



Inherent Uncertainty

The Association for Tertiary Education Management

1976-2006

Maree Conway

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The ATEM Emeritus Chapter funded the production of the history from their own pockets, typical of their continuing altruistic support for ATEM.

Giles Pickford provided the title of the history. In a conversation with him one day, he mentioned that he regarded the Secretariat as inherently uncertain, and it struck me that this was in fact the story of ATEM – while based on strong and lasting commitment, passion and goodwill, its story has always been one of dealing with the inherent uncertainty that stems largely from being a volunteer operation.

And, to be able to be in a position to write this history, I need to acknowledge my colleagues and friends, with whom I have been lucky enough to work with in ATEM over the years. While there are many, Tom Gregg, Margie Cole and Giles Pickford have supported me always, and that is indeed special.

Abbreviations

Abbreviation	Meaning
AICA	Australian Institute of College Administrators
AITEA	Australasian Institute of Tertiary Education Administration
ANZAAS	Australian and New Zealand Association for the Advancement of Science
ATEM	Association for Tertiary Education Management
CAE	College of Advanced Education
CIT	Caulfield Institute of Technology
CITAOA	Caulfield Institute of Technology Administrative Officers Association
ICA	Institute of College Administrators
TAFE	Technical and Further Education
TEFMA	Tertiary Education Facilities Managers Association

Terminology and Referencing

ATEM is generally used throughout this history to refer to the Association, even though it did not assume that name officially until 1997. AITEA is referred to in the text where that is relevant, but the use of the current name is intended to reduce confusion and reflect the writing of the history in 2006.

In some cases where I have used personal communication as the source of my information, I have left out the name of the person to whom I spoke, largely because I thought it was inappropriate on that occasion.

A Personal Note

I began my association with ATEM, then AITEA, in 1982 when I was working at Footscray College of TAFE in Melbourne. My boss suggested I join AITEA and, even though I had not heard of the Association before, it seemed like a good idea, so I joined. I was a fairly passive member until my return from two years overseas in 1987 when, in the words of the then Victorian Branch President, Ross Bishop, I audaciously found my way onto the Victorian Branch Executive Committee as Secretary. My attendance at an AITEA Middle Managers Program earlier that year had shown me the value of this Association. I regarded that professional development program as a watershed of sorts for me in terms of my career and I wanted to be more actively involved with the organisation. I contacted the Branch and offered my services, and some fortuitous timing meant that I could fill a casual vacancy for Secretary. That started my involvement with ATEM which has lasted to this day.

My personal story reflects two themes that emerge from ATEM's history – that most people do not know about the Association or join it until ATEM is pointed out to them, and that, once a member, they do tend to stay a member, or have fond memories of their time as a member. The membership profile of ATEM has challenged the Association throughout its life, but its value to individual members is enormous – if we choose to get involved in its programs, activities, or as office bearers.

I also tell you my personal tale because my ATEM experience will obviously influence my writing of this history. I cannot be totally objective and impartial because I am part of the story, and I hope I will be forgiven for writing some personal observations into the history. It is because I remained committed to the Association and its still untapped potential that I volunteered to update a paper I wrote in 1999 on the origins of the Association for ATEM's 30th birthday.

During the time when I was President of ATEM, I realised the depth of my personal commitment to this Association which, perversely enough, ultimately led to me deciding not to stand again when my term of office came to a conclusion. Hindsight being what it is, this decision was the right one for both me and ATEM. The Association is still the history of the particular strengths that each individual brings to it and, for the most part, those strengths have matched what ATEM needed at the time.

Let me finish this section by quoting from a column in Campus Review (January 2003) that I was privileged to write while ATEM President in 2002-03. It reflected how I thought ATEM needed to perceive its role then, and not much has changed in my thinking since.

I am sometimes heard to say that we administrators are our own worst enemy. Our work emerged from academic work. Our work is now a distinct occupation and we want to professionalise it and see it recognised as valuable to the future of universities. Unless we ensure that our work is embedded in academic practice, however, and that we understand what drives academics and their work, we are probably never going to capture the trust of the academics, or that elusive spot in the division of labour in universities.

ATEM's real role then is to ensure that administrators get continuing professional development and education that builds and further develops an understanding and approach to their work that takes into account the unique nature of universities as organisations. Only when we have the externally validated standards of knowledge and skills that results from professionalising work will we be in a position to convince academics and the somewhat amorphous "university management" that we can be trusted with some "academic work".

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Preface

This is not a chronological history since, to be honest, there were periods in ATEM's history when not much happened. The Association often marked time, keeping things going, doing a good job but not developing or changing a great deal. So, rather than move through time, the history starts at the beginning and then focuses on four areas over the 30 year period from 1976 to 2006: operations, external positioning, culture, and people. Appendix 1 provides a timeline of major events in ATEM's history.

I've taken a somewhat scholarly approach to the history, so it is detailed, and there are no photos! It is also a little unconventional for a history. Not much time is spent on putting ATEM's history into a broader context, either of tertiary education or of professional associations, since that would require a more substantial piece of work than this history can claim to be. There is an assumption here that readers will understand about the history of tertiary education in Australia and New Zealand, and so do not need much explanation. And, there is an assumption that the main readership will be ATEM members and others working in the sector. Likewise, the nature of ATEM as a professional association has taken up much time and effort in recent years, and a focus on this aspect of ATEM's history would most likely detract from the aims of the history.

One aim of the history is to give ATEM members a sense of the strength of their Association. The ATEM of 2006 is built upon a foundation of passion and concern for improving the profile of administrators in their institutions and in the sector. It is built on individuals doing something about their convictions and beliefs and getting involved, and much has been achieved. The future of ATEM, to a large degree, will continue to be shaped by the willingness of members to be involved in ATEM.

A second aim of the history is to remind members that while things change, a lot stays the same. ATEM's core was defined in 1976 and it remains the same in 2006, even though the 'look and feel' of the Association has changed considerably.

A third aim is to suggest ways in which the Association might need to learn from its history to stay relevant in the future.

Given there is 30 years of history to explore, it has not been possible to treat every issue in depth, nor to include the name of all those involved in ATEM Branches and the Council over that time. The development of ATEM's professional development programs, for example, could usefully be the subject of a future history.

A future history can also write about how ATEM has developed as a professional association, and how ATEM has been shaped by, and helped to shape, the tertiary education environment in which it has existed. For now, this history celebrates a birthday, and celebrates the achievements of many, many individuals whose collective efforts have created a great association.

"He was concerned that the middle ranking administrative staff of his and other institutions seemed to be regarded as servants of the kind that should never expect anything better. He, on the other hand, did not see them as lackeys, but as people who could make a genuine contribution to the central aims of the University – teaching and research – and that they could do that by excelling in their work. He was also concerned about the negative impact of isolation, which he had experienced himself during his early career as an academic in Townsville and Rockhampton. This isolation, prevalent in small regional institutions and exacerbated by inter-institutional rivalries in the big cities, stunted the growth of ideas and the development of skills."

Giles Pickford, writing about Maurie Blank, first ATEM (AITEA) President, in The Birth of an Organisation: ATEM and the Principle of Subsidiarity, Love and Other Ideals.

1 Introduction

Professional associations are established and are developed by individuals. It takes an individual who has passion and vision to take a concern about the professionalism of staff in any industry and establish an association to help build that professionalism. The Association for Tertiary Education Administration (ATEM) celebrated its 30th birthday in 2006, a testament to the vision of its founder and first President, Maurie Blank.

But professional associations cannot survive on the work of one person alone. One mark of a successful association is when the founder has stepped down and moved on, and other individuals take up the role of President to ensure that the Association continues to grow and develop. ATEM has been fortunate that, during its history, there have been many individuals who shared Maurie Blank's vision and passion, and who have each further developed the Association in their own ways to make it what it is in 2006.

The history of ATEM is, to some degree, the history of those individuals who have each tried to build an Association that contributes to the effective management of tertiary education institutions. It is the story of people sharing a commitment to the idea of an association, who came together, and continue to come together, to try and give life to that idea.

And so, the history of ATEM is also a story marked by personality clashes, by political manipulation, by blinkered action, and even by a case of fraud. It is the story of individuals who come together because of a shared idea, and who then have to learn to work together, with the inevitable game playing and ego activity that marks organisational interpersonal relationships everywhere.

Above all though, ATEM's history is marked by respect and by strong and lasting networks and friendships. This, more than anything else, has provided ATEM with the goodwill from which it has been able to attract volunteers to give of their time and energy by serving on committees, organising professional development programs and becoming office bearers. This goodwill has allowed ATEM to build itself into a professional association that, in 2006, is respected in Australian tertiary education, and has an international presence.

ATEM's 30th birthday in 2006 should be viewed with some pride by members. The Association was established in an era still marked by growth in Australian tertiary education (mid 1970s); it has lived through the Dawkins reforms of the 1990s; and continues to survive through the more recent Australian Nelson reforms and beyond in the 21st century. In New Zealand, similar reforms have marked the history of the Association in that country. Researching the history of ATEM is therefore akin to researching the history of tertiary education in Australia and New Zealand, since membership records clearly demonstrate the spread of ATEM members across and beyond Australia since 1976, and similarly traces the demise of the institutions in which its members worked as a result of mergers and other changes over the years.

ATEM is an association, however, that has a latent potential to be much more, and to play a greater role in defining the role of its members in the future of tertiary education institutions into the 21st century. ATEM is at somewhat of a liminal moment in its history, since, while the work of individuals will always be critical, the Association is poised to move to a new stage where it moves beyond the individual to a level where the whole is truly greater than the sum of its parts. It is time for the inherent uncertainty that has characterised much of ATEM's development to be replaced by the strength of the whole that has been lying dormant for much of its 30 years.

“A number of senior university administrators have commented on my remark that the difference between universities and colleges will disappear in time. It is agreed this phrase was ill-worded in the interest of brevity and did not convey the full depth of meaning intended. Certainly, universities and colleges have different objectives and these differences should be recognised. However, with the increasing autonomy of colleges it is considered that the major differences in administrative practice will disappear in time.

Maurie Blank, in correspondence to members of the Australian Institute of College Administrators, 24 March 1976.

2 Beginnings

Origins¹

A TEM has its origins in an internal association for administrators formed at Caulfield Institute of Technology (CIT) in Melbourne, Australia in the mid-1970s.

Maurie Blank, then Registrar at CIT, established the Caulfield Institute of Technology Administrative Officers Association (CITAOA) to respond to issues that existing staff associations could not address. Writing to his administrative officers in July 1974, Maurie Blank suggested an internal professional body be formed to raise their status in college administration. He indicated then that “the aims of the association must include the formation of a state-wide (later Australia-wide) organization” (memo dated 16 July 1974 from Maurie Blank), and one of CITAOA’s aims was to actively promote the formation of a Victorian Association of similarly constituted bodies.

A meeting of administrative staff in Victorian colleges of advanced education on 25 October 1974 canvassed the possibility of such a Victorian association. CITAOA’s agenda for this meeting included discussion of the need for:

- sharing problems and solutions between colleges,
- a career structure of administrative officers,
- a uniformity of structure in the administrative areas of colleges by means of a fixed ratio of senior administrators to administrative staff as a whole... (Minutes of CITAOA Meeting, 16 October 1974).

The 25 October 1974 meeting established a working party to draft a constitution for a Victorian association of administrative officers in colleges of advanced education (see Appendix 2 for membership of this working party). The working party report was considered at a 30 October 1975 at Preston Institute of Technology. Invitations to this meeting were extended to colleges of advanced education across Australia, yet CITAOA considered that the Preston meeting would establish a Victorian association only:

It was noted, however, that the meeting would be concerned to establish only a state-wide organisation at this stage which might act as an impetus to the establishment of similar organisations in other states (Minutes of CITAOA meeting, 16 September 1974).

¹ The content of this Chapter is based largely on my 1994 article, *The Establishment of AITEA: A Brief History*, in the *Journal of Tertiary Education Administration*, 16 (2): 147-160.

Australian Institute of College Administrators

The Preston meeting proposed the establishment of an Institute of College Administrators (ICA), to have as its aims:

- 1 to raise the standard of professional qualifications in the field of Educational Administration covered by the Institute membership; to aid the personal development and uphold ethical standards of conduct among Institute members engaged in the field of Educational Administration;
- 2 to provide a forum for discussion, learning and the formation of consensus opinion of the Institute, and
- 3 to foster and represent the interests of members of the Institute.

The inclusion of ethical conduct was deleted from later versions of the constitution, although the debate about whether ATEM should have a code of ethics continued for some years until a Code of Conduct was approved in 1999 (see, for example, Moodie, 1990).

The working party also considered a potential industrial role for the Institute:

Within particular limits on broad issues there may well be times when the institute would make an official statement on what may be considered as industrial matters (Rodan, 1987).

Whether an industrial role was a response to perceived inadequacies of existing staff associations, or whether it was viewed as integral to the Institute's purpose was not defined. Many senior college officers, however, believed an industrial role was inappropriate and would detract from the development of an effective professional association (personal communication, Alan Young), and no mention of an industrial role appeared in the draft ICA constitution considered at the Preston meeting.

The Preston meeting established an Australian Institute of College Administrators (AICA) and became its inaugural meeting, with an interim Coordinating Council elected and chaired by Maurie Blank (see Appendix 2 for membership of the Interim Coordinating Council). The first annual general meeting of the AICA was scheduled for April 1976, at which time a revised constitution would be considered.

Setting the Foundation

The Preston meeting also considered two major issues which set the foundation for ATEM's activities and operations today: membership and professional development.

Membership

AICA membership was to be open to persons occupying a full-time professional administrative position in the field of educational administration within a college of advanced education or appropriate coordinating body. Associate Membership was open to persons occupying a full-time professional position who either had a degree but little work experience, or persons completing an appropriate tertiary qualification with little work experience and associated professional responsibility. The membership fee was \$20, with a \$5 joining fee.

The working party recommended that “any association of administrative officers should make its membership open to those who were not necessarily classified as administrative staff but performed duties in closely related areas; senior academic staff who had an administrative role by virtue of their seniority could well make a significant contribution to the association” (Report of Preston meeting, p 1). This desire to include academic managers in ATEM’s membership remains in 2006.

The Associate Member category was abolished in 1989, but discussion about the need to differentiate between those who are ‘professional’ administrators and other members continued throughout ATEM’s history (see, for example, Joyce 1980, and Pickford, 1990). Whether or not ATEM has ever succeeded in defining what ‘professional’ means is still moot, as debate about terms and definitions continue (see, for example, the Future of ATEM Review 2002-03). The commitment to keep the Association open to administrators from all levels has, however, remained unchanged at ATEM’s core.

ATEM re-established membership categories in 2004, not as an attempt to restrict membership, but as part of its Professional Education and Training Framework. Membership categories are now based on qualifications and undertaking of professional development, but the ‘member’ category remains open to anyone working in tertiary education or related fields.

Professional Development

The need for effective training of administrators at all levels and the need to develop training programs for college administrators was highlighted at the 1975 Preston meeting. Key points raised included:

- any association must involve administrative staff at lower levels of appointment to provide such staff with opportunities for personal development,
- the particular nature of administration in colleges of advanced education and the nascent development of courses specifically for college administrators,
- the endeavour of any association should be to improve training of administrative officers as this was an area which had been neglected to date (Report of Preston meeting, p 2).

This discussion established professional development as the core business of ATEM, which has not changed throughout its history.

During the AICA’s only professional development activity, Maurie Blank indicated that the Institute had been established because “no existing professional body or bodies meet the demanding and distinctive needs of those engaged in tertiary administration” (Report of Preston meeting, p 2). The nature of these ‘demanding and distinctive needs’ were not further articulated at the time, and defining what it is that tertiary administrators and managers actually do that is unique continues to occupy ATEM minds in 2006.

AITEA is Born

The AICA annual general meeting, held on 30 April 1976, approved the establishment of the Australian Institute of Tertiary Educational Administrators (AITEA) so that university administrators could be included in the organisation. Joyce (1980) suggested that the Institute was always intended to include university administrators. While there were conversations with university administrators during the time since the AICA was established, university administrators were only formally included during the deliberations of the AICA interim coordinating council.

AITEA would consist of State branches with a National Council, and conduct activities through conferences and seminars. This structure, with some nomenclature changes, remains in 2006. Both the Victorian Branch executive committee and the first National Council were elected at this meeting. AITEA's first National Council consisted of:

President	M. Blank (Caulfield Institute of Technology)
Vice-Presidents	W Williams (Adelaide College of Advanced Education) I Wren (Northern Rivers College of Advanced Education)
Secretary	D Thompson (State College of Victoria at Frankston)
Treasurer	G Jackson (Caulfield Institute of Technology)
Members	R Emes (Orange Agricultural College) R McLintock (Sydney Teachers College) P Morgan (The University of Melbourne) R Edwards (Lincoln Institute of Health Sciences) N Thompson (Sturt College of Advanced Education)

AITEA's constitution had 21 diverse objects, emphasising training, professional development and providing a forum for networking, as well as recognising outstanding contributions to educational administrative practice. The objects included:

- developing a fellowship of those engaged in tertiary education administration in order to raise the standard of professional qualifications and practice,
- aiding personal development and upholding ethical standards of conduct,
- providing a meeting ground and forum for discussion,
- encouraging, promoting and providing advanced and specialised professional training,
- publishing learned papers,
- promoting and encouraging research related to matters affecting tertiary education administration,
- fostering the professional interests of members, and
- recognising outstanding contributions of members to tertiary education administration.

