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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.
Delivering Effective Partnerships is an ambitious Strategic Plan that will guide Deakin University’s activities in the years 2008 – 2012. It aims to ensure that by 2012 Deakin is in the top third of Australia’s universities in key performance measures, particularly those in relation to teaching and research. The achievement of the goals in this Strategic Plan will demand great resolve and a focus on producing results; it will require diligent hard work from staff who are ambitious for Deakin University’s success and optimistic about its future.

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.

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, especially those dealing with rural and regional engagement (section 4) and equity and access (section 5).

The references in the mission statement to Deakin being “relevant”, “responsive” and “innovative” are also quite clearly reflected in many of the goals and strategies in the Strategic Plan. It is, however, important to explain Deakin’s understanding of “innovation”, as different institutions use the term differently. Here it is based on the assumption that “innovation” means “new ideas into the market place”.
In some cases the “market place” is Deakin itself, as the University pioneers new processes, systems and organisational methods. Thus, innovation may involve the application of new ideas within the University, for example, the early adoption of a new piece of technology or a trimester system. Innovation may also mean the application of new ideas beyond the University, for example, through research commercialisation or by working collaboratively with industry to solve real problems.

Being “recognised as Australia’s most progressive university” is more an aspiration than a measurable target. That said, performance measures P1.3, P2.4, P5.1, P5.2, P5.3, P6.3 and P9.2 are directed at measuring progressive outcomes towards this aspiration and performance measures P3.4, P3.5, P8.1 and P8.3 provide evidence of Deakin being recognised as a progressive university. Over the life of the Strategic Plan it should be possible to point to achievements that are widely recognised as progressive and, in doing so, help to strengthen Deakin’s claim to this desired position in the higher education sector.

ADVANCING CORE COMMITMENTS

Deakin has identified six core commitments as the cornerstones of its activities. Delivering Effective Partnerships aims to ensure that Deakin becomes the very best institution that it can possibly be at advancing these core commitments.

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

<table>
<thead>
<tr>
<th>Commitment</th>
<th>Section</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>

While other sections of the Strategic Plan are more ‘enabling’ in nature, they are nonetheless just as important. Without achieving the goals in sections 6 (People, Culture and Change), 7 (Academic Support), 8 (Communication, Marketing and ‘Positioning’) and 9 (Resources, Finance and Infrastructure), it will not be possible to achieve the goals in sections 1 – 5.

DEAKIN’S DISTINCTIVE CONTRIBUTION

In developing Delivering Effective Partnerships, it has been important for Deakin to analyse and understand the current higher education environment. The unique characteristics of Deakin University that Deakin wishes to preserve and enhance have been identified as have the opportunities that there are for Deakin to develop in the five years ahead. These matters, which are dealt with in some detail later in this introduction, have been critical to the development of Deakin’s vision and goals for 2008-2012.

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)

This list has enabled Deakin to focus clearly on what it wants to achieve and, just as importantly, it has ensured that Deakin knows what it will not do.

Although Delivering Effective Partnerships is a five year Plan, it is reviewed each year, primarily to assess whether any changes are required because of changes in the external environment. At the beginning of 2010, members of the senior executive, senior managers and the university council reviewed the strategic plan in the light of the Australian Government’s policies as set out in “Transforming Australia’s Higher Education System” and “Innovation – Powering Ideas”. Surprisingly few changes were considered to be necessary.

- The Australian Government’s decision to lift and then, from 2012, remove the caps on Commonwealth Supported Places (CSP) has led to changes to some targets. The University has reassessed: the number of students Deakin should aim to enrol in each enrolment category (CSP, postgraduate fee payers, international); the Campuses at which they should be enrolled and the emphasis to be given to off campus enrolments. The changes in government policy have not led to any change to the University’s target regarding low SES enrolments (P5.1), but it is recognised that greater effort is required to reach this target.
- Minor changes have been made to the Research and Research Training section of the Strategic Plan.

Deakin does not aim to compete with or to emulate other universities; its focus is on developing its own distinctive position in the higher education sector. By being the best that it can be in its areas of core commitment, Deakin will rival other universities, although such rivalry is not, of course, an objective in itself.

Deakin is a flexible, ‘can do’ University that adapts well to change. This attitude, and the wide consultation on which Delivering Effective Partnerships has been based, augur well for achieving the ambitious goals that are set out in the Strategic Plan and for realising Deakin’s vision for its distinctive and important contribution to higher education over the next five years.

STRATEGIC PLANNING AT DEAKIN UNIVERSITY

Deakin University takes strategic planning very seriously. Its 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. When it is linked with operational planning and individual performance planning, strategic planning ensures that members of staff are working towards common goals; when business planning (including the allocation of resources for staff appointments) is also fully linked to strategic planning, the impact on the performance of a university can be significant.
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. More is said about improving performance later in this introduction.

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. The partnership concept is also important in relation to the sense of community that the University wishes to develop for its staff and its students.

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. Collegiality – the hallmark of a university - involves staff and students being seriously engaged in the life of the University and being united by common values and mutual respect. 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.

Partnerships are not new to Deakin University – for example, in 1999-2000 it shared the University of the Year Award for Outstanding Education and Training Partnerships. Since then, it has continued to develop pathways linking industry, government, the professions and other educational providers to the programs it offers. DeakinPrime, the University’s corporate education arm, has extensive experience of working in partnership with industry and with professional and government bodies to provide professional development, continuing education and lifelong learning opportunities for people in work. In addition, Deakin has developed strong partnership with TAFEs and with offshore providers of educational services.

Partnerships involve much more than entering into memoranda of understanding or even partnership agreements. For Deakin, partnerships need to be effective; they must deliver tangible outcomes. Deakin will not enter into a partnership agreement unless the aims of the partnership are consistent with the University’s mission, core commitments and values and its outcomes will advance the University’s goals as well as those of its partner.

BUILDING ON EXISTING STRENGTHS

In developing new partnerships, Deakin will primarily concentrate on partnerships in areas where it already has strengths. First and foremost, Deakin will satisfy itself that the benefits to flow to it and to its prospective partner are significant enough to warrant the time, effort and resources that will be necessary to develop the type of relationships that are a precursor to an effective partnership. If these conditions are satisfied, Deakin will work assiduously with its partner to deliver the outcomes that are envisaged. Over time, this approach will lead to Deakin being seen by governments, industry, professional associations and other educational providers within and outside Australia as the preferred ‘partner’ university and ‘the university to go to if you want something done’.

DEAKIN UNIVERSITY STRATEGIC PLAN
DELIVERING EFFECTIVE PARTNERSHIPS 2010
SEEKING ENGAGEMENT

It has been said that most partnerships move along a continuum which shows a progression based on:

- the degree of commitment;
- the change required;
- the risk involved;
- the levels of interdependence, power and trust; and
- the willingness to share turf.¹

Some partnerships rightly involve no more than networking or a sharing of information, and thus a non-binding memorandum of understanding may be executed. However, true partnerships go further; they involve collaboration² and, in such circumstances, the partners may execute a binding agreement. Many partnerships will commence at the networking end of this continuum; some may not proceed beyond this, but it is hoped that at Deakin a number of key partnerships will develop into collaborative arrangements. Indeed it is hoped that they will go further to encompass the sharing of information and resources, the modification of activities and a willingness to increase the capacity of both the partner and the University for mutual benefit and a common purpose. If the partnership reaches this point, it can be characterised as involving “engagement”.

