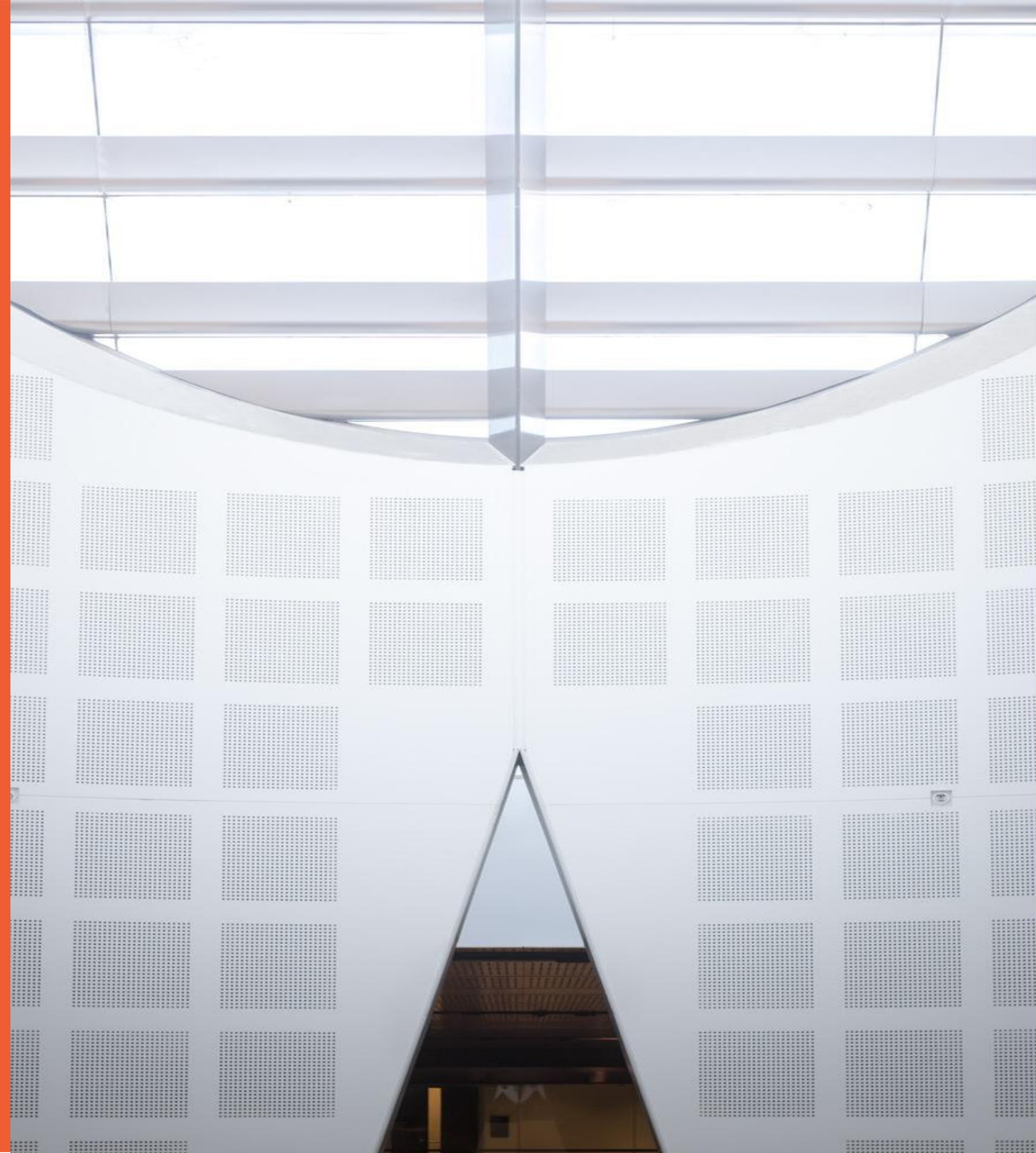


# Images and Representations of the University: From Cardinal Newman to Ernst&Young

