



The University of Sydney

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## Academic Board

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### Supplementary agenda

for the meeting on Wednesday 14 May 1997

Additional material and amendments to the agenda papers are set out below.

**P** *The following items have been starred:*

- A4. Report of the Chair, Part I
  - Item 1. Report on Senate Matters
    - May meeting of Senate: sections (1), (2) and (3)
- A4. Report of the Chair, Part II
- A5. Statement by the Vice-Chancellor and Principal, Part I
  - Item 3. Sydney Summer School Proposal
- A5. Statement by the Vice-Chancellor and Principal, Part II
- C1. Report of the Undergraduate Studies Committee
  - Item 10. New courses and major changes to existing awards/courses

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### **additional and new material**

*Agenda page*

#### **A4. Report of the Chair**

##### **Part I**

- 1. Report on Senate Matters** *(Main agenda p 1)*

May meeting of Senate

Senate, at its meeting on 5 May 1997, on the report of the Academic Board:

- P** (1) resolved
- (i) to let the proposed amendments to the Resolutions of the Senate relating to the constitution of the Faculty of Dentistry lie on the table for the time being;
  - (ii) to ask the Faculty to invite the Pro-Vice-Chancellor (Health Sciences) to attend Faculty meetings in the interim; and
  - (iii) to wait until recommendations had been received from all faculties before reconsidering the matter of the membership or otherwise of Pro-Vice-Chancellors (College) of faculties.
- P** (2) resolved
- (i) to let the proposed amendment to the Resolutions of the Senate relating to the constitution of the Faculty of Health Sciences lie on the table for the time being;
  - (ii) to ask the Faculty to invite the Pro-Vice-Chancellor (Health Sciences) to attend Faculty meetings in the interim; and
  - (iii) to wait until recommendations had been received from all faculties before reconsidering the matter of the membership or otherwise of Pro-Vice-Chancellors (College) of faculties.
- P** (3) resolved

- (i) to let lie on the table for the time being the proposed amendment to the Resolutions of the Senate providing the Pro-Vice-Chancellor (Health Sciences) with membership of the Faculty of Medicine;
  - (ii) to ask the Faculty to invite the Pro-Vice-Chancellor (Health Sciences) to attend Faculty meetings in the interim;
  - (iii) to wait until recommendations had been received from all faculties before reconsidering the matter of the membership or otherwise of Pro-Vice-Chancellors (College) of faculties; and
  - (iv) to approve the other recommended amendments to the Resolutions of the Senate relating to the constitution of the Faculty of Medicine.
- (4) approved the policy for the award of the title of Emeritus Professor as recommended.
  - (5) appointed Dr S MacAlister and Professor T Underwood to the Advisory Committee for the Centre for Continuing Education.
  - (6) approved the composition for the Selection Committee for the Dean of the Faculty of Health Sciences as recommended.
  - (7) noted the Chair's report on the following:
    - (a) Conditions to be provided to ARC and NHMRC Research Fellows
    - (b) Review of Higher Education Financing and Policy
    - (c) McGaw Review of the Higher School Certificate
    - (d) Admission of Local Fee-paying Undergraduate Students

**5. Guidelines for the establishment and variation of awards, prizes and scholarships**

*(Main agenda p 2)*

Subsequent to the distribution of the agenda, feedback so far on the "Guidelines" document suggests that its title should be amended to add 'AT FACULTY, SCHOOL AND DEPARTMENT LEVELS' and also stating that the procedures for establishing or revising awards applying at a wider level in the University remain as at present and operate through the Scholarships Office and the Pro-Vice-Chancellor (Academic Support) in accordance with existing Academic Board policy. A further suggestion is that, once the "Guidelines" document is finalised, and the "Administrative procedures" document is similarly finalised, the current Senate Resolutions be revised to reflect the changes in procedures arising from all this that need to be formalised.

**14. Action under delegated authority and reports from the Academic Groups** *(Main agenda p 5)*

An additional report is attached.

*(see pages 5-7)*

**18. Joint Senate/Academic Board Committee: Pro-Vice-Chancellor (Research)** *(new item)*

Following a request from Professor Kinnear, Deputy Vice-Chancellor (International and Development), I have consulted with Professor Pesman and **recommend** that the Board nominate the following persons for appointment by Senate to the Joint Committee for the appointment of a Pro-Vice-Chancellor (Research):

Professor John Booker,  
Professor Bettina Cass,  
Professor Les Field and  
Professor Ann Woolcock

# **that the Board nominate the persons recommended.**

**A5. Statement by the Vice-Chancellor and Principal**

**Part I**

**1. Report on Senate Matters**

*(Main agenda p 7)*

May meeting of Senate

Senate, at its meeting held on 5 May 1997:

- (1) noted that Professor Mack would retire as Chair of the Academic Board on 31 May 1997 and would be replaced by Professor Ros Pesman as Chair. The Chancellor thanked Professor Mack for his major and notable contribution to Senate's discussions, and Fellows responded with acclamation.

