



# Building stronger communities for 25 years

*yindyamarra winhanganha*

## FOREWORD

I am very pleased to write the foreword for this history of Charles Sturt University. One of the first things I did in joining the University was to read the remarkable histories of CSU's predecessor institutions. These were impressive in themselves and it is wonderful to be able to celebrate what has been achieved from that base in just 25 years as a University. I am very proud, and feel very privileged, to be the Vice-Chancellor of CSU.

To retain higher education opportunities in central and southern NSW, the University was born through the marriage of two institutions, Mitchell College of Advanced Education and the Riverina-Murray Institute, and this diverse history has given us a rich foundation upon which we thrive.

Our success is grounded in the qualities we draw from our regional roots – our sense of community, our will for hard work, and our resilience when times get tough. These are the very qualities that helped us combine, settle as a single institution and grow. We have turned the challenge of connecting multiple campuses across hundreds of kilometres into an opportunity - and we applied the lessons we have learnt to connect students across Australia and the world.

In 2014, when we turned 25, total student enrolments at CSU were 39,482. We have grown to be one of Australia's largest universities, but we have not lost track of our original charter – to be a university of the land and people, with our focus on the needs of our regional and rural communities and our strong commitment to providing quality higher education opportunities to first generation, rural, remote and Indigenous Australian students.

And how our students flourish! With a strong practical foundation, our graduates contribute positively to the lives of others every day, many in regional and rural Australia. They embody the spirit of the Wiradjuri phrase *yindyamarra winhanganha*.

I would like to thank Dr Margaret Van Heekeren for this wonderful work – a 25 year history of Charles Sturt University. Margaret is a Senior Lecturer at CSU, and it is people like Margaret and her colleagues that first drew me to the University. The history that she narrates so well speaks of many people, like her, who have contributed to our success. We are fortunate to have dedicated and passionate staff - visionaries, thinkers and professionals who have set us on our path, committed to the journey and kept us on track through the University's 25-year history.

**Professor Andy Vann**  
Vice-Chancellor

# 25 years of CSU

## CHAPTERS

1. **Confluence:** foundation
2. **Of the land and people:** campuses
3. **Interact:** technology
4. **University of the First Generation:** students
5. **Gumption:** staff
6. **For the public good:** community engagement
7. **Yindyamarra Winhanganha:** coming of age

# Timeline



**1989**

Charles Sturt University established by act of parliament, merging the former Mitchell College of Advanced Education and the Riverina-Murray Institute of Higher Education. Interim Board of Governors meets for the first time and announces appointment of the inaugural Chancellor, David Asimus.

**1990**

Former Riverina-Murray Institute of Higher Education Principal, Professor Cliff Blake, appointed as inaugural Vice-Chancellor.

**1991**

CSU Coat of Arms unveiled. The Cedars historic property purchased in Albury and refurbished as Albury-Wodonga Campus administrative centre.



**1992**

The Charles Sturt University chancellery, the Grange, opens at Bathurst Campus.

Agreement signed to partner in Australian Graduate School of Police Management, based at Manly, Sydney.

CSU-TAFE centre opens in Dubbo.

**1993**

Land purchased at Thurgoona to expand Albury-Wodonga Campus.

Transfer of the Robinson Education Centre site in Broken Hill to Charles Sturt University by the University of New South Wales.



**1996**

CSU signs with Study Group Australia, initially offering CSU Study Centres in Sydney and Brisbane and later in Sydney and Melbourne.

**1997**

CSU named University of the Year for success in educating first in family university students.

HSC Online launched.

New offices and library opened at Manly.

**1998**

Establishment of former Goulburn College of Advanced Education precinct as a University campus with the signing of contract with NSW Police Service to provide policing education.

Establishment of a new campus in Canberra, Australian Capital Territory, to house the CSU Australian Centre for Christianity and Culture in partnership with the Diocese of Canberra and Goulburn.

Members of the Board of Governors outside the Grange, March 1992. Back (L-R): Dr Peter Hodgson, Professor James Hagan, Professor John Collins, Tom Watson, Professor Michael Birt, Dr Henry Gardiner, Professor Brian Rothwell. Middle (L-R): Professor Cliff Blake, Professor Bruce Mansfield, Marsha Reilly, Dr Colleen McDonogh, Professor David Chalmers, Judith Tonkin, David Asimus AO. Front (L-R): Gordon Beavan, Anne Brassil, Leonora Ritter, Dr Jane Morrison, Professor William O'Sullivan, Helen Laurelin.



Inspired by components of the traditional Charles Sturt University logo, the new logo suggests fluidity, flexibility, growth, prosperity and support from togetherness. This supports the brand positioning, 'Better Together' by referencing our sense of community, valuing partnerships and working together.

## 2001

Vice-Chancellor Cliff Blake retires and the University's second Vice-Chancellor, Professor Ian Goulter is appointed.

Official opening of Dubbo Campus.

## 2002

Chancellor David Asimus retires and the University's second Chancellor, Lawrie Willett AO, is appointed.



## 2005

Establishment of new campus in Ontario, Canada.

Transfer of the Orange Campus of the University of Sydney (formerly Orange Agricultural College) to Charles Sturt University.

First intake of Veterinary Science students.

## 2008

Indigenous Education Strategy launched.

CSU Green environmental office established.

CSU Interact introduced across all subjects.

## 2009

First intake of Dental Science students.

## 2011

University rebranding including replacement of crest with new logo, a motif of the Sturt Desert Pea.

Vice-Chancellor Ian Goulter retires and Professor Andrew Vann is appointed as the University's third Vice-Chancellor.

## 2012

Opening of Port Macquarie Campus.

## 2014

Chancellor Laurie Willett AO retires and Dr Michele Allan is appointed as the University's third Chancellor and first female in the role.



## 2015

Opening of a Regional University Study Centre in Wangaratta in northern Victoria.



**CSU HAS MORE THAN**

**170,**



000

**ALUMNI AROUND THE GLOBE**





At 25 years of age  
Charles Sturt  
University  
is young, yet old.



## CHAPTER ONE

# Confluence: foundation

---

As an institution, Charles Sturt University (CSU) has outlived its immediate predecessors, Mitchell College of Advanced Education and the Riverina-Murray Institute of Higher Education. It has also outlasted their antecedents, the Riverina College of Advanced Education and Bathurst and Wagga Wagga Teachers' Colleges. None of these four institutions saw beyond two decades.

Despite this relative longevity, CSU is the university that almost wasn't. Had the political pendulum swung differently, it may never have come into existence.

Born amidst the heady reforms under Labor education minister John Dawkins in the late 1980s, Charles Sturt University was a child of often tense negotiation and compromise. Over time, compromise became confluence, with the multi-faceted university ultimately running as a system like the rivers of its first boundaries.

This brief history, to commemorate Charles Sturt University's 25th anniversary, begins in this earlier era and goes on to explore the development of five key areas: campuses, technology, students, staff, and community engagement. It is these factors that, over two-and-a-half decades, have combined to make Charles Sturt University what it is today.

Midway through Australia's bicentennial year, in July 1988, the federal Labor Minister for Employment, Education and Training, John Dawkins, announced a sweeping raft of reforms that was to leave its own enduring legacy. The framework was set for the largest shake-up of higher education in national history. In what is still referred to as 'the Dawkins' reforms', higher education was to be overhauled through a major increase in student places, the creation of a national unified system of fewer but larger institutions and the end of the two-tiered university and college of advanced education system. The primary difference between these tiers was that only universities received research funding.

In New South Wales the higher education sector featured eight universities and 14 colleges of advanced education (CAEs) or institutes. Among these were Mitchell College of Advanced Education (MCAE) at Bathurst and the cross-campus Riverina-Murray Institute of Higher Education (RMIHE) at Albury and Wagga Wagga. Like the 12 others across the state, neither had the requisite student numbers to ensure an independent future. They would need to amalgamate or somehow partner with one or more institutions to reach the newly-set 5,000 to 8,000 full-time student equivalent minimum.

At both institutions the impending change would have brought feelings of déjà vu for some employees, as they had experienced the redevelopment of teachers' colleges into CAEs just 18 years earlier. The creation of CAEs in the early 1970s had evolved out of a post-war liberal belief in extending higher education to those who were not suited to the traditional university courses but had potential for academic study with a vocational focus. It was believed the technical college style of skills training could be enhanced with the integration of a university-style humanities education. After much negotiation between state and federal governments, it was eventually decided to close teachers' colleges at Bathurst and Wagga Wagga and open CAEs. Education still formed a large part of the new colleges' suite of courses but alongside diplomas and degrees in a range of other disciplines.

## The new “mega uni” would have 30,000 students.

Mitchell College of Advanced Education (MCAE), named in honour of the early European surveyor of the region, Sir Thomas Mitchell, opened in Bathurst in 1970, although the college was not formally constituted until the following year. In Wagga Wagga, the Riverina College of Advanced Education (RCAE), named after the surrounding agricultural region, opened in 1972. Four years later the Wagga Wagga Agricultural College, north of the city, was incorporated into the RCAE as a School of Agriculture. The Agricultural College had opened in 1946 on the site of the Wagga Wagga Experiment Farm, which had offered agricultural education since 1896. Land adjacent to the Agricultural College was purchased in 1972 and in 1975 offices were moved from the central RCAE site to what had become known as the Boorooma campus to the north of the city. This site developed as the main RCAE (later CSU Riverina) campus and by 2015 the University had sold all of the original RCAE site, excepting a central area containing the conservatorium, archives and veterinary hospital.

Meanwhile, there was also movement to the south. Shortly after the opening of the RCAE, a study centre was launched 130 kilometres away in Albury. This was extended four years later into the Albury-Wodonga study centre and in 1984 the centre became known as the Murray campus of the college, in recognition of the river that separated the border communities. A year later the Murray campus was formally incorporated into the institution when the Riverina College of Advanced Education was renamed the Riverina-Murray Institute of Higher Education (RMIHE).

The creation of CAEs was not the first time the Bathurst and Wagga Wagga communities were to be joint recipients under government education policy. Shortly after World War II it was decided to set up two regional teachers' colleges in order to increase teacher numbers in the state. Bathurst, as the educational centre of the Central West region and Wagga Wagga, as the Riverina equivalent, were chosen as central and southern alternatives to the northern Armidale Teachers' College. Wagga Wagga Teachers' College opened in 1947 on land in the centre of the city, which had been most recently used for a wartime air force hospital, and the Bathurst Teachers' College enrolled its first students in 1951 on land that had been an ordnance depot during the war but had offered agricultural education since opening as an Experiment Farm in 1895.

By the late 1980s this rich history of education in the three cities meant further expansion was welcome. Already there had been local agitation for a Riverina-based university and less organised but similar talk of the need for a university at Bathurst. What wasn't welcome was the realisation that neither the federal nor state government had any intention of allowing one or the other or, even more unrealistically, both colleges, to gain university status. Rather, from the outset, the push was for amalgamation.

While it was up to the federal Labor government, which funded the tertiary sector, to set the reform agenda, it was up to the states, with legislative control over mergers, to make it work. In October 1988, three months after the reforms were announced the NSW Office of Higher Education circulated a position paper that acknowledged a Mitchell / Riverina-Murray university would reach the requisite student load, however:

*“It is difficult to see how they could attract the resources to develop the comprehensive range of research and graduate activities of an independent university within any reasonable timeframe... Future prospects for such a two-campus university would not appear to be at all comparable with the prospects arising from membership of a university.”*

Elsewhere the position paper elaborated on the “membership of a university” concept. It was proposed that Bathurst and Wagga Wagga become two of four colleges within a “mega” University of New South Wales (UNSW). The Sydney-based university was a logical choice as the parent institution. Although a university since 1949, it too had grown out of training college origins and, in the 1950s and 1960s had guided colleges in Newcastle and Wollongong into independent universities. The paper noted tensions between Albury and Wagga Wagga over location of a university and suggested the Albury campus of RMIHE could also become a UNSW college or, separately, a University of Sydney college.

The new “mega uni” would have 30,000 students. Collectively, the new institution would be called the University of NSW but with each campus known by its college name, as in University of NSW, Mitchell or University of NSW, Riverina.

A central board of governors, comprised of the heads of each campus, would co-ordinate the five campuses, with each campus retaining academic autonomy.

Once made public, the proposal prompted outcry from UNSW staff and governing bodies. The University Council described the plan as “wholly unacceptable”; its academic board expressed concern it would detract from UNSW’s reputation in teaching and research and the Federation of Australian University Staff Associations (FAUSA) warned of unresponsive institutions run by bureaucratic boards remote from local communities. The depth of feeling against the proposal is probably best seen in the threat of one senior UNSW academic, as reported in the *Sydney Morning Herald*, to “chain myself to the fence of Parliament House if I have to, to stop this horrifying amalgamation”.

Yet discussions between the institutions continued as 1988 drew to a close and through the first months of 1989. Minutes of meetings of that period reveal an ongoing tussle between the regional colleges and UNSW over autonomy. As Mitchell College Principal Dr Melvin McMichael outlined, the proposed legislation was workable and would benefit regional students, but as long as there was representation from regional members on the new institution’s governing bodies. In separate but similar proposed amendments to the NSW government’s draft bill, Mitchell and Wagga Wagga sought greater representation and independent decision-making, whilst UNSW remained resolute against any proposal that had the potential to diminish its stature.

With no significant concessions from UNSW the regional institutions had lost patience by early April and, in a joint statement, Mitchell Council chair, Professor Bruce Mansfield and Riverina Murray Council chair, Professor James Hagan, rejected the proposal. Professor Hagan argued:

*“It is both unreasonable and demeaning to suggest that rural colleges, which have operated since last century and have been independent, autonomous degree-granting colleges of advanced education of almost 20 years, should now be absorbed by a city university and have their status and autonomy reduced to that of an infant institution.”*

---

# “It was better than anything we could have dreamed of”

With the original proposal in tatters, the Federal Minister John Dawkins outlined an amended plan for the two regional institutions to be sponsored colleges of UNSW for at least five years until they were ready to achieve university status. The change of heart was significant – for the first time since the original proposal was announced there was now the likelihood of central and southern NSW having its own university, even if somewhat in the future. However, two days later, the NSW Education Minister, Dr Terry Metherell, went a step further, announcing a rural-based university to cater for more than 9,000 students in the Central West and Riverina. Cliff Blake explains how the apparently sudden change of heart came about:

“I had been quietly feeding Joe Schipp, who was the Member for Wagga Wagga and a cabinet minister with an alternate plan. That was to create a second rural university and when the NSW system was so strongly opposed, Schipp brought forward my plan in the cabinet and it was agreed to. Mel McMichael, the Principal of Mitchell, wasn't party to any of that and I think he was quite surprised when it came to pass.”

The new university, to be the ninth in the state, was a political win for the regions. As Dr Blake told *The Daily Advertiser* at the time, “It was better than anything we could have dreamed of.” Mike Rebecchi, the foundation Executive Director of Information Technology recalls:

*“The reforms were forced upon two major regional institutions that had been competitors for years and they had the choice of either being swallowed up by one of the Sydney universities or going into this marriage and I think they reluctantly thought the marriage might be the best outcome.”*

Although beginning under the sponsorship of UNSW in a caretaker / mentor role, the new institution would be autonomous from the start with its own Board of Governors, which would appoint a Vice-Chancellor. Initial plans also included the Orange Agricultural College (OAC) as one of four campuses, however the college instead amalgamated with the University of New England, returning to CSU in 2005 (see the following chapter for further discussion of OAC). Meanwhile, Albury, which at one stage was considering an amalgamation with the Canberra-based Australian National University, was now back in the fold.

Initially it was proposed that the new university would remain under UNSW guidance for at least 10 years, however by the time establishing legislation was passed, later in 1989, the relationship was less defined, with a requirement only to “collaborate” on academic programs, particularly in the area of postgraduate education and research. The UNSW Council would also have the right to nominate four people, subject to ministerial approval, to the Board of Governors. The University soon proved it did not need significant guidance. Foundation University Secretary Dr Peter Hodgson says the University became so successful so quickly UNSW was more of a competitor and the level of mentorship originally planned was not needed.

