Dissolving the Boundaries - Creating the Environment for a Sustainable RMIT

- Academic Programs and Services
  - Academic Support Services
    - e.g. Learning Support
      - Learning resources
      - Student support / counselling
  - Policies, procedures, functionality

- Knowledge Management
- Finance
- HR
- ICT
- Marketing

- Strategy Positioning
- Organisational Think-tank

- Learning Support Review
- Academic Support Review
- R&D Implementation

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STRUCTURE OF PLANNING DOCUMENTATION

Strategic Plan / Marketing Plan

Business Plans for Business Units

Profile: portfolio of programs

Teaching and Learning Strategy: building capability

Research and Development Strategy: building capability

Budget
The agenda

What is our key strategic challenge?

What are the themes informing our vision?

What are our Vision, Mission and Value propositions?

What are the delivery models & measurement?

What are the implications of our Vision?

What is RMIT in summary?

What are our core capabilities?

What is RMIT’s positioning statement?

Who and where are our strategic partners and alliances?
The Agenda Continued:
What are our strengths, weaknesses, opportunities & threats?
What are our critical performance issues?
What are our overarching objectives?
What will our key business lines be?
How will we deploy our capability?
Introducing…
• Pathways
• Prime (Mass, Niche, Practice related R&D)
• Research
What are the programs & services to be provided?
Next steps…
Priorities for 2002
Our starting point:
What is our key strategic challenge?

What is the new value proposition for a middle size middle ranking generalist institution in a time when success is driven by specialisation?

It can only be about:
• teaching and research synergies
• a wide array of disciplines being brought together for the benefit of students and clients
What are the themes informing our vision?

• RMIT was founded to serve working people. Its enduring values are in work-related education and research. These play out in the enhancement of practice at all stages of careers and enterprise and recognise that individuals seek development in all aspects of their lives as workers, individuals and citizens.

• RMIT is internationalised. It is focused on the learners, communities, industries, enterprises, governments and regions it serves. Thinking global, acting local.

• RMIT promotes the values and practices of a civil society that is aiming for global sustainability and measures its performance through the triple bottom line.

• RMIT is about innovation: new ideas and their take-up by people.

• RMIT values its independence and yet recognises its interdependence.
Vision & Mission & Value Propositions

VISION:

RMIT is a dual sector University that is engaged, partnered and creative in supporting individuals, enterprises and communities both nationally and globally and committed to innovation – the generation of new ideas and their take-up by people. It measures its performance through financial, social, environmental and cultural indicators.

- making a difference –
- a learning resource -

MISSION:

To provide professional and vocational education and training programs on a regional and international basis to individuals and enterprises.

To provide outcome related research and consultancy services that address real world issues.
What will our students & customers value?

**STUDENT AND CUSTOMER CENTRED**

**EMPLOYABILITY, ENTREPRENEURSHIP & RELEVANCE**
- Attribute & capabilities driven programs, linked to trade & professional accreditation where relevant and targeted at meeting the needs of industry, professions and individuals careers & lives
- Access to real world innovation

**PROGRAM DESIGN**
- Relevance of content and delivery (WIL/WBA - partnership in learning)
- Teaching & educational models that develop attributes and capabilities and achievement of learning outcomes utilising transparent learning objectives & paths
- Research-led / scholarship-based supporting sustainable excellence in selected areas
- Connectivity and seamless transition between research training and work place communities of practice
- Strong interactions in the work place via action based learning and flexible research degree programs

**SERVICE & SUPPORT**
- Ancillary services to support educational & research success
- Simple, transparent and accessible processes
- Access to masters, heroes and peers
- Positioning of students for rewarding professions and careers
- Continual skill and project development support
- Time
  - Ensuring time to completion is minimized
  - Providing opportunity for time flexible study modes (eg WIL, online)
- Access
  - Maximising mode and locational choice to broaden opportunity & convenience
- Social & Cultural Context
  - Ensuring flexibility for individuals to contextualise study in their lives and communities
  - An optimal research culture amongst staff and students
  - Developed & enabled communities of practice

**Value proposition for individuals**
Facilitating individuals into productive work and careers by providing quality education programs and services characterised by
- Work integrated education and research experiences;
- Tailored support services;
- Flexibility of access by both mode, location & time; and,
- Learning management for successful achievement

**Value proposition for enterprises**
Facilitating innovation and enhancement of organisational performance by providing educational and learning programs / services characterised by

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Implications: what will our delivery model look like?

