

## **ALSO SAY IT IN FILM: AN OLD ALUMNI AND FORMER STAFF MEMBER REPLIES TO HONI SOIT ON HOW TO USE THE STUDENT SERVICES AND AMENITIES FEE (SSAF) BETTER**

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I refer mainly to the article under 'University Profiteering' in Honi Soit, Semester 1 Week 3, '**The More You Know! (The Less I'm paid)**', by an anonymous tutor (p.7). I would prefer one called '**The more people have access to knowledge as openly and cheaply as possible, the better the education and the more well qualified and experienced people are likely to get more and better work as tutors**'. See discussion of the regional planning and strategic management of teaching and work direction later to put student finances in context. Also find out what is happening with all those teaching pods in the Charles Perkins Centre.

I often read Honi Soit and congratulate Alexi Polden on '**What Your Money Buys Them**', also on page 7, Week 3. He notes that in 2014, of the total Student Services and Amenities Fee (SSAF) which students pay every semester, **37% goes to Sydney Uni Sport and Fitness (SUSF), mainly for the elite athletes program**. Polden notes that in 2014 full time students each paid \$281 in SSAF, raising a total of \$12,970,000. Two million was allocated to a capital sinking fund and the rest divided between student organizations. To him that hath shall more be given as usual through old college and football links? That seems the Sydney Uni. motto as we've known it. Turn this around so many clubs and associations can be run better in the interests of key stakeholders, those who paid for the services and should benefit. (I am also an SUSF customer, spending three hours a week in this gym since 1993.)

In this service context, Sydney Uni Sport and Fitness managers and employees should note that unless they think SUSF is a tiny little club for their personal benefit, paid for by God knows who, the paying customer is more valuable than the cleaning worker so she should be apologized to if she gets upset with the worker for some apparent reason. If old she may have Alzheimers disease but she still helps pay the service upkeep. She also has freedom of speech, which the employee probably does not. Don't threaten to throw this old woman out of the association. Do not try to shut her up with a warning. Listen closely to why she has become upset and you might learn something and make money instead of turning the business down so as to become cloth-eared and lazy with impunity. If you take this recommended apology course, you might even find that the customer apologizes back. The world is full of angry people and many think they have good reason to be so. Treat them. You create a world where sickness as depression is encouraged. Words are not actions.

Besides Sydney Uni. Sport and Fitness, 5 other student groups share the SSAF between them. **Student services get 2.7% of the pie.** All student services should be integrated more effectively with regional and strategic planning vision, to serve key stakeholders and other community members better and more broadly through staff, students and ideally related communities. Better coordinated teaching, research, service, work and communications are

addressed below and attached, in shared regional community contexts. Think globally first as the local is part of the global, whether such obvious connections are recognized or not.

In Honi Soit Week 4, the article '**Why SSAF Sucks**', states '*Critically the smaller associations – all the associations except the Union and Sydney Uni Sport and Fitness have very limited capital needs to schedule capital expenditure. They also cannot generate extra profit by operating retail outlets or charging for membership*'. This is a historical fact of colonial and male domination, (like armies, warplanes, bombs, submarines, assault and rape,) not an excusable, unchangeable or desirable fact of modern life which is ideally lived more sensibly and inclusively. I'd like to see native trees and birds replace most of the buildings, for example, and my partner might be able to do it. (Just kidding, I was thinking of Singapore.)

This is also a response to Wanyi Xin, B.A. (Languages) who argued in Honi Soit Week 4 that the huge difference between domestic and international student fees is unjustified. Too right so let us fix it by going for systemic growth in cleaner, greener and heritage development. Related suggestions for regional management appear below. How do languages fit in? From this view a university precinct such as Inner Sydney must surely elect Green candidates or we all appear to be in trouble in the future. Thank God for Sydney?

From discussions later, Sydney University should be offering students the capacity to show their talents in film and related media productions for assessment. The fact that many students do not express themselves well in the English essay and so must be marked accordingly should not ignore or diminish other strengths they have about their person, as is often the case. This response seeks management systems to inquire into and harness these other strengths as well as marking whether a person can pass their exams in written English.

