2013
CELEBRATING FIVE YEARS IN THE SECTOR

In 2007 a proposal was put forward to the Australian government to establish an institute which would meet the urgent need for high quality leadership and management education in higher and vocational education institutions in Australia and the region. The LH Martin Institute started operating in 2008 with the goal of improving the quality of tertiary education leadership and management.

Since then the Institute has provided executive education to around 900 leadership program and short course participants; hosted discussions and debates with 1500 seminar, conference and other event attendees; learned about other countries’ systems with 40 international study tour participants; taught 133 Master and Graduate Certificate students; and delivered tailored training to more than 450 people through bespoke programs at our premises or in-house at institutions.

In the same period the Institute has also conducted numerous research and development projects in the field of tertiary education leadership and management. Their outcomes support the delivery of our programs and generate policy-relevant advice for the sector. Key themes of our research over the years include the higher education/vocational education interface, performance measurement, the academic profession and strategic management in tertiary education.

In achieving the above, we owe a lot to many people. Some will be named in this document, but many won’t. So we would like to take this opportunity to thank each and every one of you who have provided time, input and effort into making the LH Martin Institute what it is today. We couldn’t have done it without you.

Thank you!
CONTENTS

Welcome 2
Postgraduate Award Programs 4
Executive Education: Leadership Programs 6
Executive Education: Specialist Short Courses 8
Executive Education: University Governance Series 10
Bespoke Programs 11
Seminars, Conferences and Events 12
Research and Projects 14
People of the LH Martin Institute 16
Where to get more information 17

Note: Information featured in this document are correct at time of print and may be subject to change. Please also refer to our website for the latest updates.
As a national institute, the LH Martin Institute aims to serve the entire tertiary education sectors in Australia and New Zealand. It also attempts to extend its reach into the region given both the importance of international linkages and networks, and the rapid pace of change taking place in our neighbouring countries. In doing so, we have the fortune of being able to draw upon a strong team of dedicated staff, complemented by a growing group of equally dedicated fellows who work with us in the development and delivery of tailored programs, as well as our extensive international network of tertiary education policy and management specialists who have a long history of collaborating with us.

Although competitive pressures are very much shaping the future of tertiary education, at the core of the Institute’s development strategy is the principle of collaboration with key stakeholder bodies in the sector. Over the past years the Institute has established good working relations with Universities Australia and TAFE Directors Australia. It delivers joint programs with the Association of Tertiary Education Management, the International Education Association of Australia and the Australian Higher Education Industrial Association. And it continues to extend these professional collaborations to optimise service delivery to the sector.

Under the leadership of its Foundation Director, Professor V. Lynn Meek, the LH Martin Institute became known as the provider of choice for tailored and contextualised management and leadership programs for the tertiary education sector, underpinned by a strong research base. As we usher in a new year, it is my pleasure and challenge to take the Institute to the next level by reaching out to a larger and more diverse audience, within and outside Australia, to enable them to more effectively deal with the continuous pressures for change and innovation that are so pertinent to our sector.
Fundamental to our approach is the establishment of professional networks which participants in our programs can draw upon to further their practice. This is why the vast majority of our leadership programs are structured around small group interaction and peer learning, contextualised to the tertiary education sector and involve the active participation of senior leaders from within the sector and outside of it.

This brochure gives you an overview of what we do. For a comprehensive and detailed look at all our programs, events and projects, I encourage you to visit our website www.lhmartininstitute.edu.au. I hope you will find them stimulating and look forward to working with you in 2013.

Leo Goedegebuure
Professor & Director
POSTGRADUATE AWARD PROGRAMS

OUR POSTGRADUATE AWARD PROGRAMS ARE PROFESSIONALLY-ORIENTED AND AWARDED BY THE UNIVERSITY OF MELBOURNE THROUGH THE MELBOURNE GRADUATE SCHOOL OF EDUCATION.

MASTER OF TERTIARY EDUCATION MANAGEMENT (MTEM)

Two-year, part time program utilising a mix of residential and online learning modes. It offers participants expert perspectives on tertiary education systems, practical skills for leading and managing in universities, TAFE colleges and polytechnics. The program is open to Australian and international participants. Suitable for senior academic leaders and professional managers across all facets of the tertiary education sector.

