

Association for Tertiary Education Management Inc.
ABN 72 682 233 729

Council Agenda

There will be a meeting of the ATEM Council held on Thursday 11 December 2008 at 11.00 am in the Crowne Plaza Hotel, 150 Day St, Darling Harbour, Sydney (Phone 61 2 9261 1188, Fax 61 2 9261 8766).

It will be preceded by a meeting of FMAC at 9.00 am and will be followed by the Risk Management Group on Friday 12 December at 9.00 am. There will be a Council Dinner in China Town on the evening of 11 December.

DELEGATES

Tom Gregg	ATEM President
Stephen Weller	Vice-President
Chris Pepper	Vice-President
Toni Hodge	Association Secretary
Neil Voyce	Association Treasurer
Linda McLain	ATEM Councillor
Heather Davis	ATEM Councillor
Ali Hughes	Chair, Aotearoa Region
Joanne Austin	Chair, Bass Region
Judy Szekeres	Chair, Central Region
Jennifer Till	Chair, NSW/ACT Region
John Swinton	Chair, South-east Queensland/Northern Rivers Region
Jo Miller	Chair, Tropical Region
Ken McCluskey	Chair, Western Region

In Attendance

Giles Pickford	ATEM Secretariat
Peter Scardoni	ATEM Secretariat

1. Apologies

Maree Conway

***2 Starring of Items**

The President will invite members to star or unstar agenda items, and then he will move that all unstarred items be resolved in the affirmative.

***3 Minutes**

3.1 The Minutes of the meeting held in Christchurch on 28 September 2008 are attached. [Pages 4-11](#) For Confirmation

***4. Business Arising from the Minutes**

The ATEM Action Sheet is attached. [Page 12-13](#) For updating of membership targets

5. Reports

***5.1. President's Report**

The President will report on various matters, including a recommendation to renew the appointment of Linda McLain as an ATEM Councillor for 2009-2010.

***5.2. Change Management Team Report**

The Change Management Team's Report will be circulated on the afternoon of 8 December. For discussion

***5.3. FMAC Report**

The Agenda for the FMAC meeting will be circulated soon. The Chair of FMAC will report on the meeting which is held immediately before Council's meeting.

***5.4. PD Program for 2009**

The final program for 2009 is attached. [Pages 14-21](#) For noting

***5.5. Awards and Grants Committee Report**

VP Chris Pepper's report was sent in a separate e-mail. For discussion

***5.6 Institutional Coordinators**

Heather Davis has some feed back from the Institutional Coordinators which she will report. [Page 22](#)

***6. International Affiliations**

The current overseas delegates have been approved. For discussion re ACHEA

Affiliate	ATEM delegate	Affiliate's Delegate to TEMC
ACCRAO 13-16 April 2009 Chicago	RC Judy Szekeres (Central)	
AAUA June 2009 Washington	RC Jo Miller (Tropical)	
AUA 6-8 Apr 2009 Exeter	Lucy Schulz (Central)	
ACHEA TBA July 2009 Venue TBA	Any volunteers?	

7. Conferences

***7.1 TEMC Conferences**

7.1.1 2008 TEM Conference

The TEMC Organising Committee's report is attached. [Pages 22-26](#)
Leishman's report on TEMC 2008 and accounts was sent out by separate e-mail on account of its size.

***7.1.2 2009 TEM Conference**

VP Chris Pepper and RC Jo Miller's report on the TEMC 2009 will be given at the meeting.

***7.1.3 2010 TEM Conference**

VP Chris Pepper and RC Joanne Austin will report on the TEMC 2010 dates and venues, and the composition of the Organising Committee.

7.1.4 Future Conferences

Future Conferences will be **Darwin** 12-16 September 2009, **Melbourne** 2010, **Brisbane** 2011 and **Alice Springs** 2012, **Hobart** 2013, **Perth** 2014, **Sydney** 2015

***7.2 UNESCO World Conference on Higher Education**

A report from Heather Davis is attached. [Pages 27-38](#)

8. Other Business***8.1. Amendment to a Guideline**

We have omitted to change the Guideline on Elections subsequent to adopting a new Financial Year. A proposed change to the Guideline is attached. [Page 39](#)

***9. Next Meeting**

We normally meet in Sydney in March. But we should discuss if we should change venues. We should also discuss whether we continue to meet quarterly, or whether we could wind back to three times a year. The proposed meeting schedule is below.

Wednesday 11 March (follows the AFR Conference)	9.00 am FMAC 11.00 am Council	Sydney
<i>April</i>	<i>On-line AGM and Elections</i>	
Thursday 25 June	9.00 am FMAC 11.00 am Council	Melbourne
Sunday 13 September	9.00 am FMAC 11.00 am Council	Darwin

GP 4/12/08

Association for Tertiary Education Management Inc.
ABN 72 682 233 729

Minutes of a meeting of the ATEM Council held on Sunday 28 September 2008 at 12.30 pm in the VIP Boardroom, Convention Centre, Christchurch NZ

Present

Tom Gregg	ATEM President
Chris Pepper	Vice-President
Stephen Weller	Vice-President
Toni Hodge	Association Secretary
Rex Jones	Association Treasurer
Linda McLain	ATEM Councillor
Heather Davis	ATEM Councillor
Ali Hughes	Chair Aotearoa Region
Joanne Austin	Chair Bass Region
Judy Szekeres	Chair Central Region
Jennifer Till	Chair NSW/ACT Region
John Swinton	Chair South-East Queensland/Northern Rivers Region
Jo Miller	Chair Tropical Region
Ken McCluskey	Chair Western Region

In attendance

Maree Conway	ATEM Secretariat
Giles Pickford	ATEM Secretariat
Peter Scardoni	ATEM Secretariat

***1 Welcome and Apologies**

The President welcomed VP Stephen Weller to his first meeting.

Apologies were received from Peter Scardoni, ATEM Secretariat, and Ian Dobson, Editor of the Journal

2 Starring of Items

The President invited members to star or unstar agenda items, and then moved that all unstarred items be resolved in the affirmative. Carried

3 Minutes

- 3.1 The Minutes of the meeting held in Melbourne on 12 June 2008 were confirmed.
- 3.2 Copies of Flying Minutes were noted

4 Business Arising from Council Minutes

4.1 ATEM Action Sheet

The Action Sheet as at 15 September was noted.

4.2 President's Report

The President reported that he was pleased with the progress being made with the ATEM reforms, and the work of the Change Management Team and of the other groups looking at specific items. He said that Council's task was to resolve issues with the new structure, membership models, professional development, finances and the secretariat which he defined as including all administrative contractors in the head office and the regions.

4.3 Change Management

Stephen Weller's report from the Change Management Committee was discussed. The following key themes of the report were noted:

- Reframing the Strategic Purpose of ATEM
- Revising the Membership Models of ATEM
- Reconceptualising the Professional Development of ATEM
- Considering the Secretariat Operations of ATEM
- Reviewing the Finances of ATEM which is embedded in all four of the above themes

The following recommendations were adopted.

ACTION PLAN - RECOMMENDATIONS

- That Council resolve to recommend to the next AGM that the ATEM Constitution should be amended so that the terms of office for Regional Committees are two years with half falling vacant each alternate year. Agreed *Action Toni Hodge and Giles Pickford*
- That Council revises the ATEM Constitution to require Regional Committees to meet at least twice a year with all Institutional Co-ordinators in the region. It noted that in some regions which are geographically dispersed these meetings might need to be by video link or teleconference. Agreed *Action Toni Hodge and Giles Pickford*
- That Council engages with the LH Martin Institute in a formal partnership in relation to professional development. It agreed that it would open discussions with the Institute on making a joint appointment for a Professional Development Co-ordinator. Agreed *Action Tom Gregg and Stephen Weller*
- That Council endorses an Annual Professional Development Program that features each region conducting a 'Regional Conference' which would normally be held every two years. Agreed *Action Maree Conway and Regional Chairs*
- That Council confirms the central role of the President in advocating for ATEM, including professional development and branding and marketing, and that this be documented in the 'President Responsibilities'. Agreed *Action Tom Gregg and Giles Pickford*
- That Council endorses the 'Strategy Statement' (see item 4.3.1) as providing the focus for the future of ATEM. Agreed *Action Tom Gregg and Maree Conway*

COMMUNICATION PLAN - RECOMMENDATIONS

- That Council frames future models of ATEM membership around three key stakeholder groups: individual, corporate and the sector. Agreed *Action Stephen Weller and Judy Szekeres*
- That Council will commission a formal 'Communications Strategy' by an external agency after finalisation of the Strategic purpose, the Membership Models, and Branding and Marketing. Agreed *Action Tom Gregg and Stephen Weller*
- That Council revises the existing Organisational Responsibilities document, with cross referencing, to ensure that it reflects the new structure, and is clear in its intent in terms of allocation of responsibilities. This document is to form part of an induction kit for Office Bearers. Agreed *Action Toni Hodge and Giles Pickford*
- That the Council endorses the development of an enhanced format for *Weekend Update* that was more aligned to current social networking developments and that there also be an associated enhancement of the ATEM website to allow for feedback and comment from members. Agreed *Action the ATEM Secretariat*
- That Council endorses a targeted communication campaign to individual and corporate members following the finalisation of the strategy statement, the revised membership models, and branding and marketing. This campaign is to be delivered to all members through a letter to be distributed with the Journal. Agreed *Action Tom Gregg, Stephen Weller and the ATEM Secretariat*
- That Council endorses a targeted approach to profile raising and membership growth within TAFE Institutes in Australia. Agreed *Action Tom Gregg and Stephen Weller*
- That ATEM, in conjunction with the LH Martin Institute, should host a forum of Tertiary Education Professional Associations. Agreed *Action Tom Gregg, Stephen Weller and Maree Conway*

