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LH Martin Institute and ATEM join forces in an Australian first for professional development of tertiary education administration

Leo Goedegebuure, Deputy Director, L H Martin Institute

At the recent Tertiary Education Management Conference the Association for Tertiary Education Management (ATEM) and the LH Martin Institute (LHMI) launched an innovative project to develop a set of on-line training modules that can articulate into a base qualification for tertiary education management professionals. The rationale for this is that the context in which tertiary education managers now work is so complex that the combination of skills, knowledge and judgements required to lead and manage effectively in this arena demands substantial professional training and development, and due recognition of accredited practitioners as professionals.

Throughout the Australian tertiary education sector a variety of Capability Frameworks are in operation to guide professional development activities of academic and professional staff. Some have been developed, or are being created, almost from scratch by institutions; some are adaptations from existing frameworks, such as the Integrated Leadership System for leadership development in the Australian Public Sector; and others are reflective of the governance arrangements of institutions such as the NSW Public Sector Capability Framework that operates across TAFE New South Wales.

What all these frameworks have in common is the reflection of particular missions and sets of values that are core to the institutions they serve. This by definition means that local tailoring of these frameworks supports institutional diversity across the sector, highlighting distinctive features of particular institutions, which in turns aims to facilitate an effective enculturation of staff.

At the same time, at a meta-level a set of management and leadership capabilities and behaviours exists that operates across all institutions. In the United Kingdom the Association of University Administrators (AUA) in collaboration with key partners has developed an overarching capability development framework within which institutions can locate their own frameworks. According to the AUA, this approach:

...provides individual HEIs with a broad structure within which to identify the CPD [continuous professional development] needs of professional services staff in their organisation and to plan and deliver development activities to meet those needs. The framework also offers a model of professional behaviours which builds on best practice in the HE sector and elsewhere (AUA, 2009: 4).

Whilst not necessarily arguing that Australia must have a similar framework, the merit in a common overarching set of management and leadership capabilities is that this provides a basis for creating:

- a widely shared vocabulary of leadership and management roles and practices
- greater coherence in the various PD activities undertaken within and across institutions
- greater commonality to the skills and capabilities of those working in the profession, and
- easier mobility within and across institutions in the leadership and management space.

As such, it substantiates the idea of tertiary education management and leadership as a profession. At LHMI a start has been made with the development of such a meta-framework (Sharrock, forthcoming). The framework comprises four priority zones for institutional policy and strategy that appear widely in Australian tertiary education institutions. It recognises that tertiary education institutions need to be both inward and outward looking, and seek both flexibility and stability, in the way they configure people, programs, systems and strategies (see Figure 1 to follow).

Cont. on page 32...
Editorial

Welcome to ATEM Matters #41, the second of three issues for 2011.

Our second issue for 2011 is full of information about the many things happening at ATEM and in the tertiary education sector as well as some articles of interest for our members.

We have the usual Regional Roundup from Regional Chairs who are reporting on happenings in their regions since the last issue of ATEM Matters. Linda McKellar keeps us up to date with the latest from the Higher Education Professional and Executive Leadership Capabilities Research Project currently underway. The News and Announcements section includes the new ATEM members who have joined the association and had their membership upgraded since the last issue. Also listed here are the ATEM annual award recipients as announced at the members’ breakfast at the TEMC 2011 conference on Tuesday 16 August. As well as other news from the sector there is a special tribute to Giles Pickford for his many years of dedicated service to ATEM. Giles will be retiring in September from his role as Assistant Secretary. There is also a note from Giles to members and his latest poem for our enjoyment. I take this opportunity to say a personal thank you to Giles, who has been particularly supportive and encouraging of my scholarly interests, just as he has been with many other members over the last 30 years. We wish you well, our friend.

Feel free to contribute your news or the news of your organisation here at ATEM Matters. It is great to see what I hope will continue to be a steady stream of news and reports supplied directly from our members. Several conference reports, including a TEMC2011 wrap up and the TEMC2012 plans for Adelaide are included in this issue as well as a comprehensive report by Carroll Graham about her recent attendance at the Association of University Administrators Golden Jubilee Conference in the UK.

The President’s Report and a report from our Executive Director are here to keep you up to date with what has been happening at Council and beyond since our last issue. Giles Pickford, in one of his last jobs before retirement, keeps us up to date with Secretariat Jottings.

This issue is full of articles selected to provide you with some interesting reading. The first article announces a very exciting development made possible by the strong relationship and commitment to the sector that ATEM and the L H Martin Institute continue to demonstrate. Leo Goedegebuure, Deputy Director at the L H Martin Institute details these plans in the lead article, LH Martin Institute and ATEM join forces in an Australian first for professional development of tertiary education administration, beginning on page 1. Ian Dobson, Editor of our esteemed Journal of Higher Education Policy and Management, offers his perspectives in the article Evolution of a Scholarly Journal. We have our usual article from Management Issues in the UK, this time about the Skill of skilling yourself. Finally, in an article reprinted with permission from DDI Worldwide, we bring you a report on globally focussed research about middle level managers, particularly those in Australia, in The new reality of Mid-Level Leadership: A Closer Look at Middle Managers in Australia. We again bring you information about Employment Relations sourced from our very good friends at Bell Gully in New Zealand and Freehills in Australia.

The issues of ATEM Matters are published soon after each ATEM Council meeting and the final issue for 2011 will be published in December.

Until then....

Heather Davis
Editor, ATEM Matters
AMEditor@atem.org.au
President’s Report

Visit by the ATEM Patrons

At the ATEM Council meeting just prior to TEMC 2011 on the Gold Coast, we were very pleased to host the two new ATEM Patrons during a working lunch to discuss their perceptions of their roles in ATEM; trends in the tertiary sector, the proposals for re-inventing the corporate membership, and future directions in general.

Sectoral Trends

Our Patrons, Prof Jane den Hollander, Vice Chancellor Deakin University and the Hon Steve Maharey, Vice Chancellor Massey University, saw the most difficult problems facing the sector as being political indifference towards tertiary education which is backed up by public apathy. Politicians and those who vote for them largely see their priorities as being health, defence, infrastructure, and social security, with education coming in amongst those sectors of the economy that can safely be left until after the deficit had been reduced. The ‘lazy’ balance sheets of the tertiary institutions do not project any sense of urgency about the problems facing the sector. In summary, the view is that the sector would have to continue to do more with less.

Because of these trends, the Patrons saw the role of ATEM as being crucial to improving the management of tertiary institutions, so that with better practices they could in fact do more with less and survive the period of deficit reduction. They also thought that universities need to put more effort into communicating the tertiary education narrative, ethic, values and traditions, to the public as well as to its leaders.

The new Corporate Member Model

It was generally agreed at Council in August that the existing model of five corporate members per institution, with three tiers of membership based on size of institution, was no longer enough.

Support from the Patrons was received for the addition of a premium membership from 2012 of twenty-five corporate members with a fee of around $5,000 in order to develop critical mass within institutions as well as for the sector. The existing model would be maintained, with the new premium membership offered also.

The Patrons and I indicated at the meeting that we would advocate the migration of our institutions to this premium membership. It was stressed that ATEM should hold discussions with TEQSA and then promote the premium membership to all of the 140 institutions covered by TEQSA. It was noted that there was better coverage across the tertiary sector in New Zealand. It was noted that UA and UNZ had both expressed support for the new concept.

Giles Pickford’s retirement

On the 30 September Giles Pickford will step down from his role in the Secretariat as Assistant Secretary. Giles has had a thirty year association with ATEM including eleven years operating the Secretariat alongside Peter Scardoni. Giles will continue in his role as Convenor of the Ghosts having recently been reappointed for a three year term and will represent the Ghosts at future ATEM Council meetings as an ex officio non-voting member of council. We can be sure that he will continue to be an active force in ATEM into the future. The President and Councillors formally acknowledged Giles’s contribution and outstanding service to ATEM and tertiary education which culminated in Giles being awarded ATEM’s President’s Award at the members’ Breakfast at TEMC 2011 on Tuesday August 16.

Dr Stephen Weller
16 August 2011
stephen.weller@atem.org.au
Executive Director’s Report

It is great to be writing this report after coming home from one of the most successful TEM conferences on the Gold Coast. With over 700 delegates, the TEMC is truly Australia’s largest gathering of tertiary education professionals. Delegates had a choice of 64 concurrent sessions on topics ranging from off shore campuses to student administration and management of facilities.

ATEM was very pleased to welcome to TEMC 22 important leaders from universities and colleges in Papua New Guinea. These included Professor Philip Siagury, Vice Chancellor of the University of Natural Resources and Environment, Fr. Jan Czuba, Vice Chancellor of the Divine Word University, Mr Ben Thomas, Vice Chancellor of the Pacific Adventist University and Professor Kenneth Sambuk, from the University of Papua New Guinea.

Each leader has taken the opportunity to become a member of ATEM. PNG is an area of great educational demand but with challenges in resourcing their universities. Each member of the delegation gave very positive feedback on the conference and we are hoping to continuing dialogue with our new colleagues from PNG.

The ATEM Best Practice Awards 2012

At the Council meeting prior to the Conference, my proposal to council to introduce a series of Best Practice awards to give recognition to the professionals in tertiary education was confirmed. I believe that our members are the best at their jobs working through innovative strategies, keeping up to date with current issues and a preparedness to go the extra mile for their profession. We want to reward our members for this.

The awards will be announced at a ceremony at the TEMC conference on September 15th, 2012 in Adelaide and will become a regular part of TEMC conferences thereafter. A series of 10 awards will be made to outstanding practitioners of tertiary education management.

They will be awarded in the following 10 categories

1) Excellence in Student Administration and Customer Service
2) Excellence in Marketing Communications and/or public relations
3) Innovation in Tertiary Education Management
4) Excellence in Leadership
5) Excellence in Financial Management
6) Excellence in Human Resource Management
7) Excellence in IT Management
8) Excellence in Research Management
9) Excellence in Community Engagement
10) Young Professional of the Year

We are currently formulating the criteria and rules for each category but entry forms will be available from the start of 2012. Nomination entries are free for ATEM members and you must be an ATEM member to be eligible to nominate.

ATEM’s New Office

As flagged in the last ATEM Matters, ATEM has now negotiated a Head Office with the University of Sydney and we now have offices at the University’s Cumberland Campus in Lidcombe. Many thanks go to the Faculty of Health Science for their tremendous sponsorship.
Our full address is:

Rooms M506 and M507, Building M
University of Sydney
Cumberland Campus
75 East Street
(PO Box 170)
Lidcombe NSW 2141
Phone 61 (2) 9351 9456

Professional Development

Although we have a large attendance for the TEMC and other conferences, we have seen a downturn in smaller PD activity, except in SEQ/NR and Central regions. We encourage you and your staff to take advantage of the wonderful programs being offered in all locations across Australia and New Zealand.

Over 20 professional development activities remain on our calendar of events for 2011. Consider the remaining PD for you or your staff by going to our PD website, http://www.atem.org.au/professional-development/c/all-programs

Some of the exciting programs include Don Dunoon’s Leadership as Intervention in Sydney, Hilary Langford’s second reprise of Expanding your Influence in Melbourne and Paige Maguire’s Contemporary Issues in Perth. For staff new to the sector, don’t forget our Orientation to the Sector Program being run for the only time this year in Sydney.

ATEM is currently planning its program for 2012 and is keen to hear from members on the types of programs they might need for 2012.

Membership News

Since commencing in my position in February this year I am pleased to report that I have had the pleasure of meeting hundreds of members at various functions throughout Australia (and I am heading to NZ in November). The variety of roles that people undertake from the variety of providers certainly makes ATEM a unique organisation.

