

CONFIDENTIAL

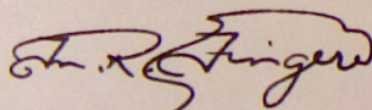
CABINET DECISION

NO. 1117

Submission No.: 959

Title: ESTABLISHMENT OF A UNIVERSITY FOR
THE NORTHERN TERRITORY.

Cabinet endorsed in principle the establishment of a university within a Territory system and agreed to the engagement of a short term consultant in educational administration to prepare a detailed brief.



(M.R. FINGER),
Secretary to Cabinet.
26 March, 1980.

CONFIDENTIAL

TO

THE CHIEF MINISTER

(HON. P.A.E. EVERINGHAM, M.L.A.)

FROM

SECRETARY, DEPARTMENT OF EDUCATION

(DR. J. EEDLE)

and

PRINCIPAL, DARWIN COMMUNITY COLLEGE

(MR. J.R. FLINT)

SUBMISSION REGARDING THE ESTABLISHMENT
OF A UNIVERSITY FOR THE NORTHERN TERRITORY

1. INTRODUCTION

The Chief Minister requested a joint committee of the Department of Education and Darwin Community College to consider the establishment of a university to meet the needs of local matriculants and to have a regional involvement with neighbouring South-East Asia.

2. ARRANGEMENT OF SUBMISSION

The submission consists of the body of the submission with recommendation together with the following attachments:-

Attachment A - Proposal and possible models for the University of the Northern Territory

Attachment B - Two possible structures for implementing Model D

Attachment C - List of Degree and Diploma courses available or currently proposed for Darwin Community College

3. BACKGROUND

The Committee has met on several occasions and produced a paper entitled Proposal and Possible Models for the University of the Northern Territory (Attachment A).

This paper lists four possible models for establishing the university. These are :-

Model A - An autonomous freestanding University of the Northern Territory immediately

Model B - Initial commencement as a university college

Model C - Multi-campus university of the North

Model D - Multi-college/university organization growing from the existing college

4. RECOMMENDED MODEL FOR ESTABLISHMENT

(a) The Committee recommends Model D which is a multi-college/university organization growing from the existing college. The University of Alaska and the University of Hawaii are examples of this type of statewide organization. (Grant Harman in a recent paper for the Committee of Enquiry into Post-Secondary Education in South Australia indicated that "75 per cent of students attending public colleges and universities (in the U.S.) are enrolled in multi-campus institutions" p.26.)

(b) Two possible structures for implementing Model D are shown at Attachment B. It is proposed that these two options be further assessed by an expert consultant.

5. PROGRAMME FOR THE UNIVERSITY

The university would :-

(a) Expand on Degree and Diploma courses already existing or planned for the Community College. (Attachment C)

(b) Provide a focus for relevant activities including Asian studies and such specializations as those listed at Appendix II of Attachment A.

(c) Initiate and carry out research designed to assist the Northern Territory Public Service, and the

- development of the Northern Territory as a whole.
- (d) Provide a point of co-ordination for resources and activities; and for the dissemination of information for existing Northern Territory related research projects already being undertaken by a variety of authorities.

6. FINANCE

- (a) The university would share the existing resources of the Casuarina Campus of the Community College.
- (b) Sources of funding would include :-
- (i) Tertiary Education Commission
 - (ii) Northern Territory government
 - (iii) Funding from the private sector
 - (iv) Other special purpose funding related to particular activities
- (c) To make the commencement of the university possible by February, 1982, additional funds would be required to bring forward capital works projects already approved in principle by the Tertiary Education Commission. These are buildings for the School of Business and Management and General Studies and the Learning Resources Centre. The amount of funding required is approximately \$11 million.
- (d) With regard to staffing, some savings will be achieved by sharing College resources. The amount of additional recurrent expenditure for staffing will however need to be subject to more detailed consideration.

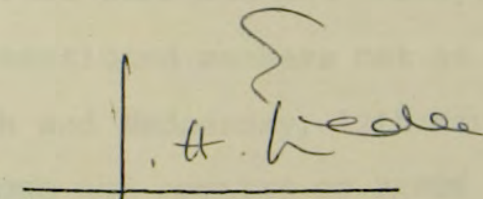
7. IMPLEMENTATION

- (a) If this proposal is accepted a tertiary education consultant should be invited to the Northern Territory for up to two weeks to produce a plan of action within the concept of Model D giving particular consideration to the possible structures shown at Attachment B.
- (b) Professor W.G. Walker, widely experienced in tertiary education administration already has some knowledge of the Northern Territory situation as well as systems in the Australian States and the United States, and would appear an ideal choice.

