

“Part of the business of learning”: profession, purpose, provision and place in Australian university owned and operated colleges and halls from post-War to post-Pandemic

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As universities examine their future beyond the COVID-19 pandemic, including the nature of on campus learning and of residential life, it is timely to reflect on developments since the first university owned and operated colleges and halls in Australia were established after World War II, and how significant aspects of collegiate residential life can or should be retained, redefined, reformed or renewed. Reflecting in 2004 as President of the Association of Australian University Colleges and Halls Incorporated (AHAUCHI), now University Colleges Australia (UCA), a former Master of Ormond College, Melbourne, Professor Hugh Collins, noted: *“Fully grasped, the pressures to redefine our Colleges and Halls of Residence as solely accommodation services rather than as educational communities are a microcosm of the larger forces seeking to turn our public universities into corporatized, commercially-driven enterprises.”*² Nearly twenty years later, what might this mean for university owned and operated residences and for their living, learning and leadership post the disruptive and in many ways debilitating first years of the pandemic?

From a wave of ‘second’ universities to waves of COVID-19 pandemic:

Much, of course, has changed since the setting up of Australia’s first university owned and operated residential colleges and halls. This has included, for example, the vast growth of tertiary institutions and enrolments since 1946; the development of international education to the point of being by the end of 2019 one of Australia’s top service exports; the decline of government funding for infrastructure and services following a ‘golden era’ in the 1960s/70s of Commonwealth funding for capital works; an ever-increasing and appropriate focus on equity, access and inclusion, including for students of lower socio-economic background and of Indigenous heritage and culture; the growth and, in terms of places/beds, the increasing dominance since the early 2000s of commercial investment, partnership in and provision of student accommodation; a far more corporate and managerial, rather than collegiate structure, style and character of university governance and administration; continuing review, report, renewal and reform following the Australian Human Rights Commission Report on Sexual Harassment and Sexual Assault in Australian universities (2017), including the National Student Safety Survey Report (2022); and the impact of a two year plus pandemic (2020-2021+), with ongoing uncertainty about what will be the ‘new normal’.

Challenges to collegiate structures and character:

Through all this, the professional, strategic and scholarly leadership and the collegiate character of university owned and operated residential communities, which have brought and can bring much added dimension and value to the university and student experience, have, across Australian

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² New Zealand Association of Tertiary Education Accommodation Professionals (NZTEAP) Conference in association with AHAUCHI, University of Otago, Dunedin NZ, 2004.

universities, been subject to a range of commercial and corporate pressures; of cuts and compromise; a seemingly increasing emphasis on transactional relationship rather than one of transition and transformation; and perhaps of a more customer and client perspective and focus, rather than one of student resident, staff colleague and community member. There are, of course, funding and cost realities to all this, as well as administrative and operational differences across the university owned and operated residential sector. However, it is important to ensure that in whatever form and to whatever degree appropriate, collegiate-style aspects of residential life that foster positive social, cultural and intellectual engagement among staff and students, a sense of belonging and being known, and that promote the wellbeing and safety of all, are developed and/or maintained.

Increasing needs and demands of and for ‘front line’ support and care:

All forms of university residence is at the ‘front line’ of student support and wellbeing twenty four hours a day, seven days a week, and for much if not most of the year (and in some cases, all year). The provision of care and academic support, and of cross-disciplinary and cross-cultural connection, for students transitioning from home and school, testing the ‘boundaries’ and emerging into independence and adulthood, are among the constant demands made upon those in the profession of residential leadership, albeit with the essential support of central university services and collaboration with academic faculties and staff. This also includes, for example, graduate students leaving family, friends and work colleagues, many in countries overseas, and undertaking the often challenging aspects of postgraduate coursework and higher degree research.

Particularly since the release in 2017 of the Australian Human Rights Commission ‘*Change the Course*’ Report on Sexual Assault and Sexual Harassment in Australian Universities, “*universities have taken significant action ... as part of their joint ‘Respect. Now. Always’ campaign ... They have invested funds and expertise into new initiatives and, in some cases, demonstrated vocal leadership.*”³ Nevertheless, the follow-up National Student Safety Survey Report, released in March 2022, has demonstrated a continuing problem of such assault and harassment on our campuses and further notes that “*whilst maintaining a ‘whole of organisation approach’, given the relatively large number of incidents of sexual violence that take place within University residential settings, this setting be considered as a priority for action.*”⁴ Such a priority for action requires a range of on campus and external training and support personnel and resources in all areas of respectful and ‘pro-social’ attitudes and behaviours, but especially greater commitment to, and training and support for more, not less, professional leadership within - including living within - all university owned and operated student residences.

The COVID-19 pandemic from early 2020 has had an enormous impact on all aspects of university life, particularly with a large number of domestic undergraduate students, having just commenced the start of the academic year on campus, having to return home or to stay at home so as individually to engage in rapidly developed online courses and remote learning. University residences as well as academic faculties, colleges and courses faced the challenge of maintaining connection and a sense of belonging, support and care for students whose university experience would be vastly different from what would have been expected. With closed borders, many international students could not return home and, along with domestic students who could also not return home inter-State, their residences

³ A media statement from Sex Discrimination Commissioner Kate Jenkins: Wed 23 March 2022

⁴ Lyn Walker & Associates ANU Sexual Violence Prevention Strategy: Independent Assessor’s Report March 2022 p.5.

NSSS Report: https://assets.website-files.com/61c2583e4730c0d5b054b8ab/623ba530bc6676dfcdb1d5dc_2021%20NSSS%20National%20Report.pdf

became places of strict regulation and isolation, with many residential staff, assisted by a range of other university staff, remaining on campus to provide oversight and care.

Risks, reviews, rhetoric and reality:

We are now in a much more risk averse, managed and regulated university environment of governance and operation than ever before, compounded by all the much needed and appropriate follow-up and responses to the recent reviews, and by the inescapable 're-set' of purpose and provision as a result of the period of pandemic. Such 're-set', however, should promote some key aspects of collegiate community which enhance residential and university experience, including the care and safety aspects of student wellbeing, and which also affirm the profession, not just the function, of residential leadership, as well as the value-added purpose of what scholarly and collegiate residential communities provide. Particularly in university owned and operated residences, this should align with the university's strategic plan and goals, such as that, for example, of the Australian National University which aims *"to invest strongly to reimagine and remake the way we serve and support our students ... and to offer an outstanding campus life and residential experience in the heart of the national capital."*⁵

The reality, of course, needs to meet and reflect the rhetoric. It is imperative that, in re-affirming the particular value of some aspects of collegiate residential community, reimagining and remaking also take account of the very real challenges as well as the opportunities of a changed and changing university environment. As our universities will differentiate what they offer, so our university residences need to provide for a much more diverse range of students from Australia and overseas, for affordable options, and for an equally safe, supportive and transformative experience across a variety of residences, each with different 'traditions' and character, but each reflecting the core values and purposes of their university.

