Universities make two significant and central contributions to their national systems of innovation. First, they advance the knowledge and skills of their students and train the next generation of researchers, policy makers and business leaders. Second, they simultaneously create new knowledge which underpins the evolution of services and products (see: Science as a solution: An innovation agenda for the next president. Association of American Universities (March 2008)). These contributions are driven by a complex, non-linear set of interactions where academics and students inform each other, novel research influences the development of curricula, and the relationships and links between research and businesses flow both ways. The outcome of any comprehensive review of Australia's higher education system should be tested against this framework. I believe there are four priorities within the key areas set out in the Terms of reference: a) Meeting Australia's knowledge and skills needs, now and in the future. The key part here is "in the future". Unlike many highly developed economies, Australia's population will continue to grow rapidly. It will approach about 36 million by 2050. This will generate a demand for up to 75 universities. The review will need to formulate a view as to whether all these will be public institutions and whether they will all be research-led. All our current public universities are comprehensive and some are very large. The next generation of universities could be two year colleges feeding into the current four year degree structures. Some might be specialist institutions with a limited number of Faculties/degrees. The review will need to model the location of population growth corridors and show where future investments will be needed. In addition the review might make suggestions on the merits of having the next generation of universities established under Commonwealth legislation rather than through State Acts. b) Access and Opportunity. See: Wellings 2014 "The architecture and the plumbing: what features do the higher education systems in the UK and Australia have in common." In Australia the variance in social equity is substantial and with the advent of uncapped student numbers much of the "heavy lifting" has been supported by universities outside the Group of Eight. The review should considered more effective financial incentives to support widening participation. c) Quality and sustainability. See: Performance-based funding for the Commonwealth grant scheme, June 2019 for the scale in variation in performance of existing universities. d) Delivering new knowledge, innovation and capability. See: i) Wellings 2008 Intellectual Property and Research Benefits, for an illustration of the importance of supporting larger scale graduate schools and the way they drive the creation of intellectual property and ii) Marcus Clark September 2015 Research Infrastructure Review, for an illustration of the significance of large scale shared facilities and the importance of multi-university collaboration.