



# ATEM MATTERS

THE NEWSLETTER OF THE ASSOCIATION FOR TERTIARY EDUCATION MANAGEMENT INC

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<http://www.atem.edu.au>

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## WELCOME FROM THE EDITOR

Welcome to the middle of the year and the second edition of ATEM Matters for 2005. With winter now well and truly upon us we have a bumper issue for you – ideal for printing out and settling down with in front of a warm fire and a hot drink while the weather does its worst outside. A huge thank you therefore to all of our contributors this edition.

In our never ending quest to keep things interesting and relevant, there are a couple of new features this month. Firstly, in line with our new membership categories there is a new section listing those members who have upgraded their membership level to Associate Fellow or Fellow. This level of membership indicates your commitment to your own professional development as well as development of the profession. As a result it is important that we recognize those who have made the step upwards. If you haven't submitted your application for an upgrade of membership yet, but may be eligible for such an upgrade, do go to the ATEM website and have a look at the criteria and process for an application.

Second in our quest for improvements, we have a new series starting in this edition – The Aegidius Yarns. This is an 8 part series, however if the feedback is positive we may be able to persuade the author to put pen to paper (or fingers to keyboard) and continue the yarn-spinning. Let me know what you think!

Finally, a request for the next edition. This is due out in September but I traditionally hold it up until October to allow reports from the Tertiary Education Management Conference to be included. This year the conference is being held in Perth and plans are well underway. If you are planning to attend the conference, then make sure you take your camera and send me any photos and stories for inclusion in the next edition.

Happy reading and I hope to see you all in Perth!

TONI HODGE  
ASSOCIATION SECRETARY  
[toni.hodge@canterbury.ac.nz](mailto:toni.hodge@canterbury.ac.nz)

## FROM THE PRESIDENT

Members will be interested to know that Chris Jeffery, one of the two Vice Presidents of ATEM, asked if he could resign from that position with effect from the end of the May Council meeting. Chris has been a wonderful servant of ATEM in that VP role, and a tremendous support to me. He has given us all sound and reasoned advice, and willingly taken on the tasks I asked of him as VP. He most recently lead the whole change in the Professional Development requirements for members, coupled with the change in membership grades and classes. Chris felt that he could not continue as VP, because he has now left direct involvement in the Higher Education sector and gone out into a consultancy of his own. I am delighted to tell you, though, that Chris has agreed to remain as the Branch President of the WA Branch of ATEM, and to lead the TEM Conference 2005 Organising Committee through to the end of that Conference. We should all be grateful for that continued commitment to ATEM. Even after he steps down fro

Chris's departure created a "casual vacancy" for a VP for the balance of Chris's term (through to September 2006). Council has appointed Margie Cole to fill that role, and we can be grateful that she has taken on this task for ATEM. Nothing stands still though, as Margie's move to VP then created a casual vacancy for Association Secretary. Toni Hodge (one of the two Councillors at Large) had been working with Margie in the Secretary role, and has kindly agreed to allow Council to appoint her to now fill the vacant position of Association Secretary.

I am very grateful to all three of these "workers for ATEM" for their support and efforts in their previous roles, and to Margie and Toni for taking on these new positions until the appropriate elections are held for both roles.

Kind regards  
TOM GREGG  
PRESIDENT

## WELCOME TO NEW MEMBERS

The following people have joined ATEM since the last edition of ATEM Matters was published. On behalf of all members, welcome to you all and I hope you have a long and fruitful relationship with ATEM.

### **Australian Capital Territory**

Robert O'Connor	Peter O'Halloran	Callista Punch
Susan Scott	Matt Stevens	

### **International Members**

Janie Barnett	Alison Johns	Jerry Sullivan
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### **New South Wales**

Leanne Abdoo	Kathy Attree	Catherine Boleyn
Debbie Bowman	Ann Brewer	Trichelle Burns
Mark Cartwright	Carol Colombera	Peter Cordery
Joyce Cornelius	Elizabeth Davis	Jacquie Dehn
Linda Dewar	Les Field	Jane Gatwood
Estelle Grady	Gowrie Guhan	Skaidy Gulbis
Karina Handley	David Hood	Sharyn Jenner
Lee Kennedy-Davidson	Rebecca Kimber	Robert King
Ann Leadbitter	Adrian Lee	Robyn Longhurst
Virginia McDonald	Maria McQuilty	Kathy Mitris
Nairi Mozian	Kylie Mozsi	Nutan Muckle
Virginia Pascoe	Gordon Petzer	Peter Spencer
Melinda Toomey	Cathie Warburton	Dorothy Wilmshurst
Warren Yates		

### **New Zealand**

Wendy Adam	Cath Anderson	Laura Black
Vaas Conradie	Robert Crawford	Christine Fitchett
Gill Fowler	Christa George	Shane Goldfinch
Alan Hampton	Richard Handley	Jan Hausman
Jeffery Hollett	Dianne Howard	Tania Kearns
Diane Lynes	Helen Matich	Janice Meharry
Relda Middleton	Kere Mihaka	Brigitte Murray
Anil Narayan	Paul O'Flaherty	Helen Oge
Krishnaprasad Pathi	Kate Rawlings	Michelle Render
Valerie Riley	Jan Roodt	David Skegg
Doug Stevens	Christine Wang	Kuku Wawatai
Paul Wollaston		

### **Northern Territory**

Debra Farrelly	Sharon Elizabeth Francis	
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	<b>Queensland</b>		
	Bronwyn Henderson Alasdair McClintock John Rickard Annette Winter	Gregory Jones Michael McLachlan Ross Springolo	Kim Lundgaard John Nelson Gabrielle Westmore
	<b>South Australia</b>		
	Joanna Carrick Samantha Hammer Raewyn Todd	Kim Davidson Christine Knox	Justin De Rosa Carmelina Palumbo
	<b>Tasmania</b>		
Chris Carstens			
<b>Victoria</b>			
Pauline Aikman Gayle Anne Bowran Annie Du Annette Lever Jill Miller Deborah Staunton Ron Watts	Julia Anderson Stephen Boyd Michelle Goddard Jamie McDonald Tanya Perera Jenny Stephens	Gerrard Anderson Carol Burnett Nevine Khalifa Ann McGillivray Heather Rose Michael Thorne	
<b>Western Australia</b>			
Jennie Barwick Susan Elizabeth King Richard Strickland Pauline Whitley	Vincent Brown Denise Mulligan Mari Van Biezen	Sue Renee Hickton Lisa Pitters Sally Anne Webster	

<b>MEMBERSHIP CATEGORY CHANGES</b>	The decisions of the New South Wales, New Zealand, and Western Australia Branches on early applications for a rise in membership status have been processed and the ATEM Secretariat has been informed in writing of these awards as follows:		
	<b>BRANCH</b>	<b>CANDIDATE</b>	<b>NEW STATUS</b>
	<b>NSW</b>	Prue Bedford ATEMAF Tony Heywood ATEMF Giles Pickford ATEMAF	Associate Fellow Fellow Associate Fellow
	<b>New Zealand</b>	Terry Fulljames ATEMF Ginny Ferguson ATEMF Tom Gregg ATEMF Alison Hughes ATEMF Sue Wohlmuther ATEMF	Fellow Fellow Fellow Fellow Fellow
	<b>Western Australia</b>	Tony Brown ATEMAF Ken McCluskey ATEMF Leisa Wheatland ATEMAF Naomi Yellowlees ATEMAF	Associate Fellow Fellow Associate Fellow Associate Fellow
The other Branches have all begun the process and members will be advised of the results as soon as the ATEM Secretariat is informed of the panel decisions. The letter of advice to the candidate includes a Membership Certificate indicating their status, and a lapel badge: gold for Fellow and silver for Associate Fellow.			
Also, this job is a bit like painting the Sydney Harbour Bridge, in that applications for a status rise come			

in a steady trickle and the Panels begin the process again regularly.

