My qualifications to comment include experience as a teaching and research academic over 47 years from 1975. I have received a number of national and international awards for research and postgrad supervision.

TEACHING AND RESEARCH VS ADMIN

A truly astonishing number is that only 44% of university employees are engaged in teaching and research (https://www.dese.gov.au/higher-education-statistics). And time allocation for teaching-and-research academics typically includes 20% service, so the actual allocation of university employees to teaching and research is 35%. This is just disgracefully low, it ought to be a national scandal. suggested action: The purpose of universities is teaching and research. A target should be set of at least 67%. [Footnote: Martin and Hill (2012) used econometric data about USA public research universities to estimate that the optimal fraction of university staff doing teaching and research should be ca 75%. The Baumol effects they refer to (see title below) are cost increases due to factors in the external economy. Bowen effects are when administrators within the universities expand expenditures where they have power to do so. Martin and Hill's evidence indicates Bowen effects outweigh Baumol effects by 2 or 3 to 1.] Martin RE, Hill RC. 2012. Measuring Baumol and Bowen effects in public research universities. Louisiana State U Dept Economics Working Paper 2012-05. <http://bus.lsu.edu/McMillin/Working_Papers/pap12_05.pdf>.

ADMINISTRATION USING ACADEMIC TIME RATHER THAN SPARING IT

From 1997 to 2017 the composition of university non-academic staff changed substantially (Croucher and Woelert 2021). Support staff declined from about 45% to 13%, being replaced by senior and middle management. These managers supervise matters such as teaching quality. They require forms to be filled by academics on a wide variety of topics, rather than actually assisting in teaching or research labs. The time of people who actually do teaching and research (academics) has thus been further eroded. It now sharply limits the quality of what can be delivered. suggested action: All administrative procedures should be required to factor in the cost in academic time that is incurred by the procedure. Croucher G, Woelert P. 2021. Administrative transformation and managerial growth: a longitudinal analysis of changes in the non-academic workforce at Australian universities. Higher Education https://doi.org/10.1007/s10734-021-00759-8