Academic Plan 2006-2010 - Green Paper

For Discussion

Office of the DVC

September 2006
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1. Introduction and Strategic Principles

Think big. Build small. Then progress in increments. This is the basic logic behind RMIT’s Academic Plan 2010. More accurately, it is the Strategic Plan, *RMIT 2010: Designing the Future*, that provides the “think big” piece. The Academic Plan picks up the story from there and seeks to “build small”.

At a time when official government policy is to promote fierce competition to RMIT from private providers and overseas universities alike, our Strategic Plan speaks of being “the first choice provider of work relevant education in Australia” by 2010. And when border controls are stiffening around the world, we are nevertheless resolved that a degree from RMIT will provide our students with a “global passport” to work and learning. In total, RMIT’s Strategic Plan sets out eight priorities for this planning cycle, the top two of which have just been identified. The other six include:

- Developing focused areas of excellence in research and scholarship that reflect our global engagement with industries and communities;
- Ensuring flexible pathways for our students that exploit RMIT’s “dual sector advantage”;
- Creating a stimulating and satisfying student experience that celebrates diversity;
- Attracting, developing and retaining the best academic staff;
- Developing and supporting systems that promote excellence in education and research;
- Developing a business model that enables us to achieve our objectives.

Through all of this, we are to give expression to RMIT’s core values of: *useful, connected, creative, fair, and passionate*.

How can the Academic Plan deliver on such a big assignment by 2010? The only possible answer is: one day at a time. Fortunately, the Academic Plan does not represent the first of these days. That day passed long ago. Ever since Francis Ormond put up £5,000 in 1881 and the figure was matched by the generosity of workers from Trades Hall Council, RMIT has been moving in the direction of our latest Strategic Plan. After all, RMIT is *already* among the first choice providers of vocational education, with one of the best employment records of any university in the country, despite its location in one of the nation’s slowest growing economies. RMIT’s graduates can *already* be found in disproportionate numbers in various industries across the globe. And RMIT academic staff *already* provide some of the best research and richest, most diverse educational experiences in the country, particularly via work-integrated and work-based learning.

We therefore begin the *Academic Plan 2010* by celebrating these achievements and by reaffirming RMIT’s distinctive place in Australian society. Despite this, the Academic Plan does not pretend to know what RMIT will look like in every detail by 2010. Universities that act this way are either self-deluded or moribund. The prevailing socio-political environment occupied by Australian universities today is much too volatile for that. Instead, our strategy is to head in the direction of the Strategic Plan but to focus only on what can be done tomorrow and the day after that. This is because the future belongs not just to the visionary, but also to the nimble.

Here then, is the first of the strategic principles underlying the Academic Plan – **Flexibility**. A number of the initiatives proposed in *RMIT Academic Plan 2010* are aimed at maximising RMIT’s responsiveness by investing in new ideas and new opportunities as they arise. Of course this principle begs the question of where these ideas will come from and who will keep watch for the opportunities? These tasks fall to RMIT’s most valuable resource – its
staff - and this brings us to the second strategic principle of the Academic Plan – **Encouragement of Bottom-Up Initiatives.** No-one knows the potential for RMIT’s fields of endeavour like those who labour in them. It is to them that management must look for solutions.

This reference to management introduces the third strategic principle behind the Academic Plan – **Promotion of Effective Top-Down Policies.** If risk-taking were the sole principle behind the Academic Plan, RMIT would soon be running in all directions at once. It would descend into a ‘multiversity’ at war with itself. It is the combination of ‘bottom up initiative’ guided by strong ‘top down policy’ that provides us with our best chance of success.

The final strategic principle concerns the need at RMIT for greater **Collaboration** in pursuit of common objectives. Much excellent academic work occurs within Portfolios, Schools and programs at RMIT, but it is not always well co-ordinated or communicated across the institution. RMIT can enhance its performance across a range of academic areas by pulling together; by sharing its resources and its achievements more effectively than it currently does.