New thinking for the 'new normal', including for international students:

In a recent paper 'The Future of the University Sector Post COVID-19'⁶, the authors argue that *"if universities are to pursue new business models that are aligned to the post-pandemic economy, and changed international, national and regional economies, they need to be unshackled from the assumed uniformity of a previous era. This will require new thinking within the sector."* The paper notes the *"much greater diversity of aspiration among the modern student cohort (40% of young people) as compared to the 10% of young people who went to university with today's generation of senior academics and administrators."*⁷ In discussing, for example, the recent loss of income from what had developed up to the pandemic as a large and lucrative international student market, the authors reflect on better meeting the needs and experiences of international students, especially in terms of isolation and feelings of alienation, and note that these students will *"one day constitute the professional classes, business leaders and government officials who will run the economies and governments of our region. They are a good network for Australian graduates to have!"*⁸ This is a sentiment that was expressed in 2009 in the ANU 'Vice-Chancellor's Review of the Role of Halls, Residential Colleges and Lodges in the Academic Life of the University', a review that brought me to the ANU and to Toad Hall. It was noted that *"Toad Hall is presently host to many future leaders of*

⁵ 'ANU by 2025: Strategic Plan 2021-2025' pp.18-20

⁶ Anderson I. & Griew R. *The Future of the University Sector post COVID-19*, 2022. Professor Ian Anderson is Deputy Vice-Chancellor (Student and University Experience) ANU and a former Deputy Secretary of the Department of Prime Minister & Cabinet, and Robert Griew is a consultant and a former CEO of the Northern Territory Department of Health and Community Services.

⁷ *Ibid.* p.15

⁸ *Ibid.* p.10

*foreign governments studying with the support of AUSAID scholarships, and the potential risk to the University's reputation of an unhappy residential experience cannot be understated.*⁹

Many working in university residences will know the rich contribution that overseas students bring to a residential community, and how much a good collegiate residential experience can mean in building a sense of belonging and being known. At the University Colleges Australia & Collegiate Way International Conference in Canberra in 2016, the then ANU Chancellor and former Australian Foreign Minister, the Honourable Gareth Evans, said that it was *“very much in the remit of university colleges to try to deliver – (to) ensure that domestic students share their study and social time with the international students living among them, doing your best (as Heads of residences) to persuade them that while reaching out to those of other cultures and nationalities may be a little beyond their immediate comfort zone, in doing so they will make lasting, wonderful and productive friendships and be better equipped, emotionally as well as intellectually, to live in the world of the 21st century.”*¹⁰

Clergy, coteries, boarding houses and hostels:

In the foundation of Australia's first universities there had been various criticisms concerning the establishment of affiliated faith-based residential colleges. There was concern for appropriate accommodation and supervision, and in line, for example, with the *“wants”* of Sydney University, householders were invited to provide lodgings for students, but there was *“not a single reply”*!¹¹ While Sydney and the other first universities sought to be free of Christian denominational sectarian influence, necessity and compromise prevailed in the establishment of church colleges, the first being St Paul's College at Sydney University in 1856. Until after World War II there were some university established boarding houses and hostels, and some non-denominational women's colleges, but no university owned and operated colleges and halls of residence.

At the time of the establishment of the University of Western Australia in 1911, for example, one of the members of its first Senate noted, in opposition to faith-based colleges being established there, that the *“herding together of young men in small coteries under a clergyman”* was inconsistent with Australian democracy.¹² While St. George's Anglican College opened in 1931, UWA's first Vice-Chancellor, Professor E. H. Whitfeld, visited the USA in 1938 and saw value in setting up co-operative residential halls in association with the Guild of Students, commenting that the dormitories and shared dining halls of the American campuses made *“the university campus a real centre of life in the community”*, and that there was great benefit in the opportunity for students to exchange ideas and make life-long friends.¹³

A real sense of community and a meaningful & enriching education:

In 1946 the University of Western Australia took over a temporary wartime 'Bachelor Officers' Quarters' for USA Navy personnel and set up a men's and women's hostel, from which came the establishment of Currie Hall (now University Hall), named after the University's second Vice-Chancellor, Sir George Currie. At the fiftieth anniversary in 2011 of its opening on the Crawley Campus, the then Vice-Chancellor, Professor Alan Gilbert, stated that *“a sense of community is an essential*

⁹ Mark Evans and Neil Rodgers, September 2009, p.10. Prof Ian Chubb AC was then ANU Vice-Chancellor.

¹⁰ Hon Gareth Evans AC QC *Democracy and its Discontents*, Dinner Address, Old Parliament House, Canberra 18 November 2016.

¹¹ Clifford Turner et al *Australia's First: A History of the University of Sydney* Vol.1 1850-1939, Hale & Iremonger, Sydney, 1991 pp.96 & 129

¹² Fred Alexander *'Campus at Crawley': A Narrative and Critical Appreciation of the First Fifty Years of the University of Western Australia*, F. W. Cheshire, Melbourne 1963, pp.514-515

¹³ *Ibid* p.530

element in providing students with a meaningful and enriching education. Currie Hall and other colleges play a vital role in this. They offer far more than simply accommodation – they nurture ‘community spirit’, provide essential academic support, and offer pastoral and social support.”¹⁴

At the University of Queensland, established in 1909 on the site of what is now the Queensland University of Technology, denominational colleges and the Women’s College were founded and located in parts of the city prior to moving to the new St Lucia campus after World War II. In 1943 the UQ Students’ Union proposed a non-denominational ‘Union College’ as an alternative to the traditional religious colleges. It would be run by the Union, with a Warden elected by students and approved by the University Senate. Temporary premises were located on Wickham Terrace before moving to St Lucia in the 1960s.¹⁵

Credibility and a ‘golden era’ of funding:

The end of World War II saw a new focus on tertiary education to meet the social, economic, strategic, scientific and technological aspirations and challenges of the post-War era. It brought to fruition a long-held aim of a national university in Canberra, and to the establishment of a number of second and more universities in the State capital cities and to some in regional areas. Demand saw enrolments increase from around 14,000 in 1939 to nearly 26,000 in 1946; 37,000 in 1957, and 69,000 in 1963. By 1957 some 2,000 students had arrived from the Asia-Pacific region under the Colombo Plan. With this came the need for universities to provide more places for students to live. The Menzies government commissioned the Murray Report into tertiary education which, in 1958, recommended a grants scheme to be administered by an Australian Universities Commission to provide funds for university capital works which would include both affiliated and university owned residences. The period from the late 1950s to the mid-1970s was referred to as a ‘golden era’ of government funding.

