Delivering Effective Partnerships
2011

Deakin University Strategic Plan

Delivering Effective Partnerships
2011
# TABLE OF CONTENTS

2 MISSION, CORE COMMITMENTS, VALUES
5 VICE-CHANCELLOR’S INTRODUCTION

13 GOALS
14 Section 1 Teaching and learning
16 Section 2 Research and research training
18 Section 3 Internationalisation
20 Section 4 Rural and regional engagement
22 Section 5 Equity and access
24 Section 6 People, culture and change
26 Section 7 Academic support
28 Section 8 Communication, marketing and ‘positioning’
30 Section 9 Resources, finance and infrastructure
DEAKIN UNIVERSITY STRATEGIC PLAN

DELIVERING EFFECTIVE PARTNERSHIPS
2011
MISSION

Deakin University aims to be a catalyst for positive change for the individuals and the communities it serves.

This will be achieved by ensuring that Deakin’s teaching, its research, its partnerships, its international programs and the services that support those activities are:

– Relevant
– Innovative and
– Responsive.

By pursuing these objectives, Deakin aspires to be recognised as Australia’s most progressive university.
Deakin University has identified six core commitments that shape its distinctive position in higher education in Australia. These core commitments guide every aspect of the University’s activities:

- Rural and regional engagement
- Continuing education and life-long learning
- Equity and access for individuals and groups who might not otherwise enjoy the benefits that flow from participation in higher education
- Research that makes a difference
- Contemporary and flexible teaching programs
- An international outlook

Deakin University values:

- **Excellence** Deakin is committed to the pursuit of excellence in all its activities
- **Academic freedom** Deakin encourages staff and students to engage in the open exchange of ideas
- **Collegiality** Deakin is an institution in which staff and students are seriously engaged in the life of the University and united by common values and mutual respect
- **Continuous improvement** Deakin strives to continually improve the efficiency and the effectiveness of all its activities, ensuring that it is both responsive to academic needs and strategically focused
- **Ethical behaviour** Deakin is committed to ethical, honest and courteous behaviour in all its activities
- **Accountability** Deakin recognises that transparency and formal accountability structures facilitate devolved decision-making and enable the University to acquit its obligations as a custodian of public funding
- **Environmental responsibility** Deakin is committed to improving its policies and actions regarding the environment
The achievement of the goals in this Strategic Plan will demand great resolve and a focus on producing results.
Our strategic plan, Delivering Effective Partnerships 2008-2012, is in its penultimate year of operation and continues to serve us well. Its primary aim, to ensure that we focus on the principle of continuous improvement, and by doing so strive for excellence, has enabled Deakin to understand its strengths and weaknesses and harness this knowledge to create the opportunities and successes reported in our most recent Annual Reports.

This plan for 2011 is a critical one. It must assist us in setting the direction that will position us to succeed in the changed environment for Australian higher education in 2012. The challenges are formidable and will test us mightily. However we face these challenges from a position of strength in numbers, quality and diversity of our student population, our very promising ERA outcomes, our robust financial sustainability and, most of all, the quality and growing excellence and reputation of our staff.

The achievement of the goals in this Strategic Plan will not be easy, they will require intellect and stamina and very clear focus on the things that matter to Deakin.

I look forward to working with the staff of Deakin to see what is possible – we should dare to reach higher.

A CLEAR VISION FOR DEAKIN

One aim of Delivering Effective Partnerships is to set out a clear vision for Deakin that distinguishes it from other Australian universities. This means that, for the students and staff who may wish to choose us, we must set a value proposition that is different, that is aspirational and which reflects the place we wish to be for the communities we serve.

At the highest level, the University’s mission statement and core commitments do this. The mission statement makes explicit Deakin’s commitment to being “a catalyst for positive change for the individuals and the communities it serves.” All sections of the Strategic Plan have been influenced by this fundamental objective, and the sections addressing rural and regional engagement (section 4) and equity and access (section 5) align well with the Australian Government’s ambitions for a better educated population.
The references in the mission statement to Deakin being “relevant”, “responsive” and “innovative” are important but we need a shared understanding of “innovation” and we must then ensure we communicate this effectively to our stakeholders. For many innovation means “new ideas into the market place” – as we move to a different environment perhaps it’s time to revisit our understanding. Our innovation in research is uncontested and we have some excellent examples of ideas which are now moving across the boundary from academe to the commercial world of industry, mostly as a consequence of our very good partnerships with industry. Our innovation in teaching and learning needs to ensure that the Deakin student experience is contemporary, is relevant and responsive, and is based on innovative improvements to the use of our technology, our infrastructure and our expertise in the classroom and the laboratory.

Deakin began its existence as a most progressive University. The preamble to our Act records this very well:

“The primary objectives for Deakin University’s establishment were to create a university in the Geelong area and to provide an opportunity for tertiary education at university level to all qualified persons whether within or outside Victoria by means of distance education programs.”

We need to stay true to our origin and our history.

Over the life of the current Strategic Plan it is possible to point to achievements that are widely recognised as progressive and which have contributed to Deakin’s claim to this desired position in the higher education sector. These examples must include the establishment of Australia’s first regional Medical School, the establishment of the Institute for Technology Research and Innovation and its outstanding contribution to Deakin’s research success, infrastructure such as the Proof of Concept building in the Geelong Technology Precinct, and the impact on student flexibility of the introduction of the Trimester System.

ADVANCING CORE COMMITMENTS

Deakin has six core commitments that inform our approach. Delivering Effective Partnerships aims to ensure that Deakin becomes the very best institution that it can possibly be through advancing these core commitments.

The following table shows where each commitment is specifically addressed in the Strategic Plan.

<table>
<thead>
<tr>
<th>Core commitment</th>
<th>Section of the Strategic Plan that specifically addresses the core commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural and regional engagement</td>
<td>Section 4</td>
</tr>
<tr>
<td>Continuing education and life-long learning</td>
<td>Section 1, particularly strategies 1.8, 1.9 and 1.10</td>
</tr>
<tr>
<td>Equity and access for individuals and groups who might not otherwise enjoy the benefits that flow from participation in higher education</td>
<td>Section 5</td>
</tr>
<tr>
<td>Research that makes a difference</td>
<td>Section 2</td>
</tr>
<tr>
<td>Contemporary and flexible teaching programs</td>
<td>Section 1</td>
</tr>
<tr>
<td>An international outlook</td>
<td>Section 3</td>
</tr>
</tbody>
</table>
Deakin's Distinctive Contribution

In developing Delivering Effective Partnerships, it has been important for Deakin to analyse and understand the current higher education environment, most particularly the changing policy environment, the rapidly changing international dimensions, and national competition and rankings. We must ensure that our strategies are relevant, do align with national and local needs and are useful to the communities we serve.

