



CHARLES TELFAIR
INSTITUTE



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CTI Chronicles

Emerging Trends and Challenges in Tertiary Education

As the Charles Telfair Institute enters the final phase of its maturation process towards becoming Charles Telfair University or CTU, a few of its senior staff met in April of this year to explore the implications of this transformation and establish a coherent strategy.

International trends

We began these meetings by acknowledging that worldwide, universities face formidable challenges. One report from Deloitte Canada in particular was used to highlight the following ten pressing issues:

1. Funding quandary.

On the one hand, access to funds is dropping in almost every country as we struggle with the current economic recession. On the other hand, costs are rising and keep rising. How do universities cope with this quandary?

2. Intensifying rivalry.

Most second- or third-tier universities face a singular struggle: that of attracting local and international students in the face of mounting competition. How will universities without a solid Ivy League, Grande École or Russell Group cope successfully with this escalating rivalry?

3. Changing priorities.

In this world of constant change, how do universities cope with the shifting priorities resulting from evolving student needs, budgeting constraints, falling demand, organizational fragmentation and decentralization?



4. Technology.

As technology evolves at the speed of light, how do universities upgrade both their knowl-

edge base and access it in order to service adequately their student population made up of increasingly sophisticated and demanding customers?

5. Optimizing infrastructure.

As universities feel the worldwide economic pinch, how do they maintain a balance between constant customer demand for more and better facilities, and rising operating and maintenance costs?

6. Programmes that deliver results.

As distinctions between academia and vocational training become blurred and the need for a career-ready graduate intensifies, how will universities cope with the competition from vocational training suppliers?

7. Attracting and retaining talented faculty.

How do universities recruit and retain top

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Foundation Course: Making Tertiary Education Accessible

Foundation courses have used up a lot of ink recently in the local press. Despite the fear that they will lower the standards of a university education, our experience shows that if run professionally and competently, they can in fact help to raise the standard of university graduates.

Editorial

talent as they struggle with the implications of an aging academic population, low retirement rates and competition from other institutions?

8. Going green.

Universities are generally not faring well worldwide on sustainability practices such as reducing carbon emissions, improving energy efficiency, and moving towards green practices. How will the majority attempt to demonstrate and account for better environmental performance?

9. Education for all.

In the light of current cost-cutting measures, how do universities reach out to those students who cannot afford the fees, live in remote communities, or are members of disenfranchised ethnic groups?

10. Better disclosure.

As the international market meltdown gathers strength and cuts across frontiers, it is clear that tighter controls to ensure ethical standards and practices will become the norm. Throughout the world, governments will flex their regulatory muscles to ensure funding accountability, above-board accreditation practices and the protection of their foreign students. How will universities ensure a higher degree of transparency accompanied by better disclosure?

CTI's own challenges

In the midst of these pressing issues, CTI faces some unique challenges as it carves its way along the path to becoming this nation's first private university. The workgroup identified the following challenges for the future CTU.

1. A new vision.

As CTI progresses to full university status, it is clear that first and foremost, its dependency of the last 14 years on its 'big brothers' of Australian, British or South African origins will soon have to become something of the past. Our ultimate future as CTU would not only depend on our ability to stand on our own two feet, but to face head-on the worldwide issues highlighted above.

2. New academic pursuits

To survive in its new status, CTU will have to contribute to society through the pursuit of education, learning, and research at the highest international

levels.

3. Solid academic base

From its original base of a few accounting and IT trainers some 14 years ago, CTI has grown to reach its current strength of 32 full-time and 21 part-time academics, all of whom now hold at least a Master's degree. It is clear that this is a beginning and that much consolidation lies ahead as CTU becomes a reality.

4. Customer-focused delivery

More than ever, CTI's customer will speak with the authority of a monarch. The days of a top-down approach embedded into a 'We know best for you' principle are gone. Increasingly, university customers (once known as students) no longer wish to sit in rows looking at one PowerPoint slide after another. They want to engage in the learning process, not only benefiting from the knowledge being shared, but also internalizing it so that this knowledge becomes meaningful and alive.