The aims of providing *advanced* and *specialised* training and promoting and encourage *research* are particularly notable, as these clearly indicate that the founders of the Institute viewed the organisation as representing a profession whose members required advanced training, and for whom research on matters relating to their work should be undertaken. The concept of developing a *fellowship* is important, and this idea remains at the core of AITEA's work in 2006 – that the networking opportunities facilitated by its formal programs and activities are as important as the programs themselves.

Administrators wanting to become members of the AITEA now needed to be nominated by two current members rather than personal application, which perhaps reflected concern of some members at the time that the Institute be conveyed as more closed than was originally intended, and this procedure was eliminated within a few years. The potential industrial role suggested in early discussions was omitted in later versions of the constitution. AITEA's foundations as a professional association for tertiary administrators were established.

Early Activities

The focus of Institute activity was to be at *Branch* level through providing professional development programs oriented to the needs of members. This decision to form a federation was an important one and, as will be seen later in this history, created a culture and operating environment that was not always constructive or positive.

The Victorian Branch was established at the same time as AITEA was established, followed shortly afterwards by New South Wales. The Australian Capital Territory branch was established in March 1977, in South Australia in February 1978 and in Queensland in 1979. Branches were established in Western Australia, Tasmania and the Northern Territory during the next ten years, and finally in New Zealand as shown in Table 1.

Table 1: Branch Establishment Dates

ATEM Branch Establishment Dates	
1976	Victoria
1977	New South Wales
1977	ACT
1978	South Australia
1979	Queensland
1979	Tasmania
1980	Western Australia
1981	Northern Territory
1990	New Zealand

TAFE members were formally included in Institute membership when that sector of tertiary education was established in 1978, and attracting TAFE membership was established as a National Council priority in 1979. Members of Branch and National Council Executive Committees were volunteers, elected by AITEA members and supported by the goodwill of their institutions, and this remains the case in 2006.

A national *newsletter* with reports and short articles in addition to Branch and National Council news was established shortly after the 1976 Annual General Meeting, with David Muffet from Caulfield Institute of Technology as editor. This newsletter was quickly accepted by members and other contributors and continued in its original form until 1979, when it was superseded by the *Journal of Tertiary Education Administration*, which had as a tag line: "a journal of professional ideas and experience".

David Muffet was followed by Vin Massaro as Editor of the *Journal* with Associate Editors, Josh Owen and Don Patterson, and David Sloper as Reviews Editor. The Journal was renamed *Journal of Higher Education Policy and Management* in 1996 and is now an international journal published on behalf of the Association by Routledge (Taylor and Francis/Carfax). A National Bulletin in various shapes and sizes has continued the newsletter role for Branch and Council news and information, with *ATEM Matters* the current newsletter for members.

The first national conference was held in April 1977 in Sydney with the joint themes of 'National Policies in Higher Education' and 'Educational Administration as a Profession'. National conferences have been held annually since, hosted by each branch in rotation, and have become an important forum for networking and sharing of ideas. The Conference became a joint conference with the Tertiary Education Facilities Managers Association (TEFMA) in 1992, and was re-branded the Tertiary Education Management Conference in 2004. In 2006, it is rapidly becoming the premier tertiary education management event each year, attracting more than 500 delegates annually.



In 1979 the AITEA logo was developed by Mr J Trigg, formerly of the University of Melbourne. It is intended to represent symbolically the relationship between post-secondary institutions and those who manage and administer those institutions. The institutions are represented by the figure enclosing the trencher on the left-hand side, and the right hand figure represents administrators of the institutions. The relationship between the figures indicates the role of the manager and administrator in nurturing the growth and fostering the interests of the institutions. The unbroken line which creates the logo represents the interdependence between the institutions and their administrators. Periodic discussion about changing the logo has occurred since then, as many members believe that the administrator's role is somewhat broader than the logo indicates. Despite continuing comments about the design of logo, no alternative has yet been found.

AITEA's interest in professional development at a national level in Australia was clear in the early years. It was involved in discussions about the development of a national training program for administrators in colleges and universities under the auspices of the Kellogg Foundation during 1976/77, and ran its own national training program in the late 1980s. AITEA was a member of the Australian Vice-Chancellors' Committee (AVCC) training committee and sponsored a National Training Co-ordinator position in 1992, but its own national training program did not continue into the 1990s. In 2005, a partnership with the AVCC was established in Australia to jointly offer professional development programs, and the New Zealand Branch is a member of the Tertiary Consultancy Group, and both that Group and the New Zealand Ministry of Education are corporate members.

Crossing Divides

A binary divide of colleges of advanced education (CAEs) and universities existed in 1976 when ATEM was established, the result of government policy to differentiate between types of institutions on the basis of their degree granting authority. In 2006 in Australia, that divide has been replaced by the unwritten divide of the 'great' research universities and the 'others'. While ATEM members would probably agree that this latest divide has little impact on ATEM and its activities, the divide between CAEs and universities did have an impact in 1976.

The 1975 Preston meeting noted that "there was no national association of administrative staff as a collective group in universities, and it was agreed that should an association of college administrative staff be formed, the universities should be advised at an early date" (Report of the Preston meeting, p 2). There was, however, some opposition to this suggestion at the meeting, not recorded in the minutes (personal communication, Vin Massaro). The Interim Coordinating Council did in fact include university administrators in its scope, explained by Maurie Blank in this way:

- (a) as there is no essential difference between the function of university and college administrators it would be unwise to attempt to distinguish between them,
- (b) the Institute will be strengthened professionally by the admission of experienced university administrators,
- (c) the capacity of the Institute to respond to and influence issues affective tertiary education will be enhanced,
- (d) the existing, somewhat artificial division between colleges and universities will disappear in time; in fact the merging of two Victorian colleges to form the basis of a university has already been approved, and

(e) there is frequent interchange of staff between the colleges and the universities (Letter dated 10 February 1976 from Maurie Blank to AICA members).

The comment about the artificial division between colleges and universities disappearing in time must have attracted some ire, however, as Maurie Blank was to 'clarify' his statement in later correspondence:

A number of senior university administrators have commented on my remark that the difference between universities and colleges will disappear in time. It is agreed this phrase was ill-worded in the interest of brevity and did not convey the full depth of meaning intended. Certainly, universities and colleges have different objectives and these differences should be recognised. However, with the increasing autonomy of colleges it is considered that the major differences in administrative practice will disappear in time (letter dated 24 March 1976 to AICA members).

This clarification demonstrates the intensity of the binary divide at the time, but since the divide between colleges and universities was dissolved in 1989 with the so-called Dawkins' reforms to higher education, Maurie Blank's words were somewhat prophetic.

University responses to the AICA at the time varied. Senior administrators at Monash University and La Trobe University were sceptical of the value of an organisation of college administrators and its relevance to university administrators, and actively worked against the Institute (personal communication). At Monash for example, staff were effectively hindered from participating and required to take annual leave to attend AITEA functions (personal communication, Alan Young). A group of senior administrators at the University of Melbourne, including the Registrar, ATJ (Ding) Bell, were more supportive, believing that ATEM's aims and objectives were fundamentally sound, and that it would be the most appropriate group to undertake the task of improving professionalism and training of administrators in both colleges and universities. While this was not a formal policy decision, its effect and the efforts of the University of Melbourne staff involved to engender support among their university colleagues, was pivotal to ATEM's acceptance by university staff around Australia.

Even so, there was some significant opposition. The regular meeting of Registrars of Australian universities considered in some detail the activities of ATEM in 1977/78 and, judging from some written correspondence, some registrars were not impressed. Hugh McCredie, then Deputy Registrar of The University of Sydney, prepared a paper for consideration by the Registrars which read, in part:

People connected with AITEA seem to have a considerable more time available to pursue their interests than any university administrator...I am of the opinion that much of the material AITEA is putting out is to say the least not only not useful to University administrators but harmful to the profession of university administration that there is a fundamental difference between the 'two' administrations and this must be clearly pointed out constantly and continuously...that the interests of a university administration may be best served by a separate and restricted organisation...Any university administrator who wishes to join (AITEA) may naturally do so but no encouragement should be given (McCredie, 1978).

McCredie also proposed that a separate organisation be established by the universities 'to promote at least (a) an annual conference for Australia and New Zealand administrators, (b) a professional journal, initially annually, and as a subsidiary to (a), (c) local conferences as appropriate', adding that he believed an affiliation with ANZAAS would also be beneficial and 'would take a lot less organisation than AITEA and will be more effective (McCredie, 1978). He also drafted a constitution for the Australian and New Zealand Conference of University Administrators, whose membership would include 'persons who are engaged directly in

administration relating to Universities, who are employed by the Government of Australia or any State therein or by the Government of New Zealand' but no one employed by colleges. Notwithstanding the similarities of his constitution with the original AICA constitution, McCredie commented that the AITEA constitution was 'law gone mad'. But, ATEM continued, McCredie's association was never established, and ANZAAS ceased to exist in the 1990s.

The TAFE-higher education divide has also characterised deliberations about ATEM's membership. TAFE membership has never been strong, despite several attempts over time to recruit members. That TAFE members have adequate professional development opportunities in their institutions is probably a major reason for the low numbers of members from TAFE, but it is also true that ATEM in Australia at least, is perceived as largely a higher education association. It is notable that the New Zealand Branch included membership from all sectors of post-secondary education at its establishment and does not recognise the same sort of 'divide'.

This divide now appears to have shifted from college-university, and higher education-TAFE, to public-private:

Membership of ATEM for Private Training Education (PTE) executives in 2001 was a lonely post...we believe that there were some mutterings at the time about PTE's entering the ATEM enclave but over time we have found many subjects and challenges in common not the least being the universal concerns about dealing with government tertiary funding agencies! The strong belief that the student is key is universal. Membership of an organisation like ATEM will develop colleagues across the sector and serve to break down the barriers between the various and often conflicting parts of tertiary education (Dan Forsman, Academy of Diving, New Zealand).

While such 'divides' are real in the eyes of their beholders, ATEM has always attempted to be open to anyone who works in tertiary administration, and maintains that openness in 2006.

What ATEM offers TAFE and private provider staff, and what is demonstrated by the operation of the New Zealand Branch, is the ability to network and develop a broader perspective across the sectors. This is a benefit that could usefully be more strongly articulated by the Association, particularly given that a reasonable number of its members in Australia work in dual sector institutions. Indeed, Maurie Blank's words that "as there is no essential difference between the function of university and college [read TAFE] administrators it would be unwise to attempt to distinguish between them" remain as true in 2006 as they were in 1976.

The other divide that remains omnipresent in ATEM dialogue is that of the divide between academics and administrators. Attracting academic membership to ATEM has, like TAFE membership, been a point of discussion by Council over the last 30 years. The same question remains: what benefits and activities would attract an academic manager to join ATEM? There are a few individual academic members, and since Corporate Membership was introduced, nearly all Vice-Chancellors in Australia and New Zealand are nominally members. The current ATEM Patron is a Vice-Chancellor. There is anecdotal evidence that the need to collaborate to get day-to-day work done attracts some academics to join ATEM, but until the Association is able to focus its attention on academic *managers*, and articulate its benefits to that group, the numbers of academic staff who join will remain low.

There was much chat and some bluster about issues which seemed to me to be second order, and even when resolutions on key matters were solemnly passed, they were rarely acted on. Many of these issues were of long standing, and we would chew those old bones quite contentedly, comfortable in the knowledge that they would be served up again.

Jim McLauchlan, ATEM President, remembering Council operations during his time as NSW Branch President.

3 ATEM Operations

Colin Plowman, then at the Australian National University, succeeded Maurie Blank as President in 1978, and successfully strengthened ATEM's foundations, so that subsequent Presidents were indeed able to 'stand on the shoulders of giants'.

Over the past 30 years, many individuals have joined Executive Committees and the Council to ensure ATEM continued to operate. There were, and are, a number of 'characters' whose commitment and contributions are now part of ATEM folklore. The stories to be told about these individuals are important and do need to be collected and recorded, but are not part of this history project. Many of these people have been recognised formally by ATEM for their contribution (see ATEM's Honour Roll at http://www.atem.edu.au/about_honour_roll.cfm), but collecting their anecdotes and recording their individual contributions is a task for the future.

This section looks at how ATEM as an organisation has operated over the past 30 years, influenced and driven by how the individuals who became involved in ATEM have seen the role of the Association.

Constitutional Changes

A number of constitutional reviews occurred during ATEM's history that ultimately reduced the 21 objects of the 1976 constitution to three in 1987:

- raise the level of professional competence and practice in the field of tertiary education administration;
- aid the professional development of members;
- recognise outstanding contributions to tertiary education administration practice.

A subsequent review in 1997 re-instated a fourth: to represent the professional interests of members. While a reduction from 21 to four objectives is significant, the four that remained are the core objectives that have not changed over ATEM's 30 year history. In 2006, ATEM is still defined by those elements laid down by Maurie Blank and the AICA, as shown in Table 2.

Table 2: ATEM's Constitutional Objectives Over Time

April 1976	November 2006
Create a fellowship of those engaged in tertiary education administration in colleges of advanced education which will raise the standard of professional qualifications and practice	Develop and improve the level of professional competence and practice in the field of tertiary education administration and management ...
Aid the personal development and uphold ethical standards of conduct	
Encourage, promote and advance specialised professional training	Provide professional development guidance and further the professional interests of tertiary education administrators and managers
Foster the professional interests of members	
Publish learned papers	
Promote and encourage research related to matters affecting tertiary education administration	These original objects to publish learned papers and promote and encourage research have been implemented through the Journal of Higher Education Policy and Management, and are now well integrated into ATEM's activities – so much so, that separate objects are not required.
Recognise outstanding contributions	Recognise in appropriate ways outstanding contributions to tertiary education administrative and management practice

ATEM's strategic directions statement now interprets these objectives using knowledge as the core organising principle, as shown in Table 3. These objectives translate ATEM's constitutional objectives into clear statements about where ATEM will focus its activities, both internally and externally. As will be shown in this Chapter, ATEM has some success in the areas of Knowledge Dissemination and Knowledge Application, but limited work has been undertaken in the areas of Knowledge Identification and Knowledge Creation.

Table 3: ATEM's Strategic Objectives

Knowledge Area	Objective
Knowledge Identification	<ul style="list-style-type: none"> ▪ We will identify knowledge relevant to tertiary education administration and management (TEAM). We will identify the intellectual framework and knowledge base required for our members to be successful members of their chosen profession.
Knowledge Creation	<ul style="list-style-type: none"> ▪ We will contribute to the creation of knowledge about TEAM, including definitions and standards, through research projects, collaboration with other organisations and by using the resources of our members. ▪ We will support our members to contribute to knowledge creation through ATEM Scholarships and Grants, and learning aids such as the 'Reading List of the Classics'. ▪ Through the ATEM Foundation, we will provide funding to appropriate groups and institutions to pursue research designed to increase knowledge about TEAM.
Knowledge Dissemination	<ul style="list-style-type: none"> ▪ We will provide opportunities for knowledge dissemination including conferences, professional development programs, and by publishing the Journal of Higher Education Policy and Management. We will collaborate with like associations locally and internationally to share best practice. ▪ We will make representations on behalf of our members to appropriate inquiries and groups, and work to ensure that ATEM plays an appropriate and significant role in the tertiary education sectors in which it operates. ▪ Our Branches and the Secretariat drive the dissemination of knowledge to our members. Their activities are our core services.
Knowledge Application	<ul style="list-style-type: none"> ▪ We will support our members work and their professional development. Via our Continuing Professional Education Program we will encourage and support members to continually update their knowledge about their work and their profession. ▪ We will reward examples of excellence in professional practice through ATEM Awards.

Professional Development

Professional development infers that there is a set of skills, competencies and knowledge that needs to be imparted to members of a professional association. In ATEM, professional development programs have been successfully developed and delivered locally by Branches, but there has been no guiding framework to assist them to structure their programs around a core set of attributes required by members to be effective as managers and administrators in their institutions. Given that professional development programs have been viewed as Branch programs, not ATEM programs, it is not surprising that Branches have also traditionally believed that income from professional development belongs to the Branch, and not ATEM.

