

Where The Australian Higher Education Sector Has Been and Where it Seems To Be Heading

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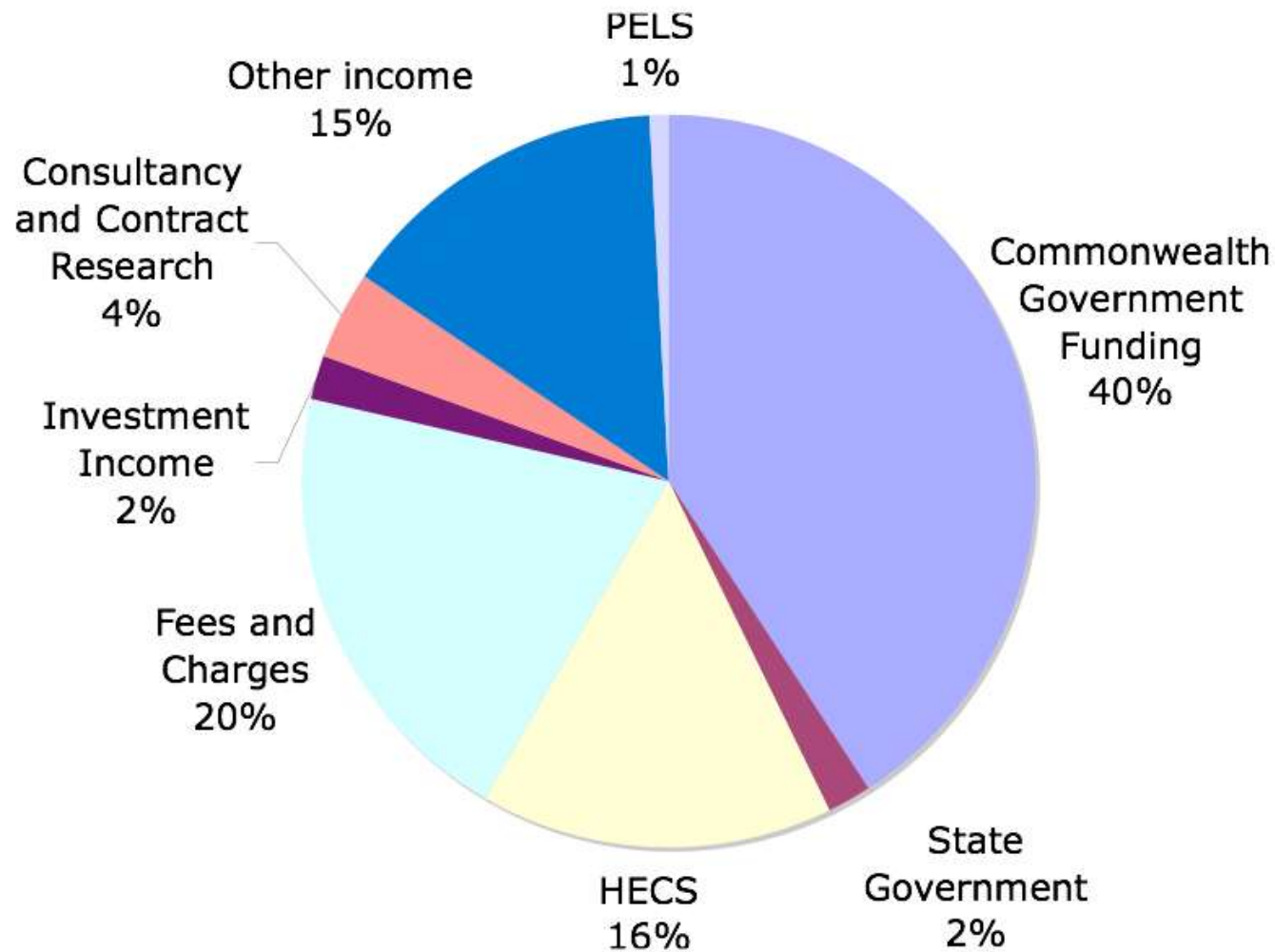
Presentation Outline

- Where have we been
- The good and bad (if not ugly) of where we have been
- Some views of where we have been through the eyes of those who have been there
- Where do we seem to be heading - key challenges facing the sector

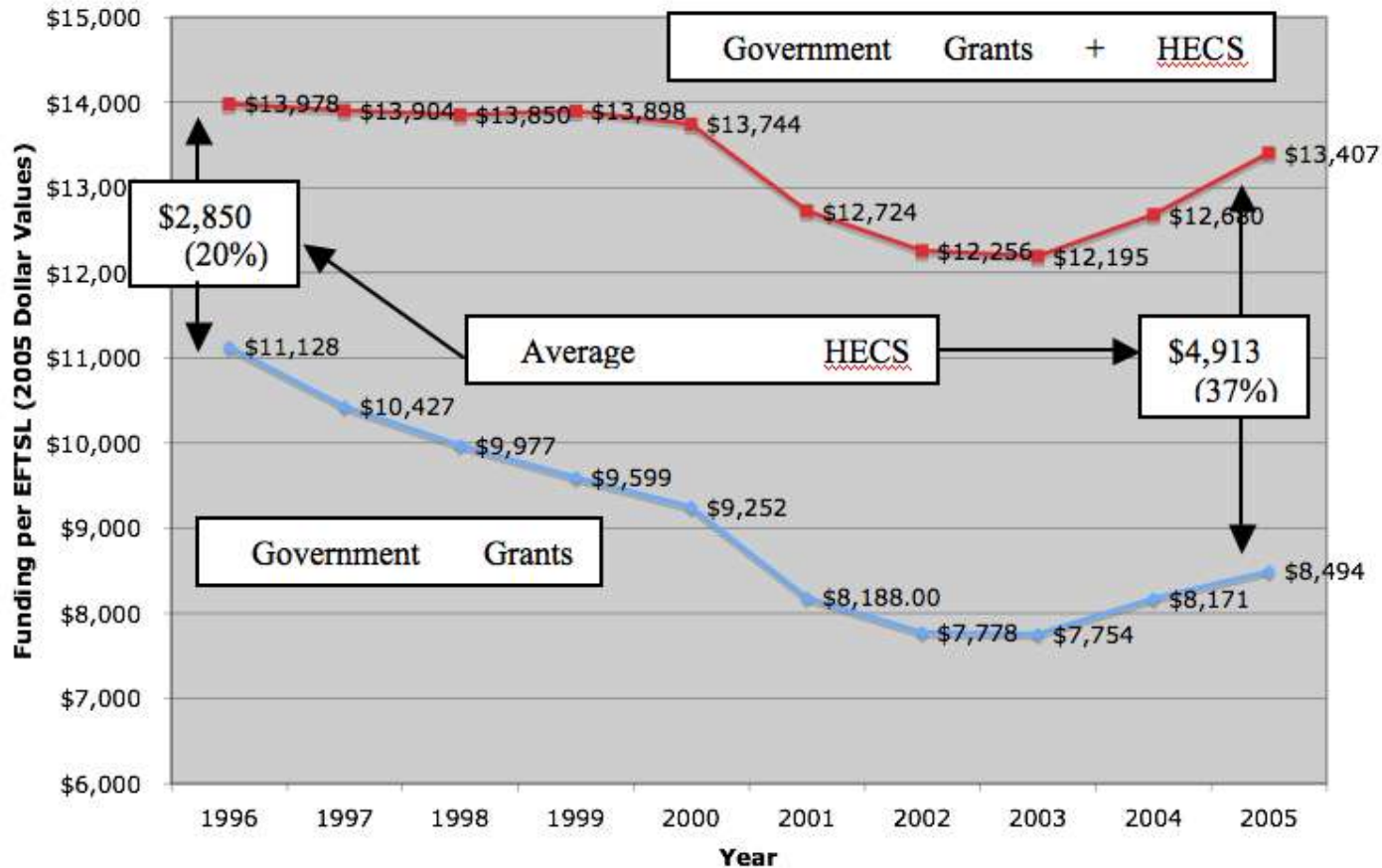
Where Have We Been

- Massification - tremendous growth in student numbers
- Structural reorganisation - demise of the binary arrangement
- Marketisation - overseas full-fee paying student market
- Privatetisation - domestic fees (HECS, etc.)
- Decline in public funding
- Public or private good






Government no longer funds but subsidises higher education



Funding per government-supported university student



Source: Kniest (2007, p. 26)

- Public expenditure 
- Resource use efficiency 
- Performance measurement 
- Contribution to economy 
- Institutional management 

= staff expected to be more competitive,
productive, accountable, entrepreneurial and
innovative

Positive Aspects of Past Developments

- Internationalisation
- World recognition as quality system
- Exceptional research performance in selected areas
- Strengthening of institutional management

Negative Aspects of Past Developments

- Increasing staff/student ratios
- Increased staff workloads - eg international students, massification
- Access
- Inadequate research infrastructure
- Inadequate research expenditure
- Compliance culture
- Management tensions

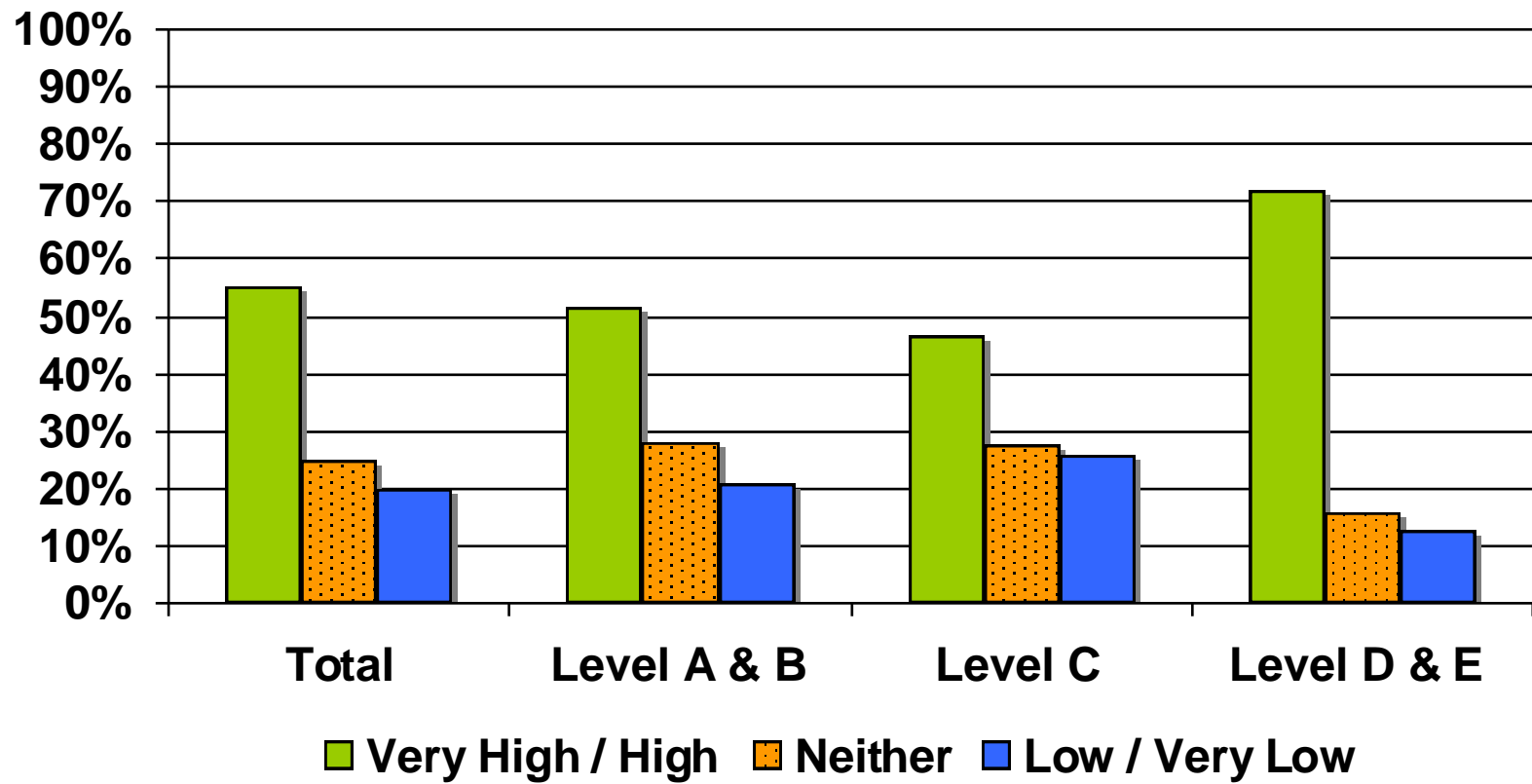
Reactions of the Academic Profession to Sector Developments