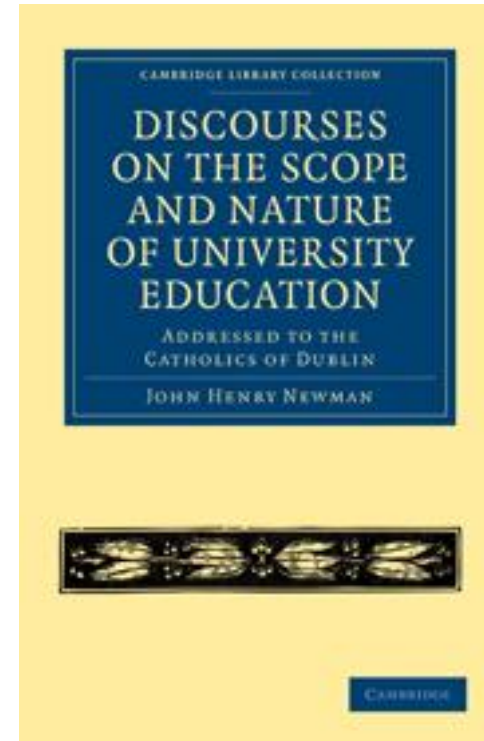
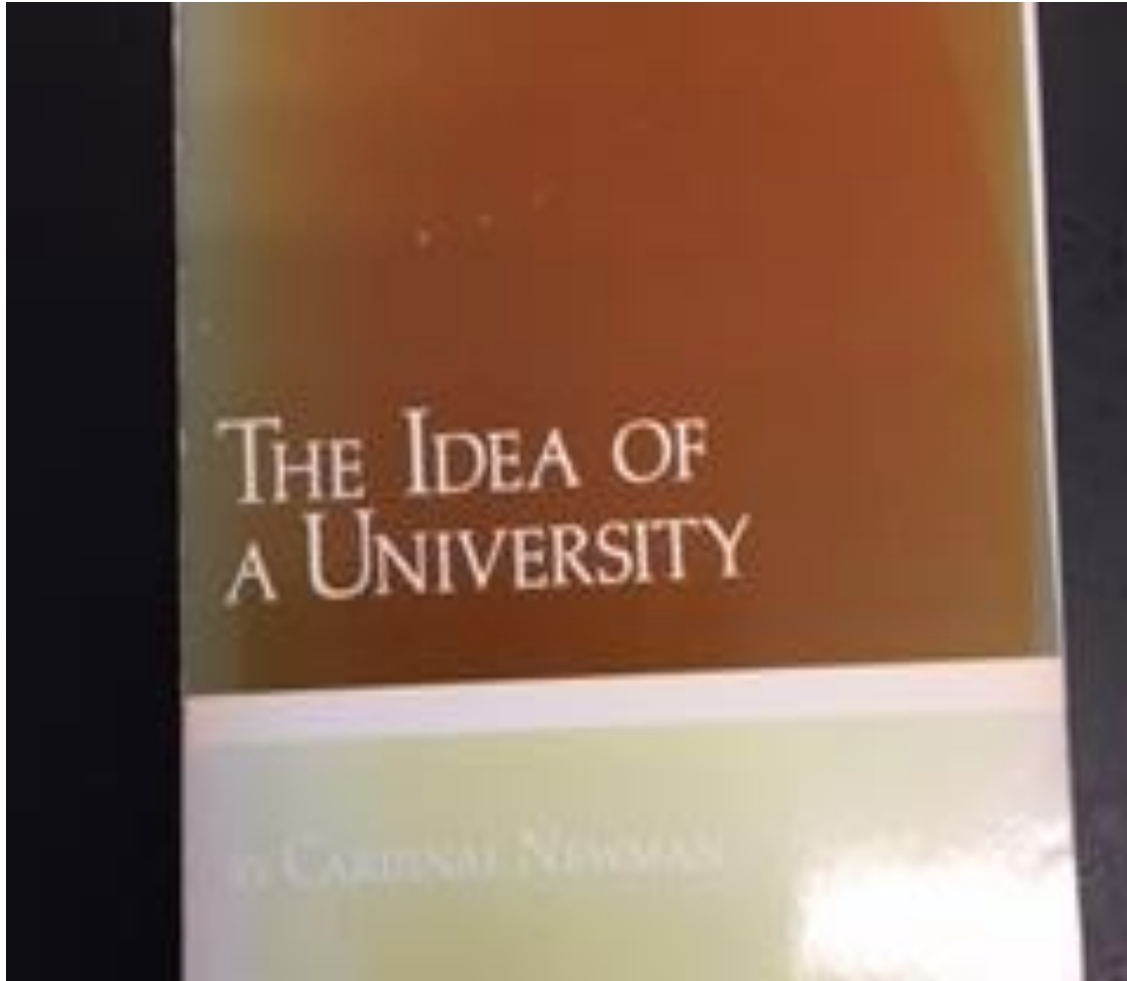
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# Outline