Deakin has a core commitment to “rural and regional engagement” and section 4 of this Strategic Plan is devoted to it. There is a rich literature analysing university-community engagement of this kind.³ The Carnegie Foundation for the Advancement of Teaching has a ‘community engagement’ elective classification. It describes community engagement as “the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.” The classification draws a distinction between ‘outreach and partnerships’ and ‘curricular engagement’; the latter involves collaboration in teaching and research that addresses community identified needs, deepens students’ learning, enhances community well-being and enriches the scholarship of the institution. It is this latter kind of engagement that Deakin aims to achieve with its Geelong and Warrnambool Campus communities.

Over the course of the next five years, the University will further develop its understanding of ‘partnerships’ and ‘engagement’.

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 gap between the level of government funding and the financial resources necessary to maintain such a commitment to excellence means that Deakin must not waste its resources; it must constantly look for productivity savings and it must ensure that its programs are cost-effective. It is equally important that Deakin develops additional sources of revenue through activities that are consistent with its mission and values. While some funding will be ‘once-off’, directed at a particular project or element of the University’s capital works program, it is crucial that Deakin addresses the need for additional recurrent revenue that is discretionary as this will give it the freedom to direct it at matters which, in its judgment, will advance the aims of the University.

¹ This is adapted from the ‘coalition’ concept developed by Himmelman – see Himmelman Arthur T, “On Coalitions and the Transformation of Power Relations: Collaborative Betterment and Collaborative Empowerment” (2001) 292 American Journal of Community Psychology 277 at 277-279; see also Victorian Health Promotion Foundation Fact Sheet 1, “Partnerships”.

² The analysis in this section draws heavily on Victorian Health Promotion Foundation Fact Sheet 1, “Partnerships”; VicHealth’s “Partnership Analysis Tool”; the work of Community-Campus Partnerships for Health (a non-profit organisation that promotes health through partnerships between communities and higher educational institutions); the work of the Australian Universities Community Engagement Alliance (AUCEA), an alliance of 32 Australian universities committed to university-community engagement to promote the social, environmental and economic and cultural development of communities – see http://www.aucea.net.au; and work undertaken by my colleagues, Dr Iain Butterworth and Dr Josephine Palermo from Deakin University’s School of Health and Social Development in the Faculty of Health, Medicine, Nursing and Behavioural Sciences.

³ See, for example, Proceedings of the 2005 Australian Universities Quality Forum, “Engaging Communities” Sydney, 6-8 July, 2005, particularly the work of Professor Judith A Ramaley, “Engagement and the Integration of Research and Education: A New Meaning of Quality”.

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.
The emphasis on cost-effectiveness and the identification of sources of additional revenue must never compromise the values of the University. Accordingly, 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 acquitted its obligations as a custodian of public funding. The accountability mechanisms are explained at the end of the Strategic Plan.

Steps will also be taken each year to advance Deakin’s undertaking and capacity to act in a more environmentally responsible manner.

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 such as the Learning and Teaching Performance Fund and the new 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 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).

Universities are not immune from changes in the economy. In the 2008 iteration of this Strategic Plan I said “in a buoyant Australian economy, access to higher education is not always seen as a priority.” By 2009 the global financial crisis had changed the settings; I made the point that “in difficult economic times, people recognise the advantage that having a degree can give them in the employment market and people who might not otherwise do so in a buoyant economy, return to study for further qualifications or to obtain a first qualification.” In 2010 we face uncertainty arising from the impact of changes to Australian Government policies regarding visa requirements for international students and the rules regarding permanent residency.

There are some constant features created by the economic environment. For example, working patterns demand that workers be life-long learners and there is an expectation on the part of employers that employees will enhance their qualifications during their working life. The goals and strategies in several sections of the Strategic Plan address these matters; see, in particular strategies 4.5, 4.6, 4.7, 5.3, 5.5, 8.3, 8.5 (demand) 1.8, 1.9 and 1.10 (life-long learning).

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;
Deakin University strategic plan
Delivering effective Partnerships 2010

- 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).

Responding appropriately to these aspects of the higher education environment will require excellent planning and implementation.

Deakin has strategies in place to improve its research performance (see section 2) and is directing significant resources to this, but Excellence in Research for Australia (ERA) is based on lag indicators over which the University has no control at this time.

FACTORS THAT HAVE INFLUENCED THE DEVELOPMENT OF THE STRATEGIC PLAN

1 UNIQUE CHARACTERISTICS

In developing Delivering Effective Partnerships, Deakin identified certain characteristics that the University wishes to preserve and advance. They are its:

Community relationships
Deakin University is a regional University with two Campuses in Geelong and one in Warrnambool; it also has a large Campus in metropolitan Melbourne. Deakin’s head office is at its Geelong Waterfront Campus and it enjoys excellent relationships with both the Geelong and Warrnambool communities.

Creating similar community relationships at the Melbourne Campus at Burwood is more difficult given the more disparate nature of the area that it serves. Nonetheless, as is the case with Geelong and Warrnambool, a Melbourne Community Leaders’ Group has been formed to advise the University on its activities (see also strategy 8.6).

Contemporary, friendly and welcoming environment
Deakin is seen as a contemporary, modern University and it has a reputation as a friendly and welcoming institution. These are characteristics that the University wishes to preserve and advance (see strategies 1.2, 2.7, 5.2, 6.3, 7.2).

Flexible education platform
Having a background as a distance education provider and a reputation as a leader in the use of technology, Deakin has an excellent platform from which to achieve its goal in relation to flexible education (see section 1).

Effective research partnerships
Deakin will build on its reputation for effective research partnerships and on its strong research priority areas (see strategies 2.1 and 2.2). The Geelong Technology Precinct at the Geelong Campus at Waurn Ponds will remain the focus of its industry-research partnership initiatives (see strategy 2.3).

Indigenous education
Deakin is Victoria’s largest provider of Indigenous education and one of the largest in Australia. It has a unique community-based program delivery model. The University hopes that its partnership with Indigenous communities, particularly through the Victorian Aboriginal Education Association Inc (VAEAI), can be developed further so that it becomes one that is characterised by “engagement” (see strategies 1.12, 2.9 and 4.3).

Business, health and education programs
Over the period 2008-2012, Deakin intends to further develop and enhance its reputation as a leader in business, health and education teaching programs (see strategy 8.3). It intends to capitalise fully on the opportunities provided by the introduction of its Medical School.

DeakinPrime activities
Through the work of its corporate education arm – DeakinPrime – the University is a major provider of continuing education for people in work (in 2007 DeakinPrime delivered programs to more than 50,000 people in work). Over the life of this Strategic Plan Deakin will capitalise on DeakinPrime’s excellent reputation for working in partnership with industry and government bodies (see strategy 1.10).
2 OPPORTUNITIES

The development of this Strategic Plan took place over a lengthy period of time and involved wide consultation, both internally and externally. In the course of this process, a number of opportunities for Deakin to develop were recognised. These opportunities must be capitalised upon if Deakin is to achieve its planned growth in student and staff numbers and in its research active staff.

Partnerships

Deakin is well placed to work in partnership with industry, government, other education providers and professional associations in relation to teaching and research (see strategies 1.9, 1.10, 1.12, 1.14, 2.2, 2.3, 2.10, 3.4, 3.7, 3.11, 4.1, 5.5 and 8.5).

