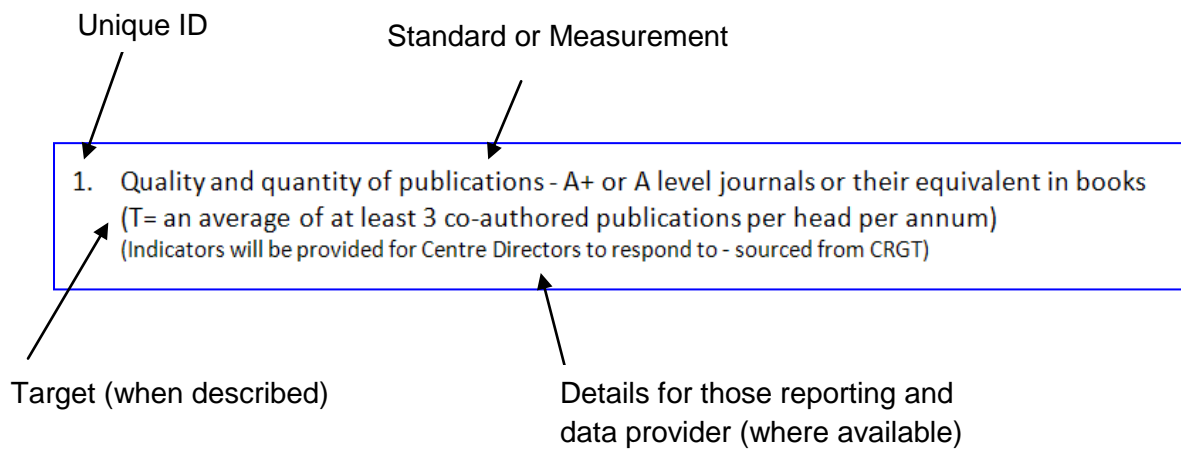


CSU Standards ('Next Steps 2')

27/9/2009

David Bedwell

Example



CSU Standards ('Next Steps 2')

Research - Priority Fields

*[Annual report prepared by **Research Centre Directors** for review by the Research Management Committee in August / September]*

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)
(Indicators will be provided for Centre Directors to respond to - sourced from CRGT)
2. Participation in international and national networks of high quality
(Centre Directors will provide a narrative)
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)
(Indicators will be provided for Centre Directors to respond to - sourced from CRGT)
4. Other evidence of national esteem and international profile
(Centre Directors will provide a narrative in the first instance – as ERA develops esteem definitions and is stored by CSU, data will be provided by CRGT for directors to respond to)
5. Evidence of significant impacts at national and international level including through links to professional activity where appropriate
(Centre Directors will provide a narrative in the first instance)
6. High rankings under ERA
(Indicators will be provided for centre directors to respond to - sourced from CRGT. As rankings are every 5 years, Centres should provide a narrative on relevant discipline progress in the interim period)

Research - General Performance

*[Annual report prepared by **Faculty Sub-Deans Research** for review by Research Management Committee in August / September]*

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.
(Indicators will be provided for Sub Deans to respond to - sourced from CRGT)
8. Increase research income by at least 10% per annum [T].
(Indicators will be provided for Sub Deans to respond to - sourced from CRGT)

9. Evidence of national esteem.
(Sub Deans will provide a narrative in the first instance – as ERA develops esteem data will be provided by CRGT for Sub Deans to respond to)
10. Evidence of impact, including through links to professional activity where appropriate.
(Sub Deans will provide a narrative in the first instance)
11. Recognition under ERA as a FOR in which RHD degrees may be offered
(Sub Deans will provide a narrative in the first instance)

L&T Priority Fields

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

~~[T] CSU should seek national (top 3) and international recognition for its performance in these strategic activities.~~

- A. Blended and Flexible Learning;
*[Annual report prepared by **Director, FLI** for review by Learning & Teaching Committee in August / September]*

12. Indicators of national and international esteem:

- 12.1. Australian Learning and Teaching Council grants or equivalent
(A list of and associated narrative. Source - DLTS)
- 12.2. High quality publications in scholarship of learning and teaching
(A list of and associated narrative. Source – FLI/ Faculties/CRGT)
- 12.3. International links and networks
(A narrative provided by FLI)
- 12.4. Teaching awards
(A list of and associated narrative. Source – DLTS)

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
(A narrative in the first instance regarding planned Standards by FLI)
- 13.2. Take up of CSU Interact capacities
(TBD. Likely to be a narrative based on data provided by DLTS/ FLI)
- 13.3. Improvements in student feedback as measured (by relevant questions) in

- 13.3.1. AUSSE
(Relevant questions to be confirmed. Narrative in response to data provided by P&A)
- 13.3.2. CEQ
(Relevant questions to be confirmed. Narrative in response to data provided by P&A)
- 13.3.3. SEQ
(Relevant questions to be confirmed. Narrative in response to data provided by DLTS)
- 13.3.4. Online subject evaluations.
(Relevant questions to be confirmed. Narrative in response to data provided by DLTS)

B. Practice Based Learning for the Professions
*[Annual Report prepared by **Director, EFPI** for review by Learning & Teaching Committee]*