### 2. Scope and Objectives

The scope and objectives of the Academic Plan were set out in the 2006-08 Business Plan (Initiative 2, p.12 – Attachment 1.) In essence, the actions set out here must be directed towards achieving the academic aspirations set out in RMIT’s Strategic Plan. These can be summarised as follows:

- Planning and managing RMIT’s student profile so as to support RMIT’s strategic directions and meet market demand.
- The development of programs that are viable, strategic and of the highest quality.
- Improving the student experience, particularly in relation to quality of teaching.
- An approach to learning and teaching that:
  - promotes and supports academic excellence,
  - maximises learning opportunities for students,
  - identifies and supports RMIT specialisations and
  - captures synergies between our teaching and research.
- Capturing the advantages offered by our dual sector character, while developing a distinct strategy for vocational education and training at RMIT.
- Developing academic staff capabilities in support of these goals

The Deputy Vice-Chancellor (Academic) has led development of the Academic Plan, and will continue to work with other portfolios and Heads of School to ensure that the Plan is informed by, and informs, work being undertaken elsewhere.

### 3. Priority areas

While there is significant overlap among the issues addressed by the Plan, the main actions envisaged are captured under seven priority areas. Detailed implementation plans will be developed for each of these areas.
3.1 **RMIT’s academic specialisations**

RMIT's broad academic directions have already been set in the Strategic Plan. Planning and managing RMIT’s profile – that is, determining the suite of programs to be offered and the targets for student enrolments within them - is the principal means by which we give expression to them. In developing its profile, the Business Plan commits us to focussing on return on revenue rather than volume in student load, and to concentrating load in areas that are consistent with our aspirations to be global in orientation and work-relevant in focus. In operational terms, then, RMIT’s profile allocation process needs to manifest the triple imperatives of excellence, viability and relevance.

There is a balance to be struck here. On the one hand, RMIT requires clarity of vision if it is to continue to thrive in an increasingly crowded tertiary education sector; but on the other, it must avoid narrowing its focus so much that it loses the capacity to respond to new opportunities and threats. This is not to say that RMIT will not terminate some of its academic specialisations in this planning cycle or start new ones; merely that at this stage in its development, the Academic Plan seeks to identify a method for arriving at such decisions rather than anticipating what all of those decisions will be.

The Academic Plan proposes to achieve this through:

1. Strategic investment in new ideas (see Learning & Teaching Investment Fund, below);
2. A rigorous annual profile allocation process according to the priorities established in our Strategic Plan;
3. Ongoing re-alignment of profile (shrinkage and expansion) according to key performance indicators and emergent opportunities.


Consistent with this approach,

Accordingly, in 2006 we have:

- Increased targets in strategic areas, and are on track to deliver a better than budgeted fiscal result in 2006.
- Developed targets for 2007-2009 which, if achieved, will increase the alignment of our profile with our Strategic Plan.
- Simplified and strengthened the processes governing new program approvals in an effort to improve our responsiveness to new opportunities.

In 2007 we propose to:

- Implement a profile planning process which:
Adopts a more rigorous approach to profile planning. This will include setting minimum class sizes (see also Section 3.2), improving the use of quality and viability data in relation to offshore programs, and a sharper focus on quality in determining load targets.

Invests in new and existing programs aligned with RMIT’s strategic directions (see Learning and Teaching Investment Fund outlined under 3.2 below).

**Actions to 2010 include:**

- Embedding an approach which progressively moves profile towards high revenue/high return programs aligned with RMIT’s strategic directions.

- Improving the quality and relevance of our market intelligence and its application at all levels of profile planning and management.

- Achieving better alignment between profile development across all sites of delivery, including Vietnam and offshore nodes.

- Reviewing the balance between growth onshore and offshore.

### 3.2 Learning & Teaching

Education at RMIT is about learning and teaching rather than teaching and learning. It is about placing students in the forefront of activity; it is focussed on discovery rather than instruction; it is experiential rather than passive. Students enter RMIT with a wealth of experience and our teaching needs to build on this.

RMIT’s learning and teaching strategy has at its core four defining objectives:

- **Work ready graduates.** Work integrated learning that directly contributes to employment, study and enterprise formation outcomes.

- **Student satisfaction.** A positive student experience engaging with staff, curriculum and learning methodologies.

- **The Global Passport.** Belonging to a global university that promotes student mobility, ensures the portability of its awards and prepares graduates to engage in their professions globally.

- **A ‘dual sector advantage’.** Flexible access to and options for progression within and between awards and within and between sectors.

RMIT must also listen to what our students are telling us. Student satisfaction with teaching varies across programs and disciplines. In some cases it is very high, but it is generally low as measured by sector-wide instruments\(^3\). Within RMIT, student surveys are helping to identify areas where we can target improvement, including:

- the use of online learning technologies,
- the quality of feedback provided to students,
- the quality of service teaching and teaching in large classes,
- student access to teaching staff, and
- the need for more formative and student-centred assessment practices.

