

2012 Charter



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“The University Council has determined that the implementation of its 2012 Charter will contribute to the University of Ballarat continuing to achieve a national profile as a university that: inspires its students to succeed; actively participates in partnerships to promote learning, teaching, research and commercial opportunities; makes a major contribution to the regions and communities it serves; and, is international in its outlook and impact.”

Emeritus Professor Robert H T Smith AM

Chancellor
University of Ballarat

October 2011



Our Charter

At the University of Ballarat we acknowledge: The special place and culture of Aboriginal and Torres Strait Islander peoples as the First Australians. This acknowledgement is made through the University's Statement on Reconciliation:

Statement on Reconciliation

"The University of Ballarat acknowledges the Wotjobaluk, Wergaia, Jupagalk, Jadawadjali, Jaadwa, Wathaurong, Dja Dja Wurrung and Wurundjeri peoples as the traditional owners of the land where its campuses and centres are located.

The University shares the vision of Reconciliation Australia that recognises the special place and culture of Aboriginal and Torres Strait Islander peoples as the First Australians. The University also recognises that reconciliation will only be achieved if the past is acknowledged, the present understood and the future based on equality, respect and genuine opportunity.

For many Indigenous people, devastation to their lives, laws, languages, culture, customs and traditions has been caused by non-Indigenous settlement of Australia. Today, many Indigenous people continue to experience racism, racial discrimination, injustice and oppression in their daily lives.

In recognition of these historical events and their on-going effects, the University of Ballarat will contribute to the process of reconciliation with measures to address the disadvantage experienced by Indigenous people in education, health, employment and opportunity.

The University acknowledges that access to, and participation in, education are fundamental to closing the 17-year life expectancy gap between Indigenous and non-Indigenous Australians.

As a multi-sector institution delivering secondary school level, TAFE, higher education, further education and research programs and courses, the University is well placed to improve Indigenous access and participation rates by strengthening its pathways and raising aspirations and confidence levels of Indigenous students and staff.

The University will continually strive to provide a learning and working environment which promotes and values diversity and offers equality of access and opportunity to all. It will ensure that Indigenous people are able to participate actively in the life and activities of the University."

To further the process of reconciliation, the University is renewing its Reconciliation Action Plan focussing on: improving education, training and research opportunities for Indigenous students; improving the visibility and status of Indigenous culture, knowledge and studies on all campuses; recruiting and retaining Indigenous staff at all levels of the University; and ensuring that there is involvement of Indigenous people in the decision-making and governance of the University.

The key values important to the University of Ballarat are:

- > Intellectual responsibility
- > Ethical practice
- > Respect for each other
- > Service to our communities
- > Learning throughout life
- > Recognition of our international and global links and responsibilities
- > Commitment to environmental sustainability

At the University of Ballarat, our aims in 2012 are:

- > To provide a quality tertiary education experience that inspires our students to succeed;
- > To participate in partnerships to promote learning, teaching, research and commercial opportunities;
- > To be a major contributor to our regions and communities; and,
- > To be international in our outlook and impact.

The University of Ballarat will achieve its aims for 2012 by:

- > Providing **access** to effective and high-quality learning, teaching and research opportunities for Australian and international students.
- > Producing **graduates** who are sought after within Australia and internationally for their knowledge, skills, competencies and employability.
- > Involvement in internationally recognised **research**, and engaging in knowledge transfer, that has demonstrable relevance to, and impact on, communities, industries and regions served by the University.
- > Deepening our **engagement** and partnership through industry, community and collaborative opportunities.
- > Creating a work environment where **staff** are valued and where there are opportunities for renewal, career development, leadership and community service.
- > Committing to continual improvement in the **stewardship** of resources through ethical, effective and sustainable management and governance.

