

**Association for Tertiary Education Management Inc.**

**COUNCIL AGENDA**

**Saturday 5 May 2001**

There will be a meeting of the **ATEM Council** on Saturday 5 May from 10.00 am to 5.00 pm in Board Room 2, Wentworth Street Travelodge, 27 – 33 Wentworth Avenue, Darlinghurst NSW. The meeting will include a luncheon break and will be followed by a dinner.

The Council Meeting will be preceded by a Meeting of the **ATEM Foundation Pty Ltd** (Board Members only) to be held in the same venue on Friday 4 May from 2.00 to 4.00 pm.

You can tell your office that these numbers can be used to leave messages for you while you are at the meeting; Tel: 61 2 8267 1700, Fax: 61 2 8267 1800.

There is no parking in the Travelodge, but there are parking stations nearby which give a discounted rate to guests at the Travelodge.

**ATTENDEES:**

*Executive:*

Warwick Nicoll, President  
Maree Conway, Vice-President  
Tom Gregg, Vice-President  
Richard Easter, Association Treasurer  
Margie Cole, Association Secretary  
Lorraine Perry, Councillor at Large  
Pat Allen, Councillor at Large

*Branch Presidents:*

Alan Tilley, New South Wales  
Annabel Tyson, Tasmania  
Chris Jeffery, Western Australia  
Ion Wallace, South Australia  
Stephen Langley, Canberra (vice Jenny Coggins)  
Lorraine Parker, New Zealand  
Paul Abernethy, Queensland  
Sue Gould, Victoria  
Viv Topham, Northern Territory (vice Margie Cole)

*In Attendance:*

Giles Pickford and Peter Scardoni, Association Secretariat  
Dr Joseph Voros (for item 14)

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## AGENDA

### **1. President's Welcome**

The President will welcome members, especially Pat Allen who is attending her first Council meeting.

### **2. Minutes**

The Minutes are on the web site under the heading 'Meetings' in the members only section. The relevant minutes are, in chronological order:

Council Meeting 24 September 2000

Annual General Meeting of 26 September 2000

Executive Teleconference 14 February 2001

**Recommendation: that the Council Minutes of 24 September 2000 and the Executive Teleconference of 14 February 2001 be confirmed.**

### **3. Action Sheet**

The consolidated action sheet is attached. It includes any item arising out of any previous meeting where either no action, or partial progress, has been made.

(ATTACHMENT A)

### **4. Annual Conference 2001**

Steve Langley will table a report on the 2001 Annual Conference in Canberra, including program, budget and sponsorships. (TABLED PAPERS 1)

#### **5. Conferences 2002 and 2003**

BP Paul Abernethy and BP Ion Wallace will report verbally on progress towards the 2002 and 2003 Annual Conferences respectively.

#### **6. ATEM Foundation**

The Minutes of the ATEM Foundation Board Meeting, held on the previous day, will be tabled. (TABLED PAPERS 2)

#### **7. Membership Campaign 2001**

A report from the Secretariat is attached (ATTACHMENT 1, with table in TABLED PAPERS 2).

#### **8 Association Treasurer's Report**

Attachments 2,3 and 4 will be faxed to members on Monday 30 April 2001

- 8.1 Wrap up of Conference 2000 Accounts (ATTACHMENT 2)
- 8.2 2001 Composite Budget (ATTACHMENT 3)
- 8.3 Progress on Finance Manual (ATTACHMENT 4)
- 8.4 Sponsorships

#### **TEA BREAK 11.00 am in the Restuarant**

#### **9. Association Secretary's Report**

- 9.1 Mock Election Report (TABLED PAPERS 3)
- 9.2 Elections 2001, Appointment of Returning Officer: it is recommended that Peter Scardoni be appointed Returning Officer for 2001.
- 9.3 Revision of Conference Manual (TABLED PAPERS 4)

#### **10. Vice-President Maree Conway's Report**

- 10.1 Review of Criteria for Awards (ATTACHMENT 5)
- 10.2 CPEP Progress Report (ATTACHMENT 6)
- 10.3 Good Practices Guide (verbal report)
- 10.4 Journal Report (TABLED PAPERS 5)
- 10.5 Submission to the Australian Senate (ATTACHMENT 7)
- 10.6 Marketing Plan (TABLED PAPERS 6)

#### **11. Vice-President Tom Gregg's Report**

- 11.1 Guidelines on Chapters (ATTACHMENT 8)
- 11.2 Progress with Fiji Chapter (ATTACHMENT 9)
- 11.3 International Affiliates (ATTACHMENT 10)

## **12. Members' Forum**

The two Councillors at Large have prepared a report on their research into the Members Forum and its future directions. (ATTACHMENT 11)

## **LUNCH BREAK 1.00 pm to 2.00 pm**

## **13. Foresight Project 2.00 pm to 4.00 pm**

Dr Joseph Voros of the Foresight and Planning Unit, Swinburne University of Technology, has been requested by the Executive Committee to conduct a two-hour session on Foresight for the ATEM Council. Preliminary reading is the paper given by Maree Conway at the 2000 Conference in Melbourne. A copy is attached (ATTACHMENT 12)

## **14. Strategic Plan**

The Strategic Plan was discussed at the Executive Teleconference. A new draft has been prepared by VP Maree Conway (ATTACHMENT 13)

## **15. Reports From Branches**

15.1 General Matters

15.2 Branch Presidents are asked to report on any follow up that they have initiated with significant institutions which have not yet become Corporate Members. Current Corporate Members are attached. We need to try to fill the gaps. (ATTACHMENT 14)

## **16. Other Business**

## **17. Next Meeting**

Sunday 7 October 2001 in The Fellows Room, University House. The meeting will have an opportunity to inspect the ATEM Secretariat's Office.

## **18. Closure**

Suggested closure: before 5.00 pm.

*GP 23/3/01*

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**CONSOLIDATED ACTION SHEET**

Items yet to be completed are in plain type. *Completed items are italicised.* If a Council Member has completed an action listed below, he or she should inform the Secretariat.

President: Warwick Nicoll

All Council Members

**Airline Bookings**

Take care to avoid changing flight details for discounted early bookings.

Association Secretary: Margie Cole

**New Conference Guidelines**

Re-draft the New Guidelines concerning Conferences for Posting on the Web.  
C00/18

***Amendment to the Constitution***

*Draft amendment to the Constitution for submission to the AGM. C00/19*

Association Treasurer: Richard Easter

***Unfinancial Members***

*Implement C00/22 (3) in collaboration with the Secretariat*

VP Maree Conway

**ATEM Journal**

*Draft the new Council Policy on the Journal, taking into account issues raised in C00/16 (1)*

**Awards and Grants**

Review criteria for awards and grants.

VP Tom Gregg

***ATEM Foundation***

*Implement C00/15 (b) and (d) in collaboration with the Secretariat*

***Fiji Chapter***

*Work with the Secretariat in setting up a new Chapter of the New Zealand Branch in Fiji. C00/24*

**AAUA and AACROA**

*Represent ATEM at the AAUA 2001 Conference in New Orleans and visit AACROA to formally propose affiliation. C00/25 (1)*

Councillor @ Large Lorraine Perry

**2000 Conference Follow Up Plan**

Send electronic copies of the Plenary Sessions to the Secretariat to implement the 2000 Conference Follow Up Plan.

Councillors @ Large Lorraine Perry and Pat Allen

**Members Forum**

Implement the operational structure in C00/26

Jim McLauchlan

**ATEM Foundation**

*Implement C00/15 (c) and (d) in collaboration with the Secretariat.*

Association Secretariat: Giles Pickford and Peter Scardoni

**Marketing Plan**

*Follow up on development of Marketing Plan and report to Executive: Contact: Jan McAdam at Swinburne University. C99/44.19*

**Resolution Register**

Add the Resolution Register to the Web Site. (NOTE: Secretariat recommends that this task is going to be very time consuming and so far has a low priority. The Register is a printed document which has not been kept up to date. What is listed includes every resolution ever passed, even procedural ones). C99/46

**ATEM Journal**

*Post the new Policy on the Web when it is ready. C00/16 (2)*

**CPEP**

*Pursue the issues raised in item 13.2*

**Awards and Grants**

*(a) Implement the agreed publicity protocols concerning the awards in C00/23  
(b) Create and new page on the web site called 'Honour Board' listing awards and grants.*

**AUA**

*Canvass Council Members to see who will be in UK at the time of the AUA Conference. C00/25 (2)*

***Cross Sectoral Issues Group***

*Inform Paul Abela and Leesa Wheelahan of the resolution C00/27*

***Public Comment***

*Put the Policy on Public Comment up on the Web, as amended. Item 18.*

***Registrar General***

*Lodge all necessary documents from the AGM.*

**Attachment 1**

**Item 7**

**Membership Campaign**

In January 2001 the new Membership Brochure was distributed to Branches. It was produced and funded by the Secretariat out of Council funds and it is our contribution to the Branches' growth and well being.

Late in 2000 the ATEM Secretariat deleted the memberships of all unfinancial members and moved them into a Limbo file. There were approximately 900 of them. Since then ATEM has been making up the lost ground and we are confident that in the near future we will reach our membership numbers of last year. A table showing the comparison between 2000 and 2001 at the Census Date of 20 April will be tabled at the meeting. It will include details for all Branches, and show financial, unfinancial, new applications, unspecified, corporates, and ghosts.

The main feature is that new applications are gradually re-capturing the ground lost in the scouring of the unfinancials, and the huge increase in Corporate Membership. The complete Corporates table is shown in Attachment 16.

The following section deals with how the campaign has been going at the level of the Branches.

ACT: Reminder sent. Membership renewals streaming in.

NSW: Postal mail out. The Treasurer is organising for an on-line follow up.