**From**

Transformative experience predominantly on campus (Mode 1 knowledge)

**Traditional**
- Significantly campus based award programs
- 2+1 / 3+1

**Emerging**
- Clicks & mortar (GUA / RIUV)
- WIL / WBA
- Some licensing content, assessment & accreditation

**To**

Transformative experience increasingly in workplaces, communities & new style campuses (Mode 2 knowledge)

- More focused campus use
- Capability – Mode 2 knowledge
- Increasingly WIL / WBA
- Clicks & mortar (online & distributed campuses)
- Challenge model (RPL, Assessment centre, flexible entry & exit points)
- Increased licensing content, assessment & accreditation

**Delivery model**

- Limited modes of access
- Rigid structures
- Restrictive practices
- Product driven
- Generalist

**Behaviour & practice**

- Porous programs & organisational boundaries
- Flexible modes and promotional paths
- Distributed & networked organisation
- Open timetable
- Scholarship clusters
- Solutions driven (eg Bosch)
- Partnered & allied
Do we meet this expectation for E&T stakeholders?

**Who**

- **Students**
  - Student satisfaction
  - Student completions
  - Employment / enterprise formation

- **Governments / funders**
  - Return on revenue
  - Costs per graduate

- **Community**
  - Community / citizenship

**What**

- **Students**
  - Student satisfaction
  - Student completions
  - Employment / enterprise formation

- **Governments / funders**
  - Return on revenue
  - Costs per graduate

- **Community**
  - Community / citizenship

**How**

- **Students**
  - HE - CEQ / PREQ
  - TAFE – SSS
  - HE - Completions in minimum time
  - TAFE – Module completion rate
  - Graduates in employment / own enterprise one year out

- **Governments / funders**
  - Margin / Total revenue
  - Cost per graduate

- **Community**
  - To be confirmed

**5yr Target**

- **Students**
  - Top 2 by discipline cluster
  - +10%

- **Governments / funders**
  - +10% of current margin
  - -10%

- **Community**
  - To be confirmed
  - To be confirmed
What will our research partners / clients value?

Value proposition: Useful, novel, timely and cost effective research outcomes characterised by excellence

CLIENT / PARTNER CENTRED

CONTRIBUTION & RELEVANCE
• Research portfolio aligned with industry and client needs
• Strong contributions to innovation through applied research

PROVEN ON-GOING AND FLEXIBLE CAPABILITY
• Capacity
• Track record
• Record of delivery and outcomes.

PRICE
• Ensuring competitive pricing for engagement

SUPPORTING PROCESSES
• Straight forward and transparent commercial and legal processes

ACCESS
• Maximising locational choice to broaden opportunity & convenience

Research portfolio (people, capability, facilities)

Services & processes to facilitate successful commercial engagement

New, useful, timely & cost effective research
What will our delivery model look like?

**Siloised and atomised practice (Mode 1)**
- Built around current RMIT staff/student model and less about project partnership model
- Focused towards RMIT outcomes vs whole of project outcomes
- Locally responsive (internally & externally)
- Limited sharing of partnership opportunities
- Restrictive practices
- Research training largely discipline vs project driven
- Limited sharing of partnership opportunities
- Restrictive practices
- Research training largely discipline vs project driven

**Interdisciplinary collaboration with flexibility to achieve appropriate scope & scale (Mode 2)**
- Build research capacity through aggregation of skill sets into research strengths with critical mass.
- Manage research resources to target manifest industry, enterprise, government and community need.
- Work based action research and learning
- Porous organisational boundaries
- Distributed & networked organisation based on relationship driven communities of practice
- Solutions driven
- Partnered & allied
Do we meet this expectation for R&D stakeholders?