The first university owned and operated colleges and halls included Mary White College (UNE 1957), Basser College (UNSW 1959), Duval College (UNE 1959), Robb College (UNE 1960), Bruce Hall (ANU 1961)¹⁶, Deakin Hall (Monash 1962), Earle Page College (UNE 1963), and Goldstein College (UNSW 1964). Others followed in the 1960s and 1970s at these and at other new universities and university colleges such as La Trobe, Flinders, James Cook and Newcastle. With some variations, the models for these university colleges and halls were the traditional affiliated independent colleges, giving, it seemed at the time, an added kind of ‘credibility’ to the new universities as ‘real’ universities with ‘real’ colleges; there was little interest in setting up hostels or dormitories, and a strong desire to offer more than just buildings, beds and bathrooms.

Halls of Residence and the education of citizens:

When the all-male Basser College, named after philanthropist Adolph Basser¹⁷, opened in July 1959, the ‘Sydney Morning Herald’ devoted a page related to its opening, with headings such as ‘Role Needs

¹⁴ <https://www.news.uwa.edu.au/archive/201111234155/alumni/currie-hall-celebrates-50-years/>

¹⁵ There is some argument as to whether Union College or University Hall (now closed) at James Cook University, Townsville, was the first coeducational secular university residence in Queensland (the first in Australia being Bruce Hall at ANU, opened in 1961).

¹⁶ The ANU, as a research/postgraduate university until 1960, opened University House in 1954 as a residence for staff and students, as well as a place for university social gatherings and functions, and for official ceremonies such as graduations.

¹⁷ Adolph Basser donated £40,000 to the construction of the University’s first residential college; among many other donations, he gave £50,000 to the University of Sydney to build its first computer. Basser College became co-ed in 1965.

to be Exploited' and 'Symbol of University's Growth'.¹⁸ The first chairman of the Australian Universities Commission, Sir Leslie Martin, noted that the role of the Hall of Residence in Australian universities must be exploited if graduates were to be educated citizens with a full realisation of their special responsibilities to the community. He remarked that *"University institutions of this kind do more than provide a place in which to eat and sleep. They play a vital part in the general education of a student and the development of his personality. The importance of living in a closely knit society in which the flux of thought extends far beyond the discipline of any one university school cannot be over-estimated. There is a constant intellectual challenge in the common room which evokes from the student his best."*¹⁹ The University's first Vice-Chancellor, Professor Philip Baxter, noted that *"residential university students recorded above average performance in the extra-curricular life of their universities as well as academically. In Australia most of the university colleges have been established as denominational foundations. More recently, universities themselves have undertaken to provide student residences. We realise that the excellent colleges established by groups outside the universities have made a significant contribution to the enrichment of corporate life. We recognise, too, that a university has as much responsibility to provide suitable residential accommodation as to provide laboratories, lecture rooms and libraries, but residential colleges are expensive. However, we will not be satisfied until we have residential accommodation for more than the average of Australian universities, say, 20 per cent of the students."*²⁰

Funds for university owned as well as religious foundations:

At a universities' conference in 1960, the University of New South Wales' Pro-Vice-Chancellor, Professor D. W. Phillips, noted the University's efforts to establish colleges in which more of the *"real value of a university education"* could be experienced rather than that of *"just being taught"*.²¹ In his memoir, the first Vice-Chancellor of Monash University, Professor Louis Matheson, wrote *"... it is generally recognised that students educate one another most effectively when they live together as well as work together."*²² Reflecting further on the nature of the first Halls at Monash, Professor Matheson noted that *"it was clear that the wardens would have a crucial influence on the social environment in their halls (as members of the academic staff – given married accommodation on site and some relief from full academic responsibility in their departments) ... it has been possible to appoint excellent wardens who, with their spouses, have made real contributions to the development of their students."*²³ He noted the value of the Hall community coming together during the week for dining, when *"guests could be entertained, speakers listened to, arrangements made and discussion encouraged."*²⁴

At an Australian Vice-Chancellors' Committee (now Universities Australia) Conference in 1964, Professor Baxter, acknowledged the valuable role of small traditional colleges, but also noted that it was inappropriate to require all students in need of residence to be housed in the more regimented and costly *"Southern Hemisphere copies of the old Oxford and Cambridge tradition"*.²⁵

¹⁸ *Sydney Morning Herald* Tuesday 7 July 1959, p.18

¹⁹ *Ibid.*

²⁰ *Ibid.*

²¹ D. W. Phillips 'Australian Universities to 1970'

²² Louis Matheson *'Still Learning'*, The Macmillan Company of Australia, South Melbourne, Vic 1980, p.19

²³ *Ibid.* p.103-104

²⁴ *Ibid.*

²⁵ Philip Baxter 'Report of the Proceedings of the Conference of Australian Universities 1964', AVCC, University of Melbourne, Vic 1964, p.63

Efforts by churches to set up residential colleges in the new universities were again, as had occurred in the foundation of Australia's first university in Sydney in 1850, met with some opposition and concern in this new era of university expansion and the setting up of university owned and operated secular colleges and halls. However, the federal Government insisted that funding would be provided to both independent and university operated colleges and halls, with university leadership largely accepting of any offer and support to provide much needed student accommodation. There was, however, particular tension, for example, at the ANU in the 1960s following the opening of Bruce Hall, when proposals were put by churches to set up denominational colleges. The Students' Association and staff of the Research School of Social Sciences and Pacific Studies passed votes and wrote letters about their concerns that money would be directed away from the University's own residences towards those of the churches. The University Council was urged to *"follow a clearly defined policy of seeking to provide (its own Halls) on a scale adequate for the needs of all students of appropriate intellectual calibre who did not wish to live in affiliated colleges."*²⁶ Religious foundations (John XXIII, Ursula, and Burgmann Colleges) were set up in the late 1960s and early 1970s; the University's own halls at this time (deliberately called 'halls' to distinguish them from the affiliated 'colleges') were fully catered and were led by 'Wardens' of strong academic background.²⁷ University House at ANU had been established in 1954 as a residence for staff and postgraduate students, the University at that time being only a research and postgraduate university until it merged with the Canberra University College in 1960.²⁸

AHAUCHI – a professional association for Heads:

The developing mix of independent affiliated colleges and university owned and operated colleges and halls, came to be reflected in the formation in 1965 of the Association of Heads of Australian University Colleges & Halls Incorporated (AHAUCHI), now University Colleges Australia (UCA). Most of the first Presidents were from non-faith based residences: Ms Doreen Langley (Women's College, Sydney University), Bill Packard (Bruce Hall, ANU – Bill was twice President in the 1970s), and Dr Michael Blackmore (Edwards Hall, Newcastle University). Father Brian Fleming (Newman College, Melbourne University) followed Bill Packard's first term as President.

