The EIT Strategic Plan
2016-2026

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Preface

Message from the Dean of Engineering

This Strategic Plan is based around harnessing the new online technologies in both our online and classroom courses using highly experienced instructors from industry on a global basis.

The key strengths of EIT's activities have been in the provision of engineering courses by highly experienced industry practitioners, to mature age students through innovative distance learning technologies (especially synchronous e-learning, remote and virtual labs). In addition, we see opportunities in applying these online methodologies to classroom based courses to provide a blended solution. We believe that correct application of these technologies can provide an experience equivalent to or indeed often superior to that of a classroom on its own. In addition, this method of provision of courses is considerably more convenient and flexible for mature age students who are holding down a career and have other significant challenges in terms of personal commitments.

In addition, based on developments particularly in the United States, we believe the increasing globalisation of education will have a significant impact on engineering and technology in higher education in creating a far more competitive environment (e.g. from MOOCs) and it is thus vital that Australia has an equivalent institution providing programs on a worldwide basis. EIT aims to build upon the success of its VET offerings to create a seamless pathway to higher education degree programs.

The EIT Strategic Plan is underpinned by significant consultation with all current stakeholders in its preparation and I acknowledge the enormous contribution from current students, staff and consultants in its formulation.

I commend this Strategic Plan to you.

Steve Mackay PhD
Dean of Engineering

Purpose

The purpose of the EIT Strategic Plan is to indicate the approach and principles that will guide the development of EIT's higher education operations during the next ten years, 2016 – 2026. As well as indicating the context in which EIT will operate, it sets out the vision, the mission, the core values, goals, approach, key performance indicators and overarching principles as well as indicating the key competitive business and learning advantage of the institution.

Scope

This Strategic Plan is relevant for all members of EIT's higher education community.

Context

This Strategic Plan has been developed in the light of significant changes influencing the Higher Education sector in Australia, which are particularly relevant to this institution as it seeks to bridge the divide between the vocational and higher education sector and worldwide movement to online learning.

EIT has been founded on the pioneering work done by its sister institution, IDC Technologies, in providing engineering training to over 500,000 engineers, technologists and technicians throughout the world over the past twenty years.

Initially established as IDC Technologies providing short courses throughout the world with over 500,000 students over the past two decades, EIT was formed as an Australian Government Registered Training Organisation (RTO), providing online distance learning. EIT has already built up an enviable track record with significant experience in the provision of high quality VET courses: Diploma, Advanced Diploma, Graduate Certificate and Graduate Diploma courses to tens of thousands of students throughout the world with excellent feedback on the quality of materials, method of instruction and the experience and knowledge of its lecturers.

The current focus of the engineering education offered by EIT's VET operations is in the fields of electrical engineering, mechanical engineering, civil engineering, industrial automation, chemical engineering, industrial data communications and networking. At present, at any one time, EIT has over 1200 students attending these courses provided solely through distance learning (using web, video conferencing software and remote/virtual labs) with highly experienced lecturers at locations throughout the world and with students drawn from over 120 countries.

This Strategic Plan has been developed for EIT's proposed increased number of higher education courses. References throughout the Plan are made to its strengths in the vocational education area as a means of providing a building block for its proposed higher education offerings.

Mission

Our mission is to provide students throughout the world with measurable and significant productivity gains in their workplaces through cutting edge and applied engineering and technology higher and vocational education.

Vision

By 2026, EIT will be internationally recognised for its distance learning education in the engineering and technology areas. We will draw students from throughout the world because of our reputation for engineering programs which are strongly industry oriented coupled with graduate attributes that make our students employees of choice. Specifically:

- We will be ranked in the upper half of Australian universities in our education performance in engineering education (characterized by an emphasis on our hands-on online engineering labs).

- We will have 1900 full-time equivalent students drawn from throughout the world in a range of higher education engineering courses.

- Our courses will be world renowned for the way they prepare engineering para-professionals and professionals through both blended and online distance learning for careers in demand.

EIT Core Values

EIT's values are an intrinsic part of its culture. These values listed below give a sense of identity and a context for all its activities, including:
- Excellence and quality in all our endeavours
- Scholarly integrity and excellence
- Sustainability
- Respect for the individual, equity, social justice and ethics
- Free intellectual enquiry
- Innovative, creative and entrepreneurial.

