STAFF FORUM

RMIT’s Strategic Vision

SET Priorities to 2010

External Drivers for Change

Adapting to Change
RMIT’s Strategic Vision

Global in outlook and action
• offering our students and staff a global passport to learning and work

Urban in orientation and creativity
• reflecting and shaping the city of the 21st Century

The first choice provider of work-relevant learning in Australia
• preparing students for future professions and vocations

One of Australia’s top research universities
• internationally known for excellence in research and research education in our chosen fields
SET Priorities to 2010

Excellent Student Experience

High Impact Influential Research

Industry Engagement and Global Focus
Excellent Student Experience

Improving the learning experience

• Assessment; Transition / Retention / Progress
• Work Integrated Learning (WIL)
• E-Learning; International learning experience; Pathways and articulation
• Program / course rationalisation
• Integrated into School Plans

Australian Learning and Teaching Council Citations

Mrs Lee Anton-Hem      Dr Andrea Chester
Dr Danilla Grando      Dr John Reece
High Impact Influential Research

Research performance in 2007

Higher degree completions – 128 (2006 – 131)
Completion times - 3.6 years (2006 - 3.6 years )
Scholarships – 82 (60% RMIT total)

Publications DEST (weighted total)
678 (RMIT total: 1212) (SET total 2006: 642)
High Impact Influential Research

Research Income 2007

Research income - $19.5m

Research initiatives

Platform Technologies Research Institute

RMIT Sustainable Health and Well-Being Institute

Victoria Fellowship winner

Dr Adrian Orifici, CRC for Advanced Composite Structures
High Impact Influential Research

External Grants 2008
The total funding received by SET from the 18 ARC Discovery, ARC Linkage and NHMRC grants is $5.33 million.

SET received:
• Nine of the 14 RMIT Discovery grants (DSC 4, BUS 1)
• Three of the five RMIT Linkage grants (DSC 2)
• All six of RMIT’s NHMRC grants (record for RMIT)

• Discovery grants: SAS (4), SCSIT (2), SECE (2), SAMME (1)
• Linkage grants: SAMME (1), SCECE (1), SCSIT (1)
• NHMRC grants: SHS (5) and SAS (1)

Multiple grant winners: Xing Yu, Juan Tu and Zahir Tari with two ARC grants and Charlie Xue with four NHMRC grants.
Example of Innovative New Partnerships

RMIT University’s partnership with Luxottica Australia, one of the world’s leading designers and manufacturers of prescription frames, to provide optical training to Luxottica employees. RMIT is one of largest providers of this type of training.

The Optical Dispensing team in School of Life and Physical Sciences developed and will deliver the training program.
External Drivers for Change

Australian Universities Quality Agency
- RMIT Performance Portfolio
- Chapter 1: Outcomes since Cycle 1
- Chapter 2: Internationalisation
- Chapter 3: Industry Engagement

Australian Qualification Training Framework
- Staff qualifications
- Self Reviews of TAFE programs

External Review – March 2009
External Drivers for Change

Need to Innovate – Cutler Report

• Supporting innovative workplaces
• Increasing knowledge and improving skills
• Undertake nationally important research to improve productivity
  – full funding for cost of research
  – transformation of tax concessions for R&D
  – targeted innovation assistance (vouchers) for companies and government departments
  – National Innovation Priorities (climate, food, health, technology)
External Drivers for Change

Review of Higher Education - Bradley Report

- Key Objectives of H.E.
- Further directions
- Fitness for purpose in meeting Australia’s needs
- Recommend options for ongoing reform and asks whether H.E. is
- Contributing to innovation and productivity gains
- Producing professionals for both national and local labour markets

Impact: reform sector through changes to regulation and funding
External Drivers for Change

VET Competitive Funding

2009  
310,000 hours of RMIT’s AQF 5&6 training will be contestable, commencing 1 July 2009.
  • Eligibility criteria - some students won’t be eligible for a government supported place – will need to be AFP
  • Profile planning – targets for the 310,000 hours
  • Competition from private providers and other TAFEs
  • Industry engagement/existing workers
  • Marketing response - by industry and demographic segment

2010  
All AQF 5&6 to be contestable
Fiercely competitive environment – Private RTOs and TAFEs
Monthly reporting of enrolments/confirmations
RMIT and SET – Adapting to Change

• School of Engineering (TAFE) - commenced July
  Combining the TAFE component of the School of Aerospace
  Mechanical and Manufacturing Engineering with the School of
  Infrastructure, Electrotechnology and Building Services.

• Reviewing processes
  Standardisation of practice across functional and organisational
  units and optimisation of our systems

• Strategic investment in staff and learning environments
  RMIT Leaders Program
Investments in Infrastructure

Completed in 2008

- Building 14 Levels 8 and 11 SCSIT ($3.6M)

Scheduled to begin by end of 2008

- Building 14 level 10 SCSIT ($500K)
- Building 56 Levels 4-9 Project based Computer Learning Spaces SoET and SAMME with access for all SET schools ($2.5M)
- Partial consolidation of Maths & Geospatial Sci - Bldg 12 ($100K)
- Upgrade of teaching labs levels 7 - 8 Bldg 51 - SLAPS ($400K)
- Development of Sustainability Training Centre, SoET ($450K)
- Redevelopment of Bldg 14, levels 2, 6 - 7 Applied Sciences ($12.5M)
- Creation of artificial sports surface for Medical Sciences ($1.7M)
RMIT and SET – Adapting to Change

New RMIT Strategic Plan

2010-2015

Timely to review and update objectives

Process: Bottom-up combined with top-down

Consultative approach
Questions?

For further SET information visit: www.rmit.edu.au/set/staff

Your feedback is welcome.

Please email: rhonda.cadman@rmit.edu.au