



Australian Government

Department of Education, Employment and Workplace Relations

Department of Innovation, Industry, Science and Research

Interim Agreement for Mission-Based Compacts

Between:

- Charles Sturt University
- The Australian Government

For the period:

1 January 2010 - 31 December 2010



SECTION ONE

Preamble

Compacts

In 2010, the Australian Government and Charles Sturt University will agree a mission-based compact commencing in 2011. Compacts will be agreements between universities and the Australian Government detailing public funding commitments and reciprocal institutional commitments. They will support universities to pursue their distinctive missions and to contribute to the Australian Government's aspirations for the higher education sector as whole.

This 2009 Interim Agreement is a transitional arrangement, pending finalisation of the first compact in 2010.

Compacts and Interim Agreements will be based on mutual respect, trust and shared goals to improve students' educational experiences and outcomes and to build research capacity and international competitiveness. As noted by the Prime Minister, compacts herald a new era for the operation and funding of Australian higher education. They will play a key role in implementing the Australian Government's reforms and in ensuring improved outcomes from increased Australian Government investment in higher education. Compacts will be underpinned by information and data provided through the Interim Agreement discussions and by other means in order to support the programs and priorities of the Department of Education, Employment and Workplace Relations and the Department of Innovation, Industry, Science and Research.

The Department of Education, Employment and Workplace Relations and the Department of Innovation, Industry, Science and Research will also look to discuss underpinning activities which might inform mission-based compacts, including those supported through the Education Investment Fund and other programs. This will enable a comprehensive analysis of the University's activities in order to drive a reformed university system that promotes excellence, sustainability, transparency, performance, collaboration, international engagement and innovation.

Compacts will facilitate:

- a focus on excellence within the mission of each university irrespective of its distinctive strategic direction;
- transparency in decision making with respect to compact agreements and provision of public funding being open to external scrutiny, and based on a fair application of consistent rules;
- accountability for outcomes, with universities and the Australian Government sharing responsibility to report publicly on performance against clear and measurable goals; and
- a strengthened funding and accountability framework, supported by appropriate and reasonable reporting requirements.

The Australian Government's ambitions for higher education and innovation

The Australian Government's vision for the higher education sector is set out in *Transforming Australia's Higher Education System*. Higher education is central to achieving the key objectives for the nation's future, including:

- ***A stronger Australia*** – boosting Australia's share of high skilled jobs and productivity growth will require a highly skilled workforce that can rapidly adapt to meet future challenges; and
- ***A fairer Australia*** – all Australians will benefit from widespread equitable access to a diverse tertiary education sector that allows each individual to develop and reach their potential. Society as a whole will benefit from the widespread application of cutting-edge research.

In supporting these objectives, the Australian Government's ambitions for higher education include:

- producing graduates with the knowledge, skills and understandings for full participation in society and the economy;
- providing opportunities for people from all backgrounds to participate to their full potential and be supported to do so;
- providing students with a stimulating and rewarding higher education experience;
- playing a pivotal role in the national research and innovation system through generation and dissemination of new knowledge and through the education, training and development of world class researchers across a wide range of intellectual disciplines;
- being amongst the leading OECD countries in terms of participation and performance.

The higher education system also plays a crucial role in supporting innovation. The Australian Government's policy statement, *Powering Ideas - An Innovation Agenda for the 21st Century* outlines its aspirations for innovation over the next decade which include:

- progressively increasing the number of research groups performing at world-class levels, as measured by international performance benchmarks;
- progressively addressing the gap in funding for indirect costs related to Australian competitive grants;
- promoting collaboration by encouraging universities to organise themselves into hubs and spokes and to pursue opportunities to undertake industry-driven research more vigorously;
- helping smaller and regional universities develop their research capacity by teaming up with other institutions; and
- significantly increasing the number of students completing higher degrees by research over the next decade.

Principles

The principles under which Australian Government funding for higher education is provided are:

- opportunity for all, especially for those students from groups under-represented in higher education;
- access to university based on merit;
- world-class teaching and learning that advances the international standing of Australian education;

- world class research and research training that advances knowledge, critical thinking and Australia's international standing;
- responsiveness to the economic and social needs of the community, region, state, nation and the international community;
- a sustainable higher-education sector; and
- academic freedom and institutional autonomy.

Australian Government support for higher education

The Australian Government announced a 10-year reform agenda for higher education and research in *Transforming Australia's Higher Education System*. An outline of the new initiatives announced as part of that package is included at Attachment A.

University mission

Formally recognised as a university in 1989, Charles Sturt University's (CSU) geographically dispersed campuses allow it to serve inland communities across New South Wales, the Australian Capital Territory and northern Victoria, while its distance platform enables it to deliver more than 230 courses to Australia's capital cities as well as its remotest territories.

Its wide geographic presence, and distance education capacity, together enable CSU to meet national priorities for participation, attainment and social inclusion, and are essential to its sustainability and growth as a higher education provider. With around a quarter of its domestic students coming from States and Territories outside New South Wales, CSU is one of Australia's truly national universities.

The strategic focus that runs through CSU's history is its commitment to education that prepares students for work in the professions (in particular supporting the emergence of new professions), flexible education designed to increase access to the professions, and research that is informed by, and informs, industry and professional practice.

