

Charles Sturt University Port Macquarie

Master Plan Vision

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Prepared for

Charles Sturt University

Prepared by

AECOM Australia Pty Ltd

Level 21, 420 George Street, Sydney NSW 2000, PO Box Q410, QVB Post Office NSW 1230, Australia

T +61 2 8934 0000 F +61 2 8934 0001 www.aecom.com

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Quality Information

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Prepared by Rachelle Newman

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1.0 Introduction

This document incorporates and builds on Charles Sturt University's (CSU) existing planning framework for the development of a new campus at Port Macquarie. It provides a high level vision that can be used to test and refine the current vision and phasing, and will guide the production of a concept master plan and development guidelines for the new campus.

1.1 Methodology

The Master Plan Vision has evolved from interviews conducted with the Senior Executive Committee and members of the facilities management team in February 2013. The interviews gathered information in regard to CSU culture, structure and model of education; and the opportunities, issues and risks associated with the new Port Macquarie campus. The information collected from the interviews was summarised into a discussion paper. The paper generated discussion on key issues and provided background for a workshop held in March 2013. During the workshop the SEC reached a common understanding and agreement on the way forward for CSU Port Macquarie. This document seeks to capture this understanding and agreement. The draft document was presented to workshop attendees and CSU's Administration Services Executive for feedback. This resultant feedback from a number of CSU staff has been incorporated into this document.

2.0 CSU Context

2.1 CSU Overview

CSU is a national university with over 6,000 students from outside NSW. It is the sixth largest university in Australia by head count. Seventy per cent of its enrolments are derived from distance education.

CSU currently provides 360 courses in Health, Education, Business, Science, Communications and Creative Industries, and is considered to be the premier provider of courses in Agriculture, Policing and Security, and Early Childhood.

CSU provides the most comprehensive range of health programs in the country, with more than 70 per cent of CSU's on-campus health students coming from a rural or regional area. More than 80 per cent of those students (over 90 per cent in some professional fields) have commenced employment in a rural or regional area.

CSU's goals aim to encourage and address participation, access, development, professions, skills shortages and applied research in regional areas. CSU is student centric and places high value on collaboration, agility, change, reliability and inclusiveness.

2.2 CSU Campuses and Approach

CSU has campuses at the following locations: Albury-Wodonga, Bathurst, Canberra, Dubbo, Goulburn, Orange, Parramatta, Wagga Wagga, Ontario and Port Macquarie. CSU also has Study Centres in Sydney and Melbourne.

The University achieves a sustainable, broad course profile and large enrolments across its main campuses. Wherever possible CSU ensures that each campus has:

- High profile attractive courses (e.g. physiotherapy, pharmacy, dentistry, veterinary science) which draw students from a wide geographic catchment.
- Courses with local sustainable demand (usually education, human services, business and nursing).
- Courses which can be sustainably delivered, through a combination of face-to-face lectures from local staff and various cross campus teaching techniques.

- A complementary online and distance education load at each campus to strengthen student numbers and diversity. This assists in attracting and retaining quality staff and funding infrastructure growth.
- Strong and effective TAFE pathways that provide multiple entry and exit points for students, supporting aspiration and participation in the community.

This model has enabled CSU to secure an average of 50 per cent of local higher education entrants and build aspiration/participation across the local region.

3.0 CSU Port Macquarie Background

3.1 Opportunities at Port Macquarie

The Port Macquarie Local Government Area has a population of 75,000 people and the Mid North Coast regional population of 214,000 people. This is expected to grow to 260,000 in the next 20 years. There are comparatively low participation rates for Higher Education in the region.

A key component of CSU's strategic plan is to support participation in higher education and provide high quality graduates who meet professional workforce need. A CSU presence at Port Macquarie will attract more students to higher education and more students to CSU.

CSU already has over 200 students from the Mid North Coast region studying by distance education or at its other campuses. CSU has developed a number of models to provide best and worst case student load modelling for the new campus. The Mid North Coast region has significant growth projections. The potential exists for the new campus to support ~5000 higher education students (~3000 equivalent full time) by 2030.

The new Port Macquarie campus represents a significant opportunity for CSU in that it is located on the coast and will be the most northern Australian CSU campus. The difference in climate, local culture, and history of place will have implications for the student catchment, course offering, and design and development of the new campus.