FINANCIAL PLAN - RECOMMENDATIONS

- That Council endorses a 'balanced budget' for 2009 and one that reflects the new financial model of a single association with seven regions. Agreed *Action Rex Jones, Peter Scardoni and Regional Chairs*
- That Council review the membership of FMAC in light of the move to a regional structure. Agreed *Action Rex Jones*
- That Council consider a number of financial measures to review income and expenditure including:
 - Review of the projected deficits for the SEQ/Northern Rivers and Tropical regions
 - Review the level of individual and corporate membership
 - Review the cost of running professional development programs with a view to a 'break even' outcome in 2009 and a surplus outcome from 2010
 - Review the cost of expenditure associated with 'secretariat activities' both at the Association and Regional level with a view to achieving economies of scale

Agreed *Action Rex Jones and Peter Scardoni*

CMT - CONTINUING ROLE

That the Change Management Team continues its work in completing the ATEM reforms, with the following membership:

Stephen Weller	Vice-President and Chair
Judy Szekeres	Membership Models
Jo Miller	Branding and Marketing
Maree Conway	Professional Development
Peter Scardoni	FMAC
Rex Jones	FMAC
Giles Pickford	Secretary

4.3.1 Strategic Directions Statement

Council discussed the Strategic Directions Statement and made some amendments. It resolved to adopt the Statement as revised. *Action Maree Conway*

4.3.2 Membership Models

Council discussed Judy Szekeres's report on alternative membership models. It was agreed:

- That there could be three membership categories: individual, corporate and non-voting (the sector), but that this needed further consideration and development.
- That discussions be opened with key Corporate Members to gauge their response to a possible new corporate membership model involving an increase in numbers with a commensurate increased subscription
- That the Treasurer should provide some financial modelling for membership models to be considered further, including a re-calibration of subscriptions to cover extra costs and balance the budget.

It was also agreed that further development of the membership model should be undertaken by the Change Management Group.

Action Judy Szekeres, Rex Jones and Stephen Weller

4.3.3 Branding and Marketing

Council discussed Jo Miller's report on Branding and Marketing. It was resolved:

- That ATEM reinforce its profile through engagement with corporate members, institutional human resource departments and, where appropriate, local institutions and organisations where mutual benefits can be gained by engaging with the professional development programs and activities of ATEM.
- That ATEM focus on its members, which is fundamental to the profile of ATEM, through, but not limited to, the following activities:
- welcome (induction) package for new members (containing selected marketing and promotional materials, letter from President, introduction to tertiary education management, reading list, book and overview of tertiary education sector)
- incentives for the renewal of membership (including personal contact from Regional Chair, selected marketing and promotional materials, book)

- benefits for existing members (valuing members through tangible incentives including marketing and promotional materials, membership discounts, access to resources).
- That ATEM should consolidate its profile through the established strengths of its professional development program and activities and career development partnerships and resources.
- That ATEM develop a positioning statement and message to be used in all communications and that this profile is promulgated to Council and Regional Committees [Note: this will be linked to the new Strategy statement – item 4,3,1].
- That ATEM, through the Profile and Branding Group in conjunction with the PD Coordinator, proceed with the identification of promotional materials to ensure consistent branding of the ATEM profile, for use from 2009.
- That ATEM develop a media and promotional plan and, with Council and Regional Committee members be tasked with preparing articles for regular publication in various media forums.
- That ATEM develop a Style Guide which ensures consistency of the corporate image and brand standards.
- That ATEM consider training and development for Council and Regional Committees in appropriate brand behaviour.

Action Jo Miller, Maree Conway, Tom Gregg and Stephen Weller

Council resolved that a budget proposal for branding activities be developed for the 2009 budget and beyond.

Action Jo Miller and Rex Jones

It was agreed to place further consideration of Branding and Marketing in the hands of the Change Management Group, who would advance this concept.

4.3.4 Response to the Massaro Report

Maree Conway reported that all the recommendations of the Massaro Report had been accepted and were in the process of being implemented, with a review of progress to be undertaken in September 2009. *Action Maree Conway*

4.4 FMAC

Stephen Weller and Rex Jones reported on the recommendations of the FMAC Committee held earlier in the day.

Council resolved as follows:

1. That the deficit budget for 2008 is noted and that a balanced budget be adopted for 2009 with the aim of reaching a surplus budget (3-5%) by 2010.
2. That the Treasurer's Report is received
3. That the SE Queensland/Northern Rivers Region complete the transition to the single accounting system by the end of October and all funds from all regions be returned to ATEM Inc by the end of November.
4. That the Finance Manual be completed as soon as possible.

5. That the Auditor be requested to complete the audit of ATEM's compliance with all relevant legislation by the end of November.
6. That the Operating Expenditure Schedule is noted and all spending approved.
7. That VP Chris Pepper runs a risk management exercise on a suitable day around the December Council meeting.

4.5 PD Program for 2009

Maree Conway presented the draft PD framework for programs in 2009 and beyond, which was structured using the categories in the new Strategy statement..

Council resolved to accept the framework, noting that regions would now move to finalise their 2009 programs.

Action: The Regional Chairs

5. Reports

5.1 Awards and Grants

5.1.1 Council noted the Minutes of the Awards and Grants Committee which includes the following Awards and Grants:

Peter Karmel International Travel Grant	Toni Hodge (Aotearoa)
Maurie Blank Study Scholarship	Heather Davis (Bass)
Meritorious Service Award	Kay Hemsall (NSW/ACT)
Certificates of Appreciation	Mark Hatwell and Kai Jensen (Bass)

5.1.2 Council accepted VP Chris Pepper recommendations on a new Award as agreed at the last meeting to be called the Ian Chubb Career Development Award.

5.1.3 Council noted Maree Conway's report on her project funded by the 2008 Peter Karmel International Travel Grant, and also noted that a paper would be prepared for publication in the near future.

5.2 International Affiliations

The ATEM Delegates to international conferences shown below were noted by Council.

Affiliate	ATEM delegate	Affiliate's Delegate to TEMC
ACCRAO 13-16 April 2009 Chicago	RC Judy Szekeres (Central)	
AAUA June 2009 Washington	RC Jo Miller (Tropical)	
AUA 6-8 Apr 2009 Exeter	Lucy Schulz (Central)	
ACHEA TBA July 2009 Venue TBA		

5.3 Report from the Editor of the Journal

Council noted Ian Dobson's report and recorded its pleasure with the A-rating given by the Government, placing our Journal in the top 20% of learned journals internationally.

5.4 Corporate Member's Campaign

Council noted a report from the ATEM Secretariat on the Corporate Members campaign.

6. Conferences

6.1.1 2008 TEM Conference

(a) Toni Hodge's report on TEMC 2008 was adopted.

6.1.2 2009 TEM Conference

VP Chris Pepper and RC Jo Miller's report on the TEMC 2009 was adopted, and the 2009 TEM Committee commended for their work to date.

6.1.3 Future Conferences

Council noted that future Conferences will be **Darwin** 12-16 September 2009, **Melbourne** 2010, **Brisbane** 2011 and **Alice Springs*** 2012, **Hobart** 2013, **Perth** 2014, **Sydney** 2015

* Subject to TEFMA approval.

7. Late Item: ATEM Web Site

Council discussed Maree Conway's report on her discussions with Mack Nevill on the ATEM web site. The concepts were approved and Council noted that a budget item would be needed in the next two years for a complete re-make of the web site.

8. Next Meetings

Crowne Plaza Hotel, Darling Harbour, east side

Thursday 11 December in Sydney

FMAC 9.00 am

Council 11.00 am

Wednesday 12 December in Sydney

Risk Assessment Exercise 9.00 pm

9. Annual General Meeting of the ATEM Foundation

The ATEM Council reconvened as the AGM of the ATEM Foundation and resolved as follows:

1. That the Minutes of the 7th Annual General meeting be confirmed
2. That the Minutes of the Foundation Board meeting held on 5 September be received
3. That the Directors' Report for the period 1 May 2007 to 30 April 2008 be accepted
4. That the investments managed by the Foundation on behalf of ATEM, and the Foundation's own investments, are noted and the results are regarded as entirely satisfactory.
5. That Council appreciates the contributions of Godfrey Pembroke Financial Advisers (an NAB company) and the stock broker Citi Smith Barney which are provided free of charge.
6. That the following Donations be gratefully received:
 - ACT Branch \$10,000

WA Branch \$10,000
Gavin Moodie \$1,210
ATEM Ghosts Now approaching \$11,089

7. That the following Directors be appointed for 2008-9

Richard Easter (Chair)
Tom Gregg
Stephen Weller
Rex Jones
Ian Marshman
Peter Scardoni (Company Secretary)

8. That the Auditor, Keith Frances of the Parkhill Financial Group, be thanked for his pro-bono services and be reappointed.

