

**APPENDIX II TRADITIONAL AND NON-TRADITIONAL UNIVERSITY LEVEL PROVIDERS**

<b>Traditional Characteristics</b>	<b>Non-traditional Characteristics</b>
<b>The university exists for the personal development and professional preparation of students; conservation, dissemination and extension of the discipline; and for social and intellectual critique</b>	<b>The university exists as a business for the professional vocational education and training of its customers</b>
<b>'Full service organisation'; single campus, residential or commuter</b>	<b>Disaggregated service/support functions; distributed small multiple campuses or electronically</b>
<b>Autonomous faculties</b>	<b>Managed functions</b>
<b>Selective</b>	<b>Mass</b>
<b>Comprehensive curriculum</b>	<b>Specialised curriculum</b>
<b>Accreditation</b>	<b>Accreditation</b>
<b>Student issues</b>	
<b>Students as apprentices, though increasingly learner earners, mostly school leavers, with large public subsidy</b>	<b>Students as customers, earner-learners, mostly mature paying full fees</b>
<b>Staff issues</b>	
<b>Academic staff are full-time teacher-researchers, career academics</b>	<b>Staff are practitioner-teachers, part-time, career professionals in other fields</b>
<b>General staff are specialist administrators or librarians</b>	<b>General staff are administrators, marketers, advisors involved in the teaching/learning process, including curriculum designers and librarians (if employed at all under disaggregated model)</b>
<b>Integration of teaching process – teacher is curriculum developer, teacher, advisor, assessor</b>	<b>Disaggregation of the teaching process- separate curriculum developers, teachers, advisors, markers</b>
<b>Learning</b>	
<b>Just-in-case; just because</b>	<b>Just-in-time</b>
<b>Set-time course</b>	<b>Exemptions for prior learning, including work experience</b>
<b>Large scale teaching at undergraduate level</b>	<b>Intensive small class teaching</b>
<b>Theoretical</b>	<b>Practical</b>
<b>Vocational preparation</b>	<b>Lifelong learning</b>

Note: Contemporary universities may be anywhere along a continuum between these poles, and the same university may be at different points in any field.

Source: *Higher Education Series, 2000*