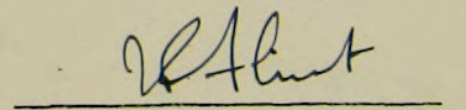
8. RECOMMENDATION

That Cabinet endorses in principle the establishment of a university within a statewide system and agrees to the engagement of a short term consultant in educational administration to prepare a detailed brief.

Signed:



 (J. Eedle)
 Secretary,
 Department of Education



 (J.R. Flint)
 Principal,
 Darwin Community College

JOINT COMMITTEE ON UNIVERSITY
OF NORTHERN TERRITORY

PROPOSAL AND POSSIBLE MODELS
FOR UNIVERSITY OF NORTHERN TERRITORY

1. INTRODUCTION

This committee is concerned with preliminary ideas regarding establishment of a University of Northern Territory. The Committee consists of -

J. Eedle, Secretary, Northern Territory Department of Education

J.R. Flint, Principal, Darwin Community College

Margaret Clinch, Darwin Community College

Kevin Davis, Department of Education

Brian Hughes, Department of Education

Alan Powell, Darwin Community College

The full Committee met Monday, 3rd March, 1980. The four lastmentioned members met as a subcommittee on Friday, 8th March and Wednesday, 12th March, 1980.

2. PURPOSE AND OUTLINE OF PAPER

2.1 The subcommittee aimed to establish the role and purpose of the proposed university. It saw its role as presenting alternative models rather than indicating its own preference.

2.2 This paper consists of :-

Role and purpose of the university

Outline of possible models

APPENDIX I University of Alaska information

APPENDIX II Possible specializations for the
University of the Northern Territory

3. THE ROLE AND PURPOSE OF THE UNIVERSITY

3.1 It is timely for the Northern Territory to have a university at this stage of its development.

3.2 The university will grow most economically out of the existing Community College which during the past seven years has accumulated expertise in post-secondary education. (This shared administration model is found quite frequently in the United States. The University of Alaska, for example, is part of a statewide system including community colleges and university campuses all over the State. The central campus is at Fairbanks, Alaska which has a population of about 40,000 people. Details Appendix I)

3.3 There appear to be certain disadvantages in developing a university now, but these can be minimised or overcome

3.3.1 The high costs can be reduced by sharing site, physical resources and administrative expertise with the Community College.

3.3.2 Student intake can be increased by extending university intake to other parts of North-West Australia and to our trading partners to the North, particularly Singapore, Malaysia, Indonesia and the Philippines (and possibly to Papua/New Guinea).

3.4 The university may provide the following functions:

- 3.4.1 Undergraduate courses for local matriculants, initially by providing Bachelor of Arts, Bachelor of Education and Bachelor of Business degrees and extending to other undergraduate courses. This will reduce the drain of professional and educated families to the South and provide a pool of Territory educated professionals.
- 3.4.2 Provide educational and research opportunities for our neighbours in South-East Asia, particularly Singapore, Malaysia, Philippines and Indonesia. This increased geographical scope will boost the new university.
- 3.4.3 Act as a research agent for tropical and South-East Asian themes, e.g. tropical agriculture, tropical medicine, solar energy, social organization.
- 3.4.4 Be a research, information exchange and conference centre for experts in problems significant to the tropics, and for governments which will commission investigations.
- 3.4.5 Research as an agent of the Northern Territory government alternatives and priorities for the use of Northern Territory natural resources.
- 3.4.6 Research for the Northern Territory government social problems confronting the development of the Northern Territory community.

- 3.4.7 Act as a centre for Aboriginal studies, developing applications of research to assist the Northern Territory government in the resolution of such problems as land rights and optimum aboriginal community development. Aborigines will carry out an important role in this area.
- 3.4.8 Provide for aborigines to be educated near their homes in a familiar environment.
- 3.4.9 Act as a centre for applied Asian studies, since Darwin is best placed geographically to carry out this function. An Asian language centre could readily be developed, as a focus for the practical study of these languages and for the training of translators.
- 3.4.10 Form links with any suitable sharing institutions, including perhaps especially Deakin University to provide courses for which the Northern Territory University has insufficient numbers. Some courses will be taken in part away from the Northern Territory, and in part, within the Northern Territory.
- 3.4.11 Provide opportunities for Northern Territory employees with local experience to train and upgrade professionally in areas such as business, education, librarianship, medicine and nursing, without leaving the Northern Territory, and by taking courses especially relevant to Northern

Territory needs.