NT: Not known

NZ: There has been a redevelopment of the web system to take account of the different tax laws (GST) applicable in both countries. NZ are actively pursuing a renewal campaign on line.

QLD: Renewals are well on target

SA: Conducted an on-line renewal and they are streaming in.

TAS: Renewals are well ahead of last year  
VIC: Not known.  
WA: Not known.

## **Attachment 5**

### **Item 10.1**

#### **Review of Criteria for Awards**

The review of criteria for ATEM Grants and Scholarship and ATEM Awards has been deferred pending discussion on ATEM's strategic plan. It is planned, however, to more clearly differentiate between ATEM Grants and Scholarships and ATEM Awards, with a focus in the former on knowledge creation and the latter on recognition of professional excellence.

## **Attachment 6**

### **Item 10.2**

#### **CPEP Progress Report**

##### **Background**

Council considered the document "Continuing Professional Education Program: Philosophy, Operation and Implementation" at its meeting in September 1999.

For a number of reasons, no progress was made on developing the Continuing Professional Education Program (CPEP) until 12 months later when Branches were requested to provide details of award and non-award courses available in every Branch. A training needs analysis was also scheduled at the time. At the September 2000 Council meeting, it was agreed to re-circulate the original CPEP proposal to members and seek further feedback on the proposal and its implementation.

This report builds on the original proposal and provides a further development process to move the CPEP forward. This paper is divided into three sections:

- Section 1: Background and Supporting Information
- Section 2: Operation of the CPEP
- Section 3: Further Development

#### **Section 1: Background and Supporting Information**

##### **1.1 Revisiting the Rationale for a CPEP**

Tertiary education administration and management is a complex, specialised profession It requires of its members knowledge and skills of a high order across a range of areas. The knowledge base within which ATEM's members operate has expanded significantly over the past 10-15 years. To be able to successfully fulfil their roles in a rapidly changing environment, ATEM's members must ensure that their knowledge, skills and

expertise are current and that they exercise them in a way which supports the educational nature of the organisations in which they work.

Continuing professional education is a characteristic of most professional organisations. It is recognised that attaining and maintaining an assured standard of expertise is necessary if members of a profession are to be accorded recognition of the work they undertake and to provide assurance that their work will be of an appropriately high quality and standard.

To contribute to the development and recognition of the profession, ATEM needs to require of its members a demonstrable commitment to their individual continuing professional development. ATEM would not seek to use a CPEP as a credentialling mechanism or as a way to restrict membership of the Association, but the Program would need to provide assurance that ATEM members hold professional knowledge and expertise at levels significantly higher than non-members, and at levels that will enhance institutional operations. The CPEP would allow members of ATEM to be recognised for their commitment to both their own professional development and to continuously improve the professional practice of tertiary education and management.

In terms of current thinking, the ATEM CPEP would not provide an award, but is nevertheless intended to be a formal program of professional development. It is focused on increasing effectiveness in the workplace as well as providing the individual member with both a career and personal development opportunity. It is a program that would empower individual members to take responsibility for their own professional development.

## **1.2 Policy Statement on Professional Development**

ATEM recognises that continuing professional education for administrators and managers is essential if they are to operate professionally in their institutions and remain up-to-date with changes and developments in the environment in which they work. ATEM also recognises that its professional development programs are one important part of a broader staff development and training context at institutional, regional, national and international levels. ATEM views its role as both providing tailored professional development programs in branches, and providing a framework within which professional development can occur in a way which meets the needs of both employing institutions and individual members.

Professional development is a dual responsibility of individual staff members and their employing institutions. It requires an appropriate investment of time and money. While ATEM can offer relevant programs to administrators and managers, it is largely the responsibility of members, their managers and their institutions to negotiate appropriate professional development plans. ATEM, however, views the opportunity to follow a structured professional development program which is funded appropriately by the

employing institution as a right of all administrators and managers working in tertiary education.

While some institutions offer such structured programs, many do not. Indeed some institutions have eliminated professional or staff development activities at the institutional level completely. The ATEM CPEP is not intended to replace institutional programs, but it would provide members with an opportunity to gain external recognition for their “local” professional development activities. In institutions where structured programs do not exist, the CPEP could provide a broad framework within which professional development can occur without the need for an institutional staff development infrastructure, although in these circumstances, institutional commitment to support staff development for general staff is essential.

### **Qualifications**

There is no uniform entry point to the occupation for tertiary education administrators and managers, and no mandatory entry qualification. Administrators and managers come to tertiary education from a variety of backgrounds, with a range of qualifications and experience. They are a diverse, heterogeneous group linked by the professional services they provide and the organisational context within which they operate.

Given this diversity, it is not possible, nor is it desirable, to specify an entry qualification for tertiary education administrators and managers. However, ATEM believes that all administrative staff should achieve appropriate qualifications, recognising that such credentials are a characteristic of the academic environment and may serve to enhance the professional careers of their holders. Attainment of qualifications, where appropriate, should therefore be part of a broader professional development plan.

### **1.3 Management Standards**

The development of ATEM’s CPEP has been designed to provide a framework for individual career development which meets the needs of the individual and the employing institution. At this stage, the development of individual professional development programs is not premised on the need to gain a formal award, but that is the next logical step for ATEM to take. It is a step which ATEM needs to take in partnership with key organisations in the sector.

A draft proposal to develop sector wide management standards or competencies was considered by Council in May 1999. Discussions with DETYA, the AVCC and TAFE Directors Australia indicates support for the need to develop such standards, and confirm the timeliness of the proposal. The original proposal recommended that a working party be established to consider such standards, and this recommendation is reiterated here.

The development of sector wide management standards would not be a simple task and would taken some considerable time, but the development of such standards are essential if management of tertiary institutions is to be viewed as a role which requires specialised skills and expertise. The existence of standards alone, however, does not provide assurance that those specialised skills and expertise will automatically be attained by

administrators and managers. A CPEP would provide employing institutions with assurance that the required level of knowledge and expertise, at least among ATEM members, has both been reached and is being maintained and developed.

Standards could be developed around a three-sided model focusing upon values, knowledge and skills as detailed below. These are intended to show the scope of skills and knowledge required by administrators and managers, but are not intended to be definitive.

### **Values**

“Academic” values

Professional values (ATEM Code of Conduct)

### **Knowledge**

#### **Generic**

Industry knowledge – history and current context

Regional and national issues

Global environment for tertiary education

Institutional environment

- institutional processes
- working in an academic environment (how institutions organise and make decisions; introduction to pedagogy; nature of TAFE/polytechnic/colleges of education; idea of a University)

#### **Specific**

Role related – finance, human resources, facilities, academic admin, marketing, research administration etc. (need to consult with specialists in these areas).

#### **Other**

- committee skills
- development of administrative
- finance
- information technology systems and processes
- legal environment
- managing change and implementation
- people management
- presentation skills
- problem solving and decision making
- project management
- self-management
- service provision
- statistics
- strategy and policy formulation
- written and oral communication marketing

## **Section 2: Operation of the CPEP**

### **2.1 Aims**

The CPEP aims to:

- provide a framework for individual members to manage their professional development in a way that meets their needs and the needs of their institutions;
- allow members to remain up-to-date with current knowledge and skills about tertiary education administration and management, both generally and as it relates to their specific roles in institutions; and
- provide members with the ability to reflect on their own professional practice and to take appropriate and timely improvement action.

### **2.2 Structure**

An ATEM member pursuing the CPEP would develop a Plan focused around:

- understanding of academic and professional values (code of conduct)
- knowledge of tertiary education administration and management – local, national, global
- skills – general and role specific
- personal professional development plan

A template would be developed to guide the development of individual Plans by members so that activities to be pursued could be linked to specific knowledge, skills and competencies.

An individual Plan would therefore be structured to enable a member to gain knowledge and expertise about tertiary education administration and management in general but also to develop skills and expertise required by the institution. It may be appropriate for members to incorporate staff exchange into their CPEP, and how this might operate would need to be considered further.

The timeframe for an individual CPEP would depend on the nature of the activities to be pursued, but two years would seem an appropriate time. A diagram indicating the way in which a CPEP might be pursued is attached.

### **2.3 Outcomes**

#### **ATEM Recognition**

Certificate to Member

Recognition of employing institutions

Members completing a CPEP would also be advised of the requirements for the award of Fellow, since the CPEP may well be the first step on the way to achieving “Fellow” status.

### **Credit Towards Award Programs**

One of the issues ATEM will need to consider during the development of the CPEP is credit for award programs. There are a number of ways ATEM can pursue this issue, such as approaching specific institutions to develop agreements for credit transfer, or by approaching individual institutions on a case-by-case basis to negotiate credit towards a specific award program. The ability of members to use what they have done in their CPEP to count towards a formal qualification would greatly enhance the attractiveness of the CPEP.

### **2.4 Benefits**

#### *For the Individual ATEM Member*

Career development within a structured professional framework.

Enhancement of skills and knowledge (balance of personal development with organisational requirements and priorities) for current and future work.

Provision of opportunities to reflect upon current administrative practice and how it might be improved.

Knowledge and understanding of working within an educational environment, and of the values and traditions underlying work in tertiary education institutions.

#### *For Institutions*

Increased organisational efficiency.

Enhanced administrative practice.

Assurance that accredited members have attained a level of expertise which informs their practice.

Increasing broad skills capability of its staff.

More committed and motivated staff.

#### *For ATEM and the Profession*

As a professional association, it is ATEM’s role to lead the development of a framework which provides its members with a more systematic approach to career development.

ATEM’s strong professional development role has always been premised on the need to develop professional practice in institutions and to instil in members a sense of professionalism. The CPEP builds upon the traditional professional development strength of the Association and enhances it by providing a structured framework within which members can use their professional development to further their careers in tertiary education.