GP 29/9/08

Item 4 ATEM Action Sheet

ATEM Action Sheet 4 November 2008

Blue means done, red means overdue

Name	Action Required	Timeline	Result																														
Council - General																																	
1. Regional Chairs	Set membership targets for 2009	Dec 08	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Branch</th> <th>Actual</th> <th>Target 09</th> </tr> </thead> <tbody> <tr> <td>Aotearoa</td> <td>234</td> <td>250</td> </tr> <tr> <td>Bass</td> <td>430</td> <td></td> </tr> <tr> <td>Central</td> <td>106</td> <td></td> </tr> <tr> <td>NSW/ACT</td> <td>335</td> <td></td> </tr> <tr> <td>SEQ/NR</td> <td>124</td> <td></td> </tr> <tr> <td>Tropical</td> <td>40</td> <td></td> </tr> <tr> <td>Western</td> <td>82</td> <td></td> </tr> <tr> <td><u>International</u></td> <td><u>161</u></td> <td><u>20</u></td> </tr> <tr> <td>Total</td> <td>1,367</td> <td>?</td> </tr> </tbody> </table>	Branch	Actual	Target 09	Aotearoa	234	250	Bass	430		Central	106		NSW/ACT	335		SEQ/NR	124		Tropical	40		Western	82		<u>International</u>	<u>161</u>	<u>20</u>	Total	1,367	?
Branch	Actual	Target 09																															
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Total	1,367	?																															
2. T. Gregg & S. Weller	Council Sept 08, 4.3 Approach L H Martin on joint appointment of PDC	Dec 08	Meeting with LH Martin on 27 November 2008																														
3. J. Szekeres, & S. Weller & Rex Jones	Council Sept 08, 4.3 Frame new membership model with financial modelling	Dec 08	CMT meeting on 5 December																														
4. ATEM Secretariat	Council Sept 08, 4.3 Revise format of "Weekend Update"	Dec 08	E7 is working on it																														
5. M. Conway & Regional Chairs	Council Sept 08, 4.5 Finalise 2009 PD Program	Dec 08	Done																														
6. T. Hodge & G. Pickford	Council Sept 08, 4.3 Produce Constitutional Change proposals for next AGM	Mar 09																															
7. T. Gregg & S. Weller	Council Sept 08, 4.3 Commission external communications expert	Mar 09	To be discussed.																														
8. T. Hodge & G. Pickford	Council Sept 08, 4.3 Revise Organisational Responsibilities Doc and review all Policy Docs	Mar 09	Paper nearly ready for Council. E7 working on web presentation of Policy																														
9. T. Gregg & S. Weller & ATEM Secretariat	Council Sept 08, 4.3 Write to all members communicating the reforms of ATEM using Journal	Mar 09	Negotiations for an insert in the Journal in progress. Deadline 5 January 2009																														
10. T. Gregg, S. Weller & M. Conway	Council Sept 08, 4.3 Jointly with L H Martin host a Forum of Tert Ed Professional Organisation	Mar 09	Part of the 5 December meeting																														
11. J. Miller, M. Conway, S. Weller and T. Gregg	Implement Branding & Marketing program subject to budget	Mar 09	CMT meeting on 5 December																														
12. C. Pepper & J. Austin	Work with PCO and TEFMA on the 2010 TEM Conference	Jun 09	The organising committee has been formed.																														
13. T. Gregg & S. Weller	Council Sept 08, 4.3 Devise a strategy for TAFE inclusion	Dec 09																															
14. C. Pepper	Council Sept 08, 4.4 Run risk assessment exercise on 12 December	Dec 09																															
15. C. Pepper	Council Sept 08, 5.1.2 Report on Grants Program for advertising in June 2009	Mar 09																															
16. M. Conway & e7	Conduct a re-make of the web site subject to budget	Dec 09	Maree Conway and E7 are in discussions																														
FMAC																																	
17. S. Weller & R. Jones	Council Sept 08, 4.3 Work on a balanced budget for 2009	Dec 08																															
18. S. Weller & R. Jones	Council Sept 08, 4.3 Review membership of FMAC	Dec 08																															
19. S. Weller & R. Jones	Council Sept 08, 4.3 Review all membership fees	Dec 08																															

Name	Action Required	Timeline	Result												
20. S. Weller & R. Jones	Council Sept 08, 4.3 Review charges for PD	Dec 08													
21. R. Jones & P. Scardoni	Council Sept 08, 4.4 Complete Finance Manual	Dec 08													
22. R. Jones & P. Scardoni	Council Sept 08, 4.4 Complete Quickbooks User's Manual	Dec 08													
ATEM Foundation															
23. R. Easther & G. Pickford	Manage ATEM and Foundation Investments	Ongoing	<table border="0"> <tr> <td></td> <td><u>Quantum</u></td> <td><u>Yield p.a.</u></td> </tr> <tr> <td>ATEM</td> <td>\$90,686</td> <td>\$13,554</td> </tr> <tr> <td>Foundation</td> <td>\$110,411</td> <td>\$10,880</td> </tr> <tr> <td>Totals</td> <td>\$201,097</td> <td>\$24,434</td> </tr> </table>		<u>Quantum</u>	<u>Yield p.a.</u>	ATEM	\$90,686	\$13,554	Foundation	\$110,411	\$10,880	Totals	\$201,097	\$24,434
	<u>Quantum</u>	<u>Yield p.a.</u>													
ATEM	\$90,686	\$13,554													
Foundation	\$110,411	\$10,880													
Totals	\$201,097	\$24,434													
24. P. Scardoni & R. Easther	Apply for deductible gift recipient status for ATEM Foundation	Dec 08	This is underway												
25. P. Scardoni & G. Pickford	Complete ASIC Annual Return for the Foundation	Dec 08	Done												
Executive															
T. Gregg & G. Pickford	Meet when necessary to produce Flying Minutes for Council on urgent business	Ongoing													

Item 5.2 ATEM Change Management Team Report

Insert here

ITEM 5.3 FMAC Agenda

Insert here

Item 5.4. Final PD Program for 2009

This report outlines progress made to date with development of the 2009 PD Program, including the 2009 launch, and the relationship with the LH Martin Institute around PD. Work still outstanding and important dates for 2009 are also included. Specific recommendations or action for Council are shown in bold in text boxes.

1 2009 Professional Development Program

I have circulated separately the 2009 Professional Development Program (note that an additional workshop of using powerpoint to present is also being scheduled as an ATEM program). Details for each program are being finalised (SEQ/NR have finalised their program already). Full details - venue, dates, program description, presenter etc – need to be entered on the ATEM website by regions by **Friday 30 January 2009** at the latest, to be available for access after the launch of the program in February/March 2009. A more ‘glossy’ PDF version of the consolidated program will also be published via the website.

Council is asked to consider the need for a hardcopy version of the program, given time, cost and environmental factors.

Program Features

This is the first time that a consolidated ATEM professional development program has been produced in this format. We are offering **138 programs**, although some are repeat offerings, across the seven ATEM regions and at the Association level (Table 1).

Table 1: 2009 PD Programs by Region

Region	Region Membership	Number of Programs (not unique programs, number of offerings)
ATEM	1367	17
Aotearoa	234	8
Bass	431	44
Central	105	5
NSW/ACT	335	28
SEQ/NR	12	12
Tropical	17	17
Western	7	7

ATEM PD Categories

Each program is allocated to an ATEM Category, which are taken from the new strategy statement. Table 2 shows the number and percentage of programs in each of these four categories, plus the Hot Topics category.

Table 2: 2009 PD Programs by ATEM Category

ATEM Category	# Programs	% Programs
Building Professionalism	66	48%
Connecting People and Groups	11	8%
Growing Careers	41	30%
Hot Topics	4	3%
Understanding the Sector	16	12%

Council is asked to consider whether there is a desired spread of programs across the five categories.

ATEM Capabilities

Each program has also been classified by ATEM capability. This classification is tentative, and can be checked by regions to make sure it is appropriate. Table 3 shows PD programs by ATEM Capability. Those capabilities shaded in gray have no relevant programs.

Table 3: 2009 PD Programs by ATEM Capability

ATEM Capability		# Programs	% Programs
Junior Managers			
1.1.1	Understanding the role of tertiary education managers	4	2.9
1.1.2	Developing a career in tertiary education management	6	4.3
1.1.3	Enhancing practice through reflection	1	0.7
1.2.1	Working in an educational environment and understanding institutional purpose (Reading List of the Classics)		
1.2.2	Institutional environment and processes, systems and procedures		
1.2.3	Institutional governance		
1.2.4	Understanding your role: where your role 'fits' in terms of their unit, and where their unit 'fits' into the organisation		
1.3.1	Information Management	2	1.4
1.3.2	Committee skills	10	7.2
1.3.3	Teamwork		
1.3.4	Communication – both interpersonal and written	7	5.0
1.3.5	Time Management and Operational Skills	1	0.7
1.3.6	Continuous Improvement, quality assurance and risk management relevant to the position level		
1.3.7	Budgeting and recordkeeping	2	1.4
1.3.8	Problem Solving		
1.3.9	Flexibility and adaptability		
1.3.10	Client service	5	3.6
1.3.11	Marketing and Event Management	4	2.9
Middle Managers			
2.1.1	Responsibility for own professional and career development	11	7.9
2.1.2	Self-direction		
2.1.3	Communicating knowledge and experience through presentations (conferences, workshops etc)	5	3.6
2.1.4	Building networks	11	7.9
2.2.1	Understanding the tertiary education sector locally and globally, and the place of your institution in those contexts	9	6.5
2.2.2	Understanding academic values and work		
2.2.3	The 'business' of tertiary education institutions	1	0.7
2.2.4	Legislative requirements (eg OHS, quality,		

equal opportunity etc)		
2.2.5 Student Engagement and the Student Experience	2	1.4
2.3.1 Change initiation and management	2	1.4
2.3.2 Self management and understanding self	9	6.5
ATEM Capability	# Programs	% Programs
2.3.3 Analysis and judgement		
2.3.4 Developing leadership skills	9	6.5
2.3.5 Developing presentation skills	1	0.7
2.3.6 Negotiating and influencing; managing conflict; building relationships	2	1.4
2.3.7 Project and Contract Management	2	1.4
2.3.8 Managing quality systems, including benchmarking	1	0.7
2.3.9 Strategic Planning and Performance Reporting		
2.3.10 Managing staff and teams, developing talent, and dealing with poor performance	9	6.5
2.3.11 Resource and risk management (human, physical, financial)		
2.3.12 Policy development & implementation	9	6.5
Senior Managers		
3.1.1 Mentoring and inspiring others	1	0.7
3.1.2 Contributing beyond own institution		
3.1.3 Building the profession	1	0.7
3.2.1 Legal environment	2	1.4
3.2.2 Corporate governance		
3.2.3 Global education trends and drivers and impact locally	2	1.4
3.2.4 Possible futures for tertiary education		
3.3.1 Strategic thinking and understanding trends, strategy formulation and implementation, and the range of approaches that might be used	5	3.6
3.3.2 Leadership of people, projects and units, succession planning	2	1.4
3.3.3 Commercial acumen and building industry partnerships		
3.3.4 Knowledge Management		
3.3.5 Managing grievances and appeals		
3.3.6 Dealing with complexity and ambiguity		
3.3.7 Delivering organisational outcomes		
3.3.8 Creativity and innovation		
3.3.9 Dealing with the media		
Unclassified	2	1.4

What has emerged from classifying programs according to the Capabilities is that the Capabilities themselves need further work. There is overlap across some of the Capabilities within and across levels that make allocation against one specific Capability problematic. It may be more useful to structure the Capabilities according to a number of 'streams' (eg leadership, strategy, compliance and accountability, managing people and teams etc) than by the three areas currently used (professional, knowledge and skills and attributes).

