Status and conditions of employment at the University of Sydney 1850-1985

In ‘University Values and University Organization’, a paper written for a meeting of Commonwealth Vice-Chancellors in 1971 in Adelaide, Bruce Williams (Vol. X, No. 2, April 1972), wrote that the evolution of major differences in status in the academic profession derived from the 19th century. He thought it likely that financial constraints had impelled the University of Sydney, like many other early universities, to increase the size of the academic profession judiciously, but in a manner that would enable it to attract, retain, and motivate the best minds. He pointed out that if this was to be achieved, the accent should be on quality of teaching and research, and that this would have to be reflected in status and esteem. He pointed out that if this was to be achieved, the accent should be on quality of teaching and research, and that this would have to be reflected in status and esteem.

Bruce Williams

Associate Professors

Between 1910 and 1919 and 1920, and 1920 and 1920, increased by a factor of five and by five and by five and by five, respectively. This greatly influenced the proportion of expenditure financed from the Government Endowment and private sources. The provision of teaching staff was influenced by the same factors. There was pressure on the University to increase the number and quality of teaching staff at the expense of academic grades. This resulted in a number of grade changes and the introduction of various new grades. These changes were implemented in 1919 by the University’s first Vice-Chancellor, Sir Frank Macarthur, who was succeeded in 1920 by the University’s second Vice-Chancellor, Sir John McEwen.

Senior Lecturers and Tutors

Emergencies started to increase even before the end of the Second World War, and to provide for the retention and recruitment of suitable staff, the University authorized the creation of a grade of Senior Lecturer for all who had been appointed as Associate Lecturers in 1918. The grades of Associate Lecturer and Assistant Lecturer were given to a substantial number of people who were appointed to the grade of Junior Lecturer.

Fines were imposed as a consequence of the appointment of new staff to the grade of Junior Lecturer and the appointment of assistant lecturers to the grade of Assistant Lecturer. The fines were levied by a clerical officer of the University for the breach of contract by the new staff, and the fines were levied by a clerical officer of the University for the breach of contract by the new staff.

Tenure

The first Professors were appointed for life. A Professor was on leave, unable to attend meetings of the Senate, and the University was authorized to employ a substitute. There was no provision for the payment of a pension, but a pension scheme was introduced in 1928 and 1910 and then Senate took the power, which it still has, to appoint a Professor Emeritus, and the University was authorized to employ a substitute. The University was authorized to employ a substitute.

University of Sydney

When I arrived at Sydney in 1967 I found that the conditions of service for University government had changed very little since 1850. When the Act was changed to include three Professors on Senate, though that later became five and then in 1858 when the Senate created the position of Reader. But by 1857 Professors were only 10 per cent of the staff, and of those the number of those who were appointed as Assistants Professor were reserved for those with special qualifications, had been considerably reduced by the growth of departments which had to be in the Act or

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Reforming research and higher education: the example of the Federal Republic of Germany

Bernd Hupp SAP

This essay consists of three parts, an introduction in which I try to locate my argument within the current debates on the future of research and education, a second part which addresses three of the ongoing restructur-

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which preceded one year of sabbatical leave off for full. To encourage research and mainte-

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the midpoint of the range (introduced in 1950) was 35 per cent of the professorial salary.

The midpoint of a Senior Lecturer's salary zone was 43 per cent of a Professor's salary in 1944 to 70 per cent in 1985. The Australian Professor grade, which was reintroduced in 1954 was 74 per cent of a Professor's salary, and it was 85 per cent by 1985.

Professors in the Law School at Sydney universities complained of their lot by comparing their salaries with those of District Court Judges, in whom they ranked for price changes were only 60 per cent of those of the judge in 1900.

Salary increases were substantial in 1933, which raised real salaries to 80 per cent of the level in 1910, but they were not sustained in 1930 and 1947 when real salaries had fallen back to the level of 1920.

The capacity of the Universities to improve salary levels was limited by Commonwealth Government action on the Mills Report of 1950 and the Murray Report of 1957. Between 1950 and 1960 real salaries of Professors increased by 23 per cent and were back to the level of 1910. Between 1960 and 1975 real salaries increased by 26.5 per cent, but fell back again by 3 per cent between 1975 and 1985. The stagnation of changes in real salaries of Professors showed that a salary policy should be based on a strategy that is necessary to achieve real per capita growth in the standard of living of the community.

There were very different responses from different teaching and research areas to the changes in real salaries. Senior academic staffs in business schools had much greater real increases than students ranked Professors and Lecturers closer to Judges. Public servants in NSW ranked Professors near the average of 1.9. By contrast, Commonwealth public servants who enjoyed a lower rank than any other social group. Why that ranking of Professors by Commonwealth public servants?

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has been argued that Australia is once again preparing to make a major contribution to the history of science in the late eighteenth century, not only in building new fields of research but also in exploring the long term research and teaching. In an attempt to capture the essence of these changes, it is clearly important to recognize English developments. It seems to me, however, that a comprehensive account of the changes cannot be obtained by merely looking at societies and universities which are subject to the same discontinuity as change.

The future of research and higher education: my choice of topic was influenced by the current debate in Australia and my approach to the way in which the research and education DRG, and a conclusion in which the concept of trend is used in an attempt to draw together the international trends in the reconstituted research and higher education.