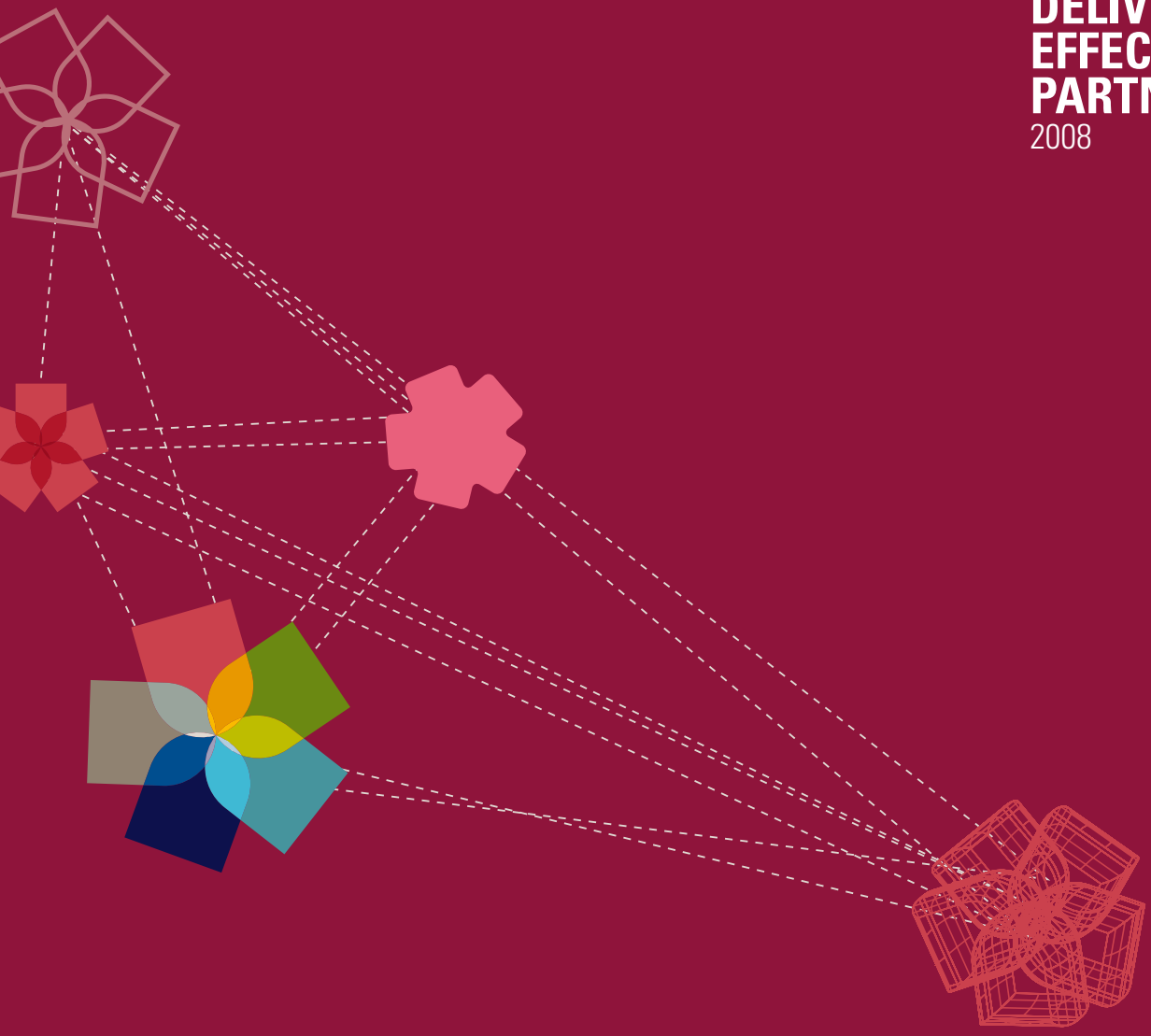
DEAKIN UNIVERSITY STRATEGIC PLAN

DELIVERING EFFECTIVE PARTNERSHIPS

2008



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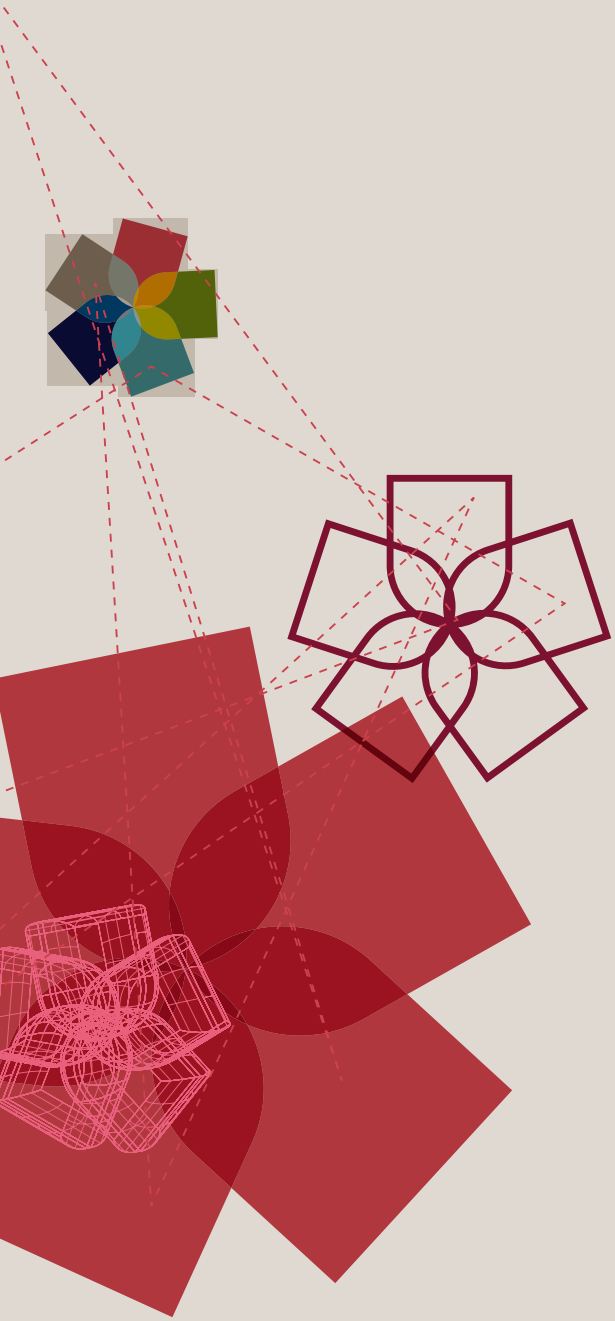

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DEAKIN UNIVERSITY STRATEGIC PLAN

DELIVERING EFFECTIVE PARTNERSHIPS

2008

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MISSION

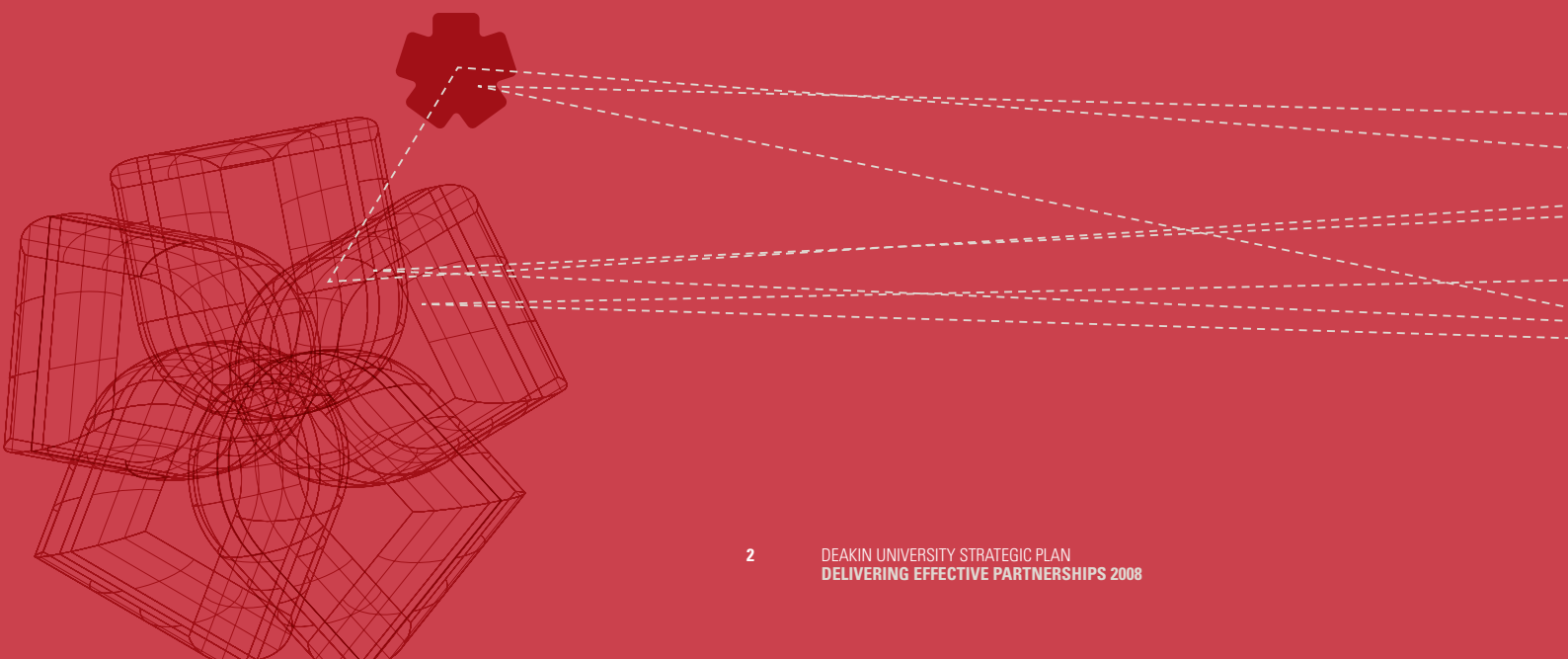
Deakin University aims to be a catalyst for positive change for the individuals and the communities it serves.

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

- Relevant
- Innovative and
- Responsive

By pursuing these objectives, Deakin aspires to be recognised as Australia's most progressive university.