There are also opportunities for Deakin in relation to research partnerships, particularly to capitalise on the University’s approach to research that integrates discovery research, applied research and commercial applications. This ‘integrated’ approach ensures that the research undertaken at Deakin is “research that makes a difference” in the real world (see strategies 2.2 and 2.3).

The University’s research may be advanced by developing collaborative research facilities at the Geelong Campus at Waurn Ponds and at the Warrnambool Campus. Such facilities would not be available elsewhere because of lack of space (see strategy 2.6).

Advancing the interests of rural and regional areas

Deakin is a rural and regional education provider and there are opportunities to work in partnership with governments to advance the interests of rural and regional areas (see strategies 4.1, 4.2, 4.8 and 4.9).

Use of technology

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 (see strategy 7.2).

The market upon which Deakin established its reputation for distance education, that is, the market for off-campus, mature age, direct entry undergraduate students, has declined significantly. Nonetheless, Deakin can use its background as a distance education provider to emphasise the flexibility that it offers students in terms of teaching and delivery modes (see the definition of “flexible education” in the Teaching and Learning goal).

New facilities

The modern facilities at the Melbourne Campus at Burwood make it possible for Deakin to attract more international and domestic students (see the following performance measures and targets: P3.1 and P8.4).

SIZE OF THE UNIVERSITY

In 2007 Deakin had more than 23,000 equivalent full time students, 1,221 full time equivalent academic staff and 1,403 full time equivalent general staff (these staffing numbers include casuals). In the 2008 and 2009 iterations of Delivering Effective Partnerships the aim was to increase student load by at least 3 per cent per annum so that by 2012 Deakin would have some 26,300 equivalent full time students (EFTSL). This target was, however, all but achieved in 2009 when the University had 26,275 EFTSL. At the 2010 Planning Conferences, the target for student load was revised to take into account, not only the achievement of the target, but also the Australian Government’s decision to lift and then, from 2012, remove the caps on Commonwealth Supported Places. It was decided that the University should continue to grow, but not at the rate that it has been growing in recent years. Accordingly, a target of 30,486 EFTSL has been set for 2012.

Deakin aims to achieve a student: staff ratio of no more than 20:1; accordingly it aims to have at least 1,524 full time equivalent academic staff in 2012 (there were 1,400 full time equivalent academic staff in 2009 with a student: staff ratio of 18.4:1).

Deakin aims to have an academic to general staff ratio of 1:1.12 which means that it will have 1,707 full time equivalent general staff in 2012 (there were 1,578 full time equivalent general staff in 2009 with an academic to general staff ratio of 1:1.13).4

Deakin plans to have at least 75 per cent of its staff research active by 2012 (see section 2).

4 All of these figures include casuals.
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 Senior Executive, Senior Managers (this includes Deans, Heads of Schools and Research Institutes, Directors of Divisions and Heads of Units) and the University’s Council. In many cases the annual data will be 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.

Deakin has not sought to compare itself with this group because these universities have common characteristics in terms of the way they were established or their geographical location, but, rather, 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.

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.

A FINAL WORD
During the extensive consultation process that informed the development of this Strategic Plan, I was struck by the sense of optimism about Deakin’s future that was shared by staff, students and our external communities. In the first two years of the operation of the Strategic Plan this has been reinforced in my many interactions with staff, students and external communities; the goals and strategies set out in Delivering Effective Partnerships appear to have been enthusiastically embraced. The sense of optimism and enthusiasm appears also to be shared by applicants for positions at Deakin. Delivering Effective Partnerships has certainly placed the University in a strong position to respond to the Australian Government’s plans for the sector. This augurs well for the future.

This will be my last introduction to Deakin University’s Strategic Plan. I believe that Strategic and Operational Planning have served the University well since they were introduced in 2003. My successor, Professor Jane den Hollander, takes up her appointment on 19 July, 2010. She will bring new perspectives and energy to Deakin. I am sure that the University will continue to progress under her leadership and I will follow the achievements of Deakin University with enormous interest.

Professor Sally Walker
Vice-Chancellor
DELIVERING 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; and to be recognised as a national leader in flexible education.

**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 Institute of 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.
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 Carrick Institute 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 IAF benchmark universities.

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 IAF benchmark universities.

**SURVEYS TO BE CONDUCTED**

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

S1.2 Performance of the Institute of 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).

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7 Deakin’s IAF 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 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.

8 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\(^9\) 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 IAF benchmark universities.

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

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\(^9\) 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
SECTION 3
INTERNATIONALISATION

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
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 IAF benchmark universities.\(^{10}\)

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

B3.4 The proportion of international load to total student load to be compared with that of Deakin’s IAF 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).

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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**.
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 to:
- reach a participation level of at least 18% for students from low socio-economic backgrounds by 2012 (12.3% in 2006);
- achieve a success rate for students from non-English speaking backgrounds that is comparable with non-NESB peers by 2012 (0.94 in 2006).
- achieve success and retention rates 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 level 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 rate for Indigenous students of at least 0.60 (0.55 in 2006) and a retention rate 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).
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 IAF 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.

12 Deakin’s IAF 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 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).
SECTION 9
RESOURCES, FINANCE AND INFRASTRUCTURE

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 IAF benchmark universities.14

B9.3 Proportion of Deakin University funding from Commonwealth Government sources compared with that of Deakin’s IAF 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).

13 TCOIR comprises risk transfer premiums (ie insurance premiums), plus risk retention costs, plus internal risk management costs, plus external risk management costs.

14 Deakin’s IAF benchmark universities are: Curtin University, Griffith University, Massey 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**.
DEAKIN UNIVERSITY’S ANNUAL PLANNING AND CONTINUOUS QUALITY IMPROVEMENT CYCLE

DEAKIN’S MISSION, CORE COMMITMENTS AND VALUES

Goal
What are we trying to achieve over the five years of the plan?
[STRATEGIC PLAN]

Enterprise Resourcing Plans
- Enrolment Plan
- Strategic Asset Management Plan
- Academic Staff Plan
- Information and Communication Technology Plan

Strategy
What strategies are to be used over the five years of the plan to achieve the goal?

Target
What action is being taken in the relevant year to make progress towards achieving the five year goal?
[OPERATIONAL PLAN]

Re-planning
Having reviewed outcomes from the relevant year, what changes should be made to the strategies and/or what new targets should be set for the following year?
[PREP REPORT]

Performance Review and Evaluation
What results have been achieved in relation to this target in the relevant year?
[PREP REPORT]

School, Division and Unit Work Plans

Advisory Boards

Faculty, Institute and other areas Operational Plan targets

Functional Area Plans *

Staff Survey results

Review of Risk

Deakin’s Business Plan

Quality Improvement Plan

* Teaching and Learning Plan; Research and Research Training Plan; Internationalisation Plan; Rural and Regional Engagement Plan; Equity and Access Plan; People, Culture and Change Plan; Academic Support Plan; and Communication, Marketing and ‘Positioning’ Plan.
Deakin’s annual planning cycle is the process by which the University formally coordinates its planning and resource allocation activities, engages in a systematic monitoring of performance outcomes and makes its re-planning decisions. The Cycle serves as an integrated planning and budget model that embeds continuous improvement at every level of operations. Its application is an important demonstration of a number of Deakin’s values. In addition to continuous improvement, it highlights the University’s commitment to excellence, accountability and collegiality.