3.4.12 Encourage adult matriculant students to complete courses geared to Northern Territory needs.

3.4.13 Develop specializations in undergraduate and professional courses and research especially appropriate to the Northern Territory.

(Possible areas of specialization are suggested in Appendix II.)

3.5 The advantages of developing a university at this time are as follows :

3.5.1 It is appropriate as the Northern Territory moves towards statehood.

3.5.2 The initiative in developing post-secondary education is now firmly in the hands of the Northern Territory government.

3.5.3 The university will provide education for local matriculants so that they and their families can regard themselves as permanent residents of the Northern Territory.

3.5.4 The Northern Territory government will be provided with a research facility through which problems relating particularly to social planning and aboriginal self determination may be researched objectively.

3.5.5 Research to establish priority uses of natural resources such as mining and marine resources and into agricultural developments is overdue

and should be Northern Territory initiated.

3.5.6 A research centre for the immediate South-East Asian region will put the Northern Territory on the map. It could develop in a way similar to the East-West Centre in Hawaii for the East-Asia region.

3.5.7 A research centre relating to tropical problems is more acceptably located here than in any major colonial country. Concentration should be on applied research rather than high level theoretical research.

3.5.8 The Tertiary Education Commission should at this time be prepared to regard the development of a Northern Territory university as a 'special case' separate from national policy as suggested in the Williams Committee Report on Education and Training.

3.5.9 The Northern Territory government may at this time be prepared to provide special funding and endowments to support the establishment of the university on the basis described.

4. OUTLINE OF POSSIBLE MODELS

The possible models were established as :

Model A

An autonomous freestanding University of the Northern Territory immediately.

Model B

Commencement as a university college initially.

Model C

Multi-campus University of the North.

Model D

Multi college/university organisation growing from existing college.

5. ADVANTAGES AND DISADVANTAGES

The group discussed these in relation to each model as follows :

5.1 Model A - An autonomous freestanding University of the Northern Territory immediately

5.1.1 Advantages:

1. Could be geared to needs of the Northern Territory.
2. Northern Territory control of development.

5.1.2 Disadvantages:

1. Insufficient student numbers.
2. Limited range of courses.
3. High cost per student.
4. Growth would be too slow.
5. Duplication of existing education sector administrative functions.

5.2 Model B - Commencement as a university college initially

5.2.1 Advantages:

1. Instant standing for courses through parent university.
2. Immediate availability of expertise on a wider range of courses.
3. Upon this basis, supplementary courses, relevant to the Northern Territory could be established.

4. Shorter lead time to commencement.
5. Exchange of students and staff is feasible.

5.2.2 Disadvantages:

1. Lack of Northern Territory control over courses and content.
2. Lack of monetary control.
3. Remoteness from parent institution.
4. University college could become a dumping ground for less useable academic staff from the parent institution.
5. Admissions might be controlled by parent institution and courses by policy of parent institution rather than needs of Northern Territory.
6. The parent institution may have a lack of sympathy with Northern Territory objectives.
7. A sympathetic parent institution may not recognize Northern Territory priorities.
8. Politics in the parent State may adversely affect the development of a branch in another 'state'.

(Some discussion followed concerning the advantages and disadvantages of several particular universities as parent institution if this model was adopted.

5.3 Model C - Multi-campus University of the North

5.3.1 Advantages:

1. A nice concept of a single university

covering the North. (James Cook, Charles Darwin, Pilbara)

2. Each 'campus' could have particular tropical specializations.
3. 'Easier' co-operation of 'Northern region' with immediate Asian region.
4. Northern Territory would be the geographically central campus.

5.3.2 Disadvantages:

1. Could expect opposition from James Cook University to a partnership since that University would be senior member.
2. No partner in Pilbara as yet except at Community College/TAFE level.
3. Arrangement would be difficult because of funding across States.

5.4 Model D - Multi college/university organisation growing from existing college

5.4.1 Advantages:

1. Academic autonomy could be achieved with savings through using existing site, resources, expertise and administrative personnel.
2. Immediate core of basic degrees from college courses (Bachelor Arts; Bachelor of Education; Bachelor of Business;)
3. Links not restricted to one institution in course sharing, student and staff exchange.
4. Make own policy and choices.

