Message from the CEO

As we are fast approaching the actual AUQA audit visits, I am able to provide additional information as follows. All the Australian International Campuses will be visited by the AUQA audit panel, as will the supported distance learning programs delivered at Melior College, Singapore between the 13th and 24th of September - specific days are yet to be confirmed. The Gladstone campus of CQUniversity has been selected as the regional campus to be visited from 17th to the 18th of October and Rockhampton will be visited from 19th – 22nd October.

You will remember the two AUQA themes are: Learning and Teaching and International Activities, both areas where CMS excel in association with their CQU counterparts. Within these themes there is no doubt the area ‘SCHOLARLY PRODUCTIVITY’ will receive emphasised attention and to this end, I remind you of the CMS position that we maintain a culture of sustained scholarship to inform teaching and learning. In fact, it may interest you to know that in the area of scholarly productivity, CMS staff have produced over 600 categorised activities in the last decade and in the past two years, 28 international/national presentations have been sponsored by CMS.

CMS Scholarly Productivity definition is based on the works of Boyer’s “Scholarship Reconsidered” which encompasses:

– Learning and Teaching
– Leadership
– Community Service
– Research – particularly of teaching practice.

https://depts.washington.edu/gs630/Spring/Boyer.pdf

You will note that research is just one component of scholarly productivity hence CMS academic staff have a number of ways of demonstrating their ‘Teaching Scholar’ status, in remaining abreast of their specific discipline areas. When AUQA raise the question of research experience in CMS, we can address the question via the broader participation of staff in scholarly work holistically. Having said this, you may be surprised how many of your colleagues through all four categories above are particularly active https://aicportal.cqu.edu.au/cms/ Each of your State or Campus Directors also has a full compendium of each staff member’s scholarly productivity which you might like to review.

DON’T FORGET!
2010 CMS EXCELLENCE AWARDS

DATES:

• CQUniversity
  Melbourne – Monday 27th September
• CQUniversity Sydney – Tuesday 28th September
• CQUniversity Brisbane – Wednesday 29th September
• CQUniversity Gold Coast – Thursday 30th September.

CLOSING DATES FOR NOMINATIONS:

Friday 27th August, 2010
You will also be aware of the increasingly public profile of IERC and its work under Professor Paul Rodan’s Directorship e.g.: http://www.campusreview.com.au/pages/section/article.php?s=Comment&idArticle=17603

At the last CMS Board meeting, increased support for Scholarly Productivity was approved with immediate implementation of productivity and reputation building program with significant support funding and time release for specific projects. Further details will be announced shortly. However, this will further enable Scholarly Productivity activities such as –

Learning and Teaching Professional Development
Presenting at and attending conferences
Post-graduate studies to enhance staff academic qualifications at Doctoral level
Writing text books, book chapters & articles
Research and research papers
Professional Memberships
Academic Supervision
Student Scholarship Scheme

If you are not familiar with any of the above you definitely need to read the AUQA Portfolio Chapters, http://quality.cqu.edu.au/FCWViewer/view.do?page=10691 and in the meantime, Peter Bakker and Geoff Wessling will be conducting the following information forums in each campus for this purpose:

**Brisbane** – Monday 16th August and follow up visit on Monday 30th August

**Gold Coast** – Tuesday 17th August and follow up visit on Tuesday 31st August (includes Corporate Office)

**Sydney** – Thursday 19th August and follow up visit on Thursday 2nd Sept

**Melbourne** – Friday 20th August and follow up visit on Friday 3rd September (includes Corporate Office)

Finally, remember this is a CQUniversity audit and it is your/our chance to ‘show off’ how good we are, how good our students are (http://www.gooduniguide.com.au) and how pleased we are to be part of CQUniversity as CMS staff.

**Professor Ken Hawkins - Chief Executive Officer**
Winter Ski Escape

On the evening of July 2 an adventurous group of CQU students climbed aboard a bus in Kent Street, bound for the southern NSW snowfields. On board were university staff members and some 25 Sydney campus students from countries such as India, China, Korea and Iran. They were led by Niral Joshi from the CQU Student Association. Niral, with the assistance of other staff, planned the weekend snow trip and organised the itinerary, ski hire and accommodation package at Perisher Valley.

He also managed to bring all the skiers back home safely. While some of the party were experienced skiers most were beginners. This only added to the sense of expectation and excitement. After arriving in Jindabyne late on Friday evening and dealing with the ski hire and clothing arrangements, the group checked into their rooms at The Station Resort, Jindabyne.

