

Editors' Introduction

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“[A] university is defined by the quality of its academic conversations, not by the technologies that service them.”

(Laurillard, 2002, p. xvi)

“We need . . . a way of knowing and educating in ways that heal rather than wound us and our world.”

(Palmer, 1983, p. 2)

Investigating the Case of Central Queensland University

Doctrina perpetua—translated variously as “forever learning” (Cryle, 1992, p. 27), “lifelong learning” and “lifelong education”—is the Latin motto of Central Queensland University (CQU), an Australian regional university with campuses in Central Queensland and the metropolitan and provincial cities of Brisbane, the Gold Coast, Melbourne and Sydney and with centres in China, Fiji, Hong Kong and Singapore.

During its early development the institution was small and regional; in many ways it was an institution at the margins of higher education. For only a third of its 40-year life has it been recognised as a university. However, the vision of both its founders and its continuing staff has been that of an institution that actively brokers change, promotes innovation and seeks to transform marginalisation—for students, for its community and for itself. Its short life on the edge of the universe of higher education has promoted a culture of innovation and an acceptance that change is a necessary and positive aspect of life on the edge. Embracing change, CQU has become a complex institution, a notion well expressed in a speech in August 1999 by former Vice-Chancellor Lauchlan Chipman on *Visioning Our Future*:

I have often remarked that I do not see CQU as “the last university of the old millennium” but rather as “the first university of the new millennium”. One of our greatest strengths in making the transition is our relative immaturity as a university. The more mature a university, especially if it is successful, the less agile it is when it comes to the need to change. So far as the future of universities and change is concerned, my position is unequivocally Heraclitean: change is the only thing that is permanent.

Applying to itself the motto “*doctrina perpetua*” over its short life, the agile University has become a “complex and diverse organisation” (Danaher, Harreveld, Luck & Nouwens, 2004, p. 13). This overview of CQU seeks to provide readers with a short description of the current state of the institution and the story of its development to provide a context for understanding the chapters that follow, and to assist readers to reflect on how these developments at CQU relate to higher education generally, and to the universities with which they are more familiar.

The following outline adapted from Danaher et al. (2004) provides one useful way of framing a snapshot of the University, particularly its teaching activities. It is based on five aspects of the institution—campuses, programs of study, students, modes of study and pedagogical innovations—and how these interweave.

Campuses (in general chronological order of development):

- Rockhampton (the original and central campus)
- Distance education
- Other Central Queensland campuses (Mackay, Gladstone, Bundaberg, Emerald)
- Australian International campuses (Sydney, Melbourne, Brisbane, Gold Coast)
- Other learning support centres (Pomona in Queensland)
- Offshore operations (Shanghai, Hong Kong, Singapore, Fiji).

Programs of study:

- Pre-undergraduate preparatory programs for domestic and international students
- Undergraduate programs for domestic HECS¹ and domestic and international fee-paying students
- Postgraduate programs for domestic HECS and domestic and international fee-paying students.

Student groups:

- Matriculating students
- Mature students (older than 24 years)
- Students from equity groups
- International students.

Delivery and attendance modes:

- Part-time study
- Full-time study
- Internal, regular on-campus attendance over 12-week term
- External, most study completed away from campus
- Flex (in which CQU students combine simultaneous internal and external studies in their study program to allow them to meet work and life commitments)
- Work Integrated Learning in which students combine structured and assessed learning integrated with a period of employment.

Pedagogical innovations (following are some examples of CQU best practice):

- Skills for Tertiary Education Preparatory Studies
- Aboriginal and Torres Strait Islander Tertiary Entry Program
- Bachelor of Learning Management
- Bachelor of Engineering Co-operative Learning/Diploma of Professional Practice
- Australian International campuses/Support for International Students
- CQU Connections support for students from low socioeconomic backgrounds.

Campuses

The following text works through these five aspects of CQU activities to provide readers with a sense of the context from which the chapters of this book emerged. Figure 1 shows the location of current CQU campuses. The campuses in Rockhampton, Gladstone, Mackay, Bundaberg and Emerald and the distance education operations cater mainly for domestic students—that is, for Australians and permanent residents. The other campuses enrol mainly international students.