EIT Principal Community Contribution
We support Australia as a socially inclusive society, building Australia's engineering skills base with a focus on mature age students who need flexible, affordable education in the context of sustainability – on a regional, national and international basis. In operating on a global basis, EIT aims to draw students from vastly different nationalities, cultures and religions, so we can significantly enhance the degree of understanding.

EIT Competitive Business Advantage
EIT has a significant advantage in terms of providing a high quality, flexible and affordable distance learning engineering experience to mature age students throughout the world using innovative e-learning, remote and virtual lab technologies with highly experienced lecturers drawn from industry and academia. In addition, EIT offers articulation processes (and recognised prior learning provided with integrity and academic rigour) from existing (or partially completed) qualifications from other educational institutions. Finally, with regard to EIT's global footprint, international accreditation from a wide range of higher education accreditation bodies has been achieved, and will be expanded. This will thus help the international career mobility of all EIT graduates.

EIT Goals

Objectives, which are both qualitative and quantitative, have been listed under each of the nine goals set out below. These goals will be monitored and acted upon in our two-decade tradition of bi-weekly meetings which commenced with IDC and EIT's VET operations 20 years ago. At these meetings, progress will be monitored and reported and strategies put in place to achieve the goals. The achievement of these goals will also be reported to the Governance and Academic boards who currently meet every three months and will continue to meet at the same frequency for both VET and higher education. Immediate feedback will be provided on a weekly basis using email and sometimes phone calls. This will allow the Governance and Academic Boards to form a tighter connection with EIT in terms of keeping touch with developments and providing their independent counsel.

Implementation

Note that annual reporting will be at the nearest board meeting to February in each year using this document as a template. Exceptions – where a KPI has not been achieved will be discussed and solutions actioned.

The job titles used below are:
- Dean (CEO)
- College Manager (or eLearning Manager)
- Learning Coordinator (or eLearning Coordinator; or Course Coordinator)
- IT Manager
- Publishing Manager (or Publisher)
- Accreditation Manager
- Marketing Manager

Goal 1: To Encourage Excellence in Teaching and Learning

Rationale and Strategy

EIT will provide a high quality student-centred learning experience characterised by an emphasis on flexibility, the basis for a professional engineering career and in encouraging lifelong learning, critical enquiry and best practice.

In the context of the traditional distance learning approaches, the learning and teaching provided by EIT can be considered to be somewhat more challenging than solely classroom-based study. EIT will offer highly interactive synchronous e-learning as a core, supplemented by asynchronous e-learning and hands-on remote and virtual laboratories. EIT aspires to a learning experience that can indeed be at least equivalent to or considerably better than a traditional classroom experience. The use of online distance learning fits well with mature age students, the massive growth in mobile technologies, as well as those from a disadvantaged background.

EIT's specific approach to online learning will work well in a blended approach with classroom based courses, or in conjunction with partners or clients who still want to (partially) use classrooms.

	Strategy/Action	Responsible for Implementation	Key Performance Indicator	Monitoring and Reporting Responsibilities
1.	Provide a great student experience, appropriate to the age, stage, background and circumstances of a diverse student population.	College Manager and staff	Student responses on Final Course Progress Questionnaires indicating at least 8 out of 10 or above (a 'very good' rating).	College Manager to review every 12 months and report to Academic Board.
2.	Students to be supported to achieve outstanding academic results.	College Manager and staff	More than 80% of students successfully completing a course or are still actively studying (having transferred to another intake). Overall student course average grade of 70%.	College Manager to review once per year and report to Academic Board.
3.	Draw on the extensive industry experience of lecturers to enhance the learning experience and career opportunities for EIT students.	Dean and academic staff	In Final Course Progress Questionnaires, at least 80% of student responses indicate they value the industry experience of lecturers.	College Manager to report once per year to Academic Board.
4.	Provide high quality hands-on experiential learning using remote, virtual labs and physical lab kits (on campus)	Deputy Dean and academic staff	Ensure that remote, virtual labs and physical lab kits comprise at least 25% of assignment work and are useful.	Deputy Dean of Engineering to report to Academic Board once each year based on student survey.

