

Senate Employment, Workplace Relations, Small Business and
Education References Committee

Inquiry into the
*The Higher Education Support Amendment (Abolition
of Compulsory Up-front Union Fees) Bill 2005*

**A submission from the
Students' Association of the
University of Technology, Sydney**

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Introduction

Student organisations are an integral part of university life, helping to enhance the social and cultural experience of all those involved in the pursuit of an enriching education. Universal membership allows student organisations to provide an array of services that would otherwise not exist or not be accessible to all on an equal basis. *The Higher Education Support Amendment (Abolition of Compulsory Up-front Union Fees) Bill 2005* is an encroachment on the rights of students to control student affairs, and is an erosion of the acceptance of collective organisation.

Universal Membership as a Public Good

Throughout Australia, student associations provide their student bodies with equal access to activities and services such as: free legal advice and representation; subsidised childcare and accommodation; welfare advice; cultural, religious, and social activities; academic advice; subsidised food and materials; text book exchanges; subsidised resource centres. In addition to all of these, student organisations are the formally recognised voice of students within Universities, and thus provide unique and essential representation for students on important decision-making bodies. So-called 'Voluntary Student Unionism' (VSU) will financially cripple student organisations, thus rendering them incapable of providing most, if any, of these benefits to their student bodies. Given the increasing competitive pressures and budgetary constraints being experienced by the higher education sector as whole, it is highly improbable that universities will be willing to 'take up the slack' on those services which they could ostensibly offer. Perhaps more concerning is that the unique aspects of student organisations - such as representation and independent advocacy - will not be possible at all.

Dr Nelson and other proponents of VSU have couched it in terms of freedom of association, of the right to choose (and to choose to pay for) membership. This is a persuasive representation of their case. However, we believe that the government's selective use of the notion of 'freedom' with regard to this legislation effaces the erosion of freedom inherent in the legislation. Universal membership ensures freedom – freedom of access to services, and freedom to choose to participate. All students pay so that all students may freely access the benefits of the myriad of services, activities and representation available. Many of these would be unsustainable in a market system, particularly given the generally low economic status of university students. Voluntary Student Unionism will not ensure the individual's right to choose, but rather, will effectively destroy services, activities, and representation, thus destroying the possibility of making any choice at all.

Student organisations operate on a basic principle of equity and social justice which has been historically recognised in Australia, and which is, for example, embodied in our society's taxation system. Would Dr Nelson be as equally supportive of a people's movement to make the payment of income tax voluntary as he is to support legislation which will effectively silence the voice of students and destroy the student focused infrastructure and culture of universities around the country?

Supporters of VSU have also suggested that 'good' student organisations have nothing to fear from the legislation, as students will elect to join if the services and activities of their organisation are responsive to their needs. We would point out that, as providers of infrastructure within complex communities, student organisations and the benefits they provide, are not always highly visible to their entire membership. Just as services and infrastructure provided by different levels of Australian government are used daily by individual citizens without those citizens making causal connections between the service and its particular government provider, so too do students reap the benefits of their membership in a student organisation – benefits such as support services, specific rights won over time and generations, and access to cultural, social, and religious activities - without explicitly knowing that they are doing so. The instantaneous and dramatic loss of income the proposed legislation will mean for student organisations, will irrevocably damage their existing investment in services, to the detriment of current and future users.

We hold the notion, supported by the Australian Vice-Chancellor's Committee (AVCC), that student representation works best when membership is universal. This universality gives the necessary legitimacy and weight to those representatives advocating for student rights at all levels. Decisions made by universities and governments affect all students equally and, therefore, we believe that it is fair to expect all students to contribute to the existence of representative organisations, and not to expect a 'free ride'.

Effects of the Legislation

There will be many disastrous effects if the proposed Bill is implemented, the most salient of which are listed below.