This history is reflected in its mission, which states:

"As a national University, Charles Sturt University's mission is to provide distinctive educational programs for the professions that prepare students for work and citizenship; conduct strategic and applied research which is nationally and internationally recognised ; lead in the quality provision of flexible learning and teaching, and; enhance its communities, which include rural and regional Australia, Indigenous Australians and the professions, industries and students for whom we provide research and education, and national and international institutions, scholars and researchers with whom our staff and students are linked" (Charles Sturt University Strategy 2007-2011).

CSU has demonstrated a commitment to the development and growth of its course profile and delivery platforms for the benefit of inland, rural and regional Australia and to leverage that capacity to meet participation, attainment and social inclusion goals nationally.

Its focus on educating students for professional practice is a strategic point of differentiation within the higher education sector. It has embedded practice based learning across its profile of professional courses considering this essential to effective professional preparation. Its achievements in meeting national and regional labour market needs, flexible delivery, participation and retention, learning pathways and social inclusion are all integrally linked to the focus on education for professional practice and meeting the workforce and innovation needs of the people of inland Australia.

What the University is doing at present

Teaching and Learning

Reflecting its mission, CSU aims to:

- "provide distinctive educational programs for the professions that prepare students for work and citizenship which:
 - are recognised by, and developed in collaboration with, the professions, particularly through practicum placements,
 - are accessible to students who have the capacity for University study and
 - maintain high levels of satisfaction among graduates, employers and the University's communities.

- lead in the quality provision of flexible delivery of learning and teaching which provides shared learning spaces and teaching experiences for students on and off campus, and builds communities of learning especially amongst dispersed students.”¹

Goal	Outcome
Professional - Preparing students for work in the professions	<ul style="list-style-type: none"> ▪ more than 360 unique courses.² ▪ more than 70% of courses are in DEEWR identified areas of workforce need.³ ▪ CSU graduates state they are more likely to do a CSU degree again than the sector average (+2.7).⁴ ▪ median salary of CSU graduates higher than sector average one, three and five years after graduation.⁵ ▪ rates of full-time and part time employment after graduation equivalent to sector average.⁶ ▪ exceeds sector average for participation in practicum, internships, fieldwork education or clinical placement (+12).⁷ ▪ exceeds sector average for participation in industry placement or work experience (+13).⁸ ▪ exceeds sector average for acquiring job-related or work related knowledge and skills (+13).⁹ ▪ exceeds sector average for work integrated learning score (+9).¹⁰ ▪ exceeds sector average for occupation and degree relationship (+9.2).¹¹ ▪ exceeds sector average for the extent to which the degree prepared graduate for work (+5.6).¹² ▪ more than 16,000 students enrolled from metropolitan areas, and States and Territories other than NSW.¹³ ▪ established CSU Research Institute for Professional Practice, Learning and Education (RIPPLE) and the Education for Practice Institute (EFPI) to better prepare graduates for work.
Accessible – Expanding higher education aspiration, participation and attainment	<ul style="list-style-type: none"> ▪ around 25% of CSU commencing students enter on the basis of a TAFE qualification in 2008 (compared to a national average of > 10% in 2004).¹⁴ ▪ exceeds national average for participation of low SES students under 25 years (+9.67%).¹⁵ ▪ exceeds national participation rate of students commencing higher education where neither parent has a University degree (+16.1%).¹⁶ ▪ exceeds national average for retention of students from low SES backgrounds.¹⁷ ▪ established the Flexible Learning Institute (FLI) to explore innovations in flexible delivery and extension of opportunity.
Flexible – Leading in the quality provision of flexible delivery of learning and teaching	<ul style="list-style-type: none"> ▪ more than 230 courses available by distance and flexible learning nationally.¹⁸ ▪ first to deliver nursing, health and human services programs such as social work, clinical psychology, rehabilitation therapies and library science by flexible learning. ▪ the largest national provider of distance education with more than 18,000 domestic students.¹⁹

¹ Charles Sturt University Strategy 2007-11

² Charles Sturt University Statistics Collection 2009

³ LEK, CSU Goal Oriented Strategic Framework, 2009, p.45

⁴ Australian Centre for Education Research (ACER [a]), Graduate Pathways Report – Charles Sturt University Institution Report, 2008, p.9

⁵ ACER [a], p.7

⁶ ACER [a], p.5

⁷ ACER [b], Australasian Survey of Student Engagement 2008

⁸ ACER [b]

⁹ ACER [b]

¹⁰ ACER [b]

¹¹ ACER [a], p.8

¹² ACER [a], p.8

¹³ Charles Sturt University (CSU), Performance Portfolio, 2009, p.17

¹⁴ LEK, p.68

¹⁵ DEEWR, Charles Sturt University Equity Performance Indicators 2003-2007, p.23

¹⁶ ACER [a], p.3

¹⁷ LEK, p.24

¹⁸ LEK, p.34

¹⁹ CSU, p.16

Research

CSU is committed to conducting "strategic and applied research of an international standard which is applied for the benefit of our communities, enhances collaboration with industry, develops partnerships with professions, communities and other researchers..."²⁰ Reflecting its profile and historic strengths, CSU has established, or participates in, the following research centres and engages nationally and internationally with affiliates and partners in generating and extending knowledge:

CSU Research Centres	Selected Affiliates/Partners
<ul style="list-style-type: none"> ▪ CSU Research Institute for Professional Practice, Learning and Education 	<ul style="list-style-type: none"> ▪ University of Gothenburg, Germany ▪ Open University UK ▪ University of London, UK ▪ University of British Columbia, Canada ▪ Utrecht University of Applied Sciences, Netherlands
<ul style="list-style-type: none"> ▪ ARC Special Research Centre for Applied Philosophy and Public Ethics 	<ul style="list-style-type: none"> ▪ The University of Melbourne ▪ Australian National University ▪ Oxford University, UK ▪ City University of New York, USA ▪ Vanderbilt University, USA ▪ Victoria Police
<ul style="list-style-type: none"> ▪ ARC Centre for Excellence in Policing and Security 	<ul style="list-style-type: none"> ▪ Griffith University ▪ University of Queensland ▪ Australian National University
<ul style="list-style-type: none"> ▪ EH Graham Centre for Agricultural Innovation 	<ul style="list-style-type: none"> ▪ NSW Department of Industry and Innovation
<ul style="list-style-type: none"> ▪ National Wine and Grape Industry Centre 	<ul style="list-style-type: none"> ▪ NSW Wine Industry Association ▪ NSW Department of Industry and Innovation
<ul style="list-style-type: none"> ▪ CSU Institute for Land, Water and Society 	<ul style="list-style-type: none"> ▪ Hohai University, China
<ul style="list-style-type: none"> ▪ CSU International Centre of Water for Food Security. 	<ul style="list-style-type: none"> ▪ Chinese Academy of Agricultural Sciences ▪ University of Bonn, Germany ▪ DELFT University of Technology, Netherlands ▪ US Department of Agriculture (Hydrology and Remote Sensing Laboratory) ▪ Punjab Agricultural University, India
<ul style="list-style-type: none"> ▪ CSU Centre for Public and Contextual Theology/Global Network for Public Theology 	<ul style="list-style-type: none"> ▪ Stellenbosch University, South Africa ▪ Manchester University, UK ▪ University of Auckland, NZ ▪ University of Leuven, Belgium ▪ University of Edinburgh, UK
<ul style="list-style-type: none"> ▪ CSU Centre for Research Into Complex Systems 	<ul style="list-style-type: none"> ▪ Affiliation through membership at an individual level.
<ul style="list-style-type: none"> ▪ CSU Centre for Inland Health 	<ul style="list-style-type: none"> ▪ Greater Southern Area Health Service

Inland Development

CSU is committed to the social and economic development and inclusion of inland, rural and regional communities through: expansion of higher education participation and attainment; the preparation and retention of professionals in regional areas; stimulation of direct and indirect social, cultural and economic benefits; the provision of services in areas of need; and the conduct of research of direct relevance to, and in collaboration with, its communities.

Goal	Outcome
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²⁰ Charles Sturt University Strategy 2007-11

Support inland regional development and social inclusion

- 75% of on-campus graduates surveyed from a regional home location.²¹
- 73% of on-campus graduates surveyed with a regional home location take up initial employment in a regional area.²²
- 20% of on-campus graduates surveyed from a metropolitan home location take up initial employment in a regional area.²³
- CSU enrolls more than 8,000 students from its campus footprint and 3,000 students from other inland, rural and regional areas.²⁴
- CSU exceeds national average for participation of students from regional backgrounds (+26.62%).²⁵
- CSU exceeds sector average for retention of regional students and isolated students.²⁶
- economic impact CSU expenditure and non-local and international student expenditure on the regions surrounding its campuses was \$264 million in gross regional product, \$164 million in household income and over 3,100 full-time equivalent jobs when flow on effects are taken into account.²⁷
- provides health and other services in areas of identified need (eg: Dental and Oral Health Clinics; Functional Rehabilitation Clinic; Allied Health Clinic; Veterinary Clinic; Kajulu Advertising Agency; 2MCE Community Radio; Western Research Institute).
- invests in research of immediate and direct relevance to needs of communities (eg: EH Graham Centre for Agricultural Innovation; National Wine and Grape Industry Centre; Centre for Inland Health; Newcrest Mining Centre).

What the University aspires to be

Over the short to medium term, CSU aspires to be a national university in regional Australia with the appropriate scope and scale to: improve access to a comprehensive profile of professional courses across all rural and regional communities; through innovative distance and flexible learning, expand educational opportunity to individuals who cannot reasonably access a traditional campus; contribute to building a sustainable and suitably skilled professional workforce at regional and national levels; and, address the exclusion that results from geographic and socioeconomic maldistribution of opportunity and participation.

It aims to increase national competitiveness through excellence in innovation and research in regional Australia by conducting research: that supports teaching and learning and as required by professional accreditation; that is of relevance to sustainable inland, rural and regional communities (food security, water security, biosecurity, climate change, inland health); and, in areas where it has historic strengths (early childhood and care, ethics, theology, policing and national security).