5.	Deliver courses that ensure that graduates can effectively apply skills in their employment.	Dean and Academic Board	More than 80% of employers responding are satisfied with the training overall.	College Manager to report each year to Academic Board.
6.	Manage integrity of assessment in online mode.	Dean and academic staff	Target plagiarism and cheating to under 0.1% of students each year.	College Manager to report to Academic Board every year.
7.	Optimise the use of online technologies by providing additional structured regular training and education in web and video conferencing, remote and virtual labs, Learning Management Systems (and other distance learning) technologies and ensure all staff and students achieve a measurable standard of familiarity, comfort and confidence.	College Manager and Learning Coordinators	Academic staff and student satisfaction rating with online technology at least 8 out of 10.	College Manager to review once per year and report to Academic Board.

Goal 2: To Encourage Excellence in Student Learning Support

Rationale and Strategy

EIT students will have growing pressures due to increased workload, time constraints, and personal challenges as most will be studying part-time at distant locations while employed. In addition, there will be students in a local classroom environment who will be exposed to a blended learning environment (online + classroom). This is further complicated by the provision of distance learning on an international basis with different time zones. Taking these issues into account, EIT's advantage is based on its experience in providing a high quality experience to all of its students no matter where they are located in the world or their individual circumstances. The ongoing challenge is for EIT to continue to be flexible and responsive to its higher education students.

With the proper strategies in place, the distance learning environment can be made into a considerably more congenial and connected environment between students, lecturers and support staff (than even for a traditional residential college). This is currently achieved in a number of ways, including building up strong relationships with our highly skilled e-learning coordinators who are dedicated to, and manage each cohort and assist students online (email/web and video conferencing/discussion groups) and are available on phone at all times. Our overseas offices take calls outside Perth hours and this gives a strong 24x7 (literally) presence. Our lecturers are in constant contact with students by web conference, phone and email for their particular units presented.

We have a dedicated manager to support the Remote and Virtual labs who will provide quick answers to student questions and regular lab tutorial sessions.

Finally, our College Manager is available to support the students with any extra-curricular problems such as financial and personal issues. Students are given a dedicated 'virtual room' for their entire course and this enables them to build up enduring relationships as they chat/talk and work together. Each cohort will be encouraged by their learning coordinator to set up a LinkedIn group and this also contributes enormously to the feeling of 'presence'.

EIT will aim to, with the availability of the latest internet web and video conferencing technologies provide close and enduring linkages between students and lecturers, by supporting both.

	Strategy/Action	Responsible for Implementation	Key Performance Indicator	Monitoring and Reporting Responsibilities
1.	Build a strong overall 'e-presence' for students using web/video conferencing/dedicated virtual rooms/discussion forums and rapid personalized interaction through a dedicated highly supportive Learning Coordinator so that a rapport can be built with students.	College Manager and Learning Coordinator.	Number of students reporting a satisfaction rating of greater than 8 out of 10 with learning support. More than 80% of students successfully completing the course or are still actively studying (having transferred to another intake).	College Manager to report once per annum to Academic Board.
2.	Optimise personal student support contact between lecturers and students especially using phone, email, web and video conferencing and encourage all staff to see pastoral care as a primary responsibility.	College Manager	10% of students are provided with contact details of lecturers, course coordinators, college manager, accounts, and IT support through the learning management system. Responses within 24 hours (unless over weekend)	College Manager to report exceptions to this every 12 months to Academic Board.
	•Learning Support through lecturers initially and Course Coordinator when lecturer unavailable or general assistance is requested.	College Manager and Course Coordinator	Responses within 24 hours (unless over weekend)	
	•Online Technology Support	College Manager	Responses within 24 hours (unless over weekend)	
	•Personal Support for financial and personal issues, including referral to external supports such as counsellors, as needed.	College Manager aided by Human Resources Manager	Responses within 24 hours (unless over weekend)	

Goal 3: To Encourage Excellence in Management, Staff and Staffing Processes

Rationale and Strategy

A key attribute of EIT's success has been in recruiting and retaining high quality experienced staff (both academic and support staff). The academic staff cohort are mainly part-time, highly experienced, (mainly) professional engineers and technologists working in industry. EIT intends to continue to recruit and retain high quality staff and ensure that they are qualified and experienced to teach into its higher education courses. There will be special challenges in this situation, especially in terms of lectures presented after hours with sometimes challenging time zone issues being confronted by both staff and students.

