

EXCELLENT, ENGAGED AND ACCESSIBLE

VICTORIA UNIVERSITY'S
STRATEGIC PLAN TO BE A
GREAT UNIVERSITY OF THE
21ST CENTURY, 2012-2016

November 2011

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PREAMBLE

The Development of the new Strategic Plan

This is the 2012-2016 Strategic Plan for Victoria University. It has been developed over the period between February 2011 and September 2011.

It began with the development of a discussion paper titled *Towards a New Strategic Plan for Victoria University, 2012-2016*. This paper canvassed the local and global environment within which Victoria University will be operating and identified a list of important questions that needed to be addressed in developing the new plan. It formed the basis of an extensive consultation across the University community about priorities for the next five years, in the context of the desire for a bold and exciting vision for the longer term future of Victoria University.

I am grateful to all staff, students and members of the University Council who provided me with feedback on the discussion paper and the first draft of this plan, and who gave me their views about future priorities. Thanks also to a number of partner organisations and stakeholders who provided helpful feedback.

The plan has been heavily influenced by the views expressed to me during the consultation period, for example about the important values that need to underpin the plan. The commitment to respect and the importance of cultural diversity as a key feature of the University, for example, is one thing that has emerged very strongly. Another theme that has come through strongly is that while there is general agreement that strong connections with industry and the employability skills and career development for our students are important priorities, we must not lose sight of the importance of critical thinking, citizenship skills and scholarship. It is also clear that there is strong impetus across the University to take advantage of what is typically referred to as our dual-sector or multi-sector status, while seeking to be more cohesive in the way we think about this.

There is also an appetite for Victoria University to firmly establish its credentials as a research university and this should be a major priority for a significant proportion of staff. Similarly, the enthusiasm for further developing the culture of scholarship and research across the University is clear. There is also an understanding that in order to gain a reputation for strength in research, there will need to be some degree of investment in research concentrations and for the most part, these will tend to be in areas of applied research of relevance to industry, government and the community. In turn, this relates to the idea that the exchange of knowledge with industry, government and the community is an important priority for the University, which fits well with our ethos and our strengths. Equally, there is also a consensus that many of our teaching staff will be primarily focused on teaching and the scholarship of teaching, rather than the scholarship of discovery and that a strong career path for those staff is as important and will be a major factor in ensuring that we are a strong teaching university.

The preamble outlines the historical context, the environment in which we are operating, and key concepts that are central to the plan. This is followed by an outline of three key facts about Victoria University that underpin our distinctiveness. This leads naturally to the vision, mission, values and associated behaviours that are at the core of the plan.

Flowing on from the vision and mission, five strategic objectives are outlined and elaborated. The strategies to achieve these objectives are grouped under six strategic pillars. Under each objective we have outlined what we intend to achieve by 2020 and under each pillar identify targets which represent a way of determining whether the objectives have been met. These targets should be regarded as provisional and will be subject to further work to ensure that we have the best measures in place.

Historical Background

Victoria University was established as a university in 1990 and has now enjoyed over twenty years as one of Australia's few multi-sector universities. Its history however, goes back to 1916 with the establishment of Footscray Technical School and the end of this five year strategic planning period, 2016, represents the centenary of that historic landmark. A number of mergers and name changes resulted in Victoria University of Technology being established in 1990, which became Victoria University in 2005. As such, Victoria University represents an amalgam of different educational institutions and traditions, operating in different locations. After twenty years as a multi-sector university, Victoria University is coming of age, maturing into a coherent, unified university, with a vision and mission that binds its constituent parts.

In the last decade Victoria University has also become firmly established as a leader in transnational education with partners in China, Malaysia and other countries, especially in Asia.

The Competitive Environment

We are now in a new era in Australia, in a demand-driven tertiary education market characterised by increased competition with uncapped funding from both Commonwealth and State-funded programs. Opportunities are also growing in other countries that are increasingly opening their doors to international universities, for Victoria University to operate on a transnational basis.

To meet the opportunities and challenges this presents, the University needs a bold vision to ensure that it has a clear and unified sense of purpose and strategy, and confidence in a great future that incorporates the activities of its constituent parts. Important to this will also be Victoria University's partnerships with industry, government and the community, both locally and globally.

Thus the new environment provides great opportunities for Victoria University to make its mark locally and globally, taking advantage of the less regulated environment in which universities have more scope to shape their futures. However, the competitive environment also raises the bar in terms of the need to have a distinctive and attractive offer to students, industry and other clients for our teaching, research and knowledge exchange.

A Great University of the 21st Century: Built on Excellence, Engagement and Accessibility

In contrast to the 20th century when tertiary education was only for a small elite, there is a growing recognition that in the 21st century, the majority of the population in advanced countries will need to attain a tertiary education. Therefore, the world will need to find the way to be successful in educating a large and very diverse population at the tertiary level. Victoria University can be an international leader in providing **access** to an **excellent** tertiary education to this diverse population, consequently gaining a reputation as a great university of the 21st century. For those who are not ready for a tertiary education, access will also be provided to an excellent pre-tertiary education.

One good test will be whether many of those students who in the 20th century would have chosen to attend a university for the elite, will now choose to attend a great 21st century university like Victoria University. Students will choose us if we develop a widespread reputation for **excellence** as well as **access**, and in order to be part of a diverse population of students, a feature of the rich student experience at Victoria University.

A third cornerstone of being a great 21st century university will be deep **engagement** of staff and students with industry, the community and international partners, the foundations for which are already well in place at Victoria University. This will provide an important key to how we will achieve the twin goals of **access** and **excellence**. Victoria University will continue to build upon this foundation of being closely engaged with industry, the community and international partners, the latter by preparing our students to be global citizens and ensuring that our researchers are internationally **engaged**.

Tertiary and Pre-Tertiary Education

Under the Australian Qualifications Framework (AQF), Victoria University provides pre-tertiary education programs (AQF levels 1-3) as well as programs at the tertiary level (AQF levels 4-10). Tertiary education is by definition the core business of the tertiary sector. However, the ability to provide excellent pre-tertiary programs is a great asset to Victoria University for a number of reasons. First, it provides pathway opportunities to people capable of succeeding in tertiary education but who have not successfully completed secondary education. Second, it enables Victoria University to provide a 'whole-of-industry' service from Certificate 1 to Ph.D in selected industries. Third, in areas of the West of Melbourne, where we have a mission to support community development, it provides people with the opportunity to participate in developing their capabilities, such as: those who have struggled in school education, new non-English speaking migrants who need to find a route into education and the associated language skills, and adults who have not had a history of education who wish to develop their skills.

As well as seeking to have a positive impact on industry and community, a major reason for increasing our research performance is to enhance our education programs. Victoria University recognises the importance of having strong connections between our learning and teaching programs and our research and ensuring that this integration is evident in the student experience at Victoria University. This connectedness is important to ensuring the quality of both learning and teaching and research, to exposing our students to how new knowledge is created and applied and to enhancing our students' learning experiences. The Distinctive Specialisations promote cross-disciplinary collaboration across learning and teaching and research and knowledge exchange to ensure that our students have opportunity through-out their tertiary studies to be exposed to expertise and knowledge that is at least nationally, if not world renowned.

21st Century Skills and Capabilities for Our Graduates and the Victoria University Curriculum

As a University aiming to be a great university of the 21st century, it is critical we go out of our way to ensure our graduates are equipped with the capabilities they need for their work and for their lives. There is growing evidence that skills like problem solving, teamwork, cross-cultural and communication skills are increasingly important in the 21st century, as well as developing skills and knowledge that relate to specific disciplines, trades and professions.

In the next decade, we will increasingly see existing workers and mature age adults seeking opportunities to develop their careers and life skills through education. In the near future, it is also likely that about half of our students will be employed people seeking further qualifications. We anticipate that such learners will prefer new mixes of qualifications and qualification pathways.

Victoria University: Global, Distributed and Ubiquitous

As part of the background work for the Strategic Plan, we undertook a 2040 visioning exercise. In 2040, Victoria University will have had university status for fifty years and there is ample justification to believe that with shrewd strategic investment, it should be able to firmly establish itself as a great university of the 21st century by that time. We explored three scenarios: the global university; the distributed university; and the ubiquitous university. If Victoria University becomes a global university, it will build on its international reputation as a leading transnational university especially in Asia, to operate in a number of continents, providing a world renowned offer, probably in a limited number of fields. If it becomes a distributed university, it will partner with a number of other high quality providers, or operate as part of a network of providers. If it becomes a ubiquitous university, it will be operating in firms, in the community and on-line, as well as on any campus operations it still has.