During my visits, I have canvassed why people are ATEM members and overwhelmingly there are two reasons. These are to access professional development and for the opportunities to network, both the hallmarks of professionals who are serious about their job. Networking with other members is an important way of staying in touch and with over 700 at the conference, we can all see the power of doing this.

In the next few weeks randomly selected ATEM members will be asked if they would recommend ATEM to five of their colleagues. Yes folks, ATEM is going viral! Working with Fuji Xerox, one of the major sponsors of our annual conference, we will be initiating a highly interactive email campaign which will assist us in making sure of reaching as many potential members as possible.

Paul Abela
ATEM Executive Director
paul.abela@atem.org.au
The HE Professional and Executive Staff Leadership Research Project is about leadership, about being at the top of your professional and about how to become the most capable, highly skilled and elite in the tertiary education sector.

It’s about making your role easier so you have more time to be creative and innovative. It will add value to you for your membership in ATEM.

Background

How will this happen? How do we become effective leaders? How do we become the most capable and highly skilled? How do we become the best that we can be? One of the ways we can do this is through identifying effective leadership behaviours.

As we all know, these are challenging times for tertiary education institutions. Topical issues include funding, competition, student expectations, the ever increasing use of social media, scrutiny and accountability and the succession crisis and retention.

Why should we bother to become the best that we can be? This project will help answer that question and let us see the responses of our peers across Australia and New Zealand. The results of this research will help us improve leadership identification, selection and development; to learn from those further down the path; to sharpen learning for leadership and to set priorities for improving the sector.

The sponsors of this research project are your ATEM Council, the LH Martin Institute and University of Western Sydney.

Methodology

The methodology replicates the Learning Leaders in Times of Change research undertaken by Scott, Coates and Anderson (2008) in their definition work which identified leadership capabilities and competencies for academic leaders. We will follow this with professional and executive staff and also include the Quality Cycle of Plan, Do, Review and Improve:

- Phase 1—Online survey which will elicit both qualitative and quantitative information. We have invited 711 participants and have received 111 responses so far.
- Phase 2—Analysis of survey results with UWS warehousing the data management and undertaking the first cut of data analysis.
- Phase 3—Feedback from ATEM regional committees and members in Australia and New Zealand.
- Phase 4—Review of the draft report by the respondents and the steering committee (and possibly international peers in the UK and Canada).

The results will help ensure that the selection and development of current and future tertiary education professional leaders focuses on what really counts for effective performance and behaviour in specific roles.

The Learning Leaders study drew conclusions that reconceptualised leadership development at tertiary institutions. We will see how the outcomes of this project compare.

Outcomes

This project is to provide an evidence-based framework of effective professional and executive staff leadership capabilities and competencies in different roles. These findings will help advance the development of professional and executive leaders in Australian and New Zealand tertiary education institutions in today’s increasingly competitive global education market.
Using the power of the ATEM network, the Universities Australia and Universities New Zealand is using the power of many. This is what we are doing here to achieve our aim.

**Timeline**

Critical, of course, is getting as many respondents as possible to reply by the deadline of 30 September when the data analysis begins. You can help by contacting your Regional Chair to participate in the feedback session in your region during November-December.

**Members' Feedback at the ATEM Breakfast**

Members were given a sheet of paper with the question:

*What is the one professional development activity that would be most helpful to you in your role?*

They were asked to take a moment to think about and answer the question and leave the sheet on the table and responses were very promising. I have started to analyse the results and most talk about wanting a clear career path and mentoring to help them achieve that. I will do further analysis and report in an upcoming Weekend Update.

**Response from our Patrons**

Our new ATEM patrons, Professor Jane den van Hollander, VC Deakin University and Professor Steve Maharey, VC Massey University attended part of the ATEM Council meeting on 12 August.

They both agreed that one of our major goals as professionals is to make sure we do things in a better way so people (the students and the community) see value in the things we do.

This research project will help us identify the behaviours that we want in our leaders in our tertiary institutions to do just that.

Linda McKellar

ATEM Vice President and Project Chair

linda.mckellar@atem.org.au
The 2011 Tertiary Education Management Conference, was held at the Gold Coast Convention and Exhibition Centre on the 14 – 17 August. The theme of the conference was Riding the Waves with several sub themes under this which were designed to challenge delegates’ and presenters’ thinking and paradigms. With over 700 delegates in attendance including a large number of international delegates, fantastic keynote speakers a leaders panel and over 70 papers presented, this was a conference not to be missed.

TEMC 2011 saw over 100 delegates attend from New Zealand and an additional 16 delegates from across the globe, including the United Kingdom, Brunei Darussalam, Saudi Arabia, Singapore, South Africa, USA and Vietnam. There was also a delegation of 20 from Papua New Guinea.

Again the technical sessions of the conference were supported by an enjoyable social program including a Welcome Reception, Happy Hour, Conference Dinner, Association Breakfasts, TEFMA Dinner, a Pre- Conference Workshop and Post Conference Technical Tours.

For the first time, delegates did not receive a printed physical copy of the handbook, a new initiative by TEMC 2011. The handbook was distributed a week early electronically to give delegates the chance to read and download what they wanted. Delegates also received a USB drive with the contents of the handbook on it at the conference.

Another initiative for TEMC 2011 was the removal of speaker’s gifts. It was decide that in lieu of providing speakers gifts that a donation would be made to the Smith Family Foundation. This initiative was met with a very positive response from delegates and will be continued into 2012. TEMC 2011 donated $3,000 to the foundation.

The welcome reception location was kept a secret this year and many delegates pleased and surprised to see themselves at MovieWorld. The night was full of fun with rides available for guests including Superman Escape, Batwing and Scooby Doo. Guests mingled with character favorites such as Bugs Bunny, Daffy Duck and Batman. Conference feedback so far is rating the welcome reception as one of the best ever.

The conference dinner theme was “A Night in Paradise” where delegates were encouraged to dress to the tropical theme and everyone was given a lei as they arrived. Again the dance floor was full from the first beat of the drum as guests danced the night away to local band Honey.

The conference was supported by a fantastic trade exhibition and support of generous sponsors. I would like to thank all the sponsors and exhibitors and in particular the major sponsors Fuji Xerox, Campus Living Villages, Woods Bagot, and Wilde & Woollard for their generous and continued support. During the conference Woods Bagot and Wilde & Woollard signed a three year sponsorship agreement for the conference. TEMC welcomes their continued support in the years to come.

TEMC 2011 was yet another successful conference for ATEM and TEFMA and formal acknowledgement should be given to the entire Organising Committee, led by Bruce McCallum, who worked tirelessly to ensure that the conference was a great success.

Renee Brown
Leishmans
TEMC 2012 Update

Planning for the 2012 TEM Conference in Adelaide is well under way. For those of you who attended the 2011 conference in the Gold Coast, hopefully you had one of those luscious Maggie Beer icecreams, or one of the Haighs panda chocolates. Congratulations to the winners of the SA hampers as well. The conference will open with a welcome reception at the Adelaide Zoo where you will get a chance to have a private viewing of the pandas. The conference itself will be in the award-winning Adelaide Convention Centre and we have already secured Khoa Do, Young Australian of the Year and Dr Bob Botranger from ACCRAO as keynote speakers. The Conference Dinner will be at the Adelaide Entertainment Centre and will happily takes us all back to our younger years (particularly those of us who are reaching our dotage). The Ghosts Lunch might very well morph into a dinner and, as flagged at the Forum in the 2011 Conference, we will be scheduling in an event to recognise professional staff excellence in the sector.

Judy Szekeress
Regional Chair, Central

Conference Report: AUA Jubilee Conference and Exhibition, University of Nottingham, April 2011

by Carroll Graham, Manager, Institute for Sustainable Futures University of Technology Sydney

This year marks the 50th anniversary of professional staff associations in higher education in the UK. The AUA (Association of University Administrators) was formed by a merger of the Association of Polytechnic Administrators (APA) and the Conference of University Administrators (CUA) in 1993, when polytechnics acquired university status. The CUA traces its history back to the Meeting of University Academic Administrative Staff, founded in 1961. The 2011 conference theme, Looking back, looking forward and looking beyond, acknowledged this milestone, whilst considering current changes occurring in UK Higher Education (UKHE) and what impacts these changes will have.

The conference was based in the East Midlands Conference Centre (EMCC) at the University Park Campus of the University of Nottingham, some two hours by train from London. Having kept an eye on ticket prices with East Midlands Trains, I was able to pick up return First Class tickets for less than the usual Standard fare. This allowed free wifi access (with power outlets) and refreshments on board and in the First Class lounges at the stations, making the trip quite comfortable. University Park Campus lives up to its name: it has extensive lawns and gardens and is set around a lake. While many of the sessions, including the plenary sessions, and most meals and refreshments were located in the EMCC, other sessions were held at various locations – up to a brisk 15-minute walk away.

Thankfully, the weather was beautiful – the best of British Spring – and the walks through the campus were very pleasant. The EMCC is well designed, has good infrastructure and is well supported by the conference centre staff (administrative and technical). Having been forewarned about the quality of student accommodation in student digs) by Judy Szekeres1, I booked accommodation in a small hotel just off-campus. Although this was an extra expense for me (on-campus accommodation being part of the package provided by AUA for the ATEM representative), from all accounts it was worthwhile!

Cuts to Funding

The hot topic of conversation throughout the conference, both in sessions and during refreshment breaks, was the cuts being made to government funding of UKHE and the associated increase to student fees. In

fact, during the conference, many universities announced their fees for the coming year with most of the more prestigious universities opting for the maximum amount of £9000 per year (about $13,800 at current exchange rates). The funding cuts appeared to be reflected in the number of delegates at the conference – there were only 800 delegates this year, despite the jubilee celebrations, compared to well over 1000 delegates in previous years. A number of delegates who lived an hour or so away attended only for the Tuesday, travelling in for the day. In contrast to TEMC, there was a large number of international delegates, notably from Nigeria (about 60), in addition to a few from each of Saudi Arabia, Tanzania, Japan, Malaysia, Singapore, the US, Jamaica, New Zealand and Australia, and others.

The conference opened for delegates staying on-campus with drinks and dinner on Sunday evening. I had hoped to attend this pre-conference social session to do some networking, but the on-site conference organisers seemed unable to cope with anyone not resident on campus at that stage. The conference officially started at 1 pm Monday and concluded by 1 pm Wednesday, which was slightly shorter than Australian conferences I have attended.

However, there were several pre-conference workshops Monday morning, ranging from a newcomer’s welcome and orientation, to a forum for senior staff to discuss strategic issues affecting the sector, along with several networking sessions for specific groups. In addition, the format of the conference was different from conferences I had previously experienced: there were only four concurrent workshops during the whole conference, one session with four concurrent keynote presentations, and three plenary sessions. As I was presenting in two of the four concurrent workshop sessions, I had less opportunity than I had hoped to attend different sessions and to network with other delegates.

Part of the process when registering for the conference was for delegates to choose which sessions they wished to attend. This allowed organisers to select appropriately sized rooms, and for presenters to know how many attendees would be at their sessions. The concurrent workshops were intended to provide professional development for the attendees, and each working session had been mapped against the AUA CPD Framework. As such, the workshop sessions were 90 minutes, while the keynote and plenary sessions were an hour. Outlines of the sessions I attended are provided below.

**International Delegates Welcome and Orientation**

Presenters: Matthew Andrews, Oxford Brookes University, Sally McKinley, University of Loughborough, and Giles Brown, University of Bristol.