Serve a broader alumni and connect others by supporting integrated regional strategic plans. The attached file entitled Workplace Relations Framework provides more information. Speech and writing were wonderful but I guess this is the age of communicating the image and music. Help me Rhonda. Is there more beyond self-education, entertainment, working, bringing up babies and communicating to support the lot? Sport and Fitness, coupled with Sickness and Death, resist and drive related risk models which may be addressed in the Charles Perkins Centre if they are up to the plot. Regional direction seeks to work with strategic direction through planned accommodation. The professional interest is ideally conceptualised openly in broader communities of interest.

From community based teaching and research perspectives the development of archives and campus building appear on related agendas. I understand little about this other than what I have been taught by life, books, films, TV, and as an Intrepid tourist in retirement. However, find out more on university direction, for example, from Sydney Uni. Strategic Plan and Kyle Polite, Director of Development, Museums, of the Division of Alumni and Development. I am told he works closely with David Ellis, Director of Museums and Cultural

Engagement to create a new cultural destination for the City of Sydney by bringing together the collections of the University's Macleay and Nicholson Museums and the University Art Gallery under the same roof in one magnificent refurbished museum. Chasing the Chancellor, Belinda Hutchison, is the final stop I guess or Lord Mayor Clover Moore.

Ask what you can donate for free to this process, perhaps getting a return from its use and dissemination. What exactly will be built to house what, for whom and why? Do they want any of your old stuff for free and what should you do with it if they don't? Key cultural issues related to serving student and staff communities in regard to delineation and use of their history are discussed below and attached. Who will get aboriginal warrior Pemulwuy's head back from the British Museum? This seems central for historical understanding of the Redfern Block matters. Let them do the trip for free for a change, like the rest of us have to.

#### **WHATSA MATTA YOU? ON 'THE MORE YOU KNOW! (THE LESS I'M PAID)'**

In '*The More You Know! (The Less I'm paid)*', Anon. the tutor states: '*Over the course of my candidature I've taught twice, which is more or less average for a keen PhD student in Arts – and each time my progress on the PhD slowed to a slug-like crawl*'.

As a retired grandma who completed a PhD long ago at Macquarie University, as a young mother, when also working as a full time tutor in education, one wonders what is wrong with Anon. and Arts. Why doesn't he/she find the teaching and research help both kinds of expert progress, while also providing him/her with tutorial work which appears comparatively well paid and interesting, compared to many jobs which appear less related to the thesis, such as in retail or hospitality? I found helpful teaching and research reinforcement took place when I was working as a tutor at Macquarie and other universities, because to teach is also to learn in the process of explaining or challenging, to apply key knowledge more broadly or in specific cases. To tutor in Rachel Sharpe's course on Fascism, for example, was absolutely great. Education in those days was more like practical studies in philosophies of life than numbers. God knows what it is today.

Anonymous appears to think an academic must choose solely between spending time in teaching or in trying to win research grants. However, publication without having won a research grant is ideally a third way of showing relevant research and allowing any lecturer to remove themselves from the tutoring role by subcontracting it to appropriate people to deliver. It is vital to identify values which derive from the education product being open, not closed. It is also important to identify the benefits of something being free, rather than expensive. Then the costs may take more care of themselves through better direction.

For example, when I was teaching at Sydney University, after working in the NSW public service after a PhD, I wrote applying for research grants. In spite of already having published four books with Allen and Unwin and Longman Cheshire, I soon saw I was highly unlikely to get any research grants in my return to academia, for numerous reasons.

On the other hand, as a former public servant and PhD who often provided a variety of secretariat and advisory support for state managers and public inquiries, I realized I could continue doing this as a comparatively bipartisan academic making submissions to related inquiries. I was very grateful for so much capacity to continue to contribute to the national policy conversation that was also made increasingly possible through improved media connection of many kinds. However, to get recognition for this work in university performance indicators I had to suitably massage the results so as to get them ready for publication in any of many apparently peer reviewed academic journals. This was a hit and miss business. The economic irrationality of universities employing academics and then paying to buy back their product from closed professional journals is another stupidly objectionable story plus the huge text book costs of mates forcing each other on students.