If you have any queries about your candidature you can ask your Branch President or [giles.pickford@bigpond.com](mailto:giles.pickford@bigpond.com)

*Future editions of ATEM Matters will provide updates on members who have upgraded their membership category – watch this space! (-Ed)*

## FROM THE SECRETARIAT

### Report from the ATEM Secretariat on the May meeting of Council

#### 1 President's Report

The President's Report was approved for circulation.

#### 2 Membership Matters

##### **Membership Coordinators and Kit**

BP Lucy Schulz has been appointed by the Executive Committee to coordinate the forty Membership Coordinators, and to begin the planning process for a session during the TEM Conference. Lucy Schulz reported on her plans to identify which MCs are attending the 2005 TEM Conference and to bring them together in September to exchange ideas and further develop their programs. It was agreed that the best time and place would be a Breakfast Session early in the Conference with a separate room for the meeting. VP Chris Jeffery will assist.

Council then noted the new Membership Kit, created for ATEM by the South Australian Branch. The new Membership Brochure, Membership Certificate and Lapel Badges were all noted. It also noted that the Folder and the Biro had not been achievable within budget.

##### **Implementing the Membership Categories**

A table showing the status quo with applications for membership up-grades was noted. VP Chris Jeffery suggested that there was a need for the Panel Chairs to hold regular teleconferences so that a consistent approach is maintained, and also to discuss spot audits. He also suggested that a Supervisor's support for a membership upgrade would be as important as referee's reports, the latter only being required for Fellow.

The ATEM Secretariat was asked to inform Vice-Chancellors and HR Departments of membership upgrades given to their staff.

#### 3 Corporate Members Campaign

New members continued to outnumber resignations. Only three Australian and two New Zealand Universities remain non-corporate members. However the situation with TAFE was steadily eroding. Giles Pickford said that he had arranged with the President of TAFE Directors Australia for the ATEM President to address a meeting in the near future. The situation with COPHE is looking good as ATEM Member Tony Heywood is assisting with liaison in that area.

#### 4 Reports

##### 4.1 Conferences

###### **4.1.1 2004 TEM Conference**

Council agreed that the 2004 TEM Conference was one of the best events we have ever had and that the standard of the report was excellent. It requested VP Carol Harding to pass its congratulations and thanks back to the 2004 Organising Committee.

#### **4.1.2 2005 TEM Conference**

Council noted the report of the 2005 Conference Organising Committee presented by BP Chris Jeffery. Generally the Conference plan was applauded and the Organising Committee congratulated.

#### **4.1.3 Preliminary Report 2006 Conference**

Council considered a preliminary report on the 2006 TEM Conference presented by BP Kay Hemsall. Kay requested help with ideas for the 30<sup>th</sup> Anniversary, speakers and themes and Councillors agreed to come forward with ideas.

#### **4.1.4 Future Conferences**

Council noted that future Conferences will be Canberra 7-10 October 2007, New Zealand 2008, Darwin 2009 and Melbourne 2010. This schedule has the agreement of TEFMA. The 2011 TEM Conference be held in Queensland subject to TEFMA approval.

### **4.2 The Journal of Higher Education Policy and Management**

Council noted a report from the Joint Editors. It also noted that a process of consultation with the members would be carried out in the near future. (See item 6.3 below.)

### **4.3 FMAC**

Association Treasurer Neil Voyce presented the report from the Financial Management Advisory Committee.

#### **RESOLVED 3/05**

- (a) That Council abandons the concept of a single Auditor for ATEM.
- (b) That Council requests all Branches to forward to FMAC certification that their Auditors are qualified in the meaning of the Act in Australia or are Chartered Accountants in New Zealand.
- (c) That Council circulate all Auditors with printed copies of the Finance Manual as amended, with a request that their Audits include surveillance that Branches are complying with the rules in the Finance Manual.
- (d) That, with the modifications agreed at the meeting, the amendments to the Finance Manual were approved.

### **4.4 Financial Reports**

#### **RESOLVED 4/05**

That the Progress Budget 2004-2005 is adopted, and the improvement in the annual surplus from the forecast of \$850 to \$3318 be noted with pleasure.

#### **RESOLVED 5/05**

That the draft budget 2005-2006 is adopted, and the projected budget through to 2007 is noted.

#### **RESOLVED 7/05**

That the Annual Accounts for 2004-2005 be adopted and referred to the Auditor for audit.

### **5 Business Referred by Branches**

Council discussed a proposal from the New South Wales Branch seeking approval in principle to offer discounted multi-year membership renewals to its members on a 2 or 3 year basis.

Council discussed the idea, but noted that it had adopted a single fee structure across all Branches several years ago, and that it wished to retain that simplicity for the time being. The introduction in March of a differential fee scale for the various membership levels had complicated things considerably and had proved costly to translate into the CMS. A further set of complications and added

implementation cost at this stage was not viewed sympathetically at this time.

It was agreed that the idea should be reviewed again once the implementation of MYOB across all Branches had been achieved, after which reconciliations involved in ten sets of accounts would become less complex.

## **6 Other Business**

### **6.1 2005 Council Elections**

Council noted that the following positions will fall vacant after the 2005 AGM: President, Vice-President (Richard Easther), Treasurer. The election schedule is as follows:

Wednesday 1 June	Call for Nominations
Tuesday 21 June	Nominations close
Tuesday 28 June	Ballot opens
Monday 1 August	Ballot closes

Council noted that the Association Secretary had appointed Giles Pickford as Returning Officer. It also noted that the Association Secretary had received notice from VP Chris Jeffery that he would resign from the position of Vice President ATEM as from 21 May 2005.

### **RESOLVED 10/05**

(a) That Council appoints Margie Cole to fill the casual vacancy of Vice-President created by Chris Jeffery's resignation, with that appointment term being from the close of the May Council Meeting 2005 until the end of the 2006 AGM.

(b) That Council appoints Toni Hodge to fill the casual vacancy of Association Secretary created by the move of Margie Cole to Vice-President, with that appointment term being from the close of the May Council Meeting 2005 until the end of the 2006 AGM.

### **6.2 Appointment of Councillors at Large**

Council noted a paper prepared by the Association Secretary on the appointment of Councillors at Large.

### **RESOLVED 11/05**

(c) That Council accepts Ion Wallace's nomination by the Executive Committee to continue his appointment as Councillor at Large for one more year ending in September 2006.