- Modern University in historical context
- Cardinal Newman's ideal of liberal education
- Humboldt and the German Research University
- The US variant of the Research University and Graduate School
- Neoliberal transformation and the rise of managerialism
- Tensions and contradictions
- Way forward and conclusion.

# The liberal education model



## Cardinal Newman and “liberal education”

- Defines a departure from the medieval university emphasis on the seven liberal arts – grammar (incl. Greek, Latin), rhetoric, logic, mathematics (geometry, arithmetic, astronomy), and music,
- Emphasis on “liberal or philosophical knowledge.. to achieve a connected grasp of things” – cultivation of the intellect, acquiring faculty of judgment,
- Grudging recognition of the importance of scientific thinking and knowledge,
- Community-based learning both from teachers and peers,
- Critical importance of close personal contact (thru the tutorial system)
- Acknowledgement of research in the university and academics to be involved in research

# Liberal education Model

- Clearly elitist and developed at a time when a very small percentage of the population (mostly men) entered the university,
- More than just liberal arts, emphasis on abstract intellectual pursuits and critical thinking – not just acquisition of knowledge.
- Cardinal Newman was critical of the then evolving London University model that “dispensed with residence and tutorials” and issued degrees to anyone who passed an examination

# Humboldt's manifesto and the German model of 'modern research university'

- Distillation of the underlying logic and ethic of the modern research university
- Combination of research and education as key structural principle,
- Research and scholarship as more important imparting knowledge
- Unity of science, scholarship and community of students and professors,
- Scientific approach to knowledge creation
- 'Lernfreiheit' (freedom to learn) and **Lehrfreiheit** (freedom to teach), enshrining the principle of academic freedom and autonomy,
- Academic freedom refers to the scholar's right and obligation to pursue truth even when it challenges society's accepted pieties.
- Personal, positional, and institutional autonomy with academics occupying senior roles in administration.

# Humboldt and the German model

- Exemplified at the University of Berlin (founded in 1810) in the first instance,
- A number of related German texts that deal with the idea of the university
- The ideal and the reality on the ground not always aligned, especially during periods of wars, rise of nationalism.
- Some of the ideals have taken different hues of meaning over time

# U.S. Research University and Graduate School

- Strong influence of the Humboldt model on the US research university starting late 19<sup>th</sup> century
- Many of the academic leaders were trained in Germany or cited the German University as model
- When Johns Hopkins University which opened in 1876, almost its entire faculty had studied in Germany.
- The major adaptive innovation in the US – the creation of the graduate school for effective research student training
- Expansion of graduate programs into professions, Medicine, Law, Engineering and Business,



## US Research University (continued)

- The evolution of the university (post 1960s) into the “multiversity” (Charles Kerr)

The University as a complex of a variety of loosely-coupled, often competing communities engaged in myriad activities with a range of extra-university interests