- Changing Academic Profession (CAP) Project - Survey of Academic Profession in 26 countries
- In part, a replication of the early 1990s Carnegie Survey of the Academic Profession
- Common Survey Instrument administered in each country during 2007 to mid-2008
- 22 institutions volunteered to participate; ACER undertook sampling; 5,156 sample from 20,563 target population
- 1,252 responses (24.2%) after final validation
- Australian fieldwork completed end of 2007

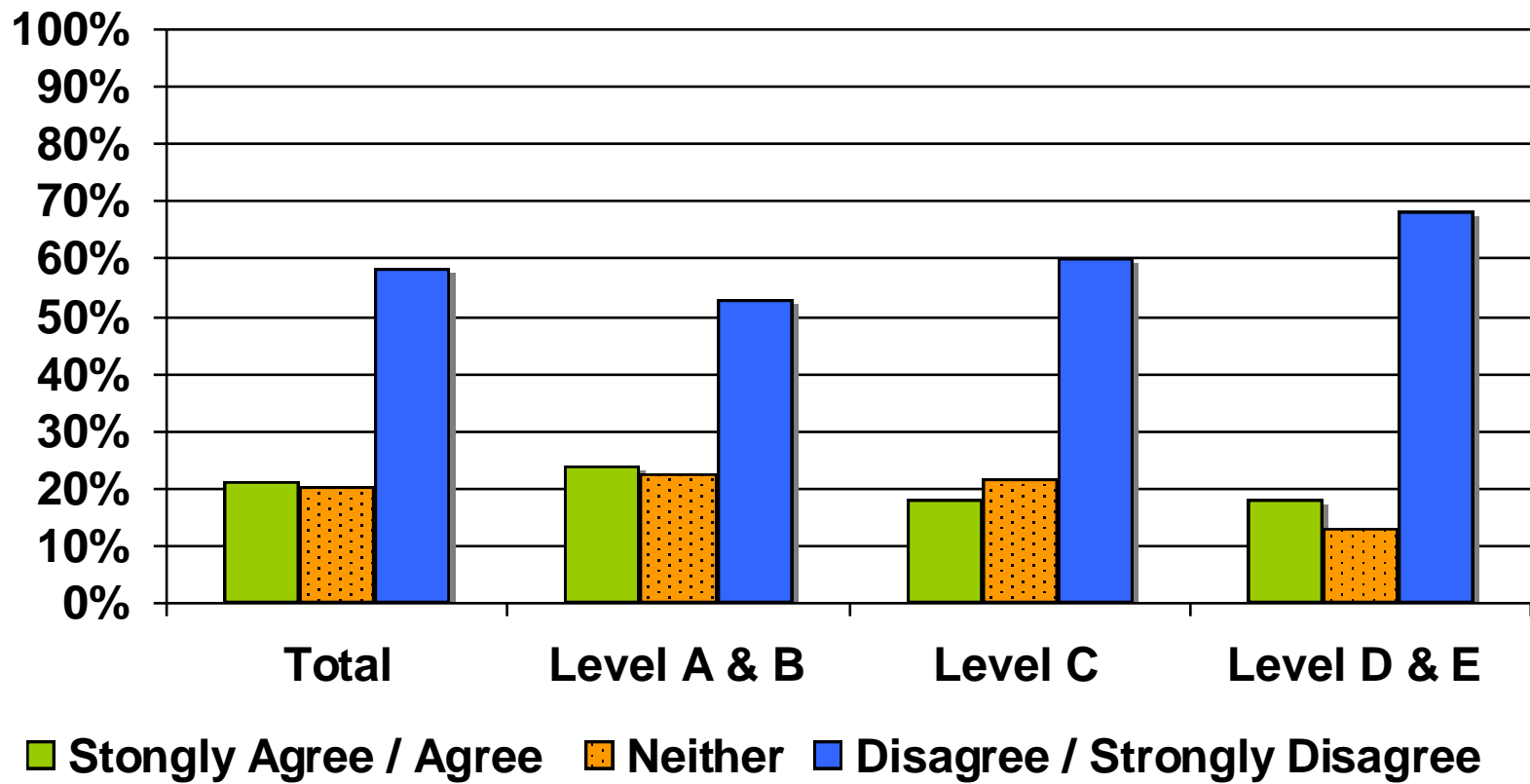
Some CAP Results

- General responses to current conditions of Australian Higher Education
- Opinions about management efficiency/adequacy

Q: How would you rate your overall satisfaction with your current job?

