Section 1 - About the University

Origin and Location
Charles Sturt University (CSU) was established as Australia's 26th University on 19 July 1989 by the Charles Sturt University Act (NSW). The Act brought together the Mitchell College of Advanced Education in Bathurst and the Riverina-Murray Institute of Higher Education in Wagga Wagga and Albury-Wodonga.

The name of the University honours the noted explorer, soldier and public servant Charles Sturt. Sturt's major achievement was as an explorer. He was particularly associated with explorations of the Macquarie, Lachlan, Murrumbidgee, Darling and Murray River Systems - the principal rivers of the region which CSU was established to serve.

The University was created as a federated, network university with semi-independent member campuses and a central administration. Amendments to the Act in 1998 now encapsulate in the legislation the structure of the University that evolved during the University's first ten years of operation.

The new structure may be described as an integrated, multi-campus structure in which the major academic units, the Faculties, are represented on at least three campuses of the University and the administrative divisions have University-wide rather than campus-specific responsibilities.

As required by the Act, the University operates main campuses in Albury-Wodonga, Bathurst, Dubbo and Wagga Wagga. CSU operates from other locations including the City of Sydney, Manly, Goulburn, Canberra, Morpeth and Broken Hill. The University’s headquarters, the Chancellory known as The Grange which houses the Vice-Chancellor’s office, is located on the Bathurst Campus.

The Mission
Charles Sturt University will be a bold and innovative leader in providing an accessible, adaptable and challenging learning environment to develop graduates and research that meet the needs of its regional, national and international communities.

The University seeks to achieve this mission by committing itself to, and being accountable for:

• providing a student centered educational environment to develop highly employable graduates who will be able to contribute to the economic, social and cultural life of their University and wider communities and have the capacity for, and commitment to, continued personal and professional development;

• undertaking dynamic and sustainable regional engagement; and

• ensuring effective resource management and generation.

Statement of Values
The key values relevant to Charles Sturt University achieving its mission are:

• the discovery, preservation, refinement, and dissemination of knowledge through teaching, research and scholarly inquiry, which draw strength from each other;

• social justice - equity of opportunity, tolerance, ethical conduct, accountability;

• intellectual independence and freedom of enquiry;

• personal, regional, national and international enrichment;

• economic, social and environmental sustainability; and

• participation, cooperation and collaboration.

Support Services
The administrative and academic support services of the University are provided by the Divisions, Departments and Centres of the University. Each of these organisational units, is headed by either a Pro-Vice-Chancellor, Executive Director or Director who have University-wide responsibilities.

These include: Planning and Audit, Human Resources, Financial Services, University Properties, Marketing and Communications, Information Technology, Library Services, Student Administration, Student Services, Residences and Catering, International Office and Corporate Governance and the University Secretary. The Centres include the Centre of Research and Graduate Training, Centre for Enhanced Learning and Teaching and the Learning Materials Centre and the Units include the Maldahan Gilanna Indigenous Education Unit.

Student Charter
This Charter sets out the expectations that you as a member of the University community may have of us (the University) and your fellow students; and the expectations that we and other students may have of you. We recognise that teaching and learning is a cooperative endeavour and this is reflected in the Charter that we regard as a statement of practice not just intent.

Expectations you and other students may have of us:

• a supportive, harmonious and positive learning community of which you are a valued member irrespective of your gender, race, sexual preference, political affiliation, marital status, disability or religious belief;
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- easy access to timely and accurate information about our regulations, policies and procedures and confidence that we will apply them appropriately and fairly to you;
- access to unambiguous information about research and study requirements;
- quality teaching and/or research supervision delivered flexibly to take account of your learning needs;
- fair, objective, helpful consultation and prompt feedback on your learning and/or research, additional assistance when you are experiencing difficulties with your study and concessions when your learning is affected by misadventure or extenuating circumstances;
- recognition of your intellectual property rights regarding the work you produce with us;
- opportunities to contribute to the organisational and cultural life of the University;
- prompt and considerate resolution of your concerns, appeals and grievances using procedures that are easily accessible, fair and transparent;
- adequate, well designed, functional, clean and safe facilities to take account of your study, research and recreational needs;
- a range of services to support you while you are studying with us including accommodation, financial, health, counselling, study skills, recreational and childcare services and assistance in obtaining suitable employment as your period of study ends;
- respect for the privacy and confidentiality of your dealings with us and confidence that your affairs will only be known to those of us whose duty it is to deal with you.