# Charles Sturt, who had charted the rivers of the Murray-Darling Basin within which the campuses of the new institution were located, was the most representative and so Charles Sturt University was named.

Whilst the new University's framework was in place by April 1989, what hadn't been decided was the institution's name. Some of those suggested were: the Western University; the Murray Darling University; the Australian Inland University; the William Farrer University; the Thomas Blamey University and, interestingly, the Southern Cross University, which became the name of a northern NSW-based university established in 1994. At a meeting on 17 April a provisional name was used – the University of Western New South Wales. At the first reading of the university bill in parliament it was referred to as "university xyz". By the second reading a name had been found. Cliff Blake recalls he had asked RMIHE history lecturer Don Boadle to find a suitable historic figure. Charles Sturt, who had charted the rivers of the Murray-Darling Basin within which the campuses of the new institution were located, was the most representative and so Charles Sturt University was named.

Six weeks later, on 2 June 1989, the Charles Sturt University Act passed State Parliament and on 12 July Australia's 26th university was launched. The launch was timed to coincide with the first meeting of the University's Interim Board of Governors in Bathurst. Guests and speakers at the launch ceremony included Dr Metherell, the Vice-Chancellor of the UNSW and Acting Vice-Chancellor of CSU, Professor Michael Birt, the Mayor of Bathurst, Alderman Ann Ashwood and the chairs of the former Mitchell and Riverina college and institute councils, Professor Bruce Mansfield and Professor James Hagan.

The Interim Board announced the appointment of the university's inaugural Chancellor, David Asimus AO. Born in Adelong and later a woolgrower in the Wagga Wagga district, Mr Asimus had spent nine years as chairman of the Australian Wool Corporation, retiring the year before his CSU appointment. He was a member of various boards, including Austrade, BHP and Rural Press and brought a regional, national and international expertise. Chancellor Asimus was to lead the University until his retirement in 2002, when he was replaced by former senior public servant Lawrie Willett AO, who served as Chancellor until his retirement in 2014.

The first task for the interim Board was to decide on which campus CSU's Vice-Chancellor would be situated. David Asimus had prepared a paper arguing that Wagga Wagga was the most suitable location but it was decided to put the decision to a secret vote using the preferential system. The first voting round gave eight votes to Bathurst, six to Wagga Wagga and four to Albury. Preferences from Albury gave the vote to Bathurst, 10 to eight.

Yet to be selected was the foundation Vice-Chancellor.

An advertisement circulated throughout Australia and internationally, in October 1989, attracted 23 applications, of which 13 were from overseas candidates. Four candidates were interviewed on 30 January 1990 with a second round of interviews planned for 1 March. A few days before the interviews, the Mitchell sub-branch of the Union of Australian College Academics wrote to the selection committee expressing concern about the selection process, claiming it had taken place with "undue haste and unfair process". The sub-branch urged that a person external to the University be appointed, believing that "an internal appointment could be unnecessarily divisive".

The second round of interviews went ahead on 1 March. Three weeks later on 26 March 1990, the Interim Board of Governors met and formalised the appointment of the former Riverina-Murray Principal, Cliff Douglas Blake as foundation Vice-Chancellor. Dr Blake commenced his appointment on the Bathurst Campus on 1 May 1990.

Whether strategic confluence or compromise, the appointment of the former Wagga Wagga Principal to the Bathurst chancellery symbolised the first coming together of the two antecedent institutions as shared partners in the one university.

## Dr Blake commenced his appointment on the Bathurst Campus on 1 May 1990.



## CHAPTER TWO

# Of the land and people: campuses

---



Charles Sturt descendants, artist Penelope Hillham and David Sturt Bray, present a gift for the Grange to Chancellor David Asimus (L) at the building's opening on 13 May 1991.



This 1990 photo from the Bathurst Campus reveals it took some time for old names to make way for the new.

Enshrined in the Charles Sturt University Act 1989 is the University's relationship to its regions. Section 7.2 (a) of the 1989 Act stated that an object and function of the University was:

*“...the provision of facilities for education and research of university standard, having particular regard to the needs and aspirations of the residents of western and south-western New South Wales.”*

Over its 25-year history, CSU has expanded far beyond this initial footprint but it has remained a university of the land and people – the phrase used in CSU's University Strategy 2013-2015.

The phrase has a deeper significance, recognising the University's acknowledgement and commitment to the traditional owners of the lands on which its campuses reside, the Biripai (or Biripi), Gundungurra, Ngunawal and Wiradjuri peoples of Australia.

While the land and people encompassed by CSU has extended considerably over the quarter of a century, initially there were three campuses: Albury, known as Murray campus; Bathurst, known as Mitchell campus and Wagga Wagga, known as Riverina campus. Over time the former institution names were dropped as a further means of uniting the new university. As former Pro Vice-Chancellor Peter Hodgson recalls, even the minutiae of the word 'in' was significant. For example, it was to be CSU in Albury, rather than CSU Albury. The primacy was to be given to the institution, not the campus.

Such considerations were also important when it came to building the University's chancellery. It was initially housed in the State Government's Land and Information Centre as a temporary measure, although there were plans to build on that site as a political placation for those unhappy with the decision to locate the office in Bathurst. Eventually a site on the Bathurst Campus, near the Panorama Avenue entrance of the University was agreed on, and a \$300,000 contribution from Bathurst City Council was used in part for the building and to buy a city residence for the Vice-Chancellor.



The Thurgoona site of the Albury-Wodonga Campus was purchased from the Albury-Wodonga Development Corporation (AWDC) in 1993 (L-R): Pro Vice-Chancellor Bryan Rothwell, Vice-Chancellor Cliff Blake, Board of Governors' representative Gordon Beavan, AWDC Chairman Max Hanrahan and Chancellor David Asimus.



Major extensions to libraries on the Bathurst and Wagga Wagga campuses were part of the new University's early capital expenditure. Here staff at Wagga Wagga Campus discuss plans for the William Merrylees Library extension.



The CSU Coat of Arms is registered with the British College of Arms.

Work on the chancellery began in May 1991 after an official naming ceremony, attended by Charles Sturt's great-grandson and great-great-granddaughter. The building was to be called the Grange, after Charles Sturt's Adelaide home. The Grange opened in 1992. Once named, the Grange was very rarely referred to as the chancellery. The decision not to use the more prestigious title and the fact the building is modest rather than imposing is not, according to Peter Hodgson, an accident. Once again, it is evidence of the depth of strategic thought needed by CSU's founders to minimise rivalry between the campuses.

A chancellery is just one of many features of a university; another is the coat of arms, or logo. Minutes of early discussions reveal divided opinion over a more traditional coat of arms or contemporary logo. A CSU Mitchell working party recommended a competition be held for the design to encourage local community participation in the new University's development. The chosen design had been submitted by CSU graphic designer Tony O'Neill. Unveiled in May 1991 at the Wagga Wagga installation ceremony of David Asimus as foundation Chancellor, the CSU coat of arms features the Sturt Desert Pea flower below a book, symbolising learning, and three wavy lines, representing the Macquarie, Murray, Murrumbidgee rivers, on which the three campuses sit. The full crest, registered with the British-based College of Arms, includes symbols from the crest of Charles Sturt.

In February 2011, the coat of arms was retired in favour of a newly designed logo, a motif of the Sturt Desert Pea. The new logo was part of a much larger rebranding that sought to reposition CSU in preparation for a more competitive student market from 2012. The positioning statement for the new brand was "Better Together", replacing "One University". The new icon retained a shield shape in reference to the crest and reinforced the unity theme through the flower's petals, just as the same theme had been represented by the three rivers in the original crest.

Symbolically, the three campuses were to be like the three rivers, running individually yet united in direction. Unlike the millennia it would take for such an occurrence to take place in the natural world, the founders of CSU had to move quickly to bring a range of disparate systems together. As documents from the time reveal the breadth of change was staggering. New cross-campus administrative and academic structures were introduced including an integrated computer system for finances, student and staff administration; five cross-campus faculties; unified academic regulations; single student fees and other charges and common stationery. Foundation Vice-Chancellor Cliff Bake says it was essential the new institution became unified as quickly possible.

"We had the makings of a strong university provided that the parts could be kept together and that a positive synergism could come out of it."



Technology was a key conduit. Foundation Executive Director of Information Technology Mike Rebecchi recalls that the two telephone networks were linked within weeks of the university's commencement:

*"I think the Vice-Chancellor was really worried and so were the rest of us that unless these constituent parts were really glued together there was going to be a problem. You really had to have a campus agnostic approach to avoid that and from there it flowed on that the primary enablers were computing and communications."*

Effectively, every facet of both predecessor institutions had to be revamped from single to common use and rebadged. Apart from the administrative burden of such a feat there were also political struggles. Tensions most often came to a head when, for example, a Riverina-Murray system was adopted for the university method instead of a Mitchell College system, and vice-versa. Now an Adjunct Associate Professor, Leonora Ritter was a union secretary and president during the foundation years. She recalls very delicate negotiations in the early years due to markedly different approaches to policies and implementation. Meanwhile, Mike Rebecchi remembers discovering a cultural difference between the Bathurst and Wagga Wagga campuses: on one campus, staff arrived to work early and left early and on the other they arrived and left late. Even the early introduction of voicemail, designed to facilitate easier communication, didn't overcome all obstacles.



Vice-Chancellor Cliff Blake and Police Commissioner Tony Lauer signing the police education agreement in July 1993.

"Voicemail was the first time I actually saw the technology become the villain. With the tension between campuses people used voicemail as a way of not picking up the phone to people they didn't want to talk to and blamed voicemail, although people who did want to be contacted found voicemail terrific."

Also enshrined in the establishing legislation of 1989 (although later removed by amendment) was the description of CSU as a federation. Creating a unified culture across the campuses was the most important of the early developments, yet, simultaneously, the day-to-day operations of each campus had to continue as before and, for the overall strength of the University, each had to develop.

As the Grange was being built at Bathurst Campus, other construction was underway in Albury and Wagga Wagga. In March of 1991, CSU took possession of 'The Cedars', a landmark historic property in central Albury and repurposed it as the campus' administrative hub. In the same year the Albury-Wodonga Campus received its largest-ever Commonwealth grant for land acquisition and a new lecture theatre. At Wagga Wagga construction commenced on new residences, a gymnasium and a \$4.3 million extension to the William Merrylees Library.

There was federal funding for the Bathurst Campus as well, with a five-year construction program to replace 'temporary' Bathurst Teachers' College buildings with new purpose-built teaching and accommodation facilities. In 1992 a \$4.8 million specialist science and general teaching block opened and work began on a \$4.4 million extension to the Truskett Library and another building to house a Media Centre teaching spaces and offices, later to be named the McDonough Building.

That year also brought continued development in Albury with work commencing on a lecture theatre complex, comprising of 300, 150 and 100-seat theatres and a classroom for 50 students. At Wagga Wagga two major projects commenced: a \$2.75 million science project of the Wal Fife theatres and a three-phase \$3.3 million agricultural administration and laboratory development.

As the foundation campuses rapidly grew in line with their university status, CSU began to look further afield for growth. An initiative to offer professional development education to senior police bore fruit in 1992 through a landmark agreement with the Australian Police Staff College (now called the Australian Institute of Police Management) to form an Australian Graduate School of Policing and Security. Initially working out of the College premises in the Sydney seaside suburb of Manly, CSU and the College jointly funded new offices and a library at the campus, which opened in 1997.

## Campuses rapidly grew in line with the university status.



The Fraud Investigator's Handbook was published in 1998 as part of an expansion of police studies. At the handbook launch were Tracey Green of the School of Policing Studies, Colin Dyson and Michael Holmes from NSW Police and CSU Faculty of Arts Dean, Ross Chambers.

The association between CSU and policing was augmented the following year in an agreement with the NSW Police Service to offer an associate diploma in policing through the Goulburn Police Academy. In 1998 this was further formalised when CSU created a School of Policing at the Goulburn Campus. Goulburn and CSU were an historical 'fit'. The Goulburn site was originally a CAE and later a campus of the Riverina College of Advanced Education. It had closed in 1984 to make way for the police college, and staff and students were transferred to the Albury-Wodonga and Wagga Wagga campuses.



During the earlier part of this period the University also established a metropolitan presence, primarily to support distance education students. In mid-1992 CSU joined with the University of New England and the University of Wollongong to launch the University Centre at Clarence Street in Sydney. In 1996, CSU partnered with Study Group to operate CSU Study Centres in Sydney and Brisbane, later changing to Sydney and Melbourne. This agreement was renewed in 2014.

These early developments occurred on existing land and premises. In 1993, the University took its first physically expansive steps with a \$6 million land purchase at Thurgoona to enlarge the Albury-Wodonga Campus. A year later, it announced its first major new campus since inauguration, at Dubbo, about 200 kilometres north of Bathurst. Dubbo was already home to a CSU-TAFE study centre, which had opened in 1992. Both developments took some years to be fully realised. At Thurgoona, the majority of works were completed in 1999, in time for the 2000 academic year. By the following year the campus was to receive numerous architectural and environmental awards due to its sustainable and environmentally-sensitive design.



Construction of the new Dubbo Campus began in 1999.

At Dubbo, the University operated out of the joint TAFE centre until the new campus opened in 2001.

Foundation University Secretary and the inaugural Head of Dubbo Campus, Peter Hodgson, recalls how the idea for a Dubbo Campus came about. Dr Hodgson had urged the Vice-Chancellor to accompany him to Dubbo to speak to local businesspeople. He says there had been no prior plans to expand into the city, but Professor Blake spoke with some of the businesspeople and then addressed them at dinner:

*“Now I suspect in the back of his mind, not that he had told anyone, here was a big city in our region that didn’t have higher education but we had a dinner and he gave a talk about his vision for a regional university and ended up by saying ‘you folks should be a bit concerned that you are the one big centre in regional New South Wales that doesn’t have a regional university. I’ll do something about that’. He came back and persuaded Council and then said to me ‘can you put something together - a proposal for Dubbo that is not to provide full face-to-face lectures but to use technology to extend our offerings’.”*



The environmentally acclaimed Albury-Wodonga Campus was officially opened in April 2000.





Queen Elizabeth II visited Canberra's Australian Centre for Christianity and Culture on 27 March 2000.

Intrinsic to the campus' success was an award-winning \$4.5 million interactive learning centre that blended learning and resource facilities to support distance learning.

Further expansion in 1998 saw the opening of a campus in Canberra to house the Australian Centre for Christianity and Culture, a joint initiative with the Anglican Diocese of Canberra and Goulburn and St Mark's Canberra. The Centre was officially opened by the Governor General in late 1999 and was visited by Queen Elizabeth in 2000. Also in 1999 the School of Theology was able to further postgraduate offerings through a partnership with the United Theological College.

Several years elapsed before two more campuses came into the fold. One, Orange Agricultural College, had almost been part of CSU from the beginning, but instead, in a move described by Foundation Vice-Chancellor Cliff Blake as "illogical", had joined the University of New England (UNE). That marriage was dissolved in 1994, along with that of UNE's other partners, and Orange joined the University of Sydney as a Faculty of Rural Management. Ten years later, that partnership was also failing and the former college was transferred to CSU on 1 January 2005, becoming the eighth campus of the University.

As a local newspaper headline stated, the ninth campus literally took CSU into "foreign" territory: "Foreign university opens in Burlington". In 2005 CSU had taken advantage of changes to laws in the Canadian province of Ontario to be the first to open a campus, initially offering for a final year, full-fee paying course. In partnership with the local education board, the course combined two days a week of classroom practice teaching with university studies. More than 100 students enrolled in the first year of the primary education degree. Enrolments increased over following years and continued close relationships with local authorities led to the introduction of further programs in early childhood teaching, school leadership and professional development. CSU's acceptance in Ontario came to be seen through its high graduate employment rate and ongoing support from local authorities. However, in 2014, just as the University was looking at further expansion, an over-supply of teachers in the province, in contrast to the shortage of 10 years previously, and legislative changes led to the announced closure of the campus, which took effect in July 2015. Foundation Head of School, Will Letts says the closure resulted from a "perfect storm" of circumstances in Australia and Canada.