EIT aims to continue to improve staff recruitment and retention strategies, support a work-life balance through flexible working arrangements (e.g. working mothers), career development and effective leadership and management. Finally, EIT will promote the achievement of equitable participation for women as engineering lecturers as a challenging but critical objective in a traditionally male dominated profession.

	Strategy/Action	Responsible for Implementation	Key Performance Indicator	Monitoring and Reporting Responsibilities
1.	Promote amongst staff a strong commitment to the objectives of EIT, by the Human Resources Manager, and bi-weekly staff meetings.	Human Resources (HR) Manager.	Satisfaction rating of 80% or higher with EIT as an employer in Staff Evaluation surveys.	HR Manager to report on feedback to Governance and Academic Boards each year.
2.	Recruit academic teaching staff with demonstrated quality teaching ability as a priority and for staff promotion.	Dean and Academic Staff	At least 80% of student responses report lecturer evaluation levels of 8 out of 10 or above (a 'very good' rating).	College Manager to report once per year to Academic Board.
3.	Recognise and reward excellence in teaching and professional training	HR Manager	Recognise top three lecturers every year with a publicised award and cash prize.	Dean of Engineering to report once each year to Academic Board.
4.	Support staff to obtain diploma and higher education qualifications, for both academic and administrative staff, on a measurable annual basis.	HR Manager	At least 20% of staff undertaking further study each year.	HR Manager to report once per year to Academic Board.
5.	Provide professional and personal development and further education opportunities for academic and administrative staff to enable them to enhance their career-oriented skills.	HR Manager	Each staff member (incl. part-time) to attend at least one two day appropriate course each year, or equivalent	HR Manager to report on number and type of courses attended by all staff to Academic Board each year.

Goal 4: To Encourage Excellence in Scholarship and Research

Rationale and Strategy

Teaching is the primary focus of EIT, and therefore it is integral to higher education teaching and learning that applied research and scholarship should be encouraged and supported. EIT will encourage and support higher education staff and students to participate in scholarly activities and ensure that applied research underpins teaching and learning of its higher education courses.

A core focus of EIT's VET operations has been in researching and developing remote and virtual labs, remote engineering and web and video conferencing software and it is expected that this work will be extended significantly for higher education.

	Strategy/Action	Responsible for Implementation	Key Performance Indicator	Monitoring and Reporting Responsibilities
1.	Encourage a culture of academic freedom, enquiry, intellectual challenge and scholarship among all higher education academic staff with a focus on applied applications and skill in engineering in the context of an online environment.	Dean	Each academic staff member to spend the equivalent of at least 2 hours per week full time equivalent FTE on applied research and scholarship related activities, and aspiring to research where grants have been awarded.	Dean of Engineering to report to Academic Board once per year.
2.	Apply for grants for research and development grants from the Commonwealth government (eg. Ausindustry), state governments and corporations.	Deputy Dean	Target at least one comprehensive applications per year for research grants (at R & D (or R & D tax claims) in engineering and technology or related R & D (Minimum of $120k p.a.)	Dean of Engineering to report to Academic Board.
3.	Encourage and support academic staff to publish regularly the outcomes of their scholarship and research in scholarly journals, books and other means, and to financially reward staff appropriately.	Deputy Dean	Target at least one book and ten journal articles per year by EIT students and engineering staff collectively.	Publishing Manager to report to Academic Board.

4.	Encourage and financially support staff to present at the regular conferences held by our sister company, IDC Technologies, where they can form communities of practice in an industry intense environment.	HR Manager	Target at least 8 engineering conferences per year. Target at least 12 free engineering webinars p.a. presented by the Dean on breaking topics publicizing our work.	HR Manager to report to Academic Board each year on contribution by EIT engineering staff.
5.	Promote and support higher education academic staff to participate in scholarly activities and undertake continuing professional development.	HR Manager	Staff Portfolios to have documented regular scholarly activities that promote critical thinking and academic freedom and scholarly learning.	HR Manager to report annually to Academic Board.