RELEVANT
INNOVATIVE
RESPONSIVE
PROGRESSIVE



CORE COMMITMENTS

Deakin University has identified six core commitments that shape its distinctive position in higher education in Australia. These core commitments guide every aspect of the University's activities:

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

VALUES

Deakin University values:

- **Excellence** Deakin is committed to the pursuit of excellence in all its activities
- **Academic freedom** Deakin encourages staff and students to engage in the open exchange of ideas
- **Collegiality** Deakin is an institution in which staff and students are seriously engaged in the life of the University and united by common values and mutual respect
- **Continuous improvement** Deakin strives to continually improve the efficiency and the effectiveness of all its activities, ensuring that it is both responsive to academic needs and strategically focused
- **Ethical behaviour** Deakin is committed to ethical, honest and courteous behaviour in all its activities
- **Accountability** Deakin recognises that transparency and formal accountability structures facilitate devolved decision-making and enable the University to acquit its obligations as a custodian of public funding
- **Environmental responsibility** Deakin is committed to improving its policies and actions regarding the environment

What sets *Delivering Effective Partnerships* apart from its predecessor is that the goals are much bolder and more visionary, especially in key areas such as teaching and learning and in relation to research.

DELIVERING EFFECTIVE PARTNERSHIPS

PROFESSOR SALLY WALKER VICE-CHANCELLOR

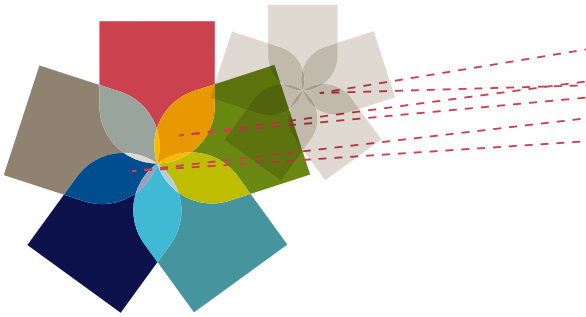
Delivering Effective Partnerships is an ambitious Strategic Plan that will guide Deakin University's activities in the years 2008-2012. It builds on the success of its predecessor – *Taking Deakin University Forward*. Although the University's mission statement has been amended slightly and three new core commitments have been identified, there is no sense in which *Delivering Effective Partnerships* signals a change of direction for the University; indeed, the amendments express well recognised priorities of Deakin University and so come as no surprise.

What sets *Delivering Effective Partnerships* apart from its predecessor is that the goals are much bolder and more visionary, especially in key areas such as teaching and learning and in relation to research. The achievement of these goals will demand great resolve and a focus on producing results; it will require diligent hard work from staff who are ambitious for Deakin University's success and optimistic about its future.

A CLEAR VISION FOR DEAKIN

One aim of *Delivering Effective Partnerships* is to set out a clear vision for Deakin that distinguishes it from other Australian universities.

At the highest level, the University's mission statement and core commitments do this. The mission statement makes explicit Deakin's commitment to being "a catalyst for positive change for the individuals and the communities it serves." All sections of the Strategic Plan have been influenced by this fundamental objective, especially those dealing with rural and regional engagement (section 4) and equity and access (section 5).



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

Being "recognised as Australia's most progressive university" is more an aspiration than a measurable target. That said, performance measures 1.3, 2.4, 5.1, 5.2, 5.3, 6.3 and 9.2 are directed at measuring progressive outcomes towards this aspiration and performance measures 3.4, 3.5, 8.1 and 8.3 provide evidence of Deakin being *recognised* as a progressive university. Over the life of the Strategic Plan it should be possible to point to achievements that are widely recognised as progressive and, in doing so, help to strengthen Deakin's claim to this desired positioning in the higher education sector.

ADVANCING CORE COMMITMENTS

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

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

Rural and regional engagement	**Section 4**
Continuing education and life-long learning	**Section 1,** particularly strategies 1.8, 1.9 and 1.10
Equity and access for individuals and groups who might not otherwise enjoy the benefits that flow from participation in higher education	**Section 5**
Research that makes a difference	**Section 2**
Contemporary and flexible teaching programs	**Section 1**
An international outlook	**Section 3**

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

DEAKIN'S DISTINCTIVE CONTRIBUTION

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

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

1 RURAL AND REGIONAL ENGAGEMENT – by working in partnership with Federal, State and local governments and local communities, Deakin will contribute to meeting the needs of rural and regional Australia by:

– producing skilled, highly educated graduates who are able to meet workforce needs

– undertaking relevant and responsive research

– enhancing the economic, social, cultural and intellectual capital of south central and south western Victoria;

(see section 4)

2 CONTINUING EDUCATION AND LIFE-LONG LEARNING; CONTEMPORARY AND FLEXIBLE TEACHING PROGRAMS – by working in partnership with governments, industry, professional associations and employers both within Australia and internationally, Deakin will contribute to meeting the needs of Victorian, Australian and international communities for well trained, highly competent, confident graduates able to meet skills shortages (see strategy 1.1) and for professional development opportunities for people in work (strategies 1.8 and 1.10); Deakin will aim to provide all of its students with an excellent student experience (section 7)

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

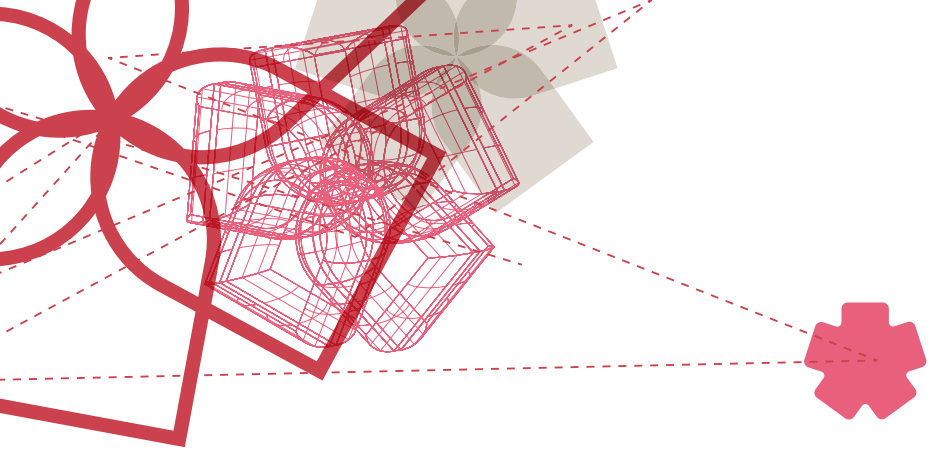
4 RESEARCH THAT MAKES A DIFFERENCE – by making use of partnerships in relation to research and research students, Deakin will contribute to addressing contemporary issues of relevance to Victorian, Australian and international communities (see section 2)

5 AN INTERNATIONAL OUTLOOK – Deakin will enhance the international capabilities and intercultural understanding of its students, its staff and the wider community and, by strategic use of its Campuses, particularly its outstanding, modern facilities at its Melbourne Campus at Burwood, Deakin will attract international students who will interact with and bring benefits to domestic students and enrich the culture and understanding of local communities (see section 3)

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

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

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



STRATEGIC PLANNING AT DEAKIN UNIVERSITY

Deakin University takes strategic planning very seriously. Its approach to strategic planning is based on the belief that the universities that will be best placed to meet the challenges that confront Australia's higher education sector will be those that have developed a clear vision for their future - one that distinguishes them from other Australian universities. When it is linked with operational planning and individual performance planning, strategic planning ensures that members of staff are working towards common goals; when business planning is also fully linked to strategic planning, the impact on the performance of a university can be significant.

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

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

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

PARTNERSHIPS

The guiding theme of this Strategic Plan is "*delivering effective partnerships*"; it is based on the premise that Deakin can best achieve its goals by working in partnership. In many cases the partnerships will be with people and groups external to the University. The partnership concept is also important in relation to the sense of community that the University wishes to develop for its staff and its students.

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

In many respects, 'partnership' is a metaphor for the collegial way that the University will interact with its staff and students. Collegiality – the hallmark of a university – involves staff and students being seriously engaged in the life of the University and being united by common values and mutual respect. To enable staff and students to be 'seriously engaged in the life of the University', Deakin and its staff and students must be genuinely committed to communication and consultation as a *two-way process*. Such a process forms the basis of the partnership.

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

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

The guiding theme of this Strategic Plan is *"delivering effective partnerships"*; it is based on the premise that Deakin can best achieve its goals by working in partnership.

BUILDING ON EXISTING STRENGTHS

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

SEEKING ENGAGEMENT

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

– the degree of commitment;

– the change required;

– the risk involved;

– the levels of interdependence, power and trust; and

– the willingness to share turf.[1]

Some partnerships rightly involve no more than networking or a sharing of information, and thus a non-binding memorandum of understanding may be executed. However, true partnerships go further; they involve collaboration[2] and, in such circumstances, the partners may execute a binding agreement. Many partnerships will commence at the networking end of this continuum; some may not proceed beyond this, but it is hoped that at Deakin a number of key partnerships will develop into collaborative arrangements. Indeed it is hoped that they will go further to encompass the sharing of information and resources, the modification of activities and a willingness to increase the capacity of both the partner and the University for mutual benefit and a common purpose. If the partnership reaches this point, it can be characterised as involving "engagement".

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

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

1 This is adapted from the 'coalition' concept developed by Himmelman – see Himmelman Arthur T, "On Coalitions and the Transformation of Power Relations: Collaborative Betterment and Collaborative Empowerment" (2001) 29(2) American Journal of Community Psychology 277 at 277-279; see also Victorian Health Promotion Foundation Fact Sheet 1, "Partnerships".

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

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

VALUES

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

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

The emphasis on cost-effectiveness and the identification of sources of additional revenue must never compromise the values of the University. Accordingly, the values identified by Deakin include principles that are central to the concept of a university. They remind us that Deakin must preserve, and be committed to, academic freedom, collegiality and ethical behaviour. A genuine understanding of these values will ensure that Deakin upholds and advances the values of a just, liberal, humane and culturally diverse society.

At Deakin we also recognise that transparency and formal accountability structures facilitate devolved decision-making and enable the University to acquit its obligations as a custodian of public funding. The accountability mechanisms are explained at the end of the Strategic Plan.

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

CURRENT HIGHER EDUCATION CLIMATE

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

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

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

In a buoyant Australian economy, access to higher education is not always seen as a priority; this may at least partly explain the significant decline in recent years in the demand for undergraduate study from people who are not school leavers and, indeed, the decline, albeit less significant, in demand for undergraduate study from school leavers. At the same time, changes in working patterns demand that workers be life-long learners and there is an expectation on the part of employers that employees will enhance their qualifications during their working life. The goals and strategies in several sections of the Strategic Plan address these matters; see, in particular strategies 3.3, 4.5, 4.6, 4.7, 5.3, 5.5, 8.3, 8.5 (demand) 1.8, 1.9 and 1.10 (life-long learning).

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

- greater opportunities for students from South East Asia to study in their own countries;
- major universities from the United States, the United Kingdom and Europe establishing campuses and partnerships in our region;

– the rise of Singapore as an education 'hub' and similar aspirations in that regard on the part of Malaysia and China;
– increasing student mobility from Australia; and
– the establishment of campuses in Australia by highly regarded international universities.