The Planning and Resources Committee (PRC) plays a crucial role in all aspects of the Annual Planning Cycle. The PRC is chaired by the Vice-Chancellor and its membership includes all members of the Senior Executive, Deans, the Director of the Institute of Koorie Education, the Chair of the Academic Board, the Director, Quality Improvement and a student representative. Deakin can therefore be confident that its plans and budgets are prepared with input from all sections of the University.

The process for reviewing and evaluating performance engage not only members of the PRC, but also Heads of Schools, Directors of Institutes and Divisions and other senior managers. This broad participation is vital and reflects Deakin’s firm belief that the pursuit of excellence must necessarily involve all senior staff members, with each accepting responsibility for the outcomes achieved and for ongoing efforts to improve performance.

Integration is a major feature of the Annual Planning Cycle; its effectiveness depends on key linkages. Over the period of the 2003-2007 Strategic Plan, these linkages were developed and refined, and it is expected that they will continue to evolve during the life of the 2008-2012 Strategic Plan.

Deakin’s Annual Planning Cycle is designed to:
- articulate a strong and coherent connection between the longer-term goals identified in the Strategic Plan and the University’s annual priorities (integrated planning);
- provide a robust and transparent process for aligning plans and resources through business and enterprise resource-planning (linking planning and resource allocation);
- facilitate regular reflection on outcomes and re-planning by providing comprehensive and reliable reporting and evaluation processes (linking performance review and evaluation with performance improvement);
- drive individual behaviour and thereby a continuous improvement of organisational performance in all areas of the University (linking individual and organisational accountability).

The elements of the Annual Planning Cycle are described in more detail in the following pages. The Cycle is then presented as an annual timetable of activities.

INTEGRATED PLANNING

Deakin’s planning framework consists of a tiered system of interlocking plans that permeate all areas of the University’s operations. It is designed to ensure that the activities of each and every Faculty, Institute, Centre, administrative area and member of staff are focused on advancing Deakin’s mission and core commitments in a way that is consistent with Deakin’s values.

At the highest level, the Strategic Plan sets out Deakin’s long-term (5 year) goals and strategies to advance its mission and core commitments. It is organised into nine sections, with each containing:
- a specific goal;
- strategies to achieve that goal;
- performance measures and targets to be achieved by the end of the strategic planning period;
- information on benchmarking to be undertaken;
- surveys to be conducted.
Deakin’s Council approved the 2008-2012 Strategic Plan, entitled *Delivering Effective Partnerships*, in April 2008. It is not envisaged that major changes will be made to the Plan over its five-year life, although it will be subject to annual revision, primarily to enable appropriate response to changes in the external environment.

*Delivering Effective Partnerships* is reinforced by a suite of University-wide **Functional Area Plans** that address each of its goals, such as teaching and learning, research, and internationalisation. The Functional Area Plans provide more detail regarding the implementation of the strategies set out in the Strategic Plan.

Like the Strategic Plan, each Functional Area Plan has a five-year life and is subject to an annual review. The latter is usually no more than a ‘light touch’, unless a specific need or event calls for a more extensive examination.

Functional Area Plans provide an important link between the University’s longer-term Strategic Plan and its annual **Operational Plan**. They interpret the strategies contained in the Plan and relate them to an operational context. For this reason, the University's targets for future-year annual Operational Plans will be derived, in part, from each Functional Area Plan, subject to the availability of resources.

The University’s Operational Plan sets out the immediate priorities – in the form of measurable targets for the year – to advance the goals contained in the Strategic Plan. It is developed by the PRC for consideration by the Council. The timetable for developing and refining its targets is as follows:

- In May the PRC considers the first draft of the Operational Plan for the following year. This is developed having regard to the strategies identified in the Strategic Plan and the more detailed Functional Area Plans.
- In July PRC holds its Performance Review and Planning Conference. At this time the targets for the following year’s Operational Plan are refined based on forecasts of student load, staffing levels and budgetary considerations, including the level of funding to be applied to capital expenditure. Decisions are made regarding the funding of specific strategic initiatives and these decisions are reflected in the Operational Plan. Consideration is also given to progress against the current year’s targets.
- In September PRC holds its Budget Conference. At this stage planning and resource allocation are formally linked and final adjustments are made to the targets in the Operational Plan.
- In November, the University’s Operational Plan and Budget for the following year are presented to Council for approval.
- In February Deakin’s Council approves an Addendum to the Operational Plan. The Addendum consists of a set of targets representing new or additional actions to be pursued in the current year that have been identified from the review of the previous year’s performance.

Planning is integrated at Deakin through the development of **Faculty, Institute and other areas Operational Plans** that conform with and advance the University’s Operational Plan. In developing these second-level operational plans, Faculties, Institutes and other areas are expected to include additional targets that advance Deakin’s strategic goals.

Faculty, Institute and other areas Operational Plans for the following year are approved by the Vice-Chancellor in December. The planning framework is cascaded further to Schools within Faculties and to work units within other organisational areas and, ultimately, to individual performance plans. By linking and aligning plans in this way, all areas of the University and all members of staff can share a common understanding of Deakin’s goals and contribute to their achievement.
The integrated nature of Deakin’s planning, accountability and evaluation framework is shown below.

**LINKING PLANNING AND RESOURCE ALLOCATION**

To be effective, strategic and operational planning must be linked to business planning. The process of aligning budget allocations with planning priorities is primarily the responsibility of the PRC. In April the Committee considers a set of high-level parameters to guide the framing of the University’s budget for the following year. This provides important guidance in relation to such matters as the availability of resources to support operational priorities, longer-term strategic initiatives and capital expenditure.

In June Deakin’s Council considers a draft version of the University’s Operational Plan for the following year and approves an annual allocation to support its operating budget and capital expenditure program. This allows sufficient time for the Plan’s refinement, together with those of Faculties, Institutes and other areas, based on budgetary and other considerations.

Major refinement of the Plan occurs as a consequence of the PRC’s July Performance Review and Planning Conference. At this time the resourcing implications of the University’s plans are examined in the context of its mid-year performance, as well as its future-year forecasts for student load, staffing levels and capital expenditure. The PRC’s July Conference includes consideration of the financial incentives and resource efficiency measures to be included in the budget process. It is also the forum for determining the outcomes of bids for competitive funding for initiatives that will advance Deakin’s strategic objectives.

All of these factors inform the development of the Faculty, Institute and other areas Operational Plans, which are presented at the September PRC Budget Conference. At this stage, final adjustments are made to the targets in the University’s Operational Plan to align planning goals with resources. Following the Conference, the PRC recommends the University’s **Operational Plan, Budget, and Capital Expenditure Program** for the following year to the Council, which considers them at its November meeting.
Over the course of *Delivering Effective Partnerships*, Deakin will continue to improve the alignment of its planning and resource allocation activities. Improved capacity to fund longer-term strategic initiatives and improved allocation and utilisation of the University’s capital resources are some of the enhancements to be achieved during the current strategic planning period. This will be guided by the ongoing work of Deakin’s financial management improvement project.

**LINKING PERFORMANCE REVIEW AND EVALUATION WITH PERFORMANCE IMPROVEMENT**

The accountability and evaluation components of the Annual Planning Cycle constitute a systematic process for performance review and re-planning. The Council sets Deakin’s mission and strategic direction by approving the University’s Strategic and Operational plans. Each February it formally evaluates Deakin’s performance by examining the outcomes achieved against the targets in the previous year’s Operational Plan. The *Strategic Plan Report* records progress against the performance measures, benchmarking and surveys set out in the Strategic Plan. The Council also reviews the University’s budget performance by way of periodic reports and conducts a mid-year review of financial and operational performance each August.