This 2-hour session for international delegates provided an excellent background to UKHE, including the history and development of HE in the UK from its beginnings to the present day and the current context of UKHE including the top issues facing higher education. Matthew also provided advice on how to make the most of our time at the conference. In 2011, there are now 165 universities in the UK most of which are relatively small by Australian standards (6,000 to 10,000 students). Similar to Australian universities, UK universities have aligned themselves into four key groupings:

- Million Plus – these are newer universities with over 1,000,000 students between them
- University Alliance – a mixed group of new and old universities (with a boring name, according to Matthew)
- Russell Group – these universities, which think of themselves as the “top” universities and typically have medical schools, first met in the Hotel Russell in London
- 1994 Group – are research intensive universities, with the group established in 1994

2 For further details of the CPD Framework, see http://www.aua.ac.uk/professional_development/cpd/
With the theme of *Global Higher Education – Global Issues*, Matthew opened the discussion to workshop participants on the following eight issues:

- Tuition fees
- Funding cuts
- Student Expectations
- Immigration Regulations
- Growth of private providers
- Concentration of research funds
- Demographics
- Administrators’ status and role

With contributions from Nigeria, the US, Malaysia, Australia and the UK, it was interesting to see just how many similarities there are, the key point being that all of us are expected to do more with less.

**Opening plenary: Dame Tanni Grey-Thompson**

The Opening Plenary was given by Dame Tanni Grey-Thompson, an outstanding UK Paralympian who won 11 Gold, 4 Silver and 1 Bronze medals—the Louise Sauvage of the UK. Now retired from athletics, Tanni still plays an active role in the administration of sport and, in 2010, Tanni was elevated to the House of Lords as a life peer as Baroness Grey-Thompson. Tanni is a great motivational speaker, and injected humour and personal anecdotes to make her presentation interesting and relevant. It was clear that she understands the parallels between sport and higher education. Tanni is passionate about doing her best, and is insightful about what is needed to achieve goals – having a plan, keeping on track, having support and communicating effectively with your team – a recipe for success in any field.

At the conclusion of the opening plenary, a graduation ceremony for recipients of the AUA Postgraduate Certificate (PgCert) in Professional Practice (Higher Education Administration and Management) was held. Although not all graduates were at the conference, those who were present were awarded with their certificates with due ceremony, wearing the academic dress of the Open University—teal gowns with black hoods. The PgCert is an Open University Validated Award (OUVA), and is designed to contribute to the professional development of professional staff in UKHE.

**Workshop session: Getting to grips with academic governance**

**Presenter: Tessa Harrison, University of the West of England.** This was a highly interactive session, with about 30 participants distributed between six “café-style” tables. This seating arrangement was to be common to all workshop sessions. I was at a table with five other delegates, three of whom were from Nigeria and two from the UK. In fact, overall about one-third of the participants at this workshop were from Nigeria. Tess posed various questions, which were discussed in the small groups and reported back to the whole group.

There was much enthusiastic discussion between workshop participants but, ultimately, few differences were uncovered in the roles and functions of the governing bodies and academic boards in different universities and countries. The governing body (Council, Senate, Board of Trustees, etc) sets the culture of the whole university, and the academic board (Academic Board, Academic Senate, Senate, or Academic Council) sets the academic conditions. The concluding sentiment of the workshop participants was that professional staff need to become familiar with and informed about the work of these two institutional bodies.

**Workshop session: Developing future leaders in higher education administration**

**Presenter: Alison Smith, Loughborough University.** Alison opened the session by asking (rhetorically) whether HE administration is the “accidental profession”. She then asked the small groups to consider two key questions:

**As administrators in HE, what development have you had to enable you to fulfill your role?**

**What development has enhanced your career?**
Group discussions determined that specific training, on-the-job development initiatives and coaching all contributed to staff being able to fulfill their roles. In terms of career enhancement, formal qualifications, having visibility at an institutional level, having a mentor and “acting-up” all lead to career development. Other contributions to both aspects were conference attendance, networking and support of peers and managers. The overwhelming feeling of the workshop participants was that deliberate career development plans are vital, and that higher degrees open doors.

Alison then presented an overview of the MSc in Management & Leadership (HEA) program offered by Loughborough University, which was followed by two recent graduates sharing their experiences. Caroline Thomas, of Oxford Brookes University, described the benefits she has gained through completion of this program. These benefits included gaining knowledge of critical management competencies, a sense of achievement and the respect of peers. In addition, she commented that she is now seen in a different light by senior management and she has been offered opportunities to take on more management responsibilities. Ian Hamley, now at Birmingham University, gave details of the research project he completed for the MSc, with specific tips on time management, determining a successful project, and how to successfully complete a research project.

Live debate: UKHE will be in much better shape in 5 years' time as a consequences of the changes introduced by the government as a result of the Browne review

For: Ruth Amos, young inventor, and Ann Mroz, editor of the Times Higher Education

Against: Aaron Porter, president of National Union of Students, and Paul Greatrix, Registrar at the University of Nottingham

A new element of the conference program, the live debate featured a panel of well-known figures from within the HE sector with the audience deciding the outcome. The team against the motion presented a coherent, lively and humorous argument, while the team for the motion was less convincing in their humour or their argument. While Ruth was strongly for the motion, having not attended university herself, Ann was clearly less convinced or convincing. Following the set arguments, the moderator directed questions from the audience. Finally, the audience was invited to vote on the debate and the motion was lost.

Keynote presentation: Betty Huff, President, American Association of Collegiate Registrars and Admissions Officers (AACRAO)

There were four concurrent keynote presentations, each with an interesting and well-known figure from the HE sector, making the choice for this session difficult. Speaking on her birthday, Betty Huff gave an interesting account of her career, starting from being the first person in her family to graduate from university to her current position of Vice Provost for Enrollment Services at the University of Memphis. Betty gave a brief outline of AACRAO, the scale of which is impressive. While AUA celebrates the 50th anniversary of UKHE professional associations this year, AACRAO celebrated its 100th year in 2010. AACRAO has more than 10,000 members, mainly from US and Canada, and there are usually 2300 participants at its annual conference.

Betty went on to outline the current scene for HE in the US. While some are peculiar to US, many would sound familiar to Australian HE workers. Betty observed that there have been huge changes in HE over the last five years. Jobs have got harder – staff need to be experts across a range of fields and they have to do more with less budget. In the US, public funding for HE lags the financial recovery as HE is funded from income tax and post-GFC jobs are still scarce and low paid. While there are public, private and not for profit institutions in the US, there is no direct federal funding of public universities. Indirect funding is provided though grants, student loans, research, etc. In particular, there is an increasing cost of attendance as a result of a higher demand by students for services outside the classroom, students taking longer to graduate, and less funding by state and federal governments. As a result, there is a need to diversify income, including collecting fees from students paying for more services. Increasingly, universities compete on the basis of how students feel when they walk onto the campus, individualised attention, and non-academic services and facilities. Universities even market the weather! Will it be the quality of the education or the services for student experience that will attract students in the UK?
Plenary address: Golden Jubilee Lecture
Presenter: Alison Johns, AUA President and Higher Education Funding Council for England

The second day plenary address was a new element of the program and was to have been presented by David Willetts MP, the Minister of State for Universities and Science. However, with little more than a week to the start of the conference, David Willetts’ office advised that he was unable to attend the conference. Fortunately, Alison Johns, the AUA President, was able to step in and give the Golden Jubilee Lecture.

Alison used the conference theme, Looking back, forward and beyond, to give a short history of UKHE and the AUA, discuss the current challenges for UKHE, and to take a peek at the future. Current challenges include globalisation and international rankings, changing student needs and expectations, and challenges in motivating and leading staff. While predicting the future is difficult, one of the key on-going challenges is how we as professional staff work with our academic partners to meet student expectations for their education and university experience. The audience offered metaphors for this relationship should work – the one I liked was that of a zip – the two sides are useless without the other, but together they do the job efficiently and effectively. Alison referred to Maree Conway’s research\(^3\) that shows if the relationship doesn’t change then the institution might not survive. As professional staff we need to develop a sense of urgency about a common future – what is no longer productive? – what is not sustainable? We need to determine who we are and what we do, and communicate this to academics, students and the wider community.

My First Workshop Presentation: The Generation Gap: Recruiting and developing early career professional staff in higher education

Presenters: Helen Cooke, Open University, and Carroll Graham, UTS

Helen is currently Assistant Research & Enterprise Manager at the Open University, having previously held a trainee management position. In 2010, Helen received an AUA travel grant to undertaken a comparative study of the recruitment and development of trainee managers in HE in the UK and Australia. Through my interest in career development for early career professional staff\(^4\), Helen and I met during her study tour and subsequently Helen suggested we do a joint presentation at the AUA conference.

We drew rather a short straw in terms of the timeslot for our presentation – 5 pm to 6:30 pm on the afternoon prior to the gala dinner – so we decided to introduce a light-hearted activity looking at generational differences, and to give our participants an early mark by keeping the presentation to about an hour. Helen presented the results of her comparative study into management traineeships, and I presented the concept of professional development portfolios for career development. Helen’s study found that little is known about the personal motivations and ambitions of professional staff in the early stages of a management career in HE in the UK. While in the UK there are formal management traineeships, there is no common structure across different universities. In contrast, Australia has no specific management traineeships in operation. Although some institution-specific alternatives exist, most of these are work-study opportunities for current students.

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\(^3\) See, for example, Conway, M. 2001, ‘Partnerships in Tertiary Education Administration and Management’, paper presented to the Association for Tertiary Education Management, Canberra, Australia, 7-10 October 2001.

Developing our presentation from one side of the world to the other, across time zones and generational gaps, presented an exciting challenge. Helen and I used technology to facilitate our work: emails to communicate, Dropbox to share files and Prezi to develop the ideas for our presentation (although ultimately we gave our presentation as a PowerPoint). I would highly recommend this sort of collaboration to anyone!

My Second Workshop Presentation: What makes a difference to students’ outcomes? Professional staff, the hidden factor

Presenter: Carroll Graham, UTS

This session gave me the opportunity to present my “in progress” doctoral research to an international audience of HE professional staff. However, the format for the concurrent workshop sessions presented me with a challenge: how could I fill 90 minutes and keep the participants engaged? This was particularly challenging, as my session was the first session on the last day, after the gala dinner the previous evening! In developing my session outline, I decided to try to keep my participants engaged by:

- making my session a workshop format that was as interactive as possible; and
- using the presentation tool Prezi\(^5\) to add interest via the “novelty factor”.

This strategy appeared successful as:

- questions were asked about Prezi;
- Many participants commented that they had really enjoyed the interactive format, with the chance to talk to others; and no-one fell asleep!

I was pleased with how my session went, both with how I delivered it and how it was received — once I got going, I felt surprisingly relaxed. There was a lot of interaction between participants at the tables during the small group sessions, and I was pleased with the level of engagement with my topic. I included a small-group “getting to know you” 5 minutes towards the beginning of my session, to provide the workshop participants with a networking opportunity. One participant later emailed that she enjoyed my workshop because of this discussion. I also included an exercise based on the Delphi method. This exercise replicated the first round of my preliminary doctoral research\(^6\), and I have subsequently completed an analysis of this exercise and sent a written report to workshop participants.

At the end of the workshop, about half a dozen participants left their evaluation forms on the tables, which I collected to hand in to the conference organisers. All these forms ranked all parts of my session in the top 1 or 2 of a 5-level Lickert scale, so I was very pleased. I was even more pleased by the comment made by one participant that it was the best session they had attended! Another participant has emailed me recently to say that she had really enjoyed my presentation and it’s given her a lot of food for thought. I look forward to receiving the complete evaluation from the conference organisers in due course.