- (2) adopted the following motion:  
Senate congratulates the State Government on its initiative in providing \$69M for the consolidation of the Conservatorium on its present site, and resolves to take this opportunity to maximise the University of Sydney's rich academic resources to provide the best possible musical education for students.
- (3) noted the Vice-Chancellor's report on recent developments in the higher education sector.
- (4) noted four reports of cases of student misconduct.
- (5) noted that the Chair Appointments Committee had approved an offer of appointment to the Chair of Surgery, Western Sydney Area Health Service, Westmead Hospital.
- (6) noted an update by the Vice-Chancellor on recent developments associated with the proposed Private Hospital.
- (7) approved the recommendation of the Advisory Committee for the Selection of Candidates for Honorary Awards for the award of an honorary degree.
- (8) noted the Vice-Chancellor's briefing on the progress of consultations and planning regarding the introduction of local undergraduate fee-paying students from 1998, including the formation of a reference group and a project management group, each chaired by Professor Eltis.
- (9) noted University's submission to the Review of Higher Education Financing and Policy.
- (10) resolved to thank Mrs Chapman for her valued contribution to the University and extend to her its good wishes for the future.
- (11) approved the Policy Document on the Appointment of a Dean, Director or College Principal.
- (12) noted questions and responses relating to: University policy concerning the presence of fast-food chains on campus; the position of other universities in relation to the University of Sydney's decision to introduce fees for local undergraduate students from 1998; how that fee income would fit into the overall income for the University; and the implications for the University of the State Government's proposed competition policy.
- (13) noted the support of the Senate/SUPRA Liaison Committee for the principle of students having full membership of Residential College Councils.
- (14) noted the Senate/SUPRA Liaison Committee's concern over the lack of progress in the revision of the University's By-laws.
- (15) noted the Senate/SUPRA Liaison Committee's concern that there be a range of accommodation which was financially accessible to students living on Austudy or equivalent levels of income.
- (16) approved the deletion of the reference to the School of Physics noticeboard from the list of official noticeboards of the University as recommended.
- (17) noted the Faculty of Arts promotional video.

- P 3. **Sydney Summer School Proposal** *(Main agenda p 8)*  
The "Proposal to Establish a (Pilot) Summer School in the main agenda refers to a letter from the Registrar (see page 66 of the Main agenda). A copy of this letter is attached.  
*(see pages 8-9)*

**B6. Report of the Faculty of Economics** *(new item)*

**Pilot Summer School**

The Faculty met on Friday 18 April 1997 and considered the proposal circulated by Professor Weisbrot to run a pilot Summer School in 1998.

The Faculty agreed to support the proposal in principle and agreed to participate in the running of a pilot Summer School in 1998.

# **that the Board note the report.**

**Corrigenda**

*Agenda page*

**A5. Statement by the Vice-Chancellor and Principal**

**Part I**

**2. Review of Higher Education Financing and Policy**

*(Main agenda p 5)*

An earlier draft version of the University's submission to the West Committee was included erroneously in the main agenda papers. A copy of the final document is enclosed.

*(see pages 10-19)*

**C1. Report of the Undergraduate Studies Committee**

*(Main agenda p 13)*

The following note appended to Item 1 in the report (Full proposal for major changes to existing awards/courses: Orange Agricultural) should be appended to Item 2 (Admissions matters: Faculty of Science - Proposal to change selection criteria).

Note: The Chair of the Academic Board advises that the relative weightings to be assigned to the TER/tertiary results component and the STAT component will be determined shortly and forwarded to the Board.

## Action by the Chair under delegated authority

### College of Humanities and Social Sciences

#### 1. Appointment of Visiting Professor

Name	Department/School	Period
Professor Robert Russell	Economics	April 1997 to September 1997
Professor Ian Walker	Law	July 1997 to September 1997

#### 2. Appointment of 1997 Faculty Promotion Assessment Committees

##### *Associate Professorships/Readerships*

##### **Education**

###### Core

Associate Professor Ken Sinclair (Acting Dean) (Chair)  
Professor Robert Connel (Social and Policy Studies in Education)  
Professor Peter Cuttance (Educational Psychology, Measurement and Technology)  
Associate Professor Lloyd Dawe (Teaching & Curriculum Studies)  
Professor Margaret Harris (English)  
Professor Richard Johnstone (Pro Vice-Chancellor, Academic Support)  
Associate Professor Phillip Jones (Social and Policy Studies in Education)  
Professor Judyth Sachs (Teaching and Curriculum Studies)  
Associate Professor Stephen Garton (History) (Reserve)

###### Additional

Applicant 1 Associate Professor Jacqueline Lublin (Director, Centre for Teaching and Learning)  
Professor James Lawrence (Medicine)  
Professor Rod McDonald (Adult Education, UTS)  
Ms Margot Pearson (Director, CEDAM, ANU)

Applicant 2 Dr Robert Young (Head, Social and Policy Studies)  
Associate Professor Ian Burnley (Geography, UNSW)

Applicant 3 Associate Professor Roslyn Arnold (Head, Teaching and Curriculum Studies)  
Professor Graeme Gill (Government and Public Administration)  
Associate Professor James Tognolini (Director, Educational Testing Centre, UNSW)

##### **Economics**

###### Core

Professor Stephen Salisbury Dean (Chair)  
Professor Terry Walter (Accounting)  
Professor Graeme Gill (Government and Public Administration)  
Professor Peter Swan (Finance)  
Professor William Schworm (Economics)  
Associate Professor Denzil Fiebig (Econometrics)  
Professor Christopher Adam (Graduate School of Business)  
Professor Sharman Pretty (Conservatorium of Music)

###### Additional

Applicant 1: Professor Peter Groenewegen (Economics)  
Associate Professor Jeff Sheen (Economics)  
Associate Professor Judy Yates (Economics)  
Dr Debesh Bhattacharya (Economics)

Applicant 2: Professor Richard Vann (Law)  
Professor Allen Craswell (Accounting)  
Mr Geoff Hart (Accounting)  
Associate Professor Graeme Dean (Accounting)  
Ms Linda English (Accounting) (Reserve)

Applicant 3 Professor Russell Lansbury (Industrial Relations)  
Associate Professor Ron Callus (ACIRRT)  
Professor Richard Morris ( Employment Studies, UWS)  
Dr Stephen Garton (History)

Applicant 4: Professor Peter Groenewegen (Economics)  
Associate Professor Jeff Sheen (Economics)  
Associate Professor Judy Yates (Economics)  
Dr Debesh Bhattacharya (Economics)