By working towards the achievement of the goals set out in each section of Delivering Effective Partnerships, over the life of this Strategic Plan, Deakin aspires to make the following distinctive contributions:

1 Rural and Regional Engagement – by working in partnership with Federal, State and local governments and local communities, Deakin will contribute to meeting the needs of rural and regional Australia by:
   - producing skilled, highly educated graduates who are able to meet workforce needs
   - undertaking relevant and responsive research
   - enhancing the economic, social, cultural and intellectual capital of south central and south western Victoria;
   (see section 4)

2 Continuing Education and Life-long Learning; Contemporary and Flexible Teaching Programs – by working in partnership with governments, industry, professional associations and employers both within Australia and internationally, Deakin will contribute to meeting the needs of Victorian, Australian and international communities for well trained, highly competent, confident graduates able to meet skills shortages (see strategy 1.1) and for professional development opportunities for people in work (strategies 1.8 and 1.10); Deakin will aim to provide all of its students with an excellent student experience (section 7)

3 Equity and Access – through the provision of special access programs, excellent and innovative support services and a flexible learning environment, Deakin will provide expanded opportunities for students (see sections 1 and 5) and by working in partnership with schools, TAFEs and other key organisations, Deakin will provide educational opportunities for capable students who might not otherwise enjoy the benefits that flow from access to higher education (strategies 1.9, 1.12, 2.8, 2.9, 4.3, 5.5, 5.6, 5.7 and 5.8)

4 Research That Makes a Difference – by making use of partnerships in relation to research and research students, Deakin will contribute to addressing contemporary issues of relevance to Victorian, Australian and international communities (see section 2)

5 An International Outlook – Deakin will enhance the international capabilities and intercultural understanding of its students, its staff and the wider community. Deakin will attract international students who will interact with and bring benefits to domestic students and enrich the culture and understanding of local communities (see section 3)

Delivering Effective Partnerships is a five year plan, reviewed annually to ensure changes in the external environment are appropriately understood and managed. At the beginning of 2011, members of the Executive, Senior Managers and the University Council reviewed the Strategic Plan in the light of the Australian Government’s policies, reflecting on our changed circumstances in relation to international student recruitment, our very promising ERA outcomes and the changed Federal and State Governments.

The major conversation that arose from these consultations relates to the size, shape and culture of Deakin campuses and how we ensure quality and excellence in each of our campuses so that the sum of the parts is a continually improving and competitive Deakin University. Changes to our current plan have included:
   - Amendments to our international student load targets;
   - The setting of growth targets for each Campus;
   - Identifying the special features of each Campus;
   - A more streamlined approach to Deakin’s annual planning cycle.

During 2011 the conversation on size and shape will inform the direction of our new Strategic Plan.
Deakin University’s approach to strategic planning is based on the belief that the universities that will be best placed to meet the challenges that confront Australia’s higher education sector will be those that have developed a clear vision for their future - one that distinguishes them from other Australian universities.

Universities are committed to the creation, advancement, transmission and application of knowledge and skills. Universities directly affect a nation’s future. In all their activities, but particularly in teaching and research, universities can have a profound, positive impact on the welfare and development of individuals and society.

Deakin is a University that is fully aware of its responsibilities. It believes that it can best fulfil them by ensuring that every aspect of its activities is emphatically focused on achieving outcomes that advance its mission and core commitments. By making its Strategic Plan widely known, it can also make external communities aware of the distinctive contribution that it aspires to make and encourage those communities and key people in them to be advocates for Deakin.

Delivering Effective Partnerships details the strategies to be pursued in annual operational plans to achieve the goals set out in each of its nine sections. The Strategic Plan thus constitutes a practical framework for action the application of which will substantially improve Deakin University’s performance, particularly in relation to its core commitments.

PARTNERSHIPS

The guiding theme of this Strategic Plan is “delivering effective partnerships”; it is based on the premise that Deakin can best achieve its goals by working in partnership. In many cases the partnerships will be with people and groups external to the University.

So far as staff and students are concerned, Delivering Effective Partnerships refers to a “connected community of teachers and learners” (strategy 1.2); goal 6 and its supporting strategies are directed at staff “engagement” with the University’s mission, core commitments and values and goal 7 refers to and defines the Deakin “student experience” by reference, inter alia, to the “engagement [of students] as … member[s] of the University community”.

In many respects, ‘partnership’ is a metaphor for the collegial way that the University will interact with its staff and students. To enable staff and students to be ‘seriously engaged in the life of the University’, Deakin’s staff and students must be genuinely committed to communication and consultation as a two-way process. Such a process forms the basis of the partnership. Communication, consultation and a commitment to achieving facilitated outcomes is not the responsibility only of the Vice-Chancellor and members of the Senior Executive; these must be the characteristics of interactions at every level of the University.

VALUES

Deakin has identified a series of values in this Strategic Plan. Foremost among these is the idea of ‘excellence’. The University aims for excellence in all of its activities. It is committed to the continuous improvement of its teaching programs, its contribution to research, the development of its staff, its students and its infrastructure.

The values identified by Deakin include principles that are central to the concept of a university. They remind us that Deakin must preserve, and be committed to, academic freedom, collegiality and ethical behaviour. A genuine understanding of these values will ensure that Deakin upholds and advances the values of a just, liberal, humane and culturally diverse society.

At Deakin we also recognise that transparency and formal accountability structures facilitate devolved decision-making and enable the University to acquit its obligations as a custodian of public funding.
CURRENT HIGHER EDUCATION CLIMATE

Delivering Effective Partnerships has been developed at a time when universities face significant competition for high quality staff and students. Staff and students are, and will continue to be, influenced by Deakin’s performance in assessments of learning and teaching and the system to measure the quality of research entitled ‘Excellence in Research for Australia’. Prospective students and staff will also be influenced by national and international rankings of universities.

The current generation of students have high service and advanced technological expectations and many of them wish to have flexible study options that are compatible with their work and other commitments.