### **2.5 Relationship with Branch Programs**

Branch professional development programs would continue to operate as they do now. In order to link Branch programs with the CPEP, however, a consistency of approach in terms of learning outcomes would need to be implemented across the Association. This

would entail clear learning outcomes being defined for each program (as is the case for many programs already). The definition of learning outcomes in a consistent way across the Association would assist individual members in the drafting of the Plans.

### **Section 3: Further Development**

Council is requested to:

- endorse the policy statement on professional development;
- consult with professional development office-bearers in Branches, ATEM members about the statement and the proposed CPEP;
- authorise the Executive to make contact with appropriate groups and institutions to discuss the CPEP and how it will be developed, including the need to develop agreed management standards and to report back to the Council meeting in September 2001 on progress to date; and
- establish the Professional Development Committee as a sub-committee of Council to take responsibility for pursuing the development of the CPEP; membership and terms of reference of the Committee would be determined in consultation with Branches and confirmed by the Executive Committee; the Committee would be chaired by a Vice-President.

## **Attachment 7**

### **Item 10.5**

#### **Submission to the Australian Senate**

##### **Introduction**

The Association for Tertiary Education Management (ATEM) is *the* professional association in Australasia for administrators and managers in universities, other tertiary education institutions, government and related organisations. The Association was established in 1976 as the Australian Institute of Tertiary Education Administrators (AITEA) and changed its name in 1997 to reflect the changing environment in which it existed and in which its members worked. ATEM is incorporated in Australia and New Zealand and publishes the international refereed *Journal of Higher Education Policy and Management*. The Association's patron is Professor Fay Gale.

ATEM's major strategic objectives for 2001-2003 are to:

- represent the professional interests and concerns of tertiary education administrators and managers throughout Australasia;

- maintain and improve the level of professional competence and practice in the field of tertiary education administration and management, and aid and advise on the professional development of its members;
- recognise outstanding contributions to tertiary education management and administrative practices; and
- endeavour to grow the organisation into new regions, particularly Asia and the Pacific.

The Association has, in 2001, incorporated the *Association for Tertiary Education Management Foundation Pty Ltd* which has as its objects to:

- generally improve the standard of tertiary education in Australia through improvement in tertiary education management and administration;
- facilitate members and non-members sharing information and ideas in the area of tertiary education management and administration;
- formulate principles of best practice, promote and undertake research, gather data, and disseminate information of best practice, research results and data gathered to agencies and professionals in the areas of tertiary education management and administration;
- provide professional education and training to persons in the area of tertiary education management in order to improve the efficiency and quality of tertiary institutions and tertiary education in Australia;
- provide facilities for professional education and training, including scholarships, research grants and travel grants, to persons in the area of tertiary education management and administration;
- maintain and improve the level of professional competence and practice in the field of tertiary education management and administration;
- promote management links, secondments and exchange programs between tertiary institutions, business, industry and government in Australia and internationally to benefit the education sector in Australia; and to stimulate tertiary education management and administration to facilitate innovation in the Australian tertiary education sector.

Partnerships with select organisations is being pursued to fund the activities of the Foundation which is expected to commence operations in 2002.

Further information about ATEM, including its strategic plan, can be found on the Association's comprehensive web-site: <http://www.atem.org.au>.

### **Submission**

The Terms of Reference of the Committee's Inquiry focus on issues affecting the ability to universities to develop and transform to meet the changing economic, social and knowledge needs of Australian society. The Association is in a position to comment in more depth on two of the terms of reference, namely:

- (e) the factors affecting the ability of Australian public universities to attract and retain staff in the context of competitive local and global markets and the intellectual culture of universities; and
- (h) **the nature and sufficiency of independent advice to government of higher education matters, particularly having regard to the abolition of the National Board of Employment, Education and Training.**

### **Introduction**

The emergence of an education industry, competitive markets, new private providers, increasing access to higher education, globalisation and the impact of the communications/ information revolution demand of university staff, both academics and administrators, skills, experience training and qualifications of the highest order. Australian universities are part of a global system of higher education and its staff must be able to grow and adapt as the needs and demands of that system change now and in the future.

For universities to be managed effectively in the future competitive environment, it will be necessary for the talents and skills of **all** staff to be utilised fully, and for work to be carried out in ways that allow the university to adapt and grow as a core institution in the knowledge society. The current division of work in universities into the broad categories of teaching, research and management may therefore no longer be appropriate. The emergence of new and specialised areas of work, particularly in on-line curriculum development and multimedia, challenge existing work paradigms and are an indication of the urgent need for universities to re-assess how work is carried out and by whom. If the way in which work is organised does not allow universities to respond to the challenges of the future, the capacity of public universities to meet Australia's higher education needs will be undermined.

### **Staff**

Any re-assessment of how work is organised will need to take into account the skills, talents and capabilities of all staff, both academic and general. General staff now make up more than half of all staff in Australian universities (DETYA, 1999). While general staff as a group are diverse, the work undertaken by a subset of general staff - administrators and managers - has professionalised and specialised in the last quarter of the 20<sup>th</sup> century. In 2001, it is increasingly recognised that administrators and managers play a vital role in the operation of universities. They have specific expertise in the management and administration of universities, but often carry out their role in isolation from the academic business of teaching and research. It is sometimes argued that academics and administrators have two separate cultures and two separate and opposing value systems. The implications of having two professional, expert groups in universities operating in parallel have not been fully explored, but the anecdotal

divide between academics and administrators reflects a way of working that is no longer appropriate (Conway, 1998; McInnis, 1998).

There have been several major reviews of Australian universities (eg Dawkins, 1989; Hoare, 1995; West, 1998) where the role of general staff in universities is given only cursory mention. Yet if universities are to operate effectively in the transforming knowledge society of the 21<sup>st</sup> century, the values, attitudes and philosophies of this group of staff must be understood and taken into account in day-to-day and longer term planning and decision making. Their knowledge base, their training and their attitudes to work are critical to the effective operation of universities. The way in which administrators go about their work has the potential to affect the way academic work is conducted, so it is critical that universities attract and retain administrative staff who understand the unique academic nature of universities, how work is undertaken in academic organisations, and how they will contribute individually and collectively to the on-going development of universities as knowledge organisations.

Recent surveys of academic staff (eg McInnis, 2000) have indicated that there are increasing levels of stress in the higher education sector, resulting from a number of factors including rapidly increasing workloads and rapid change. The same stresses and strains affect administrators and their work (see Whyley and Callender, 1998, NTEU, 2000). In this environment, attracting and retaining general staff requires strategies focused on the benefits of developing a career in professional university administration and management. Working as a university administrator is not the same as working as an administrator in a business organisation. University administrators need to be provided with the opportunity to understand the nature of the work they do and how it contributes to the achievement of broader academic and educational goals. The benefits of a long term career in university administration and management need to be defined and promoted across the ranks of all general staff so that their role and the interdependence of their work with that of academics can be more clearly understood. In this context, ensuring appropriate career paths are identified and developed, and ensuring appropriate levels of support for professional development for general staff, assumes new importance.

The professional development of general staff has been at the heart of ATEM's activities since its establishment in 1976. In that time, it has developed comprehensive branch-based programs and activities to support the development of members and the increasing professionalisation and specialisation of administrative work in universities. ATEM's primary role is to ensure that its members in particular, and administrators and managers in general, are equipped with the skills, knowledge and networks that will enable them to effectively contribute to both their employing institutions and their emerging profession.

In the late 1990s, the Association held initial discussions with the Australian Vice-Chancellors Committee, the Department of Education, Training and Youth

Affairs, the Australian National Training Authority and TAFE Directors Australia about the potential for intersectoral cooperation to develop a shared approach to professional development. ATEM seeks to extend the professional development effort of such groups into a coordinated, comprehensive, cross-sectoral program that will maintain and enhance the capacity of all staff with substantial management responsibilities, irrespective of their academic, administrative or professional background. Such a program would identify and address core/benchmark management skills, general and specific training needs, entry and promotional qualifications, a recognition process for selected academic and training activities and the establishment of joint and/or complementary cross-sectoral programs. ATEM will follow-up on discussions held with these groups during 2001 and would be pleased to provide additional information to the Inquiry upon request.

### **Independent Advice to Government**

ATEM is an association focused around the professional needs and interests of its members. Its networks across Australasia and its agreements with like organisations in the United Kingdom (Association of University Administrators) and in the United States (American Association of University Administrators) give it a global perspective on the work of its members and the contributions they make to the organisations in which they play increasingly significant roles.

It would be timely for government to include ATEM as an organisation from which it can receive independent advice about matters relating to administrators and their work. ATEM never has, and will continue to make no claim to speak for universities. It is a professional association, however, which represents that group of staff whose role is assuming increasing importance for universities. The contribution that administrators and managers can make to the success of universities needs to be considered by government, particularly in terms of how new policy developments might be effectively and successfully implemented. ATEM can provide an additional, informed input into government's broader consultation processes to ensure a complete picture of the Australian higher education system is obtained.

Submission approved by ATEM Executive Committee, 14 February 2001.

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## **Attachment 8**

### **Item 11.1**

#### **Guidelines Concerning Chapters**

In accordance with the Constitution of [Name of Host Branch], the [Name of Chapter] is constituted as a special regional grouping of the [Name of Host Branch] of ATEM. The Chapter is the ATEM entity for members who reside in the [Name of Region].