CTU will ensure that our students really are at the heart of our approach to teaching and learning by excelling in our practices and competing successfully on the world stage.

5. Sound Governance

More than ever, sound governance in areas such as curriculum development, delivery and evaluation, staff management (recruitment, promotion, tenure, dismissal, etc.), and student life on campus will need to adopt a critical and urgent importance.

6. A Passion for Technology

In a world where distance and physical boundaries have been swept aside through the mere clicks of a mouse, CTU will have to expand even more significantly its existing high-class image of technological sophistication. The latest technology will have to be ruthlessly pursued and harnessed and yes, money will have to be spent where it is needed in order to ensure this is made possible.

7. Shareholder enhancement

CTI has a unique shareholding structure as it represents the interests of this country's top 15 firms. From Day One, our mission as an academic institution has been clear: to contribute significantly to the enhancement of the knowledge and skills of our stakehold-

Highlighted in this issue, are the formidable challenges which universities face on a worldwide scale. We use as base an excellent report by Deloitte Canada which highlights ten such challenges, ranging from having to support themselves financially to the promotion of ethical standards and practices, and conclude by reflecting on our own set of issues as this country's first private academic institution. The road we've travelled during the past eleven years has been long and tortuous and what lies ahead of us appears even more tricky. But we are confident that we will get there.

In this same issue, we also highlight our academic partner's new approach to teaching and learning (*Curtin Converged*) and ponder briefly on how it will change the way we do business at CTI.

The Editorial Team

ers – no mean goal when one considers the complexities involved. We already produce graduates with relevant and up-to-date knowledge and skills, ranking them highest on the employability scale and we must continue to do so as CTU.

8. A responsibility towards the country

At the end of the day, CTU will have a responsibility towards the country as a whole. As a modern university it will have to do its share in creating, debating and developing new and innovative ideas and practices and in so doing, drive development at the personal, economic, social and cultural level. This will be a formidable challenge.

Jamil Salmi, the former head of Tertiary Education at the World Bank, once wrote that academic excellence is like a good wine, one that requires careful nurturing and a long maturation period. There is no reason why CTU cannot achieve this if, over time, our customers and our staff alike, embrace the process of learning as one which is lifelong and dynamic, constantly evolving to adapt to the changes around us both at regional and international levels. The journey may be a long one but we have embarked upon it already and we can see our way clearly ahead.

Commonly defined as an alternative pathway to a degree, the Foundation concept has brought out strong emotions recently. Those in favour claim that it gives a second chance to many students and those against feel that it will foster the wrong attitude in our young people who will see it as an easy way out.

Critics of Foundation Courses often hold certain erroneous assumptions. They believe for example, that all Foundation courses are the same, that they are a soft option for students who have not worked well at Secondary school and, that they serve the interests of the tertiary sector

who are only interested in raising their admission numbers.

Our experience at CTI indicates that those joining our Foundation programme do so often because they have been wrongly counselled and have thus made the wrong choice of subject combination at HSC level. It may also happen that alternatively, they have not had the social maturity to understand the importance of their examinations when they sat them.

The Curtin Foundation Programme run by CTI is a demanding course, only accessible to students who have completed their

HSC. In addition to the ten hours per week of English classes, students are able to choose from a variety of modules ranging from Humanities to Design, Mathematics or Commerce, depending upon the subjects they have sat at HSC and also upon the degree they wish to undertake eventually.

Results to date are most encouraging. Not only do our Foundation students perform well once underway in their degree, but they often understand better the value of a tertiary qualification - having learnt the hard way that they must earn the right to it.



editorial team

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A New Approach to Teaching and Learning at CTI

Any educator will confirm that of all the challenges we face in education, there is none as daunting as pinning students' focus and keeping them engaged in the learning process. Spurred on by our academic partner's new developments in this field, we believe we have found the solution: we need to capitalize on the latest advances made this century, in modern communication and technology.