Visioning backward to 2020, we concluded that while any one of these models could eventuate or possibly a blend, it would be strategic to keep all options open in the short-term. It was also agreed that under any of the

three, we will need to have a capability that is renowned as amongst the very best available to students and other clients, and if we are going to keep our options open and invest in all three possibilities, we will need to be very focused on what we are going to be renowned for.

There is no doubt that on-campus education will continue to be an important focus for the university in the foreseeable future, even if we make headway in work-based, and on-line and blended learning. It will be critical however, in the competitive environment we are in, to make the campuses an exciting place for students and staff and for them to be very visible and accessible to the community.

Each precinct will need a distinctive purpose that fits with the vision and mission of the University as whole. The hub of the University is Footscray, and which over time, can become an exciting university town at the heart of what demographer Bernard Salt has described as the “golden crescent of the inner west”¹ of Melbourne.

Professor Peter Dawkins
Vice-Chancellor and President

¹ Salt B (2011) *Middle Class on the Move: How Cultural Change is Shaping Melbourne's West*. KPMG, Melbourne

VICTORIA UNIVERSITY'S STRATEGIC PLAN, 2012-2016: SUMMARY

EXCELLENT, ENGAGED AND ACCESSIBLE

Vision

Victoria University will be **excellent, engaged and accessible** and internationally recognised for its leadership in

- empowering a diverse community of students to grow their capabilities and transform their lives;
- engaging with industry and community to make the world a better place, through the creation, sharing and use of new knowledge.

Mission

Through its distinctive approach to curriculum, the student experience, research and knowledge exchange, emphasising engagement with industry and community, Victoria University will be renowned for:

- empowering students from diverse countries and cultures, socio-economic and educational backgrounds, to be successful lifelong learners, grow their skills and capabilities for the changing world of work, and be confident, creative, ethical and respectful, local and global citizens;
- finding creative and evidence-based solutions to important contemporary challenges in Australia, Asia and globally, relating especially to education and lifelong learning, to health and active living, to the cultural diversity and well-being of communities, to economic development and environmental sustainability, and to the success of particular industries and places, especially our heartland of the West of Melbourne, Australia's fastest growing region

		Strategic Objectives: by 2020 Victoria University will be...			Strategic Pillars and targets	
		Learning and Teaching	Research	Knowledge Exchange		
High Level Goals	1. An outstanding learning and teaching institution, recognised as:	(a) A leading university by world standards in learning and teaching and the student experience of tertiary students from diverse countries, cultures, socio-economic and educational backgrounds. (b) A leading provider in Victoria of the pre-tertiary education for students from diverse backgrounds, especially in the West of Melbourne.	2(a) In the top 20 Universities in Australia for research, with an emphasis on applied and translational research.	3(a) An Australian leader in knowledge exchange with business, government and the community, to make the world a better place	Six strategic pillars provide the framework for the development of sub-plans, to drive the achievement of our strategic intent, in an integrated way... 1. The Victoria University Curriculum and Student Experience Strategy 2. Victoria University Research and Knowledge Exchange Strategy 3. Industry, Community and External Affairs Strategy 4. International Strategy 5. Organisational Development and Resources Strategy 6. Campus and Infrastructure Strategy Targets In implementing this strategic plan we will aim for a range of ambitious 2020 targets under each pillar, to reflect the 5 objectives. We will monitor our progress towards these targets, with interim targets for 2016 being a particular focus of this five year plan.	
	1(c) Internationally renowned for its distinctive curriculum and approach to learning and teaching, emphasising work-integrated learning, community-integrated learning, learning-integrated work, problem solving and cross-cultural skills, across all its Faculties, covering disciplines, professions and trades in Business, Law, Health, Engineering, ICT, Science, Arts, Education, Human Development, Human, Community and Personal Services and Technical Trades.					
Distinctive Specialisations	4(a) Nationally and in some cases world renowned, for its knowledge and expertise in particular focussed areas and topics, through its institutes, centres, faculty and cross-faculty groups and external collaborations in teaching, research and knowledge exchange; becoming world renowned in Sport, Exercise and Active Living by 2016; and world renowned in at least three other areas by 2020 with the following areas being highly prospective: Water & Renewable Energy; Food & Nutrition; Logistics & Supply Chain Management & Systems; Education, Lifelong Learning & Workforce Development; Local & Regional, Economic, Social & Community Development; Disease Prevention & Management; Major Events; and Creative Arts & Creative Writing. 4(b) A national leader in education, workforce development, research and knowledge exchange in at least five of the following industry clusters: Built Environment; Community & Mental Health Services; Cultural & Creative Industries; Education & Early Childhood Development; Financial Services; Food Manufacturing; Health; Law & Legal Services; Sport & Recreation; Tourism & Hospitality; Transport & Logistics.					
A Dynamic Organisation	5. Well known as a dynamic and prosperous organisation and an employer and partner of choice.			Values Access Excellence Respect	Behaviours Engagement Collegiality Courage	

THREE KEY FACTS

Three key facts about Victoria University encompass its distinctiveness, which along with the University's values underpin this Strategic Plan.

KEY FACT 1: Diversity of Student Population and Range of Educational Offer

Victoria University has a very diverse student population, in terms of the countries and cultures, socio-economic and educational backgrounds, from which students come. This diversity is a huge asset to the University. An increasingly diverse staff population further enhances this asset. For example, about half of the students are from homes where English is not the primary language². In this globalised world, cross-cultural skills are at a premium and Victoria University is well placed to be a leader in fostering them. Victoria University also has a well established reputation for promoting successful participation in tertiary education amongst students from low socio-economic backgrounds which is now regarded as major national priority.

Linked with the diversity of educational backgrounds of its students, Victoria University offers programs at all levels of the Australian Qualifications Framework (AQF), at the pre-tertiary levels 1-3, as well as at tertiary levels 4-10. It also has strong connections with secondary, primary and pre-primary education, providing pathways between sectors, and is committed to lifelong learning. Indeed Victoria University is well placed to be a 'one-stop shop for lifelong learning'.

KEY FACT 2: Connection with Industry

Victoria University has stronger connections with industry, the trades and professions than most universities, shaping its offer to students around current and future industry needs. In partnership with industry, work-integrated learning is central to this, as is Victoria University's commitment to knowledge exchange (including applied research) in a number of industry sectors.

KEY FACT 3: Geography and Community

The West of Melbourne (Victoria's and Australia's fastest growing region), is Victoria University's heartland³. Victoria University is based in Footscray, in Melbourne's West, close to Melbourne's CBD. We envisage over time, working with the community, that Footscray can become an exciting university town at the heart of what Bernard Salt has described as the "golden crescent of the inner west"⁴.

Victoria University has a substantial presence in the western part of Melbourne's CBD - a popular location for many students - and a large number of locations through the West of Melbourne (including the north-west and south-west), both in stand-alone campuses (St. Albans, Sunshine, Werribee and Melton as well as in Footscray) and integrated facilities with industry, government and community organisations. Victoria University values integration with the community, both in physical infrastructure and also in working with communities to help them to develop and grow through the exchange of knowledge as well as education and training.

² 41.5% in 2011

³ Taken from Victoria University Act 2010 http://www.austlii.edu.au/au/legis/vic/num_act/vua201014o2010308/s3.html

"Western Metropolitan region of Melbourne" means the following—

- (a) Brimbank City Council;
- (b) Hobson's Bay City Council;
- (c) Maribyrnong City Council;
- (d) Moonee Valley City Council;
- (e) Hume City Council;
- (f) Wyndham City Council;
- (g) Melton Shire.

⁴ Salt B (2011) *op cit*

Victoria University is also well recognised as an international university that operates on a transnational basis with partners, especially in the Asia-Pacific region. Indeed, Victoria University is a leader in this area, with more off-shore international students than on shore international students. Being an international university, preparing our students to be successful global citizens and ensuring that our researchers are internationally engaged, will continue to be an important priority. Indeed with increasing globalisation, it will be important for us to have an increasingly international presence and outlook.

VISION, MISSION, VALUES AND BEHAVIOURS

VISION

Victoria University will be **excellent, engaged and accessible** and internationally recognised for its leadership in:

- empowering a diverse community of students to grow their capabilities and transform their lives;
- engaging with industry and community to make the world a better place, through the creation, sharing and use of new knowledge.