The process of developing the documents required for the formal performance review each February is a major component of Deakin’s quality improvement framework. At the beginning of the year, each Faculty, Institute and other areas submits a Performance Review, Evaluation and Planning (PREP) report, outlining the performance of their areas of responsibility against the targets set out in their respective Operational Plans. The PREP process integrates Deakin’s approach to continuous quality improvement, requiring the identification of actions for improvement in light of the performance review and evaluation.

The Vice-Chancellor meets with representatives from each Faculty, Institute and other areas in early February to discuss the PREP report and relevant outcomes to emerge from other University performance-reporting documents. At these meetings, agreement is reached on the actions for improvement to be incorporated into the current year’s plan. This information is issued as an Addendum to the respective Faculty, Institute or other areas Operational Plan.

When the Council evaluates Deakin’s performance later in February, it does so in the knowledge that the documents before it have been developed following a comprehensive and authentic process of performance appraisal undertaken across all areas of the University. The Council then completes the process by approving a set of targets to be issued as an Addendum to the University’s Operational Plan. The targets reflect those actions for improvement or re-planning from the recent performance review and evaluation process that have not already been captured by the relevant year’s Operational Plan.

These annual procedures are enhanced by periodic reviews of Faculties, Institutes and other areas by panels that must include external experts. Actions for improvement arising from such reviews are included in the relevant Operational Plan (either in the Addendum to the current plan or in the following year’s plan) and thus are integrated into the Annual Planning Cycle.

**LINKING INDIVIDUAL AND ORGANISATIONAL ACCOUNTABILITY**

By completing the PREP process early in the year, Deakin is able to link its organisational plans with the goals of individual staff members. The annual staff Performance Planning and Review (PPR) process involves two elements:

- the establishment of individual, measurable goals for the year;
- two reviews of performance – at mid-year and end-of-year.

Performance bonuses are available to eligible staff who exceed their goals. The PPR process enables the alignment of individual accountability with Deakin’s key objectives. This is most apparent in the case of Deans, members of the Senior Executive and the Vice-Chancellor in respect of whom performance indicators are designed to reflect and advance the University’s Operational Plan for the relevant year. The Vice-Chancellor conducts PPR meetings with each member of the Senior Executive and with each Dean following the finalisation of PREP reports; and mid-year PPR reviews coincide with the mid-year review of operational plan performance.
Over the life of *Delivering Effective Partnerships*, Deakin will continue to develop and strengthen its human resources practices, including its individual staff planning and performance review processes, to enhance their alignment with Deakin’s strategic goals. This will be guided by the work of Deakin’s Improving Productivity through Workplace Reform project, a major initiative funded by the then Department of Education, Science and Training.

A range of other accountability mechanisms are in place to underpin the sound management of the University. The Council approves Deakin’s Annual Report in March for transmission to the Victorian Minister for Skills and Workforce Participation. The Report provides detailed information about the University’s operations, as well as the audited financial statements for the previous year and other information required by legislation and governance arrangements. Deakin also submits various reports and documentation to the Commonwealth Department of Education, Employment and Workplace Relations as part of the requirements of its annual Funding Agreement and the Institution Assessment Framework submission.

Internal audit and risk management processes provide a further level of accountability. The Council’s Audit and Risk Committee approves an annual audit plan that governs the University’s Internal Audit operations. Its goal is the delivery of regular, independent audits that evaluate the effectiveness of Deakin’s systems of internal control. Internal Audit findings are reported to the Vice-Chancellor and members of the Senior Executive, who have the opportunity to assess the adequacy of the management response to the findings, and, if necessary, to request additional information and action. This exercise of executive authority results in a more thorough and rigorous internal audit procedure, as the Vice-Chancellor and members of the Senior Executive must be satisfied that any recommendations made by Internal Audit have been or will be adequately addressed.

The University’s risk register is reviewed annually and reported to Council via its Audit and Risk Committee. It outlines the strategic risks facing Deakin, together with the controls in place to manage them. It draws upon risks identified in registers maintained by Faculties, Institutes and other areas; these registers are reviewed annually by the Risk and Compliance Management Subcommittee of the PRC. By involving the PRC in this way, action required to address identified risks can be incorporated into the University’s planning cycle, if necessary.

**A FINAL WORD ON VALIDATING PROCESSES**

The processes outlined in relation to planning, resource allocation, accountability and evaluation reflect the requirement that every staff member accepts responsibility for achieving the University’s goals and for striving for continuous quality improvement.

External validation of the effectiveness of Deakin’s Annual Planning Cycle has been provided by the Australian Universities Quality Agency in its 2004 audit of the University (the next audit is scheduled for 2011), as well as annually through the Institution Assessment Framework undertaken by the then Department of Education, Science and Training.

While this external validation is welcome, it does not lessen Deakin’s commitment to the pursuit of continuous improvement in its processes. In 2007 Deakin commissioned an external review of its Annual Planning Cycle and a small number of areas were identified for improvement. These were incorporated in the revisions made to the 2008 Annual Planning Cycle. Other actions are occurring to achieve enhanced alignment of resource allocation and to improve the planning and performance review processes for staff. This highlights in a very real sense Deakin’s determination to continue to improve its performance outcomes at every level and, in doing so, to enhance its distinctive position in Australia’s higher education sector.
This provides an overview of the most significant activities that constitute Deakin’s planning, resourcing, accountability and evaluation cycle. Detailed schedules of business for the committees referred to in this document are available from Deakin’s website.
### JANUARY

<table>
<thead>
<tr>
<th>Committee</th>
<th>Activity</th>
<th>Responsible Officer</th>
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<tbody>
<tr>
<td></td>
<td>Preparation of Annual Report and Annual Accounts.</td>
<td>Vice-Chancellor and Chief Financial Officer</td>
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<tr>
<td></td>
<td>Preparation of the University’s Report against Operational Plan for previous year and the previous year’s Strategic Plan Report.</td>
<td>Director, Quality Improvement</td>
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<tr>
<td></td>
<td>Vice-Chancellor receives Performance Review, Evaluation and Planning (PREP) reports from Faculties and other areas.</td>
<td>Members of the Senior Executive and Deans</td>
</tr>
<tr>
<td>Senior Executive Planning Conference</td>
<td>Preliminary discussion of University, Faculty and other areas PREP reports, the Strategic Plan Report and the Quality Improvement Plan. Identification of high-level issues to be addressed in the current year.</td>
<td>Senior Executive</td>
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### FEBRUARY

