

New Directions

CHARLES STURT
UNIVERSITY

AN OCCASIONAL NEWSLETTER ON DEVELOPMENTS AT CSU

Number 4

May 1991

Mission of CSU to meet the challenges of the 90s

Charles Sturt University's Mission Statement will provide a blueprint to meet the higher education challenges of the 90s.

The first draft of the mission statement - developed from discussions at the Academic Planning Seminar in Canberra in March - was circulated to Faculty Deans and other senior staff for comment and has now been amended by the University Planning Committee.

A second draft has been circulated throughout the University for comment (to be submitted by May 15).

It is hoped the final version will be developed for inclusion in the University's Educational Profile, 1992-1994.

The central elements of a possible mission for CSU were identified by senior academic and administrative staff at the Canberra seminar.

They had earlier heard advice from the Federal Government's most senior advisers and DEET officers on the future of higher education in Australia and the development options for a university such as CSU.

The seminar participants believed that CSU, more so than almost all other universities, old and new, was well placed to meet the higher education challenges of the 90s.

In this decade:

- The fastest growing area of enrolments will be mature age people, seeking qualifications for career entry, career change and career development;

- Universities will be called on to provide maximum access for those previously unable to gain an opportunity for higher education - open learning will be more than the latest "buzz word";

- Universities will be required to provide a learning environment that recognises and caters for the needs of particular groups of students; and

- There will be increasing demands for more flexibility in the delivery of higher education. The existing and emerging electronic technologies will make study, for both internal and external students, increasingly independent of time and place.

Executive Director of Planning and Development, Mr Bernie O'Donnell, said CSU, to varying degrees, was

already addressing these challenges.

"The major element of its mission should be to extend these initiatives to the stage where the University is renowned for providing maximum access to a range of vocational and professional courses that are articulated from undergraduate to higher degree and are delivered in ways that meet the learning needs of the students," he said.

The Mission Statement in brief

The following is a precis of the Mission of CSU.

The Mission:

CSU's mission is to be renowned for:

- *providing as many people as possible with opportunities to study high quality professional and vocational courses in a learning environment geared to their particular needs;
- *developing a research profile that is concentrated and primarily focused on the University's regional areas and communities;
- *maintaining a special relationship with the communities of western and south western New South Wales; and
- *operating efficiently and effectively.

Goals:

The overall strategy to achieve the University's mission is centred on six goals which provide the direction for CSU. Each of these goals gives rise to a number of strategic objectives - the means by which the University will ensure that the mission is fulfilled:

- (A) to offer high quality courses that provide opportunities for employment, career development and career change.
 - (B) maximise access for as many people as possible who have the academic potential to succeed in their studies.
 - (C) to create learning environments that are suited to the particular needs of different groups of students.
 - (D) to develop enhanced, concentrated and focused research and research training profiles.
 - (E) to serve the regions in western and south western New South Wales.
 - (F) to improve the efficiency and effectiveness of the University's operation.
- (NOTE: Each of these goals contains a number of objectives. Staff wishing to read the Mission Statement in full should contact their Administrative Head)

Vice-Chancellor outlines 1991 Budget details

CSU's budget for 1991 must start with "a significant decline in real income", according to Vice-Chancellor, Professor C D Blake.

This has been caused by a fall of at least 2% in real terms in the total DEET operating grant for CSU, and a projected drop in interest income.

Professor Blake has outlined 1991 Budget details in this extract from the preface to his draft budget.

The final budget was adopted at the meeting of the Board of Governors on 1 May.

Professor Blake says: "My 1991 Budget recommendations express in financial terms the restructuring of the University approved by the Board of Governors at its meeting of 14 November, 1990.

In order to understand the University's financial position in 1991 and thus to have a context for this budget, it is important to examine the major factors that influence the University's current funding. The University's operating grant for 1991, as determined by DEET, is based on the 1990 grant with adjustments to cover:

- funding for expansion load;
- partial compensation for movements in cost indices;
- any special payments incorporated in the grant.