MISSION

Through its distinctive approach to curriculum, the student experience, research and knowledge exchange, emphasising engagement with industry and the community, Victoria University will be renowned for:

- empowering students from diverse countries and cultures, socio-economic and educational backgrounds, to be successful lifelong learners, grow their skills and capabilities for the changing world of work, and be confident, creative, ethical and respectful, local and global citizens;
- finding creative and evidence-based solutions to important contemporary challenges in Australia, Asia and globally, relating especially to education and lifelong learning, to health and active living, to the cultural diversity and well-being of communities, to economic development and environmental sustainability, and to the success of particular industries and places, especially our heartland of the West of Melbourne, Australia's fastest growing region.

VALUES

The establishment of the following set of values has been informed by a survey of the staff of the University, as well as by discussion at a range of forums.

The University's values underpin our vision and mission, and are integral to guiding the implementation of this Strategic Plan. They are:

- **Access**
Victoria University is an accessible and friendly university to students and staff from diverse countries and cultures, socio-economic and educational backgrounds, as well as to our industry, government and community partners.
- **Excellence**
Victoria University is committed to excellence in education, research and knowledge exchange.
- **Respect**
The staff and students of Victoria University demonstrate respect for others from diverse countries and cultures, educational and socio-economic backgrounds, and for the natural environment.

BEHAVIOURS

In living out these values, the following behaviours are encouraged in the pursuit of the University's vision and mission:

- **Engagement**
Victoria University is proactive in building relations with industry, government, community and other education and training providers for the mutual benefit of the partners and the university.
- **Collegiality**
The Victoria University community demonstrates collegiality and teamwork with fellow students and staff.
- **Courage, boldness, innovation and agility**
Victoria University pursues its mission with courage, boldness, innovation and agility.

STRATEGIC
OBJECTIVES:
WHAT WE WILL
ACHIEVE BY 2020

HIGH LEVEL GOALS

Learning and Teaching High Level Goals

1. Victoria University will be an outstanding learning and teaching institution, recognised as :
 - (a) A leading university by world standards in learning and teaching and the student experience of tertiary students from diverse countries, cultures, socio-economic and educational backgrounds.
 - (b) A leading provider in Victoria, of the pre-tertiary education for students from diverse backgrounds, especially for students from the West of Melbourne.

We will be well known:

- nationally and internationally, for our distinctive curriculum to produce graduates with 21st century generic skills (see objective 1c under 'Distinctive Specialisations'), as well as successful learners in their chosen fields across all the Faculties, covering disciplines, professions and trades in Business, Law, Health, Engineering, ICT, Science, Arts, Education, Human Development, Human, Community and Personal Services and Technical Trades.
- nationally and internationally, for our blended model of e-learning, on-campus and work-based learning to provide maximum flexibility for a diverse community of students. Our campuses and other locations will exhibit superb individual and collaborative learning facilities and will also be well integrated with industry and the community. We will be based in the exciting University Town of Footscray, but with outstanding facilities in other locations, each with a distinctive purpose. Our outer campus learning model, blending multimedia and group learning, will enable residents in outer suburban areas to undertake tertiary pathways programs within their own communities.
- nationally and internationally, for our transnational education provision, especially in Asian countries.
- as a national leader in modernising the apprenticeship system to be a key aspect of modern tertiary education and to support Australia's productivity, skills and participation agenda and the growth of industries that are critical to the economy and community. Our innovative training will support the shift towards a more service oriented economy and it will connect strongly with industry to develop and deliver niche opportunities that are responsive to economic and social changes, especially for the West of Melbourne.
- for engaging a wide diversity of students in pre-tertiary education, especially in the West of Melbourne, both to engage students in purposeful learning, who have not been successful learners hitherto, to engage non English speaking migrants into the community of learning, and to provide pathways for students aiming to progress from pre-tertiary to tertiary education. These pathways programs will be an important feature of our outer campus development.
- for our commitment to education for sustainability to ensure our graduates contribute to the long term sustainability of our natural environment.

Research High Level Goals

2(a) Victoria University will be in the top 20 universities in Australia for research, with an emphasis on applied and translational research.

We will be:

- well known for our interdisciplinary research, especially relating to specific themes. (See elaboration of this in objective 2(b) under 'Distinctive Specialisations').
- highly rated for our discipline based research, especially in identified disciplines relevant to the interdisciplinary themes. (See elaboration of this in objective 2(c) under 'Distinctive Specialisations').

Knowledge Exchange High Level Goals

3(a) Victoria University will be an Australian leader in exchanging knowledge with business, government and the community, to make the world a better place.

We will be well known:

- for our contribution to education, the economy, society and environment through knowledge exchange in particular places (See elaboration under objective 3(b) under 'Distinctive Specialisations').
- for knowledge exchange in areas of its expertise between Australia and other countries in the Asia-Pacific (See elaboration under 3(c)).
- nationally for knowledge exchange with particular industries. (For an elaboration and a list of industries see objectives 3(d) and 4(b)).

DISTINCTIVE SPECIALISATIONS

Distinctive Specialisations in Learning and Teaching

1(c) Victoria University will be internationally renowned for its distinctive curriculum and approach to learning and teaching, across all of its Faculties, covering disciplines, professions and trades in Business, Law, Health, Engineering, ICT, Science, Arts, Education, Human Development, Human Services, Personal Services and Technical Trades.

Emphasising:

- Work integrated learning
- Community integrated learning
- Learning integrated work
- Problem solving
- Cross-cultural skills

Distinctive Specialisations in Research

2(b) Victoria University will be well known for its interdisciplinary research, especially relating to the following themes:

- Education, Lifelong Learning and Workforce Development
- Environmental Sustainability
- Health, Active Living and Sport
- Cultural Diversity
- The performance and well being of particular industries and places (see also objectives 3(b), 3(c), 3(d) and 4(b))

2(c) Victoria University will be rated at or above world standard in at least fifteen (15) four digit discipline areas relevant to the interdisciplinary themes:

For example, in Environmental Sustainability this could include: Chemical, Civil, Electrical and Environmental Engineering, Applied Economics and Psychology.

Distinctive Specialisations in Knowledge Exchange

3(b) Victoria University will be well known for its contribution to education, the economy, society and the environment of particular places especially:

- the West of Melbourne (our heartland)
- the State of Victoria (after which we are named)
- Timor Leste (with which we have well established relationships)

3(c) Victoria University will be well known for knowledge exchange in its areas of expertise, between Australia and other countries in the Asia-Pacific, especially:

- China
- India
- Malaysia

The selection of the places and countries is based upon the strong links we have already established.

3(d) Victoria University will be well known for knowledge exchange with particular industries. (For a list of industries see objective 4(b)).

Knowledge exchange with industry can occur, for example, through learning and teaching (e.g. through work-integrated learning and industry tailored programs (especially at the postgraduate level), and as the result of applied industry relevant research, for example on supply chain and logistics, on food science, on health and on education.

Nationally and World Renowned Focused Areas and Topics

4(a) Victoria University will be nationally and in some cases world renowned for its knowledge and expertise in particular focussed areas and topics, through its Institutes, Centres, Faculty and cross-Faculty groups and external collaborations in its teaching, research and knowledge exchange becoming:

- world renowned in Sport, Exercise and Active Living by 2016; and
- world renowned in at least three other areas by 2020 with the following areas being highly prospective:
 - Water and Renewable Energy
 - Food and Nutrition
 - Logistics and Supply Chain Management and Systems
 - Education, Lifelong Learning and Workforce Development
 - Local and Regional Economic, Social and Community Development
 - Disease Prevention and Management
 - Major Events
 - Creative Arts and Creative Writing

These areas have been selected for a number of reasons:

- existing areas of recognised strength at the national level (e.g. sport and exercise science; and water and food science).
- strategic importance for Melbourne and the West of Melbourne (e.g. logistics and supply chain; education lifelong learning and workforce development; and local and regional economic, social and community development).
- centrality to the University's mission (e.g. education, lifelong learning and workforce development).
- importance for the future of the world (e.g. water and renewable energy; food; and education).
- the contribution that can be made to these areas by a range of Faculties/Institutes across the University with current or potential strengths in the area (e.g. logistics and supply chain; sport and exercise science; and education, lifelong learning and workforce development).

These areas are elaborated upon below.

- **Sport, Exercise and Active Living**

Based in Australia's sporting capital of Melbourne, Victoria University will take advantage of our world class facilities in sports science, our *Institute of Sport, Exercise and Active Living*, and our Faculty-based expertise in sport and exercise science to be a world leader in this area of specialisation. This will include being a university of choice for students in these areas, a world class centre of excellence in research, and a stimulus to innovation and industry development.