To compete in this global market, Deakin must:

– have an international outlook in relation to its teaching and its research;
– enhance the international capabilities and intercultural understanding of its staff and its students;
– develop contemporary and flexible teaching programs and teaching and delivery methods; and
– ensure that prospective students and staff and funding bodies are aware of Deakin's aspirations and its distinctive contribution to higher education

(see sections 1, 3 and 8).

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

FACTORS THAT HAVE INFLUENCED THE DEVELOPMENT OF THE STRATEGIC PLAN

UNIQUE CHARACTERISTICS

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

Community relationships

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

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

Contemporary, friendly and welcoming environment

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

Flexible education platform

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

Effective research partnerships

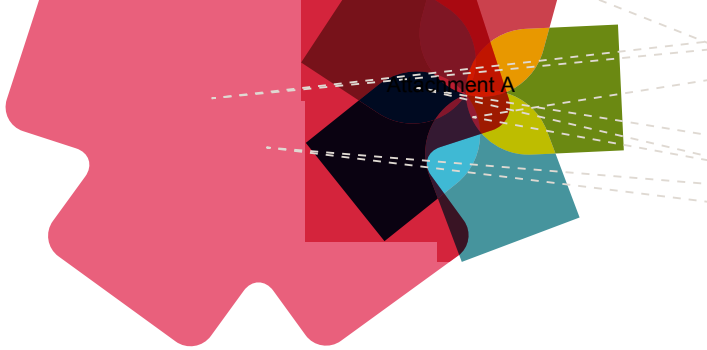
Deakin will build on its reputation for effective research partnerships and on its strong research priority areas (see strategies 2.1 and 2.2). The Geelong Technology Precinct at the Geelong Campus at Waurn Ponds will remain the focus of its industry-research partnership initiatives (see strategy 2.3).

Indigenous education

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

Business, health and education programs

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



DeakinPrime activities

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

OPPORTUNITIES

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

Partnerships

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

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

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

Advancing the interests of rural and regional areas

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

Use of technology

Deakin is well placed to capitalise on its reputation as a leader in the use of technology, particularly in relation to meeting changing student expectations (see strategy 7.2).

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

New facilities

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

SIZE OF THE UNIVERSITY

In 2007 Deakin had more than 23,000 equivalent full time students, 1,221 full time equivalent academic staff and 1,403 full time equivalent general staff (these staffing numbers include casuals).

During the period of this Strategic Plan, Deakin plans to increase its student load by at least 3 per cent per annum so that by 2012 it will have some 26,300 equivalent full time students.

Deakin also aims to achieve a student: staff ratio of no more than 20:1; accordingly it aims to have at least 1,315 full time equivalent academic staff.

Deakin aims to have an academic to general staff ratio of 1:1.12 which means that it will have 1,478 full time equivalent general staff.[4]

4 All of these figures include casuals

Given the federal government's decision to phase out domestic undergraduate fee-paying places – a market in which Deakin has performed well – the achievement of these targets will require strong growth in domestic fee-paying postgraduate students and in international students. Deakin's enrolment profile will shift to reflect a greater proportion of postgraduate students; higher degree by research candidates will increase by 9 per cent per annum in the years 2009, 2010 and 2011.

A new definition of 'research active' staff has been developed and Deakin plans to have at least 75 per cent of its staff research active by 2012 (see section 2).

IMPROVING PERFORMANCE

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

PERFORMANCE MEASURES AND TARGETS

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

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

BENCHMARKING

Each section of the Strategic Plan identifies how Deakin will benchmark its performance. In most cases these benchmarks are expressed in relation to a group of universities (Curtin University, Griffith University, Macquarie University, Newcastle University, the University of South Australia and the University of Wollongong) in respect of which the Department of Education, Employment and Workplace Relations (DEEWR) has agreed to provide data as part of its annual Institution Assessment Framework.

Deakin has not sought to compare itself with this group because these universities have common characteristics in terms of the way they were established or their geographical location, but, rather, because of where they are ranked in key performance measures. The aim is to stretch Deakin University by comparing the standards it achieves with those of other universities.

SURVEYS

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

A FINAL WORD ABOUT *"DELIVERING EFFECTIVE PARTNERSHIPS"*

During the extensive consultation process that has informed the development of this Strategic Plan, I have been struck by the sense of optimism about Deakin's future that is shared by staff, students and our external communities.

Against this background, I hope that the goals and strategies set out in *Delivering Effective Partnerships* will be enthusiastically embraced by the staff and students of Deakin University and by the communities it serves.

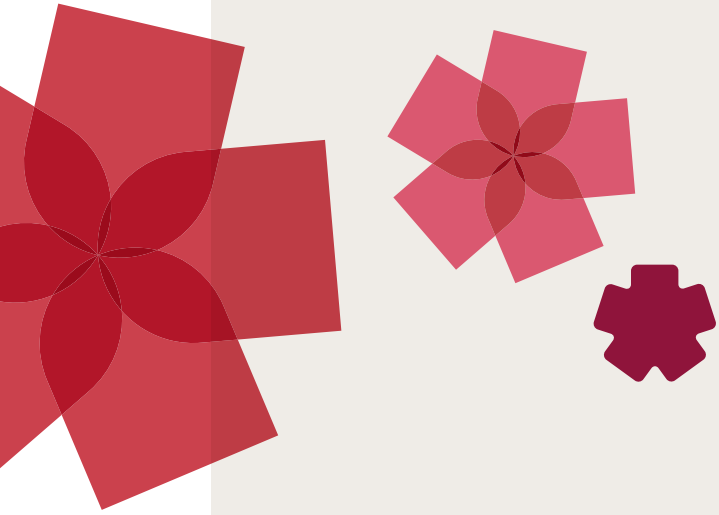
Professor Sally Walker
Vice-Chancellor

DELIVERING EFFECTIVE PARTNERSHIPS
2008-2012 GOALS

Section 01 Teaching and learning
Section 02 Research and research training
Section 03 Internationalisation
Section 04 Rural and regional engagement
Section 05 Equity and access
Section 06 People, culture and change
Section 07 Academic support
Section 08 Communication, marketing and 'positioning'
Section 09 Resources, finance and infrastructure

SECTION 01
TEACHING AND LEARNING

Deakin's goal is: To work in partnership with students, staff, industry, employers and governments to ensure that Deakin's academic programs are of high quality, relevant, informed by contemporary research and create a unique Deakin student experience;[5] and to be recognised as a national leader in flexible education.[6]



5 See the definition of the Deakin "student experience" in section 7.

6 *Flexible education* at Deakin is a distinctive approach to teaching, learning and the student experience which provides, where appropriate, choice in:

- the *time* (including flexible entry and exit points) at which study occurs;
- the *pace* at which the learning proceeds;
- the *place* (both physical and virtual) in which study is conducted;
- the *content* that is studied;
- the *learning style* adopted by the learner;
- the forms of *assessment* employed;
- the option to *collaborate* with others or to learn *independently*;
- how teaching is *staffed*; and
- the *mix* of the above adopted in any given course or unit

while maintaining sound and consistent academic standards.

STRATEGIES

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

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

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

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

1.4 Driving an agenda and culture of excellence in teaching and learning by:

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

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

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

and systematically seeking the views of students in a manner which is visible to and valued by them.

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

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

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

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

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

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

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

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

PERFORMANCE MEASURES AND TARGETS

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

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

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

- number of external grants (including Carrick Institute grants) awarded to Deakin staff for projects related to flexible education
- number of external teaching awards presented to Deakin staff for work on flexible education
- number of publications in journals and presentations at conferences by Deakin staff on topics related to flexible education
- number of Deakin staff invited to present at conferences and other institutions on topics related to flexible education.

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

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

BENCHMARKING

B1.1 Deakin's performance on the "Good Teaching", "Generic Skills" and "Overall Satisfaction" scales of the CEQ to be compared with that of Deakin's IAF benchmark universities.[7]

B1.2 Deakin's performance on the "Full-time Employment" and "Full or Part-time Study" scales of the GDS to be compared with that of Deakin's IAF benchmark universities.

SURVEYS TO BE CONDUCTED

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

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

7 Deakin's IAF benchmark universities are: Curtin University, Griffith University, Macquarie University, Newcastle University, the University of South Australia and the University of Wollongong.

SECTION 02
RESEARCH AND RESEARCH TRAINING

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

STRATEGIES

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

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

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

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

2.4 Building Deakin's research culture, driving an agenda and culture of excellence in research and increasing the proportion of research active staff[8] by:

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

2.5 Ensuring that staff publish in high quality journals and books or produce high quality creative works and that they submit high quality applications for competitive, peer reviewed grants.

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

2.7 Increasing the enrolment and retention of high quality, higher degree by research candidates and improving completion rates by:

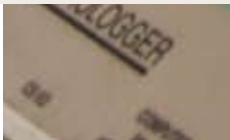
- ensuring that higher degree by research candidates become part of the research community at Deakin;
- establishing an Institute of Research Training to coordinate the support for higher degree by research candidates and early career researchers;
- increasing the number of students progressing to higher degrees by research through promoting honours and other relevant programs and pathways; and
- increasing the number of research scholarships.

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

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

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

8 See P2.5 for the definition of "research active" staff.



PERFORMANCE MEASURES AND TARGETS

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

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

P2.3 By 2012, be in the top quartile of IAF benchmark universities[9] in performance in the Postgraduate Research Experience Questionnaire (PREQ).

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

P2.5 By 2012, increase the percentage of research active academic staff[10] from 39.2% in 2006 to at least 75%.

See also P1.4, 8.4

BENCHMARKING

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

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

SURVEYS

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

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

9 Deakin's IAF benchmark universities are: Curtin University, Griffith University, Macquarie University, Newcastle University, the University of South Australia and the University of Wollongong.

10 A member of staff will be considered to be "research active" if he or she satisfies one of the following:

Science
- At least one article as a major contributor in a journal in the top 30% of the field in the relevant year
- External research income of at least $50k in the relevant year
- Major external award or prize for research in the past three years

Non-Science
- At least one article as a major contributor in a journal in the top 30% of the field or other comparable creative work in the relevant year
- One book in the past three years
- External research income of at least $30k in the relevant year
- Major external award or prize for research in the past three years

SECTION 03
INTERNATIONALISATION

Deakin's goal is: To have an international outlook in relation to teaching and research and to enhance international capabilities and intercultural understanding among students, staff and the wider community, so as to be a university of choice for international and Australian students and staff.

STRATEGIES

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

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

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

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

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

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

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

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

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

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

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

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

PERFORMANCE MEASURES AND TARGETS

P3.1 By 2012 increase onshore international student load to at least 5,500 EFTSL (4,413 in 2007).