Development, Dawkins, 'money-changers' and diversity:

In the thirty years following the foundation of the Australian National University in 1946, some fifty nine (59) new colleges, halls and houses (mainly International Houses) were opened, with thirty one (31) owned and operated by their universities. They were mainly collegiate in style, catered, and with senior and other staff living on site as leaders and members of their communities. One of the notable exceptions was perhaps Toad Hall ANU which opened in 1974 after pressure from students who, in the environment of a period of student protest across universities in Australia and beyond, wanted an alternative to the more traditional colleges and halls that had earlier been established. The University's 'fourth hall of residence' would accommodate students beyond their first year of undergraduate study, be self-catered²⁹, and administered by a management committee representative of students and staff of the Hall and University. With willows along the creek at the rear of the building, it was named by its first residents after the main character in the British children's

²⁶ ANU Archives *Affiliation of Residential Colleges & Halls 1493/1963*

²⁷ Burton Hall and Garran Hall were set up as separate but physically linked Halls in 1965, each with its own dining room; they merged to form a self-catered Burton & Garran Hall (B&G) in 1983.

²⁸ Canberra University College, linked to the University of Melbourne, was set up in 1930 especially to train public servants and diplomats.

²⁹ Toad Hall was the ANU's first self-catered, then mainly undergraduate, hall of residence.

novel 'The Wind in the Willows' rather than after any significant 'old white male' political, university or community leader!³⁰

With the amalgamations and mergers of universities and colleges of advanced education following the Dawkins reforms of 1987³¹, and the more commercial focus on international education in the late 1990s and into the 2000s, university owned and operated colleges, halls and other residences grew, and, with some commercial partnerships, many became more corporate and 'utilitarian' rather than collegiate in structure, function and style, reflecting much of what was happening in university administration. As Hannah Forsyth reflects "*progressively, collegial structures (in the universities) were undermined, since collegiality was great for managing academic quality but dreadful for managing money, so more specialised, appointed (rather than elected) academic managers became the norm.*"³²

Of course, discussion and debate about the nature of the university has been a constant, and continues to be, as reflected in my earlier reference to the very recent paper by Ian Anderson and Robert Griew. The title of John Henry Newman's 'The Idea of a University' (1852) was, for example, used in the title of a conference held at the ANU in 2001, 'The idea of a university: Enterprise or academy', and in one of its papers delivered by the late Professor Alan Gilbert, 'Change, continuity and the idea of a university'.³³ He argued "*that in order for universities to survive in a rapidly changing world they must learn to accept, embrace and exploit commercial opportunities as well as develop more managerial styles of corporate governance.*"³⁴

Arguing against much of the changes occurring at the turn of the 21st century, John Biggs in his chapter 'Corporatised universities: an educational and cultural disaster'³⁵ quotes the first Vice-Chancellor of the University of Canberra, the late Professor Don Aitken: "*To regard what is happening to universities in Australia as simply the work of misguided politicians or managers is abysmally parochial.*"³⁶ John Biggs outlines his concerns about the trend of corporatisation, and concludes "*... it may be that the tide is turning, and that Australian universities will redefine their role so that they, or a portion of them, can serve academic values and functions in the new millennium.*"³⁷ Simon Marginson and Mark Considine referred to "*an entrepreneurial spirit ... now sweeping the cloisters*" and that "*we live in an age of business and it is plain to everyone that the money-changers have long since mortgaged the temple.*"³⁸ Another former Vice-Chancellor of Melbourne University, Professor Glyn Davis, in his 2013 Newman Lecture delivered at Mannix College, Monash University, noted that "*the Australian tradition*

³⁰ Perhaps to be named after former PM Sir Robert Menzies, or the previous ANU VC and later Chancellor, Sir Jack Crawford. Toad Hall is now largely a postgraduate and international community with encouragement for collegiate Hall-wide engagement and connection. The name 'Toad Hall' was officially approved by the University Council early in August 1974, following a recommendation by its Standing Committee, chaired by the then Pro-Chancellor Sir Anthony Mason, later Chief Justice of the High Court.

³¹ John Dawkins, Federal Minister for Education 1987-1992.

³² Hannah Forsyth '*The DVC Epidemic' A History of the Modern Australian University* New South Publishing, UNSW Sydney 2014 p.135

³³ Prof Alan Gilbert was then VC of Melbourne University, previously of the University of Tasmania, and then VC of Manchester University UK.

³⁴ Editor's introduction, proceedings of a conference organised by Manning Clark House and The Australia Institute, Discussion Paper Number 39, September 2001.

³⁵ John Biggs and Richard Davis (eds.) *The Subversion of Australian Universities*, Wollongong Fund for Intellectual Dissent, 2002.

³⁶ *Ibid* p. 184

³⁷ *Ibid* p. 218

³⁸ Simon Marginson and Mark Considine *The Enterprise University: Power, Governance and Reinvention in Australia* Cambridge University Press, Cambridge UK, 2000 p.2

has endured with little change to date, (but) stately progression along a deep path may halt abruptly under commercial pressures. Markets end the incentives to uniformity. They require diversity ... as the market approaches, the familiar road comes to an end."³⁹

A collegiate and corporate competition?

