

CHARLES STURT
U N I V E R S I T Y



Charles Sturt University

Office of Academic Governance

2009 Operational Plan

Key Objective 1: Support of the CSU Course Plan	
Link to Course Plan	Context / planned outcomes
All Objectives	<p>historic performance / proposed actions / expected outcomes (targets or deliverables) / timeline [Associated Risks]</p> <p>Facilitate decision making by maintaining a flexible, transparent and auditable set of processes, policies and documentation surrounding course planning. Continue to refine planning processes to maintain a proper balance between strategic activity, collegial quality assurance and accountability.</p> <p>Specific outcomes will include: a revised set of procedures and systems (e.g. CASIMS) to better differentiate between administrative and academic concerns, and improve the quality and reliability of data; even greater flexibility in planning, without diminishing quality outcomes, largely via a more sophisticated appreciation of workflows required for different types of course change; and a more integrated process incorporating governance, and Divisional and Faculty planning. (By 2009.)</p> <p>Significant progress has occurred in the past 2-3 years in refining CSU course planning processes, including a newly constituted UCPC with Divisional input, streamlined documentation, and greater administrative support for the tracking of approvals.</p> <p>Risks include a framework that is not responsive to market or institutional need, and which would diminish the quality of decisions.</p>
Academic Senate responsibilities	<p>Administer Academic Senate responsibilities in the course plan. Assist in the alignment of academic quality assurance and standards activities and management activity in course planning.</p> <p>Pending review of the role of the Academic Senate at CSU, the OAG will (by 2009) have reviewed its governance role to determine if it can better support the integration of governance with management.</p> <p>Risks include: a continued reliance upon Academic Senate for setting and monitoring academic standards, but within a framework where the Senate has effectively no authority over or role within operational activity; and a mistaking of management as governance.</p>
Improve demand from well qualified students	<p>Continue to work with TAFE to improve pathways via streamlined processes. Better define the relationships between key roles such as Academic Secretary, Marketing, Faculties and the VTE sector.</p> <p>Provide advisory support to the PDU in the development of its offerings.</p>
Emphasis upon quality	<p>Continue to assist in the refinement of Senate policy and procedures to provide greater focus upon standards and outcomes, and monitoring of these.</p> <p>Benchmarking is an activity that CSU has traditionally not</p>


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	<p>engaged with in a substantive way, in academic activities, outside discipline peer-review. The OAG will support CSU in its preparation for AUQA auditing in 2009, including in the consideration of benchmarking practices, and the integration of these within existing policies and practices.</p> <p>The OAG will provide substantial support to the development of the next version of CASIMS in 2009.</p> <p>Current risks include a lack of proper consideration of Divisional or 'support' requirements in course and subject development.</p> <p>In 2009 the OAG will continue its 2008 support to the CSU Degree project.</p>

Key Objective 2: Support of the CSU Research Plan	
Link to Research Plan	Context / planned outcomes historic performance / proposed actions / expected outcomes (targets or deliverables) / timeline [Associated Risks]
All objectives	<p>Facilitate decision making by maintaining a flexible, transparent and auditable set of processes, policies and documentation surrounding research committees such as the RPC, BOGS and Faculty research committees.</p> <p>Take on the role of servicing the Research Management Committee (RMC).</p>
Integrated planning	<p>Provide a consistency of approach to the RPS and UCPC, which have a shared membership. Ensure issues which impact on both committees are discussed by both committees.</p> <p>Continue to develop enhanced communication mechanisms for these committees. (By 2009.)</p>

Key Objective 3: Support of the CSU Learning and Teaching Plan	
Link to Learning and Teaching Plan	Context / planned outcomes historic performance / proposed actions / expected outcomes (targets or deliverables) / timeline [Associated Risks]
Subject Reduction	<p>The OAG has worked together with Student Administration to implement subject reduction procedures.</p> <p>It is further proposed to incorporate inactive subjects in the subject planning and approval stages, to prevent re-use of subjects and close the loop on processes. (By 2009 – CASIMS v2 project.) This is also a risk management initiative, to prevent subject numbers increasing again over time.</p>
1.2 – strengthened support in leadership of learning and teaching	<p>The Learning and Teaching Committee of Academic Senate is still relatively new. It is proposed to continue to strengthen support for this committee, and to align it more closely with the UCPC, RPC and APC (by 2009).</p> <p>Risks are mainly in the appropriate governance of learning and teaching activity, as well as in communication surrounding these processes.</p>
1.8 – course architecture project	Continue to provide high-level advice on the implementation of the revised course architecture. (By 2009, if project continues.)
2.5 – Indigenous Education Strategy, Western Regions Strategy, International Education Strategy	Provide administrative and advisory support to the development and implementation of these strategies.
2.8 – Session Calendar Project (USM)	Contribute to project via Steering Committee membership.
Governance	<p>Act as high level advisory body for Academic Senate policy. Develop comparative facility for policy across the sector. (By 2010.)</p> <p>Undertake wide-ranging review of Academic Senate policy in conjunction with review of the operation and role of the Senate. (By 2010.)</p>

Key Objective 4: Support of the Institutional Development Plan	
Link to Institutional Development Plan	Context / planned outcomes historic performance / proposed actions / expected outcomes (targets or deliverables) / timeline [Associated Risks]
Service Culture	<p>Increase visibility of OAG work. Historically OAG work has been 'under the radar' until withdrawn.</p> <p>Increase the information provider role of the OAG to assist others in their work, shifting some of the focus from merely sitting on approved data.</p> <p>Continue to enhance CASIMS functionality. Increase significantly policy advisory role in conjunction with the Manager, Academic Senate.</p> <p>(Ongoing.)</p>
Workforce planning	<p>Participate in workforce planning. Particular emphasis upon succession planning at the leadership level. (By 2009.)</p> <p>With the finalisation of the Senate self-review and subsequent to the Cycle 2 audit, it will be easier to have a longer-term view of the workforce needs of the OAG.</p>
Organisational culture	<p>Continue to elaborate upon and strengthen collegial governance as an effective methodology for decisions. Trial new processes for 'collective' decision-making that go beyond committees. (By 2010.)</p> <p>Significantly enhance internal communication channels around academic governance, with review of the role of the Academic Senate. (By 2009.)</p> <p>Risks include a fragmentation of decision-making and delegated authority. This creates inefficiencies in overlapping and conflicting activity in the same areas, across the University, such as the creation of forums with no clear delegation, which cut across existing governance processes.</p>
Sustainability	<p>Continue to operate with budget surpluses.</p> <p>Reduce resource use by continuing to increase utilisation of online and other electronic technologies (electronic agendas, online appeals workflows, online policy instruments, ebook readers). Ebook readers in particular represent an opportunity for significant savings. (By 2009.)</p>