The route I took to contributing to state policy debate as a lecturer in the Faculty of Health Sciences is important for the community, as academics are otherwise encouraged to ignore entries into key government policy debate, to keep making peer reviewed submissions for funding they know they are highly unlikely to get because other academic brigades are running their little shop for older mates and favoured students. This time is money that could be much better spent. It encourages separation between professional entities seeking to differentiate from each other through the construction of related specializations and closed shops. This also encourages rigid occupational hierarchies and related efforts at knowledge mystification – trying to make matters more complex than they otherwise could be. Besides refusing to look beyond the established boundaries of the profession, they now see critique of any collegiate effort as cultural bad form, unhelpful to the organization.

I took the above government inquiry centred route to publication as a former public servant who then lectured in the Faculty of Health Sciences at Sydney Uni. for 11 years before being given a golden handshake in 2007, at 60. This seemed reasonable to me as I had amassed enough to live on for the rest of my life and could afford to work for free if I wanted, donating to the cause of future generations therapeutically for me, while stepping down. If I get pissed off at young girls in the gym from time to time, ask them for understanding.

Old professors, like their closest colleagues, however, don't easily deny or sack each other. It seems too unkind and rude to old friends. Just ask Susan Ryan at the Human Rights Commission. Nevertheless, the comparatively rich and old professor of either sex is ideally encouraged to leave at sixty and donate free product and time in future activities of choice as well. This approach to cutting costs does not preclude the university subcontracting paid project work and could help establish better connected regional and community systems for student and staff work, research and related services, on paid or unpaid bases – just inquire.

Staff and appropriate students should also be able to sell or donate work or undertake sessional or other performance. Some like me may happily work for free if only or mainly doing what they like. Many may jump at this chance instead of being endlessly asked for money for charitable purposes. To set up yet another charity fund raising is admission of the defeat of many more reasonable and effective approaches to any injury prevention and cure. Anyone who has compared South America, China, Africa and Singapore since 1950 can see it. (See a related critique made of World Vision practice in the attached Krugman file.)

Anonymous states that '*many grants allows academics to essentially outsource their teaching responsibilities to cheap labour so they can focus on research, produce books and then scan the horizon for the next grant-whale, and so begin the cycle again. Like most outsourcing this means cheapening the labour and cutting corners with the product*'. I have no idea what Anonymous means by 'cutting corners with the product'. Anonymous also states a boat load of student tutors may now be hired from HR for the cost of a professor. Please explain.

When I was a lecturer for eleven years in the Faculty of Health Sciences at Sydney University, I was not permitted to use performance indicator points I had won from my journal publications, so as to replace myself with PhD students to take some of my eight or more weekly tutorials, so I could get on with more writing and publication. Even worse, I couldn't find students with the knowledge and skills to do the tutorial work required. There were mainly post-graduate psychology students supporting all teachers and doing marking. No wonder that hardly anybody today appears capable of recalling how sociology differs. (Psychologists may ignore history, geography, institutional role and intelligent statistics.)

The norm in academe in my experience is for a lecture to be given followed by a tutorial where students discuss material in the lecture or present on related topics for their own assessment, or both. From time to time in the press there is talk of the horrors of crowded classrooms. I regard this as a tribute to ignorance of the university sector and the strength of construction industry lobbies because with the exception of the first week of term and barring rare celebrity visitors, I've never seen an overcrowded classroom in tertiary life. This is because students consider they have better things to do with their time than turn up.

I do not recommend taking a roll, as many staff did in Faculty of Health Sciences tutorials, as a way of getting around this non-attendance problem in lectures and tutorials. Students getting marks for turning up while hiding behind others in group projects seem an admission of university system defeat to me. Those students who put in most of the work and want an HD hate carrying others doing nothing. Students point this out in my experience while staff members marking a few group projects instead of many individual ones will not.