### *Senior Lectureships*

#### **Law**

##### Core

Associate Professor Rosalind Atherton (Acting Dean)  
Associate Professor Anthony Phipps (Economics)  
Dr Anne Reynolds (Italian)  
Professor John Carter (Law)  
Ms Dimity Kingsford Smith (Law)  
Associate Professor Greg McCarry (Law)

##### Additional

Applicant 1 Associate Professor Margaret Allars (Head, Law)  
Professor Kenneth McKenzie Norrie (University of Strathclyde and  
Visiting Professor in the Faculty of Law)  
Professor Carolyn Sappideen (UWS and Visiting Professor, Faculty of Law)

Applicant 2 Associate Professor Margaret Allars (Head, Law)  
Associate Professor Robin Handley (Law, University of Wollongong)  
Mr Desmond Manderson (Law, University of Wollongong)

Applicant 3 Associate Professor Margaret Allars (Head, Law)  
Mr Ray Steinwall, Principal Policy Adviser, NSW Cabinet Office  
Professor David Harland (Law)

Applicant 4 Associate Professor Margaret Allars (Head, Law)  
Ms Linda Pearson (Law, Macquarie University)  
Ms Zada Lipman (Law, Macquarie University)

Applicant 5 Associate Professor Margaret Allars (Head, Law)  
Ms Linda Pearson (Law, Macquarie University)  
Mr Stephen Loosley, Dunhill Madden Butler, Solicitors.

Applicant 6 Associate Professor Margaret Allars (Head, Law)  
Associate Professor Ron Callus (ACIRRT)  
Ms Katy McDonald (Director, EEO Unit)

#### **Economics**

##### Core

Professor Stephen Salsbury (Dean) (Chair)  
Professor Terry Walter (Accounting)  
Professor Graeme Gill (Government and Public Administration)  
Professor Peter Swan (Department of Finance)  
Professor Christopher Adam (Graduate School of Business)  
Professor Sharman Pretty (Conservatorium of Music)

##### Additional

Applicant 1 Professor Russell Lansbury (Head) (Industrial Relations)  
Ms Suzanne Jamieson (Industrial Relations)  
Professor Richard Morris (Employment Studies, UWS)  
Dr Greg Patmore (Industrial Relations)

Applicant 2 Professor Alan Woodland (Head's nominee) (Econometrics)  
A/Prof Anthony Phipps (Economics)  
Ms Elizabeth Savage (Economics)

**Changes approved**

*Associate Professorships/Readerships*

**Arts**

Core

Professor Beth Reid (Health Information Management) to replace Professor Hilary Astor  
(Law)

Additional

- Applicant 1 Professor Virginia Spate (Head, Fine Arts)  
Professor Richard Dunn (College of the Arts)  
Associate Professor Jane Goodall (UWS)
- Applicant 2 Other additional members:  
Associate Professor Ross Steele (French Studies)  
Associate Professor Gaye McAuley (Performance Studies)
- Applicant 5 Associate Professor Terry Irving ( Government and Public Administration) to  
replace Professor Stuart Rees (Social Work and Social Policy) as Acting  
Head  
Other additional members:  
Professor Anne Sefton (Physiology)  
Associate Professor Phillip Jones (Social and Policy Studies in Education)
- Applicant 6 Other additional members  
Associate Professor Jan Horsfall (Nursing)  
Associate Professor Julie Stubbs (Institute of Criminology)
- Applicant 7 Associate Professor Terry Irving ( Government and Public Administration) to  
replace Professor Stuart Rees (Social Work and Social Policy) as Acting  
Head  
Other additional members:  
Associate Professor Stephen Garton (History)  
Professor Lois Bryson (Sociology, University of Newcastle)  
Associate Paul Patton (Philosophy) (Reserve)

**Law**

Core

Professor Christopher Adam (Graduate School of Business) to replace Associate Professor  
Anne Brewer (Graduate School of Business)  
Associate Professor Terence Irving (Government and Public Administration) to replace  
Professor John Carter (Law)



The matters raised above are focused on the impact of the Student Centre. There will no doubt be similar effects on Faculty administrative staff and no doubt academics more generally, there are other issues to be considered:

- . What will be the impact (say on budgets) of requiring a “semester level” of security, attendant, room booking and cleaning staff?
- . The Union, Sports Association and Bookshop will need to be consulted to ensure an appropriate level of their brand of service is provided
- . Will negotiations be required re the level of fees charged by the Union and Sports Association where students use summer schools to fast track degrees?
- . Will the Christmas close down require re-examination?
- . Will Summer Schools be available to all postgraduate students, both research and coursework?

The most pressing question is the size of the Summer School - how many faculties, how many courses, how many students will be involved. These questions need to be answered so that the size of the support staff required, the timetabling issues and the administrative workflow can be determined and provided.

**SUE CHAPMAN**  
**Registrar and Deputy Principal**  
**Administrative Support Services**

The University of Sydney

SUBMISSION TO THE REVIEW OF HIGHER EDUCATION  
FINANCING AND POLICY (April 1997)

**Introduction:**

In granting recognition across her Empire for degrees awarded by the University of Sydney, Queen Victoria deemed it her duty 'to hold forth to all classes and denominations of our faithful subjects encouragement for pursuing a regular and liberal course of education. Her Majesty further required any subsequent change in the University's Act of Establishment shall not alter this recognition "so long as the same or a like standard of knowledge is in the opinion of the said Governor (of NSW) preserved as a necessary condition for obtaining the aforesaid degrees".

The University of Sydney Act, 1989 (as amended) states in part:

6. (1) The functions of the University (within the limits of its resources) include:
  - (a) the provision of educational and research facilities at university standard;
  - (b) the promotion, advancement and transmission of knowledge and research;
  - (c) the commitment to the development and provision of cultural, professional, technical and vocational services to the community; and
  - (d) the conferring of the degrees of Bachelor, Master and Doctor and the awarding of diplomas and other certificates.