Client satisfaction

- Client evaluation as
- Novel
- Useful
- Timely
- Cost effective
- Excellence

Sustained Relationships

- Client base (new/renewed)
- Return to clients
- RMIT’s margin / revenue
- Leveraging through partnerships with other R & D providers

Revenues from strategic industries

- Industries serviced
- Enterprises serviced
- Aligned to national/international innovation agenda
What are the implications of our vision?

What constitutes a campus and infrastructure will change.

The way the University is managed will need to be reconsidered.

We will need to reconfigure to meet changing student expectations.

How we manage partnerships and alliances will need to become more sophisticated.
RMIT in summary

Where will we make a difference?

Our nominated research agenda:

Information Technology, Biotechnology and Drug Technology, Globalisation and Cultural Diversity, Social Policy & Urban & Regional Development including Design, Environmental Sustainability, Advanced Manufacturing, Entrepreneurship & Innovation

New areas of development and need
• Knowledge management
• Digital design
• Entrepreneurship (including social entrepreneurship; support for non-profit)
• Materiel management / supply chain management
• Food
• Graphic technology
**Significant Industries serviced**
- Government (incl. Local Gov’t)
- Not for profit
- Creative Industries
- Communications (including media, PR)
- Community Services
- Information Technology
- Business services (incl. Financial Services sector)
- Consultancy

**Significant Professions serviced**
- Architecture
- Engineers

**Scope**
- Melbourne (including Northern corridor)
- Hamilton
- East Gippsland

- Defence and aviation
- Building services
- Education
- Manufacturing
- Pharmaceutical / drugs
- Printing
- Fashion and Textiles
- Tourism, Hospitality

- Health professionals
- Research scientists
- Community Workers

- Vietnam
- Asia: Singapore, Malaysia, Indonesia, Hong Kong, China, India
RMIT assists individuals, communities and enterprises transform themselves through the application of a diverse range of capability.
Positioning Statement

RMIT is a University of Technology that combines expertise in technology and people and the interface between them.

RMIT applies this expertise to facilitate
  • individuals into productive work and careers
  • innovation, thereby enhancing performance in organisations
  • communities in adapting to change.
Strategic Partnerships & Alliances

The University is networked and is part of networks.

Why?
• To build critical mass
• To collaborate with those who have common goals

How?
• On our campus (eg, Bldg 3, I Cubed)
• On their campuses (eg, SIM, MIM, HKIM, East Gippsland)
• Participating in precincts (eg, DDP)

Who?
• ATN  CSIRO  OLA  GUA  EGIT
• William Angliss Institute  AIHS UniTec
• Hamilton Community
• Professional Bodies
• Community Groups
• Individual Enterprises

Uni level

Faculty / Dept level
What are our strengths, weaknesses, opportunities & threats?

**Strengths**
1. Breadth & depth of programs
2. Extent of business and industry partnerships and alliances
3. Strong domestic brand
4. International scope, scale, brand and experience
5. Flexibility to redirect non-govt income
6. Broad, innovative practice
7. A clear sense of who we are
8. Good industrial climate
9. Diverse student and staff body
10. Experimentation with new business models
11. ITAP platform

**Weaknesses**
1. High overheads and duplicate service provision
2. Poor research performance and image
3. Uneven R&D & patchy teaching capability
4. Siloised activity
5. Uneven campus conditions
6. Lack of segmentation focus
7. Poor market focus and lack of business skills
8. Uncoordinated change programs
9. Initiative fatigue
10. Bureaucratic & glacial processes
11. Student concerns about support services
12. Patchy capability

**Opportunities**
1. Exploit new business models (eg GUA)
2. Increasing demand for education and training
3. Grow and define our research capability
4. Improved recruitment processes
5. Significant numbers fallen outside formal education or in danger of doing so

**Threats**
1. Trends to specialisation and scale or niche
2. Multiple new entrants to the market
3. Government policy (re)defining the sector
4. An ageing academic population
5. International deregulation of education industry via APEC & WTO
6. Threat to research via reintroduction of the binary system
7. Government focus on research strengths of of institutions
Critical performance issues

If we want to retain & enhance RMIT as a comprehensive institution we need to:

1. Significantly improve research performance and image

2. Restore the viability and standing of Pathways, Apprenticeships and Traineeships at RMIT

3. Increase teaching quality across the board

4. Strengthen horizontal integration capacity for the benefit of students and clients
What are our objectives?

Relevance:
Identify areas of new discipline, course and program growth (scholarship clusters) and phase out areas of less relevance

Improve Quality:
Achieve agreed quality positions in all disciplines, programs and services guided by an integrated scholarship model.