(1) The primary purpose of the VSU is based on the desire of conservative forces to silence legitimate criticism and action over education issues. The Federal Government does not believe in allowing collective dissent to its policies, and some of its members have long held an ideological opposition to the role of student organisations. We have already seen the way in which critical organisations have been de-funded under this Government – Aboriginal & Torres Strait Islander Commission, Combined Pensioners & Superannuants Federation, Australian Youth Policy & Action Coalition, etc. The whole purpose of the legislation, shrouded in the rhetoric of free choice, is about political revenge and silencing political opponents. It is intended to neutralise effective student representation in the decision-making process at local and national levels, destroy the political life of student organisations, and silence voices for change. In this sense, we view the proposed legislation as part of a systematic encroachment on the democratic freedoms of expression which are integral to Australian society.

At the address given at his instalment by the former UTS Chancellor, Sir Gerard Brennan, former Chief Justice of the High Court, highlights these concerns. He began by condemning the proposed Bill for the way in which it would undermine service provision, then discussed the importance of extra-curricular activities as a vital element of tertiary education. The Chancellor then warned of a serious threat to basic political values:

If universities cease to be the venue for discourse and dissent, the next generation will be supine in the face of authority and our democracy will be a

hollow incantation. Therefore membership of a students' union has been traditionally regarded as a condition of membership of the university community... The Government proposes to introduce a condition of funding that will emasculate the liberality of university education and quell the dissent which has been so often and so usefully a burr under the saddle of authority.¹

The Federal Government is concerned that students' money not be 'wasted' on political campaigns, as they do not consider social protest as legitimate. Since the emergence of the student movement in north America in the 1960s, the so called 'new social movements' (for example, the civil rights, women's, peace, and environment movements), have increasingly employed unorthodox means of effecting social change. Historically, many of society's greatest cultural, religious, and political leaders - people such as the Reverend Martin Luther King, Archbishop Oscar Romero and the Australian suffragette, Catherine Helen Spence, - have supported peaceful grass roots mobilisation as a valid means of voicing the concerns of the people. In the contemporary context, many Australians have benefited from the gains achieved by popular social movements in the areas of women's rights, anti-discrimination, environmental conservation, and students' rights, to name but a few. Direct action (in the forms of protest marches and rallies, for example) and civil disobedience represent acts of democratic participation that, while not institutional, are no less legitimate than other forms of democratic involvement.

One of the other arguments used by Dr Nelson is to claim that the fees used to fund student organisations are a disincentive for many students to pursue university studies. This is quite ironic when one notes that, since 1996, the level of HECS fees have risen between have doubled and has been accompanied by a drop in applications for undergraduate places in real terms. People from low socio-economic backgrounds have been particularly hard hit by these changes. At UTS, there is the threat of the introduction of Domestic Undergraduate Upfront Fees to address its current funding crisis. The declining participation of Low SES students will not only continue but no doubt worsen under these provisions which remove any notion of equity. It should be noted that, while the Government continues to increase its compulsory fees, the UTS Students' Association fee has remained static for a number of years.

(2) There will be a vast reduction in the traditional services offered by student organisations, as mentioned at the beginning of this submission. One of the associated effects of these cutbacks will be massive job losses. It is instructive to note that a survey, carried out by the Australian Campus Union Managers Association, has found that the implementation of national VSU would see the loss of several thousand jobs. It would appear that a Federal Government that would condone the wholesale sacking of an entire industry is working against the tenants of good government which would be based on notions of securing and promoting employment. However, this legislation seems to be in line with the Federal Government's current industrial reforms which actively undermines the rights of workers. The resultant job losses as a consequence of this legislation do not seem to be a consideration of a policy that is ideologically driven and

¹ Sir Gerard Brennan, 'In Defence of Democracy', *UTS News*, 29 Mar 1999, p5.

being installed with little thought of the effects on the health of Australian Universities and their students.

(3) The impact on regional campuses will be devastating as the infrastructure of student organisations plays a major part in local communities in terms of usage and employment. Regional Universities such as UNE run a variety of services such as a community radio station and a dental surgery that would be lost under the legislation. Given the Government's withdrawal of public funding for universities, it is unlikely that UNE would be able to replicate or replace these services and they would be lost to the detriment of the entire community.

(4) By destroying the provision of so many student services, the legislation will jeopardise the export earnings that Australia receives from overseas students, students who will demand value for the high fees they pay, and who may well look elsewhere for a better quality educational experience. The UTS Students' Association assists large numbers of international students who rightly take advantage of the fees they pay. Approximately 70% of students our student advisers and advocates see are international students. The university cannot replicate this service and its loss will detrimentally affect these students. The richness and diversity of the Australian University experience is an important competitive advantage of the higher education industry as a whole.