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\(^3\) The Good Teaching Scales of the Course Experience Questionnaire (Higher Education) and the Student Outcomes survey (TAFE).
In responding to these priorities, the diversity of RMIT’s student population presents us with a challenge. For example, the learning styles and needs of international onshore students are unfamiliar to many of us. Similarly, RMIT’s offshore teaching arrangements vary from partner to partner, which poses problems for us in relation to program integrity and teaching approaches. A third challenge arises from RMIT’s commitment to industry-relevant learning because of its implications for the method and content of our teaching.

Whatever RMIT is able to achieve on these fronts will depend upon the motivation and skill of the academic staff in both sectors. This means institutionalising recognition for good teaching, professional development targeted at RMIT’s learning and teaching strategy, and promoting teaching practices that staff themselves enjoy. It also requires us to recognise and develop synergies between teaching and research across both sectors (see 3.6 below).

The Academic Plan proposes to achieve these goals through measures that:

- enhance the quality of teaching across the university as a whole,
- strengthen support services for learning and teaching,
- promote program innovation and staff development,
- improve e-Learning,
- simplify our program offerings and complete the process of course rationalisation,
- foster the internationalisation of curriculum, and
- enhance work-integrated and work-based learning.

For further discussion of these issues see the Learning and Teaching Position Paper at http://www.rmit.edu.au/planning-group/academicplan/.

In 2006 we have:

- Revised the composition and terms of reference of the Programs and Policy Committee of Academic Board to ensure stronger academic input.
- Revised academic promotions policy and procedures to align more closely with RMIT’s strategic directions
- Revised RMIT’s official Learning and Teaching Strategy
- Run a pilot ‘Graduate Employment Success Plan’, which is a six month program aimed at improving graduate outcomes. The program has three main elements:
  - Intensified contact with recent graduates;
  - A series of workshops which enhance employability and enterprise formation success;
  - Continued access to a variety of RMIT services.

In 2007 we propose to:

- Develop a mandatory teaching qualification for all new level A, B and C academic staff. This program will, *inter alia*, contain an on-site module in Vietnam and an introduction to RMIT’s e-Learning platforms.\(^4\)

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\(^4\) Exclusion from the Grad. Cert. would be on the recommendation of selection panels and approved by the Deputy Vice-Chancellor (Academic).
• Further develop an induction and a professional development program for all sessional teaching staff.

• Review and enhance our academic support to international onshore students.

• Review our offshore teaching models for consistency and quality.

• Conduct a formal review of the learning and teaching services provided within portfolios and by the Learning and Teaching Development Unit with a view to achieving greater efficiencies and co-ordination.

• Within the context of this review, improve RMIT’s capacity in curriculum development, particularly within VET.

• Establish an Indigenous Academic Partnership Committee under the DVC(A) with the aim of improving indigenous students’ participation and the indigenous student experience in VET and higher education. In the short- to medium-term, the brief of this committee will be:

  1. To build at least one Co-operative Training Partnership modelled on the success of the Conservation and Land Management program currently running in VET.
  2. In partnership with VicTec and secondary schools, to include and promote a small number of indigenous scholarships within the industry-based engineering pathway project (see the Dual Sector Advantage Position Paper at http://www.rmit.edu.au/planning-group/academicplan/).
  3. Consolidate and extend the successful Koorie Cohort program that has been developed in the School of Education.

• Establish a Learning and Teaching Investment Fund comprising three funding programs as follows:

  1. Program Development Fund:
     For the development of program initiatives aligned with RMIT’s strategic priorities, such as
     o Demonstration projects in Work Integrated Learning, teaching large classes, and enhancing the student experience.
     o Programs offering pathways between sectors, and dual sector qualifications
     o Programs offering opportunities for ‘virtual mobility’ and international curriculum development.
     o Programs with significant industry input or providing vocational opportunities in emerging fields.

  2. Teaching Development Fund:
     For enhancing the quality teaching through:
     o A mandatory qualification in tertiary teaching (see below)
     o A teaching sabbatical program offering opportunities to learn more about effective teaching practice and to participate in international staff exchange and programs focused on learning and teaching.
     o Financial support for preparing competitive learning and teaching grants and for publications in the area of learning and teaching.

  3. Learning & Teaching Incentives Scheme:
A performance-based funding program to reward excellence in areas of strategic importance to RMIT.