(d) That Councillors consider nominations for a Councillor at Large who would be appointed from September 2005 to 2007 to replace Toni Hodge. Some time was spent discussing the qualities needed for a Councillor at Large.

### **6.3 Members' Survey**

Council noted that following a discussion at the Executive Committee it was agreed that Jan McAdam should be commissioned to undertake an in-depth members' survey to establish attitudes to the ATEM Journal, ATEM Matters, Weekend Update and the ATEM Forums. Council discussed the draft questionnaire.

### **RESOLVED 12/05**

That VP Chris Jeffery, BP Lucy Schulz and BP Ginny Ferguson are requested to consider the survey, and any other type of consultative process with the membership, and report back to the next meeting of the Executive Committee.

## **7 2005 Meetings Calendar**

### **PERTH**

Tuesday 27 September, 8.30 am – ATEM Foundation Board meeting

Tuesday 27 September, 9.00 am – Executive Committee meeting

Tuesday 27 September 10.00 am to 12 noon - FMAC

	<p><b>Tuesday 27 September, 1.00 pm – ATEM Council Meeting</b>  Thursday 29 September, 8.00 am – ATEM Awards Breakfast and Members' Forum  Thursday 29 September, 9.00 am – ATEM Annual General Meeting  Thursday 29 September, 12.00 noon – ATEM Ghosts' Lunch</p> <p><i>GP 24 May 2005</i></p> <p>GILES PICKFORD &amp; PETER SCARDONI  <b>SECRETARIAT</b></p>
<p>MEMBERS'  MOVEMENTS</p>	<p>One of the Joint Editors of the ATEM <i>Journal of Higher Education Policy and Management</i>, Dr Ian Dobson, has been appointed Australian Director of an American-based research institute that was set up to study global education issues. The Education Policy Institute International ( <a href="http://www.educationpolicy.org">www.educationpolicy.org</a> ) was formed three years ago "to expand educational opportunity for low-income and other historically under-represented students" through research and analysis. The Institute has offices in Washington, Toronto and now Melbourne. (source: <i>Campus Review</i> Vol 15, No 19, 18 May 2005 - page 3). Congratulations Ian!</p>
<p>CALL TO  ENTERPRISING  UNIVERSITIES</p>	<p>Is your University enterprising?  Would you be keen to pass on your enterprising experiences and good practice to me?</p> <p>If you think the answer to that is <b>Yes</b>, then I'd love to hear from you.</p> <p>I won an award from the British AUA last year for my work on enterprise activities. I work in the Enterprise Centre at Sheffield Hallam University in Yorkshire. I'd like to use the award to visit some Australian Universities in October who are doing enterprising work and to learn from you.</p> <p>I'm interested in finding out about enterprise in its broadest sense - including risk taking, innovation and creativity as well as business start up - and how teaching it and running extra curricular activities can help to make our students more employable. I'm keen to talk to academics, administrators and activists of all types and pick your brains!</p> <p>Please email me at <a href="mailto:s.quairney@shu.ac.uk">s.quairney@shu.ac.uk</a> to make contact and we can take it from there.</p> <p>And if you know of anyone else that might be interested in talking to me, please do pass this article onto them.</p> <p>Thank you!</p> <p>Sheila Quairney  <b>Business Partnerships Manager</b>  <b>Enterprise Centre</b>  <b>Sheffield Hallam University</b>  City Campus  Sheffield  S1 1WB  Tel: 0114 225 3939 Fax: 0114 225 3524  Email: <a href="mailto:s.quairney@shu.ac.uk">s.quairney@shu.ac.uk</a></p>
<p>THE  AEGIDIUS</p>	<p>Yarn 1                      <b>The Misanthrope and the Season of Good Will</b></p> <p>It was November in the Academy and we had sent out 8,000 invitations to all the people on the payroll</p>

<p>YARNS</p>	<p>asking if they would like to bring their children or their grand children to the University Christmas Party. Cunningly hidden on the reverse side of the page was an invitation to the University Poets' Lunch: an event designed, like Socrates, to corrupt the youth of Athens.</p> <p>An extremely agitated gentleman rang a few days later claiming that he was a research student and he wished to lay a complaint about an invasion of privacy.</p> <p>'Good heavens' said Ægidius 'who has invaded your privacy?' 'I don't know' he said 'but someone has obviously got hold of my address, probably illegally, and I have all this revolting commercial tripe asking me to go to a Christmas Party. It is outrageous and I want to find out who did it and how he got hold of my address'. 'Well' said Ægidius slowly, his mind groping ahead like a blind man's guide dog 'You would not by the remotest chance be a member of staff of the University?' 'I certainly am' he said, falling neatly into the trap. 'In that case I can answer your question' replied Ægidius, the excitement of the tussle taking him by the liver.</p> <p>'I myself would have sent you the invitation to the heavily subsidised event, which, at \$7, we thought would have immediate appeal to research students. Our sponsors are extremely keen to curry favour with people around the University who have a bright future but who are presently more or less destitute'. 'Look' he said 'I don't go to things like this because for a start I don't have \$7, I am six months behind on my thesis and I am a private person who does not like having his mental processes shattered by bits of paper covered in red reindeers'. 'I can absolutely understand why you are a private person, given your straightened circumstances' said Ægidius 'and I will ask for your name to be removed from the source document from where the address was derived'. 'That's what I particularly want to know' he said 'how did you get hold of my address?' 'The invitation to all 8,000 staff of our great University was obtained from the payroll and I will ask the payroll office immediately to take your name off the database as a matter of urgency. Not only that' Ægidius continued generously 'I will also ask Examinations to remove your name from their database as well, so that you will not be perturbed by another piece of paper that I send out asking people if they would like to have their degrees conferred upon them at one of our immensely elaborate ceremonies, followed by a free garden party'.</p> <p>'Now, please' concluded Ægidius 'what is your name?'</p> <p>'I cannot tell you that' he said 'because that would be a further and even more profoundly disturbing breach of my privacy'. 'OK' said Ægidius cordially, 'have a studious and onanistic Christmas'.</p>
<p>QUALITY AND THE RESIDENTIAL STUDENT</p>	<p style="text-align: center;">"Bliss was it in that dawn to be alive, But to be young was very heaven." William Wordsworth</p> <p style="text-align: center;"><i>Paper first presented at the 2004 ATEM Queensland Branch Conference.</i></p> <p><b>WHAT IS QUALITY?</b></p> <p>First we need to examine what 'quality' means in the life of a University and to the various stakeholders involved.</p> <ul style="list-style-type: none"> <li>• The Australian University Quality Agency is not so much interested in defining quality as in examining the processes that universities use to create or to maintain quality.</li> <li>• Governments are not greatly interested in quality. They are more interested in what it costs. So Governments were reassured when Professor Lauchlan Chipman stated that all you need to deliver tertiary education (to non-science/engineering students) is a building in a central city location which is equipped with the latest computers and which has a table tennis area in the basement. <i>[As an aside: it needs to be said that no university person should ever tell the Government what it wants to hear. That is not our job. We are not Ministerial Advisers and we</i></li> </ul>

*should leave it to them to mislead their bosses and then get fired. Our job is to tell Ministers the truth, after which we may be fired, but in our case it will be worth it.]*

- University managements are interested in quality but are faced with shrinking budgets and competing demands from different parts of the University, the strongest of which is staff salaries.
- Staff are very interested in quality, because a lack of it makes life in a struggling University hardly worth living.
- Students are interested in two qualities. The quality of their hoped-for degree, and the quality of life they can enjoy while they set about getting it.