Goal 5: To Encourage Excellence in Academic Course Resources

Rationale and Strategy

The rapid change in engineering and computer technology places significant strain on providing up- to-date course resources. It is thus critical that EIT works closely with industry and its industry experienced and active lecturers to ensure that course resources (books, videos, traditional, remote and virtual labs) are kept up to date. EIT will ensure that data used for the presentation of courses will be subjected to rigorous processes to ensure integrity of content. EIT will aim to maintain a timeframe of monthly monitoring and updates. The EIT's Publishing Department will update existing materials accordingly.

The expertise of mature age students who are working in the engineering industry will be recognised and included to improve resources.

It is also important for EIT to devote resources to researching, talking to industry and identifying new topics in courses which need to be created to ensure its students are skilled and made knowledgeable in courses that are in demand. It will also aim to identify new courses that could be developed.

As EIT courses will be presented on a worldwide basis with differing local standards, EIT will aim to cover all the local standards effectively without compromising the integrity of the academic courses to ensure that the needs of international practising engineers are addressed.

It should also be emphasized that this focus on resources is definitely not intended to replace the lecturer but to act as a support. The lecturer is still expected to personalize the resources to their requirements in presenting an outstanding course.

	Strategy/Action	Responsible for Implementation	Key Performance Indicator	Monitoring and Reporting Responsibilities
1.	Monitor and provide sufficient budget to continually improve all course resources by ensuring that they continue to be state-of-the-art, practical and applied.	Publishing Manager	Student satisfaction with quality of course resources to achieve an average rating of 8 out of 10 or above. Expend at least 30 hours per 3-credit unit each year on continuous improvement.	Publishing Manager Publishing Manager to report to Academic Board once per year.
2.	Offer academic courses at undergraduate and postgraduate levels that are highly regarded within the engineering profession.	Dean and Academic Board	Ensure at least four new courses are accredited by TEQSA or TAC (Training Accreditation Council) per annum.	Accreditation Manager to report to Academic and Governance Board ongoing as courses are approved.
3.	Continue to build significant supporting materials for all courses to be made available to students as reading materials.	Publishing Manager	A minimum of 1000 new pages from outstanding engineering books per month made available for students (under the Australian Copyright Act). Purchase 10 high quality engineering books/month for internal library Increase journal and eBook library by 20% p.a.	Publishing manager to report to Academic Board once per annum.

Goal 6: To Encourage Excellence in Partnerships and Engagement with Industry

Rationale and Strategy

EIT aims to ensure that all its graduates are in demand by industry and commerce. EIT will endeavour to foster close collaboration, partnerships and linkages with industry to identify trends and to take prompt corrective action where required. EIT will capitalize on the opportunity arising from many of the lecturers being working professionals in industry, to enable the building of partnerships and engagement with industry.

	Strategy/Action	Responsible for Implementation	Key Performance Indicator	Monitoring and Reporting Responsibilities
1.	Continue to develop partnerships in key industrial countries and with key employers, to benchmark courses to ensure they continue to meet engineering professional standards and academic standards.	Deputy Dean	Ensure at least 3 significant partnerships or collaborative ventures per year with industry are formed.	Dean of Engineering to report to the Academic Board once per annum.
2.	Engage in discussions and consult with engineering professionals and academics to keep abreast of trends and latest engineering practices.	Deputy Dean and Dean	EIT staff to participate in running at least 8 Engineering Conferences throughout the world per year. Participate in at least 10 industry trade shows per year.	Dean of Engineering to report to Academic Board once per annum.
3.	Emphasise work experience and industry ready approaches to course design, content and presentation.	Deputy Dean	Ensure at least 60% of academics are also working in industry.	Deputy Dean to report to the Academic Board once per annum
4.	Support and promote substantial industry involvement in course projects (e.g. with web-based R & D database).	Deputy Dean	Target 80% of the course projects (e.g. part of thesis) to be industry-based.	Deputy Dean of Engineering to report to Academic Board once a year.
5.	Ensure that all courses promote the recognition, understanding and development of ethical academic and professional behaviour.	College Manager	Target zero examples of unethical professional behaviour in all student work.	College Manager to report to Academic Board once a year on any deviations.