- Improve e-learning and the use of ICT through:
  - Ensuring a minimum online presence for all programs and courses for implementation by June 2007.
  - Ensuring that excellence in e-Learning is recognised and rewarded in teaching awards and staff promotions schemes.
  - Collaborating with ITS in the development of a Student Portal. The Portal will create a single point of access to student support services, learning content, interactivity with peers and networks, course and program information, learning content and student administration.

**Actions to 2010 include:**

- Building on the GESP pilot, develop further opportunities to extend follow-up services to our new graduates.
- Developing further mechanisms for recognising and rewarding outstanding teachers, and providing opportunities for them to share their expertise.
- Systematically evaluating the effectiveness of educational technologies and the quality of online learning materials.
- Implementing systems that facilitate the efficient management of digital resources.
- Simplifying program architecture so as to facilitate program and course rationalisation, the development of pathway and dual sector qualifications, and to support opportunities for cross-border credit transfer.
- Collating existing work-integrated learning and work-based learning practices in order to identify the best approaches and to share them across the university.
- Developing financial incentives to encourage greater collaboration across schools and across sectors.
- Targeting academic staff development (see also 3.7 below) in the areas of:
  - Effective student engagement, including, for example, large class teaching techniques
  - Teaching in partnered arrangements (offshore and onshore)
  - Cross-cultural teaching
  - Assessment and feedback
  - Internationalising the curriculum
  - Online teaching and facilitation
  - Program development and teaching for pathways, articulation, work integrated learning and flexible delivery.

### 3.4 The Dual Sector Advantage
As one of Australia’s few dual sector universities, RMIT has an opportunity, even responsibility, to provide learning opportunities that combine the expertise that is available within VET and HE.

The Academic Plan proposes to achieve this through:

- ensuring that all students at RMIT have access to accurate information about pathways,
- ensuring that those pathways are flexible and compliant with established policies, and
- developing concurrent dual sector qualifications, along with a new generation of sequential dual sector qualifications known as ‘the industry-based pathway’ (see ‘Dual Sector Advantage Position Paper’ referenced below).

In taking this vision forward, we need to ensure that our dual sector programs are demand- rather than supply-driven. To date, not all of our dual sector initiatives pass this test and are under-subscribed as a consequence.

For further background and discussion of these issues see the Dual Sector Advantage Position Paper at http://www.rmit.edu.au/planning-group/academicplan/.

In 2006 we have:

- Begun a review of RMIT’s published pathways to ensure that all pathway agreements comply with policy and are clearly communicated.
- Scoped our existing dual sector qualifications, and developed proposals for government and industry to support their further development.
- Developed a number of new dual sector qualifications for delivery in 2007-2008

In 2007 we will:

- Provide a financial incentive to cross-sector initiatives by allowing HE programs to retain any funded EFTSL that flows to VET, while also funding VET for that load.
- Review and, where possible, simplify higher education program architecture to facilitate the development of dual sector qualifications.
- Undertake a market review of our existing dual sector qualifications, and support the development of new qualifications through the Learning and Teaching Investment Fund (see 3.2 above).
- Through the Learning and Teaching Investment Fund, develop VET modules that can be delivered as higher education electives in undergraduate degrees.

Actions to 2010 will include:

- Developing the capacity of staff across both sectors to integrate VET and HE offerings.
• Exploring opportunities to increase synergies between VET and HE in research, particularly as it relates to industry engagement.

3.4 A distinct strategy for vocational education and training

Key Objectives:

Approximately one-third of RMIT’s students study in the VET sector, and RMIT is one of the largest and most prestigious providers of Vocational Education and Training in the nation. VET is central to RMIT’s aspiration to be industry’s first choice provider of work relevant learning.

In relation to VET, the Academic Plan proposes:

• Confirming RMIT as Victoria’s leading VET provider by pursuing specialisations in relation to:
  o high-level skills and qualifications,
  o dual sector qualifications,
  o smooth pathways (apprenticeship, VET-HE, HE-VET, industry training pathways), and
  o industry engagement through work based training and innovation in assessment, linked to industry specialisations.

• Improving our capacity to meet the needs of prospective and existing workers in areas of specialisation and skills shortage; in particular concentrating on disengaged youth, older workers, and Indigenous people.

• Enhancing our international operations by:
  o Growing load on-shore through the articulation and higher qualifications markets,
  o Engaging in product development driven by global and local skills shortages,
  o Increasing our offshore activities through engagement with enterprise training and the skilled migration market,
  o Improving the portability and international recognition of VET qualifications.