In this context, CSU recognises that:

- more than 68.4% of all people living in disadvantaged areas (ranked in the lowest three SES deciles) reside in regional Australia;²⁸
- as a consequence, young regional Australians (15-24 years) are about half as likely as those in metropolitan areas to be attending university²⁹ and have almost half the level of university attainment;³⁰
- only 6% of Indigenous people aged 18-24 years attend university compared to 25% of non-Indigenous people;³¹

²¹ Western Research Institute (WRI [a]), *Destination of On-campus Graduates of Charles Sturt University 2006 Update*, 2006, p.9

²² WRI [a], p.9

²³ WRI [a], p.9

²⁴ CSU, p.17

²⁵ DEEWR, p.24

²⁶ LEK, p.24

²⁷ Western Research Institute Ltd [WRI (b)], *Economic Impact of Charles Sturt University 2006*, 2006, p. 4

²⁸ Phillips KPA, *A New National University in Regional Australia – Needs Analysis*, 2009, p.76

²⁹ PhillipsKPA, p.37

³⁰ PhillipsKPA, p.35

³¹ PhillipsKPA, p.56

- national population is projected to grow significantly, with the total population of inland, rural and regional Australia forecast to increase 26% by 2025.³²
- demand for professional and managerial graduates continues to be strong, with chronic workforce skills shortages constraining social and economic capacity in regional areas in the fields of engineering, child care, agricultural science, accountancy, nursing, dentistry, pharmacy, medicine, optometry, physiotherapy, occupational therapy, secondary school teaching, special needs teaching, clinical psychology, social work and veterinary science;³³
- demand for professional and managerial graduates is forecast to grow by 20% in regional Australia and 24% in capital cities over the period 2007-8 to 2015-16 placing productive pressures on business and industry;³⁴
- more than 40% of all regional residents leave regional areas to attend university (compared to only 8% of metropolitan residents leaving metropolitan areas); and,³⁵
- there is a correlation between the lack of locally accessible programs in regional Australia, the migration of regional young people to metropolitan areas to study and chronic workforce skills shortages in those disciplines in regional areas.³⁶

Meeting national participation and attainment targets, particularly in inland rural and regional areas, will require an increase in the number of rural and regional students going to university and an expansion of programs locally available in inland, rural and regional areas. The latter is critical both for increasing participation and the supply of professionals to these areas. As acknowledged by the Government, "... [s]tudents who study in regional areas are much more likely to stay in those areas, providing a vital skilled workforce in the regions."³⁷

As the largest University provider of distance education nationally to both regional and metropolitan communities, CSU also recognises the importance of ensuring expanded university access for mature age students and students in the workforce. Regional students in particular are more likely to attend university when they are older and are significantly more likely to enrol in TAFE after leaving school.³⁸ CSU strategies focus on the recruitment of a wide range of students including school leavers, TAFE pathway and mature aged learners across multiple platforms (on-campus, distance education, TAFE articulation, joint study centres [University Colleges] in smaller regional centres). These strategies are leveraged to support increased participation nationally across regional and metropolitan communities.

The University's plans for supporting its aspirations

1. TEACHING AND LEARNING

(a) Domestic Student Provision

(i) Transitioning to student centred funding model

Strategy [This will also have an impact on the attainment and participation targets (see below)].

1. Address identified inland, rural and regional Australia workforce needs – extend the range of professional courses available locally (e.g. medicine; optometry; engineering; building, environmental and fire inspection; aviation studies).
2. Address identified national workforce needs – expand load in programs supporting professionalisation in fields such as paramedical services, policing and early childhood.
3. Increase participation for remote and adult learners – extend the scope of professional fields available in distance education mode (allied health; communication; human movement), supported by enhanced ICT infrastructure.

³² PhillipsKPA, p.70

³³ PhillipsKPA, p.93

³⁴ PhillipsKPA, p.93

³⁵ in 2006, PhillipsKPA, p.3

³⁶ PhillipsKPA, p.93

³⁷ DEEWR, *Transforming Australia's Higher Education System*, Commonwealth of Australia, 2009, p. 40

³⁸ PhillipsKPA, p.37

4. Improve student experience – including expanded accommodation options for low SES students living more than 50kms from a university campus; ICT infrastructure; practice based learning; and support services.

CSU has prepared, or will prepare, feasibility studies/business cases for each of the above initiatives to determine viability and funding requirements. The full implementation of these initiatives will require the University to source appropriate funding. The initiatives may be submitted to the Structural Adjustment Fund, subject to the finalisation of the program guidelines, or the Education Investment Fund.

(ii) Meeting the attainment target

Strategy [CSU's participation strategies (see below) will also contribute to the attainment target].

1. Expand course profile – establish new programs in engineering; building, environmental and fire inspection; and aviation studies targeting VET diploma holders who would not otherwise have progressed to higher education.
2. Expand distance education profile to enhance TAFE pathways.
3. Develop foundation programs in collaboration with TAFE for those who do not meet university entry criteria.
4. Support continuing professionalisation to bachelor level – in paramedical science, policing and early childhood.