NEXT INTAKE:
2014. Applications will be accepted in the second half of 2013. More information available on our website.

"Thank you for such a rewarding program. I have learnt so much and have applied much in my role. The program that you and the team put together was brilliant and what I liked most was the modelling of excellent tertiary education throughout."
Kath White, Former Dean, School of Food, Land and Service Industries, University of Ballarat and MTEM graduate 2012.

"The Masters in Tertiary Education Management provided me with a professional learning experience that more than met my expectations. The quality of the presenters, both international and local, was outstanding, the readings challenging and the simulation experience of great value. I would strongly recommend the program to existing and aspiring tertiary education leaders."
John Maddock AM, CEO, Box Hill Institute of TAFE and MTEM graduate 2012.

"The last two years have been fantastic and I have totally enjoyed my time studying at LH Martin Institute and completing the MTEM. There were lots of highlights but certainly the group work, sense of collegiality, the simulation (really loved that) and the amazing speakers come immediately to mind."
David Craig, Pro-Vice Chancellor and Director Marketing and External Relations, Australian Catholic University and MTEM graduate 2012.
GRADUATE CERTIFICATE IN QUALITY ASSURANCE (GCQA)

One-year, online program developed in close consultation with the International Network of Quality Assurance Agencies in Higher Education (INQAAHE). Unlike most education and training for the Quality Assurance profession (QA), which is in the form of short courses and isolated workshops, this program is a comprehensive academic program for the training and professional development of QA professionals.

Suitable for QA professionals and individuals who wish to play a role in QA in tertiary education contexts around the world.

NEXT INTAKE:
2014. Applications will be accepted in the second half of 2013.
More information available on our website.

PhD PROGRAM

Candidacies for our PhD program are limited and, when available, are open to candidates from Australia and around the world. Potential candidates are recommended to contact a relevant staff member about their proposed topic before applying. To read more about our staff expertise please refer to the Our Staff section of our website. General information for research students is available on the Melbourne Graduate School of Education website (education.unimelb.edu.au).

PLEASE NOTE:
Unsolicited applications will not be considered.

* The course has been a fantastic learning experience and I have recommended it to many colleagues.*
Ms. Lina Ridley, Quality and Compliance Director, Perth Institute of Business and Technology (PIBT) and GCQA graduate 2012.

* The GCQA has really increased my understanding of the QA environment, external and internal agencies and provided a firm foundation for addressing some institution matters. Indeed, the department is developing an integrated and comprehensive quality assurance system and I feel far more confident based on my learning during the GCQA. I really enjoyed the challenge and can already see and feel the benefits of the program.*
Dr. Sandra Richards, Snr Programme Officer (Graduate Studies & Research), Quality Assurance Unit, The University of the West Indies and GCQA graduate 2012.

* My research responds to the need for greater awareness of the outcomes of returned Australian Development Scholarships (ADS) scholars once they complete their tertiary studies in Australia and return to work in [their home] country. It provides a unique snapshot of the success of the ADS program in meeting its stated objectives from the perspective of its participants and illustrates the many returns on investment to Australia in providing education scholarships as a form of development assistance.*
Peter Nolan, Counsellor (education), New Delhi, Australian Education International and PhD graduate 2012.

* My research aims to identify good practices in the governance of Centres of Excellence (CoEs), especially those located within or hosted by higher education institutions. The outcomes of my research will serve as input for those aiming to apply for CoE funding, reinforce the knowledge of those who are planning to enter into CoE partnership and inform future policy-making in the research area.*
Fabiana Barros, current PhD candidate.
EXECUTIVE EDUCATION:
LEADERSHIP PROGRAMS

On our website  lhmartinstitute.edu.au/executive-education-programs/leadership-programs

OUR LEADERSHIP PROGRAMS ARE NON-AWARD PROGRAMS WHICH FOCUS ON THE DIVERSE CHALLENGES FACED BY TERTIARY EDUCATION LEADERS AND MANAGERS. THE OVERALL AIM OF THESE PROGRAMS IS TO PREPARE PARTICIPANTS FOR THE NEXT STAGE OF THEIR CAREER.

