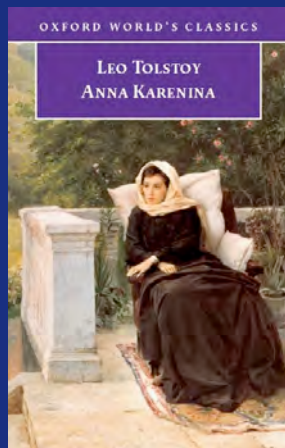


## OUTLINE

1. The limits of government
2. What are universities for?
3. Australian universities *and* Australia's challenges
4. The condition of Australia's universities
5. A way forward

## Russian Novels and Higher Education reform



## What can governments achieve?

- provide incentives for individuals and families to redress their disadvantage
- assist individuals accommodate change
- set a 'framework of expectation' for the community

## What can governments **not** achieve?

- knowledge of the future
- knowledge of the life preferences of individuals
- equitable outcomes

We must, on a broad basis, become a more and more educated democracy, if we are to raise our spiritual, intellectual, and material living standards.

Viewed in this way, our universities are to be regarded not as a home of privilege for a few, but as something essential to the lives of millions of people who may never enter their doors...

Robert Menzies in 1957 tabling  
the *Murray Report* in the Commonwealth Parliament

## Challenges

1. Managing the consequences of prosperity  
(for those who miss out)
2. The 'wicked' problems of the future  
(equality versus equity)
3. Providing individuals with a 'stake' in their own future  
and that of their community

## The power of perception Health *versus* Higher Education *in the policy debate*

	Health	Higher Education
% of population affected	100%	30%
Age (in years) of individual's interaction with sector	0 yrs to 100+yrs	18yrs to 25yrs
Principle of policy	Equity	Excellence
Justification for policy intervention	Improve quality of life	Increase personal income
Capacity of sector to generate higher living standards	Moderate	High

## Some features of the condition of Australia's universities

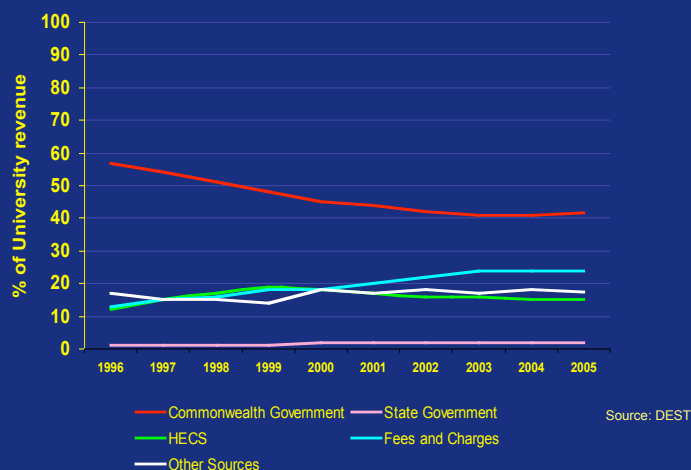
1. Uniform
2. Strictly regulated
3. Remote from the experience of most Australians

...if a democracy has a taste for bread and circuses, and politicians are willing to satisfy that taste, of course any system will fail...

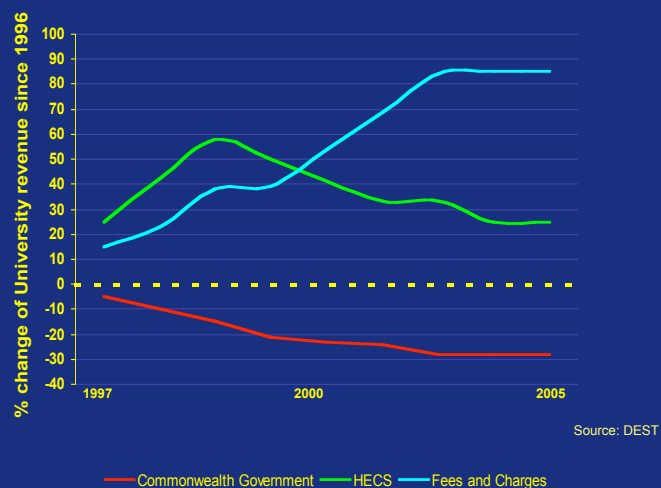
...activities undertaken as part of a political regime have a very definite bearing on its efficiency and soundness: they may overload it with complex problems; [and] they may introduce new problems, new political influences, new vested interests...

Frederic Eggleston  
*State Socialism in Victoria (1932)*

### University revenue by source



## Change in University revenue by source since 1996



## A WAY FORWARD

1. Diversity and risk
2. Individual learning entitlements
3. Stop talking about 'institutions' and start thinking about 'students'

Whether we like it or not, publicly funded education is no longer sufficient to meet the needs of a learning society...

Australia needs to mobilise learning resources of this kind. This requires a new role for the public sector, leveraging additional funds from non-government sources.

Public policy needs to find clever ways of drawing education funding out of the private sector.

Mark Latham

*What did you learn tod@y (2001)*

## Different types of university:

adapted from *The Enabling State – People before Bureaucracy*  
'Policies for a Knowledge Nation', Mark Latham (2001)

**Internationally Focused**  
*Reliant on deregulated fees & private revenue*

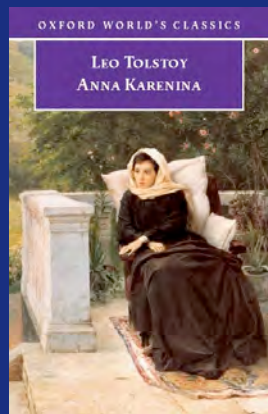
**Specialist**  
*Including Liberal Arts Colleges & Institutes of Applied Engineering*

**Research Based**  
*Closely connected to industry and industry sectors*

**Free and public – Regional**  
*Community based, aimed at boosting regional economic growth and tertiary participation rates*

**Free and public – Metropolitan**  
*Comprehensive course offerings with mixed public/private funding, some research component*

## A Russian Novel



## 3 iPods