‘We had a fantastic time. The local people and shopkeepers were so friendly to us and gave us discounts’, says Joshi.

Next morning after an early breakfast, the party headed up to Perisher Valley. Soon the group was on the snow, snapping into bindings and taking their first tentative lessons with a ski instructor. After much slipping, sliding and laughter a few students managed to stay upright and practice their ‘snow plough’.

After a day on the slopes the party headed back to Jindabyne for dinner and a well earned rest. In the evening they met lots of ‘Aussies’ at the resort, exchanged stories and challenged them to a few games of pool.

The following day the more dedicated skiers went back for more snow action. Other students spent the day riding bicycles around Lake Jindabyne and visiting local sights and monuments. By late afternoon the group were all back together on the bus heading north to Sydney.

For some students who were in their last term of study this was their first big trip out of Sydney and for others it was the first time they had seen snow.

All the students agreed that the weekend excursion had been ‘awesome’ and ‘fantastic’.

‘Most exciting and enjoyable trip we ever had’, commented one student. ‘This trip was like one in a lifetime. A wonderful opportunity for students to share experiences with others’, another student said. ‘We appreciate the funding from CQU and what Niral did for us’.

Story by Dr Chris Keane
There were congratulations all round when Dr Daniel Frimpong, a member of CPA Australia and the Institute of Chartered Accountants, was recently promoted to the position of Senior Lecturer at Sydney campus.

Like other academics who teach in the accounting and marketing streams, Daniel brought with him a store of industry knowledge and experience when he began lecturing in 1998. He accumulated his breadth of industry knowledge by pursuing a successful management career in the banking, telecommunications and information technology sectors.

In the 1990s, Daniel rubbed shoulders with the big business league. He worked for several major corporations including Westpac, Nortel and Fujitsu, in both Australia and Japan. His former banking role saw him employed as Manager of Management Reporting in Westpac’s head office in Martin Place, Sydney. He was responsible for planning, analysis and reporting on a $10 billion asset portfolio held by Westpac’s Asset Management Group.

While lecturing at Sydney campus Daniel had to juggle both teaching duties and his doctoral research on the financing of small and medium sized Australian enterprises (SMEs). His time spent at Westpac stimulated his interest in the financial and human capital challenges confronting SMEs seeking to invest in overseas markets. Daniel’s thesis in behavioural finance critiqued conventional foreign investment theory by proposing an alternative investment model highlighting firm-level differences in knowledge management capabilities and strategy, in explaining the level of investment made by SMEs in their foreign operations.

Left: Daniel Frimpong.
When it comes to teaching pedagogy Daniel adopts an “evidence based problem solving approach”. “The key indicator of a good business school,” he says, “is to produce graduates who can solve real life problems and think for themselves and not simply recite what has been taught.”
His industry and research background has taught him to “challenge his students to critically analyse problems and generate innovative ways to solve problems.”

Daniel considers himself “privileged to have the opportunity to meet and teach international students and future business leaders coming from the emerging economies of Asia and many other countries around the world.”

Research and writing remain important to him. Daniel is co-authoring a book due for publication at in 2010, titled ‘Marketing Redefined’. He also aims to publish a book on global marketing from an emerging market perspective in 2011.
Dr Chris Keane, an economics graduate of Sydney University, has been teaching and researching in the higher education sector for more than twelve years. He has taught widely in the field of social sciences, including Australian political economy, economic history, human resource management and industrial relations. In 1997 he began part-time tutoring and lecturing at the University of New South Wales. He went on to teach at Sydney University and spent several years lecturing in human resource management and industrial relations at the University of Western Sydney.

In 2005 Dr Keane was appointed full time lecturer in business economics at CQUniversity, Sydney Campus. “Now is a great time to be lecturing in economics in view of the global financial crisis. I feel privileged to be able to pass on my knowledge to international students who mostly come from emerging market economies. How developing Asian Pacific economies grow and allocate productive resources between national investment and consumption are vital questions,” he says.

His knowledge of economics and business is not purely academic. He once worked as a delivery driver for his sister’s suburban florist business. “It was a practical exercise for learning about microeconomic issues of market competition, pricing, profits and customer behaviour.”

Nor is he a novice in the international business world. As Senior Research Officer with the NSW Parliamentary Committee on State Development he gathered evidence from Australia’s overseas investment commissioners and tax industry experts to write a report on factors influencing the relocation of regional headquarters of overseas corporations to NSW.