3.2 Campus Development Objectives and Staging

CSU Port Macquarie proposes to develop a full-service campus with a comprehensive course profile for up to 5000 students by 2030. This campus will provide for the Mid North Coast Region:

- A genuine, sustainable and growing range of opportunities for students on the Mid North Coast.
- A reduction in the migration of regional students away from the Mid North Coast.
- An increase in participation rates for higher education in professional fields in demand on the Mid North Coast.
- An increase in the number of skilled professionals working in the area.
- An increase in economic activity and employment for the area.
- An attraction for international students
- The creation of Port Macquarie as a centre for higher education and research in Australia.

In 2012, an interim CSU campus was established at 27 Grant Street, Port Macquarie. This campus currently offers Bachelor programs with on campus student services including general service and academic study skills support.

In 2012, a 2.5 hectare site off Major Innes Road was purchased to establish a permanent campus, approximately 5 kilometres from Port Macquarie town centre. Further negotiations are underway for an additional 10 hectares of land. An initial due diligence assessment has been undertaken to determine the development potential of the site and to inform the development of a master plan.

2012-2014 Phase 1

- CSU will remain in the leased premises located at Grant Street, Port Macquarie with capacity for 400 students (250 equivalent full-time student load - EFTSL).
- Course profile includes degrees in Accounting, Business Studies, Clinical Practice (Paramedic), Justice Studies (Policing) Medical Imaging, Accounting, Creative Industries, Health and Rehabilitation Science and Social Work.

2015-2020 Phase 2

- Transition to new campus, located off Major Innes Road.
- Provision of general purpose teaching facilities, similar to the Grant Street Campus.
- Development of a broad course profile with flagship courses in allied health areas.
- By 2017-18 the campus will support 1,000 students (700 EFTSL) and a minimum of 10 courses.

2020-2030 Phase 3

- Full-service campus with a comprehensive course profile for up to 5,000 domestic and international students (3,000 EFTSL).
- Research profile.
- Ability to support full campus experience through the provision of accommodation (whether on or off campus), library, cafes, infrastructure to encourage interaction and socialising on campus.

4.0 Vision and Guiding Principles

The vision for CSU's Port Macquarie campus is:

CSU's Port Macquarie campus will draw on the strengths of the region and its people to create a sustainable learning community dedicated to the growth and prosperity of the region and its people.

To realise this vision, the following guiding principles will be embedded into the development of the campus:

- We are tuned to the land and its people.
- We are committed to real world learning.
- We will be Port Macquarie's learning hub.
- We are a sustainable community.
- We are a part of the whole.

5.0 Objectives and Indicative Strategies

The following objectives and indicative strategies support the guiding principles.

5.1 We are tuned to the land and its people

1. Respect and work with the traditional land owners, the history of settlement and the key governance stakeholders in the region:
 - Engage with the Birpai nation to understand its connection with the land and the challenges facing its people.
 - Acknowledge the unique characteristics of the region's development. For example incorporating the local economic potential in the co-op movement.

2. Ensure climate and site responsive development that uses resources wisely and sustainably:
 - Use site responsive development to deliver a strong sense of place. Port Macquarie offers a more temperate climate with higher rainfall than other CSU inland campuses.
3. Utilise the coastal lifestyle for learning and research:
 - Recognise the unique opportunities available to CSU by growth in a new geographic context.

5.2 We are committed to real world learning

1. Be a rich platform for personal transformation and growth:
 - Offer flexible access to professional education.
 - Provide a campus experience that promotes displayed thinking, emphasises transparency and encourages serendipity and discovery.
 - Develop and support the range of ancillary and leisure activities, campus opportunities and student services that respect and embrace cultural diversity and provide opportunities for formation and transformation.
2. Provide a campus experience that integrates learning, living and working:
 - Understand and map the demands placed on different student groups to provide service offerings and solutions that reduce the stress of studying, and amplify the delights of learning.
 - Address the special needs of different groups, but avoid segregation and isolation.
 - Develop a range of residential offerings for students on and off campus and explore different operating modes and procurement options.
 - Draw on the economic and tourism cycle in Port Macquarie to create more incentive for students to be a part of the community.
3. Offer regionally relevant learning and research that creates human, social and economic capital:
 - Foster local partnerships with all regional stakeholders to be aware, responsive and relevant.
 - Continually develop a course profile that is responsive to local demand from students and industry.