Since its foundation in 1850 as Australia's first university, the University of Sydney has made a major continuing contribution to the nation through its high quality, comprehensive teaching and research programs, as well as through the success of its distinguished graduates. Beyond these obvious roles the University has contributed in every facet of community service. Explicit mention of the qualification regarding 'the limits of its resources' is perhaps the most succinct way by which this University can contrast the spirit of its Royal Charter with more recent attitudes of governments to the role of higher education in Australia.

The University of Sydney is resolute in its intention to adhere to the spirit of its Charter, and responds accordingly to the issues raised by the Review.

Theme one: the role of higher education in Australia's society and economy

1.1 This submission focuses on the role and position of the University of Sydney as a pre-eminent institution in the Australian higher education sector. The sector, which historically has been marked by considerable diversity, continues, and will inevitably continue, on this path. In this context of diversity, the University of Sydney is committed to making a major contribution to Australian society through its high-quality teaching and research, and its professional and community activities. It is concerned to exercise leadership in the extension, synthesis, consolidation, application, and critical appraisal of knowledge. It seeks to produce graduates who will join the next generation of leaders in research, education, the professions, business, industry, and the public sector.

1.2 The many challenges facing Australian society at present and in the immediate future include the necessity of achieving more equitable, cohesive, and efficient bases for social and economic activity, of forging a more competitive and strategic Australian presence in the international arena, and of coping with, and making best use of, rapid and continuous change. The impact of new technologies, the knowledge-intensive basis of future economic development, and the limits to Australia's capacity to shape and control its future independent of global and regional circumstances are only some examples of the deep-seated and complex problems facing Australians now and in the next generation.

1.3 The University of Sydney is firm in its commitment to exercising leadership, not only in the higher education sector but also in Australian society generally. It has sought to contribute, through its role as "public intellectual", to the setting of public agendas, and in contributing to informed debate and providing critical analysis in a broad range of areas to do with the short-term and long-

term national interest. It is fair to conclude that society will continue to seek such leadership from an eminent university, such as the University of Sydney.

1.4 Questions must inevitably arise about the resources and other support required for the University to exercise its leadership functions. At the heart of such matters is the capacity of the University to fulfil those expectations and aspirations placed on it by the community. In the context of seeking the best balances between public and private funding of various kinds, the fundamental point needs to be made that no great university of international stature can continue as such without substantial financial support from government.

1.5 Questions of capacity are therefore central to how the University seeks to build on its commitment to excellence, relevance, and leadership. Much depends on its ability to continue attracting outstanding staff and students, for whom in this place teaching and research are closely connected. The University is committed to engaging staff of the highest calibre, and to providing them and their students with the necessary support and infrastructure. Attracting and paying for international quality academic staff, for example, is necessarily expensive, and requires inter alia government commitments to ensure appropriate salary levels in a lead institution such as the University of Sydney.

1.6 Questions of infrastructure are particularly important for an institution such as the University of Sydney. It must continue to be in a position to build up and replace technological, communication, and information infrastructure consistent with that leadership. Just as students, graduates, and staff are expected to keep abreast of and shape developments in their fields, so too must physical infrastructure keep pace with developments. The University, despite being a heavy investor in infrastructure, faces particular challenges given its size and diversity, its relative age, and its commitment to relevance and excellence. While partnerships with outside bodies can go some way in addressing infrastructural needs, there can be no substitute, given the complexity of on-campus teaching and research demands, for public support for infrastructural development.

1.7 The University is committed to attracting and retaining the most talented students in the country regardless of their economic circumstances, and again would emphasise the need for public support to enable them to be admitted and supported. The University's commitment to quality and merit is tightly bound up with its understandings of equity, and it remains firm in its intention to support public aspirations and government policies for a more equitable and fairer society.

1.8 An important part of all interface linkages is the University's commitment to equity of access, while recognising merit as a key criterion for selection. The University would wish to continue to allocate a proportion of its available funds to maintaining and, if possible, increasing the proportion of students admitted at all levels on the basis of combined equity and merit criteria thus moving a little further towards emulating Harvard's academically desirable 'needs-blind' admissions policy. The Government's recent Equity and Merit Scholarship program provides a new incentive for seeking additional matching private and private sector support for our equity programs. The University particularly will be seeking to enhance equity aspects of its postgraduate research training activities and of its transfer provisions for undergraduates seeking to enter honours level research-oriented programs.

1.9 In addressing the national interest, the University sees as fundamental its capacity to produce graduates with the knowledge, skills and dispositions to engage in the challenges facing Australian society, to exercise leadership in relation to them, and to manage working lives marked by the need to keep abreast of rapidly changing circumstances and their implications for the lifelong up-dating of skills and knowledge. Accordingly, the University is committed to ensuring that its programs of vocational and professional education are underpinned by a broad and flexible approach to general education. The University's commitment to giving its students a set of generic attributes illustrates the point, with its emphasis on analytical, problem-solving, communication, and interpersonal skills, on the ability to apply and adapt such skills divergently, and on the readiness of graduates to accept learning as a lifelong necessity.

1.10 Of some significance in this context is the enthusiasm with which students, employers, and the professions have supported the development in recent years of combined degrees, such as Arts/Commerce and Arts/Engineering, and which foster the development of persons with attributes which are highly relevant to the needs of society, for example by combining technological skills and

knowledge with foreign languages, understandings of social policy, awareness of cultural diversity, and so on. Similar principles have guided the University in developing professional degrees in Medicine and Teaching as graduate-level professional education. The University of Sydney is strongly committed to these approaches, and, through the Committee, urges the Commonwealth to continue its support for publicly-funded students for the entire duration of a degree sequence or an appropriate double-degree professional sequence.