Right: Chris Keane at work.
Dr Keane has made a significant contribution to the academic profession and CQUniversity. As well as teaching and coordinating undergraduate and diploma courses in economics he finds time to promote the international arm of the university by writing feature articles for the on-line publication, CQUiversity News.
In 2008 he had a peer reviewed article on ICT investment and Australia’s economic boom published in the Journal of Australian Political Economy.

Dr Keane has attended and presented research papers at several academic conferences and in 2009 acted as stream chair at an International Business and Economics Conference, held in Thailand.
In 2009 he was appointed adjunct Research Fellow with the International Education Research Centre. Together with Associate Professor R.E. Harreveld, he is currently supervising Kevin Gould’s PhD research on a new financing model for Victoria’s senior secondary education system.
Dr Keane is also engaged in researching the political economy of the international student market in Australia and evaluating the differing sources of quantitative data published on international student numbers.
**CQUniversity Melbourne’s researchers continue to publish and cherish –**

**A report on Research Publications**

**Journal Articles**

**Book Chapters**

**Conference Papers and Presentations**

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**INSIDE CQUniversity Melbourne**

Associate Professor Ken Bruce (Melbourne) and his colleague Dr Rakesh Gupta (Rockhampton) have added to the industry debate with their research activity into financial planning education standards. Ken is currently enrolled in a PhD which involves qualitative research into global financial planning education standards. Recent research carried out by Ken and Rakesh has demonstrated how minimum education standards set by the regulator (ASIC) for licensing in Australia has slowed the uptake of the professional level Certified Financial Planner (CFP) designation offered by the Financial Planning Association (FPA) [refer graph]. In a recent article in *Money Management* (5 August), Associate Professor Bruce was quoted as saying, “some dealer groups wanting to quickly train up their adviser force might have been seduced by the ease of the RG 146 qualification, and the incentive wasn’t there for them to strive for a higher standard of qualification”. Bruce and Gupta discussed the difference between the US model and the Australian model for certifying financial planners to the CFP designation and suggested the FPA ought to explore alternative models of certification such as decoupling FPA membership with holding the CFP designation (as is possible in the US).

**Graph:**

*Certified Financial Planner members of Financial Planning Association Australia 1996 - 2009*

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Melbourne Lecturer Presents a Paper in the 2010 International Conference on Information Resources Management

Ritesh Chugh, lecturer CQUniversity Melbourne, recently had the opportunity to attend the 2010 International Conference on Information Resources Management in Montego Bay, Jamaica. The conference provided a peer-reviewed forum for researchers from across the globe to share contemporary research on developments in the fields of information systems and information management. The theme for this year's conference was "Collaboration and Community in a Global World".

The paper that Ritesh presented (co-authored with Pramila Gupta - Associate Director Academic) centred upon a review of different aspects of e-business readiness and motivated them to unify and propose an holistic framework (Motivation Application Measurement Support e-readiness framework). The MAMS framework can be utilized as a reference to assess, design and implement a supplementary strategic approach for e-business readiness of SMEs. The paper was well received with thoughtful insight from the attendees. Overall it has been a very rewarding experience that has helped Ritesh to develop new ideas for future work and develop some new networks with other researchers too. This opportunity has further strengthened his view of the positive environment that CMS provides to its employees and makes it the place to be. Ritesh presented the paper to his peers at Melbourne on 11th August where it received an excellent reception, initiating many questions and ideas for future research.

Environmental Reminders for All Staff:
- Recycle old mobile phones and accessories via your campus Mobile Muster Collection Box
- Report leaking taps to Facilities
- Use the half flush button on toilets where appropriate
- Fill up the dishwasher (for those sites lucky enough to have one) before turning it on
- Turn off power points and light switches when not in use
- Shut down your computer when you leave the office for the day
- Reduce, reuse, recycle, respect!!!
INSIDE CQUniversity Gold Coast

Over the last few months, a number of Gold Coast Corporate Office staff have either commenced and/or completed studies or attended professional/personal development programs.....

- Leanne Beazley (Accounts Payable & Receivable Officer) has successfully completed her TAFE studies and is now a qualified bookkeeper!

- Geoff Wessling (General Manager, Academic Programs & Development) has recently enrolled in CQUniversity’s very own Professional Doctorate program. Best of luck Dr Geoff!

- Mark Nixon (Business Analyst) is a significant way through his Train the Trainer course as part of his professional development. Evidence of Mark’s training skills were evident to all who participated in the Technology One budget module training (see opposite).

