

National Tertiary Education Union
Po Box 1323, South Melbourne
Victoria, Australia 3205
Tel 03 9254 1910
Fax 03 9254 1915

NTEU Submission

Senate Inquiry into Rural and Regional Access to Secondary and Tertiary Education Opportunities

Organisation: National Tertiary Education Industry Union

Contacts: Dr Carolyn Allport, National President NTEU

Paul Kniest, Policy and Research Co-ordinator

Details: 120 Clarendon St
South Melbourne Victoria 3205
03 92541910

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Introduction

The National Tertiary Education Union (NTEU) represents approximately 26,000 staff employed in Australia's higher education industry. The Union welcomes the opportunity to make a submission to the Senate Rural and Regional Affairs and Transport Committee in relation to the *Inquiry into Rural and Regional Access to Secondary and Tertiary Education Opportunities*.

Whilst acknowledging the terms of reference for the Inquiry, NTEU's comments focus primarily on issues relating to regional students attending higher education institutions, with emphasis on access, equity and financial considerations. NTEU will also highlight the status of regional institutions/campuses, their relative importance both regionally and nationally, and their ability to attract and retain quality staff and students.

In our focus on regional institutions NTEU wishes to emphasise the important role they have providing tertiary education opportunities for low socio economic status (SES) students. It is vital that any Government initiatives that aim to increase low SES student participation rates also take into account the status of regional and rural education.

Summary of Recommendations

- 1. That from the additional university funding announced in the 2009-10 Federal Budget, the Federal Government initiate pathway programs which build aspirations and raise student confidence in the relevance of higher education in regional communities as a component of the low SES participation criteria.**
- 2. That legislation supporting the establishment of independent student services and representation be adopted, with particular regard to the re-establishment of these services at small and regional institutions, and institutions with high rates of low socio-economic, regional, rural and Indigenous students.**
- 3. That student income support reforms (intended to be introduced from 1 January 2010) be reviewed to ensure that students undertaking a gap year from the beginning of 2009 will not be adversely affected.**
- 4. That for 'dependent' young people from rural and regional areas the Parental Income Means test thresholds for Youth Allowance should be revised up by 50% so that it rises from the current level of approximately \$44,000 to \$66,000.**
- 5. That the outcomes of the proposed review of regional university loadings announced as part of the 2009-10 Budget ensure regional universities are provided with the necessary funding to cover the real costs of delivering higher education in regional Australia.**

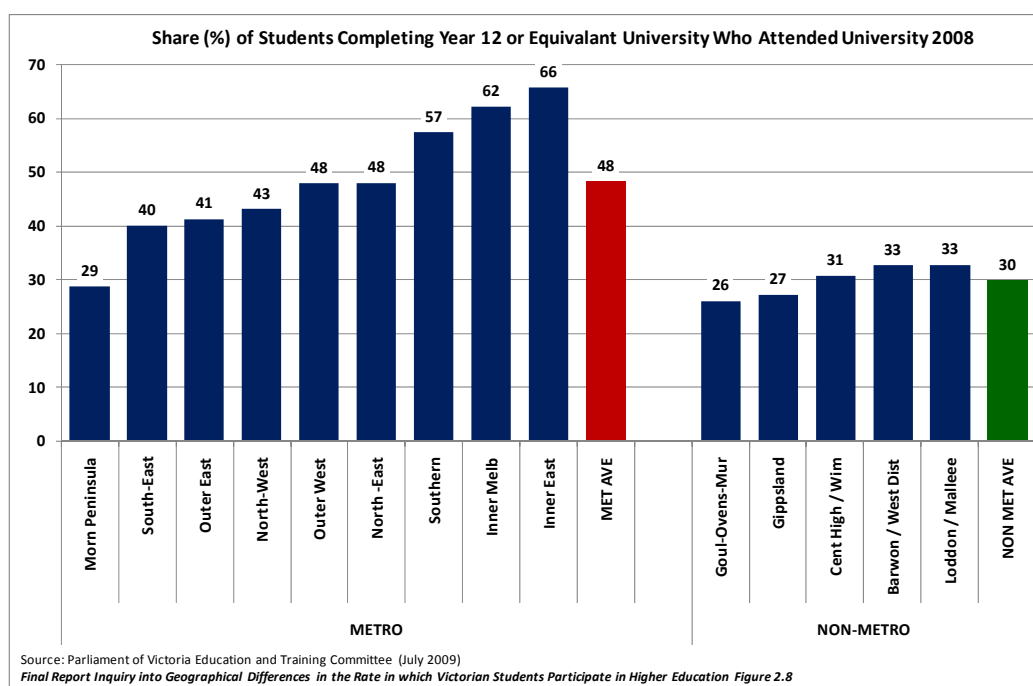
Background

Statistical data on the participation of rural and regional students in higher education on the basis of geographic origin remains inadequate at the national level. Nonetheless research and government-commissioned reports have recurrently stated that students from rural and regional backgrounds have much lower rates of participation at Australian universities.¹ As Richard James asserted in 'Socioeconomic Background and Higher Education Participation';²

[T]o summarise the problem in simple if crude terms: on a per capita basis, for every ten people from medium or higher socioeconomic backgrounds who go to university, only five people from lower socioeconomic backgrounds do so. On a similar per capita basis, for every ten people from urban locations who go to university, only six people from rural or isolated Australia do so. (p 1)

These findings are confirmed by data contained in a recent Education and Training Committee report by the Parliament of Victoria which examined geographic differences in Victorian participation rates in higher education.³ The data presented in Figure 1 highlights differences in participation for students from different metropolitan and regional areas of Victoria, and shows a stark difference depending upon location.