1.11 The need for graduates to embrace the principles of lifelong learning imposes an obligation on the University to look beyond the initial provision of degrees followed by postgraduate awards for some. Our provision of award and non-award courses designed to meet the demand for updating skills and knowledge, and the development of new modes of delivery for such courses, is expanding and needs to grow further. The University is also moving to the provision of more flexible policies for graduate admissions and the recognition of many and varied forms of relevant prior learning. These are examples of areas in which the University is keen to extend its collaboration with TAFE and other training providers.

1.12 The University's role in contributing directly to the economy through high-level expert collaboration with industry will continue to grow and help Australia to sustain its position as a key player in the global marketplace. The Australian Technology Park, a consortium of the University of Sydney, the University of New South Wales and the University of Technology, Sydney, is just one example of universities working together and with industry.

1.13 The University plans to develop further its relationships with industry in research and development and in continuing professional education and training. In the latter area there is scope for increased collaboration with TAFE NSW, both in course provision and in the development of delivery platforms. This recognises the fact that as industry faces rapid technological changes there is an additional need for development of re-education programs for those already in employment and of industry-directed courses partly provided in the work-place.

1.14 Australia's future depends on its willingness to continue and strengthen its efforts to be an outward-looking and integral member of the international community. The University of Sydney has a deep-seated commitment to ensuring that its considerable academic resources and expertise are made available, in the national interest, to strengthen Australia's international position. In part, this is dependent on the Government's recognition of these activities, a matter which should be identified by the Review. The University currently looks to the further enhancement of its already high standing in the international community of scholars and sees increasing internationalisation as a natural element of the University's life and work. Key examples of this process are commitment to international benchmarking, expansion of participation in international research and development projects, further growth and diversification in international student enrolments and links with international alumni, further consolidation and expansion of the University's already rich international network of teaching and learning, and continuing its historically significant contribution to Australia's overseas aid program.

Theme two: factors affecting the demand for and provision of higher education over the next 10 to 20 years

2.1 We now operate in the environment where a majority of young Australians aspire to higher education. Higher education is coming under understandable pressure to accommodate the demand through both expansion and reorientation. This change challenges traditional concepts of higher education to include notions of mass education.

2.2 The new developments in information technology can do much to help meet the increasing demand for higher education. They have the potential to energise teaching and learning as well as research, to diversify the range of techniques and provide some efficiencies in cost and to generate greater student initiative and self direction in learning. But the limitations of the technologies must be recognised. The University of Sydney strongly believes that the quality of its outcomes derives substantially from the wealth of interactions that occur in a campus environment. Furthermore, that university experience which takes place outside the classroom is an important component of a student's learning and personal development experience. While the University will indeed strive to be a leader in the application of new technologies in its work, both on-campus and off-campus, the prospect of the "virtual university" is incompatible with what the University of Sydney thinks constitutes a University Education. Just as television quickly faded as a single option for delivery a

generation ago, so too will the thought of mass demands for affordable higher education being met through reliance on the interface between telephone, computer and television.

2.3 The University, in this context of supply and demand, would also highlight a trend strongly evident in recent years concerning the part-time employment of students. However desirable the principle might seem whereby full-time students gain work experience, current realities point to large numbers of full-time students engaged, for reasons of economic survival, in many hours per week of unskilled and semi-skilled labour. Not only might that work be done by others who need to find work; the quality of our full-time students' learning is also under threat through insufficient financial support.

2.4 A further aspect of rising demand for higher education which receives insufficient community and political attention is the attraction, training and on-going development of academics. The objective decline in salary levels, working conditions and morale observable in the academic profession will, in time, place serious obstacles in the way of guaranteeing both the quality and size of Australian higher education and its capacity to contribute to national and international interests. The University of Sydney believes that Australia has been well served by its academics in a period of considerable change, reorientation and declining resources. There is a sense of professionalism which sustains academics in their endeavours, but this needs to be reinforced by public acknowledgment and recognition, and Government support for ensuring the maintenance of the best possible teachers and researchers in Australian higher education.

Theme three: regulatory and administrative framework for higher education

3.1 The University advised the Hoare Inquiry of its concerns in relation to the load placed on it by statutory (and ad hoc) reporting requirements. It is hopeful that the current review of this area will further rationalise these and thereby limit our servicing costs. The University has recognised that much of what it provides is necessary to governments and to itself and has welcomed the increasing use of better technology and better interfaces enabling it to provide 'one-shot' reporting to state and Federal bodies. It also raised its concerns regarding constraints, related to institutional profile requirements, that, in its view, imposed unnecessary and potentially damaging restrictions on its capacity to respond effectively and well to changing external factors influencing its work. The University has welcomed recent relaxations of some of these former constraints and is willing to take a proactive role in recommending further modifications to existing policy in cases where it believes they will enhance its capacity to utilise more effectively its available resources.

3.2 Within NSW, the diversity of services provided by its universities will continue to serve the State well so long as effective coordination at State level is maintained. In practice, this coordination is in place and has worked well through largely informal processes and with constructive interactions with the State Government. The University advocates the continuation of these synergistic arrangements.

3.3 Since 1993 the higher education sector has gone through an exhaustive quality assurance exercise with largely predictable outcomes and does not now require further intrusive and resource-consuming investigations. Quality should ideally be self-assessed with institutions preserving their reputations by public demonstration of effective outcomes. The University of Sydney is committed to benchmarking with similar universities in Australia and overseas and advocates a minimalist role for Government or bodies such as the HEC in this area.

