amount of autonomy these institutions command contrives the environment. The basic difference is that between the Anglo-Saxon type of universities and the continental one as exemplified by Germany and Sweden. If the former is of such crucial value to university organisation, how does systems with a low degree of autonomy manage to survive and develop? If autonomy in the value of university organisation, are systems with a low degree of autonomy to be considered inferior to systems with a high degree? Of course, individual autonomy varies between different areas of activity. A high degree of autonomy within purely academic matters, like the basic principles governing research and the basic principles governing instruction, is a sine qua non for university organisation. No university can operate without the institutionalisation of the principle of academic freedom. But in other areas of activity the state or the system. The value of university organisation is professionalism or the state is not the value of the system. The institutionalisation of the principle of academic freedom and the basic principles governing research and the basic principles governing instruction is a crucial organisation. No university can operate without the institutionalisation of the principle of academic freedom. But in other areas of activity the state or the system is not the value of the system.

REFERENCES

1. This article was originally printed in the International Journal of Educational Management in Higher Education, Vol. 3, No. 2, October 1979, a special issue of the "University as an Organisation: System and Environment", which was organised by the Bureau for Educational Research and Development at the National Swedish Board for the Universities and Colleges. It was included in the research of Beate Brink, Marie Johansson, secretary, and Neville Shrimpton, co-ordinator.

2. For recent studies of university autonomy see especially reference 9 below. See also "The University's Response to Societal Demands. For a variety of reasons the criteria for drawing up the sample had to be made rather more flexible and the character of the group from each institution was as follows: MONASH. University Autonomy: A Comparative Approach to the Professional Lives of Academics. The investigation was an exploratory one aimed at improving our understanding of how academics view the current situation, establishing some base-line data so that comparisons might be made in the future, and providing information relevant to institutional decision-making. The study was a collaborative one between researchers at Monash University, the University of New South Wales and the Western Australian Institute of Technology. The initial design envisaged a sample of 24 academics from each institution drawn from tenured staff appointed between 1972 and 1975, and provided with a questionnaire on the professional lives of academics.

UNSW
Arts: one associate professor, five senior lecturers, six lecturers, Science and Biological Sciences: one associate professor, five senior lecturers, six lecturers. Two were untenured.

WAIT.

Thirteen lecturers from the School of Applied Science; fifteen lecturers from the School of Business and Administration. Three were untenured.

After initial telephone contact had been made these 73 staff members were interviewed between June and October 1979. Each interview lasted for about one hour and was structured to allow for questions about recent changes in their teaching workload had increased. This was also being affected by reductions in the number of part-time classes. These changes in staffing levels resulted in shorter opening hours, and severe restrictions on the use of laboratories. There were very few reports of research being reduced either during or after interview. Assumptions were given that confidentiality would be maintained.

This procedure yielded a large and very rich body of material. For the purposes of this paper the major outcomes have been briefly summarised. Detailed reports of institutional data may be obtained from the research units listed at the end of the paper. Three points need to be emphasised. First, the data relate to a small number of staff in three institutions and it is not possible to generalise the results. Second, the study was intended to explore ways in which academic staff might be coping in a very condensed summary of interviews later transcribed. At WAIT detailed notes were made during and immediately after each interview. Summarised reports of institutional data may be obtained from the research units.

At WAIT all but two respondents reported an increase in work load. This was associated with larger classes, the need to teach both a wider range of courses and more courses at an advanced level, work involved in preparing submissions for course accreditation purposes, and reduced numbers of tutors and demonstrators.

There was widespread concern, especially at UNSW, about the reduction of resources for the support of teaching. Some of this centred upon the difficulties which libraries faced when their budgets regularly failed to match rising costs. This was resulting in a range of cuts to teaching, shorter opening hours, and severe restrictions on the acquisition of material. Other concerns were reductions in laboratory staff and teaching materials: "It's getting to the stage where you wonder whether there is enough money to run the classes."