Lectures should be fully and widely available in written form whether the student can or will attend a particular lecture and tutorial at particular times or not. Modern technology makes this instant availability possible in a way which also opens the written product to any critique. The tutor should know the lecture material and be free to support and/or critique it. Observations about the ideal role of tutors and marking are below in related contexts.

Anonymous thinks he or she is given a paltry time related pay allowance for marking essays and states tutors were told by a lecturer, '*I only bother to read the introduction and conclusion of an essay when I mark it; this is more than enough to give you a sense of it*'. The tutors objected to this; thus idealistically forging an economic rod for their own backs.

Assessment of student product may also be poor as well as industrially driven. To deliver the same multiple-choice test to thousands of students is to establish a computer-based marking system which may be educationally lacking in many unspoken ways. However, it allows the lecturers and tutors to get on with activities other than personally marking each script. How relevant are these kind of exams to rating good understanding and practice? I guess not very.

The multiple choice test seldom gets changed and students want access to the questions so as to learn answers by rote. If they don't get it, the exam gets passed on privately anyway. Whether the test puts questions of key value or use in the real world may be a moot question. However, the tests have a spurious numeric objectivity so all are spared the trying line-up of students at the door arguing they should have got a higher grade than a marker has allocated to them. In short, multiple choice tests may save enormous amounts of marking time and cost without asking more embarrassing questions about the student capacity, so are popular.

Anonymous, however, refers only to essay marking. A key time issue occasionally related to written work, is whether the tutor is expected to correct the student's spelling, grammar and expression; or simply write key comments through the essay; or just put a grade on the front. Sometimes, to correct spelling and grammar, etc. might take an hour or more per essay. My view is that key written comments throughout a work should provide enough clear feedback related to the grade. This is ideally established in support of criteria for judgment ideally provided to the students at the beginning, before they undertake an essay or related project. Unfortunately, however, many students do not bother to collect an essay or project just for some comments throughout it. Many simply want to know a single mark or grade, like they get as a convertible number, with multiple choice tests. Markers tend to give up feedback.

The practice of quality management in regard to traditional teaching styles would involve, in my view, the easy availability of the lecturer's expert written product to make it available for critique. Also necessary is a serious effort to establish tutorial and marking practices

which support this approach to education and any related labour as broadly as reasonably possible, so all may learn. With internet access today, students often copy and share for traditional essays or writings from all kinds of places, often without recognizing the problems of this, such as the inconsistencies in times, places and positions which have come to this mash-up.

Partly to avoid such problems I ideally preferred short answers to examination questions plus each student doing a community or work based project for assessment. When reading these latter products the tutor and other markers may also learn about the student's chosen subject. See subject aims, lectures and assessment examples under the Learning side bar on [www.Carolodonnell.com.au](http://www.Carolodonnell.com.au)

The lecturer who does an early audit of samples of essays or projects first marked by tutors, may learn about the subject each student addressed, as well as about the comparative values of tutors and students. This may depend on the groups of students tutors teach, where a normal marking distribution may be the normal marking aim in each group. What the lecturer learns is not simply to make a reasonable distinction between a High Distinction, Distinction, Credit, Pass and Fail, beyond the small and diverse occupational or other group aspirants normally marked by many tutors. She may learn from students and the world they are in, as they also learn from her lectures and from the tutors' comment and assessment. An open approach is a key aspect of quality product management.

Last year, on the other hand, seeing a sign which interested me, entitled 'No Invalidities' I sat in on a Law lecture where students used their individual lap-tops to take rapid notes on the lecturer's Powerpoints. Thus the newest technology seemed to be employed to support the oldest teaching method known to man – students come and sit with a man at the time of his choosing, while he reads from a book and they take down notes. Superficially this appears to keep the quality of the lecture secret from any not already committed to the course and unnecessarily penalises students who don't turn up to it. This appears to be a shocking waste of time unless a key aim is occupational closure, the avoidance of outside scrutiny, and bringing up the young to be prepared for a lot of typing. (Baby what else is new? Why not try film instead?)

