVE ENVIRONMENTAL AND SOCIAL FIELD	Positive climate, activities and legislation to foster self-renewing Universities and institutions to serve Australian needs
UNIVERSITY GOVERNANCE AND ADMINISTRATION	Governance: Providing a broad mandate to serve society, academics and learners, wider participation by university estates. Administration: More responsive adaptation to changing needs of learners and society, transient task solutions
RESOURCES AND ORGANIZATION	Provided in a form to sensitively satisfy the substantive needs and expectations of academics, learners, and of society
LEARNING "ANIMATORS" AND CONSULTANTS	More mature learners acting as learning facilitators to less mature learners. Provision of life-long learning consultants to serve learners throughout life
MATURE LEARNERS	Mature learners participating in programmes of direct personal relevance for work, leisure or life
PERSONAL DEVELOPMENT ORIENTED CURRICULA	Curricula and learning environment design to allow optimum progressive growth of individuals and use of available resources.
LEARNING DEVELOPMENT DESIGN	Professionally designed to foster determined learning outcomes
LEARNING EVALUATION LEARNING DEVELOPMENT	Monitored learning outcomes to benefit learners and society Continuing institutionalized evolution of universities

Fig. 2 tabulates some institutional imperatives for universities. In the case of learning institutions the catalytic leader seems often to be the chief executive who may exercise the directive power of an executive role while strengthening the means by which increased number of participants are brought into the decision-making process. Important innovatory activities may be used as the basis of constructing Institutional Change Indices which seek to measure and relate control, consensus and change. Two—an index of Learning Environment Change (LEC Index) and an index of Participation in Decision-Making (PDM Index)—are outlined.[27]

Indicators for the LEC Index might include:

● Special measures to promote innovation and experimentation, e.g. special budgetary allocations for experimentation, special procedures for implementing experimental programmes, membership in a consortium or other organization to promote and share innovations, etc.

● Appointment of innovatory task forces; e.g. appraisal of existing programmes, special guest lecturers, field trips and workshops on educational innovations, awards and honours for future-oriented learning innovations.

● New learning environment approaches adopted; e.g. new technologies, interdisciplinary and team-teaching formats, programmes, instructions, audio-visuals, etc.

● New instructional programmes adopted; e.g. non-conventional co-op education programmes, programmes for "new students", accelerated degree programmes, leisure programmes, etc.

● New special interest courses adopted; e.g. ecology courses, urban studies courses, ethnic-interest courses, etc.

- Institutional commitment to innovation as measured by a "Concern for Innovation Scale".

Indicators for the PDM Index might include:

- Chief Executive involvement in academic area decision-making. What decision types are reserved for chief executive determination exclusively and how broad is his consultation?

- Make-up of Curriculum Committees. The breadth of representation from the several constituencies and levels of official responsibility.

- Extent of participation in selection of staff and leaders. In which selections and in what manner?

- Extent of involvement of committees in academic area policy-making. What levels of policy and what sort of involvement-advisory, determinative, etc.?

- Distribution of responsibility for academic area policy implementation. Are certain key policies enforced at council level, chief executive level, departmental head level, or at the "learning animator" level?

- Participation in routine academic area decision-making. Is this a departmental level procedure or do other levels of the administrative structure get involved regularly?

- Involvement of council and other committees in the curricula adoption process. Is council involvement through appointing members to a committee, creating a committee, reviewing the actions of a committee, etc.?

- Make-up of major advisory bodies. The breadth of representation from the several constituencies.

- The inclusiveness of the governance system as indicated by a "Democratic Governance Scale".

It is noted with concern that current resource allocations for universities are far too low to encourage innovatory/adaptive activities at the level required for effective future-oriented operations.[28] Fig. 3 outlines some university self-renewal initiatives.

Throughout the long history of education reforms many fine plans have been consigned to graveyards. Fostering of innovative/adaptive universities in the jungle of other social inventions will depend as much upon the haphazard processes of the internal political systems as upon professional acceptance. Systematic analysis of educational problems is but a prelude and the political implementation of decisions leading to changes may follow as determined by processes of slow diffusion through complex university and social frameworks.[29]

The time has come for us to formulate and evaluate on-going roles and functions. It is necessary to