(b) Access and Equity (present position/aspirations/strategies)

Strategy

1. Smaller Regional Centres Strategy – CSU will establish a partnership with TAFE and other service providers to establish joint CSU/TAFE University Colleges in smaller regional centres. The joint University College model involves Learning Centres with high quality ICT links to CSU; links from remote school and health settings to CSU; self catering accommodation for students on work/practicum experience; and clinics to deliver health and social services which also provide work/practicum experience. CSU already has in-principle agreement with the Wodonga, Riverina and Western Institutes of TAFE to establish this model across their campuses. An important educational advance arising from the deployment of this model, which will contribute to the capacity to meet the broader participation and attainment targets, will be the transfer, to these TAFEs, of CSU's expertise in and systems for flexible delivery. The full implementation of this initiative will require the University to source appropriate funding. The initiative may be submitted to the Structural Adjustment Fund, subject to the finalisation of the program guidelines, or the Education Investment Fund.
2. Indigenous Education Strategy – continue to implement CSU's Indigenous Education Strategy to increase Indigenous participation at CSU to 3% by 2013 – Target: an additional 400 Indigenous students by 2013.
3. Low SES – the Indigenous Education and Smaller Regional Centres strategies will enhance low SES participation, as will improved Foundation and TAFE articulation pathways. Paramedical studies and policing historically recruit well from low SES backgrounds – Target: low SES enrolments 25% in 2020.
4. Participation Goals and Competitive Courses – CSU will provide dedicated scholarships for students from Indigenous and remote communities in veterinary science, dentistry and allied health courses. Few students from rural and regional areas will meet entry requirements for these competitive, high status professional fields. CSU has created, in each of these course areas, degree programs which may be entered with CSU's minimum entry criteria and which can lead to the more competitive courses as well as careers in their own right. For example, the Bachelor of Oral Health Therapy has an ATAR 70 (as opposed to Dentistry ATAR 90) or the BRehabTherapy (ATAR 70 as opposed to BPhysiotherapy ATAR 95).

(c) International

Strategy

1. Increase international load from 2009 onwards – CSU aims to:
 - a. grow enrolments – at regional campuses, Australian based Study Centres, the CSU Ontario Campus (business, nursing, biotechnology and communication in addition to teacher education) and at Transnational Partners (University of Hong Kong [SPACE], Berne University of Applied Science, Yangzhou University, Tianjin University of Commerce, Yunnan University of Finance and Economics, Changchun Taxation College and the Cambodian Economics and Finance Institute);
 - b. continue to build on a strong international presence – for example, CSU currently has contracts to provide programs in criminal intelligence in Abu Dhabi; senior police leadership for the Indian National Police Service; and counter-terrorism and intelligence to the Joint Centre for Law Enforcement Cooperation in Yogyakarta. Students from China Criminal Police University undertake degrees in investigations at CSU's Goulburn Campus;
 - c. explore international collaborations in distance education and joint programming - CSU is currently exploring potential collaborations with a number of major international universities in distance education and to establish joint programs.
2. Increase the number of CSU students including international study in their programs - 10% of domestic undergraduate students to be undertaking international study, including practicum, in their program by 2011.
3. Internationalise the curriculum of CSU courses - all courses to be internationalised by 2015.
4. Enhance the international student experience – see 1 (d) below.
5. Strengthen CSU's international research collaborations and profile - all CSU research centres to have international networks and/or partners by 2011.

(d) Quality and Student Engagement

Strategy

- Implement Student Experience Program – ensure the provision of student services in a more consistent and integrated way and to develop and monitor progress against measures of student engagement. The first stage of this project, namely the establishment of a physical and virtual Student Service Centre across all its campuses, will be in place in 2010.
 - Appointment of a Director, Transitions, to oversee the development of CSU's pathway programs and to lead a project to renew first year teaching and student support.
 - Expanded provision of affordable and good quality on-campus accommodation (especially important at CSU where a high proportion of such students must live away from home.)
 - Refurbishment of learning and teaching spaces.
 - Improve and extend significantly and continuously its online learning and student support environment for both on campus and off campus students.
 - Improve student experience using the results of both the CEQ and the AUSSE survey as recommended by the Bradley Review.

2. RESEARCH AND RESEARCH TRAINING

(a) Research and Research Training, including issues arising from the University's performance portfolio

Strategy

1. Maintain and grow current areas of research strength - see Research overview above.
2. Increase external funding for research infrastructure underpinning National Priorities – for example, in the field of climate change and food security.

3. Establish National Research Program for early childhood and care – develop a National Centre for Research into Early Childhood Education and Care in partnership with the Queensland University of Technology.
4. Grow specialist research capacity in inland health – develop partnerships and programs to enhance inland health research.
5. Increase RHD student load within the University – increase Research Training Scheme places by 130 in the period 2010 to 2014.
6. Increase research publications – increase the number of high quality research publications reported as part of the annual HERDC process and in ERA.
7. Ensure quality CSU research informs the areas in which csu teaches – meet or exceed research requirements of accrediting bodies.
8. Contribute to debate on national research definitions – continue to promote a definition of research that includes disciplinary/cross disciplinary work, research into teaching and learning in higher education, and professional practice-based research.