In 2006 we have

• Developed a workforce development framework for VET aligned with our Strategic Plan.

• Implemented enterprise-based training program in Laos which will provide a framework for similar activity in the future.

• Commenced a project to strengthen RMIT’s L-Profile (Australian industry-funded VET load).

• Reviewed and aligned profile to reflect government priorities and RMIT’s strategic directions.

In 2007 we will

• Expand industry partnerships and enterprise based training and assessment.
Improve access to RMIT VET programs for older workers (35 – 64) by taking a lead role in the Skills Stores initiative.

Develop a targeted marketing campaign for VET at RMIT.

Develop learning partnerships engaging indigenous communities and industry (see also Indigenous Academic Partnership Committee at Section 3.2 above).

Develop our capacity in recognition of prior learning, and embed improved practices within teaching practice.

Focus on target markets and product development for international onshore TAFE.

Explore opportunities to use RMIT’s Vietnam ‘hub’ to increase offshore business development and enterprise training.

**Actions to 2010 include**

- Modernising apprenticeship training pathways in partnership with government and industry,

- Establishing RMIT as a leader in the provision of paraprofessional and high technician level skills and qualifications in response to looming skills shortages at AQF 5 & 6 level,

- Strengthening innovation partnerships with small to medium enterprises through the provision of accredited and non-accredited training and research and development, and

- Implementing leadership development within the RMIT VET community to strengthen innovation and entrepreneurship.

### 3.5 Internationalisation – The Global Passport

RMIT’s goal of providing its students with a ‘global passport to learning and work’ is a complex aspiration that extends into program curricula, staffing, student mobility, and the nature of our offshore teaching models. Primarily, however, it involves the creation or enhancement of qualifications that are capable of crossing national borders and labour markets.

**The Academic Plan proposes to achieve this through:**

- academic initiatives built upon the ‘twin hubs’ in Melbourne and Vietnam,

- the promotion of student and staff mobility,

- ensuring that, wherever possible, RMIT programs achieve cross-border accreditation.

**In 2006 we have:**
• Developed a draft strategy to support improved student mobility, including through the application of ‘virtual mobility’ technology;
• Commenced work on mapping our programs against international accreditation bodies;
• Extended the course experience survey into Vietnam and offshore partner sites.

In 2007 we will:
• Develop a ‘whole of university’ approach to student mobility;
• Complete a review of international accreditation and portability of RMIT qualifications;
• Improve the international experience of staff by implementing professional development exchanges between Vietnam and Melbourne, including within the proposed teaching qualification (see 3.3 above);
• Review our model for the delivery of programs offshore in relation to quality and viability;
• Promote the development of online elective courses to be offered by RIUV into Melbourne.

Actions to 2010 include:
• Developing the capacity of RIUV to support offshore teaching partnerships located in the Asia-Pacific;
• Considering opportunities for education and research partnership with other international institutions active in Vietnam.
• Promoting international online credit-bearing collaborations with recognised international partners (the Business Plan sets a target of 60% by 2008).
• Developing resources and practices to collate and disseminate exemplars of internationalised curriculum and teaching across RMIT.

3.6 Research & Teaching

Any university worthy of the name not only sets high standards in research excellence and productivity, but also seeks every opportunity to build connections between its academic programs and its research activities. RMIT has a well-developed research strategy which is aligned with our goals to be industry-relevant, international and engaged. The academic planning process will identify and build upon opportunities to align learning and teaching with research.

The Academic Plan proposes to achieve this through:
• Supporting the Postgraduate Student Experience and encouraging the development of a research student cohort
• Encouraging a Scholarship of Teaching which are translated into recognised research outcomes
• Utilising Research as Teaching – particularly in relation to RMIT Research Institutes and areas of strength
• Encouraging VET teaching staff to participate in research.


In 2006 we have:

• Initiated a demonstration ‘research as teaching’ project within the soon-to-be-established Design Hub.

In 2007 we will:

• Focus on building a strong research culture within our higher degree research student population by:
  o developing opportunities for cross-school and cross-portfolio collaboration among postgraduate students;
  o amending systems to increase the quality and effectiveness of communication within and between HDR students;
  o collaborating with the PVC (R&I) in a feasibility study of a Graduate Centre in fostering a research culture and community;
  o collaborating with the PVC (R&I) on a review of the structure of the Ph.D. program..