DEET then discounts this aggregate operating grant as follows:

- 1% to cover the University's contribution to the National Priority (Reserve) Fund. In 1991 this was in excess of \$600,000.
- an amount in excess of \$1 million, which relates to the 4% second tier salary agreement of 1987.

Decline in real income

Total income, including grant and non-grant income for the University in 1991, net of the above discounting, is estimated at \$70.69 million - an increase of \$7 million on the previous year. Of that increase:

- \$4.3 million is for tied capital grants;
- \$734,700 for 100 EFTSU in expansion load;
- approximately \$325,000 for special programs in support of equity and Aboriginal students, programs funded outside of the operating grant in 1990; and
- \$600,000 results from projected increases in fees from full fee paying students.

The remaining element relates to partial

compensation for price movements in 1990.

The impact of these factors is that for the third successive year, the total DEET operating grant for CSU and its predecessor institutions has fallen by at least 2% in real terms. This decline is compounded by the projection that interest income will fall from \$3.26 million in 1989 to \$1.91 million in 1991. Thus the starting point for the University's budget is the reality of a significant decline in real income that must be accommodated.

No extra research funds

It should also be pointed out that the DEET Relative Funding Model has not resulted in any increase in funding for CSU over what it would have received if it had remained two colleges of advanced education. In other words, CSU has not received any additional funds to support the development of its higher degree and research profiles. Consequently, the University has been obliged to redistribute the operating grant from both Faculty and Division budgets to bring its funding for research to approximately \$600,000 in 1991.

It is within this context that the 1991 budget allocations to Faculties and Divisions have been determined. The allocations involved determining staff establishments for each functional group, disaggregating the actual costs at each Member for 1990 and reassembling these as estimates for 1991 within each primary cost centre.

The Development Fund, established by the Board of Governors to support activities of strategic importance and funded from interest earnings and a levy on the income from FFPOS, has been allocated \$2,638,000 for 1991. This amount is to be distributed for educational enhancement (\$93,000), buildings and associated works (\$2,358,000) and for large equipment (\$187,000).

Contingency provision

Because the 1991 Budget is the first integrated budget to be built for the University it is deemed prudent to provide uncommitted contingency funds. Accordingly the Deputy Vice-Chancellor (Academic) has been provided with an

amount of \$100,000 to be allocated at his discretion to facilitate the establishment and operation of the faculties in their first year. The Vice-Chancellor has an amount of \$432,737 to meet other unforeseen needs and to provide a carry forward into 1992. The Budget also commits \$1,402,000 for the purpose of new equipment to be allocated on a University-wide basis to administrative equipment (\$150,000), computing and communications equipment (\$652,000) and educational equipment (\$600,000).

Budget provision has also been made to commence the establishment of comprehensive Student Services Centres at each Member. Among the particular services provided will be support to Aborigines, to overseas students, to students with a need for remedial assistance and to those from isolated rural communities.

Staff Development

The Budget provides, for the first time, for the establishment of an Academic Staff Training and Development Unit. This Unit will have special responsibility for inducting new members of the academic staff into teaching and associated work and for developing and implementing strategies intended to improve the quality of teaching in the University. The Unit will also be available to provide assistance to those members of staff who have the need for specific assistance to improve their effectiveness as teachers. A sum of \$120,000 has been provided from the DEET Staff Development Fund."

Heads of School appointments

Three Heads of School have been appointed.

Dr Bob Murphy has been appointed Head of the School of Education at CSU-Riverina for a three-year term.

Jan Woolley has been appointed Head of the School of Communication and Liberal Studies at CSU-Mitchell and Tim Moorehead as Head of the School of Creative Arts at CSU-Murray. Both these appointments are until December 31, 1991.

Acting appointments are Margaret Macpherson as University Librarian, to be located at CSU-Mitchell, and Dr Ian Barnard as Executive Director of the Open Learning Institute, to be located at CSU-Riverina.

Faculty Boards told: "Create time"

Charles Sturt University will need to consolidate its course profile to create time for the faculties to develop characteristics associated with a traditional university.