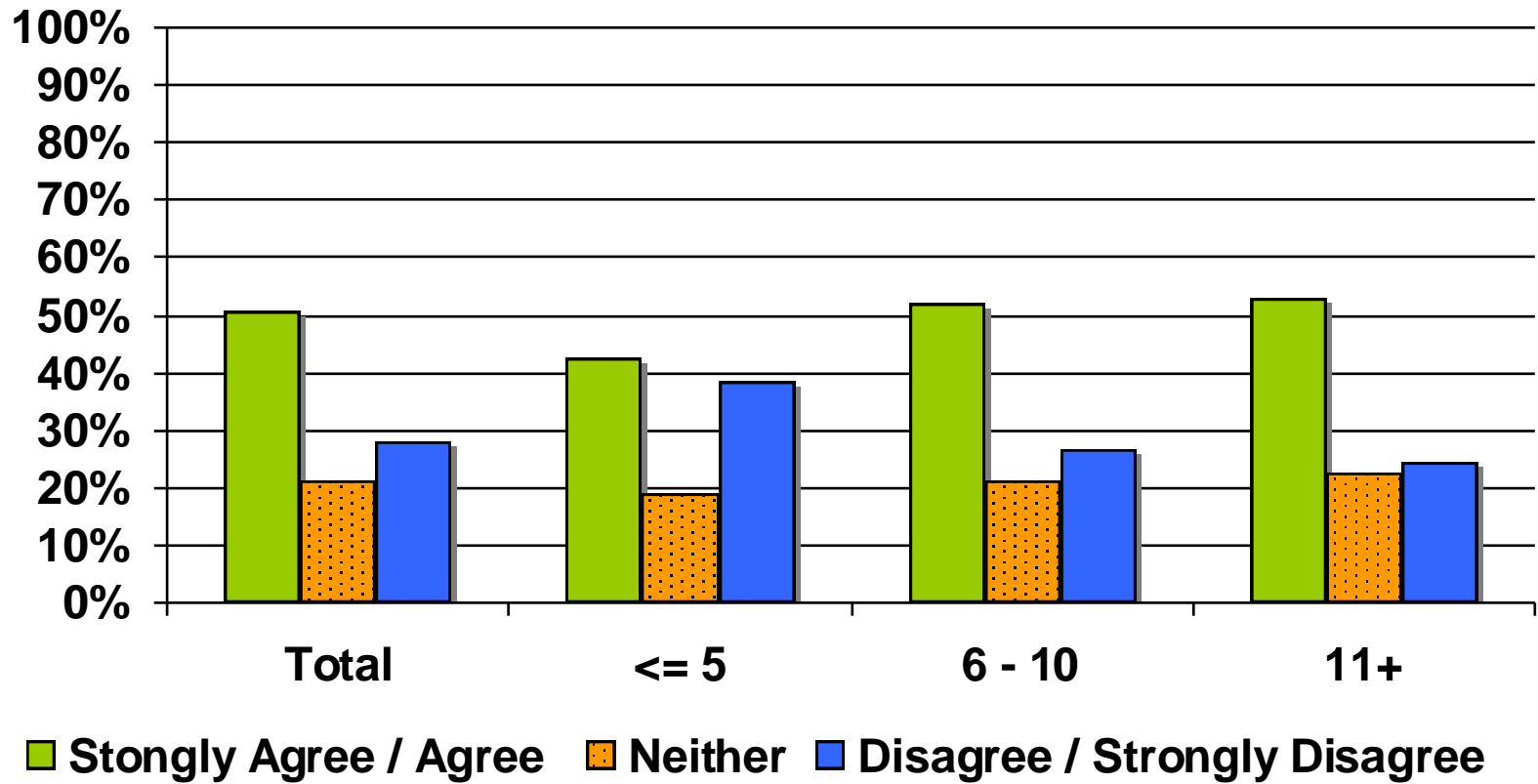


Q: If I had it to do over again, I would not become an academic



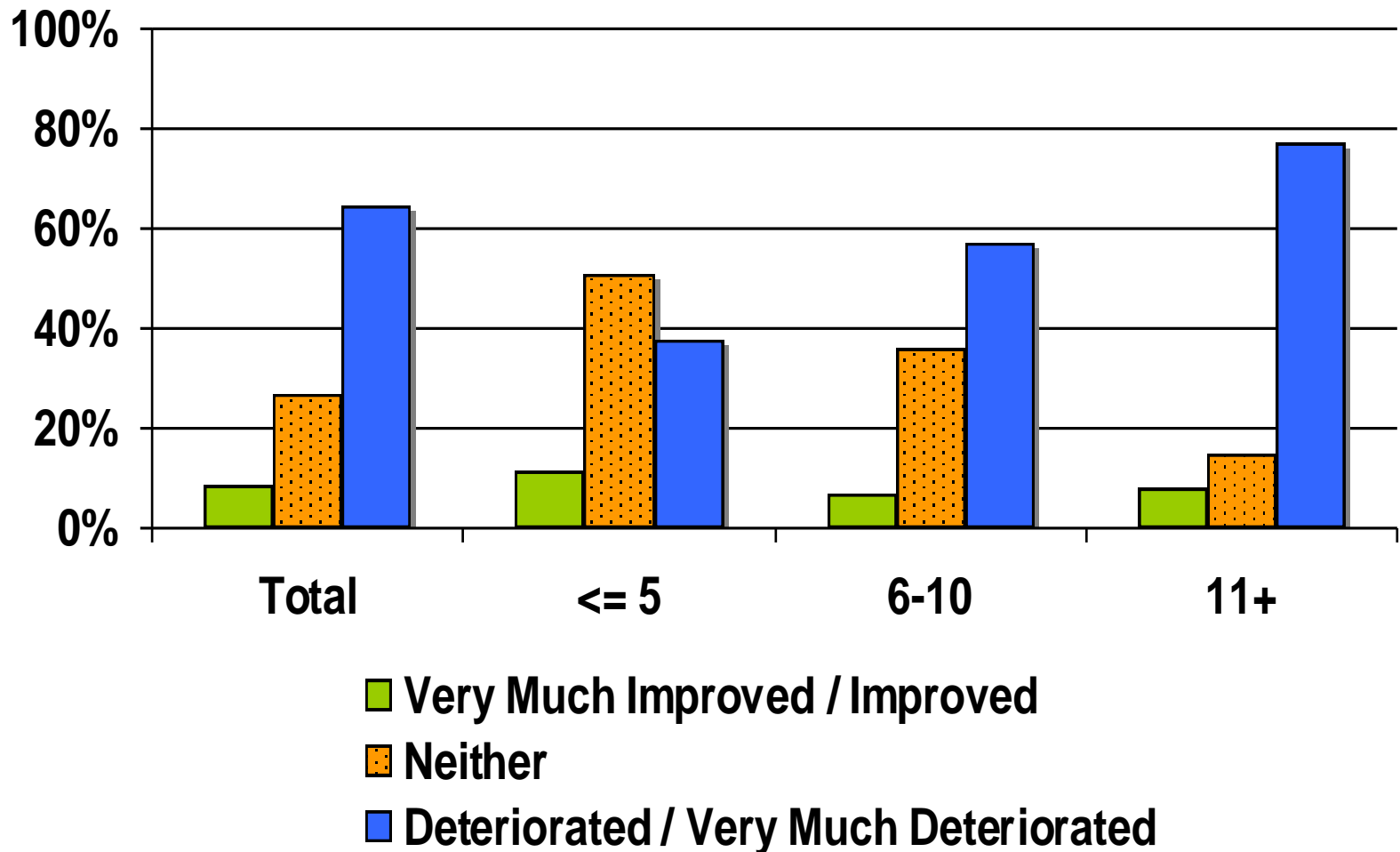
Total years employed in higher education (FT + PT)

Q: My job is a source of considerable personal strain

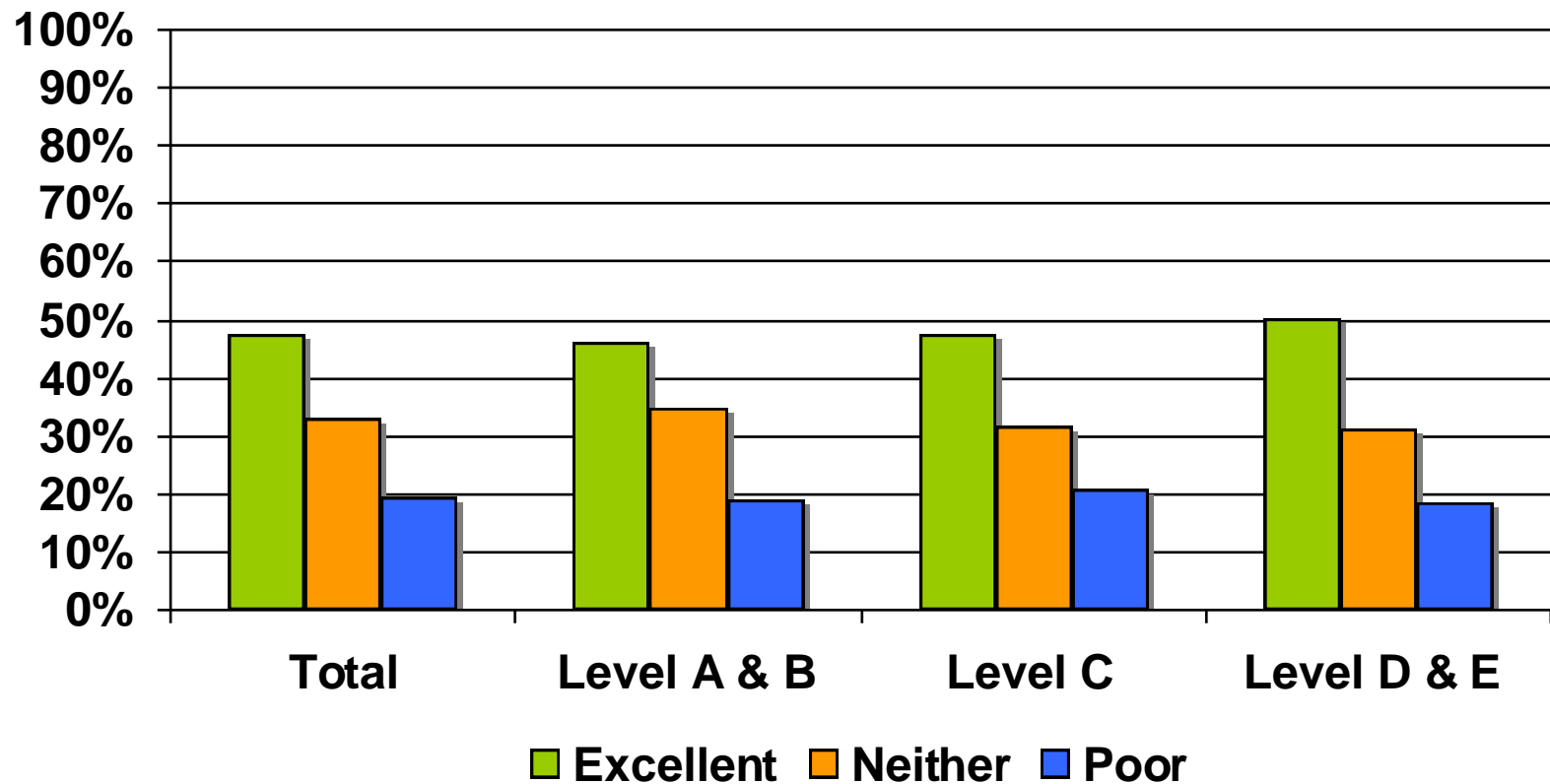


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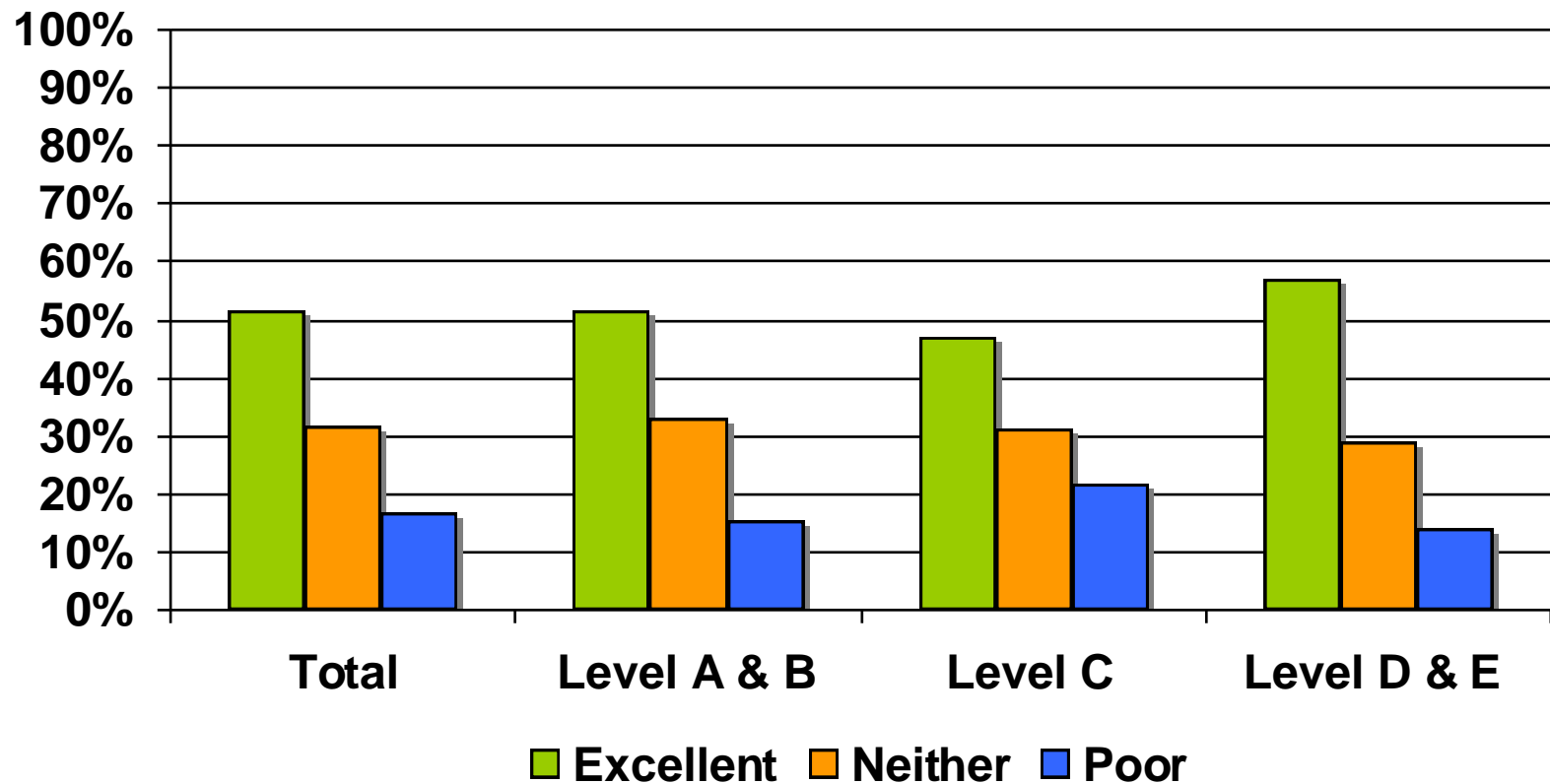
Q: Overall working conditions in higher education have...



