



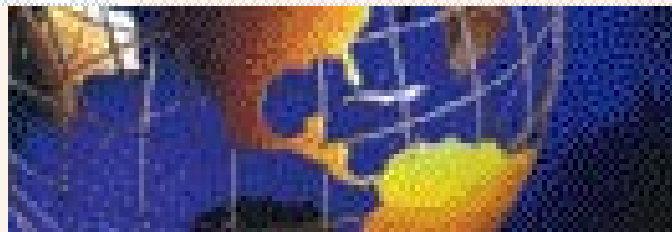
Welcome from the President

A warm welcome to our first issue of the ACHEA newsletter, and to all those attending ACHEA's Annual General Meeting and Fourth Annual Conference!

Despite challenges, we have had three successful conferences so far, and this one promises to be just as exciting and informative. The theme of this conference "Globalisation and the Challenge to Higher Education in the Caribbean" is very timely given the rapidly changing, and increasingly interconnected global context in which Caribbean students and higher educators are required to function and excel. To become leaders in this environment we must equip ourselves with the information, skills, and technologies necessary to expand our region's knowledge capital and capacity. This will call for the creative location, allocation and use of resources, and collaboration among numerous stakeholders in higher education. ACHEA is uniquely positioned to play a key role in this process. So as we continue to focus on organisational strengthening and the training and development of our members, we also recognise the vital importance of outreach, and enhancing our awareness of the challenges and opportunities posed by globalisation to higher education in the Caribbean. In this context, the Fourth Annual Conference is designed to promote discussion and stimulate effective action toward promoting excellence in higher education across the region.



Gloria P. Barrett-Sobers
President, ACHEA



FOURTH ANNUAL CONFERENCE & ANNUAL GENERAL MEETING

DATES: July 14 – 17, 2004
VENUE: Half Moon Hotel,
Montego Bay Jamaica
(Opening Ceremony:
July 14, 2004, 19.00 hrs)

THEME: GLOBALISATION AND THE
CHALLENGE TO HIGHER EDUCATION
IN THE CARIBBEAN

Sub-themes:

- Borderless Higher Education
- The Changing Higher Education Agenda
- Higher Education: Commodity or Service
- Quality Controls and Standards in the Global Higher Education Environment

REGISTRATION:

	Early Registration (June 15)	Late Registration (After June 15)
ACHEA member	US\$225	US\$275
Non-member	US\$280	US\$300

The registration fee includes transportation to/from the Sangster International Airport, the provision of snacks at the morning & afternoon breaks, and the closing reception. Fees should be paid to: ACHEA Conference 2004.

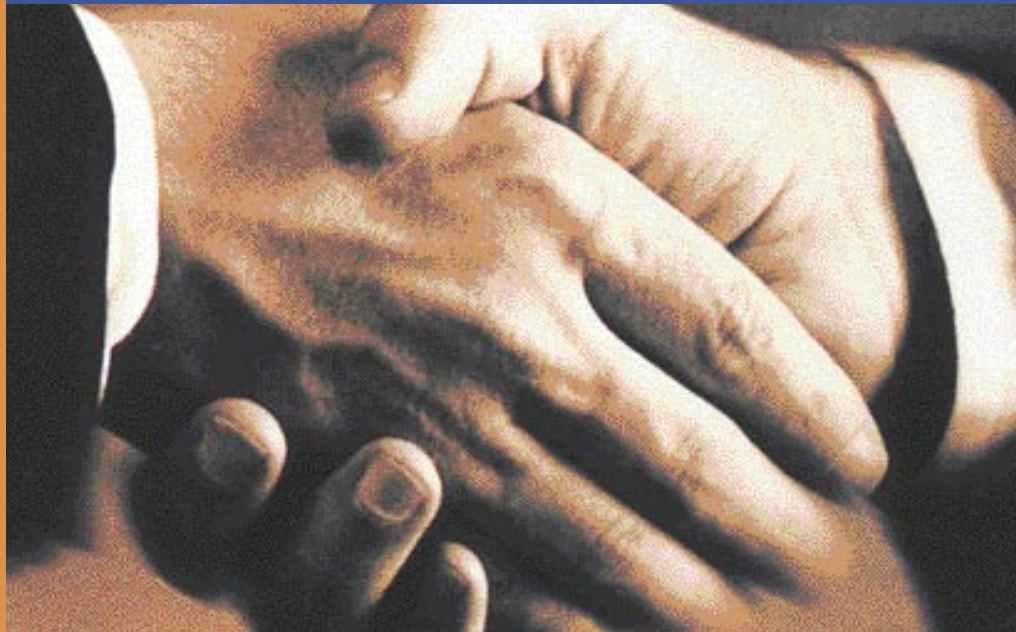
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Third Annual Conference A Success Story