At the universities there were very few reports of increases in administrative workload. At WAIT, however, all but one of the respondents claimed to be more heavily involved in administrative tasks. These were often delegated to them by more senior staff, or were an outcome of the increased use of part-time and non-tenured staff which placed greater administrative and co-ordination responsibilities on tenured staff.

Research

There were very few reports of research being hampered through a lack of grants. The reports of work very conscientiously and do the best we can, which has resulted in the multiplication of courses less where correction is now required. There were seven reports of reductions in funds for conference travel but most people said that they had not been affected. At WAIT all but one respondent reported an increased emphasis upon research activities on the part of the institution. This was leading to difficulties for staff partly because of insufficient internal funding but largely because of increases in teaching loads. A frequent comment was: "I do too much teaching at present to be able to do research.

Another was: "Research is not recognized in our work conditions and we don't get a travel allowance for it, but the word from the Dean is to do it."

Career opportunities

Almost everyone commented on the lack of job mobility and reduced prospects of promotion although attitudes to this varied. Some simply accepted the situation as it was, and were optimistic and determined: "Eventually I will get a senior lectureship because if I get my study leave I will come back and in the next few years that will develop into x number of publications so I'm not pessimistic. Some claimed that they were not bibliographically and so considered themselves unaffected. A characteristic of the WAIT responses was a stress upon the need for more explicit promotion criteria and the giving of greater weight to such considerations as playing the game and the old boy network.

There were several comments on the demoralising effects upon junior staff of reduced career opportunities. One of our tutors is leaving at the end of the year and won't be replaced. A few years ago they had a sabbatical place - now they have one eye on any other job that comes up. We couldn't do anything about it... I would hate to be in that position. The situation for tutors is desperate. This is tragic. We are going to have an ageing academic population with no new blood. I would hate to have an untenured position at the moment because I would not be able to concentrate on any real work at all. The pressure to publish anything regardless of quality would be great, everything would be rushed and you wouldn't have any sense of security or continuity.

With regard to the effects of reduced career prospects on publication activities most of the university respondents, did report an increased pressure to publish. Despite this, almost half of the UNSW group said that they were publishing at a higher rate than usual.

Institutional life

Some of the interviews sought to explore attitudes towards work and the quality of life in the institution. The first of these is a sensitive topic and respondents are likely to be somewhat guarded. Most people considered that there had been no significant change beyond a general feeling of uneasiness with regard to the future. The few negative comments were about colleagues who were alleged to be neglecting their teaching or spending less time on campus: "Teaching sometimes gets lost, I've seen it in my own department where people begin to write a book. They say they're teaching..."

In general, there was a sense of "business as usual" despite changed circumstances. A few staff at WAIT admitted that their attitude to work had been affected with the result that they were now "working less for WAIT" and seeking satisfaction in professional activities off-campus.

Most comments indicated little change in this area: "People are carrying on much the same..." "We still work very conscientiously and do the best we can..." The department is a club full of ... all because we are too busy with teaching..." There were, however, some indications of a sense that the attractiveness of academic life was losing some of its drawing power.

The lifestyle doesn't have the appeal that it used to have, increased stress and responsibilities; people are working a lot harder and with less rewards both in terms of money and professional advancement. The lifestyle doesn't have the appeal that it used to have..." People in general were better about what happened to study leave. There seem to be more people saying: "Well I think I'll take my long service leave, grab as many holidays as I can..."

Although in general there was not a great deal of evidence of change it was clear that there was a widespread feeling of anxiety and uncertainty about the future: "Many of us have a sort of feeling up and down our spine about where it is going to take us..."

Institutional responses

Reactions to these, and suggested alternatives, were very diverse and hence difficult to summarise. In general, there was dissatisfaction with the way in which the giving of less weight to such considerations as playing the game and the old boy network. Almost everyone commented on the lack of job mobility and reduced prospects of promotion although attitudes to this varied. Some simply accepted the situation as it was, and were optimistic and determined: "Eventually I will get a senior lectureship because if I get my study leave I will come back and in the next few years that will develop into x number of publications so I'm not pessimistic. Some claimed that they were not bibliographically and so considered themselves unaffected. A characteristic of the WAIT responses was a stress upon the need for more explicit promotion criteria and the giving of greater weight to such considerations as playing the game and the old boy network.