Branch Professional Development Programs

Largely as a result of the lack of an Association framework, Branch professional development programs have therefore historically been marked by inconsistency, but a willingness to share the format of successful programs across Branches has always been present. Despite the efforts of many to ensure consistency in professional development across Branches, it is only in recent years that an Association wide framework for professional development began to emerge. There is no question that most Branch professional development programs have generally been effective, and that these programs have been responsible for building ATEM's reputation in the sector. This success has, however, come about because of the commitment and efforts of individual members in individual Branches, not because ATEM provided a clear professional development structure within which Branches could operate.

Some discussion at Council during ATEM's history has reflected recognition of the need to ensure consistency of delivery across Branches, and the Queensland Branch's Middle Managers Program is an example of a program structure and content that was been shared successfully across Branches. The national training program was developed with a view to providing a consistent program across all Branches, but this approach could not be sustained over time, largely because those organising it were individuals working as volunteers, whose full-time jobs in institutions had to take precedence over ATEM work. Hence, some Branches have been able to run effective and well-attended programs which have allowed them to be financially viable, but smaller Branches not able to offer the same depth of program have suffered financially.

It is notable that there has been a general shift in programs offered, at least in some Branches, from broad-based programs to those with a focus on skills development, and ATEM is very successful at offering this latter professional development. In the 1980s and 1990s, ATEM was also successful at offering seminars and events focused on major policy changes which were attended by a wide range of staff and which gave ATEM a profile in the sector, as well as providing members with an opportunity to better understand the context in which they worked. Both types of program are needed for members to be effective – skills development for effectiveness in their day-to-day jobs and broad based programs to understand the context in which they work.

Annual Conference

Since its establishment, the annual conference has been hosted by Branches in rotation, suffering from 'reinventing the wheel' syndrome each year. Until the early 1980s, the conferences were generally regarded as meetings of the 'boys clubs', (personal communication) but the 1984 conference, organised by the Victorian Branch, is generally regarded to be the start of the 'professional' ATEM conference era.

There was, however, no continuity from conference to conference until the late 1990s, when a conference manual was approved and more recently in 2005, when a Conference Organiser was appointed. When the conference began to achieve a surplus, there was much discussion about if, and how, those surpluses should be allocated between the host Branch and the Association. The joint hosting of the conference by ATEM and TEFMA in 1992 further complicated matters, since the surpluses would have to be split three ways between the host branch, ATEM and TEFMA. As was the case with professional development programs, branches which organised the conference initially tended to believe they were doing so independently, rather than on behalf of the Association, and therefore argued they should retain the bulk of the surplus.

Conference and profit sharing arrangements are now defined in a conference agreement with TEFMA and in the conference manual, and the appointment of a professional conference organiser means that the Tertiary Education Management Conference is the flagship professional development activity for ATEM.

Codifying Professional Knowledge

The establishment of the Professional Education and Training Framework in 2004 has gone some way towards recognition of the need for a knowledge base to underpin professional development programs. But, it is linked only to membership levels and continuing professional development requirements, and does not yet specify the knowledge or competencies required to be an effective tertiary education administrator and manager. Work undertaken to define knowledge standards by the ATEM 2000 group is now being continued in 2006, which will enable ATEM to codify the knowledge base that underpins the work of its members.

Only when the knowledge base is codified, will ATEM be able to position its professional development programs in the external environment. Only when it is clear how ATEM's professional development supports work undertaken in institutions, will the value of belonging to ATEM become apparent – to both institutions and to administrators and managers.

Fraud

A few words must be devoted to the only true 'scandal' that ATEM has experienced. Financial irregularities in the accounts of both the New South Wales Branch and the ATEM Council became apparent in 1988. Following police investigations, the then President, John McMillan was charged with fraud, relating not only to ATEM accounts, but the accounts of other associations as well. The Council agreed to terminate his membership "on the grounds of certain irregularities arising from [his] management of one or more of the Institute's accounts and following an audit of those accounts" (letter from Vin Massaro to John McMillan, 11 December 1989). John McMillan resigned as President on 6 January 1990, and was later formally expelled from the Institute in March 1991, and asked to return his Fellowship. The funds involved were repaid to ATEM.

The Impact of a New Zealand Branch

The New Zealand Branch was established in 1990, after a successful conference in Auckland in 1989. Its inclusion in the Association was a notable milestone as it broadened ATEM's role to be Australasian and resulted in changes in the way ATEM operated and viewed itself.

The then ATEM President, Ross Christie, led discussions with Warwick Nicoll and others in New Zealand about establishing a Branch, and the successful 1989 Conference demonstrated that there was support for a New Zealand Branch. Ross Christie comments that the proposal to hold a conference in New Zealand:

did...cause understandable dispute as the image of our staff heading overseas for a conference did not fit with the more traditional view of us being chained to our desks wrestling with a biro...It is interesting to reflect that the 1989 conference would probably have been cancelled if it had been held in Australia due to the airline pilots strike. Whilst it was possible to fly from most Australian ports to Auckland, internal travel was severely restricted.

The New Zealand Branch operates based on regions, and runs professional development activities across those regions. Its different legal and legislative context requires a separate but parallel constitution to Australia, and different membership processes to take account of the currency exchange rate. New Zealand members now play a significant role in the Association, and the current and one former President are from that country.

At times, the establishment of other Branches has been mooted – in Papua New Guinea, Fiji and in Malaysia – but, in the absence of individuals who were able to lead the development of the Association in these regions over time, none of these Branches have eventuated.

Even in 2006, however, the notion of ATEM as an international rather than national association, which is structured by branches, not states, remains a challenge for some. There are many who still refer to the conference as the 'national' conference even though it is now run jointly with TEFMA and branded as the Tertiary Education Management Conference. This again reflects an internal orientation which, while declining, has been a characteristic of ATEM's thinking and approach.

An Internal Divide

With acknowledged subjective hindsight, it is possible to identify another divide affecting ATEM's operations that kept office bearers busy and immersed in much detail and discussion, but which did little to promote the Association, its objectives and its members in the sector - the concept of branch rights, and the associated notion of federation upon which ATEM was established.

ATEM's establishment as a federation of branches meant that operational power had always been held by branches. Over ATEM's history, any challenge to the perceived power of the branches was quickly quashed by an alliance of some Branch Presidents. There were essentially nine mini-ATEMs operating, rather than a single professional association.

The Council has always been run on subventions from branches that earn income from professional development programs and memberships. Even though Council budgets have always been lean, there has been a traditional reluctance to fund Council operations and much debate about the appropriate amount required, resulting in the situation when I was President, where the Council had to seek a loan from the Tasmanian Branch to maintain a positive cash flow. Branches were very protective of 'their' funds earned from professional development programs and the conference and resisted strongly any attempt by the Council to increase its budget. Discussion about the perceived threat of 'centralisation' has been a consistent theme in Council meetings throughout ATEM's history. Some Branches were openly hostile to any suggestion that funds held in Branches were actually Association funds, and communications between those Branches and the Council were sometimes terse and personal in nature. On more than one occasion, the Queensland Branch threatened to secede if mooted financial changes to centralise financing went ahead.

It is notable that the Council had to prepare a budget each year for approval by the Branches (which made up the majority of membership on Council) when it had essentially no income, but Branches, which held funds locally, have not until recently been required to develop budgets in any form. Each Branch did generally develop budgets as a matter of good practice, but these budgets did not have to be submitted for approval to the Council. Instead, Council activity was not viewed as critical to the operations of the Association by some Branches and was rather viewed as an unwanted impost on Branch funds.

This Branch-Council internal divide was underpinned by very different views about the Association's role and an inability to agree on how it needed to change if it was to remain relevant and viable in the 21st century.

Some branches viewed ATEM as a local Association with no need for a strong central presence, and this view was defended staunchly. The constitution did not help much, as it gave Branch Executive Committees the same rights and powers as the Council, so it was probably not surprising that Branches believed they 'owned' ATEM funds. The impact of the resistance of Branches to fund the further development of the Association was that Council meetings became quite vitriolic at times, with a lot of energy spent on protecting the right of Branches to hold ATEM funds and spend them without any oversight from the Association Council, rather than on the development of the Association.

Most Branches believed that the Association should be a professional development provider and no more, and it has always been accepted that professional development was best delivered at the local level. This view was at odds with that of others in the Association, myself included, who believed that the Association has a potential to play a broader role in the sector, particularly in terms of promoting the role of its members and the value they contributed to the institutions in which they worked. For the latter potential to be realised, however, a re-thinking of how the Association was funded and operated was required, as opposed to the historical focus on the Branches and how they were funded and operated. The conflict generated by these fundamental differing views of the appropriate role of ATEM was played out in sometimes heated discussion at Council meetings, and often involved personal insults and barbed commentary about proposals being discussed.

The focus on the individual and the branch at the expense of the Association reflects both ATEM's origins and its constitution, but the inability of some Branch Presidents to support change and the resulting blinkered view of ATEM's potential only succeeded in keeping the Association in a holding pattern for most of its 30 year history. It also demonstrates how entrenched ways of operating, when accepted without question, can undermine any change proposal, no matter how valid or worthy.

An analysis of Council agendas and minutes during this period shows that the same issues were revisited and discussed repeatedly. When a resolution was reached, it was quickly forgotten when a new Executive or Council was elected, since the Association had no employees who could maintain a corporate history. There was much attention on the detail during this time, and while there is any number of meticulously kept sets of committee papers and records, there is scant evidence of continuity of decision making across Council and Executive committees.

As Jim McLauchlan, a NSW Branch President and then ATEM President, writes in his reminiscences about his involvement with ATEM:

From the beginning, ATEM was a state-based organisation: the Branches had the members, the money, and a majority on the ... Council. I had attended an occasional meeting, but by and large our Branch [NSW], like the others, pretty well ignored their deliberations, except when it came to increasing the membership subscription or asking us to pay more to the national coffers. As Branch President, I now had to attend every meeting and was not impressed. There was much chat and some bluster about issues which seemed to me to be second order, and even when resolutions on key matters were solemnly passed, they were rarely acted on. Many of these issues were of long standing, and we would chew those old bones quite contentedly, comfortable in the knowledge that they would be served up again. Questions such as our professional status (if any), the rise of managerialism in education, the emergence of commercialisation in all aspects of our work, the need to review our outdated Constitution, where members were 'owned' by the Branches or the Institute, were all grist for our grinding but somewhat unproductive mill (email from Jim McLauchlan, June 2006).

For example, the Association had talked about the need – or not – to incorporate since 1976. The minutes of Council meetings in 1976, 1977, 1985, 1986, 1992, 1993, 1995 and 1999, when incorporation was achieved, demonstrate clearly the inertia of the time. With every new Executive came a new call for incorporation, a new project to explore the issues was initiated, and then duly dismissed because some Branches did not wish to see any centralisation in any form.

The rationale for incorporation cited in 1993 when the issue was first discussed was:

...where we have tended to operate relatively informally and on the basis of goodwill, we need to be somewhat more formal and rigorous in aspects of our operations. However, we need to understand that this is probably not a function of incorporation but something we should be doing in any case. We are probably unaware as to just how exposed members, more particularly office bearers, potentially are at present (Council paper, 21 July 1993, prepared by RP Fletcher).

Despite the length of time it took to reach a final decision, the need for ATEM to re-think the way it worked was evident in these discussions about incorporation.

The Journal of Higher Education Policy and Management was another example of the lack of corporate memory. Each new Executive brought strikingly similar complaints about the cost of the Journal, and requests to explore alternative modes of communicating with members and/or alternative publishing mechanisms. Every time an in-house university printing department was approached for a comparative costing, however, the Council realised what a good deal it already had. Member surveys since the mid 1990s continue to affirm the Journal as one of the critical benefits of ATEM membership and it is now published by an international publisher.

Similar issues that suffered from circular discussions included what to do about TAFE membership, and how to establish continuing links with the AVCC in Australia. Strategic planning began to occur in the late 1980s, but it is clear from Council minutes that the plans were of the variety that sat on the shelf and were largely ignored by branches. The authors of those plans wrote good plans, but with no Council authority over Branches to ensure follow-through on implementation, there was little hope for a consistent strategic direction and impetus to develop across the Association.

There is no doubt that Branches were acting from a sense of commitment to ATEM, but without an agreed strategic direction for the Association, there were no parameters set for Branch operations. Since the constitution gave Branches the same powers as the Council, and strong opposition to attempts to build a stronger Association presence, it is probably not surprising that these early plans were not implemented in the Branches. It was notable, however, that there was often no real discussion of the value of planning initiatives – if those proposals affected the way the Branch wanted to operate, they were not supported – either overtly at Council, or by just not implementing them in the Branches.

This internal divide pervaded ATEM until the early 21st century, when some ‘new blood’ in Branches has meant that the historical ways of operating are no longer entrenched. The Association is poised to become a single organisation, with central financing of Branch programs and activities. But, as the following quote from a former Council member indicates, however, the negative aspects of this historical divide is not forgotten:

“I remember the rivalry, played out at National Council, between the States – that lesson on National psyche has served me well in the national roles I have since occupied”
(Robert Thomason, Melbourne Business School).

The expectations of membership revolve around professional development and fellowship, but there is a view that the Institute should do more for the recognition of administrators as professionals by promoting the importance of their role within higher education.

Future Directions Paper, July 1991

ATEM will develop as a full professional association, respected in the tertiary sectors of Australia and New Zealand as a legitimate voice for those who work in management and administration of tertiary institutions.

Paper on ATEM's Future, 2002.

4 ATEM'S EXTERNAL POSITIONING

From the late 1980s, ATEM began a period of review, where it progressively looked at its role and purpose and its structure and operations, in order to better understand how it was positioned, or needed to be positioned, in the external environment.

In 1988, a review of AITEA looked at membership, professional development and the role of the Institute in Australia and overseas. The conclusion reached after the review that 'there was no firm indication for change' (Executive Committee minutes, 25 November 1988).

In 1990-91, the Future Directions Review was a detailed exploration of the purpose of AITEA. It sowed the seeds for the work of the ATEM 2000 Group and the 2002 Review of ATEM's Future which looked at what ATEM's role should be in the future, and how best to structure and finance ATEM's activities to achieve its goals.

Member surveys have also been conducted semi-regularly since 1995, and these results also provide signals of how members wanted the Association to develop. Perhaps not surprisingly, there are some common themes running through the reviews and the member surveys about how ATEM should position itself externally.

It was the Futures Directions Review, however, that represented a key milestone in the positioning of ATEM in the external environment. The work of the then President, Vin Massaro, and others who were involved in the review, surfaced what turned out to be a strong desire of members for ATEM to have a clear external focus and to help them achieve recognition for their work as their working roles. But, as this Chapter will show, the desires of ATEM's members to be recognised as professionals and to belong to a professional association that promoted this recognition has not always been enough to ensure action.

Some time is spent on the Future Directions Review in this Chapter and in Appendix 3, where a detailed description of the Review is provided, because it does represent a watershed in thinking for ATEM. Since it has taken some 15 years to get to the stage for the issues driving the 1991 Review to be addressed, it would be easy to downplay the significance of this review. While, at the time, the outcomes were probably less than anticipated, the review articulated the thinking which has underpinned the further development of the Association.

AITEA: Future Directions Review

The Review was established partly as a result of a motion tabled by Giles Pickford at the Annual General Meeting in 1990 which proposed that the Institute re-introduce membership levels, and partly due to reasons later defined in a Council discussion paper as:

a response to the malaise in the organisation revealed in a static membership level, with annual non-renewals in several States equalling new members; the relative lack of interest in taking up executive positions at both the State and National levels; and the suggestions made at the 1990 AGM that AITEA may have lost its way (AITEA Future Directions: A Discussion Paper, 18 February 1991: 1).

Giles Pickford in fact believed that “AITEA’s problem is that it is not taken seriously by outsiders, and that the cure for that is it should take itself seriously to begin with...when Vice-Chancellor’s join AITEA, when membership of AITEA is seen as an advantage for selection and promotion to administrative positions rather than neutral as at present, then we will be able to feel that we are winning” (Letter from Giles Pickford to A O de Sousa, 6 September 1991).

This discussion paper was prepared by a working group chaired by Max Schroder from the New South Wales Branch, and identified a series of issues that needed to be addressed which can be grouped into four areas:

Services: financial status of the journal, quality of the annual conference, sustainability of the national training program, a travel fellowship of no apparent interest to members;

Operations: inconsistency in branch operations and professional development programs, and the lack of support from Council for branches in trouble, need to move beyond loose confederation of states, sustainability of the New Zealand Branch, national executive capacity, support infrastructure, weak finances;

Leadership and Direction: lack of direction and purpose centrally, how to position AITEA for the future, a loosely coupled Council and agendas which betray a lack of central direction or unity of purpose; and

Membership: networking, TAFE alienation because the focus of AITEA was primarily higher education, desires of members for AITEA to have a higher profile in the sector.

The Schroder paper was a clear articulation of the concerns and issues facing AITEA at that time. This paper was written by members of a working party of people already involved in AITEA as members and office bearers, so the concerns could not be viewed as isolated or idiosyncratic.