• Develop a more strategic, centrally planned approach to postgraduate research profile to ensure sufficient funding per student to support research activity;

• Through the Learning and Teaching Investment fund (see 3.2), provide further grants for industry-based multidisciplinary projects within VET and HE (see above);

• Encourage staff who are utilising innovative teaching practices to undertake publishable research and to apply for competitive funding from organisations like the Carrick Institute for this purpose.

Actions to 2010 will include:

• Exploring opportunities for VET staff to contribute to RMIT’s research engagement and output.

• Creating a centre for the scholarship of teaching to which academic staff can be released for the purpose of preparing teaching grant applications and, with the aid of senior scholars, write up teaching innovations for publication in refereed outlets.

3.7 Academic Staff Development

Academic staff development is an enabling strategy rather than an end in itself. For this reason, a number of staff development initiatives have already been identified at various points throughout this paper. What remains is to emphasise the need for better co-ordination of RMIT’s professional development activities and closer alignment of those activities with the Strategic Plan.
In 2006 we have:

- Completed the first stage of a review of RMIT’s Academic Promotions Policy and Procedures to ensure greater consistency and alignment with our strategic priorities;

- Established a program for TAFE professional development which aligns directly with the Strategic plan;

- Implemented a leadership development program, for academic leaders and leaders within central and service areas targeting key aspects of the Strategic Plan.

In 2007 we will:

- Complete the review of RMIT’s Academic Promotions Policy to ensure alignment with RMIT’s strategic objectives.

- Develop a simplified academic work plan which enables staff to negotiate with Heads of School a distribution of workload that is consistent with the weightings staff intend to use in their promotion applications.

- Establish a university wide professional development working group to promote coordination and integration of activities across RMIT.

- Establish a series of ‘Inaugural Lectures’ for new members of the professoriate to celebrate academic excellence, build links within the academic community and promote understanding of the professor’s role.

Actions to 2010 will include:

- Embedding formal mentoring arrangements for new junior teaching staff by senior teaching staff within school plans and individual work plans;

- Embedding support for professional development into academic leadership programs at RMIT.
4. Summary

In summary, we will begin shaping our profile by investing in new ideas and by moving load and therefore funding according to the criteria specified in this document. There will be learning and teaching initiatives aimed at promoting, identifying and disseminating best practices while systematically addressing our shortcomings. The Academic Plan has also identified some initiatives backed by financial incentives for dual sector innovation and crafted financial disincentives for programs that pursue a policy of isolationism. We will encourage RIUV to take an increased leadership role, particularly with our offshore partners in the Asia-Pacific. The Academic Plan contains a number of recommendations for pulling RMIT’s teaching and research missions more closely together, and it points the way to staff development and promotions policies that are more closely aligned with our latest Strategic Plan.

These, then, are RMIT’s academic directions for the short to medium term. Inevitably, some ideas are better developed than others. In truth, the Academic Plan 2010 is more of a mud map than a Melways. There will also be failures among the successes. That’s life. But there is enough here to begin the next leg of RMIT’s journey. We will sort out the details as we go and deal with the failures when they happen.
## Appendix 1: Extract from RMIT Business Plan

### Initiative 2: Academic Plan

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<th>Objectives</th>
<th>Academic Plan</th>
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<td>Alignment of academic profile (VET and HE) to achieve Strategic Plan goals.</td>
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#### 2006 Actions

- Develop the Academic Plan\(^1\) to 2010 to confirm overall profile of educational activity in programs and courses by field and award type and level.
- Reflect decisions in the 2007-09 triennium profile, promote transnational accessibility and mobility, identify clear pathways and ensure alignment with Vietnam planning.
- Ensure a distinct strategy for Vocational Education and Training is embedded within the Academic Plan.

#### Actions to 2008

- Implement and monitor the Academic Plan
- Undertake an annual review of Academic Plan implementation status against Strategic Plan aspirations.

#### Outcomes

- Set academic direction and specializations to guide program development, approval, consolidation and removal,
- Inform mode, pathways and articulation and point of delivery decisions to build capability to support the ‘global passport’.
- Support for revenue increases in selected revenue lines from 2007.

#### Timing

Timed to inform 2007 Profile, budget and infrastructure planning.

#### Accountability

DVC (Academic)

#### Strategic Plan reference

Priorities 1, 2 and 8

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**NOTES:**

1) Informed by outcomes of program and course rationalization and program viability reviews undertaken in 2005.