Expectations that we and other students may have of you:

- contribution to the harmonious and positive learning environment irrespective of others’ gender, race, sexual preference, political affiliation, marital status, disability or religious belief;
- familiarisation and compliance with our rules, regulations, policies and procedures;
- honesty in your work including not cheating, falsifying or conducting yourself in any way that injures others or your studies;
- active and positive participation in the teaching/learning process;
- monitoring your own progress throughout your course or research program and seeking advice from us when you are experiencing difficulties;
- recognition of the intellectual property rights over the work that others produce individually or in partnership with you;
- solicited and unsolicited feedback for the improvement of the teaching and learning environment;
- contribution to the organisational and cultural life of the University;
- agreement to resolve disputes, appeals or grievances honestly and openly by participating in grievance procedures;
- utilisation of the facilities and resources we provide to you in accordance with their function and the conditions for their use;
- respect for other students’ and staff members’ right to privacy and confidentiality.

University Management

The Council

The governing body of the University is the Council. It has a membership of 19 comprising: the Chancellor, Vice-Chancellor and the Presiding Officer of the Academic Senate as ex officio members; two parliamentary members; four members appointed by the NSW Minister for Education and Training; four graduate members nominated by the Council and appointed by the Minister; three elected staff members, two student members; and one of the Heads of Campus who serve for one year on a rotational basis. The Council meets at least five times each year.

Committees of the Council

The Council is assisted in its work by five committees: the Finance Committee; the Audit Committee; the Personnel Committee; the Honorary Awards Committee; and a Standing Committee that meets only to deal with urgent matters.

Vice-Chancellor

The Vice-Chancellor is the chief executive officer of the University and is accountable to the Council for the good government of the University. The Vice-Chancellor is assisted by two Deputy Vice-Chancellors and one Pro Vice-Chancellor.

Heads of Campus

Each of the four main campuses has a Head of Campus who, as a member of the executive, has University-wide accountabilities as well as being responsible for representing and promoting a particular campus.

Campus Advisory Committees

Each main campus has an advisory committee to the Head of Campus with particular responsibility for campus services and facilities and for establishing and enhancing links between the campus and the communities it serves. Campus advisory committees comprise representatives of the communities served by the campus.

Support Divisions and Departments

The administrative and academic support services are provided by the Divisions, Departments and Centres of the University. Each of these
organisational units is headed by a Pro-Vice-Chancellor or an Executive Director or a Director who have University-wide responsibilities.

The Divisions include: Planning and Development; Learning and Student Support; Public Affairs; Human Resources; Financial Services; University Properties; Information Technology; Communications and International Relations; and Library Services. The Departments include: Student Administration; Student Services; Residences and Catering; the International Office; the University Secretary; and the Aboriginal Education Unit. The Centres include: the Centre for Research and Graduate Training; the Centre for Enhanced Learning and Teaching; the Continuing and Professional Education Centre; and the Learning Materials Centre.

Academic Governance

**Academic Senate**
The Academic Senate is the principal academic body of the University. It has delegated authority from the Council to make and monitor academic policy.

The Senate has a membership of 22 comprising: two members of the professoriate elected by the Senate as the Presiding Officer and Deputy Presiding Officer; the Vice-Chancellor, the Deputy Vice-Chancellor, Deans of Faculty; Executive Director of Library Services; and the Director of Aboriginal Education as *ex officio* members; four Pro-Vice-Chancellors appointed by the Council; one elected academic staff member of each Faculty; and two students nominated by the student associations.

The Senate meets five times each year and is assisted in its work by seven committees.

**Academic Programs Committee**
The Academic Programs Committee advises the Senate on matters relating to undergraduate programs and postgraduate coursework programs and has delegated authority from the Senate to approve new and revised programs submitted to it by the Faculties.

**Board of Graduate Studies**
The Board of Graduate Studies advises the Senate on matters relating to higher degree research programs including professional doctorate programs and has delegated authority from the Senate to administer these programs.

**Research Management Committee**
The Research Management Committee advises the Senate on research development and management. The Committee also allocates research grants.

**Other Committees of the Senate**
The Senate has a number of other committees to perform specialist functions. These include: the Academic Appeals Committee which decides student appeals against exclusion and other academic decisions; the Academic Awards Committee which certifies that students have met the requirements of their courses and are eligible to graduate; the Quality Audit Committee which is responsible for auditing the effectiveness of Senate's policies; and the University Medals Committee which awards University Medals to academically outstanding students.