- **Water and Renewable Energy**

Under Victoria University's focus on environmental sustainability, Victoria University has already established strong credentials in the area of water research, especially research on membranes. Renewable energy is an area of great potential for Victoria University incorporating a range of disciplines such as electronic engineering and economics.

- **Food and Nutrition**

Victoria University has also been identified in the 2010 Excellence in Research in Australia (ERA) assessment exercise, as being strong in food science. There are significant links between water sustainability, membrane technology and food production and we see both areas as strategically important for the State of Victoria and for the world at large.

- **Logistics and Supply Chain Management and Systems**

Victoria University has identified logistics and supply chain management and systems as an increasingly strategic issue in the complexity of doing business in the 21st century. Melbourne's West is a strategically important location for Australia in this field because of the proximity of the Port of Melbourne and Melbourne Airport, but increasingly the issues in this field are international and in particular, relate to business between Australia and the rest of the world, especially Asia. Victoria University has relevant expertise in various Faculties, and the *Institute for Supply Chain and Logistics* provides a focal point for exploiting this expertise in the provision of education programs and through research and knowledge exchange with industry.

- **Education, Lifelong Learning and Workforce Development**

Our vision of Victoria University is one of providing leadership in creating a world in which students from diverse countries and cultures, socio-economic and educational backgrounds can access an excellent education to grow their capabilities and transform their lives. Highly congruent with this vision, Victoria University aims to be a world leader in the practice of education, lifelong learning and workforce development, across the whole mission of the University covering learning and teaching, and research and knowledge exchange. This will include:

- Victoria University and its relationships with early childhood providers, schools, and other education providers, especially in the West of Melbourne, being a living laboratory of what works in education, lifelong learning and workforce development.
- our provision of high quality pre-service and in-service education of professionals in education, lifelong learning and workforce development including children services workers, youth service workers, teaching assistants and aides, teachers, lecturers and other relevant professionals, such as psychologists, counsellors etc;
- research on a number of important themes in this field to include amongst others:
 - educational success of students from diverse backgrounds;
 - work integrated learning and learning integrated work; and
 - international education, cross-cultural skills and global learning.

- **Local and Regional Economic, Social and Community Development**

Our mission states that *we will find creative and evidence-based solutions to important contemporary challenges relating especially to education and lifelong learning, healthy and active living, cultural diversity and the well-being of communities, to economic development and environmental sustainability, and to the success of particular industries and places, including our heartland, the West of Melbourne, Australia's fastest growing region.*

Under this theme economic research on local and regional development, economic geography, and educational, social and environmental research will combine to provide insights into the sustainable economic, social and community development of growth areas like the West of Melbourne, and of disadvantaged localities like Brimbank. It should also include an examination of the role universities can play in promoting successful local and regional development. To be world renowned for this research, it is important that it is transferable to other parts of the world, as well as being relevant to the West of Melbourne.

- **Disease Prevention and Management**

Grounded in research with a world class reputation, as evidenced through the 2010 ERA rankings, Victoria University will have an international reputation for high quality research, including interdisciplinary research, for the improvement of human health and quality of life, particularly in translational research for therapeutic interventions to pathology associated with ageing and chronic disease (from functional foods/food security to chemotherapeutics).

Victoria University will also have an international reputation for high quality research-based teaching for the production of job-ready graduates, particularly in the areas of allied health and biomedical sciences.

- **Major Events**

Melbourne is renowned internationally as the cultural and sporting capital of Australia. Its status as one of the world's most liveable cities is expressed through its unique blend of 140 cultures celebrating their traditions, and an abundance of arts, entertainment, sports and recreation activities.

Victoria University will grow its involvement in the major events and festivals that attract people to Melbourne. We will capitalise on our expertise and engagement in the tourism and events sector, in ways that harness the diversity of our community and build on our knowledge and experience of the culinary, horticultural, sports and creative industries on which Melbourne and its economy thrives.

These connections will expose students to world class events and enviable work-integrated learning opportunities, from which Victoria University's education and training reputation will be enhanced across the globe. These experiences will be underpinned by courses with a multidisciplinary approach to building knowledge about event management. Our courses will develop in our students high order event management skills and competencies, focused particularly on major sporting events, conferences and meetings, incentives and exhibitions, trade shows and festivals.

- **Creative Arts and Creative Writing**

Victoria University has been identified as being at world standard (rating of 3) in the 2010 ERA assessment for creative arts and creative writing. This is a niche area of strength for Victoria University with a significant national reputation for achieving excellence in creative and scholarly publication by both staff and postgraduate students, and is recognised publicly, through the attainment of arts awards such as the Miles Franklin Award and Victorian Premier's Literary Award. Like Victoria University, creative arts and creative writing are also strongly connected to the local (especially with the West of Melbourne), national and international community. This area will continue to strengthen numerous partnerships and collaborations that bring together creative practitioners, scholars, critics and editors, students and others committed to creative discourse to grow world class creative and scholarly output.

4(b) Victoria University will be a national leader in education and workforce development, research and knowledge exchange, for at least five (5) industry clusters:

- Built Environment
- Community and Mental Health Services
- Cultural and Creative Industries
- Education and Early Childhood Development
- Financial Services
- Food Manufacturing
- Health
- Law and Legal Services
- Sport and Recreation
- Tourism and Hospitality
- Transport and Logistics

These industries are very important for the 21st century, in several of which we have a capability in education and training across the Australian Qualifications Framework. In addition, with further development Victoria University could provide a whole of industry service, as an educator, researcher, and in exchanging knowledge in a range of ways, including through enterprise education and consulting.

A DYNAMIC AND PROSPEROUS ORGANISATION AND AN EMPLOYER AND PARTNER OF CHOICE

5. Victoria University will be well known as a dynamic and prosperous organisation and an employer and partner of choice characterised as:
- a university willing to be bold, courageous and agile, capable of responding strategically and rapidly to the changing world and competitive markets in which it operates.
 - being an employer of choice, committed to the ongoing development of a high quality, capable and diverse workforce.
 - an outstanding and responsive partner for industry, government and the community as well as other education and research organisations.
 - a university that has a wide variety of clients which enables a diversified funding base and is a financially independent and prosperous university.
 - a university adept at making the best use of its available resources with a focus on effective, streamlined and aligned processes.
 - a university committed to achieving environmental sustainability and fostering education for sustainability.

TARGETS

In implementing this strategic plan we will set a range of ambitious targets to aim for in 2020, and monitor our progress towards them, with interim targets for 2016 being a particular focus of the 2012-2016 plan.

Curriculum, Learning and Teaching and Students.

Targets relating for example, to student feedback, graduate employment destinations, the acquisition of generic skills and capabilities such as cross-cultural skills, will be set, that correspond with the aim of being an outstanding institution in learning and teaching, a leading institution by world standards in tertiary education of students from diverse countries, cultures, socio-economic and educational backgrounds, and a Victorian leader in pre-tertiary education of students from diverse backgrounds. Being recognised locally, nationally and internationally as amongst the leaders in particular fields will be part of this. Being a leader in transnational education will be another measurable aim.

Research

Targets will be set for research output and external research income to be able to monitor our progress towards the aim of being in the top twenty universities in Australia for research. As well as aggregate measures of research output and income, targets will be set for being recognised as being at or above world standard in particular discipline areas, and for being world renowned in particular areas of strength and nationally renowned as leaders in others.

Knowledge Exchange

Metrics will be developed to monitor our progress towards being an Australian leader in knowledge exchange with business, government and the community, to make the world a better place. This will include a particular focus on having an impact in particular places and industries.

World Renowned

In this plan we aim to be world renowned in at least four focused areas and topics by 2020, in relation to teaching, research and knowledge exchange. At the outset nine areas have been identified as highly prospective and the necessary profile for these areas to be considered world renowned will be set and progress monitored. Strategic investments will be made to ensure the achievement of the 2020 target. In a rapidly changing world, the identification and definition of the areas may be modified along the way. Meanwhile by 2016 we aim to be world renowned for teaching, research and knowledge exchange in Sport, Exercise and Active Living.

A Dynamic Organisation and Employer and Partner of Choice

In this plan we aim to be a dynamic, prosperous, and agile employer of choice with a high quality, capable and diverse workforce, with a growing and diversified funding base, making the best use of available resources with effective, streamlined and aligned processes. Alongside this we are committed to environmental sustainability and equity and diversity. A range of metrics relating to the workforce and its levels of engagement, to financial prosperity and the effective use of resources, will be used to monitor this. Targets relating to the quality and effective use of our infrastructure, and the progress towards the vision for our campuses will also be set.