## Emerging Trends

- ‘Massification’ of the university, expanded aspirations for higher education,
- Tendency towards commodification of education and knowledge
- Disruption by new technologies and the Internet
- Shrinking state support coupled with greater demand for accountability
- Greater corporate involvement and dependence
- Over-reliance on imperfect metrics-driven models of governance

# The neoliberal transformation

## Neoliberal University

Mostly a post-1990's phenomenon actively championed by most governments,

- The idea of the university as constituting and being an integral part of a market-driven system
- Universities as being in competition with each other (despite widely varying missions)
- Even public universities as surplus-seeking enterprises investing in a range of ventures
- Employs a largely corporate model of governance

## Neoliberal University - managerialism

- Increased managerial control of the faculty,
- Marginalisation or elimination of the academic manager roles
- Growth in the professional managers and a reduction (and greater insecurity) in the non-professional support professionals

## Managerial layer

- University administration largely entrusted to professional managers with corporate background (and limited appreciation of academic values)
- Significant role of external consultants to facilitate the “transformation”
- Large investment in marketing, branding, communication, and public relations
- Dealing with government regulation, reporting and compliance,

# Characteristics and effects of the Neoliberal University

- Students as customers, courses of study as products in the marketplace as are the businesses that employ the students
- Students as major source of revenue
- Two-tier faculty system with growing casualization of teaching
- New models of productivity measurement
- Lop-sidedness in enrollments, big growth in Business Studies and information and communications technologies
- Massively reduced state funding, available state dollars concentrated in STEM fields,
- Increased centralization supported by information technology;

# Administratium

- The heaviest element known to science was recently discovered by investigators at a major U.S. research university. The element, tentatively named administratium, has no protons or electrons and thus has an atomic number of 0. However, it does have one neutron, 125 assistant neutrons, 75 vice neutrons and 111 assistant vice neutrons, which gives it an atomic mass of 312. Since it has no electrons, administratium is inert. However, it can be detected chemically as it impedes every reaction it comes in contact with. According to the discoverers, a minute amount of administratium causes one reaction to take over four days to complete when it would have normally occurred in less than a second.
- Administratium has a normal half-life of approximately three years, at which time it does not decay, but instead undergoes a reorganization in which assistant neutrons, vice neutrons and assistant vice neutrons exchange places. Some studies have shown that the atomic mass actually increases after each reorganization.
- Research at other laboratories indicates that administratium occurs naturally in the atmosphere. It tends to concentrate at certain points such as government agencies, large corporations, and universities. It can usually be found in the newest, best appointed, and best maintained buildings.
- Scientists point out that administratium is known to be toxic at any level of concentration and can easily destroy any productive reaction where it is allowed to accumulate. Attempts are being made to determine how administratium can be controlled to prevent irreversible damage, but results to date are not promising.





# Ernst&Young Vision

- What do Universities need to survive in the “transformative age”?
- Identify four plausible scenarios along two dimensions; level of government activism and student preferences,
  - Status Quo (Champion University)
  - Commercial University
  - Disruptor University
  - Virtual University

## EY Recommendations

- Embark on 'double transformation' to optimize and grow
- Make the shift from faculty-focused to learner centric
- Integrate with industry to co-create and collaborate
- Re-imagine the physical campus for the digital world,
- Unbundle the degree programs and the University value chain

# Tensions and distortions

- Increased reliance on imperfect metrics to support decision making
- Focus on efficiency and standardization; 'one-size-fits-all' models, eliminates differences, damages the natural loose-coupling across academic units,
- Increased risk arising from market failures, cyclical or other downturns

# Public University Goals – what they need to be

- Achieving a good balance across:
  - **Research and teaching excellence**
  - **Access, equity, diversity, and inclusion**
  - **Financial stability**

## Suggestions for change

- Less competitive and more cooperative models both within and across Australian universities
- Public action to restore govt. funding by focusing on the public university contributions to equity, upward mobility, serving socially and economically disadvantaged sections
- Move to a more sustainable, steady-state models away from perpetual growth.

# Questions?