1. [Name of Host Branch] may also request that the [Name of Chapter] be dissolved or reassigned where in its sole discretion it determines that dissolution or reassignment is appropriate. The final decision will be taken by the ATEM Council, following any submissions it receives from the Executive Committee of the [Name of Chapter] of ATEM and [Name of Host Branch].
2. Each year the [Name of Chapter] of [Name of Host Branch] must elect members to be –
  - Chapter President
  - Two Chapter Vice Presidents

- Chapter Secretary
- Chapter Treasurer (who may be the same person as the Chapter Secretary)
- A number of Chapter Executive Committee members as determined by [Name of Host Branch] (four initially)

3 The officers referred to in paragraph 3 shall be, together with the Immediate Past Chapter President, the Executive Committee of the Chapter.

4 The [Name of Chapter] of ATEM shall be regulated and governed and shall carry out its functions in accordance with these Rules, with such modifications as are necessary to make the Rules applicable in [Name of Region], and are agreed by [Name of Host Branch] . In the event of doubt or dispute arising as to the applicability of Rules to the operation of the [Name of Chapter] or to the proper procedure to be followed by the [Name of Chapter] in the furtherance of its activities, then the matter shall be referred to [Name of Host Branch] for resolution. If it cannot be resolved at that level, then the matter will be referred to the ATEM Council, whose decision shall be binding.

5 The [Name of Chapter], after five years of successful operation, and then at any time following the initial five-year period, may apply to the ATEM Council for permission to obtain separate incorporation as a Branch of ATEM and the Council may, in its sole discretion, grant such application. In that event the Statement of Objects and Rules or other constitutional document of the [Name of Chapter] shall be subject to the approval of the Council and in considering such approval, the Council shall have regard to the requirement that such rules or other constitutional document should reflect the provisions of these Rules as closely as the law applicable in the relevant region will allow.

6 It shall be the responsibility of the [Name of Chapter] to make payment to [Name of Host Branch] of all subscriptions due by members who belong to the Chapter to the intent that [Name of Host Branch] when fixing the annual subscription shall have regard to the need for the [Name of Chapter] to make this payment.

7 Except to the extent that its powers may be restricted or regulated by a resolution of Council, the [Name of Host Branch] Executive Committee shall have the same powers and functions for [Name of Host Branch] and the [Name of Chapter] of the Branch, that the Council has for the Association.

8 The [Name of Chapter] of [Name of Host Branch] must hold annual general meetings and should endeavour to do so within the four month period from 30 April each year.

9 The [Name of Chapter] Executive Committee may convene an extraordinary general meeting of the [Name of Chapter] and the Chapter Secretary must do so at the written request of either ten members or one half of the members of the

[Name of Chapter] , whichever is the fewer. The [Name of Chapter] President must inform the President of [Name of Host Branch] whenever such an extraordinary general meeting has been requested, and advise [Name of Host Branch] of the purpose and the results.

10 A quorum at a general meeting of the [Name of Chapter] of [Name of Host Branch] is five financial members.

11 The [Name of Chapter] of [Name of Host Branch] must keep a Bank Account with a banking institution approved by [Name of Host Branch] and the [Name of Chapter] Executive Committee. The [Name of Chapter] will not have separate financial accounts to those of [Name of Host Branch] . Instead the [Name of Chapter] will submit a budget to the Branch each year before 30 April. The budget will show projected income from members' fees and sponsorships and proposed expenditure, which can only exceed income from the [Name of Chapter] if the prior agreement of [Name of Host Branch] Executive Committee is obtained. Within [Name of Region], the [Name of Chapter] will receive all income on behalf of the Chapter and will pay all approved invoices on its behalf.

## **Attachment 9**

### **Item 11.2**

#### **Guidelines Concerning the Fiji Chapter**

1. In accordance with the Constitution of ATEM New Zealand (Incorporated), the Fiji Chapter is constituted as a special regional grouping of the New Zealand Branch of ATEM. The Chapter is the ATEM entity for members who reside in the Fiji Islands.
2. ATEM New Zealand (Incorporated) may also request that the Fiji Chapter be dissolved or reassigned where in its sole discretion it determines that dissolution or reassignment is appropriate. The final decision will be taken by the ATEM Council, following any submissions it receives from the Executive Committee of the Fiji Chapter of ATEM and The Executive Committee of ATEM NZ.
3. Each year the Fiji Chapter of ATEM New Zealand (Incorporated) must elect members to be –
  - Chapter President
  - Two Chapter Vice Presidents
  - Chapter Secretary
  - Chapter Treasurer (who may be the same person as the Chapter Secretary)
  - A number of Chapter Executive Committee members as determined by The Executive Committee of ATEM NZ (four initially)

4. The officers referred to in paragraph 3 shall be, together with the Immediate Past Chapter President, the Executive Committee of the Chapter.
5. The Fiji Chapter of ATEM shall be regulated and governed and shall carry out its functions in accordance with these Rules, with such modifications as are necessary to make the Rules applicable in Fiji, and are agreed by The Executive Committee of ATEM NZ . In the event of doubt or dispute arising as to the applicability of Rules to the operation of the Fiji Chapter or to the proper procedure to be followed by the Fiji Chapter in the furtherance of its activities, then the matter shall be referred to The Executive Committee of ATEM NZ for resolution. If it cannot be resolved at that level, then the matter will be referred to the ATEM Council, whose decision shall be binding.
6. The Fiji Chapter, after five years of successful operation, and then at any time following the initial five-year period, may apply to the ATEM Council for permission to obtain separate incorporation as a Branch of ATEM and the Council may, in its sole discretion, grant such application. In that event the Statement of Objects and Rules or other constitutional document of the Fiji Chapter shall be subject to the approval of the Council and in considering such approval, the Council shall have regard to the requirement that such rules or other constitutional document should reflect the provisions of these Rules as closely as the law applicable in the relevant region will allow.
7. It shall be the responsibility of the Fiji Chapter to make payment to ATEM New Zealand (Incorporated) of all subscriptions due by members who belong to the Chapter to the intent that The Executive Committee of ATEM NZ when fixing the annual subscription shall have regard to the need for the Fiji Chapter to make this payment.
8. Except to the extent that its powers may be restricted or regulated by a resolution of Council, the ATEM New Zealand (Incorporated) Executive Committee shall have the same powers and functions for ATEM New Zealand (Incorporated) and the Fiji Chapter of the Branch, that the Council has for the Association.
9. The Fiji Chapter of ATEM New Zealand (Incorporated) must hold annual general meetings and should endeavour to do so within the four month period from 30 April each year.
10. The Fiji Chapter Executive Committee may convene an extraordinary general meeting of the Fiji Chapter and the Chapter Secretary must do so at the written request of either ten members or one half of the members of the Fiji Chapter , whichever is the fewer. The Fiji Chapter President must inform the President of ATEM New Zealand (Incorporated) whenever such an extraordinary general meeting has been requested, and advise The Executive Committee of ATEM NZ of the purpose and the results.

11. A quorum at a general meeting of the Fiji Chapter of ATEM New Zealand (Incorporated) is five financial members.

The Fiji Chapter of ATEM New Zealand (Incorporated) must keep a Bank Account with a banking institution approved by The Executive Committee of ATEM NZ and the Fiji Chapter Executive Committee. The Fiji Chapter will not have separate financial accounts to those of ATEM New Zealand (Incorporated) . Instead the Fiji Chapter will submit a budget to the Branch each year before 30 April. The budget will show projected income from members' fees and sponsorships and proposed expenditure, which can only exceed income from the Fiji Chapter if the prior agreement of ATEM New Zealand (Incorporated) Executive Committee is obtained. Within Fiji, the Fiji Chapter will receive all income on behalf of the Chapter and will pay all approved invoices on its behalf.

## **Attachment 10**

### **Item 11.3**

#### **International Links Report: May 2001**

##### **1. ACCRAO (USA)**

During 2000, contact was made with the Secretariat of American Association of Collegiate Registrars and Admissions Officers (ACCRAO) in Washington USA, with a proposal that ATEM and ACCRAO should form a formal international relationship to the mutual benefit of the members of both associations.

Following extensive discussion, we were able to propose a format for the relationship that was based on the document we have signed already with AAUA and AUA, modified to be acceptable to ACCRAO. That document has now been signed by both associations, and the relationship is in place. A copy of the agreement will be tabled at the meeting for information. The Secretariat has asked AACRAO if it is interested in taking out Honorary Corporate Membership of ATEM and a reply is awaited.

We are pleased that the agreement is in place, and that we had Dr Sue Gould, President of the Victorian Branch, available to attend the 87th ACCRAO Conference in Seattle on 22 to 25 April 2001.

AACRAO has nominated a delegate to attend the 2001 Conference in Canberra.

##### **2. AUA (UK/Ireland)**

In September 2000, Alison Johns, the President of AUA in the UK/Ireland attended the ATEM/AAPPA Conference in Melbourne, as the representative of AAUA. Alison took a full part in the Conference, as she had at the Conference in Wellington in 1999. Alison will now also be the AUA representative to the ATEM/AAPPA Conference Canberra in 2001

In addition, ATEM is working with AUA to develop Good Practice Guides for ATEM, modeled on relevant guides already developed by AAUA for their membership. The personal links with the AUA Executive is instrumental in making this sort of collaboration possible and of benefit to both associations. The website for AUA can be accessed from the ATEM website. The Secretariat has asked if AUA would be interested in taking out Honorary Corporate Membership and a reply is awaited.

ATEM needs to ensure that we also send an appropriate representative to the annual AUA Conference in the UK/Ireland, and that when ATEM Executive members may be visiting UK/Ireland at other times, an effort is made to make direct contact with AUA.. Our Representative at the 2001 Conference is Alan Tilley, President of the NSW Branch.

### **3. AAUA (USA)**

The relationship with AAUA in the USA is also strong, and now quite a mature link. AAUA is willing and keen to work closely with ATEM Secretariat on joint developments when that is seen as useful and possible.