Apparently not content with one article, Anonymous next writes 'If it Hurts, See Someone' on overcoming female sexual dysfunction (p.8). I recommend a vibrator and water based personal lubricant after a bath with a joint or glass of wine. This may be easier, cheaper, more private and more effective than seeing someone. Always be careful, however, to keep anything out of the bath which might lead to your electrocution. The Faculty of Health Sciences did not appear to provide such cheap and useful information. I hope this helps.

#### **RELATED INDICATIONS FOR ACTION: REFORM SSAF TO SUPPORT REGIONAL PLANS AND PROJECTS: CONSIDER FILMING THE IDEAL PRODUCTION OF AFFORDABLE HOUSING, ETC.**

Any vision of the labour movement and its party ideally recognizes the prior existence and potential regional value of competition, as well as cooperation, related to open subcontracting and small business, philanthropic or cooperative endeavour – paid or unpaid. Ideally it also has a related vision of consumers, taxpayers and investors of many stripes. To take another position appears to ignore the vital influence of new technology in development, as often appears to be the case. If the standard we walk by is the standard we accept, what should we do about them all? Openly discuss the matter to clarify the path. We are trying it with trees at St James Court to learn about green waste management. See related discussion of workplace relations to the Productivity Commission attached.

The Chinese Communist Party talked about the importance of introducing competition to the iron rice bowl, when I was in China in 1976, on an Australian teachers and students' tour of education and work institutions organized by Friends of China. I wrote 'Training in a Chinese Teachers College: The philosophy and organization of the Kwantung Teachers College near Canton' which was published in the Commonwealth Department of Education journal 'Education News' (Vol. 15, No. 9, 1976) on return. China has developed at an incredibly rapid pace. How can so many not see it? Just as high quality Australian health care need appears more broadly, equitably and cheaply met than in the US care models, Singapore also appears far ahead of Australia in rapid land and housing planning and construction. Surely we should learn from Singapore direction rather than ignore it? They are rightly worried about losing all their birds and green spaces. What a huge waste that would be when so much has been done to advance the green perspective in recent years.

To teach well in the modern era of film and related graphic communication, etc., I have often thought one needs good archival creation, selection and dissemination almost above all. On the other hand, there is much to be said for a giant talking head with Powerpoints. Neither will occur with British, US and related professional domination at Sydney University, rather than in more broadly open regional cooperation in Australian and other partnerships in global research and teaching. Talk to Sydney Ideas and related university alumni and organizations about how to help. The attached file '**Build on the Rock of personal search**' suggests related directions to assist archival collection at Sydney Uni. to better serve the people, in support of UNESCO and related regional approaches in international conventions.

To escape their colonial status, which Australians mostly want to do I guess, one must first understand it. This is the lesson of Simone de Beauvoir, Germaine Greer, Jean Paul, etc. etc. Thanks to Alexi Polden, we know which students took the SSAF money in 2014. Explain the current problems in the way you think might appeal to them most. Suggest that with better organization, many more may lead the green revolutions, walk in the shoes of Jesus, etc. etc. with a paid job now or sometime in the near future, if also prepared to work or travel and use good contraception. At least they may build portfolios of work, paid or unpaid, in pursuit of objects beyond pure entertainment. Certification is ideally constructed in related more practical contexts suited to the person and the effective assessment of performance.

Address the unequal distribution of SSAF. Reform the student management fee allocation in the most useful ways to improve job, housing and education search, allocation and experience. Relate education, research and practice placement better. More integrated staff and student placement systems, which ideally work more cooperatively with the alumni and related organizations and associations, are ideally also designed to improve many services delivered more broadly. Young people who are briefly passing through an institution with other key interests in mind, are not ideally put in key decision making positions relevant to managing a huge fund and organizations employing many people, whatever they or others have pretended in the past. Good management is not voting.

However, the more one understands life, the more the results are better than the uninformed gamble which is often the collective vote in many circles. Alexi Polden's article on the SSAF distribution was in Honi Soit rather than The Bull, where one might have expected it to be. Encourage more students to demand better management of their money and point out this can only occur through more management openness across the board. I guess this should occur mainly through students assisting the design and support of regional strategic plans rather than in organization which is designed upon collegiate and related models of interest. The latter may be professionally interested and driven, while being comparatively uninterested in much teaching, research and service placement for anybody but themselves and their more immediate colleagues or subordinates.