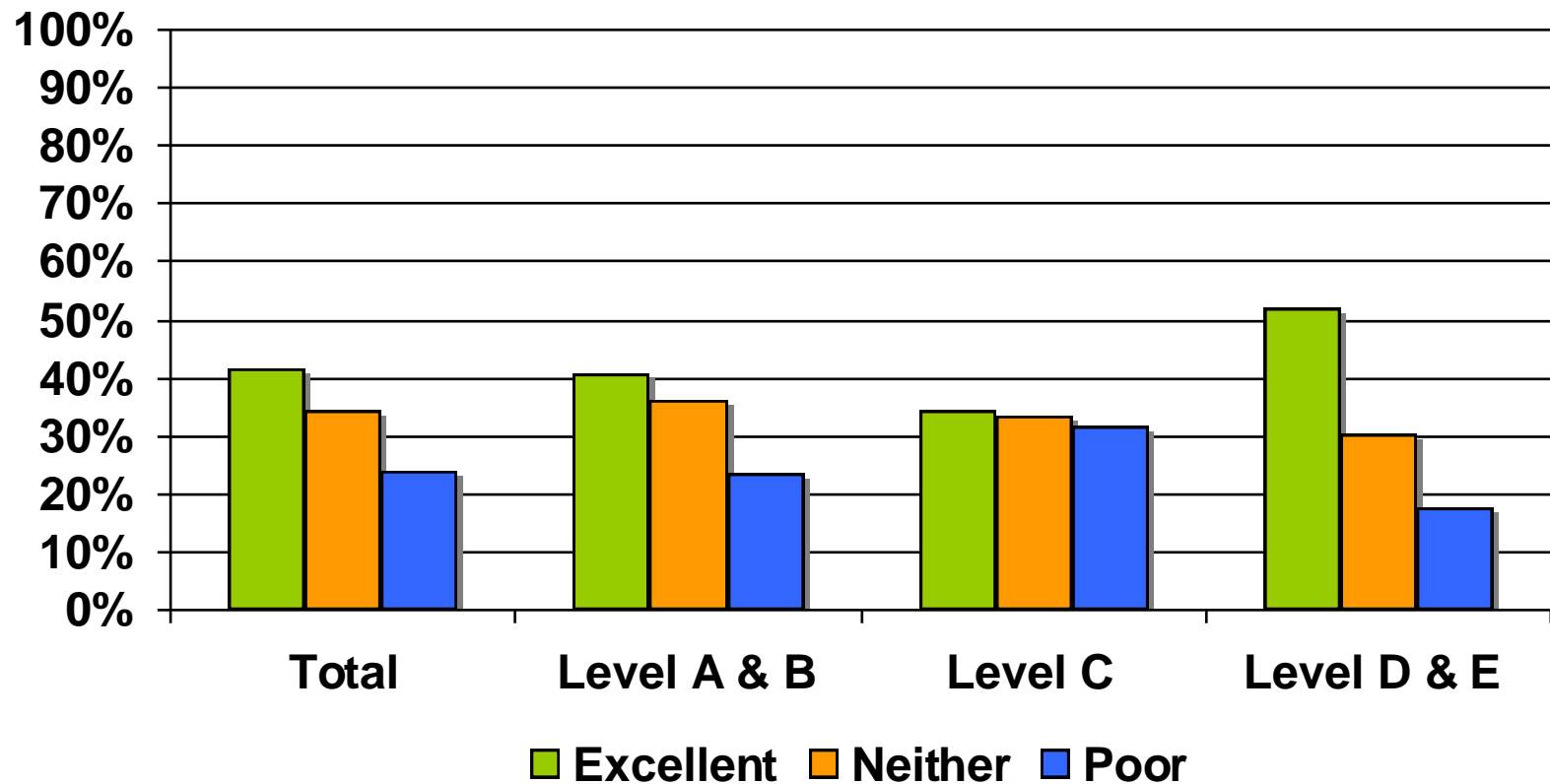
Q: At your institution, how would you evaluate the CLASSROOMS?



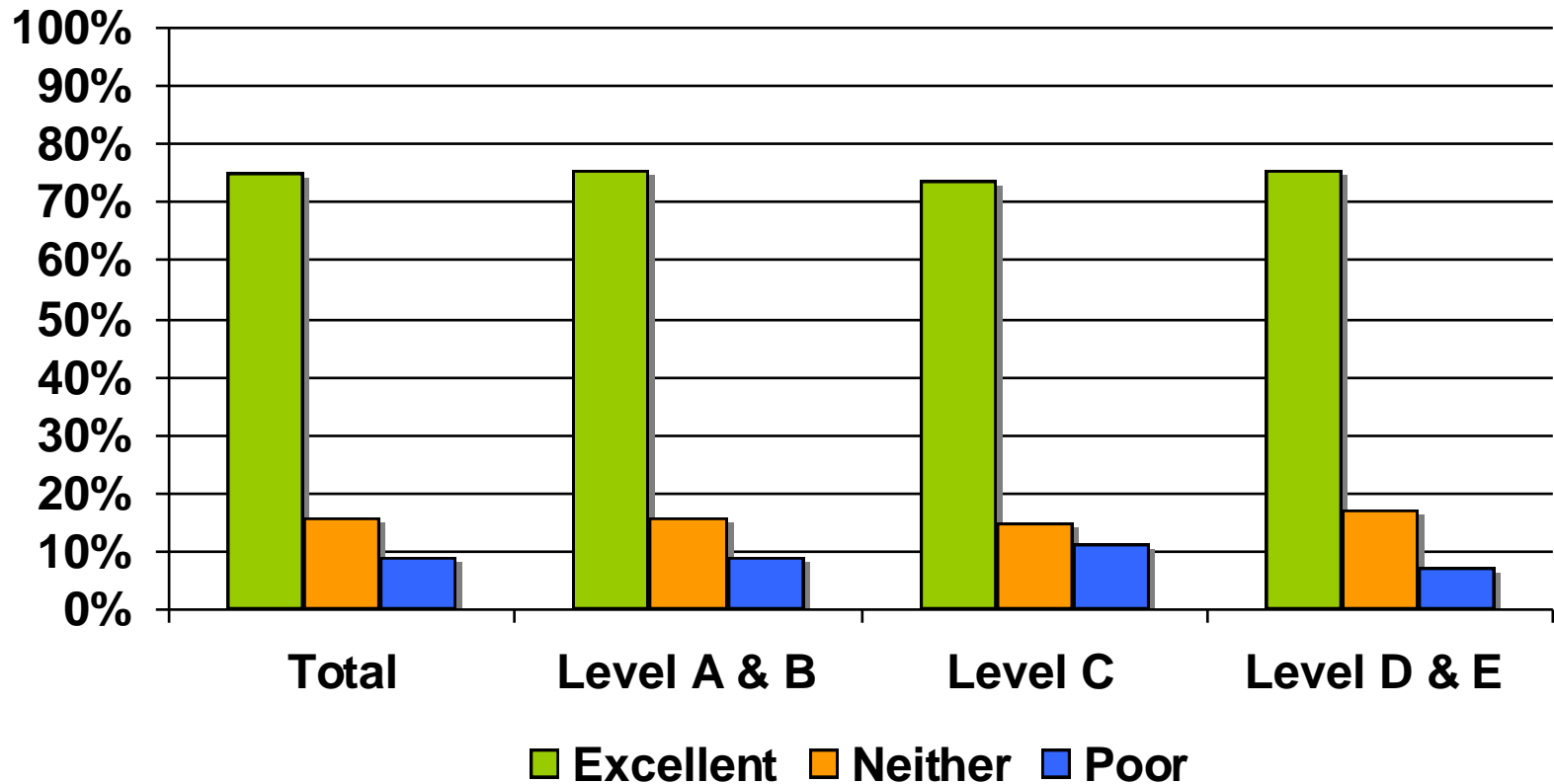
Q: At your institution, how would you evaluate the TECHNOLOGY FOR TEACHING?



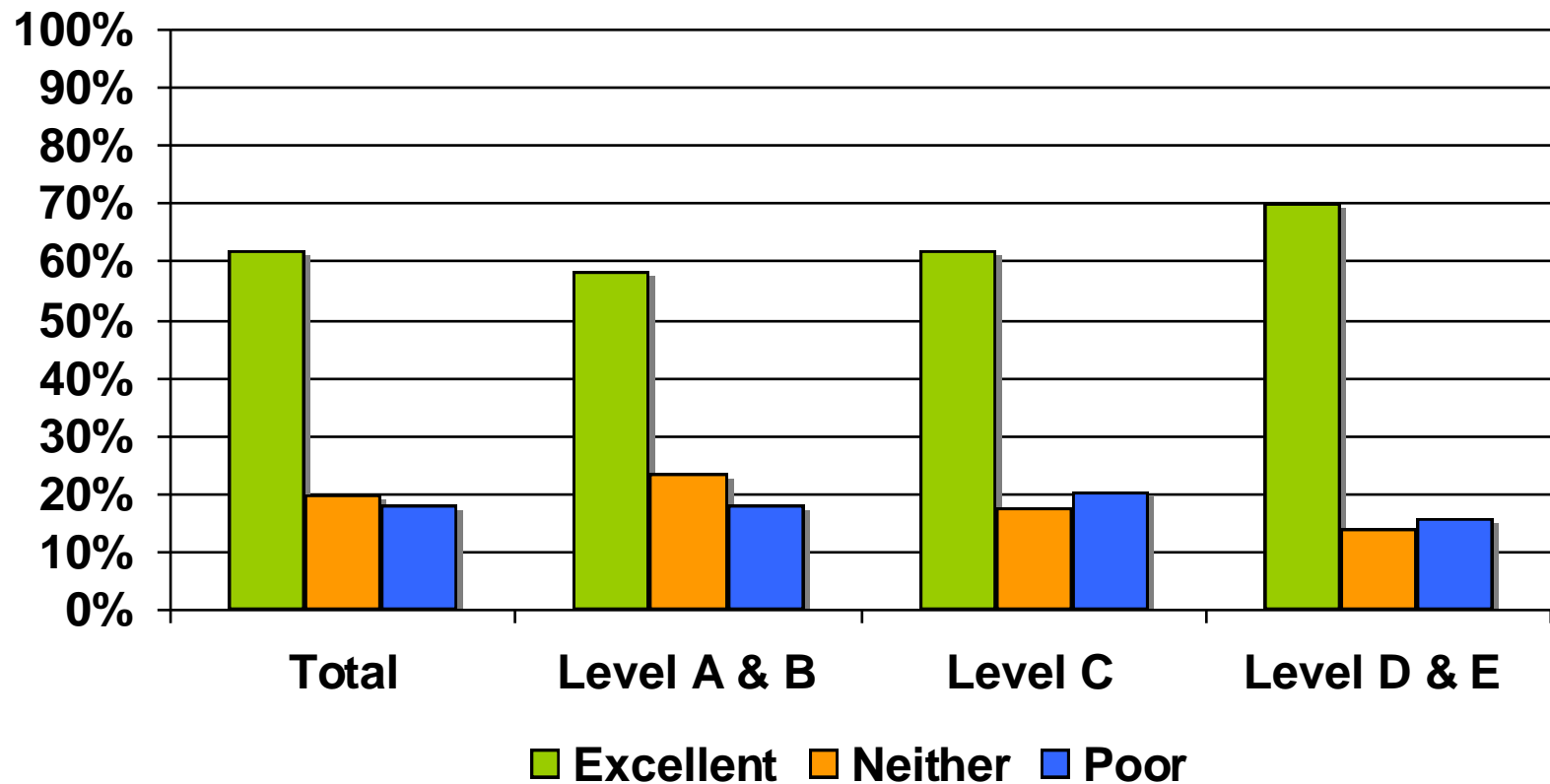
Q: At your institution, how would you evaluate the RESEARCH EQUIPMENT AND INSTRUMENTS?



