



**2017 Mission Based Compact
Between the Commonwealth of Australia and Charles Sturt University**

PURPOSE

This compact is an agreement between the Commonwealth and the University. Entering into a compact is one of the quality and accountability requirements which a higher education provider must meet under the *Higher Education Support Act 2003* (HESA) as a condition of receiving a grant. Specifically, subsection 19-110(1) of HESA requires Table A and Table B providers must, in respect of each year for which a grant is paid to the provider under HESA, enter into a mission based compact with the Commonwealth for a period which includes that year.

MISSION

A new Strategic Direction for CSU is to be approved by University Council in December. The strategy articulates our enduring strategic intent and our strategic focus, or the priorities that the University will action over the next 5 years (2017-22). The revised strategic direction is summarised as following, and until detailed planning is complete in 2017, existing strategies and actions will continue as noted throughout the sections in this document.

CSU's Mission, Ethos, Values, Role and Vision is encapsulated in the following statement:

For the Public Good Charles Sturt 1848

We are a university of the land and people of our regions. True to the character of regional Australia we have gumption, we have soul and we collaborate with others. We build skills and knowledge in our regions. Having grown from our historical roots, we are a significant regional export industry and we bring this strength back to our regions.

We develop holistic, far-sighted people who help their communities grow and flourish

Acknowledging the culture and insight of Indigenous Australians, CSU's ethos is clearly described by this phrase from the Wiradjuri, the traditional custodians of the land of our original campuses:

'yindyamarra winhanganha' ('the wisdom of respectfully knowing how to live well in a world worth living in'.)

Derived from our ethos, our values are to be insightful, inclusive, impactful and inspiring

Our aim is to be the dominant provider of higher education for on-campus students in our regions and in Australian online higher education.

We want to make this a world worth living in.

CSU's enduring objectives are aligned to our stakeholders and the University's **strategic focus** or priorities for the period 2017-22 centres on programs directly related to achieving these objectives and building our internal capability to do so through a *Strategic Workforce Plan 2017-22*. The objectives and programs are summarised as follows:

Our Communities: Strong, vibrant regional communities with intellectual capital, social capital and infrastructure. (*Regional Impact Program 2017-22.*)

Our Students: a. Transforming lives and communities through accessible and flexible pathways to wide range of degrees able to be studied on or off campus in fulltime or part time modes. b. To be welcoming and supportive of all prospective and current students, to enable all students to develop a sense of belonging and engagement with needed support for progress in learning, professional placements and success. c. The knowledge, skills, attitudes,

habits and professional networks for a meaningful life and successful career. (*Transform Teaching and Learning Program 2017-22.*)

INNOVATION

Charles Sturt University (CSU) has the potential to hold a strong position in the new era where engagement with stakeholders, community, end-users and industry is highly valued. We have a long history of successful engagement with industry and end users though this success has not always been visible in traditional assessment and/or reporting mechanisms. The challenge now is to catapult that strong standing to the highest levels, to serve as an exemplar of regional success, and to show leadership in areas of research strength.

For the 2015 Higher Education Research Data Collection (HERDC) CSU reported a 7% increase in Category 2 (Other Public Sector Research Funding) income and a 54% increase in Category 3 (Industry and Other Funding for Research) income. In the 2015 Excellence in Research for Australia (ERA) report, CSU achieved an increase from ten to sixteen Fields of Research (FoRs) performing at world standard or above (at the four digit level). This illustrates the strong research base on which CSU has moulded a strategy for globally competitive discovery and innovation within regional New South Wales.

In preparation for its next strategy, CSU has appointed a Deputy Vice-Chancellor (Research, Development and Industry) (DVC RDI) where previously the position was held by a Deputy Vice-Chancellor (Research). This has resulted in a shift to an outcome driven research agenda and enabled the introduction of strategies focused on realising the full potential of research, retaining talent, redefining success, greater interaction with industry and new forms of partnership. In 2017 we will commence efforts on the following items:

- A new funding model that enables co-investment by industry to be leveraged by university cash and in-kind investment at a premium level and higher level participation in consortia and alliance partnerships as a priority;
- Creation of the CSU Research Fellow program where long-term strategic appointments are funded by CSU in areas where (above threshold) external investment has been secured, thus growing the talent pool within the university;
- Co-development of a 'research to market' training program with an industry partner tailored to the agrifood sector and SMEs; and
- Co-location with industry government and regional partners.

The multi-million dollar *AgriSciences Research and Business Park* development in Wagga Wagga is an exemplar of the deliberate shift within CSU and early progress in its Regional Impact Program 2017-22. The AgriPark is designed to create a supportive environment and culture of innovation and entrepreneurship which attracts researchers, industry and entrepreneurs to the heart of one of Australia's most dynamic agricultural regions. Significant effort will be placed in this work for 2017 to allow first occupancy in purpose built facilities in early 2018.