When you are eighteen, there is an intensity about everything which demands to be satisfied. If a student is going to spend hours of mental struggle every day, and many nights, the facilities that such a young person has to occasionally enjoy life must be of the highest quality and relevant to the business of growing up.

### MY EXPERIENCE OF QUALITY

I recall that when I was a student in the early 60s at the University of Western Australia, I was blessed for two incredible years to be resident at St George's College.

During this time I played the College organ, threw the javelin and ran in the cross country. I sailed a Sharpie to Rottnest Island. I acted in a number of plays, including Shakespeare's *Anthony and Cleopatra*, Racine's *Phaedre*, Maxwell Anderson's *Winterset*, T S Eliot's *Murder in the Cathedral*, and Berthold Brecht's *The Good Woman of Szechuan*. I also did quite a lot of work and won some good marks.

On the flip side of all that I was arrested for being drunk and disorderly, a second time for being a public nuisance and a third time for drinking under the age of 21. I also carried out a number of pranks at St George's College which I can prove by the number of books in the Library with my name in them. In my day all student fines at St George's were spent on buying Library books and the 'donors' name was inscribed in them. There was a natural pride in how many books there were in your name, which I understand resulted in the College managers eventually ceasing to name books for miscreants. This in turn led to a falling off in the number of miscreants.

There was a series of love affairs, many games of billiards, and an accident when I broke my shoulder just prior to my last examination by falling off my bike while riding through the beer garden of the Nedlands Park Hotel carrying a jug of beer. I was unable to sit my last exam in Ancient History, which resulted in me getting a pass instead of the distinction that my teacher had told me was on the cards.

Fortunately, the times have changed somewhat, and the heavy emphasis on drinking and sport is now attenuated. I am not advocating a return to these times. I am merely recounting an experience of how things were then.

All in all, my time at University was a total riot and I am grateful to the people of Western Australia for allowing it to be that way.

St George's College was an essential ingredient in my University life. It was the first two of my four years, and without the guiding hand of the Master and Tutors, and the daily conversations with older students, and better students, I think I might have been either failed or goaled.

### WHAT IS HAPPENING NOW TO QUALITY IN RESIDENTIAL COLLEGES?

The principal attack on quality comes from a management mindset which holds that student residences are rooms in which students sleep, singly or together, and nothing more. This view is even further removed from quality than the Chipman model, because if it was applied to that model, the table tennis facility would be seen as an unnecessary extravagance. This view is backed up by arguments that those who believe in a rich and varied experience of University life are 'old fashioned' or 'touchy feely'. It is held that we now live in a new era of commercial stringency, of accountability for the public dollar, of diminishing resources.

These arguments are derived from the commercial model which upholds that labour is cheap and management is expensive, because that is the way that the market is. In the commercial model, if we are going to be able to attract the best management possible, then we are going to have to sack hundreds of staff in order to pay the price of top management.

Or, if you put it in a University context: if we are going to have to pay the salary increase that will prevent our best staff from going to other places where governments believe in higher education, then we must degrade another part of the University.

So let us now look at the detail of how this mindset unfolds in the practical business of running University residences for students.

### **Pastoral Care**

Pastoral Care is one of the roles of a well managed student residence. The term echoes back to the days 800 years ago when Churches were creating universities and when all Vice-Chancellors were also Bishops.

When you talk about pastoral care to some managers, they will point out that there is an expensive university counselling service and chaplains of various denominations, and therefore there is no need to duplicate the service.

However, I can speak from experience and tell you that when it was necessary for someone to talk some sense into me, it was usually after midnight. I had various conversations with the Warden of St George's College, with me fully dressed and him in his pyjamas, and I can assure you that I never darkened the doors of a nine-to-five employee of the University. It was not only impractical, it was unnecessary.

College staff are, in an attenuated way, *in loco parentis* (in place of the parent). In this statement I include all the staff from the Head down to the kitchen staff. They are there to make life a little bit more like home for the student who has just left home. The university counsellor is not. That is the difference.

Parents are the people who have the biggest influence on deciding where their children are going to go to take life by the horns and shake it. They know all about what *in loco parentis* means and they know, being parents themselves, what a difficult job that is.

A well run university residence is what they are looking for to care for their children, and they know where to find them.

Therefore it follows that a manager, who decides that pastoral care is not in the duty statement of a great university, is actually going to have a deleterious effect on student recruitment, which will mean that the fees in the higher range will not be marketable, which means that the budget will be shot again. On top of that it means that the quality of the alumni will diminish, along with their desire to uphold the health and wealth of a University that let everyone down.

This illustrates a failure to think things through to the end, and foresee all the unintended consequences of bad policy.

### **Academic Support**

A well run student residence is always populated by a small group of people, often studying for higher degrees, who are paid pitifully small amounts of money to assist students in trouble. In any good College there is a Senior Tutor, and several other staff.

The money manager will tell you that the University employs academics and you will find them in the Faculties and Schools. However, if you can ask any academic out there in the Faculties, they will tell you that the student-in-residence generally does better than the others. This anecdotal evidence is partly supported by a study of transition to university (McInnes and James, 1995)<sup>1</sup> which found that students in residence were happier with their first year's experience of university than the average sampled by the study. 'Happier' does not necessarily translate into better marks, but unhappiness certainly does not. Also, anecdotal experience at the University of Melbourne finds that rural first year students in residence do not experience the attrition rates of rural non-residential students, (Collins 2004)<sup>2</sup>.

### **Selection and Admission**

The traditional method of choosing wisely when admitting a student to a residence is to interview him or her. The Warden knows the ethos of the College and knows what is going to be the best fit when it comes to selection and admission. This is an intuitive, instinctive art. It is also tempered by the modern policy requirements about equity and discrimination, and the need to avoid a 'monoculture' taking over a College. The modern manager however has been trained to see things quantitatively. If there is no quantitative measure, then the only rational selection technique is 'first come first in'. Or, to put it another way, if you cannot quantify and rationalise selection, then you have to avoid using any judgement in the process at all, and allow the laws of chance to prevail.

The conflict between these two cultures is going on all over Australia right now, and it is resulting in a huge amount of waste, as students arrive in Colleges where there is an imbalance between one type of person and another type. Colleges become ungovernable because discrimination at the point of selection is lost and disruptive cultures arrive in undiluted numbers. The reputation of the College suffers, the quality of the student body declines and the unintended consequences of rational but bad management happen again.

Managers should trust staff to use judgement, instinct and intuition. If they try to write a rule that makes trust unnecessary, then they diminish the University they manage.