"There's certainly sadness about closure of CSU after 10 years, but it's been an amazing 10 years in this province and CSU has really impacted this province. So a bit of sadness for everyone involved but absolutely no regrets, it's been an amazing experience."



Orange was originally to be part of CSU but did not join the University until 2005, when it became the eighth CSU campus.

Despite distance and time zone difference, Associate Professor Letts says Burlington, Ontario has always felt part of CSU, with staff affectionately calling the Australian operation “the mothership”:

*“I have never felt like an island apart from it but we have benefitted. There have been initiatives that have happened at CSU in Australia that haven’t touched us much here. Timetabling would be one example. Any sense of occasional disconnect we might have felt was offset by a sense of distance and protection.”*

CSU had initially gone into Ontario because of a gap in tertiary education provision and for the same reason, albeit much closer to home, it responded in Port Macquarie, on the Mid-North Coast of New South Wales, to a general invitation to all universities to consider establishing in the city. Emeritus Professor Ross Chambers, a former Deputy Vice-Chancellor and foundation Head of Campus at Port Macquarie, says he felt a CSU-style campus “would flourish” and the region would benefit from the “CSU approach to higher education in non-metropolitan communities”.

“From a CSU point of view the development of a campus on the Mid-North Coast seemed highly consistent with our values and mission and sustainable. There was very strong community support and engagement. Adding another strong regional community to our footprint would improve the sustainability and critical mass of the University. This was at a time when competition between universities was strengthening as a result of ‘uncapping’ and there was pressure on our distance education offerings as a result of new entrants to the market. On the other hand, there was also strong government support for improving access and participation and hence some funding for the new campus. The Mid-North Coast was the last region in Australia of any size where there was not a local campus.”



Artist's impression of the new Port Macquarie Campus, due to open in 2016.

The Port Macquarie venture has seen CSU finally enter the NSW Mid-North Coast, a location it almost became closely involved with in 2009. Following the Bradley Review of Higher Education, a feasibility study was held into the possibility of merging CSU with the northern NSW-based Southern Cross University and a third interstate partner to create a new regionally-based national institution. However, the plan was abandoned after Southern Cross University announced in mid-2009 it did not want to go ahead with the proposal.

Apart from the main campuses, CSU has had a range of other host locations throughout Australia and overseas. Most recently, the CSU Wangaratta Regional University Study Centre, a joint project with GOTAFE in Northern Victoria, opened to students in 2015. For many years CSU was in Broken Hill in far-western New South Wales through the Robinson Centre. Over the years it has also had a presence in a range of administrative locations including Holmesglen in Victoria, and Kuala Lumpur to name a few. The collaboration to offer the Bachelor of Business Studies through four sites in China, Jilin University of Finance and Economics, Tianjin University of Commerce, Yangzhou University and Yunnan University of Economics and Commerce are some of the longest-running Australian collaborations in that country.

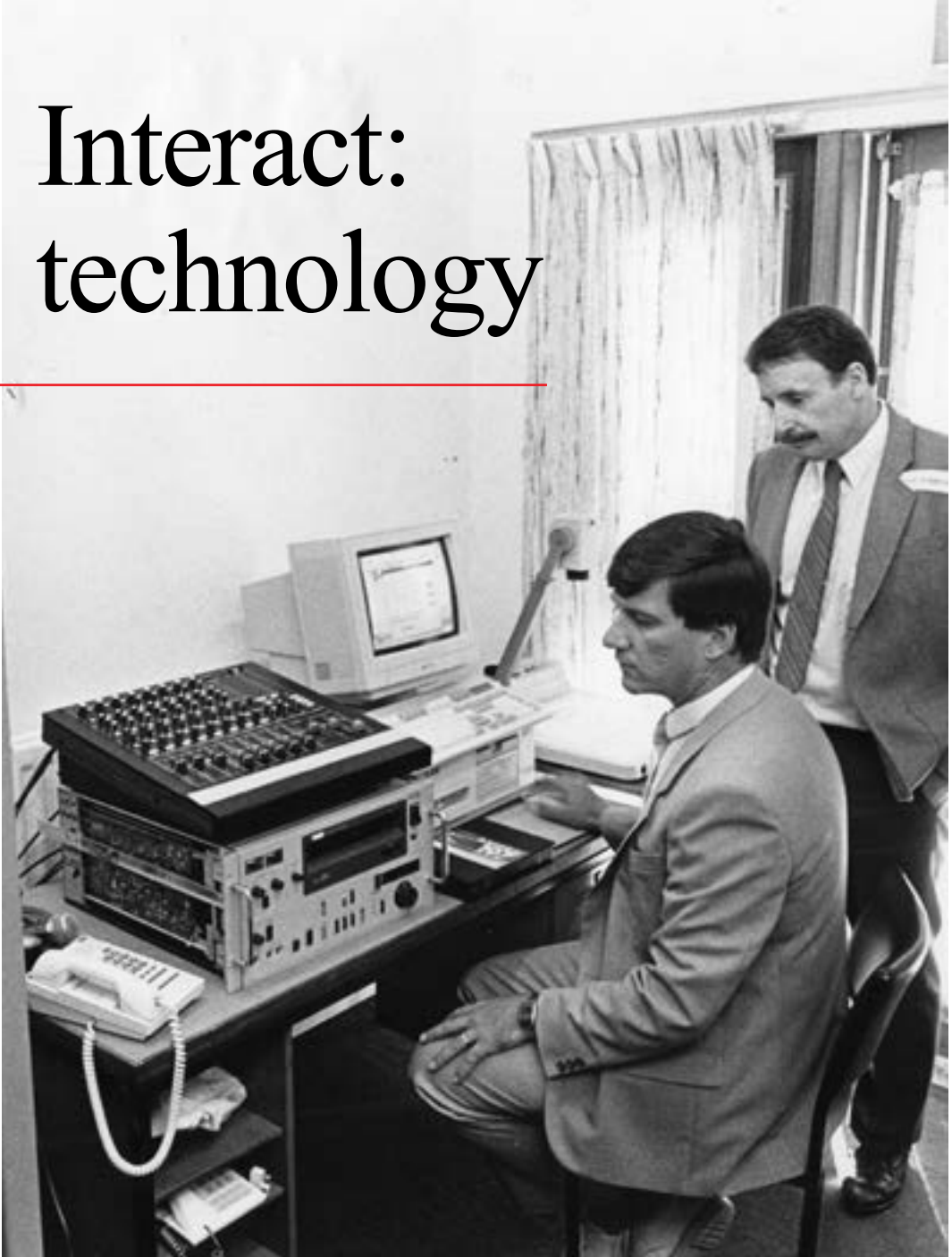
In Sydney, CSU partners with the Centre for Islamic Studies and Civilisation (CISC) in Auburn and, in nearby Homebush, the Education for Practice Institute (EFPI). Not restrained by geography, CSU also runs what is termed a Virtual Campus to unite online students in a community. This "campus" was formalised in 2014 with the introduction of a Head of Campus role that sits alongside the University's other Head of Campus positions. Diversity of campuses has been a central feature of CSU since its first days and key to the challenge of such diversity has been technology, used from the very beginning as a glue to bind the University.



## CHAPTER THREE

# Interact: technology

---



Foundation Executive Director of Information Technology, Mike Rebecchi, oversaw CSU's technological advancement. He is pictured here in 1990 with Networks Officer Ian Davidson.

The term 'Interact' did not officially enter the Charles Sturt University vocabulary until 2007. In that year it was selected as the name for a new online learning environment. Interact as a concept, however, had a much longer history and was crucial to CSU's early success. As several of the tertiary mergers of the late 1980s and early 1990s began to falter or fall over, the CSU executive, under Vice-Chancellor Cliff Blake, recognised that the newly merged entity needed a veritable superglue to bind it together. That glue was integration and interaction - the more complex, the better. As Foundation Executive Director of Information Technology Mike Rebecchi recalls:

*“You had to have a campus agnostic structure and from there it flowed on that the primary enabler would be computing and communications. From my perspective that was a pretty brave move by the Vice-Chancellor in that they were the very early days of networks in regional Australia in government organisations.”*

---

“The Vice-Chancellor gave me pretty firm instructions and they were that the University was to be linked together and that the information systems were to be as difficult as possible to unravel... if you make it too easy to pull the thing apart it will be pulled apart if the opportunity arises.”

Within weeks of the new institution's launch, computer and telephone networks linked the three campuses. The next challenge was videoconferencing, still in its infancy as a technology, yet essential for an organisation that was spread across hundreds of kilometres. At the time videoconferencing was reasonably successful between two parties, but only two could be seen at a time. Mike Rebecchi was concerned that Albury-Wodonga, already the smallest of the three campuses, would be further sidelined in a three-way videoconference. A complex system was devised that would allow all three campuses to participate at the same time, but there was a problem:

“I recall we were having the trial runs for the launch of the videoconferencing system, which the publicity people had blown into an enormous thing so the pressure was on. In the weeks leading up to the launch we could not get it to work successfully for more than a couple of minutes. So the conference would be working and then there would be squelching and screaming of electronic noises in the background that made the whole thing completely useless. The day before the launch we decided we would not be able to solve this problem so we commandeered all the audio technicians across the various campuses, put them in the rooms and as soon as one site started to talk we would then mute the microphones at all the other campuses. Once you muted the microphones you wouldn't get this echo thing going on and everything sounded good. So we had this launch and the Telstra specialist who was there said it was the best he'd ever seen, but I don't think he knew what was going on in the background with all those technicians.”

# CSU, like its predecessor institutions, took a lead in distance education.



CSU has been an Australian leader in distance education since the very beginning. In the pre-internet year of 1993, when this photo was taken, distance education students would receive 'slabs' of study materials in the mail.

*“Online learning. I thought it was easy. Buy a computer, with the various attached hardware and software. Plug it in, find an internet server and off you go. As easy as that - WRONG. If I hadn't commenced this online learning course I would be still trying to work out how to access my online subjects... I no longer feel like a cyber-dummy.”*

The problem was resolved shortly after the launch and CSU took a national lead in multi-party videoconferencing.

Partly through geographic necessity but also through a youthful openness and enthusiasm for new ideas the University continued to be at the forefront of communication innovation. And so it was one of the first organisations in Australia to embrace the internet. Mike Rebecchi recalls being at an internet launch in the United States and emailing staff back at CSU. The University's first web server was built by the following Monday morning.

CSU, like its predecessor institutions, took a lead in distance education. Management became concerned that the internet would make it easier for competitors to enter the market, a further reason to remain at the forefront of online development.

By late 1997 CSU had one of the busiest web servers in Australia with almost 15 million homepage hits in the year. Simultaneously it was running a pilot of a web publishing system for online supported subjects. Initially 26 subjects with 1,000 students were involved, with a second trial of 126 subjects and more than 6,000 students. Using an Oracle database and SQRIBE SQR software, one feature of the system was an online forum, regarded in 1997 as a particularly innovative way of helping remote students interact with peers and lecturers. By the second session of 1998, half of the University's distance education subjects were online and in 1999 every distance education subject had online support and the CSU online support program was the largest of any in Australia. Staff and students faced a steep learning curve adapting to the new environment and, whilst professional development was offered for staff, students were able to enrol in a Skills for Learning Online course. A student evaluation comment reveals the language and understanding of computer-based learning in the 1990s.



As videoconference technology developed it was extended into teaching. These CSU wine students are in a Wagga Wagga videoconference room, learning from South Australian winemaker Brian Walsh.



Launched in 1997, the HSC Online resource became hugely popular.

CSU became an Australian leader in videoconferencing as the technology became a crucial link in uniting the campuses.



Initially the site featured just eight subjects, with associated resources, but more followed. It was redeveloped in 2001 following an overhaul of the HSC curriculum. By 2000, HSC Online had become so popular that, according to Vice-Chancellor Cliff Blake, it had been visited more often than the Triple J radio website.

Meanwhile, not content with the potential of the internet for university purposes alone, the Pro Vice-Chancellor (Planning and Development) Bernie O'Donnell, had an idea. Mike Rebecchi remembers:

"Bernie said 'why couldn't we run a website for HSC students?' I replied: 'We can'. So we did it".

HSC On-Line, a partnership between CSU and NSW Education, was launched by the NSW Education Minister John Aquilina in Bathurst on 14 July 1997. The initial name, 'On-Line', later changed to what had become the conventional 'online'. The site was initially designed to help students and teachers in rural areas who did not have the same access to resources as those in metropolitan areas. As Mr O'Donnell, then chairman of HSC On-Line's Board of Management said at the time:

"With the web, it doesn't matter whether a student or teacher who has modem access is in Bourke or Bondi. They can still access overseas and Australian information."

As internet traffic increased, so too did demand on the system and in order to keep pace with metropolitan speeds a \$5.6 million microwave communication system was installed in 1999. The system was the largest of any Australian university and meant information could move at faster speeds between the regional campuses and the Sydney-based tertiary computer network, AARNET. The network also enabled the commencement of videoconference teaching, initially between the Bathurst and Dubbo campuses.

By 2003 the term 'flexible publishing' had come into use as a means of increasing the availability of learning resources to students and by 2006, 95 per cent of subject outlines were provided online and 71 per cent of assignments were submitted electronically. Whilst these figures suggest little growth to what could be expected in 2015, there have been major changes elsewhere. The 2006 CSU Annual Report boasted that the delivery of online services was achieving ongoing success with "91 per cent of distance education students visiting the University website at least once per month".



A photograph of a person standing in a library aisle, surrounded by tall bookshelves filled with books. The entire image is overlaid with a semi-transparent red color. The person is wearing a light-colored jacket and dark pants, and is looking down at a book they are holding. The perspective is from the end of the aisle, looking down its length.

Over CSU's 25 years  
technology has become  
integral to education as  
well as communication.

The University's libraries have changed significantly over 25 years. While still featuring rows of books, the emphasis is now on e-based learning.



**The erection of new satellite dishes in the late 1990s enabled faster communications between the campuses and Sydney.**

By the middle of the first decade of the new millennium the need for a dedicated platform for online delivery was becoming increasingly urgent. Some years before, CSU had held discussions with the Blackboard software company. As the company was not in Australia at the time there were too many infrastructure issues that ruled the platform out as a local option. When CSU began to search in earnest for a provider, the choice came down to Moodle or Sakai, an open source software that was designed for teaching and research collaboration. As is well known, CSU went with Sakai, calling its iteration of the platform Interact.

Interact was launched in December 2007 over a pilot run of 30 subjects. In the first session of 2008 it was introduced across 3,300 subjects. Five years later, in 2013, trials were held of other platforms in preparation for Interact2. Moodle was again considered and Blackboard, more than a decade after those early discussions, was back in the mix. In January 2015 Interact2 was launched, using the Blackboard platform.

Over CSU's 25 years, technology has become integral to education as well as communication. The University has always had a strong vocational focus and under Vice-Chancellor Ian Goulter this was articulated in the phrase 'University of the professions'. As digital technologies became intrinsic to all industry practice CSU had to reflect these changes in learning facilities, especially in science and health.

Major investments included a new exercise and sports science laboratory in Bathurst in 2005, featuring biomechanics and motor control laboratories and, in the same year, clinical simulation laboratories at Dubbo. In 2006 the first stage of a \$9 million veterinary centre opened in Wagga Wagga, equipped with medical imaging including x-ray and digital video and animation. In health, the federal government granted \$65 million in 2008 for oral health and dental facilities. The purpose-built facilities in Albury-Wodonga, Bathurst, Dubbo, Orange and Wagga Wagga include dental simulation laboratories, digital dental chairs and software. The high-tech equipment is also designed to benefit regional dentists in professional development.