by Sydney Arthur



About ACHEA

The proliferation of tertiary level institutions within the region in the last two decades of the 20th Century has brought to the fore the need for an educational environment with organizational structures, administrative policies and systems for these institutions to operate efficiently. Indeed the expansion and complexity of tertiary institutions all over the world calls for sophisticated skills and the shouldering of immense responsibilities. The role of the administrator has changed. There is now a new career in university administration. The Association of Caribbean Higher Education Administrators is the region's response to these realities. The Association of Caribbean Higher Education Administrators (ACHEA) was launched at an Inaugural Conference in July 2001 at the Mona Campus of The University of the West Indies.

Mission Statement of ACHEA

To promote the highest professional and ethical standards and the continuing development of the management capacity among those who have administrative and managerial responsibilities in higher education in the Caribbean* by enhancing the skills of individual members through the provision of training and development programmes and opportunities for effective networking

** The Caribbean Region will be defined as in the ACIS Convention to include all countries, states and territories in and bordering the Caribbean Sea from Mexico in the northwest to French Guiana in the southeast (i.e. including all five Central American states, Panama, Colombia and Venezuela and the three Guiana's. For these purposes El Salvador (on the Pacific Coast), the Bahamas and Bermuda (in the Atlantic) and Guyana, Suriname and*

THIS WAS THE CONFERENCE THAT NEARLY NEVER WAS. Originally announced for Sam Lord's Castle, the conference was threatened with postponement or cancellation when two weeks prior to the event, developments completely beyond the control of the organizers suggested the propriety of seeking an alternative venue. The conference organizers were hard-pressed to make suitable arrangements within the time available but thanks to the steely nerve and steady hand (some called it dogged determination) of Dr. Vivienne Roberts, Chair of the Organising Committee, arriving delegates could never guess at the adroit juggling that ensured the very smooth logistical arrangements that greeted them and which remained a high point of the conference.

The Third Annual Conference of the Association of Caribbean Higher Education Administrators was held at the Almond Resorts Inc. in Barbados and ran from July 3 – 5 2003.

There was an excellent response to the call for papers in support of the theme **Building Partnerships for Higher Education Development in a Climate of Change** and the Conference attracted 160 delegates, many from far-off places including Asia, Africa and Australia. The theme itself ensured that delegates and presenters ranged beyond universities and other tertiary level institutions to include directors of public and private enterprise, private consulting and other service agencies. Leading the distinguished panel of presenters were Prof. Michael Gibbons, Secretary-General of the Association of Commonwealth Universities; Prof. Elsa Leo-Rhynie, Pro Vice Chancellor of the Board of Undergraduate Studies, UWI; Dr. Claudia Harvey, Director, UNESCO Windhoek Office, Namibia and Mr. Gus Osberg, President of Oraco Consulting Inc. of Canada.

The keynote address at the opening ceremony was a spirited and provocative appeal by Dr. Terrence Farrell, Group Executive Director, Guardian Holdings Ltd., Trinidad and Tobago for the region to distin-

gush itself by once again returning to the idea of building centres of excellence in disciplines where it had a competitive advantage. He named the management of tropical diseases, petroleum/petrochemical studies and hotel and tourism management as areas where the Caribbean had singular experiences and tremendous insights that could make it the envy of the academic world. He also challenged the region to embrace intellectual elitism as a strategic objective – elitism, of course, in the primordial sense of the word.

