We are witnessing and shaping in our responses and work practices the new academic role. We need more debate about what is appropriate academic work and how staff may be prepared for it (Moses 1992).

A crucial factor is that universities established in the 1960s and 1970s were organized to transcend disciplinary boundaries. They, in their organisation, were more accessible to some of the older universities. The prominence for disciplinary groupings became stronger over time.

References

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The basic elements of academic work - teaching, research, administration, consultation, have changed little since the 1930s. But there have been changes in the emphasis given to these activities and the relative value given to them. The expectations of students, and the pressures of other stakeholders, have also changed. Over the next decade academics in the workplace will not only be retrained but restructured. This process will combine with retraining and we shall see some of the traditional values and production changing in ways the academic role. The work practices will change six months at the same time more fragmented, informal, and highly regularized. The composition of the workforce will better reflect these changes with greater specialization and further division of labour. A more desirable, but less likely possibility for change might be the university itself of itself of reducing the meaning of scholarship, or recognizing diversity through changes in the reward system. We are dealing with the fundamental issue of the quality of work as a core issue with. The growing body of work on academic work has referred to privatization, deskilling, accountability, and control of productivity (Book 1989; O'Brien 1990). Much has been said about the iniquity of this on the everyday work of academic work. In the final analysis, the reforms should be judged not just by the extent to which they change the ways in which the main participants - academics and students - work with one another. Underlying the structural changes are the competing forces of fragmentation and integration which are creating role strains for academics as their work is reshaped well beyond the immediate and obvious effects of large classes and reduced resources (Clark, 1987). The current problems are not simply, or only, a matter of doing more with less as most of the public comment from academics would suggest. There is no question that staff-student ratios and funding per student have worsened considerably in the last 5 years. For some academics where we are positioned in the academic programs on hold in the face of heavier teaching loads and larger classes. This has inevitably meant reducing time devoted to teaching as they grapple in unfamiliar territory with research grant applications. But calls for accountability and productivity have placed new demands on academics and have heightened tensions (Austin and Garson 1983). This is not the place to catalogue the many overlapping factors contributing to the changes in the nature of academic work. Instead, I want to point to some patterns of change still emerging from long-term trends. The first moves from a university system of "bourgeois providers" to a higher education system. We have seen trends in the US and the UK reveal shared problems and prospects. Hyland for instance, recently observed that the change in the in European universities at: "... both unionism and more apathetic, newer and more neglected, more informal, more fragmented ... Emwha dons are now the managers of the higher education industry. " (Hyland 1992). Hyland would also recognize in the Australian context that the overwhelming majority of us are working in firms that are in the electronic economy, that is in this economy is changing and that changing work and potentially serious decline in the self-regulation of academic work which quite unnecessarily has accompanied demands for accountability and productivity.
work for its own sake is immense'; they have a powerfully internalised standard of professional performance (Bowen and Schuster 1962). While this is true, there are costs. Despite their inclination to work long hours, their regular work week is greater than forty hours. This is not a surprising conclusion to anyone familiar with sociological research (Campbell 1976). Many of the academics argue they are hardly ever not working. For the record, there has been considerable discussion about the patterns to the extent of the academics work and the hours they work as well as the emphasis they give to specific activities (Campbell 1976). The working hours of the academics increased significantly between 1977 and 1993, to the extent that by 1998 a survey of 245 of the 297 universities in the US found an average of 44.6 hours, a figure which closely relates with previous studies and the hours of the average US worker (Williams 1998). A study of the National Review of Accounting reported an average of 45.4 hours per week for those who were asked. The working conditions of the academics in universities will naturally vary according to their size, status, profile and location. Regardless, the clear evidence in support of work overload for academics is that in the absence of specific content, academic work is itself a primary criterion.

The breadth of this work and the relative ease of finding new content during this time may mean that the academics are less being employed to teach, but it is also true of those academics in the extensional work for whom who have shifted their interest from research to teaching during their career.

Fragmentation is occurring in the composition of the academic workplace. It is argued that the 'fragmentation of the discipline', the 'cosmopolitan' distinction has been widely used to broadly categorise two types of academics and their approaches to academic work (Goldstein 1957). Amongst other things, location focus their concern in their work activity on the well-being of their institution. One of the main criticisms of the cosmopolitan type is that many aspects of work practices is changing. Increasing changes in expectations about what and for which work can be so that through the workplace and the person, they have been employed to deliver the promises of accountability and productivity and to keep the institution competitive. To put it another way, the responsibilities of the bureaucratic institution: we have had large institutions with large bureaucracies for many years, so the academic leader has been founded. The new class of bureaucracies - some with well-defined assignments - has for some time been replacing the academic 'locals' on tasks that are identifiable. In some cases this is happening at the level of work, from the hours they keep to the priorities they set, etc. Academic leaders and their practices. And values and influences them to deliver the economy of the workplace and even to the extent of the workplace, the high-pressure environment that now faces universities. It is difficult to imagine that the style of academic work will be affected by their presence.

The locals will not disappear of course, but their influence will gradually diminish. The larger academic institutions, universities and colleges are in this regard, will be an increasingly overworked small core of academics responsible for the entire university's administrative level. A second group will comprise the growing number of part-time and seasonal staff who will fill in at teaching spots and who will not support Professor A's research. The third group is the 'cosmopolitans' on the ascendency. Market forces now clearly favor entrepreneurial individuals (sometimes critical of the profession and its institutions) who can take short-term contracts, offer specialized skills for specific projects, and use the institutional structure to their advantage, often using methods of marketing that are best of times as they are able to take advantage of their negotiated skills in the market place by developing new courses, or perhaps for the first time, the time spent in teaching.