In 2000, AAUA sent a representative to the ATEM Conference in Melbourne. The person who came to Melbourne was Stephen J. Trachtenburg, the President of The George Washington University, and then President of AAUA. He was also a key-note speaker for the ATEM Conference in Melbourne, and made a major contribution.

During the last week of June 2001, I will be representing ATEM at the AAUA Assembly in New Orleans. The Assembly programme is now on the AAUA website, and a link to that website is available from the ATEM website.

AAUA has nominated Dr Rodney Mabry, President of the University of Texas at Tyler to the 2001 ATEM Conference in Canberra.

### **4. Comments**

These international links (and others we may develop) are important aspects of the work of ATEM, and could bring significant benefits to ATEM membership. However, the links need to be nurtured and developed, and that means frequent and appropriate contacts between the associations. ATEM Secretariat will be crucial in all this, and we need to ensure that we have an automatic system to

forward minutes of Council meetings and significant policies and documents we develop, to the Secretariats of all three international partners.

In addition, it will be important for the ATEM Executive to keep in regular contact with the Executive of the three partner associations. This means that we need to keep in tune with the changes happening in the other associations, and for the President, and the nominated Vice-President of ATEM to make personal and continuing contact with their equivalent executive members in the USA and UK/Ireland.

We also need a system where ATEM Council members, or Executive members from branches, advise the Secretariat of any work-related visits they may be making to the USA or to UK/Ireland. It is only then that we may be able to assist them in making formal contacts with the Secretariats and/or Executive members in those partner associations. That could also mean that the ATEM Secretariat needs to have a maintained data-base of executive members and secretariats of AUA, AAUA, and ACCRAO and the ability to make that information available to ATEM Council members or Branch executive members who may be available to assist ATEM during planned visits to USA or UK/Ireland. Extending Honorary Corporate Membership to International Affiliates may be one way of augmenting the relationship.

## **Attachment 11**

### **Item 12**

#### **Papers for consideration by Council, May 2001**

It is considered that the meeting of the Members' Forum was fairly well attended at Melbourne. In particular some valuable comments relating to awards and travel scholarships were aired and have been incorporated in the review by Maree.

It is seen as important that the Forum be portrayed as an opportunity to be positive and to learn about the operation and activities of ATEM and not just a time to whinge and complain.

Attached is the document outlining the operation of the Forum as agreed by Council last year.

In addition to the points raised in this the following is also proposed:

- the Members' Forum be held immediately preceding the AGM as the first session in the morning. (Consultation regarding this has been held with the Canberra Conference organisers.)

- Approximately one month prior to the Conference all members should be contacted to advise of the holding of the Forum and be invited to raise any issues, suggestions etc. Those not attending the Conference will be advised that their points will be raised on their behalf.
- An agenda for the Forum will be prepared, both from the overwhelming number of responses we will receive and from any issues arising from meetings of the Executive, Working Parties and Branches.
- Outcomes of the Forum will be as agreed in the attached paper under point 3.

Further suggestions and comments from Council are requested.

Pat Allen and Lorraine Perry  
Councillors at Large

## **ATTACHMENT**

### **Introduction**

The document *ATEM Organisational Responsibilities* (September 1999) outlines the roles and responsibilities of Office Bearers including those of the two Members at Large.

One of the responsibilities of the Members at Large is to *Prepare and run the Members' Forum at Association Conferences, ensuring that the outcomes of the Forums are considered by the Executive and Council.* Also, to *Maintain communication, via Branch Presidents, with those members in branches who are responsible for membership to advise them of developments at the Association level* is seen to be a related responsibility to the conduct of the Members' Forum.

The success of the Association is dependent upon positive two-way communication between its constituents and office bearers.

The Members' Forum conducted at Association Conferences is one such mechanism for ensuring the two-way flow of information, and to ensure its effectiveness the following structure has been agreed.

1. Throughout the year a Member at Large:
  - 1.1 communicates regularly with Branch Presidents - to inform them of some of the nuances behind Executive business and to gather feedback; also, to collect issues that may be appropriate for inter-Branch consideration; and
  - 1.2 makes special effort to keep abreast of topical issues appearing in the media (local and international), and develops and maintains contact with other relevant professional bodies (local and overseas) for the purposes of issue scanning.

2. At the Association Conference a Member at Large chairs the Members' Forum with a pre-prepared agenda detailing:

2.1 matters arising from Executive and Council both for information of the membership and requiring broad membership feedback; and

2.2 matters gathered via Strategy 1.1 and 1.2 above which require broad membership discussion and input to Executive and Council.

3. Outcomes from the Members' Forum:

3.1 requiring consideration by the Executive and Council are drafted for the agendas of those committees; and

3.2 are summarised for inclusion in *ATEM Matters* and Branch Presidents' Reports to their constituencies.

## **Attachment 12**

### **Item 13**

#### **Foresight Project: Abstract**

Universities are undergoing a process of transformation as their purpose, their relevance and the way their work is carried out is challenged. The core values and traditions of universities are often viewed as being under attack from commercial and managerial imperatives which are forcing committed academics and administrators to sell their souls to survive. How the, might the university look in the future?

Foresight is a process which allows people in an organisation to develop a coherent view of their future and to imagine, explore and assess a range of possible futures. It is not about prediction, but is about identifying important signposts and drivers which will inform decision making today. Foresight is used extensively by both businesses and governments across the world including the United Kingdom, New Zealand, Japan, Germany and Australia. In education, foresight is manifested in academic programs in futures studies and in scenario planning. Thinking about the future is not new – we all do it to some degree already. Foresight seeks to tap into these existing capabilities to inform organisational planning and to use the outcomes in organisationally useful ways.

This paper will report on how foresight is being introduced into the planning processes at Swinburne University of Technology, initially by the use of scenarios developed by the Foresight Network, a group of staff self-selected from across the University. A parallel process to raise awareness about foresight, its purpose, its benefits and how it might be implemented on a broader scale throughout the institution has also begun. The paper will provide information about the process, the results to date and, perhaps most importantly, the challenges and surprises

encountered in introducing an approach which sounds a bit too much like crystal ball gazing.

### **Introduction**

It is difficult to imagine working in a university which doesn't have a strategic plan. Yet, it is really only since the then Federal Minister for Education, John Dawkins, began his program of reform of the higher education sector in Australia in 1989, that strategic planning became part of the landscape. In the 11 years or so since 1989 when those reforms began, strategic planning in universities has become a critical function which supports a new professional grouping of planners and institutional researchers.

But, universities are not businesses, and the planning techniques and performance indicators used in business cannot be simply transplanted into universities. The words can be written, but the plans themselves are likely to stay on the shelves, meaning little to most staff who work in the organisation. In the same way that the integration of formal quality systems into higher education required considerable customisation for individual institutions, so too does planning need some consideration of contexts and processes.

In an Evaluations and Investigations Report published by the Department of Education, Training and Youth Affairs in 1999, the authors (Anderson, Johnson and Milligan) state their characteristics of a good strategic plan:

"Good planning requires an understanding of the context in which the university operates, a good management information system within the university; the participation and support of as many of the university's staff as possible; and close links to the budget process within the university.

The plan should present a clear vision the mission and goals of the university and the major steps by which it proposes to reach its goals. It should specify precise and usually quantified targets and timelines and nominate the officers or sections of the university responsible for reaching these. It should contain mechanisms for funding progress towards the targets, and mechanisms for monitoring and evaluating this progress."

The word "future", although it might be implied, is not mentioned. Yet, if a university does not have a clear picture of the future it wishes to pursue in the long-term, its planning may well be ineffective, no matter how many of these 'good' characteristics it embodies.

### **What is Foresight?**

Foresight, or perhaps more appropriately, "strategic foresight" (Slaughter, 1999) is the ability to create and maintain a high-quality, coherent and functional forward view and to use the insights in organisationally useful ways, for example, to:

- detect adverse conditions;
- guide policy;
- shape strategy; and
- explore new markets, products and services.

Foresight is simply a structured way of thinking about the future and planning for it (Office of Science and Technology, UK, 1998). It holds insights into what the future might hold, and helps identify opportunities and threats. The long-term framework used in foresight enables organisations to detect and avoid problems before they occur.

### **Why Do Foresight?**

Strategic planning tends to focus on the short-term. Triennial or five year plans are the norm. Without a framework with which to view the future, incorporating a long-term perspective into planning is problematic. Foresight provides that framework.

Why bother with the long-term? As Ratcliffe (1999) suggests: "all our knowledge is about the past, whilst all our decisions are about the future." Foresight provides a way of shifting our thinking about planning from short-term to long-term, and of providing information about what the future might look like to support short-term planning.

Foresight is not a fad, but is a proven way to re-orient thinking and strategy development to be based on a more long-term perspective. Foresight provides a way for the common approach of "we can't think more than one year out because everything changes so quickly" to be translated into "let's look 20 years out, and then bring it back to today". It provides a 'big picture' framework for carrying out planning on a day-to-day basis.

### **Existing Foresight Programs**

Foresight is not new. As early as 1901, HG Wells was calling for universities to appoint "Professors of Foresight". Foresight has been used in government programs since the 1960s. The UK Government has an extensive foresight program which is in its second stage (web site: [www.foresight.gov.uk](http://www.foresight.gov.uk)). The New Zealand Government also uses foresight in its science and technology planning (web site: [www.morst.govt.nz/foresight/front.html](http://www.morst.govt.nz/foresight/front.html)) as do Japan, Germany, France and the USA.

