

# **The Transformed University**

**Professor John Rickard  
Vice Chancellor  
Central Queensland University**

The tertiary education sector is transforming. Our stakeholder students, communities and industries now have sophisticated expectations regarding acceptable personal and professional outcomes. The funding base is altering beyond recognition. The sector itself is globalised with a diverse range of instantaneous communication capabilities.

Yet present 'expert' discussions dealing with the impact of the changing environment are predicated on a traditional vision of academe. Certainly any suggestion that universities themselves might need to transform is absent. Public debate presupposes a future that conforms to the patterns of past organisational behaviour and so present rhetoric cannot adequately engage with universities that move towards transformational response to sector challenges. There appears to be little thought given to the possibility that transformed universities could, and probably will, significantly challenge the status quo and establish a new understanding of the term 'university'. Yet transformational change itself alters 'market' dynamics and will certainly impact the accepted traditional ideal of what constitutes quality academe.

Within this change environment CQU is transforming itself through repositioning its academic research and teaching identity and capability. It is challenging the teaching/research dichotomy and embracing both commercial and public aspirations. CQU recognises that the future is not constrained by the presently debated either/or (commercial teaching or high status research) scenarios but rather by organisational capacity to provide value-adding, quality teaching and research outcomes to meet market, community and stakeholder expectations.

In line with the colloquium aim to share experiences in encouraging and managing transformational change the author will outline how he is developing

- Strategic rubrics;
- Executive and organisational structures;
- Management systems;
- Financial measures; and
- Collaborative partnerships and relationship building models;

to embed a transformed academic culture within CQU.

[http://www.backingaustraliasfuture.gov.au/policy\\_paper/contents.htm](http://www.backingaustraliasfuture.gov.au/policy_paper/contents.htm)

[http://www.dest.gov.au/sectors/higher\\_education/policy\\_issues\\_reviews/reviews/building\\_diversity/building\\_university\\_diversity.htm](http://www.dest.gov.au/sectors/higher_education/policy_issues_reviews/reviews/building_diversity/building_university_diversity.htm)