The conference feed-back as evidenced in the evaluation sheets showed this same dynamism and penetrating insight in all of the 21 papers that were read. Even more pleasing was the easy marriage between theory and practice evinced in those presentations. Delegates were however unanimous that in terms of content, depth, style of presentation and humour, pride of place should go to the rollicking and interactive presentation of communications specialist Mr. Peter Reader, Director of External Relations, University of Southampton.

The conference had a very active social programme with receptions hosted by the Principal of the Cave Hill Campus and by the Ministry of Education, with ACHEA itself hosting the closing Banquet. Some delegates also took advantage of opportunities for shopping and for visiting the major tourist attraction of Barbados – Harrison's Cave.

ACHEA is beginning to build a network of members and associates dedicated to promoting the highest standards of professionalism among higher education administrators internationally and it was the consensus of opinion among the visiting delegates that the forum in the Caribbean was contributing in no small measure to the achievement of this objective.

It was also the general feeling that based on the enthusiasm generated at the third annual conference of ACHEA, the Association was now on a surer footing and should gear itself for a more representative and vigorous international presence at future conferences.

More immediate, though, was the suggestion, arising from the keynote presentation that the Caribbean intellectual space might itself be reinvigorated through the establishment of the ACHEA DEBATES where the leading thinkers of the region could be invited to explore and expose to critical analysis strategic issues that could have an impact on the future of higher education management in the Caribbean. An excellent start could be made with exploring the feasibility of the call for promoting once again the idea of intellectual elitism in the region.



Professional Development

The Association realizes that training and staff development are of paramount importance in establishing a cadre of administrators who can play a leadership role in advancing the development of regional higher education institutions.

It also recognizes that a concentrated effort has to be made to generate interest in regional tertiary level institutions not presently involved and invite their participation in the programme and objectives of ACHEA. This would be accomplished through the mounting of workshops in selected Caribbean territories.

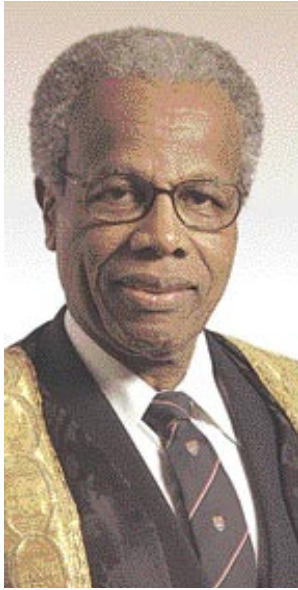
The Association's vehicle through which this training is being provided is the Professional Development Standing Committee. It is anticipated that membership will be grouped into Chapters, namely:

- The Barbados and the OECS Chapter out of Cave Hill Campus, UWI
- The Jamaica and the Western Caribbean Chapter out of the Mona Campus, UWI
- The Trinidad & Tobago Chapter out of the St. Augustine Campus, UWI
- The Guyana Chapter



University Governance: New Challenges & Possibilities

by Gloria P. Barrett -Sobers



Sir George Alleyne
Recently appointed
Chancellor – UWI

In April this year (2003), the Association of Commonwealth Universities (ACU) and the British Council sponsored a seminar on University Governance which took place in Derby, England, just preceding the annual Conference of the Association of University Administrators (AUA). Some 27 senior university administrators, mostly from Africa and the European Union, were specially invited to participate.