5.3 We will be Port Macquarie's learning hub

1. Provide a range of informal, social spaces that will build bonds within cohorts, and create energy across the campus:
 - Concentrate activities/functions/facilities to build activity nodes and energy across the day, the week, the year.
 - Consider the public space created across the new campus as a destination to develop and manage for the broader community – a public place calling for curation and activation.
 - Look for opportunities to provide temporary outposts of CSU in Port Macquarie through events and overlay communications.
2. Foster regional education networks across all stakeholders and develop partnerships for collaborative consumption of core resources:
 - Develop a campus with porous boundaries and visible activities in order to be inviting and accessible for casual community interaction.
 - Use facilities and spaces as an attractor for local learning networks.
3. Be a regional node in the global world of higher education:
 - Create a diverse community of local and international students.

- Be an accessible interface for the Port Macquarie community into education opportunities and global online learning frameworks.
- Be a regional translator to share broader shifts and insights with the Port Macquarie community.

5.4 We are a sustainable community

1. Use the creation of a new campus to support CSU principles of environmental, social and financial sustainability:
 - Interrogate design principles to identify and shape spatial and behavioural cues and experiences. Engage with Port Macquarie campus staff and students to build expectations and ownership of environmental stewardship.
2. Go beyond green buildings to embed precinct-wide strategies for sustainability:
 - Use sustainable accreditation structures to shape the master plan and future operating strategies.
 - Address transport and access strategies through master planning and community infrastructure engagement to strengthen the connections from the campus to the town centre.
3. Leverage existing community facilities where appropriate and develop partnerships for collaborative consumption of non-core resources:
 - Identify all components of the ultimate student experience and generate multiple ways of delivering services.

5.5 We are part of the whole

1. We will be one campus offering the whole CSU experience - one university distributed across campuses:
 - Continue to provide access to all CSU services at all interim stages of the Port Macquarie campus development.
 - Look to have Senior Executive staff located in Port Macquarie as at any other campus.
2. Create a campus at Port Macquarie that galvanises the continued development of all CSU campuses:
 - Ensure that Port Macquarie working parties/reference groups look beyond the Port Macquarie master plan with broader membership and links to existing operations – or use existing structures to focus on Port Macquarie-specific issues.
 - Port Macquarie campus development can provide a test bed for shifts that should be adopted on other existing campuses, e.g.
 - Teaching spaces that support multiple operating modes, both face-to-face and online.
 - More vibrant and dynamic social settings.
 - Informal spaces that support the formation of professional identities and values.

6.0 Critical success factors

The following are the most important factors against which the successful development of the Port Macquarie campus will be measured:

- CSU Port Macquarie provides a real campus experience with a broad academic course profile offered by academics with active research involvement.
- The campus is well connected to the town centre through public transport and active transport modes.
- The aspiration for higher education in the community grows and participation rates increase.

- The region is better connected with the broader world of ideas and higher education.
- The CSU presence is established, permanent and committed to the region. Local confidence in CSU grows.
- The agreed shape of the future campus strategy guides decisions around staff, courses and research.
- CSU is a long term partner with the local community – creating jobs, education and development opportunities.

7.0 Alignment with University Strategy for 2013-15

The University Strategy for 2013-15 sets out the objectives and strategic priorities for the university. The emerging opportunities and issues for the Port Macquarie campus have been tabled with the strategic priorities to ensure alignment with the objectives and direction of the university.