Figure 1



¹ For instance, N. Alloway, P. Gilbert, R. Gilbert and S. Muspratt (2004) *Factors impacting on student aspirations and expectations in regional Australia*, Townsville, James Cook University, pg. 30; S. Kilpatrick & J. Abbott-Chapman (2002) 'Rural young people's work/study priorities and aspirations: The influence of family social capital.' *The Australian Educational Researcher*, 29, 1, pgs.43-68; and K. Hillman and S. Rothman (2007) *Movement of Non-metropolitan Youth towards the Cities*, Longitudinal Surveys of Australian Youth Research Report 50, Jan 2007, pg. 3

² Richard James (2002) *Socioeconomic Background and Higher Education Participation: An analysis of school students' aspirations and expectations*, The University of Melbourne: Centre for the Study of Higher Education, pg. 1

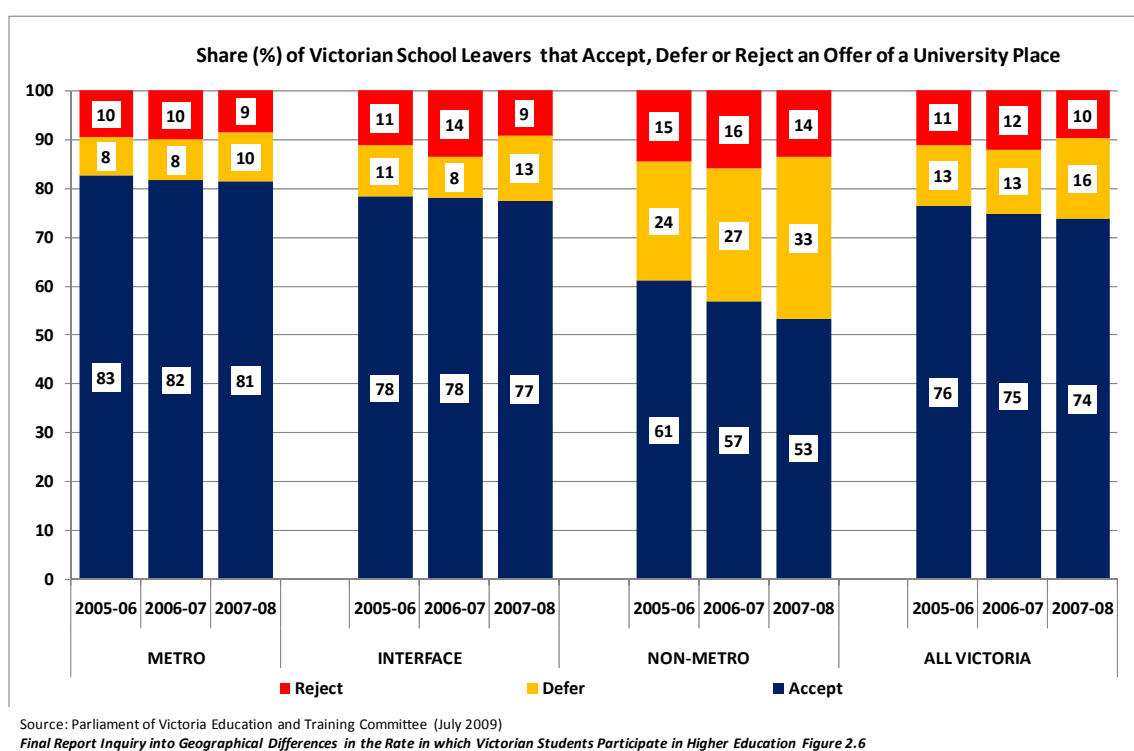
³ Parliament of Victoria, Education and Training Committee (2009) *Final Report: Inquiry into Geographical Differences in the Rate in which Victorian Students Participate in Higher Education*, Melbourne, Victorian Government Printer.

The lower participation in universities contrasts strongly with participation in Vocational Education and Training (VET) where according to Kylie Hillman and Sheldon Rothman;⁴

Young people from provincial locations were more likely to participate in traineeships than young people from metropolitan locations, other things equal. (p 3)

The Parliament of Victoria report shows that lower participation of regional Australians are driven by considerably lower applications rates but also (as clearly demonstrated in Figure 2) by higher rejection rates and a rate of deferment which is three times higher than for students from metropolitan Victoria. However, as research by Gary Marks shows, once rural and regional youth begin tertiary education, they are equally likely to complete. This is especially true for youth from small provincial, other provisional and remote areas.⁵