Lay Directors/Governors

The current concern has been the challenge of defining appropriate roles for the Senate and the Council when academic and financial issues are intertwined in most policy matters. The practice of including lay participation in the governance of universities and colleges was instituted to open up channels of communication to the private sector and to assist the institutions in their interface with the external world while bringing into the governing body members with different perspectives on the management of the institution. Lay members were expected to ask questions about cost and efficiency and provide independent voices in negotiation with government and other funding agencies. Recent research findings in the UK have indicated that the two principles of lay-participation and academic self-government are not necessarily in sharp conflict. Lay Directors/Governors have been found to:

- develop a set of allegiances to the Universities and absorb its core values
- be chosen by Universities not imposed upon them
- be often inhibited in engaging in discussions about teaching and research.

Within the new corporate structure there has been a high degree of consensus about a wide range of policy issues. Lay Directors/Governors have become a valuable resource for Universities but not necessarily as experts of cultural change

He reported, however, that some improprieties had occurred in five new Higher Education Institutions in the UK which employed the corporate model because of inadequate scrutiny of the Chief Executive Officer.

The governance experiences shared by participants revealed a wide range of practices, from the dominantly academic governors of East Europe to the 75 percent lay governors at Makerere University. The Chair of the governing body of Brunel University made an interesting and enlightening presentation on the role of the Council in which he highlighted the responsibility of the Executive Governing body to hold Management to account. Addressing the particular role of the Chair of the Council, he indicated that the Chair of the Council should approve and monitor performance targets for the Vice-Chancellor. For several of the Commonwealth Universities represented at the seminar, the Chair of Council and the Chancellor of the University were one and the same. For most universities in the U.K., the Chair of the governing body appears to be different from the Chancellor. The role of the Chancellor in such cases is mainly ceremonial. The Chair of Council would then have an accountability function, ensuring that performance targets were met.

Following some interesting discussion, the Seminar agreed in summary, that the governing body must add value to the University by:

- demanding accountability
- providing help and advice
- ensuring quick effective decision making
- creating balance, stability and innovation
- providing commitment and credibility for the University.

Given these broad and onerous responsibilities and the current context of greater scrutiny and demand for accountability arising out of such globally highlighted cases as the Enron collapse and its devastating impact, universities have been giving greater consideration to the role and responsibilities of their governing bodies.

Dr. Barry Morgan, a British Council Consultant from the Education and Training Group, launched the seminar with a comprehensive though concise presentation on the changes that had been taking place in governance and particularly as it related to the structure of the Council/Governing Body of United Kingdom Universities. He noted that since 1988, the new governing body was a lay-dominated, corporate style one in which members bring business and professional expertise, act as agents of cultural change and were firm decision-makers. He noted that the Dearing Report had recommended the reduction in the size of the Council and had, in fact proposed a maximum of 24 members. UWI's Council membership is currently 62. It was also interesting to note that there was no academic or student representative on the governing bodies of U.K. universities. Our regional Universities can provide some leadership in this area.

Responsibilities of Governing Bodies

In the **Guide for Members of Governing Bodies of Universities and Colleges in England, Wales and Northern Ireland** which was presented to each participant, the main responsibilities of these bodies were summarized as:

- **Proper Conduct of Public Business** – observing the highest standards of corporate governance, ensuring and demonstrating integrity and objectivity in the transaction of the institution's business and following a policy of openness and transparency in the dissemination of their decisions.
- **Strategic Planning** – considering and approving the institution's strategic plan, which sets the academic aims and objectives of the institution and identifies the financial, physical and staffing strategies necessary to achieve these objectives.
- **Monitoring Performance** – done against the planned strategies and operational targets
- **Finance** - ensuring the solvency of the institution and safeguarding its assets, approving the financial strategy, approving annual operating plans and budgets which should reflect the institution's strategic plan, ensuring the existence and integrity of financial control systems and monitoring these through the Audit Committee and receiving and approving annual accounts.
- **Audit** – directing and overseeing the institution's arrangements for internal and external audit.
- **Chartered Status** – where institutions enjoy special status under charter or as charities governing bodies must ensure that the property and income of the institution are applied only in support of purposes for which it is chartered or which are charitable under law.
- **Staffing** – ensuring that pay and conditions of employment are properly determined and implemented, and appointing and setting the terms and conditions for the head of the institution and such senior posts as it may from time to time determine.
- **Students' Union** – taking such steps as are reasonably practicable to ensure that the Students' Union/Association operates in a fair and democratic manner and is accountable for its finances.
- **Health and Safety** – taking ultimate responsibility for the health and safety of employees, students and other individuals whilst they are on the institution's premises and in other places where they may be affected by its operations. This includes ensuring that the institution has a written policy on health and safety and arrangements for the implementation of that policy.