CSU Draft Strategic Priorities 2013-15	CSU Port Macquarie Campus Opportunities	CSU Port Macquarie Campus Issues
<p>Curriculum Learning and Teaching</p> <ul style="list-style-type: none"> • <i>Increase student engagement through well-designed, responsive and timely online and face-to-face interaction.</i> • <i>Implement key actions from a new Curriculum Learning and Teaching Plan focused on innovation.</i> • <i>Identify most effective and sustainable programs targeted at progress and retention and focus on these from 2014.</i> • <i>Introduce a leading learning management system, integrated with other educational and student system plans, and considerate of student and staff support and change management requirements.</i> 	<ul style="list-style-type: none"> • Respond to emerging demand for rigorous Higher Education offering; encourage interest in courses that will build a distinctive campus profile. • Continue to encourage a supportive setting for blended student cohorts – Distance Education (DE) and face-to-face – see DE more as part-time students. • Consider how online engagement might influence physical settings for teaching that range from lecture rooms to computer labs and simulation spaces. The mobile connected campus. • Opportunity to strengthen international student pathways. Possibility for an international rotation degree through CSU's regional campuses that encompasses inland and coastal experiences. 	<ul style="list-style-type: none"> • The Port Macquarie course profile is highly responsive to student demand. Initially this is in Science and Arts; in the future CSU will seek to encourage demand in other areas such as Education and Business.
<p>Research and Research Training</p> <ul style="list-style-type: none"> • <i>Develop a narrative about how our research contributes to the social good of our communities.</i> • <i>Develop and promote our research concentrations to strengthen the CSU research profile.</i> • <i>Purposefully resource and manage these areas so they are expected to be in the top 50% national ranking, and maintain or gain a performance that equates to ERA</i> 	<ul style="list-style-type: none"> • Opportunity to add strength to the CSU research profile in fields consistent with local community needs and in a direction consistent with, and which augment, other parts of CSU. • Alignment of teaching and research profile will continue to be required into the future – this implies cultivation of research capacity in allied health to match the teaching 	<ul style="list-style-type: none"> • Port Macquarie will need full-time staff to support research. • There is currently no significant research leadership based at the campus. Some of the areas being considered for growth (e.g. health) face a level of difficulty in recruiting senior staff in from the professions.

CSU Draft Strategic Priorities 2013-15	CSU Port Macquarie Campus Opportunities	CSU Port Macquarie Campus Issues
<p><i>ratings of 4 and 5 by 2016.</i></p> <ul style="list-style-type: none"> • <i>Improve research participation and output by investing in Faculty Research Compacts.</i> • <i>Improve HDR student experience through emphasis on good supervision.</i> 	<p>profile being offered in this area. Aged Care and Gerontology are likely sub-fields.</p> <ul style="list-style-type: none"> • Opportunity to partner with Port Macquarie-Hastings Council to develop Food, Soil and Water Research Centre. • Potential future collaboration with commercial enterprises for the development of specific courses or research programs will require investigation. • Noting the establishment of a new campus, rather than developing research separately through disciplines, multidisciplinary research programs should be built that are focussed on local issues, that are co-located, and which share infrastructure as much as possible. • Development of new research should consider the five multidisciplinary 'societal challenges' identified by Australia's Chief Scientist as priorities for 2014-2015: living with a changing environment; promoting population health and wellbeing; managing food and water assets; securing Australia's place in a changing world; and lifting productivity and economic growth. 	
<p>Internationalisation</p> <ul style="list-style-type: none"> • <i>Internationalise the curriculum across all courses.</i> • <i>Internationalise our regional campuses to be preferred destinations for international students.</i> • <i>Pursue international DE markets.</i> • <i>Increase undergraduate student international experience.</i> • <i>Promote activity that directly supports or leverages off CSU Ontario.</i> • <i>Identify and pursue strategically important international</i> 	<ul style="list-style-type: none"> • Port Macquarie coastal setting presents new destination campus for international students. • Resort town offers wider residential options and employment opportunities across the full year and post study. • Allied health profile is a potential drawcard for international enrolments. • Opportunities in offering both a regional-rural and regional-coastal Australian experience – developing 	<ul style="list-style-type: none"> • CSU must define what the measures are for “an internationalised campus” and ensure that these are embedded at Port Macquarie. • TEQSA infrastructure requirements must be addressed to be a registered location. • Need to build a quality domestic experience before introducing international students. The course profile must be attractive to international students. • The value proposition of a full campus experience

