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Memo To: Heads of Schools
Directors

From: Deputy Vice-Chancellor (Academic)

Date: 28 September 2009

Subject: CSU Standards ('Next Steps 2')

The two papers entitled '*The Next Steps: Defining Standards in Learning and Teaching, Research and Professional Engagement*' and '*Monitoring and Promoting Progress Towards Achieving CSU Standards*' were endorsed at Academic Senate in late 2008.

The standards are partly a response to external expectations of universities. CSU needs to be a successful university against good national and international standards. Most importantly, however, the standards represent CSU's vision for itself. They are based on CSU's distinctive mission. They represent what CSU as a university wants to be.

The standards build on and reinforce current directions and achievements. Many discipline and research groups in the University will already have met some of the standards or be well on their way to doing so. Only a limited number will have met all the relevant standards. This is not unexpected, as the standards are intended to set goals for improvement.

The two papers have been analysed in consultation with relevant people and groups. More succinct measures with associated data sources, roles and processes for provision of data have been developed. This summary paper is an interim outcome of this work and is a refined approach to measuring CSU's Institutional Performance against its mission.

Subsequent work will involve:

- a. A self-assessment of our performance against the Standards in 2009;
- b. Using feedback from the initial self-assessment to refine data collection and measures;
- c. Divisional engagement with the Faculties with regards to ensuring Divisional contribution to achieving the Standards;
- d. The development of an *Institutional Scorecard*.

The paper following combines both the original papers and describes each of the 70 or so indicators. Priority fields are those in which CSU wishes to be considered a leader. General Performance refers to the minimum standards expected across the board. Each item has information on the data provider, frequency of reports, the type of response required and by whom and when.

Many items are still to be determined and many have strikethroughs. These are mostly related to national benchmarking targets or other measurements where data is not yet available or where self-assessment will be undertaken later.

Relevant data or indicators will be provided where possible to those reporting to simplify the process and workload. This is to be provided in a separate document which will be released in the near future. It is also expected that example responses will be provided in this document.

In the first instance the focus is on a snapshot (a starting point for measuring future progress) and increasing awareness of the standards. The aim is to increase engagement with the standards and to aid planning, prioritising and managing performance.

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Deputy Vice-Chancellor (Academic)