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<thead>
<tr>
<th>Committee</th>
<th>Activity</th>
<th>Responsible Officer</th>
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<tbody>
<tr>
<td></td>
<td>Visits by Vice-Chancellor to Faculties, Institutes and other areas to discuss Performance Review, Evaluation and Planning reports and identified areas for improvement.</td>
<td>Vice-Chancellor, Senior Executive and Deans</td>
</tr>
<tr>
<td></td>
<td>Senior Executive and Deans Performance, Planning and Review (PPR) meetings.</td>
<td>Vice-Chancellor, Senior Executive and Deans</td>
</tr>
<tr>
<td>Academic Board</td>
<td>Consider the report of the review by the Academic Board of its own performance.</td>
<td>Chair, Academic Board</td>
</tr>
<tr>
<td></td>
<td>Consider annual reports on activities of MIBT, TAFE alliances and agreements from an academic perspective.</td>
<td>Deputy Vice-Chancellor (Academic)</td>
</tr>
<tr>
<td></td>
<td>Consider reports on exchange partnerships and offshore teaching partnerships.</td>
<td>Deputy Vice-Chancellor (International and Development)</td>
</tr>
<tr>
<td>Senior Managers’ Planning Conference and Planning and Resources Committee Meeting</td>
<td>Consider planning and resources implications from the: – Report on University performance against Operational Plan (University PREP report) – Strategic Plan Report – Quality Improvement Plan. Consider plans for addressing the high-level issues identified for the current year. Contribute to the development of the University’s Strategic Plan, 2008-2012.</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td></td>
<td>Consider the Report on Enrolment Plan outcomes from previous year and preliminary indication of current year enrolment and revenue outcomes.</td>
<td>Deputy Vice-Chancellor (Academic) and Chief Financial Officer</td>
</tr>
<tr>
<td></td>
<td>Consider possible amendments to current year’s Operational Plan and commence planning for next year’s Operational Plan.</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td></td>
<td>Consider annual reports on activities of MIBT and TAFE alliances and agreements from a strategic perspective.</td>
<td>Deputy Vice-Chancellor (Academic)</td>
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<tr>
<td></td>
<td>Consider annual report on activities of DUELI.</td>
<td>Deputy Vice-Chancellor (International and Development)</td>
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**FEBRUARY (CONT)**

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<thead>
<tr>
<th>Committee</th>
<th>Activity</th>
<th>Responsible Officer</th>
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<tbody>
<tr>
<td>Finance and Business Affairs Committee</td>
<td>Approve tuition fees and charges for onshore international and domestic student for following year.</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td>Council Meeting and Council Planning Conference</td>
<td>Receive the:</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td></td>
<td>- Report on University performance against Operational Plan (University PREP report)</td>
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<tr>
<td></td>
<td>- Strategic Plan Report</td>
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<td>- Quality Improvement Plan</td>
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<tr>
<td></td>
<td>- Report on Enrolment Plan outcomes from previous year and preliminary indication of current year enrolment and revenue outcomes</td>
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<tr>
<td></td>
<td>- Report on budget outcomes from previous year. Receive report on high-level issues identified as needing to be addressed in the current year. Receive report on high-level issues identified as needing to be addressed in the current year.</td>
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<tr>
<td></td>
<td>Consider possible amendments to Operational Plan for current year, issued as an Addendum to the Plan.</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td></td>
<td>Consider and contribute to the development of the University’s Strategic Plan, 2008-2012.</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td></td>
<td>Report on University Governance, including:</td>
<td>Vice-Chancellor</td>
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<tr>
<td></td>
<td>- Fulfilment of Council’s functions and obligations under legislations</td>
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<td></td>
<td>- Actions taken under Council delegations</td>
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<td></td>
<td>- Compliance with Nation Governance Protocols (no longer binding, but still considered to be good governance process)</td>
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**MARCH**

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<thead>
<tr>
<th>Committee</th>
<th>Activity</th>
<th>Responsible Officer</th>
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</thead>
<tbody>
<tr>
<td>Audit and Risk Committee</td>
<td>Consider the University’s annual audited financial statements from previous year for accuracy and compliance with appropriate standards, and, if appropriate, recommend to Council that they be signed for inclusion in the University’s Annual Report.</td>
<td>Chief Financial Officer</td>
</tr>
<tr>
<td></td>
<td>Consider a management report from the office of the Victorian Auditor- General in relation to the University’s annual financial statements from previous year.</td>
<td>Chief Financial Officer</td>
</tr>
<tr>
<td>Finance and Business Affairs Committee</td>
<td>Consider University’s annual audited financial statements from previous year with regard to content, impact and consistency with the University’s strategic objectives and, if appropriate, recommend to Council that they be received.</td>
<td>Chief Financial Officer</td>
</tr>
<tr>
<td>Academic Board</td>
<td>Consider recommendations regarding the approval of all new undergraduate courses proposed for introduction in the next year for inclusion in the VTAC Guide.</td>
<td>Chair, Academic Board</td>
</tr>
<tr>
<td>Planning and Resources Committee</td>
<td>Consider report on student evaluation of teaching and units from trimester 2, previous year.</td>
<td>Deputy Vice-Chancellor (Academic)</td>
</tr>
<tr>
<td>Council</td>
<td>Approve the University’s Annual Report for the previous year.</td>
<td>Vice-Chancellor</td>
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<tr>
<td>APRIL</td>
<td>Committee</td>
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<td>Call for capital bids and bids for strategic initiative funding.</td>
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<td>Meetings with Deans to provide input on load to the planning and budgeting processes.</td>
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<td>Development of the Enrolment Plan for the next triennium commences.</td>
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<td></td>
<td>Council</td>
<td>Receive internal financial statement for previous year and reports of performance against business plans from University controlled commercial entities.</td>
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<tr>
<td></td>
<td>Planning and Resources Committee</td>
<td>Consider the enrolment planning parameters for the Enrolment Plan for the next three years.</td>
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<td>Consider any necessary funding adjustments in light of performance against Enrolment Plan targets.</td>
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<td>Consider budget parameters for the next year including those for the operating budget and for capital expenditure.</td>
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<td></td>
<td>End April</td>
<td>Consider the University's internal financial statements for the first quarter, including review of Faculty and other areas performance against budget.</td>
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<td>Vice-Chancellor and Deputy Vice-Chancellors meet with Heads of School.</td>
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<td>Annual Reports from all Centres/Institutes due.</td>
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<tr>
<td>MAY</td>
<td>Committee</td>
<td>Activity</td>
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<tr>
<td></td>
<td></td>
<td>Preparation of Deakin’s Institution Assessment Framework submission to the Department of Education, Employment and Workplace Relations (depending on DEEWR deadline).</td>
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<tr>
<td></td>
<td></td>
<td>Development of Budget for next year and Business Plan for the triennium commences.</td>
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<td></td>
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<td>Submission of capital bids due.</td>
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### MAY (CONT)

<table>
<thead>
<tr>
<th>Committee</th>
<th>Activity</th>
<th>Responsible Officer</th>
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</thead>
<tbody>
<tr>
<td>Academic Board</td>
<td>Consider the outcomes of the review of Faculty annual course review reports.</td>
<td>Chair, Academic Board</td>
</tr>
<tr>
<td></td>
<td>Consider recommendations for changes to Faculty domestic student selection rules and changes to middle band statements for inclusion in the relevant VTAC publications.</td>
<td>Chair, Academic Board</td>
</tr>
<tr>
<td></td>
<td>Consider an annual compliance report from Faculties hosting VET courses.</td>
<td>Chair, Academic Board</td>
</tr>
<tr>
<td></td>
<td>Consider a report on Faculties’ compliance with student selection rules for trimester 2 and trimester 3, 2009.</td>
<td>Chair, Academic Board</td>
</tr>
<tr>
<td></td>
<td>Receive a report regarding the administration of University policy and Faculty admission and selection rules in the selection of international fee-paying students for trimester 3, 2009.</td>
<td>Chair, Academic Board</td>
</tr>
<tr>
<td>Finance and Business Affairs Committee</td>
<td>Consider the budget parameters including those for the operating budget and for capital expenditure for next year. Recommend allocations for operating budget and capital expenditure for next year.</td>
<td>Chief Financial Officer</td>
</tr>
<tr>
<td></td>
<td>Receive the DUSA financial statements for previous year.</td>
<td>Deputy Vice-Chancellor (Academic)</td>
</tr>
<tr>
<td>Planning and Resources Committee</td>
<td>Consider draft University Operational Plan for next year.</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td></td>
<td>Receive report on student evaluation of teaching and units from trimester 3.</td>
<td>Deputy Vice-Chancellor (Academic)</td>
</tr>
<tr>
<td></td>
<td>Consider the Indigenous Education Statement prepared as part of Deakin’s Institution Assessment Framework submission (depending on DEEWR deadline).</td>
<td>Director, Institute of Koorie Education</td>
</tr>
<tr>
<td>End May</td>
<td><strong>Activity</strong></td>
<td><strong>Responsible Officer</strong></td>
</tr>
<tr>
<td></td>
<td>Finalise annual iteration of the Functional Areas Plans.</td>
<td>Relevant members of the Senior Executive</td>
</tr>
</tbody>
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### JUNE