The review paper that was eventually circulated to members by the Council re-defined these issues as:

- a perceived lack of communication between the national body and its members;
- the static or declining membership;
- the perceived lack of a strategic vision for the Institute;
- a perceived need to achieve continuity between national conferences; and
- a lack of succession planning so that Branches ... decline rapidly simply because a new Executive failed to attract a sufficient range of talented or willing members (Futures Direction Discussion Paper, 1991, p 2).

What was notably missing from this list is the desire of members to be part of an association with a high profile. Like much of ATEM operations to this time, the review paper was internal in orientation, and the resulting suggestions made to move the Institute forward were limited in focus. The 'national' role suggested in initial Schroder report was not addressed. This shift between the original Schroder report and the Futures Directions paper reflected compromises made following Branch comments on an early draft, and reflected the strong debate going on in the Association at the time about its role. While most Branches supported the intent of the review, there was less agreement about the detail, so changes were made to the review paper to achieve as much as possible of the original aims.

A Campus Review article reported on the Future Directions discussion at the 1991 Annual General Meeting, leading with the statement that:

a potentially powerful new voice for the higher education sector is in the making, with a planned expansion and change of direction by the Australasian Institute of Tertiary Education Administrators. After a year's internal deliberation, the 15-years old AITEA is adding a public advocacy role to its hitherto almost exclusively professional development function (Campus Review, 10-16 October 1991: 18).

While this seemed a logical interpretation of what had occurred, then President Vin Massaro responded to the article by describing the Future Directions Review as a means to find out what members expected of the Institute ("the decisions were not nearly as revolutionary as implied...), focusing instead on developments in the professional development arena (letter to the editor from Vin Massaro, Campus Review, 17-23 October 1991: 8). This clarification could be seen as ensuring that ATEM was not seeking to take over the role of other peak bodies such as the AVCC, and was also intended to placate internal Branch resistance to the proposals.

Six months later, at a Council meeting on 29 April 1992, a strategic plan and series of objectives, strategies and targets for the Institute were considered. These objectives were based upon a document prepared by Charles Davidson, then President of the New South Wales Branch:

- Objective 1:** to raise the level of professional competence and practice of tertiary education administrators.
- Objective 2:** to assist the professional development of members.
- Objective 3:** to recognise in appropriate ways outstanding contributions to tertiary education administration practice.
- Objective 4:** to have an effective and efficient administration and financial management of the Institute.
- Objective 5:** to provide that the benefits of membership apply equally to members in all Branches.
- Objective 6:** to maintain a significant role in national and international considerations of tertiary education and its administration.
- Objective 7:** to seek to raise the quality of the service provided by AITEA to its members and the profession.

The strategies for Objective 1 referred to tertiary education administration as a profession and to the need to promote AITEA and the significance of the profession, largely by ensuring optimal coverage of AITEA activities in local, state and national media. Other strategies referred to AITEA making public statements and submissions to inquiries, to develop a national and international presence on appropriate bodies and to participate in professional development in neighbouring countries, if appropriate.

These objectives and strategies could be seen as appropriate for a professional occupation, and as consistent with the outcomes of the Future Directions Review. However, the objectives were, in fact, almost word for word, based upon a strategic plan prepared by Charles Davidson for the New South Wales Branch and which was in operation in that Branch prior to the Future Directions Review in 1991. While the New South Wales plan was amended to reflect Institute operation, it is significant that the Institute could not develop its own set of objectives, goals and targets arising directly from the Future Directions Review, but again relied on the work of a Branch to set Institute direction. And, if the Council relied on a Branch in this way to develop its strategic plan, it was unlikely that it would be able to assure successful implementation of the plan's strategies and targets.

It should be noted here that there was considerable animosity between the Queensland Branch and the President at this time. The Branch moved to stand a candidate against Vin Massaro when the President's position was due for re-election in 1992, although there are different interpretations of why this occurred - either as an attempt to present a less controversial image for the Institute (personal communication: Avril McClelland) or to prevent further development of the Institute's higher profile. Vin indicates that given the depth of feeling about the Association's role at the time, and the general lack of support to implement the Review outcomes, he decided not to stand again for President (personal communication: Vin Massaro). What the Association did not take advantage of during Vin's Presidency was the fact that he had a profile in the sector which could have been used to develop an ATEM profile. Instead, there was mistrust about Vin's motives in trying to position ATEM externally, and the Association retreated from a potential public role.

While such internal political machinations are not unique to ATEM, this conflict helped to create more inertia after the Future Directions Review since Avril McClelland, the Queensland Branch President elected President after Vin Massaro, was unlikely to support implementation of the outcomes of the Future Directions Review so strongly opposed by the Queensland Branch.

Such internal resistance to a higher profile was mirrored in the external environment. Attempts to develop a higher profile during 1992 through contact by some AITEA office-bearers with Federal Liberal opposition politicians brought a swift reaction from the AVCC. At the 1992 AITEA Conference, the AVCC issued a strong, albeit, indirect warning, to groups such as AITEA to withdraw from such activity because "AITEA does not speak for higher education" (Mullarvey, 1992). The reaction of ATEM was conciliatory: "Our primary role is as administrators but I would like to think we can comment on wider issues. I don't think that means conflict." (Avril McClelland, ATEM President, quoted in The Australian Higher Education Supplement, 14 October 1992: 18). It is interesting to note that AITEA did receive some public support in response to this interaction when Helen Trinca, editor of The Australian Higher Education Supplement (7 October 1992), wrote:

Once upon a time, of course, it would have been easier to suggest to administrators that they should stay away from lobbying or politicking: while the notion of freedom has been strong [in universities], it has tended to apply to academics rather than the traditionally faceless men and women in the registrar's office ... All the talk about corporatism has given the nuts-and-bolts people a more sophisticated view of their policy input. Add to that the fact there are now far more administrators in the institutions and you can see why ... groups like AITEA are keen to develop a louder voice ... Suggesting that the Government should really only listen to the peak group is a little unrealistic ... Groups like AITEA will set their own agendas, make their statements and depending on the results, either pull together with other groups like the AVCC or go it alone. In the end it is only by testing the wind that they will decide how far they should.

Talking directly to government and other such “high profile” activities are taken for granted in an “ideal” profession where links with the state to obtain legal recognition are part of strategies designed to create a sense of exclusion that raises the perceived value its members bring to their work. However, ATEM’s reluctance to have a public role undermined its very limited efforts at interacting with government, and brought a rather patronising “pat on the head” from the AVCC:

the AVCC has always been a good supporter of AITEA which it has seen as an appropriate professional association for university administrators and an excellent medium for promoting professional development ... the AVCC commends the desire of administrative and administrative-related staff to further their professional development. In general, it believes that if such staff wish to join an association, that AITEA is likely to be the most appropriate body even for those groups which regard themselves as specialist (Mullarvey, 1992: 4-6).

These comments indicate that the AVCC sees AITEA as a professional development provider rather than a professional association, and this is confirmed by an extract from the AVCC’s Guidelines for Meetings of University Officers (1991: 2) which states:

the AVCC commends the desire of university officers to meet together for professional development and it encourages them to meet under the auspices of the Australasian Institute of Tertiary Education Administrators (AITEA).

But, Giles Pickford again identified the real issue for ATEM, when he wrote in 1993 in response to a request about whether he wished to pursue his motion tabled at the 1990 Annual General Meeting:

“I am inclined to let the matter rest for the time being. However, sooner or later, AITEA will have to address the question of standards if it is going to grow in the respect of others” (Letter to Barry Cameron, 15 December 2003).

What the Future Directions Review did demonstrate and document for the first time was the desire of members to move ATEM beyond its internal professional development role to create an external profile which would support them in their day-to-day work. Member surveys conducted from 1995 onwards reinforce this view and demonstrate that it has not declined over time. The Future Directions Review laid the foundation for work that was to be undertaken in the late 1990s by the ATEM 2000 Group which set the policy foundation for the Association. It may not be a coincidence that the paper written to underpin the Future Directions Review, and the impetus to establish the ATEM 2000 Group both come from the New South Wales Branch – the former by a working party led by a New South Wales Branch member, and the latter led by a President from New South Wales.

1995 Member Survey

The 1995 member survey was not conducted under the auspices of ATEM, but was part of my Masters of Educational Administration research which I was undertaking at the time. My research thesis topic was “The Role of AITEA as a Professional Association”, and a members’ survey was a primary data collection method. At the time, I was a member of the Executive Committee of the Victorian Branch, and personally concerned about the way the Association was both operating and developing.

The survey provided, for the first time, a snapshot of the views of members. The full report provided to the ATEM Council meeting in February 1996 is available on the ATEM website (http://www.atem.edu.au/members/surveys_2002.cfm).

Members were asked how satisfied they were with ATEM in meeting their needs as administrators. Figure 1 indicates that 71% of members were satisfied with ATEM with 9% very satisfied. Only 12% were dissatisfied and less than 1% were very dissatisfied. The majority of members who answered “don’t know” to this question indicated it was because they were new members and it was too early to determine their levels of satisfaction. Combining Very Satisfied and Satisfied responses results in an overall satisfaction rate with ATEM of 80%.

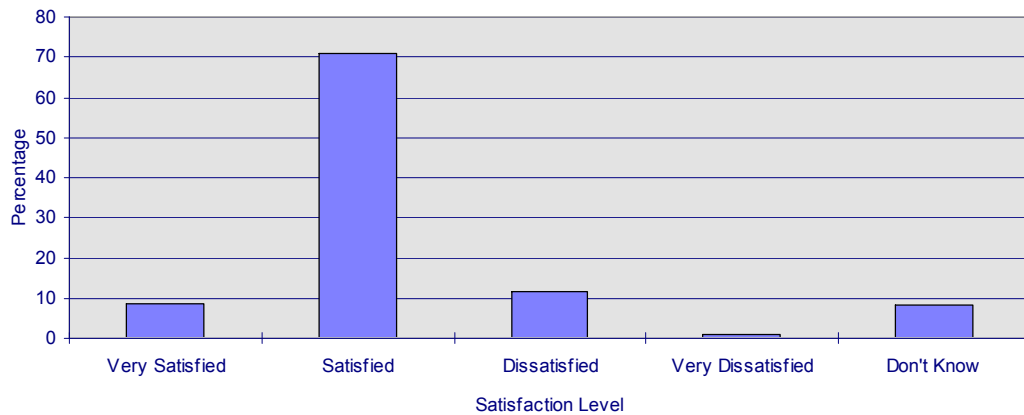


Figure 1: Satisfaction with ATEA

Members were also asked about how successful ATEM was in meeting its objectives, with those results shown in Table 4.

Table 4: Success in Meeting Objectives

Rank	Percentage of Members Responding Very Successful/ Successful	Objective
1	81.5%	2 To assist in the professional development of members
2	66.5%	1 To raise the professional competence and practice of tertiary education administrators
3	63%	7 To seek to raise the quality of service provided by AITEA to its members and the profession
4	50.2%	4 To have an effective and efficient administration and financial management of the Institute
5	48.3%	6 To maintain a significant role in national and international consideration of tertiary education administration
6	46.5%	3 To recognise in appropriate ways outstanding contributions to tertiary education administrative practice
7	41.1%	5 To provide that the benefits of membership apply equally to all members in all Branches

ATEM’s success in professional development is clear, but its inability to develop an external role for the Association is also clear, with less than half of the members responding believing that ATEM maintained a significant role externally.

Responses to suggestions about possible developments or initiatives which ATEM might pursue indicated that members believed ATEM should continue to focus upon professional development as its core activity. However, as shown in Figure 2, members also supported an expansion of AITEA's role to include activities which are the province of more traditional professional associations.

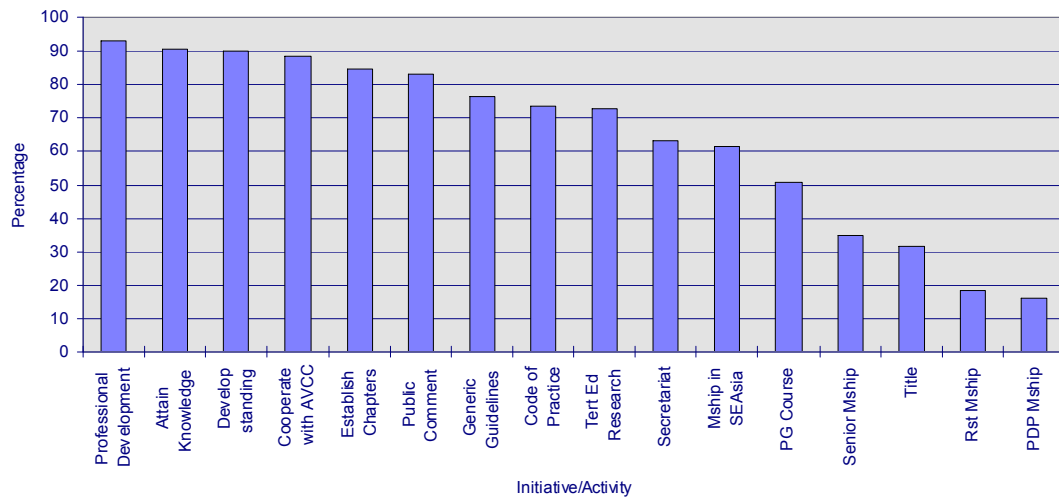


Figure 2: Support for Suggested Future Activities/Initiatives

After the need to retain professional development as ATEM's core activity (93% Strongly Agree/Agree), the need for ATEM to ensure its members attain and share information about tertiary education remains paramount (91%). There is also strong support for ATEM adopting a role as **the** professional association for all administrators in tertiary education (90%) and seeking closer cooperation with peak bodies in the tertiary education sector (88%). In addition, the following suggested activities were rated above 60%, indicating strong support by members:

- developing chapters in regional areas (85%);
- commenting on issues of relevance to members as it sees fit (83%);
- publishing generic guidelines to assist members in their work (76%);
- developing a code of practice for members (73%);
- sponsoring members to undertake research and publishing findings (73%);
- establishing a paid secretariat at the Institute level (63%); and
- broadening its membership base in South East Asia and the Pacific regions (62%).

These activities are all those of the traditional professional association, and are activities which were included, either specifically or implicitly, in the objectives of the original ATEM constitution. Thirty recommendations were presented to the ATEM Council in 1996, and formed the basis for the work of the ATEM 2000 Group which was established later that year.

ATEM 2000 Group

The Future Directions Review, even though its outcomes were somewhat limited, did set the scene for work that continues today to move ATEM beyond federation, to an association that is able to position itself effectively in the tertiary education environment in which it operates and provides services. Five years after the review, in 1996, then President Jim McLauchlan established the Institute Reference Group, which became the ATEM 2000 Group when AITEA became ATEM in 1997. This Group took up where the Future Directions Review stopped, and built on the results of the 1995 Members Survey to establish a sound policy and strategic basis from which ATEM could then define its role in the external environment.

The Group was established with representatives of each Branch, although it was reduced in size to three at the end of 1998 when its outcomes were reviewed by Council. During the period 1996 to 1999, the Group wrote a large number of policies, and considered a wide range of issues generated from within the Group, or which were referred to it by the Council:

- Alumni Chapter (now the Emeritus or 'Ghosts' Chapter)
- Awards and Scholarships review, including terms of reference of Awards Committee
- Best Practice Guides
- Code of Conduct
- Conference Framework and Guidelines (the Conference Manual)
- Consolidated funds review (how to manage the totality of ATEM's finances)
- Continuing Professional Education Program (now the Professional Education and Training Framework)
- Corporate Membership policy
- Fellowships and Honorary Fellowships
- Guidelines for the appointment of the ATEM Patron
- Guidelines for Public Comment
- International Links policy
- Marketing of ATEM
- Membership certificates
- Membership coordinators
- Membership statement (why join ATEM?)
- Network (membership) directory
- ATEM Policy Statement
- Reference manual for new office bearers
- Regional and TAFE Membership
- Research Award
- Review of ATEM communications, including review of Journal
- Staff Exchange policy and procedures
- Strategic Alliances
- Strategic Plan and Operational Targets
- Strategic plan review and further development

The Group ran a members survey in 1999 to check that its focus still broadly reflected the wishes of members. That survey covered a range of issues including electronic communication, the Journal of Higher Education Policy and Management, Professional Development, ATEM activities programs, member benefits and satisfaction with ATEM. The major findings of that survey are presented in Table 5.