Closing plenary: Liz Baré, Former Head of Administration, University of Melbourne and HR Consultant, HR Global Innovations

Liz Baré’s closing plenary presented research that compared current issues for UNSW, the University of Canberra and the University of Melbourne. At UNSW, there had been a sharp reduction in the number of students and, hence, university income. Benchmarking against the University of Melbourne was undertaken, cost cuts were made across the university, non-core functions were outsourced, systems were improved and investment was made in resources to attract students (and their fees). The University of Canberra required a broad reform, as it was moving from being a small teaching only institution to a university with both teaching

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\(^5\) See http://www.prezi.com

and research agendas. This involved recentralising staff. A review of the systems and processes revealed that the university lacked the capacity to improve the systems and so finance, HR and student enquiries were outsourced to India. This presented some problems, as the skills needed to manage internal processes are different to those needed to manage outsourced functions. In contrast, the University of Melbourne decentralised to reduce costs, and reformed the undergraduate degrees. Physical and organisational hubs were created for students and administration was made more efficient to redirect funds to research. Reform at all three universities, although different, has resulted in improvements.

In conclusion

Overall, the conference was well organised and the AUA event organisers and the EMCC staff were helpful and efficient. Having the opportunity to attend and present at a conference with such a range of international delegates was exciting. Without the support of ATEM, this probably would not have been possible. While the support given to me by the AUA event organisers prior to the event was outstanding, answering my questions and providing advice, I would have appreciated more support at the conference. As the ATEM representative, I had hoped to be introduced to AUA committee members – as it was, I was left to my own devices to seek out relevant contacts, which was a difficult task amongst 800 delegates. Fortunately, the AUA representative to this year’s TEMC, Anne Maruma, managed to find me. I trust the TEMC committee will be proactive in making Anne feel welcome and connected to key delegates at the Gold Coast this August.
News and Announcements

Membership Upgrades

Congratulations to the following ATEM Member who has been recognised for his contribution and commitment to tertiary education and the profession.

Fellow: Philip Hocking, Western Region

Have you considered upgrading your membership to Associate Fellow or Fellow?

Here are the criteria:

- Associate Fellow status is awarded to members who possess a degree and/or equivalent professional career knowledge, skills and experience in tertiary education management. To become an Associate Fellow, you must have at least three years experience in tertiary education management and have held a management or leadership position for a minimum of two years.
  - Associate Fellows must complete a minimum of thirty (30) hours of continuing professional development (CPD) each year, and can use the post nominal ATEMAF.

- Fellow status is awarded to members who have been working in tertiary education administration and management for at least eight years, and in a senior role demonstrating strategic management and leadership for a minimum of two years. Leadership and service to the tertiary education community over at least five years must also be demonstrated. The award of ATEM Fellow recognises members who have pursued their professional development and helped to improve professional practice. The award of Fellow represents the culmination of a sustained period of commitment to the profession and reflects the superior level of achievement in both professional practice and professional development of the member.
  - Fellows must complete a minimum of thirty (30) hours of continuing professional development (CPD) each year, and can use the post nominal ATEMF.

For more information and application details, please see http://www.atem.org.au/become-a-member/membership-upgrades.

New Members

We welcomes our 107 new members who have joined ATEM since April 2011.

Aotearoa
Tania Ang
Joanne Blakeley
Vanessa Borg
Kath Clarke
David Cross
Jeremy Greenbrook-Held
Mary Grigor
Janice Henderson
Emma Hogg
Kenneth Lee
June Lee

Tania Mallett
Andrea McCartney
Steve McLean
Melanie Moorcroft
Sue Peacock
Jarrod Shearer
Matt Walker
Jo Yusaf
Bass
Joanne Carrucan
Kate Cave

Alan Champion
Kathy Connoley
Judith Cooke
Linda Coutts
Anastasia Georgiou
Fiona Hodder
Gavin Horrigan
Chiew K. Khong
Kirsten MacLeod
Laura Major
James Marshall
Cathy Mason
Membership Notes

ATEM Awards Announced at TEMC 2011

Congratulations to the following ATEM members who received the following acknowledgements:

- The President’s Award in recognition of outstanding contribution to ATEM, the ATEM Foundation and the Tertiary Education Sector to **Giles Pickford**.
- The Peter Karmel International Travelling Scholarship awarded to **Jennifer Ritson** of UNITEC Institute of Technology for her project “Constituent Management from first enquiry to alumni – a comparative study of best practice across a range of American universities and institutions”.
- The Ian Chubb Career Development Grant awarded to Barbara May of the University of Auckland for her project on “Developing a Culture of Resilience with Professional Staff in the Tertiary Sector”.
- The Maurie Blank Study Scholarship awarded to Louyse Hamilton of the Australian Catholic University for her studies in Diploma of Management at Charles Sturt University.
- The Meritorious Service Award was bestowed upon **John Swinton**, retiring Chair of the SE Queensland Northern Rivers Region, for his contribution to the good management of the region and his teaching in numerous PD Programs over the years.
- The Certificate of Appreciation was bestowed upon **Gerard Toohey**, President of the Victorian Branch from 2002 to 2005, and where in 2004 they made the lead founding grant to the ATEM Foundation of $50,000. This is the largest donation ever made to the ATEM Foundation.
The President’s Award Citation for Giles Pickford

At this, the 35th Conference of ATEM, we have reached a sad milestone in the life of this institution.

We have come to honour a man who has been the heart and soul of ATEM for nearly 30 years.

Over the past 11 years, Giles has been part of the secretariat; in fact for most of that time, he and Peter have been THE secretariat. Anyone who has been a member of ATEM for more than few years will know Giles Pickford.

Apart from his name appearing on the bottom of emails to you each weekend, Giles has been one of the stalwarts of ATEM. Few can doubt the affection that Giles holds for ATEM.

Like all who join ATEM, he has a belief that the management of tertiary education is an important enterprise not just for the institutions themselves but the growth and development of Australia and New Zealand. A strong, well managed tertiary sector is essential to the growth of our economy and our communities.

Giles has had a connection to tertiary education of one kind or another since 1964.

He was born in Bombay India but really grew up in the South West corner of Western Australia. His biography tells us he drove sheep in his early years near Shark Bay but ended up administering academics and students, the two jobs probably not being too dissimilar.

With a background in public relations and community relations, Giles was responsible for the recruitment of many students to the august learning halls of the ANU. Although we can assume that majority of recruited students were happy at the ANU, it is also easy to assume that some might not have been but none of them came back to blame Giles. Such is the mark of an outstanding practitioner of the art of public relations.

Giles has had a very strong sense of community service and has served on many cultural and civic committees. In pursuing his university career, he joined ATEM when he was at the University of Wollongong in 1982. He held many voluntary positions in the NSW/ACT branch, including President of the Canberra branch. His crowning achievement for ATEM however was as the founder and convenor of the ATEM ghosts and convenor of the Emeritus chapter. The ghosts have 50 members whose raise money for ATEM. At present the ATEM Foundation is helping to ease the financial burdens of ATEM as well as allowing a number of scholarships to be made available to our members.

He is a winner of the meritorious service award form ATEM.

Giles is now secretary of the Emeritus faculty of the ANU

Giles has finally decided to retire from paid employment and he does so with the grateful thanks of this organisation.

To keep him busy we know that Giles will continue to write poetry, to continue his prodigious writing career and to put his hand up when ATEM asks for volunteers. He will also be holding court as founding member of the Balgownie Hotel Disgruntled Husbands’ Association.

We would like to thank you for your dedication, for the strength that you have given this organisation and for your continued pursuit of the furthering of ATEM.

Stephen Weller
ATEM President
16 August, 2011
**Giles Pickford says thank you**

ATEM is something that has always intrigued and enchanted me. I think is because it is involved in the creation of the future.

The role of Government is to wield power and if this is done well it brings justice and fairness to the people and defends them from their enemies. The role of Industry and Commerce is to produce goods and services and create wealth which benefits everyone. The role of Tertiary Education is to create a civilisation and maintain it into the future. The less interference it gets from Government and Industry, the more it will succeed (I wish there was a metric for interference, but it is just about the only thing that is not measured).

We manufacture the future because we shape the young minds of the world, and challenge the older minds continuously.

Being on the cusp of retirement it gave me cause to stop and think. I eventually found what best expressed my situation in Alfred Lord Tennyson’s poem on the death of Arthur. Here is Arthur Pendragon, the first King of the English, speaking from his death bed:

“The old order changeth, yielding place to the new.
And God fulfils himself in many ways
Lest one good custom should corrupt the world”

I have been involved in sustaining ATEM for a long time and that time had to run out. Arthur was right. There are “many ways” to choose from: and the young must have the space in which they can freely do the choosing.

The role of the older generations, and by that I mean the over 70s, is to give unconditional loving guidance when it is asked for, and not when it isn’t.

I am fortunate to be a member of two organisations that do that. The ATEM Emeritus Chapter (The Ghosts) [http://www.atem.org.au/about-us/emeritus-chapter](http://www.atem.org.au/about-us/emeritus-chapter) is there when we are needed by ATEM. We also raise funds for the ATEM Foundation by indulging in a bit of measured carousing at an annual lunch. The price of the lunch is set in a way which encourages the Ghosts to be seen as an elite.

The second one is very similar in nature. It is the ANU Emeritus Faculty which consists of 173 retired members of staff. [http://www.anu.edu.au/emeritus](http://www.anu.edu.au/emeritus). This Faculty has the highest death rate and the lowest rate of resignation in the ANU. It has more members that the Faculty of Law and more money in the bank than the Faculty of Arts. We do not ask for money from the ANU, but they do provide us with a room for which we are forever grateful.

So I conclude by thanking Stephen Weller, the ATEM Council and the ATEM Secretariat, for honouring me with the President’s Award. It is a great privilege to be recognised in this way. Thank you also to all of ATEM for what you are doing to help create a civilisation.

**Giles Pickford**

Convenor of Ghosts

17 August 2011
Poem: The Angle of Repose
Giles Pickford, January 2011

A talus slope achieves the angle of repose
The younger the slope the steeper
The older slope has a much milder incline
Its mildness betrays that it’s deeper

It takes a long time to reduce the incline
Memories go back much longer
Not on the move, the rocks rest in their groove
Immobile, they know they are stronger

Young rivers fly like arrows down their slopes
Impatient to rush through the scattered moraine
Old rivers, unhurried, find what they seek
Meandering carefully all over the plain

To live forever is to know more, not less
To arrive there we must be motionless

Talus slope, Isfjorden, Svalbard, May 1997

In the News…

Carol Nicoll to head TEQSA

Carol Nicoll, formally of the Australian Learning and Teaching Council, will soon take up a new role as head of the Tertiary Education Quality and Standards Agency which is now the Australian tertiary education sector’s chief regulator.

Michael Beaton-Wells, an executive at the University of Melbourne, and Dorte Kristoffersen, an expert in quality assurance, have been appointed full-time commissioners of the Tertiary Education Quality and Standards Agency. Ian Hawke, TEQSA’s interim chief executive, and Eric Mayne, former head of market supervision at the stock exchange, will be part-time commissioners.

Tertiary Education Minister Chris Evans announced that Dr Nicoll would take up her new role as chief commissioner "in the coming weeks," relieving TEQSA’s interim chair Denise Bradley.

Source: The Australian 15 August, 2011
John Dewar named as new Vice-Chancellor, La Trobe University

Professor John Dewar has been appointed the new Vice-Chancellor of La Trobe University. Professor Dewar is currently Provost at The University of Melbourne and is an internationally-known family law specialist. He is a graduate of the University of Oxford.

In an email to staff on August 22, Adrienne E Clarke AM, Chancellor of La Trobe University noted that Professor Dewar has extensive experience in the sector having held senior positions at Griffith University and the University of Melbourne. He arrives at La Trobe with a truly outstanding record of achievements.

Regional Roundup

Aotearoa Region

Kia Ora,

As I write this update, there has been a significant snow fall in NZ overnight, a one in fifty year event. The good news is that the Aotearoa Region continues to be very productive in what has been a very challenging twelve months.

We are delighted that the Hon. Steve Maharey, Vice Chancellor, Massey University, has become one of the two new patrons for ATEM.