STRATEGIC PILLARS

Six strategic pillars will have integrated sub-plans to drive the achievement of the strategic objectives.

The first two strategic pillars relate directly to the two parts of the mission, they are:

- *The Victoria University Curriculum and Student Experience Strategy*
- *Victoria University Research and Knowledge Exchange Strategy*

The third pillar, *Industry, Community and External Affairs Strategy* relates to Victoria University's aspirations to be the partner of choice for industry, government and community.

The fourth strategic pillar, our *International Strategy* relates to Victoria University's mission to be a university on the global stage and our commitment to preparing our students to be global citizens.

The final two pillars, are enabling strategies, they are:

- *Organisational Development and Resources Strategy*
- *Campus and Infrastructure Strategy*

This section outlines the objectives for each of these pillars and the associated targets and strategies to achieve this.

THE VICTORIA UNIVERSITY CURRICULUM AND THE STUDENT EXPERIENCE STRATEGY

OBJECTIVE 1: Victoria University will be an outstanding institution in its learning and teaching, recognised as:

- (a) a leading university by world standards in learning and teaching and the student experience of tertiary students from diverse countries, cultures, socio-economic and educational backgrounds.
- (b) a leading provider in Victoria of pre-tertiary education to students from diverse backgrounds especially in the West of Melbourne.
- (c) nationally and internationally, for our distinctive curriculum to produce graduates with 21st century generic skills (see section on 'Distinctive Specialisations'), as well as successful learners in their chosen fields across all the Faculties.

OBJECTIVE 3(a): An Australian leader in exchanging knowledge with business, government and the community, to make the world a better place.

OBJECTIVE 4(a): Victoria University will be nationally and in some cases world renowned for its knowledge and expertise in particular focused areas and topics (see page 20).

OBJECTIVE 4(b): Victoria University will be a national leader in education, workforce development, research and knowledge exchange, in at least five (5) industry clusters (see page 23).

Victoria University will therefore be the university of choice for a fully diverse population of tertiary students because it will produce graduates who are better equipped with 21st century skills and capabilities for the world of work, business and social enterprise than students from most other universities, and successful lifelong learners and confident, creative, ethical and respectful, local and global citizens.

TARGETS:

NOTE: Associated performance indicators for this strategic pillar can also be found under the following pillars, Victoria University Research and Knowledge Exchange and Industry, Community and External Affairs Strategy.

Indicator ⁵	Actual ⁶	2016 Interim Target	2020 Target
Overall Satisfaction with Quality of Training (Level 1 to 6 graduates) ⁷	87.1% (National Mean = 88.8%, 50 th percentile)	At or above the 40 th percentile	Ranked in the first quartile ⁸
Overall Satisfaction with Course (Level 7 to 9 graduates) ^{9 10}	71.27% (National Mean = 81.79%, 50 th percentile)	Just above the national average ¹¹	Ranked in the first quartile ¹²

⁵ Several indicators are set according to grouped AQF Levels. In some instances, it may be necessary to combine multiple surveys or other mechanisms to produce the aggregate target.

⁶ The **Actual** data relates to the most recently available data at the time, in some instances it may be up to 2 years old.

⁷ Measured by the Student Outcomes Survey and targets are set relative to the national mean and may adjust accordingly.

⁸ Institutions within the 25th percentile are perceived as 'excellent', in terms of quality, by the sector.

⁹ This is currently measured by the Course Experience Questionnaire which is completed by graduates and has a one year lag. DEEWR has signalled the implementation of the University Experience Survey (UES) from 2013 and this will measure course experience and student experience. We may have to then change our indicators for HE to accommodate the introduction of the UES.

¹⁰ Targets are set relative to the national mean and may adjust accordingly.

¹¹ This would place Victoria University in the Top 20.

¹² Universities within the 25th percentile are perceived as 'excellent', in terms of quality, by the sector.

Indicator	Actual ¹³	2016 Interim Target	2020 Target
Employed or in Further Study (Level 1 to 6 graduates) ¹⁴	84.8% (National Mean = 87.2%)	At or above the national average	Ranked in the first quartile
Ratio Working Full-time to Total (Level 7 to 9 graduates) ¹⁵	45.81% (National Mean = 50.34%)	At or above the national average	Ranked in the first quartile
Ratio in Further Study (Level 7 to 9 graduates)	22.1% (National Mean = 24.2%)	Just above the national average	Ranked in the first quartile
Overall Satisfaction with Student Experience ¹⁶	88%	Achieve the national average	Achievement lies within the first quartile
Satisfaction with teaching at the unit-level ¹⁷	81.9% ¹⁸	To be determined	To be determined
Target Student Profile ¹⁹	To be determined	50% progress made to attaining Target Student Profile	Target Student Profile achieved
Proportion of pre-tertiary students from the West of Melbourne undertaking a pre-tertiary qualification at Victoria University	To be determined	To be determined	To be determined
World Renowned Target Profile ²⁰	To be determined	At least one (1) area has achieved its target profile.	At least four (4) out of nine (9) are achieved.
Industry Impact Target ²¹	To be determined	At least one (1) industry cluster has achieved the target.	At least five (5) industry clusters have achieved the target.

STRATEGIES:

1. **Victoria University Curriculum Commission and Tertiary Curriculum Framework** ([strategic objectives 1\(a\), 1\(b\) and 1\(c\)](#))

Action: Establish a Curriculum Commission, led by the DVC (Academic and Students) and consisting of: PVC Academic and Students, Executive Dean, VU College, a second Executive Dean, a Professor of Education, Chair of Education and Research Board or nominee and an external critical friend. This small commission will be supported by a larger Curriculum Strategy Action Group including the Associate Deans (Learning and Teaching) or equivalent.

¹³ The **Actual** data relates to the most recently available data at the time, in some instances it may be up to 2 years old.

¹⁴ Measured by the Student Outcomes Survey and targets are set relative to the national mean and may adjust accordingly

¹⁵ Assessed by the Graduate Destination Survey and targets are set relative to the national mean and may adjust accordingly

¹⁶ Currently measured by the Student Barometer but could be replaced by the proposed University Experience Survey.

¹⁷ Currently measured by the Student Evaluations of Units (SEU), an internal evaluation tool. A working group has been established to streamline the Student Evaluation of Unit and Student Evaluation of Teaching surveys and investigate extending the use to FE and VE. This survey is completed by current students. A target for the indicator will be determined once a baseline for the new survey instrument has been established.

¹⁸ Semester 1, 2011 (21 599 respondents)

¹⁹ This is a priority project for the Quality Information and Planning in 2012.

²⁰ The target profile will be developed by May 2012 to determine funding for areas.

²¹ The target profile will be developed as a matter of priority in the Knowledge Exchange Strategy.

The Victoria University curriculum framework will assume that curriculum is the overarching organising idea for education and consider why learning is occurring, how learning takes place, when learning happens, how learning will be assessed and how we prepare teaching staff to support learning. The Victoria University curriculum will be distinguished by learning about problem solving, work-integrated, community-integrated and cross-cultural learning, and learning-integrated work. These characteristics will be coherently and explicitly addressed in the tertiary curriculum framework which will define the why, how, when of learning for qualifications at Australian Qualifications Framework (AQF) levels 4 to 10.

The framework and tertiary curriculum implementation plan will be submitted for approval by ERB and the Vice-Chancellor by May 2012.

2. **The Victoria University Pre-Tertiary Curriculum** (strategic objective 1(b))

Action: Victoria University qualifications at AQF levels 1 to 3 are all either national or Victorian qualifications. The University will develop a pre-tertiary framework to align these qualifications, as much as possible, with the Victoria University curriculum model. This approach will necessarily be customised for the various categories of qualifications e.g. apprenticeships, Victorian Certificate of Applied Learning.

VU College in association with the portfolio of the DVC (Academic and Students) and the Curriculum Commission will coordinate the development of the pre-tertiary curriculum framework, under the Executive Dean, Victoria University College, by May 2012, for approval by ERB and the Vice-Chancellor.

3. **The Integrated Education Program (IEP)** (strategic objectives 1(a))

Develop stronger pathways through (a) the design of diplomas as alternative first year programs for bachelor degrees, to ensure stronger foundations for an expanded population of bachelor students and (b) by designing integrated curricula for vocational graduate certificates/vocational graduate diplomas and masters degrees.

Action: Accelerate the Integrated Education Program.

4. **Blended and e-learning delivery strategy** (strategic objective 1(a), 1(b) and 1(c))

Enable the University to implement a systematic approach to developing the range of blended delivery strategies, including e-learning, required to meet the diverse learning needs and preferences of its learners.