Council is asked to consider the recommendation that the ATEM Capabilities be revisited to eliminate duplication and overlap, and to consider the overall structure to ensure clarity for members about capabilities required for career development and progression.

Council is also asked to consider whether or not those Capabilities not currently addressed need to be addressed specifically through program development in future iterations of the PD program.

Table 4 shows the Capabilities which have the most programs (top three). Most programs address either ‘responsibility for our professional and career development’ or ‘building networks’ which relate directly to “Growing Careers” and “Connecting People and Groups” respectively. Committee skills is the next most frequently offered program, perhaps suggesting that understanding how this key element of institutional governance operates and how to support committees effectively are core capabilities for administrators and managers.

Table 4: Most Frequently Offered Programs by ATEM Capability

Capability	# Programs	% Programs
2.1.1 Responsibility for own professional and career development	11	7.9
2.1.4 Building networks	11	7.9
1.3.2 Committee skills	10	7.2
2.2.1 Understanding the tertiary education sector locally and globally, and the place of your institution in those contexts	9	6.5
2.3.2 Self management and understanding self	9	6.5
2.3.4 Developing leadership skills	9	6.5
2.3.10 Managing staff and teams, developing talent, and dealing with poor performance	9	6.5
2.3.12 Policy development & implementation	9	6.5

2 Launching the Professional Development Program

Following is a list of dates agreed to the launch of the 2009 PD program in regions. Either the President or a Vice-President will attend these events. **Regions that have not confirmed their launch dates are asked to do so as soon as possible.**

The LH Martin Institute have agreed to attend launches wherever they can to make a short presentation on their new Masters program (we need to send the dates to them ASAP so they can organise attendance).

A press release about the launch will be sent out during January 2009. This release will go to all institutions, and corporate members outside individual institutions, as well as related groups and organisations, and newspapers. Please let me know as soon as possible if there is any individual or group you would like to receive this press release.

Table 5: 2009 PD Program Launch Dates at 2 December 08

Region	Launch Date	Attending from ATEM
Aotearoa	February	Tom Gregg
Bass		Stephen Weller/Maree Conway
Central	February	Chris Pepper
NSW/ACT	12 February (TBC)	Stephen Weller
SEQ/NR	27 March	Tom Gregg/Maree Conway

Tropical	6 February	Tom Gregg/Maree Conway
Western		Chris Pepper

3 Relationship with LH Martin Institute

Following is an extract of the text of an email which was sent to the LH Martin Institute following a meeting with them on 28 November. The President will report further on the development of the relationship. For information at this stage, although note the section on the role of Institutional Coordinators (in italics). Council may wish to discuss this in more detail.

REGULAR MEETINGS

We agreed to hold monthly meetings throughout 2009, commencing in February. The aim of these meetings is to formalise our relationship, and to ensure that we keep moving forward. Agenda items already identified including planning for the proposed joint meeting of tertiary education associations (see below), joint badging and marketing and publicity. These meetings will be held at the Martin Institute.

I agreed to draw up a schedule of meeting dates which follow (I used the second Friday of each month as my guide):

13 February
 13 March
 10 April
 8 May
 12 June
 10 July
 14 August
 11 September
 9 October
 13 November

PROFESSIONAL DEVELOPMENT AND EDUCATION PROGRAMS

We agreed to jointly badge the HEW5-HEW7 program and to support you to offer that program in different states. We had this agreement with Universities Australia, and ran the program successfully for three years with them. We also discussed the Senior Staff Conference that was previously run by Universities Australia and agreed to consider how this might be offered as a joint program.

The proposed Leading Thinkers Series which I am developing for 2009 could also be jointly badged. This series is intended to be seminar type events (2 hours, with lunch/dinner) where a 'leading thinker' (Vice-Chancellorial types, but also other thinkers external to the sector) would present on their views about the future of the tertiary education sector.

We agreed to swap details of our professional development programs to ensure we avoid, as far as possible, overlap and duplication. I hope to have that program finalised tomorrow, and will be able to send it to you shortly afterwards.

We agreed that ATEM would identify which of its programs could be further developed to add on an assessment component, so that it could be counted as an elective in the Martin Masters program.

We discussed ways in which ATEM's Institutional Coordinators would be able to market LH Martin programs 'on the ground' in institutions. That network is already established (see http://www.atem.edu.au/membership_coordinators.cfm). We talked about offering the Coordinators discounts off Martin programs in return.

LH MARTIN INVOLVEMENT IN ATEM PROFESSIONAL DEVELOPMENT PROGRAM

ATEM is planning to formally launch its professional development program for 2009 in February/March next year in each region. We agreed that, wherever possible, someone from the Martin Institute would attend to make a presentation on the LH Martin Masters program. I'll be in touch early in the new year to confirm timing and locations for those launches so you can identify which ones you are able to attend.

While we were at the Charting New Terrain conference, we also talked about LH Martin being involved in the ATEM Orientation to the Tertiary Education Sector which we will be running in 2009. The session we talked about was similar to that presented for a UNESCO meeting earlier this year, as well as work on the changing academic profession. Again, I'll be in touch to confirm timing and locations.

JOINT APPOINTMENT FOR PROFESSIONAL DEVELOPMENT SUPPORT

We agreed to keep on the table the idea of a jointly funded position to support professional development.

MEETING OF AUSTRALIAN TERTIARY EDUCATION PROFESSIONAL ASSOCIATIONS

We agreed to co-host a second meeting of Australian Tertiary Education Professional Associations, following the first held in Hobart in 2006. This first meeting agreed to share information about professional development as well as work out ways to collaborate further, but there has been little formal follow up. As agreed, I've attached some notes from the first meeting to provide some background. You kindly offered the LH Martin offices for this meeting (if the numbers are right)."

4 Work Outstanding

Evaluation of Programs – finalising the online survey for all regions to use. Online will be the preferred method for this evaluation, as this allows the Secretariat to manage the process. If regions prefer to administer the survey manually, they will need to enter the responses into the survey database (online). Second version of the survey should be available in December.

Sponsorship – approach to Freehills to scope out possible sponsorship of PD programs will be made in December.

Online resources (eg templates, tip sheets, PD guidelines etc) – scoping document to be developed for comment by regions in first quarter 2009.

Delivery – work will continue during 2009 to improve delivery options for members in regional areas. Work with Tropical and Aotearoa regions in particular to pilot some delivery methods.

Costing Templates for PD Programs – to ensure consistency of pricing across ATEM. These templates are being developed by the Treasurer and Assistant Treasurer.

5 2009 Important Dates for PD

January: Press Release about new ATEM positioning and new approach to PD (including advice of launch)

February/March: PD Launches in Regions

July: workshop to plan 2010 programs and beyond

September: Council consideration of 2010-2012 program (approval in principle); 2010 program approved for implementation

November: 2010 program released.

For noting.

Maree Conway

Professional Development Coordinator

2 December 2008

Item 5.5. Awards and Grants Committee Report

Mailed separately, insert here.

Item 5.6 Institutional Coordinators

Copy of message to all ICs

To ATEM Institutional Coordinators

Following on from a very enjoyable afternoon tea for IC's at the TEM conference in Christchurch, Linda and I wish to report back to all IC's as promised.

Maree Conway's blog about the IC Afternoon Tea can be found at <http://temcupdates.blogspot.com/2008/09/atem-institutional-coordinators.html> and provides a good report and some photos of the occasion.

The Secretariat is working to re-activate the ATEM Forums on the ATEM website and as soon as we can we will set up a forum space for institutional co-ordinators. This will be a great way of keeping in touch with each other, share ideas for the promotion of ATEM and to source relevant documents, like the IC Policy etc.

If you have particular queries or concerns, the first port of call is your Regional Chair. Linda and I, as part of our brief on Council, are tasked with keeping an eye out for networking and information dissemination opportunities for you all.

When the original invitation to the TEMC IC afternoon tea was sent out, I received some apologies and also some emails from ICs who could not attend but had some ideas for improvements etc. Thanks to all who have provided feedback at either the conference or via email to Linda, myself or a regional chair.

Some of the issues again on the radar are:

- Dual Institutions/TAFE – how might we be seen to be relevant to this cohort of tertiary education management members?
- Regular reporting back to ICs as to targets, lapsed memberships etc.

We will bring these matters up at the next council meeting on your behalf and if you have any other suggestions please let your Regional Chair or Linda or me know.