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

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

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

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

See also P1.4, 8.3, 8.4

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

BENCHMARKING

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

B3.2 Deakin's total international student load to be compared with that of Deakin's IAF benchmark universities.[11]

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

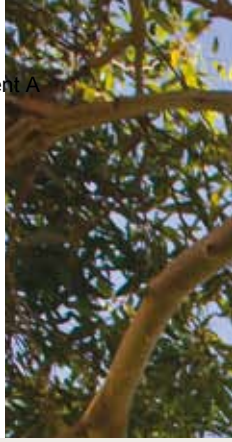
B3.4 The proportion of international load to total student load to be compared with that of Deakin's IAF benchmark universities.

SURVEYS TO BE CONDUCTED

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

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

11 Deakin's IAF benchmark universities are: Curtin University, Griffith University, Macquarie University, Newcastle University, the University of South Australia and the University of Wollongong.



SECTION 04
RURAL AND REGIONAL ENGAGEMENT

Deakin's goal is: To advance the interests and aspirations of communities in rural and regional Australia, with a particular emphasis on Geelong and Western Victoria, by developing distinctive, lasting and mutually beneficial education, research, economic, social and cultural partnerships, and by providing knowledge, expertise and resources that will contribute to the life of those communities.

STRATEGIES

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

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

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

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

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

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

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

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

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

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

PERFORMANCE MEASURES AND TARGETS

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

P4.2 Increase the number of courses offered at the Geelong and Warrnambool Campuses that have recognisable components directed at local community needs and priorities (2008 baseline figures to be obtained).

See also P1.4, 5.3, 8.4

BENCHMARKING

B4.1 Deakin's performance in university-community engagement according to the Australian Universities Community Engagement Alliance (AUCEA) Benchmark Framework.

SURVEYS TO BE CONDUCTED

S4.1 Survey Deakin's contribution to Geelong and Western Victoria. Survey group to include senior local government representatives, members of groups such as G21, the Committee for Geelong, South West Sustainability Partnership, Regional LLENs and members of the Geelong and Warrnambool Community Leaders' Groups. (Survey instrument to be developed in 2008, implemented in 2009 and conducted every two years thereafter.)

SECTION 05
EQUITY AND ACCESS

Deakin's goal is:

To champion higher education equity and access in the broader community; to be an exemplar of an inclusive organisation committed to the principles of social justice and fair treatment of its members; and to ensure that Deakin's teaching, research and services address the diversity of the Australian and Deakin University communities and enable all staff and students to realise their potential irrespective of background or personal circumstances.

STRATEGIES

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

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

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

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

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

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

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

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

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

PERFORMANCE MEASURES AND TARGETS

P5.1 Improve the access, participation and success rates to:

- reach a participation level of at least 18% for students from low socio-economic backgrounds by 2012 (13.44% in 2006);
- achieve a success rate for students from non English speaking backgrounds that is comparable with non-NESB peers by 2012 (0.95 in 2006).
- achieve success and retention rates for students with disabilities that are at least 98% of non-disabled peers by 2012 (success: 0.94 in 2006; retention: 0.93 in 2006).
- achieve a participation level of at least 20% for women in Engineering by 2012 (7.5% in 2007).

Deakin will provide educational opportunities for capable students who might not otherwise enjoy the benefits that flow from access to higher education.

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

P5.2 By 2012, increase by at least 10%:

– the number of women occupying senior academic and administrative positions (66 women in positions of Associate Professor and above in 2007; 43 women in positions of HEW 10 and above in 2007); and

– the number of persons employed with disabilities (56 in 2007).

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

See also P1.4, 4.1

BENCHMARKING

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

B5.2 Percentages of women by level of appointment, NESB staff and staff with disabilities to be compared with those of all Australian universities.

SURVEYS TO BE CONDUCTED

S5.1 Student satisfaction survey of administrative and support services response data for NESB, Indigenous, low socio-economic and rural and isolated students compared with responses for all students (annual).

Deakin is seen as a **contemporary**, modern University and it has a reputation as a **friendly** and **welcoming** institution.

SECTION 06
PEOPLE, CULTURE AND CHANGE

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

STRATEGIES

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

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

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

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

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

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

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

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

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

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

PERFORMANCE MEASURES AND TARGETS

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

P6.2 By 2012 achieve an academic staff to general staff ratio of 1: 1.33 (1:1.12 including casuals). Based on a projected full time equivalent academic staff complement of 1,315 (including casuals) this would result in a full time equivalent general staff complement of 1,478 (including casuals).

P6.3 By 2012, increase by at least 25% the number of Indigenous staff employed (16 in 2007).

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

See also P2.5, 3.4, 3.5, 5.2

BENCHMARKING

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

SURVEYS TO BE CONDUCTED

S6.1 Biennial Staff Survey.

S6.2 Performance of the Human Resources Services Division in the Survey of Senior Academic and General Staff Satisfaction with Administrative and Support Services (annual).

SECTION 07
ACADEMIC SUPPORT

Deakin's goal is: To ensure the delivery of an excellent student experience[12] and to enhance the University's teaching and research performance by providing a range of high quality, innovative, responsive and efficient academic support and information services for students and staff.

STRATEGIES

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

7.1 Building collaborative partnerships with students and with staff in Faculties and other areas to ensure that the academic support services provided are aligned with the teaching and learning, research and other academic priorities of the University including:

- ensuring the effective transition of students to higher education;
- increasing student retention and success;
- maximising student employment opportunities and outcomes; and
- enhancing the capacity of staff to improve the teaching and research outcomes of the University.

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

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

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

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

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

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

PERFORMANCE MEASURES AND TARGETS

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

See also P1.1, 1.2, 1.4, 2.3

BENCHMARKING

B7.1 Deakin's performance to be compared with the IAF benchmark universities[13] in relation to the McKinnon benchmarks for academic support and information services for Australian and New Zealand Universities.

SURVEYS TO BE CONDUCTED

S7.1 Graduate Destination Survey (annual).

S7.2 Student satisfaction survey of administrative and support services (annual).

S7.3 Performance of relevant Divisions in the Survey of Senior Academic and General Staff Satisfaction with Administrative and Support Services (annual).

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

13 Deakin's IAF benchmark universities are: Curtin University, Griffith University, Macquarie University, Newcastle University, the University of South Australia and the University of Wollongong.

DEAKIN

SECTION 08
COMMUNICATION, MARKETING AND 'POSITIONING'

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

STRATEGIES

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

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

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

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

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

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

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

PERFORMANCE MEASURES AND TARGETS

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

P8.2 By 2012, alumni numbers and involvement to have increased so that at least 50% of Deakin's alumni are contactable by mail, at least 25% of these are also contactable by email and to have achieved an average of four positive engagements per annum for 50% of contactable alumni.

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

P8.4 Increase student load by at least 3% per annum so that by 2012 Deakin has at least 26,300 equivalent full time students.

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

BENCHMARKING

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

SURVEYS TO BE CONDUCTED

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

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

S8.3 Performance of the Marketing Division in the Survey of Senior Academic and General Staff Satisfaction with Administrative and Support Services (annual).

EDUCATION ABROAD
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UNIVERSITY
LIVE YOUR
DEAKIN INTERNA
EDUCATION ABRO
Discover the world and progress towards yo
degree at the same time with an Education

SECTION 09
RESOURCES, FINANCE AND INFRASTRUCTURE

Deakin's goal is:
To manage the financial and infrastructure resources of the University efficiently and effectively so as to meet its needs in relation to teaching and research and to strengthen Deakin's immediate and longer term capacity to fulfil its mission, core commitments and goals.

STRATEGIES

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

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

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

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

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

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

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

PERFORMANCE MEASURES AND TARGETS

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

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

P9.3 By 2012, the Total Cost of Risk (TCOIR[14]) per $1,000 of revenue to be reduced by at least 15% (ie from $2.76 in 2007 to $2.35).

See also P6.2, 6.4, 8.4

BENCHMARKING

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

B9.2 Deakin's surplus/revenue ratio to be compared with that of Deakin's IAF benchmark universities.[15]

