Overview

The LH Martin Institute for Tertiary Education Leadership and Management was established in 2008 with the support of the Australian Federal Government to improve leadership and management in the tertiary education sector nationally and in the Asia Pacific region. We deliver an integrated set of programs, events and projects to build the sector’s capability and develop its academic and professional leaders.

Our vision

To create a nationally and internationally recognised centre of teaching and research excellence for the enhancement of tertiary education leadership and management.

Our mission

To develop more effective governance, leadership and management capacity in tertiary sector institutions, so that institutions may fulfil their missions more successfully.
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The year 2013 has confirmed that change is the new normal in our sector. Driven to a large extent by increased international competition, technological change and shifting expectations from our key constituents, every institution is now required to re-examine its strategy, business model, customer orientation and attractiveness as an employer of choice.

To fulfill our mission, we need to offer the sector programs that address the above issues and to do so in a manner that is cost effective with a clear value proposition. For if one thing is certain, it is that financial resources will remain scarce.

During 2013, we have responded to these changing realities by introducing modular programs and flexible deliveries, addressing the issue of institutional profiles and further investigated the pathways in vocational education and work.

In this review, we outline the highlights of 2013 for the LH Martin Institute. We are excited by the expansion of our international partnerships in Asia, enabling us to further develop our own capability to deliver more programs to serve its rapidly expanding tertiary education sector. Our ongoing partnerships with colleagues in Europe and Australia have facilitated the delivery of our programs to peers from developing countries in Africa and the Asia Pacific region.

Our work is only possible through the generous contribution of our partners and supporters across the sector. We would like to express our thanks and deep appreciation to:

- The Australian Government for their continuing funding support and access to departmental resources;
- Our Executive Advisory Board for their guidance and, at times, frank assessment of our performance;
- Our Council for their strategic feedback that has helped us define our priorities for the coming year;
- Our Fellows and alumni, who contribute significantly to the delivery and content of our unique programs;
- Our students and participants for their active engagement and interest; and
- Our collaborative partners in tertiary education nationally and internationally whose input and involvement in our programs is critical to its success and effectiveness.

In 2014, we are offering an expanded portfolio of award and professional development programs, public seminars and research projects on themes identified as key challenges for the sector. These include industry collaboration and partnerships, new business models, workforce development and productivity, the changing relationship between the university and students and engaging with Asia.

We look forward in the years ahead to build on our achievements in further developing our current and future tertiary leaders to meet these challenges.

Professor Leo Goedegebuure

Director
Publications on topical issues affecting tertiary education

Working with peers, we published a book and two reports on current issues facing the sector including job satisfaction among academics, diversity of Australian universities and the burden of their reporting requirements (commissioned to PhillipsKPA).

Seminars and conferences on current challenges in tertiary education

Throughout the year, we held seventeen events focussed on significant issues affecting the sector such as key government policies, the social impacts of higher education study and a conference on managing research and innovation for national social and economic development.

Work with prominent international peers

We hosted six delegations from overseas institutions and government bodies, welcomed seven visiting scholars from overseas tertiary institutions and held a session of our flagship quality assurance program in Papua New Guinea.

We ran four seminars by leading, international VET figures and conducted a study tour of the UK and Germany for leaders of Australian VET providers. Issues covered included new funding models, alternative pathways and partnerships between industry and providers.

These activities enabled us to exchange valuable ideas with our international peers and learn from each other's experiences.

New findings for VET sector

The Vocations project, which was conducted for the National Centre for Vocational Education Research (NCVER) and involved researchers from around Australia over three years, has found improved pathways into and from VET which will enable individuals to make better choices about their lifelong career and engage in productive and creative labour.

Improved access and flexibility to our postgraduate programs and seminars

Understanding the professional and personal demands on our students’ time, we introduced a number of pathways into and out of our Masters and Graduate Certificate programs. We also introduced live online streaming to our seminars, enabling a greater number of high profile speakers and audience members from around Australia and overseas to participate.

Enhanced leadership programs as demanded by sector

We modified our leadership program for new and aspiring managers, the Emerging Leaders and Managers Program (eLAMP), to enable groups from the same organisation or region to undertake the program together with content tailored to their institution’s needs. This improvement was in response to feedback from organisations indicating the need for a shared cohort experience of the program. We also introduced two new programs, Leading Universities and University Governance, which were developed after feedback indicated that specific development programs for university executives and governance were highly sought after in the sector.

Expansion of our pool of advisors and experts with a new Council, Fellows and PhD candidates

The Institute acquired more skills, experiences and points-of-view this year through the introduction of a new Council made up of twelve leaders and experts from across the tertiary education sector; the appointment of seven new Fellows from a diverse range of backgrounds; and the admission of two new PhD candidates whose research will add to the sector’s knowledge about leadership and management. At the same time, we will soon gain two new experts in the field as two of our current PhD candidates work on the finishing touches to their theses.
In early 2013, we celebrated the launch of the book *Job Satisfaction around the Academic World*, edited by Peter Bentley, Associate Professor Hamish Coates, Dr Ian Dobson, Professor Leo Goedegebuure, and Professor V. Lynn Meek. This book is a collection of opinions by academics about the changes in their profession within their respective countries. It has attracted much interest from academics and those with an interest in the academic world, selling more than 900 copies since it was first published. This book provides an important cross-country comparison, contributing to the worldwide discussion about the changing academic profession.

**REPORT:**
**Review of Reporting Requirements for Universities**

We commissioned a review into the reporting requirements of universities, which was conducted by the consultancy firm PhillipsKPA, to investigate the reporting burden currently placed on universities and to find opportunities for streamlining through the removal of duplications and overlaps. Despite the burden, university representatives were found to have understood and accepted the principles of public accountability for funding, however, a more sophisticated model for governance and management of information is badly needed. The report and its findings are publicly available on our website. The Government has committed to implementing the report’s recommendations.