- Pam Deacon & Andrew Roberts attended a two week Mt Eliza Senior Leadership Program to develop their leadership style to effect greater outcomes for themselves, their staff and CMS. Both have provided and received very positive feedback as a result of their attendance.

- Anne Harzer has commenced internal quality assurance training to assist with her new role as Corporate Quality Assurance Supervisor based on the Gold Coast. Some of the duties of Anne’s previous role as Academic Program & Research Co-ordinator have been absorbed by other positions with the balance of her duties to be performed by the incumbent of a new position, Executive Assistant to the General Manager, Academic Programs & Development. Anne is also due to complete her CQUniversity Bachelor of Arts (Multimedia & Cultural Studies) Degree in Term 2, 2010.

What’s Happening at the Corporate Office Gold Coast:

Technology One:

Training of campus personnel of the Technology One expanded budgeting and forecasting module has now been completed. All campus Associate Directors – Finance & Administration and Business Managers will be able to put this new knowledge to the test in the upcoming 2011 preliminary budget forecast meetings due to be held at the end of August. Fingers crossed for a smooth ride when the module goes “live” in September!

Melior – Admission Centre & Personnel Training:

Training for Melior (Singapore) staff has now been completed. All international student applications for Melior (Singapore) will now be processed through the Gold Coast Admissions Centre. All Melior staff enquiries are now being directed through CMS personnel to facilitate prompt turnaround.

New Program – Master of Management (Engineering):

CRICOS accreditation has been obtained for the Master of Management (Engineering). This new program is ready to roll out for marketing and offering from Term 1, 2011 and will be delivered at the Sydney International Campus.
All academics are used to performing the ‘back of the envelope’ review of their class performance and factoring in rough indicators of engagement such as student attendance. Not surprisingly the two will often be shown to be related. Whether poor attendance is a causal factor for weaker results is usually an open question and one interpretation could be that students do not see themselves as getting full value from attendance in class and or weigh this against pressing alternatives such as paid work. Attendance, while a good reflection of actual engagement, need not be a measure of students’ opinions of the intrinsic value of what is offered in the classroom. There is a need for more insight into student motivators.

Obviously all academics want to understand more about their students and what will best engage them in their studies so that they can reach their potential. The main measurable factors of influence include: the teaching, taking perceptions and reality into account; the course design, including critically, assessment; and learning resources including facilities, equipment and specialist support. Most universities attempt to determine the students’ perceptions of the value of these -either directly, by surveys and other feedback, or indirectly by usage patterns.

CMS has initiated an integrated survey of student voluntary opinions of courses, teaching and learning support, including LSU and the Library as well as academics’ opinions of the same courses, completed by staff at the same time as the student evaluations – all in week 9 of term. So far this has been conducted for three terms and is shortly to commence for the current term. Effectively this means that we now have student and staff evaluations of the courses we teach, student evaluations of their teaching and, of course, the staff evaluations of student learning in their assessment of student performance expressed in the results of assessments.

What is being done to use this data to improve the learning and teaching environment on CMS campuses? The data is used to ‘close the loop’ in several ways. Individual academic staff are each given confidential reports of the student perceptions of their teaching towards the end of term. They can use these formatively to review their teaching approach. They are also encouraged to use this feedback as a basis for discussion about their teaching in performance reviews where again the emphasis is one a formative process supporting professional development. Collective information about teaching on each campus also informs the content and focus of academic staff Professional Development Days.

Course evaluation data, sourced from academics and students, is tabulated for all courses evaluated and passed to the relevant faculty leaders at the main campus, including the PVC (Learning and Teaching), relevant Deans and the Associate Deans, Learning and Teaching, for review. Last term this data was factored into consideration of results at the results meeting. Staff and student evaluations are also provided to the university as individual reports, intended for distribution to individual course coordinators and managers, as architects of the courses. This information should be useful in reviews of the design of courses.
The final and important element is providing feedback to the students to show them how the data is used and what action is being taken to strengthen courses and teaching on our campuses. This is currently in preparation ahead of the start of the current term of evaluations. This is one of the more important outcomes of the process emphasising the value of student input and providing students with tangible feedback which can also be used formatively. This process is now firmly on the CMS calendar and should contribute to an increase in our understanding of how to optimise the learning and teaching environment. Over time it will also provide us valuable longitudinal data to track changes – and hopefully improvements!