Table 5: Major Outcomes of 1999 Members' Survey

Activity	% Members Satisfaction/ Support
Electronic communication should be the major means of day-to-day communication with members	92%
Usefulness of ATEM website	78%
Usefulness of Members Only site	71%
Use of web for membership renewal and payment (although supporting this option, many members indicated they cannot use the web for payment because of their institutional procedures)	78%
Electronic delivery of ATEM Matters Newsletter	90%
Branch communication about professional development programs	91%
The Association should publish a scholarly journal	85%
Relevance of Journal of Higher Education Policy and Management	80%
Retain hard copy format of Journal	64%
Contribution to Practitioner Notes section in Journal	72%
Number of professional development programs attended in last year	0: 55% 1: 20% 2: 11% 3+: 16%
Support for ATEM's Current and Planned Activities	
Alliances with like organisations	99%
Staff Exchanges	98%
Best Practice Guides	97%
Overseas Links	96%
Continuing Professional Education Program	96%
Research Grants	90%
Sponsorship	90%
Travel Grants	89%
Code of Conduct	87%
Fellowship	84%
Study Scholarship	82%
Satisfaction with Local Branch	92%
Satisfaction with ATEM as Professional Association	96%

Satisfaction with ATEM had risen from 80% in 1995 to 96% in 1999, with support for the other initiatives being developed uniformly high.

I was fortunate to be able to chair the Group. Although not without some tension, debate and on one occasion at a Council meeting, tears on my part, the work of the Group was progressively accepted by the Council, so that by 2000, its life had come to a natural end. Even though some Branches remained unconvinced of its value, its work was an important achievement in ATEM's history, since it provided the internal policy base from which ATEM could position itself externally.

Association Secretariat

Jim McLauchlan also established the Association's first secretariat to provide support for Council and Branches. This is a critical step in developing the professionalism of the Association, since for the first time, there is a corporate memory and a single point of contact for the Association. The Secretariat also maintains the website, a critical communication tool to stay in touch with members.

2002 Review of ATEM's Future

While President of ATEM in 2002, I asked then Vice-President, Tom Gregg, to write on paper on options for ATEM's future. As the pace of change picked up in the external environment, it had become apparent that if ATEM was to be able to have some influence in how that change was going to affect its members, it needed to develop a stronger external profile as a professional association. The Gregg paper formed the basis for the following decision, taken at the Council meeting in May 2002:

ATEM will develop as a full professional association, respected in the tertiary sectors of Australia and New Zealand as a legitimate voice for those who work in management and administration of tertiary institutions. A body of knowledge will be developed and recognised, which is based around the concept that management of tertiary institutions is a profession in its own right, with all that implies in terms of conduct and membership, and in terms of initial and on-going professional development. To head in that direction will require more investment from members themselves, ATEM as an organisation, and from partners in the leadership of ATEM, in professional development of members, communication methods and opportunities, and in the full-time support of Council and Branches through the Secretariat. If ATEM is to be a professional association such as is envisaged currently, then further investment and development must happen now, and branches must support that path of development and the investments of time and funds required (minutes of ATEM Council meeting, 4 May 2002).

Work to implement this decision then commenced, with an implementation report to the Council's September meeting. A further report was circulated to Branches for comment, with the Council meeting in May 2003 passing the following resolutions:

- 3.1.1 Council agreed that its overarching goal is that ATEM is to be recognised as a professional association respected in the tertiary sectors of Australian and New Zealand as a legitimate voice for those who work in management and administration of tertiary institutions; in particular to:
 - 3.1.1.1 develop a recognised a body of knowledge, based around the concept that the management of tertiary institutions is a specialisation in its own right, and
 - 3.1.1.2 encourage members to adhere to a code of conduct, and initial and continuing professional education; and
 - 3.1.1.3 ensure appropriate investment and support for ATEM as a whole to allow it to develop as a professional association, including a professional secretariat.
- Council agrees that the core business of ATEM is (i) Professional Education and Training; and (ii) Promoting and Developing ATEM and the professional interests of its members.
- 3.1.2 Council agreed that ATEM will define its membership as "that group of staff who work in management or administrative positions in tertiary education institutions and related organisations". Management positions will be defined as "positions with responsibility for the management of functions, significant resources, units, or organisation-wide processes" (minutes of ATEM Council meeting, 24 May 2003).

At this meeting, the need for some degree of Association level coordination of professional education and training activities was also agreed, to ensure consistency of opportunity across Branches, and to ensure professional development was based on the agreed Professional Development Framework. A great deal of often heated discussion underpinned the Council resolutions, with resistance to these outcomes from the Queensland and New South Wales Branches.

The 2002 decision was revisited and confirmed, and the meeting also agreed to undertake a review of the structure and financing of ATEM which has been underway since that time. It was at this May 2003 meeting that I decided not to stand again for President, as the personal vitriol that was demonstrated by some Council members convinced me that my time had come and gone as President, and that implementation would be best undertaken by others.

During this review of ATEM's future, a member survey was conducted which focused on the usefulness of ATEM services, and members' perceptions about ATEM's future directions. Table 6 shows a ranking of the importance of members' priorities for ATEM in the next year.

Table 6: Major Outcomes of 2002 Members' Survey

Priority	% Importance
Raising the profile of the profession	41
PD programs	26
Networking and learning opportunities	19
Development of the website	7
Running annual conference	6
Other	1

When compared to support for activities identified in the 1995 survey, members' priorities had remained essentially unchanged. These member surveys are important, but were often ignored by Council, as indicated by an infamous statement by one Queensland Branch member that "just because you have done a survey does not mean we have to pay attention to the results". The surveys clearly indicate, however, that members want an Association that is able to build a strong profile in the external environment that will support them in their work and their professional development.

In 2006

ATEM has always been aware of the need for it to position itself effectively in the external environment, but its ability to do so has been hampered by an internal focus on the detail of its operations, which in turn was underpinned by a preoccupation with branch rights. Council's work over 2002 and 2003 was undertaken in this latter context,

The outcomes of the 2002 review of ATEM's future have been progressively implemented, with the move in 2006 to create a single organisation underway. The Association will still have a branch structure to enable effective delivery of professional development programs, with budgets provided to branches to allow them to design and implement programs that suit the needs of their local members. With an almost complete turnover of Council membership since 2002, there is now a clearer sense of ATEM as an organisation that is poised to address members' desire to raise their profile and that of their profession in the sectors in which the Association operates, and in which its members work.

The Association could usefully consider the role of the Patron in any consideration of its external positioning. ATEM has had four patrons in its history (see Table 7), all of whom have made considerable contributions to the Association.

Table 7: ATEM Patrons

ATEM Patrons	
Sir Ninian Stephen , KG AK GCMG GCVO KBE	1985-1988
Emeritus Professor Peter Karmel AC CBE BA (Melb), PhD (Cantab) , Hon LLD (UPNG, Qld, Melb, ANU), Hon D Litt (Flinders, Murdoch, and Macquarie), DUniv (Newcastle), FASSA, FACE	1989-1998
Emeritus Professor Fay Gale AO BA (Hons) PhD, DUniv (Adel), Hon D Litt (W.Aust), FASSA, FAIM	1999-2003
Professor Ian Chubb AC MSc, DPhil, (Oxon), Hon DSc (ANU)	2003 to present

Patrons have held a largely ceremonial role to date, and all have expressed strong support for the Association. An ATEM seeking to position itself more overtly in the external environment will need to consider ways in which a high profile patron can help the Association.

5 ATEM CULTURE

This Chapter is short, because elements that characterise ATEM's culture have already been identified and discussed in previous chapters. Culture, in its simplest form, is all about the unwritten rules of the game that allow people to come together, and to work together in an organisation or society.

The passion and commitment of members and office bearers is probably the defining element of ATEM's culture. It is this shared commitment to the Association and its aims that has allowed it to withstand the internal divide and branch rights debates that have been documented in earlier chapters.

The 'them and us' divide between Branches and Council that characterised ATEM's operations for many years was also underpinned by the same passion and commitment. The rules of the game that underpin this characteristic stemmed from ATEM's foundation as a federation, and the delegation to Branches of the same powers as the Council. It is therefore not surprising that the particular set of rules about the roles of Branches and of Council operations developed as they did. What these rules generated though, was often short sighted thinking and a very internal focus for ATEM and its operations, rather than a focus on its role as a professional association and the needs of its members for recognition in the sectors in which they worked.

The willingness and goodwill of members to volunteer to be part of ATEM is perhaps the most critical element of ATEM's culture. The desire to be part of the Association and to give back to it in return for the benefits it has provided to them is a constant and common reason cited by members who get actively involved in ATEM. While members who do get involved in ATEM attest to the value and growth that they get back in return, if the Association is to continue to progress and grow, it will need to continue to consider how it is structured and how it operates. A volunteer base, which always comes with passion and commitment, will not be enough to see ATEM achieve a sector role where it can influence how its members and their work are viewed and valued by governments and institutions.

And, the rules around what sort of professional association ATEM should be have been evident from the beginning:

- open membership,
- professional development,
- establishing a profile for its members and their profession, and
- in Maurie Blank's words, to define the 'different and distinctive nature of work in tertiary education'.

But perhaps the most important element of ATEM's culture is that it is focused on fellowship, or as one member put it, "people sharing ideas, energy and passion" (Jan Hausman, Bay of Plenty Polytechnic).

The views of members clearly explain the value of fellowship:

- I think ATEM is all about groups of people coming together to learn, share ideas and provide support to others ... members aim to share knowledge an experiences, which ultimately leads to enhanced learning and systemic improvement in the ... sector (Maureen Gillett, University of Western Sydney)

- The support I have received through ATEM membership and participation in ATEM events is a significant contribution to my working life in the ... sector (Kay Hemsall, University of New England)
- It goes to the heart of how to make ATEM great ... which is that it will always be as great as its members, as great as the people who stand up ... and get involved, and that ATEM is “us” not “other”. (Sam Jacob, University of South Australia)

It is this fellowship that has allowed the Association to continue, even when individuals tired or ran out of energy and time to commit to ATEM. It is also telling that even when Council discussions were at their most heated, the angst was generally confined to the Council meeting, with individual members treating each other with respect outside the meetings. As ATEM develops into the future, it will be critical that respect and fellowship continue to provide the foundation for the rules of its game.

... the things that drove us was the conviction that we should be taking an interest in the quality of our work and the way that it advanced our institutions and our own professional development.

Colin Plowman, President 1978-1982

6 ATEM PEOPLE: PRESIDENTS

What draws people to become involved in ATEM and to seek a leadership role? If the history of ATEM is the history of individuals, then exploring why people want to become ATEM President is not only interesting, but illustrates the commitment to the ATEM idea. A list of ATEM Presidents is provided in Table 8.

Table 8: ATEM Presidents

ATEM Presidents		
Maurie Blank	Victoria	1976-1977
Colin Plowman	ACT	1978-1982
John Topley	Queensland	1982-1984
Ross Christie	Victoria	1984-1986
John McMillan	New South Wales	1986-1988
Vin Massaro	South Australia	1988-1992
Avril McLelland	Queensland	1992-1994
Arthur Hunt	New South Wales	1994-1996
Jim McLauchlan	New South Wales	1996-1999
Warwick Nicoll	New Zealand	1999-2001
Maree Conway	Victoria	2001-2003
Tom Gregg	New Zealand	2003-

Presidents were contacted and asked to respond to the following questions:

- what was it that drew you to ATEM,
- why you gave up your time to be involved in its development as President (what did you hope to get out of it, and what did you get out of it),
- what you consider to be your legacy to ATEM, and
- what you consider to be work still to be done to ensure the future for the Association.

Not all Presidents were able to comment before the history was finalised.

For **Tom Gregg (2003-)**, ATEM's current President, his first involvement with ATEM in 1988 convinced him of the value of the Association, which led him to help form the New Zealand Branch in 1990. He could see the value of an association for staff who worked in the sector, and that we needed organized professional development. His involvement in the ATEM 2000 Group saw his commitment to ATEM grow. He writes:

I stood for the role, only when Maree Conway decided she would not contest the election at the end of her last term. I hoped to be able to do something for the term of my Presidency to sort out a financial system for ATEM, to make it more of a 'single professional association', to cement in the partnerships with other associations, to form a good relationship with the AVCC, to keep the links going with the NZ Ministry of Education and DEST, to give impetus to the working of Council and the Exec, and avoid 're-litigation' of decisions ... I want members to join ATEM as a professional association ... I want systems where we all pay our subscription to ATEM, and ATEM then finances branches to deliver PD and to represent ATEM locally ...

For me (**2001-2003**), it was to make a contribution, to see if what I thought about the need for ATEM to professionalise itself and its operations would be useful for the organisation. I had developed a passion about the role and place of administrative staff in universities, and had started a PhD on the relationship between academics and administrators. But, at the core of all of this was a concern that if we called ourselves a professional association, then we needed to understand the nature of the 'profession' that we represented. When I decided to take a break from my PhD, my focus shifted to ATEM. I had been Vice-President for three years, and when asked to consider nominating for President, I was interested, but not sure I was the right 'type'. I had always said that ATEM needs a high profile senior manager who can help to position the Association in the sector. I had passion and commitment, but not the profile. But, that passion and commitment led me to stand for President. My time as President was some of the most rewarding and challenging times of my life. In the end, I became tired of the politics, and of the egos that often characterised Council meetings during my time as President. My work with the ATEM 2000 Group was my highpoint and what I hope will be recognised as my legacy. I hope that, as a result of my work with that Group, I left a heightened awareness of the need to view ourselves as professionals, and of the need to begin to better understand what being part of a profession is all about. Just because we call ourselves a profession does not make it so, and there is still work to be done on working out what it means to be professional administrators in academic organisations.

Warwick Nicoll (1999-2001) worked with Ross Christie and others to establish the New Zealand Branch after a successful conference in Auckland in 1989. Warwick says that he was drawn to ATEM because he wanted to ensure that he helped others to develop their careers in the same way that he has been assisted. AITEA, as it was then, was an ideal way for staff to be exposed to broader and different contexts in Australia and New Zealand, to present papers, which Warwick believes is a very important step in staff development, to develop networks, to see that their work problems were little different from problems encountered at other institutions, to give staff confidence in their own abilities, and to open their eyes to the opportunities for advancement in the tertiary sector. Warwick stood for President to continue the process of assisting others and because of his strong belief that senior practitioners in the tertiary sector needed to set the example of leadership in organisations like ATEM. Warwick suggests that the excuse that senior staff don't have time to be involved is not an excuse, because the time involved is rewarded when you have more motivated staff within your institution. Warwick highlights the value of friendships he has made, and the opportunity to learn from others during his association with AITEA and ATEM.

Warwick's contribution to ATEM revolves around building the Australasian focus of the association (not just Australian with New Zealand tacked on!), simplifying the constitution and seeing the association through incorporation, beginning the process of moving beyond the narrowness of branch opinions when it came to financing ATEM and reinforcing the fundamental role of Branches in ATEM's future. He sees that the future needs to include greater senior staff involvement, and support for staff to attend programs. Internal staff development programs need to be supported by attendance at seminars, conferences and social events which cross institutional boundaries. Similarly, maintaining the momentum around professional development and recognition of qualifications will be important activities into the future.

Jim McLauchlan (1996-1999) became President at a pivotal time in the Association's history. After the result of the election for President had been challenged by the Victorian Branch, Jim stood in the re-election, and won. He says that:

"identifying the problems afflicting ATEM was easy: patching up the divisions that were now evident between the branches and the ... executive, dealing with the backlog of issues that had occupied the Council for far too long; and selecting some achievable initiatives that would improve AITEA's standing as a professional organisation. The first six months were spent meeting and talking with branches ... and convincing the Council to set up the 'Institute Reference Group'. This awkwardly titled brainchild was my attempt to identify and progress issues for the Institute and head of branch fears of 'centralism' by including representatives of every Branch. By June 1996, the Council had agreed (with some hesitation) and for the next year years the group became a powerhouse of ideas, activity and productivity. By 1998, it was redubbed most appropriately as the ATEM 2000 Group... Out of all of this came a raft of initiatives, virtually all of which were adopted and implemented

Jim's legacy probably revolves not only around the establishment of the Reference Group but also two other significant achievements. As he continues:

"The one closest to my professional heart was the change of name. As with so much of our agenda, this issue had been around since 1988, when Russell Huntington of the Victorian Branch had put up a paper to Council pointing out the clear and probably permanent shift to managerialism in universities, and proposing the name "Institute of Tertiary Education Management. Although taken with superficial seriousness, it died amidst a little levity and a few snide remarks such as 'who wants to be an ITEM?' Almost equally satisfying was laying to rest the dread spectre – at least to the branches – of a 'permanent secretariat'. Another very old potato, it was regularly put aside for reasons of funding, the fear of increasing 'central control' and the assertion that the workload did not justify it. Lyn McGrath, a TAFE member, and John Chapman (now the longest and most continuously serving officer in AITEA/A TEM) who were the first two Institute secretaries, followed by Lisa Halverson, who was seconded from the University of Newcastle... AITEA/A TEM has been a vital part of my professional life. I still retain sufficient passions to hope that it will engender the same response in its present and future members – the dedication of the latter is a prerequisite for a bright future."