**REPORT:**
**Profiling Diversity of Australian Universities**

In early 2013, a seminar featuring Professor Frans van Vught (Chairman of the European Centre for Strategic Management of Universities), Professor Andrew Vann (Vice-Chancellor of Charles Sturt University) and Mike Gallagher (Executive Director of the Group of Eight) set the tone for the national discussion on profiling the diversity of Australian universities. A group of researchers from the Institute and the Australian Council for Educational Research proceeded to analyse the dynamics of Australian universities. Their results were published in a June 2013 report that featured profiles of each university in ‘sunburst’ shapes, similar to those used in the U-Map and U-Multirank projects in Europe. The profiles are publicly available on our website and can be used to inform each institution’s future strategy and enhance national policy setting.

**BOOK:**
**Job Satisfaction around the Academic World**

In early 2013, we celebrated the launch of the book *Job Satisfaction around the Academic World*, edited by Peter Bentley, Associate Professor Hamish Coates, Dr Ian Dobson, Professor Leo Goedegebuure, and Professor V. Lynn Meek. This book is a collection of opinions by academics about the changes in their profession within their respective countries. It has attracted much interest from academics and those with an interest in the academic world, selling more than 900 copies since it was first published. This book provides an important cross-country comparison, contributing to the worldwide discussion about the changing academic profession.

Working with peers, we published three significant publications dissecting current issues facing the tertiary education sector. These include:

- Job Satisfaction around the Academic World
- Review of Reporting Requirements for Universities
- Profiling Diversity of Australian Universities
Throughout the year, we held seventeen events focussing on significant issues affecting the sector, from tertiary education funding, Massive Open Online Courses to the future of higher education.

**Tertiary Education Policy Seminars**

Held in conjunction with our colleagues at the University of Melbourne’s Centre for the Study of Higher Education in June and July 2013, these seminars focussed on four topics:

- Tertiary education funding;
- Standardising assessments between disciplines and institutions;
- Massive Open Online Courses;
- Party policies on education in the lead up to the September 2013 Australian Federal Election.

These seminars provided an opportunity to explore how decisions at the national policy level could affect audience members’ roles and their institutions from the points of view of our speakers including:

- Independent MP Rob Oakeshott;
- Greens Senator Lee Rhiannon;
- Universities Australia Chief Executive Belinda Robinson;
- Leaders from Australian Catholic University, Australian National University, Deakin University, University of Melbourne and University of Wollongong.

All four seminars streamed live via the University of Melbourne’s streaming device for the first time.

**By Demand Webinars**

In late 2012 and early 2013, we asked our community about what issues and speakers interested them the most in tertiary education. The result was a new series of interactive webinars featuring prominent international speakers such as US economist Carlo Salerno speaking from New York City and The Chronicle of Higher Education’s editor-at-large Jeffrey Selingo speaking from Washington DC. These webinars covered topics such as the affordability of university study and the future of higher education.

Through these webinars we were able to deliver popular speakers and topics directly to our community members around Australia and overseas.
Conference: Managing Research and Innovation for Social and Economic Development

Held in late October 2013 in Canberra, our annual conference addressed the debate on what role tertiary education institutions should play in the national research/innovation nexus. Discussion points included:

- How to manage research and innovation expectations;
- How to manage institutional research in light of national goals;
- How to manage international research collaborations.

The conference featured a line-up of prominent local and international leaders in the field of research and innovation including:

- **Professor Warwick Anderson AM** National Health and Medical Research Council CEO
- **Ms Leanne Harvey** Australian Research Council Executive General Manager
- **Mr Doron Ben-Meir** Commercialisation Australia CEO
- **Professor Sandra Harding** Universities Australia Chair
- **Professor Peter Maassen** University of Oslo
- **Professor Merle Jacob** Lund University.

Conference delegates benefitted from the wealth of experience and cross-sectoral perspectives. They were also able to contribute to the thought-provoking discussion surrounding effective management of national research and innovation and how to apply it in their own role and institutions.
Quality assurance program for delegates from the East Asia Summit (EAS) countries

In early March 2013, we hosted 31 delegates from Cambodia, China, India, Indonesia, Laos, Malaysia, Myanmar, the Philippines, Thailand and Vietnam at our premises in Melbourne for a two-week quality assurance capacity building program. It was one of two initiatives announced by former Minister for Tertiary Education, Skills, Science and Research Senator Chris Evans at the EAS Summit Education Ministers Meeting in 2012. The delegates took away many benefits from the program, one of which was the valuable opportunity to connect with peers from within their own region. They had known about the presence of others in the region who were in a similar situation but, as one delegate explained, “it took Australia to get us together”.

International delegations

We hosted six national delegations and visitors from overseas institutions throughout the year who wanted to visit the Institute to learn more about the Australian tertiary education landscape as well as the different tertiary education management approaches. These delegations included a group from the Shanghai Jiao Tong University (China), Yangon University (Myanmar), Imam University (Saudi Arabia), higher education leaders from Thailand, university presidents from the Philippines and representatives from Brazil’s Ministry of Education. The number of international delegations is expected to increase as our reputation as leading industry experts continues to grow.