The Strategic Plan includes strategies directed at improving Deakin’s performance in teaching and learning (section 1) and in research (section 2); it also responds to the need for high quality, responsive academic support and information services (section 7) and flexible education options (section 1).

Australian universities are now part of a global ‘market’ for higher education. Some of its features are:

- greater opportunities for students from South East Asia to study in their own countries;
- major universities from the United States, the United Kingdom and Europe establishing campuses and partnerships in our region;
- the rise of Singapore as an education ‘hub’ and similar aspirations in that regard on the part of Malaysia and China;
- increasing student mobility from Australia; and
- the establishment of campuses in Australia by highly regarded international universities and the entry into the Australian higher education market of successful overseas private providers offering flexible study options and delivery methods, often tailored to people who are working.

To compete in this global market, Deakin must:

- have an international outlook in relation to its teaching and its research;
- enhance the international capabilities and intercultural understanding of its staff and its students;
- develop contemporary and flexible teaching programs and teaching and delivery methods;
- commit itself to high quality programs and high quality service delivery; and
- ensure that prospective students and staff and funding bodies are aware of Deakin’s aspirations and its distinctive contribution to higher education (see sections 1, 3 and 8).

COMPACTS

As part of its higher education reform package introduced in the 2009-1-2010 Budget, the Australian Government introduced mission-based compacts that show how each university’s mission contributes to the Government’s goals for higher education and they include details of major higher education and research funding and performance targets.

Our Compact meeting with the Australian Government was held in March and proved to be an interesting discussion regarding our future and what Deakin will do to contribute to the knowledge and productivity of Australia. I am confident that the Australian Government representatives left the meeting with a very positive impression of Deakin.

EXCELLENCE FOR RESEARCH IN AUSTRALIA

Early in 2011, we received formal notification from the Australian Research Council of our outcomes in the Excellence in Research for Australia (ERA) 2010 Assessment. We have performed well overall with outstanding results in several areas.

Highlights include:

- Receiving the top rank of 5, defined as “well above world standards”: Deakin’s research in Materials Engineering, Medical Physiology and Human Movement and Sports Sciences and Zoology
- Receiving a rank of 4, defined as “above world standards” (4): Deakin’s research in Engineering and Medical and Health Sciences, and in the specific fields of Analytical Chemistry, Fisheries Sciences, Manufacturing Engineering, Paediatrics and Reproductive Medicine, Pharmacology, Nursing, Nutrition and Dietetics, Commercial Services, and Curatorial Studies.
Overall, we are performing at world standard or above in 40% of the broad discipline areas for which we had sufficient outcomes to be assessed. This is an excellent result for Deakin, particularly given that ERA is a retrospective process, with ERA 2010 evaluating our performance from 2003 to 2008.

Importantly, since the last census date in March 2009, we have appointed over 200 Research-only staff and a large number of excellent researchers into teaching/research positions. This gives me a high level of confidence that we are well placed to perform even better in ERA 2012, raising our scores in a number of areas where research activity has become more focused and intensive.

Deakin has strategies in place to improve its research performance (see section 2) and is directing significant resources to this.

**AUQA AUDIT OF DEAKIN**

Deakin will be audited by the Australian Universities Quality Agency in 2011. The audit is an important opportunity for Deakin to take a close look at its quality improvement processes and to gain external feedback about these processes. Responding appropriately to these aspects of the higher education environment will require excellent planning and implementation.

**SIZE OF THE UNIVERSITY**

The discussions regarding the future size, shape and culture of each Deakin campus began in earnest through the 2011 round of Planning Conferences - the Executive, the Senior Managers, the Council and the Professoriate have all had input, as have staff who attended one of the campus Town Hall meetings.

These conversations have been extremely important and will, later in 2011, lead to the development of a new Strategic Plan. We must, through an extensive process of consultation, determine how we can best fulfil our primary aim of creating and delivering knowledge in ways that differentiate us from our competitors. So, what sort of enterprise do we want to be and how can we get there?

The result of these consultations is agreement on an initial hypothesis regarding the size and shape of each of Deakin’s campuses that will be tested through further consultation throughout 2011.

**IMPROVING PERFORMANCE**

As previously explained, *Delivering Effective Partnerships* aims to provide a framework for action that will substantially improve Deakin’s performance.

**PERFORMANCE MEASURES AND TARGETS**

The University must measure its performance over the five-year life of the Strategic Plan. To do this, it must obtain evidence by which to judge its performance against the goals set out in each section of the Strategic Plan. Accordingly, each section sets out performance measures and targets to be met by the end of 2012.

Performance towards the achievement of the 2012 targets is examined annually by the Executive, Senior Managers (including Heads of Schools and Research Institutes, Directors of Divisions and Heads of Units) and the University’s Council. In many cases the annual data is disaggregated at a Faculty level or in relation to each Division and Unit so that action can be taken if it appears that achievements are not consistent across the University.

**BENCHMARKING**

Each section of the Strategic Plan identifies how Deakin will benchmark its performance. In most cases these benchmarks are expressed in relation to a group of universities (Curtin University, Griffith University, Macquarie University, Newcastle University, the University of South Australia and the University of Wollongong) in respect of which the Department of Education, Employment and Workplace Relations (DEEWR) has agreed to provide data as part of its annual Institution Assessment Framework.
These universities were selected because of where they are ranked in key performance measures. The aim is to stretch Deakin University by comparing the standards it achieves with those of other universities. We also benchmark our performance in some areas with other Victorian universities.

SURVEYS
Each section of the Strategic Plan details the surveys to be conducted to measure performance over the five-year period. These seek both internal and external input. Time sequence data of this kind is important for the purposes of continuous quality improvement.

STUDENT ENGAGEMENT
As you all know we have just completed a review of our Trimester calendar and the final report has been made available to all staff. The findings are, by and large, what we might have expected - the Trimester project was a very significant change to the way we work at Deakin and, while it has been successful, there is much improvement required to ensure it provides an enduring and sustainable approach to our academic cycle. In 2011 we will reflect on and implement the findings from this review. We will also review and update our approach to student assessment and student admission and begin a substantial review of what we believe are the principles of the Deakin curriculum for the next ten years or so.