Other foresight programs include those operated by:

US Army Environmental Policy Institute  
Millennium Project  
National Institute of Science and Technology Policy, Japan  
Fraunhofer Institute for Systems and Innovation Research, Germany  
Royal Dutch Shell, Netherlands  
Central Planning Bureau, Netherlands  
OECD  
European Union Frameworks Program  
European Planning Commission  
French Ministry for Higher Education and Research  
Scottish Enterprise Institute  
Interdepartmental Committee for Futures, Canada  
World Bank – Environmental Foresighting Project  
Japanese Futures Society

### **Implementing Foresight**

Implementing foresight in an organisation which already has a planning capacity can occur by upgrading existing planning capacity, creating a new team, buying in external expertise, or using a combination of these methods. Slaughter (1999) describes five layers of foresight through which foresight implementation progresses:

- recognition of innate human capacity: every individual has the capacity for foresight;
- foresight concepts: using foresight concepts and ideas to generate a futures discourse;
- foresight methodologies: use of key methods to make foresight "real";
- organisational niches: permanent, purpose built areas to focus foresight; and
- foresight at the social level: where long-term thinking becomes the norm.

Most of us operate at level 1; it is only when exposed to the concepts of foresight that we can begin to immerse ourselves in the futures discourse which is a precursor for the remaining three steps.

The Battelle Institute of Seattle (web site: [www.seattle.battelle](http://www.seattle.battelle)) produced a report on "Foresighting Around the World" in which they looked at ten foresight programs. The 'best practice' features of these programs were:

they began with a perceived need to prepare for future challenges;  
have champions during start up;  
prove responsive to client needs;  
involve relevant participants in the process; and

experience a legitimising process.

Using Slaughter's framework and the insights gained by Battelle, we made the first moves to implement foresight at Swinburne.

### **The Swinburne Experience**

Foresight on its own is ineffective; it needs to be implemented as part of a broader planning process which incorporates the more familiar plans, performance indicators and annual reporting. This paper focuses on implementing foresight at Swinburne rather than a discussion about all parts of the University Planning Framework. Strategies used to integrate foresight into that Framework are included in relevant sections of the paper.

### **A Personal Perspective: Why Me?**

In early 1999, the Vice-Chancellor told me that my then position in the Higher Education Division as Manager of Planning and Resources would be eliminated in a restructure of information management functions in the University. But...I could have a new job in the Chancellery to coordinate planning for the University. And, oh yes, we want to do foresight, he said.

My immediate thought was "what on earth is foresight"; I had never heard of the term in a planning context before. My brief was to integrate foresight into the University's planning processes, along with carrying out a review of those processes to shift the focus from paper to people, and from compliance to action. I spent the next few months trying to work out what foresight was, and how it could be used. I discovered a whole new world of foresight, and the appointment of a Professor of Foresight at Swinburne in late 1999 gave me a source on on-site expertise.

The more I did on foresight, the more excited I became. Integrating foresight at Swinburne will be a real challenge, but it promises to be something that could make a difference to its future. I quickly realised that it was a long term exercise, and my first timeline for implementation spread over 15 years. Thinking in terms of 15-20 years requires a very different mind-set to thinking about triennial plans, and for me the necessary mind-shift has been one of the most positive benefits of my involvement in foresight.

I have been at Swinburne for 10 years now; my current role is my fourth and my most challenging. I contemplated leaving in the past year or so as 10 years is the longest I've been at any institution and I didn't want to get 'stale'. The potential impact of foresight and the intellectual stimulation it provides, however, has convinced me to stay for a bit longer.

### **An Integrated Framework**

In Slaughter's framework, Swinburne decided to upgrade an existing capacity, but with new people involved. The University Planning Framework was developed during 1999 and included the following "components":

foresight;  
planning;  
reporting;  
resource allocation; and  
quality.

The Framework is nothing new in terms of strategic planning, with the exception of foresight. The Framework also operates at the University level, since each Division already has existing planning processes, some developed more than others. The conglomerate structure of Swinburne means that each Division is relatively independent of the other, and while interaction across curriculum, administration and governance occurs, it has been difficult to see where the common ground is. The Planning Framework provides a way of linking those existing divisional planning processes and creating a 'one Swinburne' view of the world.

For the first time in its history, Swinburne held a University-wide Planning Conference in early August 2000. This was the first opportunity for staff from all areas of the University to hear the University's future discussed and developed. For many staff, it was the first time they had met colleagues from other Divisions. An evaluation of the conference indicated that its benefits were two-fold: expansion of networks and clearer understanding of the work of different divisions; and a developing shared view of the future of the University.

One of the elements emerging from the work being undertaken to implement the Framework is the language we use internally to describe ourselves. Swinburne now has two campuses in Thailand and Malaysia, but the two overseas divisions were rarely seen or heard from in terms of planning for the University. Over the past year, diagrams, presentations and documents have all referred to Swinburne Australia, Swinburne Thailand and Swinburne Sarawak in an attempt to convey, in an overt way, the scope of Swinburne's activities. Participation by the overseas divisions in future planning conferences will also occur.

### **Awareness Raising**

One of the first things we did early in 2000 was to hold a seminar for senior managers on foresight – what it was, and how it might be used at Swinburne. This seminar was met with some scepticism and some criticism about the presentation itself. Comments such as "we think about the future already", "I'm insulted that

you think we don't already consider these factors in our planning" were made after the seminar; these comments were expected, and we kept moving.

It is planned to hold "Foresight 101" seminars on a regular basis to introduce staff on all campuses to the concept and outcomes of the work undertaken to date.

### Scenarios

Why scenarios? There are many foresight methodologies, but scenarios have been in use for some time, and there is a well developed and structured process for creating and using scenarios. Reasons for choosing scenario methodology are as follows (GBN Australia, Learning Scenario Planning):

- 1 because the future is not predictable;
- 2 to sensitise decision makers to unwelcome or subtle changes in the environment;
- 3 because econometric models cannot accommodate sharp discontinuities;
- 4 to provide a common vocabulary;
- 5 because stories make for effective communication; and
- 6 to encourage strategic conversation from scenario contexts.

Scenarios provide the scaffolding within which a strategic conversation can occur. They create plausible alternative futures, but they also provide opportunities for organisations to experiment with how that organisation might operate under the different conditions identified in the scenarios.

Swinburne chose the backcasting method of scenario development where we projected futures 20 years out and then worked backwards to today to identify the variables and events which might interact to cause those futures to eventuate. The alternative method is to start with present trends and to project their likely evolution and then create scenarios of possible futures.

Our first go at developing scenarios has resulted in four Swinburne Scenarios which were published in a document entitled Swinburne Horizon 20:

global village

Clicks and Mortar Global Alliance Inc

face-to-face on-line

content content

delivery delivery

## Going, Going, Gone Triumph of Community

return to community

These scenarios are fairly simplistic and suffer from being based on two drivers – technology and globalisation – which are two interrelated. The worlds that are created are then too close to reality to trigger the sort of mind-shift and strategic conversation about the future. Nevertheless, they are a start and have illustrated the potential of the method.

These scenarios were presented to a Council Planning Workshop to provide members with an idea of the work we were undertaking and how it might be used in future planning activities. The Horizon 20 paper includes details about the process and the environmental scanning undertaken to allow us to select the drivers to develop the scenarios.

### **Statement of Direction**

In addition to the Swinburne Horizon 20 paper, the University is in the process of finalising a Statement of Direction 2020. This is a one page document which attempts to describe the sort of institution we want to be in 20 years time. It was developed by three senior staff (all general staff) and then considered by the Swinburne Management Group. A series of revisions followed, and the Statement was then circulated to the Swinburne community for comment. At the same time, the Statement was considered by the formal committee structure. A revised version went to the University Planning Conference, updated following that activity, and presented to the Council at its August meeting. It is a Statement which will require some more work, and it might continue to change over the next year or so, but we are closer to putting on paper a shared view of Swinburne's future.

### **Environmental Scanning**

Scenarios cannot be developed without information about the current internal and external environments. One of the first tasks was to develop the beginnings of an external environmental scanning function. Initially, that meant searching for anything we thought was relevant, using our existing knowledge base as the starting point. We then went further as we found more challenging information and data. We published the University Planning Context, and have recently published the first "Foresight Bulletin" which will bring some of the more futures orientated information to the Swinburne community.

We are also developing an integrated knowledge base for Swinburne. This will bring together the outcomes of our routine reporting processes (such as student surveys) and the futures oriented scanning information. We will make this

knowledge base available to the Swinburne community via our data warehouse. This step is still in the planning stages, and we are currently looking at how we can use technology to store and filter the seemingly endless amount of information out there.

To support the external scan, an internal scan was done by using internal interviews. These interviews are conducted with senior managers and are structured way of providing information needed for scenario development. For our first exercise, a total of 18 staff from the Vice-Chancellor to Heads of School were interviewed one-on-one over a period of about four weeks. One of the surprising outcomes of this process was the consistency with which senior managers viewed good and bad futures for Swinburne, along with similarities of concerns about key issues and problems. It became clear after this process that we had a remarkable degree of agreement about our future, and what needed to be done to get there. It was also clear, however, that there were a number of issues in the present which needed to be addressed first, and we are trying to tackle these issues progressively.

### **Foresight Network**

The Foresight Network is a group of self-selected staff from across the University. Expressions of interest in becoming a member of the Network went out in late 1999; staff wanting to participate had to discuss their nomination with their line manager, who had to sign the nomination form indicating their support. We had some 38 requests for information and 23 nominations. Twelve staff were selected. They are not strictly representative of organisational units since we wanted staff who were keen to participate, not who had been appointed to keep sectional interests in mind. We did aim for representatives from each teaching division and corporate services and a balance of male/female and academic/administrative staff. We asked for staff who had the following characteristics:

- desire to work positively to develop a meaningful planning system for Swinburne;
- openness to having their worldview challenged;
- tolerance for ambiguity and change;
- imagination and the ability to think "outside the box"; and ability to work productively within a group.