Fig. 3: SOME UNIVERSITY SELF-RENEWAL INITIATIVES

PARAMETER	ACTION REQUIRED	ACTION INITIATOR
AUSTRALIAN GOVERNMENT	Education Grants to States conditional upon their acceptance of an "Australian National Education Plan"	Pressure Groups, The Australian Government
STATE GOVERNMENTS	Establish comprehensive and open Royal Commissions into total educational systems and their aims and tasks—choose commissioners wisely	Pressure Groups, State Politicians, Australian Government
STATE EDUCATION AUTHORITIES	Comprehensive enquiries into aims governance and administration of all universities: establishment "futures" units	Administering Authority of each Institution
ENABLING ACTS	Rewriting of the acts to contemporary formats; innovative/adaptive professionally design universities	Councils, Staff, Students, Professional Associations
RESOURCES	Provision of resources on a systematic basis using carefully constructed criteria of national validity	Governments and all concerned
SENIOR ACADEMICS	Limited tenure offices: Corporate boards with open accountability	Councils, Staff, Students
REVIEW ORGANIZATION	Permanent advisory bodies	Council, Staff, Students
COUNCILS	Qualification requirement for membership: Limited tenure	Staff, Students, Government Action
STAFF	Many more short-term appointments. Development leave, performance appraisal	Councils/State Government
STUDENTS	Determination of some of their own continuing education programmes after initial qualification	Students, Staff, Councils, Government
QUALIFICATIONS	Granting awards with an obsolescence rating	Councils, Government
PROFESSIONAL BODIES	To adapt life-long learning for the registration of their members. Governments to act to this end	Councils, Members, Educational Institutions
SELF ORGANIZATIONAL DEVELOPMENT	Personal commitment to world of change and self-renewal	All

recognize that what institutional bureaucrats perceive to be desirable is not necessarily most beneficial for learners and society. The effectiveness of our total university responses to needs is a concern of us all. We must learn to clarify our educational aims, marshall and redeploy our resources, and continuously monitor results and adapt our activities in order to foster perpetually beneficial functioning in all institutions of the life-long learning society. The future reality of self-renewing life-long learning universities will depend upon the progressive movement by many who are committed to that ideal. This paper is dedicated to that end.

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THE PLACE OF THE UNIVERSITY IN A CHANGING SOCIETY

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For a considerable period of time in Australia, there has been concern about the purpose of the universities, their effectiveness and the methods whereby they seek to achieve their objectives. In terms of the National budget, they are costly institutions, and their situation is changing rapidly with the growth and development of modern technological society. The universities themselves, however, often appear to make inadequate responses to the challenges and opportunities that are presented by these developments or else to make responses that are too late to be effective. This situation appears to result partly from the criteria used to determine university financing and partly from a lack of imagination and leadership.

A fault with the funding system is that it is forcing the majority of university academics to put a relatively greater proportion of their effort into undergraduate teaching and administration, and this is denying them the imaginative and creative activities needed if they are to be effective in University Education. As well, it is creating pressures for universities to enrol as many students as it is possible to accommodate, irrespective of any undesirable effects associated with the resulting "mass production tertiary education". The imagination and leadership is lacking as it is frequently difficult, if not impossible, to get a clear definition of the purpose of the University as a social institution and the general tendency is to maintain a system of instruction and a place in the educational hierarchy that appears not to be the most effective in giving tertiary education at its highest level. Consequently, there appears to be a gross discrepancy between the potential for achievement and the present performance of universities in Australia.

The aim of the present paper is, firstly to define the purpose of our universities. The second topic considers the undesirable aspects of the present situation and their effects on the performance of academic staff. The third topic is concerned with suggestions that might help to overcome these difficulties.

THE PURPOSE OF THE UNIVERSITY:

There has in the more distant past been a general agreement on the educational purposes of the University, and I am accepting this traditional idealistic aim as being the role that is valid at the present time. In the arts or science faculties, the traditional ideal has been to educate to competence through considering a disciplined approach to the accumulation and utilization of factual knowledge, its interpretation and relevance. Discussions between academics and students, and consensus of viewpoints were expected to provide a synthesis based on this information and this was considered to lead to an overall understanding, discernment and, hopefully, wisdom. It has also been thought that the graduates would be able to make useful contributions to society by applying the factual information they possessed and because of their ability to think clearly and objectively through a problem, using the logic and methods of reasoning they had acquired from this form of education. As well, the universities have been providing a vocational education for certain selected professions. Traditionally, these were medicine, dentistry, engineering, architecture, law and agriculture, but there is now a wide range and variety of subjects from business management to highway engineering. The professional education of a university has been expected to give a *depth of understanding of the ideas and concepts* relating to the profession and leading to manipulations of the system, whereas the technical institutions were to provide a more specific *training* for a certain occupation.

To attain these educational objectives, the university academic has been required to be more than just an expert on the factual information within his chosen discipline. It has been necessary for him to possess an imaginative and creative intellect, capable of critical evaluation and synthesising new concepts, and he has achieved this by active participation and association with colleagues in meaningful research and development. The traditional educational objectives appear to be as important to modern society as they were recognised to be in the past. In our materialistic world, most people appreciate the value of applying knowledge from professional fields or technology. We tend, however, to overlook the greater importance of having as large a proportion as possible of our population able to think clearly and reason effectively. Such people should be able to arrive at their own logical conclusions concerning the purpose and relevance of social activities, rather than be swayed by the opinions of political leaders or the advertising of commercial firms. This aspect can be argued to be more relevant to maintaining a democratic society than the possession of larger incomes and further material goods.

The importance for society of a university education in these terms has been subject to a number of studies. Thus Denison (1962) has investigated the economic influence of tertiary education in the United States, while Harbison and Myers (1965) have made comparisons between different nations. A general discussion of different viewpoints relating to this topic has been given in Blaug (1969). These studies stress the high correlation between

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