IN CONCLUSION
A progressive university aims to stay slightly ahead of the curve of change. This is often not a comfortable place to be but if we are to be responsive, relevant and innovative we also must be brave and informed and take up the challenge of making sure we have a distinctive niche. A niche that maximises the use of its infrastructure and values its people so that they deliver excellence and delight the communities they serve.

Professor Jane den Hollander
Vice-Chancellor
DEALING EFFECTIVE PARTNERSHIPS
2008-2012 GOALS

Section 1 Teaching and learning
Section 2 Research and research training
Section 3 Internationalisation
Section 4 Rural and regional engagement
Section 5 Equity and access
Section 6 People, culture and change
Section 7 Academic support
Section 8 Communication, marketing and ‘positioning’
Section 9 Resources, finance and infrastructure
Deakin’s goal is: To work in partnership with students, staff, industry, employers and governments to ensure that Deakin’s academic programs are of high quality, relevant, informed by contemporary research and create a unique Deakin student experience;¹ and to be recognised as a national leader in flexible education.²

SECTION 1
TEACHING AND LEARNING

STRATEGIES
To achieve this goal, the University will pursue the following strategies:

1.1 Providing a broad range of contemporary and relevant teaching programs, including generalist degrees, which prepare multi-skilled graduates who are able to enter the workforce or go on to further study; focused professional undergraduate programs; and flexibly delivered postgraduate programs, all of which will ensure that Deakin is known for its proactive approach and its agile response to workforce demands.

1.2 Establishing a learning environment and culture which eases the transition to higher education and fosters student engagement and success, ethical behaviour and overall satisfaction by creating a connected community of teachers and learners.

1.3 Implementing an effective teaching-research nexus to enrich the student experience through the direct involvement of researchers in both course development and delivery.

1.4 Driving an agenda and culture of excellence in teaching and learning by:
   – recruiting and retaining high performing academic staff;
   – recognising, rewarding, valuing and celebrating excellent academic staff and teaching teams;
   – providing appropriate, timely and effective professional development;
   – setting appropriate teaching performance targets in performance planning and reviews, monitoring outcomes and providing regular feedback;
   – ensuring that experienced academic staff mentor less experienced academic staff;
   – consulting with students and acting upon their advice; and
   – fully engaging academic staff in the process of improving teaching and learning.

1.5 Ensuring that the Centre for Teaching and Learning is a catalyst for the enhancement of teaching and learning through the provision of leadership in teaching and high quality, responsive and highly valued services for academic staff.

1.6 Embedding enhanced quality assurance and quality improvement processes, including regularly reviewing course quality, coherence and relevance.

¹ See the definition of the Deakin “student experience” in section 7.
² Flexible education at Deakin is a distinctive approach to teaching, learning and the student experience which provides, where appropriate, choice in:
   - the time (including flexible entry and exit points) at which study occurs;
   - the pace at which the learning proceeds;
   - the place (both physical and virtual) in which study is conducted;
   - the content that is studied;
   - the learning style adopted by the learner;
   - the forms of assessment employed;
   - the option to collaborate with others or to learn independently;
   - how teaching is staffed; and
   - the mix of the above adopted in any given course or unit while maintaining sound and consistent academic standards.
and systematically seeking the views of students in a manner which is visible to and valued by them.

1.7 Ensuring that Deakin becomes a recognised national leader in flexible education by promoting, supporting and disseminating the outcomes of evidence-based innovation in teaching and learning and by establishing partnerships with, and undertaking benchmarking against, other providers.

1.8 Providing opportunities for students to effectively combine study, work and other interests and integrating opportunities for experiential learning into appropriate courses.

1.9 Working in partnership with TAFE and private education providers to provide students with innovative and flexible pathways to Deakin University.

1.10 Providing professional development, continuing education and lifelong learning opportunities for people in work by working in partnership with industry and the professions through DeakinPrime and the Faculties.

1.11 Providing a supportive and accommodating environment for Deakin’s diverse student population so as to create a unique and valued Deakin student experience.

1.12 Strengthening the relationship that Deakin has with Aboriginal and Torres Strait Islander communities to deliver a concerted strategy for Indigenous student participation that will improve success, retention and completion outcomes.

1.13 Creating a culture amongst academic staff that values scholarship and research in teaching and learning by establishing and promoting an active and vibrant research group with a particular focus on flexible education.

1.14 Ensuring that Deakin is known as a University whose teaching has important social benefits and regional relevance, particularly through entering into strategic partnership arrangements.

PERFORMANCE MEASURES AND TARGETS

P1.1 By 2012, each Faculty to be in the top third nationally for their discipline mix on each of the “Good Teaching”, “Generic Skills” and “Overall Satisfaction” scales of the Course Experience Questionnaire (CEQ).

P1.2 By 2012, each Faculty to be in the top third nationally for their discipline mix on the “Full-time Employment” and “Full or Part-time Study” scales of the Graduate Destination Survey (GDS).

P1.3 Continuous improvement in the following indicators of recognition as a national leader in flexible education:

– number of external grants (including Australian Learning and Teaching Council grants) awarded to Deakin staff for projects related to flexible education

– number of external teaching awards presented to Deakin staff for work on flexible education

– number of publications in journals by Deakin staff on topics related to flexible education

P1.4 Improve retention rates to at least 85% for undergraduate students (84% in 2007) and at least 80% for postgraduate coursework students (76% in 2007) and maintain or improve student progress rates (student progress rates in 2006: 85% for undergraduate students and 87% for postgraduate coursework students).

See also P 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 6.4, 7.1, 8.3, 8.4

BENCHMARKING

B1.1 Deakin’s performance on the “Good Teaching”, “Generic Skills” and “Overall Satisfaction” scales of the CEQ to be compared with that of Deakin’s IPP benchmark universities.3

B1.2 Deakin’s performance on the “Full-time Employment” and “Full or Part-time Study” scales of the GDS to be compared with that of Deakin’s IPP benchmark universities.

SURVEYS TO BE CONDUCTED

S1.1 Student Evaluation of Teaching and Units (each Semester).

S1.2 Performance of the Centre for Teaching and Learning in the Survey of Senior Academic and General Staff Satisfaction with Administrative and Support Services (annual).

S1.3 Australasian Survey of Student Engagement (AUSSE) (annual).