**Faculties and Schools**
The University's academic activities (teaching, research and consultancy) are the province of the five Faculties of the University: Arts; Commerce; Education; Health Studies; and Science and Agriculture. Each Faculty is headed by a Dean who is responsible to the Vice-Chancellor through the Deputy Vice-Chancellor for the management of the Faculty.

The Faculties, which are multi-campus, comprise campus-based Schools and, in a few cases, campus-based academic units. Each school is managed by a Head of School who is responsible to the Dean.

Faculties are responsible for the development and delivery of courses whereas Schools are responsible for the curriculum and the teaching of the subjects that comprise courses.

**Faculty Boards**
Each Faculty has a Faculty Board, chaired by the Dean, which is responsible for the quality of the Faculty's courses, research, consultancy and other academic activities. Each School of the Faculty is represented on the Faculty Board.

**Committees of the Faculty Boards**
The Faculty Boards have a number of committees to perform specialist functions on behalf of the Board. These include: a Courses Committee which advises the Board on new and revised course proposals; an Assessment Committee which approves the awarding of grades; a Graduate Studies Committee which monitors the Faculty's higher degree research students; a Research Committee which monitors the Faculty's research and consultancy endeavours; and a Standing Committee to handle urgent issues.

**School Boards**
Each School has a School Board, chaired by the Head of School, which is responsible for the quality of the teaching and assessment of the School's subjects and the other academic activities of the School.
Course Coordinators

Each Faculty course is managed by a Course Coordinator who is a member of the academic staff of the Faculty. The Course Coordinator is responsible for ensuring that students in a course meet all the requirements of the course required for graduation and abide by the regulations and other policies approved by the Senate.

Research

CSU focuses its research endeavours in areas where it has depth and strength of academic and research capability. As a consequence of this approach it has established seven research centres (two of which are Centres of Research Excellence) and three research groups which are emerging research areas.

The University Centres of Research Excellence are:

Centre for Applied Philosophy and Public Ethics

The Centre for Applied Philosophy and Public Ethics is a national ARC-funded Special Research Centre based in Canberra. Administered by CSU, the Centre is run in partnership with the University of Melbourne and combines the expertise of that University’s Centre for Philosophy and Public Issues with that of Charles Sturt University’s Centre for Professional and Applied Ethics. The Centre specialises in the burgeoning field of applied philosophy. It will build upon existing local and overseas connections for new initiatives bearing on vital public issues. This Centre provides a wonderful opportunity for CSU to build on one of its major strengths. The University has one of the largest cohorts of ethics staff in the country, working on a broad range of issues from the media, policing, corruption, social and political issues, to environmental and computer ethics.

National Wine and Grape Industry Centre

The Centre is composed of teaching and research staff from CSU, NSW Agriculture, NSW Wine Industry Association and research staff appointed to projects within the activities of the Cooperative Research Centre for Viticulture. There are four research themes that have been established: Vine Pathology; Grape and Wine Quality; Sustainable Viticulture; and Wine Technology. Within each of these areas there are sub-themes that have been identified. The key research themes represent the areas identified by the wine industry in its analysis of research and development needs.

The University Designated Research Centres are:

Centre for Cultural Research into Risk

The Centre for Cultural Research into Risk was established to address the socio-cultural dimensions of risk in contemporary societies. Research within the Centre is organised around seven themes: childhood; crime and justice; cross-cultural; education; gender; health and environment; and risk theory. Examples of research projects recently undertaken include fear of crime; risk and youth culture; and risk in the culture of professions.

Farrer Centre (Sustainable Food and Fibre Production)

The Farrer Centre was established to advance the sustainability of agricultural production and the rural environment through research, education and consultancy. The Centre comprises CSU staff and representatives of the NSW Departments of Agriculture and Land and Water Conservation, the CSIRO and industry. The current research focus is in four areas: Landscape Management; Innovations in Plant Science; Food and Fibre Advances; and Spatial Information Technology.

Johnstone Centre: Research in Natural Resources and Society

The Johnstone Centre was established to assist in conserving the world’s biological and cultural diversity. The Centre focuses on the ecosystems of the Murray-Darling Basin, rural Australia and rural areas in the Asia Pacific region with an emphasis on the management of protected areas. The Centre promotes interdisciplinary research in related research themes – conservation ecology, social dimensions of sustainability, eco-tourism and environmental informatics. The central focus of the research is sustainable biophysical and human landscapes, and the main physical locations for research will be the catchments of the Murray, Murrumbidgee and Macquarie Rivers.