Leadership programs are generally delivered across multiple modules which can be taken individually or altogether. With additional assessments, participants can also use them to earn credit towards our award programs.

Topics of our leadership programs this year include change implementation and corporate strategy, international education and governance.

These pages provide insight on just two of the programs we’re running this year. For a full listing of our Leadership Programs, please visit our website.

* "When I took on the headship at the School of Geography and Environmental Studies, I felt I was to inherit a job for which I was only partially prepared and discovered that, although the concept of academic middle management has changed, little is known about how middle managers go about their tasks. So, from 2005 to 2010, I undertook several professional programs, including the LH Martin Institute’s Master of Tertiary Education Management, to help me understand the role, the organisation and the sector.

In facilitating the Tertiary Education Leadership program, I mean to draw on the principles embedded in the art of hosting, which allows facilitators and participants in gatherings to draw upon the wisdom in the room. In reflecting on the modules, their content and rationale, and on rereading many of the papers that I have gathered over the years, I am reminded again of the assessment made by Hans de Boer and his colleagues: there remains much to do in terms of producing sound scholarship and policy on middle management in higher education."

Associate Professor Elaine Stratford, Head of School, Geography and Environmental Studies, in the Faculty of Science, Engineering and Technology at the University of Tasmania.

Elaine will facilitate the Tertiary Education Leadership program in 2013.
TERTIARY EDUCATION LEADERSHIP

This program is based on the premise that, among those working at the level of Departments and Schools, the important questions of leadership and management are best addressed in conversations that matter. There are three non-residential modules in 2013, each involving exchange and reflection through appreciative inquiry and each focusing on a different aspect of leadership. Participants can choose to attend any or all modules.

EMERGING LEADERS AND MANAGERS PROGRAM (ELAMP)

eLAMP is our new, groundbreaking online program for tertiary education managers. Developed jointly with the Association for Tertiary Education Management (ATEM), it provides participants with highly contextualised materials on leadership and management through four online self study modules. These modules are free for ATEM members and can be done in each participant’s pace. When all four modules are finished, participants can opt to undertake further formal assessments and use what they have learned to articulate into our graduate certificate courses.

“I participated in the Tertiary Education Leadership program because I needed to get a broader understanding of what was happening in the sector in order to determine whether what I was doing in my role was contemporary. I enjoyed working with the diverse group of people in the program, who were very generous with their thoughts and experiences, which allowed me to contemplate deeply on how those experiences, knowledge and skills could further develop me in my role. I now have a much broader understanding of the sector and am able to make decisions with far greater insight than I had previously.”

David Toll, Executive Manager, Faculty of Creative Arts, University of Wollongong and Tertiary Education Leadership participant in 2012.

“The program will provide participants with a level of understanding that is essential to operate in tertiary education. It is also a platform for conversation on how to build professional management and leadership capabilities within the sector.”

Dr Stephen Weller, Deputy Vice-Chancellor (University Services) and Registrar, James Cook University and President, ATEM.

“It is just wonderful how your program uses so many different sources and media with links to interesting sites and talks. My experiences of distance learning in the past have been sitting with a workbook at home reading through chapters, which can be hard to keep motivated. I am loving this program with the videos, audio clips, web links, suggested readings – it doesn’t feel like a chore.”

Karen, Auckland, New Zealand.
EXECUTIVE EDUCATION:
SPECIALIST SHORT COURSES

OUR SHORT COURSES FOCUS ON
SKILLS-BASED TRAINING AND CURRENT
ISSUES FACING THE SECTOR.

They aim to increase participants’ understanding of specific areas and to develop expertise in their current role. Short courses are generally taught within one or two-day time frames. Topics covered include managing organisational change, academic workload management, handling staff behavioural issues and industrial relations.

These pages provide insight into just two of our short courses. For a full listing of short courses on offer this year, please refer to our website.