¹ HECS refers to the Higher Education Contribution Scheme, a federal government scheme requiring Australian students to contribute towards the cost of higher education tuition.

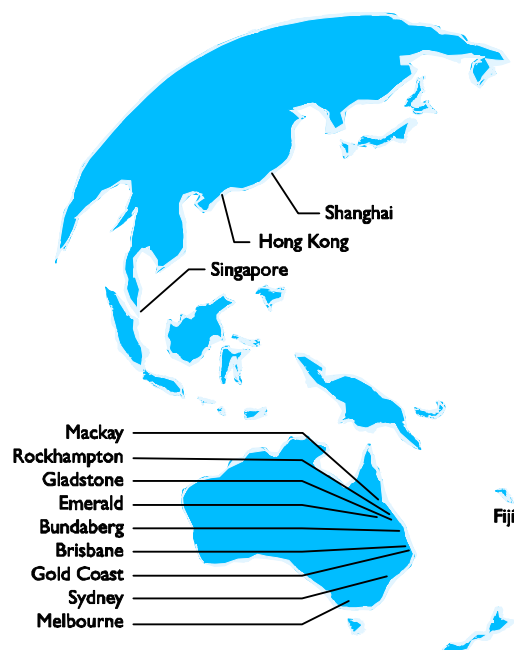


Figure 1: CQU campus locations
(Luck, Jones, McConachie & Danaher, 2004, p. 21.)

Programs of study

The emphasis on undergraduate and postgraduate studies for both domestic and international students is shown in Table 1. These programs are offered in arts and humanities, business, communications, computing, education, engineering, human movement, mathematics, media, music, nursing and health, and science.

Table 1: Enrolments by level of program for domestic and international students—2004

(Central Queensland University, 2004a NOTE: Because students may progress from one level of program to another, the column count may exceed the total.)

2004 enrolments by level of program	Domestic Students	International Students	Total Students
Enabling and non-award	884	407	1291
Undergraduate programs	9594	5808	15386
Postgraduate programs	1670	4965	5928
Total	12,021	10,641	22662

To complement the 2004 snapshot of enrolment shown in Table 1, Figure 2 provides a longitudinal view of enrolments. It shows the growth in domestic and international enrolments that occurred after 1990 when the institution became the University College of Central Queensland. The graphs show a steady growth in total domestic student enrolments from 1990 to 2004, and a rapid growth of international enrolments after 1995, increasing dramatically after 2000. This rapid expansion in international enrolments was built on infrastructure and capabilities that the University and its staff developed in earlier years as it adapted educational applications of technology to distance education and multi-campus operations.

Table 1 above shows the level of CQU enrolments in enabling programs. This is relatively high for Australian universities, many of which do not offer large programs in this field. The university has invested in a number of specialist pre-undergraduate programs that have been developed to address the low tertiary education participation rate of the region's population and the needs of equity students. These courses are part of the University's strategic approach to transforming marginalisation and to developing the capabilities of regional constituents to broker change and to promote innovation in their communities. Major preparatory programs include Skills for Tertiary Education Preparatory Studies (STEPS) (see Chapter 9, Willans, McIntosh, Seary & Simpson, this volume), (the Aboriginal and Torres Strait Islander Tertiary Entry Program (see Chapter 8, Hunt, this volume) and Women in Science and Technology (WIST), a home-based, self-paced bridging course that provides women who feel that they have been

ill-prepared by formal education processes with a positive, alternative entry path to higher education, especially in areas of science, engineering and technology (Central Queensland University, n.d.).