Scale:
Achieve determined scale in all retained and new discipline areas across markets using appropriate delivery modes.
Grow our research capabilities and profile.
Tailor services consistent with market need and within price competitive bounds.

Realignment:
Realign resource profile to reflect;
• desired program & market maintenance and growth
• reduced overheads;
• profile shift; and,
• maintenance of E&T and R&D quality.

Achievement of our objectives will be measured against the triple bottom line and balanced scorecard.
What will our key business lines be?

Vocationally targeted pre-vocational, VET, bridging & re-entry programs

VET, Undergraduate and Post Graduate mass market openly framed common architecture coursework programs (including non-award courses and corporate training)

VET, Undergraduate and Post Graduate niche market profession related coursework programs

Higher degrees by minor thesis, project or professional practice. Consultancy services

Research Masters & Phds, Post Doctoral research and research services to industry
How will we deploy our capability?

External Needs

Programs and Projects

- RMIT Pathways
- RMIT Prime (Mass, Niche & Practice related R&D)

Provision of services (incl. T&L research)

People

- Scholarship and Research clusters

RMIT Teaching

RMIT Research

Discipline refresh

RMIT Research and research strengths

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### What are the business rules for business lines?

<table>
<thead>
<tr>
<th>Pathways</th>
<th>Learning Centre orientated</th>
<th>&gt; 100 FT per Learning Centre</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Links to RMIT programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Programs structured to meet</td>
<td></td>
</tr>
<tr>
<td></td>
<td>equity criteria</td>
<td></td>
</tr>
<tr>
<td>Mass</td>
<td>Learning Centre orientated</td>
<td>CEQ &gt; 75&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>Online amenable</td>
<td>&gt; 200 per course</td>
</tr>
<tr>
<td></td>
<td>High demand</td>
<td>&gt; 50 and grad stream</td>
</tr>
<tr>
<td></td>
<td>Openly framed</td>
<td>Staff/Student ratio &gt; 1:40</td>
</tr>
<tr>
<td>Niche</td>
<td>Flexible mode</td>
<td>CEQ &gt; 75&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>High first preference</td>
<td>&gt; 200 per program cluster</td>
</tr>
<tr>
<td></td>
<td>Profession related</td>
<td>&gt; 25 per grad stream</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S/S ratio 1:25</td>
</tr>
<tr>
<td>Practice-based</td>
<td>By project mode</td>
<td>PREQ &gt; 75&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Research</td>
<td>High demand</td>
<td>‘By invitation’</td>
</tr>
<tr>
<td></td>
<td>Internationally networked</td>
<td>Supervision</td>
</tr>
<tr>
<td></td>
<td>Practice Partnered</td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>Research stars</td>
<td>Research students &gt; 12</td>
</tr>
<tr>
<td></td>
<td>Competitive grants</td>
<td>Research assistants &gt; 1 per 2 researcher</td>
</tr>
<tr>
<td></td>
<td>Partnered, networked</td>
<td>Enterprises formed &gt; 1 per strength</td>
</tr>
</tbody>
</table>
RMIT Pathways – Services that overcome disadvantage to facilitate entry to further education services.

Mission

To provide entry and re-entry level programs targeted at improving education participation rates in sectors of society under-represented in schooling, higher education and TAFE.