3 Deakin’s IPP benchmark universities are: Curtin University, Griffith University, Macquarie University, Newcastle University, the University of South Australia and the University of Wollongong.
SECTION 2
RESEARCH AND RESEARCH TRAINING

Deakin’s goal is:
To improve Deakin’s research performance so that it is in the top third of the Australian higher education sector by building a critical mass of researchers who will develop a distinctive portfolio of high quality discovery, applied and commercial research.

STRATEGIES
To achieve this goal, the University will pursue the following strategies:

2.1 Concentrating Deakin’s research effort by establishing University-wide Strategic Research Centres to provide a focus for the conduct of discovery, applied and commercial research.

2.2 Strengthening the University’s profile of multidisciplinary research through the development of strategic research and research training partnerships with internationally recognised government and non government organisations.

2.3 Creating synergistic partnerships with industry, particularly at the Geelong Campus at Waurn Ponds, to bridge the divide between pure and applied research.

2.4 Building Deakin’s research culture, driving an agenda and culture of excellence in research and increasing the proportion of research active staff by:
- creating a vibrant and inclusive research community;
- recruiting and retaining high performing researchers and research teams;
- recognising, valuing and celebrating excellent researchers and research teams;
- providing appropriate, timely and effective professional development, particularly in relation to enhancing the capacity of early career and middle ranking researchers;
- taking appropriate account of research activity in workload planning for staff;
- setting progressively increasing research performance targets in performance planning and reviews, monitoring outcomes and providing regular feedback;
- ensuring that experienced researchers mentor less experienced researchers; and
- fully engaging academic staff in the process of improving research.

2.5 Raising research performance of academic staff in the production of high quality scholarly works and publications as evaluated by the Excellence in Research for Australia assessment exercise, and the submission of high quality applications for competitive, peer reviewed grant schemes.

2.6 Enhancing Deakin’s research capacity by providing centrally coordinated, specialist research facilities supported by professional research services.

2.7 Increasing the enrolment and retention of high quality, higher degree by research candidates and improving completion rates by:
- ensuring that higher degree by research candidates become part of the research community at Deakin;
- establishing an Institute of Research Training to coordinate the support for higher degree by research candidates and early career researchers;
- increasing the number of students progressing to higher degrees by research through promoting honours and other relevant programs and pathways; and
- increasing the number of research scholarships.

2.8 Encouraging and supporting women to engage in research, particularly through increasing higher degree by research enrolments.

2.9 Encouraging and supporting Aboriginal and Torres Strait Islander researchers, including increasing higher degree by research enrolments in Indigenous knowledge systems.

2.10 Ensuring that Deakin is known as a University whose research and research training has important social benefits and regional, national and international relevance, particularly through entering into strategic partnership arrangements.

4 See P2.5 for the definition of “research active” staff.
PERFORMANCE MEASURES AND TARGETS

P2.1 By 2012, be in the top third of Australian universities in terms of external research income per staff member and publications per staff member.

P2.2 By 2012, increase the number of higher degree by research completions from 137 in 2007 to at least 210 completions per year.

P2.3 By 2012, be above the national average percent agreement in performance measures in the Postgraduate Research Experience Questionnaire (PREQ).

P2.4 Increase the number of research partners at the Geelong Technology Precinct from 40 to at least 60 in 2012 and increase the number of research partners co-located at the Geelong Technology Precinct from two to at least five in 2012.

P2.5 By 2012, increase the percentage of research active academic staff from 31% in 2006 to at least 75%.

See also P1.4, 8.4

BENCHMARKING

B2.1 Deakin’s performance in National Competitive Grants to be compared with that of Deakin’s IPP benchmark universities.

B2.2 Deakin’s performance in higher degree by research student load and completions to be compared with that of Deakin’s IPP benchmark universities.

SURVEYS

S2.1 Higher Degree by Research Student Satisfaction Survey (annual).

S2.2 Performance of the Research Services Division in the Survey of Senior Academic and General Staff Satisfaction with Administrative and Support Services (annual).

5 A member of staff will be considered to be “research active” if he or she satisfies one of the following:

Science
- At least one article as a major contributor in a journal in the top 50% of the field in the relevant year
- External research income of at least $50k in the relevant year
- Major external award or prize for research in the past three years

Non-Science
- At least one article as a major contributor in a journal in the top 50% of the field, a book chapter of comparable quality or other comparable creative work in the relevant year
- One book in the past three years
- External research income of at least $30k in the relevant year
- Major external award or prize for research in the past three years
Deakin’s goal is: To have an international outlook in relation to teaching and research and to enhance international capabilities and intercultural understanding among students, staff and the wider community, so as to be a university of choice for international and Australian students and staff.

STRATEGIES

To achieve this goal, the University will pursue the following strategies:

3.1 Providing learning experiences that encompass international and intercultural perspectives and experiences and contribute to an institutional culture of diversity and inclusiveness.

3.2 Delivering effective services which enhance the student experience and enable students to develop their academic potential, build their credentials as global citizens and obtain employment within Australia or internationally on completion of their program of study.

3.3 Increasing the number and building the diversity of international students studying at each of Deakin’s Campuses, off campus and through sustainable, high quality offshore teaching partnerships.

3.4 Developing strategic research and research training partnerships with internationally recognised institutions, industries, governments and non-government organisations.

3.5 Encouraging students to undertake international study experiences and through those to build their international capabilities and intercultural understanding.

3.6 Encouraging students to consider studying a language to improve their international skills.

3.7 Enhancing the position of Deakin in international markets through dynamic marketing and promotion and outstanding representation and through the development of strategic partnerships and alliances.

3.8 Providing professional development programs for staff to enhance their ability to work in an international environment.

3.9 Supporting the development of international activities and perspectives in Deakin’s local and regional communities.

3.10 Supporting the University’s alumni wherever they are located through a sustainable program of activities to enhance their networks and maintain their connection to Deakin.

3.11 Ensuring that Deakin is known internationally as a University whose activities have important social benefits and regional relevance, particularly through entering into strategic partnership arrangements.

PERFORMANCE MEASURES AND TARGETS

P3.1 By 2012 increase onshore international student load to approximately 6,124 EFTSL (4,413 in 2007).

P3.2 By 2012 increase to at least 20% the number of graduating undergraduate students who have had an international study experience while studying at Deakin (approximately 10% in 2007).

P3.3 By 2012 Deakin is to be ranked in the top 10 of Australian universities in terms of the number of onshore international students (ranked 13th in 2006).