The change from more familiar collegiate structures to more corporate ones has been seen in terms of 'out with the old and in with the new' – a somewhat black and white competition between perceived outdated ways of the past and those more attuned to current and future needs. This has been echoed in the view of 'traditional' residential colleges in the oldest Australian universities as "excessively elite", and standing aside or 'off-side' from universities now which are "no longer the small, narrow, elitist, male and unerringly white British spaces they once were."⁴⁰ Issues and incidents of access, diversity, cost, entitlement, hazing, harassment and sexual assault have been exposed in these as well as in other later university residences, and are rightly criticised and condemned. Collegiate living and collegial environments, however, do not need to stand in competition with the demands and requirements of efficient and accountable administration, of security and safety, and of meeting the pressures of universities that seek to be more diverse and inclusive, more accessible and equitable, and more connected to their wider communities, as well as to global, regional and national economic, social and cultural needs, let alone political ones. They have, do and can enhance and strengthen them.

AACUHO – from business managers to an 'industry' association:

A focus on the 'business' of residence, on the administrative and operational demands of residential colleges and halls, was seen in 1991 with the formation of the Australian Association of College and University Housing Officers (AACUHO), now the Asia-Pacific Student Accommodation Association, (APSAA). This largely resulted from a visit by Dr Joe Massingham, then Head of Wright College at the University of New England, to a conference of the Association of College and University Housing Officers International (ACUHO-I), founded in 1951 in the United States.⁴¹

Internationalisation, commercialisation, innovation, and choice:

In the three decades since 1990, the number of students enrolled in Australian universities rose from approximately 500,000 to around 1.4 million, with a quarter of students from overseas countries. Universities, especially in the last two decades, have invested in a range of student accommodation options particularly to meet the international student demand, including entering into partnerships with commercial providers for purpose built student accommodation (PBSA) and/or benefitting from accommodation established by a vastly growing commercial student accommodation industry of investors and operators, such as UniLodge, Scape and Campus Living. From a time prior to World War II when independent affiliated faith-based colleges provided most of on campus student accommodation, in terms of numbers the combination now of university owned and operated or commercially partnered residences, and of those owned and operated by commercial companies, dominates the provision of student residences, with the latter provision growing significantly.

Many colleges and halls of the universities established in the first three decades after the War have been, while perhaps maintaining some aspects of their collegiate structures and practices,

³⁹ *The Australian Idea of a university* in 'The Conversation', August 23, 2013, and expanded in Glyn Davis *The Australian Idea of a University* Melbourne University Press, Melbourne Vic., 2017

⁴⁰ Hannah Forsyth *op.cit.* pp.204 & 228

⁴¹ 'I' was added to ACUHO in 1980 when it focused on international expansion. APSAA (formerly AACUHO) is now more broadly representative of all working in university student accommodation in whatever way and at whatever level, including the commercial investors and operators.

restructured along more rationalised, centralised and managerial lines, such as at Monash, La Trobe, Newcastle, New South Wales and New England universities, and at the ANU.⁴² Significant philanthropic donations have seen the re-building of Bruce Hall and a co-located Wright Hall at the ANU; a postgraduate and research based Forrest Hall at the University of Western Australia; and Little Hall at the University of Melbourne.⁴³ Some universities have established new residences and Residence Life divisions and programs, but a number of these, if not most, have been handed over to commercial companies such as UniLodge to operate, including the Queen Mary Building, The Regiment⁴⁴ and Abercrombie Student Accommodation at Sydney University; Lincoln House and Lisa Bellar House at Melbourne University; Twin Dolphin Hall at Curtin University; and Wamburun Hall at ANU. The new Bruce, Wright and Fenner Halls at ANU are operated under a ‘hybrid’ model, combining university headship and student wellbeing, academic and social supervision and support, with UniLodge administrative and operational support. Currently referred to as SA8 (Student Accommodation building development number 8), the ANU will soon open a village of some 900 undergraduate, postgraduate and family residents. There is reference to pastoral connection, with building entrances that will have residents come and go past staff offices.

There is now across our campuses a large variety of student accommodation options with, in recent years, more innovative design that might better facilitate student safety and wellbeing, and provide better support for study and social interaction. In terms of university ownership/partnership for example, the new Melville Street accommodation in Hobart for students of the University of Tasmania is structured around three story ‘vertical villages’ in order to create smaller communities; developed from its ‘Greater Curtin Stage One’ project, Curtin University accepted a tender from (independent non-faith based) St Catherine’s College at UWA to operate a more traditional, yet innovative, college, ‘St. Cat’s at Curtin’, in its Bentley campus Exchange development⁴⁵; and the new Melbourne University purpose built postgraduate residence ‘The Lofts’ in the ‘Melbourne Connect’ development aims to engage students, academic staff, resident and visiting Fellows in a precinct of “industry, researchers, entrepreneurs and thinkers”.⁴⁶

Transformational scholarly communities – an investment in people and in their sense of worth, safety and belonging:

Despite what has been acknowledged as a very difficult period for PBSA operators and investors as a result of the COVID-19 pandemic, “*there is optimism throughout the sector looking forward to Semester 1 2022.*”⁴⁷ Student accommodation trends by 2019, prior to the pandemic, were noted by one provider, ‘Urbis’, as reflecting a move away from catering, a 90% independent commercial or joint funding of ‘new beds’, and universities “*developing dormitory style accommodation ... increasingly*

⁴² E.g. Monash’s first Halls (Deakin, Farrer, Howitt, Richardson & Roberts) are now part of the Clayton Residential Village, while new apartment style halls (Briggs, Campbell, Holman, Jackomos, Logan & Turner) are part of the Clayton Urban Community; University Hall at Flinders University remains a catered ‘collegiate-style’ residence; UNSW Colleges now include the rebuilt ‘traditional’ Kensington Colleges (Basser, Goldstein & Philip Baxter Colleges) plus new self-catered Colombo House and Fig Tree Hall, and a refurbished ‘UNSW Hall’ (the old Philip Baxter College building).

⁴³ Gifts of Graeme & Louise Tuckwell (Wright Hall named after Louise Tuckwell’s First Fleet convict ancestors Joseph and Ellen Wright), Nicola & Andrew Forrest, and Paul Little & Jane Hansen.

⁴⁴ ‘The Regiment’ was built on the site of the Sydney University Regiment HQ and, for a time, that of the Sydney University Squadron – both of which I belonged to as a Sydney University undergraduate!