<table>
<thead>
<tr>
<th>Committee</th>
<th>Activity</th>
<th>Responsible Officer</th>
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<tbody>
<tr>
<td>Academic Board</td>
<td>Consider Faculties’ responses to the outcome of the student evaluation of teaching and units for trimester 2, previous year.</td>
<td>Chair, Academic Board</td>
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<td></td>
<td>Consider reports on the:</td>
<td>Chair, Academic Board</td>
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<tr>
<td></td>
<td>– annual review of research training from each Faculty</td>
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<td>– annual survey of higher degree by research students</td>
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<td>– outcomes of the most recent PREQ</td>
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<tr>
<td></td>
<td>Receive a report regarding the administration of Faculty admission and selection rules in the selection of international fee-paying students for trimester 1, 2010.</td>
<td>Chair, Academic Board</td>
</tr>
<tr>
<td>Council</td>
<td>Determine the budget parameters for next year including those for the operating budget and for capital expenditure.</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td></td>
<td>Consider draft University Operational Plan for next year.</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td></td>
<td>Receive the University’s internal financial statements for the most recent period and reports of performance against business plans from University controlled commercial entities.</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td></td>
<td>Receive a report on University compliance.</td>
<td>Vice-Chancellor</td>
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<td></td>
<td>Receive a report on University risk management.</td>
<td>Vice-Chancellor</td>
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### JUNE (CONT)

<table>
<thead>
<tr>
<th>Planning and Resources Committee</th>
<th>Activity</th>
<th>Responsible Officer</th>
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<tbody>
<tr>
<td>Consider Deakin’s Institution Assessment Framework submission to the Department of Education, Employment and Workplace Relations (depending on DEEWR deadline).</td>
<td>Vice-Chancellor</td>
<td></td>
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<tr>
<td>Consider a report on the status of risk registers including consideration of the University Risk Register.</td>
<td>Chief Financial Officer</td>
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</tr>
<tr>
<td>Recommend Commonwealth Supported student contribution rates.</td>
<td>Deputy Vice-Chancellor (International and Development)</td>
<td></td>
</tr>
<tr>
<td>Consider proposed approach for the development of next year’s operating expenditure budget.</td>
<td>Chief Financial Officer</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>End June</th>
<th>Activity</th>
<th>Responsible Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission of reports on mid-year performance against current year’s operational plans from Faculties, Institutes and other areas due.</td>
<td>Senior Executive and Deans</td>
<td></td>
</tr>
<tr>
<td>Submission of bids for strategic initiative funding due.</td>
<td>Senior Executive and Deans</td>
<td></td>
</tr>
</tbody>
</table>

### JULY

<table>
<thead>
<tr>
<th>Committee</th>
<th>Activity</th>
<th>Responsible Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Board</td>
<td>Consider Faculties’ responses to the outcome of the student evaluation of teaching and units for the most recent trimester 3 period.</td>
<td>Chair, Academic Board</td>
</tr>
<tr>
<td></td>
<td>Consider recommendations regarding the approval of courses proposed for introduction in the next year for inclusion in the VTAC Bulletin.</td>
<td>Chair, Academic Board</td>
</tr>
<tr>
<td>Planning and Resources Committee Performance Review and Planning Conference and meeting</td>
<td>Consider the University’s internal financial statements for the period ended 30 June, including review of Faculty, Institute and other areas performance against budget.</td>
<td>Chief Financial Officer</td>
</tr>
<tr>
<td></td>
<td>Report on mid-year performance of Faculties and other areas against Operational Plans for current year.</td>
<td>Senior Executive, Deans</td>
</tr>
<tr>
<td></td>
<td>Consider the Academic Staff Plan for next year.</td>
<td>Deputy Vice-Chancellor (Academic)</td>
</tr>
<tr>
<td></td>
<td>Consider a mid-year report on performance against the Enrolment Plan and implications for the next Enrolment and Business Plan.</td>
<td>Deputy Vice-Chancellor (Academic)</td>
</tr>
<tr>
<td></td>
<td>Consider a report on the performance against the budget for the Scholarship Fund and a proposal for the following year’s Fund.</td>
<td>Deputy Vice-Chancellor (International and Development)</td>
</tr>
<tr>
<td></td>
<td>Consider plans and resource implications (operating and capital allocations) for new targets proposed for inclusion in next year’s University Operational Plan.</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td></td>
<td>Determine outcome of bids for strategic initiative funding.</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td></td>
<td>Consider draft three year Enrolment Plan.</td>
<td>Deputy Vice-Chancellor (Academic)</td>
</tr>
<tr>
<td></td>
<td>Review draft Operational Plan</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td>Audit and Risk Committee</td>
<td>Receive a report on University risk management.</td>
<td>Chief Financial Officer</td>
</tr>
</tbody>
</table>
### AUGUST

<table>
<thead>
<tr>
<th>Committee</th>
<th>Activity</th>
<th>Responsible Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Visits by Vice-Chancellor to Faculties, Institutes and other areas to discuss mid-year performance reviews.</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td></td>
<td>Senior Executive and Deans mid-year PPR reviews.</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td>Academic Board</td>
<td>Consider the report on student academic progress from the previous year.</td>
<td>Chair, Academic Board</td>
</tr>
<tr>
<td></td>
<td>Receive reports on activities of MIBT.</td>
<td>Deputy Vice-Chancellor (Academic)</td>
</tr>
<tr>
<td></td>
<td>Receive reports on activities of DUELI.</td>
<td>Deputy Vice-Chancellor (International and Development)</td>
</tr>
<tr>
<td></td>
<td>Receive report from Deputy Vice-Chancellor (Research) regarding research initiative outcomes including performance measures.</td>
<td>Deputy Vice-Chancellor (Research)</td>
</tr>
<tr>
<td>Council</td>
<td>Consider mid-year report on the University's performance against current year Operational Plan and on Strategic Plan Report information not available in February.</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td></td>
<td>Receive a report on performance against the Enrolment Plan targets for the year.</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td></td>
<td>Receive a report on University risk management.</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td>Planning and Resources Committee</td>
<td>Consider mid-year reports on activities of MIBT.</td>
<td>Deputy Vice-Chancellor (Academic)</td>
</tr>
<tr>
<td></td>
<td>Consider mid-year reports on activities of DUELI.</td>
<td>Deputy Vice-Chancellor (International and Development)</td>
</tr>
<tr>
<td></td>
<td>Consider reports on the GDS and CEO outcomes for the most recent year.</td>
<td>Deputy Vice-Chancellor (International and Development)</td>
</tr>
<tr>
<td>End August</td>
<td>Activity</td>
<td>Responsible Officer</td>
</tr>
<tr>
<td></td>
<td>Draft Operational Plans from Faculties, Institutes and other areas for next year due.</td>
<td>Senior Executive and Deans</td>
</tr>
</tbody>
</table>