(5) The legislation assumes that all students are equal, and overlooks the fact that marginalised and disadvantaged groups (such as students with special needs, Indigenous, women, gay and lesbian students, etc.) have been historically denied the opportunities that the majority take for granted. They need and deserve extra assistance so that they can protect their rights and counter further discrimination. Student organisations provide services that allow disempowered groups to operate on an equal level with other groups. They also provide a collective voice so that they can have some power over decisions that affect their educational conditions and their lives. Under the proposed legislation, there will be no funding for cultural events (e.g. Awareness Weeks), basic facilities for specific groups (e.g. a women's room), or the resourcing of representational collectives (e.g. overseas students, students from NESB, Special Needs, Indigenous, etc.).

(6) This legislation can also be seen as the Commonwealth Government usurping the role of the State Governments, by determining the content of legislation governing institutions established under state Acts. It is an attack on state rights and we are critical of the Federal Government undermining state powers. Presumably, if the State's were Liberal controlled, we doubt this legislation with the raft of other reforms being proposed (for example, the industrial relations reforms) would be on the table.

(7) The legislation will no longer allow the use of ancillary fees to fund university service provision outside of that provided by student organisations. An example in NSW is that of the UNISON agreement concerning inter-library loans and reciprocal usage. Further, UTS currently charges a Student Accommodation Levy for student housing which would be lost under this legislation which will only add to the economic woes of the institution. While we do not support ancillary fees in principle, it must be pointed out that universities will be unlikely to find the money needed to replace these fees. To what extent will the Government fill the financial void that this legislation will create?

The Case of Western Australia

In Western Australia, the *Voluntary Membership of Student Guilds & Associations Act 1994* saw the virtual death of student services on campus, particularly in the area of representation, advocacy, welfare and non-commercial service provision. Membership levels have fallen to between 6% and 18% of enrolled students. At Curtin University, VSU not only reduced employment services,

...it has also forced the closure of the disabled students' department, the part-time, external and mature-age department, the women's department, the sports library, the tool library, [and] student loans...²

The crisis that saw the Edith Cowan University's student guild appoint an independent administrator, came about as a result of the massive collapse in financial resources available, not due to mismanagement as the Federal Minister has alleged. The students of the University saw a sharp decline in services and the University had to take on significant additional administrative burdens. As the ECU finance and administration director said:

The problems were a direct result of the introduction of voluntary student unionism in WA, and that the guild had acted 'very responsibly' by seeking professional help.³

The Federal Government's current attempts to implement nationally the same type of legislation as Western Australia, does not bode well for our public education system: a public system that has been under sustained attack for many years, particularly so since 1996.

What the Students' Association provides its members

The UTS Students' Association provides a number of services and performs a variety of functions for its members. As the peak representative body on campus with total autonomy, the Association is in a unique position to represent the interests of students. Under VSU, there is no way that UTS can replicate the functions we perform because of the conflict of interest involved in areas such as representation and advocacy.

Peer Tutor Scheme

The Students' Association maintains a free and extensive database of tutors offering their services to other students having difficulty in their studies. The Peer Tutor Scheme has been running for over ten years now, and is one of the most comprehensive services of its type in the country. It provides an invaluable service to the University community and has helped many students maintain the necessary grades required to complete their course. The database currently consists of approximately 300 peer student tutors (this has doubled since 1999⁴- the last time we were faced with a serious

² 'Protests grow as Nelson tables VSU legislation in parliament', *Campus Review*, 17/3/99

³ 'ECU guild appoints administrator', *Campus Review*, 7/4/99

⁴ 1999 Students' Association Submission to Parliament on the *Higher Education Legislation Amendment Bill 1999 (Abolition of Student Organizations)*

VSU threat), and the Scheme receives between 1600-2000 requests for help every semester, (this has also doubled since 1999). The Scheme also contains a subsidy program to help students facing financial difficulties. Tutors are entitled to charge between \$15-\$25 per hour for their services, and the subsidy program offers \$15 per session (up to 10 sessions) for applicants who are receiving income support, or who have a Health Care Card⁵. Without the Students' Association, this Scheme would be lost to UTS students, many of whom could not afford to pay for assistance elsewhere.