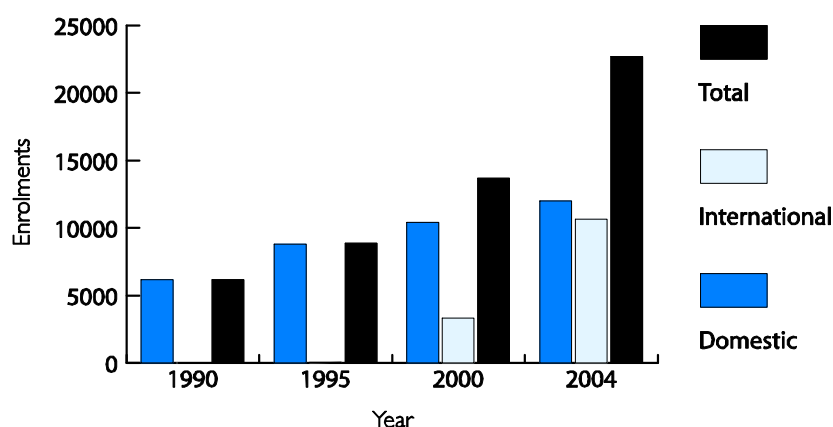


Figure 2: CQU domestic and international enrolment growth 1990 to 2004

(Central Queensland University, 2005c)

Students

Following the framework outlined earlier for describing the context of CQU, the focus changes here from our programs of study to our students. Institutions like CQU that provide second-chance, enabling programs and seek to address the learning needs of learners isolated from on-campus attendance by geographical isolation, shift work or family or work commitments attract older students. CQU recruits relatively few matriculants directly from schools. In 2003, students aged 19 and under made up only 21% of all CQU domestic enrolments (Central Queensland University, 2004a, Domestic Students by Age by Gender 2004-Full Year). They made up only 39% of CQU first-year (commencing) students compared with 53% of commencing students in this age group for all Australian universities. While 41% of CQU commencing students are over 24 years old, on average only 24% of all Australian students in their first year of study are over 24 (Department of Education Science and Training, 2003). Indeed, 45% of domestic students were classed as mature in 2004—that is, they are over 24 years old (Central Queensland University, 2004a, Domestic Students by Age by Gender 2004-Full Year). Thus the University not only seeks to prepare students for lifelong learning but also accepts people who already have rich and diverse experiences as learners and accompanies them for a time on their learning journey (see Chapter 6, Luck, McConachie & Jones, this volume). By the way that CQU takes seriously its motto “*doctrina perpetua*” and engages with older students who participate in the practice of lifelong learning, the University chooses a future that other institutions will need to respond to as the population ages, and as the knowledge economy rewards learning and relearning.

The charts in Figure 3 provide a snapshot profile of the characteristics of CQU domestic students in 2004.

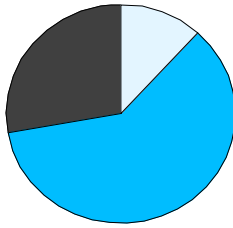
This profile of the “average” domestic CQU student may be compared with 20% of students who were assessed as being at risk of withdrawing from their studies and were chosen to be interviewed by CQU Student Services, a Division of Staff and Student Services, to investigate their needs for support. For these students:

- 73% were enrolled as distance/flex students
 - 80% had paid employment
 - 36% worked between 40 and 60 hours/week
 - 69% failed all the courses they undertook
 - 65% reported that life and other commitments interfere with study.
- (Central Queensland University, 2005c)

The diversity of CQU international students is greater than the diversity of its domestic students. International students present academics with a challenging diversity of cultures, languages and experiences that make a strong case for a review of traditional university pedagogy (see Chapter 4, Alcock and Alcock, this volume). Table 2 provides a glimpse of the diversity of international students in Australia today.