Figure 2



One of the interesting findings from the Parliament of Victoria report concerns the extent to which students from non-metropolitan and metropolitan have had to move to attend university. While only 2.5% of students from metropolitan Victoria attended a regional university campus, 51.2% of students from regional Victoria attended a regional university campus.⁶ A report published by the Commonwealth Department of Employment Education and Training (DEST) in 2003 also supports these findings. Approximately 40% of students whose permanent home address was in a non-metropolitan area had moved to attend

⁴ Hillman and Rothman (2007) op cit. pg. 3

⁵ Gary N. Marks (2007) *Completing University: Characteristics and Outcomes of Completing and Non-completing Students*, Longitudinal Surveys of Australian Youth: Research Report 51, pgs. viii, 3

⁶ Parliament of Victoria, Education and Training Committee (2009) op. cit. Table 6.1

university, compared to only 4% of metropolitan or city-based students.⁷ The report found that much of the movement of non-metropolitan students was not necessarily related to lack of access to a tertiary campus in their local area. The availability of their chosen subject and course was considered a major issue.

Why do students from non-metropolitan areas have lower participation rates?

Research has found that most young people from regional and rural communities aspire to some form of further education when they finish school, and were generally well-informed about post-school education options, including articulated pathways.⁸ However, the ability of these students to take pathways leading to post-secondary education has not always been easy. There are a number of disincentives that regional students face in pursuing further study. Firstly, unless a community has access to a local regional institution or campus which offers a broad range of undergraduate courses, it is likely that students will have little choice other than leaving their communities to pursue higher education opportunities. Secondly, many regional and rural students may be restricted by family circumstance and cost imposts, which can act as a deterrent to university education.

Education costs – The impact of financial considerations

Preceding research by the Centre for the Study of Higher Education (CSHE) at the University of Melbourne found that the most disadvantaged school students (lower socio-economic background students who lived some distance from university campuses) were at least twice as likely to believe that the cost might stop them attending university, when compared with proportions of most advantaged students (urban, higher socio-economic background students).⁹ The same study found that 41% of lower socio-economic background school students (where a significantly higher proportion were from regional and rural areas) believed their families probably could not afford the costs of supporting them at university. Well over one-third of lower socio-economic background students indicated they would have to support themselves financially if they went to university.¹⁰ A 2007 DEST study which undertook focus group conversations reflected this position when it reported;

The final reality for students was the realisation that fulfilment of their aspirations and expectations was bound inevitably to their capacity to finance them. (p 262)

The perception of the university being unaffordable intensifies if the student needs to leave home in order to study. The same study found in relation to student's decisions about whether to pursue post secondary education that there are a number of considerations which are not necessarily cost-based;

While financial considerations dominated student responses, some also spoke about matters of the heart, of what it would mean to them to leave their homes, their families and their communities. Sometimes this sense of loss

⁷ B. Blakers, A. Bill, M. Maclachlan & T. Karmel (2003) *Why Do University Students Move?* Canberra, Department of Education, Science and Training.

⁸ N. Alloway, P. Gilbert, R. Gilbert and Muspratt (2004) op. cit.

⁹ Richard James, Johanna Wyn, Gabrielle Baldwin, Gary Hepworth, Craig McInnis and Andrew Stephanou (1999) *Rural and Isolated School Students and their Higher Education Choices: A re-examination of student location, socioeconomic background, and educational advantage and disadvantage (Commissioned Report No. 62)*, The University of Melbourne, Centre for the Study of Higher Education and Youth Research Centre.

¹⁰ N. Alloway, P. Gilbert, R. Gilbert and Muspratt (2004) op. cit.

was accompanied by a sense of fear and of apprehension in taking up their lives in unfamiliar circumstances, in untried locations. (p 253)

The significant lower participation rate of young people from rural and regional areas in universities raise a host of further issues around the specific disadvantage experienced in rural and regional Australia. In particular, policy reform may increase difficulties for middle income families as Michael Klapdor and Dr Matthew Thomas argued in their analysis of student income support reforms in the *Budget Measures 2009-10*;¹¹

There is, however, a large pool of students from middle income families who will be negatively affected by the independence requirements. The measure will affect this group in terms of their ability to demonstrate independence from their families, their freedom to move away from home in order to study the course of their choice and their being forced to compete in the job market so as to qualify as independent for the purposes of income support, when they decide to study. (p 183)

It is the opinion of the NTEU that changes to student income support should specifically target increased participation of young people from rural and regional backgrounds in the higher education sector, not only from comparable low SES backgrounds.

Non-financial considerations - Student / family aspirations

Whilst financial concerns are a significant deterrent for regional, rural and remote students in accessing higher education opportunities, the underlying causes of higher education participation imbalances for school-leavers are far more complex. For many rural and regional students there are significant differences in perception as to the relevance and attainability of higher education in the final years of secondary schooling.

In his submission to the Review of Australian Higher Education (Bradley review) Professor Richard James noted that equity initiatives focused on the school-university transition are likely to have limited impact if they only address the problem of educational disadvantage in terms of removing cost barriers/inhibitors and operate exclusively or primarily at the point of transition from school to university.¹² He highlighted UK programs that reach back into early secondary education were critical in increasing expectations and possibilities in schools and communities.