We strengthened relationships and shared ideas and experiences with leaders from over fifteen different countries throughout the year.
Quality assurance program for university leaders in Papua New Guinea

In early August 2013, we held the four-day first module of the tertiary education quality assurance program for university leaders in Papua New Guinea. The intensive program was held in the capital Port Moresby and was attended by around 20 university leaders. It was the first time that such a program was held in-country for an exclusive cohort. The benefits were considerable for both sides, as it delivered tailored content straight to participants and enabled us as facilitators to learn more about the unique challenges facing our peers in Papua New Guinea. This program will continue in 2014.

Visits by international scholars

The Institute hosted a number of leading overseas scholars throughout the year who presented their thought-provoking ideas through specially-held public seminars and webinars. They included:
- **Mr Amarjit Basi** New College Nottingham
- **Professor Sandra Bohlinger** Osnabrueck University
- **Professor Debra Bragg** University of Illinois, Urbana-Champaign
- **Professor Dietmar Braun** University of Lausanne
- **Professor Åse Gornitzka** University of Oslo
- **Professor Peter Maassen** University of Oslo
- **Mr John Widdowson** New College Durham.

Seminars by John Widdowson and Amarjit Basi and Sandra Bohlinger streamed online enabling speakers and live audience members in Melbourne to interact with those tuning in online.

Seminars by prominent VET international figures

We hosted two seminars by Professor Debra Bragg who is the Director of the Office of Community College Research and Leadership at the University of Illinois at Urbana-Champaign. She spoke about the US’ college completion agenda, which is one of the Obama administration’s major initiatives, and the evolution of community college baccalaureates in the country’s bid to address critical workforce shortages.

We held a seminar featuring two important leaders in the UK’s further education (FE) landscape – John Widdowson, Chief Executive of New College Durham, and Amarjit Basi, Chief Executive of New College Nottingham. They spoke on the impact of higher education funding changes on the country’s FE colleges, particularly on their new competition for students with universities.

We hosted a seminar by Professor Sandra Bohlinger from Osnabrueck University, who discussed the core ideas and traditions behind the well-functioning German VET system and whether it should be adopted by other countries. All of these seminars enabled our audiences, particularly those from other countries’ experiences.

Study mission to Germany and the UK

At the end of 2013, we collaborated with TAFE Directors Australia to lead a mission to Germany and the UK to study apprenticeship pathways, workplace skills training, development of entrepreneurship capabilities and community engagement. The mission comprised of leaders from TAFE institutions, dual sector universities and cross sector institutions, representatives from government, statutory bodies and business chambers, as well as researchers in tertiary education. A major benefit of the study mission for participants was the opportunity to examine first-hand the models that work in Germany and the UK and are not currently functioning as well in Australia and New Zealand.
NEW FINDINGS FOR THE VET SECTOR

This three year research project found improved pathways into and from VET enabling individuals to make better choices about their careers and engage in productive and creative labour.

Vocations: the link between post-compulsory education and the labour market

LH Martin Institute staff led this major research project on how to enhance flows through schools, vocational education and higher education in order to improve an individual’s social and labour market outcomes. It involved teams of researchers from around the country and was made possible by a highly competitive grant from the National Centre for Vocational Education Research (NCVER).

Project findings and recommendations

Poor outcomes from VET in schools, highly variable links between tertiary education and work, and a segmented labour market with significant barriers to progression were identified as the main problems in Australia’s link between tertiary education and its labour market. To address these, the project recommended solutions based on two key concepts:

- The capabilities approach to education and work that focusses on a depth of knowledge at all levels of education and the lifelong development of the individual with the social structures to support this;
- Vocational streams which are proposed sets of occupations linked by shared knowledge, skills and attributes.

Benefits for the VET sector

The project produced numerous formal outputs for the sector, including seventeen reports and papers published through the NCVER, a number of conference papers and journal and newspaper articles, four research forums and a major conference held at RMIT University featuring many leading policy-makers, VET practitioners and researchers. All of these have sparked broad ranging discussions around the findings and conclusions of the project, which serve to benefit the VET sector and the public. For us, it proved once again how our collaboration with other centres and partners contribute to the broader policies of tertiary education.
We introduced a number of initiatives to increase accessibility and flexibility of our postgraduate programs and seminars, acknowledging the increasing professional, personal and financial pressures placed on students.

### Increased number of pathways into and out of our postgraduate programs

We introduced a number of additional pathways into our Masters and Graduate Certificate programs to allow more access and flexibility between our professional development and award programs. For instance, participants of our senior leadership program can apply for advanced standing into our Masters, and participants of the emerging leaders program can do the same into our Graduate Certificate programs. In addition, our Masters students can choose to exit after a year with a Graduate Certificate or to undertake units in a fully-online mode to suit their schedules. Other new pathways also include our assessed single subjects and bespoke programs, which participants can use to obtain advanced standing into our postgraduate programs. These new pathways were introduced as part of our efforts to increase the capability of our program participants and students by allowing them to opt for further or more flexible study.

### Online information sessions about our postgraduate programs

We held online information sessions for people who were interested in our postgraduate programs. They allowed prospective students to interact and ask questions to program staff, current students and alumni, and also trial the technology that is used in the delivery of the programs.

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**Diagram: Combination of credit points from various sources to complete programs**

- **25 credit points from eLAMP**
- **12.5 credit points Elective subject**
- **12.5 credit points Another elective subject**
- **Graduate Certificate**

- **Assessed online subject 12.5 credit points**
- **Compulsory subject 25 credit points**
- **12.5 credit points Elective subject**
- **Graduate Certificate**

- **50 credit points from GCTEM**
- **12.5 credit points Elective subject**
- **12.5 credit points Another elective subject**
- **25 credit points Capstone project**
- **Master of Tertiary Education Management**
Modifications to our Emerging Leaders and Managers Program (eLAMP)

After launching eLAMP in late 2012 as a self-paced program, we found equal demand to run it as a tailored program for institutional and regional cohorts. In response we introduced a guided sponsored cohort version of the program which enabled groups of people from the same institution or region to undertake it together with guidance from dedicated moderators. The benefits of this guided delivery included face-to-face networking opportunities, designated discussion spaces and the running of workshops in-house, which eliminated the need for travel.