Goal 7: To Encourage Excellence in Social Justice, Equity and Inclusion

Rationale and Strategy

EIT aims to draw students from throughout the world with significant differences in nationality, culture and religion. EIT will aim to broaden equitable participation by students and staff and to encourage the development of a culture that values diversity, multiculturalism and social inclusiveness. In addition, some students will be drawn from some of the poorer countries (such as those in Africa and Asia) and EIT will provide them with the necessary support to make them feel included in the EIT community.

EIT aims to address the significant under-representation of indigenous Australians (especially those in remote communities) in engineering courses, and will aim to increase the enrolment in these areas. This is where the distance learning element can be coupled together with EIT's strong offerings in VET courses, (for example, to help towards articulation into higher level degrees). EIT's bridging subjects in maths, physics and chemistry will be provided at below cost, to assist students from disadvantaged backgrounds who lack these educational foundations.

	Strategy/Action	Responsible for Implementation	Key Performance Indicator	Monitoring and Reporting Responsibilities
1.	Ensure that EIT is free from discrimination of all kinds, and that it is a place of acceptance and understanding especially in a global context.	College Manager	Target zero complaints from students and staff in terms of any form of discrimination.	College Manager to report to Governance Board annually on complaints.
2.	Ensure that all courses promote the recognition, understanding and development of ethical, moral and professional behaviour.	College Manager	Target zero instances of unethical, immoral or unprofessional behaviour.	College Manager to report to Academic Board annually on behavior (together with Strategy/Action point 1 above).
3.	Support on-campus international students and encourage their integration into EIT activities by arming the community with social, cultural and international knowledge, skills and attitudes to improve the quality of life of all citizens.	College Manager	Number of different countries represented in student body in a year to commence at target of 6 countries in initial cohorts and exceed 90 countries by 2026.	College Manager to report to the Academic Board once per annum on survey of international students.

4.	Provide financial support for students, especially from disadvantaged backgrounds (Including Aboriginal and Torres Strait Islanders), with supportive repayment schemes and scholarships over the duration of their courses.	Dean	Total number of scholarships per year targeted at $1m (one million) annually once Bachelor degrees exceed 200 students. Ensure that lower course fees are matched to incomes in each country (particularly Africa & Asia).	Dean to report to the Academic Board once per annum on scholarship program.

Goal 8: To Encourage Excellence in Financial Effectiveness and Financial Security

Rationale and Strategy

In past years there have been some destabilising global events (e.g. GFC and Brexit) occurring in the financial arena, necessitating educational institutions to take tighter control of their finances and to manage their financial risk more effectively. In addition, the higher education environment has been characterised by increasing competition, new learning technologies and deregulation on a global scale since the beginning of the twenty first century; but rapidly increasing student fees.

EIT will aim to maintain a strong and secure financial base; to operate in surplus; ensure that all courses are viable and sustainable and that it has the resources to support the recruitment and retention of an excellent student and staff body.

In addition, with the more challenging financial conditions impacting on students, EIT will aim to provide outstanding value for fees paid by students and the funds they provide to support teaching, scholarship, research, professional training and career guidance for students. This requires that overheads are minimised and to ensure a careful balance to keep the surplus to a reasonable level based on a moderate return on funds invested.

	Strategy/Action	Responsible for Implementation	Key Performance Indicator	Monitoring and Reporting Responsibilities
1.	Ensure EIT has a small sustainable surplus with no borrowings and resources in order to survive any short-term financial shocks.	Dean	Net Profit for each Financial Year to be at least 20%	Dean to report to Governance Board once each year using Audited Financial report.
2.	By 2026, using a 20% annual growth rate, achieve an enrolment base of approximately 1900 FTE students (800 in advanced diploma / associate degrees, 650 in bachelor of engineering degrees (3 year), 400 in master degrees (two year) and 50 in doctoral studies).	Dean	An increase of 20% per annum in total number of students enrolling in all courses	College Manager reports to the Governance Board at every meeting on student numbers.
3.	Improve EIT marketing processes and impact (through means of direct mail, web – SEO/SEM, email and word of mouth) as well as new courses and geographical regions to generate an additional 30%* of enquiries for courses per annum. *The average over the past 4 years has been 28% growth in web enquiries. In 2016 the numbers are lower and calculations show we may end up with around 5% less queries than in 2015 (because we dropped our budget in a main advertising channel by around 30%). We will certainly aim for this target of 30% increase but it is a bit high considering the average growth we have had historically and what may result in 2016.	Marketing Manager	Number of course enquiries exceeding 30% growth per annum.	Dean reports to Governance Board every 6 months (after advice from Marketing Manager).