Individual Student Casework

The Students' Association employs four trained staff (Education Officers) to assist individual students with making appeals, complaints or simply negotiating the University bureaucracy. It must be noted, however, that casework is the primary activity of only one of these staff, with it being a sizeable activity for two of them. The academic advice and advocacy service provided by the SA is unique. As an organisation separate from the University, the SA is able to act rigorously in defence of students rights with a level of independence which cannot be achieved within the student service divisions of the University itself. At the same time, the SA works within the university community. This ensures that our education staff maintains extensive knowledge of the shifting policies and procedures of the university, and are therefore well placed to advise students accurately. In fact, it is not uncommon for members of other units within the University to seek our advice on procedural matters.

It is the nature of much academic advocacy that it cannot be successfully outsourced to other community advisory services. Such services simply do not have the specialist knowledge necessary, nor the timetables congruent with University deadlines, to act effectively in these matters. Like many other forms of essential community infrastructure, our advocacy service would also not survive in a free market environment. Given the low socio-economic status of University students as a group, it is unlikely that students most in need will be able to pay market rates for academic advice and advocacy.

The Students' Association provides free academic advice to undergraduate and postgraduate UTS students who access our service. This advice ranges from brief referrals and information provision, to ongoing assistance, intervention, and advocacy spanning several months.

There are a number of common reasons for students coming to obtain advice. They may be facing Exclusion (which will see them removed from the University for twelve months); have broken some rule and face Misconduct charges; wish to Appeal Against an Assessment Grade; are concerned about Credits and/or Exemptions; or want to make a complaint about discriminatory behaviour, unprofessional conduct, incorrect advice, non-attendance by teaching staff, difficulties with research supervision and access to resources; intellectual property disputes; appeals against assessment grades; administrative errors leading to student disadvantage; allegations of academic and non-academic misconduct; student complaints about fees, teaching quality, and course structures. As many students at UTS are studying part time or externally, a significant proportion of our casework is conducted via email, fax, and telephone contact. In this way, geographically remote students are able to benefit equally from the service.

⁵ 2005 information provided by Linda Knowles, Coordinator, Peer Tutoring Program

The University's Student Services Unit and Equity & Diversity Unit also deals with student casework, and this unit has acknowledged that the SA provides an area of grievance resolution which is not currently a major responsibility for them. To give an idea of the amount of work that would have to be taken on by the University if the Students' Association were to close, or massively scale down its operations, due to VSU, the following figures may be instructive.

For the 2004 year, we saw 1786 students, this being a significant proportion of the 27,126 students enrolled at UTS that year. While some students may only have a brief enquiry, others require numerous appointments spread over a number of weeks. As an indicator of the amount of time this involves, each student is assigned an average of 30 minutes per session. This does not, however, provide a full reflection of the work involved, as it does not cover multiple visits, nor the necessary follow-up work, such as writing letters, ringing on behalf of the student, and attending meetings with a student when necessary. These figures also do not reflect the high volume of brief 'over the counter', email and phone enquires with which we deal. This could easily add another 20% to the figure above. It is also worthy of comment that we estimate that, whilst 48% of students in 2004 were born outside of Australia⁶, approximately 70%-80% of the students who seek casework assistance are of this demographic. The absence of the Students' Association would leave a large gap to be filled by an already resource-stretched university.

Second-hand Bookshop

This is another non-profit activity run by the Students' Association, providing a valuable service to students on a tight budget. Unwanted textbooks can be deposited in the shop for sale, and others bought at a price much lower than for a brand new book. Academic textbooks can be very expensive and this service helps a great many people with some of the costs associated with university study.

Thousands of students have utilised the service in the years of its existence. This service is particularly popular as UTS has introduced Winter and Summer semesters, the bookshop is busy for the majority of the year.