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<p><i>research partnerships and networks.</i></p> <ul style="list-style-type: none"> • <i>Capitalise on the opportunities of the Asian Century.</i> 	<p>experiences that offer international students the chance to rotate through CSU campuses.</p>	<p>not in place until 2020 – look to accelerate residential options earlier?</p>
<p>Courses and Campuses</p> <ul style="list-style-type: none"> • <i>Introduce Engineering, Medicine and Regional Creative Industries and languages.</i> • <i>In consultation with our communities, develop a regional and campus strategy that articulates the CSU Model and maps out discipline and course profile futures for our campuses and distance education.</i> 	<ul style="list-style-type: none"> • Must be a 'real' university experience offering a range of courses across all faculties. • To meet regional skill demand, Port Macquarie could become a centre for allied health studies offering paramedical, dentistry, physiotherapy, social work, aged care, and complement the UNSW medical school. • Targeted course profile development in partnership with key industry service providers – e.g. Police, Ambulance. • Opportunity for creative industry courses and use of community/cultural facilities, such as the Glasshouse. • Courses and research that are related to the coastal location, including aquaculture and environmental sciences. • Partnerships with TAFE, UNSW Medical School and other education establishments and professional development organisations. 	<ul style="list-style-type: none"> • Engagement needed with faculties to prevent a repeat experience for Port Macquarie community being disappointed by abortive/unviable course offerings. • Face-to-face courses needed until market matures for substantial DE courses. • Risk of competition with other CSU campuses for enrolments and resources.
<p>Service, Support and Communication</p> <ul style="list-style-type: none"> • <i>Implement significant service quality improvements focussing on interactions with students as a priority.</i> • <i>Ensure we lead the sector for the student 'recruitment to arrival' experience (application to census date).</i> • <i>Establish functional responsibility for supporting clear, consistent, targeted and consolidated student</i> 	<ul style="list-style-type: none"> • Grant St campus has created personalised, responsive student support culture that is recognised and valued by DE students as well as face-to-face enrolments. This seamless service ethic should underpin support at the new campus. • Further improvements to come from collaboration with 	<ul style="list-style-type: none"> • The new campus will be isolated from local and CSU support services – this may lead to separate communication systems and practices. • Developing a one university approach to services and support delivery without losing the local cultural identity and focus on specific needs.

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<p><i>communication practice across the organisation.</i></p>	<p>others in service improvement through membership of the Service Quality Forum.</p> <ul style="list-style-type: none"> • Student integration and community engagement locally and across CSU campuses to enhance the student experience and outcomes. • Introduction of smart learning practices that are aligned with service, support and communication. 	<ul style="list-style-type: none"> • Ensuring the current student support and culture is scalable and transferable, and funding grows commensurate with load. • Library services will not be able to support the 1000 students projected for Phase 2 using the current service model with Port Macquarie Council Library. For 2015-2020, students will have to rely on online Library services and support and the CSU DE postal service for print materials.
<p>Partners and Relations</p> <ul style="list-style-type: none"> • <i>Ensure our academic partnerships align with CSU values and goals, are viable, sustainable and of high quality.</i> • <i>Strengthen our capacity to engage with government and influence public policy.</i> • <i>Improve consistency and coordination of engagement with regional communities through Heads of Campus.</i> • <i>Improve consistency and engagement with professional and employer groups.</i> 	<ul style="list-style-type: none"> • Continue current effort to build multiple level relationships with all stakeholders, including but not limited to, political, community and commercial groups. • Opportunity to connect with a number of new partners. 	<ul style="list-style-type: none"> • Consider marketing the benefits of study in a regional location using the study Adelaide model.
<p>Indigenous Education</p> <ul style="list-style-type: none"> • <i>Complete recruitment of the Indigenous Academic Fellowships and increase our employment of Indigenous staff in general.</i> • <i>Implement cultural competency training for all staff.</i> • <i>Ensure all UG programs incorporate Indigenous Australian content consistent with the Indigenous cultural competence pedagogical framework.</i> • <i>Maintain national leadership in this area.</i> 	<ul style="list-style-type: none"> • The Port Macquarie catchment area has a large indigenous community with high levels of unemployment and low levels of participation in higher education. • Student demand from more relatively remote settings may create more residential demand in Port Macquarie. • The Port Macquarie campus has already made indigenous support a service priority, including discussion around an indigenous centre, elders on campus, and indigenous-specific accommodation. 	<ul style="list-style-type: none"> • CSU will need to become fluent with the cultural traditions of the new aboriginal nation, the Birpai nation. • All campuses need to develop successful residential models for indigenous students.