4.	Review competitive offerings from other institutions or companies particularly those that provide online programs (e.g. MOOCs or highly regarded universities) and ensure EIT provides niche in-demand courses.	Dean.	Identify one leading-edge college and course per month and circulate to all staff asking how we can apply this.	Dean to report to Governance board once every six months on unique selling proposition using Strategy/Action point 2, above as evidence.

Goal 9: To Encourage Excellence in Physical Facilities and Systems

Rationale and Strategy

Although most students may not often visit EIT's local facilities in Western Australia due to the provision of distance learning; well managed, reliable and high quality facilities, equipment and software are critical to the success of this endeavor. High quality, well maintained Labs are essential for both distance learning and for students physically present at campus. Excellent classroom facilities are essential for classes presented in a classroom environment (as part of a blended approach); occasional study groups and students wanting to sit their examinations on campus. EIT will aim to ensure that the administrative systems, based on software, should be streamlined and simple; will be effective and will minimise the waste of paper; and will operate flawlessly on a multitude of different computer systems throughout the world.

With the climate change issue (esp. energy efficiency and minimization of emissions) at the forefront of all physical infrastructure planning, EIT will endeavour to ensure that our overall operations are carbon neutral and clearly demonstrate sustainability. This strategy will be assisted by our use of distance learning and web conferencing, which necessitates considerably lower levels of travel for students, minimal power and water usage when compared with those for a traditional university campus.

	Strategy/Action	Responsible for Implementation	Key Performance Indicator	Monitoring and Reporting Responsibilities
1.	Develop outstanding campus facilities (including labs and classrooms) in West Perth initially (and then Melbourne and Sydney later in 2018) that are functional, appealing and reflect well on the mission and vision of EIT.	Campus Manager	Expenditure of at least $40,000 p.a. in maintenance and improvements to college facilities for each campus.	Dean to implement, report and act on feedback from Governance Board.
2.	Maintain IT resourcing to an excellent standard to ensure that the provision of broadband infrastructure and software (incl. phones, labs, LMS and web conferencing) operates 24x7 with minimal risk of failure, and is secure with redundancy. In addition, cyber security is maintained against attacks.	IT Manager (under supervision of Deputy Dean)	Percentage of student and staff reporting very good level of satisfaction with IT and Internet Systems Computer and internet percentage availability 99.5% over the entire year (including Web and phones against cyber attack).	Deputy Dean to report to the Academic Board once per annum Deputy Dean reports to the Governance Board every 12 months.
3.	Continue to drive towards a carbon neutral operation throughout the facilities of EIT by minimising energy consumption.	Deputy Dean	Ratio of energy consumption in West Perth to total number of students to decrease by half in the next 10 years.	Accountant to report every 12 months on energy/no. of students.

References:

Strategic Planning in Australian Universities by Don Anderson, Richard Johnson and Bruce Milligan (99/1, June 1999, Evaluations and Investigations Programme Higher Education Division from the Department of Education, Training and Youth Affairs).

Acknowledgement is made to the following universities for inspiration and use of parts of their strategic plans (accessed directly from their web sites):

- Australian Catholic University (Strategic Plan 2009 to 2011)
- University of Queensland Plan 2009 – 2013
- The University of Canberra's Thirty-nine Steps Strategic Plan 2008-2012
- The University of Adelaide Building a Great Research University Strategic Plan 2008-2012
- University of South Queensland Strategic Plan 2009 – 2013
- Strategic Plan University of South Australia Educating Professionals. Creating and applying knowledge. Engaging our communities.
- Murdoch University Strategic Plan 2010 – 2015