To find out more, **Chronicles met with our Head of Faculty of IT, Design & Internet Studies, Vikash Rowtho.**

Q: What exactly are you trying to achieve?

Current research on the impact that emerging technologies will have on teaching and learning practices over the next five years, indicate clearly that unless we move into an *alternative* mode of engaging the learner and focusing his or her attention on discernible outcomes, we will not succeed in capturing and maintaining his or her interest.

Q: What's wrong with the existing mode?

Relying only on the traditional lecturing approach can no longer suffice. With advances in technology, it is clear that learning becomes a far more powerful endeavor when it *combines* different methods of delivery more adapted to the lifestyle of one's students.

Q: What are you proposing instead?

A model based on our academic partner's approach, Curtin University. Known as *Curtin Converged*, this new teaching and learning model was released in January of this

year by Professor Jill Downie, Deputy Vice-Chancellor, Education, at Curtin University. It aims at ensuring that in future, teaching can take place anywhere, anytime, and by means of any device. To safeguard student and employer satisfaction, it proposes to start with the identification of desired learning outcomes for both students and their future employers, and then follow this up by offering a variety of corresponding experiences and relevant content which will enable students to achieve the identified outcomes.

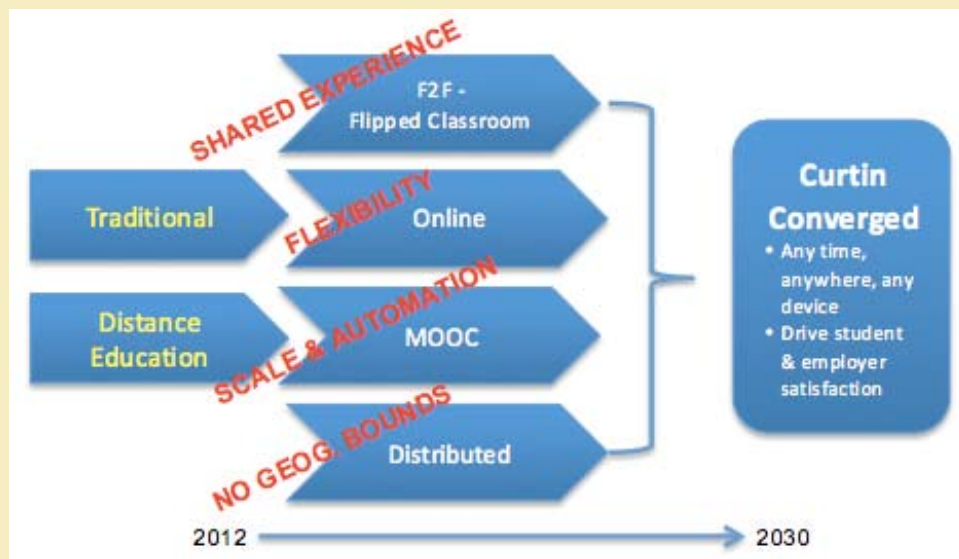
Q: In what way do you foresee the student academic experience changing?

Significantly, I believe. Already at CTI, we have managed to replace traditional lectures with more learner-centered approaches, commonly known as the "flipped classroom". Students are able to access and study i-lectures, Prezi presentations and You-tube videos of real-life scenarios prior to attending on-campus workshops where they can then engage in group discussions and debates. Similarly, we are replacing our traditional paper-based learning material with enriched digital, on-line learning experiences where students can connect with their lecturers and classmates even when they are off-campus.

Q: Sounds exciting.

Do you apprehend any difficulties in its implementation?