Arthur Hunt (1994-1996) writes that he wanted to pursue the development of strong, viable professional development programs in each Branch, but found – perhaps not unsurprisingly – that the reality was not so simple. A model that worked successfully with 10 universities in his home Branch of New South Wales did not adapt easily to the idiosyncrasies of other Branches in Australian and New Zealand. Teleconferences were a key element of Executive and Council operations, as was email which was just beginning to emerge: "I had visions of an electronic web of communication from the executive to state branches, then to campus representatives and finally to members" writes Arthur.

Vin Massaro's (1988–1992) presidency came after John McMillan's fraud was discovered, and came uninvited. As editor of the Journal for almost 20 years, Vin had a long history of association with ATEM and as Registrar at Flinders University, had the right profile in the sector. As well as having to deal with the fallout from the McMillan fraud, Vin sought to give the Association a longer-term strategic focus, to consolidate the new New Zealand Branch's operations, and to increase membership. Vin aimed to give ATEM a national presence in the policy debate on higher education, and a primary role in the professional development of university staff by (i) collaborating with the AVCC, (ii) encouraging professional development as the main source of income with a national program that would provide opportunities for smaller branches, and (iii) developing a formal management program to provide university managers with greater professional status.

Vin's focus on professional development reflected his success in that area in Victoria, but discovered that the power of the branches meant that professional development on a national and international level was not feasible. Similarly, the Conference was a national activity, but organised by a branch, which meant that a national focus over time was not possible. Vin oversaw the development of a new constitution and a new strategic plan arising out of the Future Directions review, and notes that achievement of many aims of the Review did not eventuate because of lack of Branch support. Raising ATEM's profile in the national policy debate was probably successful, with senior people in the sector and in government willing to talk to ATEM. This had probably been influenced by the fact that Vin had, the previous year, been working with the AVCC so had a profile in the sector prior to becoming President. Ensuring a role in policy debate is still a vision to be achieved, and needs to be part of ATEM's future deliberations.

Vin also comments that Colin Plowman was one of the first people he heard talk about the importance for administrators to have a broad view of their work and positioning. He notes that the seminars sponsored by ATEM in the 1980s and 1990s to debate policy issues provided an opportunity for members to understand what was happening in the sector and why, and could usefully be re-introduced to ensure that the ability of members to work effectively is underpinned by knowledge of the broader politics and inter-relationships between government portfolios.

Ross Christie (1985-1987) recalls attending the annual meeting of Registrars and Bursars while he was Business Manager at La Trobe University which he describes as his greatest motivation to get involved. The animosity on the part of some Registrars to the thought of being involved with 'less professional' managers from colleges was even less acceptable when he discovered that those who were mounting the anti-AITEA charge were predominately the most talkative but less competent. They also had the view that management training was something that got in the way of people doing their jobs, and they were too busy to engage in such frivolities. Ross' contrary view drew him to ATEM.

Ross viewed his involvement with ATEM as a component of his job that played an important role in the development of staff in higher education. His decision to stand as President was motivated by a desire to be able to influence ATEM's role in professional development, but also to oppose a candidate whom he believed to be unsuitable (John McMillan).

Ross organised the 8th ATEM conference at La Trobe, which is regarded as the turning point in professional conferences for ATEM. There was a high standard of educational input suitably balanced by a range of entertainment, but still 'spooked' by the 'old' registrars, the conference started on a Thursday evening and finished at lunchtime on Sunday. It was a relief, Ross writes, that the absence of all those managers from their desks on that Friday did not lead to a collapse of the Australian higher education system. And, as discussed earlier (p 23), Ross's other legacy is driving the establishment of the New Zealand Branch in 1990.

For **Colin Plowman (1978-1982)**, the absence of any form of development of the theory and practice of university administration was of some concern from his early days as an administrator in Western Australia. He says that, despite opposition from some university registrars in the days before ATEM was established, “the things that drove us was the conviction that we should be taking an interest in the quality of our work and the way that it advanced our institutions and our own professional development...we wanted to understand the structure of our machinery and how it could best be oiled and maintained”.

It was Colin who pointed out to me one day that it was important for ATEM Presidents to remember the work of those Presidents who had gone before, since the current President was only in that position because of the work of former Presidents. He complimented all ATEM Presidents when he said that only then, would the current President be able to ‘stand on the shoulders of giants’.

And, Colin makes astute observations of ATEM today:

There is a degree of schizophrenia in ATEM at the moment. Are we an organisation devoted to the promotion of reflective practice, or is it merely an organisation that allows a person to get a string of letters after their name? Are we lighting a fire in the minds of our members in which they strive to understand the great heights and depths of what they are involved in, or are we merely teachers of clever techniques for solving problems? If we are the former, then we are giving staff the ability to derive the deep satisfaction that comes with mastering a craft. If we are only providing the latter, then in my view, we still have a long way to go... I have noticed lately that there is much more rivalry in the organisation and much less cohesion. This might be part of the nature of the world in which we live in now. Things do change, and the older Ghosts watch with some concern on the sidelines from where we now cheer you...ATEM is in your hands now.

For me, ATEM is all about self-discovery. It offers ... reflective practice. ATEM gives people the opportunity to take time to think about what they do, rather than just blindly do it.

Giles Pickford, ATEM Secretariat

I have read of the struggles for professional recognition ... and I see that we have yet to move past being known as 'other' or 'non-academic' in government policy documentation and in the wider lexicon of higher education. It is this lack of visibility and professional 'respect' of administrators by external bodies and the literature, which caused me to reconnect with ATEM.

Darlene Sebalj, University of Newcastle

7 ATEM PEOPLE: MEMBERS

This Chapter is devoted to the words of members who were invited to reflect on their involvement with ATEM. About 60 members took the time to respond to this invitation, and some sent in additional pages and documents.

Members were asked to comment on why they joined ATEM, and to provide anecdotes or stories about what ATEM meant to them. The following quotes probably show, more clearly than anything else, why ATEM is 30 years young, and why it will continue to grow into the future.

Members have always been at the core of ATEM's work, even though individual egos sometimes clouded the need to remember why the association was established. I compared some of the comments in this Chapter with comments in member surveys over the years, and the underpinning themes are very similar. ATEM's members are the Association's true strength, and their commitment to the Association's ideals has not wavered over time.

Why did you join ATEM?

I was desperate for contact with other universities. This was in 1987, early in the history of Equal Opportunity for Women, and there was very little in the way of established policy, programs or guidelines ... I decided to join, largely to receive the Journal (Denese Gray, James Cook University).

When I joined, it was because of my concern for the management, treatment and isolation of general staff. I came from the private sector and this attitude was quite alien to me ... Joining ATEM allowed me to exchange ideas and views and hopefully positively improve the environment we work in (Michael Whitley, University of Sydney).

I went to an ATEM conference before I was a member and found it very valuable for networking. I came away from the conference with many contacts who I could gain a lot from on what was happening in the wider education sector and how their particular university was handling change in different areas of interest to me (Sandi Keen, Auckland University of Technology).

I joined ATEM to learn about what was happening across other parts of the tertiary sector (Bessy Rasmussen, Massey University).

I joined ATEM because the university I worked in at that time did not have a staff training program. Looking back, I am glad I took the step because what ATEM offers is the potential to hold a conversation with the whole sector, whereas a university staff training program only allows for a conversation with colleagues in one institution (Giles Pickford, Canberra).

I joined ATEM to get a better understanding of the HE sector and processes. I was new to the HE sector and came from the private sector and I believe it was important to not only build up a collegial network that would assist both myself and the university in our efforts to refine and build a better institution. It also assists me with training and career development for my staff with the number of courses and workshops that are run which concentrate on the administration of students throughout Australia (Neville Hiscox, Monash University).

I became involved in AITEA, serving on the Victorian committee and as a National Council rep for a number of years ... I believe we raised the profile of tertiary administration in Victoria, including making inroads into the traditional university sector. It is also great to see some of the 'junior' members of that period assuming leadership roles now (Rob Thomason, Melbourne Business School).

I joined ATEM after hearing about the strong networking opportunities, the great conferences and workshops from a work colleague. At my first conference, I came away feeling very positive. I had met staff from other universities, discussed issues that were very relevant to my role and area of work and had learnt about other areas in the higher education sector which helped to broaden my knowledge (Lydia Tamowskyj, University of Adelaide).

I joined because I was asked to present a training session. I stayed for the AGM and was voted onto the committee (Kaye Hemsall, University of New England).

I joined ATEM because I was new to university administration and a more senior staff member recommended it as good professional development and networking opportunity (Jackie Massey, University of Western Australia).

I attended the ...conference when I was at RMIT. I saw the conference attendance as a way of getting back in touch with current tertiary education issues ... it was also a way of reintroducing myself within the tertiary education community and seeking opportunities to assist my work performance and career path (Helen Cull, RMIT).

I was eager to be part of this broad association because it allowed one to stay abreast of what other universities were doing across the country. I have made an effort to attend ATEM conferences as the higher education sector is always in a state of flux and there is a constant need to understand why things are happening. ATEM should provide an opportunity to socialise with and have interchanges with like minded people (Bob Speechley, University of Melbourne).

To network with other professionals committed to lifelong learning. To have a platform that enables me to keep abreast with the latest developments in tertiary education, new concepts and updates on issues which concern tertiary education (Denise Jones, Manukau Institute of Technology).

I stay in ATEM ... in order to try and help make it as productive, relevant and useful ... (Sam Jacobs, University of South Australia).

The main reason ... is principally to show support by belonging to a professional body in my chosen industry (Garry Bradley, RMIT).

I joined originally from a development perspective so I could attend training events and to also get involved in conferences ... from the exposure [conference] presentations gave me I obtained my next job as well as making other important contacts that results in other work (Julianne Paltridge, QUT).

To meet staff from other unis/network – make connections. Keep up to date with what is going on in other unis and in the sector generally (J O'Reilly, University of Sydney).

The professionalism of ATEM, along with the Journal (please don't abandon it!) were very strong drawcards for me (Katy Gillette, Australian National University).

What does ATEM mean to you?

For me, ATEM is all about self-discovery. It offers ... reflective practice. ATEM gives people the opportunity to take time to think about what they do rather than just blindly do it (Giles Pickford, Canberra).

ATEM is all about networking and professionalism (Katy Gillette, Australian National University).

I consider ATEM a professional organisation within the tertiary sector where membership is of great benefit in a number of ways such as: membership of professional management organisation within the tertiary sector, opportunities for exchanging information, networking, and professional development opportunities (Carol Cooksley, KvB Institute of Design).

I have always appreciated that ATEM puts into action its objectives of advancing the profession of tertiary education administration and management in order to support and develop excellence in professional practice and institutional management, and providing a forum for creating a fellowship of people engaged in tertiary education management and administration. This is not just an elite club for higher management, but a learning organisation useful to all staff (Denese Gray, James Cook University).

As the first VET people to join ATEM in Queensland, we were welcomed into the association in a very charming fashion ... We met at a café for a drink and they were so personable and friendly we could not but help be 'won over'. I was also very impressed on their take that there was no point joining an association unless you were actively involved (Elizabeth Ruinard, Educational Partnerships).

People sharing ideas, energy, and passion. This type of organisation is great to organisational learning - both in sharing the good things you are achieving and being stimulated to think and question ... well why are we really doing it that way? (Jan Hausman, Bay of Plenty Polytechnic).

I think ATEM is all about groups of people coming together to learn, share ideas and provide support to others, particularly in these uncertain times. Members aim to share knowledge and experiences, which ultimately leads to enhanced learning and systemic improvement in the Higher Education sector (Maureen Gillett, University of Western Sydney).

From the exposure conference presentations gave me I obtained my next job as well as making other important contacts that resulted in other work. Having higher visibility in the sector certainly opens many doors for you. I strongly encourage staff who are looking to really establish a career in higher education to join up and participate (Julianne Paltridge, Queensland University of Technology).

I am indebted to the AITEA network for my career and on-going interest in university administration and management. The value of creating and maintaining a professional network is something I try to instill in those who I manage (Lorraine Perry, Massaro Consulting).

I think ATEM is the professional institute to belong to for networking and ongoing management development. The positive side is that general staff have ATEM to belong to for mutual respect and understanding. The negative side is whether ATEM can change academics to appreciate that we are all staff of the university. All staff deserve mutual respect and recognition of their contribution and professional status, whether academic or general staff...My personal view is that PhD academics do deserve the prestige of their research but do not appreciate the high standard of their general staff. Many general staff have years of experience and are highly qualified in both experience and professional qualifications, often in management, accounting, marketing, HR and other disciplines. I still think we have a long way to go to get the recognition we deserve and ATEM is the professional organisation to bring this about (Michael Whitley, University of Sydney).

What I really like about ATEM is that we are all university administrators and it's great to get together and share experiences (Vicki Petersen, University of Newcastle).

I think ATEM is about 'encouragement'. The staff development programs and opportunities are there for members and others to take advantage of. The programs are challenging and informative and I have enjoyed all the ones I have attended. I was fortunate to be awarded the study scholarship in 1993. The scholarship acknowledged my studies and my efforts in developing my career (Manor Cooper, Charles Sturt University).

I remember the rivalry, played out at National Council, between the States - that lesson on National psyche has served me well in the National roles I have since occupied! (Robert Thomason, Melbourne Business School).

...why I am a member of ATEM and why I go to the conference every year ... it always serves to remind me that things aren't quite as bad in my university as I think, because as I mingle with delegates from across Australia and New Zealand it becomes obvious that they have the same issues and challenges that we do - and sometimes we are performing better! (Susan Hudson, University of Western Sydney).

The support I have received through ATEM membership and participation in ATEM events is a significant contribution to my working life in the HE sector. I think without my ATEM buddies and colleagues I would have found it much more difficult to thrive working in their environment. The mere fact that there is a whole cohort of people who understand the issues regularly faced by administrators and managers across the sector and that we can regularly network via professional development programs and events is a sanity-saver for me. I feel very privileged to have been able to contribute to ATEM via the professional development programs I have presented and through my membership of the NSW committee for the last four years (three as President). It has been of significant benefit to me personally and professionally (Kaye Hemsall, University of New England).

Over the years I have been fortunate to have attended a number of Annual Conferences and there is always someone to share with/learn from about every aspect of the day to day work in tertiary education administration. Both the good bits and the tougher bits and especially the 'herding cats' bit (Ruth Temple, Auckland University of Technology).

ATEM does help me in my professional development, especially those one-day workshops/seminars and the Journal. I also learn a lot from the annual ATEM Conference (Lucia Au).

I think the ATEM Conference in Hobart was fantastic (I might be biased being a Hobartian) but I think that Conference was world class. I think that no matter whom you sat with or talked to, we all had a common bond being university people from different backgrounds (Christine Davey, University of Tasmania).

Membership of ATEM for PTE executives in 2001 was a lonely post with, at that time, only two others (PIC, The Bible College) as private provider members. Those two were also degree providing providers which gave them some affinity to the state tertiary sector. We, by contrast, only peaked as diploma providers. We believe that there were some mutterings at the time about PTEs entering the ATEM enclave but over time we have found many subjects and challenges in common not the least being the universal concerns about dealing with government tertiary funding agencies! The strong belief that the student is key is universal. There has been some debate about graduate outcomes with the state preferring educational excellence while private providers have almost been directed by government policy towards labour market outcomes. Both are equally valid and the tension for TEC at the present is having a balanced view of graduate success. Membership of an organisation like ATEM will develop colleagues across the sector and serve to break down the barriers between the various often conflicting parts of tertiary education. Tertiary administrators are key to the smooth running of tertiary institutions and we must never feel inferior to our academic colleagues (Dan Forsman, Academy of Diving).

A platform for all concerned in lifelong learning that supports our need for continuous professional development (Denise Jones, Manukau Institute of Technology).

ATEM defines the bringing together of like-minded people from so many universities throughout Australia and New Zealand. We all learn from each other and are able to use the knowledge and skills we obtain at workshops and conferences to improve our work processes and personal development (Sarah Howego, Charles Sturt University).

We recently ran a Student Services Centres conference - for the first time in Aust/UK that I know of - and doing it through ATEM meant that no single institution had to take it on, or wear the financial risk. By all accounts, it was a success, feedback – formal and informal - has been overwhelmingly positive and Victoria will host it next year. It goes to the heart of how to make ATEM great, for me, which is that it will always be as great as its members, as great as the people who stand up (sit down) and get involved, and that ATEM is "us" not "other". The conference was excellent because like minded souls with similar roles and diverse experiences came together to talk. Can't go wrong, really (Sam Jacob, University of South Australia).

I also worked at Caulfield Institute of Technology back in 1971-74 (pre ATEM) where I had the pleasure of being in the admin area whilst Maurie Blank was the current Registrar. This was an era when the general office consisted of about 15 people – including student admin and payroll - when calculators had handles (not electronic) and students queued to enrol and pay their fees in cash which we took on a single cash register! (Joy Chirnside, Deakin University).