### SEPTEMBER

<table>
<thead>
<tr>
<th>Committee</th>
<th>Activity</th>
<th>Responsible Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Board</td>
<td>Consider a report on oversight and management of academic standards in teaching, assessment and research and of the way in which the University facilitates upholding the academic freedom of staff.</td>
<td>Chair, Academic Board</td>
</tr>
<tr>
<td></td>
<td>Receive Operational Plan for next year for comment.</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td></td>
<td>Consider reports on Faculties’ compliance with student selection rules for trimester 1, 2010.</td>
<td>Chair, Academic Board</td>
</tr>
<tr>
<td></td>
<td>Consider Faculty domestic student admission and selection rules for the next year and international student admission and selection rules for the year x + 2.</td>
<td>Chair, Academic Board</td>
</tr>
<tr>
<td></td>
<td>Receive report on Exit Surveys of departing Higher Degree by Research candidates.</td>
<td>Chair, Academic Board</td>
</tr>
<tr>
<td></td>
<td>Consider recommendations regarding any course revisions or course approvals for trimester 1 next year.</td>
<td>Chair, Academic Board</td>
</tr>
</tbody>
</table>
### SEPTEMBER (CONT)

<table>
<thead>
<tr>
<th>Committee</th>
<th>Activity</th>
<th>Responsible Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning and Resources Committee</td>
<td>Make final adjustments to Enrolment Plan and Budget for next year and to the Financial Plan for the triennium.</td>
<td>Deputy Vice-Chancellor (Academic) and Chief Financial Officer</td>
</tr>
<tr>
<td></td>
<td>Align approved plans and resource allocations for next year’s University, Faculty, Institute and other areas Operational Plans.</td>
<td>Senior Executive and Deans</td>
</tr>
<tr>
<td></td>
<td>Recommend Operational Plan for next year and Budget and Capital Expenditure Program for next year.</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td></td>
<td>Consider draft three year Business Plan</td>
<td>Chief Financial Officer</td>
</tr>
</tbody>
</table>

### OCTOBER

<table>
<thead>
<tr>
<th>Committee</th>
<th>Activity</th>
<th>Responsible Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Board</td>
<td>Receive Budget and Capital Expenditure Program for next year for comment.</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td></td>
<td>Receive a report regarding the administration of University policy and Faculty admission and selection rules in the selection of international fee-paying students for trimester 2, 2010.</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td>Council</td>
<td>Consider report on steps taken to ensure consistency of the University’s culture with its mission and core commitments.</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td></td>
<td>Consider report on steps taken by the University regarding the fulfilment of its obligations to students both as regards academic programs and the general University experience.</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td></td>
<td>Consider report on implementation of strategies to strengthen links with the wider community.</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td></td>
<td>Consider report on steps taken to enhance and protect the University’s reputation.</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td></td>
<td>Consider report on oversight and management of academic standards from the Academic Board.</td>
<td>Chair, Academic Board</td>
</tr>
<tr>
<td></td>
<td>Receive the University’s internal financial statements for the most recent period.</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td>Finance and Business Affairs Committee</td>
<td>Recommend Budget and Capital Expenditure Program for next year and Business Plan for the triennium.</td>
<td>Chief Financial Officer</td>
</tr>
<tr>
<td>Planning and Resources Committee</td>
<td>Receive report on student evaluation of teaching and units from trimester 1.</td>
<td>Deputy Vice-Chancellor (Academic)</td>
</tr>
<tr>
<td></td>
<td>Consider a report on the management of the University’s assets during the year, including the management of key assets in the event of a disaster.</td>
<td>Chief Financial Officer</td>
</tr>
<tr>
<td></td>
<td>Consider the Internal Audit Plan for the next year.</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td>NOVEMBER</td>
<td>Activity</td>
<td>Responsible Officer</td>
</tr>
<tr>
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<td>---------------------</td>
</tr>
<tr>
<td>Academic Board</td>
<td>Consider Faculties’ responses to the outcome of the student evaluation of teaching and units for trimester 1.</td>
<td>Chair, Academic Board</td>
</tr>
<tr>
<td>Audit and Risk Committee</td>
<td>Approve the Internal Audit Plan for next year.</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td>Audit and Risk Committee</td>
<td>Consider a report on the management of the University’s assets during the year, including the management of key assets in the event of a disaster.</td>
<td>Chief Financial Officer</td>
</tr>
<tr>
<td>Audit and Risk Committee</td>
<td>Consider a report on the handling of student complaints within the University during the year.</td>
<td>Deputy Vice-Chancellor (International and Development)</td>
</tr>
<tr>
<td>Council</td>
<td>Approve Operational Plan, Budget and Capital Expenditure Program for next year and receive and approve the Business Plan for the triennium.</td>
<td>Vice-Chancellor, Chief Financial Officer and Chief Operating Officer</td>
</tr>
<tr>
<td>Planning and Resources Committee</td>
<td>Receive a report on outcomes against Enrolment Plan targets.</td>
<td>Deputy Vice-Chancellor (Academic)</td>
</tr>
<tr>
<td>Planning and Resources Committee</td>
<td>Consider the University's internal financial statements for the most recent period including review of Faculty and other areas performance against budget.</td>
<td>Chief Financial Officer</td>
</tr>
<tr>
<td>Planning and Resources Committee</td>
<td>Vice-Chancellor and Deputy Vice-Chancellors meet with Heads of School.</td>
<td>Vice-Chancellor Deputy Vice-Chancellors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DECEMBER</th>
<th>Activity</th>
<th>Responsible Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Council</td>
<td>Consider report on steps taken by the University regarding the fulfilment of its obligations to staff both as regards employment practices and their general development.</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td>Council</td>
<td>Receive a report on management of University assets for current year.</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td>Council</td>
<td>Receive the Internal Audit Plan for next year.</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td>Council</td>
<td>Receive annual report on University risk management and the status of risk registers, including the University risk register.</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td>Council</td>
<td>Receive the University’s internal financial statements for the most recent period and consider reports of performance against business plans from the University controlled commercial entities.</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td>Council</td>
<td>Consider a report on the handling of student complaints within the University during the current year.</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td>Council</td>
<td>Receive University Asset Management Report for current year</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td>Council</td>
<td>Receive annual report on appeals considered by the University Appeals Committee for the current year.</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td>Planning and Resources Committee</td>
<td>Receive report on asset management and utilisation.</td>
<td>Chief Financial Officer</td>
</tr>
<tr>
<td>Planning and Resources Committee</td>
<td>Receive a report setting out the schedule of major capital projects and minor works for the next year.</td>
<td>Chief Operating Officer</td>
</tr>
<tr>
<td>Planning and Resources Committee</td>
<td>Recommend student tuition fees and charges for onshore international and domestic students for the year after next.</td>
<td>Deputy Vice-Chancellor (International and Development)</td>
</tr>
</tbody>
</table>
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