Who

• ATSI
• Recent NESB migrants
• Low SES
• Long-term unemployed
• Women in non-traditional areas
• Low skills
• Apprentices and trainees

What

• Pre-vocational programs
• VCE
• Foundation Studies
• Bridging & re-entry programs
• Work integrated learning
• Work based assessment
• Learning support
• Vocational counselling

Where

Learning centres providing classroom, library and computer / internet access.
<table>
<thead>
<tr>
<th><strong>Pathways</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Provision</strong></td>
</tr>
</tbody>
</table>
| **Experience** | Applied learning in Learning Centres  
Career pathways advice |
| **Philosophy & approach** | Programs to increase participation rates amongst sectors of society under-represented in schooling, higher education and TAFE. |
| **Delivery mechanism** | Dedicated learning centres providing classroom, library and computer / internet access. Utilising work integrated learning & Work based assessment. Regional partners & industry links. |
| **Resources / capability** | Develop learning centre model.  
Provide Student Contact Hours  
Provide learning support and professional development |
| **Example** | VCE, Apprenticeships, Foundation Studies, Dip Further Education |
| **Underlying Ideas** | Access and Equity, Dusseldorp; Kirby Report |
RMIT Prime – Career related education and training services for individuals and enterprises

**Mission**
To provide educational services that prepare individuals for, and support them in, work and enterprises nationally and globally as workers, citizens and individuals.

**Who**
- School leavers (international & domestic)
- Adults in work
- Enterprises

**What**
- VET & undergraduate programs
- VET, undergraduate & postgraduate coursework programs, formal & informal awards, reflective practice, communities of practice
- Tailored corporate training

**Where**
- Onshore and offshore
- On campus
- Clicks and mortar
- Online & mixed mode
- Work based learning & assessment
- Online, onsite and mixed mode
- Work based learning & assessment

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<table>
<thead>
<tr>
<th><strong>Prime (integrated scholarship)</strong></th>
<th><strong>Mass</strong></th>
<th><strong>Niche</strong></th>
<th><strong>Practice based R&amp;D</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Provision</td>
<td>VET, Undergraduate and Post Graduate mass market coursework programs</td>
<td>VET, Undergraduate and Post Graduate niche market coursework programs</td>
<td>Higher degrees by minor thesis, project or professional practice. Consultancy services</td>
</tr>
<tr>
<td>Experience</td>
<td>Independent place and time learning tending to self paced learning</td>
<td>Peer group learning and review</td>
<td>Peer group learning and review, Learning Teams, Research Mentors</td>
</tr>
<tr>
<td>Philosophy &amp; approach</td>
<td>Value for money career and work related education and training services (some equity component)</td>
<td>High quality career and work related education and training services (some equity component)</td>
<td>Career and work related services designed to enhance and integrate practice</td>
</tr>
<tr>
<td>Delivery mechanism</td>
<td>Face to face, mixed mode and fully online RMIT and partnered</td>
<td>Face to face and mixed mode utilising some twinning partners</td>
<td>Onsite and internationally refereed campus-based seminars</td>
</tr>
<tr>
<td>Resources / capability</td>
<td>DLS capacity</td>
<td>Design of on-campus facilities</td>
<td>Workplaced based &amp; mini conferences</td>
</tr>
<tr>
<td></td>
<td>Skills in tailoring learning experiences</td>
<td>One stop learning support</td>
<td>Conference facilities</td>
</tr>
<tr>
<td></td>
<td>RLO library established</td>
<td></td>
<td>Online student support</td>
</tr>
<tr>
<td>Example</td>
<td>GUA programs, OLA programs, Business and IT disciplines</td>
<td>Architecture, Journalism, Multi Media, Mech Eng</td>
<td>Professional Doctorates, Masters by Project, Consultancy services (Telstra Home Team)</td>
</tr>
<tr>
<td>How</td>
<td>Reusable learning objects, ‘repackage-able’ subjects amenable for delivery via multiple modes – F2F, mixed and online</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Underlying Ideas</td>
<td>Boyer scholarship; capability driven; internationalised; work integrated learning; learning space; communities of practice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RMIT Research

Mission

To conduct internationally leading research characterised by excellence that attracts internationally recognised researchers and high calibre research students

Who

Those who can leverage our capability and capacity in R&D:
- universities and other R&D providers
- enterprises and sector peak bodies
- community groups and Governments
- national and international agencies
- philanthropic individuals and groups