The Network participated in the first scenario planning workshop, and one of the surprises was a comment made by one of the Network members after that workshop when he told senior managers that "we've had an experience over the past two days which I can't describe because you haven't been through it...." That comment alone made the two days worth it.

### **Expert Groups**

We already have a number of "specialist" groups within Swinburne which have an interest in the University's strategic directions. We are planning to incorporate these groups into the foresight and planning process, but seeking input and feedback from them at appropriate times, and using their membership to provide expert advice. In time, these groups will also include selected external groups and external members of the Swinburne Council.

### **Australian Foresight Institute**

The Australian Foresight Institute was established just after the Foresight and Planning Unit. It is the first such institute of its kind in a university, and Swinburne also has the first Professor of Foresight. The Institute will offer postgraduate programs in strategic foresight and will provide consulting services to industry. The Institute and the Unit share more than a term in their titles. We share a common purpose to make foresight 'happen' at Swinburne, and the establishment of both entities reflects the Vice-Chancellor's commitment to foresight.

Our formal relationship with the Institute will develop initially around the environmental scanning function, and we will share information between the two units to save unnecessary duplication and to "check" interpretations and analysis. I am also on the Institute's course advisory committee, and we will explore other ways of developing our relationship over time.

### **A Strategic Conversation...**

All of this activity has as one of its primary aims to trigger and support an ongoing strategic conversation about Swinburne's future. It is about making a mind-shift to a situation where long-term thinking becomes the norm. It is a long-term task in itself, and we are conscious of the need to move carefully in order to introduce foresight successfully, and to make it a 'mainstream' planning activity.

### **Lessons Learned and Surprises So Far**

1 A trigger to force the change to foresight is useful. At Swinburne, that trigger was a general understanding the University's development was outstripping its planning and other administrative processes. The University was expanding internationally and most people agreed that we had to change the way we did things in a number of areas.

2 Language, as always, is critical. The initial jokes have died down, although it took some time for me to be able to announce my position title in public! We had two language issues – one with the language of foresight itself,

and the second with presenting foresight in ways which were meaningful to the divisions at Swinburne, all of which have distinct missions, markets and cultures. The term 'foresight' has entered the vocabulary at Swinburne surprisingly quickly, however, and people are waiting to see what emerges in the future.

3 Support from the Vice-Chancellor is critical. Foresight is not something that can be ignored; some attention must be paid to it at Swinburne. Without the Vice-Chancellor's direct and indirect support in this current 'start-up' phase, however, it is unlikely that we would have got as far as we have today.

4 Personal goodwill helps, particularly when the concept is so strange. The 'power of one' was a surprise in terms of people being willing to give foresight a go, or to treat the whole thing in a neutral manner until its outcomes were more obvious. Selecting the right staff to "do" foresight is therefore important.

5 Contexts are important. As with language, the conglomerate structure at Swinburne meant that foresight had to be introduced in each area in a different way. Building close partnerships with key staff in each area has therefore become a critical part of our foresight implementation process. The influence of contexts also means that presentations about foresight must be tailored to Swinburne and not be seen to be existing presentations from other organisations used at Swinburne without any consideration of language, structures or process.

6 This implementation will take time – it is a long term activity and brownie points will not be won quickly. Care must be taken at each step to ensure that there is a tangible outcome which shows the benefits of the new approach. Open communication of information and regularly seeking comment from the Swinburne community is critical in this respect.

7 Above all, retain that sense of humour. Taking it all seriously is important, but introducing change is always fraught with tension and difficulty, particularly when the terms being used are not in day-to-day use.

### **What Next?**

#### **Scanning**

We have appointed a Scenario and Strategy Analyst whose primary job will be internal and external environmental scanning. We are planning to use a wide range of sources as well as the more traditional quantitative sources. The web is becoming a key source of information in this task.

The scenario methodology we are using scans the environment and categorises information into the following areas:

Social

Technological

Economic

Environmental

Political

There are variations on this theme. At Swinburne, we have academic staff who have expertise in all of these areas, and we are planning to establish STEEP groups composed of those staff. This is still in early stages of development, and we have yet to answer the most important question: why would any academic already too busy want to devote their time to a STEEP Group? We hope that ultimately, STEEP groups will have both internal and external membership.

We are also going to develop, over time, a competitive intelligence capacity. But that's the topic for another paper!

### **Scenarios**

We will continue to learn how to develop scenarios, and incorporate strategy identification and development into that process. This is, in many ways, the fun part of foresight, and as we become more sophisticated in our understanding and use of scenarios, we will expand the number of people involved in their development.

### **People Focus**

Above all, however, the people focus of our planning framework will drive its development as a means of balancing top-down with bottom-up, and of providing opportunities for staff to get involved in planning, either on an on-going basis, or as a member of a 'once-off' working group.

### **Language Again!**

We are thinking about making a recommendation to change the name of the Unit to the Foresight and Strategy Unit to better reflect its major focus. This change is yet to be formally considered, but it is a logical step in the development of foresight at Swinburne.

## **Some Useful Foresight Web Sites**

### **Examples of Foresight Programs**

Millennium Project [www.nko.org/millennium](http://www.nko.org/millennium)  
Futures Observatory <http://pcbs042.open.ac.uk/future/000.html>

Small Business Foresight (led by Durham University in UK)  
<http://www.dur.ac.uk/~dbr0zz2/>

Academic Research and Programs  
<http://www.lmu.ac.uk/hen/benv/fore/fore-in.htm>  
<http://www.dur.ac.uk/foresight/>  
<http://www.cl.uh.edu/futureweb/index.html>

### **Foresight Organisations**

Global Business Network ([www.gbn.org](http://www.gbn.org) for the US site, or [www.gbnaust.org.au](http://www.gbnaust.org.au) for the Australian site).

World Futures Society ([www.wfs.org](http://www.wfs.org))

### **Scenarios**

Using Scenarios to Navigate the Future (Peter Schwartz) (1 page)  
(Source: Global Business Network website: [www.gbn.org](http://www.gbn.org))

FAQs about scenario based planning (1 page)  
(Source: the American Society of Association Executives website: [www.asae.org](http://www.asae.org))

What If? (2 pages)  
(Source: Global Future web site: [www.globalfuture.com](http://www.globalfuture.com))

Scenario Planning, paper by Richard Bawden (8 pages)  
(Source: Bureau of Rural Sciences Australia web site: [www.brs.gov.au](http://www.brs.gov.au))

### **Scenarios in Education**

George Mason University, USA  
<http://gmu.edu/futures/full.html>

Marin College, USA  
<http://marin.cc.ca.uk/scenario/intro.htm>

University of St Andrews, Scotland  
[http://horizon.unc.edu/conferences/scot\\_proceedings.asp](http://horizon.unc.edu/conferences/scot_proceedings.asp)

Lincoln University, New Zealand  
On the Horizon web site: [www.horizon.unc.edu](http://www.horizon.unc.edu)

## **References**

Office of Science and Technology, UK (1998) A Guide to Future Markets, Future Business.

Ratcliffe, J. (1999) Scenario Building: A Suitable Method for Strategic Property Planning?", Paper presented to Property Research Conference, September.

Slaughter, R. (1999) Futures for the Third Millennium: Enabling the Forward View, Sydney: Prospect Media.

Maree Conway  
Vice-President

**Attachment 13**

## **Item 14**

### **Strategic Plan**

#### **Vision**

**What we want to be...**

**To be the primary resource for education and knowledge about tertiary education administration and management in Australasia, with members recognised for their excellence in professional practice.**

#### **Mission**

**What we do...**

**Operating as a learning community, ATEM works to advance the profession of tertiary education administration and management in order to support and develop excellence in professional and institutional practice. We do this by identifying, creating, disseminating and applying knowledge about tertiary education administration and management.**

## Guiding Principles

### What drives us...

Tertiary education administration and management is an emerging area of knowledge. As leading practitioners, we want to drive the identification, creation, dissemination and application of knowledge relating to our work. Sharing that knowledge will be the underpinning principle for all our activities.

Tertiary education administration and management is a professional occupation, requiring of its members a commitment to lifelong learning and continuous professional development, and the highest standards of professional practice.

Tertiary education administration and management is a specialised and developing area of work in institutions. As a professional association, we will work towards achieving recognition of the critical role our members now have in their institutions.

### Operational Guidelines

*How we will work to achieve our vision...*

ATEM's Branches provide our core services. They will continue to be the focus of professional development programs and other activities targeted at local membership.

The ATEM Council is the governing body of the Association. It will drive the strategic development of the Association by ensuring alignment of Branch activities with the strategic themes. It will do this collaboratively by communicating the strategic themes and their intent effectively to Branches and members and by seeking regular feedback on the implementation of, and progress towards, achievement of those themes.

The ATEM Executive will ensure that the organisation as a whole operates efficiently. It will take the lead in implementing our strategic themes and will deal with day-to-day implementation issues. It will recommend new policy directions to Council and will report on its activities and actions to each Council meeting. It will respond to government and other enquiries and behalf of the Association. The Executive will also make contact with appropriate groups, organisations and government departments to ensure the Association is able to position itself as a key information resource about tertiary education administration and management.

ATEM will use all means possible to contain costs and increase resources in order to relieve the pressure on members' subscriptions. We will make decisions about the use of our limited resources using our strategic themes as a reference point. All our activities must contribute to the achievement of one or more of the strategic themes.

ATEM has created the ATEM Foundation as separate legal entities in Australia and New Zealand, but linked by a common Board. The Foundation will create an endowment that will be able to fund training activities; personal development projects such as travelling fellowships, study scholarship and research grants; and support some Council projects such as the web site, the Journal of Higher Education Policy and Management and others.