Heather Davis & Linda McLain
ATEM Councillors

Item 7.1.1 2009 TEM Conference

TEMC 08 Organising Committee De-brief

The TEMC08 Organising Committee met on Friday October 31st to de-brief the recent conference and to discuss aspects for improvement where necessary. Points covered included:

1. Professional Conference Organisers (PCO)

It was unanimously agreed that it would not be possible to embark on the organisation of such a significant conference without the input of a PCO. Leishman and Associates discharged their responsibilities with professionalism and competency and were vital components of a successful conference. In particular the following highlights were noted:

- The availability of personnel when required to meet via audio-conferencing.
- Prompt e-mail responses to queries.
- Excellent results in signing-up and liaising with sponsors.
- Strong assistance in the recommendation of key-note speakers.
- For the majority of issues, the conference took place seamlessly and it is inconceivable to be required to work as an organising committee without a PCO.

There were, however, some *minor* areas that could have been handled better:

- a) Key Personnel: It was unfortunate that key personnel changed mid-stream in the organising calendar for this event. While the major aspects of continuity were maintained there were, never-the-less, some aspects of the service from the PCO that appeared to suffer, primarily around personality issues between some sponsors and the key contact.
- b) GST: Because the organisation straddled two different countries and their relative GST legislation it was felt that these issues were not totally understood by the PCO despite it being an early agenda item from the Organising Committee. It was eventually resolved by the inclusion of a local PCO acting as a New Zealand intermediary but it is complex and needs clear instruction for future events.
- c) Ongoing Expertise: As the PCO builds up considerable experience, their knowledge of how the event is run can overtake organising committee members' understanding and this needs constant communication to ensure all are on board.
- d) Sponsors' Feedback: There was mixed feedback from the sponsors as to how they had found the service from the PCO. As a result of this feedback an extensive effort was made on the last day to canvas booth holders regarding their experiences. With close to 100% satisfaction being recorded, the not so favourable responses have been attributed to a personality clash. In future a formal process seeking feedback from sponsors would be worthwhile. It is unknown whether sponsors received a formal "thank-you" for their support
- e) Budget: The full and final budget remains something of a mystery to the organising committee with updates provided by the PCO not always being timely and often with unanswered questions. There may be more to comment on when the final account of revenue and expenditure is tabled. There is a certain amount of "flying blind" and a "she'll be right" attitude needed from the organising committee's perspective, with considerable trust being put in the PCO that all is under control
- f) Attention to Detail: Some key details were not shown to the organising committee for sign-off, e.g. the banner strung between the Town Hall and the Convention Centre. It displayed the TEMC nomenclature but didn't spell out the nature of the conference, thus missing the opportunity to promote the industry to

the general public. In another example the speakers' gifts were delivered without the gift-wrapping that had been ordered and paid for. This detail was not checked at the time of delivery.

2. Conference Venue

With over 600 delegates, the size of the conference these days now virtually rules out any venue other than a specialised convention centre and Christchurch's facilities left few disappointed. A couple of minor points were as follows:

- a) Coffee Carts: In a new feature for the TEM conference two coffee carts were available in the exhibition area for those who were keen for a "real" caffeine fix. The number/availability of carts was recommended by the venue as being sufficient for our numbers however, inevitably, they proved to be more popular than expected (maybe tertiary education managers are more addicted to caffeine than other industry groups!). In any event, there was some disappointment in the rigid adherence by staff manning the machines to the times available for making coffee. As such, future committees being offered this option should accept if possible but consider expanding the capacity/availability of the machines.
- b) Manning of Refreshments: The strict "guarding" of the happy hour, coffee and lunch tables to the point of being officious was noted in feedback from committee members and in survey results. For instance a reasonable number of delegates arrived a few minutes before the allotted start time for happy hour however, despite the tables being laid out and drinks ready to go, convention centre staff would not allow anyone to take any drinks or food off the tables. A small amount of flexibility here would have greatly enhanced the experience for delegates.
- c) Lunch Tables: A recurring theme in feedback is the desire for tables so that delegates can sit down and eat lunch more comfortably. There is an extra cost to have additional tables and chairs available and it was decided against by the organising committee for that reason. Unfortunately there was no opportunity, however, to check that the lunch menu was compatible with a stand-up format. Future committees should have a closer overview of the lunch arrangements to ensure the food is compatible with the stand up/sit down format.

3. Registration Process

A few minor hiccups occurred during the registration process, usually as a result of an error made by the delegate. It may, however, be prudent to review the process to see if these mistakes can be reduced or eliminated. Issues included:

- a) The registration process needs to ensure that bookings for the social events and tours are matched to entitlements (eg. TEFMA Dinner). For instance the committee became aware of at least one ATEM member who successfully registered in error for the TEFMA Dinner, not realising they were not entitled, and not turning up. Because the event was over-subscribed this became a problem when TEFMA members wanting to register late for the dinner couldn't be accommodated.
- b) Rules need to be set around attendance at the TEFMA dinner and the registration form made more idiot-proof. There also appears to have been an issue when a CLV staff member assumed attendance as of right given the sponsorship level from CLV to the conference.
- c) The invitations from TEFMA in particular to invited dignitaries need to spell out clearly what is being covered by TEFMA and the mechanism for the guest to still book for various tours through the PCO should be maintained.

4. Abstracts

The selection of abstracts presented one of the most significant challenges to the organising committee. A total of 66 concurrent sessions were available in the programme and almost 90 abstracts were received, meaning a number of submitters would be disappointed. In addition, the bulk of the abstracts were from ATEM members resulting in ATEM streams being significantly oversubscribed and TEFMA streams undersubscribed.

The committee was tasked with deciding on the papers to be presented and this process was related to the theme and agreed streams of the conference. The initial paper selection was delegated to two sub committees made up of members of ATEM and TEFMA.

The sub committees spent considerable time in assessing the papers, using the criteria laid down to make their selection and the selection was accepted by the organising committee.

Disappointingly the non-selection of certain papers later became a topic of discussion at an ATEM Council meeting.

Having rejections debated at either the ATEM or TEFMA Council/Board meetings is concerning (and inappropriate) because only members of TEMC appointed selection committees will have seen all the papers submitted. In other words Council/Board members not on a TEMC appointed selection committee would be engaging in pure speculation without having the full information before them. Generally not all papers can be accepted and many of those rejected may feel aggrieved but do not have the opportunity to have their “case” presented at a council/board meeting.

ATEM and TEFMA Councils also need to remember, when debating conference issues, that ATEM and TEFMA are equal partners and the preferences of both organisations must also be taken into account when allocating papers to sessions. This partnership affects the number of papers we can accept for both the ATEM and TEFMA streams.

The ATEM selection subcommittee for TEM08 has considered this issue at length and recommends, as a way forward, the following:

- a) That, on rejection of a paper, the submitter is informed of the option to appeal directly to the organising committee who will reconsider any additional information and, if deemed appropriate, adjust the order of the reserve list accordingly.
- b) That the ATEM Council and TEFMA Board, as a matter of policy, do not get involved with debate surrounding the acceptance or refusal of individual papers submitted to the Tertiary Education Management Conference, reaffirming that such issues are delegated to the Conference Organising Committee.

5. Presentations

The survey responses to the quality of presentations was mixed and highlights another ongoing issue for further organising committees. While it is relatively easy to weed out the abstracts that clearly don't align with the aims of the conference, it is very difficult to assess the quality of the content and presentation on the basis of an abstract.

This issue highlights the need for both ATEM and TEFMA to provide training programmes for presenters as part of their annual education programmes.

It is also recommended that, as a matter of course, survey feedback is provided to each speaker so they have the opportunity to refine and improve their presentation content/style accordingly.

6. Miscellaneous

General issues for consideration by ATEM/TEFMA include:

- a) Advice to the organising committee regarding establishing a target surplus.
- b) The sponsorship “passport” draw at the lunch on the final day did not work. The draw had traditionally been held during the closing session but feedback indicated that people lost interest and the exercise was too drawn out. The format was therefore changed and the draw held during lunch on the final day. This alternative format, however, didn’t appear to provide value to the sponsors as it (unsuccessfully) competed with lunchtime discussions/activities. As a result few delegates were aware that the draw was happening and additional profiling of the sponsors was lost. Consideration could be given again to holding the draw at the conclusion of the conference with a “be there or no prize” ruling.
- c) The conference manual calls for a “Master of Ceremonies” to be appointed. The organising committee felt it better to have that duty shared amongst the organising committee itself and recommends the conference manual be amended accordingly.
- d) The provision of an electronic list of attendees was appreciated but their actual role within their organisation should be made clear. Some delegates who complained that their name wasn’t on the electronic list had actually ticked the “privacy” requirement box.

7. Conclusion

Overall, the organising committee was extremely satisfied with the running of the conference and looks back on the experience as being worthwhile and enjoyable.

While a number of issues have been raised, they are mostly of a minor nature and simply reflect the increasingly complex make-up of this event, where it is more difficult to apply a single formula which will guarantee everyone’s total satisfaction.

Bringing together members from two different associations to run a single event presents its own challenges, and this has sometimes caused difficulties in the running of previous conferences. The members of this committee, however, have acquitted themselves professionally and with enthusiasm, and the differing priorities and needs of each association were met and dealt equally by all, making the entire process a delight rather than a trial.

Peter Molony
Chair, Organising Committee
Representative
TEMC 08
November 2008

Toni Hodge
ATEM
TEMC 08
November 2008

Item 7.2 UNESCO World Conference on Higher Education

UNESCO Conference on Higher Education, Paris July 2009

This report is to alert ATEM Council of the forthcoming UNESCO World Conference on Higher Education to be held in Paris, July 2009. There is no information available just yet as to how open UNESCO's World Conference on HE will be, all I can glean is that there will be 1000 delegates and that there will have been a series of regional meetings leading up to the event. Our region's report is attached and details of the presentations from the Asia-Pacific Sub-regional Preparatory Conference for the 2009 World Conference on Higher Education: "Facing Global and Local Challenges: the New Dynamics for Higher Education" can be found at <http://www.unescobkk.org/index.php?id=7910>

I suggest that ATEM makes itself known to the region's secretariat and request that the ATEM President be included in the participation list for the Paris conference. Please note that Lyn Meek and Leo Goedegebuure from the Martin Institute attended the Asia-Pacific Regional meeting in September, 2008.