Vice-Chancellor, Professor C D Blake, made this point in addresses to the initial meetings of Faculty Boards.

He said CSU must find time for staff to develop research and higher degrees, and to develop a reputation for the outstanding quality of our undergraduate programs, particularly the quality of teaching and scholarship in these programs.

He warned the University must do this by itself as there would be little assistance and virtually no additional funding from DEET.

Course consolidation

One way of finding time was through consolidating the University's course profile which could be achieved by:

- *offering a single generic award per faculty;
- *reducing the number of courses and strands offered;
- *offering, wherever possible, a common course across related areas of a faculty; and
- *reducing unnecessary duplication of external and internal subjects.

Professor Blake said the objective was to reduce duplication of teaching, so giving academic staff the time to develop professionally in research and-or

teaching and scholarship.

He told the Faculty Boards it was necessary to develop faculty course profiles which recognised the emerging needs of the Australian community.

"CSU, and the Faculties in particular, must recognise their responsibility for meeting these higher education needs.

"We must critically examine our course profile to see whether, in each of the areas we offer courses, there is a coherent, articulated and integrated profile - from undergraduate courses, to postgraduate courses, whether at postgraduate diploma or graduate certificate level, through to higher degrees," he said.

Questions which need to be asked

Questions which needed to be asked included:

- Do our undergraduate programs give our students a sound basis for gaining entry to a career and provide them with the skills for life long learning?
- Are our postgraduate courses suited to the needs of the clientele we are trying to serve and are they responsive to social, economic and technological changes?
- How comprehensive and effective are

our credit transfer policies and procedures?

•How seriously and effectively are we trying to create learning environments that will address the needs of particular groups of students, how flexible is the delivery of our courses, and are we making the best use of the existing and emerging technologies?

"It is an increasingly competitive environment in higher education and if we ignore the above issues we will do so at our peril," said Professor Blake.

Other issues covered by the Vice-Chancellor at the Faculty Board meetings included the relationship between a faculty and the schools within the faculty, academic promotion policies and procedures in 1991, and funding.

Performance measures

Professor Blake said the University was committed to recognising outstanding teaching and scholarship but, as with any promotion criterion, there needed to be an objective measure of quality of performance.

Part of the role of an Educational Development Unit to be formed in the University would be to help provide assessments of teaching performance.

Director of Educational Services

Director of the University-wide Division of Educational Services, Howard Air, has a wide background in education and administration.

He joined Riverina-Murray Institute of Higher Education at Wagga in November 1986 as Academic Support Services Officer, and in 1988 became Manager of the Academic Secretariat, a position he held until his new appointment.

Before joining the university, Howard served 20 years as an Education Officer in the RAAF.

Arrangements for Acting V-C

Arrangements have been made for the appointment of an Acting Vice-Chancellor of CSU during periods of the Vice-Chancellor's absence from the University.