5. Money spent contributes directly to benefit of Northern Territory.
6. Overflow benefits for the Community College.
7. Shorter lead time required than free-standing university or university college.
8. Northern Territory government may provide direct funding.
9. Geared to the Northern situation and responsive to Northern Territory demands.
10. Possible endowments by local industries, e.g. mining.
11. Research support for the Northern Territory Public Service.
12. Point of co-ordination for use of existing Northern Territory related research resources and for information sharing.

UNIVERSITY OF ALASKA, FAIRBANKS

HISTORY

The Fairbanks campus was the first unit in the university system. Facilities have expanded greatly since instruction began in 1922 with a faculty of six and an equal number of students. The most rapid growth has taken place in the years that have followed World War II. Annual enrollment climbed to some 3,000 by the early 1970's, and was further increased with the establishment in 1974 of the Tanana Valley Community College. Academic programs have increased in number and scope to keep pace with the growth in enrollment. The popular summer sessions were permanently established by the early 1950's.

The University dates from May 4, 1915, when the Hon. James Wickersham, delegate to Congress from Alaska, laid the cornerstone on land set aside by Congress on March 4 for the support of a land-grant college. The Territorial Legislature, by its acts of May 3, 1917, accepted the land grant and created a corporation, "The Alaska Agricultural College and School of Mines," defining its duties and providing for a Board of Trustee consisting of eight members.

The Fairbanks campus remains the university's only residential campus, and is the administrative seat of the statewide university system. On the 2,250-acre campus are two lakes, 35 miles of ski trails, and an arboretum. Recreational opportunities include an active intramural sports program, an eight-lane bowling alley, a pub, and a wide variety of student clubs and organizations. The University field intercollegiate athletic teams in men's and women's basketball, men's and women's cross-country skiing, and co-ed riflery.

The College opened for instruction on September 18, 1922, with a faculty and student body each numbering six and the Hon. Charles E. Bunnell as President. Growing to an enrollment of 150 and a faculty of 18, the College became the University of Alaska by act of the Territorial Legislature on July 1, 1935; the Board of Trustees became the Board of Regents. During World War II, academic activities continued on a reduced scale, with the U.S. Army utilizing a large portion of the campus for housing and other activities.

The concert hall and theater are among the finest in the Pacific Northwest; the Rasmuson Library, in addition to its regular holdings, specializes in collections related to Alaska and the Arctic regions, and also serves as a depository for U.S. Government and State of Alaska publications. The University Museum, to be moved to new, expanded facilities in 1980, boasts a large collection of cataloged specimens of natural and cultural history materials from Alaska and the North.

Following World War II, enrollment expanded rapidly, a pattern that has generally continued to the present day. The University offered its first summer session in 1947. The creation by the Board of Regents of the Tanana Valley Community College, in 1974, with emphasis on vocational-technical and community service offerings, added a new dimension to life at the Fairbanks campus. The construction of the Trans-Alaska pipeline resulted in somewhat decreased enrollments, but, since pipeline completion, increasing numbers of students have enrolled for academic work at the Fairbanks campus.

Academically, the University of Alaska, Fairbanks, is organized into two colleges — Arts and Sciences and Environmental Sciences, five professional schools — Agricultural and Land Resources Management, Education, Engineering, Management and Mineral Industry, and the School of Summer Sessions and Continuing Education. Extension centers offer educational opportunities throughout the vast area of the state north of the Alaska Range.

Today, the university's statewide system includes major urban centers at Fairbanks, Anchorage and Juneau, and community colleges at Anchorage, Bethel, Fairbanks, Juneau, Kenai-Soldotna, Ketchikan, Kodiak, Kotzebue, Nome, Palmer, Sitka and Valdez.

The Fairbanks campus is also the university's principal research center. The Geophysical Institute, first of the university's noted research institutes, opened in 1949; in more recent years it has been joined by the Institute of Agricultural Sciences, the Institute of Arctic Biology, the Institute of Marine Sciences, the Center for Northern Educational Research, the Institute of Water Resources and other research organizations. A number of state and federal agencies also maintain offices and laboratories on the Fairbanks campus. Many faculty members hold joint appointments with institutes and academic colleges, and, in cooperation with research institutes, most colleges and schools offer advanced programs of study.