Finally, it should be noted that students from regional, rural and low socio-economic groups require higher levels of academic and pastoral support once enrolled. The demise of many student support services as a result of the collapse of student unions has added pressure to already stretched resources, with many institutions forced to either take over the delivery of core support services (often a reduced level) or, in the case of many regional institutions, have these services cease altogether. It should be noted that in order to attract and support regional, rural and low socio-economic students into tertiary education, the question of student services and support funding must be addressed, and that special financial arrangements and incentives targeted at these student may also be needed.

¹¹ Michael Klapdor and Dr Matthew Thomas (2009) 'Student Income Support,' *Budget Review 2009-10: Research paper No.33*, Canberra, Parliamentary Library, pgs. 179-84.

¹² R. James (2008) *Equity of participation for people from lower socio-economic backgrounds and rural and isolated areas*, The University of Melbourne, Centre for the Study of Higher Education.

The Federal government could provide strong incentives to build aspirations and raise confidence in the relevance of higher education in rural communities through targeted pathway programs, in particular, programs that work cooperatively with regional community groups and other education providers such as TAFE colleges and schools.

Recommendation

- 1. That from the additional university funding announced in the 2009-10 Federal Budget, the Federal Government initiate pathway programs to build aspirations and raise confidence in the relevance of higher education in regional communities as a component of the low SES participation criteria.**
- 2. That legislation supporting the establishment of independent student services and representation be adopted, with particular regard to the re-establishment of these services at small and regional institutions, and institutions with high rates of low socio-economic, regional, rural and Indigenous students.**

2009-10 Federal Budget Changes to Student Income support

Major changes to Youth Allowance were announced in the 2009-10 Budget. These included:

- Reducing the age of independence to 22 years by 2012.
- Raising the Personal Income Threshold from \$236 to \$400 per fortnight.
- Increasing the basic Parental Income Test threshold from \$32,800 to \$44,165. The new income cut off points would also rise substantially – for example a student aged 18 studying away from home would be eligible with a family income of over \$92,447.
- Receiving an annual Student Start-up Scholarship (where a young person is at least in receipt of a part-payment of Youth Allowance). The scholarship would be valued at \$2,254 in 2010 and students would receive this scholarship for each year they received student income support while at university.
- Providing greater access to a Relocation Scholarship of \$4000 in the first year and \$1000 in subsequent years, to students receiving student income support who have had to relocate to study.
- Change to the eligibility criterion for a student to be classified as independent by restricting this to students who have worked for 30 hours per week for at least 18 months over a two year period.

NTEU supports the changes to the eligibility criteria for 'independence', based on research by Bruce Chapman and Kiatanantha Lounkaew which suggested that 36% of independent students living at home are from families with incomes above \$110,000, and that more than half of these had incomes of more than \$150,000.¹³ However, as has been widely reported in the press, the effect of this change may have a retrospective impact on students who commenced a 'gap year' at the beginning of 2010. It has been estimated that as many as 30,000 rural and regional students are currently in their gap year.¹⁴ Changes to the

¹³ B. Chapman (2009) 'Youth Allowance gets fair go,' *The Australian* June 3, 2009.

¹⁴ J. Drape (2009) 'FED: Senate to investigate student support changes: Greens, Libs,' *AAP Australian National News Wire*, May 20, 2009.

independence criteria should be reviewed to ensure that they do not result in unintended negative outcomes for students who undertook a gap year in 2009.

Recommendation

- 3. That student income support reforms (intended to be introduced from 1 January 2010) be reviewed to ensure that students undertaking a gap year at the beginning of 2009 will not be adversely affected.**

While the NTEU supports the changes to student income support announced in the Budget, we believe that further changes could be provided to offset costs faced by regional students and families. As Margaret M. Alston and Jenny Kent argued;¹⁵

Yet, in Australia, we have declining access to tertiary education among rural young people. It is evident that the increased financial costs for parents is at the heart of this decline and that the restructured Youth Allowance has critically disadvantaged rural young people. Research presented here provides a timely reminder that we ignore rural educational access at our peril... If we are to deal with social exclusion in a rural context, equitable and affordable access to higher education for young men and women from rural areas should be a priority for Australian governments. (p 15)

There are a number of alternatives that the Government might consider in redressing the higher financial costs and barriers that regional students face in participating in higher education.

Recommendation

- 4. That for 'dependent' young people from rural and regional areas the Parental Income Means test thresholds for Youth Allowance should be revised up by 50% so that it rises from the current level of approximately \$44,000 to \$66,000.**