Introduction of new programs for senior university executives and university governance

We introduced Leading Universities and a series of programs on university governance. The former is designed for senior university executives who are on a pathway to Vice-Chancellor level and intends to provide participants with the mix of skills, knowledge and networks that lead to successful leadership of a university. Participants must be nominated by their current Vice-Chancellor.

The Governance series is for members of university governing bodies and those involved in governance to develop the range of skills and knowledge necessary to be effective board members of their university.

Both of these programs were developed after feedback indicated that specific development for senior university executives and in governance were highly sought after in the sector.

A participant said, “It was great to hear from a diverse group of VCs, some of whom shared their experiences frankly and openly. I appreciated this very much because it allowed me to better grasp the challenges of being a VC straight from those who have faced them.”
We acquired more skills, experiences and points-of-view from our new Council members, Fellows and PhD candidates.

A new LH Martin Institute Council made up of leaders from different branches of the sector

A new Council was formed to provide strategic advice and sector feedback on the Institute’s directions, activities and priorities. Our Council comprises:

- **Professor Frans van Vught**
  - President, European Centre for Strategic Management of Universities
- **Professor Roy Crawford**
  - Chair, Universities New Zealand
  - (from October 2013)
- **Mr Neil Fernandes**
  - Managing Director, Central Institute of Technology, WA
- **Professor Caroline McMillen**
  - Vice-Chancellor, University of Newcastle
- **Mr George Pappas**
  - Chancellor, Victoria University
- **Professor Peter Rathjen**
  - Vice-Chancellor, University of Tasmania
- **Mr Martin Riordan**
  - CEO, TAFE Directors Australia
- **Ms Belinda Robinson**
  - CEO, Universities Australia
- **Dr Don Russell**
  - Former Secretary, Department of Industry, Innovation, Science, Research and Tertiary Education (to September 2013)
- **Dr Ruth Schubert**
  - Director, TAFE SA - Regional
- **Mr Robin Shreeve**
  - CEO, Australia’s Workforce & Productivity Agency
- **Mr David Windridge**
  - CEO, MEGT
- **Professor Bill Massy**
  - Professor Emeritus and former VP for Business & Finance, Stanford University
- **Ms Liz Baré**
  - Director, Liz Baré Consulting and Partner, HR Global Innovations and former Head of Administration, the University of Melbourne
- **Dr Vernon Crew**
  - Principal Consultant, VSEC Education Consultants
- **Mr Jim Davidson**
  - Senior Advisor, Nous Group and former Deputy Secretary, the Department of Education, Employment and Workplace Relations
- **Mr Jon File**
  - Director, Development and Consultancy, Centre for Higher Education Policy Studies, University of Twente
- **Professor V. Lynn Meek**
  - Foundation Director, LH Martin Institute
- **Ms Liz Baré**
  - Director, Liz Baré Consulting and Partner, HR Global Innovations and former Head of Administration, the University of Melbourne
- **Mr Dennis Murray**
  - Director, Murray-Goold International Pty Ltd and former Executive Director, International Education Association of Australia
- **Professor Alan Pettigrew**
  - Former Vice-Chancellor, University of New England and Adjunct Professor, Australian National University
- **Mr Tom Phillips**
  - Director, Soutainir Ltd
- **Mr Terry Roche**
  - Space Utilisation Manager, Deakin University
- **Mr Brendan Sheehan**
  - Director, Intermediate Government Liaison & Advisory
- **Associate Professor Elaine Stratford**
  - Program Facilitator, LH Martin Institute
- **Professor Frans van Vught**
  - President, European Centre for Strategic Management of Universities
- **Mr Brendan Sheehan**
  - Director, Intermediate Government Liaison & Advisory
- **Professor V. Lynn Meek**
  - Foundation Director, LH Martin Institute
- **Mr Jim Davidson**
  - Senior Advisor, Nous Group and former Deputy Secretary, the Department of Education, Employment and Workplace Relations
- **Mr Jon File**
  - Director, Development and Consultancy, Centre for Higher Education Policy Studies, University of Twente

Appointment of Fellows from diverse fields within the sector

Our network expanded with the appointment of seven new Fellows who contributed to our programs’ design and delivery. Our Fellows include:

- **Professor Bill Massy**
  - Professor Emeritus and former VP for Business & Finance, Stanford University
- **Ms Liz Baré**
  - Director, Liz Baré Consulting and Partner, HR Global Innovations and former Head of Administration, the University of Melbourne
- **Dr Vernon Crew**
  - Principal Consultant, VSEC Education Consultants
- **Mr Jim Davidson**
  - Senior Advisor, Nous Group and former Deputy Secretary, the Department of Education, Employment and Workplace Relations
- **Mr Jon File**
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- **Professor V. Lynn Meek**
  - Foundation Director, LH Martin Institute
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  - Director, Liz Baré Consulting and Partner, HR Global Innovations and former Head of Administration, the University of Melbourne
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  - Principal Consultant, VSEC Education Consultants
- **Mr Jim Davidson**
  - Senior Advisor, Nous Group and former Deputy Secretary, the Department of Education, Employment and Workplace Relations
- **Mr Jon File**
  - Director, Development and Consultancy, Centre for Higher Education Policy Studies, University of Twente
Executive Advisory Board