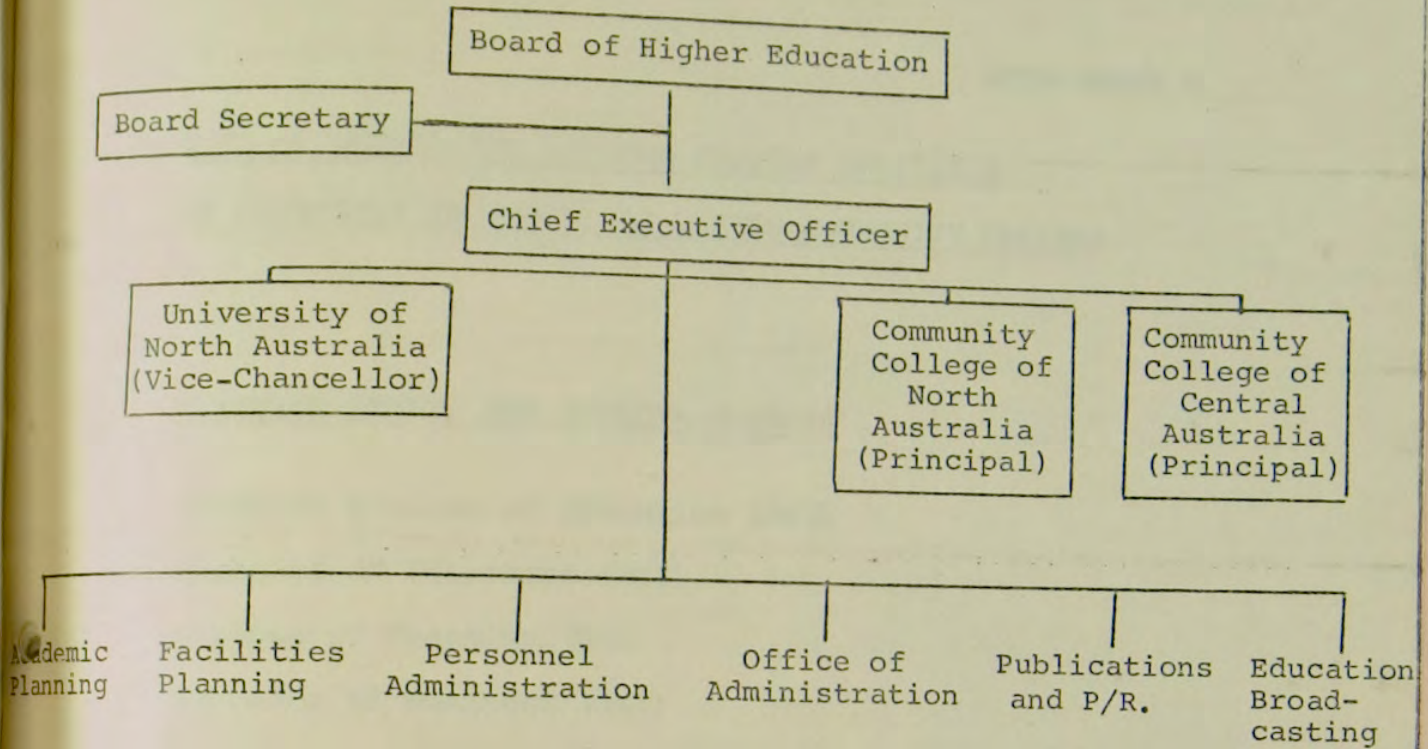
APPENDIX II TO
ATTACHMENT A

POSSIBLE SPECIALIZATIONS FOR THE
UNIVERSITY OF NORTHERN TERRITORY

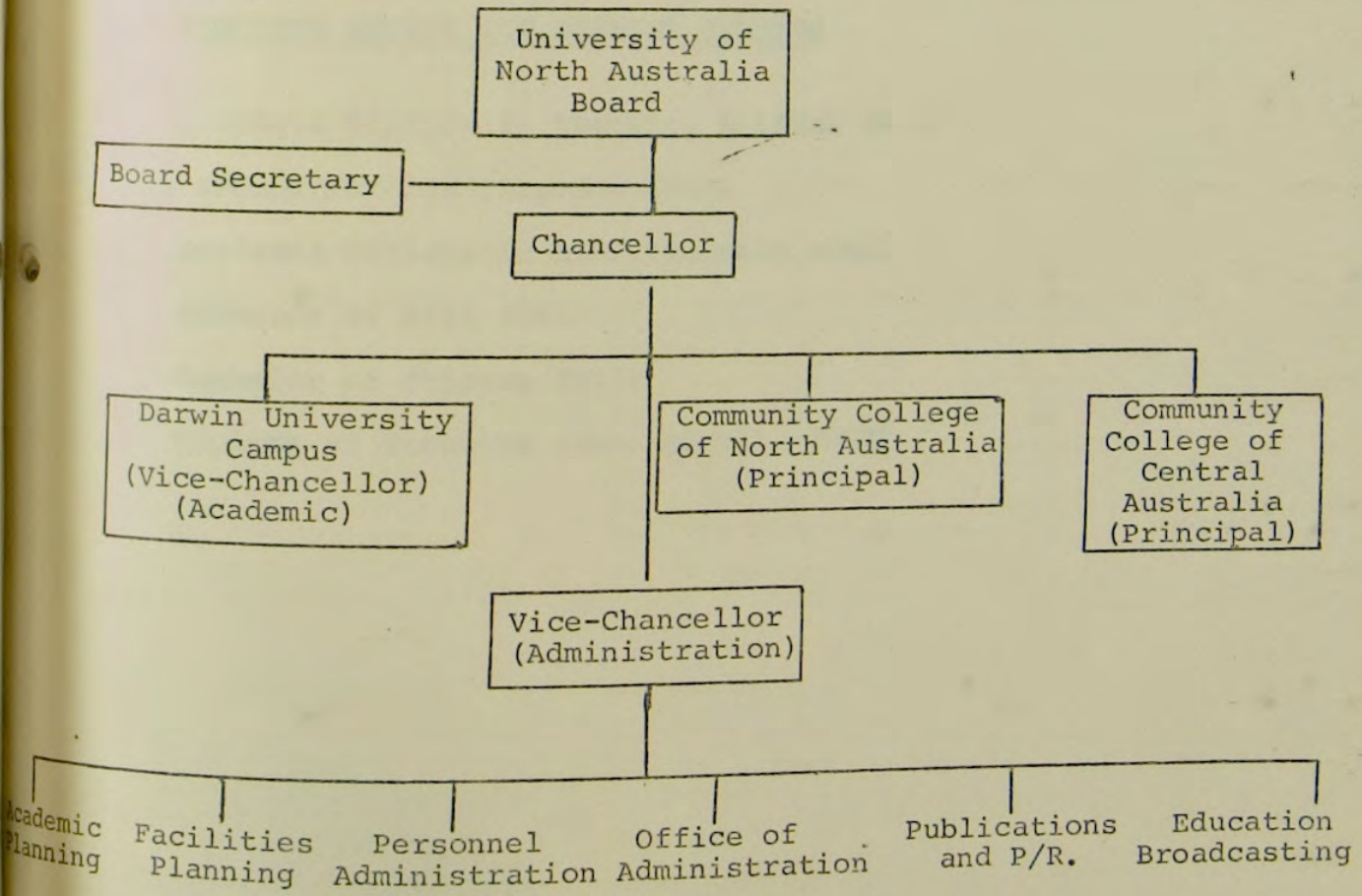
Developing sparsely populated areas
Community development and community service
Communications and transport in remote and tropical areas
Appropriate technology for arid zone development
Tropical development
Solar, wind and tidal power
Meteorology
Natural disasters
Tropical building
Tropical storage and conservation
Tropical mining
Tropical agriculture and pastoralism
Economies of northern industry and trade
Marine resources
Tropical medicine
Nutrition
Alcohol and drug abuse
Aboriginal Studies
Prehistory and archeology
Tropical history
Wildlife conservation

National park management
Appropriate law
Multi racial/cultural societies
Asian studies
Asian translation
Strategic studies
Tourism
Adult education
Distance learning
Rural education and training
Bilingual education
Activities designed specifically for
the development of Aborigines
Research designed to assist Northern Territory
Public Service needs

MULTICAMPUS SYSTEM: (Structure 1)



MULTICAMPUS UNIVERSITY: (Structure 2)



ATTACHMENT C

LIST OF DEGREE AND DIPLOMA COURSES AVAILABLE
OR CURRENTLY PROPOSED FOR DARWIN COMMUNITY COLLEGE

EXISTING DEGREE AND DIPLOMA COURSES

Graduate Diploma of Education (PG1)

Bachelor of Education (UG1)

Diploma of Teaching (UG2)

Bachelor of Business (UG1)

Diploma of Business (UG2)

Diploma of Creative Arts (UG2)

PROPOSED DEGREE AND DIPLOMA COURSES

Graduate Diploma in Teaching English as a
second/foreign language (PG1)

Graduate Diploma in Librarianship (PG1)

Bachelor of Arts (UG1)

Bachelor of Science (UG1)

Diploma of Teaching (Aboriginal) (UG2)