Clubs and Societies

The UTS Students' Association provides resources for Political, Educational, Religious and Cultural (PERC) clubs, giving students the opportunity to mix with other like-minded people and engage in debate, discussion and social activities. These clubs can get funds for their activities to promote community amongst students with similar interests. Listed below are the affiliated PERC Groups for 2005⁷:

Campus Christian Movement
Chinese Christian Fellowship
Christians in Design
Christians in the Media

⁶ UTS Facts and Figures, 2004

⁷ Information from Jean Jarvis, Executive Officer, UTS SA

Catholic Asian Students Society
Che Guevara
Amnesty International
UTS Liberal club
Taiwanese Student Movement

Legal Advice

The UTS Community Law & Legal Research Centre provides a free legal advice and referral service for all staff and students at UTS. The Centre is also involved in community legal education, community legal research, and law reform. Some of the areas for which the Centre provides advice includes: criminal law, tenancy, discrimination, domestic violence, family law, legal aid, and social security. In its research capacity, the Centre has produced reports dealing with Juvenile Justice Legislation; Gambling and Crime; and Young People and Public Space. The Legal Centre is unable to act against UTS.

The Centre is jointly funded by the UTS Union, the UTS Students' Association, and is supported by the UTS Faculty of Law.

Childcare

UTS Childcare received a grant from the UTS Students' Association of \$4000 in 2004. We view the provision of childcare as an essential service for students, particularly women, to access and participate in University.

Publications and Networks

The UTS Students' Association funds the student newspaper, *Vertigo*, which is published every fortnight during semester. It is a good example of the power and necessity of community media. The paper acts as a conduit of information to the student body of events and issues occurring within the University that affect their lives, as well as more general information not seen in the mainstream press. It provides a space for regular reports from student representatives and helps with maintaining accountability and transparency within student organizations. It is also open to members of the student body to submit points of view and items of interest, encouraging both debate and creativity. It helps to promote the multifaceted aspects of university life and the diversity of the university community.

Representation

Student representation is the central role of the Students' Association. It is useful to note that the objectives of the Students' Association Constitution, recognised by the University, include:

- 2.3 To afford a recognised means of communication between the students and the academic and administrative arm of the university
- 2.4 To represent or arrange representation of any student or group of students before any authority of the university or otherwise.

Democratically elected student representatives contribute significantly to the decision-making processes of the University through formal membership of such committees. As a consequence of this formal involvement, student representatives are also able to disseminate information about issues of concern to the wider student body.

The student representatives, to best fulfil their roles, need to be adequately prepared and briefed. This is the role of the Education staff, who are able to provide information, background, advice and assistance to the student representatives. They are able to draw on an extensive pool of information and experience within the university that is not available to annually elected officials. The drafting of papers, reports, notes and submissions is an essential aid in promoting student perspectives at all levels of decision-making.

University Level Policy Development

The Students' Association provides systematic and comprehensive input into the development of University level policy and procedures affecting UTS students. This is done through student representation on university committees and working parties; written submissions and input by students and research staff; and general consultation between different sections of the University community.

The Students' Association endeavours to consult widely with its members, through such mechanisms as the education action group, in order to ensure that our contributions to policy development are informed by the views and experiences of a wide range of students. Without the contributions of the Students' Association, the University would be forced to make many vital policy decisions without taking into consideration the views of key stakeholders - the student body.

Research

The Students' Association regularly carries out empirical research projects as a means of systematically identifying the needs and concerns of our membership. Information derived from projects such as these is used to prioritise our organisation's campaigns, and to effectively lobby the University administration for changes which benefit all students. A list of some of the Research projects that have been undertaken in the past couple of years that are written to both the University, and as broader national submissions, with an emphasis on research students, has been provided as an Appendix to this paper, although this is only a sample of the research work undertaken by the Students' Association each year.

Educational Activities

Outside of the numerous activities and events organised by the different collectives and affiliated clubs to raise awareness of issues and ideas they wish to promote, the UTS Students' Association organises many educational activities of a social, political and cultural nature. This ranges from the presentation of seminars and workshops, film screenings, regular meetings of the Education Action Group and Cross-Campus Education Network; participation in conferences such as NOWSA (Network of Women Students in Australia), Students & Sustainability, National Education Conference; and

CAPA SCM and ACM. We also ensure that we deliver conference presentations, by staff and students, based upon the localised research we have undertaken at UTS each year.