Regional Committee

The Committee has been meeting regularly via teleconferences to ensure the 2011 PD programme is activated and we have also developed the draft plan for 2012. This will include a new initiative which is partnering with several of our tertiary education institutions to offer a broader choice of PD activities, so watch this space for the announcement of these.

Professional Development

The last quarter has been a very productive one with two half day middle management workshops in Auckland, Excellent Management and Managing People and Tasks. The feedback from these workshops was very positive.

Hamilton hosted a workshop about career development again this was evaluated positively. Christchurch hosted a networking event which had a small but dedicated group of attendees who gathered to listen to Professor Jarg Pettinga; Head of the Department of Geology at the University of Canterbury, provided an update on his research on the earthquakes in Canterbury.

The Aotearoa Regional Symposium, scheduled for May in Christchurch, will now be held in Christchurch in November. The date will be confirmed shortly. The theme for this symposium will be Emergency Planning and Business Continuity.

Membership

Currently we have 260 members in the Region.

Awards

I am delighted to advise that Barbara May has been awarded the Ian Chubb Career Development Award and Jenny Ritson has been awarded the Peter Karmel Travel Scholarship, congratulations Barb and Jenny.

Kia Ora

Kate Rawlings
Regional Chair, Aotearoa
kate.rawlings@atem.org.au
Bass Region

Professional development

There have been fourteen PD activities held in Bass between April and July 2011, with around 315 participants in total. Our most popular workshops were: developing policy in tertiary institutions; process mapping; business & report writing; and minute-taking & committee servicing. We have thought about how to make workshops viable outside Melbourne and have trialled the inclusion of regional members in real time through video conference. Our first trial was for Launceston participants in a program being run in Hobart.

We held a successful breakfast in April with Angela Pippos, sports journalist, as the engaging speaker. Just recently nearly eighty people registered to hear Professor Peter Dawkins, V-C of Victoria University, present his views on the future of tertiary education in Australia. He spoke about some of the familiar concerns for the sector, such as how to widen participation, and the likely impact of demand driven funding arrangements, but he also raised some new questions. He challenged the usefulness of the distinction between higher education and VET and reframed the division as between tertiary education and ‘pre-tertiary’ (AQF levels 1-3). He also asked us to think about which AQF qualifications should be informed by research (and therefore need to be taught in universities).

Scholarships

The Bass region was pleased to be able to provide two grants to support members to travel interstate to attend professional development, and scholarships to two other members to support attendance at TEMC in August.

Regional committee

Mid-2012 has been a time of change for the Bass regional committee. We were sad to farewell both our long-standing regional chair, Joanne Austin, and committee stalwart Shane Kendrick from our team. Joanne continues to chair the 2013 TEMC planning group and has stepped into the General Councillor role on ATEM Council. It is fair to say that the region has flourished over the past five years due to Joanne’s stewardship.

The regional committee met in early August with institutional co-ordinators across the region. There was some terrific discussion between longer-term and newer ICs and we were fortunate to have Paul Abela, Executive Director of ATEM, in attendance to talk about some ATEM Council initiatives.

The committee has recently completed a self-evaluation. Members are satisfied with most aspects of our work but we identified induction of new committee members as an activity we don’t yet do well. We have had nearly twenty expressions of interest in filling committee vacancies so we will invest some energy into supporting incoming members in their roles. We look forward to fresh ideas and new enthusiasm with new members to be appointed soon!

Maddy McMaster
Regional Chair, Bass
maddy.mcmaster@atem.org.au
Central Region

The Central Region has completed its planning for the 2012 program. We have decided to not schedule a Regional Conference next year, trying to encourage people to attend the TEM Conference in Adelaide instead. The program we have developed has emerged entirely from the feedback provided by participants in our programs over the last two years and includes sessions on funding models, the new AQF and TEQSA, English language issues for international students, surviving university cultures, and the role of professional staff in flexible learning. We have also included another leadership series session, this time focused on Level 7+. Members of our committee have also been deeply engrossed in the development of the 2012 TEM Conference, with the launch taking place on August 17th at the Gold Coast.

On Friday, 29 July 2011, the Central Region held another successful workshop as part of its HEO5-HEO7 Leadership Series, an annual feature on the Region’s professional development program. This four hour workshop titled “Workplace Improvement (Lean Thinking) – what you don’t know could hold you back!” offered attendees an insight into “lean management”. This entailed practical, challenging and traditional approaches to how things might be done with a view to reducing frustrations as a result of complex processes involving too many non-value adding steps or processes. The highly interactive session was designed to provide attendees with a broad understanding of lean thinking principles, including frameworks for implementing tools in the workplace, using examples from other successful organisations which have removed “waste” to enable a focus on more important activities.

The session was jointly facilitated by Associate Professor Neil Davidson, Defence and Systems Institute, UniSA and Ross Morris, Director: Strategic Partnerships, UniSA. Both Neil and Ross have extensive experience in large organisations outside of the Tertiary Sector and have both consulted extensively to large national and international organisations in the areas of Lean and Lean Six Sigma. Approximately, 35 staff ranging in level from supervisor to middle manager and representing 5 higher education providers across the region, attended the session.

The next session on our program will be presented by Dr Denise Wood and follows on from a previous introductory session on “Webs, wikis, blogs and avatars”. This follow-on session will be an interactive activity and will allow participants the opportunity to try out for themselves a ‘second life’.

Judy Szekeres
Regional Chair, Central
judy.szekeres.atem.org.au
New South Wales/Australian Capital Territory Region

Professional Development

In 2011 so far, the Region has run workshops on Budgeting and Forecasting in Excel, Managing Effective Workplace Relations, The Hows and Whys of Process Mapping, Frontline Supervisors Essential Leadership Skills, Stage 2 Process Mapping and Writing for the Web. We have a jam packed program for the remainder of the year with 15 programs planned so now is the time to look at the ATEM website for all the details and to register yourself or your staff to develop the careers and skills of our hard working professional staff - http://www.atem.org.au/professional-development/c/all-programs

Committee News

Committee elections were held, and all committee members nominated to again be part of the committee which is wonderful as we continue to always improve and grow the services provided by the region. Julie Cleary (from CSU) has stepped up to be the new Deputy Chair (PD) and Lisa Tudehope is the new Deputy Chair (Community Engagement). One position is currently vacant - that of Deputy Chair (Membership and ICs). If you would be interested in this position or a general committee position, please contact Jennifer on Jennifer.martin@atem.org.au

Membership and ICs

The NSW/ACT Committee visited the ANU campus and held a members event for ACT-based members. The event attracted attendees from ANU, the University of Canberra, DEEWR and Universities Australia. The ideas from the members will be taken forward by the committee over the coming years to strengthen the presence of ATEM in the nation’s capital.

Community Engagement – Region Grants

Our grant recipients for the NSW/ACT Region TEMC Grants were:

- Stephen Howlett – University of Sydney
- Lauren Marsh – University of Western Sydney
- Jennifer Purcell – University of Western Sydney

The inaugural John Chapman Memorial grants (in partnership with the ATEM Ghosts) to attend the 2011 TEM Conference went to:

- Deborah Plumb – University of Western Sydney
- Alex Sabharwal – University of Canberra
- Simone Purdon – University of New South Wales

We acknowledge all of those members who submitted their applications as these were all of a high standard and made our decision making process very challenging indeed. We look forward to receiving our lucky recipient’s reports after TEMC2011 on the benefit of these grants and their conference attendance to their jobs and their careers!

Jennifer Martin
Regional Chair, NSW/ACT
jennifer.martin@atem.org.au
Two professional development events have been held since the previous issue. At a breakfast seminar on 1 June, the Executive Director, Student Services, Marketing and Development at Murdoch University presented a case study on that university’s very successful marketing strategy. On 20 July we presented another breakfast seminar sponsored by Freehills Legal who provided an expert speaker on the implications for tertiary education managers of forthcoming changes to health and safety legislation. As these changes are wide-ranging, potentially affecting all managers and not just those working directly in the field, this event was well attended.

Freehills have been sponsoring an annual Western Region PD event since 2006, providing the speaker, catering and venue, with stunning views of Perth city and the Swan River from level 36 of the QV1 Building. They have agreed to continue their support in 2012.

A further four PD events are scheduled in 2011 including the flagship program on issues and practice in R&D management. We plan to provide eight PD events again in 2012, including our next regional conference which will be held in mid-year.

Three competitive grants of $1500 each were awarded to assist Western Region members to attend the 2011 TEM Conference in August.

The TEM Conference will be held in Perth in 2014. Bids from two potential venues, the Perth Convention Exhibition Centre and the Burswood Entertainment Complex/Casino, are currently being assessed. The Perth Convention Bureau has already provided a grant of $8000 to assist with marketing the conference.

Western Region membership continues to grow steadily and currently totals 112, up from 96 at the end of 2010.

The Western Region Committee is updating our Operational Plan, covering such issues as increasing membership, the role of Institutional Co-ordinators, promoting the profile of ATEM, and providing a high-quality and relevant professional development program.

Ken McCluskey
Regional Chair, Western
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Map of the ATEM Regions
Here are selected items summarised from the August meeting of the ATEM Council.

1. Visit by the ATEM Patrons

The President welcomed the two ATEM Patrons: Professor Jane den Hollander, Vice-Chancellor of Deakin University; and The Hon Steve Maharey, Vice-Chancellor of Massey University. He asked them to lead a discussion of trends in tertiary education and their views are noted in the President’s report on page 3.

A New Corporate Member Model for ATEM

It was generally agreed that the existing model of five corporate members per institution, with three tiers of membership based on size of institution, was no longer enough.

Support from the Patrons was expressed for the addition of a premium membership of twenty-five corporate members with a fee of around $5,000 in order to develop critical mass within institutions as well as for the sector. The existing model would be maintained, with the new premium membership offered also.

The President thanked the Patrons for their ideas and for their support and the Councillors also expressed their thanks.

2. Financial Position

The Treasurer outlined the Association’s financial position to date which had deteriorated in the last few weeks and, that whilst there was a surplus result as at August 2011, the forecast is a possible deficit of $65,585 by year’s end. This result would reduce ATEM’s accumulated funds to $60,000 which would not be enough to cover fluctuations in the cash flow and Council would need to consider requesting another subvention from the Foundation.

Council agreed that the one way forward was to increase income by raising the membership fees at all levels, and increasing the registration fees for PD courses. It was noted that the TEMC was expected to return to expected profitable returns and this will be factored in to the 2012 budget.

It was resolved:

- To raise the basic membership fee by 7.5% to $187 including GST with effect from 1 January 2012.
- To raise the Corporate Membership fee by about 17% as follows
  Tier 1 $700
  Tier 2 $1,050
  Tier 3 $1,400
  Tier 4 $1,750
  Premium Membership $5,000
- To raise the PD Registration fee to a minimum of $350 per full day and $200 per half day

4. Executive Director’s Report

Council noted Paul Abela’s extensive report. It covered:

- A more proactive media policy
- The new accommodation at the University of Sydney, which had been strongly supportive of ATEM
• The work of the Secretariat in the regions
• The new lapel pins
• The carbon audit
• The relationship with E7
• The new corporate membership model which had been discussed with the Patrons
• A new partnership model for collaboration with the LH Martin Institute
• Membership renewal
• Professional Development and the problem of undersubscribed courses
• The introduction of standard templates for the budgeting of PD
• The concept of a Celebrity Breakfast or Lunch
• Collaborative arrangements with COPHE, ACPET, IEAA and NSW TAFE
• Marketing initiatives
• Collaboration with Fuji Xerox in a drive for more members
• The new concept of a Best Practice Awards

It was resolved

• That Council approved the proposal for Best Practice Awards to be implemented and awarded at the TEMC in September 2012, and that the Awards and Grants sub-committee of Judy Szekeres, Ken McClusky and Paul Abela manage the project.
• That ATEM Council wholeheartedly supports the concept proposed for ATEM managed modules in the LH Martin Institute’s on-line PD programs leading to the Graduate Certificate in Tertiary Education Management, looking towards the first cohort commencing in 2013.
• That the Executive Director be commended for his good work on behalf of ATEM.