Elsewhere in health, work began in 2010 on a \$1.6 million dollar Clinical Simulation Centre at Bathurst Campus for paramedic studies. State-of-the-art technologies included an emergency department resuscitation simulation unit and multi-purpose scenario unit. In early 2015 a new physiotherapy clinic opened on the Albury-Wodonga Campus at Thurgoona, integrating teaching and community health practice in a high-tech environment.



**Initially used as a means of communication, digital technologies have become part of teaching, especially in science and health, as can be seen in this dentistry teaching space.**

Another large project was announced in 2010, a \$48.6 million joint federal, state and University-funded National Life Sciences Hub (NaLSH) on the Wagga Wagga Campus. Focused on sustainable agriculture and food security, the research and teaching hub opened in 2012. It includes four quarantine-approved research areas; a phytotron building housing controlled environment and growth chambers and a rhizolysimeter – one of the largest root growth and soil water research facilities in the southern hemisphere. As in other fields of study, it is such equipment that has drawn an increasing number of students to CSU over its 25 years.

## CHAPTER FOUR

# University of the first generation: students

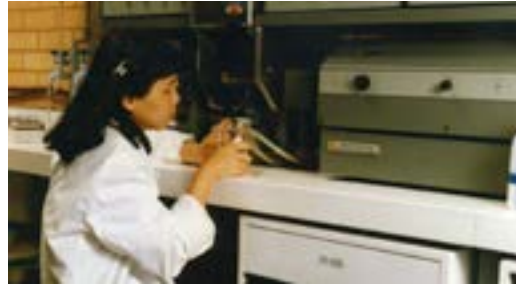


A commitment to Indigenous education was continued from CSU's predecessors and includes increasing cultural knowledge among non-Indigenous students. An example is this Reconciliation Week commemoration in 1998.





Vice-Chancellor Cliff Blake accepted the University of the Year Award from federal Minister for Education Senator Amanda Vanstone in August 1997.



The number of female students at CSU has increased from just over half when the University opened to more than 60 per cent.

In 1997 Charles Sturt University won the highly sought-after University of the Year Award in recognition of its success in educating students who were the first generation in their family to attend university. Awarded by the *Good Universities Guide* from 1993 until 2001, the *Guide's* authors used different criteria to assess each annual winner. In 1997 the criteria coincided with a resounding feature of the CSU student profile. Whilst, the number of students representing the first generation cohort has varied over the years, in some years as high as 80 per cent, in others, around 60 per cent, the University has consistently sought opportunities to offer education to those who may otherwise miss out, whether due to familial, economic or geographic causes. Its success in educating first generation students has partly resulted from its regional commitment.

Throughout its history CSU has continued to enrol more students from regional New South Wales than anywhere else. In the early years close to almost half of enrolments came from non-metropolitan areas in the state. Over time the number of regional NSW enrolments has decreased, wavering between a third and a quarter of all enrolments, however there has been an increase in enrolments from regional Victoria.

From CSU's inception its regional commitment, like that of its predecessors, has included Indigenous education. An early initiative in 1991 was to form an Aboriginal Education Unit to oversee campus study centres and to develop an Aboriginal Education Strategy in consultation with the local communities. In 2007 a Centre for Indigenous Studies was established and an Indigenous Education Strategy launched the following year, in part aimed at increasing Indigenous student participation at CSU. Further initiatives include the appointment of a Pro Vice-Chancellor in Indigenous Education in 2013 and the granting of school status to the Centre for Indigenous Studies in 2014, becoming the School of Indigenous Australian Studies. The School is part of the Faculty of Education and is based at Dubbo Campus. Indigenous student services are provided across the University through Barramielinga in Dubbo, Ngungilanna in Wagga Wagga, Wammarra in Bathurst and Winan Gidyal in Albury-Wodonga.



The 1997 University of the Year Award was made in recognition of CSU's role in educating students who were the first generation of their families to attend university.

Vice-Chancellor Andrew Vann says CSU's work in Indigenous education was one facet of the University that attracted him to apply for the position upon Ian Goulter's retirement in 2011. Under his stewardship earlier initiatives have been continued, including the 2008 Indigenous Education Strategy recommendation that the University build cultural competency with all CSU undergraduate courses incorporating Indigenous Australian content by 2015.



Originally called the Faculty of Commerce, the Faculty of Business has historically been the largest of the CSU faculties in terms of student enrolments. Seen here are the first graduates from the Graduate Certificate in Manufacturing Management at Albury-Wodonga Campus in April 1995.

Indigenous Curriculum and Pedagogy Coordinator Dr Barbara Hill has been with CSU since its inception. In 2014 she and project leader Associate Professor Wendy Nolan were awarded an Office for Learning and Teaching Citation for developing a sustainable pedagogical framework for Indigenous Cultural Competency for all Australian universities. The framework built on CSU's 2008 Strategy which, Dr Hill says, was one of the "bravest documents I have ever seen in the sector":

*"It really was a whole-of-institution response and we are the envy of the sector in this regard because at every level there is governance. It doesn't rely on the goodwill of individuals and I think that is a real sign of an institution's maturity. You just can't put everything in place and hope it will survive through goodwill."*

She says the Strategy is one representation of a shift in emphasis over the years from Indigenous education being the responsibility of Indigenous people to a shared responsibility of all educators. Similarly, the emphasis on cultural competency represents a move away from the 1990s concept of cultural awareness, which did not go far enough in deepening non-Indigenous understanding.

CSU's national role in Indigenous education leadership is also reflected in its record in Indigenous education. By 2013, the University had the greatest number of Indigenous students enrolled in any university in Australia, with 848 enrolled Indigenous students. In 2014, CSU had 908 Indigenous students enrolled, including 384 commencing students.

It is not only Indigenous student numbers that have increased at CSU over the 25 years. Overall, the number of students enrolled at the University has tripled over the period. In CSU's first full academic year, 1990, there were 13,400 students enrolled. One of these was Bachelor of Communication student, Lisa Hampshire, who had started her degree at Mitchell College in 1989. She remembers the changeover:



Vice-Chancellor Ian Goulter joined students for the launch of the mycsu e-box. CSU was the first university in Australia to deliver all official communication online to students.

Apart from extensive growth there have been other changes in the student demographic, including an increasing gender imbalance. In 1990, 54.98 per cent of students were female. The percentage hovered around the mid 50s until 2005 when it made a small jump to 57.35 per cent. From that moment the number of female students steadily rose and by 2014, 61.93 per cent of the CSU student population was female.

“There were many students walking around in MCAE shirts and sloppy joes. There was excitement building about being dragged out of what was seen as the lesser ‘college of advanced education’, known locally as ‘the teachers college’ and being made something more; a university. Gradually the t-shirts changed and the signage changed and by 1992 when our group graduated, we had become used to ‘Charles Sturt University’.”

Meanwhile, Associate Head of Teacher Education in Albury-Wodonga Jennifer Munday, who was with Riverina-Murray prior to CSU, says the shift from college to university expectations has been a long-term adjustment:

“That sense of a teachers’ college has remained for a long time. I think we’ve had to work really hard to say to the students, ‘you are university students, you have to think like uni students, the expectations on you are so academically different, this is not a teachers’ college anymore, you have to get your brains out and dust them off, think academically and act professionally. To me, that’s taken a long time to raise the students’ view of themselves as future professionals. Even now, sometimes, because a lot of the kids in the internal course are local, you need to give them a shake and say ‘you are just as good as the city kids and you will be a specialist teacher’. That’s been a long hard road that we are possibly still working on. Hopefully we are on the verge now and when they come in we are convincing them that yes, you are going to be a graduate with a university degree.”

By 1997, when CSU was named University of the Year, there were 24,737 students, after a sizeable increase from 17,781 in 1994 to 20,453 in 1995. Another marked increase occurred between 1999, when 27,003 students were enrolled, to 2000, when enrolment hit 30,000 for the first time, specifically 30,740. Throughout the early to middle years of the first decade of the new millennium, enrolments wavered between the low to mid 30,000s until 2009-10 when they again jumped, this time from 34,569 to 37,561. Since 2010 numbers have increased steadily, with a minor dip in 2013 to just shy of 40,000 in 2014, 39,482.

Following volatile national trends enrolments of international students have changed markedly over the period. In 1990, just 2.8 per cent of students came from outside Australia. By 2004, enrolments of onshore and offshore international students peaked at 23.56 per cent, falling to a low of 13.61 per cent in 2011, rising again by 2014 to 18.74 per cent. Throughout its history, CSU’s Faculty of Business, originally the Faculty of Commerce, has maintained the highest number of international enrolments, primarily through overseas-based host partners. The development of online learning has led to an increase in international students studying from their home country, rather than from within Australia, continuing a trend in distance education that began in the earliest days of the University.

A significant result of the University’s creation was that CSU immediately became the largest of the eight distance education centres in Australia. One of the earliest initiatives was to set up a distance education co-ordination centre, called the Open Learning Institute (OLI). The OLI was to play a significant role in uniting the newly melded university, as a 1992 report reveals:

“Increasingly, however, the significance of the different campuses for distance education students will decrease. Whether their admission offers and subject or library materials are posted from Albury-Wodonga, Bathurst or Wagga Wagga will be of less importance than whether such materials arrive on time.”

In CSU’s first full academic year it had 7,767 students studying by distance. Over the next quarter of a century that would triple to 23,426 by 2014. One is Kerryn Ashford-Hatherly, a Master of Psychology student. She says autonomy and independence are two benefits of distance study:

“As I sit in front of my computer, in my study at home in Perth desperately trying to meet assignment deadlines, the system feels like a small conduit that connects me to my lecturer on the other side of Australia.”

Driven by its large distance education cohort, CSU has prided itself on its ability to not just offer distance subjects but to provide support through resources and staff access. Vice-Chancellor Professor Andrew Vann says this approach will be more crucial in the immediate future.

## Over the years the divide between distance and on campus education has diminished.

It is quite profound how the market has shifted over just a few years. I think we were successful for a long time in a protected market, or at least a market that nobody else wanted to be in. That's not the case now and it's immensely more competitive. What we're looking at from a strategy point of view is to stabilise distance education (DE) at an undergraduate level but to grow DE at the postgraduate level, which we have been doing. That's where I think the shifts will be. I don't know if we will continue to be a volume leader in DE, and to be honest I am not sure that we would want to be if that means low cost, low involvement, supported with an awful lot of advertising. I think if the market does differentiate we don't want that end of it. We want the university end which has better involvement between academics and students.

Over the years the divide between distance and on campus education has diminished. The online environment introduced many aspects of distance learning into on campus learning, for example, the online provision of learning materials, at times, replacing face-to-face teaching, especially lectures. Such changes have been reflected in learning support units with the Open Learning Institute and its partner, the Learning Materials Centre, uniting in 1998 to become the Centre for Enhancing Learning and Teaching (CELT). A decade later CELT was absorbed into a newly created division, which is now known as the Division of Student Learning.

A further indicator of the changing nature of education occurred when traditional campus libraries 'disappeared', to be replaced by Learning Commons. In 2006 work commenced on a \$10 million Learning Commons development at the Albury-Wodonga Campus. Whilst it was underway, libraries on other campuses were redeveloped in line with the Learning Commons philosophy, which manifests as a social learning space with meeting areas, wireless connectivity and computer terminals. The traditional library mainstays of books and periodicals are retained but their prominence is greatly reduced. Learning Commons were completed across all campuses by 2013.

The Learning Commons redevelopment came a decade after the launch of another major technological change in the lives of students. In Orientation Week 2003, the University launched the myCSU eBox, replacing all postal communication to students with electronic messages. Through the eBox system CSU became the first university in Australia to deliver all official communication, including HECS statements, online to students.

Professor Ian Goulter was Vice-Chancellor at the time of the eBox launch and through the years of rapid growth in online supported learning. Even though it was becoming easier for students to study away from the campus centres, he oversaw significant increases to on campus accommodation:

*“We put a lot of effort and money into providing more student accommodation, which also helped us to recruit students because there was always the concern of ‘where will I live when I go to university?’. There will always be a demand for the university culture and experience. I think there will be a plateau but people will still come to university for the experience, even if you deliver content and some of the services online.”*

In a 2013 report CSU boasted it had the largest range of on campus accommodation in Australia with 246 beds in Albury-Wodonga, 1,123 in Bathurst, 62 in Dubbo, 266 in Orange and 1,175 in Wagga Wagga.

Plentiful facilities aside, students are not always content and CSU has witnessed a number of protests over its history.

In 1999 around 60 communication students staged a three-day sit in, which they broadcast online, after the axing of an on campus media production course. The students claimed some victory after management agreed to introduce a replacement online course one year earlier than planned.

In early 2001 the Faculty of Arts ended the Bachelor of Fine Arts degree at the Wagga Wagga Campus, prompting a protest attended by around 100 people. Further Faculty cuts the following year led to a dramatic sequel when about 20 journalism students took part in what *The Australian* newspaper described as the “longest on campus protest in Australian history”.

The students spent 10 weeks camped in tents outside the Grange in protest of the loss of broadcast journalism support positions. Often in sub-freezing overnight temperatures, the protestors were joined intermittently by up to 150 other students. University management did not overturn either decision.

In 2005 Charles Sturt University students joined their peers across Australia to protest the federal government’s voluntary student unionism (VSU) legislation. Rallies were held on campuses to oppose the legislation, which made student union fees optional from July 2006. At CSU the compulsory fees had raised \$3.37 million in 2005 alone, funding a range of facilities and services. CSU management argued regional campuses would be particularly disadvantaged.

To assuage outcry the government introduced a transition fund, granting almost \$5 million to CSU, primarily to upgrade campus sporting facilities.

Protesting students have been a rare sight on CSU campuses for many years and campus visitors are more likely to come across paramedics treating an ‘injured’ body on an ambulance stretcher. Paramedics came into CSU as a field of study in 1994, joining nursing as a driver of student enrolments in the then Faculty of Health Studies.

In 1990 Health Studies had 1,502 students and was the smallest of the five faculties. Arts had 2,669 students, Commerce, 3,817, Education 2,020 and Science and Agriculture 3,365. In 2007 a faculty restructure brought health into a new Faculty of Science and the Faculty of Commerce was renamed the Faculty of Business. In 2014, after a difficult few years following the global financial crisis of 2007-08, it again had the largest student enrolment (11,264) of the four faculties, followed by Arts (9,731), Science (9,055) and Education (8,163). Of course, faculty numbers and structures mean little to students who identify most closely with their field of study. Instead, they have greater significance to staff and, as the following chapter details, faculty structures were a crucial element of the foundation strategy.



## CHAPTER FIVE

# Gumption: staff

---



Police Royal Commissioner Justice James Wood (l) with former Commissioner Tony Lauer and graduates at the CSU Centre for Professional Development (Policing) at Goulburn.



Gumption and agility are among terms used to symbolise the CSU ethos. Here, Wagga Wagga staff demonstrate both during a move of printery equipment.

In the first year after taking up his appointment in December 2011, Charles Sturt University's third Vice-Chancellor, Professor Andrew Vann, prompted some bemusement when he began referring to 'gumption' as a CSU characteristic. For many, the word invoked fond memories of grandmothers or aged aunts who used gumption as a synonym for hard work or elbow grease, reflecting on an appropriately named bathroom and kitchen cleaner. However, the Vice-Chancellor's reasoning was not as prosaic, as Professor Vann explained in a 2012 blog entry:

"I took this term from Robert Pirsig's *Zen and the Art of Motorcycle Maintenance* a long time ago. Pirsig says 'A person filled with gumption doesn't sit around dissipating and stewing about things. He's at the front of the train of his own awareness, watching to see what's up the track and meeting it when it comes. That's gumption'. The dictionary provided on Apple Macs defines gumption as 'shrewd or spirited initiative and resourcefulness'. Both seem to me to fit well with what is required to make an employable graduate, an excellent professional, as well as the best of the spirit of bush practicality. I do recognise that, unfortunately, people now tend to associate gumption with a particular brand of bathroom cleaner."