P3.4 By 2012 increase the average number of applications for each externally advertised Level E position to at least 13 (average of 9 in 2007).

P3.5 By 2012 increase the average number of applications from outside Australia for each externally advertised Level E position to at least 6 (average of 3 in 2007).

See also P1.4, 8.3, 8.4
Deakin will contribute to meeting the needs of Victorian, Australian and international communities for well trained, highly competent, confident graduates able to meet skills shortages.

BENCHMARKING

B3.1 Deakin’s international onshore student enrolments to be compared with that of other Victorian universities.

B3.2 Deakin’s total international student load to be compared with that of Deakin’s IPP benchmark universities.

B3.3 Deakin’s revenue from international students to be compared with that of Deakin’s IPP benchmark universities.

B3.4 The proportion of international load to total student load to be compared with that of Deakin’s IPP benchmark universities.

SURVEYS TO BE CONDUCTED

S3.1 Student satisfaction survey of administrative and support services response data comparing international and domestic student responses (annual).

S3.2 Performance of Deakin International in the Survey of Senior Academic and General Staff Satisfaction with Administrative and Support Services (annual).

6 Deakin’s IPP benchmark universities are: Curtin University, Griffith University, Macquarie University, Newcastle University, the University of South Australia and the University of Wollongong.
Deakin’s goal is: To advance the interests and aspirations of communities in rural and regional Australia, with a particular emphasis on Geelong and Western Victoria, by developing distinctive, lasting and mutually beneficial education, research, economic, social and cultural partnerships, and by providing knowledge, expertise and resources that will contribute to the life of those communities.

STRATEGIES

To achieve this goal, the University will pursue the following strategies:

4.1 Developing and advancing partnerships that link Deakin’s existing and emerging strengths and strategic priorities with the needs and interests of rural and regional Australia, with a particular emphasis on Geelong and Western Victoria.

4.2 Working in collaboration with Deakin’s local communities to encourage local, state and federal governments to support the special role of higher education institutions, and Deakin in particular, in regional capacity building.

4.3 Extending and strengthening the provision of higher education opportunities to Aboriginal and Torres Strait Islander students through engagement with rural and regional Aboriginal and Torres Strait Islander communities.

4.4 Pursuing teaching, research and public fora initiatives that address community issues and opportunities, working with other educational institutions and groups that form and influence the economic, social and cultural priorities of rural and regional communities, particularly those in Geelong and Western Victoria.

4.5 Offering general and professional teaching programs at the Geelong and Warrnambool Campuses that demonstrate ongoing demand sufficient to ensure the quality of the educational experiences and outcomes for students undertaking those programs.

4.6 Offering specialist and niche teaching programs that attract students to the Geelong and Warrnambool Campuses from outside the relevant regions.

4.7 Ensuring that Deakin’s approach to flexible education at all of its Campuses takes account of the special circumstances and needs of students in regional, rural and remote locations so as to improve access to, and participation in, Deakin’s courses by students from those areas.

4.8 Strengthening relations with, and advocacy from, Deakin’s rural and regional communities by deploying leaders from the Geelong and Warrnambool Campuses to identify local community needs and to facilitate active engagement with those communities and their representative groups, and by providing resources and facilities where practical to assist in meeting the needs of those local communities.

4.9 Widely communicating and promoting Deakin’s rural and regional engagement activities and the benefits they bring, economically, socially, culturally and otherwise to the life of those communities, to Deakin and to the advancement of regional, Victorian and National priorities.
PERFORMANCE MEASURES AND TARGETS

P4.1 Increase the participation of regional and remote students at each of Deakin’s Campuses by 5% per annum from 2008 to 2012.

P4.2 Increase the number of units that have recognisable components directed at the needs and priorities of rural and regional Victoria.

See also P1.4, 5.3, 8.4

SURVEYS TO BE CONDUCTED

S4.1 Survey Deakin’s contribution to Geelong and Western Victoria. Survey group to include senior local government representatives, members of groups such as G21, the Committee for Geelong, South West Sustainability Partnership, Regional LLENS and members of the Geelong and Warrnambool Community Leaders’ Groups. (Survey instrument to be developed in 2008, implemented in 2009 and conducted every two years thereafter.)
Deakin’s goal is: To champion higher education equity and access in the broader community; to be an exemplar of an inclusive organisation committed to the principles of social justice and fair treatment of its members; and to ensure that Deakin’s teaching, research and services address the diversity of the Australian and Deakin University communities and enable all staff and students to realise their potential irrespective of background or personal circumstances.

STRATEGIES
To achieve this goal, the University will pursue the following strategies:

5.1 Developing an equal opportunity policy framework encompassing all aspects of University life and embedding it in normal practice to provide fair and equitable treatment and support for all students and staff.

5.2 Implementing a model of university governance and decision-making that encourages participation by students and staff drawn from a range of backgrounds and which is based on the principles of social justice.

5.3 Designing and implementing the University’s curriculum, teaching and services to ensure that they are flexible and accessible to all students irrespective of social, economic or geographic background or level of disability, minimising the need for special adaptation or accommodation.

5.4 Defining graduate attributes associated with equity, fairness, integrity and open communication and engendering these attributes in Deakin’s students through the content and mode of teaching.

5.5 Working in partnership with secondary schools whose students are under-represented in higher education, encouraging and informing students from Government designated equity groups to consider studying at Deakin and providing them with appropriate support and pathways to do so.

5.6 Broadening the University’s profile of students through flexible and transparent admission processes and special support initiatives so that it is more representative of the diversity of people found in the Australian community and recognises the impact of previous educational disadvantage.

5.7 Enhancing the University’s scholarship program and other financial support for students to ensure that there are as few barriers as possible to the participation and success of students from financially and socially disadvantaged backgrounds.

5.8 Assisting and mentoring all students throughout their courses, but particularly those who are the first in their families to enter higher education, to improve their retention and success, their employability on graduation and their capacity to undertake further study.

PERFORMANCE MEASURES AND TARGETS
P5.1 Improve the access, participation and success rates and ratios to:

– reach a participation rate of at least 18% for students from low socio-economic backgrounds by 2012 (12.3% in 2006);

– achieve a success ratio for students from non English speaking backgrounds that is comparable with non-NESB peers by 2012 (0.94 in 2006).

– achieve success and retention ratios for students with disabilities that are at least 98% of non-disabled peers by 2012 (success: 0.94 in 2006; retention: 0.93 in 2006).