"I participated in the Enhancing Academic Workload Management short course to maintain an understanding of the range of workload management arrangements across the sector and to gain insight into what is working well and how changes to those arrangements are being implemented. It was great to be able to discuss with peers about the different outcomes being achieved, particularly with respect to workload management as a driver of quality outcomes. The course gave me a greater understanding of flexibility that could be achieved in the ACU’s workload model."

Diana Chegwidden, Director, Human Resources, Australian Catholic University and Enhancing Academic Workload Management short course participant in 2012.

"The School of Physics recently decided to review how teaching allocation is done in different departments within the Science faculty and its implications for staff workloads. Since I have responsibility for teaching allocation in the School, I came to the Enhancing Academic Workload Management course to learn more about how workloads are allocated in other institutions around the country. The highlight for me was learning from other participants, how they each deal with their own situations, which was a great source of ideas. It provided context for our own deliberations back in the School.

Associate Professor John O’Byrne, Associate Head (Teaching & Learning) School of Physics, The University of Sydney and Enhancing Academic Workload Management short course participant in 2012.

On our website → ihmartinstitute.edu.au/executive-education-programs/specialist-short-courses
Given the pervasive nature of terms such as ‘administrative burden’ and ‘teaching load’, perhaps it is not surprising that international surveys of staff satisfaction indicate that Australian academic staff are some of the least contented. Perhaps the time has come for a better articulation of what it means to be a professional academic, recognising that nowadays academic staff are required to do more than teach, research and undertake public service. Such an articulation would include clearly defined professional entry and ethical standards as well as recognising the broad responsibilities now required. This may allow academic staff and the broader community to see their jobs as a totality, rather than a series of burdens that must be endured.”

Liz Baré, Honorary Senior Fellow, LH Martin Institute.

* * *

ENHANCING ACADEMIC WORKLOAD MANAGEMENT

This one-day course will examine approaches to developing a fair and transparent process for allocating work, exploring best practice case studies from the sector. Suitable for academic and professional staff involved in leading or supporting the development of academic workload models.

MANAGING AND INFLUENCING ORGANISATIONAL CHANGE

This workshop will work through a case study of a major academic and administrative change in an Australian university in order to provide participants with an understanding of the importance of detailed planning for change and strategies for managing dynamics and uncertainties of change. Suitable for Deans, Heads of School, Department or administrative units associated with conceptualising or leading organisational change.

Liz will facilitate a number of short courses in 2013, including one on Enhancing Academic Workload Management in June.
Executive Education: University Governance Series

It consists of four standalone programs, each focusing on a different aspect of governance, which will expose participants to the range of skills and knowledge required to be effective members of governing bodies.

1. Understanding university governance
2. Effective university councils
3. Regulating the university: impacts and implications for university governing bodies
4. Academic governance in the new regulatory environment

The above programs can either be delivered to the public or run as a bespoke program for a university or group of universities. They are suitable for current or incoming members of university governing bodies (Council, Senate or Board) and those expected to be involved in university governance activities, including Chancellors, Deputy Chancellors, Vice-Chancellors, Chairs of Council committees, Chairs of Academic Boards, members of Council, senior executives or members of university management and administration and university Secretaries.

For more information contact:

Cindy Tilbrook
+61 3 8344 0756
cindy.tilbrook@unimelb.edu.au

The University Governance Series has been developed to provide members of university governing bodies and those involved in governance with an enhanced understanding of their role and relationships in order to improve the performance of their university.
Our short courses, leadership programs and units from the award programs can be tailored to your needs and delivered in-house at your institution or at our premises in Melbourne. Some examples of the bespoke programs we have delivered are listed below.

On a limited scale, LH Martin Institute staff, fellows and associates are available for specific consultancy projects that fall within their areas of expertise.

**DEVELOPMENT FOR LEADERS OF OVERSEAS INSTITUTIONS**

We have developed and delivered a number of programs for overseas colleagues, including:

- A one-day program for Indian senior university executives, held on behalf of Universities Australia.
- A two-week academic leadership program for Saudi Arabian universities, held in conjunction with the Academic Leadership Centre, Ministry of Higher Education, Kingdom of Saudi Arabia.
- A two-day program for Chinese university leaders held in conjunction with the National Academy of Education Administration, China.