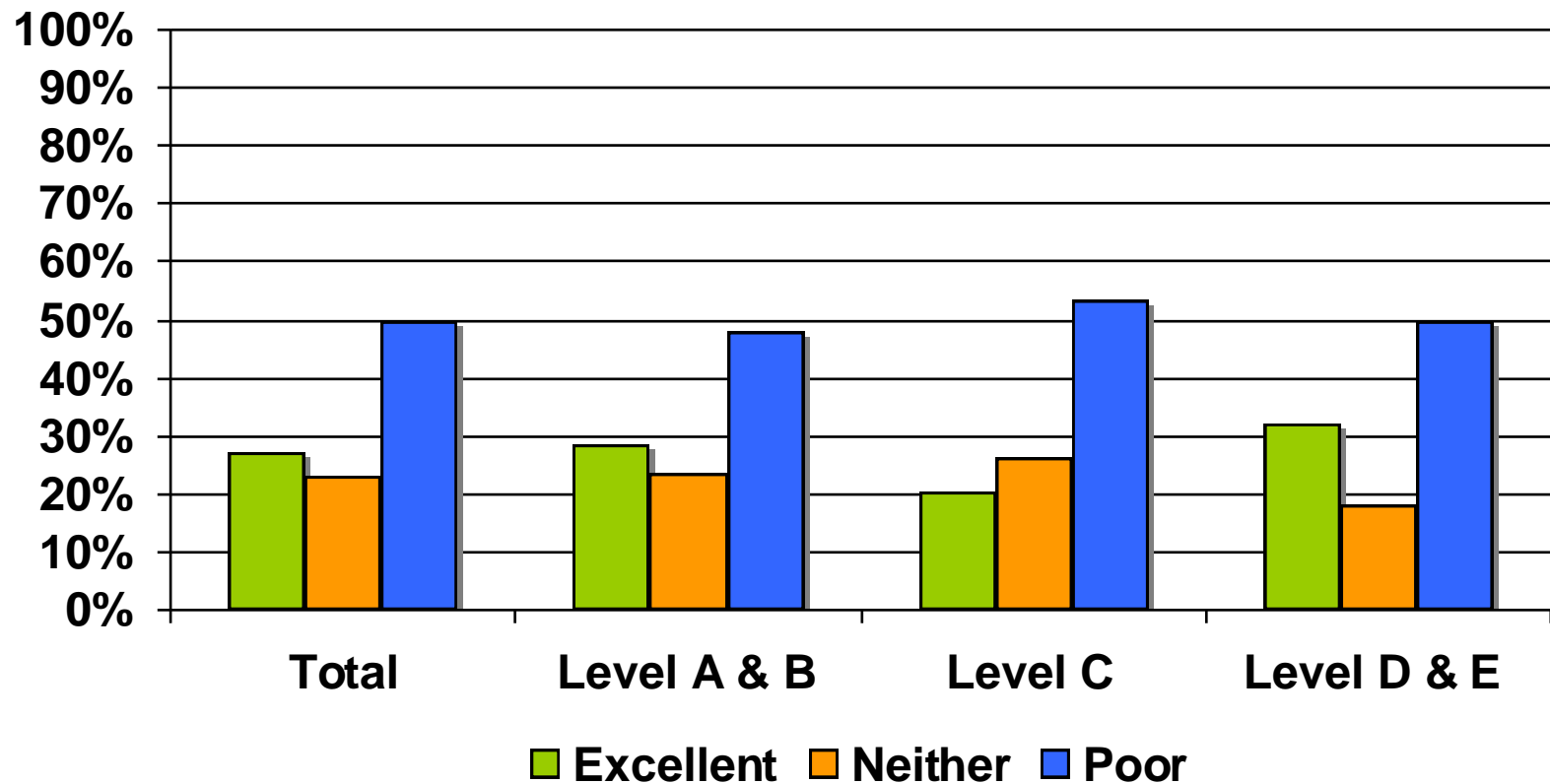
Q: At your institution, how would you evaluate the LIBRARY FACILITIES?



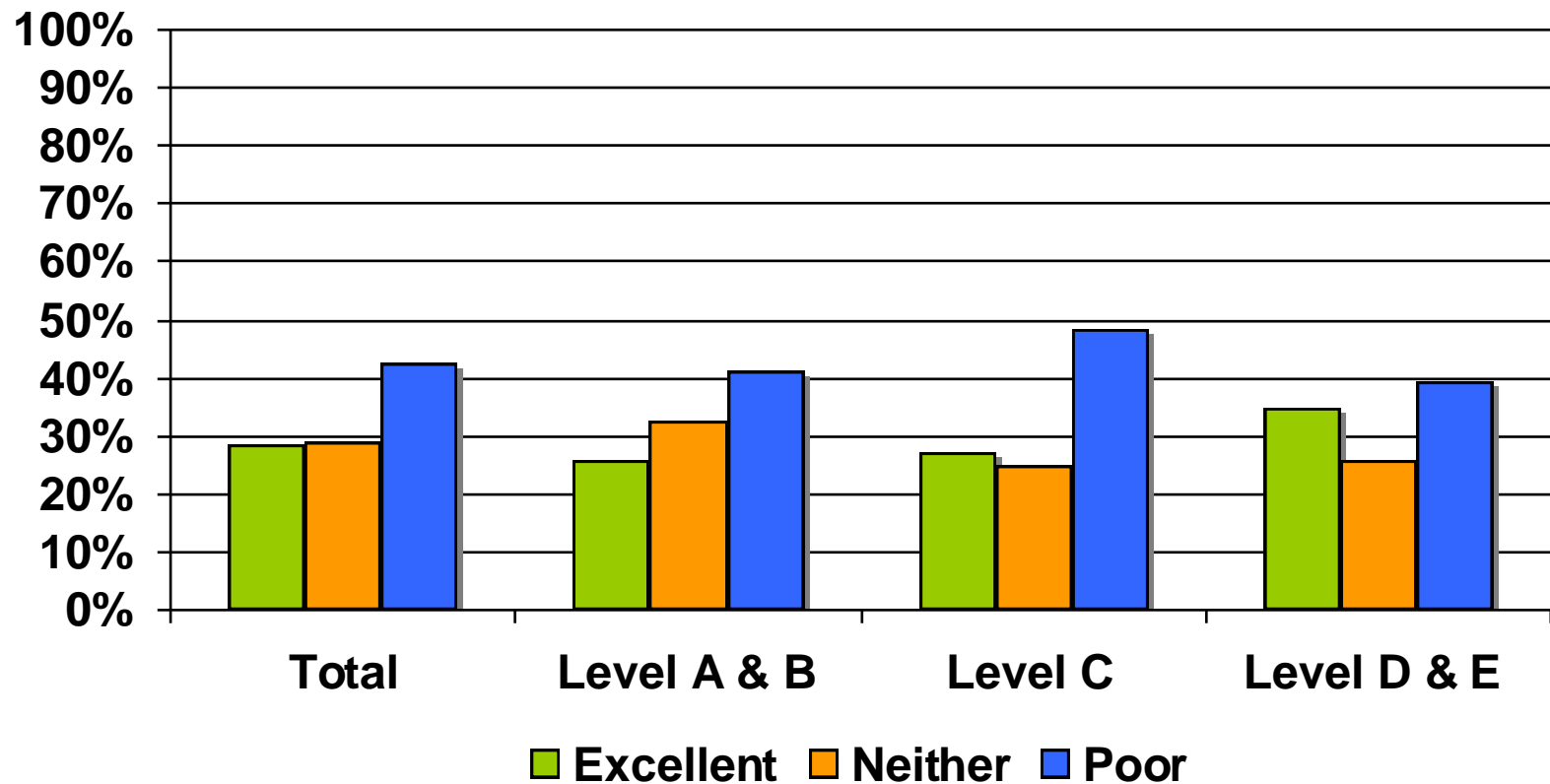
Q: At your institution, how would you evaluate your OFFICE SPACE?



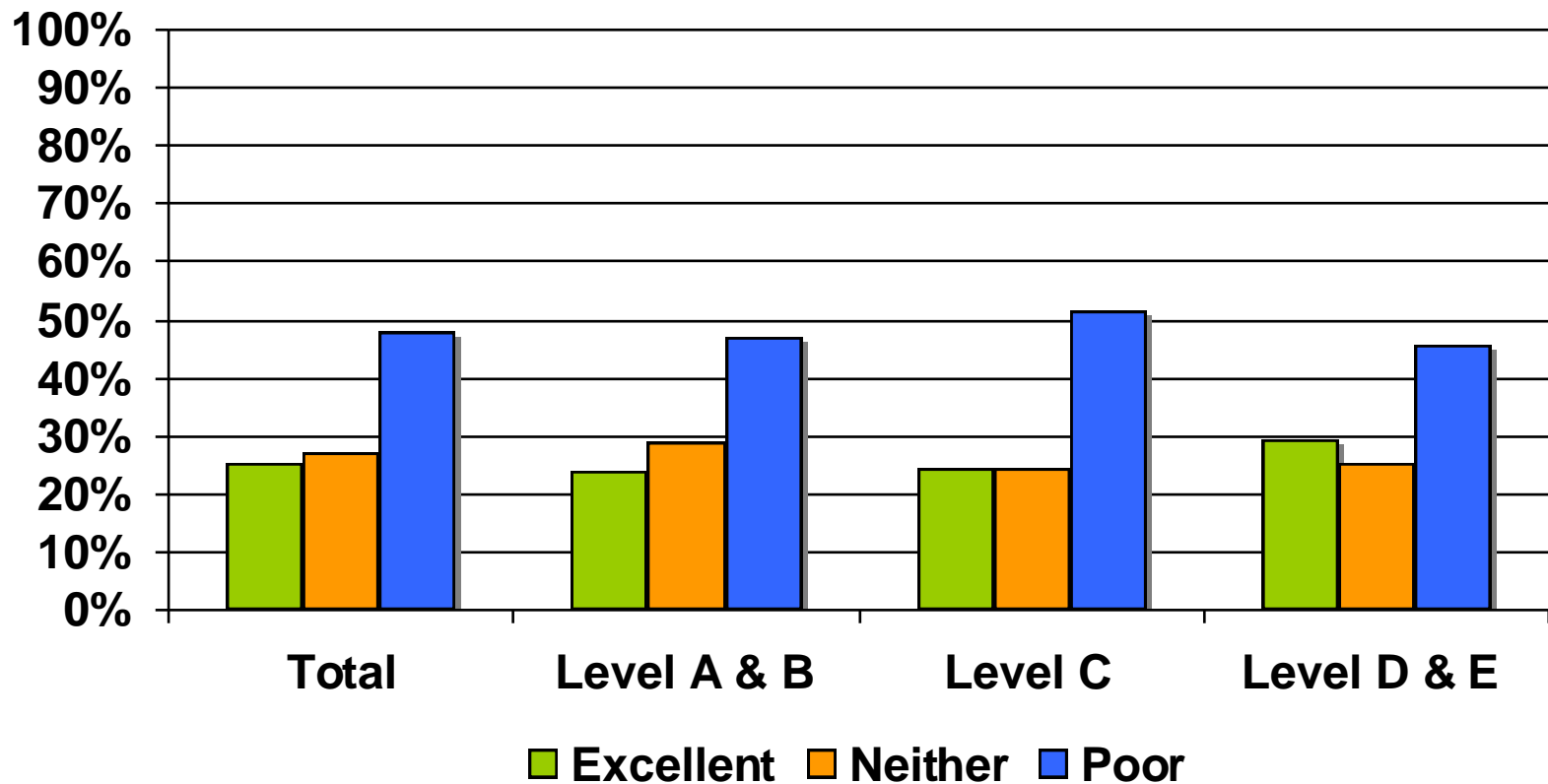
Q: At your institution, how would you evaluate the SECRETARIAL SUPPORT?