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

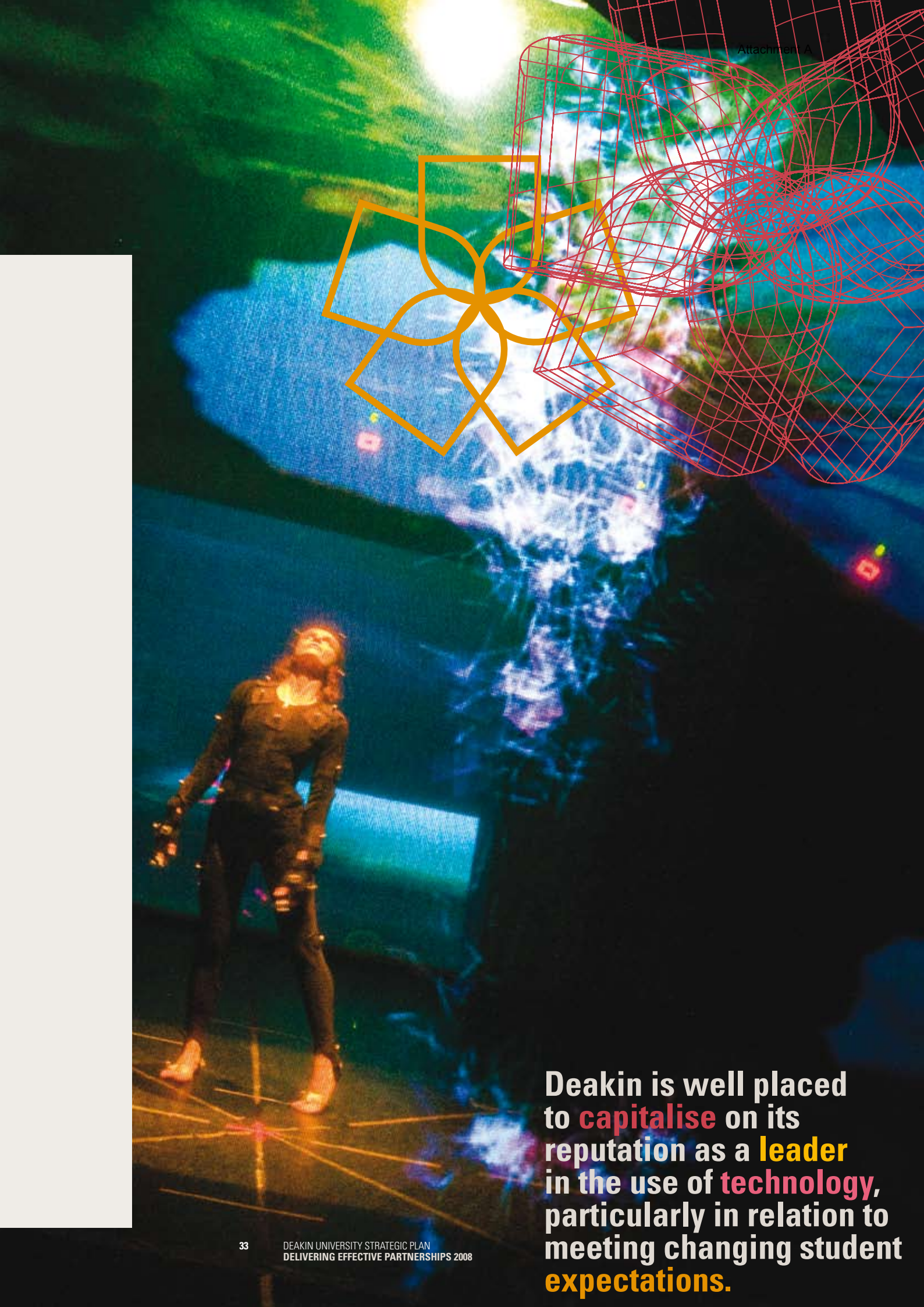
SURVEYS TO BE CONDUCTED

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

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

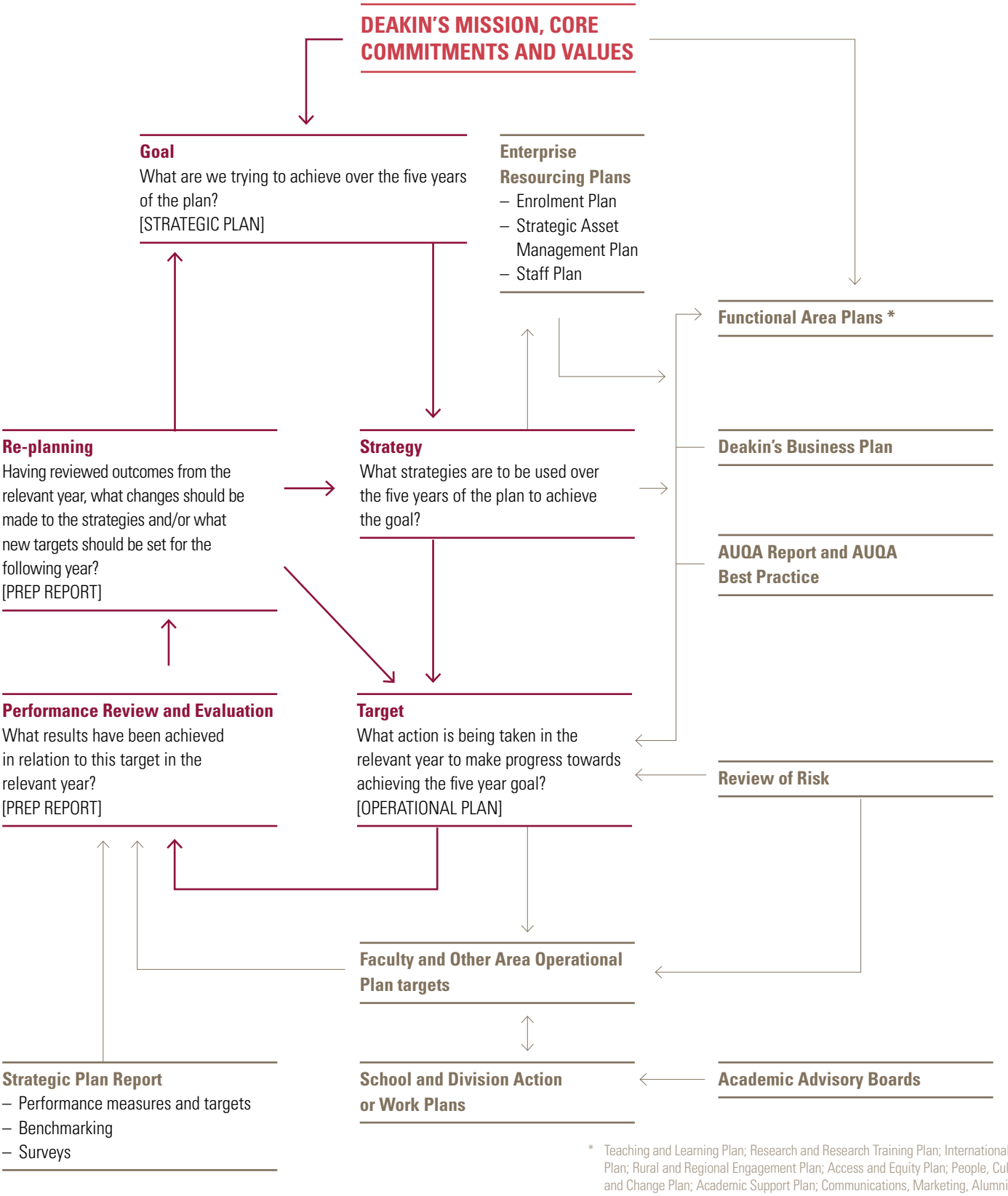
14 TCOIR comprises risk transfer premiums (ie insurance premiums), plus risk retention costs, plus internal risk management costs, plus external risk management costs.

15 Deakin's IAF benchmark universities are: Curtin University, Griffith University, Macquarie University, Newcastle University, the University of South Australia and the University of Wollongong.



Deakin is well placed to capitalise on its reputation as a leader in the use of technology, particularly in relation to meeting changing student expectations.

DEAKIN UNIVERSITY'S ANNUAL PLANNING AND CONTINUOUS QUALITY IMPROVEMENT CYCLE



* Teaching and Learning Plan; Research and Research Training Plan; Internationalisation Plan; Rural and Regional Engagement Plan; Access and Equity Plan; People, Culture and Change Plan; Academic Support Plan; Communications, Marketing, Alumni and Development Plan; and Information and Communication Technology Plan

PLANNING, RESOURCING, ACCOUNTABILITY AND EVALUATION

Deakin's Annual Planning Cycle is the process by which the University formally coordinates its planning and resource allocation activities, engages in a systematic monitoring of performance outcomes and makes its re-planning decisions. The Cycle serves as an integrated planning and budget model that embeds continuous improvement at every level of operations. Its application is an important demonstration of a number of Deakin's values. In addition to continuous improvement, it highlights the University's commitment to excellence, accountability and collegiality.

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

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

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

Deakin's Annual Planning Cycle is designed to:

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

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

INTEGRATED PLANNING

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

At the highest level, the **Strategic Plan** sets out Deakin's long-term (5 year) goals and strategies to advance its mission and core commitments. It is organised into nine sections, with each containing:

- a specific goal;
- strategies to achieve that goal;
- performance measures and targets to be achieved by the end of the strategic planning period;
- information on benchmarking to be undertaken;
- surveys to be conducted.

Deakin's Council approved the 2008-2012 Strategic Plan, entitled *Delivering Effective Partnerships*, in April 2008. It is not envisaged that major changes will be made to the Plan over its five-year life, although it will be subject to annual revision, primarily to enable appropriate response to changes in the external environment.

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

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

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

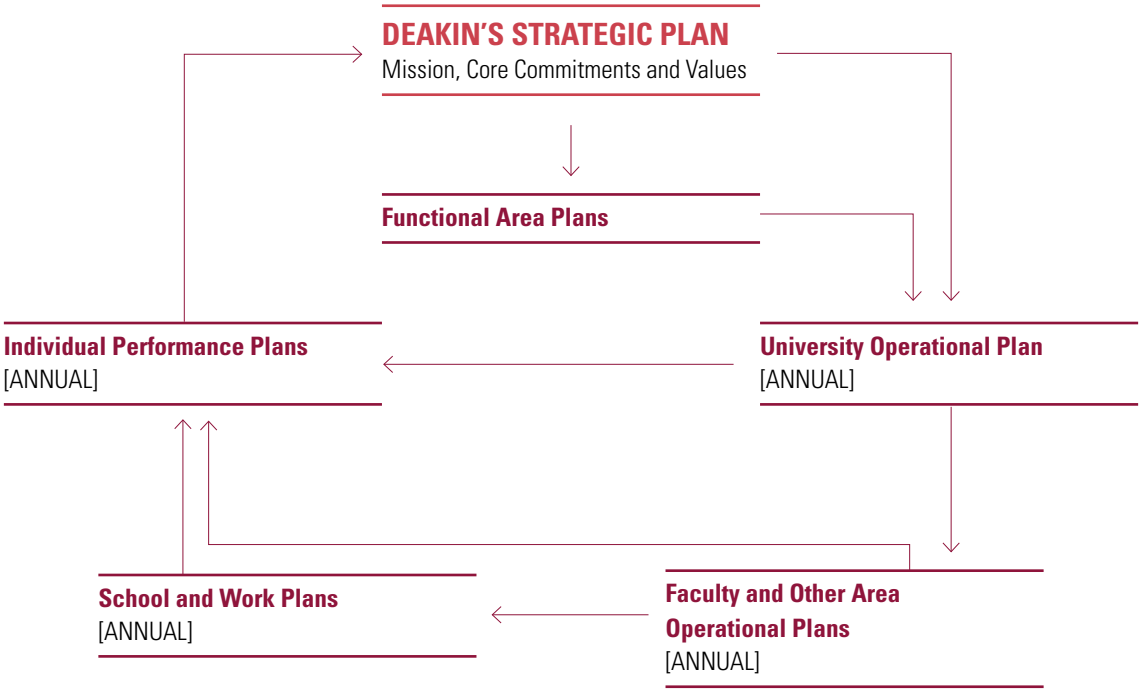
The University's Operational Plan sets out the immediate priorities – in the form of measurable targets for the year – to advance the goals contained in the Strategic Plan. It is developed by the PRC for consideration by the Council. The timetable for developing and refining its targets is as follows:

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

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

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

The integrated nature of Deakin's planning, resourcing, accountability and evaluation framework is shown below.



LINKING PLANNING AND RESOURCE ALLOCATION

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

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

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

All of these factors inform the development of the Faculty and Other Area Operational Plans, which are presented at the September PRC Budget Conference. At this stage, final adjustments are made to the targets in the University's Operational Plan to align planning goals with resources. Following the Conference, the PRC recommends the University's Operational Plan, **Budget**, and **Capital Expenditure Program** for the following year to the Council, which considers them at its November meeting.

Over the course of *Delivering Effective Partnerships*, Deakin will continue to improve the alignment of its planning and resource allocation activities. Improved capacity to fund longer-term strategic initiatives and improved allocation and utilisation of the University's capital resources are some of the enhancements to be achieved during the current strategic planning period. This will be guided by the ongoing work of Deakin's financial management improvement project.

LINKING PERFORMANCE REVIEW AND EVALUATION WITH PERFORMANCE IMPROVEMENT

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

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

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

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

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

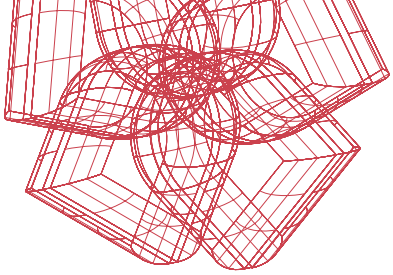
LINKING INDIVIDUAL AND ORGANISATIONAL ACCOUNTABILITY

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

– the establishment of individual, measurable goals for the year;

– two reviews of performance – at mid-year and end-of-year.