⁴⁵ <https://exchange.curtin.edu.au/st-catherines-college/>

⁴⁶ <https://study.unimelb.edu.au/discover/accommodation/university-accommodation/melbourne-connect-accommodation>

⁴⁷ Savills Research *Australian Student Accommodation 2021* Operational Capital Markets, December 2021, p.2

*focused on affordability.*⁴⁸ A recent research report of RMIT University, Melbourne, and the Australian Housing and Urban Research Institute (AHURI), and funded by the City of Melbourne, notes from the 'Urbis' report that *"investment in student accommodation is driven by the increasing mobility of students, emergence of multinational PBSA developers, and a desire by investors to diversify portfolios."*⁴⁹ This research report, however, focuses especially on the quality of provision for international students, and on *"a growing body of evidence that the design of student accommodation impacts both on student well-being and academic outcomes ..."*⁵⁰

The development of commercial multi-story student accommodation blocks continue to be in the 'pipeline', with forecasts that the number of 'beds' owned by the 'Top 13' commercial developers will soon be 64,936, *"illustrating an appetite to increase exposure to Australian student accommodation."*⁵¹ In the current economic climate of higher inflation, temporary or otherwise, the Urbis report comments that *"as student accommodation continues to mature as an asset class, we expect greater liquidity and economies of scale will put downward pressure on the sector's risk premium."*⁵² While noting that more new developments *"are very different from earlier styles of student accommodation, in both scale and design ... the regulatory frameworks governing new developments across the country are inconsistent and often relatively 'light-touch'."*⁵³ The questions of risk and regulation, of course, must also relate to the nature of community, supervision and care in such large developments.

Professor Merlin Crossley, Deputy Vice-Chancellor Academic at UNSW, notes that *"these days I keep hearing that universities are 'all about money'. In the old days when I was a research student, universities were accepted as being about an education that broadened minds and discovery-based research."* He acknowledges the many changes, including those of scale and spending, and that *"the idea that education involves a transaction is now inescapable"* and that *"people regard universities as big businesses, when really they are just big!"* He argues, however, that there is a need strongly to talk more about and to promote the core purposes of universities in teaching and research; that *"we should refocus our contribution squarely around knowledge – its creation and dissemination."*⁵⁴ Transformational scholarly residential communities play a part in such creation and dissemination.

More than an 'asset class' or another set of apartments – College and Hall as house⁵⁵, home and 'family':

Investment and innovation in buildings and precincts, safety and amenities, options and choice, facilities and friendships, and in a more vibrant residential and campus experience, are vital. More

⁴⁸ <https://urbis.com.au/insights-news/student-accommodation-supply-snapshot/> December 2019

⁴⁹ 'Enhancing the Design Quality of Purpose-Built student Accommodation: <https://www.ahuri.edu.au/research/research-papers/enhancing-the-design-quality-of-purpose-built-student-accommodation> p.8 The authors (Prof Chris Ziguas, Dr Tom Alves, and Monash University PhD candidate Sam Miles) reference my 2016 paper 'From Colleges to Commercial Investment: challenge, change and compromise in the provision of Australian university residence 1856-2016' (University Colleges Australia)

⁵⁰ *Ibid.* p.5

⁵¹ Urbis *op.cit.* p.11

⁵² *Ibid.* p.12

⁵³ RMIT/AHURI *op. cit.* p.8

⁵⁴ [Universities: big but not business \(despite what students think\) \(campusmorningmail.com.au\)](https://campusmorningmail.com.au/universities-big-but-not-business-despite-what-students-think/)

⁵⁵ Toad Hall and the Laurus Wing of Ursula Hall, ANU, and the first residences at Canberra CAE (now the University of Canberra) are listed, along with the Governor-General's residence, the Prime Minister's Lodge and the home of Prof Manning Clark, in Tim Reeves & Alan Roberts *100 Canberra Houses*, Halstead Press, Canberra 2007

thoughtful and creative architecture and design that take carefully considered account of student needs and expectations are to be welcomed and encouraged. As Winston Churchill noted: *“We shape our buildings; thereafter they shape us.”*⁵⁶

Among such offerings, however, in university owned and operated residences - in scholarly university living and learning communities - there needs to be added investment in staff as well as student development and leadership, in cross-disciplinary and cross-cultural conversations and collaboration, in complementary courses and career offerings, in broader engagement with university and wider community services and activity, in cultivating alumni relationship, loyalty and contribution, and in operational and pastoral structures and programs that have transformative purpose beyond whatever transactional policies and procedures are in place. Engagement in this way, and the building of a sense of belonging and being known, are widely acknowledged as collegial markers for retention, achievement and success.⁵⁷ Provision of better buildings and facilities needs to be combined with the provision of support and care, together with the encouragement of community engagement and connection, if the residence is not to be little more than just another set of apartments. In support of their university’s mission, colleges and halls need to reflect what the current ANU Vice-Chancellor and Nobel Laureate Professor Brian Schmidt noted about the ANU needing *“to work as a giant family. Collegiality, which was at the heart of ANU when it formed, we need to make sure we don’t lose that.”*⁵⁸

Albeit in different government and economic contexts, relatively recent university established and operated residential colleges in places such as the National University of Singapore and the University of Macau demonstrate the role of residential senior and support staff in being integral to the care and wellbeing of resident students and of mutual benefit in living and learning. They provide for an enhanced academic and intellectual experience through collaboration and engagement with leaders from the wider community and with university faculty staff and programs. Investment and innovation, for example, in the National University of Singapore’s ‘University Town’ (UTown) development has been noted to signal that *“the collegiate model is still vital in a globalised culture and can be upgraded, not downgraded, to meet the challenges that universities face.”*⁵⁹

The collegiate model as part of the business of learning:

With all the changes and developments that have occurred particularly over the past two decades in the provision of university student accommodation, and especially in the light of the more recent reviews and recommendations concerning sexual assault and sexual harassment in Australian universities, and of the continuing COVID-19 pandemic, there is not only a place for collegiate arrangements, but indeed for “upgrading” rather than “downgrading” - as far as possible for affirming,

⁵⁶ Speech in the House of Commons, 28 October 1941

⁵⁷ Hamish Coates & Daniel Edwards ACER AUSSE Research Briefings v4, June 2009; Hamish Coates, Paula Kelly, Ryan Naylor *New Perspectives on the Student Experience* Draft Report for the Australian Government Office for Learning and Teaching April 2016; Gavin Moodie (RMIT) ‘Which students are most likely to drop out of university?’, in *The Conversation* March 23, 2016

⁵⁸ Professor Brian Schmidt AC FRS FAA *State of the University, Vice-Chancellor’s Address*, 9 February 2017