Indigenous Students

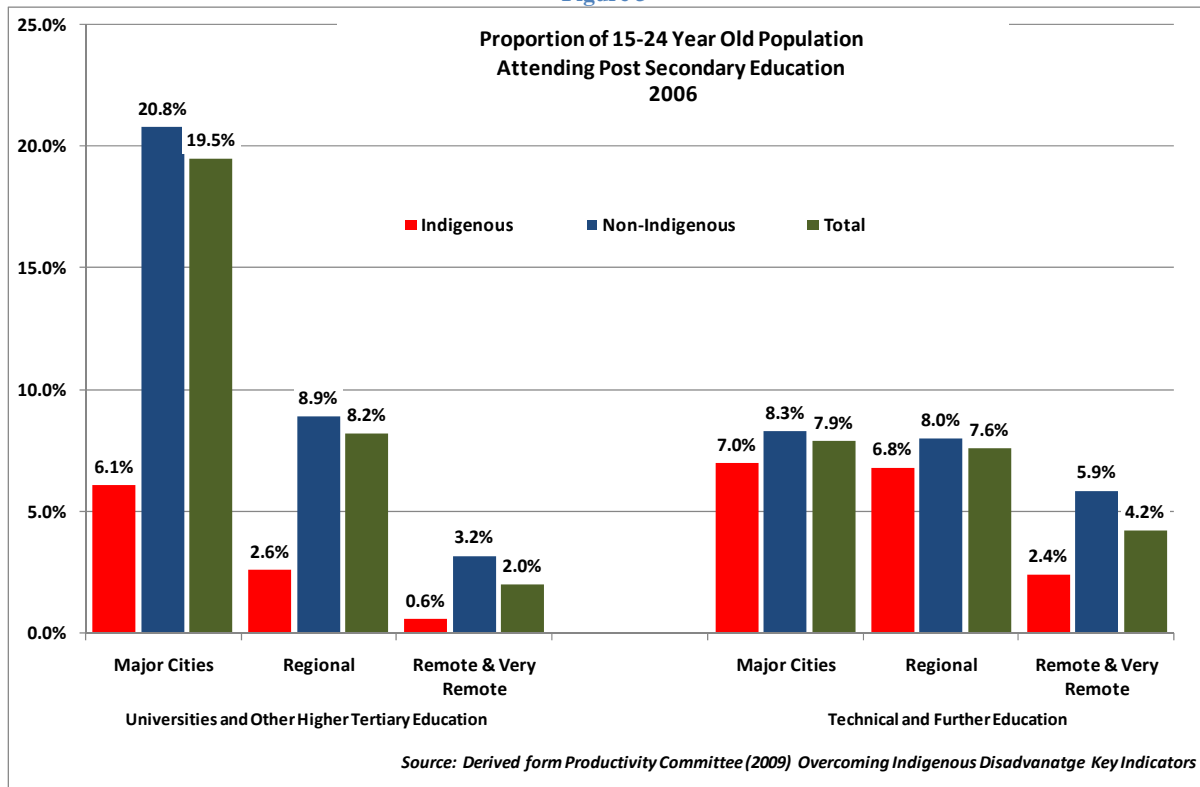
In reviewing the capacity of Australians from non-metropolitan areas to participate in higher education NTEU would urge the Committee to also take into consideration the plight of Indigenous Australians. As the data presented in Figure 3 clearly demonstrates, students from Aboriginal and Torres Strait Islander backgrounds have substantially lower levels of participation in universities regardless of where they are located. However, given that a relatively larger proportion of the Indigenous population live in regional and remote Australia compared to the rest of the population, their lower participation rates are compounded by location as well cultural and other socio-economic geographic factors.¹⁶ Aboriginal and Torres Strait Islander youth also have substantially lower completion rates or higher attrition rates than non-Indigenous students with 62% of Indigenous students not completing their course compared to about 30% of the non-Indigenous group. Non-completion appears especially prevalent among male Indigenous students.¹⁷

¹⁵ M. M. Alston and J. Kent (2003) 'Educational access for Australia's rural young people: A case of social exclusion,' *Australian Journal of Education*, 47, 1, pg. 5-17.

¹⁶ Steering Committee for the Review of Government Service Provision (2009) *Overcoming Indigenous Disadvantage: Key Indicators 2009*, Canberra, Commonwealth of Australia.

¹⁷ Gary N. Marks (2007) op. cit. pg. 4.

Figure 3



Given the alarming levels of disadvantage faced by Indigenous Australians in relation to their participation in higher education in particular, NTEU believes that a national flagship set of programs is needed to address these complex issues. Our submission to the Prime Minister’s 2020 Summit held in 2008, put forward an integrated approach with pathway programs beginning in the school sector and including employment opportunities (Appendix A).

Regional universities

The existence of sustainable regional universities may be one the most important factors in encouraging greater participation of regional students in higher education. Having a university located within a region will not only make access to a university education easier and less costly, it may also play an important role in lifting regional student aspirations to study at university. In addition to providing access and opportunity, strong and viable regional universities are important in lifting participation because of the contribution they make to regional economic, social and cultural development.

The importance of Australia’s regional universities in providing access to higher education for students from regional and remote Australia (as well as from low SES backgrounds) is clearly demonstrated by the latest university enrolment data. In 2007, regional universities enrolled a total of 187,522 domestic students which accounted for 26.2% of all domestic student enrolments (refer to Table 1 in Appendix B). In relation to students from regional and remote Australia, regional universities accounted for a disproportionately high 54.1% and 51.8% of all domestic enrolments respectively. The data also shows that regional universities enrol a disproportionately high number of Indigenous students and students from low SES backgrounds.