ATEM will endeavour to grow the organisation out into new regions. It will seek to expand its membership and Branch structure into Asia and the Pacific

The ATEM Ghosts (our retired members) are committed to supporting ATEM, at Branch and Council level, by sponsoring smaller projects, and volunteering their time and expertise to assist in the smooth running of the organisation at all levels.

ATEM values and encourages the voluntary participation of its members in its operations. As a volunteer organisation, ATEM will promote involvement by members as an effective and rewarding professional development activity.

## Strategic Themes

**Our strategic themes will drive our activities at Association and Branch level. We will assess progress towards achievement of our vision each year by reviewing Association and Branch activities in each thematic area. We will report on that review in our Annual Report to members and other stakeholders.**

<b><u>Theme</u></b>		<b>Priorities 2002-2004</b>
<b><u>Knowledge Identification</u></b>	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.	<ul style="list-style-type: none"> <li>• Continue to develop the ATEM web-site so that by 2004, it incorporates an electronic clearing house of academic and practitioner knowledge about TEAM.</li> <li>• Develop a process so that members can routinely help identify important knowledge.</li> <li>• Begin discussion with appropriate groups to define standards and core competencies for TEAM.</li> </ul>
<b><u>Knowledge Creation</u></b>	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.	<ul style="list-style-type: none"> <li>• By the end of 2003, have in place an ATEM Scholarships and Grants program that is focused around creation of knowledge about TEAM.</li> <li>• Work collaboratively with AVCC, NZVCC and like organisations to establish a cross sectoral working party on definitions and standards in TEAM.</li> <li>• ATEM Foundation – links with universities and other organisations teaching and researching in TEAM and providing funding for projects designated by ATEM as requiring development (identified under point 1).</li> </ul>
<b><u>Knowledge Dissemination</u></b>	<p>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.</p> <p>We will make representations on behalf of our members to appropriate inquiries and groups, and work to ensure that ATEM plays a significant role in the tertiary education sectors in which it operates.</p> <p>Our branches drive the dissemination of knowledge to our members. Their activities are our core services.</p>	<ul style="list-style-type: none"> <li>• ATEM Matters</li> <li>• Annual Conference development (links between conferences; sponsorship)</li> <li>• Links with like organisations.</li> <li>• Journal articles must disseminate knowledge about the intellectual context for TEAM, combined with practical application of that knowledge.</li> <li>• Good Practice Guides</li> <li>• By 2004, have in place a web-based information resource on professional development activities across the organisation (the whole is greater ...)</li> <li>• Email chat lists – increasing usage and usefulness</li> </ul>
<b><u>Knowledge Application</u></b>	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.	<ul style="list-style-type: none"> <li>• Code of Conduct to be reviewed in 2002 and relaunched in 2003.</li> <li>• Continuing Professional Education Program (incorporating staff exchanges) operational in 2004.</li> <li>• Closer linking of corporate membership and professional development.</li> <li>• ATEM Awards</li> <li>• Submissions to relevant inquiries will be ongoing as appropriate.</li> </ul>

Maree Conway - 22 March 2001

**Item 15.2**

**Corporate Members 2001**

(as at 24 April 2001)

**\* New in 2001**

**\*American Association of Collegiate Registrars and Admissions Officers  
(reciprocal membership)**

Jerry Sullivan, Janie Barnett

**Aoraki Polytechnic**

Wendy Heath, Trevor Linyard, Heather Lawson, Ian Elliott, Stella Sweney

**Auckland University of Technology**

(not yet renewed)

**Australian Catholic University**

Professor P.W. Sheehan, John Cameron, John Ryan, John Barclay, Gay Westmore

**Australian Department of Education, Training and Youth Affairs**

Michael Gallagher, Evan Arthur, Bill Mutton, Tom Karmel, Sharon Field

**\*Australian Maritime College**

Dr N. Otway, Caryl McQuestin, David crockett, Rob Jones, Mike Leyden

**\*Australian National University**

Ian Chubb, John Richards, Ric Pashley, Frank Jackson, Chris Burgess

**\*Australian Vice-Chancellors Committee**

John Mullarvey, Greg Ellis, Conor King, Rosemary Hurley, Susan Scott

**Batchelor Institute of Indigenous Education**

Veronica Arbon, David McClay, Byron Davis, Holly Marjerrison, Martin Heskins

**Bay of Plenty Polytechnic**

Anne Francis, Alan Hampton, Peter Sherwin

**\*Bible College of New Zealand**

Bruce Knox, Allan Officer, Mark Sutton, Maureen Turnbull, John Fergusson

**\*Bond University**

Professor Ken Moores, Alan Finch, Peter Castleton, John Le Lievre

**Canberra Institute of Technology**

(not yet renewed)

**Charles Sturt University**

Prof Cliff Blake, Reg Shaw, Anna Bounds, Michael Knight, Luch LoBartolo

**Christchurch College of Education**

Dr Ian Hall, Lynda Boyd, Bruce Ferguson, Ross Tasker, Gordon Findlay

**Christchurch Polytechnic**

Ralph Knowles, Dean Snelling, Russ Skinner, Mirla Edmundson, Jo Milne

**Deakin University**

Professor Geoff Wilson, Anne Martin, Russell Elliott, Pip Hamilton, Lindsay Mackay

**Edith Cowan University**

Millicent Poole, Warren Snell, Andrew Branston, Leight Garrett, Jeff Murray

**\*Flinders University**

Professor Anne Edwards, Ms Kim Jones, Mr Daniel Flaherty, Mr Mark Clisby

**\*Gold Coast Institute of TAFE**

Bob McAulay, Deb Daly, Keny Bayley, Lyn McKenzie, David Bowers

**\*Gordon Institute of TAFE**

Martha Kinsman, Grant Sutherland, Sheryl Mackie, Maree McDonald, Pat Boland

**James Cook University**

Prof Bernard Mouldon, Gloria MacDonald, Gregory Stokie, Denese Gray, Robin McTaggart

**LaTrobe University**

(not yet renewed)

**Manukau Institute of Technology**

Dr J. MacDonald, Tony Ward, Grace Sylvester, Ken Lee, Eric Holmberg

**Massey University**

Prof James McWha, R. Bhamidimarri, A. Davies, L. Meyer, B. Phillipps

**\*Murray Institute of TAFE at Nurioopta**

John Heneker, Brian Pudney, Anne Denning, Heather Richardson, Chris McCann

**\*Murdoch University**

Professor Steven Schwartz, Andrew Bain, Jane Powell, Gaye McMath, Kerry Hutchinson

**Nelson Marlborough Institute of Technology**

Laura Black, Tony Greep, Chris Gosling, Caroline Seebig, Esme Palliser

**New Zealand Ministry of Education**

(not yet renewed)

**Northern Territory University**

Professor Ron McKay, Charles Webb, Antoine Barnaart, Kevin Davis, David Carment

**Otago Polytechnic**

Dr Wanda Korndorffer, John Fletcher, Margaret West, Graham McGregor, Robin Day

**Southern Cross University**

Prof John Rickard, Malcolm Marshall, Prof Jim Hann, Andrew Dostine

**Swinburne University of Technology**

Sarah Davies, Steven Beall, Judy Giles, Khun Jang Yanisa, Caroline Hon

**\*Queensland University of Technology**

Professor Denis Gibson, Professor Peter Coaldrake, Professor David Gardiner, Mr Tom Cochrane

**\*Taranaki Polytechnic**

Paul Sutcliffe, Chris Lambourne, Dr Noel Bridgeman, Sue Dunan

**UNITEC (Auckland)**

John Webster, Jenny Ritson, Terry Fulljames, Roger Paull, Anne McShane

**University Admissions Centre, Sydney**

(not yet renewed)

**University of Adelaide**

Professor Mary O'Kane, Professor Perry Boumelha, Professor Edwina Cornish, Mr Tony Siebert, Mr Ian Creagh

**University of Canberra**

Professor Don Aitkin, Professor Meredith Edwards, Professor Kerry Kennedy, A. Westerman, Jenny Coggins

**University of Canterbury**

Professor Daryl Le Grew, Professor Bob Kirk, Tom Gregg, Ms Ginny Ferguson,  
Alan Hayward

**University of New England**

Professor Ingrid Moses, Graeme Dennehy, Stever Marlor, Frances Nichols,  
Kristin Adair

**University of New South Wales**

(not yet renewed)

**University of Otago**

(not yet renewed)

**University of South Australia**

Professor Denise Bradley, Judy Szekeres, Liz Watson, Mary Taylor, Lucy Schulz

**\*University of Sydney**

Professor Gavin Brown, Professor Ken Eltis, Professor Judith Kinnear,  
Dr. William Adams, Mr Paul Slater

**University of Tasmania**

Professor Don McNicol, Rudi Lidl, Sue Johnston, Richard Easter, Stuart  
Andrews

**University of Technology, Sydney**

Professor Anthony Blake, Brian Low, Robyn Kemmis, Lenore Cooper,  
Jeffrey Fitzgerald

**University of Waikato**

(not yet renewed)

**\*University of Western Australia**

Deryck Schreuder, Alan Robson, Peter Curtis, Wendy Edgeley, Dennis Hskell

**\*University of Western Sydney**

Professor Janice Reid, Margaret McMahon

**University of Wollongong**

Gerard Sutton, Gillian Luck, Leah Roulstone, Bob Prater, Robin Buckham

**Victoria University of Technology**

Prof Michael Hamerson, Leesa Wheelahan, Gavin Moodie, John Rudolph, Prof  
Roger Gabb

**Victoria University of Wellington**

Prof Ray Sharp, Penny Fenwick, Geoff Summers, Christine Turner, Judi Weir

**Whitireia Community Polytechnic**

Deirdre Dale, Paul Bryant, Val Collins, Bruce Miller, Jeanette Page