What

- High profile, high relevance research
- Research training & mentoring

Where

- Metropolitan
  Melbourne based
- Globally connected & focused
- Globally operational
- Partner sites

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Research

Provision

• Research Masters & PhDs, Post Doctoral research
• Research services to industry

Criteria

Track record in winning competitive grants
Researchers of international standing
Sustained/able cohort of quality research students
Sustained/able cohort of quality researcher assistants
Sustainable research partnerships/networks
Sustained/able enterprise partnerships
Successful underpinning of new enterprises

Philosophy & approach

Internationally leading research characterised by excellence that attracts internationally recognised researchers and high calibre research students

Delivery mechanism

• Dedicated facility (some virtual)
• Organisationally and electronically networked / interconnected
• Project focus / integrated teams

Resources / capability

Clustered, intensive facilities joint with partners potentially co-located with industry.
Online ATN packages for support of full-time students.

Example

Bio-technology building

Underlying Ideas

Success in national competitive grants; engagement with communities; provide sources of innovation
What programs and services will we provide?

Emerging demand / areas of knowledge & service driven economic growth
- Digital design, Information architecture & information technologies
- Knowledge & organisational management
- Materials management, innovative logistics (incl transport & construction)
- Entrepreneurship
- Environment & sustainability
- Nanotechnology
- Bioinformatics / engineering
- Learning technologies

Development / introduction of new & emerging Portfolio opportunities

Underpinning capability core research & discipline areas.
- R&D – Research clusters
- T&L – Industry Reviews, practice, PQA & renewal

Services with current low & declining demand
- R&D only
  - Petrochemicals / polymers
  - Resources processing
  - Automotive engineering

Strategy
1) Invest in development
2) Manage for growth
3) Market strongly

R&D only
1) Refocus - Change program
2) Refocus - Change market
3) Retire

Volume

Maintenance of mature & core components of the current portfolio

Rep positioning and / or retirement of portfolio elements with current low demand

Reduced by bottom 10% performing programs determined at the course level

Determined by key indicators, triple bottom line, balanced score card and PPIs

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Key strategies required

To remain relevant & responsive to the learners, enterprises, governments and communities that RMIT serves we will need to refine our stance becoming increasingly innovative, flexible, customised, porous and inter-networked.

To do this we will need to:

- **Refine our portfolio** of services
- **Build capabilities** that are integrated for synergies across disciplines
- **Redefine our stance** to those we serve and the ways we work together

**Refining our portfolio**

- Determine ‘Top-ten’ areas for activity (growth & decline)
- Defining our processes, resources & structure to improve our capacity to meet need
- Providing our people with decision support tools & enablers (economic, marketing, pedagogical & IP/content) to ensure they can meaningfully engage with emerging challenges
- Understanding and developing the technologies we need to engage with emerging challenges
- Reward, recognition and associated revenue distribution models

**Building capability**

- Reflective practice & recognised scholarship – Research on our core services and capabilities (R&D, E&T, international, etc) to develop communities of practice.
- Becoming a knowledge organisation – Developing the social & business practices that promote sharing and development across disciplines and organisational boundaries
- Growing our partnerships and alliances – Seeking to become inter-networked with customer and other provider organisations – vertically and horizontally.
- Defining new modes of market focused, cross disciplinary practice based on scholarship clusters & brokerage.

**Scholarship**

- Recruiting for, and resourcing a Research Institute as the focus for reinvigorated research practice at RMIT

**Redefining our business model**

- Invest in our own R&D

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Next Steps

Overarching principle:
It is acknowledged that the proposed strategy will be radical in nature to some. It is imperative that the University present a comprehensive and tenable implementation and communication plan and engage staff in the process in both meaningful and achievable ways.