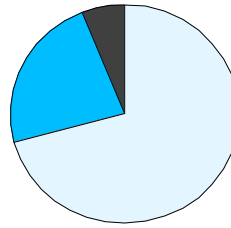
Socio-economic Status of Students

Low, 26%
Medium, 57%
High, 11%



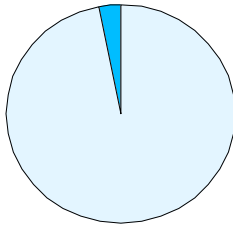
Location of Students

Isolated, 6%
Urban, 23%
Rural, 71%



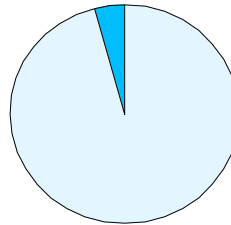
Indigenous Students

Indigenous, 3%
Non-Indigenous, 97%



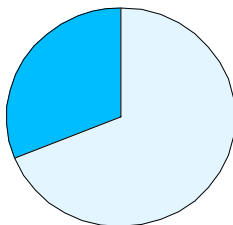
English-Speaking Background

NESB, 4%
English, 96%



Full-time Domestic Student Income

More than \$10,000pa, 31%
Less than \$10,000pa, 69%



Part-time Domestic Student Income

Less than \$20,000pa, 37%
More than \$20,000pa, 63%

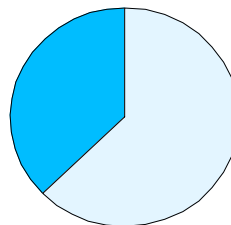


Figure 3: CQU domestic students—2004

(Central Queensland University, 2004b, Student Demographic Profile—2004)

Table 2: Top 15 source markets, Semester 1 2003 vs. 2004 (full onshore degree students only)

(IDP, 2004)

Source country	2003 Semester 1	2004 Semester 1	Growth %
China	15,364	21,654	41
Malaysia	12,336	12,687	3
India	7,460	10,967	47
Hong Kong	9,339	10,285	10
Indonesia	9,256	8,721	–6
Singapore	9,118	8,549	–6
Thailand	4,268	4,262	0
South Korea	3,015	3,259	8
Taiwan	2,895	2,952	2
Norway	3,137	2,810	–10

Japan	2,327	2,482	7
Bangladesh	1,752	2,232	27
Vietnam	1,970	2,063	5
Canada	1,508	1,828	21
USA	1,761	1,734	-2
Total	106,129	118,040	11

In 2004, CQU enrolled students from a total of 108 countries. Table 3 shows the main source countries for CQU international students studying in Australia and at overseas campuses.

Table 3: Source countries and number of CQU international enrolments for countries with more than 100 enrolments in 2004 (10,641 total international enrolments)

(Central Queensland University, 2004b, International Students by Country of Origin-2004 Full Year)

Source country	2004 enrolments	Source country	2004 enrolments
India	2539	South Korea	364
China (excluding Hong Kong)	1585	Pakistan	196
Bangladesh	817	Nepal	181
Hong Kong	641	Sri Lanka	180
Singapore	606	Vietnam	150
Indonesia	598	Japan	138
Fiji	574	Malaysia	120
Taiwan	559	USA	105
Thailand	470		

The complex mix of cultures at CQU's Australian International campuses is difficult to summarise. However, the characteristics age and gender are readily available for both domestic and international students. Table 4 compares these characteristics.

Table 4: Age and gender composition of CQU domestic and international students in 2004.

(Central Queensland University, 2004b, Domestic Students by Age by Gender 2004-Full Year, and International Students by Age by Gender-2004 Full Year)

	Domestic students	International students
Older than 24 years	45%	38%
Female	58%	33%

Modes of study

Having provided an outline of campuses, programs of study and students above, the following section describes the modes of delivery and modes of study at CQU. Table 5 shows the modes of study and attendance chosen by domestic students. International students who must undertake full-time, on-campus programs of study to meet study visa requirements do not have these choices.

Table 5: Enrolment by attendance and mode of study for domestic and international students—2004

(Central Queensland University, 2004b. NOTE: Because domestic students may study internally in some terms and externally in others, and because they may study some courses internally and others externally in the same term, the sum of table rows exceeds the total shown.)

2004 enrolments by mode and attendance	Domestic Students	International Students	Total Students
Internal full-time	2674	10641	13315
Internal part-time	2782	0	2782
External full-time	3471	0	3471
External part-time	5213	0	5213
Total 2004 enrolments	12,021	10,641	22,662

By developing an open approach to the use of distance education resources, CQU not only offers isolated students access to education but also provides on-campus students with a choice of study modes and access to quality learning resources. Because of this, each year a large proportion of students (approximately three-quarters of domestic students) takes some or all their courses in the external mode.