Staff did, however, embrace the term and it has become part of the CSU lexicon, in addition to its use in the University Strategy 2013-15: "True to the character of regional Australia we have gumption, we have soul and we collaborate with others".

Another term associated with staff attitude is 'agile', which was defined in the University Strategy 2007-11. Faculty of Education Associate Dean (Courses) Will Letts, who was the inaugural Head of School in CSU's 10-year education venture in Ontario, Canada, explains why such words resonate with many of the University's staff.

*"One of the best qualities of CSU is a real keen go-getter attitude, it's always looking for the niche that can be filled, the gap that needs bridging and that was probably never more true than the opportunities that were spotted in Ontario. I see the whole Ontario experience as kind of indicative of that really clever creative ethos that CSU as an institution has always had. That, to me, brings to life some of those values in those strategies, like being agile, this is a good example of what being agile is - spotting an opportunity and really going for it."*

Whether agility or gumption, such qualities were certainly requisite in the University's early years. As one of the University's longest-serving employees recalls, staff welcomed the change to university status. Kim Craig, who has worked at the Wagga Wagga Campus since 1975, says:

"The move to become a university was quite exciting – almost like a coming of age for staff employed by a college of advanced education. However, those of us who had lived through earlier amalgamations held some reservations as we knew how difficult the times ahead could be."

As the CSU executive sought to unite its splayed campuses it introduced University-wide reforms in academic and administrative structures. The so-called 'integrated decentralised' model gave University-wide responsibilities to administrative divisions and faculties. Foundation university secretary Dr Peter Hodgson recalls he first proposed the idea in an early position paper, before Cliff Blake had been appointed Vice-Chancellor:

"My concern was the intercampus rivalry and what we didn't want was three faculties of business and three faculties of arts... it needed to be one. So I wrote a paper that downplayed the role of the principals. The principals were not to have a strong campus role but more of a University role to make sure there was a sense of unity in the institution. A couple of days later the phone rang. It was Cliff. 'Peter,' he said. 'Not one of your best bits of work'. Of course it was attacking him in his position as principal. The great irony is that once he became Vice-Chancellor it is exactly what he espoused and, I must say, always gave me credit for."



Foundation members of the executive: University Secretary Peter Hodgson (L) and Executive Director of Planning and Development Bernie O'Donnell at a media conference at the Grange in April 1992.

Under the model the head offices of administrative divisions were spread across the University. Foundation Vice-Chancellor Cliff Blake says:

*“I didn’t take too seriously the idea that Bathurst was to be a headquarters. A few people were there but it was to be a decentralised administration and it was never to be a takeover of one campus by another.”*

Planning and Development was based in Wagga Wagga under Bernie O'Donnell; Information Technology in Albury-Wodonga under Mike Rebecchi; Personnel, under Reg Shaw in Bathurst and Financial Services under Jim Hackett in Wagga Wagga. Peter Hodgson as University Secretary was also based in Bathurst. Academically, five cross-campus faculties were introduced, although schools remained campus-based.

The foundation faculties and their schools were:

**Faculty of Arts**

- Communication and Liberal Studies (Bathurst)
- Creative Arts (Albury-Wodonga)
- Humanities and Social Sciences (Wagga Wagga)
- Social Science and Welfare Studies (Bathurst)
- Visual and Performing Arts (Wagga Wagga)

**Faculty of Commerce**

- Business and Public Administration (Bathurst)
- Business (Albury-Wodonga)
- Commerce (Wagga Wagga)

**Faculty of Education**

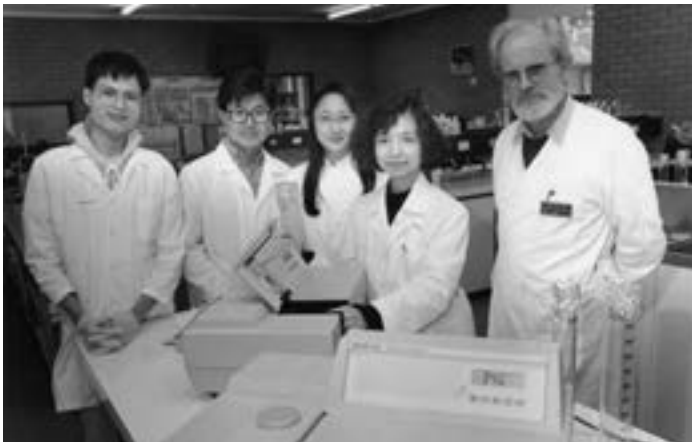
- Education (Wagga Wagga)
- Teacher Education (Bathurst)

**Faculty of Health Studies**

- Nursing and Health Administration (Bathurst)
- Nursing (Wagga Wagga)

**Faculty of Science and Agriculture**

- Agriculture (Wagga Wagga)
- Applied Sciences (Albury-Wodonga)
- Applied Sciences (Bathurst)
- Information Studies (Wagga Wagga)
- Science and Technology (Wagga Wagga)



Associate Professor Alan Nichol, pictured here at the Wagga Wagga Campus with students was a driving force behind the development of food science at CSU including the cheese factory.

*“The problem with enterprise bargaining is that it is so confrontational. It clearly puts union people on one side and management on the other side, I remember during my time and there was one exception and that was when Jan Woolley was on the management side and I was on the union side. Jan and I wanted to work towards consensus and I actually remember one meeting when we were nearly reaching consensus and a human resources representative became actively frustrated by the lack of a confrontational process and kept interrupting our agreement with ‘yes, but’.”*

A review the following year found that overall there was strong support for the decentralised structure. This was reaffirmed by subsequent reviews and the structure became known as the CSU Model. In 1995 educational consultancy McKinnon Walker concluded that “by any standards CSU has had a very successful first five years” and that “it is widely regarded as the only multi-campus university to have made the right decisions about its structure”. However, pockets of dissatisfaction remained, as one academic told the first review committee:

“The opportunity to regress to a former state does not exist other than as a romantic notion... the changes that have been and are being made are in response to a vision of the future.

This vision, unfortunately, is not yet one that is shared by the whole of the University. Indeed, it is not shared by the majority, nor even, I would suggest by a substantial minority. This is unfortunate.”

That was in 1992, and even more than two decades later, some intercampus tensions and pockets of dissatisfaction remain. One academic, Associate Head of School of Teacher Education in Albury, Dr Jennifer Munday, has observed that the main catalyst for the lessening of cross-campus rivalries has been staffing changes:

“That’s a new thing over the past three years or so, with the non-replacement of permanent staff. Maybe that is bringing us closer together because the rivalry can’t stay there anymore. We just have to have someone who can teach the subjects.”

Adversity, it appears, has a history of uniting CSU staff. Now an adjunct Associate Professor, Dr Leonora Ritter was a union sub-branch president and secretary in the early years of CSU and says that whenever management got staff “really annoyed” they would combine for a common cause. She says enterprise bargaining has always been a flashpoint.

*“People commented they had never seen that level of commitment and loyalty at any other institution. I think it’s because there’s a sense that what we’re doing is the right thing in providing the opportunity for students from regional communities to afford to come to university and to give them degrees that get them jobs when they graduate. So when you’re doing the right thing and doing it well you can be very loyal to the institution that is trying to work very hard even with great demands upon its staff.”*

---



Running residential schools for distance education students, such as for these midwifery students in 1992, has been an ongoing commitment of many CSU academics.

Two of the most protracted and disputed enterprise bargaining negotiations occurred prior to agreements in 2005 and 2013. In 2005 staff held a stop work meeting in March and threatened further industrial action due to a lack of progress after 18 months of negotiations. By the time the 2005-08 agreement was finalised in December, unions had successfully won a 24 per cent wage increase over five years. Negotiations in 2013 for the next agreement were more rancorous. In September talks between the University and unions broke down and management took the unusual step of going directly to staff with a ballot.

The move split the academic and professional staff unions. The NTEU urged members to vote no to a pay rise, averaging 2.6 per cent a year over three years. Other unions representing professional staff had already agreed with the rise and urged members to vote yes. More than 1,800 employees, around half of all staff, voted in the ballot with 61 per cent in agreement. The 2013-16 agreement was approved in the Fair Work Commission on 17 October 2013.

Aside from enterprise bargaining, CSU management and staff relations have on the whole been good, albeit with some skirmishes over the years.

The first of these came the day after the announcement of the foundation Vice-Chancellor and foundation professorial appointments in March 1990. Bathurst members of the NSW Academics Union walked off the job in protest of what they claimed to be a “tainted” appointments procedure. They also viewed a decision not to give a professorship to a senior lecturer, who was also the union sub-branch president, as union intimidation. The matter went to the Australian Industrial Relations Commission, which found that although the Vice-Chancellor and professorial appointments could have been “better handled” they were not “seriously flawed”.

CSU appointment procedures returned to the Commission in 2001 during a dispute that saw a senior lecturer at the Australian Graduate School of Policing and Security stage an office sit-in. The academic had been employed on back-to-back contracts for five years by the time he was denied a new contract or permanent employment. The National Tertiary Education Union argued in the Commission that academics on fixed contracts were entitled to continuing jobs. The dispute was dismissed after the Commission ruled it did not have jurisdiction over the issue.

The University’s second Vice-Chancellor (2001-2011), Professor Ian Goulter points to Australian University Quality Assurance reviews as evidence that, on the whole, CSU staff have been happy with their employer. In its 2009 review AUQA commended the University on establishing the ‘One University’ concept strongly amongst staff “while operating across physically distributed locations and campuses”. Professor Goulter says it was often commented that the staff of CSU had a particularly strong sense of commitment to their work.





An early CSU initiative was the introduction of a Vice Chancellor's Award for Teaching Excellence. The inaugural recipient was senior lecturer in the School of Environmental and Information Sciences at the Albury-Wodonga Campus, Brian Lord, pictured here with some of his students.

These demands take focus through an analysis of CSU staff numbers. In 2014 CSU employed the full-time equivalent (FTE) of 2,170.47 people, of which 918.74 were academic staff with 1,251.73 professional staff. In 1990 there were 1,143 (FTE) employees, 489 academic and 654 professional. Therefore, over its 25-year history student numbers have tripled and permanent staff numbers have not quite doubled. Figures for casual staff employment for 2014 have not quite doubled. In 2014 there were 379.28 FTE casual staff employed, of which 207.65 were employed in teaching. The gap between 1990 and 2014 is somewhat explained by the removal of duplication between campuses and increases in efficiency due to new technologies.

As is typical of the sector throughout Australia, staff casualisation has increased in recent years and in 2013 the number of teaching staff employed as sessional teachers (n = 226.08) was almost twice the number reemployed five years beforehand, in 2009 (n = 112.41).

CSU has also reflected sector wide trends in university staffing, particularly in increasing opportunities for those who have traditionally been under-represented in the staffing profile. In May 2005 the University launched an Indigenous Employment Strategy, designed to increase recruitment and career development of Indigenous Australians at the University.

In the year the Strategy was launched 1 per cent of CSU staff identified as Aboriginal or Torres Strait Islander (ATSI). In 2014 Indigenous staffing had increased to 2.6 per cent, with 3 per cent of professional staff (40 people) and 1.8 per cent of academic staff (14 people) identifying as ATSI. The number of Indigenous academics is set to increase in coming years following a 2013 initiative, the Indigenous Academic Fellows program, designed to support Indigenous graduates into an academic career.

Indigenous Curriculum and Pedagogy Coordinator Dr Barbara Hill says the number and spread of Indigenous academics across the University is already having an impact.

A year after the Indigenous Employment Strategy, in 2006, the University commenced a Leadership Development for Women program, aimed at increasing the representation of women in leadership and management. In 2005, the year prior to the program's commencement, more women than men were employed as academics and professional staff, however the number of men in senior positions was far greater. Amongst professional staff, women made up 27 per cent of staff employed at Level 10 or above and of academic staff 21 per cent of associate and full professorships were held by women. By 2014, women made up 37 per cent of professional staff above Level 10 and 30 per cent of associate professors and professors, taking a leading role in CSU research.

One of the fundamental differences between the former colleges and the new University was the institution's eligibility for research funding. This led to the 1991 appointment of a Deputy Vice-Chancellor with a responsibility for research. Also in that year, CSU's five foundation research centres were announced: the Johnstone Centre of Parks, Recreation and Heritage; the Ron Potter Centre for Grape and Wine Research; Centre for Rural Social Research; Centre for Conservation Farming and the Centre for Image Analysis. In addition to the centres, the University set up a Research Fund, contributing \$354,575 to a variety of programs in 1991, its first year of operation. Also in that year, CSU researchers were awarded \$105,330 in Australian Research Council (ARC) project grants.

*“A game changer has been having more Indigenous academics on board across all the faculties. They are then very powerful reminders to the institution of its commitment. Now that we work under a vision statement that includes the Wiradjuri phrase ‘yindyamarra winhanganha’ we have to be really mindful of not letting down the Wiradjuri people in general. It’s a big call, it’s a brave thing but it’s got its risks.”*

---

In 1998 NSW Agriculture built a Wine and Grape Industry Training Centre, next to the Ron Potter Centre. The following year the research arm of the facility was renamed the National Wine and Grape Industry Centre and continues today as a leading research facility seeking to improve efficiency and profitability in the Australian wine industry. Also in 1998 the Johnstone

# By 2014, women made up 37% of professional staff.

Centre was renamed the Johnstone Centre for Research in Natural Resources and Society to reflect a change in research focus. In 2005 the Johnstone Centre and the Centre for Rural Social Research were integrated to form the Institute for Land, Water and Society (ILWS), which remains a CSU centre today. The ILWS is a multi-disciplinary centre exploring social and environmental sustainability, particularly in regional areas.

In addition to these two centres, other current designated research centres are: the Graham Centre for Agricultural Innovation, which focuses on food sustainability through innovation in cropping, livestock and systems integration; the Centre for Public and Contextual Theology (PACT), which is part of a global network of centres researching contemporary issues through a theological lens with emphasis on public impact and context; the Research Institute for Professional Practice, Learning and Education (RIPPLE), a predominantly education-focused centre with an emphasis on professional application, and the Centre for Applied Philosophy and Public Ethics (CAPPE), which began in 1998, becoming a joint research centre with the University of Melbourne in 2000. CAPPE applies philosophical reasoning to contemporary questions in technology, poverty, health, ecology, economy and security.

Throughout its 25 years CSU has also hosted a number of other specialist research centres in such areas as allied health, information studies, rice production, tourism and ornithology. Meanwhile, as national assessments reveal, research is also undertaken in a range of other disciplines. In the 2010 Excellence in Research Australia (ERA) assessment, CSU research was entered in 17 general fields of study, known as two-digit FOR (field of research) codes and 35 specialist areas, known as four-digit FOR codes. In the second ERA exercise, in 2012, research was entered in 15 general fields and 30 specialist areas, covering a diverse range of research including in crop and pasture production; artificial intelligence and image processing; curriculum and

pedagogy, applied economics; visual arts and crafts and religion and religious studies. The overall rankings for CSU reveal the University is yet to meet national and international standards of excellence across a broad range of disciplines. No field of research ranked a 5, which equates to 'well above world standard'; Environmental Science, specifically Environmental Sciences and Management was ranked at 4, 'above world standard'. Elsewhere, the specific fields of: Analytical Chemistry, Plant Biology, Education Systems, Curriculum and Pedagogy, Specialist Studies in Education, Criminology, Applied Ethics and Philosophy were all ranked at 3, 'world standard'.

As the strength of CSU in education and curriculum related research reveals, the University has a focus on excellence and innovation in teaching. One of the earliest initiatives of the new University was to establish a Vice-Chancellor's Award for Teaching Excellence, which is still awarded today. The first recipient of the \$2,000 award was Senior Lecturer in parks, recreation and heritage at the Albury-Wodonga Campus, Brian Lord. External to CSU, many staff have received national teaching awards over the years through the various government higher education teaching excellence institutes, for example the Carrick Institute and currently the Office of Learning and Teaching.