Australia's regional universities are not only critical in providing access to higher education for students but are also important in sustaining regional economies and communities. In 2007 regional universities generated a total of \$2.7billion in total revenue (Appendix B Table 2). They employed almost 20,000 full time equivalent staff (Appendix B Table 3) and paid over \$1.6billion wages and salaries (Appendix B Table 2). In addition to these direct economic benefits regional universities also have the capacity through local engagement and collaboration to provide research and educational requirements for local business and communities.

The capacity of regional universities to retain or attract students with higher educational qualifications is also an important dimension of regional development that should not be overlooked. The movement of rural and regional youth away from home to pursue educational opportunities has longer term implications for the viability of rural communities. For instance, Hillman and Rothman found that only 30% of young people who relocated from a non-metropolitan area to a major city in the years following secondary school went on to move back to a non-metropolitan area within a seven year time period.¹⁸ The broader implication is that without regional universities there will be an ever increasing loss of human capital from these areas which would be to the detriment of the long-term sustainability of regional and rural Australia.

It is generally acknowledged that regional universities have stronger connections to their local communities than those located in metropolitan areas and therefore have a greater capacity to meet the aspirations and needs of their students, local business and other community groups. It is also apparent that mature age students seeking to upgrade their qualifications and skills may be less mobile than younger students because of family and other commitments. Therefore, NTEU contends that sustainable regional universities will be critically important in catering for the needs of mature age students living in regional Australia. This issue needs to be taken into consideration when examining issues related to the provision of higher education in regional Australia.

Recommendation

- 5. That the outcomes of the proposed review of regional university loading announced as part of the 2009-10 Budget will ensure regional universities are provided with the necessary funding to cover the real costs of delivering higher education in regional Australia.**

¹⁸ Hillman and Rothman (2007) op. cit. pg.1

APPENDIX A



National Tertiary Education Union (NTEU)

2020 Summit – Indigenous Education and Employment

Better educational and employment outcomes for Indigenous Australians will be one of the key drivers to overcoming Indigenous disadvantage.

The National Tertiary Education Union (NTEU) acknowledges the work of the Indigenous Higher Education Advisory Council (IHEAC) in working to address Indigenous disadvantage in higher education.

In working toward the goals of improving education outcomes for Indigenous people a number of important strategies have been identified that require intercession to achieve a significant change. These include;

- Engagement with Indigenous students in years 8 & 9 of secondary school;
- Mentoring in senior years (10-12); &
- Transition to university through understanding of options for future employment

Options for advancing employment outcomes require further commitment from all industries. In the higher education sector addressing issues of further Indigenous employment requires particular engagement strategies, including;

- High level commitment to Indigenous employment; &
- Establishment of targets and strategies to improve employment outcomes.

Looking toward 2020, a strong commitment to address disadvantage in the areas of Indigenous education and employment is required by all levels of Government and higher education institutions. The following strategies have been identified as possibilities to create immediate and substantial change in Indigenous Australian communities.

Summary of 2020 Strategies

Education

1. Early identification (at Year 9) of Indigenous students who have the potential to complete a university education. Articulated pathways, including financial and learning support, to encourage the completion of Year 12.
2. Secondary schools to work in conjunction with local Indigenous communities to incorporate the skills and knowledge of the community in the schools Indigenous learning and support network. Identifying and supporting those Indigenous students who might be capable of progressing to university.
3. Offer tertiary education pathway scholarships (in addition to any AbStudy entitlements) to complete Year 12.

4. Scholarship holders to be given a guarantee that if and when they successfully gain entry into a university course that they will automatically qualify for another scholarship or HEC's exempt placement to allow them to complete their university studies. In addition students should also be offered mentoring and/or additional learning support.
5. Pathways from vocational education (VET) to higher education to be explored, capturing Indigenous students who may have dropped out of secondary school prior to Year 12 along with providing Indigenous students with a conduit to increase aspirations and qualifications.
6. Ensure engagement with Indigenous communities as a high priority for all education institutions. This will promote cultural understanding and support by Indigenous leaders for increased participation of Indigenous students.

Employment

1. The commitment to Indigenous employment should be made a high level priority at all higher education institutions.
2. Universities should appoint senior Indigenous specific positions including a Pro-Vice Chancellor (Indigenous) as well as positions across all levels of the institution including academic and general staff, from professorial appointments to security and garden maintenance staff.
3. Consideration must be paid to the terms and levels of employment to ensure full-time, ongoing positions are created to show a long-term commitment is being made by Universities to address Indigenous disadvantage.
4. Employment targets and strategies should be set by each institution to gauge the success of Indigenous employment. These targets and strategies will form part of the Universities Enterprise Bargaining Agreement (EBA) and will be managed and implemented by a University Indigenous committee reporting to the Vice-Chancellor and University Council.
5. Build on the successful work of the NTEU in establishing Indigenous Clauses in EBA's in other industries to enable industries outside Universities to implement effective employment strategies and targets.
6. Investigate alternative entry programs for Indigenous people to access employment in the public service.
7. Reduce the retirement age of Indigenous Australians to 55 years of age, with superannuation and other Government retirement benefits being made available in light of the reduced Indigenous life expectancy.