The Students' Association aims not to be the provider of all services, but to ensure services might be taken up by various areas of the University. That is in line with our political ideology and our limited resources.

Campaigns

The UTS Students' Association has as one of its Constitutional objectives the responsibility 'to identify, advance and promote the interests of the students of the University.' As such, it must at times campaign for the rights and betterment of its membership. These campaigns may be focused at the University level or, given the nature of public higher education in Australia, at the national level. The Students' Association, working with other organisations such as the National Union of Students (NUS), the Council of Australian Postgraduate Associations, and the National Tertiary Education Union (NTEU), has regularly organised 'National Days of Action'. These events have highlighted the strong feelings of the university community at the continual funding cuts and attacks on the public higher education system. They have been directed at both Labor and Coalition Governments.

Collectives and Special Interests

The UTS Students' Association organises and resources a number of different collectives with a dedicated Office Bearer. They are open to all UTS students, who are encouraged to participate in the identification of relevant issues and advocacy for specific groups. They also work as a unique support network for many students who may feel alienated from the mainstream student population or need specific advice. Each collective has regular meetings and coordinates an annual Awareness Week on campus. There are currently nine collectives: ATSI, Education, Ethno-cultural, Greens, Overseas Students, Postgraduate Students, Sexuality, Special Needs and Women.

Working With the University Community

The Students' Association works cooperatively with other sectors of the University community in order to further the interests of the student body. Examples of the departments with which we have positive ongoing partnerships include: the University Graduate School (which is responsible for overseeing the academic progression of all postgraduates at UTS); the Equity and Diversity Unit; Student Services, Student Administration; Secretariat; and the University Ombuds. The SA is regularly recognised by all of these departments as a valuable contributor to the University community, as may be evidenced by their inclusion of SA views and representatives in various forums and review processes.

The SA strives to raise awareness and make contributions to the University community. Student collectives organise a number of awareness campaigns on campus such as the Womyn's Collective campaigns against sexism and domestic violence. In 2003, the SA received a Human Rights commendation from the VC for its work in securing scholarships for TPV Refugees, and in 2004 for work in combating homophobia.

Working with Community Groups

The UTS Students' Association recognises itself as a community organisation and acknowledges that all students are members of the broader society. As a consequence, there is an on-going commitment to contributing to the resources of community organisations encouraging activism, volunteerism, self-help and a sense of community.

National Level Involvement

UTS SA provides regular and frequent feed back to the two national student organisations to which we are affiliated – the National Union of Students and the Council of Australian Postgraduate Associations - on a range of issues affecting our membership. In this way, we contribute to a national profile of university students, their concerns, needs, and priorities, which NUS and CAPA are able to use at a national level to act against oppressive government policies. We also disseminate information from NUS and CAPA to our members through our publications and electronic communication networks, thereby acting as a conduit through which our peak bodies are able to communicate with their constituent members.

Conclusion

The Students' Association plays an integral role at UTS and for students. We are merely one University of many that are facing a similar threat under the Coalition government which will have a Senate majority after July, 2005. The *Higher Education Legislation Amendment Bill 2005*, if passed by Parliament, will have a devastating effect on the welfare of students and the educational situation of Universities as a whole. The vast majority of the services described above will disappear along with universal membership. This legislation is an encroachment on the rights of students to control student affairs, and erodes the principle of collective organising. It is intended to neutralise effective student representation in the decision-making process; destroy the political life of student organisations; and silence voices for change. It represents yet a further erosion of the Australian public education system, with little thought having been given to the true ramifications of this ideologically driven policy.

Appendix

Research papers and submissions

Kuring-Gai: Working Party on Alternative Educational Options
(December 2004, Submission to UTS Management working Party)

Response to the Ombudsman Discussion Paper: Complaints Handling in NSW Universities
(November 2004, Submission to the NSW Ombudsman Inquiry)

ESOS Act Evaluation
(October 2004, Submission to the Senate Inquiry into ESOS)

Student Conduct Paper: Response to Registrar
(October 2004, Submission to University Council)

Research Students and Disabilities
(September 2004, Submission to the Disabilities Network)

Plagiarism: Towards a Best Practice Model
(June 2004, Discussion Paper to Teaching and Learning Committee)