(b) Sustainable Research Excellence (SRE)

Strategy

1. Maintain and develop research infrastructure and support – apply SRE funds for maintenance and refurbishment to buildings, laboratories and research facilities, maintenance of, and investment in, equipment and systems, and marketing, advertising and promotion of research.

(c) Collaborative Research Network (CRN) Program

Strategy

CSU will propose being a node in the following research networks:

1. Education – Consortium focussed on teacher education and professional learning (early years learning, literacy and numeracy, rural and Indigenous education, digital education, national curriculum and pre-service teacher training). Participating universities include James Cook University, Queensland University of Technology, Monash University and the University of South Australia.
2. Ethics, Policing and Security – maintain CSU's current participation in the ARC Centre of Excellence in Policing and Security and the ARC Special Research Centre for Applied Philosophy and Public Ethics.
3. Sustainable Food Security – establish an integrated program focussed on mixed farming systems for the future which are able to respond to the challenges and opportunities facing agriculture in Australia including productivity efficiency and growth, protection of the environment and addressing the challenges of food security, biosecurity, climate change, water scarcity and the skills shortage in agriculture.
4. Water Security in Peri-urban and Rural Communities - deliver simple planning tools to rural and peri-urban communities in regional Australia. This framework will be used to improve policy, planning and decision making to support future policy formulation to help cope with water security issues under climate change. This new initiative will be a catalyst and a blueprint for future water security in regional Australia. The consortium will include: universities, city councils, Catchment Management Authorities, a NSW Government Department and Irrigation Companies.

These research networks may be considered as Collaborative Research Networks subject to finalisation of the program guidelines.

(d) Achieving Research Outcomes

To achieve the above research outcomes the University will:

- Continue to review, refine, and apply performance funding to current areas of strength;
- Review systems supporting research to increase the ease with which data can be generated and the performance of academic areas can be tracked, including data on

HDR students to align student demand, supervisory expertise and institutional capacity;

- Support enhanced collaboration and engagement with external agencies, funding bodies, other institutions, Indigenous communities, professional bodies and learned communities to strengthen existing relationships and form new relationships in areas of strategic importance;
- Put in place succession plans for key leading researchers and develop recruitment strategies informed by research capacity and potential;
- Proactively plan, prioritise and resource large external funding applications to improve success and the quality of applications in areas of strategic interest;
- Continue to recognise research into professional practice as a valid pathway of enquiry for CSU researchers;
- Support continuous improvement and simplification of HDR processes to increase acceptance rates, improve retention and expand scholarships;
- Seek external funds to support HDR student scholarship places and continue to fund CSU scholarships to support excellent student applicants;
- Continue to fund academic areas based on quality publication output and expand information on sectoral and discipline publication trends;
- Continue to invest in the institutional digital repository (CRO) with a view to it becoming the sole authoritative source for publications information used in processes such as promotion, sabbatical and tenure;
- Continue to support research by CSU staff within a discrete number of FOR code areas and work with Research Centres on how they can contribute directly to courses within their expertise;
- Work towards an explicit articulation of CSU's position on the link between research and teaching and engage in dialogue with government, funding bodies and other institutions.

3. Sustainability

Strategy

- Expand course profile and student load/demand in areas of identified need – continue to expand course profile in areas of identified need and expand student load strategically by enhancing the distance education profile and by supporting professionalisation in key industries (eg. paramedics, early childhood).
- Continue to diversify income – continue process of diversifying income streams, in particular using course profile to attract domestic and international fee paying students.

4. Measuring Performance

CSU has a rigorous planning and performance monitoring system in place. The University Strategy is underpinned by a framework of four University Plans (Course, Research, Learning and Teaching, and Institutional Development) corresponding to the four key objectives, and by four Enabling Plans (Capital Development, Information Architecture, Finance and Budget, and Workforce). These Plans outline actions, responsibilities, performance expectations and targets across the University's priority areas. The University Plans incorporate targeted planning instruments (eg. Indigenous Education Strategy, Internationalisation Strategy) that provide more granular targets and performance indicators. Key Performance Indicators are a combination of quantitative and qualitative measures. Measurement data is maintained in a number of areas, for example, the Office of Planning and Audit maintains current data relating to students (eg. student load, socioeconomic status, progress, attrition) and the Centre for Research and Graduate Training maintains current data for measuring research performance. Internal measures are augmented by externally generated data (eg. ACER student

satisfaction survey, Graduate Pathways Survey, Economic Impact Report, Graduate Destination Survey etc). The Council receives a progress report against one of the Plans at each meeting and then an annual report against all Plans against key performance indicators.

SECTION TWO

Teaching and Learning

The Commonwealth Grant Scheme funding agreement of December 2009 will remain in effect throughout the period of this Interim Agreement. Where eligible, other funding for 2010 will be delivered through a range of new and existing Australian Government teaching and learning programs.

The University and the Department of Education, Employment and Workplace Relations agree to work co-operatively to enable the Department to:

- finalise the framework for mission-based compacts during 2010; and
- develop a framework for performance funding, including appropriate teaching and learning performance indicators, which will be used to set targets for performance funding in the 2011 compact.

No funding is contingent on the teaching and learning component of this Interim Agreement.