– achieve a participation rate of at least 20% for women in Engineering by 2012 (7.5% in 2007).
Deakin will provide educational opportunities for capable students who might not otherwise enjoy the benefits that flow from access to higher education.

- achieve a success ratio for Indigenous students of at least 0.60 (0.55 in 2006) and a retention ratio of at least 0.85 (0.79 in 2006) by 2012.

P5.2 By 2012, increase by at least 10%:
- the number of women occupying senior academic and administrative positions (66 women in positions of Associate Professor and above in 2007; 43 women in positions of HEW 10 and above in 2007); and
- the number of persons employed with disabilities (56 in 2007).

P5.3 By 2012 increase the number of scholarships provided each year to new students from regional and remote areas and from low socio-economic status backgrounds from 45 to at least 70.

See also P1.4, 4.1

BENCHMARKING

B5.1 Deakin’s performance in the participation of DEEWR defined equity groups to be compared with that of Victorian universities and all Australian universities.

B5.2 Percentages of women by level of appointment to be compared with those of all Australian universities.

SURVEYS TO BE CONDUCTED

S5.1 Student satisfaction survey of administrative and support services response data for NESB, Indigenous, low socio-economic and regional and remote students compared with responses for all students (annual).
SECTION 6
PEOPLE, CULTURE AND CHANGE

Deakin’s goal is: To have a workplace culture which fosters and supports excellence in teaching, research and the services that support those activities through recruiting and retaining a workforce of the highest calibre who are engaged with, and united by, Deakin’s mission, core commitments and values.

STRATEGIES

To achieve this goal, the University will pursue the following strategies:

6.1 Developing and implementing a comprehensive employee engagement program that involves consultation and open communication to ensure that the University’s values are translated into expected behaviours that will underpin a workplace culture committed to excellence.

6.2 Building Deakin’s organisational strength and workforce flexibility through the optimum design of academic and management structures, adaptive academic workload models and working arrangements.

6.3 Ensuring the recruitment of high calibre staff to meet the needs of the University’s workplace through providing attractive conditions of employment (including workforce flexibility), a stimulating working environment and an organisational culture that nurtures and develops promising and high achieving staff.

6.4 Ensuring the retention of staff who are engaged with Deakin’s mission, core commitments and values by providing opportunities for development and reward and through a supportive and inclusive working environment.

6.5 Providing opportunities for professional growth, leadership, staff development, promotion and career advancement for staff in an environment that values and rewards innovation and excellence and is supportive and has transparent processes.

6.6 Ensuring general staff are recognised for their expertise and are provided with the opportunity to achieve the highest level of professional standards.

6.7 Identifying, encouraging and proactively managing underperforming staff to ensure that performance standards are met.

6.8 Providing a rewarding, fair, safe and healthy work environment which is free from discrimination, harassment and prejudice and which encourages equal opportunity through affirmative action programs.

6.9 Encouraging, supporting and recognising staff for relevant service to communities such as civic engagement and the provision of disciplinary expertise by clearly identifying and reviewing individual service contributions through the performance planning and review process and in the academic staff promotion criteria.

PERFORMANCE MEASURES AND TARGETS

P6.1 Increasing levels of employee engagement and commitment to the objectives of the University as measured by the Staff Survey (at least every second year).

P6.2 By 2012 achieve an academic staff to general staff ratio of 1:1.33 (1:1.12 including casuals). Based on a projected full time equivalent academic staff complement of 1,524 (including casuals) this would result in a full time equivalent general staff complement of 1,707 (including casuals).

P6.3 By 2012, increase by at least 25% the number of Indigenous staff employed (16 staff members identified themselves as Indigenous in official records in 2007).

P6.4 By 2012 achieve a student to staff ratio of no more than 20:1.

See also P2.5, 3.4, 3.5, 5.2
BENCHMARKING

B6.1 Deakin’s performance in the Universities’ Human Resources Benchmarking Program to be compared with other Australian universities on a range of human resource measures, including: staffing ratios; employment costs as a percentage of revenue; female participation; total turnover; recruitment rate; academic promotion rate; academic staff with doctoral qualifications; age profile; occupational health and safety.

SURVEYS TO BE CONDUCTED

S6.1 Biennial Staff Survey.
S6.2 Performance of the Human Resources Services Division in the Survey of Senior Academic and General Staff Satisfaction with Administrative and Support Services (annual).
Deakin’s goal is: To ensure the delivery of an excellent student experience and to enhance the University’s teaching and research performance by providing a range of high quality, innovative, responsive and efficient academic support and information services for students and staff.

STRATEGIES
To achieve this goal, the University will pursue the following strategies:

7.1 Building collaborative partnerships with students and with staff in Faculties and other areas to ensure that the academic support services provided are aligned with the teaching and learning, research and other academic priorities of the University including:
- ensuring the effective transition of students to higher education;
- increasing student retention and success;
- maximising student employment opportunities and outcomes; and
- enhancing the capacity of staff to improve the teaching and research outcomes of the University.

7.2 Developing equitable, accessible, flexible and responsive services that take into account the diversity of the student and staff populations and have the capacity to meet the needs of an increasingly discerning population of students and staff.

7.3 Improving the efficiency and effectiveness of academic support services to ensure that the University has the best possible range and quality of services for minimal cost.

7.4 Developing and providing access to high quality library and information services targeted to enrich student learning experiences and lifelong pursuits, and to advance the University’s research endeavours.

7.5 Ensuring the University’s activities are underpinned by good corporate governance and a policy framework that encourage engagement and ethical behaviour of staff and students.

7.6 Providing timely and accurate enrolment planning and modelling, institutional research and analysis and statistical reporting to support effective University planning, budgeting and decision making.

7.7 Responding to the personal, social and recreational needs of a diverse student population.

PERFORMANCE MEASURES AND TARGETS
P7.1 By 2012, reach a level of satisfaction of at least 70% of students being satisfied or highly satisfied with academic support and information services as measured through the CEQ and the SETU surveys.

See also P1.1, 1.2, 1.4, 2.3

BENCHMARKING
B7.1 Deakin’s performance to be compared with the IPP benchmark universities in relation to the McKinnon benchmarks for academic support and information services for Australian and New Zealand Universities.

