

**Emeritus Professor Bradley AC,**

**As I too recently retired from an academic role I have not been actively involved in preparing submissions either through my former institution or individually. However, it seems clear from all accounts that your committee is inclined to make some logical but potentially controversial recommendations. I assume your panel has conducted a thorough review of the research literature of the higher educational system in Australia.**

**Research I conducted in the 80s replicating and extending work originally conducted at Yale identified several dimensions of organisational effectiveness in Australian higher education that produced and defined 4 distinct groups of institutions: Sandstone, Institutes of Technology, Colleges of Advanced Education, and greenfield 60s universities reflecting the life cycle stages and quite unique roles each group played in the educational system. Naturally a couple of the 60s universities were already strategically shifting their profile to be effective in the sandstone tradition.**

**As it turns out these groups were also defined by dimensions of organisational climate strongly suggesting unique organisational cultures in each grouping or cluster. This suggested that it would take much more than simply relabeling all institutions as universities to affect the cultural, managerial and human resource changes needed for all these institutions to become universities. It also suggested that the binary funding was either justified or contributing to systematic differences between universities and the others, but it also suggested that the binary system needed to be revised to accommodate the differing funding needs of 60s universities from sandstones, and equally colleges many of which were regional or at least outer suburbs versus CBD based institutes of technology. Sounds like they needed to be looking at funding flexibility that reflected the uniqueness of each of the distinct missions of each grouping and each institutions contribution to each of those missions back in the late 80s!**

**I am tempted to replicate this research in my retirement in order to demonstrate the stability of values underlying organisational cultures embedded in these groupings even after 20 years of struggling with trying to make sense out of the ill-advised and ill-conceived Dawkins reforms. Curiously the Commonwealth education bureaucracy was informed and aware of these empirical research results as were the majority of the 32 participating institutions in the study well before the Dawkins changes were made!!**

**I would welcome the opportunity to discuss this further with you but my main motivation for this short note and the attached references to the publications summarising these results is simply to inform you and your committee in case it provides some historical empirical grounding for what you are about to propose.**

**Regards,**

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- **Lysons, A.F. (1990) Taxonomies of higher educational institutions predicted from organisational climate, Research in Higher Education, Journal of the Association for Institutional Research, 31(2): 115-1**

- **Lysons, A.F., and Ryder, P.A. (1989) An application of Jones and James' perceived climate questionnaire in Australian educational institutions, Higher Education, The International Journal of Higher Education and Educational Planning, 18(6):697-705.**
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