Just as research pathways opened up for CSU staff, so too did opportunities for Higher Degree by Research students under the supervision of academic staff. In 1991 a Postgraduate Studentship Scheme was set up, based on a similar national scheme. Initially it funded up to 10 students a year for PhD study, with six students awarded scholarships in the first year. In addition to the student's stipends a further \$2,000 was awarded to the academic area in which the student was studying. In 1991 there were 40 Higher Degree by Research students, by 2014 that number had risen to more than 700, involving a large number of academic staff in supervision. As well as such roles in research and teaching, it has long been held that CSU staff have a community engagement role, a vocation implied by the University motto, "for the public good".

## CHAPTER SIX

# For the public good: Community engagement



Originally part of the Bathurst 1000 race festival Circus Monoxide, created by theatre students, is still an active theatre company today, now based in Wollongong.



Art and music have been at the forefront of CSU's interaction with its communities.

The Charles Sturt University motto 'For the public good' is taken from the journal of Charles Sturt, who wrote that "a wish to contribute to the public good led me to undertake those journeys which cost me so much". Sturt struggled with health and financial troubles but was respected for his intelligence, overall decency and lack of ego. His commitment to the public good was genuine.

In adopting Sturt's ethos, CSU has prided itself on sharing knowledge, resources and culture with its communities and industries. These interactions vary from the altruistic to entrepreneurial, sometimes a mixture of both. Conceptually, such relationships have also served to minimise 'ivory tower' connotations that can alienate universities from the community.

One of the earliest cultural linkages was with conservatoriums of music in CSU's campus cities. Beginning with an agreement with the Riverina Conservatorium in 1989, CSU signed a memorandum with the Murray Conservatorium the following year and Mitchell Conservatorium shortly after, followed by Dubbo and Orange conservatoriums. Another early cultural connection came in 1991 when the Open Learning Institute won a contract to coordinate the community festival that coincided with the annual Bathurst 1000 race. The festival, which ran for many years, featured a street parade run by theatre students. For the entire University's history, student theatre performances, initially through the School of Visual and Performing Arts at the Riverina Playhouse in Wagga Wagga and the Theatre Media degree in the School of Communication in Bathurst through the Ponton Theatre, have provided a cultural bridge between 'town and gown'. Also enduring has been community radio station 2MCE FM at Bathurst Campus, which is partly funded by CSU and, in addition to providing workplace training for journalism students, serves the Bathurst and Orange communities with non-commercial radio programming, created by local residents.

In art, CSU began with a vigorous art acquisition program and hosts the HR Gallop Gallery in the School of Communication and Creative Industries on the Wagga Wagga campus and, on the Bathurst campus, hosts Arts Out West, a government funded organisation which promotes art and culture throughout the region. The CSU Regional Archives, on the old south Wagga Wagga campus, is a major repository for inland New South Wales as well as the University.



Well-known Australian actor Angela Punch-McGregor is seen in Wagga Wagga in 1993 with acting students Emmanuel Marshal and Vanessa Imeson and Susan Redden on camera.



Warren Somerville with dinosaur eggs from the Australian Fossil and Mineral Museum collection.

One of the largest cultural contributions came in the late 1990s when CSU took a lead role in securing the donation of a world class mineral and fossil collection and oversaw its establishment in a heritage building in Bathurst. In addition to its leadership role, CSU donated more than \$1 million to the Somerville Collection and its Bathurst premises, the Australian Fossil and Mineral Museum, which opened in 2004. Named after the collection's owner, Warren Somerville, it features more than 10,000 minerals and fossils, previously housed in an orchard shed on the outskirts of Orange.

Other ventures also receive one-off and ongoing funding from CSU as part of regional engagement. In 2013, for example, just over \$700,000 was granted to a diverse array of organisations from child care centres on the three foundation campuses to the furthering of theology studies to the United Theological College at Canberra and North Parramatta, and, at Albury-Wodonga, the Thurgoona Football Club. However, the University's contribution is considerably more significant just by the mere fact of its existence. In 2014 CSU, in a federal government submission, estimated it contributed \$1 billion and 5,000 jobs annually to its key regions when all economic flow-on effects were considered.





**CLOCKWISE FROM LEFT: More than 30 horses trained at the Wagga Wagga Campus' Equine Centre for the Sydney 2000 Olympics.**

**Community radio station 2MCE FM offered practice-based learning even before the term gained usage in the tertiary sector.**

**Health sciences at CSU have brought ongoing benefits to its communities.**



Whilst increasing regional economic impact, CSU has sought to reduce environmental impact. Beginning with sustainable campuses in Albury-Wodonga and Dubbo, the University built on its credentials with the launch of CSU Green in 2008. The program initially focused on reducing energy and water use and set up a scorecard system through which to measure the university's environmental performance against targets. Originally known as the Energy and Water Scorecard, it became the Environmental Scorecard from 2008 to 2013 and the Sustainability Scorecard in 2014, the changes in title reflect a corresponding broadening of green initiatives throughout the University. The scorecard reveals energy consumption across CSU campuses decreased briefly from 199m terrajoules (TJ) in 2006 before rising to a peak in 2013 and dropping to 204m TJ in 2014, or enough to run 5,000 NSW households for a year. Meanwhile, 734,974 kilolitres (kL) of water was consumed in 2006, compared to 547,150 kL in 2014, the equivalent of 218 Olympic-sized swimming pools. After a peak in 2011, CO<sub>2</sub> gas emissions from University campuses is returning to 2006 levels, falling to 33,483 tonnes in 2014, compared to 29,798 in 2006. Nearly all emissions, 86 per cent, arise from energy use with 8 per cent from air travel, which has decreased significantly since 2006, falling 15 per cent to 11,706,417 air kilometres in 2014.

Recycling, green-rated car fleets and cogeneration initiatives have also developed over the years while some environmental programs, including tree planting, involve surrounding communities. Most recently, CSU joined with Bathurst Regional Council in an Environmental Protection Authority funded campaign called 'Hey Tossler!', aimed at reducing litter in the Bathurst business district.

CSU's community partnerships have also involved the unexpected. In 2000, for example, two CSU campuses were involved in Olympic Games preparations. At Bathurst more than 2,000 musicians from 17 countries used campus facilities in the lead-up to the Games opening to rehearse for the Opening Ceremony. In Wagga Wagga, the then recently upgraded equine centre was used over 18 months to train 30 horses for the Modern Pentathlon event. Another major community support effort arose in August 2005 after fire destroyed the Kelso High School in Bathurst. CSU gave use of science and computer laboratories, classrooms, an assembly hall and library for 340 students and 30 teachers until the end of the school year.

An always present but increasing area of regional contribution has been the provision of health services. From the early years through such health clinics as Respiratory and Nutrition Clinics at Wagga Wagga, CSU has continued to develop health facilities to address regional shortages. Like the multi-campus dentistry and oral health clinics and the Albury-Wodonga physiotherapy clinic, they offer care to regional residents in addition to their educational role.

Such dual-purpose facilities have been a common theme over the 25 years. In 1998 the Wagga Wagga-based cheese factory commenced production to educate food science students in a commercial environment and to produce and market boutique cheese. The following year the factory, which produced a range of award-winning cheeses, signed a distribution deal that led to a four-fold increase in production and supermarket sales. However, by 2011 a change in the associated research and teaching profile as well as financial losses led to the factory's closure.

CSU again pulled back from industry-scale operations in early 2015 when it announced it would end commercial wine production at the CSU winery on the Wagga Wagga campus. Instead, it planned to concentrate production on limited release boutique wines at an experimental winery, focusing on innovation, which has been part of the National Wine and Grape Research Centre since 2007. Wine making has a century-old history at the campus, ever since the first grapes were planted at the then Experiment Farm in 1893. Wine science and viticulture studies were part of the Riverina College of Advanced Education and Wagga Wagga Agriculture College curricula.



Professor Ian Goulter

The commercial winery, which produced numerous award-winning wines, opened in 2002 at a cost of \$2.5 million at the Ron Potter Centre, which is now part of the National Centre.

Vice-Chancellor Andrew Vann nominates the cheese factory closure and the wine centre changes as the hardest part of his tenure.

*“The downside of this job is dealing with not having enough money to do everything we want to do and having to disrupt people’s jobs, for example the scaling back of the winery and the cheese factory, which was one of the first things when I walked in the door. These are things that have been dear to us that we’ve had to stop doing.”*

Research facilities, clinics and other ‘brick and mortar’ manifestations of CSU’s regional engagement sit alongside the University’s primary goal of educating the region’s students. In 1992 the Charles Sturt University Foundation Trust was set up to attract donations in order to provide scholarships to students who show academic potential but would otherwise find it difficult to afford to study at university. The Foundation was modelled on a similar trust, the Mitchell Foundation, and was subsequently promoted to the public as the Charles Sturt University Foundation and more recently as CSUgive. It has played a significant role in increasing opportunities for young people in rural and regional areas.

An overview of CSU’s activities reveals it is active way beyond its regional footprint, with enduring international partnerships across the world, including many countries throughout South East Asia. These partnerships have varied over the institution’s history and included research linkages and training. In earlier years many of the linkages were set up by the Faculty of Commerce (later Business) for information technology and business education. More recent involvements have included the School of Policing, which has been part of projects delivering high-level training to senior police in Indonesia and mid-career police in India.

Although CSU consolidated some overseas operations during Vice-Chancellor Ian Goulter’s tenure, others, such as the Ontario, Canada venture, began. He says international operations bring resource and knowledge benefits.

“What we did in those areas was actually supporting our role as a regional university by giving us the mass or scale to support larger programs. If you say, put in something like veterinary science there are a lot of overheads in direct costs so you need to be an institution of a particular size. You need to be a sufficiently large university in terms of student numbers and dollars to do the sort of things we have embarked upon. Canada was about exploiting our role to provide opportunity for people which fed back to the core university role. It’s about revenue and learning – to be large and comprehensive to deliver what is needed in terms of access but also in the knowledge of the professionals we produce.”

In 2009 Professor Goulter launched CSU Global, which continues to offer overseas study and international experiences to students. Numerous courses across the University offer global opportunities as part of their curriculum. Meanwhile, international knowledge exchange has been a constant feature of the CSU mission and strategy. Various expressions of the ideal include: “an active participant in the globalisation of higher education” to “personal, regional, national and international enrichment”.

This ethos is currently expressed as “a globally networked university, dedicated to scholarship, research and practice and which helps to shape the future of the professions”. Twenty-five years has elapsed but the past lingers, as seen in this very similar phrase from the 1990 CSU Annual Report: “the challenges of a networked university”.

# Yindyamarra Winhanganha: coming of age



At 25 years of age Charles Sturt University is a typical twenty-something as it seeks to establish itself in adulthood. From the turbulence of birth, youth and fast growth under Foundation Vice-Chancellor Cliff Blake, to the consolidation years of Vice-Chancellor Ian Goulter, the University has become comfortable living regionally but looking outward. In so doing it has come to embody the Wiradjuri phrase it now uses to describe the CSU philosophy - *yindyamarra winhanganha*, 'the wisdom of respectfully knowing how to live well in a world worth living in'.

# 'The wisdom of respectfully knowing how to live well in a world worth living in.'

Arriving in CSU's early 'adult years', current Vice-Chancellor Andrew Vann was impressed by the institution it had become, with its sense of mission and close community ties. He says he has not strayed from his original commitment to "make it more like itself than it already was".

"What's great about CSU is that it's not up itself. It's a down-to-earth university that has its heart in the right place. It's practical, it's connected to professions. It's working in fields that aren't always the sexy high profile things, like agriculture, but which are really, really important areas for the functioning of society. I'd like to see the University recognised for the virtues of that because I think it has tended to be neglected in academic circles."

With a background in agriculture and manufacturing, CSU's newly elected third Chancellor, Michele Allan, also emphasises the importance of rural industry to the University in coming years, particularly to help increase food production through soil research and advanced agricultural techniques.

"We can add value in rural and regional areas. We've just started talking about how to do research that is outcome-focused for the region rather than peer reviewed paper-focused because we won't ever be a sandstone university, nor do I think we want to be."

With the Vice-Chancellor also talking of a shift to outcome focused research rather than pure enquiry-driven research, it is likely that the University will move towards a more targeted research profile than ever before in its history.

Agricultural research is very much central to the University's DNA, originating in the very first experiment farms of early campuses. However, typical of all evolving forms, CSU had adapted to changing regional, rural and tertiary environments.





In what has become a key distinguishing feature of CSU's courses, veterinary science is taught with a particular emphasis on the needs of regional areas.

The University's third Chancellor Michele Allan sees concentration on outcome-focused rural research as central to CSU's future.

Vice-Chancellor Andrew Vann and Chancellor Lawrie Willett before the Chancellor's retirement in 2014.



Of its first 25 years, CSU's most significant adaptation has been its course profile. At the time of Professor Cliff Blake's retirement in June 2001, Higher Education reporter for *The Australian* Jane Richardson published a profile based on an interview with the outgoing Vice-Chancellor. The article made the argument that CSU had successfully specialised under Professor Blake and not tried to offer courses in all areas.

"Charles Sturt did not seek to set up medicine, veterinary science, dentistry or engineering. It has held out against a law school."

As the passage of time has revealed, all, bar medicine, are now offered or will be offered by the University from 2016. Vice-Chancellor Andrew Vann says population shifts and the failure of metropolitan universities to produce graduates who are willing to work in regional Australia has shown the need for regionally educated graduates.

Similar major adaptation to regional needs had come a decade earlier, under the Chancellorship of Lawrie Willett, who was heavily involved in the establishment of veterinary science and dentistry, with the then Vice-Chancellor Ian Goulter. As with these earlier degrees, engineering and law are being tailored with regional communities in mind, as would medicine if it were to proceed.

The lack of success in the long-running campaign for a medical school is a regret for both the current Vice-Chancellor and his immediate predecessor. A sanguine Professor Vann believes there is about a 50/50 chance the school will be funded but if not, the campaign has still had an impact. For example,

demonstrating that metropolitan-based medical schools were not taking in as many as "even 20 per cent of rural students" and if "nothing else is achieved at least we have embarrassed the metropolitan schools about what they weren't doing."

*"The first conversation I had with every mayor when I came here was 'can you start engineering because we can't get any engineers'. So the answer is, I think, workforce supply... if you take medicine. If you look at the medical school the argument that was made was that existing provision was meeting Australia's needs. We know that's not true and we have shown that to be the case... We need to respond to the regions' needs. If you take engineering, it is not a 'me too' model, it's a very distinctive model."*

Such metropolitan embarrassment represents a symbolic turning of the tide in the tertiary sector over 25 years. As was seen, it was back then that the formative CSU was shunned by its proposed metropolitan partner as a potential embarrassment to university teaching and research standards. Over the next quarter of a century the fledgling regional institution not only demonstrated it could stand on its own but, through its successes, grew to become a model networked university of regional Australia – Charles Sturt University.



