



**idp**



# **17TH IDP AUSTRALIAN INTERNATIONAL EDUCATION CONFERENCE**

*securing the FUTURE for International Education:  
Managing growth and Diversity*



# Cultural Interface – institutional and commercial partners

Hawkins, Ramm, Hamilton  
and Clayton

# Mergers

- Parallel with a merger
- Need to add value by structured process, target costs, growth strategies and integration, including of culture
- Risky, as can lead to decrease in value, fall in productivity, leadership attrition and loss of employee satisfaction



# Liaisons in the Tertiary Sector

- Common between established organisations (inc TAFE, CAE and traditional universities) in Australia in the 80's following Dawkins
- Increased pressure, largely economic, for greater public private partnering since then



# Challenges and responses

- Challenges to universities have included globalisation, commercialisation and the effective use of IT
- CQU has risen to this challenge in its linkage with commercial partners, including CGH



# Central Queensland University

- A regional university based at Rockhampton
- 4 satellite campuses in Central Qld
- Distance Education provider
- Joint venture with Hartford with 2 campuses at HK and Singapore and another with HK College of Technology
- International Campuses in Australia and Fiji, run by CMS



# C Management services

- Established as a private Co in '96 and now jointly owned by CGH and CQU
- Administered by a Board with equal representation of both parties
- Runs 4 AICs for fee paying students only (with CGH running a similar campus in Fiji)



# Relationship - CMS and CQU

- While successful, not easy
- Programs, standards and materials common to all campuses yet...
- different management approaches – basically commercial vs academe
- Strong direction from the Board which has required each party to be flexible to the other's needs. Some areas no flex – notably academic standards and QA procedures



# Strengths brought by each party

- CQU – intellectual capital, standing as an existing provider, quality systems, experience with dealing with off-campus students
- CGH – commercial vision, business experience and drive, market knowledge, flexibility, agility and bottom line focus.



# Progressive visions

- Early – VC Prof Jeff Wilson “integrated campuses”
- Strong emergence – VC Prof Lauchlan Chipman “globalisation and massification”
- Current – VC Prof Glenys Hancock :one university”



# Common interests

- While there, did not guarantee an easy time!
- Both committed to commercial success and enhancement of CQUs standing, therefore unity of purpose



# Progressive alignment of systems

- While initially different in many respects the synergy between the two parties has allowed progressive alignment – for example PeopleSoft and the QA systems used by each.
- This progressive blending of systems has been a key to our success

# Distinctions

- A key distinction is that AICs have mostly overseas students while the home campus, its regional satellites and distance ed students are mainly Australian
- Academics operate under different EBAs as CMS staff focus on teaching and across 3 terms each year.

# 'Creative tension'

- Initially the differences between the parties meant that tensions existed
- As each partner has gained a better understanding of the other's needs this has lessened but the tension is there
- This tension has lead, we believe, to open, active and creative exploration of issues



# Parallels to a good marriage?

- Each partner's needs met
- Each partner's separate identity respected
- Shared responsibility for the partnership
- A degree of interdependence
- Good communication
- A high degree of transparency
- Creative approaches to sustaining and growing the relationship
- A learning partnership
- Working with complementary strengths