In 2012 the LH Martin Institute was chosen by the Australian Government to deliver a capacity building program for East Asian higher education quality assurance officials as part of its commitment to the East Asian Summit Education Cooperation Projects. This program will take place in Melbourne in February 2013.

To discuss how we can tailor programs to your needs, please contact:

Anna Steer  
Program and Events Manager  
+61 3 8344 3157  
asteer@unimelb.edu.au.

**PROGRAM FOR BOX HILL INSTITUTE**

We developed a range of customised activities for Box Hill staff, including a one-day session on building capacity for senior management and educator groups to increase their contextual awareness and collective capacity to lead complex change and discussions on design, development and implementation of a new teaching qualification – the Graduate Certificate in Tertiary Education – to prepare academics for higher education teaching in TAFE.

**PROGRAM FOR FLINDERS UNIVERSITY**

We developed a series of one-day programs focusing on issues unique to Heads and Deans at the University. These consisted of presentations on various management roles, their challenges and how to overcome them, and sessions on managing individuals and oneself.

On our website  lhmartininstitute.edu.au/bespoke-programs

We understand that some situations may call for group development that is specific to an institution’s needs or even a country’s national tertiary education sector.
OUR SEMINARS AND CONFERENCES REFLECT UPON THE MAJOR ISSUES IN TERTIARY EDUCATION POLICY AND PRACTICE. THEY BRING TOGETHER LOCAL AND INTERNATIONAL SPEAKERS TO PROVIDE ATTENDEES WITH AS BROAD A PERSPECTIVE AS POSSIBLE. IN ADDITION, THE INSTITUTE HOSTS EVENTS LIKE PUBLIC LECTURES AND FORUMS WHICH ARE MORE FOCUSED ON NEW POLICY INITIATIVES AND HOW TO RESPOND TO THEM.

Recent seminars included discussions on the implications of Victoria’s TAFE funding cuts, the impact of policy changes on partnerships between vocational education colleges and universities in the UK and on leading effective institutional research. Public lectures were held on growing human capital through science, technology, engineering and mathematics and institutional profiling in tertiary education. Conferences were also held recently on the broad topics of student engagement and mid-level qualifications in the Australian post-secondary education sector.

All of our events are aimed at encouraging better interaction among colleagues and institutions within the sector. This will continue in 2013. Please refer to our website for a full listing of our upcoming seminars, conferences and events.

“I participated in the Leading Effective Institutional Research workshop because, as my Unit’s main institutional researcher and being relatively new to the sector, I wanted to better understand the expectation of my role from an external institutional researcher’s point of view. It was great to learn about the extent of institutional research in Australia through discussions with other workshop participants from universities around the country. I also appreciated gaining more knowledge about how to deal with incomparable institutions in benchmarking. Overall, the workshop helped me understand my role at Flinders University and where we plan to lead, rather than just support much more data-driven decisions.”

Ewa Seidel, Senior Information Analyst (Statistics), Flinders University and Leading Effective Institutional Research seminar attendee 2012.
I thought the conference featured first class presenters who had profound insight and a capacity to engage with a broad audience. The breakout sessions allowed me to tailor the program to my interests and the priorities of my workplace. Being there allowed me to network with international and Australian colleagues and provided an excellent opportunity to engage with key professionals like policy makers, researchers, practitioners and managers. It was also good to review the different approaches to delivering qualifications at the AQFs 5 and 6 level."

Dr Derek Juan Swarts, Director of Higher Education Strategy, Central Institute of Technology, Western Australia and 2012 Mid-Level Qualifications (AQFs 5 & 6) conference attendee.
RESEARCH AND PROJECTS

ALL OUR RESEARCH AND DEVELOPMENT PROJECTS SUPPORT THE DELIVERY OF OUR PROGRAMS BY PROVIDING CONTEXTUALISED CONTENT AND EQUIPPING PARTICIPANTS WITH THE LATEST KNOWLEDGE ON THE PROGRAMS’ TOPIC. IN ADDITION, OUR PROJECTS GENERATE POLICY-RELEVANT ADVICE TO THE TERTIARY EDUCATION SECTOR TO HELP INCREASE EFFECTIVENESS IN LEADERSHIP AND MANAGEMENT.