Background to the World Conference on Higher Education 2009 conference:

The 1998 World Conference on Higher Education (WCHE) was held by UNESCO to lay down the fundamental principles for the in-depth reform of higher education systems throughout the world. The objectives were to ensure that the future orientations of the higher education sector would be based on the equity of advanced educational opportunity for all citizens, modernized systems and institutions, and enhanced social relevance and links to the world of work. At the end of the conference, the "World Declaration on Higher Education for the Twenty-first Century: Vision and Action" and the "Framework for Priority Action for Change and Development of Higher Education" represent an agreement among all stakeholders concerning the principal and key actions needed for the renewal of higher education in the twenty-first century. Since then, many initiatives have been taken in order to follow up the reflection on higher education and to take concrete action in line with the decision of the WCHE.

In 2003, the Meeting of Higher Education Partners (WCHE + 5) assessed the progress achieved in the implementation of the WCHE Framework for Priority Action. The meeting identified a number of trends in the development of higher education and suggested lines for possible action in response to these global trends. The issues and challenges facing higher education that were discussed in this meeting included the impact of globalization on higher education; the new roles of higher education and research in the knowledge society; the relationship between higher education, the state and the market; the impact of ICTs on higher education; and shifts in world demographic trends.

At the 34th Session of UNESCO's General Conference in 2007, a resolution was adopted to convene a World Conference on Higher Education + 10 event in 2009 to take stock of developments since 1998 and to re-visit the Framework for Priority Action. The 2009 WCHE will provide a global forum for discourse and debate on the rapidly changing higher education and research spaces and propose lines of action to ensure that higher education can meet both national development goals and individual aspiration by contributing to equity, inclusion, life-long learning and sustainable development. It is proposed that the 2009 WCHE will be held at UNESCO Paris on 6-8 July 2009.

Heather Davis, November 2008

UNESCO Asia and Pacific Regional Bureau for Education, Bangkok
ASIA-PACIFIC SUB-REGIONAL PREPARATORY CONFERENCE FOR
THE 2009 WORLD CONFERENCE ON HIGHER EDUCATION
“FACING GLOBAL AND LOCAL CHALLENGES:
THE NEW DYNAMICS FOR HIGHER EDUCATION”
Macao, SAR, PR China, 25-26 September 2008
CONFERENCE REPORT ON HIGHER EDUCATION
IN THE ASIA-PACIFIC REGION

Preamble

We, participants of the Asia-Pacific Sub-regional Preparatory Conference¹ to the 2009 World Conference on Higher Education,

1. **recognizing** that higher education is a necessary and increasingly vital component in any nation's development, and that the Universal Declaration of Human Rights affirms that “everyone has the right to education ... and higher education shall be accessible to all, on the basis of merit”;
2. **adhering to** the principles and vision set forth in the 1998 Declaration on Higher Education, and the ensuing Frameworks of Action from both the 1998 World Conference and the 2003 (1998+5) Follow-Up Conference on Higher Education;
3. **taking into account**, however, the far reaching and profound changes in society since 1998 and 2003, and the corresponding impact and changes it has brought about in higher education in our countries;
4. **acknowledging** that the Asia-Pacific region continues to be characterized by an immense diversity of size, income, cultures, and education systems, and that the higher education systems in the region, responding to realities of a changing world, have likewise evolved a diversity of responses, innovations, mechanisms, programmes and institutions; and
5. **being aware of** the opportunity provided by World Conference on Higher Education to be held in Paris in July 2009, to share the experience, insights, and lessons of the Asia-Pacific region with the other regions of the world, and conversely to learn and benefit from their experience; and to participate actively in the forging of a renewed global vision for higher education that can adequately address the fast changing future, present this conference report, drawn from country papers, plenary sessions and parallel sessions held in Macao, SAR, PR China, on 25-26 September 2008, according to the following five sections: (I) the current state of higher education in the Asia-Pacific region; (II) social and individual imperatives for a changed world; (III) how higher education responds to change, (IV) the challenge: new paradigms for the future; and (V) distinctive features of higher education in the Asia-Pacific region.

CONFERENCE REPORT ON HIGHER EDUCATION IN THE ASIA-PACIFIC

I. The Current State of Higher Education in the Asia-Pacific Region

This section of the report provides a brief overview of higher education issues and trends in the Asia-Pacific region to be discussed in more detail in subsequent sections.

Diversity and growth

The Asia-Pacific region is the largest of the UNESCO regions, containing over 3 billion people, constituting 60 per cent of the world's population. Two of the countries in the region are inhabited by more than one billion people each, while there are a number of small island states whose populations number in the thousands. Many, if not most, of the countries of the region are experiencing rapid and far reaching economic and social change.

The extremes portrayed by the geographical and demographic diversity of the region are also expressed in the size and types of higher education institutions operating in the Asia-Pacific region. The region contains many of the world's mega open universities such as Indira Gandhi National Open University in India, Central Radio and TV University in China and others, and one of the world's few truly multi-national universities such as University of South Pacific.

Demand for higher education is rising nearly everywhere, with substantial projected population growth in the 18 - 23 years old population in all of the countries except for Australia, the Republic of Korea and Japan. In countries such as China, recent growth in the number of higher education enrolments and institutions has been spectacular. But countries across the region are not participating in equally, nor benefiting from, the expansion and social-economic contribution of higher education. A variety of innovative and differentiated approaches to higher education provision are required if all nations and all sections of society within nations are to benefit fully.

World class or local relevance: diversity of needs and institutional diversity

Throughout the Asia-Pacific region, as elsewhere in the world, there is much discussion about creating “world class” research universities and a preoccupation with university rankings to judge whether or not this is being achieved. While recognizing the importance of both research and research intensive universities to the development of knowledge economies, it needs to be recognized that no nation can afford to fund all of its universities at a level commensurate with world class research universities. Moreover, many nations may be better positioned in a competitive global market by creating “world class” systems of higher education, rather than devoting the majority of their resources to creating a few so-called “world class” universities. There is a good deal of evidence to suggest that world class systems of higher education are *differentiated* systems of higher education. These are systems that address the increasing needs of society and the diversity of student backgrounds that result from massification. Higher education institutions require a variety of missions and need to cater to a range of stakeholders. The core business of higher education will remain teaching and scholarship, and in an increasingly complex and volatile global environment, the relevance of their activities to local communities will become all the more important.

Co-operation and competition: local, regional and global

Over the past recent decades, neo-liberal approaches to higher education governance have stressed the notion of market competition, based on the assumption that institutional competition in a free market environment would enhance efficiency, quality and accountability. But it is now being recognized that governments have an important role to play in ensuring that higher education achieves basic social and economic objectives and that an environment that encourages co-operation amongst institutions is just as important as one that embraces aggressive competition. We see in the Asia-Pacific region many forms of institutional co-operation and alliances. One phenomenon of particular importance is the success of research networks that span local, regional and global aspects of co-operation.

Public and private dynamics

The establishment of private higher education institutions in many countries of the Asia-Pacific region has helped meet the rapidly growing demand for higher education. The quality of some of these institutions has been questioned, with various national and international quality assurance (QA) initiatives designed to address this problem. However, we are now witnessing a new phenomenon associated with a blurring of the distinction between public and private higher education. Many formally publicly funded universities are increasingly relying on private sources of income and becoming more like private for-profit institutions than those created to serve the public good. Governments and institutions alike will need to address this trend.

Impact of learning technologies

The uptake of new technologies in the Asia-Pacific region in the provision of higher education is remarkable, and possibly one of the most extensive of any region in the world. So-called “e-learning” and on-line teaching are transforming both traditional ways in which distance education is provided and traditional methods of on-campus teaching.

Size, participation and type of institution

Domestic student demand for higher education is likely to decrease in countries like Australia and Japan, although drops in demand from school leavers in these countries are likely to be offset by demand from mature learners and international students. But what is clear across the region as a whole is that the future demand for higher education is enormous and the present systems will not be able to meet that demand. New strategies will be required and new types of institutions will need to be created if the countries of the region are going to meet student demand for places and do so in a way that improves equity of participation.

Funding: priorities and resource differentiation

All higher education institutions in the region, whether public or private (or parts of both) will need to further differentiate their funding base. Funding from government is a very important source, and should remain so. But other forms of funding from industry and the commercialization of research products need to be pursued actively. In many if not most of the countries in the region, student tuition as a source of funding has reached its maximum.

Quality, quantity and standards

Over the recent two decades, formal mechanisms for assessing quality of higher education have been developed in most of the countries of the region, and there have also been international initiatives. The emphasis so far has been on the processes that institutions develop to ensure that they are meeting their stated goals. However, there is now a shift in emphasis with respect to quality assurance from process to standards. Governments and quality assurance agencies are becoming just as interested in the outcomes achieved by higher education institutions as in the processes. There also is an increasing interest in measuring outcomes and standards across national systems of higher education.

Enhancing mobility

The Asia-Pacific region supplies the lion's share of the world's international students. Many of the countries of the region have a long tradition of sending some of their students to study overseas in Australia, the United States and Europe. More recently, Asian students are going to other Asian countries for their higher education. Higher education graduates are also becoming increasingly internationally mobile in pursuing their careers. There is an increasing need for enhanced recognition of student qualifications across nations and other measures that promote student and graduate mobility. With respect to mobility, many of the countries of the region are interested in the European Bologna Process, and are adapting Bologna-type initiatives to the region – examples include the Brisbane Communiqué and the development of the Australian Graduation statement.