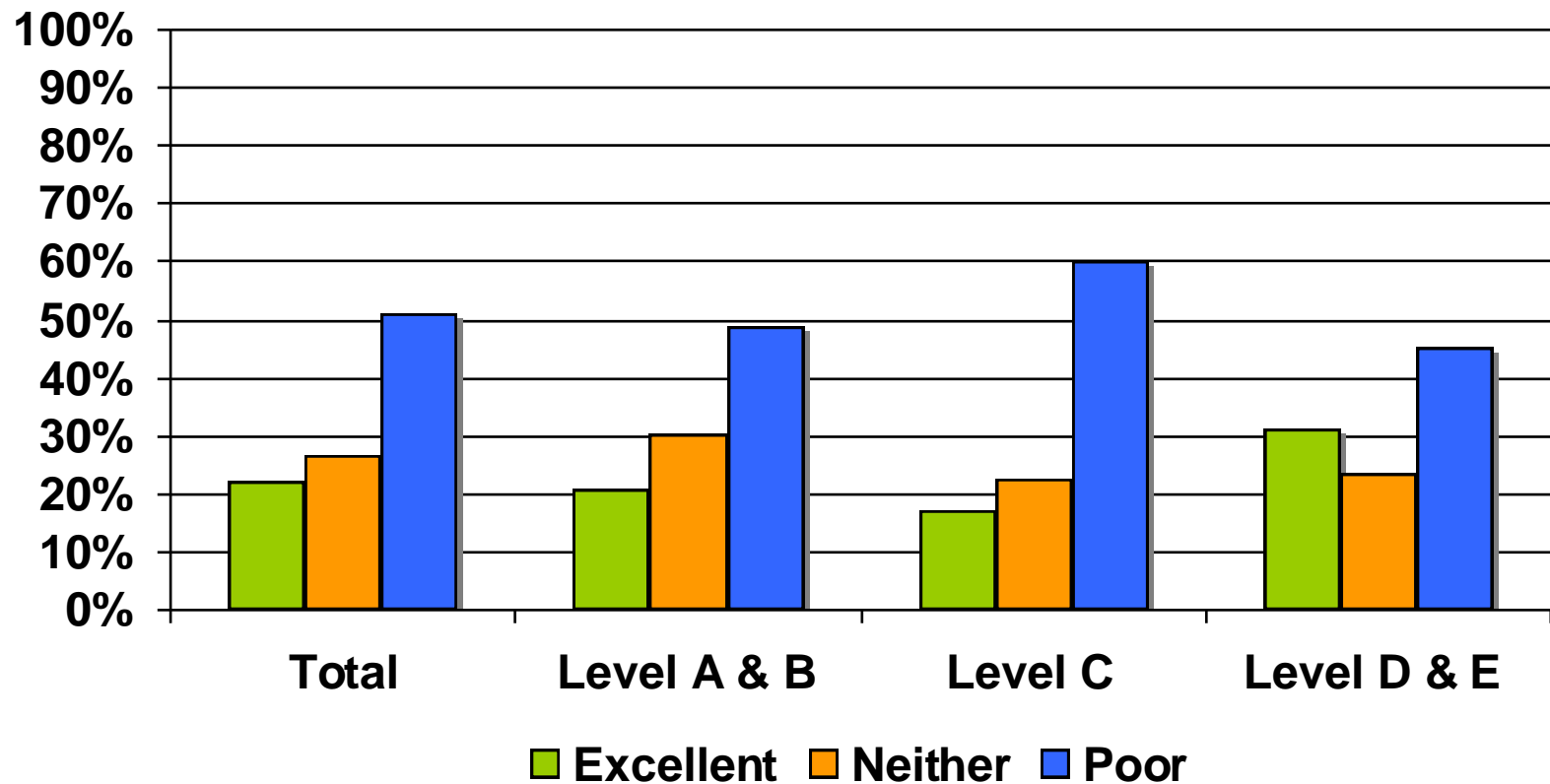
Q: At your institution, how would you evaluate the TECHING SUPPORT STAFF?



Q: At your institution, how would you evaluate the RESEARCH SUPPORT STAFF?



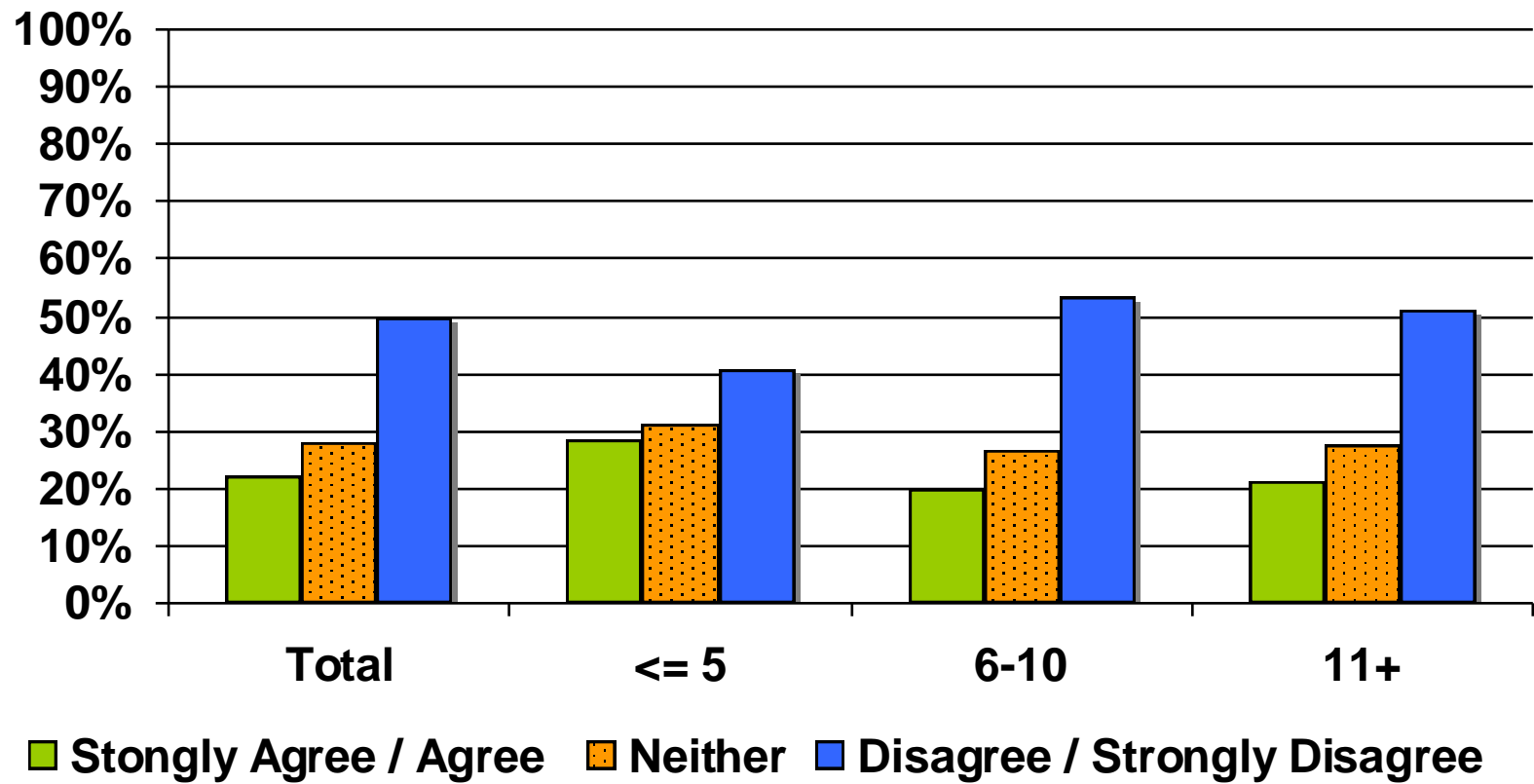
Q: At your institution, how would you evaluate the RESEARCH FUNDING?



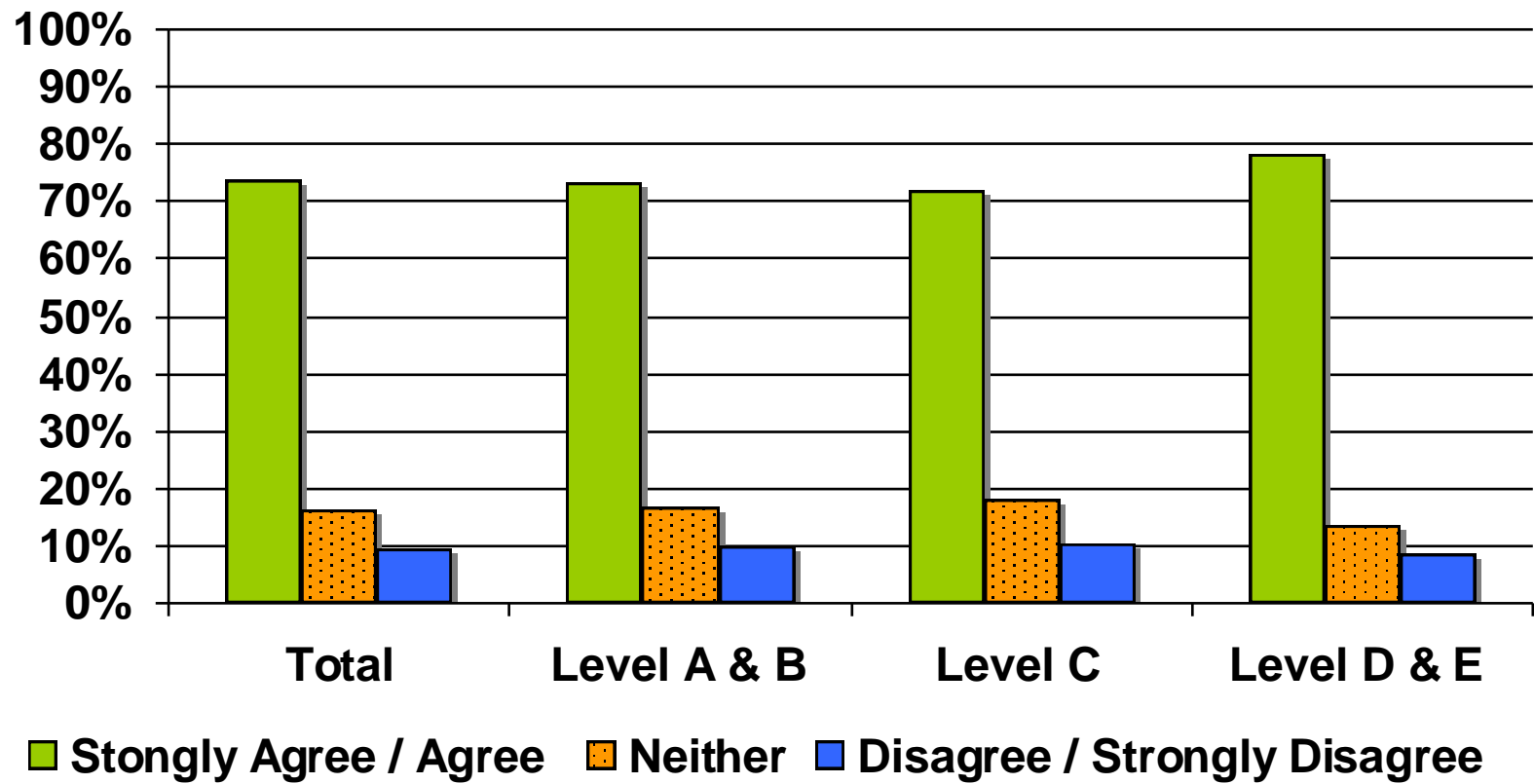
Responses to Specific Questions Concerning Governance and Management