3.4 The University accepts the world as its marketplace. Given that, its responsibilities within the nation and the state are acknowledged as requiring it to address effectively its relevant intersectoral linkages. These linkages, already strong in key areas such as the school-university interface and the graduate level interface within the higher education sector, will require further strengthening as the boundaries between each sector, and the private and government employment sectors, become more diffuse. For example, the recent McGaw review of post-compulsory secondary education in New South Wales calls for greater provision of vocational courses on the one hand, and for greater access by the most talented to university-level subjects during their final secondary years. As another example, it is likely that cooperation in the higher education sector might involve increasing numbers of transfers occurring during undergraduate study to enable students to access the highest quality course provision (especially at honours level) in specialist or infra-structure intensive fields. This University is uniquely positioned to contribute positively to such developments, provided that, in so doing, the quality of provision is not diminished. It is also well

placed to provide further specialist development courses at graduate level, relevant to business, industry, the professions and aspects of the VET sector, at minimal additional cost by recognising at this level a range of prior learning experiences and utilising expert teachers in a properly equipped, technologically rich environment.

3.5 The Committee has identified national competition policy principles as relevant to its task. University core activities are the provision of high quality undergraduate and postgraduate teaching and the support of scholarship and research. In addition the University is constrained through its Act and through the provisions of the HEFA to contribute to the communities it serves. It has considerable legislative and moral responsibilities to ensure access and equity. The University's business activities have, therefore, to be seen within this context.

3.6 Structural readjustment within and between higher education institutions to improve operational efficiencies or to rationalise course offerings has been, is currently, and this University believes should remain an unconstrained policy goal for this sector. The University expects that the necessary flexibility and rationalisation of course offerings between institutions, which it sees as an aspect of an ongoing healthy higher education system, will continue to be stated as a policy goal.

3.7 Outside its core activities the University is engaged in pre-competitive exploratory ventures with business and industry. It is well known that the seeding of R & D with commercial potential is highly risky and that venture capital is very difficult to obtain in this country. Accordingly, universities in collaboration with government have an important role to play in providing protected incubators where companies with no prior connection are collaborating with universities to produce new synergies. Any application of national competition principles should take appropriate account of this. When such ventures move into free-standing commercial activity then it is desirable that they be 'spun off' as separate entities, as has happened at the University of Sydney, for example, with the development of the Portable Remotely Operated Drill (PROD), which will revolutionise sampling of the sub-seabed. Otherwise, business activities are generally a limited aspect of the activities of departments operating within a devolved funding regime and are normally generated from the core work of the departments in teaching and research. Typically such activities are contributing to industry or the wider community through the provision of knowledge and expertise. It would not be feasible within each of the academic units across the University to establish quarantined corporate structures. In general, an alternative requirement of all such activity to operate within a University-wide corporate structure would be administratively complex and expensive, with the likely losers being the community whom the University seeks to serve. Attempts to establish threshold levels of "significant activities" should recognise the internal structure of the organisation and the way it operates.

3.8 Both DEETYA and the NSW Government have argued that pricing principles and other elements of competitive neutrality should apply with respect to short courses and in the area of commercial research and development and consultancies. In a University such as Sydney much of the short course activity is closely linked to the normal teaching programs of departments, using departmental resources provided for those programs. Much of it is associated with the University's obligations to extend into industry and the community. For example, there is an expectation that Co-operative Research Centres will engage in information transfer through the provision of appropriate courses. Many of these short course offerings are designed in such a way as to enable their aggregation into award courses. Quite independently, the University operates a significant Continuing Education Program which is quarantined financially and for which the University provides no subsidy. It has a responsibility to the community to provide such activity, and indeed it forms a significant route for many mature age or disadvantaged students into university study. While in the spirit of the competition policy the University could build in to its charges some tax equivalence for this particular program it would wish to then reinvest that income in its core teaching, research and community service activities.

3.9 The University accepts the principle with respect to commercial research and development and consultancies that overheads such as the use of utilities, rent and depreciation form part of the cost and should be recovered. At the same time it is usually the case that such activity is closely linked to the normal research activities of departments including interaction with industry, without which the consultancy would not have been possible in the first place. The issue therefore is how best to formalise a system of overheads which reflects these additional considerations and allows the University to re-invest in its core activities.

3.10 It would be to the benefit of the universities and the States if the uncertainties regarding the sector's future position with respect to competition policy were resolved as soon as possible. The University believes, for example, that the creation of an excellent venture such as the Australian Technology Park would not have been possible in the ambivalent state of the current environment.

Theme four: financing higher education teaching and research training

4.1 The University recognises the mutual benefits of involving many players in the support of higher education, and especially in supporting students to experience higher education and expect lifelong involvement with it. Public funding of higher education, including student maintenance and support, is essential if mass higher education, and indeed an adequate high quality component within it, is to remain a Government policy goal. In the national interest, Government cannot retreat from its responsibility to support the higher education sector and to ensure that the quality of the sector remains among the highest in the world.

4.2 The resources available to Australian universities (including salaries, grants, scholarships and infrastructure) for teaching and research already fall well short of those available in the better universities in the United States and some of our other competitors in Asia. This situation may be most readily apparent in areas of medical and scientific teaching and research, but is no less true in the humanities and social sciences, and in the professions.

4.3 The University believes that the Government should introduce measures to encourage individuals to contribute private money to the sector, as is the case in the United States.

4.4 The introduction of fee-paying places, and, the total costs of HECS places in some courses, warrants a caution regarding graduate outcomes. Recent North American evidence shows that, in those professions where graduates emerge with a substantial education-derived debt, they tend to focus their careers on high-income-earning specialities. Thus, the net effect is not necessarily that greater access to a service is obtainable simply by training more professionals in the relevant field, via methods which result in debt-burdened graduates. Within Australia, there is evidence of changes in social behaviour derived from greater debt levels being carried forward by young people.