APPENDIX B

Table 1

Number of Domestic Students by Equity Groups 2007

Institution	Low Socio-Economic Status	% of Institutional Enrolment	Regional	% of Institutional Enrolment	Remote	% of Institutional Enrolment	All Domestic Students
Universities with Main Campus Located in Regional Australia							
Australian Maritime College	325	31.3%	410	39.5%	49	4.7%	1,038
Batchelor Institute of Indigenous Tertiary Education	402	55.4%	187	25.8%	411	56.7%	725
Central Queensland University	5,016	45.6%	7,142	65.0%	521	4.7%	10,994
Charles Darwin University	572	10.4%	3,549	64.4%	713	12.9%	5,511
Charles Sturt University	6,060	21.4%	12,677	44.7%	525	1.9%	28,363
Deakin University	3,383	12.5%	5,638	20.8%	182	0.7%	27,077
James Cook University	2,437	21.0%	2,676	23.1%	589	5.1%	11,593
Southern Cross University	2,400	21.6%	6,675	60.0%	67	0.6%	11,126
The University of New England	3,722	23.4%	7,159	45.0%	352	2.2%	15,912
The University of Newcastle	5,680	26.1%	2,416	11.1%	71	0.3%	21,738
University of Ballarat	990	21.1%	3,400	72.5%	55	1.2%	4,690
University of Southern Queensland	4,860	30.0%	8,408	52.0%	506	3.1%	16,183
University of Tasmania	4,254	30.8%	5,497	39.8%	100	0.7%	13,810
University of the Sunshine Coast	616	11.8%	1,514	29.1%	22	0.4%	5,211
University of Wollongong	2,993	22.1%	2,471	18.2%	28	0.2%	13,551
Sub-Total Regionals	43,710	23.3%	69,819	37.2%	4,191	2.2%	187,522
Share of Total %	40.7%		54.1%		51.8%		26.2%
Other Universities							
Australian Catholic University	4,321	11.6%	5,164	13.9%	92	0.2%	37,186
Curtin University of Technology	359	4.3%	1,065	12.8%	22	0.3%	8,347
Edith Cowan University	2,503	19.9%	1,981	15.7%	277	2.2%	12,585
Griffith University	2,645	11.6%	2,381	10.4%	26	0.1%	22,895
La Trobe University	3,792	16.9%	7,467	33.2%	78	0.3%	22,469
Macquarie University	1,115	5.4%	872	4.2%	28	0.1%	20,589
Monash University	5,132	22.6%	3,055	13.5%	424	1.9%	22,688
Murdoch University	1,940	16.4%	1,895	16.0%	266	2.2%	11,827
Queensland University of Technology	503	8.9%	470	8.3%	155	2.7%	5,670
RMIT University	2,237	6.8%	3,547	10.9%	36	0.1%	32,670
Swinburne University of Technology	1,049	9.1%	943	8.2%	15	0.1%	11,546
The Australian National University	1,941	13.4%	1,573	10.8%	152	1.0%	14,511
The Flinders University of South Australia	1,993	11.2%	2,838	15.9%	320	1.8%	17,855
The University of Adelaide	4,547	13.5%	3,635	10.8%	244	0.7%	33,610
The University of Melbourne	446	3.8%	1,338	11.4%	35	0.3%	11,709
The University of New South Wales	2,493	7.6%	2,452	7.5%	92	0.3%	32,794
The University of Notre Dame Australia	2,909	20.1%	1,290	8.9%	11	0.1%	14,473
The University of Queensland	4,356	14.3%	4,589	15.1%	366	1.2%	30,402
The University of Sydney	2,472	7.0%	2,130	6.0%	100	0.3%	35,554
The University of Western Australia	3,949	14.5%	2,447	9.0%	145	0.5%	27,291
University of Canberra	1,530	12.7%	1,601	13.3%	86	0.7%	12,019
University of South Australia	2,449	10.5%	2,741	11.7%	611	2.6%	23,423
University of Technology, Sydney	2,028	8.5%	905	3.8%	39	0.2%	23,721
University of Western Sydney	6,059	21.0%	1,598	5.5%	30	0.1%	28,876
Victoria University	870	5.9%	1,283	8.6%	257	1.7%	14,851
Sub-Total Other	63,638	12.0%	59,260	11.2%	3,907	0.7%	529,561
Share of Total %	59.3%		45.9%		48.2%		73.8%
TOTAL ALL INSTITUTIONS	107,348	15.0%	129,079	18.0%	8,098	1.1%	717,083