⁵⁹ Gregory K. Clancey ‘Singapore’s Collegiate Model: Combining Teaching, Research and Residency’ in H. M. Evans and T. P. Burt (Eds.) *The Collegiate Way: University Education in a Collegiate Context* Sense Publishers, Rotterdam, 2016, Ch.2 p.30. When Head of Ursula Hall ANU, I established with Greg Clancey (then Master of Tembusu College NUS), an exchange link to provide experience for staff and students to engage in orientation and pastoral training programs. We called it the ‘Green & White Exchange’, reflecting our common colours. It lasted only a few years unfortunately, given cost pressures at the ANU end, and my return to full-time Headship of Toad Hall at the end of 2014. While Head of Ursula Hall, I hosted a visit by a former Head of Ursula Hall, Dr George Watt, who in mid-2010 became Master of Henry Fok PJ College at the University of Macau (he retired in 2019). He visited with some members of his staff.

promoting and incorporating aspects of collegial life in university owned and operated colleges and halls. In the return to whatever might be the 'new normal' of post-pandemic university life, place-based, face-to-face on campus residential collegiate communities do and can play a more than significant part in the purposes, provisions and plans of their universities. They are more than real estate and hospitality management, more than just convenient and safe accommodation, and more than an investment asset class and a return on 'beds'. They can offer more than a *"transactional bargain"*; they offer the opportunity for students to *"become skilful in ideas-centred interpersonal interactions, engage in team-based problem solving, harness diversity and build networks."*⁶⁰

A thesis study on the impact of residential colleges on student learning and development noted a survey of almost 2,000 students in 24 residential colleges at large public research universities in the United States which found that *"students frequently interacted with faculty members in both formal and informal settings ... the academic and high expectation variable that comes with many residential colleges helps students develop a propensity to inquire ... residential colleges allow students to bind themselves to a community and, hence, help give them a starting point for identity discovery in a healthy, supportive environment."* Further, the thesis refers to another study that affirms the significant role of attachment and belonging, in that the *"notion of students helping students, yoked together in a community they call their own with its own identity, makes the residential college experience unique and formative"*.⁶¹

In a context of corporatisation, centralisation and commercial enterprise – in the business of the university – residential colleges and halls are *"part of the academic enterprise ... part of the business of learning."*⁶²

Collegiate and corporate considerations:

With an understanding and appreciation of the need for variety and choice, for diversity and inclusion, and of cost pressures and affordability, some key aspects that should be considered include:

- Headship of scholarly residential communities is a profession and not just a function. Heads need to be good managers, and supported by good managers, but they should also be good leaders – people given agency and encouragement to have vision, to be innovative, to be strategic and relational in their engagement with students and staff, and to connect with a range of university and wider community stakeholders, including alumni and teaching and research staff. While coming from diverse backgrounds, as much as possible they should be university degree qualified, with an understanding of the nature and demands of university/student life; people who can advise and inspire, and who are given an appropriate level of 'devolved autonomy'. *"Decentralisation is more pertinent, it seems, than command-and-control in a flat world."*⁶³

⁶⁰ Dr Rufus Black *The Role of the College in the 21st Century University* Sesquicentenary Lecture at St. Andrew's College. Sydney University, 2017. Dr Black is currently Vice-Chancellor of the University of Tasmania and former Master of Ormond College, University of Melbourne.

⁶¹ Oldham, Seth *'A Different Kind of Home: The Impact of Residential Colleges on Student Learning and Development'* (2015) Master of Arts in Higher Education Thesis Collection, Taylor University, Indiana pp.18 & 19

⁶² I have frequently referred to this quote from a paper *The Place of the University Collegiate Residence and its Role in Society 1980-2000* delivered just over 40 years ago by (the late) Dr Davis McCaughey at the AHAUCHI Conference at the University of Queensland in 1979. Dr McCaughey was Master of Ormond College, Melbourne (1957-1979), Deputy Chancellor of the University of Melbourne (1978-1979), and Governor of Victoria (1986-1992).

⁶³ Dr Kit Thompson, Master of Moon Chun Memorial College, University of Macau, in H. M. Evans *op. cit.* p.ix.

- In a university collegiate community, leadership should be collaborative between staff and students - a mutual engagement of listening, learning and appropriate action. Where possible, one or more of the senior staff (Head, Deputy, Director, Dean, etc.) should live within the college or hall community, enabling regular and more informal inter-generational contact and conversation and a greater sense of 'family' belonging.⁶⁴ Every encouragement and support in such a 'niche' profession⁶⁵ should be given to staff to engage in mentoring programs and professional development, including membership of professional associations and attendance at conferences and seminars, especially those conducted by UCA and APSAA.⁶⁶
- With increasing demands and expectations in student safety and wellbeing 24/7, there needs to be, depending on the size of the community, an appropriate level and consistency of 'in-house, on the ground' trained staff who are known by and who know the residents; staff who have a sense of pastoral purpose in whatever they do, and who provide personal and practical reference and support for other staff and student leaders in dealing with difficult and/or crisis issues.
- As scholarly communities, university owned and operated colleges and halls should seek to provide formal and informal academic and career support and mentoring, including in study and presentation skills, and in the development of graduate attributes.⁶⁷ They, like independent colleges, should be as Dr Don Markwell reflects *"a residential academic community, ideally a community bringing together students of diverse backgrounds and disciplines in close contact both with each other and with more senior scholars and teachers, also of diverse disciplines, and others who work to ensure that the college is a rich learning environment for its students."*⁶⁸ Such university owned and operated residences are seen as best placed within the purview and 'statement' of an academic or student experience division that has *"educational credibility and authority"*⁶⁹. However, with the increased demands of and for a range of university facilities, safety and wellbeing services, operational divisions in a number of universities have expanded to include oversight of student accommodation.
- A range of student achievements should be recognised. Early career academics, as well as other teaching and research staff, senior academics and Deans of Faculties should be engaged with the residential community, some as visiting or resident Fellows; and special forums, seminars, research presentations, and speaker events held to foster intellectual engagement in a cross-disciplinary context that uniquely provides enrichment beyond the boundaries of academic schools and faculties. Colleges and halls provide for students *"the opportunity to*

I am reminded of Recommendation 8 in the ANU Vice-Chancellor's Review 2009: *"Toad Hall needs a Head with delegated authority."* (ref p.3 of this paper)

⁶⁴ There are FBT considerations about this, but there is need, as once was the case in university owned and operated colleges and halls, for more senior live-in staff.

⁶⁵ University residence still represents only a small, though growing, sector of the total Australian university student enrolment, with relatively few university administrators having had an experience of university residential/college life. In the very different context of university residence in e.g. the USA, there is a strong focus on the profession of residence life, especially within ACUHO-I and the role of its Leadership Academy. Professional development programs, including online, are increasing within APSAA and UCA.