### **The Experience of Leadership**

All good Colleges have an element of student government in which students can experience the struggle to lead or be led in the internal running of an organisation. It is a crucial aspect of character formation in young people that they are exposed to this democratic process and to find out how to manage it.

However, to those who do not understand that Universities are places where young people learn, the whole process is seen as 'play acting', a waste of time, an unnecessary frippery, and that we would all be better off without it. These people simply do not understand what a University is, and one wonders how they ever survived the job interview.

### **Catering and Ceremonial**

Catering, and the ceremonial that surrounds the 'High Table' dinner, are a very important part of the life of the College. Bad and cheap catering will have all the unintended consequences mentioned above.

The most successful catering model for a College is the small business or the employee whose whole survival is tied to providing the best possible product on the available budget.

However, out-sourcing is preferred by some managers and the preferred model is a huge multi-national, headquartered in London or somewhere else far away. They win tenders. The staff they employ are

itinerant and do not have their hearts in it. The service declines gradually and they jack the prices up each year. In the end quality diminishes and cost escalates.

Ceremonial based on the 800 year old tradition of University life is also scoffed at by some managers. They say it is old fashioned: like weddings, funerals, first communion and so on. If taken to its logical conclusion the same manager would abolish the Graduation ceremony and students would have their testamurs delivered by mail, together with a ten dollar note to spend on celebrating their victory.

Likewise there would be no ceremonies for the opening of buildings, art collections would be sold so that parking lots could be built, and once again the discerning parent would steer their children to better places.

Parents are well aware that the best universities in the nation are places where people can think, but not park. They also know which Universities are renowned in Australia for up-holding all that is best in student residential facilities, and which ones are letting things slide by regarding these facilities strictly as bedrooms for rent.

### **WHAT IS THE ANSWER?**

The answer lies not in our stars but in our selves, as Shakespeare wrote. The people who manage Universities must be trained to think outside the commercial model or the public service model.

- The role of commerce is to make a profit in such a way that it profits us all.
- The role of the public service is to administer a nation and preserve the public good.
- The role of Universities is to create the future of the world by assisting youth to learn and understand the nature of truth.

Both commerce and the public service have their own professional training schemes which endeavour to impart their own unique culture to their employees.

It is long past the day when Universities could think, that by copying the commercial model or the public service model, they could fulfil their purpose.

Universities need to develop their own staff training schemes where our 800 year old tradition can be understood and applied to today's circumstances.

Universities used to be managed by staff who understood this culture. They were the academics.

Managerialism has arrived, even though my computer is telling me that the word is a spelling mistake. If managerialism is going to continue, then it must learn why and how Universities differ in their fundamental role from other sectors, and why copying the methods used by other sectors will never succeed in avoiding the fatal unintended consequence.

University Management is now a profession in its own right. If it is done badly it will have a negative impact world-wide for a very long time into the future.

### **CONCLUSION**

There are plenty of people who welcome the brave new entrepreneurial world that has come to Higher Education since John Dawkins. I admit that there is much that has been done which is good and I would not want to return to the sixties.

But we must not forget that all this has been paid for by the students and their long suffering parents.

	<p>The picture I painted for you of University life in the glorious 60s is no more, and it will never come back. In some respects, that is a good thing. Students are now working longer and harder at their academic work, as well as in petrol station, bars and restaurants in their spare time.</p> <p>People may think that my talk has been one long whinge, but there is a difference between a whinge and a lament. A whinge is always about a personal loss. A lament is about a loss for others. I have not personally experienced the loss that I can now see in the system.</p> <p>I lament the loss of innocence that the present system inflicts on students. I lament the lost youth of the students. They are being forced to grow up much too quickly, and that is a shame.</p> <p>Author: Giles Pickford</p> <hr/> <ol style="list-style-type: none"> <li>1. MCINNES, C. and JAMES, R. <i>First Year on Campus</i> Canberra: AGPS, 1995</li> <li>2. A comment made in June 2004 by Hugh Collins, Master of Ormond College and President of the Association of Heads of Australian University Colleges and Halls Inc.</li> </ol>
NEW BOOKS	<p><b>The tertiary moment</b>  <b>What road to inclusive higher education?</b>      Edited by Chris Duke      ISBN 1 86201 235 0, March 2005,      approx 128pp, £14.95</p> <p>This set of papers makes a challenging contribution to two important debates about higher education and the future of universities: first, that of the size and the shape of the system of tertiary - including both further as well as higher - education; and, second, the possible contribution of the Lifelong Learning Networks to the system. Authored by leading scholars and practitioners of higher education, the papers contribute to the development of higher education from the perspective of both adult learners' and society's needs.</p> <p>Available March 2005, priced at £14.95, further information available from  <a href="http://www.niace.org.uk/publications/T/TertiaryMoment.htm">http://www.niace.org.uk/publications/T/TertiaryMoment.htm</a></p> <p><b>Popular education</b>  <b>Engaging the academy: international perspectives</b>      Edited by Jim Crowther, Vernon Galloway and Ian Martin      ISBN 1 86201 209 1      £18.95</p> <p>This book brings together a unique collection of both experienced and new writers examining the relationship between popular and higher education. It shows how university-based teachers and researchers can use their work to support and resource popular struggles for democracy, equality and social justice - at a time when all the demands being made upon them are towards institutional disengagement from social and political action.</p> <p>Exploring how many of the current trends in intellectual and institutional life can be challenged and changed, the book considers amongst other themes, the hegemony of technical rationality and the new managerialism, the construction of higher education as a competitive market place and the dominance of individualised models and modes of learning and achievement.</p> <p>Available April 2005, further information available from  <a href="http://www.niace.org.uk/publications/P/PopEdAcad.htm">http://www.niace.org.uk/publications/P/PopEdAcad.htm</a></p>

**A Contested Landscape**  
**International perspectives on diversity in mass higher education**  
Edited by Jim Gallacher and Michael Osbourne  
ISBN: 1 86201 233 4  
Expected: June 2005  
£18.95

As more and more countries move towards mass or even 'universal' systems of higher education, institutions other than the traditional universities have an increasingly important role in this provision. However, the role of these institutions and their links with the university sectors varies greatly depending on the distinctive traditions of education and training in different societies. This book contains chapters written by experts commenting on the systems emerging in Australia, Canada, England, Germany, Ireland, New Zealand, Scotland and the USA. It provides valuable insights into the contribution of institutions from the traditional vocational education and training sectors to the new higher education.

Available June 2005, priced at £18.95, further information available from  
<http://www.niace.org.uk/Publications/C/ContestedLandscape.htm>

**Closing the Equity Gap**  
**The impact of widening participation strategies in the UK and the USA**  
Edited by Geoff Layer  
ISBN: 1 86201 236 9  
Expected: May 2005  
£18.95

This collection focuses on the practice and policy behind securing a more socially inclusive higher education and closing the equity gap. Reflective of practice to date, it explores the challenges facing higher education in the UK and USA as the student financial support model increasingly relies on higher fees and delayed debt. This analysis shows the progress made, reflects on the problems raised and focuses on the need to shift the paradigm to focus on successful participation. The book includes the Colin Bell memorial lecture in which Sir Howard Newby explains the rationale behind the development of Lifelong Learning Networks.