In addition to our Council and Fellows, our Executive Advisory Board provides valuable guidance on the Institute’s activities and programs. Our Executive Advisory Board comprises:

- **Emeritus Professor Alan Robson AO**  
  Chair, LH Martin Institute Executive Advisory Board

- **Mr David de Carvalho**  
  Former Head of Higher Education Division, Department of Education

- **Ms Pam Christie**  
  Managing Director, TAFE NSW and Deputy Director-General (TAFE and Community Education), NSW Department of Education and Training

- **Professor Jane den Hollander**  
  Vice-Chancellor and President, Deakin University

- **Professor Field Rickards**  
  Dean, Melbourne Graduate School of Education, University of Melbourne

- **Dr Stephen Weller**  
  President, Association for Tertiary Education Management (ATEM); Deputy Vice-Chancellor and Chief Operating Officer, Australian Catholic University

- **Mr David de Carvalho**  
  Former Head of Higher Education Division, Department of Education

- **Ms Pam Christie**  
  Managing Director, TAFE NSW and Deputy Director-General (TAFE and Community Education), NSW Department of Education and Training

- **Professor Jane den Hollander**  
  Vice-Chancellor and President, Deakin University

- **Professor Field Rickards**  
  Dean, Melbourne Graduate School of Education, University of Melbourne

- **Dr Stephen Weller**  
  President, Association for Tertiary Education Management (ATEM); Deputy Vice-Chancellor and Chief Operating Officer, Australian Catholic University

New PhD candidates

In 2013, we admitted two new full-time PhD candidates whose respective research will add to the sector’s knowledge about leadership and management. Daniel Abell’s research examines organisational attractiveness of regional universities for talented early career knowledge workers, and Marian Thakur’s research focuses on diversity in Australian universities as demonstrated by their medical schools. Our PhD candidate Fabiana Barros de Barros continues her research in the leadership and management approaches deployed within centres of research excellence publicly funded through the Australian Research Council and the Cooperative Research Centre’s program. In addition, two of our PhD candidates – Dong Kwang Kim and Huong Nguyen – have held their completion seminars. Dong’s thesis is an empirical analysis of middle management in South Korean universities and Huong’s is on building a research culture in Vietnamese universities.

- **Daniel Abell**  
  PhD candidate

- **Marian Thakur**  
  PhD candidate

- **Fabiana Barros de Barros**  
  PhD candidate

- **Dong Kwang Kim**  
  PhD graduand

- **Huong Nguyen**  
  PhD graduand

New graduates

In 2013, 21 students graduated from our Master and Graduate Certificate of Tertiary Education Management and Graduate Certificate in Quality Assurance programs, forming our fifth year of graduates. We warmly congratulate them and look forward to hearing about their future achievements in their institutes and the sector.
Major organisational change – do consultants add value?

By Janet Beard
published 20 February 2013

You have a major organisational change – do you use an external consultant, and what value would they add?

There is an increasing trend to engage external management consultants when a university, or a faculty/department, wishes to embark on a program of organisational change. Whilst there are occasions when using external consultants is valuable, in many situations it may be better and more cost effective to use in-house expertise.

In thinking about these issues, I have drawn on personal experiences at three Australian universities and from an international study tour funded by a Universitas 21 scholarship. This reflection is about significant organisational change, i.e. not situations where specialist expertise is brought in that doesn’t otherwise exist in the organisation (e.g. guest lecturers, systems implementation partners), or extra experienced hands to assist with planning and implementing smaller changes (e.g. a person experienced in higher education management).

There are a number of scenarios which trigger organisational change, including:

1. A new leader is appointed and wants to put their own stamp on the organisation;
2. Factors are impacting unfavourably on the organisation and it needs to respond in some way (e.g. budget cuts);
3. New opportunities present themselves and the organisation wishes to capitalise on these (introduction of the Melbourne Model is a good example).

Scenario 1

Why do newly appointed CEOs engage external consultants at the outset to provide them with advice about organisational arrangements and leadership in their institution? They argue that the benefit is having external, independent advice and that current staff may speak more openly to external consultants. The flip side is that this may lead to staff feeling alienated, judged and criticised for their past efforts under different leadership. And is it good leadership to implement recommended changes prior to working in the organisation and gaining an understanding of its culture and style to form views whilst seeing people and processes in action? I don’t believe so, and have seen alternative approaches work more effectively.

I have worked with new Deans who have spoken with a wide range of people internal and external to the Faculty, held consultation sessions, carefully built up a picture of what changes might work well, developed a plan, canvassed it with staff and implemented major changes very successfully. Those new leaders who commenced by relying on external advice from the outset, can be tarred with a brush that says they aren’t interested in the organisation and its people, and are too hands-off and remote which then proves difficult to engage with staff.

As Munger (1995) says: ‘Once you realise that you can’t really buy your thinking – partly you can, but largely you can’t in this world – you have learned a lesson that’s very useful in life.’

Scenario 2

Consistent with a world-wide trend, universities I have worked in or visited on my study tour have needed to respond to external factors of declining student demand for courses and, in some cases, high costs of maintaining extensive infrastructure associated with land-based teaching and research acquired in earlier times. In these universities and other universities I visited on my study tour, they responded by:

a. Diversifying courses e.g. in the case of agriculture-related faculties, they reduced the focus on ‘agriculture’ or ‘agricultural science’ and introduced courses such as animal science, food science or technology, environmental courses;
Reducing costs, especially staff costs, and in the case of agriculture-related faculties, reducing the infrastructure they owned or for which they are responsible;

Developing affiliations and partnerships with other organisations, for example government departments or other universities, to complement skills and expertise and share infrastructure costs.