The pressures of life and work and personal learning preferences lead many students to choose combinations of on- and off-campus study and of full-time and part-time attendance modes. This high demand for the distance mode of study is the result of flexible learning policies that seek to provide students with the kind of flexible approaches to study that they require to meet family, work and life commitments (Central Queensland University, 1999). The University once restricted distance education

to students who lived some distance from campus. Now it allows internal, on-campus students to choose to study courses externally. Such students are described as multi-mode students, and students enrolling in courses externally are now described as Flex enrolments.

Online learning has developed as another layer in this pattern of mode of study and mode of attendance. All students can enrol online, and can obtain from the University website information about requirements of all courses, information like course coordinator contact details, description of texts and other resources, study topics, assessment requirements, the assignment questions and deadlines for assignments and other required activities. Some courses go further, providing internal and external students with online study guides and learning resources, and some online courses use the technology to engage students in online discussion, tutorials and collaborative activities. Because not all distance education students have access to fast, reliable and economical access to the Internet, most distance education courses with online resources are also provided to students as traditional, paper-based distance education packages which may be supported by email and/or telephone interaction and/or by engagement in residential activities.

Work Integrated Learning (WIL) involves placing students in the workplace for significant periods of structured learning as an integral part of their study program. There are a number of forms of WIL in various CQU professional study programs, including cooperative learning, clinical practice and practicum.

Pedagogical innovations

While CQU can be described as a complex, multi-campus, multi-mode institution serving similar numbers of international and domestic students, and providing domestic students with flexible study options (face-to-face, distance education and/or online study), such a description is reductionist: it concentrates attention on the various parts of the “elephant” but fails to describe the University holistically, as students experience it. The following paragraphs briefly introduce some CQU programs of study and the pedagogical learning environments that frame students’ experience of study in the program.

Whereas most engineering programs at other universities involve work experience that takes place during vacation periods, the CQU Bachelor of Engineering (Co-op) program, introduced in 1994, involves two full-time, paid work placements during term which can provide up to 18 months’ work experience before graduation. The Co-op program has incorporated an innovative curriculum that prepares students for both their work placements and professional practice by incorporating a Diploma of Professional Practice award which provides formal preparation for Co-op placement and reflective debriefing following each placement, and by using a project-based learning approach in which half the course credits engage students in major projects in each term (Howard & Jorgensen, 2005). The success of the program and its effectiveness in preparing students are indicated by employers offering 150 co-op placements for 95 students in the program in 2005 (Devenish, 2006).

The Bachelor of Learning Management was introduced in 2001, a response to national and international debate about the efficacy of traditional pre-service teacher education. The program is designed to focus on developing teaching practice skills and to produce graduates who are capable of operating effectively in the school system and preparing their students for life in the knowledge economy. The program emphasises teachers’ procedural knowledge and theories of instruction over theories of learning. It is structured around four domains of teaching practice: Futures, Networks and Partnerships, Pedagogy and Essential Professional Knowledge. Chapter 2 (Walker-Gibbs, Grainger and Baker) and Chapter 5 (Cleary and Moriarty) describe this program and its effectiveness in more detail.

The Skills for Tertiary Education Preparatory Studies (STEPS) program has been offered for 20 years and has grown to assist yearly over 420 adult learners on the Central Queensland campuses of Rockhampton, Gladstone, Mackay, Bundaberg and Emerald as well as distance education students (see Chapter 9, Willans, McIntosh, Seary and Simpson, this volume). STEPS is recognised nationally as a benchmark preparatory program from which 80% of students proceed to tertiary studies, and then follow their chosen undergraduate study program to show a retention rate that is 25% better than that for direct entry students (Doyle, 2006, p. 37). An important aspect of the program philosophy focuses on the needs of learners, particularly on developing their personal sense that they are capable of university study, and that they understand, value and can learn effectively in the academic culture of the University.