Total years employed in higher education (FT + PT)

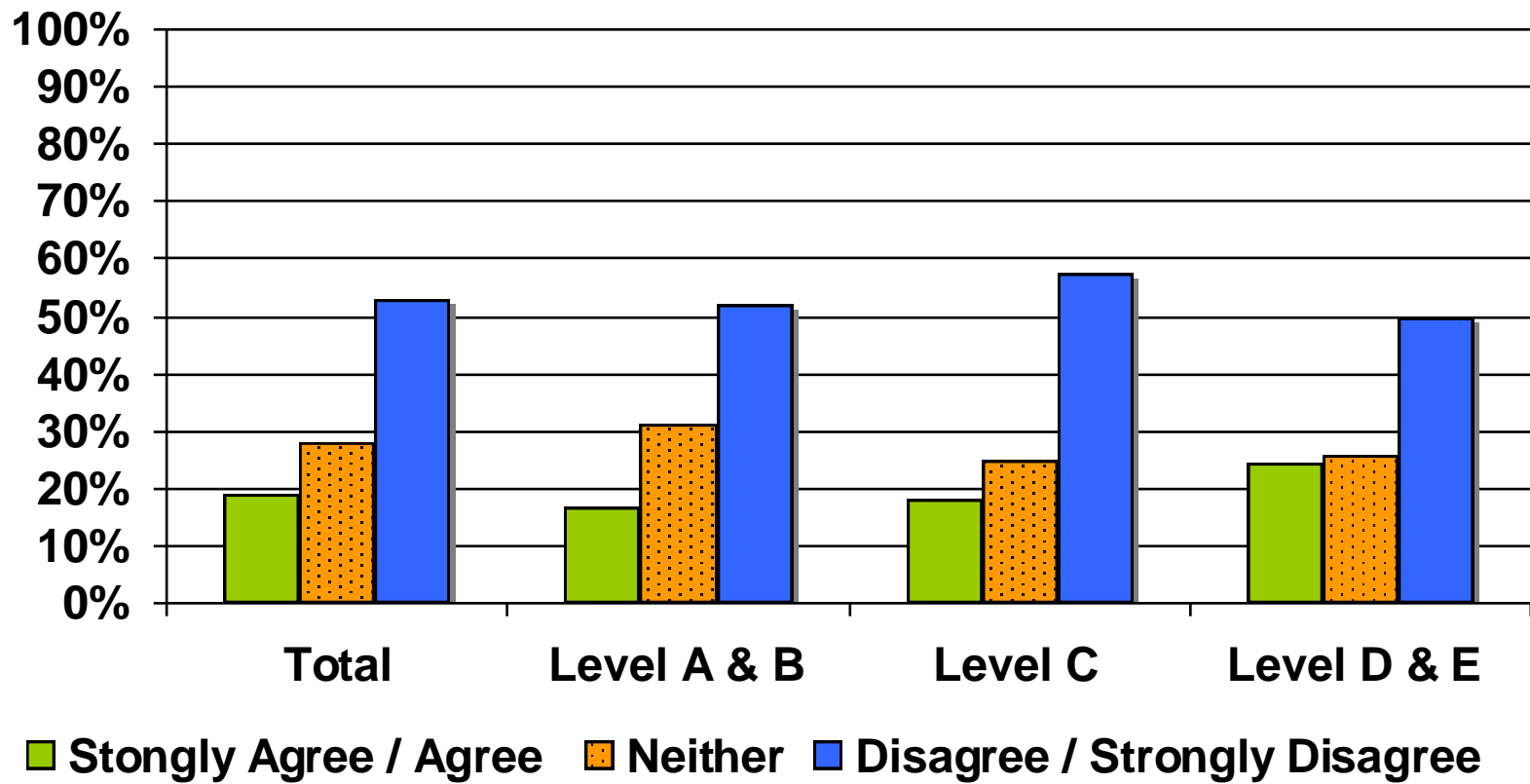
Q: At my institution there is good communication between management & academics



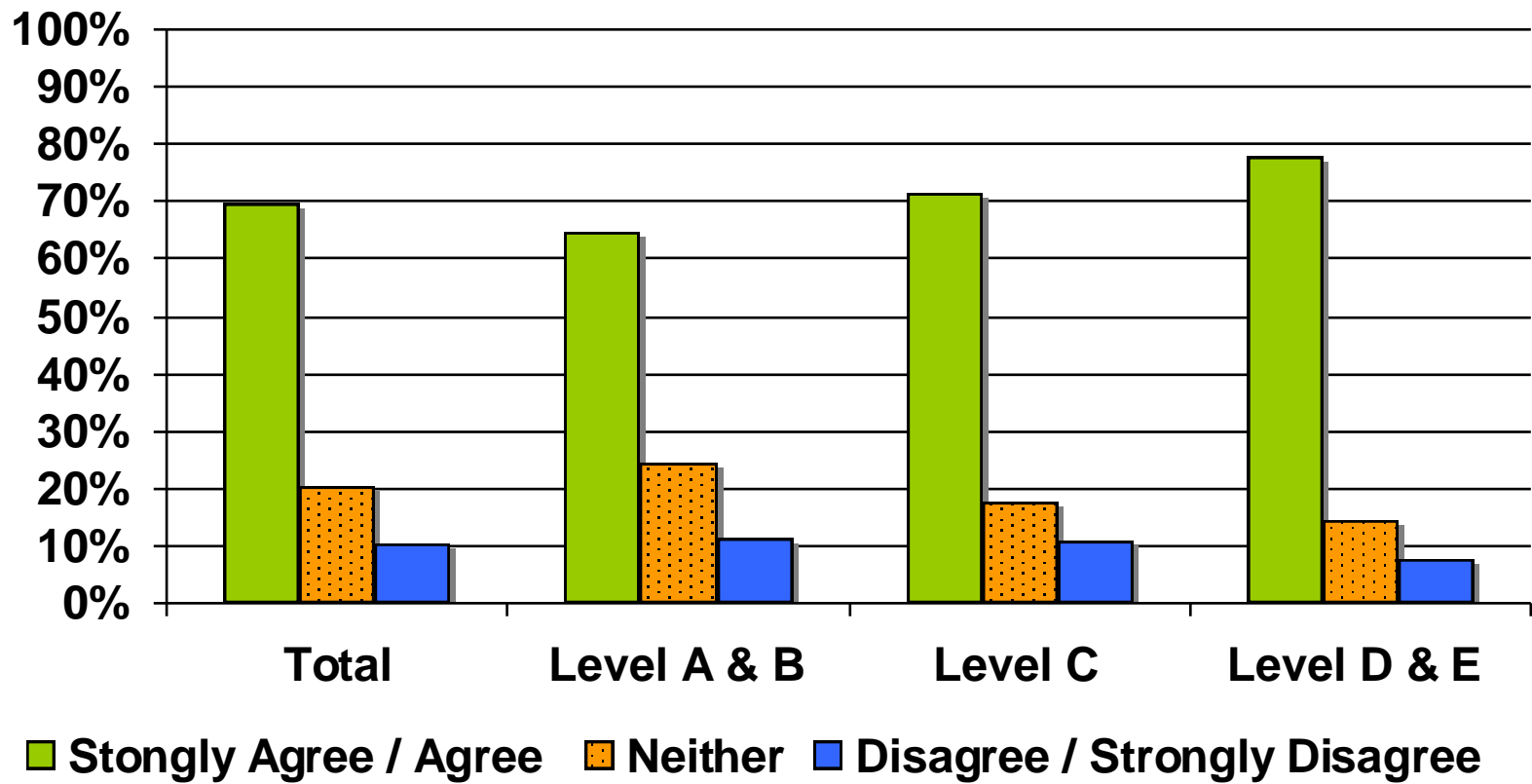
Q: At my institution there is a top-down management style