4.5 The University sees little merit in replacing present admissions procedures and HECS-based funding arrangements unless their replacement mechanism is at least as equitable to applicants as is the present system, is no more expensive to administer, and is conducive to the continuing efficient use of resources in higher education. Recent discussion on vouchers has so far failed to indicate how such a system would achieve any of the above. Vouchers could be developed as an extension of an Equity and Merit scholarship scheme, applying to, say, 20% of the annual intake, and carrying with them additional institutional funding as an incentive for competition within the sector together with a needs based student support component over and above Austudy, in recognition of a partly merit-based awarding process. There is some merit in giving Universities the flexibility to combine public and private subsidy for university places thereby promoting differentiation among providers; maximising student/consumer choice; rewarding competitive success in attracting and retaining the top students and staff; and providing flexibility for universities to design - and to fund - high quality programs.

4.6 The regulatory constraints imposed upon the introduction of fee-paying undergraduate places for Australian students from 1998 create difficulties for the development of acceptable protocols. In particular there is a substantial gap between the cost of a HECS place and one recovering full fees. A simpler and more transparent scheme would arise if individual universities were free to set fees for all courses and students were provided with scholarships (taking account of living expenses and a contribution towards fees) by governments and by the universities themselves. Both these providers would be able to encourage industry and other private participation in the establishment of scholarships and would have the opportunity to influence student choice of programs on the basis of incentives. Widespread public acceptance of such funding arrangements would require an unequivocal government commitment to the maintenance of adequate levels of public subsidy and to the provision of deferred income-contingent loans. Unlike a voucher scheme, these mechanisms could be introduced with minimal disturbance to the system as Government could continue to provide (suitably adjusted) operating grants.

4.7 In the new environment to apply with respect to local fee-paying students, the community - and the Commonwealth - would be entitled to expect that universities pay close attention to issues of

access and equity. The University of Sydney would certainly not require continued federal regulation in order to maintain its strong commitment and strong record in the area of access and equity. In fact we would do so out of conviction, in the belief that the University and the community are best served by the presence of a diverse student body. We would also wish to preserve the strengths of this University as a place of diverse intellectual endeavour and would thus apply the income earned for the common good of the entire University and its various communities. Equity is expensive and this University believes that current levels of Government support for students in need is far from adequate. Achieving outstanding outcomes in equity and diversity will be more possible in a deregulated environment in which the University has adequate funds, than in a contracting sector in which privilege pre-determines access to scarce resources.

4.8 The University is increasingly developing strong links with commerce, industry, the professions and community organisations for the support of teaching through the endowment of academic positions, including Chairs. Examples include industry-funded Chairs in Computing Science and Engineering, law firm sponsored Chairs in Law, and funded positions for teaching a range of languages, such as Modern Greek and Yiddish. Moreover we seek to forge alliances to provide technical infrastructure for undergraduate training. In some cases, eg the computer industry, there is some progress - but we are not always able to give access to expensive 'state-of-the-art' equipment. (One notable exception has been the success of our Electron Microscope Unit, where as a result of joint ventures with other institutions, CSIRO and industry, honours and research students enjoy access to very advanced facilities.) Sandwich courses, short-term industrial placements and site visits can assist, but the University would advocate a coordinated program for shared training facilities with partnership of universities, industry, TAFE and government. It is notable that where we collaborate in such activities overseas eg in Singapore and Korea, we find technical provision to be of a much higher standard.

4.9 One further issue, which has particular relevance to the University of Sydney, is the cultural stewardship role which it undertakes on behalf of the State and the Nation. The costs of maintaining significant museums and collections are borne by the University without additional Commonwealth funding. We seek, and, indeed, benefit from private donations and bequests for the acquisition of art, rare books and antiquities, but find it difficult to solicit funds for their maintenance and display. The University notes that some galleries and museums are selling part of their collections to generate such funds but notes also that such important cultural activities contribute to the public good so that relative government funding could take account of the relative level of commitment in this sphere. The University would be unhappy if it were forced into selling parts of its collections which it did not wish to lose. An additional aspect of this cultural stewardship role relates to serious problems faced by the University in maintaining its heritage buildings. For many years the University was denied capital funds as these were generally directed to the expansion of the sector. It welcomed the new capital roll-in provision, which has given the University the opportunity to begin redressing the forced neglect of former years, but this remains an issue when considering relative funding principles.

#### **Theme five: funding of higher education research**

5.1 The University of Sydney aspires to continue to provide a strong research base of international standing. By Australian standards it is performing at a high level, providing quality research training for the largest number of research students in the country. It has attracted funding support for a wide range of Special Research Centres and Collaborative Research Centres such as the Ecological Impacts of Coastal Cities Special Research Centre and the Sustainable Cotton Collaborative Research Centre As well as in the Sciences and Technologies research is very strong in the Humanities and Social Sciences, recently emphasised by the establishment of the Research Centre for the Humanities and Social Sciences. The size of this endeavour provides tremendous opportunities for intellectual interaction. It has been a leader in many aspects of quality assurance in postgraduate research supervision and continues to improve its performance. It has extensive and growing collaborative activities with industry.

5.2 The University believes that the strength of its overall research operation has been weakened by the reduction in the Research Quantum. It argues that this should be significantly increased as a proportion of Operating Grant. Resources for research within Australia should be concentrated in the existing areas of research strength in the eight major research universities, while international peer review should be the primary method of assurance that research activity within these areas of strength continues at internationally high standards. The University of Sydney

believes that not only is it important to provide adequate levels of physical infrastructure in universities to allow research to be undertaken but also to provide an adequate level of human infrastructure to undertake that research. The current level of funding for ARC Large Grants, which supports much of Australia's basic research, is inadequate in the sense that the current application success rate is only about 20%. This is so low as to have an adverse effect on the morale of the great bulk of the staff who apply and to be discouraging to early career researchers. There is agreement among those who administer the program that a success rate of say, 33% could be sustained without any dramatic deterioration in the quality of the research that would be supported. Any future increase in funding to provide for a higher success rate would provide an important boost to both the careers and morale of Australian academics. It would also be a huge boost for the nation as well as assisting Australian universities to maintain their international competitiveness.