The recommended management is ideally a key stakeholder and other stakeholder regional and strategic planning and risk management approach. This is familiar in NSW and beyond partly as a result of the new design of occupational health and safety, rehabilitation, compensation and insurance beginning in the 1980s. This is ideally integrated regionally with Medicare, industry superannuation and other insurance design through the National Disability Insurance Scheme. Land management, restoration and housing are broad areas of need in which these management principles may be taught and practiced to better effect. (Just leave me alone when I'm angry and learn the difference between words and actions.)

If more open regional and strategic planning, rather than closed and professionally driven planning approaches are taken to management and administration, wealth can be more easily created with all people through greater openness and through broader cooperation and competition. The Krugman file attached discusses aid and regional land and housing direction in this global context. My long work experience is that technologists and writers usually have very different strengths but should often work together for timely information to be given clearly to the most disadvantaged viewer, reader or listener.

According to the City of Sydney News (March 2015) Lord Mayor Clover Moore looks forward to State and Federal governments understanding the significance of our city and work through presentation to the bi-partisan Central Sydney Planning Committee. She said the current NSW Premier has yet to meet and discuss the future of Sydney and the Planning

Minister has yet to meet with the bi-partisan Central Sydney Planning Committee, which facilitates much of the city's building boom and the resulting increased property taxes which have helped to turn around the state budget. Surely we need a clear film on the fund construction and management of more affordable housing on particular identified sites.

Lord Mayor Clover Moore's email (20.3.15) discussed a **Housing Diversity Forum and City Talk** on the outcomes of the Forum. These two initiatives will inform a **City of Sydney Housing Affordability Discussion Paper and Policy**. No doubt many interested in housing will also have contributed to direction in recent NSW and Commonwealth inquiries and reports. See related strengths and weaknesses of management under strata title at [www.Carolodonnell.com.au](http://www.Carolodonnell.com.au)

One notes the Energy Efficiency Master Plan apparently shows how City wide emissions can be reduced to make Sydney one of the most energy efficient cities. I guess a lot of locals would like to know how that is supposed to be done. The Energy Efficiency Master Plan is supposedly a key component of the City of Sydney suite of master plans already developed which include **Decentralised Energy** (through renewable energy and trigeneration), **Advanced Waste Treatment** including waste to energy, and **Decentralised Water** including collection and reuse of this precious natural resource. What are they doing which could be made of benefit to workers and students while also benefiting related communities?

Surely, as Jamie Parker said at our local Town Hall election meeting: 'There is a need for greater expenditure on public housing maintenance to address the \$300 million backlog. The Greens have also called upon the NSW Government to review its existing arrangements with maintenance contractor Spotless. According to the meeting report in the Glebe Grapevine (February 2015), Spotless service delivery has been very poor'. This seems a great opportunity for more open competition as well as broader understanding.

What is it '*to retrofit a property to reduce electricity and water use so as to save more than \$1 million each year*'? Is it mainly fixing pipe and toilet blockages and leaks in related pipes and taps? Do you want to put more solar on roofs and do more solar lighting and heating? What else might be done from the perspective of the Energy Efficiency Master Plan which apparently is supposed to advance the City's work to build green infrastructure and so cut carbon emissions by 70% at a later stage. What about native gardens, trees and fences?

An attached file addresses the Productivity Commission (PC) inquiry to examine Australia's workplace relations framework. I am hopeless with technology but if others want to make a film on more affordable housing with free labour I would help freely. I would probably also pick up unavoidable costs. This would be a useful film in a presentation portfolio, relevant to current housing policy and need for more affordable housing in NSW. Consider this as a way of making informed policy, as distinct from the ignorant fighting each other in big meetings as usual. David Rosen has promised that his talk entitled 'Can you afford to live

'where you choose' for the US Studies Centre on 4.3.15 will be openly available. Anybody interested in the topic should see it to consider financial drivers of unfairness or inequality.

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