SURVEYS TO BE CONDUCTED
S7.1 Graduate Destination Survey (annual).
S7.2 Student satisfaction survey of administrative and support services (annual).
S7.3 Performance of relevant Divisions in the Survey of Senior Academic and General Staff Satisfaction with Administrative and Support Services (annual).

11 The Deakin “student experience” is defined in a comprehensive statement approved by the Academic Board about what students can expect from their educational experience at Deakin University in the areas of individual treatment and consideration; courses and research training; academic support services; the learning environment; and engagement as a member of the University community.

8 Deakin’s IPP benchmark universities are: Curtin University, Griffith University, Macquarie University, Newcastle University, the University of South Australia and the University of Wollongong.
SECTION 8
COMMUNICATION, MARKETING AND ‘POSITIONING’

Deakin’s goal is:
To raise the standing of Deakin University so that it is increasingly the preferred choice for students, staff and employers of graduates and to ensure that Deakin’s distinctive contribution and research strengths are widely recognised.

STRATEGIES
To achieve this goal, the University will pursue the following strategies:

8.1 Strengthening and maintaining a distinctive and recognisable Deakin brand and clearly articulating and promoting Deakin’s distinctiveness and research strengths to key local, national and international audiences.

8.2 Profiling Deakin’s commitment to strategic partnerships with key organisations locally, nationally and internationally including TAFE Institutes, schools, businesses, research and cultural institutions, government and non-government organisations and professional bodies.

8.3 Increasing the focus on promoting Deakin’s expertise in health and business so that they become at least as strongly associated with Deakin as education.

8.4 Developing effective communication channels and engagement programs with current staff, students, alumni and key associates so that they feel connected to Deakin and willing to be advocates for the University.

8.5 Effectively promoting and positioning Deakin, through cross University partnerships and programs, to ensure demand for its undergraduate (including honours), and postgraduate coursework and research programs.

8.6 Strengthening relations with the communities surrounding Deakin’s Campuses.

PERFORMANCE MEASURES AND TARGETS
P8.1 By 2012, Deakin’s total unprompted brand awareness to have risen from 47 in 2007 to at least 55 and its brand equity index (as measured on the IPSOS scale) from 64 in 2007 to at least 75.

P8.2 By 2012, at least 80% of Deakin’s alumni to be contactable and an average of four engagements per annum for 50% of contactable alumni to be achieved.

P8.3 By 2012, Deakin’s market share of Change of Preference first preferences to have risen from 15.3% in 2008 to at least 16.5%.

P8.4 Increase student load by at least 3% per annum so that by 2012 Deakin has at least 30,486 equivalent full time students.

See also P3.1, 3.3, 3.4, 3.5, 4.1, 5.2, 5.3, 6.1, 6.3

BENCHMARKING
B8.1 Market share of student first preferences as measured by the Victorian Tertiary Admissions Centre preference data at the conclusion of the change of preference period.

SURVEYS TO BE CONDUCTED
S8.1 Survey of prospective students, parents of prospective students and the general public regarding awareness and branding (annual).

S8.2 Survey of alumni regarding needs and satisfaction levels (every three years).

S8.3 Performance of the Marketing Division in the Survey of Senior Academic and General Staff Satisfaction with Administrative and Support Services (annual).
Deakin’s goal is:
To manage the financial and infrastructure resources of the University efficiently and effectively so as to meet its needs in relation to teaching and research and to strengthen Deakin’s immediate and longer term capacity to fulfil its mission, core commitments and goals.

STRATEGIES
To achieve this goal, the University will pursue the following strategies:

9.1 Enhancing the long-term growth and financial sustainability of the University through the development of a business model which supports the University’s strategic goals and provides for a growing Future Fund.

9.2 Developing and implementing a Strategic Asset Management Plan which identifies key priorities, opportunities and constraints relating to emerging property, information and communications technology and equipment infrastructure needs and which responds to the University’s projected growth and service requirements.

9.3 Identifying and pursuing opportunities to increase the quantum and diversity of University revenue through planning and managing growth in student mix, government investment, philanthropy and commercial partnerships.

9.4 Embedding enterprise risk management across the University through the adoption of innovative and robust methodologies that allow the University to realise strategic opportunities with a full understanding of risk exposure.

9.5 Improving the efficiency and effectiveness of resources and infrastructure support services.

9.6 Implementing efficient, sophisticated internal financial control frameworks and related governance processes that provide clear, flexible and appropriate oversight of the University.

PERFORMANCE MEASURES AND TARGETS

P9.1 Achieve an annual Surplus / Revenue ratio of at least 10% [after adjustment for one-off and capital items].

P9.2 By 2012, Deakin’s Future Fund to be at least $100m and to be returning at least $8m per year.

P9.3 By 2012, the Total Cost of Risk (TCOIR) per $1,000 of revenue to be reduced by at least 15% (ie from $2.76 in 2007 to $2.35).

See also P6.2, 6.4, 8.4

BENCHMARKING

B9.1 Deakin’s performance to be compared with the universities surveyed by the TEFMA – Facilities Management Services Survey of Australian, New Zealand and Hong Kong universities.

B9.2 Deakin’s surplus/revenue ratio to be compared with that of Deakin’s IPP benchmark universities.10

B9.3 Proportion of Deakin University funding from Commonwealth Government sources compared with that of Deakin’s IPP benchmark universities.

SURVEYS TO BE CONDUCTED

S9.1 Student satisfaction survey of administrative and support services (annual).

S9.2 Performance of relevant Divisions in the Survey of Senior Academic and General Staff Satisfaction with Administrative and Support Services (annual).

9 TCOIR comprises risk transfer premiums [ie insurance premiums], plus risk retention costs, plus internal risk management costs, plus external risk management costs.

10 Deakin’s IPP benchmark universities are: Curtin University, Griffith University, Macquarie University, Newcastle University, the University of South Australia and the University of Wollongong.
Deakin is well placed to **capitalise** on its reputation as a **leader** in the use of **technology**, particularly in relation to meeting changing student **expectations**.
THE MOTIFS IN THE STRATEGIC PLAN

These motifs have been created using Deakin University’s logo in a fixed composition of ‘5 points’ which represent the 5 year Strategic Plan.

The shape is modified to create a series of icons that represent key ‘stakeholders’ targeted in the Plan.

COMMUNITY  STUDENTS  STAFF  INDUSTRY  GOVERNMENT