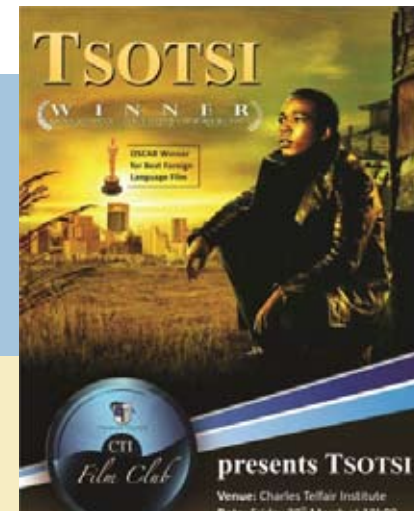
We are all thrilled by the continued ambitious and proactive approach from Curtin. We realize though that this can only work with the efforts of our staff and students and of course, with the investment from CTI Management and shareholders.



Overview of Curtin Converged Model

CTI Launches a CineClub

The Faculty of Education, Communication and Language Studies launched a CineClub at CTI in March of this year. The purpose behind the CineClub is to provide a forum for the viewing, enjoyment and discussion of films for our students as well as for members of the public. The last Friday of every month will be the allocated time for this activity and in order to allow members of the public to attend, the programme will begin at 7 pm.



The CineClub's first show, on Friday 29 March, was a resounding success. "Despite the short notice," commented Soraya Sayed Hassen, Head of Faculty of Education, Communication and Language Studies, "we had an audience of 35 people made up of individuals of all ages and occupations who turned up to watch the award-winning *Tsotsi* (2005). Mr Ivan Vosloo, the First Secretary (Political) at the South African High Commission in Mauritius introduced the film and led the discussion which followed the viewing."

Chronicles understands that the feedback from the audience was that they rarely have the exposure to films which are not mainstream commercial successes and would therefore like more opportunities to watch such films. They also appreciated the insights provided by both Mr Vosloo and our student presenter, Shivesh Lutchmeenaraidoo and welcomed the opportunity to listen to and join in a live debate about the film.

The film club will be advertising its monthly movie through the CTI website and Facebook page.



Project with Centre de Solidarité

After 25 years spent helping those wishing to overcome their dependence on alcohol and/or drugs, the *Centre de Solidarité - Pour Une Nouvelle Vie* is celebrating its anniversary this year by asking CTI to help put together a commemorative magazine.

A group of our students, registered on the BA Mass Communication degree, has volunteered to work on this project. Under the guidance of the Head of the Faculty of Education, Communication and Language Studies, Mrs Soraya Sayed Hassen, these students have met with the Administrative Manager of the Centre, Mr Eddy Jaymangal, and formulated a plan of action.

"This project will allow our students to have the direct experience of working as an editorial team on a live project," explains Mrs Sayed Hassen. "Not only will they be responsible for the contents but will help plan the layout and look of the finished product."

Chronicles understands that the magazine will be ready for distribution by 18 October 2013.



A Formidable Challenge

Two full graduations over two days involving 396 graduands, 790 parents and relatives, 32 corporate guests, 82 staff members, 245 parked cars, and a splendid marquee.

This was the formidable challenge CTI faced as it took the decision, for the first time in its history, to hold its annual graduation on its campus in Moka. The photos below tell the story.



We Train Students to Become Top Traders

How should academic institutions react as Derivatives Trading becomes the norm in Mauritius? As financial liberalization takes place, Mauritian firms will be increasingly looking for gains through speculative trading or through arbitrage. What would be the implications for institutions like CTI?

“Derivatives trading in Mauritius is regulated by the Financial Services Commission,” points out Dr. Karlo Jouan, Head of Accounting, Finance and Law. “While ensuring that our students get the technical expertise to deal with the changing environment, we also have the moral duty to ensure that they learn to do the right thing and avoid the type of blunders that took place in 1995 when Nick Leeson, a trader at Barings Bank, was sent to jail following his spearheading of a massive international financial scandal with the use of derivatives.”

Dr Karlo Jouan goes on: “We want our students to be in touch with how derivatives trading is progressing in Mauritius. A few weeks back a workshop was organized at CTI, led by people from Global Board of Trade (GBOT). Soon, some of our students will visit the GBOT trading room and meet with their brokers.” Rajiv Nathoo, Lecturer at CTI also commented: “We’ve also encouraged our students to participate in the annual Trade Mogul competition organized by the GHF Futures Ltd. This international company employs traders in different countries, including Mauritius, to invest in derivatives products with a view to making speculative gains.”