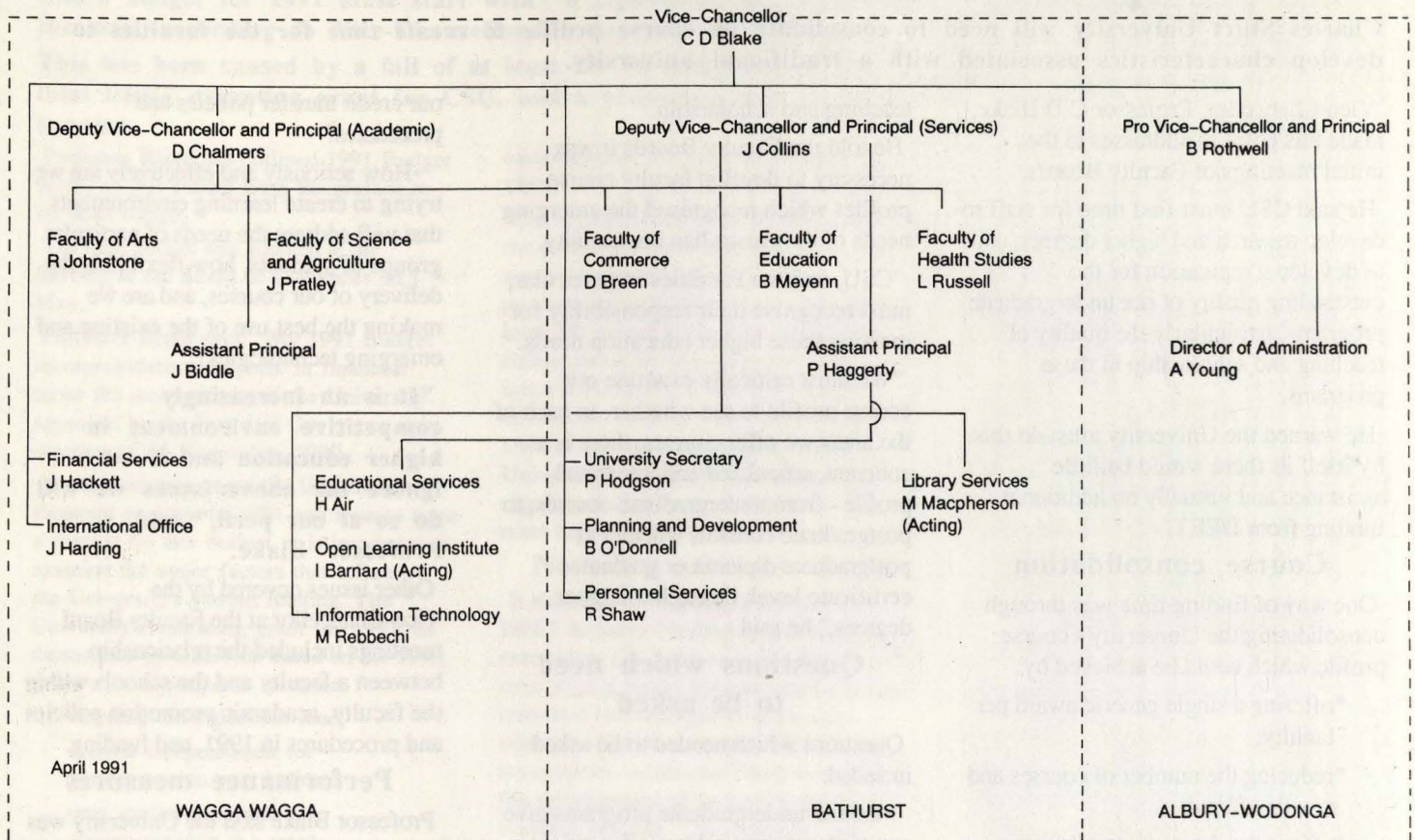
The Board of Governors has agreed that in normal circumstances the Vice-Chancellor will appoint one of the Deputy Vice-Chancellors or the Pro Vice-Chancellor.

At all times one of these officers will be the Acting Vice-Chancellor designate.

Until December 31 this year, it will be the Deputy Vice-Chancellor at CSU-Mitchell, Professor John Collins; from January 1 to December 31, 1992, the Deputy Vice-Chancellor at CSU-Riverina, Professor David Chalmers; and from January 1 to December 31, 1993, the Pro Vice-Chancellor at CSU-Murray, Professor Bryan Rothwell. After this time, each will act in the position for a period of 12 months.

An Acting Vice-Chancellor will be appointed when the Vice-Chancellor is absent from the University for more than three days. During such a period, the Acting Vice-Chancellor will exercise the authorities and perform the duties of the Vice-Chancellor in accordance with existing policies and practices of the University.

PRIMARY COST CENTRES



DIVISION OF PLANNING AND DEVELOPMENT

Most senior appointments are now in place as the University moves into the new faculty and divisional structure.

To assist staff, *New Directions* will publish over the next few issues, organisational charts for each faculty and division, showing job titles and the names of people occupying each position.

This month we publish the structure charts for the Primary Cost Centres and the Division of Planning and Development.