Action: Establish a blended and e-learning strategy (under the DVC (Academic and Students) in partnership with the PVC and CIO, the Curriculum Commission and the Curriculum Innovation Unit.

5. **Student engagement and the student experience** (strategic objectives 1(a), 1(b) and 1(c))

All aspects of student engagement and experience must complement the Victoria University curriculum framework. A broader concept of the student experience will complement the curriculum framework ensuring that the University recognises and works with all co-curricular learning experiences including those that apply to older learners, early school leavers, traditional undergraduate students, postgraduate course work and research student, offshore students and those who study at small outer suburban campuses, in their workplaces or communities.

Action: Establish a reference group of students and experts to work with the Curriculum Commission and advise the University on ensuring that co-curricular activities, the campus environment, student housing, and all university-facilitated informal learning (including learning in workplace and community, students-as-staff, and international/cross-cultural experience), provide a rich and distinctive university experience for our students complementing the University's curriculum framework. PVC (Academic and Students) will develop a plan by May 2012.

6. **Social inclusion** (strategic objective 1(a) and 1(b))

Build upon the existing social inclusion and equity strategy, and the integrated education program to widen the opportunities for non-traditional students, especially from the West of Melbourne to access and succeed in tertiary education.

Our aspiration is that a greater proportion of students from Aboriginal or Torres Strait Islander backgrounds choose Victoria University as a university which is welcoming, culturally safe, celebrates their culture and supports them to participate in both community and education, and assists their transition into the workplace.

Action: Refresh and broaden our social inclusion and equity strategy.

This could include, for example, a more strategic approach to partnerships with schools, exploring ideas like the early college high schools in the US, the AVID (Advancement through Individual Determination) program and the possible use of a year 13 in an integrated education program between the University and schools, such as Victoria University Secondary College. Continue to provide appropriate learning support in language, literacy and numeracy. Further develop scholarships program. Undertake a major research and evaluation agenda. DVC (Academic and Students) will lead, with support from others in the portfolio and the Curriculum Commission.

7. **Distinctive Specialisations** (strategic objective 3(a), 4(a) and 4(b))

The University aims to establish outstanding reputations in designated disciplines and/or areas of study.

Action: Review our curriculum offerings in relation to strategic objective 4(a) and 4(b) and develop a plan to achieve the objectives as they relate to this strategic pillar and to achieve the targets above. Executive Deans will take on a leadership role here in partnership with DVC (Academic and Students).

8. **Teaching Capability** (strategic objective 1(a), 1(b), 1(c), 3(a), 4(a) and 4(b))

The Victoria University curriculum framework will outline a purposeful and diverse set of pedagogies to match its learning specifications. The University will require a new approach to the development of teaching capability, including a renewed focus on the scholarship of teaching as a central interest within Victoria University and new formal qualifications.

Action: Develop a Victoria University teaching capability framework incorporating informal and formal professional development for teaching and underlying a renewed and vibrant culture of teaching scholarship.

Executive Director (Learning and Teaching) to lead development of the framework and its implementation including a new approach to the Graduate Certificate in Tertiary Education, in partnership with the DVC (Academic and Students) and working closely with the Curriculum Commission and Teacher Development Unit, Work-based Education Research Centre (WERC), Victorian Institute for Education, Diversity and Lifelong Learning and the School of Education. Framework to be developed by May 2012.

VICTORIA UNIVERSITY RESEARCH AND KNOWLEDGE EXCHANGE STRATEGY

OBJECTIVE 2(a): Victoria University will be in the top 20 universities in Australia for research, with an emphasis on applied and translational research.

OBJECTIVE 2(b): Well known for its interdisciplinary research in a number of thematic areas (see page 19).

OBJECTIVE 2(c): Rated as 'at or above world standard' for research in at least fifteen (15) four digit disciplines relevant to the interdisciplinary themes (see page 19).

OBJECTIVE 3(a): Victoria University will be an Australian leader in exchanging knowledge with business, government and the community, to make the world a better place.

OBJECTIVE 3: Well known for its contribution to education, the economy, society and environment through knowledge exchange:

- (b) in particular places (West of Melbourne, State of Victoria and Timor Leste);
- (c) between Australia and other countries in the Asia-Pacific, especially China, India and Malaysia; and
- (d) in particular industries.

OBJECTIVE 4(a): Victoria University will be nationally and in some cases world renowned for its knowledge and expertise in particular focussed areas and topics (see page 20).

OBJECTIVE 4(b): Victoria University will be a national leader in education, workforce development, research and knowledge exchange, in at least five (5) industry clusters (see page 23).

TARGETS:

NOTE: Associated performance indicators for this strategic pillar can also be found under the following pillar, Industry, Community and External Affairs Strategy.

Indicator	Actual ²²	2016 Interim Target	2020 Target
Total Research Income (absolute) ²³	\$11m	\$25m	\$55m
Journal Publication Output (absolute) ²⁴	352	521	1030
Research and Research and Teaching (FTE) ²⁵	446	476	935
SCImago–Australian University Ranking ²⁶	29	26	20
World Renowned Target Profile	Target profile determined	At least one (1) area has achieved its target profile.	At least four (4) out of nine (9) are achieved.

²² The **Actual** data relates to the most recently available data at the time, in some instances it may be up to 2 years old.

²³ Dollar values are in 2011 prices. This is a forecast on what is required to get us in the Top 20 and may change over time.

²⁴ This is a forecast on what is required to get us in the Top 20 and may change over time.

²⁵ This is staff who contribute to the HERDC collection. The inclusion of this measure implies per RAI FTE measures can be determined for Total Research Income and Journal Publication Output.

²⁶ Limitation of the SCImago ranking system is that it is based on the Scopus data which has good coverage of journals published in the health and life sciences but less complete coverage of journals published in humanities and social sciences.

Indicator	Actual ²⁷	2016 Interim Target	2020 Target
Rating of 3 or above for nominated ERA disciplines	5	At least ten (10) of the discipline areas.	At least fifteen (15) of the discipline areas.
Industry Impact Target ²⁸	To be determined	At least one (1) area has achieved the target.	At least five (5) areas have achieved the target.

STRATEGIES:

1. Research Capability

Implement [strategic objective 2\(a\)](#) in the context of a number of key themes for the research and knowledge exchange focus of the university ([objective 2\(b\)](#) and [2\(c\)](#)), to include:

Promoting interdisciplinary research in:

- Cultural Diversity
- Environmental Sustainability
- Education, Lifelong Learning and Workforce Development
- Health, Active Living and Sport
- The performance and well being of particular industries and places

Promoting discipline based research to obtain high ERA rankings in selected discipline areas, building on existing strengths and supporting the interdisciplinary themes and the Victoria University areas of specialisation of international renown.

Action: DVC (Research and Knowledge Exchange) with PVC (Research and Research Training) and in collaboration with the Faculties and Institutes will develop a research strategy to achieve [strategic objective 2\(a\), 2\(b\) and 2\(c\)](#) and the targets for 2016 and 2020 listed above.

2. Knowledge Exchange in Industry Clusters

Implement [strategic objective 3\(d\)](#) and [4\(b\)](#), relating to industry clusters, especially in:

- a. Built Environment
- b. Community and Mental Health Services
- c. Cultural and Creative Industries
- d. Education and Early Childhood Development
- e. Financial Services
- f. Food Manufacture
- g. Health
- h. Law and Legal Services
- i. Tourism and Hospitality
- j. Transport and Logistics
- k. Sport and Recreation

Action: Develop a knowledge exchange strategy under the DVC (Research and Knowledge Exchange) and PVC (Knowledge Exchange - Industry) and in collaboration with the Faculties and Institutes to achieve the objectives and the targets above for 2016 and 2020. Executive Deans will develop complementary strategies in the Faculties. Institute Directors will further develop their strategies as well.

²⁷ The **Actual** data relates to the most recently available data at the time, in some instances it may be up to 2 years old.

²⁸ The target profile will be developed as a matter of priority in the Knowledge Exchange Strategy.

3. **West of Melbourne and Timor Leste** (strategic objective 3(b))

Promote the educational, economic, social and sustainable development of the West of Melbourne (and to contribute to the development of Timor Leste).

Action: Associate PVC (Knowledge Exchange - Community) to lead the development and implementation of the plan in this area.

4. **State of Victoria** (strategic objective 3(b))

Develop a strategy to provide leadership on issues of importance to the State of Victoria after which the University is named.