2017 will also see the development of three new incubator projects, funded by the NSW Department of Industry under the Boosting Business Innovation Program (BBIP): an AgriTech incubator in Wagga Wagga, a Digital Showcase and Start Up Hub in Bathurst; and an Indigenous Entrepreneurship Pop Up Innovation Hub in the CSU footprint. The Program will deliver demonstrably better networked innovation communities across the CSU footprint leading to enhanced innovation-based collaborations, increased entrepreneurial skills, and improvement in innovation-based enterprise formation.

In 2017, CSU will commence implementation of a new commercialisation strategy which includes appointment of a Contracts and Innovation Manager and Research Partnerships Manager, development of new legal agreement models adaptable to industry needs, review of Intellectual Property Policy and the introduction of a new Research Data Management Policy. This is an area which has been underdeveloped at CSU and is now aligned with the strategies identified above.

CSU is strongly supportive of open access as an avenue through which stakeholders, and not exclusively industry, can benefit from the outcomes of research. As an example of our commitment, the DVC RDI currently sits on the Universities Australia F.A.I.R. Access (Findable, Accessible, Interoperable, Reusable) working group and CSU is a member of the ORCID consortium. Internal funding is also provided annually to University Research Centres and Faculties to support research

proliferation, some of which can be used to meet the costs of open access publication. CSU also uses creative commons licensing wherever appropriate and possible.

TEACHING AND LEARNING

CSU's approach to Curriculum, Learning & Teaching is outlined in our CLT Framework which includes CSU's Graduate Learning Outcomes, these underpin the following strategies to ensure quality in teaching and learning for 2017 which are being further articulated in our *Transform Teaching and Learning Program 2017-22*.

Course Design & Review

CSU's innovative approach to course design, Smart Learning, has been underway for four years. Underpinned by new technology developed in-house during the last compact, CourseSpace, Smart Learning is aiming to impact over 12,500 students by the end of 2018. We are tracking at 62% impact at end of 2016.

Online & Distance Education

As outlined in Destination 2020, A roadmap for our online future (2015), we will continue our innovative work in implementing an Online Learning Model in 2017. Other key areas of activity in 2017 include e-assessment and learning analytics.

Assessment & Moderation

CSU's Assessment and Moderation policies are supported by mandatory Subject Outlines and a new Online Moderation System. Revising these underpinning technologies will be a focus in 2017 as will refreshed accountabilities and processes for School and Faculty Assessment Committees and Academic Senate. Comprehensive professional development on assessment and moderation is planned for 2017 as background to further consideration of external benchmarking in line with Australia's HE Standards Framework.

Sessional Staff

Recognition, development and enhancement of sessional staff has had renewed focus in 2016 and will escalate in 2017, bringing to completion discussions and debate about new titles, consistent pay scales, uniform training and recruitment processes.

Reward and recognition of teaching excellence

CSU's Academic Promotion Policy and Procedures were reviewed and two annual promotion rounds completed under the new processes. Promotion applicants and panels have been guided by The CSU Academic, a new evidence-based approach valuing academic excellence around three domains: promoting learning; creating knowledge; and influencing university, profession or community. 2017 will roll out a comprehensive university-wide system for peer review of teaching related activities.

Accrediting new academic staff to teach HEA Associate Fellow and Fellows

All probationary academic staff must complete the first two subjects of our Graduate Certificate in Learning & Teaching in Higher Education. This online course is currently under review and into 2017 work will progress to align the new modular course with a capability framework informed by The CSU Academic and UK HEA Professional Standards Framework. Staff who complete one subject will become Associate Fellows and Fellows if complete the whole course.

RESEARCH AND RESEARCH TRAINING

The CSU research agenda is built upon six areas of focus within a Research Narrative. The focus areas are *Agriculture, land and water; Sustaining resilient healthy communities; Regional development; Cultivation of a civic and just society; Indigenous research; and, Education and Professional Practice*. The Research Narrative is integral to the research strategy going forward and will drive strategic investment in research which is of the highest standard and highly relevant.

In 2017 CSU will build upon the specific strategic and structural changes of the past two years in order to refine research focus, foster research excellence, enable creativity and build research capability. These strategies include:

- Utilization of the CSU Definition of Research Active to assess internal capability against research outcome metrics. Implementation of this assessment mechanism has also allowed the university to more accurately profile our workforce in terms of research strengths and capability and to identify where targeted recruitment is needed.
- Strategic alignment of University Research Centres to the Research Narrative after a 16 month review which reaccredited four University Research Centres for the 2017-2021 period, of six that were reviewed. Each Centre has refreshed and realigned business, strategic and investment plans which will deliver sustained achievement through diversity of research outputs, partnership and international profile.
- Increased resourcing for success and growth in external funding, partnerships and end-user engagement with a new collaborative link between the Office of the Deputy Vice-Chancellor (Research, Development and Industry) and Research Office with Faculties and Divisions across the institution. This is enabled under the leadership of redesigned Associate Dean Research and Sub Dean Graduate Studies positions, a repurposed Research Committee of Academic Senate, and the creation of new roles to embed best practice research management in the Faculties, enhance data collection and analysis, and actively pursue external research collaborations and commercialisation of research.