CURRENT RESEARCH AND DEVELOPMENT PROJECTS

Our current projects include leading the Asia-Pacific part of the OECD’s Program on Innovation, Higher Education and Research for Development through development of a leadership program for researchers in developing countries; the Rethinking of Skills in VET project which looks at the provision of skills by vocational education and training (VET) providers in New South Wales; the Undergraduate Units Redesign project involving the Australian Catholic University and James Cook University; and the Vocations project which investigates ways of improving pathways between education and work.

For a complete list of our current research and development projects, please go to our website.

"The Vocations project was conceived in 2010 when a number of researchers in the areas of work and education realised that we had similar concerns about the lack of coherence between work and education in Australia. A lot of people have skills that aren’t being used effectively and this has led to a lot of dissatisfaction in their work. So the project looks at the complexities of this situation and how to improve the connections between education and work, the connections between VET and higher education within tertiary education, and how to improve occupational progression within the labour market.”

Associate Professor Leesa Wheelahan, LH Martin Institute and principal researcher in the Vocations project.

"We’ve found that most people who studied more than one qualification actually changed field of education between those qualifications except in the regulated occupations such as health, education and financial services. In terms of the reasons why people study, we found that, while finding a job or improving prospects of a job was the most important thing, there was a very broad range of motivation for studying, which included people’s general interest, educational interest, wanting to contribute to a field or the community.”

Dr Nick Fredman, Research Fellow, LH Martin Institute and researcher in the Vocations research project.
**RECENTLY COMPLETED PROJECTS**

Recently finished projects include participation in the international Changing Academic Profession research into the nature and extent of changes experienced by the academic profession around the world, which culminated in the 2013 book *Job Satisfaction around the Academic World*; and the development of an online management and leadership development program with ATEM which resulted in the Emerging Leaders and Managers Program (eLAMP) mentioned earlier in this brochure.

* Given its importance, surprisingly little is known about the academic profession or about what is required to ensure its future. Besides some anecdotal evidence, we don’t quite know how the academic profession is responding to the pressures of a changing environment, particularly from a comparative perspective. The work we did for the book *Job Satisfaction around the Academic World* examines the profession internationally around the concept of job satisfaction.

Peter Bentley, Research Fellow, LH Martin Institute and one of the five editors of the 2013 *Job Satisfaction around the Academic World* book.

* eLAMP was the result of the Online Management and Leadership Development project I managed in 2012. The big highlight of the project for me was being able to meet so many colleagues from within the tertiary education sector and to have the opportunity to distill their collective wisdom on the management and leadership skills and capabilities needed for the sector. I am really grateful to everyone that I met along the way for their time and contributions. Being able to launch eLAMP at the Tertiary Education Management Conference in Adelaide in September 2012 was an exciting milestone to achieve.

Kay Hempsall, Project Manager, Online Management and Leadership Development project 2012.
# PEOPLE OF THE LH MARTIN INSTITUTE

## STAFF

- **Professor Leo Goedegebuure**: Director
- **Ms Fabiana Barros de Barros**: PhD Candidate
- **Mr Peter Bentley**: Research Fellow
- **Associate Professor Hamish Coates**: Associate Professor
- **Ms Heather Davis**: Lecturer
- **Dr Nick Fredman**: Research Fellow
- **Dr Dong Kwang Kim**: PhD Researcher
- **Dr Chinh Nguyen**: Academic Programs Support Officer
- **Ms Huong Nguyen**: PhD Candidate
- **Ms Amalie Rozsa**: Program and Events Assistant
- **Dr Geoff Sharrock**: MTEM Program Director
- **Ms Marisa Simanjuntak Saeter**: Communications & Marketing Coordinator
- **Ms Anna Steer**: Program and Events Manager
- **Ms Marian Thakur**: PhD Candidate
- **Associate Professor Leesa Wheelahan**: Associate Professor
- **Ms Anita Wong**: Program and Events Support Officer
- **Ms Connie Yuen**: Office Manager and Executive Assistant