Action: The DVC (Research and Knowledge Exchange) to lead the development and implementation of this strategy.

5. **Knowledge Exchange with International Partners** (strategic objective 3(c))

Develop a strategy to exchange knowledge with educational and industry partners in other countries, especially China, Malaysia and India (e.g. regarding logistics in China and tourism in Malaysia).

Action: The DVC (Research and Knowledge Exchange) and the DVC (Academic and Students) with the Vice-President (International) to lead the development of this strategy.

INDUSTRY, COMMUNITY AND EXTERNAL AFFAIRS STRATEGY

OBJECTIVE 2(b): Well known for its interdisciplinary research in a number of thematic areas (see page 19).

OBJECTIVE 2(c): Rated as 'at or above world standard' for research in at least fifteen (15) four digit disciplines relevant to the interdisciplinary themes (see page 19).

OBJECTIVE 3(a): Victoria University will be an Australian leader in exchanging knowledge with business, government and the community, to make the world a better place.

OBJECTIVE 3: Well known for its contribution to education, the economy, society and environment through knowledge exchange:

- (b) in particular places (West of Melbourne, State of Victoria and Timor Leste);
- (c) between Australia and other countries in the Asia-Pacific, especially China, India and Malaysia; and
- (d) in particular industries.

OBJECTIVE 4(a): Victoria University will be nationally and in some cases world renowned for its knowledge and expertise in particular focussed areas and topics (see page 20).

Victoria University will therefore build on its existing partnerships with industries, communities, governments and other education and research organisations to build its reputation as a partner of choice and to leverage off the partnerships to achieve this vision.

TARGETS:

NOTE: Associated performance indicators for this strategic pillar can also be found under the following pillars, The Victoria University Curriculum and the Student Experience and Victoria University Research and Knowledge Exchange and Industry, Community and External Affairs Strategy.

Indicator	Actual ²⁹	2016 Interim Target	2020 Target
Fee-for-Service Income	\$16m	\$32m	\$64m
Quality and impact of partnerships ³⁰	To be determined	To be determined	To be determined
World Renowned Target Profile	To be determined	At least one (1) area has achieved its target profile.	At least four (4) out of nine (9) are achieved.
Industry Impact Target ³¹	To be determined	At least one (1) industry cluster has achieved the target.	At least five (5) industry clusters have achieved the target.

²⁹ The **Actual** data relates to the most recently available data at the time, in some instances it may be up to 2 years old.

³⁰ A number of measurement systems are currently being investigated including PASCAL, Talloires, AUCEA and will be a priority for development as part of the Knowledge Exchange Strategy.

³¹ The target profile will be developed as a matter of priority in the Knowledge Exchange Strategy.

STRATEGIES:

1. Partnerships

Develop a partnership strategy (to support all strategic objectives) that includes:

- (a) enhancing our existing partnerships; and
- (b) developing new strategic partnerships.

and to achieve the targets above.

Action: DVC (Research and Knowledge Exchange) to oversee further development of existing strategy by the PVC (Knowledge Exchange – Industry) and Associate PVC (Knowledge Exchange - Community), in collaboration with the DVC (Planning, Marketing and External Affairs) and Faculties and Institutes, to support all strategic objectives.

2. Local Government Areas Engagement Framework.

Action: The Associate PVC (Knowledge Exchange - Community), working with the DVC (Planning, Marketing and External Affairs) to establish a LGA liaison network, ensuring champions are identified for each LGA and develop an ongoing consultative framework with the LGAs.

3. Alumni and Foundation Engagement Framework.

Action: The DVC (Planning, Marketing and External Affairs) to develop a strategy to grow the role of Alumni and Foundation in Victoria University's engagement with industry and community.

INTERNATIONAL STRATEGY

OBJECTIVE 1: Victoria University will be an outstanding institution in its learning and teaching, recognised as:

- (a) a leading university by world standards in learning and teaching and the student experience of tertiary students from diverse countries, cultures, socio-economic and educational backgrounds.
- (b) a leading provider in Victoria of pre-tertiary education of students from diverse backgrounds especially in the West of Melbourne.
- (c) nationally and internationally, for our distinctive curriculum to produce graduates with 21st century generic skills (see section on 'Distinctive Specialisations'), as well as successful learners in their chosen fields across all the Faculties.

OBJECTIVE 2(c): Rated as 'at or above world standard' for research in at least fifteen (15) four digit disciplines relevant to the interdisciplinary themes (see page 19).

OBJECTIVE 3(c): Victoria University will be well known for knowledge exchange in its areas of expertise, between Australia and other countries in the Asia-Pacific, especially:

- China
- India
- Malaysia

The selection of the places and countries is based upon the strong links we have already established.

OBJECTIVE 4(a): Victoria University will be nationally and in some cases world renowned for its knowledge and expertise in particular focussed areas and topics (see page 20).

Victoria University will therefore further build its international reputation as a partner of choice for international students from targeted countries and grow the capabilities of all our students as global citizens, and a partner of choice for universities, industry, community and governments overseas, to develop our international strategies for research and knowledge exchange. Victoria University aims to be a regional leader in the Asia-Pacific region in the provision of transnational education (TNE), delivering our qualifications in partnership with reputable education institutions. Offshore enrolments will build on existing partnerships, while other offshore opportunities are pursued.

TARGETS:

NOTE: Associated performance indicators for this strategic pillar can also be found in the following pillars, The Victoria University Curriculum and the Student Experience and Victoria University Research and Knowledge Exchange.

Indicator	Actual ³²	2016 Interim Target	2020 Target
Percentage of international students as a proportion of total student profile			
Onshore	7.5%	10%	15%
Offshore	12%	15%	25%
Student International Mobility ³³	6% of tertiary graduation cohort	10% of tertiary graduation cohort	20% of tertiary graduation cohort

³² The **Actual** data relates to the most recently available data at the time, in some instances it may be up to 2 years old.

³³ Student exchanges and study-abroad etc.

Indicator	Actual ³⁴	2016 Interim Target	2020 Target
Cross-cultural Capability of Graduates	To be determined	To be determined	To be determined
Proportion of Total Annual Student Load Revenue from International Fees	13% (\$57m)	16%	20%

STRATEGIES:

1. International Strategy

Develop an international strategy to achieve the international aspects of the strategic objectives and to be widely recognised as an international university, strongly engaged with partners in other countries, especially in Asia, and producing graduates who are successful global citizens, including:

- a. an offshore strategy
- b. an onshore strategy

and to achieve the targets above.

Action: The Vice-President (International) will develop (a) and (b) with support DVC (Academic and Students) and in partnership with the Faculties.

2. Internationalising the Curriculum

Ensuring that Victoria University's tertiary and pre-tertiary curriculum frameworks take account of internationalising the curriculum considerations so that our students are equipped to be global citizens of the world (in parallel with [strategic objective 1](#) strategy).

Action: The DVC (Academic and Students) with the Curriculum Commission and in consultation with the Curriculum Action Group will ensure that internationalising the curriculum is reflected in the Victoria University curriculum frameworks. **May 2012**

3. Research and Knowledge Exchange with International Partners

The Victoria University Research and Knowledge Exchange strategies will ensure that Victoria University grows and develops new and existing international partnerships that are deep, multi-layered and mutually beneficial, especially with partners in China, India and Malaysia. These partnerships will also be important in exchanging knowledge about how we educate students from diverse backgrounds such as the partnership we have with UTEP and with our institution partners in Timor Leste.

Our priorities in building international research partnerships includes encouraging researchers and research leaders to identify and develop potential international community, government and industry relationships to benefit research and knowledge exchange opportunities; and also encourage international partnering for HDR degrees with international community/government/industry in order to ensure that doctoral graduates achieve excellent employment and career outcomes. To ensure that we achieve an international reputation for our research we anticipate that there will be many other international collaborations at an individual, school, institute, faculty and university.

³⁴ The **Actual** data relates to the most recently available data at the time, in some instances it may be up to 2 years old.

Action: The DVC (Research and Knowledge Exchange) working with the DVC (Academic and Students) and Vice-President (International) and in consultation with Faculties will develop strategies to facilitate international collaborations in research and knowledge exchange (see also Action 5 under Victoria University's Research and Knowledge Exchange Strategy, page 35).

4. Internationalising the Workforce

Victoria University's human resource and organisational development strategies will ensure that internationalising the workforce is integrated so that the culturally diverse student population is complemented by an increasingly culturally diverse staff population.

Action: The Vice-President (People and Culture) with support from the DVC (Students and Academic), DVC (Research and Knowledge Exchange) and Vice-President (International) will develop this.