Catalyst and product of knowledge economy

In the Asia-Pacific region, the relevance of higher education to social and economic well-being is clearly recognized. The higher education institutions of the region are supplying the knowledge workers necessary for the respective countries of the region to be able to participate in the global knowledge economy. They are also supplying the ideas and understanding that may help moderate the excesses of the global economy and preserve local cultures and values. But at the same time, as higher education institutions become increasingly and fundamentally engaged in the future of the communities in which they are located, their own traditions, cultures and values are being challenged.

II. Social and Individual Imperatives for a Changed World**KEY ISSUES***Statements of intent*

The Asia-Pacific country reports reveal a range of ways in which higher education is responding to a changing world: as an engine or driver of change; as a means of meeting

present and future employment needs; and as a promoter of, or contributor to, socio-economic growth. Such responses are described in terms of social relevance and responsibility, societal commitment and higher education institutions shaping the future of society. There is considerable emphasis on the development of individual and societal values, attitudes and beliefs that higher education encourages, towards the goal of, for example, a “just, democratic and civilized society”. Such language is common, yet there are few cases from the region demonstrating how this rhetoric becomes reality; and in some country reports the emphasis is entirely on the economic/employment provision role of higher education, rather than on the development of other aspects of society.

Institutions and policy

Higher education is often mentioned as a central pillar of democracy and society. Legal frameworks are helping to strengthen its capacity to play such a role, including increased autonomy over decision-making and control of finances, decentralization, and new models of higher education institutions that increase diversity and opportunities for them to make a range of different societal contributions. Innovative national qualification schemes, accreditation systems and standards that recognize the value of social commitment are emerging. A number of country report authors observe that these frameworks and models should recognize the importance of diversity in the Asia-Pacific region, rather than creating “one-size-fits-all” formulae or metrics. Higher education institutions are also seen to bridge the global and the local via varied and emerging forms of knowledge creation and sharing.

Curricula

There is considerable emphasis in the region on curricular themes grounded in human and social development, environmental and sustainable development, peace-building, human rights and citizenship. Many curricula, and indeed entire educational programmes which promote contributions to society, are innovative and inter-disciplinary, and are acquiring financial support to help them grow and spread. There are a few examples of education programmes that aim specifically to enable co-learning and the co-construction of knowledge.

Equity and participation

Higher education is often cited as having the potential to contribute to the reduction of poverty and inequality, as well as to other broader social goals. Several of the Asia-Pacific country reports state explicitly that access to higher education should be broadened further, ensuring the participation of those who may previously have had more difficulty in accessing higher education, for example ethnic minorities, societal groups speaking minority languages, or those living in marginalized regions. Participation in higher education in the Asia-Pacific region goes beyond access to uptake, process, outcome and impact. However, since there is a vast resource of participatory methods and approaches that have their origin here; these have potential for adaptation and adoption by higher education institutions in their teaching and curriculum development processes, and their various forms of engagement in society.

Research, teaching and service

New forms of “engaged scholarship” are emerging and being embraced, integrating closely the different functions of teaching, research and societal engagement. There is much evidence from the Asia-Pacific region of higher education involvement in participatory research, engagement in participatory development approaches, the adoption of learner-centredness, and the feeding of research into teaching. There is relatively less emphasis on the “service” or “engagement” role of higher education, and less evidence of research and teaching that is grounded in social development, compared with the many examples of research and teaching that is oriented towards economic growth and fulfilling employment needs.

Developing linkages

A range of linkages are emerging in the region between higher education (public and private), society and the economy. Some of these are closely connected to economic and employment

agendas, for example faculty attachments to industry. More socially oriented linkages are seen through higher education institutions offering ecological education to the wider public, and endeavours to integrate education for sustainable development concepts and practices within the wider higher education curriculum. There are interesting examples of emerging networks involving higher education institutions in relation to social missions and societal engagement. A number of these are cross-border co-operations, whilst others are related to activities involving several partners at a national level.

POLICY TENSIONS

In seeking policy direction, several tensions arise in this region that, itself, is marked by enormous diversity of situation and practice of higher education. A continued dialogue, based on a critical reflection on evidence, is needed to help work through these tensions. The following ideas are framed as questions, therefore.

Social engagement or economic growth?

Should higher education be seen as a provider of services (some of which help to generate income), or as a co-learner, collaborator and co-constructor of knowledge with a range of different social actors? Are these two roles compatible, and how can their compatibility be enhanced? What are the influences of factors such as competitiveness, incentives for research, teaching and social engagement, and the perceived pernicious influence of higher education “league tables” on the emergence of the higher education sector in different countries in the region?

Assimilation or diversity?

Is the social commitment of higher education intended to promote a homogenization of society, and an assimilation of all groups and social identities within one national (or even global) culture? How may higher education help to celebrate diversity, and support alternative contributions to knowledge creation? How can higher education be inclusive, yet promote empowerment and maintain social identities?

Diversity of development challenges/needs

Different countries in the region are facing different development challenges. Between nations, and even within single nations (notably China), enormous diversity is seen in terms of poverty, well-being, economic growth and social development. How can higher education help to develop systems that cater for local needs, capable of responding to local problems as well as connecting to global notions of citizenship?

Demographic change and unknown futures

Populations in a number of countries in the region are ageing and shrinking, whilst in others populations are still experiencing rapid growth. How can higher education in the region cope when facing an excess of capacity in some countries, whilst having insufficient capacity in others? Will demographic changes lead to higher education engaging more strongly with adult learners, and how will this link to the continued emergence of a lifelong learning agenda? Acknowledging that economic and social futures of many countries are uncertain and development is characterized by complexity, how can higher education help to shape society, hold spaces for engagement around societal issues, and demonstrate adaptiveness and flexibility amongst rapidly changing conditions?

Preserving minority cultural identity

How can higher education help to ensure the futures of all those in society with unique cultural identities, whilst still helping to fulfil national and regional development goals and aspirations?

Private higher education: unintended consequences

As private provision of higher education expands, how can the wider higher education system deal with the unintended consequences of this? What will be the role of the public higher education sector, in contexts where poor students are seen to have access only to poor quality private higher education?

Accreditation procedures vs. diversity

How can qualification frameworks reflect diversity in the higher education system, rather than creating “one-size-fits-all” responses that leave many without access to higher education which is suited to their particular needs and requirements?

Strengthening institutional capacity

How can capacity be strengthened to enable higher education (in terms of the individuals within higher education institutions, higher education organizations themselves, and the wider systems within which higher education is located in the region) to become more adaptive, flexible and capable of responding to uncertainty and complexity, whilst also taking wise strategic directions and decisions that are inclusive and transparent?

III. How Higher Education Responds to Change

The development of a higher education system depends on the economic, socio-cultural and political context of the country. Although there are distinctive differences among the higher education systems in the Asia-Pacific region, it is also possible to identify new trends within the systems as universities react to the global changes. This section aims to briefly analyse these new trends highlighting the common issues faced by higher education systems in the region.

TRENDS

1. Many countries in the Asia-Pacific region have undergone massive expansion due to ever increasing social demand partly brought about by population growth, the democratization of secondary education and the growing affluence in the region. As a result, higher education has expanded in terms of student enrolments, participation rates, number and types of higher education institutions. However, at the same time, there are a few advanced countries in the region, namely, Australia, Japan and Republic of Korea that are experiencing population decline due to low fertility rates, resulting in excess supply of places in the universities. Thus these countries have to consider how best to use their higher education capacity.
2. As higher education systems expand they become more complex, comprising a wide variety of institutions with different missions, scattered in different geographical locations, and thus making it increasingly difficult to be managed centrally. Therefore, reforms in university governance and management have resulted in an increase in institutional autonomy in return for more accountability to multiple stakeholders.
3. The massive expansion of higher education systems has brought about a differentiation of higher education institutions with different missions to cater for the different needs of the diverse groups of students. The different types of higher education institutions include traditional universities, virtual universities, polytechnics, technical institutes, open learning institutes and community colleges. Not only are there different types of higher education institutions, but there are also different types of higher education providers such as providers run by for-profit corporations, non-profit organizations and religious bodies.
4. The existence of many different types of higher education institutions in each country infers that there are different pathways of learning. The challenge is how to develop a single system which allows maximum flexibility in career planning and supports and encourages lifelong learning. The aim is to create a higher education system that will allow mobility in terms of flexible entry and exit into the system. Besides the different pathways of learning, there are also new models of scholarship which emphasize interdisciplinary, problem-based,

socially-engaged approaches, and other innovative models that are rooted in participatory and sustainable development approaches.

5. The rapid expansion of higher education and the rising unit costs have put tremendous strain on many governments, therefore they have to seek other sources of funding and to restructure their higher education systems. The restructuring of higher education in many countries involves the privatization of higher education, the corporatization of public universities, the implementation of student fees and the formation of strategic partnerships between the public and private sector in the provision of higher education. There is a multifaceted approach to financing higher education which includes cost recovery, income generation, innovative funding mechanisms, and selective funding of flagship universities.

6. The internationalization of higher education is reflected in the increased mobility of students, academic staff, educational programmes and higher education institutions across national borders. Countries such as Australia, New Zealand and India are exporters of higher education and other countries such as Malaysia, China, and Vietnam are importers of higher education.

7. In recent years, a number of regional initiatives have emerged to promote academic mobility and these include the Brisbane Communiqué (mentioned above), the ASEAN Higher Education Common Space, and the East Asia Summit.

ISSUES

1. Every country has to deal with the issue of managing the expansion of higher education systems while preserving equity, raising quality and controlling cost. Every university has a budget to balance, standards to maintain, faculties to satisfy and social demand to meet.

2. There also are issues relating to the articulation of secondary with higher education, linkage between technical vocational education and higher education, as well as the link between higher education and the labour market.

3. In terms of research, universities have to balance the need to be responsive to national needs, on one hand, and to foster access to and application of global knowledge on the other.

4. There is the continual challenge of the “Third Mission” of the universities which is related to social responsibility, community engagement, as well as socially engaged scholarship.