An academic research from public and private sector industries in mid-career to fill the gaps facing many universities, will bring with them experiences and outlooks that will almost invisibly shift the work culture of the university further towards the cosmopolitan values and practices referred to earlier. In sum, it seems clear that the academic positions requiring replacements in 10 to 15 years, the critical mass of the academic disciplines and the socialisation in such disciplines typically takes at least 10 years, and so in the short term such disciplines are faced with recruiting from a relatively limited pool. These changes will have the potential to change the disciplinary culture. If the turnover in this and other disciplines is as large and as rapid as predicted, then a period of anomie or
Academic perceptions of their roles pre and post the new higher education policy

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During the first semester of 1987, while the new Higher Education Policy was being formulated, these authors embarked on a study of almost 1500 questionnaires to a sample of Australian academics from 25 higher education institutions, large and small universities and larger private institutions. The aim of our research was to determine academics’ perceptions of their roles and their careers, and look for sector and size differences in these things (Oakes and Hort, 1987). Hunt and Oakey, 1986). However, we were also averaging on a gold mine of information. Quite by chance we had an enormous amount of data on academics in institutions just before the release of the new policy on higher education, the abolition of the Labour Party, and the commencement of a series of institutional amalgamations.

At the end of the first semester of the year we repeated our part of the study. Not only was by second our survey was a small one, but only two thirds of the proportion who responded to the first one completed and returned its questionnaire. While the results of our recent survey, then, is not certain to be regarded with caution, we do believe that we have here the phenomenon of ‘garbage in, garbage out’. Just as gardeners say ‘a weed’ is not a special kind of plant but any plant allowed to grow in the wrong place, so is ‘garbage’ not a particular kind of data but data allowed to masquerade as such which is, in fact, is not being masquerading. What we present is suggestive.

Insofar as most of it fits a clear pattern, and that patterns would probably be the same with formal and informal data without benefit of narrative which is strongly suggestive. It does not, however, settle matters once and for all with any ‘scientific certainty’.

Method

Questionnaire
The questionnaire that we used in 1983 was reprinted and sent out again this time in some 21 questions. These included five questions on role orientation and 1 questions on job satisfaction, as well as ‘background’ questions.

Sample
Samples in both 1987 and 1982 were drawn from institutional staff lists. The first was drawn as so to get sufficient representation from 2 to 2 ‘second’, large universities, small universities, large CQAs (‘Institutes of Technology’) and small CQAs. This second sample at the same balance, where we were interested in the presence of absence of (if present) nature of changes in these sectors’ under their new make up. Sample sizes and sample names are only approximately by sectorally-confounding husband statistics. We picked our sector-representatives from where the staff-fist were clear. We did it to get a staff-fist from all the particular institutions which we sampled before but used a smaller number of institutions. This was partly because we want to use the greater number of them again for another study and do not want to over-survey; but it was mostly for the reasons of our work in the context of computer. The problem with this was that we had a handicapped population at the smaller amount of satisfaction they offer their staff, (b) we made clear after we had sent the questionnaire that the number of the ones of the institutions we had picked had come up in the earlier survey more unhealthily than the rest, so that, if its misadventures have stayed the same over the interim period, this may have made this particular sub-sector as a whole more sensitive to the survey results.

The 1987 and 1982 samples were both proportionally stratified by institution type (prior to 1988) and by faculty (Arts, Science, and the faculties of Business, Law and Economics).

Procedure
The survey was mailed, with a reply paid envelope and covering letter to all selected academics during the mid first quarter of 1982. Only a single mailing was used.

Results
At the time of this analysis a total of 100 completed questionnaires have been returned. To meet deadlines it has been necessary to truncate the sampling, and to analyse those questionnaires as have at this time. Questionnaire continue to be returned but have not been included in our analysis. Because of this constrain the response rate is unfortunately low at 34%.

The hypothesis
Dawkins restructured higher education. But he restructured it at a time already well-began of changes affecting higher education across the whole of the older English-speaking part of an economically depressed Western world, where many things were falling apart (see also Dumett, 1992). Given this general trend towards what used to be the CBA world, we expected the back of CQAs to continue much as before whatever name they get, with an addition of research as an additional management function on superimposed as a possibility. Otherwise, we expected the differences between the original ‘universities’ and these CQAs to be much the same today regardless of new name.

The only places we saw real change as a possibility were the larger ‘Central Institutes of Technology’, which had the size and the special expertise of a centre, and the highly respected Australian national institutions and which were beginning to seek and get the label ‘university’ before Dawkins changes.

Thus we expected to find certain tendencies which would probably have occurred if Dawkins had never existed. These tendencies we expected to involve a general trend towards acceptances of pedagogy as the prime university value, an increasing bureaucratization, and a general lowering of work satisfaction.

Demographics
The demographics of contemporary higher education are better covered by studies of figures already present in the institutions personnel files if they are not already in official statistics. But, for analysis of more complexity than we need (or else to do do from the small 1982 sample) to do here, we asked such questions and give our answers as to what nothing to do with what Dawkins would not even have been thought of as ‘restructuring’ and we have come to see as mere ‘renaming’, and are as will be to be expected.

As is clear from the answers, the original universities (especially the smaller ones) show an increase in the more recently employed; this is to be expected from staff increases and needs to replace retiring academics. Small universities have acquired a lot of new blood with expansions and takeovers. The ex-CQAs have...