Chronicles understands that this international competition is about the trading of derivatives based on computer simulation over several weeks. Throughout the world, teams will compete each other in order to achieve the highest profit. During the last two years, the top Mauritian participant has been from CTI.



Attracting International Students

International students. Our Government is adamant that to become a knowledge hub, this country will have to attract large numbers of foreign students as well as several international institutions. The Ministry of Tertiary Education is on record for having stated that by 2020, it wishes to have no fewer than 50,000 foreign students studying in Mauritius. What are the implications?

On the positive side, some progress has been made. Five years down the track, Mauritius has attracted around 1 800 foreign students and has a growing number of international academic partnerships including both Branch Campuses and Franchises. It is acknowledged that the island does indeed provide a unique learning environment in that it offers idyllic surroundings, is relatively affordable and multicultural, and it is safe.

On the negative side, this progress is rather subdued. The numbers are small, we lack the pulling presence of top-of-the-range international universities such as an Oxford or Harvard or



INSEAD, our academic throughput is limited in terms of research and teaching excellence, and our various campuses have limited resources and facilities. The obstacles are well-known:

lack of a critical population mass, lack of track record as a knowledge hub, limited financial resources, limited academic resources and shoddy places of entertainment designed to

facilitate student integration.

Despite these obstacles, we at CTI persevere in our attempts to attract a significant number of international students. We are doing this in a variety of ways which include capitalizing on the overseas presence of our 15 shareholders, launching various joint ventures with our Australian partners, appointing overseas recruiting agents, attending and sponsoring various international student fairs, and capitalizing on our social media.

Will we succeed? Only time will tell. The challenge is enormous.

Diploma of Interior Design and Decoration

The portfolio of courses offered by Charles Telfair Institute has further increased with the launch of the Diploma of Interior Design and Decoration course at the beginning of this year.

In partnership with the Perth-based Central Institute of Technology, CTI now offers the Diploma to those interested in pursuing their studies further. At the Diploma level, students will become involved in a number of projects which will enable them to design residential and commercial interiors, decorate for events, and work on restoration projects. They will also learn how to work with suppliers and specify finishes, soft and hard materials, fixtures and furniture. Finally, they will be taught how to apply CAD applications to document and illustrate their design proposals.

“The way this course has been designed is brilliant,” commented Vikash Rowtho, Head of

IT, Design & Internet Studies. “It puts a lot of emphasis on working on ‘live’ projects which is of course ideal for their future employability. One of our students, for example, is currently engaged in preparing a proposal for remodeling the CNEA Centre of the Maryse Justin Stadium.”

One of the students enrolled on the Diploma of Interior Design and Decoration course explained: “We believe that our involvement in such real-life projects is crucial for acquiring the necessary experience and skills that will make us ready for the world of work. It’s very good experience.”



Revamping our Social Media

The importance, role and influence of sound social media should never be undervalued. CTI recently revamped its efforts in this area in an attempt to boost its image and effectiveness. The initiative was a resounding success.

When it comes to marketing, the potential of social networks can never be underestimated in terms of either increase in the number of leads or downright sales. In February of this year, with a view to marketing our range of courses more effectively and connecting with our students on their territory, we revamped our Social Media presence with a brand new Facebook Page, Twitter site, and our own CTI YouTube Channel.

“The initiative was a great success,” explains Tony Eddison, Director of Business Development, “with new viewer numbers



and ‘Likes’ going through the roof. From a zero-base just a few months ago, we are today reaching an average of 25,000 viewers per week through our Facebook Page.

These are located in 20 countries across the globe - including Ghana, Nigeria, Kenya, USA, India, Malaysia and several European countries.” He elaborates further, “Our YouTube video channel comprises six videos including a professionally made video campus tour. This video alone has had 13,500 views and our Channel as a whole has been viewed almost 17,000 times from countries across the world. With time we expect to improve even further and strengthen our relationship with all those connected with CTI both inside and outside the classroom.”