Graduate Attributes: Realigning Notions of Values
(June 2004, Submission to the Teaching and Learning Committee)

The Political Economy of Research Student Funding
(June 2004, Conference Paper to the 2004 National Education Conference)

Student Income Support Inquiry
(June 2004, Submission to Senate Inquiry into Income Support)

Common Lunch Hour submission
(May 2004, Submission to the Student Life Committee)

Workplace Relations Act Amendments
(April 2004, Submission to Senate Inquiry into the WRA)
www.aph.gov.au/senate/committee/eet_ctte/completed_inquiries/2002-04/wrbills2004/submissions/sub009.pdf

Evaluation of the Knowledge and Innovation Reforms
(September 2003, Submission to Senate Inquiry)
www.dest.gov.au/highered/ki_reforms/submissions/pdf/k81.pdf

Postgraduate Women Under Capitalism
(September 2003, paper presented to NOWSA Conference)

Transition Policy
(May 2003, Submission to the Teaching and Learning Committee)

Intellectual Property Policy and Research Commercialisation
(April, 2003, Submission to Academic Board)

The Engine Room: ALP Research Funding Policy
(February 2003, Submission to the ALP)

The New Completions Agenda: From Postgraduate to Undergraduate
(October 2002 presented to 2002 RESSO's Conference)

Submission to the Higher Education Legislation Bill: No. 2, 2002
(July 2002 to the Senate Inquiry into deregulating public funding)
www.aph.gov.au/senate/committee/eet_ctte/completed_inquiries/2002-04/highedfund02/submissions/sub015.pdf

Crossroads: Submission to the Higher Education at the Crossroads Discussion Paper (July 2002, Submission to the Senate Inquiry Higher Education Review)
www.backingaustraliasfuture.gov.au/submissions/crossroads/pdf/286.pdf

Crossroads: Postgraduate Response: Varieties of Learning: The Interface Between Higher Education and Vocational Education and Learning
(September 2002: Submission in response to the Ministerial Discussion Paper)
www.backingaustraliasfuture.gov.au/submissions/issues_sub/pdf/i196.pdf

Crossroads: Postgraduate Response: Meeting the Challenges: The Governance and Management of Universities
(September 2002: Submission in response to the Ministerial Discussion Paper)
www.backingaustraliasfuture.gov.au/submissions/issues_sub/pdf/i325.pdf

Crossroads: UTS SA General Response: Meeting the Challenges: The Governance and Management of Universities
(September 2002: Submission in response to the Ministerial Discussion Paper)
http://www.backingaustraliasfuture.gov.au/%20submissions/issues_sub/pdf/i195.pdf

Crossroads: Achieving Equitable and Appropriate Outcomes: Indigenous Australians in Higher Education
(September 2002: Submission in response to the Ministerial Discussion Paper)
http://www.backingaustraliasfuture.gov.au/%20submissions/issues_sub/pdf/i194.pdf

Crossroads: Varieties of Excellence: Diversity, Specialisation and Regional Engagement
(September 2002: Submission in response to the Ministerial Discussion Paper)
www.backingaustraliasfuture.gov.au/submissions/issues_sub/pdf/i193.pdf

Crossroads: Setting firm Foundations: Financing Australian Higher Education
(September 2002: Submission in response to the Ministerial Discussion Paper)
www.backingaustraliasfuture.gov.au/submissions/issues_sub/pdf/i192.pdf

Crossroads: Striving for Quality: Learning, Teaching and Scholarship
(September 2002: Submission in response to the Ministerial Discussion Paper)
www.backingaustraliasfuture.gov.au/submissions/issues_sub/pdf/i182.pdf

Review of Exemptions and Advanced Standing
(August 2002, Submission to the UTS Teaching and Learning Committee)

The Capacity of Public Universities to Meet Australia's Higher Education Needs
(March 2001 PNUTS Response to the Senate Inquiry- Universities In Crisis)

Submission to the Senate Inquiry into Higher Education
(March 2001: General UTS SA response to the Senate Inquiry- Universities in Crisis)
www.aph.gov.au/Senate/committee/EET_CTTE/public_uni/submissions/sub329.doc