5. Awards and Grants

Council discussed the report of the Awards and Grants Committee and resolved as follows:

• The Peter Karmel International Travelling Scholarship be awarded to Jennifer Ritson of UNITEC Institute of Technology for her project “Constituent Management from first enquiry to alumni – a comparative study of best practice across a range of American universities and institutions”.
• The Ian Chubb Career Development Grant be awarded to Barbara May of the University of Auckland for her project on “Developing a Culture of Resilience with Professional Staff in the Tertiary Sector”.
• The Maurie Blank Study Scholarship be awarded to Louyse Hamilton of the Australian Catholic University for her Diploma of Management at Charles Sturt University.
• The Meritorious Service Award be bestowed upon John Swinton, retiring Chair of the SE Queensland Northern Rivers Region, for his contribution to the good management of the region and his teaching in numerous PD Programs over the years.
• The Certificate of Appreciation be bestowed upon Gerard Toohey, President of the Victorian Branch from 2002 to 2005, which in 2004 made the lead founding grant to the ATEM Foundation of $50,000. This is the largest donation ever made to the ATEM Foundation.

The Council also noted that the NSW/ACT Region had made the following awards of the John Chapman Memorial TEMC Scholarship.

• Debra Plumb of the University of Western Sydney won the IC/Committee Member Grant of $940
• Alex Sabharwal of the University of Canberra won the New Member Grant of $3,000 covering travel and accommodation costs for the TEMC
• Simone Purdon of the University of New South Wales won the Special Commendation and Encouragement Grant of $940

Council noted that the ATEM Ghosts had donated $2,400 towards these grants in memory of John Chapman who was one of the first members of the Ghosts.
6. Future TEMCs

Council noted VP Tony Heywood’s report on the last meeting of the Joint Steering Committee. It was noted that the 2016 Conference will be held in New Zealand. The other future TEMCs are listed here:

<table>
<thead>
<tr>
<th>Year</th>
<th>Location</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>Adelaide</td>
<td>16-19 September</td>
</tr>
<tr>
<td>2013</td>
<td>Hobart</td>
<td>TBA</td>
</tr>
<tr>
<td>2014</td>
<td>Perth</td>
<td>TBA</td>
</tr>
<tr>
<td>2015</td>
<td>Wollongong</td>
<td>TBA</td>
</tr>
</tbody>
</table>

7. International Conferences – Call for Expressions of Interest

ATEM members who are interested in taking on the role of ATEM Representative at conferences held by our overseas affiliates are asked to send their expressions of interest to Paul Abela at the ATEM Secretariat. Here is a list of these conferences:

- Association of University Administrators: 2-4 April 2012 Manchester
- Association of Collegiate Registrars & Admissions Officers: 1-4 April 2012, Philadelphia USA
- Association of Caribbean Heads of Educational Administration: West Indies, July 2012

The complete Minutes of the Council Meeting can be found here:

Giles Pickford, Secretariat

giles.pickford@atem.org.au
Evolution of a scholarly journal
By Ian R Dobson

The Journal of Higher Education Policy and Management has now been on the scene for 33 years. It was spawned as a single-issue volume 1 in October 1979, it now comes out six times a year. The journal started its life as the Journal of Tertiary Education Administration, and was the house journal for ATEM’s antecedent, the Australian Institute of Tertiary Educational Administrators. AITEA became ATEM in 1997. Inaugural editors were David Muffet and Vin Massaro. Vin spent a couple of periods as editor or co-editor, and is still a member of the editorial board. Another past editor, Gavin Moodie (1990-1999) also remains closely associated with the Journal, as reviews editor.

My association with the Journal, other than as a reader, goes back to the 1980s when I became its business manager. In those days, the journal was self-published, and the business manager’s role was to send invoices to subscribers such as libraries and government departments and to explain to George from Rolex Printing and Pam from Pam’s Typesetting that I didn’t have quite enough money to pay them yet. The other ‘management’ function was to distribute the journal when it came back from the printer. This lounge room-transforming experience was much enjoyed by various young Dobsons, just in case you were wondering why the address labels and postage stamps were often upside down or sideways. Or why the envelope was covered in what appeared to be dried spit.

The situation changed in 1997 after an approach from Jerry Mayer of Carfax Ltd, now part of the Taylor & Francis mega publishing group. Jerry must have really liked us, because not only did he seek to sign up the Journal, but he became and remains an ATEM ghost! Having a publisher lifted a lot of the hard work from the business manager’s shoulders, such as not having to deal with hundreds of cheques each year, nor suffering myriad paper cuts shoving journals into almost-large-enough envelopes. It should also be said that publishing via a commercial publisher tends to be a cost-neutral experience for any association that moves from self-publishing, and they do all the dirty work, such as checking references, collecting money and distributing the journal to ATEM members and subscribers.

The peer review processes required of scholarly journals has always been treated seriously by the Journal’s editor/s of the day, but there was a time when the journal only went to press when there were enough papers to do so. Papers in the early days often came from the annual conference, the precursor to the TEM conference from which many of you might still be recovering. This is no longer the case. Most papers are sent in, unsolicited, and go into a process in which authors are rendered anonymous, papers are read by the editor, and about 70 per cent are sent for double blind peer review. Even with our modest little journal, it could take nearly a year to get into print. Most papers don’t take that long, though.

The contents of the Journal have changed over its history, and the geographic distribution and characteristics of its authors have changed. Rather than repeat these here, I refer you to The Journal of Higher Education Policy and Management: an output analysis (Dobson, 2009) in which all is revealed.

It can truly be said that ‘an editor’s work is never done’. The place of the scholarly paper as measurable academic output seems assured, so academic staff (and increasingly, professional staff) churn out papers that they wish to see in print. From an editor’s point of view, editing a biannual journal is a different experience from one that hits the streets six times a year. With the latter, there is always something that could be done, so in a sense, aspects of editing are like administration, where the work expands to fill the time available to do it. The editor of a six per year journal has six annual deadlines with the publisher, not to mention six sets of proofs to review. Every paper submitted needs to be ‘dealt with’, and it is likely that there will be 180 such occurrences in 2011.
Some papers are rejected on the spot, either because they are not suitable for the Journal, or because the author has not formatted the paper according to Journal requirements. Rule No. 1 for any author seeking to have a paper published in any journal is to read the Instructions for Authors very carefully. It is surprising how few authors do. If the instructions request papers in 12 pt Times New Roman, on A4 paper size, and for authors to use ‘s’ rather than ‘z’ in words such as ‘organise’, to avoid abbreviations, and to follow British English usage and spelling conventions, why send in a paper that doesn’t comply? Preparing references is also not difficult. The Journal follows the style prescriptions for references of the American Psychological Association 6th edition. Looking at how a published paper has been presented by a journal soon informs an author of matters such as when to use italics, where to punctuate and which punctuation marks to use, and when to use & rather than ‘and’. And so on!

Of the papers that are sent for review, a proportion needs editorial input in the form of English revision before they can go further. More authors than in the past speak and write English as a second or even third language, and it has to be said that in the 21st Century, fewer native speakers seem to have a full grip on the written language. If you don’t believe me, just have a look at a few university websites to see the sort of vacuous drivel that some universities try to pass off as ‘English’ these days.

In this high-work environment, there are occasionally other time-wasting diversions. One such diversion was the Australian Research Council’s discredited and abandoned ERA journal ranking system. Even if it is obvious that some journals are better than others (duh!), before establishing a ranked list of journals according to their alleged quality, the process to do so should be sensible, transparent and fair. Governments and their agencies always demand so-called accountability, but are loath to be accountable themselves. Pigs might fly the day Kim and Margaret tell us how much it all cost.

Are we winning? Yes, we probably are. Demand to publish within our covers is strong and becoming stronger. Rejection rates have scarcely declined, despite the progressive increase from two issues a year to six. The publisher seems to think that something is ‘working’, because it was the publisher that suggested the journal could grow. Full text downloading (of articles) has increased strongly over recent years, from 18,402 in 2005 to 47,044 in 2010. Author ratings were strong, and there was considerable positive feedback from authors. Modesty prevents me from reporting some of the nice things said about the editor, but overall, the journal was rated an overall 9.1 out of 10 in a survey conducted by the publisher. It is probably just as well that the publisher didn’t survey authors of papers not accepted for publication!

It is difficult to know just how far along the publishing life cycle the Journal is. Have we reached the frog stage yet, or are we still a tadpole. Some journals have been on the scene longer than us, but we are withstanding the test of time.

Reference

Continued from page 1...

Building on concepts from Quinn’s ‘Competing Values Framework’ four styles of leading and managing are then mapped onto these priority zones (see Figure 2 below); and from this one can situate a wide range of managerial roles and practices that appear in the various capability frameworks already in use.

Initial testing of this framework in a number of tertiary education settings has demonstrated its suitability.

**From framework to programs and activities**

The objective of the LHMI-ATEM initiative is to develop a structured professional development trajectory resulting in post-graduate certification reflective of the advanced knowledge and skills necessary for effective professional work in institutional management and leadership. The programs and activities that constitute this trajectory are designed in such a way that they provide flexibility and relevance to time-poor professionals whilst maintaining the academic rigour associated with post-graduate study. As such they combine self-study and self-assessment with moderated training and formal assessment.
As both organisations believe there is merit in the four components of the meta-framework outlined above, it makes sense to start the professional development trajectory with a series of modules that are reflective of this. Therefore ATEM and LHMI support the development of four modules focussed on the areas of:

(i) managing and developing self and others;
(ii) engagement and innovation;
(iii) processes and structures for governance and quality; and
(iv) strategic management for institutional sustainability.

These modules will be in the form of self-study, state-of-the-art on-line resources, including:

- a solid set of core readings and related resources for self-study, with supplementary resources for those motivated to read more widely
- an interactive discussion board so that people can discuss the material on-line with others engaged in self-study within a virtual cohort, within a set period of time (six weeks)
- self-assessment in the form of an on-line, open-book multiple choice exam at the end of each virtual cohort period.

Those who want to learn but have no interest in formal credit recognition need not engage in the discussion board or self-assessment tasks. Those seeking formal credit recognition of what they have learned through self-study would need to:

- participate in the discussion board and make a substantive contribution (to be specified)
- successfully complete the online multiple choice exam (to be specified), and
- attend and participate in a one-day facilitated workshop upon completion of the self study unit. The facilitators of these workshops would be vetted by LHMI and ATEM to guarantee both practical relevance and academic rigour, reflective of post-graduate study.

Meeting these three requirements will result in the participant being provided with a certificate of completion based on a time investment, to be determined, over a six week period. Having obtained a certificate of completion for each of the four modules participants will be provided with an ATEM-LHMI assessment voucher that will enable them to submit a final capstone assignment task to LHMI for admission into the GradCert TEM and formal credit recognition to a total of 25 credit points. Following this, students wanting to enrol in the GradCert TEM would be required to take Foundation Unit 1, this being the base policy and management unit developed by LHMI, available fully on-line, taking one semester to complete. Schematically this would work out as:

<table>
<thead>
<tr>
<th>Module 1 (6.25 cp)</th>
<th>Module 2 (6.25 cp)</th>
<th>Moving into Management (12.5 cp)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 3 (6.25 cp)</td>
<td>Module 4 (6.25 cp)</td>
<td>Capstone Assignment</td>
</tr>
<tr>
<td>Foundation Unit 1 : Tertiary Education Policy and Management (25 cp)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The four modules described above will be freely available to ATEM members and member institutions and over time are intended to form the basis for all professional development activities. The development of the four modules will be funded through LHMI with in-kind contribution of ATEM. The facilitated workshops will be organised under the ATEM Flagship program banner.
Realising the strategy: project organisation

In order to make the above a reality a project management structure will be set up consisting of a project steering committee, a program manager and a reference group. The project steering committee is the governing body overseeing progress against agreed upon deliverables and ensures liaison with the key stakeholders. The program manager is the person operationally responsible for the delivery of the project. The reference group constitutes a select group of expert individuals willing to devote some time to the project.