⁶⁶ Both online (a positive development of more frequent and broader connection as a result of the pandemic) and in person.

⁶⁷ Many universities are now incorporating the development of graduate attributes in their degree programs.

⁶⁸ *The value of university residential colleges*: The Ashley Lecture 2010 by Dr Donald Markwell (Warden of Rhodes House, Oxford, and Fellow of Trinity College, Oxford) at Trent University, Peterborough, Ontario, Tuesday, February 2, 2010. Don Markwell is currently the Master of St. Mark's College, Adelaide.

⁶⁹ Ashvin Parameswaran & Jack Bowers (ANU) *Student residences: from housing to education* Journal of Further and Higher Education, London, 2012

*integrate their work as collaborators with faculty in an informal and relaxed setting ... (and can give) them, as learners, unparalleled contact. It allows a more fully-realised sense of the intellectual climate and academic ecology across the university, and of the landscape of scholarship. In short it offers education on a personal scale.*⁷⁰

- More collegiate provision for postgraduate students needs to be considered for those who wish to engage in cross-disciplinary and cross-cultural intellectual and social activity, and in ways that recognise the particular transitional, personal and professional needs of postgraduate students as they move directly, for example, from undergraduate into postgraduate study, or from coursework into research, independent living into shared community facilities, and from professional life and responsibilities to the requirements again of student living and learning. Community and care for postgraduate students as an option within existing colleges and halls, as part of innovative graduate research precincts, or as stand-alone places, are increasingly important student accommodation provisions.
- Where possible, the bringing together of members of a residential community for dining and special events and functions can be a key aspect of whole community building, of identity and collegiality, and of cementing a sense of ‘family’ and of making lasting friendships. Both large and small kitchen areas have a function of connection and engagement, but if the residence is not a catered community, a space large enough for both formal and informal occasions should be included in residential developments, perhaps shared spaces between two or more residences or as part of a wider precinct development.
- Belonging and identity, character and spirit, are fostered by symbols and colours, names and mottos, boards and trophies, and by acknowledgement of the traditional owners of land and country, and some knowledge of the residence’s and university’s establishment stories – their past, their place and context, and even a sense of helping to create their future story.⁷¹ As Greg Clancey, founding Master of Tembusu College at the National University of Singapore notes: *“While one can make too much of symbols, one also cannot under-estimate their importance to college-age students. This was one of the first and most emphatic lessons passed to us by the experienced wife of a College Master on one of our study trips to Cambridge. To paraphrase: ‘You need colours, banners, scarfs, ties, and even t-shirts’. All true, we found. And at the very beginning, you need a crest.*⁷²

University owned and operated colleges and halls at a crossroads:

The profession, purpose, provision and place of Australian university owned and operated colleges and halls are more than ever at a crossroads, exacerbated by nearly two and a half years of pandemic, with students having been at university, school and/or home in various forms and periods of lockdown and isolation, and of online learning. Despite what has been noted as a trend to more self-catered, shared apartment and dormitory style living, anecdotally we are seeing a hunger for coming together, for care and support, and for safely managed in-person community events and activities. This, combined with continuing expectations and demands for prevention of and response to incidents of sexual assault and harassment, as well as dealing with an increasing range of mental health and wellbeing issues, calls for a ‘new normal’ that incorporates more rather than less collegiate arrangements, albeit well supported by a range of university and external services.

⁷⁰ Dr Kit Thompson *op. cit.* p.x. The ANU has appointed Dr Tania Colwell (ANU College of Arts & Social Sciences) as Academic Fellow for ANU Residences, to develop and promote further academic support and enrichment.

⁷¹ An example is the symbols created for Wright Hall at the ANU, opened at the start of 2019: <https://reporter.anu.edu.au/inspiring-crest-based-beehive>

⁷² Greg Clancey *op. cit.* p.25

Issues of choice and cost, investment and infrastructure, availability and affordability, demand, diversity and delivery have all determined the developments outlined in university owned and operated colleges and halls from post-War to post Pandemic. There are inescapable realities in these developments, and there are positives to be embraced that must not be ignored or cast aside. Nevertheless, given these realities, much of the rhetoric around university owned and operated residences very much reflects the need for more, not less, collegiate-style consideration.

Citizens, and the republics of learning and of the mind:

University residence, as “part of the business of learning”, can be, beyond the transactions of occupancy, a special opportunity for transition and transformation - for a truly value-added university experience.

Former Melbourne University Vice-Chancellor Professor Glyn Davis presented the 2010 ABC Boyer Lectures on the topic ‘The Republic of Learning: Higher Education Transforms Australia’.⁷³ At the conclusion of his lectures he notes: *“Thanks to a lively and engaged higher education system, we embrace the ambition Erasmus set us – ‘Ego mundi civis esse cupio’ – to be citizens of the world, citizens of this republic of learning.”* College style arrangements, above all else, can encourage such citizenship, for *“in collegiate life ... we can actually meet and converse with exponents of almost every form of scholarly interest in the wider world, ambassadors for every province in the republics of the mind.”*⁷⁴

May 2022⁷⁵

⁷³ ABC Books, Harper Collins Australia 2010

⁷⁴ H. M. Evans and T. P Burt *op.cit.* Ch.7 ‘Building Characters, Sharpening Minds’ p.77

⁷⁵ Previous papers by Ian Walker include: *From Colleges to Commercial Investment: challenge, change and compromise in the provision of Australian university residence 1856-2016* (2016); *‘Cultivating the worst form of sectarianism’: conviction and controversy in the establishment of denominational colleges in Australian universities, with particular reference to the University of Queensland and to the centenary of St. Leo’s College* (2017 – updated 2020); *‘Such Friends’: why Australian university collegiate residences still matter* (2018); *Challenges Facing University Colleges – the next 50 Years* St. Albert’s College UNE Board Retreat, November 2018; *‘Head First’: The Foundation Heads of ANU Houses, Colleges & Halls* (2019); *‘Planting seeds and ideas for something better’: a reflection on leadership in university residential communities* Address to the NAAUC HCR Formal Dinner, University of Melbourne, December 2019; *‘Constituting the Public’: some reflections on the online, on campus and in college experience* (2020); *‘The World as our Encyclopedia’: the Importance of International Students* (2020); *Enriching the Experience and Intellectual Life of the University: an Overview of and Reflection on the Foundation and Role of Residential Halls, Colleges and Lodges at the Australian National University* (2021 – updated from 2011).