To this point, this description of CQU has provided a “snapshot” of the institution as it is, describing its campuses, programs of study, students, modes of study and some pedagogical innovations. The following paragraphs provide a context of a different kind—a short history.

The institution emerged from the vision and action, particularly in the 1960s, of local leaders such as James Goldston, Central Division Manager of Queensland Railways, and Rex Pilbeam, Mayor of Rockhampton, who understood that the future of their community lay in developing the identity and capability of its people, and that local participation in higher education would increase with a local university presence (Cryle, 1992, p. 3). From these early years, the story of CQU has been a story of innovation promoted and change brokered by both individuals in the community and the organisation in its strategic deliberations and initiatives. As a relatively recent and regional institution, its life has been a struggle to draw resources from centres of government and industry (Cryle, 1992).

The events shown in the timeline in Table 6 highlight the capacity of individuals within the institution to construct preferred futures for themselves and for the University and to seek out those futures actively. Table 6 is also the product of strategic decisions made by the University. Accordingly it shows a steady flow of initiatives—a university that brokers change, creates its own innovative futures and deals with the challenges of marginalisation.

Table 6: Central Queensland University as a broker of change 1967–2005

(Table compiled from personal records and notes prepared by Fons Nouwens.)

Year	Event
1967	Institution established as Queensland Institute of Technology Capricornia, as provider of vocational education to local industry
1971	Became Capricornia Institute of Advanced Education (CIAE), 213 students enrolled
1974	Bachelor of Applied Science offered, the first in Australia to be offered externally
1975	Initial development of computer-aided learning in Business school
1978	Over 1500 students enrolled
1978	External Studies Department, established to recruit distance students
1980	CIAE offered nine award programs (Science and Business) to 831 distance education students
1980	Gladstone distance education Study Centre upgraded, face-to-face part-time courses offered there
1982	Department of External and Continuing Education set up to provide support for distance education teaching staff and students
1983	External enrolments exceeded internal enrolments for the first time
1985	Aboriginal Education Unit established, now known as Nulloo Yumbah
1986	Tutored Video Instruction was first trialled in Business with a group of students in Gladstone
1986	Government introduces Full Fee-Paying Overseas Student program
1987	Mackay campus formally established
1988	Gladstone campus and Bundaberg campus formally established
1989	Emerald campus formally established
1989	The formal use and evaluation of email support for students began in a Telecom Australia project using the Keylink system
1989	CIAE designated as one of only eight distance education centres in Australia
1990	Became the University College of Central Queensland
1990	Enrolled 5956 students, including 3916 distance education students

1990	Connection to AARNET (Australian Academic Research Network) for Internet access
1991	Began PictureTel videoconference trials funded by a National Priority Reserve Fund grant
1992	University of Central Queensland (proclaimed 6 September 1991)
1993	Instructional Technology Unit established to develop CQU and commercial learning resources
1994	Establishment of the first Australian International campus in Sydney
1994	Establishment of the first overseas operation in Singapore with Altron partner
1995	Introduction of Xerox Docutech printing and digital distributed printing of study materials to other campuses
1996	Establishment of the Australian International campus in Melbourne
1996	International Language Centre established in Rockhampton to provide support for international students

1996	First fully online courses offered
1997	Full implementation of Interactive System-wide Learning (ISL) videoconferencing system to support interactive teaching between all Central Queensland campuses
1997	Faculty of Informatics and Communication established a web development team to develop a web-based information system
1997	Initial proposal to review distance education and flexible delivery in the light of developments in technology and internationalisation
1998	Establishment of the Australian International campus in Brisbane and the International campus in Fiji
1998	Decision to move from two semesters to a four-term year
1998	Project initiated to design and develop first postgraduate courses for web delivery (Faculty of Business and Law and Division of Distance and Continuing Education)
1998	Toolkit CD-ROM trial to provide Faculty of Informatics and Communication distance education and on-campus students with copies of all faculty course profiles and licensed software required for study
1999	'Project Room' set up to support development of online courses, nine courses developed