Performance bonuses are available to eligible staff who exceed their goals. The PPR process enables the alignment of individual accountability with Deakin's key objectives. This is most apparent in the case of Deans, members of the Senior Executive and the Vice-Chancellor in respect of whom performance indicators are designed to reflect and advance the University's Operational Plan for the relevant year. The Vice-Chancellor conducts PPR meetings with each member of the Senior Executive and with each Dean following the finalisation of PREP reports; and mid-year PPR reviews coincide with the mid-year review of operational plan performance.



Delivering Effective Partnerships aims to provide a **framework for action** that will **substantially improve** Deakin's **performance.**

Over the life of *Delivering Effective Partnerships*, Deakin will continue to develop and strengthen its human resources practices, including its individual staff planning and performance review processes, to enhance their alignment with Deakin's strategic goals. This will be guided by the work of Deakin's Improving Productivity through Workplace Reform project, a major initiative funded by the then Department of Education, Science and Training.

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

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

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

A FINAL WORD ON VALIDATING PROCESSES

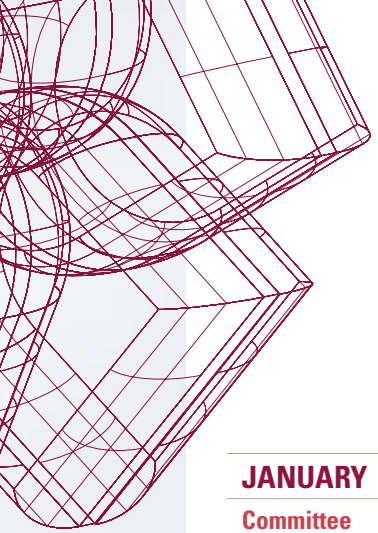
The processes outlined in relation to planning, resource allocation, accountability and evaluation reflect the requirement that every staff member accepts responsibility for achieving the University's goals and for striving for continuous quality improvement.

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

While this external validation is welcome, it does not lessen Deakin's commitment to the pursuit of continuous improvement in its processes. In 2007 Deakin commissioned an external review of its Annual Planning Cycle and a small number of areas were identified for improvement. These have been incorporated in the revisions made to the 2008 Annual Planning Cycle. Other actions are occurring to achieve enhanced alignment of resource allocation and to improve the planning and performance review processes for staff. This highlights in a very real sense Deakin's determination to continue to improve its performance outcomes at every level and, in doing so, to enhance its distinctive position in Australia's higher education sector.

DEAKIN UNIVERSITY ANNUAL PLANNING CYCLE 2008

This provides an overview of the most significant activities that constitute Deakin's planning, resourcing, accountability and evaluation cycle. Detailed schedules of business for the committees referred to in this document are available from Deakin's website.



JANUARY

Committee	Activity	Responsible Officer
	Preparation of Annual Report and Annual Accounts.	Vice-Chancellor, Vice-President and Chief Financial Officer
	Preparation of the University's Report against Operational Plan for previous year.	Vice-Chancellor
	Vice-Chancellor receives Performance Review, Evaluation and Planning (PREP) reports from Faculties and Other Areas.	Members of the Senior Executive and Deans
Senior Executive Planning Conference	Preliminary discussion of University, Faculty and Other Area PREP reports and Council Performance Indicators Report, outcomes against the 2007 Strategic Plan targets and progress against the AUQA Implementation Strategy. Identification of high-level issues to be addressed in the current year.	Senior Executive

FEBRUARY

Committee	Activity	Responsible Officer
	Visits by Vice-Chancellor to Faculties and Other Areas to discuss Performance Review, Evaluation and Planning reports and identified areas for improvement.	Vice-Chancellor, Senior Executive and Deans
	Senior Executive and Deans Performance, Planning and Review (PPR) meetings.	Vice-Chancellor, Senior Executive and Deans
Academic Board	Consider the report of the review by the Academic Board of its own performance.	Chair, Academic Board
	Receive reports on activities of MIBT, TAFE alliances and agreements, exchange partnerships and offshore teaching partnerships.	Deputy Vice-Chancellor (Academic)
Senior Managers' Planning Conference and Planning and Resources Committee Meeting	Consider planning and resources implications from the: • Report on University performance against Operational Plan (University PREP report) • Council Performance Indicators Report • Report on outcomes against the 2007 Strategic Plan targets and • Report on progress against the AUQA Implementation Strategy. Consider plans for addressing the high-level issues identified for the current year. Contribute to the development of the University's new Strategic Plan, 2008-2012.	Vice-Chancellor

FEBRUARY (CONT)

Committee	Activity	Responsible Officer
	Consider the Report on Enrolment Plan outcomes from previous year and preliminary indication of current year enrolment and revenue outcomes.	Vice-President
	Consider the Report on Budget outcomes from previous year.	Chief Financial Officer
	Consider possible amendments to current year's Operational Plan and commence planning for next year's Operational Plan.	Vice-Chancellor
	Receive reports on activities of DUELI and MIBT.	Deputy Vice-Chancellor (Academic)
	Recommend international (on and off-campus) tuition fees for next year.	Deputy Vice-Chancellor (Academic)
Council Meeting and Council Planning Conference	Receive the: • Report on University performance against Operational Plan (University PREP report) • Council Performance Indicators Report • Report on outcomes against the 2007 Strategic Plan targets • Report on progress against the AUQA Implementation Strategy • Report on Enrolment Plan outcomes from previous year and preliminary indication of current year enrolment and revenue outcomes • Report on budget outcomes from previous year. Receive report on high-level issues identified as needing to be addressed in the current year.	Vice-Chancellor
	Consider possible amendments to Operational Plan for current year, issued as an Addendum to the Plan.	Vice-Chancellor
	Consider and contribute to the development of the University's new Strategic Plan, 2008-2012.	Vice-Chancellor
	Receive a report on major building projects and campus redevelopment.	Vice-Chancellor

MARCH

Committee	Activity	Responsible Officer
Finance and Business Affairs Committee	Approve international student (on and off-campus) tuition fees for next year.	Vice-Chancellor
Audit and Risk Committee	Consider the University's annual audited financial statements from previous year for accuracy and compliance with appropriate standards, and, if appropriate, recommend to Council that they be signed for inclusion in the University's Annual Report.	Chief Financial Officer
	Consider a management report from the office of the Victorian Auditor-General in relation to the University's annual financial statements from previous year.	Chief Financial Officer
Academic Board	Consider recommendations regarding the approval of all new undergraduate courses proposed for introduction in the next year for inclusion in the VTAC Guide.	Chair, Academic Board

MARCH (CONT)

Committee	Activity	Responsible Officer
Planning and Resources Committee	Consider the enrolment planning parameters for the Enrolment Plan for the next three years.	Vice-President
	Recommend domestic fee-paying student tuition fees for next year.	Pro Vice-Chancellor (Development)
	Receive report on student evaluation of teaching and units from semester 2, previous year.	Vice-President
Council	Approve the University's Annual Report for the previous year.	Vice-Chancellor

APRIL

Committee	Activity	Responsible Officer
	Call for capital bids and bids for strategic initiative funding.	Chief Financial Officer
	Meetings with Deans to provide input on load to the planning and budgeting processes.	Vice-President
	Development of the Enrolment Plan for the next triennium commences.	Vice-President
Council	Receive internal financial statement for previous year and reports of performance against business plans from University controlled commercial entities.	Vice-Chancellor
	Receive the annual report from the Institute of Koorie Education from the previous year.	Vice-Chancellor
Planning and Resources Committee	Consider any necessary funding adjustments in light of performance against Enrolment Plan targets.	Vice-President and Chief Financial Officer
	Consideration of budget parameters for the next year including those for the operating budget and for capital expenditure.	Chief Financial Officer
	Consider the University's internal financial statements for the first quarter, including review of Faculty and Other Area performance against budget.	Chief Financial Officer
End April	**Activity**	**Responsible Officer**
	Annual Reports from all Centres/Institutes due.	Deans and relevant members of the Senior Executive

MAY

Committee	Activity	Responsible Officer
	Preparation of Deakin's Institution Assessment Framework submission to the Department of Education, Employment and Workplace Relations.	Vice-President
	Development of Budget for next year and Business Plan for the triennium commences.	Chief Financial Officer
	Submission of capital bids due.	Senior Executive and Deans
Academic Board	Consider the outcomes of the review of Faculty annual course review reports.	Chair, Academic Board

MAY (CONT)

Committee	Activity	Responsible Officer
	Consider recommendations for changes to Faculty domestic student selection rules and changes to middle band statements for inclusion in the relevant VTAC publications.	Chair, Academic Board
	Consider an annual compliance report from Faculties hosting VET courses.	Chair, Academic Board
Finance and Business Affairs Committee	Consider the budget parameters including those for the operating budget and for capital expenditure for next year. Recommend allocations for operating budget and capital expenditure for next year.	Chief Financial Officer
	Approve domestic fee-paying student tuition fees for next year.	Vice-Chancellor
	Receive the DUSA financial statements for previous year.	Vice-President
Planning and Resources Committee	Consider draft of University Operational Plan for next year.	Vice-Chancellor
	Recommend Commonwealth Supported student contribution rates and international tuition fees for offshore courses for next year.	Vice-President and Deputy Vice-Chancellor (Academic)
	Consider a report on the status of risk registers including consideration of the University Risk Register.	Chief Financial Officer
	Receive report on student evaluation of teaching and units from summer semester.	Vice-President
	Consider the Indigenous Education Statement prepared as part of Deakin's Institution Assessment Framework submission.	Director, Institute of Koorie Education

JUNE

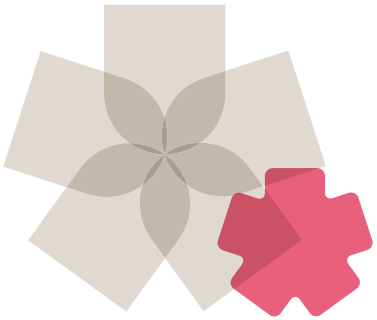
Committee	Activity	Responsible Officer
Academic Board	Consider Faculties' responses to the outcome of the student evaluation of teaching and units for semester 2, previous year.	Chair, Academic Board
	Consider reports on the: • annual review of research training from each Faculty. • annual survey of higher degree by research students • outcomes of the most recent PREQ	Chair, Academic Board
	Receive a report regarding the administration of Faculty admission and selection rules in the selection of international fee-paying students for semester 1.	Chair, Academic Board
	Consider annual reports from each Faculty Centre.	Chair, Academic Board
Council	Determine the budget parameters for next year including those for the operating budget and for capital expenditure.	Vice-Chancellor
	Consider draft University Operational Plan for next year.	Vice-Chancellor
	Receive the University's internal financial statements for the most recent period and reports of performance against business plans from University controlled commercial entities.	Vice-Chancellor