ORGANISATIONAL DEVELOPMENT AND RESOURCES STRATEGY

OBJECTIVE 5: Victoria University will be well known as a dynamic and prosperous organisation and an employer and partner of choice.

TARGETS:

Indicator	Actual ³⁵	2016 Interim Target	2020 Target
Voice-It Employee Engagement Index ³⁶	72%	76%	80%
Voice-It Organisational Progress Index ³⁷	53%	60%	70%
Percentage of staff with a doctoral qualification ³⁸	44.5% Academic 30% Executive 1.1% HEW 1.25% TAFE	48% Academic 40% Executive 3% HEW 5% TAFE	55% Academic 50% Executive 5% HEW 10% TAFE
Percentage of staff with a teaching qualification ³⁹	28% Academic ⁴⁰ 84% TAFE ⁴¹	To be determined	To be determined
Financial Sustainability – Underlying Surplus	5% ⁴²	5.5% average (2012-2016)	7.5% average (2017-2020)
Total Revenue	\$432.03m	\$576m	To be determined

³⁵ The **Actual** data relates to the most recently available data at the time, in some instances it may be up to 2 years old.

³⁶ Comprises *Job Satisfaction*, *Organisation Commitment* and *Intention to Stay* scales where $\geq 80\%$ favourable rating is 'High'; 50-80% is 'Medium'; and $< 50\%$ is 'Low'.

³⁷ Comprises *Organisation Performance*, *Innovation and Change* and *Customer Satisfaction* scales where $\geq 80\%$ favourable rating is 'High'; 50-80% is 'Medium'; and $< 50\%$ is 'Low'.

³⁸ Compared with the following sector averages: academic staff sector average = 63.15% and senior management sector average = 44.24%.

³⁹ The definition of this indicator will be reviewed as part of the development of the Victoria University Curriculum Frameworks and the associated teaching capability framework. It is anticipated that the method of measurement might change and consequently a new baseline and targets will need to be determined by May 2012.

⁴⁰ Highest qualification for each person only recorded. Qualifications include:

- Grad Certificate of tertiary Education
- Masters of Education
- Diploma of Teaching
- Diploma of Technical Teaching

⁴¹ Highest qualification for each person only recorded. Qualifications include:

- Cert IV
- Diploma VET practice
- Masters of Education in VE
- Diploma of Teaching
- Diploma of Technical Teaching

⁴² Based on 2011 Budget.

STRATEGIES:

1. Organisational Development Framework

Develop an organisational development framework ([strategic objective 5](#)) to support the achievement of the vision that focuses on:

- (a) building the capability of the workforce
- (b) building a workplace culture that lives through the values of the University, demonstrates the preferred behaviours expected of all staff and supports the mission and vision
- (c) strengthening knowledge management
- (d) building effective and aligned structures and processes
- (e) ensuring an ability to develop and implement strategy
- (f) achieving agility and the ability to innovate

Action: Recently established working group on organisational development to advise Vice-Chancellor on actions to be taken.

2. Human Resource Strategy

3. Develop a human resource strategy as part of the organisational development framework focusing especially on 1(a), 1(b), 1(e) and 1(f), above which supports the development of rewarding career structures for the diversity of skills and capabilities required to achieve the vision.

Action: The Vice-President (People and Culture) will lead the development of the human resource strategy.

3. Financial Plan

Develop a financial plan, consistent with the financial targets outlined in various parts of this plan, to support the achievement of this Strategic Plan as a whole, and to achieve [strategic objective 5](#), which incorporates the aim of being a university that has a wide variety of clients which enables a diversified funding base and is a financially independent and prosperous university.

Action: The DVC (Finance and Capital Management), working with the Chief Financial Officer, will develop this plan.

4. Institutional Performance Management

Develop an effective way of reviewing progress against strategic objectives and establish an institutional performance evaluation and management integration system.

Action: The DVC (Planning, Marketing and External Affairs) will lead a project to deliver the performance management system.

CAMPUS AND INFRASTRUCTURE STRATEGY

OBJECTIVE 1: Victoria University will be an outstanding institution in its learning and teaching, recognised as:

- (a) a leading university by world standards in learning and teaching and the student experience of tertiary students from diverse countries, cultures, socio-economic and educational backgrounds.
- (b) a leading provider in Victoria of pre-tertiary education of students from diverse backgrounds especially in the West of Melbourne.
- (c) nationally and internationally, for our distinctive curriculum to produce graduates with 21st century generic skills (see section on 'Distinctive Specialisations'), as well as successful learners in their chosen fields across all the Faculties.

OBJECTIVE 2(a): Victoria University will be in the top 20 universities in Australia for research, with an emphasis on applied and translational research.

OBJECTIVE 3(a): An Australian leader in exchanging knowledge with business, government and the community, to make the world a better place.

Victoria University will develop campuses and infrastructure that will enable the kind of student experience and research activity that are implied by the vision and mission.

TARGETS:

NOTE: Associated performance indicators for this strategic pillar can also be found in the following pillars, The Victoria University Curriculum and the Student Experience, Victoria University Research and Knowledge Exchange and Industry, Community and External Affairs Strategy.

Indicator	Actual ⁴³	2016 Interim Target	2020 Target
Environmental Sustainability Index ⁴⁴	To be determined ⁴⁵	2.5% reduction ⁴⁶	5% reduction ⁴⁷
Space Utilisation ⁴⁸	54.6%	75%	75%
Quality of Spaces <ul style="list-style-type: none"> • Teaching Space Rating⁴⁹ • Maintenance Expenditure⁵⁰ 	65%	90%	90%
	0.72%	1.25%	1.25%
Footscray as a University Town Profile	To be determined	To be determined	To be determined
Progress towards other campus plans	To be determined	To be determined	To be determined

⁴³ The **Actual** data relates to the most recently available data at the time, in some instances it may be up to 2 years old.

⁴⁴ Level of greenhouse gas emissions expressed as tonne CO2 per GFA.

⁴⁵ A 2011 figure isn't yet available – KPI will compare end of 2011 results against the 2010 base year.

⁴⁶ Will be based on 2011 figure – see above footnote.

⁴⁷ On base year of 2010.

⁴⁸ Teaching space frequency where the good practice benchmark is 75%.

⁴⁹ Based on a rating of 'good or above' categories in the audit of teaching space against minimum design standards.

⁵⁰ Based on Recurrent maintenance expenditure to asset replacement ratio. Our target is to achieve the good practice benchmark of 1.25 per cent for 2016 and 2020

Indicator	Actual ⁵¹	2016 Interim Target	2020 Target
Number of Tier 1 Technology Services Externally Sourced ⁵²	2	5	10
Percentage of university services modelled	5%	75%	100%

STRATEGIES:

1. Footscray as the Hub

Implement a campus strategy that has Footscray at the hub of the University and begins to foster the idea of Footscray as a University Town, complemented by a number of other large or small 'satellite locations'.

2. Victoria University in the CBD

Implement a plan to achieve an impressive consolidated presence in the Melbourne CBD at our Queen Street site, with a central focus on our Business and Law offerings, but with other offerings that can achieve the financial return required to justify the investment in this premium space.

3. St Albans

Develop a plan for St. Albans with Health as a major focus along with other areas. Education and Human Services are likely to be important aspects.

4. Sunshine

Develop a plan for Sunshine as a Centre of Excellence in Building and Construction.

5. Werribee

Develop a plan for Werribee, with a research park as one aspect, building on our research on water and food.

6. Melton and Outer West

Develop a plan for Melton and other locations in the West of Melbourne in a way that fosters effective collaboration with industry and the community, and supports our tertiary and pre-tertiary education strategies.

7. Environmental Sustainability

Campus plans will ensure that environmental sustainability considerations are taken account of.

Action: DVC (Finance and Capital Management) to develop draft plan by October 2011, for Items 1 and 2 above to be further developed thereafter. Vice-Chancellor to chair a working group on Items 3 to 6, followed by plans to be developed by DVC (Finance and Capital Management).

⁵¹ The **Actual** data relates to the most recently available data at the time, in some instances it may be up to 2 years old.

⁵² Rather than being internally hosted by the University.

8. Information and Communication Technology (ICT)

Develop an ICT strategy to provide the infrastructure necessary to support the Victoria University Strategic Plan.

9. Business Process Model

Develop a strategy to deliver a full Business Process Model (BPM) to allow optimisation and coordination of all significant business processes to improve business delivery across Victoria University.

Action: PVC and CIO to develop draft strategies for Items 7 and 8 by November 2011.