Available May 2005, priced at £18.95, further information available from  
<http://www.niace.org.uk/Publications/C/ClosingEquityGap.htm>

**AACRAO  
MEETING  
REPORT**

**American Association of Collegiate Registrars and Admissions Officers**  
**Report on 91<sup>st</sup> annual meeting and conference, New York March 2005**

Over 3500 people attended this year's conference in New York which had a theme of Access and opportunity: higher education within reach.

**A bit about AACRAO**

ACCRAO has over 9500 members and 2400 accredited institutions of higher education, with a core staff in the Washington secretariat of 24 people including around 7 who are involved in assessing international qualifications (office of International Education). They currently publish around 100 different titles, have an extensive website and provide a range of online professional development programs for their members. There are a number of State and Regional Associations (six different regions), specific caucus groups (Asia Pacific Islander, Black, Gay and Lesbian, Latino, and Native American) and committees focusing on different aspects of their mission. Committees include:

Admissions and Enrolment Management, International Education, Records and Academic Services, Leadership and Management Development, Access and Opportunity and Information Technology. The conference streams were largely organised around these key areas.

A key focus emerging amongst members and the theme of a separate conference is Strategic Enrolment Management. There is a commitment to encourage academic or faculty staff to become members of the Association given their roles in academic advising and enrolment management on campuses.

#### **Conference organisation**

A number of specific events were organised for honorary members, international education, new attendees, caucuses, regional and state groups, as well as for the Board and exhibitors/ sponsors. Most days included refreshment breaks but not lunches or breakfast. Conference sessions commenced at 8am and finished around 5pm, although times varied slightly depending on the day. The conference commenced Monday afternoon and finished mid afternoon Thursday. There were only a few general sessions including the opening session which included a presentation of AACRAO awards (Honorary members and distinguished service awards of various kinds). A number of general sessions were split into two sessions with different keynote speakers. The final general session on the last day was with Rudy Giuliani, former Mayor of New York City. His topic was principles in leadership. Not surprisingly he has become a consultant in crisis and emergency management since he finished his term as Mayor.

I was made to feel incredibly welcome by the AACRAO secretariat particularly by Janie Barnett, Associate Executive Director: Association Services. This included being invited to attend dinner and a Broadway show on the Sunday before the conference with other international visitors particularly from AUA – *The Producers* was fantastic! Janie also introduced me to a number of the Board members and other staff during the conference and was very pleased to promote AACRAO's association with ATEM.

#### **Sessions attended**

##### **When is three years as good as four? A perspective on US recognition and accreditation of international qualifications (World Education Services, Australia Education International, and delegation of European Commission to the US)**

The focus of this session was on graduate entry in the US and the importance of the US admission officers looking at similarities rather than differences when assessing international qualifications particularly qualifications from Europe and Australia who tend to offer three year undergraduate degrees. The Lisbon convention to which the US, UK, Australia and the European Union are signatories signed in 1997 actually affirms looking for similarities.

One of the key differences between Australia and the US higher education system is the general education requirements which include some basic courses (subjects) relating to commencing studies at University (written skills for University etc). It was argued by presenters that these courses are actually picked up in high school curricula. It was noted that there is no uniform approach in the US and some universities require students to undertake additional courses as part of their provisional entry to a program.

In the long term it was being recommended that to facilitate student mobility it was important for the US admissions officers to compare levels and curriculum rather than years of study.

##### **Molly Broad – Access and Opportunity: a national imperative (President of the University of North Carolina) (general session)**

Dr Broad talked about the mission of American universities which includes teaching, research and outreach/ engagement. She spoke about the particular demographics affecting educators and business leaders and presented similar pictures to Australia about the aging population, increasing diversity of the population and access and opportunity issues affecting different cultural groups which are significantly under-represented. It was noted that earnings significantly improve with education levels and that unemployment rates provide the opposite picture. She mentioned the importance to business leaders of

graduate skills beyond professional competencies including problem solving, communication, IT and team skills (very similar to UniSA graduate qualities).

In North Carolina where there are 110 colleges and universities and 1.4 million students in public schools (K-12) there is a strong commitment to improving access and success in education for the whole population in the region. This is a collaborative effort between State, universities and colleges in the region, k-12 schools and business. There are a number of programs working on improving high school graduation rates (I noted that there was until recently no uniform curriculum in North Carolina and no standard grading/ transcript). Dr Broad referred to 457 capital development projects (\$3.1 million) to improve the education infrastructure of the environment.

At the University of North Carolina (UNC) they have identified seven of the sixteen campuses where there were issues with success and retention of low income students to focus growth initiatives. One of the biggest issues identified, not surprisingly, was affordability and therefore UNC have a needs based grants program worth \$59 million (started with \$1.3 million in 1999). There is also a Carolina Covenant which enables students within 150% of the poverty line to study debt free. Students are required to work 10-12 hours per week in a federal job and continue to achieve a particular grade point average to continue receiving funding. The program has cost \$2.68 million.

The State has established a website to assist students in planning, applying, paying and saving for their studies – [www.CNFC.org](http://www.CNFC.org). Most users are year 12 students followed by year 8 students.

### **Scandinavian response to the Bologna process**

This session involved three presenters talking about the response to the Bologna declaration in Denmark, Norway and Sweden. The session included a brief history of the process since 1999 when the declaration was adopted by the ministers for higher education in 29 European countries. The declaration aspires to improve the quality of higher education, student mobility across Europe and to increase the value of higher education to the labour market. The focus of activity has included adopting a system of comparable degrees, credit and levels for degrees. All three countries have adopted the issuing of a common diploma supplement, a tool for academic and professional recognition. There is some variation in the way the three countries have adopted a transferable system for defining student workload and learning outcomes as well as a common grading system. They are also working towards adopting the three cycle qualification structure which identifies the number of credit points and years of study required for bachelor (at least 3 years), masters (1-2 years) and doctoral degrees. The presentation also included information about the quality assurance systems required in countries which are signatories to Bologna process – most seem to have adopted a cycle of reviews which focus on quality management processes within institutions being assessed by peer review panels. In Sweden reviews include discipline based reviews in addition to institution wide reviews. All countries have a national agency for quality assurance which are independent and all are part of the European Association for Quality Assurance. Of most interest in this presentation were efforts to develop a standard approach to qualification structures and credit points to ensure student mobility throughout Europe.

### **Open forum – Registrars in large universities**

This was an interesting session to find out what these senior staff see as current issues affecting universities. Interestingly large universities in the US have more than 15,000 students. Issues raised included communication issues and particularly policies on email and web portals; privacy requirements in the US and how this related to the setting of passwords and when these are issued, as well as the use of different identity numbers including social security numbers and other ID numbers; and various issues relating to class scheduling (summer semesters, standard class meeting times, rolling over of class timetables and cross listed courses and who owns these courses). Unfortunately this was only a one hour session so there wasn't much time for this group, but it was interesting to participate in discussion about some familiar topics.