Proposed Timeline:
26 October – outline presented to Heads of Departments Retreat
15 November – organisational review thinktank to create an agenda for the development of new management policies and procedures
end November – infrastructure and learning services realignment process mapped; resource implications identified
end December – implementation and communication strategy finalised; resources approved
Priorities for 2002

1. Overhead analysis, reduction and reallocation to new costing models

2. Reformed profile process

3. Quality improvement and AUQA / AQTF preparation
   • Program improvement and program quality assurance cycle
   • Program renewal / strategic courseware development

4. Learning support and academic support processes / structures

5. Research grant applications and research appointments
Business drivers of E&T success

Influenced By...
- Quality of programs and teaching
- Quality of learning support services and resources
- Quality of staff

Measured By...
- Graduate employment/enterprise formation
- Student completion rates
- Student progress
- Student satisfaction (measured through Program Experience Survey)
- Repeat business (Career Long Learning)
- Adequacy of resources (IT systems / space / facilities / infrastructure)
- Responsive administrative procedures
  * Effective Timetabling
  * Complaint Resolution
  * Access to teaching staff
- Peer review and professional recognition / continuous improvement
- Accountability for student experience (‘Partnership in Learning’)
- Demonstrated capacity to teach
  * CEQ/SSS good teaching scale
  * Professional development / renewal
- Staff satisfaction levels (absenteeism rates, time to fill positions)

Improvement Intervention / Change Program
- Transition project
- Program Quality Assurance, Program Improvement Project, Teaching Qualification Requirements, Recognition & Rewards
- Integrated learning support
- Activities resulting from ‘Top 10 Student Concerns Survey’
  - Introduction of Syllabus+
  - Appointment of Ombudsperson
  - Program Experience Survey?
- 360° Feedback. Student evaluation of course teaching
- AMS progression monitoring process
- Appropriate selection process
- Formalise use of ‘exit strategies’
- ‘Top 10 Staff Concerns Survey’
Business drivers of R&D success

<table>
<thead>
<tr>
<th>Influenced By...</th>
<th>Measured By...</th>
<th>Improvement Intervention / Change Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reputation</td>
<td>Student satisfaction</td>
<td>• New training program for supervisors – establishment of new Supervisor Register</td>
</tr>
<tr>
<td></td>
<td>Student progress</td>
<td>• ISO certification of higher degree processes (and research grants processes)</td>
</tr>
<tr>
<td></td>
<td>Student retention</td>
<td>• Ongoing postgraduate research training survey</td>
</tr>
<tr>
<td></td>
<td>Space model</td>
<td>• Centrally co-ordinated quality process with external refereeing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ongoing rolling audit</td>
</tr>
<tr>
<td>Quality of research training</td>
<td>Alignment to national / international innovation agenda</td>
<td>• Faculty research investment plans for skill and infrastructure building</td>
</tr>
<tr>
<td>Relevance of research</td>
<td>VRI performance</td>
<td>• Allocation of 20% of new HECS places to identify emerging areas involving multidisciplinary/Faculty collaboration</td>
</tr>
<tr>
<td>Quality of research staff</td>
<td>Critical mass of research team</td>
<td>• Awards program for successful researchers (regarding competitive grants, innovation)</td>
</tr>
<tr>
<td></td>
<td>Communities of practice</td>
<td>• Identification and enhanced use of adjunct staff</td>
</tr>
<tr>
<td>New, useful, timely and cost effective</td>
<td>Perceptions of value</td>
<td>• Updated IP policy – with special attention to ‘spin-offs’ and benefits to staff and students</td>
</tr>
<tr>
<td></td>
<td>Number of spin-offs established</td>
<td>• New ideas/IP evaluation panel to enhance identification and exploitation of potential IP</td>
</tr>
<tr>
<td></td>
<td>RMIT’s margin / revenue</td>
<td>• Survey of client satisfaction to be conducted</td>
</tr>
<tr>
<td>Client focus</td>
<td>Number of repeat customers / contract</td>
<td>• New partnerships unit in R&amp;D section</td>
</tr>
<tr>
<td></td>
<td>Client evaluation as novel, useful, timely and cost effective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leveraging through partnerships with other providers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Financial return to client</td>
<td></td>
</tr>
</tbody>
</table>

Enrolments and Partnerships in Research and Development Activity

Influenced By...

Appendix B

Slide 37