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<p>Sustainability</p> <ul style="list-style-type: none"> • <i>Move to carbon neutrality by 2015</i> • <i>Continue to aggressively pursue energy efficiency.</i> • <i>Implement a recognised framework to manage measure, improve and promote our sustainability performance.</i> • <i>Celebrate our leadership in this area as an example to others.</i> • <i>Encourage and assist organisations in our regional communities to achieve their sustainability goals.</i> 	<ul style="list-style-type: none"> • Port Macquarie greenfield setting can provide a leadership site in sustainable design and operating practices. • CSU Green and Degree Initiative to be embedded into the built fabric of the new campus. • Port Macquarie accredited as a Green Star Community. • Need a holistic community strategy towards sustainable practices for instance through bike paths, transport, offsets, waste management, course profile and research. 	<ul style="list-style-type: none"> • Port Macquarie represents a new challenge for CSU's sustainability practices – compared to current inland campuses it is a milder climate with warm summers, higher minimum temperatures and higher rainfall. • Development of a new site in Port Macquarie will bring ecological challenges from wetlands management, flora and fauna.
<p>People and Culture</p> <ul style="list-style-type: none"> • <i>Ensure clear leadership and committee responsibilities for complex changes.</i> • <i>Bed down academic workload management practices and new organisational structures.</i> • <i>Recruit and develop leaders and managers to change culture, innovate and adapt in a complex and competitive environment.</i> • <i>Implement the HR enabling plan to ensure a diverse, safe, engaged and progressive workforce and culture.</i> 	<ul style="list-style-type: none"> • CSU Port Macquarie needs to be seen and valued as a campus that lives by core CSU values: collaborative, student centred, agile, agents of change, reliable and inclusive. • This process should not exceptionalise Port Macquarie, but needs to acknowledge the greater demands of a development project over the operations of an existing site. 	<ul style="list-style-type: none"> • Outside of the traditional geographic sweep of CSU campuses, Port Macquarie will stretch management team, access takes longer, and two-way cross pollination of people will happen less frequently and may create isolation. <p>Service standards/ levels may be higher than for other campuses which may create higher levels of staffing and inconsistency with CSU client service expectations and experience.</p>
<p>Information</p> <ul style="list-style-type: none"> • <i>Establish a centralised business intelligence function and community of practice with the responsibility to enhance our business intelligence, reporting capabilities and support to ensure effective organisational decision making and performance monitoring.</i> 	<ul style="list-style-type: none"> • Maximise the potential of starting a new campus to create new infrastructure efficiencies. 	<ul style="list-style-type: none"> • Challenges in predicting future needs in a rapidly changing context.

CSU Draft Strategic Priorities 2013-15	CSU Port Macquarie Campus Opportunities	CSU Port Macquarie Campus Issues
<p>Infrastructure – Physical and Virtual</p> <ul style="list-style-type: none"> • <i>Ensure infrastructure is optimised for student engagement, responsive to changing needs and aligned with or extends our capacity to achieve our strategic goals.</i> • <i>Develop an online environment that connects our staff community and helps promote innovation with our other communities.</i> 	<ul style="list-style-type: none"> • A richer online environment will connect staff across all campuses and address potential peer isolation for Port Macquarie staff. • Connect the Port Macquarie regional community into the ideas and ideals behind higher education. • Consider how online engagement might influence physical settings for teaching that range from lecture rooms to computer labs and simulation spaces. The mobile connected campus. • Opportunity to build a campus from ‘scratch’ with the most modern and efficient infrastructure. 	<ul style="list-style-type: none"> • Review the current governance structures in place to support the campus development project to ensure that they support the transition to ongoing campus operations. • Off-campus locations need to address service issues. • Replication of possibly inefficient infrastructure and systems from existing campuses.
<p>Financial and Operational Stewardship</p> <ul style="list-style-type: none"> • <i>Revise the budget format to give more transparent view of our financial operations.</i> • <i>Instigate improvements to operations and internal services to reduce cost and improve effectiveness and efficiency.</i> 	<ul style="list-style-type: none"> • Consider partnerships with the community and business to shift elements of the campus experience outside of CSU operations – both on and off campus. • Build a robust and flexible governance structure to align with the new CSU strategic plan. • Re-examine the standard CSU delivery models for teaching/learning/student services. 	<ul style="list-style-type: none"> • Bringing Port Macquarie into the ‘one university’ model to prevent the development of potential parochialism in operations. • Watch for possible loss of momentum in funding assumptions from a bad student experience.