SECTION THREE

Research and Research Training

Funding under the Higher Education Support Act 2003

In 2010, the Department of Innovation, Industry, Science and Research (Department of Innovation) will provide the University with funding from a suite of research block grant programs including the Research Training Scheme (RTS), Australian Postgraduate Awards (APA), International Postgraduate Research Scholarships (IPRS), Research Infrastructure Block Grants (RIBG) and Joint Research Engagement (JRE). These grants form the basis of this agreement. The Department of Innovation will also look to discuss how research collaboration, participation, engagement and excellence, supported by a broader range of the portfolio's programs, might inform mission-based compacts – see Attachment B.

The University and the Department of Innovation agree to work co-operatively to enable the Department to:

- finalise the framework for mission-based compacts during 2010; and
- develop performance indicators and targets to be used within the 2011 compact.

As part of this agreement, the Department may identify priority areas of research which align with the University's strengths and mission.

Sustainable Research Excellence in Australia (SRE)

The Department of Innovation has established the Sustainable Research Excellence in Universities (SRE) program, which supports excellence and contributes to a more sustainable University research sector, by ensuring that adequate funding is available to allow competitive grants for research to be effectively utilised.

The program will have three funding components:

- a Base component whereby 20 per cent of the funding provided will be allocated on the basis of the existing Research Infrastructure Block Grants (RIBG) formula, i.e. on the basis of the relative success of the institutions in attracting competitive research funds as calculated from schemes in the Australia Competitive Grants Register;
- A Threshold One funding component whereby up to 13 per cent of available SRE funding in any one year will be available to those universities participating in Transparent Costing and the Excellence in Research for Australia (ERA) initiative; and
- A Threshold Two component whereby 67 per cent of available SRE funding in any one year will be available for those universities participating in Transparent Costing and ERA and who meet specified performance targets.

The University acknowledges that its participation in SRE will be governed by this agreement and by processes administered by the Department of Innovation as part of this agreement. The University acknowledges that participation in both Transparent Costing and ERA is a prerequisite for receipt of funding under the Threshold 1 and Threshold 2 elements of SRE.

The University commits in this Agreement to working cooperatively with the Department of Innovation to finalise its Transparent Costing and ERA participation status based on the SRE framework set out in the SRE Guidance Paper, Transparent Costing Specification, SRE Conditions of Grant and any other related documents or processes published by DIISR.

Collaborative Research Networks program

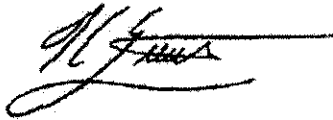
The Collaborative Research Networks (CRN) program will assist smaller and regional universities to adapt to a research system driven more strongly by performance outcomes. From 1 July 2010 regional and smaller universities will be invited to make submissions which support areas of national importance. Funding will be made available to successful universities from 1 January 2011. CRN funding and the research activity it will support are therefore outside the scope of this Interim Agreement, but will be addressed in the compacts to be negotiated with universities in 2010.

The University agrees to work with the Department of Innovation on developing the framework for the CRN program.

Interim Agreement

This interim agreement covers the period from 1 January 2010 to 31 December 2010. It may be amended, if agreed in writing by all the parties

Signed on behalf of **Charles Sturt University**



Professor Ian Goulter
Vice-Chancellor and President

Signature

Name and position

Signed on behalf of the **Department of Education, Employment and Workplace Relations**



Fiona Buffinton
Group Manager,
Higher Education Group

Signature

Name and position

Signed on behalf of the **Department of Innovation, Industry, Science and Research**



Anne Baly
Head of Division
Research Division

Signature

Name and position

ATTACHMENT A

Summary of budget initiatives

Initiative	Description	Funding 2009-10 to 2012-13 \$m
<p>Funding to support the low SES participation targets</p> <ul style="list-style-type: none"> ▪ Partnerships ▪ Student loading 	<p>In 2010 funding to support the low SES participation targets will be about 2 per cent of teaching and learning grants, and will increase to about 3 per cent in 2011. By 2012, equity funding will be broadly in line with the recommendation of the Bradley Review to increase it to 4 per cent of teaching and learning grants.</p> <ul style="list-style-type: none"> ▪ Partnerships activities ▪ Student loading <p>The funding will support the government's ambition to increase higher education enrolments of students from a low socio economic background to 20 per cent by 2020. This includes \$394 million new funds, plus existing Equity Support Program funding.</p>	<p>108</p> <p>325</p>
Demand driven entitlement system for domestic higher education students	Public funding will be provided for each undergraduate student eligible for a university place. Universities will continue to set their own entry standards, including entry requirements such as pre-requisite subjects, and make strategic decisions about course provision and their ultimate size.	491
Higher Education Loan Program (HELP) repayment reduction for education and nursing	Repayments for the Higher Education Loan Program (HELP) for eligible education and nursing graduates will be reduced if they work in a teaching or nursing profession. This proposal is aimed at addressing the skills shortages in both professions.	83
Increase in the maximum annual student contribution amount for education and nursing	The maximum annual student contribution amount for education and nursing will be increased, providing a direct increase in revenue to institutions offering these vital courses.	33
Indexation	Revised indexation for higher education funding will be introduced from 2012, with transitional arrangements for teaching and learning in 2011. The increase in indexation will provide funding security and certainty for institutions to support improved student-to-staff ratios and greater student engagement.	578
Sustainable Research Excellence in Universities	Increase in funding for the indirect costs of research, currently funded through the Research Infrastructure Block Grants (RIBGs). This will ensure resources are allocated rationally and used efficiently.	512
Joint Research Engagement	Replaces the Institutional Grants Scheme to encourage and support engagement with the end users of research.	-
Collaborative Research Networks	Networks to encourage institutions, particularly those in regional Australia, to form partnerships with universities with already established research strengths,	52