**CHAPTER ONE: Confluence**

- Barker, T. (1987). *The Story of Three Colleges*. Bathurst: Mitchellsearch.
- Bathurst Teachers' College, Students, Staff meet. (1951, 13 March). *National Advocate*.
- Blacklow, N. (2014). *South Campus - a history*. Bathurst and Wagga Wagga: CSU Print.
- Blake, C. (1990, 29 May). Letter to Bathurst Mayor Ann Ashwood. CSU Structure and review of structure and processes 1989 - 1996, (CSU 1909/1 Item 3). CSU Regional Archives, Wagga Wagga.
- Blake, C. D. (1989, 10 April). Memo to all staff: naming of the new rural university of New South Wales, UNSW Network Number 3, (CSU1919/2 Item 9). CSU Regional Archives, Wagga Wagga.
- Blake, C. (1989, 23 October). Memo to Secretary, Interim Board of Governance. CSU structure and review of structure and processes 1989 - 1996, (CSU 1909/1). CSU Regional Archives, Wagga Wagga.
- Charles Sturt University Act 1989 (NSW).
- Charles Sturt University Annual Reports 1990-2014.
- Charles Sturt University Pocket Statistics 1997-2013.
- Charles Sturt University. (1993). Establishment of Charles Sturt University: the role of Professor C D Blake as the foundation vice-chancellor. Bathurst, NSW: Charles Sturt University.
- CSU Media (1989, 12 July). Charles Sturt University officially launched [Media Release]. UNSW Network Number Three, (CSU1919/2 Item 9). CSU Regional Archives, Wagga Wagga.
- CSU Media (1989, 2 April). Dawkins supports uni college proposal [Media release]. UNSW Network Number Three, (CSU1919/2 Item 9). CSU Regional Archives, Wagga Wagga.
- CSU Media (1989, March). RMIHE council seeks amendments on network bill [Media release]. UNSW Network Number Three, (CSU1919/2 Item 9). CSU Regional Archives, Wagga Wagga.
- Dawkins, J. (1989, 7 September). Universities united in approach to the future, *Sydney Morning Herald*.
- Garcia, L. M. (1989, 5 April). Govt unveils plans for rural university, *Sydney Morning Herald*.
- Hodgson, P. (1995) Charles Sturt University - the first five years. Case study of the development of a new regional university. Paper presented to the Second Omega Conference, Trillevalen, Sweden.
- Hodgson, P. (1997). Minding the gap - the place of Charles Sturt University in higher education. Paper presented at the Dahllöf Seminar, Sundsvall, Sweden.
- Larriera, A. (1989, 3 April). Academics win as super-uni rejected, *Sydney Morning Herald*.
- Lawnham, P. (2000, 11 October). Cottages at Dubbo, *The Australian*.
- Manager, Division of Planning and Audit (1989, 3 May). Administrative actions consequent on proclamation of Charles Sturt University. UNSW Network Number Three, (CSU1919/2 Item 9). CSU Regional Archives, Wagga Wagga.
- Mansfield, B., Hagan, J. (1989, 3 April). Joint press release. UNSW Network Number Three, (CSU1919/2 Item 9). CSU Regional Archives, Wagga Wagga.
- Milne, G. (1988, 27 July). White paper looks to help disadvantaged, *Sydney Morning Herald*.
- Minutes of Institute Consultative Committee on association with the University of New South Wales. (1988, 1 December). UNSW Network Number Two, (CSU1919/2 Item 10 ). CSU Regional Archives, Wagga Wagga.
- Minutes of the joint working party of the University of NSW network. (1989, March). UNSW Network Number Three, (CSU1919/2 Item 9). CSU Regional Archives, Wagga Wagga.
- Minutes of the meeting of the Interim Board of Governors (1990, 26 March). CSU Board of Governors 1990-1999 (CSU 1785/16). CSU Regional Archives, Wagga Wagga.
- NSW Department of Education (1989, 27 January). Meeting notes for the Minister of Education and Youth Affairs. UNSW Network Number Three, (CSU1919/2 Item 9). CSU Regional Archives, Wagga Wagga.
- Now academics fight Metherell (1989, 17 March). *Sydney Morning Herald*.
- Pakula, K. (1989, 16 January). Govt attacked on mega universities, *Sydney Morning Herald*.
- Parry, R. (1988, October). The future structure of higher education in New South Wales. Charles Sturt University Registrar: Establishment of CSU 1989-90, (CSU 1919, Box 2). CSU Regional Archives, Wagga Wagga.
- Power, J. (1988, 25 July). Govt offers incentives for bigger universities, *Australian Financial Review*.
- Public Service Association of NSW (1989, 16 March). Non-academic staff react to proposed legislation [Media Release]. UNSW Network Number Three, (CSU1919/2 Item 9). CSU Regional Archives, Wagga Wagga.
- Recommendations from the university symbol working party - Mitchell (1989, 15 December ). CSU Structure and review of structure and processes 1989-1996, (CSU 1909/1). CSU Regional Archives, Wagga Wagga.

- Response from Mitchell College of Advanced Education to draft legislation relating to the creation of a University of New South Wales system (1989, 21 March). UNSW Network Number Three, (CSU1919/2 Item 9). CSU Regional Archives, Wagga Wagga.
- Ritter, L. (1998). Power and Perspectives: a historian's analysis of the management of change at Charles Sturt University from a federation to a centralised model. *Journal of Higher Education Policy and Management*, 20(1), 77-88. doi: 10.1080/1360080980200108
- RMIHE academics label university college model unacceptable (1989, 15 March). UNSW Network Number Three, (CSU1919/2 Item 9). CSU Regional Archives, Wagga Wagga.
- Susskind, A. (1988, 29 September). Ministry floats mega-uni concept, *Sydney Morning Herald*.
- Susskind, A. (1988, 26 October). Greiner's uni plans opposed, *Sydney Morning Herald*.
- Susskind, A. (1989, 18 January). Amalgamation proposal is overwhelmingly rejected, *Sydney Morning Herald*.
- University of Western New South Wales provisional heads of agreement (1989, 17 April). UNSW Network Number Three, (CSU1919/2 Item 9). CSU Regional Archives, Wagga Wagga.
- Union of Australian College Academics – Mitchell College Sub-branch. (1990, 25 February). Memo to all members V.C. selection committee. CSU Structure and review of structure and processes 1989-1996, (CSU1909). CSU Regional Archives, Wagga Wagga.
- Wagga Teachers' College Opens. (1947, 10 June). *The Daily Advertiser*.
- Watson, S. (1989, 5 April). Colleges Uni(fied), *The Daily Advertiser*.
- Williams, G. (1989, 15 March). Academics revolt over mergers, *Sydney Morning Herald*.
- CSU Media (2002, 2 August). Message in an eBox at CSU, CSU News. Retrieved from [news.csu.edu.au/latest-news/science/message-in-an-ebox-at-csu](https://news.csu.edu.au/latest-news/science/message-in-an-ebox-at-csu)
- CSU Media (2008, 12 December). A higher education revolution for regional Australia, CSU News. Retrieved from [news.csu.edu.au/latest-news/education/higher-education/a-higher-education-revolution-for-regional-australia](https://news.csu.edu.au/latest-news/education/higher-education/a-higher-education-revolution-for-regional-australia)
- CSU Media (2009, 9 March). Working together for Regional Australia, CSU News. Retrieved from [news.csu.edu.au/latest-news/charles-sturt-university/working-together-for-regional-australia](https://news.csu.edu.au/latest-news/charles-sturt-university/working-together-for-regional-australia)
- CSU Media (2014, 28 July). Inaugural head of virtual campus announced, CSU News. Retrieved from [news.csu.edu.au/latest-news/society/inaugural-head-of-virtual-campus-announced](https://news.csu.edu.au/latest-news/society/inaugural-head-of-virtual-campus-announced)
- CSU Media (2014, 17 October). CSU and Study Group Australia renew agreement, CSU News. Retrieved from [news.csu.edu.au/latest-news/charles-sturt-university/csu-and-study-group-australia-renew-agreement](https://news.csu.edu.au/latest-news/charles-sturt-university/csu-and-study-group-australia-renew-agreement)
- The College has changed. (2009, 20 July). *Police Weekly*, 21, 5-9.
- Foreign university opens in Burlington (2005, 12 September). *Kitchener-Waterloo Record*.
- Gilmore, H (2009, 21 July). Hopes for national university shattered, [smh.com.au](http://smh.com.au). Retrieved from [www.smh.com.au/national/hopes-for-national-university-shattered-20090720-dquk.html](http://www.smh.com.au/national/hopes-for-national-university-shattered-20090720-dquk.html)
- Hodgson, P. (1991, 24 May). The CSU coat of arms. *Charles Sturt University Gazette*.
- Hodgson, P. (1995) Case study of the development of a new regional university. Paper presented to the Second Omega Conference, Trillevalen, Sweden.
- Lawnham, P. (2000, 11 October). Cottages at Dubbo, *The Australian*.
- Manager, Division of Planning and Audit (1989, 3 May). Administrative Actions Consequent upon Proclamation of Charles Sturt University CSU Structure and review of structure and processes 1989-1996 (CSU 1909/1). CSU Regional Archives, Wagga Wagga.
- Nelson, P. (2011, 19 April). What it takes to rebrand a university, *Campus Review*.
- Recommendations from the university symbol working party - Mitchell (1989, 15 December). CSU Structure and review of structure and processes 1989-1996, (CSU 1909/1). CSU Regional Archives, Wagga Wagga.
- Whitnell, T. (2014). Charles Sturt University's Burlington campus shutting down in July 2015 Inside Halton. Retrieved from [www.insidehalton.com/news-story/4896814-charles-sturt-university-s-burlington-campus-shutting-down-in-july-2015](http://www.insidehalton.com/news-story/4896814-charles-sturt-university-s-burlington-campus-shutting-down-in-july-2015)

## CHAPTER TWO: Of the land and the people

Blacklow, N., Boadle, D., Goldsworthy, F. (2001). CDB. Wagga Wagga: Charles Sturt University.

Blake, C. (1989, 23 October). Memo to Secretary, Interim Board of Governance. CSU structure and review of structure and processes 1989-1996, (CSU 1909/1). CSU Regional Archives, Wagga Wagga.

Blake, C. (1990, 29 May). Letter to Bathurst Mayor Ann Ashwood. CSU Structure and review of structure and processes 1989 - 1996, (CSU 1909/1 Item 3). CSU Regional Archives, Wagga Wagga.

Charles Sturt University Act 1989 (NSW).

Charles Sturt University Annual Reports 1990-2014.

**CHAPTER THREE: Interact**

Charles Sturt University Annual Reports 1990-2014.

Charles Sturt University Pocket Statistics 1997-2013.

CSU Media (2012, 21 September).

National Life Sciences Hub opens at CSU, CSU News. Retrieved from [news.csu.edu.au/latest-news/health/national-life-sciences-hub-opens-at-csu](http://news.csu.edu.au/latest-news/health/national-life-sciences-hub-opens-at-csu)

Gough, K. (1998, 14 January). Microwave network boosts distance support. *The Australian*.

Howarth, B. (1997, 18 November). Uni to cast its net, *The Australian*.

Long, G. (1997, 16 December). Uni extends support net, *The Australian*.

McCarthy, J. (1997, 15 July). New Net site helps rural students in HSC race. *The Australian*.

Roy, P. (2008). Sakai Implementation at CSU. Paper presented at QUESTnet 2008, Gold Coast. Retrieved from [www.questnet.edu.au/questnet2008/program.htm](http://www.questnet.edu.au/questnet2008/program.htm)

Smith, E. (1999). Learning to learn online. Paper presented at ASCILITE 99, Brisbane. Retrieved from [www.ascilite.org.au/conferences/brisbane99/papers/papers.htm](http://www.ascilite.org.au/conferences/brisbane99/papers/papers.htm)

Spencer, M. (1998, 12 August). Online goes the distance. *The Australian*.

State upgrades HSC website. (2001, 7 April). *The Australian*.

**CHAPTER FOUR:****University of the first generation**

Buchan, J., Flynn, L., Murdoch, D. & Uys, P. (2008). A decade of change @ CSU 1999-2009 Paper presented at the Hello! Where are you in the landscape of educational technology? Ascilite, Melbourne. Retrieved from [www.ascilite.org.au/conferences/melbourne08/procs/buchan-poster-2.pdf](http://www.ascilite.org.au/conferences/melbourne08/procs/buchan-poster-2.pdf)

Charles Sturt University Annual Reports 1990-2014.

Charles Sturt University Pocket Statistics 1997-2013.

Charles Sturt University, School of Indigenous Australian Studies. from [www.csu.edu.au/faculty/educat/cfis/home](http://www.csu.edu.au/faculty/educat/cfis/home)

Charles Sturt University (2007). Indigenous Education Strategy. Retrieved from [www.csu.edu.au/\\_\\_data/assets/pdf\\_file/0018/144414/csu-indigenous-education-strategy.pdf](http://www.csu.edu.au/__data/assets/pdf_file/0018/144414/csu-indigenous-education-strategy.pdf)

Charles Sturt University (2013). Regional Development Report. From [www.csu.edu.au/about/community/regional-development/report/building-regions](http://www.csu.edu.au/about/community/regional-development/report/building-regions)

CSU Media (2006, 15 March). CSU sets new boundaries in campus architecture, CSU News. Retrieved from [news.csu.edu.au/latest-news/arts-and-culture/csu-sets-new-boundaries-in-campus-architecture](http://news.csu.edu.au/latest-news/arts-and-culture/csu-sets-new-boundaries-in-campus-architecture)

CSU Media (2012, 21 September). National Life Sciences Hub opens at CSU, CSU News. Retrieved from [news.csu.edu.au/latest-news/health/national-life-sciences-hub-opens-at-csu](http://news.csu.edu.au/latest-news/health/national-life-sciences-hub-opens-at-csu)

Department of Education, Employment and Workplace Relations (2008). The Impact of Voluntary Student Unionism on Services, Amenities and Representation for Australian University Students Summary Report. Canberra.

Department of Education (2014). Higher education equity group tables. Retrieved from [docs.education.gov.au/documents/2013-appendix-2-equity-groups](http://docs.education.gov.au/documents/2013-appendix-2-equity-groups)

Hutchinson, S. (2002, 22 August). Students' winter of discontent, *The Australian*.

Jones, D., Khattar, R., Letts, W., Umangay, U. (2013). Hybridity, Multiplicity and Identification: An Australian University offers 'Canadian' Teacher Education in Thomas, L. What is Canadian about Teacher Education in Canada? Multiple Perspectives on Canadian Teacher Education in the Twenty-First Century. Ottawa: Canadian Association for Teacher Education, pp. 148-171.

Lawnham, P. (2001, 21 February). Outrage at demise of fine arts degree, *The Australian*.

Minister for Education (1989, 12 July). Charles Sturt University officially launched. [Media release]. UNSW Network Number Three, (CSU1919/2 Item 9). CSU Regional Archives, Wagga Wagga.

Office for Learning and Teaching (2014). Award Recipients. Retrieved from [www.olt.gov.au/award-recipient](http://www.olt.gov.au/award-recipient)

Thorp, D. (1999, 19 May). Protest online a winner. *The Australian*.

Students to rally against voluntary union plans (2005, 3 August). *ABC News*.

VSU plunges unis into fresh crisis (2005, 14 December). *The Australian*.

VSU to cut student services at CSU. (2005, 12 December).

**CHAPTER FIVE: Gumption**

Australian Research Council (2012). ERA 2012 Institution Report. Retrieved from [www.arc.gov.au/era/outcomes\\_2012/Institution/CSU](http://www.arc.gov.au/era/outcomes_2012/Institution/CSU)

Charles Sturt University Annual Reports 1990-2014.

Charles Sturt University Pocket Statistics 1997-2013.