## FELLows

- **Professor V. Lynn Meek**: Foundation Director and Professorial Fellow, LH Martin Institute
- **Mr Kim Bannikoff**: Council Member, Australian Qualifications Framework
- **Dr Jeanette Baird**: Quality Assessments Advisor, Office of Higher Education, Papua New Guinea
- **Ms Liz Baré**: Honorary Senior Fellow, LH Martin Institute
- **Mr Jim Davidson**: Honorary Senior Fellow, LH Martin Institute
- **Dr Muyesser Durur**: Director - Port Macquarie Campus, Charles Sturt University
- **Mr Jon File**: Director: Development and Consultancy, Centre for Higher Education Policy Studies (CHEPS), University of Twente, Netherlands

Our network of Fellows contribute to the broader offering of the LH Martin Institute by providing their expertise and advice in the development and delivery of our programs.
Professor Sir Leslie Harold Martin (1900-1983)

Sir Leslie Martin was an eminent physicist who became a key higher education adviser to the Menzies government. Sir Leslie was Chairman of the Australian Universities Commission between 1959 and 1966. During this time, the Commission oversaw a rapid expansion of Australian higher education, including the commencement of five new universities. In 1961 Professor Martin became Chairman of the Committee on the Future Development of Tertiary Education in Australia, which was later dubbed 'the Martin Committee'. The Martin Committee advocated for a formalised 'binary divide' among universities into research and teaching institutions and other higher education teaching institutions. Professor Martin was knighted in 1957 to honour his outstanding contributions to science.

WHERE TO GET MORE INFORMATION

OUR WEBSITE
www.lhmartininstitute.edu.au
For the most up-to-date information about all our activities plus multimedia resource about the tertiary education sector.

OUR E-NEWSLETTER
Sign up for our monthly e-newsletter for regular updates about what’s coming up and to gain insights from leaders and experts in the industry.

CONTACT US
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facebook.com/lhmartininstitute
LinkedIN

ALUMNI
Join our networking and exclusive alumni groups on LinkedIn. Special alumni-only gatherings or events will also be held throughout the year.

Note: Staff, Fellows, Council and Executive Advisory Board lists are correct as at 30 January 2013.

EXECUTIVE ADVISORY BOARD

Emeritus Professor Alan Robson AM
Chair, LH Martin Institute Executive Advisory Board

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

Mr David de Carvalho
Group Manager, Higher Education Group, Department of Industry, Innovation, Science, Research and Tertiary Education

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

Professor Field Rickards
Dean, Melbourne Graduate School of Education, The University of Melbourne

Dr Stephen Weller
President, Association for Tertiary Education Management (ATEM) and Deputy Vice-Chancellor (University Services) and Registrar, James Cook University

The Executive Advisory Board supports the Institute in fulfilling its mission by providing strategic advice regarding its directions and priorities, ensuring alignment of its programs and activities with its mission and strategy, developing the Institute’s position within its communities of interest, and monitoring and evaluating Institute performance against agreed strategies, plans, and criteria.

COUNCIL

Professor Frans van Vught
President, European Centre for Strategic Management of Universities and Chair, LH Martin Institute Council

Mr Neil Fernandes
Managing Director, Central Institute of Training, WA

Ms Claire Field
CEO, Australian Council for Private Education and Training (ACFET)

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

Mrs Belinda Robinson
CEO, Universities Australia

Dr Don Russell
Secretary, Department Industry, Innovation, Science, Research and Tertiary Education

Dr Ruth Schubert
Acting Managing Director, TAFE SA - Regional

Mr Robin Shreeve
CEO, Australia’s Workforce & Productivity Agency

Mr David Windridge
Chief Executive Officer, MEGT

The Council provides strategic advice and sector feedback on the Institute’s directions, activities and priorities.