The Launch of a Busy Year

The month of April saw the launch of five corporate programmes for our shareholders and clients alike. Known officially as the *Certificate in Management Development* and the *Diploma in Management and Leadership* and registered with the TEC as such, both programmes of study make up the core of CTI's corporate educational arm and are designed to develop further the managerial and leadership skills of their participants. In vogue since 2005, they provide those attending with an introduction (the Certificate) and in-depth appreciation (the Diploma) of contemporary leadership and management theories and practices.



Delegates from Harel Mallac during the launch of the 2013 Going the Extra Mile Programme



Delegates from Winner's during the launch of the 2013 Certificate in Management Development

A total of 103 delegates is scheduled to attend the 2013 courses from the following organisations:

- **Harel Mallac**
(customized version focused on soft skills)
- **Winner's**
(Certificate in Management Development)
- **MCB**
(Certificate in Management Development)
- **Blanche, Birger**
(Certificate in Management Development)
- **General Public**
(Certificate in Management Development)
- **General Public**
(Diploma in Management and Leadership)

Organiser des évènements



L'équipe du département de la communication de la MCB ainsi que les formateurs de CTI

Une formation sur la gestion de l'évènementiel a été organisée par Charles Telfair Institute pour les employés du département de Communication de la Mauritius Commercial Bank du 21 Janvier au 28 Février.

« L'objectif de cette intervention était axé sur l'apport théorique et pratique de l'organisation des évènements à la MCB, » explique Kanya Santokhee, senior marketing consultant. « Nous avons ainsi mis l'emphase sur des modules tels que Manage Projects, Manage a Budget, Develop Event Concepts, Contracts and Legal Issues, Manage Quality Customer Service, entre autres. »

L'ouverture du programme a été marquée par l'intervention de Mr Ariel Lamothe, Directeur de Impact Production, qui a parlé du marché de l'évènementiel à Maurice, le futur de cette industrie et les améliorations à être apportées en ce qu'il s'agit de l'organisation, la concrétisation et les implications d'un évènement.

Une séance de débriefing entre les participants et les formateurs de CTI, suivi par la remise des Certificats, a eu lieu le mardi 19 Mars.

Mr Christopher Boland, Harel Mallac Group's Executive Director, welcoming all delegates.

Our First-year Student Population Profile

On a yearly basis, CTI undertakes a demographic survey to help determine any emerging trends and patterns and better address our new student needs. By combining an anonymous questionnaire with focus-group explorations, we surveyed this year's 482 freshers as we sought to find out who they are, why they joined us, what they wish to study here, and what it is that they expect from us. Here are the most salient results:

Who are they?

CTI first-year students are typically single, aged between 18 and 20, have an HSC and are enrolled with us on a full-time basis. They are slightly more likely to be females, to live in Quatre-Bornes or Vacoas, and catch the bus to come to CTI. They come mostly from a middle-class family milieu and the combined income of their parents will probably average over Rs50 000 per month.

Why apply to CTI?

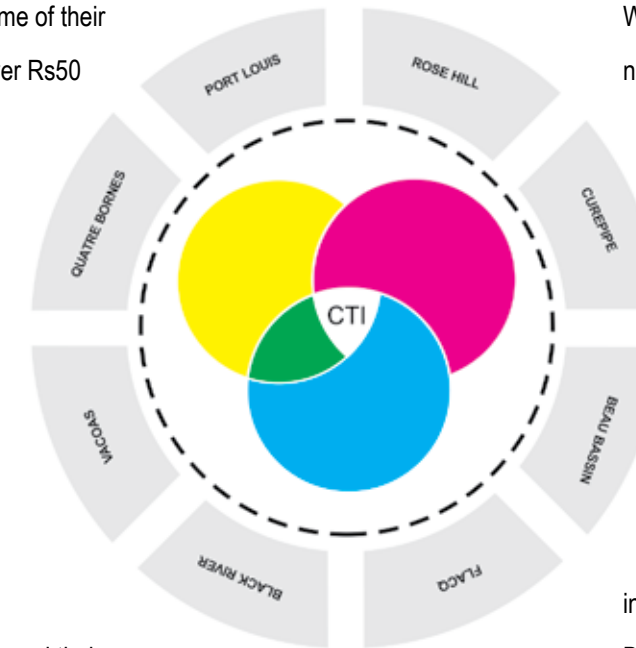
When asked what prompted them to seek admission at CTI, 65% of new students stated that they already have relatives and friends studying at CTI who recommended the Institute.