14. Indicators of national and international esteem:

- 14.1. Australian Learning and Teaching Council grants or equivalent
(A list of and associated narrative. Source - DLTS)
- 14.2. High quality publications in scholarship of learning and teaching
(A list of and associated narrative. Source – EFPI/ Faculties/CRGT)
- 14.3. International links and networks
(A narrative provided by EFPI)
- 14.4. Teaching awards
(A list of and associated narrative. Source – DLTS)

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
(A narrative in the first instance regarding planned Standards by EFPI)
- 15.2. Student feedback as measured (by relevant questions) in
 - 15.2.1. AUSSE
(Relevant questions to be confirmed. Narrative in response to data provided by P&A)
 - 15.2.2. CEQ
(Relevant questions to be confirmed. Narrative in response to data provided by P&A)
 - 15.2.3. GDS
(Relevant questions to be confirmed. Narrative in response to data provided by P&A)
 - 15.2.4. SEQ
(Relevant questions to be confirmed. Narrative in response to data provided by DLTS)

15.2.5. Online subject evaluations

(Relevant questions to be confirmed. Narrative in response to data provided by DLTS)

15.3. Curriculum change
(TBD by EFPI)

15.4. Self Review
(TBD by EFPI)

15.5. External Review
(TBD by EFPI)

C. Outcomes for low SES students, especially rural and remote and Indigenous students.

*[Annual Report prepared by **Planning and Audit** for review by 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

(Narrative in response to data provided by P&A)

16.2. Decrease in attrition for the above cohorts
(Narrative in response to data provided by P&A)

16.3. Improvements to Progress Rates for the above cohorts
(Narrative in response to data provided by P&A)

For national leadership in curriculum, learning and teaching in PROFESSIONAL FIELDS:

*[Bi-Annual Report prepared by **Faculties (Sub Deans – Learning and Teaching and Graduate Studies)** for review by UCPC in August / September – 2009, 2011, 2013]*

~~[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]
(Narrative in response to data provided by P&A)~~

17.2. Actual UAI cut off [T = >80]
(Narrative in response to data provided by P&A)

~~17.3. Share of national enrolments above 10% [T]
(Narrative in response to data provided by P&A)~~

18. Strong endorsement in professional accreditation (where relevant)
(Narrative provided by Faculties)

19. Graduate employment levels ~~in the top 25% nationally~~ [T]
(Narrative in response to data provided by P&A)
20. Links to high quality research, creative and professional activity
(Narrative provided by Faculties)
21. Evidence of national leadership in professional engagement, curriculum, learning and teaching, through roles in professional bodies; scholarship of learning and teaching;
(Narrative provided by Faculties)
22. Higher Degree load
 - 22.1. P/G + RHD + Hons level [T = 15% of total load]
(Narrative in response to data provided by P&A)
 - 22.2. RHD + Hons level [T = 5% of total load]
(Narrative in response to data provided by P&A)
23. ERA eligibility to take RHD students
(Narrative provided by Faculties and CRGT)
24. International demand (where relevant)
(Narrative in response to data provided by P&A)

L&T General Performance

A. Subjects, Disciplines, Schools

*[Annual Report prepared by **Sub Deans – Learning and Teaching and Graduate Studies** for review by the Learning & Teaching Committee in August / September]*

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
(Narrative provided by Faculties.)
26. Take up of the capabilities of CSU Interact to a specified level (to be determined)
(TBD. Likely to be a narrative based on data provided by DLTS/ FLI)
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
(Narrative in response to data provided by DLTS)
 - 27.2. Number and list of Schools that achieve ave of 5.5
(Narrative in response to data provided by DLTS)

28. Higher Degree load - P/G + RHD + Hons load (T = 15% of total load)
(Narrative in response to data provided by P&A)
29. ERA eligibility to take RHD students
(Narrative provided by Faculties)
30. Effective use of learning and teaching support services such as information literacy and learning skills.
(Narrative provided by Faculties in the first instance, indicators to be developed in future by DLS, DSS, SEP)

B. Courses

*[Annual Report prepared by **Faculties** for review by 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
(TBD - TBD)
33. Improvements in SEQ scores
(Narrative in response to data provided by P&A)
34. Improvements in CEQ scores (~~T = above comparable national average levels~~)
(Narrative in response to data provided by P&A)
35. Improvements in first year retention (~~T = above comparable national average levels~~)
(Narrative in response to data provided by P&A)
36. Improvements in graduate employment outcomes (~~T = top 25% nationally~~)
(Narrative in response to data provided by P&A)
37. Improving demand, including, where relevant, international demand. (~~T = qualified applicants exceed quota~~)
 - 37.1. Recent school leavers - Offers made
(Narrative in response to data provided by P&A)
 - 37.2. Recent school leavers - % of 1st preferences as compared to all UAC first preferences
(Narrative in response to data provided by P&A)
 - 37.3. Direct Applications – Offers made
(Narrative in response to data provided by P&A)
 - 37.4. For International – TBD
(Narrative in response to data provided by P&A)
38. Meeting professional accreditation (where relevant)
(Narrative provided by Faculties)

39. Adoption of CSU's standards in practice based learning (where relevant)
(TBD. Similar to 15.4. Likely to be a narrative based on data provided by DLTS/ FLI)

Professional Engagement

*[Annual Report prepared by **Faculties** for review by TBD in August / September]*

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
(Narrative provided by Faculties – DLTS PBF information may be useful)