JUNE (CONT)

Committee	Activity	Responsible Officer
	Receive a report on University compliance.	Vice-Chancellor
	Receive a summary of the University's fees and charges policy for next year.	Vice-Chancellor
	Receive a report on major building projects and campus redevelopment.	Vice-Chancellor
Planning and Resources Committee	Consider Deakin's Institution Assessment Framework submission to the Department of Education, Employment and Workplace Relations.	Vice-President
	Receive reports on the GDS and CEQ outcomes for the most recent year.	Vice-President
30 June	**Activity**	**Responsible Officer**
	Submission of reports on mid-year performance against current year's operational plans from Faculties and Other Areas due.	Senior Executive and Deans
	Submission of bids for strategic initiative funding due.	Senior Executive and Deans

JULY

Committee	Activity	Responsible Officer
Academic Board	Consider Faculties' responses to the outcome of the student evaluation of teaching and units for the most recent summer semester period.	Chair, Academic Board
	Consider recommendations regarding the approval of courses proposed for introduction in the next year for inclusion in the VTAC Bulletin.	Chair, Academic Board
Planning and Resources Committee (PRC) Performance Review and Planning Conference and PRC meeting	Consider the University's internal financial statements for the period ended 30 June, including review of Faculty and Other Area performance against budget.	Chief Financial Officer
	Report on mid-year performance of Faculties and Other Areas against Operational Plans for current year.	Senior Executive, Deans
	Consider the Faculties Academic and General Staff Plan for next year.	Deputy Vice-Chancellor (Academic)
	Consider a mid-year report on performance against the Enrolment Plan and implications for the next Enrolment and Business Plan.	Vice-President
	Consider a report on the performance against the budget for the Scholarship Fund and a proposal for the following year's Fund.	Vice-President
	Consider plans and resource implications (operating and capital allocations) for new targets proposed for inclusion in next year's University Operational Plan.	Vice-Chancellor
	Determine outcome of bids for strategic initiative funding.	Vice-Chancellor
Finance and Business Affairs Committee	Approve international tuition fees for offshore courses for next year.	Vice-Chancellor
Audit and Risk Committee	Consider a report on the status of risk registers, including the University risk register.	Chief Financial Officer



AUGUST

Committee	Activity	Responsible Officer
	Visits by Vice-Chancellor to Faculties and Other Areas to discuss mid-year performance reviews.	Vice-Chancellor
	Senior Executive and Deans mid-year PPR reviews.	Vice-Chancellor
Academic Board	Consider the report on student academic progress from the previous year.	Chair, Academic Board
	Receive reports on activities of DUELI and MIBT.	Deputy Vice-Chancellor (Academic)
Council	Consider mid-year report on the University's performance against current year Operational Plan and on Council Performance Indicator information not available in February.	Vice-Chancellor
	Receive the University's internal financial statements for the most recent period and reports of performance against business plans from University controlled commercial entities.	Vice-Chancellor
	Receive a report on performance against the Enrolment Plan targets for the year.	Vice-Chancellor
	Consider advice regarding the University's compliance with National Governance Protocols.	Vice-Chancellor
	Consider a report of risk assessment associated with commercial ventures.	Vice-Chancellor
	Consider a report on the status of risk registers, including the University risk register.	Vice-Chancellor
	Receive a report on major building projects and campus redevelopment.	Vice-Chancellor
Planning and Resources Committee	Receive mid-year reports on activities of DUELI and MIBT.	Deputy Vice-Chancellor (Academic)
End August	**Activity**	**Responsible Officer**
	Draft Operational Plans from Faculties and Other Areas for next year due.	Senior Executive and Deans.

SEPTEMBER

Committee	Activity	Responsible Officer
Academic Board	Consider a report on oversight and management of academic standards in teaching, assessment and research and of the way in which the University facilitates upholding the academic freedom of staff.	Chair, Academic Board
	Receive Operational Plan and Budget and Capital Expenditure Program for next year for comment.	Vice-Chancellor
	Consider reports on Faculties' compliance in student selection for semester 2.	Chair, Academic Board
	Consider Faculty domestic student admission and selection rules for the next year and international student admission and selection rules for the year x + 2.	Chair, Academic Board

SEPTEMBER (CONT)

Committee	Activity	Responsible Officer
	Receive a report regarding the administration of Faculty admission and selection rules in the selection of international fee-paying students for semester 2.	Chair, Academic Board
	Receive report on Exit Surveys of departing Higher Degree by Research candidates.	Chair, Academic Board
	Consider recommendations regarding any course revisions or course approvals for semester 1 next year required to be reported under the Higher Education Support Act.	Chair, Academic Board
Planning and Resources Committee Budget Conference and PRC meeting	Make final adjustments to Enrolment Plan and Budget for next year and to the Financial Plan for the triennium.	Vice-President and Chief Financial Officer
	Alignment of approved plans and resource allocations for next year's University, Faculty and Other Area Operational Plans.	Senior Executive and Deans
	Recommend Operational Plan for next year and Budget and Capital Expenditure Program for next year.	Vice-Chancellor

OCTOBER

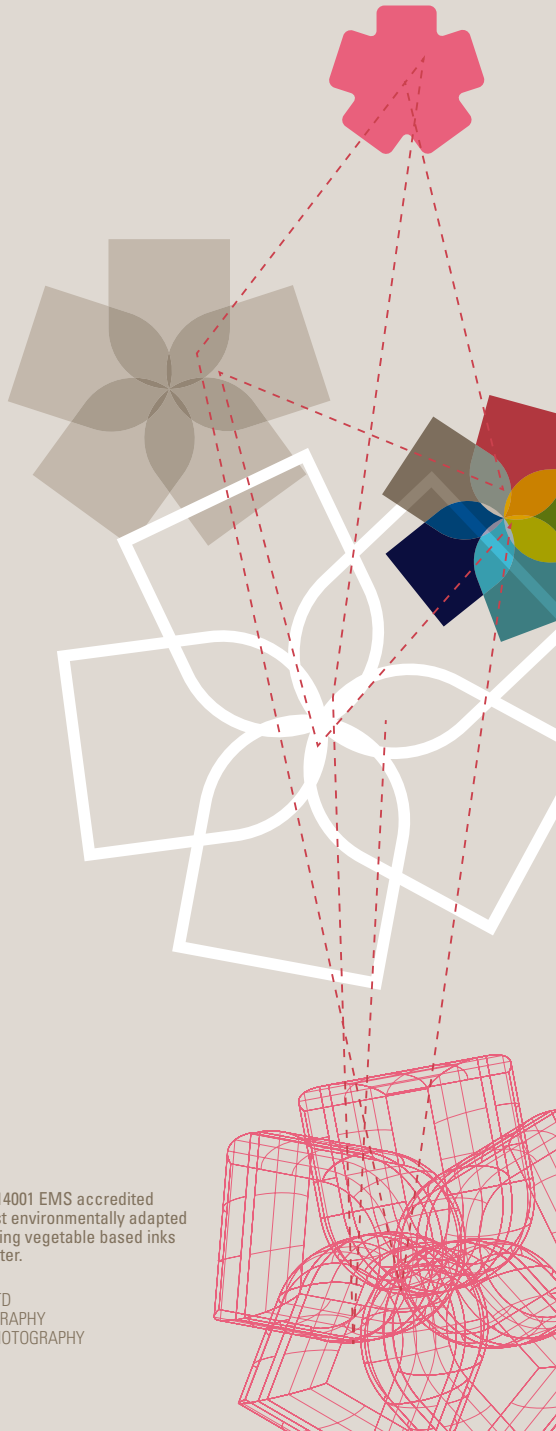
Committee	Activity	Responsible Officer
Council	Consider report on steps taken to ensure consistency of the University's culture with its mission and core commitments.	Vice-Chancellor
	Consider report on steps taken by the University regarding the fulfilment of its obligations to students both as regards academic programs and the general University experience.	Vice-Chancellor
	Consider report on implementation of strategies to strengthen links with the wider community.	Vice-Chancellor
	Consider report on steps taken to enhance and protect the University's reputation.	Vice-Chancellor
	Consider report on oversight and management of academic standards from Academic Board.	Chair, Academic Board
	Receive the University's internal financial statements for the most recent period.	Vice-Chancellor
	Receive a report on major building projects and campus redevelopment.	Vice-Chancellor
Finance and Business Affairs Committee	Recommend Budget and Capital Expenditure Program for next year and Business Plan for the triennium.	Chief Financial Officer
Planning and Resources Committee	Consider the University's internal financial statements for the most recent period including review of Faculty and Other Area performance against budget.	Chief Financial Officer
	Receive report on student evaluation of teaching and units from semester 1.	Vice-President
	Consider a report on the management of the University's assets during the year, including the management of key assets in the event of a disaster.	Chief Financial Officer
	Consider the Internal Audit Plan for the next year.	Vice-Chancellor

NOVEMBER

Committee	Activity	Responsible Officer
Academic Board	Consider Faculties' responses to the outcome of the student evaluation of teaching and units for semester 1.	Chair, Academic Board
Audit and Risk Committee	Approve the Internal Audit Plan for next year.	Vice-Chancellor
	Consider a report on the management of the University's assets during the year, including the management of key assets in the event of a disaster.	Chief Financial Officer
	Consider a report on the handling of student complaints within the University during the year.	Vice-President
Council	Approve Operational Plan, Budget and Capital Expenditure Program for next year and receive and approve the Business Plan for the triennium.	Vice-Chancellor
Planning and Resources Committee	Receive a report on outcomes against Enrolment Plan targets.	Vice-President

DECEMBER

Committee	Activity	Responsible Officer
	Faculty and Other Area Operational Plans for next year approved.	Vice-Chancellor
Council	Consider report on steps taken by the University regarding the fulfilment of its obligations to staff both as regards employment practices and their general development.	Vice-Chancellor
	Receive a report on management of University assets for current year.	Vice-Chancellor
	Receive the Internal Audit Plan for next year.	Vice-Chancellor
	Receive the University's internal financial statements for the most recent period and consider reports of performance against business plans from the University controlled commercial entities.	Vice-Chancellor
	Receive a report on the handling of student complaints within the University during the current year.	Vice-Chancellor
	Receive a report on major building projects and campus redevelopment.	Vice-Chancellor
Planning and Resources Committee	Receive report on asset management and utilisation.	Chief Financial Officer
	Receive a report setting out the schedule of major capital projects and minor works for the next year.	Chief Operating Officer
	Recommend international (on and off-campus) tuition fees and domestic fee-paying tuition fees for 2010.	Pro Vice-Chancellor (International) and Pro Vice-Chancellor (Development)



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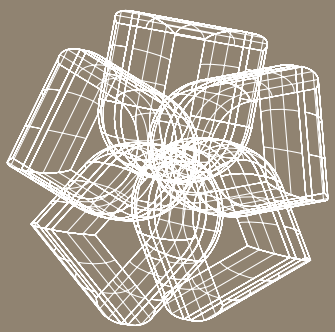
Attachment B

DEAKIN UNIVERSITY FUNCTIONAL AREA PLAN

INTERNATIONALISATION
2009

2008 2012



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SECTION 1
INTRODUCTION

Deakin University's mission, articulated in its Strategic Plan 2008–2012, Delivering Effective Partnerships is to be –

… a catalyst for positive change for the individuals and the communities it serves.