1999	Initial investigation of learning management systems led to choice of WebCT for major trial
1999	Publication of <i>Review of distance education and flexible learning "The Foresight Saga"</i> (Green Paper) prepared for Professor Lauchlan Chipman, Vice-Chancellor and President
1999	Online Learning Task Force established and produced <i>CQU Online</i> (Yellow Paper)
2000	Establishment of the Australian International campus at the Gold Coast
2002	231 courses provide online course resources and/or support
2002	Evaluation of WebCT trial
2003	Establishment of campus at Chengdu, China with Hartford partner
2003	Decision to adopt Blackboard and move courses in WebCT to Blackboard for 2004
2005	Introduction of videostreaming to provide students with access to recorded lectures
2005	Student Journey Project, to identify, track and provide support for students most likely not to progress in their studies

Table 6 demonstrates the readiness of the University and its staff to embrace change—to be an agile institution. Possibly its distance from the centres of influence encourages such agility, but a capacity to construct preferred futures enhances one's capacity to continue on this path. The story of CQU demonstrates this well. Early adoption of distance education, by successfully offering the first distance education program in applied science in Australia, was the seed of an institutional journey that led to the development of regional study centres (some of these became Central Queensland campuses), and the infrastructure, educational processes and administrative procedures developed to service these campuses provided the organisational capability required to develop the Australian International campuses with a commercial partner.

A similar pattern of development can be traced from the initial print-based distance education initiatives and the use of these resources to support tutored instruction on other campuses to the development of information and communication technologies to support and supplement administration, learning and teaching (using email, computer-assisted learning, videoconferencing, multimedia, web-based delivery and support). The skills that staff originally developed to provide and support traditional, print-based distance education services provided

intellectual capital that has been reinvested in applying new learning and teaching technologies to more complex ways of being a higher education institution.

Organising and Writing the Book

This book is an initiative of the Learning, Evaluation, Innovation and Development (LEID) Centre, part of the Division of Teaching and Learning Services (DTLS) at CQU. The LEID Centre was established in October 2003 in response to CQU's Management Plan for Teaching and Learning, 2003–2007 and was charged with “providing a focus for reflective practice and a resource for teaching & learning research and publication” (Learning, Evaluation, Innovation and Development Centre, 2004, p. 2). The articulation with the scholarship of university learning and teaching was evident in the Centre's requirement “... to develop an organisational climate which encourages and supports:

- flexibility and choice for students in how they learn
- adoption of innovative approaches to learning and teaching
- development of quality teaching
- research on learning and teaching”. (Learning, Evaluation, Innovation and Development Centre, 2004, p. 2)

As a means of helping to develop this climate, the LEID Centre identified and enacted four processes:

- learning and evaluation
- [the development of] graduate attributes [and related policies]
- [the development of] educational technologies [and related policies]
- researching and publishing.

four values:

- leadership
- empowerment
- integrity
- diversity.

and three core activities:

- policies
- projects
- publications. (Learning, Evaluation, Innovation and Development Centre, 2004, p. 2)

Parallel with these processes, values and activities were four conceptual themes:

- brokering change
- expanding learning
- promoting innovation
- transforming marginalisation. (Learning, Evaluation, Innovation and Development Centre, 2004, p. 2)

These conceptual themes reflected the respective theoretical and methodological interests of the four full-time academic team members of the Centre and were intended to provide an inclusive and generative framework for the development of mutually beneficial and productive conversations and reflections with CQU staff members around learning and teaching at the University.

Some of those conversations and reflections have been taken up in *Studies in Learning, Evaluation, Innovation and Development* (<http://www.sleid.cqu.edu.au>), an online, international, refereed journal established jointly by the LEID Centre, DTLS and Mr David Jones from the then Faculty of Informatics and Communication. Launched on 28 October 2004 by CQU's Vice-Chancellor and President, Professor John Rickard, the journal at the time of writing has published Volume 3 Number 2 (October 2006) and is continuing to gain national and international recognition as a site for scholarly discussion of learning and teaching, both in universities and in other sectors.