I was one of three staff from my faculty who were given the opportunity to attend a conference in Perth. We had a very enjoyable time and the shared experience allowed us to form a great bond that assisted us in working together effectively. I was also exposed to alternative solutions for dealing with the same issue and this was also an important lesson for me at the time (Michelle Vanderydt, RMIT).

When conducting some research for the local branch, I was very impressed with the willingness of other branch members to share ideas and experiences. The input was invaluable and the goodwill was typical of ATEM itself (Susan Dunn).

The challenge for ATEM is to continue to encourage pursuit of best practice and motivate dedicated staff to stay committed to the sector (Tess Howes, Macquarie University).

And, the final words go to Darlene Sebalj from the University of Newcastle:

... Several years later I allowed my AITEA/ATEM membership to lapse. I seemed to have less time to attend any external seminars and, apart from spasmodically attending the most relevant and topical workshop on offer – I drifted away from ATEM as I saw less relevance for it in my day-to-day work. However, of the many staff I mentored, nurtured and managed over the years – all were encouraged to gain an ATEM membership and to attend the programs offered as part of the developmental process of transmitting the ‘calling’, in my opinion, of what it was to be a university administrator.

Then several years ago – a few of my staff and close work colleagues were successful in presenting papers at an annual ATEM conference. My interest was piqued – particularly when I heard what fun they had had. I could also see how each of them had benefited from the experience in terms of marked increases in their confidence, self esteem and the way they approached their work. Since that time I have moved from full time work to being a full time doctoral candidate studying the profile, role and contribution of university research administrators and what their perspectives are with regards to implementing major policy change. Having reviewed the Higher Education literature, I noticed with dismay how little was written about university administrative staff and how little was known about them. I have read of the struggles for professional recognition by this group and I see that we have yet to move past being known as ‘other’ or ‘non-academic’ in government policy documentation and in the wider lexicon of higher education. It is this lack of visibility and professional ‘respect’ of administrators by external bodies and the literature, which caused me to reconnect with ATEM.

I have since renewed my membership having revised the way I look at ATEM in terms of its relevance and its contribution to the work of university administrators. Now more than ever, ATEM is an increasingly important and relevant professional body. Given the exponential demands experienced by the Higher Education sector for accountability, efficiency and performance, university administrators will need an organising body such as ATEM to provide necessary training, development and preparation specific to their needs. Further, ATEM provides a professional ‘home’ for university administrators, it provides us with a vehicle for our voice and a say in matters which affect us and the issues that are important to us. It provides a structure for accreditation – a crucial part of the professionalisation process and if widely and wisely used – provides us with the mechanism to increase the status of our work and recognition as a profession. It will help us to move past the nomenclature of ‘other’ to becoming a recognised and named entity in our own right. It can help to raise our profile as important partners to university academic staff as we work together for the betterment of higher education – particularly in these troubled and troubled times.

ATEM’s 30 year anniversary celebration reminds us of the pioneers of the past who established this body with guts and vision. This time also bears witness that there is further pioneering to be done for their original vision to be fully realised - something that we can all get involved with and be a part of.

So Happy Birthday ATEM, many happy returns - and thanks for being there.

8 The Future

When ATEM was considering its future in 2002/2003 I wrote in a paper for Council:

ATEM's 2002 decision is a brave one...We have a real opportunity here to change both ATEM and our role in the sector. We cannot achieve this change half-heartedly though – we have for too many years suffered from being a volunteer association, well-intentioned but poorly resourced, and too dependent on the goodwill of our members and our employing institutions. What we have achieved in 27 years is, in that light, extraordinary, and we should not lose sight of that.

The founding 'fathers' of ATEM envisaged an association that would improve the professionalism of its members, and promote the role of the professional administrator and manager in the sector. The 2002 decision confirms that vision. We need to spend some time now working out just how to implement the vision so that by the time ATEM's 30th birthday comes around in 2006, we will have a strong professional association, serving the needs of our members and the industry in which we work. (The Structure and Financing of ATEM Beyond 2003, February 2003)

It may be a little self-indulgent to include the quote here, but I still think it captures the essence of what ATEM's needs to do into the future – articulate its role, understand its strengths, and support its members in their work. To do that, the Association needs to ensure it operates effectively internally, as well as understanding how it fits into the external environment in which it operates.

This history aimed to do three things:

- give members a sense of the strength of their Association,
- remind members that while things change, a lot stays the same, and
- suggest ways in which the Association might need to learn from its history to stay relevant in the future.

ATEM is a strong association. That individuals continue to become involved and stand for office is testament to this strength. That ATEM members support the Association in its work is equally indicative of the Association's strength. To make ATEM even stronger, however, its focus now needs to be on building its strength in the external environment, and in establishing a recognised role for itself in the sector.

To do this, we need to ensure we remain current in our outlook and thinking, so that we do not become fixated on the way things have always been done, and succumb again to internal preoccupations. The environment in which ATEM exists is changing rapidly, and will continue to change. ATEM must be willing to challenge the relevancy of the assumptions underpinning what it does so that it can prepare for those changes.

But, at the same time, we must articulate and understand what it is from our past that must be taken into our future. What is the essence of ATEM that must be maintained? As part of this process, we must also decide what it is that we want to leave behind. And, what do we want to keep, and what do we want to change? There is work to be done here.

Professional development will always be core business for ATEM. To ensure its relevancy, the Association needs to position itself in its external environment in ways that ensure that the reasons the Association offers professional development are recognised. Professional development is offered by ATEM so that members – and others - can maintain and improve their effectiveness as professionals in their institutions. The key word here is 'professionals', and ATEM has some way to go before it has an agreed definition of what being professional means – and the knowledge that underpins professionalism - that is accepted by members, institutions and the sector. But, agree with that definition it must, because without it, the Association will never be able to achieve its members' wishes to have a high profile in the sector. Overt recognition of members as professionals is a goal that is achievable, but only if there is a single Association to pursue that goal.

The fellowship envisaged by Maurie Blank and his colleagues in 1976 has grown in strength over ATEM's 30 years, and must remain as one of the key benefits of ATEM membership. The goodwill and ready sharing of knowledge that characterises ATEM's membership is a significant advantage for members and their institutions. The Association will need to more clearly articulate what it is about fellowship that is so critical to operating effectively in today's environment, but it is an element of ATEM's culture that must be passed on to new members.

The volunteer status of office bearers and those who become involved in professional development activities will probably remain. The Association needs to work with institutions to have them recognise this activity as legitimate 'work' that assists not only the individual staff member and ATEM, but ultimately their institutions and the sector. If ATEM is a professional association recognised within the sector, that involvement by staff in its activities should be supported without the requirement to take annual leave – which is something that still happens today. The current President, Tom Gregg, made this clear at the establishment of a new group – the ATEM 2010 Group in late 2006. He indicated then that it was time for involvement with ATEM and building the profession to be an accepted part of the role of senior managers. (The ATEM 2010 Group was established to undertake the work necessary to bring to fruition the concept of a single ATEM).

It is time for the inherent uncertainty that has characterised ATEM's history to be replaced by certainty and confidence. The lessons of the past 30 years have given ATEM the foundation needed to become an association representing a profession that is recognised for the effective contribution of its members to institutions and the sector. It can become the association you join because that is just what is done when you work in tertiary education administration and management, irrespective of whether you are an academic or work in higher education, TAFE, polytechnics or private providers.

ATEM's history has always been marked by potential. Each member brings to ATEM in varying degrees a desire to belong, a desire to network, a desire to learn, and most importantly, a desire to share. Each President has left a legacy that remains with the Association. Each Branch Executive Committee leaves its own legacy. That it has reached 30 years is a testament to the inherent value that ATEM holds for individuals and for the tertiary sectors in Australia and New Zealand. But, it will be the next 30 years that defines the true nature of ATEM's potential when ATEM will need to move beyond the inherent uncertainty that comes with individual champions, to the certainty that comes from a strong, unified organisation.

Most importantly, a strong, unified organisation will enable ATEM to be recognised and accepted in the sector as a group that knows what it is doing. While Branches will continue to deliver professional development, a federation of semi-autonomous branches has never been, and will never be, accepted externally in the same way that a single ATEM with a clear view of its role will be. There is much hope in ATEM's future, and it is an association poised to become greater than the sum of its parts. For that, we need to thank all those individuals who have given so much time and energy over the past 30 years, and who have given ATEM the base from which the collective efforts of individuals into the future will see ATEM survive and thrive.

APPENDICES

Appendix 1: ATEM Timeline

Date	Event
1974	CITAOA established, Caulfield Institute of Technology, Melbourne
October 1974	Meeting of Victorian administrators; working party established to explore establishment of Victorian association
October 1975	Meeting of Victorian and interstate administrators at Preston Institute of Technology; Australian Institute of College Administrators established
30 April 1976	Revised constitution for AICA considered; AITEA established with Maurie Blank as inaugural President
	Victorian Branch established
1976	National Newsletter established
1977	First annual AITEA National Conference held
	New South Wales and ACT (now Canberra) Branches established
1978	TAFE included in AITEA's scope
	South Australian Branch established
1979	AITEA Logo developed
	Journal of Tertiary Education Administration established
	Queensland and Tasmanian Branches established
1980	Western Australian Branch established
1981	Northern Territory Branch established
1990	New Zealand Branch established
1991	Future Directions Review
1992	National Conference held in conjunction with AAPPA (now TEFMA) for the first time
1996	ATEM 2000 Group established
	Change of name to ATEM
	Journal published by Carfax (now Routledge), and re-named Journal of Higher Education Policy and Management
	Appointment of John Chapman AM, OAM, ASM as the first Executive Officer of ATEM
1999	Code of Conduct for members established
	ATEM Foundation established
2000	Emeritus Chapter makes its first cash donation to ATEM
2001	ATEM becomes an incorporated association
	Continuing Professional Education Program proposed
2004	ATEM conference re-branded Tertiary Education Management Conference in association with TEFMA
	Professional Education and Training Program implemented
2005	Joint ATEM/AVCC professional development programs commence

Appendix 2: AITEA'S ESTABLISHMENT

Working Party to Draft Institute of College Administrators Constitution 1974-75

B Grogan, Business Manager at Caulfield Institute of Technology (Chair)
L Cullen, Prahran Institute of Technology
D Hutton, Melbourne State College
V Jones, Footscray Institute of Technology
R Klose, Gippsland Institute of Advanced Education
R Morrell, Ballarat Institute of Advanced Education
J Price, Lincoln Institute of Health Sciences
G Richards, Melbourne State College

First Council of Australian Institute of College Administrators 1975-76

President	M Blank, Caulfield Institute of Technology
Vice-President	I Wren, Northern Rivers College of Advanced Education
Secretary	D Thompson, Frankston State College
Treasurer	G Jackson, Caulfield Institute of Technology
Committee	L Cullen, Prahran College of Advanced Education
	R Edwards, Lincoln Institute of Health Sciences
	J House, Warrnambool Institute of Advanced Education
	C Manley-Breen, Preston Institute of Technology
	R Morrell, Ballarat Institute of Advanced Education
	G Richards, Melbourne State College

Appendix 3: Future Directions Review

At the 1990 Annual General Meeting held at the AITEA Conference in Canberra, Giles Pickford, then President of the Australian Capital Territory Branch, took the meeting by surprise by tabling a motion to have a membership examination for admission to the Institute. Pickford's arguments in support of his motion are quoted below (motion tabled at 1990 AITEA Annual General Meeting).

- AITEA has reached a plateau. The next step in professionalism has to be taken.
- University administrators need some external measure with which to judge promotion through the ranks.
- Other organisations which have taken this step in professionalism have never looked back.
- Membership recruitment drives will become easier.
- Finances will improve to the point where AITEA should be able to provide a part-time officer.
- Members would not allow their membership to lapse.

A range of other options for AITEA's development were hastily suggested in response to the Pickford motion, including:

- that AITEA should develop as an egalitarian, populist, industry-based organisation with no prohibitive formal entry standards or status distinctions among members;
- that it should attempt to appeal to a broad spectrum of members (and potential members) as a professional self-help organisation; and
- that it should regard itself as a peak body of the various professions represented among its members, and develop reciprocal arrangements with other professional associations (Appendix A to a draft of Future Directions: A Discussion Paper, dated 25 March 1991).

Other issues raised at the meeting included the need to increase membership, the possibility of excluding TAFE staff from membership while retaining appropriate links, changing the Institute's name, continuing development of links with key national bodies and making submissions to government instrumentalities and departments, the development of international links, and the need to encourage a broader cross-section of representation on the AITEA Council and Executive. These issues were to form the basis of the Future Directions Review.

At this meeting, the terms of reference of a working party already established by the Council to consider potential Institute membership was broadened to include consideration of the above issues. Chaired by Max Schroeder, then New South Wales Branch President, with membership from the New South Wales Branch, the working party was to prepare a report for consideration at the 1991 Annual General Meeting. The Pickford proposal would also be formally considered at this meeting. The working party issues paper "AITEA Futures Directions: A Discussion Paper" was considered at the AITEA Executive meeting on 18 February 1991. The introduction described the paper as:

partly a response to the malaise in the organisation revealed in a static membership level, with annual non-renewals in several States equalling new member; the relative lack of interest in taking up executive positions at both the State and National levels; and the suggestions made at the 1990 AGM that AITEA may have lost its way (AITEA Future Directions: A Discussion Paper, 18 February 1991: 1).

The Discussion Paper highlighted AITEA's success in meeting the needs of its members during its history, but pointed out that "AITEA might be seen to have not yet come up with a response which can capture and hold the support of the profession and the membership" (p 2). The paper was unreserved in its assessment of problems facing AITEA:

- a Journal which was financially unstable;
- a conference which varied in quality and relevance with continuing questions about its purpose "both individually, and in the sense of the development of both the organisation and the profession";
- a national training program which depended upon the energies of a volunteer coordinator for its success "and which has never achieved the significance and influence it deserves" (p 2)
- a Travel Fellowship of no apparent interest to members;
- State Branches variable in organisational and program success and the lack of National Council assistance or intervention for Branches in trouble;
- no plan to ensure the viability of the New Zealand Branch;
- lack of effective executive capability at national level;
- no appropriate support infrastructure - physical location, contact details, staff - resulting in long delays in the publishing program, inability to conduct relatively straightforward activities in an efficient and timely manner, absence of promotional material, absence of a marketing program for the Journal or membership;
- weak financial situation requiring earnings at national level, control of conferences to produce planned income, packaging and selling of the national training activity and separation of leadership from day-to-day management;
- need to assess how aims of Institution could be met in the new decade;
- lack of a clear central direction and purpose at national level; and
- a Council which is loosely coupled and agendas which betray a lack of central direction or unity of purpose.

A range of membership issues were also raised including:

- AITEA as a vehicle for establishing and maintaining contacts with colleagues;
- AITEA must be more than a simple aggregation of various professional entities or risk (eventually) ceasing to exist;
- TAFE members are not attracted because the culture of AITEA is that of higher education;
- members want to belong to a high profile, high status body operating at national and international levels; and
- AITEA must be more than a loose confederation of states to avoid disintegration.

Underlying areas of concern were therefore the volunteer base of the Institute which affected a wide range of activities and the ability of the Institute to effectively conduct those activities; a lack of identity for the association and for administrators as members of an occupation; the operation of the Institute at central and Branch levels; and ways to ensure the Institute continued to meet the needs of its members in a changing work environment.

Among the suggested solutions to the identified problems were:

- tighter management and a clearer purpose for Council to ensure it is a group of professionals coming together to deal with issues in a fully-prepared, coherent manner;
- resolution of Journal issues only after AITEA's objectives for the decade were defined;
- to undertake a strategic planning exercise; and
- to ensure that Branch activities were sophisticated and professional.

The 22 April 1991 Council meeting considered a draft report to the Institute, based upon the New South Wales issues paper, but revised by the then AITEA President, Vin Massaro. A comparison of the issues paper and the Future Directions paper reveal some interesting differences. Apart from a section on administrative difficulties, the Future Directions paper addressed few other areas of concern raised either at the 1990 Annual General Meeting or in the issues paper, and discussed a series of issues not considered by the working party. There was no discussion of the pivotal concern about lack of direction or identity, even though the Future Directions paper indicated that one result of the review process would be "... a stronger organisation with a clear idea of its role and one which will attract more members whose interests will be served by a vigorous and effective body" (p 3). As indicated earlier in this history, these changes were made because of clear opposition to elements of the paper from some Branches.

The 22 April 1991 Council meeting reflected these divergent Branch views about the role of the Institute, with members suggesting that the paper was too apologetic and not sufficiently provocative, that it was appropriately balanced, that the role of the proposed secretariat should include more than just membership functions, and that TAFE should be discussed in greater detail. The paper was revised again and circulated to members.