Source: DEEWR Selected Higher Education Statistics 2007

Table 2

Selected Financial Information Australian Universities 2007

Institution	FINANCIAL DATA 2007 (\$m)			EMP EXP % INCOME
	TOT INCOME	TOT COSTS	EMP EXPENSES	
Australian Maritime College	34.1	29.2	16.2	47.5%
Batchelor Institute of Indigenous Education	24.2	20.7	11.3	46.5%
Central Queensland University	249.7	255.2	108.2	43.3%
Charles Darwin University	96.6	82.2	45.7	47.3%
Charles Sturt University	294.8	263.7	169.2	57.4%
James Cook University	281.5	229.9	133.0	47.3%
Southern Cross University	140.4	123.8	74.2	52.9%
University of Ballarat	156.2	138.3	61.6	39.4%
University of New England	190.1	186.2	106.4	56.0%
University of Southern Queensland	176.9	166.6	109.9	62.1%
University of Tasmania	349.0	300.5	173.1	49.6%
Deakin University	464.0	417.1	239.6	51.6%
University of Newcastle	393.2	374.9	212.2	54.0%
University of the Sunshine Coast	79.0	70.9	43.2	54.7%
University of Wollongong	300.5	292.5	167.7	55.8%
TOTAL REGIONALS	3,230.1	2,951.5	1,671.4	51.7%
Australian Catholic University	163.7	145.6	97.8	59.8%
Australian National University	785.0	689.5	404.3	51.5%
Curtin University of Technology	550.3	476.0	281.6	51.2%
Edith Cowan University	266.8	246.7	147.9	55.5%
Flinders University of Australia	270.2	241.4	161.3	59.7%
Griffith University	533.0	475.3	288.1	54.0%
La Trobe University	434.5	435.0	265.0	61.0%
Macquarie University	423.6	385.6	213.4	50.4%
Monash University	1,143.4	1,093.3	608.1	53.2%
Murdoch University	292.3	227.6	126.9	43.4%
Queensland University of Technology	550.0	503.2	300.7	54.7%
RMIT University	493.4	458.2	287.0	58.2%
Swinburne University of Technology	234.8	199.2	120.2	51.2%
University of Adelaide	498.0	464.1	270.9	54.4%
University of Canberra	123.2	139.0	85.7	69.6%
University of Melbourne	1,429.0	1,245.6	663.5	46.4%
University of New South Wales	921.4	932.7	515.7	56.0%
University of Queensland	1,049.8	976.7	569.1	54.2%
University of South Australia	414.2	389.7	252.8	61.0%
University of Sydney	1,300.7	1,117.5	668.9	51.4%
University of Technology, Sydney	426.7	392.4	238.4	55.9%
University of Western Australia	590.0	590.7	348.7	59.1%
University of Western Sydney	398.3	378.1	239.4	60.1%
Victoria University	230.7	217.5	141.7	61.4%
All Other	13,523.0	12,421.0	7,297.0	54.0%
All Institutions	16,753.1	15,372.5	8,968.3	53.5%

Source: DEEWR Selected Higher Education Statistics (2007)

Table 3

Full Time Equivalent (FTE) Employment Australian Universities 2007

Institution	Full Time & Fractional	Estimated Casuals	TOTAL FTE	Casuals % Total
Australian Maritime College	178	20	198	10.1%
Batchelor Institute of Indigenous Tertiary Education	47	0	47	0.0%
Central Queensland University	1,156	148	1,304	11.3%
Charles Darwin University	476	77	553	13.9%
Charles Sturt University	1,664	233	1,897	12.3%
James Cook University	1,461	173	1,634	10.6%
Southern Cross University	725	198	923	21.5%
The University of New England	1,129	75	1,204	6.2%
University of Ballarat	576	150	726	20.7%
University of Southern Queensland	1,172	190	1,362	14.0%
University of Tasmania	1,805	260	2,065	12.6%
Deakin University	2,238	516	2,754	18.7%
The University of Newcastle	2,052	292	2,344	12.5%
University of the Sunshine Coast	423	125	548	22.8%
University of Wollongong	1,586	340	1,926	17.7%
TOTAL REGIONALS	16,688	2,797	19,485	14.4%
Australian Catholic University	929	285	1,214	23.5%
Curtin University of Technology	2,563	375	2,938	12.8%
Edith Cowan University	1,362	251	1,613	15.6%
Griffith University	2,904	680	3,584	19.0%
La Trobe University	2,386	549	2,935	18.7%
Macquarie University	1,766	455	2,221	20.5%
Melbourne College of Divinity	93	4	97	4.1%
Monash University	5,802	980	6,782	14.5%
Murdoch University	1,269	225	1,494	15.1%
Queensland University of Technology	3,052	650	3,702	17.6%
RMIT University	2,372	400	2,772	14.4%
Swinburne University of Technology	962	240	1,202	20.0%
The Australian National University	3,545	350	3,895	9.0%
The Flinders University of South Australia	1,589	236	1,825	12.9%
The University of Adelaide	2,537	418	2,955	14.1%
The University of Melbourne	6,059	1,050	7,109	14.8%
The University of New South Wales	4,558	600	5,158	11.6%
The University of Notre Dame Australia	333	30	363	8.3%
The University of Queensland	5,661	770	6,431	12.0%
The University of Sydney	5,483	1,110	6,593	16.8%
The University of Western Australia	3,082	265	3,347	7.9%
University of Canberra	812	163	975	16.7%
University of South Australia	2,266	368	2,634	14.0%
University of Technology, Sydney	1,995	530	2,525	21.0%
University of Western Sydney	1,918	440	2,358	18.7%
Victoria University	1,158	235	1,393	16.9%
Other	66,456	11,659	78,115	14.9%
Total	83,144	14,456	97,600	14.8%

Source: DEEWR Selected Higher Education Statistics (2007)