In each case, the plans were largely developed and implemented using internal expertise alone. On some occasions, specialist expertise was bought in. For example, an expert to assist with managing the media, an area where universities are often inexperienced and don’t have the necessary links and contacts. In developing new curricula, occasionally experts in distance or online learning were used.

Scenario 3

However, on another occasion also relating to Scenario 2, external consultants were engaged to examine the faculty’s budget and provide advice. These consultants obtained reports and data prepared by faculty staff, then manipulated the data in ways which were inappropriate to the context and presented it back as a set of options that were either already available or hadn’t taken the context into account appropriately. They relied on the faculty’s in-house expertise, did not understand the university’s budget or the operating environment and their recommendations were subsequently not implemented.

Alternatively, a successful example in a Scenario 3 situation was where a major consulting company was engaged to review the student services required to support the Melbourne Model. The project that was set up employed approximately five consultants from the company, and, together with a number of University staff acting as internal consultants, set the strategy, designed the change program, and gained senior approval for the changes. This partnership approach worked well with the external company by bringing experience gained in a range of organisations, challenging the University’s assumptions and traditional way of doing things, yet arriving at solutions informed by the in-house expertise, strong staff engagement and contribution to the change proposal. The change program was subsequently implemented using in-house expertise. Senior leadership was highly visible in this project.

So there are a number of questions to consider when embarking on a program of major change and deciding whether to use external consultants.

A critical threshold requirement for organisational change is that there must be the senior will and leadership to see through the implementation and bedding down of changes regardless of whether the advice is obtained from external consultants or internally. This can take some time, and not following through is often a weakness of organisational change projects. If senior leadership is visible, there is likely to be commitment and trust from staff.

After this, questions to be considered include:

- Does the change project require skills and expertise which are not currently available in the organisation?
- Is an outside, neutral perspective important or is knowledge of the organisation important?
- Does the project have defined boundaries or limits (external consultants may add value), or, is follow-up and quick access required (external consultants less likely to add value)?
- If funds are used to engage external consultants in the conceptualisation of the change proposal, will adequate funds be available for implementing and bedding down the changes noting that it is the execution of change programs which is critical and where costs can be high?

If you do go ahead with external consultants, then:

- Roles, responsibilities and expectations on both sides must be very clear;
- Establish criteria early on in planning for how you would measure success and monitor these closely;
- Consider using external consultants on projects working in a partnership with internal staff (this leverages the best of both worlds (Scott, 2006));
- Chose consultants who will understand the culture of the organisation and not apply a model which is applicable in other organisations but not necessarily a good fit with yours;
- Use external consultants in a manner which leaves skills and expertise in the organisation, and does not depart with the consultant(s).

Finally, advice from external consultants will never replace strong leadership; the best advice in the world won’t be implemented unless strong leadership is exercised.

Janet Beard is Director of Integrated Administration at The University of Melbourne. References used in this article can be found on our website.
Leadership in vocational education and training institutions

By Bruce Mackenzie
published 12 June 2013

The education business is one of the biggest businesses in the world estimated to be worth $6.3 trillion by 2017. It is also one of the fastest growing. Education gives people the opportunity to navigate the future for their benefit. I’m in vocational education which is designed to provide people with opportunities for employment. It’s tricky business because the jobs of the future are yet to be invented. To be effective as a vocational education institution we need to ensure that our learning processes and products enable our students to participate in the work of the future and that they have the skills to lead a satisfying life.

Robert Katz once wrote that there were three essential skill sets for managers, technical skills (easily taught), human skills (learnt by experience), and conceptual skills (not teachable but essential for leaders). Conceptual skills are essential if one is to see what needs to be done and articulate it so that others get excited about what to focus on.

Leadership has one simple function and that is, to ensure that the organisation survives and thrives. This function can only be achieved if the members of the organisation feel that they are a key component to the organisation’s continued successful existence. Successfully leading an institution is the art of creating working partnerships with the community – suppliers, employees, and students. A Chief Executive’s loyalty has to be the organisation and it is important that that loyalty is conveyed to the members so that in partnership they can ensure the organisation’s success.

I have often been asked what were regarded my most significant achievement. After all, you can’t spend 31 years as an organisation’s chief executive and not achieve anything. However, I can’t answer that question because my management style was always based upon continuous improvement and continuous change. What was important yesterday, was not important the next. Leadership is not about replicating, it’s about creating.

I’m not suggesting chaotic change should be the mantra for leaders. Leaders need to be proactive, mission directed strategists. Peter Elyard calls effective leaders “purposeful future makers”. Leaders who ask questions such as:

- What might the future look like?
- How do I create and shape change to deal with the future?
- What processes and actions can I facilitate to achieve change?

Leaders need to be future makers and to do so they need to use all of the technical tools that are available to achieving your mission. They include, developing mutual benefit interconnections with private and public institutions on a national and perhaps global scale, joint ventures, and other similar or related arrangements. I have always believed in having a wide range of partnerships as a means to achieve our mission. At Holmesglen, we see ourselves as part of an educational hub, as facilitators of vocational and higher education. Sometimes, we teach programs, other times, we have arrangements for others to facilitate the delivery. We invite other organisations to join with us in a wide variety of local and internationally mutually beneficial partnerships.
Holmesglen is a public institution. It is a charitable, not-for-profit organisation owned by no one. We have a constitution, boards, sources of finance rather than shareholders and our purpose is our meaning. We can’t be bought or sold; we can form alliances, joint ventures, mergers and so forth. Membership of the organisation is very important. Employees are partners. No one owns employees; we encourage employees to stay with the organisation for long periods of time to build loyalty to the organisation and its future. It is of concern to me that many leaders appear to see their own jobs as nothing more than stepping stones to another career or another job. It is difficult to build loyalty to an organisation if the chief executive sees their assignment as a temporary one.