In the preamble to the Future Directions paper, Massaro indicated that the Institute viewed itself as a strictly professional development association and had taken "a conservative line and ... [stayed] close to its objects" of professional development during its history because of its "consciousness to keep the cost of membership low in order to attract members from all levels of administration; an acknowledgment that volunteers cannot easily carry out a national role; and its belief that its main objects could best be met at a local level" (p 1).

The Future Directions paper indicated that the review has arisen because of the following concerns among members:

- a perceived lack of communication between the national body and its members;
- the static or declining membership;
- the perceived lack of a strategic vision for the Institute;
- a perceived need to achieve continuity between national conferences; and
- a lack of succession planning so that Branches ... decline rapidly simply because a new Executive failed to attract a sufficient range of talented or willing members (p 2).

The paper then went on to discuss membership, administrative development of the Institute itself; national training, national conferences, the *Journal of Tertiary Education Administration*, communication with members, the National Executive and National Council and the name of the Institute. During discussion of these issues in the paper, a number of proposals for future development were identified:

- linking higher education managers in the region;
- closer links between Council and Branches to ensure appropriate levels of service to members, including providing advice to Branches about how to improve performance;
- certification of Institute training courses and of other courses as being appropriate for tertiary education administrators;
- the need to separate leadership of the Institute from day-to-day management;
- a continuing training role for the Council and monitoring of Branch training provision, and suggesting new or additional programs and providing assistance to mount such programs;
- identification of annual conferences as a Council concern, with clear Council involvement at all stages of planning, including the possibility of appointing a conference organiser at the Council level;
- the need to ensure the *Journal of Tertiary Education Administration* was a vehicle for broadening the perspective of administrators;

- improving communication with members via increased support for the AITEA Bulletin and the introduction of an Assistant Secretary position;
- the need for more membership stability in Branch and Council Executive Committees;
- the establishment of an AITEA secretariat “to provide a central and identifiable focus for the Institute and its publications and to maintain a national membership database” (p 8);
- the need for the Council to be “responsible for national and international activities of the Institute, the monitoring of its overall health, the setting of its objectives and priorities, and maintain contacts as the peak body of administrators with relevant national and international bodies. They should also be responsible for the establishment of special interest groups to provide a better service to members with particular professional needs and to enable members with common interests to meet regularly through the auspices of the Institute and by making use of its national resources” (p 8).

These proposals for future action addressed issues that the Institute had been discussing since its formation in 1976. That these issues had not been resolved previously reflected the lack of continuity of leadership at Branch and Council levels, but also the inability of the Council to obtain unanimous Branch endorsement of its strategy. The Future Directions paper also did not address some critical factors underlying these issues, namely the limitations of a volunteer base, the lack of financial stability for the Institute, and the constraints of its branch structure, all of which were likely to affect the implementation of any action arising from the Review.

The outcome of the Executive’s consideration of the Future Directions paper was a request to Branches and members to consider a range of issues and a copy of the Future Directions paper was sent to all AITEA members. However, these issues were framed as questions rather than as recommendations, reflecting the continuing inability of the Council to direct Branches, and contradicting clear directional approaches in both the issues paper and the Future Directions paper. Branch Executive Committees were requested to coordinate Branch responses and most held meetings with members to canvass opinion and to develop responses to the Council. Given that the Institute operated as a federated organisation, this was an appropriate way for the Council to operate. However, it effectively negated the “national” role for AITEA suggested in the paper, since outcomes of the Future Directions Review would depend upon agreement among the Branches. As already seen, the history of the Institute indicated very few occasions when all Branches had unanimously agreed upon a single directed strategy.

Branch responses were considered at the Council meeting on 7 August 1991. The responses from most Branches were similar, and significantly, reflected the concerns of the New South Wales issues paper. Branches envisaged a much broader role for the Institute than the Future Directions paper suggested, except for the Queensland Branch which was exceptional in its opposition to the review. Table 9 shows the range of Branch responses to the Review.

These responses indicate that there was not one issue in Future Directions upon which unanimous agreement could be obtained. Perhaps this was to be expected. However, as the minutes of the 7 August 1991 meeting indicated, it was clear that Branches were largely in favour of the Institute raising its profile “particularly to increase the standing of administrators in higher education; of the Institute making public comment; of a national training role; more national control over conferences; clearer communication with members; a review of the role and composition of the AITEA Council and AITEA Executive; and the ability to intervene in Branch affairs.

Table 9: Branch Responses to Future Directions Review

Areas of Concern	ACT	NSW	NZ	NT	QLD	SA	TAS	VIC
Membership Gradings*	√	X	?	X	?	X	X	X
National Training Role	√	√	?	√	?	√	√	√
More control of conferences by Council	√	√	?	√	√	√	√	√
Journal to be retained	√	√	?	√	?	√	√	√
Communication with Members via newsletter	√	√	?	√	?	√	√	√
National Executive/Council Role	Review needed	Review needed	Review needed	Review needed	?	Review needed	Review needed	Review needed
Public Role	√	√	?	√	X	√	√	√
Intervention	√	√	√	√	X	√	X	√
Secretariat	√	√	√	√	X	√	X?	√
Change of name of Institute	√	X	?	X	?	X	X	√

Key: √ Agreed with proposal in Future Directions paper
 X Did not agree with proposal in Future Directions paper
 * Branches also made more general comments about membership
 ? indicates that a response either not made or could not be determined readily from the Branch paper

It was also clear that many Branches had remarkably similar views as revealed in the following statements from Branch responses to the Future Directions paper:

Having established that there is a body of knowledge, practice and principles in the administration of an industry known as tertiary education ... we need a vehicle to federate, and promote by interaction with and between institutions, professional development and training, and raising issues within and outside the industry (Australian Capital Territory).

It is essential that the Institute should have a clear public role including the making of presentations to inquiries or to government agencies. The Institute should definitely make public statements upon major issues relevant to its aims (Australian Capital Territory).

Members could increase their level of membership of AITEA through formal study and/or by undertaking AITEA "approved" or "accredited" studies which could be subjects offered by universities and/or professional development programs offered by AITEA or other approved bodies (New South Wales).

The current composition of the National Council needs review given that its membership is subject to continual change. It could be replaced by ... President, Secretary, Treasurer, Branch Presidents (9) and National Conference Director (New South Wales and Tasmania).

The Institute could provide advice to government on tertiary education policy and procedures, provide advice to government on the implementation of tertiary education policy and procedures; provide evaluations to government on the efficiency an effectiveness or tertiary education policy and procedures; and provide advice to institutions/organisations concerned with tertiary education, perhaps on a fee-for-service basis, on administrative policy and procedures development, implementation and evaluation (Northern Territory).

[AITEA should provide members with] opportunities to be informed about and engage in discussion of topical issues affecting tertiary education in general, and their particular functional or specialist roles in tertiary education; opportunities for networking, opportunities for taking part in educational and training activities relevant to their professional role...; gain (or improve) a sense of identity as a professional administrator/manager; and participate in the development of a public policy position on relevant issues (South Australia).

There was a view ... that AITEA, both nationally and locally, has taken an excessively passive position ... On the matter of professional identity, some members considered that AITEA needs to press for more public and intra-institutional recognition of the importance of the administrative/managerial role, both in the case of career administrators (who see AITEA as their natural professional affiliation) and in the case of academics elected/appointed to an administrative/managerial position who do not see AITEA in this way (South Australia).

These extracts from Branch responses indicate that there was a perceived need for AITEA to assist in the development of an occupational identity, to seek recognition of the administrative role across institutions and to have a public role in tertiary education to represent the interests of administrators. The Queensland Branch, on the other hand, was strongly and uniquely of the opinion that AITEA should remain a professional development association, indicating that “while a listing of the issues which may be of interest to AITEA members elsewhere was of interest, it seems to have been not particularly critical to the Branch” (Queensland Branch response to Future Directions Discussion Paper, 19 June 1991: 5).

During interviews with two former AITEA Presidents who were members of the Queensland Branch, the point was made that the strong reaction of the Queensland Branch to the Future Directions Review had a lot to do with the fact that the Branch was uncertain of the motives of the President at the time, and there was concern that he did not have the best interests of the Institute at heart. From discussions with other Branches and ex-Presidents, it appears that there was considerable distrust of the motives of this President, which apparently undermined the outcomes of the Future Directions Review and perhaps even prevented any positive action emerging from the Review.

Branch responses were consolidated into a series of recommendations following the format of questions asked of members in the Future Directions Discussion Paper and were considered by Council (7 August 1991). An amended version of the recommendations was placed on the agenda of the 1991 Annual General Meeting to be held on 10 August 1991 and was prefaced by the following statement:

The expectations of membership revolve around professional development and fellowship, but there is a view that the Institute should do more for the recognition of administrators as professionals by promoting the importance of their role within higher education. This could be achieved through the Institute being a more public organisation, liaising with peak bodies and government as appropriate, expressing views on major issues and participating in the development of public policy (Future Directions paper dated 29 July 1991 considered by AITEA Council: 1).

It is notable that this statement refers to higher education rather than tertiary education, indicating the continuing difficulty AITEA has with incorporating the TAFE sector and the fledgling New Zealand Branch into the organisation. These recommendations, comments by the Council meeting, and the decision of the Annual General Meeting are reproduced in full below because of their potential to direct future action by the Institute. It should be noted that both meetings did not comment on each recommendation. Where appropriate, the writer has also made comments in terms of the research focus of the present study.

Recommendation 1: that the Institute develop and publish a strategic plan at a National and Branch level which outlines its objectives for the coming year and provides a budget to meet those objectives.

Council: not only should a strategic plan be developed, it was suggested that it be published.

Recommendation 2: that the Institute measure its performance against its stated plans and objectives and against its ability to retain members and increase its membership.

AGM: it was agreed that a strategic plan was not only required for the coming year but also for future years. A rolling triennium plan was suggested.

Recommendation 3: membership should remain a Branch matter. Measures to increase and retain membership should include good programmes of professional development; good publicity material; effective liaison with the personnel sections of institutions to capture each new eligible member so that material can be sent and a personal approach made; effective network of institutional liaison officers; in larger institutions, local meetings of AITEA members and non-members to encourage membership through fellowship; greater awareness of TAFE members and developing means of meeting their specific needs; significant fee differential between members and non-members for attendance at professional activities; orientation programmes for new staff.

Council: a clause relating to institutional membership was deleted from the version to go to the AGM.

Writer: the deletion of the institutional membership clause was, as discussed in Chapter 5, indicative of a continuing belief that AITEA was an organisation of individuals. There was also no discussion about how AITEA could retain its membership.

Recommendation 4: Membership of the Institute should not be subject to examination or other formal qualification. However, the Institute should certify courses as being particularly suited for professional practice and notify members of them. The Institute should also encourage members to undertake a minimum amount of training each year and to pursue relevant professional qualifications.

Council: a compendium of relevant formal courses be prepared; participating in professional development programmes be strongly encouraged and that an occasional audit be undertaken.

AGM: it was agreed that a recommended reading list be prepared, by the Council Executive, for inclusion in orientation programmes for new staff. With respect to the Institute being involved in "certifying" courses as being particularly suitable for members, the Executive was encouraged to propose a listing of "suggested" or "endorsed" courses.

Recommendation 5: That the Institute should continue to provide and expand its national training activities by whatever means are appropriate.

Council: strongly supported.

AGM: the provision and expansion of national training activities was endorsed.

Recommendation 6: That the National Conference be the Institute's annual centrepiece event at which it can discuss its own future, provide a forum for discussion of the major issues of the day, provide professional development, and promote networking among members. The Executive should designate a Vice-President as the person responsible for liaising with the host Branch to ensure that the theme, speakers, budget and general organisation of the Conference meet general Institute objectives.

Council: it was agreed that annual conferences are the Institute's "flagship" and therefore should have a thread of continuity between each. It was suggested that de-briefings between outgoing and incoming organising committees take place.

AGM: the involvement of an Institute Vice-President in liaising between the Conference organising branch and the Executive should be pursued.

Recommendation 7: The Institute should have a regular news and views publication. The publication should contain Branch news, gather through a designated person in each Branch. It should be produced with a general focus and a new position of Assistant Secretary should be created with responsibility for publications. The Assistant Secretary should ideally be coopted from the same State as the Secretary of the Institute.

AGM: it was agreed that a new position of Assistant Secretary be created.

Recommendation 8: The Journal should continue to be published, although the Editorial Board should be asked to consider alternative formats and the possibility of having only one, but larger, publication per annum to reduce costs.

AGM: it was agreed that the Editorial Board of the Journal be asked to review the frequency and format of the publication.

Recommendation 9: The Institute should make public statements through its President on matters of concern to the membership and submissions to relevant public inquiries when it deems it appropriate. The Institute should assume a more public role as the body representing the views of administrators in tertiary education.

Council: of some concern to members was the question: how do you reflect the membership view? Concern was also expressed about the Institute being seen to make comments of a political nature. Overall however, it was agreed that the Institute, through its President, should express opinions on how certain policy issues may affect the membership. It was suggested that guidelines be prepared to assist the President.

AGM: in making public statements on behalf of the Institute, the President was strongly urged to do this with tact and sympathy.

Recommendation 10 (a): The Council should meet only once per year, in association with the Conference.

Recommendation 10 (b): The Executive should meet as necessary, but should meet on one occasion per year, probably in Autumn with each of the Branch Presidents in attendance.

Recommendation 10 (c): Executives should be elected for two year terms to provide continuity. Terms of office should be staggered to provide for about half of the Executive membership expiring in each year.

AGM: changes to the frequency of Council meetings and to the terms of office of office bearers, were endorsed.

Recommendation 11: The Institute should not create a secretariat for the time being, although the Executive should keep this under review. The roles envisaged in the discussion paper for a secretariat should each be devolved to a particular Branch to see whether this is a more cost-effective means of achieving the same result.

AGM: it was agreed that the creation of a National secretariat not be pursued at this point, but remain under review.

Recommendation 12: While there is still some concern that the name is a mouthful, there is no strong both of opinion regarding an appropriate alternative. However, in view of the Institute's international membership, the term "National" should be deleted from its constitution so that the National Council becomes the Council, the National Executive, the Institute Executive, and the office-holders become known as the Institute President, Institute Secretary, and so on.

AGM: it was agreed that the name of the organisation remain unchanged.

Following this discussion and the decisions reached about recommendations 3 and 4 above, Giles Pickford withdrew his motion about the introduction of a membership examination, largely because he believed AITEA was not ready for such stringent membership restrictions, and that the support for this type of exclusionary strategy was insufficient. He believed that AITEA did not view itself as a professional association in the "ideal-type" sense, and that membership qualification would be antithetical to AITEA's apparent aims of broadening its membership base (personal communication, Giles Pickford, 22 May 1995).

Action to be taken as a result of the acceptance of these recommendations included:

- the development of a strategic plan and associated performance measurement;
- the development of a suggested/endorsed compendium of relevant formal courses;
- the development of a recommended reading list;
- continued provision and expansion of a national training program;
- closer control over conferences by a designated Vice-President;
- establishment of Assistant Secretary position with responsibility for a newsletter;
- continuation of the *Journal of Tertiary Education Administration* and review of its frequency and format;
- the development of guidelines to support the President in making public statements on behalf of AITEA; and
- a reduced number of meetings of National Council and two year Executive terms.

If AITEA was to consider building a role outside professional development, as the Future Directions Review process indicated, such activity would need to be undertaken on a very different operational basis than has existed in the past. While there is no argument that the need for professional development was paramount in AITEA's history, the broader role signalled in the issues paper, Future Directions Review and Branch responses, was not going to be possible without the development of a stronger base and an Institute secretariat of some type, a fact clearly defined in the Review paper:

most deficiencies in the Institute's performance are attributable to the failure after fifteen years to establish an appropriate support infrastructure (p 5).

The reluctance of some Branches to establish an Institute secretariat was again linked to the belief that AITEA should restrict its activities to professional development which, because those activities are Branch based, do not require a central secretariat. At this time, however, Branches began to establish their own secretariats to support those professional development programs, since it was clear that given increasing time constraints associated with members' paid work, their involvement with AITEA and the development of activities had to be balanced against the amount of effort required - that is, activities which required little effort and time were preferred.

The Future Directions process clearly enunciated strong feeling within the Institute at the time that professional development was no longer sufficient to attract and retain membership and to ensure that the Institute continued to develop in ways which supported members and engendered support for their occupation. The objectives, strategies and targets adopted and publicised by the Council were not operationalised throughout the Institute. At Branch level, the implementation of these objectives was more or less forgotten, as new Branch Executive Committees necessarily come to grips with day-to-day activities as a higher priority to longer-term planning (South Australian/Victorian Branch discussions). Given that the objectives and strategies did not arise directly from the Future Direction Review, but from a Branch strategic plan, this lack of implementation was perhaps to be expected.

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- Operational Correspondence and notes
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Personal Communication

I am indebted to the many ATEM members who have spoken to me about this history and who provided me with insights not necessarily recorded in the official paperwork. These people are referenced in the history itself.