### **Successful User driven student information system projects (Cambridge University - UK)**

Cambridge University is a very old and traditional university with 31 interdisciplinary colleges. It's a largely residential university with around 17,500 students. Prior to the CamSIS project, the name of their new student system, each of the colleges had their own student records system. The presenter

joked about the way information was exchanged across the University using bicycles to transport hard copy information. Cambridge is one of three universities in the UK to have purchased PeopleSoft Campus Solutions version 8 as their student system. Prior to implementation there was a lot of scepticism about IT projects and so a lot of time (about three years) was spent researching options for different systems. The emphasis of the presentation was how users and stakeholders were involved in the project particularly the business process review/ analysis (as part of project planning), the revalidation of the student system data model (what data is needed to track the student lifecycle). They used consultants throughout the project and they worked alongside functional (most were quite senior staff who were seconded to the project) and technical staff from across the University. It was interesting to note that the Colleges still have their own systems for accommodation and finance – the next project. Whilst they have implemented a largely vanilla version of the software, the front end (web based) is very much customised to the processes at Cambridge.

### **Higher Education Centers in the 21<sup>st</sup> century (Texas State University and Old Dominion University)**

The focus of the session was setting up centres in areas of the states where there has been a demand for higher education services. Often centres are established involving a number of education organisations including community colleges. These centres are not dissimilar to a University campus but there tends to be less permanent or full time staff at the centre. There is also an emphasis on involving the business community and so many of the centres have business services including incubators for new business initiatives. They also tend to offer a range of short courses focusing on workplace development in the region. The centres can however also offer full degree programs and delivery tends to be a mixture of face to face classes, some video conferencing and distance education services. There still tends to be a focus on synchronous or face to face teaching and there are some fantastic virtual classrooms which provide live instruction from the home university in real time to the centre. Both speakers commented on the changes needed to on site services particularly academic advising and financial advice services which are not provided on site – students need to contact their home university to access specific services. In both cases there had been a significant investment from State governments and in the case of Texas, a significant gift of land for the new centre from a family who donated the property to build a new centre. Interestingly both regions commented on the importance of education and nursing programs at these centres.

### **Tracking the progress of e-services: building an understanding of best practices (University of Calgary – Canada)**

This session provided an excellent overview about the development of electronic means to deliver services to students and academic communities. He notes that our students now expect well organised information available 24 hours a day, 7 days a week through the web, as well as transactional service on demand. He emphasised the importance of universities having integrated systems to meet the expectations of university communities. He identified a number of critical factors needed to meet the best or good practice standard, in particular the importance of focusing on the service not the technology, being student oriented, having systems with a consistent look and feel, clear lines of authority and responsibility, and the importance of services which are function driven rather than organisationally determined. One of the best parts of this presentation was an examination of various university websites – the good and the bad (US and Canada only). This was one of the best sessions on offer at this year's conference.

### **David Kalsbeek – Strategic Enrolment Management**

One of the keynote sessions for the conference focusing on enrolment management in today's marketplace whilst being mindful of today's equity issues. As an Australian it was interesting to hear about higher education policy in the US going back to the 1960's. He noted that there are still disparities in participation by low income families, the gap between low and high income earners is still 32% and this has been the picture for the last 30 years. In his view the issue starts with high school completions and this is where socio economic status is the biggest barrier. Again like Australia the picture regarding funding is not dissimilar; federally, there is a shift from aid/ grants to loans and at the state level tuition levels are rising and there is declining support for higher education. The result is a shift to greater user pays with some merit based scholarships. In contrast to Australia he discusses enrolment management

and the use of financial aid for institutional rather than student advantage, suggesting institutions are co-conspirators in meeting the needs of the middle class rather than students from low socio economic backgrounds. Managing the mix in strategic enrolment management includes a range of different pressures including market, margin, mission and merit. In his view it was important for institutions to provide greater transparency about how these competing pressures were being managed using actual student data to show how students are being selected.

**The final conference session – Mayor Rudolph Giuliani talking about the principles of leadership**  
He may have done this a thousand times but he does it well, unscripted for an hour, Rudy Giuliani explains his principles of leadership and how he has applied them in his everyday life. They are simple statements which seem common sense and I thought you'd like to know what a man like this thinks are the key principles of leadership, a man who will always be remembered for his management of one of the biggest cities in the world in crisis following the events of Sept 11, 2001.

1. knowing what you believe and being prepared to present them
2. being an optimist
3. courage and overcoming fear
4. relentless preparation
5. teamwork
6. communication
7. caring about your people
8. measuring performance

#### **Conclusion and summary**

Other sessions attended included sessions on course management systems at the United States Military Academy; a discussion facilitated by the University of Minnesota on "One Stop Methods for Slaying Interdepartmental Dragons" focusing on three key student administration processes; a session of FERPA – Family, Educational Rights and Privacy Act; Performance Improvement Initiatives at Michigan State University which provided a practical look at process improvement in the admissions and scholarships area; and sessions on how different universities have developed their e-services to better manage customer/ student relationships as well as improve marketing strategies. All conference papers are available from the AACRAO conference website – [www.aacrao.org/nyc](http://www.aacrao.org/nyc)

This conference was similar to the Tertiary Education Management conference hosted by ATEM and ... It was a fantastic introduction to the higher education sector in the US as well as offering a range of other papers from Australia, the UK, Canada and Europe. I would recommend it to other ATEM members if you get the chance and next year AACRAO is in San Diego, April 17-20 2006 with a focus on change. For administrators and managers in higher education around the world, there is a lot to talk about and much we have in common.

Lucy Schulz  
SA Branch President

NEW  
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## **New Zealand Branch Conference 4–5 July 2005**

**Theme:**  
**Education – A Changing Industry or the  
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4 streams will be running, encompassing:

- Changing student population
- Changing funding and compliance issues
- Changing Maori and Pasifika participation

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Fax: +64 3 364 2324 or 364 2057  
Email: [atem2005@cont.canterbury.ac.nz](mailto:atem2005@cont.canterbury.ac.nz)

TERTIARY  
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**TERTIARY EDUCATION MANAGEMENT (TEM 2005) CONFERENCE**  
"Tertiary Education: Surviving or Thriving – Forging the Way in a New Landscape"  
27-30 September 2005 Perth, Western Australia

**TERTIARY EDUCATION MANAGEMENT (TEM 2005) CONFERENCE**

Tertiary Education is the third largest service export in Australia with almost \$6 billion derived from education exports. Australia has 40 higher education institutions, including 39 public and private universities which have strong international links with universities in other countries. In particular, Australia fosters education relationships within the Asia Pacific region and neighbouring New Zealand who have a number of tertiary education providers, sector polytechnics and private education.

Make sure YOU are at PERTH TEM 2005, don't miss out on the opportunity to meet and share your experiences with over 600 professional senior managers associated with the planning, operation and administration of tertiary education facilities, programs, practices and management. This conference will offer you valuable insights into professional practice issues locally and from around the world whilst offering you the opportunity to explore all that Perth has to offer.

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To register your interest visit the conference website at [www.iceaustralia.com/tem2005](http://www.iceaustralia.com/tem2005) or email: [tem@iceaustralia.com](mailto:tem@iceaustralia.com).