I regard our employees as assets rather than a cost. I find it odd that when valuing educational organisations, professional accountants count bricks and mortar as assets and employees as liabilities. In educational institutions, the real assets are the people and their products. Employees need to perform the core functions effectively and have significant space in which to go beyond the boundaries and to realize their full potential. Balancing the two is difficult and complex task, but an important one. It is important because pushing beyond boundaries is where creativity is born and for organisations to survive they need creative people. If you do not provide space and trust to your employees, you will miss out on innovative and creative ideas. The trick is to be able to balance idealism and pragmatism.

Building loyalty requires a consistent behaviour by leaders. Organisations use a range of methods to build loyalty. Flags, slogans, uniforms, bonuses, etc.

However, it is the chief executive who has to live and breathe and espouse the common cause. This can at times be a most uncomfortable role especially in vocational education which is so often subject to shifts in the political landscape that shatters people’s confidence. It inevitably will fall on the chief executive to provide leadership in such difficult times whether they are politically difficult or as part of a major organisational transformation. Some will say this is the role of the board or committee. Charles Handy would say that, “the reality of it is that no one has ever followed a committee into battle.” It is the function of the chief executive.

Of course leaders also have to be able to not only talk about vision but ensure that it can be implemented. Demonstrable strategic achievement is important. Ownership of the vision belongs to everyone in the organisation, not just to the leader. In modern organisations, building teams is more difficult than it was 20 years ago. Nowadays, organisational members have diverse cultural backgrounds, a wider age range, different priorities, and different external requirements. Building a coherent organisation requires the leader to be able to bring together these diverse elements. That, in itself is a significant challenge.

Bruce Mackenzie was Chief Executive of Holmesglen, one of Victoria’s largest provider of vocational and higher education. He retired in October 2013 after 31 years at the helm.
What would Captain Kirk do?

By Professor David G Lloyd
published 30 October 2013

One of the more common distractions I face as a (relatively new) leader is having to frequently devote my attention to answering the question ‘aren’t you very young to be a vice-chancellor?’ I’ve not come up with anything better than ‘yes, that’s because of my age’ and my current strategy is to let time pass.

When faced with identifying one’s approach to leadership, I’ve noted people often reference peers or role models or mentors from their professional life and detail how their influence has shaped the leader the subject has gone on to become. While I draw my inspiration from many quarters both within and more often outside the tertiary education sector, one specific reference I would make, if you can indulge me, is to one of the fictional world’s great pioneers. I do so as it pretty much sums up the attitude that I apply to leadership, while providing high entertainment value at the same time.

When the chips were down and he was facing near certain defeat at the hands of Khan Noonien Singh (the first time around, not the reboot) Captain James T. Kirk imparted the following wisdom to a young lieutenant aboard the Enterprise, “You’ve got to learn WHY things work on a Starship.” He then went on to exploit his knowledge of why things work and launch a fairly definitive salvo, ultimately winning the day in Star Trek II: The Wrath of Khan.

The underpinning premise is quite straightforward.

If you carry the ultimate responsibility for the craft’s destination, you need to understand its capabilities and limitations. You need detailed knowledge of its component parts, as well as a comprehension of how those parts define and impact on the whole. Which operations are fundamental to your journey, and those that can be effectively jettisoned or occasionally overrrdden.

And you must share these insights with your crew – all of them, not just those punching in combat codes on the bridge – so that everyone is aware of wherever it is you are boldly going and reassured that the role they are playing in getting you there is both recognised and appreciated.

It is not only the relevance of knowing why things work (as opposed to how things work) but also the fact that Kirk was charged with eponymously developing and overseeing a culture of enterprise that grants this philosophy resonance and relevance as it is being applied here at the University of South Australia. Without the intergalactic space battles, of course.

Since taking up the role of Vice-Chancellor at UniSA in January this year, the most pressing management issue I’ve identified and targeted is that of culture. At an organisational level, it’s a tricky concept to define. Even more difficult to mould.

As a leader, how do you go about changing the shape and culture of an institution that employs more than 3,000 academic and professional staff, and educates more than 30,000 students annually across four diverse metropolitan campuses and two regional centres?

Is it as simple as leading by example?

For instance, if I choose to abandon wearing a tie to work on Fridays, which I am wont to do, does that mean that everyone else – or at the very least, those who were usually prone to wearing ties – will quite literally follow suit? They do say that culture flows from the CEO – this is an interesting experiment to conduct. I am keeping an eye on neckwear.

Clearly, enacting institutional change is not as straightforward as embracing the role of figurehead.

Having arrived - as I did when I came to UniSA from Trinity College Dublin into the searing heat of an Adelaide summer - as not only a newcomer to the organisation but to the city, the nation and its educational system, one of my initial tasks was find out what made the ship run. Why things work.

To take the pulse of the institution, beyond the normal course of induction meetings and welcome functions. Kirk didn’t dispense much in the way of leadership advice throughout the Star Trek series, but he did extoll one other nugget – to his successor as Captain of the Enterprise B (at the beginning of Star Trek: Generations). He noted ‘Risk is part of the game if you want to sit in that chair’.

And recognising it was risky, we set out to achieve this outcome as efficiently and effectively as possible, implementing a world-first – from a university perspective – on-line crowd sourcing initiative that we dubbed ‘unijam’. Very much an experiment in terms of a university planning approach, the aim of unijam was quite straightforward, though unparalleled in terms of its ambition.
To bring together and empower the collective yet disparate voices of the full spectrum of our university community – our staff, students, global alumni network, collaborative partners and strategic friends – in order to openly canvass their views on the University of South Australia’s future.