The Objectives of the Association are

- > To develop and maintain a code of conduct and guidance for its members regarding their professional work
- > To organize discussions, conferences, seminars and workshops on various issues in higher education administration.
- > To publish newsletters and such other publications as The Association shall determine from time to time.
- > To establish and promote networking opportunities and mentoring support for administrators in higher educational institutions in the Caribbean.
- > To foster links and exchanges with similar organizations in higher education overseas.
- > To seek funding and to engage in fund-raising activities to enable The Association to carry out its activities

Eligibility for Membership of the Association

Any person, agency, institution or organization, both government and non-governmental, engaged in leading and administering activities, programmes, human, physical or financial resources, student services, academic or infra-structural support services within any institution of Higher Education shall be eligible for membership and to hold an elected position.

Membership in the Association is annual and shall be renewable each year at the time of the Annual General Meeting, or as otherwise specified by the Executive, except in the case of Life Members. There are six (6) categories of membership as follows:

1. Individual
2. Organizational/Institutional
3. Associate
4. Life
5. Contributing member
6. Honorary Members

The schedule of membership fees is:

Membership	BDS	EC\$	J\$	TT\$	UK£	GUY\$
Full	100	100	2,500	300	40	8,000 (equiv of US\$40)
Associate	60	60	1,500	200	30	5,000 (equiv of US\$25)
Institutional	350	350	9,000	1,225	140	28,000 (equiv of US\$140)

Academic Recognition for Academic Administration

by Kofi Nkrumah Young

A comparison of the contents of the programmes reveal that each is reflective of the target audience. The table below shows the comparison.

University of Bath

1. Contemporary issues in Higher Education
2. The Higher Education Industry
3. Why History Matters
4. Introduction to Qualitative Methods
5. Academic Culture and Faculty Governance
6. Markets, Price and Margin
7. Organisational Change
8. Financial Processes and Structures
9. Applied Research
10. Data and Decisions
11. The Small College
12. Technology, Costing and Quality
13. Partnerships and Services
14. Policy and Access
15. Negotiation and Bargaining
16. Managing Conflict
17. Managing People
18. International Context
19. Preventive Law
20. Leadership
21. Enrollment Management
22. Institutional Advancement
23. Institutional Development

University of Pennsylvania

1. Overview of organisational conditions in Higher Education pertinent to change processes
2. Creating the context for change and transformation
3. Developing Change Strategies
4. Operational Strategies
5. Evaluation Change
6. Globalisation and borderless higher education
7. Entrepreneurialism and post entrepreneurialism in HE
8. Funding of HE
9. HEI and the development of regional society
10. Evolution of teaching and learning
11. Evolution of research and knowledge advancement
12. The university in an age of super complexity
13. The university and the advancement of human rights
14. Relationship between theory, research, methodology and methods
15. Understanding quantitative and qualitative research methodologies
16. Understanding of "relevant" applied education research methods
17. Contexts and conditions of successful research in HEI

Dissertation

It is now generally accepted that education is a business and as such require the use of accepted management practices in its operations. This is even more so in higher education. The trend to form professional groupings of Higher Education Administrators has mushroomed over the years. In almost every region there is a professional group, the most recent being, the Association of Caribbean Higher Education Administrators (ACHEA). Also, in recent times there has been the growth of training seminars for Higher Education Managers. The University of Bath established the International Centre for Higher Education Management (ICHEM) in 1994 and included in its activities the running of short courses for leaders in educational institutions. The Management Training and Advisory Centre of Uganda has also included training of HE Administrators on its agenda. Hence for the past three years it has in association with UNESCO staged training seminars for HE professionals.