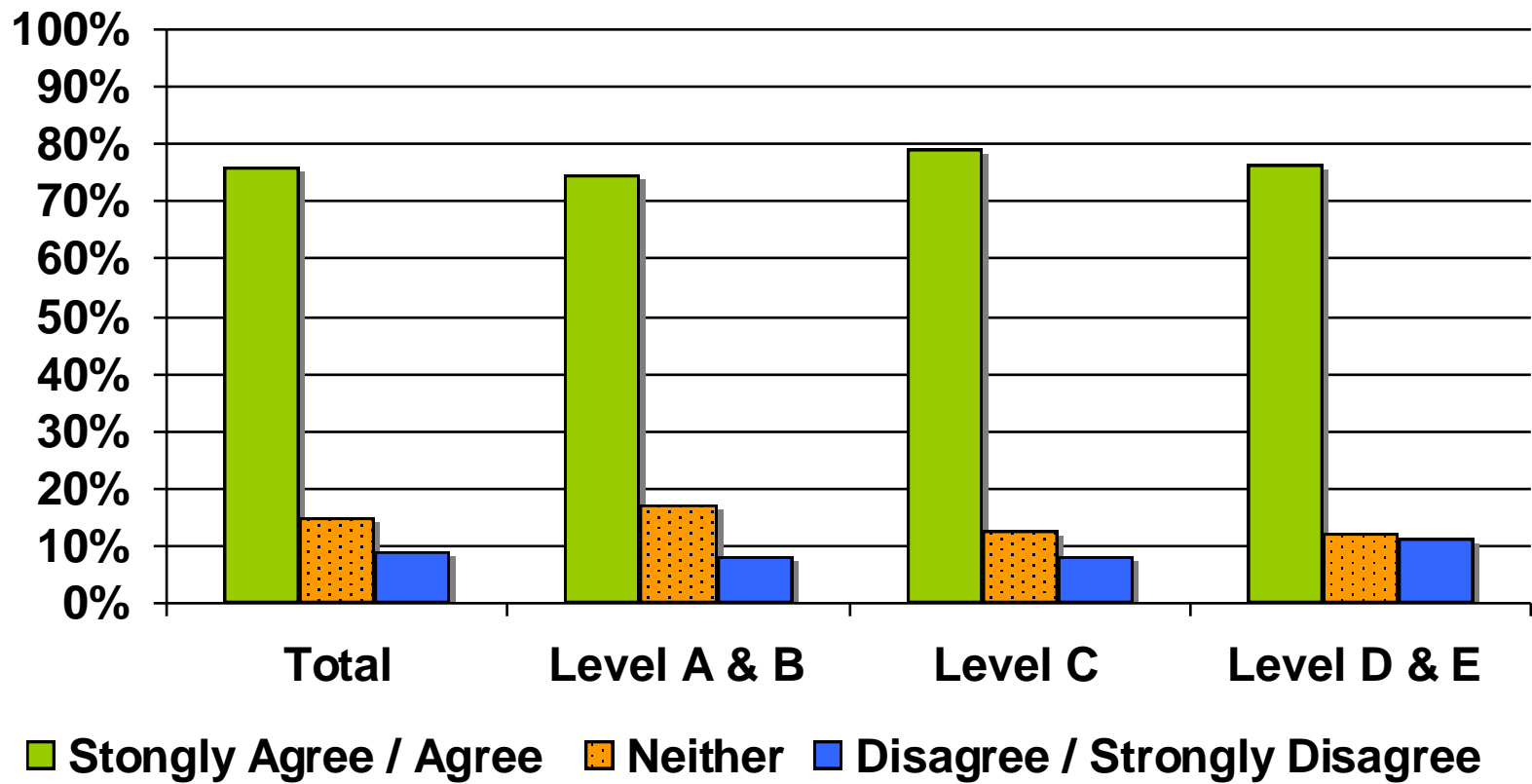
Q: At my institution there is collegiality in decision-making processes



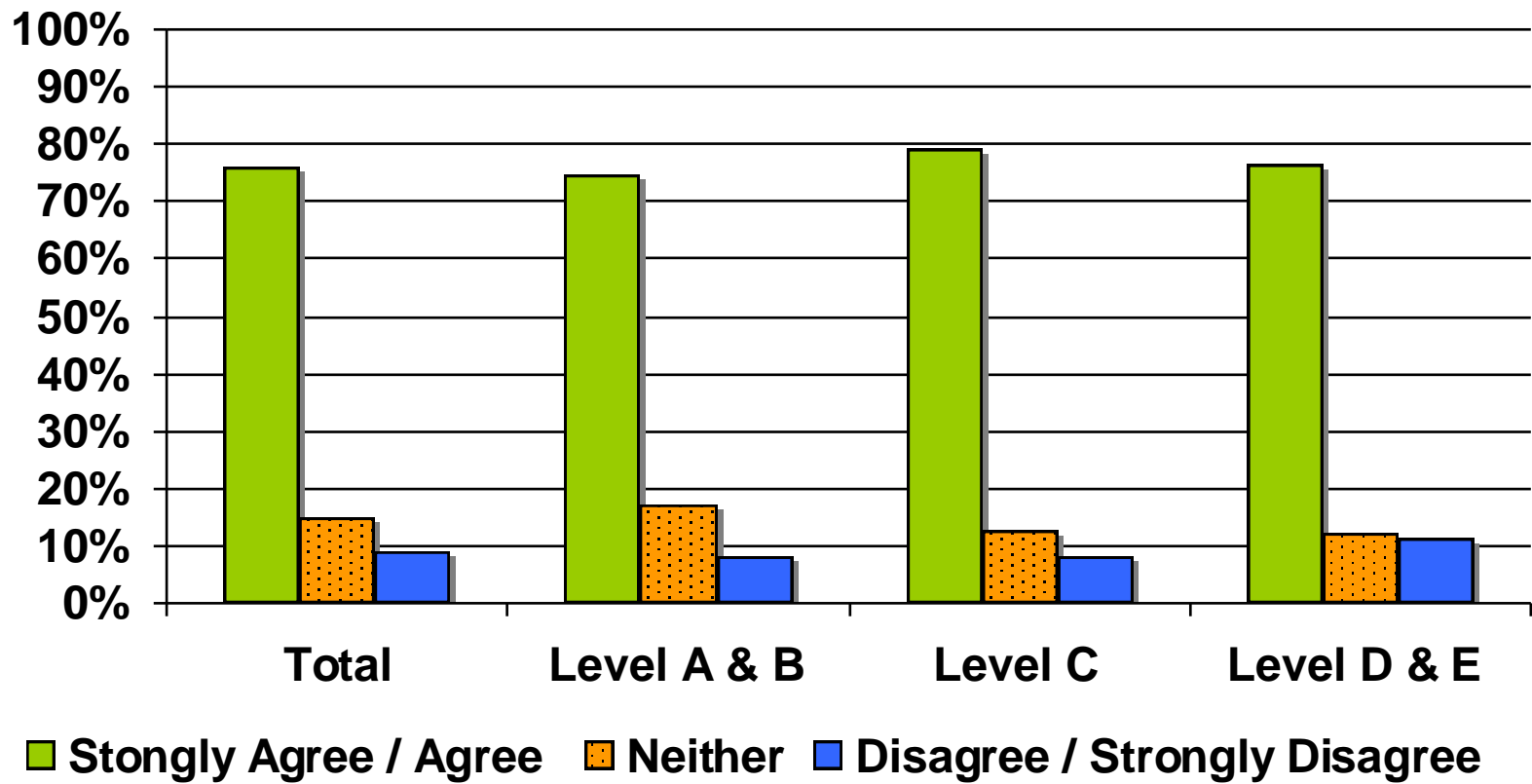
Q: At my institution there is a strong performance orientation



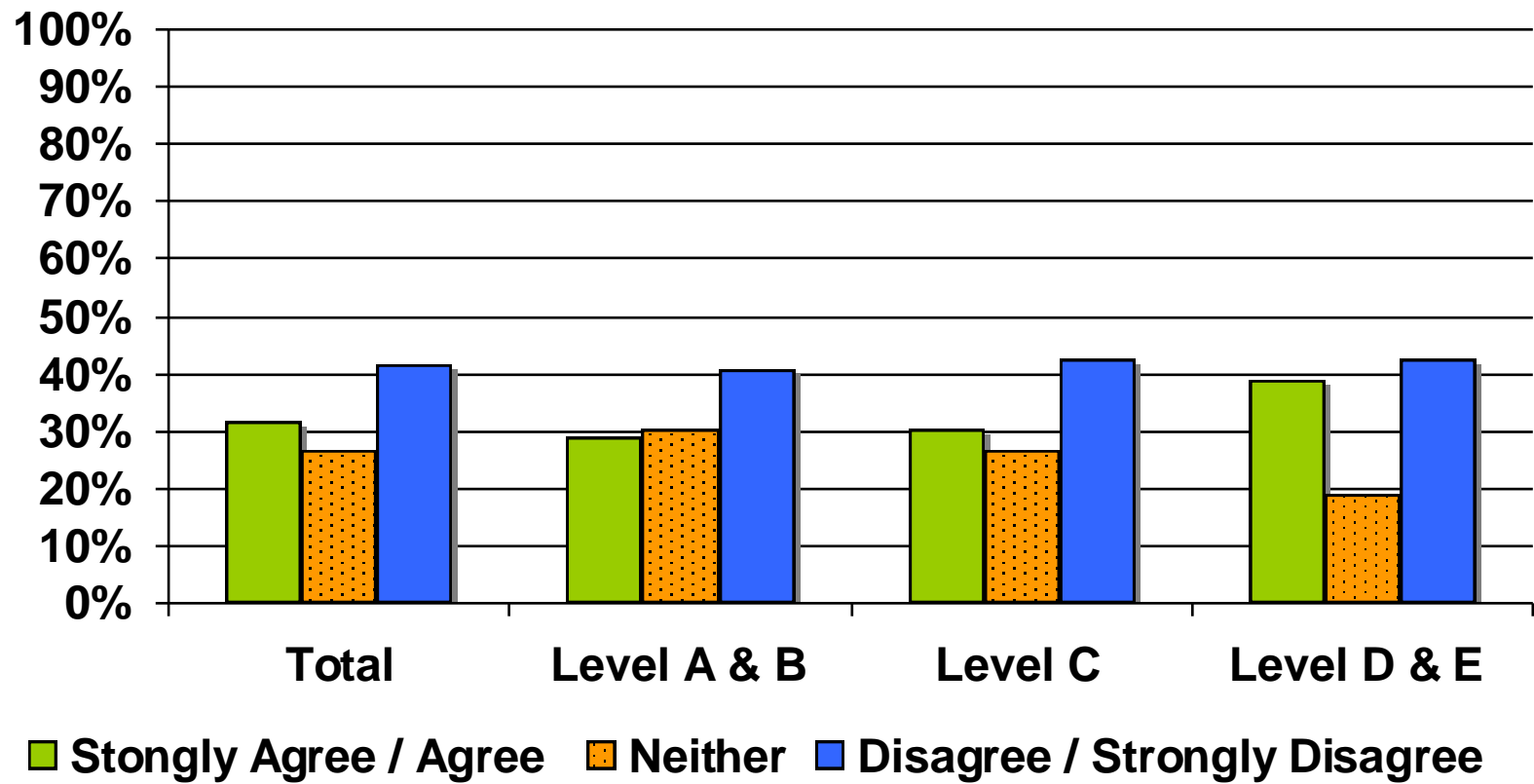
Q: At my institution there is a cumbersome administrative process



Q: At my institution there is a cumbersome administrative process



Q: Top-level administrators are providing competent leadership



Summary CAP Results

- Evidence suggests that our institutions are characterised by cumbersome administrative processes, inadequate internal communication systems, with human support structures in the areas of teaching, research and management that leave a fair bit to be desired
- Long way to go to achieve the desired professionalisation of Australian higher education

Challenges for the Future

- Creating diversity
- Creating policy environments and funding mechanisms that promote diversity
- Creating internal governance and management approaches that promote diversity
- Creating sector wide governance and management approaches that promote diversity
- Re-visit public/private good debate and who pays

Challenges for the Future Cont.

- Sub-themes
 - creating 'world class' research universities vis-à-vis maintaining an innovative sector as a whole
 - teaching/research nexus: within and between institutions
 - standards and quality
 - higher education/Vet sector relationships

Thank You for Your Attention

For more information on the programs of the Martin
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