This material was sourced using a 38-hour, non-stop virtual conference that attracted more than 7,600 registered participants and generated in excess of 700,000 page views from 56 countries around the globe.

The ‘jam’ was conducted using IBM’s Collaborative Innovation™ platform, which also enabled us to then analyse and interpret the wealth of material we collected from the almost 18,000 comments, questions, ideas and opinions that were posted.

By doing so, the timeframe for what would otherwise have soaked up several months of town hall meetings, surveys and discussion papers – and which would have involved fewer people with more constraints on the nature of discussion – was distilled down to less than two days. And the data retrieved from ‘unijam’ showed that the total, aggregated time our ‘jammers’ spent logged into the conversation amounted to around 130 million seconds – the equivalent of roughly 20 years’ worth of working days.

Not only did this provide an unprecedented opportunity for our academics and students, our alumni and business partners to engage in a completely novel form of MOOC – a massively open online consultation – it yielded insights and ambitions that were invaluable in the preparation of our recently released five-year strategic action plan, ‘Crossing the Horizon’.

Among the plan’s 50-plus distinct action items are a number that have the potential to permeate and galvanise UniSA’s already strong and collaborative organisational culture. Certainly greater potential than me dispensing with neckwear at the end of each week.

One of the key aspirations we are seeking through these changes is to establish a powerful internal and external service culture – an enterprise culture - across our academic and professional functions.

The notion that universities are not in the customer service business is as antiquated as...well, you can insert whatever once de rigueur ‘advanced’ technology which has dated hideously and is now obsolete. You know what I mean.

In a demand-driven, free market system it’s as much the way institutions engage and meet the myriad needs of students as it is the nature of the qualifications they bestow and the quality of the research they undertake that determines their reputation and, therefore, their business model.

By embracing a committed service culture we can show leadership in every facet of our operations.

Of course, nobody can exhibit the hallmarks of leadership without followers. In much the same way, it is impossible to implement effective leadership of a large, diverse organisation such as a university unless everyone across its entirety feels they are a valued part of the decision-making process.

As General George C Marshall, he whose name was attached to the post-War era’s most famous plan, once pointed out to his staffers: “I don’t want you fellows sitting around asking me what to do. I want you to tell me what to do”.

I have adapted and softened this philosophy slightly to suggest: “I want you to tell me what we are going to do together”.

That’s because a key to leadership is recognising that senior managers – those trusty lieutenants on the bridge – may hold a persuasive view, but they don’t necessarily carry all the answers.

Those reside within the wisdom and experience of the entire crew. And it’s by tapping into that resource, and then discerning and applying the information that’s forthcoming that you truly understand why, rather than simply how, things work on a Starship.

Or in any large enterprise.

Professor David Lloyd is Vice-Chancellor and President of the University of South Australia.

To read more insights from leaders in our sector, visit the Insights Blog on our website.
As a leading organisation dedicated to the success of leaders and managers in the sector, we will introduce a number of new initiatives in 2014.

**Professional development programs on current strategic issues identified by the sector**

Based on feedback gathered from the sector and from discussions with our collaborative partners and key contacts at institutions in Australia and abroad, we have identified the following themes as crucial for the sector:
- Industry collaboration and partnerships;
- Reshaping the workforce;
- New business models;
- Student engagement and changing relationship with the university;
- Infrastructure and long term asset management;
- Change and building change capability;
- Engaging with Asia.

We have made these themes central to our 2014 professional development offerings including our leadership programs, single subjects, short courses, events, bespoke programs and study tours.

In addition, our professional development programs will also incorporate more case studies and best practice tools in their delivery. They will be developed together with relevant professional associations and special interest groups to ensure maximum relevance for participants and the sector.

**Good practice guides for the sector**

We will develop a series of good practice guides for publication in 2014 and 2015 that will be freely available on our website. The guides will focus on some of the above themes as well as on:
- Building change capability and resilience;
- Risk management;
- Governance;
- Strategic planning;
- Managing quality assurance;
- Research management.

**Projects on innovation and profiling**

We will undertake a project in collaboration with the University of Tasmania’s Australian Innovation Research Institute that will provide the sector with an understanding of the factors that lead to innovation, including the barriers to innovate and strategies to overcome these. We will also continue our work in the area of profiling as begun in 2013 (see page 4). We intend to further explore the research and innovation dimension across Australian universities. There is also a plan to widen the scope to include the TAFE sector and to further develop adequate indicators to reflect teaching and learning outcomes.
To all those who made our 2013 activities possible.

Program facilitators, presenters and guest speakers
Ms Amanda Achterberg
Professor Warwick Anderson AM
Mr Stuart Andrews
Dr Jeanette Baird
Professor Olive Baldock
Ms Liz Baré
Mr Amarjit Basi
Professor Robin Batterham
Ms Janet Beard
Mr Doron Ben-Meir
Dr Emmaline Bexley
Professor Sandra Bohlinger
Mr Samuel Booth
Professor Vic Borden
Professor Debra Bragg
Professor Dietmar Braun
Ms Michelle Brooke
Mr Malcolm Broomhead
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Collaborative partners on programs and events
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Australian Higher Education Industrial Association
Centre for the Study of Higher Education
Faculty of Education, University of Oslo (Norway)
Higher Education Leadership Academy (AKEPT) Malaysia
International Education Association of Australia
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Building capacity and developing leaders of tertiary education through postgraduate and professional development programs, research and events tailored for the sector.

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