As to the steering committee, in addition to representation from ATEM and LHMI, Universities Australia and TAFE Directors Australia will be invited. The steering group will have a subcommittee that explicitly will focus on assessment and credit recognition to ensure that this will be in accordance with best practice in the sector and stands up to external scrutiny. As dedicated program manager, ATEM Fellow Kay Hempsall, will be employed and located within LHMI. As to the reference group individuals will be proposed (max 6) by both ATEM and LHMI.

This is a one year project, with the four modules and the supporting components ready for presentation and demonstration at the 2012 TEMC. In the year to come ATEM members can expect regular updates via ATEM Matters and other means. Kay will liaise with individual institutions for their input into the project, both to avoid duplication of activities and to identify best practices that can be incorporated in the program. A series of new on-line resources will be developed, ranging from podcasts to videos. Case studies will be developed to assist the on-line learning process, and an e-learning environment will be set up.

ATEM and LHMI are excited by the potential this project can have to further the professionalization of our workforce in the field of tertiary education management and leadership. We will be sharing this excitement with you on a regular basis, and should you wish to learn more of the details of the project, please contact either Paul Abela at ATEM (paul.abela@atem.org.au), Leo Goedegebuure at LHMI (lgo@unimelb.edu.au) or Kay Hempsall (kayhempsall@gmail.com).

References


The new reality of Mid-Level Leadership: A Closer Look at Middle Managers in Australia

By Bruce Watt, Managing Director and Mark Busine, Principal Consultant, DDI Worldwide

The following article has been reprinted with permission of DDI Worldwide. For more information see www.ddiworld.com, or email info.au@ddiworld.com.
Mid-level leaders play a critical role as part of the new world economy. As companies shift their business strategies to remain competitive, mid-level leaders will carry out the executive agenda, and interpret and execute corporate mandates. They’re the ones making bottom-line decisions about cost, quality, and efficiency for companies every day. As such, DDI wanted to hear how they felt about their jobs, the skills required for success, their level of engagement and loyalty, and their plans for the future.

We conducted a global study of 2,000 mid-level managers across Asia, Australia, Europe and the United States in 2010 just as the world economy was emerging from one of its most severe economic downturns. More than 15% of the leaders surveyed were from Australia. Key highlights from the global and local research are summarized here.

**TRAINING WHEELS ARE NOT AN OPTION: DEVELOPING MID-LEVEL LEADERS**

Mid-level leaders don’t feel they have the leadership skills they need to succeed.

Like their global counterparts, mid-level leaders in Australia cite leading change and executing work priorities as their two most important current priorities. Moving forward leading change remains their most important priority while areas such as making tough decisions and developing talent increase in importance.

While the shift in developing talent is encouraging, it remains relatively low in the context of the mid-level leader’s role. With a significant proportion of the company’s value linked to intangible assets (human capital) then this lack of focus creates significant risks. Further, successful execution of business strategy relies on people having clear accountability, the right skills and high levels of employee engagement. If mid level leaders are not focused on developing and keeping talent their ability to deliver on strategic priorities comes in to question.

When asked their level of preparedness to take on the challenges of the next two years, only 8% of mid-level leaders felt “well-prepared”. Not surprisingly, the younger a mid-level leader, the less prepared they feel to handle these challenges.

**LEADERSHIP SKILLS ARE KEY.**

Mid-level leaders in Australia felt competent and prepared in specific functional and technical skills related to their role (ie. accounting, marketing, sales)—not surprisingly given many leaders continue to operate at this level within their functional area of expertise and leaders at this level have been promoted through the ranks based on their technical contribution.
However, when asked to select whether leadership, technical, or business skills would be most critical to personal success in the next 3-5 years, the majority identified leadership skills. In both the global and local findings, they report that leadership skills, more than business or functional skills, require the most development. In line with the foreseen challenges ahead, specific leadership skills such as coaching, influencing, networking and partnering with others will be critical areas to develop.

**DISCONNECTS AND DISAPPOINTMENTS: THE MISMATCH BETWEEN TODAY’S MID-LEVEL LEADERS AND THEIR ROLES**

There’s a disconnect between what mid-level managers are—and what they need to be.

DDI has determined four key challenges that mid-level leaders must master to be successful in an operational role:

- Drive performance in a changing world
- Manage horizontal integration in a complex organization
- Lead and develop talent
- Make tough decisions

These challenges require leaders to master a diverse portfolio of roles and responsibilities. Yet our survey found that mid-level leaders tend to focus most of their energy on a few, more tactical priorities such as allocating resources, negotiating within or between departments and ‘pushing paper’. The table below highlights this.

<table>
<thead>
<tr>
<th>Role</th>
<th>Global</th>
<th>Australia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Allocator</td>
<td>19%</td>
<td>19%</td>
</tr>
<tr>
<td>Negotiator</td>
<td>17%</td>
<td>20%</td>
</tr>
<tr>
<td>Executor</td>
<td>15%</td>
<td>9%</td>
</tr>
<tr>
<td>Navigator</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>Change Driver</td>
<td>9%</td>
<td>10%</td>
</tr>
<tr>
<td>Innovator</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Global Thinker</td>
<td>7%</td>
<td>5%</td>
</tr>
<tr>
<td>Talent Advocate</td>
<td>3%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Unfortunately, the time spent on these functions appears to be at the expense of more long-term, organization-building priorities such as developing internal talent. Only 1% identified Talent Advocate as their key role.

While the demands of the global financial crisis may have forced leaders to focus more on day-to-day operations, managing costs, and meeting targets, as companies in Australia continue the road to recovery and growth, mid-level leaders need to spend more time developing and re-engaging their neglected talent. While the war for talent may have been in a temporary ceasefire during the global financial crisis, the conditions that created this environment have not gone away and will quickly re-emerge.

The current emphasis on the role of Negotiator suggest mid-level leaders are confronted by the challenge of trying to get things done through others, often in the absence of any positional authority. ‘Stuck in the middle’, they must balance and address the often conflicting needs and priorities of senior leaders, peers and employees.

Companies are doing more with less—and mid-level leaders are feeling the stress.

Nearly 8 in 10 Australian mid-level leaders report that their work stress increased during the global financial crisis. The number one contributing factor was the increased personal workload. Given the demands of the global financial crisis which saw many leaders having to deliver more with less, this is not a surprise. The other major contributors to stress were increased pressure to succeed and shifting or changing priorities.

Money and managing people were major motivations for taking on a middle management role, but stagnation can be an issue.

The top three reasons for pursuing a mid-level leadership role were: the opportunity for increased financial rewards, managing people, and increased power and influence. While 37% of leaders in Australia cited increased financial rewards as the most significant motivator, 27% identified the opportunity to manage people as the primary motivator. While the earlier results suggest that managing people may not be a current priority the motivation to lead people is a little more encouraging.
Nearly 40% of mid-level leaders around the world feel their jobs are stagnant “sometimes” while 9% feel their jobs are stagnant “often.” The more stagnant leaders’ jobs were, the more likely they were to say they would give up their leadership position if they were offered the same compensation or reduced compensation to be an individual contributor.

Should I stay or should I go.

Around the world, the majority (54%) of mid-level leaders would take a demotion to a non-leadership role for the same amount of money, and 16% said they would take the demotion even if compensation was reduced. In Australia, 59% would take a demotion on the same money and 17% would be prepared to take a demotion on less money.

These results suggest that leaders without the intrinsic desire to lead and manage people will have less attachment to the role and accountabilities of a mid-level leader role.

EMPOWERMENT AND TEAMWORK: ENGAGING MID-LEVEL LEADERS

Empowerment and teamwork keep mid-level leaders engaged.

Across the globe, 52% of mid-level leaders said their engagement level was higher now compared to 24 months ago, 36% said it was the same, and 12% said it was lower. The results were similarly optimistic in Australia, with 89% saying they were either more engaged or just as engaged compared to the previous 24 months. In both the global and local results, the top three biggest drivers of engagement were teamwork and collaboration, trust in the workplace, and the ability to make decisions. In Australia, the survey also found that having an exceptional manager was an important engagement factor for mid-level leaders.

Engagement was a clear driver in their desire to continue on their career path. Those with higher engagement are less likely to say they would go back to being an individual contributor (regardless of compensation) than their unengaged counterparts. Six percent of engaged mid-level leaders feel stagnant “often” compared to 20% of those who reported lower engagement levels.

Growth matters—opportunities to advance are coveted by mid-level leaders.

We asked respondents to identify the likeliest next step in their careers and many would choose to stay with their current organization. Looking at the data by age, the first move anyone under 50 is looking for is a promotion within. Mid-level leaders who are over 50 overwhelmingly intend to retire in their current position. The younger the leader, the more likely they are to look for outside opportunities.
Across Australia, mid-level leaders have experienced a relatively rapid climb up the corporate ladder. Approximately half of the leaders surveyed in Australia received two or more promotions in the last five years.

While mid-level leaders’ rapid ascent up the corporate ladder might be good for their individual careers, this may create negative repercussions on the organization and hamper future business sustainability. For instance, companies which promote leaders quickly over a short period of time may only do so out of a necessity to fill gaps in their leadership pipeline. With these quickfire promotions, companies may not be able to sufficiently train their mid-level leaders to manage their new job challenges competently. As a result, many managers may find themselves struggling with their work performance in their new role. Leaders who experience several promotions within a short time period may also come to expect the same rapid career progression throughout their time in the company. If companies are unable to manage leaders’ career expectations, they run the risk of breeding disengaged leaders who feel that their careers have stagnated.

It can be argued that the future success—or failure—of your organization sits squarely on the shoulders of your mid-level leaders. With Australia being one of the first developed economies to move back to growth, mid-level leaders must be equipped and ready to step up to the challenges of the ‘new’ environment.

For more information about mid-level leaders, please refer to Put Your Money in the Middle: A Meta-study and Talent Management Guide for Mid-level Leaders. In addition to DDI’s data about this level of leadership, the meta-study includes:

- Additional data from over 20 contemporary sources.
- Implications drawn from the data, including how the mid-level leader’s role is evolving, the skill set critical to success, instilling them with a sense of purpose, and delivering development that fits the unique learning needs of this audience.
- Five points of view about how organizations can best select, develop, promote and engage mid-level leaders.
- A call to action for an organization’s senior leaders, HR professionals, and mid-level leaders, detailing the role each needs to play in strengthening the leadership ranks in the middle.

Email us at info.au@ddiworld.com to request a copy of the full study.
What skills will your job need in five years time? You may think the question ought to be 'what skills will you need to do your job in five years time' but, if a new poll is anything to go by, half the people around you in the office may no longer be doing the job they're doing simply because its requirements will have changed and they won't have done anything (or enough) to change in response. Just hope you're not part of that half.

None of us like to think we might be getting old, or entrenched or unable to change and develop, but a poll by recruitment firm Hays has argued that, in a rapidly changing working environment, sitting back and expecting to be able just to continue using the skills you already have is not going to cut it in the future.

Moreover, sitting back and waiting for your friendly employer to spend time and money updating your skills for you may soon be as outdated as, well, fax machines.

The poll of 500 private sector workers found more than half did not know, or were unsure about, the skills employers were likely to be demanding in the next five years. Nearly six out of 10 were worried the skills required for their current roles were already changing, with just under half equally concerned their current skill-set will be insufficient to meet employers expectations in five years time.