Research into Professional Practice, Learning and Education

The Centre conducts high-quality applied research and consultation in the field of professional practice. It is a multi-disciplinary research combining researchers from Commerce, Education and the Faculties of Arts and Health Studies. The Centre's research focus is explicitly on teaching, learning and practice in the variety of professions represented at
CSU. The research agenda is aimed at examining issues germane to both pre-service and practicing professionals.

The University Research Groups and Support Units are:

**Complex Systems**
The group has three main research themes, which together integrate to give us our intelligent adaptive systems: the way an agent encodes its own properties and communicates them to other agents; the process of adaptation; and the creation of a virtual environment through emergent behaviour. The many projects in the group span these themes in different ways, from fundamental analysis of cellular automation to knowledge management in the wine industry. Together they form the exciting discipline of adaptive informatics.

**Centre for the Application of Molecular Biology to International Agriculture (Affiliated Research Centre)**
The group aims to develop a set of tools that can be used by local scientists and breeders to improve productivity and profitability in developing countries. While these tools represent state-of-the-art innovations in molecular biology, they are designed to be robust and cheap enough for use in developing countries. They must be easily useable under harsh conditions by operators with limited biotechnology experience.

**Public and Contextual Theology**
This research group breaks new ground in the theological scene in Australia. Traditionally theology has been undertaken within a narrow ecclesial environment ignoring the wider contexts. The twin foci of the group point to an overriding concern for questions and issues relevant in contemporary society in the Australian setting. Public theology is concerned with the engagement in dialogue of the received faith tradition with wider social and intellectual concerns of the day. Contextual theology in Australia takes account of our pluralist, multi-cultural society as it is evidenced in the dispersed population groups of our sparsely populated land. The context created by aboriginal settlement, colonisation and progress to nationhood provides the perspective from which the various strands of theology are drawn upon to provide a unique resource for the tasks of theology today.

**Spatial Analysis Research Support Unit**
The Spatial Data Analysis Network (SPAN) is a research support unit. The primary role of SPAN is to support research, education and consultancy in the areas of geographic information systems (GIS), remote sensing and spatial statistics. SPAN aims to facilitate research into human and physical problems in the Murray-Darling Basin, provide a University wide set of computer based tools and training to help researchers address such problems and to develop and promote a University-wide user base of GIS applications.

**Cooperative Research Centres**
The University is a partner in Cooperative Research Centres established and supported under the Commonwealth Government’s Cooperative Research Centre Program. These are:

**Cooperative Research Centre in Viticulture**
The CRC for Viticulture focuses Australia’s collective research, extension and education activities in viticulture for dried fruits, table grapes and wine grapes to produce higher quality, more efficiently grown and contaminant free grapes.

**Cooperative Research Centre for Sustainable Rice Production**
The CRC for Rice aims to increase the economic, environmental and social sustainability of the Australian rice industry and increase its international competitiveness by addressing key constraints in the production market chain between rice genes and end-use products. The University leads the education program and makes specialist contributions in the management of soil acidity and fertility, weed ecology and extension and information technology.

**Cooperative Research Centre for Plant-based Management of Dryland Salinity**
Through an improved understanding of the way natural and agricultural ecosystems work, provide new plant-based land use systems that lessen the economic and social impacts of dryland salinity and thereby help sustain rural communities. The University leads the education, information exchange and technology adoption section.

**Cooperative Research Centre for Irrigation Futures**
The CRC for Irrigation Futures will play a key role in providing information, knowledge and human capacity which will enable current and future irrigation practice to adapt and thrive.

**Cooperative Research Centre for Spatial Information**
The mission of the CRC for Spatial Information is to develop the concept of a virtual Australia, uniting research and commercial innovation in spatial information. The CRC will harness and nurture Australia’s recognised research and commercialisation strengths in spatial information technologies to create new opportunities and increased prosperity for all Australians.
Professional Centres

Professional Centres are unincorporated ventures or partnerships with State or Government agencies, other universities or industry linked to Faculties. These centres usually engage in teaching, staff development, conference management, short courses as well as research and consulting. The Centres are:

- **Centre for Information Studies** (through the Faculty of Science and Agriculture)
- **Environmental and Analytical Laboratories** (through the Faculty of Science and Agriculture)
- **Western Research Institute** (through the Faculty of Commerce)
- **Australian Centre for Cooperative Research and Development** (through the Faculty of Commerce)
- **Australian Centre for Christianity and Culture** (through the Faculty of Arts).