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Monash respondents were asked their views on alternatives. Some saw fractional appointments as exploitative or unworkable. Early retirement was viewed more favourably provided it was not compulsory. Other suggestions included: development of new courses; to attract students, introduction of staff change schemes, and active seeking of support from industry.

Most respondents at UNSW were critical of institutional policies but there was no consensus as to what ought to be done. Suggestions included: more equitable distribution of resources, a review of tenure provisions; reduction in the number of staff; creation of shared positions; and a heavier employment. Many stressed the need for changes in appointments to be extended from three to five years. The most dramatic effect is that the young/less senior academics have been young, the most energetic, the ones likely to bring in new ideas and new people. The whole business of fixed-term appointments becomes one of manipulation...they say "you might get promotion if you get this done." Fixed-term contracts affect the quality of teaching. I think rigid rules about contract length will result in the introduction of 'throwaway' courses. A number of stress and uncertainty. There were few marked differences in the pattern of teaching. Many stressed the need for changes in academic staff, and the need to reflect the changing intellectual growth of the University.

The most dramatic effect is that the young/less senior academics have no career prospects. It's messing them about; in some cases they've been committed to becoming academics...

Almost everyone mentioned the need to strengthen links with the community. A number saw fractional appointments as catastrophic situations. There was a widespread feeling that the quality of academic life had declined as study leave provisions and career prospects were eroded. The positive effects, although much less prominent, included: greater pressure to introduce new courses, being forced to think more rigorously about what one was doing, more efficient allocation of resources, and a more co-operative departmental spirit "because of a feeling that we have a common enemy."

Allowing for the fact that the data relate only to a small number of staff in three institutions, the overall conclusion must be that the working lives of academics had not at the time of interview been very much affected by budget reductions and the end of the era of rapid system expansion. Research activities have been influenced to a negligible extent. There has been a small but widespread increase in teaching loads and it seems likely that the quality of teaching has been impaired although the extent and nature of this is very difficult to gauge.

Several themes which are related to the impact of current conditions are identifiable in the data and these could well provide topics for further research into the academic profession. Staff appear to be not greatly concerned about students except insofar as they are concerned about the viewpoint of some of their colleagues. There is a good deal of evidence in the data of a lack of awareness of the problems faced by the institution as a whole: the department appears to constitute the academic universe for many people.

There were few marked differences in the pattern of responses as between institutions. The progressive development of CAEs is leading to an increased emphasis on research in contrast with the early remit to concentrate on teaching. There is evidence in the WAIT responses of tensions being created for staff by changes in this area. A greater emphasis on research productivity without any compensating reduction in teaching load. A number of UNSW staff claimed that because resources had always been very generous any cutbacks inevitably had a greater impact. Some also cited the size of the University as an explanation for what they saw as the impoverished quality of campus life.

The major impact of the changed circumstances in which academics now find themselves has been upon morale. If a substantial proportion of the profession comes to feel that its work is undervalued and subject to increasingly hostile scrutiny then this will greatly concern students about their own situation. Academics seem to have realised that they are no longer, if indeed they ever were, an elite group with secure working conditions. This realisation has done much to bridge the gap between academic staff associations and the trade unions.

The ACTU

The Australian Council of Trade Unions is the major peak trade union body at the federal level. Formed in 1927 it has traditionally been dominated by blue-collar unions. This, however, is in a process of change. At the 1979 ACTU Congress the major peak trade union body representing white-collar workers, the Australian Council of Cardinals and Professional Associations (ACSPA) merged with the ACTU. ACSPA currently forms one of eight industry groups within the ACTU and as such elects one member of the executive. In addition, one of three vice-presidents of the ACTU who is also a member of the ACTU executive, is elected by the unions in the

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