A total of 61% complained their current employer was not doing enough to invest in their skills. Yet almost half conceded primary responsibility for updating skills should actually fall to them rather than their employer, relevant professional bodies or the government. Despite this, nearly four out of 10 admitted they were not taking any action to remedy this shortfall themselves.

And even those that were still might not have been doing enough. Six out of 10 said the only action they were taking was staying up-to-date with trends through trade magazines and seminars. Only around a third were looking to obtain relevant qualifications or considering enrolling on courses to enhance specialist skills.

Charles Logan, director at Hays, said: "Many employers have understandably been focusing on immediate survival and agility over recent years, and our research indicates that they may themselves be unsure about the skills they will require in years to come. If they can gain an understanding of this and communicate what they will need it will help employees to work towards building their skill sets in the right direction."

"But, employees also need to start taking ownership of their career. Many sectors are still experiencing skills shortages, with employers unable to fill key positions. To take advantage of these vacancies, jobseekers should invest in their future by developing skills that are needed by businesses."

"They cannot rely on their employer to keep their skills and experience sufficiently suited to changing markets. They will need to talk to experts in the field and undertake their own research to find out what skills are needed now and in the future," he added.
When is infringing copyright part of my job description? Statutory powers and the Copyright Act

Irene Zeitler and Anna Jaffe | 09 August 2011

In brief

- Section 35A of the Ombudsman Act 1974 (NSW) gives the New South Wales Ombudsman immunity from liability in respect of certain acts or matters executed in the course of performing its statutory functions.
- However, the installation of computer software on multiple computers in the office of the Ombudsman without a licence was held not to be ‘for the purpose of executing’ these functions and, as a result, the immunity did not apply.

Summary

In Micro Focus (US) Inc v State of New South Wales (New South Wales Police Force) [2011] FCA 787, the court considered a section of the Ombudsman Act 1974 (NSW) (Ombudsman Act), which gives the New South Wales Ombudsman (Ombudsman) protection from liability in respect of certain acts or matters executed in the course of performing its statutory functions, in the context of a copyright infringement claim against the Ombudsman.

Ultimately, Justice Jagot of the Federal Court found that the installation of software was not done ‘for the purpose of executing’ the relevant New South Wales Act and, as a result, offered the Ombudsman no immunity from proceedings under the Copyright Act 1968 (Cth) (Copyright Act).

Implications of the decision

This decision serves to caution those vested with statutory powers and functions that any immunity or protection from liability stemming from their exercise will be strictly construed and considered in light of common sense and the weight of authority. In this case, the installation of software used for the purpose of exercising the Ombudsman’s statutory functions was considered to be only preliminary or incidental to executing those functions, and was therefore not protected from liability.

Background

The copyrighted work in this case was ‘ViewNow for Mainframe’ (ViewNow), a computer program which allowed the Ombudsman and the officers of the Ombudsman to access the records of the New South Wales Police Force held in a system known as COPS (Computerised Operational Policing System). The Ombudsman did so for the purposes of exercising its powers under the Police Act 1990 (NSW) (Police Act), that is:

- investigating complaints against the New South Wales Police Force
- monitoring investigations conducted by the New South Wales Police Force
- scrutinising the New South Wales Police Force’s systems for dealing with complaints, and
- providing special reports to the New South Wales Parliament in relation to the above.

In facilitating this use of ViewNow in the office of the Ombudsman, the Ombudsman copied ViewNow onto computers within the office without a licence to do so, ultimately enabling approximately 25 users to access the software.
Micro Focus (US), the current owner of the copyright in ViewNow, as well as two other Micro Focus entities who had previously owned that copyright (collectively, Micro Focus), brought proceedings against the State of New South Wales (New South Wales Police Force), the Police Integrity Commission and the Ombudsman. As regards the Ombudsman, Micro Focus alleged infringement of their copyright in ViewNow and sought to restrain the Ombudsman from reproducing the program, damages and an account of profits.

In response, the Ombudsman sought orders setting aside, dismissing or staying proceedings against it based on section 35A of the Ombudsman Act.

**Decision**

**What is the appropriate construction of s 35A?**

Justice Jagot accepted the following propositions put forth by the Ombudsman:

- that the Ombudsman exercises ‘extensive powers in the public interest’, and that the office of the Ombudsman is therefore ‘unique’
- that the Ombudsman and its officers only use ViewNow for the purpose of exercising their functions under the Police Act, and
- that ViewNow is an ‘effective and efficient’ means of discharging these statutory functions.

However, the fact that section 35A must be strictly construed—a fact that was accepted by both parties—in combination with the ordinary and natural meaning of the words ‘for the purpose of executing’ and a common sense interpretation of the term, meant that the Ombudsman must have done or omitted to do the relevant acts, matters or things ‘in the process of doing that which the Act requires or authorises’. On this basis, it was clear that the Police Act and the Ombudsman Act do not require or authorise reproduction of computer software without a licence.

The Ombudsman’s preferred interpretation of that term as meaning a ‘step along the way’ of execution, ‘with the ultimate object of executing’, or to ‘enable or facilitate’ such execution was rejected on this construction, and further did not accord with the authority in relation to similar immunity provisions. While cautioning that such provisions will differ, the weight of authority was against the Ombudsman in this instance. Previous cases have required that the relevant act, matter or thing:

- be ‘the very thing, or an integral part or step in the very thing’ authorised by the Act and not ‘incidental’ or ‘in the course of’ the exercise of power
- relate to statutory powers or functions which ‘involve interference with persons or property’
- relate to the ‘extraordinary powers’ vested in the relevant office or body in order to enable it to exercise its functions, or
- relate to the ‘substantive conduct’ of the Ombudsman.

When these interpretations were applied to the case at hand, it was clear that the installation of software does not involve interference with persons or property, and moreover that such installation is not the ‘very thing’ that the Ombudsman does, the Ombudsman’s ‘substantive conduct’, or a power specifically vested in the Ombudsman but rather a preliminary or incidental step in relation to that thing, conduct or power.

In this sense, acquiring software is no different from acquiring any tools to assist in the exercise of the Ombudsman’s powers, such as a laptop, a photocopier and the like.

**What role does the Judiciary Act play in these circumstances?**

While the court found that this argument was ‘rendered moot’ by the construction of section 35A, it nevertheless considered the construction of section 79 of the Judiciary Act, which states that the laws of ‘each State or Territory’ shall be binding on all federal courts ‘except as otherwise provided by … the laws of the Commonwealth’.

Micro Focus argued that, if the Ombudsman Act excluded liability for copyright infringement in cases such as the present one but the federal Copyright Act provided for liability in such cases, then a law of the
Commonwealth had in this instance ‘otherwise provided’ and left no scope for section 35A to operate. Justice Jagot accepted that, if the Ombudsman’s interpretation of section 35A was accepted, then the irreconcilable nature of the two Acts may lead to the conclusion that the Copyright Act did in fact ‘otherwise provide’ within the meaning of section 79.

However, given that this argument relied on an ‘assumed’ (and rejected) construction of the immunity provision, and the distant relationship between the present circumstances and the circumstances which section 35A had contemplated (that is, the direct exercise of the Ombudsman’s statutory powers), Justice Jagot considered any attempt to resolve the operation of section 79 in these circumstances to be ‘inappropriate’.

This article was written by Irene Zeitler, Partner and Anna Jaffe, Graduate, Melbourne.

The full article can be found here.

**ER News – New Zealand**

This New Zealand perspective is kindly provided by Bell Gully, www.bellgully.com.

**Select Committee to consider regulatory standards**

Ralph Simpson and Jesse Wilson | Friday 5 August 2011

A set of measures designed to improve the quality of New Zealand regulation will be considered by a Parliamentary Select Committee later this year. As reported in our previous update, the Regulatory Standards Bill (Bill) would require Ministers and departments to certify that new regulatory and legislative proposals are compatible with a number of constitutional principles (such as the rule of law, preserving the role of the courts, and compensation for the taking of private property). With the support of National, ACT, and United Future, the Bill has advanced to the Commerce Select Committee for public submissions, which are due on 18 August 2011. In our view, the Bill provides a welcome opportunity to consider the state of regulation in New Zealand and the prospects for reform.

**New Zealand’s regulatory environment**

The Organisation for Economic Co-operation and Development’s (OECD) most recent annual economic survey of New Zealand identified regulatory practice as a key driver of growth and international competitiveness. The OECD expressed concerns about New Zealand’s regulatory environment:

1. Wide-ranging reforms in the 1990s liberalised the economy and significantly reduced competitive restrictions, putting New Zealand at the forefront in terms of regulatory practice. Since then, however, the reform momentum has waned, and policy has even occasionally moved in the direction of discouraging competition. At the same time, other countries have been making progress, and, as a result, regulatory quality now appears average relative to other OECD countries. It needs to move again to the forefront to promote sustained growth.

New Zealand businesses and their advisers might well agree with that assessment. Indeed, the Government’s own Statement on Regulation recognises that unnecessary and ineffective regulation is impeding innovation and productivity.

**Institutional improvements**

While a degree of dissatisfaction with the standard of regulatory settings is shared by the Government and many New Zealand businesses, the measures required to improve regulatory quality are less straightforward.
The institutional mechanisms for scrutinising new legislative proposals are an important driver of regulatory quality. Regulatory impact analysis is one such mechanism for weeding out inefficient proposals; though the Treasury has expressed concerns about the consistency and quality of regulatory impact analysis in relation to a number of proposals.

Another possible vetting mechanism is the enactment of specified principles of good law-making against which to benchmark new regulation. As the OECD reported, in relation to its qualified support for the Regulatory Responsibility Bill (a predecessor to the Regulatory Standards Bill):\(^4\)

But more work and political will is required to instill a culture of continuous improvement within the public bureaucracy, supported by evidence-based decision-making. Productivity could be fostered by requiring clear net public benefits to justify regulatory restrictions on competition and establishing transparent quality benchmarks by passing a suitably refined Regulatory Responsibility Bill.

The Bill seeks to complement existing institutional mechanisms for good law-making by:

- Specifying key principles of responsible regulation. For example, one of the principles is that legislation should not authorise the taking or impairment of property without the owner's consent unless the taking is in the public interest, full compensation is provided and, to the extent practicable, the compensation is provided by or on behalf of the persons who benefit from the taking.

- Requiring Ministers and departments to certify whether new legislative proposals are compatible with the principles and, if not, to publicly articulate why they should proceed notwithstanding such incompatibility. Adopting similar language to the New Zealand Bill of Rights Act (Bill of Rights), the Bill provides that any incompatibility with the principles is justified to the extent that it is "reasonable and can be demonstrably justified in a free and democratic society".

- Providing recourse to the courts for a declaration as to whether new legislation or regulations are compatible with the principles (though not to hold them ineffective or obtain damages).

- Directing that, in the case of ambiguity, courts should prefer an interpretation of new legislation which is compatible with the principles of responsible regulation (e.g., preferring an interpretation which permits compensation for confiscated property).

Efficient and principled regulation is a matter of interest to all citizens, and it has a particular impact on the competitiveness of New Zealand businesses. Written submissions to the Select Committee on the Bill are due by 18 August 2011.

References

2 Government Statement on Regulation, 17 August 2009.
3 The Regulatory Responsibility Bill did not proceed past the Select Committee stage; see Report of the Commerce Committee, 30 May 2008.
4 OECD, page 19.
6 Report of the Regulatory Responsibility Taskforce (September 2009). The Taskforce was chaired by Dr Graham Scott and included Jack Hodder SC, Richard Clarke QC, the Hon David Caygill, Dr Don Turkington, Dr Bryce Wilkinson, and Paul Baines.
7 See, e.g., Wilson, "Raising Regulatory Standards" (2010) NZLJ 99.
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