We will enter your details into our database and keep you updated with all the exciting news about the conference as it progresses.

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**Your Institution as a Customer Winning Brand**  
Two-Day Conference: 28 & 29 June 2005

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IQPC's third [Strategic Higher and Vocational Education Marketing](#) conference will arm you with the marketing tools you need to tackle the challenges that lie ahead and make sure you stay ahead of the stampede. Walk away with the knowledge already learnt by leading universities, VET institutes, RTO's and other services organisations from Australia, the U.S. and New Zealand. Proactive **customer relationship management** for recruitment and retention, **mobile marketing**, **buzz marketing** and new channels for **targeting your prospective postgraduate students** will all be discussed.

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Don't be left behind, or crushed by the stampede! Benchmark your practices against the best of the services industries as our cross-sector keynote shares his secrets on how he made headway in the cut-throat Australian banking industry through implementing a customer-centric model that took a 360 degree view of the 'customer experience' for retention and acquisition purposes.

In particular, you will hear keynote presentations from:

- **Robert Bontrager**, Assistant Provost for Enrolment Management, **Oregon State University (U.S.A.)**
- **Pankaj Singh**, Manager Customer Experience, **ANZ Bank**
- **John DuBois**, Director Media Communications, **Monash University**
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	<ul style="list-style-type: none"> <li>• <b>Emotive branding</b> to truly engage potential stakeholders</li> <li>• <b>Measuring</b> the effectiveness of your marketing activities</li> </ul> <p>To secure your seat, all you need to do is call 02 9223 2600, fax 02 9223 2622, email <a href="mailto:registration@iqpc.com.au">registration@iqpc.com.au</a> or visit <a href="http://www.iqpc.com.au/AU-3072-001">http://www.iqpc.com.au/AU-3072-001</a>.</p> <p>Don't forget to take advantage of our <a href="#">early bird and group discounts</a>.</p>
<p style="text-align: center;"><b>SOUTH AUSTRALIA BRANCH REPORT</b></p>	<p>It's hard to believe its already June and where has this year gone. I thought it was timely for the SA Branch to provide a report on a couple of recent activities and to let readers know we will be having an ATEM SA Branch conference on 13 July followed by our AGM. The final touches are being made to the program as this goes to print so hopefully details will be on the website in the near future. The theme for the conference is "Managers or miracle workers?" with a focus on issues which are critical to the success of university managers in such rapidly changing times – there's some excellent papers and a range of perspectives will be presented over the day so if you're interested in coming over to SA, this might be just the ticket.</p> <p>Other recent activities include a breakfast to launch the new membership categories. This was a free breakfast for members and we invited human resource practitioners from the SA universities to attend to find out more about it too. The session was a success and was appreciated especially by the HR people who were pleased to be invited. We're still thinking about other ways to involve HR practitioners and ensure they know about the approach ATEM is taking to encouraging members to regularly undertake professional development as well as keep a record of their activities.</p> <p>Given the industrial environment at the moment we're also planning sessions for members about the Australian Workplace Agreements and other changes proposed by our Federal Government in 2005 and Voluntary Student Unionism and what this means for University service areas. Another action packed year for the SA branch focusing on the issues in tertiary education. The SA Branch is also pleased that Professional and Continuing Education have increased their discount for ATEM members to 25% of all their courses - thank you!</p> <p><b>LUCY SCHULZ</b>  <b>BRANCH PRESIDENT – SOUTH AUSTRALIA</b></p>
<p style="text-align: center;"><b>NEW SOUTH WALES BRANCH REPORT</b></p>	<p>The NSW Branch has had a very successful year both for new membership and for participation in professional development activities. The NSW Branch Executive and Committee extend a very warm welcome to the more than 200 new members and thanks all members for their participation in the various professional development activities and for their support of ATEM Inc. On May 13 the Universities Admissions Centre in Olympic Park, Sydney, hosted a half day workshop presented by staff from the Independent Commission Against Corruption. More than 30 participants from three states (SA, Vic and NSW) attended the program. It was a highly informative day particularly regarding the issues facing universities in guarding against fraudulent documentation submitted for entrance to degree programs. Staff from UAC presented their own workshop in the afternoon on how they detect fake and forged documents. It was a fascinating and beneficial program. The year's professional development program continues with three different sessions in June (School and Faculty Administrators Forum, Leadership, and Privacy/FOI) and the Branch Conference in July. All program information is available from the NSW Branch page on the ATEM website. Members are reminded to apply for the scholarships being offered for the Branch Conference and for the TEM 2005 Conference in Perth. Applications should be sent via email to <a href="mailto:t.heywood@campion.org.au">t.heywood@campion.org.au</a> (Tony Heywood is the Chair of the Scholarships Sub-Committee) and should include a statement of benefit both to the applicant and the applicant's institution in being granted a scholarship for one of these programs.</p> <p><b>KAY HEMPSALL</b>  <b>BRANCH PRESIDENT – NEW SOUTH WALES</b></p>

<p>VICTORIA BRANCH REPORT</p>	<p><b>AUA Evaluation Project</b></p> <p>Ms Maddy McMaster from the University of Melbourne was selected to participate in a project to evaluate current opportunities for professional development in university administration. She recently spent 12 days in the UK where she attended the Association of University Administrators (AUA) conference and looked at the AUA certificate as well as exploring other courses such as the MBA in Higher Education at the University of London, the Masters in HE Management (Loughborough) and Doctor of Business Administration in HE Management at Bath. Maddy is planning to present a full report of her investigations and look at what relevance the UK models may have for Australian Higher Education at the TEM conference in Perth in September.</p> <p><b>Membership</b> We are delighted to report a 46% increase in membership in 2005 from 2004.</p> <p><b>Membership Categories</b> The branch has received 5 applications from members to upgrade the category of their membership. The outcome of the assessment of these applications was the approval of one Emeritus Fellow, two Fellows and two Associate Fellows.</p> <p><b>Professional Development</b> The Branch has published a very full program of professional development for 2005. Of the seven courses completed by the end of April, six were fully booked.</p> <p>Upcoming events include a half-day conference for 17 August at the Hilton Hotel. It will be called 'Providing Effective Service - To Students and Staff'</p> <p><b>Conference</b> Planning is well under way for the 2006 branch conference which will be held on 5 May at the Hilton Hotel.</p> <p>GERARD TOOHEY BRANCH PRESIDENT - VICTORIA <a href="mailto:Gerard.Toohy@adm.monash.edu.au">Gerard.Toohy@adm.monash.edu.au</a></p>
<p>FINAL THOUGHT</p>	<p style="text-align: center;">If you think you understand everything that is going on, you are hopelessly confused.</p> <p style="text-align: right;"><i>- Walter Mondale</i></p>
<p>NEXT EDITION</p>	<p style="text-align: center;">The next edition of ATEM Matters will be sent out in September 2005.</p> <p style="text-align: center;">Please email any contributions and reports to <a href="mailto:toni.hodge@canterbury.ac.nz">toni.hodge@canterbury.ac.nz</a> by</p> <p style="text-align: center;"><b>31 August 2005</b></p>