5.3 It is important to recognise the structural funding problem which gives rise to these comments. Competitively won government research grants do not provide adequate infrastructure or overheads, and, in fact require the University in most cases to generate additional local support. While the ARC, for example, does provide some limited infrastructure funding, it should be noted that the NH&MRC does not provide any infrastructure or overheads with its project grants; indeed, successful projects appear always to be funded at levels that are substantially below their real operating costs. On the other hand, general operating grants (with the exception of the Research Quantum which has shrunk to 4.9%) take no account of the level of scholarship and research within the university. This implies that the greatest level of public subsidy for teaching goes to the lowest performing institutions, in so far as the others, of necessity, cross-subsidise research training and research infrastructure.

5.4 The University accepts an argument that there should be some incentive to encourage the high-performers to raise private funds through industry collaboration but that is effective only when university research is seen by industry as an internationally competitive resource. We urge the Committee to undertake international comparisons to evaluate whether the current Australian funding mechanisms facilitate the stable existence of world class research institutions.

### **Conclusion**

The importance to Australia of a productive, accessible higher education system, capable of rapid and effective response to changing demands, requires a firm government commitment to public investment in it. A high level of public funding is necessary to provide student support and essential infrastructure, allow the support of specialist disciplines, pure scholarship and research and to ensure that this country has some universities of truly international standing.

Public funding alone cannot support and maintain high quality service in a time of continual change. There must be a public expectation that the private benefits derived from ongoing access to the services of higher education are recognised by increasing private support for it. This is best encouraged by provision of taxation incentives appropriate to its significance.

The University of Sydney accepts that the challenge is to 'do more' and emphasises that this presupposes significant public support and a regulatory framework which fosters institutional self-help. We have already committed significant resources to enhancement of our research and teaching activities over the period leading to the next century, with the intention of increasing the quality of performance and improving working conditions for staff and students. In the light of announced Government cuts, however, this strategy is crucially dependent on income generation and that, in turn, relies on a suitably deregulated environment.

The University is aware of the magnitude of the task being undertaken by the Committee and is willing to provide further development of particular issues canvassed in this submission.

## Appendix

### The University of Sydney: Some facts and figures

The University of Sydney, the oldest university in Australia, was incorporated by an act of the Legislature of New South Wales in 1850.

The most recent major change in the structure of the University occurred in 1990 when the University amalgamated with the Cumberland College of Health Sciences, the Sydney College of the arts, the Sydney Conservatorium of Music, and the Sydney Institute of Education and the Institute of Nursing of the former Sydney College of Advanced education. In one year the enrolments of the University rose by 8600 (45 per cent), its staff by 1,400 (36 per cent) and its academic programs by 22 per cent, including the introduction of a range of disciplines not previously taught at the University.

A further change took place in 1994 with the incorporation of the Orange Agricultural College, formerly part of the University of New England.

The University now has 17 faculties and colleges and teaches undergraduate and postgraduate students in all 10 Broad Fields of Study recognised by DEETYA.

#### Enrolments, load and operating grant

	1989	1990	1995	1996	1997*
Total enrolments	19,153	2,7777	30,324	31,656	33,635
Total load	17,337	24,231	25,425	26,477	28,303
Operating Grant load	17,166	22,045	25,045	24,670	26,179
Higher degree research enrolments	1,802	1,970	3,224	3,266	
Operating Grant \$000#	213,392	259,359	291,993	290,122	287,261

\*provisional

# Dec '95 prices

#### Honours completions

Honours Bachelor Degree Completions 1995	Total Bachelor Degree Completions 1995
1145	5473
20.9%	

#### Student:Staff Ratio 1996

University of Sydney	12.5
National Average	16.3

Source: AVCC unpublished data

#### Staff

STAFF (FTE)	1989	1996
Academic	1,578	2,518
General	2,615	2,972
Total	4,193	5,490

#### Quality reviews

The University received favourable reports in the three CQAHE Reviews although in 1993 it was noted that formalised process requiring, rather than encouraging, staff compliance was less prevalent than in many other institutions. In the 1994 round which concentrated on teaching and learning, the University was placed in Band 1. In 1995 the emphasis was on Research and Community Service. The University was one of the five universities which were placed in Group 1 for each of Research Management Process, Research Outcomes and Research improvement.

#### CAUT Grants

The University has been particularly successful in receipt of National Teaching Development Grants, having received over 40 such grants since 1992 and consistently being first placed in New South Wales.

Results of the 1994 Graduate Destination Survey	
In FT employment in Australia	1,955
In FT study in Australia	1,650
Seeking FT work in Australia	613

#### Research

In the latest data collection the University of Sydney was the second largest earner of total research income in the nation and it has consistently ranked first or second for competitive research grants. The spread of performance across disciplines is shown by the following table which ranks all 36 universities. This measure shows only two universities (Sydney and Melbourne) achieving high-quality research outcomes over a broad spectrum.

#### University of Sydney Rank on Research Income by Field of Research, 1994

Agricultural Sciences	1
Medical and Health Sciences	2
Physical Sciences	3
Social Sciences	3
Chemical Sciences	4
Computer & Computer Technologies	4
Biological Sciences	4
Humanities	4
Mathematical Sciences	5
General Engineering	5
Applied Sciences & Technology	12
Earth Sciences	19

Source: Patterns of Research Activity in Australian Universities, ARC 1996

#### Operating Grant

Because the quota of HECS funded undergraduate places will rise, while numbers of postgraduate coursework places will fall, the cut over 1997, 1998 to the University of Sydney's operating grant against previous indicative funding exceeds \$11m. In addition a much-needed salary increase for our staff is totally unfunded. When this is fully implemented it will add an annual cost of a further \$30m approximately.