CSU seeks to grow enrolments of Higher Degree by Research (HDR) candidates, offer a more diverse type of training, and improve completion rates through the following measures in 2017:

- Creating an ongoing position of Head, Professional Development with responsibility for research and research-related training for HDRs and all academic staff. This was previously a secondment position but the need to provide appropriate training in an ongoing manner is essential to maintain a high standard of research endeavour and a well-informed research workforce. The PD program includes external training opportunities, one-on-one coaching for early and mid-career researchers, a readership scheme and skills development. These changes are integral to the overarching strategy of a more focused, higher quality, competitively driven research agenda and culture.
- Implementation of a comprehensive review of all HDR-related policy towards a more streamlined, modular policy framework which can be adapted to different HDR cohorts. This work will include proposed strategies to bring Work Place Learning (WPL), something which is a significant strength within CSU at the undergraduate level, into the HDR experience; a deliberate strategy to enhance international opportunities for CSU HDR students and the opportunities for international HDR students at CSU; and a greater focus on strengthening research method training and improved completion rates.

Expansion of a 2016 pilot program which provided fee-free places to HDR students supported by industry-funding. There has been strong initial uptake and this model has enabled a more diverse approach to student recruitment and introduced a new dimension of projects which HDR students can undertake which are of greater relevance to industry. Alongside the 2016 introduction of part-time CSU funded HDR scholarships, this has expanded the diversity of the HDR student population and makes the HDR program more accessible to professional and mature students seeking career advancement while remaining employed, and recognises the potential within the modern workforce.

EQUITY

CSU has significantly high levels of participation of regional, low SES and Indigenous students.. In 2017 we will consolidate and enhance the range of activities that have enabled us to achieve this and will be focussing on 1st year progress rates in particular.

CSU remains steadfast in its ongoing commitment to enhancing participation outcomes for Aboriginal and Torres Strait Islander people in higher education. In 2017 we will:

- Continue to build the Danygamalanha program raising aspiration rates for Indigenous school children, and will seek partnerships to expand this work within NSW.
- Implement across our partner schools **Strong Moves**, our mentoring program for Indigenous school children piloted in 2016. Strong Moves is embedded in our Future Moves program and linked to Danygamalanha, working with all Indigenous students in the school, as opposed to other programs that work with students who choose to participate. This is an important and distinct difference.
- Continue to support innovative pathways to enhance Indigenous access to higher education, and to build

Indigenous enrolments in the Diploma of General Studies.

- Strengthen our approach to supporting Indigenous students' academic skills through the Indigenous Academic Success Program (known as the *Indigenous Student Success Program* in 2016).
- Strengthen our approach through CSU Indigenous Student Centres, including the use of strategies such as study nights.

CSU will continue to combine HEPPP funds with other funds in our approach to enabling successful participation in higher education by people from non-traditional backgrounds. As detailed in our Access and Participation plan, we seek to consolidate our position as a leader in education for regional communities, and build enrolments of students from remote communities, continue to build Indigenous, and facilitate Indigenous student success. We will also build on our success in facilitating engagement by LSES students and aim to increase participation at CSU by people with disabilities from (4% to 4.5%).

Congruent with the CSU access and participation plan 2105-17 we will continue to involve activities across four key areas: **building aspiration; opening access; partnering to establish firm foundations; and preparing for practice.** In 2017 we will:

- *Build aspiration* by consolidating the mainstreaming of the Future Moves program that occurred in mid-2016.
- *Open access* by consolidating the new offering of the Diploma of General Studies at Port Macquarie and continue to strengthen relationships with the three other TAFE partners.
- *Establish Firm Foundations* for 1st year students by continuing to adopt transition pedagogy low SES guidelines including but not be limited to:
 - tailored orientation for online students;
 - build the outreach, at risk, study coaches program to enhance Online and on campus student success;
 - enhance the Studylink enabling program to effectively prepare and bridge UG students for study in specific courses;
 - extend curriculum design according to low SES principles on assessment and engagement in specific courses and subjects to facilitate the establishment of effective study practices by students engaging in scaffolded learning experiences.
- *Prepare for practice* by strengthening our career development service in ways that consolidate our position as a leader in graduate employment.

SIGNED for and on behalf of

THE COMMONWEALTH OF AUSTRALIA

by

Dom English
Full name (please print)

Group Manager
Position

of the Department of Education and Training as
delegate of the Minister for Education and
Training.

Dom English
Signature

19/12/2017
Date

In the presence of:

Cate Hutchinson
Witness (please print)

Policy Officer
Position or profession of witness (please print)

C E Hutchinson
Signature

SIGNED for and on behalf of

CHARLES STURT UNIVERSITY

Andrew Vann
Full name (please print)

Vice-Chancellor and President
Position

Andrew Vann
Signature

In the presence of:

Sharon Sandry
Witness (please print)

Executive Assistant to the Vice-Chancellor
Position or profession of witness (please print)

S Sandry
Signature