Research - Priority Fields (Centre Directors > RMC)

For Fields of Research (FOR) to which CSU gives priority (ie those covered by Research Centres in particular)
1. Quality and quantity of publications - A+ or A level journals or their equivalent in books
   (T= an average of at least 3 co-authored publications per head per annum)
2. Participation in international and national networks of high quality
3. National and international grants included in the HERDC collection
   (T = an average of one per Centre Member per annum ie the total number of Chief Investigators from the Centre on HERDC grants in a specific year is equal to or greater than the number of approved full Centre Members)
4. Other evidence of national esteem and international profile
5. Evidence of significant impacts at national and international level including through links to professional activity where appropriate
6. High rankings under ERA

Research - General Performance (Sub Deans Research > RMC)

Performance at School and CSU Discipline level:
7. As a minimum meet or exceed the current PBF criteria of 4 publications in B level journals or their equivalent in creative works or better for 80% of eligible teaching and research staff by 2011.
8. Increase research income by at least 10% per annum [T].
10. Evidence of impact, including through links to professional activity where appropriate.
11. Recognition under ERA as a FOR in which RHD degrees may be offered

L&T - Priority Fields

National and International Recognition for the key strategic directions in learning and teaching

A. Blended and Flexible Learning; (Director FLI > L&TComm)
12. Indicators of national and international esteem:
   12.1. Australian Learning and Teaching Council grants or equivalent
   12.2. High quality publications in scholarship of learning and teaching
   12.3. International links and networks
   12.4. Teaching awards
13. Evidence that CSU’s standards for blended and flexible learning are based on best practice and that the standards are successfully embedded in CSU learning and teaching. Evidence follows, targets to be determined
   13.1. National and international benchmarking
   13.2. Take up of CSU Interact capacities
   13.3. Improvements in student feedback as measured (by relevant questions) in
       13.3.1. AUSSE
       13.3.2. CEQ
       13.3.3. SEQ
13.3.4. Online subject evaluations.

B. Practice Based Learning for the Professions (Director EPFI > L&TComm)

14. Indicators of national and international esteem:
   14.1. Australian Learning and Teaching Council grants or equivalent
   14.2. High quality publications in scholarship of learning and teaching
   14.3. International links and networks
   14.4. Teaching awards

15. Evidence that CSU’s standards in practice based learning are based on best practice and that they have been successfully adopted across CSU’s professional course profile. Evidence follows, targets to be determined
   15.1. National and international benchmarking
   15.2. Student feedback as measured (by relevant questions) in
      15.2.1. AUSSE
      15.2.2. CEQ
      15.2.3. GDS
      15.2.4. SEQ
      15.2.5. Online subject evaluations
   15.3. Curriculum change
   15.4. Self Review
   15.5. External Review

C. Outcomes for low SES students, especially rural and remote and Indigenous students (P&A > UCPC)

16. Rural and remote and Indigenous students in CSU’s professional degrees are in the top three nationally [T] as evidenced by rates of
   16.1. Improvements to % of overall student load for the above cohorts (Recruitment) - % of National load
   16.2. Decrease in attrition for the above cohorts
   16.3. Improvements to Progress Rates for the above cohorts

For national leadership in curriculum, learning and teaching in PROFESSIONAL FIELDS: (Faculty Sub Deans – L&T and Grad Studies > UCPC)

[T] CSU should aim to have at least 10 of its professional fields regarded as leaders in learning and teaching in Australia by 2011.

17. Evidence of demand and market share
   17.1. % of target load [T = applicants > target]
   17.2. Actual UAI cut off [T = >80]
   17.3. Share of national enrolments above 10% [T]

18. Strong endorsement in professional accreditation (where relevant)

19. Graduate employment levels in the top 25% nationally [T]

20. Links to high quality research, creative and professional activity

21. Evidence of national leadership in professional engagement, curriculum, learning and teaching, through roles in professional bodies; scholarship of learning and teaching;

22. Higher Degree load
   22.1. P/G + RHD + Hons level [T = 15% of total load]
   22.2. RHD + Hons level [T = 5% of total load]

23. ERA eligibility to take RHD students

24. International demand (where relevant)
L&T - General Performance

A. Subjects, Disciplines, Schools (Faculty Sub Deans – L&T and Grad Studies > L&TComm)

All CSU disciplines and Schools should be expected to make substantial progress in learning and teaching against the following:
25. Links with high quality research, creative and professional activity
26. Take up of the capabilities of CSU Interact to a specified level (to be determined)
27. Online teaching evaluation scores (T = ave of 5.5 or better)
   27.1. Number and list of Disciplines that achieve ave of 5.5
   27.2. Number and list of Schools that achieve ave of 5.5
28. Higher Degree load - P/G + RHD + Hons load (T = 15% of total load)
29. ERA eligibility to take RHD students
30. Effective use of learning and teaching support services such as information literacy and learning skills.

B. Courses (Dean or nominee> UCPC)

All CSU courses should be expected to make substantial progress in learning and teaching against the following:
32. Implementing the curriculum standards of the CSU Degree Initiative
33. Improvements in SEQ scores
34. Improvements in CEQ scores (T = above comparable national average levels)
35. Improvements in first year retention (T = above comparable national average levels)
36. Improvements in graduate employment outcomes (T = top 25% nationally)
37. Improving demand, including, where relevant, international demand.  (T = qualified applicants exceed quota)
   37.1. Recent school leavers - Offers made
   37.2. Recent school leavers - % of 1st preferences as compared to all UAC first preferences
   37.3. Direct Applications – Offers made
   37.4. For International – TBD
38. Meeting professional accreditation (where relevant)
39. Adoption of CSU’s standards in practice based learning (where relevant)

Professional Engagement (Dean or nominee > Professional Activity Committee)

Professional CSU Disciplines (TBD) and relevant Schools (TBD) should show progress against the following:
40. Quality and Impact of Research with, for and about the profession and about professional practice.
41. Knowledge transfer /impact on policy/practice to members of the profession and the broader community.
42. Grants and Consultancies to work with or for professions and professional bodies in policy and practice development, implementation and/or evaluation.
43. Engagement in Professional/clinical practice that contributes to the currency and relevance of curriculum, teaching and learning, and quality graduate outcomes.
44. Leadership of professional associations; accreditation authorities; conference organisation; advisory bodies; national or international