5. With increased academic and labour mobility in the region, the issue of qualifications recognition and quality assurance has become more prominent. Assessing the value of a qualification has become much more complicated because of the diversification of programmes, qualifications, delivery modes and the proliferation of non-formal learning. Thus, there is an urgent need for cross-border co-operation and information sharing among recognition and credential evaluation agencies.

6. In the changing context of higher education, the academic profession is also fast changing and there is a need to support academic staff in new roles and to protect academic freedom.

7. With the advancement of technology, there is the need to harness the power of information and communication technology (ICT) in delivering and improving the quality of higher education.

IV. The Challenge: New Paradigms for the Future

We can understand the term ‘new paradigms’ in two ways. First, there are paradigms that are new everywhere. These are often the result of developments in information and communications technology. Second, there are paradigms which, whilst not new in the global or even in the regional context, are now being adopted much more widely. A good example is Lifelong Learning. The concept itself goes back at least to UNESCO’s 1970s Faure Report but, for countries where higher education systems have previously focussed almost exclusively on serving young full-time students, it is a new paradigm. The country reports, as well as the conference papers and discussions, identified new paradigms in both categories, recognizing that the distinction between them is often fuzzy.

New paradigms

1. Historically the higher education sector has tended to develop by evolution rather than revolution. In the contemporary world, however, some institutions and systems are experiencing discontinuous, non-linear change.
2. The change from print to digital media in the presentation of information is a new paradigm. In higher education older academics, who are ‘digital immigrants’, are struggling to cope with the different mindset of students who are ‘digital natives’. The two groups come to e-learning with different expectations.
3. Students are early adopters of social networking software, which is changing relationships and behaviours within higher education.
4. National ‘cyber’ or ‘virtual’ universities are appearing, not as independent institutions, but as mechanisms to help whole higher education systems adapt to and adopt e-learning.
5. Many countries have traditionally had several distinct and rather separate sectors in post-school education. The trend is to evolve towards a unified post-secondary (tertiary) sector in which the sub-sectors are linked by comprehensive qualifications frameworks.
6. The notion of student learning outcomes is becoming an important element in the discourses of quality.
7. Paradigms for research are changing in two ways: there is a greater focus on issue-related research (e.g. climate change) rather than discipline-based enquiry; there is also a trend towards participatory action research, notably on development challenges.
8. The notion of foreign campuses is becoming more widely accepted, although several of these ventures have run into difficulties and have closed.

Paradigms gaining wider adoption

1. In countries with increasingly knowledge-based economies and ageing populations, higher education is providing more opportunities for lifelong learning.
2. Countries and institutions are paying more attention to the demands of national economies for skilled workers in designing higher education curricula.
3. The old notion of de-linking examinations from teaching may be making a comeback (e.g. students can opt for an examination without having to enrol and pay for the teaching component of courses).
4. Private-sector higher education, both for-profit and not-for-profit, accounts for an increasing proportion of provision in most countries. The trend is for governments to place both public and private institutions within a common regulatory framework.

5. Although the trend to create open universities has slowed, the proportion of campus-based institutions offering programmes by distance education and e-learning is rising steadily.
6. More governments are accepting the notion that universities serve their nations better if their governing councils are protected from political intervention and given autonomy to run their affairs within a national framework of legislation and regulation.
7. Patterns of student mobility are changing. Countries that were formerly major exporters of students now try to import more students to their own institutions.
8. With increasingly demanding quality assurance arrangements, institutions are being more careful about mounting offshore distance learning operations, especially in their choice of partners.
9. International rankings of universities are leading some countries to try to create a few “world-class” universities since this is easier and cheaper than raising the quality of the whole higher education system. However, as discussed above, creating “world class” systems rather than a few elite institutions would appear to be a better option for raising quality.
10. Public higher education institutions increasingly include commercially-driven units for both teaching and research.

V. Summary: Distinctive Features of Higher Education in the Asia-Pacific Region

We, the participants of the Asia-Pacific Sub-regional Preparatory Conference on Higher Education, held in Macao on September 25-26, 2008 would like to share with the Paris 2009 World Conference on Higher Education, distinct and emerging features of higher education in the Asia-Pacific region:

1. In many universities, the focus is fast shifting from post-secondary youth to an older adult population. This is a result of the need for constant upgrading due to fast changing work force demands, and, in some specific instances, due to the rapid decline in population of the post-secondary cohort, causing excess capacity.
2. Asia has long led the world in its use of participatory approaches to development and involvement with local grass roots communities and embracing multiple modes of knowledge production. Now it is fast linking the participatory development perspective not only to community service but also to teaching and research, and creating new forms of engaged scholarship.
3. The increasing role of multi-stakeholders (students, faculty, employers, local government, civil society organizations) is more evident than ever. Decentralization, corporatization, and autonomy have accounted for this greater participation. Responding to multi-stakeholders has resulted in innovative programme designs (e.g. “ladderized curricula”), revitalized professional programmes, redefining and refinement of the research agenda, more attention to the status of teachers, and a re-articulation of the mission of the university.
4. The demand for greater access, especially from the underserved, has led to a plurality of partnerships, delivery mechanisms and institutions. Government assistance to the private sector has blurred the line between public and private provision. Post-secondary education in many countries has emerged with a wide diversity of institutions serving different clientele and different needs.
5. Asia has long led the world in the number of students it sends to other countries for higher education. On the other hand, in some Asian countries there is an active campaign to increase the number of foreign students coming into their institutions. Further enhancement of

diversity and mobility are regional priorities. In light of recent concerns on the commodification of higher education, there are many lessons to be derived from this long experience.

6. The continuing evolution of and greater access to ICT has been a driving force for different modalities of distance education, e-learning, and open universities. Seven out of ten of the world's largest open universities are in Asia. On the other hand, small e-learning vehicles of many types, some foreign, are springing up rapidly, and quality control and standards have become major issues in this regard.

7. Quality has always been a concern of higher education, but now it is being re-defined and the approach to procedures to measure it is fast changing. Internationalization of higher education has led to a concern for international acceptable accreditation standards and a renewed attention to international rankings and the development of world class universities. But the higher education system serves more than the elite, and ways have to be found to evaluate quality fairly as higher education reaches out to different clientele and uses such mechanisms as participatory development. In this case the traditional approach of measuring inputs and processes is not necessarily as important as measuring outcomes.

Finally, UNESCO and its international partners and collaborators are called upon to sustain and intensify their efforts to support the above initiatives of higher education in the Asia-Pacific region; and to assist in the inter-regional sharing of these experiences, towards a more dynamic, harmonious, and integrated global higher education.

Annex I

The Conference was the first of the two sub-regional preparatory conferences in the Asia-Pacific Region for the 2009 World Conference on Higher Education (WCHE)², organized for countries in East Asia, Southeast Asia and the Pacific. Co-organized and co-sponsored by APEID, UNESCO Asia and Pacific Regional Bureau for Education, Bangkok and the Government of the Macao Special Administrative Region of the People's Republic of China, the conference, held on 25 and 26 September 2008 in Macao, PR China, brought together over 120 participants from 23 countries in the sub-region, representing national policy makers, institutional leaders, professors, researchers, students, economic and professional sectors, intergovernmental organizations, higher education networks, as well as the civil society. Entitled "Facing Global and Local Challenges: The New Dynamics for Higher Education", the aim of the conference was to take stock of major developments and trends in higher education in this Asia-Pacific sub-region. More specifically, its objectives were

- (i) to prepare a series of thematic debates on important higher education issues in the sub-region;
- (ii) to collect inputs from governments, intergovernmental organizations, non-governmental organizations, higher education networks and other partners in the WCHE follow-up; and (iii) to report on key higher education developments in the sub-region.

The conference was organized in four plenary and three parallel sessions. The two-day programme comprised an overview of higher education in Asia-Pacific region, as well as four keynote speeches, one for each of the four sub-themes, namely: societal commitment and social responsibility of higher education; research and innovation in higher education; trends and issues re-shaping higher education; and towards a new agenda for higher education. In addition, fourteen country reports were presented in the plenary sessions, while the parallel sessions focused on special topics such as the role of regional harmonization in Asia-Pacific region; ASEAN higher education area; open and distance learning; university ranking; trends in quality assurance; and financing higher education in Asia-Pacific region.

The conference ended with the adoption of a regional report, containing strategies and recommendations, which will later inform the global 2009 WCHE document. Please visit the website for more information: <http://www.unescobkk.org/education/apeid/macao2008>.

2 The Second Asia-Pacific Sub-regional Preparatory Conference, intended for countries in South, Central and West Asia, will take place in March 2009 in India (dates to be communicated later)

Heather Davis
ATEM Councillor

Item 8.1 Proposed Change to a Guideline

Guideline Number 5 deals with elections. It needs to be changed subsequent to the adoption of a new Financial Year ending on 30 April. Here is the old Guideline

5 ELECTIONS**(a) RETURNING OFFICER**

(i) The Association Secretary appoints a Returning Officer who must be a Member but not a candidate for office. If not a candidate the Association Secretary may be Returning Officer.

(ii) If the Returning Officer stands for another office there is a casual vacancy which the Association Secretary fills immediately.

(b) TIMETABLE

Elections are run each year according to the timetable set out below:

Action to be taken	Date
Appointment of Returning Officer	Before 1 February
Call for nominations	At 1 February
Nominations close	At date set in notice between 15 and 23 February
Ballot papers sent	By 1 March
Ballot closes	On 1 April

A new election timetable is below.

Action to be taken	Date
Appointment of Returning Officer	Before 1 February
Call for nominations by e-mail	At first Monday in March
Nominations close	At first Monday in April
Web-based ballot opens	At third Monday in April
Ballot closes	On 30 April

It is recommended that the change be adopted.

Giles Pickford
Returning Officer