Encouraged by the success of the journal, LEID Centre full-time team members, in concert with the Director of DTLS (the five editors of this publication) saw a book based on learning and teaching at CQU as simultaneously an appropriate outcome of the Centre's activities and a mapping and recognition of the diverse and multiple enactments of educational “best practice” in a young, dynamic and growing institution. They conceived the book also as a foundation for ongoing resonance and

dialogue with other universities in Australia and internationally, all of which are engaged with equivalent challenges and opportunities associated with ensuring that learning and teaching are as effective, efficient and equitable as possible in a context of reduced public funding but increased public accountability and surveillance.

Having written a preliminary proposal for the book, the editors conducted a briefing session with potential contributors on 25 February 2005, as part of the 3rd CQU learning and teaching showcase (like the LEID Centre, hosted by DTLS). Intending authors were asked to write chapter abstracts that could be included in the full proposal, which was then submitted to the publisher for confirmation. Each chapter was reviewed and detailed suggestions were made by the respective section editor and Ms Jackie Lublin, and the chapter was revised in the light of that rigorous feedback as well as each author's reflection on the previous text. The decision was taken to use the Centre's conceptual themes (with the exception of expanding learning, which might form the basis of a subsequent publication) as the structural basis of the book's sections; the intention in doing so was to provide enhanced consistency across a smaller number of chapters and yet also to highlight the links among the sections and hence to maximise both the diversity and the coherence of the topics covered in the text.

Accordingly Section One of *Doctrina Perpetua* (edited by Bobby Harreveld) contains three chapters concerned with different dimensions of brokering change and constructing preferred futures: the first focuses on issues in learning and teaching Futures Studies; the second engages with the complexity of moving from preferred to actual futures; and the third deals with the changing face of individual music study. Section Two (edited by Jo Luck) presents three chapters centred on promoting innovation, as manifested in teaching generic skills, pre-service teachers' practical experiences and CQU's Student Learning Journey Project. Finally, in Section Three (edited by Patrick Alan Danaher), six chapters explore diverse examples of transforming marginalisation at CQU: thinking locally while acting globally; CQU's Aboriginal and Torres Strait Islander Tertiary Entry Program; CQU's Skills for Tertiary Education Preparatory Studies Program; distance education; international education; and student attrition and retention. The book concludes with a respondent's text written by Professor Michael Singh, a former associate professor in the then Faculty of Education at CQU and a renowned educational scholar with particular interests in university learning and teaching, and by Dr Loshini Naidoo, his colleague at the University of Western Sydney.

At one level, *Doctrina Perpetua* is focused on distinctive, even unique, features of learning and teaching at a single university. Certainly the common assumption of the editors and authors alike is that there are sufficient examples of carefully theorised, rigorously designed and implemented and reflexively examined best practice at CQU to warrant publication of a book devoted to that subject matter. As universities grow in complexity and significance, and as their *raison d'être* in the contemporary world of the early 21st century is appropriately subjected to ongoing interrogation and scrutiny, conceptually rich and methodologically grounded accounts of current practice in individual institutions as well as across such sites are important and relevant.

At another level and by focusing on developments at one university, the book shows how universities generally are responding productively to needs and pressures to provide access, improve quality and operate more efficiently. It helps to articulate for the public and for universities themselves concrete differences between the traditional, elite institutions representative of universities at the beginning of the 20th century and the universities that are emerging in the 21st century.

At yet another and much broader level, we believe that there is a great deal of material here to interest policy-makers, practitioners and researchers in learning and teaching in other universities in Australia and internationally. The range of issues canvassed in these chapters—from creating futures and specialist pedagogy to generic skills and professional experience to preparatory programs and distance and international education—is of immediate and continuing concern to most if not all contemporary universities. We contend also that the conceptual themes that frame the chapters constitute powerful foci for engagement with other scholars researching learning and teaching: brokering change, promoting learning and transforming marginalisation are at once localised in their enactments at CQU and globalised in their articulation with other institutions of higher education. Certainly these chapters and conceptual themes help to make up part of the solid substructure that underpins *doctrina perpetua*—at CQU and elsewhere.

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