HE administrators have grown dissatisfied with certificates of participation and needed more recognition for the knowledge developed in the field. Institutions are currently responding to the call and have launched flexible programmes. Two such programmes are

- DBA in Higher Education Management at the University of Bath, England.
- The Ed. D in Higher Education Management from the Graduate School of Education (GSE) at the University of Pennsylvania.

The Bath programme, being run out of the School of Management, is a Doctor of Business Administration Degree and the UPenn programme coming from the school of education is a Doctor of Education Degree. Both universities are currently collaborating in delivering their programmes. This is being done primarily through a teaching exchange. Dr Douglas Toma, Director and Senior Fellow, UPenn GSE, recently lectured on the Bath programme and Dr. John Taylor the Director of the Bath programme reciprocated.

The developers of the Bath programme emphasise that their's is international, hence the participants are drawn from all over the world. In the first cohort there were fourteen (14) participants from nine (9) countries. The UPenn programme however caters primarily to the situation in the USA and hence has only drawn participation from that country. According to the former's promotional material

The client base for the DBA (HEM) is international. This is consistent with market need, ICHEM's ethos and pedigree, and the vast international experience of the ICHEM faculty members. The international orientation thus has the benefit of enabling colleagues from different institutional and national settlings to learn from each other's knowledge, insights and experience of strategic university management.

There is also a difference in the duration of the programmes. Bath's is for a minimum of three years and Upenn's runs for 20 months, i.e. one and a half years – half of the former.

The University of the West Indies has recently included a specialisation in its Masters of Education programme for Educational Administration. The University of Technology, Jamaica has also recognised the need for trained educational administrators and has developed two programmes to address the issue of training and recognition for this group of professionals. We are indeed on a new road to academic recognition for academic administrators.



Meet The Executive

Mrs. Gloria P. Barrett-Sobers
President, ACHEA



Mrs. Dianne Mitchell
1st. Vice-President, ACHEA



Mr. Kofi Nkrumah Young
Treasurer, ACHEA



Mrs. Dawn Marie De Four-Gill
Public Relations Officer, ACHEA



Mrs. Patricia Brown
Secretary, ACHEA

MISSING:
Mr. Mark Kurton
2nd Vice-President, ACHEA

Mrs. Lisa Alleyne
Assistant Secretary, ACHEA

Mrs. Patricia Harrison
Assistant Treasurer, ACHEA

RENEWAL OF MEMBERSHIP FORM

Sections 1,2,6,7 & 8 must be completed. The other sections are to be completed only if the information has changed since applying for membership

1. NAME: _____

2. JOB TITLE: _____

3. TYPE OF INSTITUTION/ORGANIZATION:

University Community College Teachers' College Other Please specify _____

4. NAME & ADDRESS OF INSTITUTION: _____

5. TELEPHONE #:WK: _____ MOBILE: _____

EMAIL ADDRESS: _____ FAX# _____

6. MEMBERSHIP TYPE: Full Associate Institutional

7. PERIOD OF MEMBERSHIP: _____

8. _____

Signature

Date

I enclose a cheque payable to ACHEA in the amount of _____

Please return completed form to the ACHEA Secretariat

c/o The Office of Administration, UWI Mona Campus, Kingston 7, Jamaica.
Tel: (876) 977-2407 • Fax: (876) 977-1422 • email: oadmin@uwimona.edu.jm

FEES:

Full: BDS \$100 EC\$100 \$2,500 TT\$300 US\$50 £40

Guy \$8,000 (equiv. of US \$40)

Assoc.: BDS \$60 EC\$60 \$1,500 TT\$200 US \$30 £25

Guy\$5,000 (equiv. of US\$25)

Inst.: BDS\$350 EC\$350 \$9,000 TT\$1,225 US\$175 £140

Guy\$28,000 (equiv. of US\$140)