When asked which factors influenced their final decision, freshers replied

- Our association with Curtin University and consequently, the fact that
- our awards are internationally recognized
- We have a hi-tech campus rated as the best on the island
- A good range of programmes.

Perceptions thus far?

The vast majority of students said that they feel part of a vibrant academic community. They commented favourably on the fact that their lecturers are mostly trained overseas and are proficient in their fields. They also appreciate the fact that lectures



are generally well-organised and run smoothly, and that the library has an adequate stock of material supplemented with on-line access to Curtin's vast library in Perth. On the downside, freshers expressed the hope for more social and sporting events and a wider choice of food in the student canteen. [The reader is to note that this survey was conducted in the early part of the year, prior to the appointment of

our Events Manager and the opening of our second canteen]. In general, over 90% of freshers indicated they were satisfied with their experiences to date and concluded that they would recommend CTI to other students who are thinking of applying here.

After CTI?

When asked what career they were planning to follow once their studies completed, the majority (71%) replied that they were aspiring to a career as an entrepreneur or manager. 53% of those currently enrolled for a Diploma replied that they would wish to continue their studies from diploma through to degree.

"The survey's results are most interesting," commented Tony Eddison, Director of Business Development. "We now need to draw up the relevant strategies to address the various concerns raised so that the appropriate actions can be taken. It is clear to us that students' expectations will continue to rise and more than ever, we'll have to listen to them and in line with our Zero-defect policy, act upon them."

Launch of Zumba Classes

The end of April saw the launch of Zumba classes at CTI. For the uninitiated, the Zumba Programme is a dance fitness programme created by Colombian dancer and choreographer Alberto “Beto” Perez during the 1990s. It involves both dance and aerobic elements and its choreography incorporates hip-hop, soca, samba, salsa, merengue, mambo, martial arts, and some Bollywood and belly dance moves. Squats and lunges are often included.

“Zumba is an ideal activity to bring our students together,” explains Bennon Soobiah, CTI Sports and Events Manager, and the man responsible for introducing Zumba to CTI, “as it is partying yourself into shape.”

What do the participants hope to gain from Zumba? According to Bennon, “as a type of cardiovascular workout, Zumba is beneficial to the heart. One hour of Zumba could burn anywhere from 400 to 600 calories, depending on age, fitness level, and intensity of exercises”. Approximately 14 million people take weekly Zumba classes in over 140,000 locations across more than 150 countries. It is also effective in improving self-esteem and reducing stress.



Letter's Corner



The Editor
CTI Chronicles
Telfair, Moka

Dear Sir

We hear through the grapevine that many social and sporting events are being planned for this year. Could you tell us more please?

L Sobhee

Your grapevine is 100% correct! CTI has recently reinvigorated both its social and sporting activities. You've probably noticed the recent appointment of our full-time Sports and Events Manager; the running of our film shows, the holding of our first Mass Zumba Class and the purchase of brand new table tennis equipment. There is more on the way: watch this space!

New Faces



Prof. Tony Eddison
Business Development
Director



Soraya Sayed Hassan
Head of Faculty,
Education, Communication
and Language Studies



Bennon Soobiah
Sports and Events
Manager



Tina Moonesawmy
After-School
and Holidays Manager



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Lecturer
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Anne Claire Paul
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