	relevant to their mission and profile.	
Excellence in Research for Australia (ERA)	Funding will be provided for establishment of a framework for Excellence in Research for Australia (ERA).	36
Education Investment Fund	Australia's tertiary education and research sectors will benefit from a capital injection from the Education Investment Fund (EIF).	2,985
National body for regulation and quality assurance	The national agency will be established from 2010 to underpin a robust quality assurance framework for Australian higher education, and to drive improved standards of teaching and learning for students.	57
Performance funding	From 2012, new performance funding will reward institutions that meet agreed targets in key areas such as improving the quality of teaching and learning and the outcomes for students from low socio economic backgrounds.	206
New arrangements for student income support	Provides comprehensive changes to the student income support system to remove the financial barriers to the participation of students from low socio economic backgrounds and Indigenous students. This supports the Government's ambition to increase higher education enrolments of students from a low socio economic background to 20 per cent by 2020.	-
Postgraduate Research Student Support	Raises the stipend in the Australian Postgraduate Award to \$22,500 from 2010.	52
Removal of the OS-HELP loan fee	The loan fee on OS-HELP Loans will be removed in 2010. This will encourage Australian students to study overseas during their higher education courses, enhancing their student experience and learning outcomes.	17
Structural Adjustment Fund	Funding will be provided to support significant structural change across the sector, which could include the creation of new models of higher education institutions and collaborations between higher education and vocational education and training providers. Total funding of \$400m includes \$64 million from the existing Diversity and Structural Adjustment Fund, and \$200 million for the capital components of structural adjustment to be funded from the EIF.	402
Savings measures		
Learning and Teaching Performance Fund	This program will be discontinued. Performance funding will provide incentives for institutions to improve learning and teaching quality.	-324
Workplace Productivity Program	This program will be discontinued.	-78

PACKAGE ELEMENTS	2010	2011	2012	2013	2014 and beyond
	Transition period		New student centred funding system		
Student entitlement funding	Transition to student centred funding model		Student centred funding model		
Increased indexation		Conditional funding (equivalent to improved indexation on T&L grants)	Increased indexation of teaching and learning and research HESA grants		
Performance funding			New performance funding of 2.5% of current teaching and learning grants		
Quality and regulatory framework	Tertiary Education Quality and Standards Agency				
Funding to support low SES participation	2% of T&L funding in 2010	3% of T&L funding in 2011	4% T&L funding from 2012 onwards		
Student income support	Improved targeting of income support New student scholarships Australian Postgraduate Awards stipend increase				
	Independence age reduced to 24 years	Independence age reduced to 23 years	Independence age reduced to 22 years		
		Personal Income Threshold increased to \$400 per fortnight			
		Income support for all Masters by Coursework programs			
Structural adjustment funding	Structural Adjustment Funding				
Higher Education Loan Program	Higher Education Loan Program reforms: Reduction in HELP repayments for nursing and teaching; increase to student contribution for nursing and teaching; removal of OS-HELP loan fee				
Education Investment Fund	Rounds 1, 2 & 3 and Sustainability Round				
	Sustainable Research Excellence (incremental increase to 2013)				
Research Initiatives	Joint Research Engagement				
		Collaborative Research Networks			

Enhanced Research Funding System

<p>Collaboration</p> <p><i>Collaborative Research Networks program</i></p> <p><i>Co-operative Research Centres</i></p> <p><i>Infrastructure collaboration</i></p>	<p>Participation</p> <p><i>Increased Aust. Postgraduate Awards</i></p> <p><i>Super science fellowships and other Aust. Research Council fellowships</i></p> <p><i>Research Training Scheme</i></p>
<p>Engagement</p> <p><i>Joint Research Engagement</i></p> <p><i>Co-operative Research Centres</i></p> <p><i>ARC Linkage program</i></p>	<p>Excellence</p> <p><i>Sustainable Research Excellence</i></p> <p><i>Excellence in Research for Australia</i></p> <p><i>Improved indexation of Block Grants</i></p>

Compacts with universities will provide a framework for the Government's reform agenda

Dual system of core funding:
Existing formula-based Research Block Grants and Competitive Research Grants (ARC, NHMRC etc)

<p>Infrastructure funding programs</p>	<p>National Collaborative Research Infrastructure Strategy</p>	<p>Education Investment Fund - SuperScience Package</p>
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Reformed university research system that:

- **Drives Excellence**
- **Builds Sustainability**
- **Provides transparency**
- **Improves performance**
- **Promotes collaboration & responsiveness**
- **Engages internationally**
- **Promotes innovation**