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Progress in achieving these outcomes in 2012 will be measured by the following set of key performance indicators:

KPIs for Measuring the University's Progress on Achieving its Charter

	KPI	Measurement Definition	Objective and Rationale	Performance Targets				
				Actual 2008	Actual 2009	Actual 2010	2011 Targets	2012 Targets
1	% of Indigenous students	% of Indigenous students as a % of total students	Maintain levels consistent with Reconciliation Action Plan	1.2%	0.9%	1.0%	>1%	>1%
2	% of domestic students from regional and remote areas	% of domestic students from regional and remote areas as a % of total domestic students	Maintain at > 75% given government emphasis on social inclusion	78.8%	78.8%	77.2%	>75%	>75%
3	% of low SES domestic students	% of low SES domestic students as a % of total domestic students	Exceed levels established by Commonwealth State policy agreements (currently 20% by 2020)	30.6%	30.5%	31.6%	>30%	>30%
4	Student satisfaction	% of HE and VET graduating students expressing overall satisfaction with UB experience	Maintain overall high satisfaction rates	74.3%	69.7%	73.9%	>70%	>75%
5	Weighted research publications	HERDC publications with calculated weighting by collection year	Increase output in line with development of ERA objectives	205	194	210	> 210	>220
6	Staff satisfaction	Overall staff satisfaction rating per UB pulse staff satisfaction survey	Maintain staff satisfaction given ongoing policy and structural change in tertiary education	70%	No survey	63%	70%	75%
7	Employee benefits as % of revenue	Employee benefits as % of core operational revenue (i.e. gross income net of revenue disbursed to partner providers and capital income)	Maintain at industry standard levels of around 60%	60.3%	65.7%	64.0%	60.0%	60.0%
8	Impact on the environment	Net greenhouse gas emissions (tonnes) per annum as outlined in the annual report	Reduce tonnes per annum by 5% annually	18,288	18,129	17,069	16,215	95% of 2011 actual
9	Current ratio	Liquidity ratio to measure the ability to pay short term obligations (both debt and payables) and is a ratio of current assets to current liabilities	Exceed government benchmark standard of 1.5	2.4	2.67	2.94	>1.5	>1.5
10	Operating margin	The total operating surplus of the University as a % of total revenue (excluding capital grants).	Maintain operating margin of greater than 3%	3.4%	-0.5%	3.3%	3.0%	3.0%

Strategic Priorities for 2012, 2013 and 2014

During 2010 and 2011, the strategic priorities for the University were to re-align its structures and activities to achieve ongoing, financial and educational sustainability within a demand-driven, contestable and performance-based funding tertiary education environment.

Through the **UB Blueprint**, the University was able to:

- Consolidate the University's learning and teaching activities into seven new Schools;
- Align the University's research strategy as an outcome of achieving funding under the Collaborative Research Network (CRN) scheme;
- Create a Centre for Learning Innovation and Professional Practice (CLIPP);
- Create a Centre for University Partnerships (CUP);
- Realign the University's Finance Section;
- Integrate service delivery in the key areas of administrative and student support activity; and
- Realign the administrative, business and technical processes of the University.

This ongoing transformation of the University's structures and activities has been accompanied by a significant renewal of its infrastructure with in excess of \$120 million of new capital development funded predominantly by the Federal and State governments.

Building on the successes of the UB Blueprint, and consistent with the University's Charter, our aspiration during 2012, 2013 and 2014 is for the University to be distinguished by our progressiveness in:

- Providing **pathways** and opportunities for students to succeed;
- Creating and participating in **partnerships** that promote effective student learning, quality teaching, research engagement and commercial activity; and
- Enhancing the **participation** of our regions and communities in tertiary education.

During 2012, 2013 and 2014, this will be achieved by:

1. Growing the University's student load annually by 5% in such a way that it:

- Is sustainable financially, academically and through our partnership arrangements;
- Continues to enhance the reputation and brand of the University;
- Meets industry and workforce needs and TEQSA, ASQA and Compact requirements;
- Extends the footprint of the University especially through our TAFE Institute collaborations; and,
- Provides more streamlined and standardised pathways for students to succeed.

2. Strengthening the research profile of the University to achieve world-class standards (as measured by ERA) in at least three fields of research, through:

- The designated areas of concentration identified in the University's Collaborative Research Network (CRN) project and through associated partnership arrangements with the University of Melbourne, Monash University, Deakin University and the Regional Universities Network;
- The development of no more than 20 designated fields of research (FoR) at the University; and,
- Meeting TEQSA and Compact requirements.

3. Implementing the contractual requirements of the University's Structural Adjustment Fund (SAF) project by:

- Expanding our student pathways and institutional partnership arrangements, especially throughout regional Victoria;
- Providing additional opportunities for regional, rural and low SES students to engage in tertiary education; and,
- Engaging with the regions and communities associated with the SAF project.

Approved by the University Council

October 2011