- Charles Sturt University (1990, 31 August). An alternative approach to the administration of Charles Sturt University. (CSU 1909/1). CSU Regional Archives, Wagga Wagga.
- Charles Sturt University [2013] FWCA 8154, Fair Work Commission of Australia (2013).
- Charles Sturt University (2010). Progress Report On Affirmations and Recommendations from the 2009 Cycle 2 AUQA Audit. Retrieved from [www.csu.edu.au/division/plandev/students\\_only/quality\\_assurance/staff\\_info/Message%20to%20the%20University%20Community.pdf](http://www.csu.edu.au/division/plandev/students_only/quality_assurance/staff_info/Message%20to%20the%20University%20Community.pdf)
- Charles Sturt University (2013). Annual Report: Staff Equity and Diversity. Retrieved from [www.csu.edu.au/\\_data/assets/pdf\\_file/0005/1036193/Equity-Annual-Report-2013.pdf](http://www.csu.edu.au/_data/assets/pdf_file/0005/1036193/Equity-Annual-Report-2013.pdf)
- Committee established to review the new administrative structure established in 1991 (1992, 31 March). Administration at Charles Sturt University. CSU structure and review of structure and processes 1989 - 1996, (CSU1909). CSU Regional Archives, Wagga Wagga.
- CSU Media (2005, 6 December). New Enterprise agreement reached finalised, CSU News.
- Davidson, P. (2013) Charles Sturt University Leadership Development for Women Evaluation 2006-2012. [www.csu.edu.au/\\_data/assets/pdf\\_file/0005/538574/LDW-Evaluation-Report\\_31Jan-2013.pdf](http://www.csu.edu.au/_data/assets/pdf_file/0005/538574/LDW-Evaluation-Report_31Jan-2013.pdf)
- Hodgson, P. (1989, 13 June). Establishment of Charles Sturt University, implications and strategies. CSU Registrar Establishment of CSU 1989-90, Item 3 CSU Organisation Hodgson Papers, (CSU1919). CSU Regional Archives, Wagga Wagga.
- Hodgson, P. (1991). Growing pains of a post-'87 university. The CSU experience Despatches.
- Industrial Relations Commission Decision (1990) 632/1990 AIRC 640. Australian Industrial Relations Commission.
- Lawnham, P. (2001, 18 July). Contracts don't ensure jobs, *The Australian*.
- Lawnham, P. (2001, 4 July). Police school head stand by office sit-in, *The Australian*.
- Mather, J. (2013, 23 September). Uni staff wages set to slide *Australian Financial Review*.
- McKinnon Walker (1995, November). Review of structures and processes Charles Sturt University. CSU structure and review of structure and processes 1989 - 1996, (CSU1909). CSU Regional Archives, Wagga Wagga.
- National Tertiary Education Industry Union v Charles Sturt University - PR906189 [2001] AIRC 683 Australian Industrial Relations Commission.
- Staff and union part ways on pay deal at CSU (2013, 23 September). *The Australian*.
- Vann, A. (2012, 9 August). Further thoughts on strategy, mission and narrative. Retrieved from [blog.csu.edu.au/2012/08/09/further-thoughts-on-strategy-mission-and-narrative](http://blog.csu.edu.au/2012/08/09/further-thoughts-on-strategy-mission-and-narrative)
- West, W. (1990, 28 March). Sturt staff in protest walkout, *The Australian*.

## CHAPTER SIX: For the public good

Charles Sturt University Annual Reports 1990-2014.

Charles Sturt University (CSU) has moved to allay speculation (2015, 21 January). *The Daily Advertiser*.

Charles Sturt University (2014). Submission to Senate Standing Committees on Education and Employment Inquiry into the Higher Education and Research Reform Amendment Bill 2014. Charles Sturt University. Bathurst.

CSU Green (2014). Sustainability Scorecard. Retrieved from [www.csu.edu.au/csugreen/publications/environmental-scorecard](http://www.csu.edu.au/csugreen/publications/environmental-scorecard)

CSU Media (1999, 12 July). CSU cheese hits supermarket shelves, CSU News. Retrieved from [news.csu.edu.au/latest-news/charles-sturt-university/csu-cheese-hits-supermarket-shelves](http://news.csu.edu.au/latest-news/charles-sturt-university/csu-cheese-hits-supermarket-shelves)

CSU Media (2002, 27 March). Winery to equal the best in Australia, CSU News. Retrieved from [news.csu.edu.au/latest-news/charles-sturt-university/winery-to-equal-the-best-in-australia](http://news.csu.edu.au/latest-news/charles-sturt-university/winery-to-equal-the-best-in-australia)

CSU Media (2003). CSU announces \$200 000 grant for Somerville Collection, CSU News. Retrieved from [news.csu.edu.au/latest-news/charles-sturt-university/csu-announces-200-000-grant-for-somerville-collection](http://news.csu.edu.au/latest-news/charles-sturt-university/csu-announces-200-000-grant-for-somerville-collection)

CSU Media (2007). Green light for CSU Green, CSU News. Retrieved from [news.csu.edu.au/local-news/bathurst/green-light-for-csu-green](http://news.csu.edu.au/local-news/bathurst/green-light-for-csu-green)

CSU Media (2009). CSU students go global, CSU News. Retrieved from [news.csu.edu.au/latest-news/charles-sturt-university/csu-global/csu-students-go-global](http://news.csu.edu.au/latest-news/charles-sturt-university/csu-global/csu-students-go-global)

CSU Media (2011, 8 December). Decision reached to cease cheese making operations, CSU News. Retrieved from [news.csu.edu.au/latest-news/agricultural-science/decision-reached-to-cease-cheese-making-operations](http://news.csu.edu.au/latest-news/agricultural-science/decision-reached-to-cease-cheese-making-operations)

CSU Media (2011). CSU phasing out bottled water, CSU News. Retrieved from [news.csu.edu.au/local-news/orange/csu-phasing-out-bottled-water](http://news.csu.edu.au/local-news/orange/csu-phasing-out-bottled-water)

Delayney, A. (2011). Tough cheddar? - CSU cheese factory to close. ABC News. Riverina.

Gibney, H. J. (1967). Sturt, Charles (1795–1869) Australian Dictionary of Biography. Canberra: National Centre of Biography, Australian National University.

## Office Holders

### CHANCELLORS

Michele Allan (2014-)  
Lawrence Willett AO (2002-2014)  
David Asimus AO(1990-2002)

### DEPUTY CHANCELLORS

Peter Hayes (2007-)  
Ian Macintosh, AM (2003-2007)  
Kathryn Pitkin (2002-2014)  
Anne Brassil (1999-2003)  
James Seymour Hagan, AM (1992-1999)  
Bruce E. Mansfield, AM (1990-1992)

### PRO CHANCELLORS

Angelos Frangopoulos (Sydney) (2014-)  
Kurt Fearnley (Northern Region) (2014-)  
Carole McDiarmid (Central Region) (2014- )  
Ian Macintosh, AM (2008-2012)

### VICE-CHANCELLORS

Andrew Vann (2011-)  
Ian Charles Goulter, AM (2001-2011)  
Clifford Douglas Blake, AO (1990-2001)

### ACADEMIC SENATE – PRESIDING OFFICERS

Professor Jo-Anne Reid (2014-)  
Professor Ben Bradley (2009-2014)  
Professor Kevin Robards (2007-2009)  
Professor David Green (1998 2006)  
Professor Brian A. Cornish (1996-1998)  
Professor Clifford Douglas Blake (1990-1996)  
Professor Lindsay Michael Birt (1989-1990)

## Professors Emeriti

The title of Professor Emeritus is granted by the University Council to long serving professors of the university and who have given distinguished academic service above and beyond that normally expected to the scholarly and/or university community.

Dr Edwin Braggert (Conferred 1998)  
Professor Bryan Rothwell (1999)  
Professor Clifford Blake AO (2001)  
Professor Edward Wolfe (2001)  
Professor Victor Fatseas (2001)  
Professor Robert Meyenn (2005)  
Professor James Pratley (2006)  
Professor David Green (2011)  
Professor Ian Goulter AM (2011)  
Professor Kevin Robards (2011)  
Professor Ross Chambers (2012)  
Professor Stephen Kemmis (2012)  
Professor John Tulloch (2013)  
Professor Bill Green (2013)  
Professor John Weckert (2014)



**WINNERS OF THE UNIVERSITY MEDAL**

The award of an undergraduate University Medal is the highest honour that the Council can confer on undergraduate students of the University. The University Medal is awarded to appropriate graduands who are either graduating with Honours Class 1 or with distinction in an undergraduate degree.

**2014**

<b>Justin Cole</b>	Bachelor of Social Science (Psychology) (Honours)
<b>Peter Hough</b>	Bachelor of Computer Science (Honours)
<b>Annette Jacobson</b>	Bachelor of Medical Science / Bachelor of Forensic Biotechnology
<b>Sabrina Angela Esme Keen</b>	Bachelor of Arts (Honours)
<b>Jamie Pisani</b>	Bachelor of Pharmacy

**2013**

<b>Paul Stephen Baker</b>	Bachelor of Theology (Honours)
<b>Angie Bulic</b>	Bachelor of Clinical Practice (Paramedic)

**2012**

<b>Gayleen Bourke</b>	Bachelor of Environmental Science and Management (Honours)
<b>Larissa Jayne Hanlon</b>	Bachelor of Exercise Science (Rehabilitation)
<b>Gillian Moses</b>	Bachelor of Theology (Honours)
<b>Marion Nash</b>	Bachelor of Health and Rehabilitation Science
<b>Alyssa Trotter</b>	Bachelor of Applied Science (Honours)

**2011**

<b>Anna Coughlan</b>	Bachelor of Exercise Science (Rehabilitation)
<b>David Flavel</b>	Bachelor of Pharmacy (Honours)
<b>Rebecca Lindsay</b>	Bachelor of Theology
<b>Tobias Tan</b>	Bachelor of Theology (Honours)

**2010**

<b>Susan Bridge</b>	Bachelor of Theology
<b>Gregory Smythe</b>	Bachelor of Information Technology

**2009**

<b>Andrew Bowyer</b>	Bachelor of Theology (Honours)
<b>Benjamin Lloyd</b>	Bachelor of Information Technology
<b>Aidan Luke</b>	Bachelor of Arts (Honours)
<b>Rebecca Penglase</b>	Bachelor of Business (International Business Management)
<b>Emily Puddicombe</b>	Bachelor of Social Science (Psychology) / Bachelor of Teaching (Secondary)

**2008**

<b>David Anthony Waters</b>	Bachelor of Applied Science (Environmental Horticulture) (Honours)
-----------------------------	--

**2007**

<b>Justin Harrison</b>	Bachelor of Psychology (Honours)
<b>Jill Voss</b>	Bachelor of Business (Accounting / Legal Studies)

**2006**

<b>Colleen Alphonso</b>	Bachelor of Nursing
<b>Benjamin Ovenden</b>	Bachelor of Applied Science (Honours)
<b>Adam Vickery</b>	Bachelor of Business (Accounting)

**2005**

<b>Bernadette Le Mesurier</b>	Bachelor of Science
-------------------------------	---------------------

**2004**

<b>Louise Gestier</b>	Bachelor of Social Science (Social Welfare)
<b>Jennifer Lodge</b>	Bachelor of Information Technology
<b>Peter Glen Martin</b>	Bachelor of Human Movement (Honours)
<b>Brooke Louise Saul</b>	Bachelor of Information Technology

## 2003

<b>Judith Geeves</b>	Bachelor of Education (Primary) (Honours)
<b>Timothy Gourlay</b>	Bachelor of Business (Accounting)
<b>Jason Howarth</b>	Bachelor of Information Technology
<b>Amy Lawrence</b>	Bachelor of Arts (Communication - Public Relations and Organisational Communication)
<b>Jelka Schurink</b>	Bachelor of Applied Science (Medical Imaging)

## 2002

<b>Tony Gill</b>	Bachelor of Information Technology (Honours)
<b>Damien Jellett</b>	Bachelor of Applied Science (Mathematics) (Honours)
<b>Ruth Siegert</b>	Bachelor of Business (Marketing)
<b>Lynelle Mary Wyllie-Smith</b>	Bachelor of Health Science (Speech Pathology)

## 2001

<b>Roslyn Buchanan</b>	Bachelor of Nursing
<b>Dion Casey</b>	Bachelor of Applied Science (Medical Imaging)
<b>Garth Norris</b>	Bachelor of Arts / Bachelor of Social Work (Honours)
<b>Sandra Narelle Oliver</b>	Bachelor of Applied Science (Honours) / Bachelor of Applied Science (Medical and Applied Biotechnology)
<b>Lucy Webster</b>	Bachelor of Medical Science (Honours)
<b>Meryl Wilcox</b>	Bachelor of Education (Early Childhood)

## 2000

<b>Jasmina Bajrakarevic</b>	Bachelor of Social Work (Honours)
<b>Alison Jane Cook</b>	Bachelor of Nursing
<b>Hayley Judith Hazelden</b>	Bachelor of Applied Science (Medical Imaging)
<b>Joanne Miles</b>	Bachelor of Health Science (Pre-Hospital Care)

<b>Glenn Sanecki</b>	Bachelor of Applied Science (Environmental Science) (Honours)
----------------------	---

<b>Nicholas G A Wachsmann</b>	Bachelor of Applied Science (Agricultural) (Honours)
-------------------------------	--

## 1999

<b>Michelle Englart</b>	Bachelor of Nursing
<b>Rebecca Lee Hayman</b>	Bachelor of Applied Science (Environmental Science) (Honours)
<b>Martin John Lawrence</b>	Bachelor of Arts (Communication - Journalism)
<b>Adele Morey</b>	Bachelor of Arts (Cultural Studies and Cultural Policy)

## 1998

<b>Ruth Bacchus</b>	Bachelor of Arts (Honours)
<b>Carolyn Ann Buttriss</b>	Bachelor of Teaching (Primary)
<b>Alisa Wendy Graham</b>	Bachelor of Health Science (Occupational Therapy)
<b>Andrea Lisa Schodde</b>	Bachelor of Applied Science (Environmental Science) (Honours)

<b>Louise Wells</b>	Bachelor of Nursing
---------------------	---------------------

## 1997

<b>Jane-Louise McGuinness</b>	Bachelor of Nursing
-------------------------------	---------------------

## 1996

<b>Michelle Jane Barnes</b>	Bachelor of Nursing
<b>Geoffrey Frank Bull</b>	Bachelor of Business (Accounting)
<b>Susan Margaret Reynolds</b>	Bachelor of Teaching (Early Childhood)

## 1995

<b>Catherine Mary Chambers</b>	Bachelor of Business (Marketing)
<b>Montgomery Druce Craine</b>	Bachelor of Applied Science (Information Technology) (Honours)
<b>Justine Patricia Dabroski</b>	Bachelor of Teaching (Early Childhood)
<b>Annette Jones</b>	Bachelor of Nursing
<b>Lee Purches</b>	Bachelor of Social Work (Honours)

## ACKNOWLEDGEMENTS

This publication would not have been possible without the support of Charles Sturt University's Office of the Vice-Chancellor or the Division of Marketing and Communication. The manager of Charles Sturt University's Regional Archives, Wayne Doubleday, and the Archives staff provided essential assistance in locating relevant materials and digitising photos. A number of current and former Charles Sturt University staff gave their time to share memories and observations of the University, providing much-needed context and insight into the institution's 25 years. Many current staff, too numerous to mention and in various Schools and Divisions, provided contacts, information and images. Finally, current and former staff should be acknowledged for their contributions to Charles Sturt University as the richness of this history would be much poorer if it were not for their endeavours.

## ABOUT THE AUTHOR

Dr Margaret Van Heekeren is a Senior Lecturer in journalism and a journalism historian in Charles Sturt University's School of Communication and Creative Industries. Margaret graduated from Mitchell College of Advanced Education in 1985 with a Bachelor of Arts (Communication), majoring in journalism. She returned to the Bathurst Campus in 1997, joining Charles Sturt University as a sessional tutor. In 2004 she was appointed as an Associate Lecturer in Journalism, which she held on a part-time basis until 2012, when she commenced full-time employment. In addition to her Mitchell College degree Margaret holds a Master of Arts in Modern History (2008) and a PhD (2013). She was a recipient of a Macquarie University Vice-Chancellor's Commendation for both degrees.



At Charles Sturt University, we believe the contributions we make to the lives of our students and communities are the most rewarding part of our work. Through **CSUgive**, our donors directly contribute to programs that help our students reach their full potential. We are delighted that proceeds from this book, marking the 25th anniversary of Charles Sturt University, will help our students achieve their goals and carry on the proud CSU tradition of contributing to their communities. Visit: [www.csu.edu.au/give](http://www.csu.edu.au/give)

© Charles Sturt University 2015. (F4267)

All rights reserved. Except for private study, research, criticism or reviews, as permitted under the Copyright Act, no part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or any information storage or retrieval system, without prior permission of the author.