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

– Relevant
– Innovative and
– Responsive

By pursuing these objectives, Deakin aspires to be recognised as Australia's most progressive University.

In pursuing this mission, Deakin has identified six core commitments that shape its distinctive contribution to higher education in Australia and that guide every aspect of its activities. One of these is to have 'an international outlook'; in relation to this commitment the University's goal is:

to have an international outlook in relation to teaching and research and to enhance the international capabilities and international understanding among students, staff and the wider community, so as to be a university of choice for international and Australian students and staff.

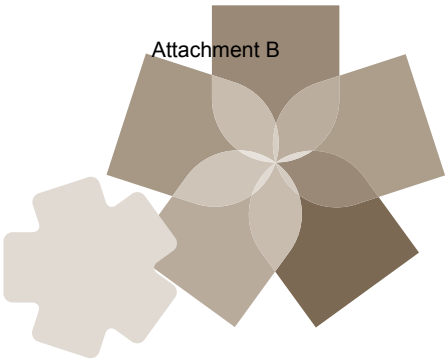
Realising this goal is crucial to the University. To secure a position at the forefront of Australian universities, Deakin's teaching and research must be truly international in content and perspective, and its courses and the learning environment it provides must equip its graduates to work in markets and other areas that are global in nature and which require international understanding and sensitivity. Deakin must also have a significant and diverse international student population. This is essential to providing a culturally rich campus life and to securing the resources the University needs to optimally pursue its mission.

1.1 PURPOSE OF THIS PLAN

The purpose of the Internationalisation Functional Area Plan is to guide the work of Faculties and Divisions in relation to Deakin's goal for internationalisation. It explains what is embraced by the term 'internationalisation' and then, using corresponding headings, amplifies the strategies identified in the Strategic Plan for achieving that goal.

It also provides contextual material and in Section 7, describes the actions to be taken to pursue those strategies and their accompanying performance measures, expected outcomes and allocation of responsibilities.

[1] In 2008, the income derived from undergraduate and postgraduate onshore international student enrolments (excluding HDR) is expected to total $83.1m or 24.14% of the revenue the University generates through student enrolments: see Deakin University, Business Plan 2008-2010 at 54. This Plan estimates that in 2009, the income derived from international students (onshore enrolments, through offshore partnerships and from DUELI) will amount to $104.85m, or 20% of its total income: see p46.



1.2 THE CONTENT OF 'INTERNATIONALISATION'

As the Strategic Plan makes clear, internationalisation at Deakin embraces and influences activities in the following five areas:

1. Student recruitment
2. Curriculum; teaching and learning
3. Research; research training
4. Student support
5. Community engagement

Although discrete, there is considerable overlap between these areas and they are mutually reinforcing. What each embraces is summarised in Table 1.

TABLE 1
THE DEAKIN INTERNATIONALISATION QUINTET

1 Student recruitment	Enriching the learning experience of all students
	Enhancing Deakin's international reputation
	Building a diverse international student population on all Campuses
	Generating revenue
2 Curriculum; teaching and learning	Preparing students for working in global markets
	Preparing students for operating internationally
	Expanding study of a second language
3 Research; research training	Pursuing international research collaboration
	Creating international research centres
	HDR recruitment
4 Student support	Welcome, orientation and induction
	Providing academic and social assistance and support
	Alumni activity
5 Community engagement	Sharing Deakin's knowledge and expertise with overseas governments, businesses, professional and other groups
	Engaging Deakin's domestic communities with its international students and activities

1.3 A WHOLE OF UNIVERSITY APPROACH

Because internationalisation at Deakin covers a number of broad areas it is a shared responsibility across the whole University. Thus, whilst much of the leadership and direction for internationalisation rests with the Pro Vice-Chancellor (International) and Deakin International, significant responsibility also resides with Academic Board, the Faculties, other Divisions, the Vice-President, both Deputy Vice-Chancellors and the other Pro Vice-Chancellors. As a result, in many important instances, the implementation of this Plan requires responsibility to be assumed, and action taken, by one or more of them.

This feature of internationalisation also means that coordination and collaboration within the University is essential if Deakin is to realise its full potential in this area. Whilst some idiosyncratic activity may be acceptable, we cannot afford this to be the 'norm'. Rather, internationalisation at Deakin should be characterised by the existence of demonstrable synergy between the different activities it pursues and acceptance of the need, where possible, for individual initiatives to take forms or directions that help the University to achieve its wider goals.

SECTION 2
STUDENT RECRUITMENT

This section deals with recruiting international students; it relates to strategies 3.3 and 3.7 in the Strategic Plan. Recruiting a significant and diverse international student population to all of its Campuses is important to the University because their presence enriches the intellectual, social and cultural environment of those Campuses. This benefits all students and staff, as well as the various local and professional communities Deakin serves. For this reason, international recruitment would be pursued even if the students involved did not pay fees. However, as noted earlier, Deakin does derive a significant proportion of its annual income from international students so that their recruitment is important for this reason also.

2.1 CONTEXT AND ENVIRONMENT

A ENROLMENTS: HISTORY AND TARGETS

A summary of Deakin's international enrolments for the years 2000–2008[2] is set out in Appendix A. This summary is referred to at various times in this Plan. It shows where students are located, the Faculties and principal courses in which they are enrolled, and their country of origin.

Deakin's international onshore enrolments in the period 2000–2008 are set out in Table 2. As this shows, there has been considerable growth during that period so that international students now constitute approximately 19.6% of Deakin's total student load, up from 11% in 2000[3]. Unfortunately, they are heavily concentrated in one Faculty (Business and Law with 64% in 2008[4]), in one course (the BCom with 2,396 enrolments), and on one Campus (the Melbourne Campus at Burwood with 85% of onshore enrolments in 2008).[5] An element of this Plan addresses this situation by simultaneously increasing and diffusing Deakin's international student enrolments.

TABLE 2
DEAKIN'S ONSHORE INTERNATIONAL ENROLMENTS AND LOAD[6] 2000–2008

	2000	2001	2002	2003	2004	2005	2006	2007	2008[7]
Enrolments	2,827	2,397	3,006	4,115	5,227	5,538	5,821	6,106	6,698
Load (EFTSL)	1,918	1,672	2,106	2,970	3,840	4,016	4,122	4,413	5,207

In contrast to its onshore enrolments, Deakin's offshore enrolments have been in decline for a number of years as Table 3 shows. A number of attempts have been made to redress this situation, including making additional courses available offshore and establishing new partnerships. However, our efforts have met with little success. For this reason and because it is very expensive for Deakin to deliver courses offshore with the level of service and quality of teaching considered to be appropriate, it has been recommended that, unless a very strong case to the contrary can be established on financial or strategic grounds, this form of teaching international students be phased out as our current offshore teaching contracts expire.

[2] The data for 2008 is interim end of year data. It includes finalised data for summer, semester 1, winter and semester 2 and interim as at 29 October for trimester 3.

[3] The University's target for 2000 was a total enrolment of 17,720 EFTSU: see Deakin University Financial Plan 2000-2002 at 111.

[4] See Appendix A, Table 1. This percentage compares with a national average of 48% for business faculties.

[5] See Appendix A Tables 3 and 4.

[6] Onshore enrolments in this context includes on and off-campus enrolments. It includes enrolments in all levels of award courses and those that are 'non-award'.

[7] The data for 2008 is interim end of year data. It includes finalised data for summer, semester 1, winter and semester 2 and interim as at 29 October for trimester 3.

TABLE 3
DEAKIN'S OFFSHORE INTERNATIONAL ENROLMENTS AND LOAD 2001–2008

	2001	2002	2003	2004	2005	2006	2007	2008
Enrolments	849	1207	1543	1467	1270	1095	912	762
Load (EFTSL)	430	592	815	761	589	544	493	476

The enrolment targets for international students in the Strategic Plan are, first, to be ranked in the top ten of Australian universities for onshore enrolments and second, to have, by 2012, an international onshore student load of at least 5,500 EFTSL. Reflecting this ambition, the 2009–2011 Enrolment Plan prescribes that Deakin will have an international onshore load of 5,877 EFTSL in 2011; this would represent 22% of its total student load compared to 19.6% that the Enrolment Plan forecast for 2008. It would also require compounded growth to average 7.8% each year in the period 2008–2011.[8]
The strategies outlined below are designed to at least achieve these targets.

B COMPETITION AND FACTORS INFLUENCING STUDENT CHOICE

Australian universities and other education sectors have enjoyed strong growth in enrolments since 2000. However, we have been warned that the future will be 'more challenging than the past ten years',[9] and that Australia's market share of global demand for higher education is 'not forecast to increase further'.[10] This is because of increased competition from other Anglophone countries (particularly the UK, Canada, New Zealand and the USA), the transformation of former source countries for international students (such as Singapore and Malaysia) into importing education hubs and the expansion of higher education opportunities in other source countries (especially China[11] and India).

As a result, for Deakin to achieve its international enrolment targets it must energetically engage all its prowess for developing, delivering and promoting relevant, innovative and responsive courses and for providing a supportive and sympathetic learning environment. This is especially so because, as a result of the growth in the number of students proceeding to Deakin with advanced standing or undertaking shorter postgraduate courses, the positive flow-on effect of enrolments from one year to the next has significantly reduced.

The factors that influence prospective students when considering where to pursue higher education include those listed in Table 4. Those in the Column A are factors that Deakin can influence and which, therefore, are the focus of this Plan; those in Column B are factors it can influence, if at all, only marginally.

[8] According to the Enrolment Plan, the annual increases will be 7.1% in 2008-2009; 8.7% in 2009-2010, and 7.7% in 2010-2011.

[9] See presentation by Fiona Buffinton, Chief Executive Officer, Australian Education International, to the Australian Government Industry Stakeholder Consultation, 21 May 2008.

[10] IDP, Global Student Mobility: An Australian Perspective Five Years On (2007) at 4.

[11] China is reported to have increased spending on education in 2006 to US$87 billion or 3.01 of its GDP: see 2008 AEI Industry Forum Market Information Report, p11. This is consistent with a report in THE of 2 February 2008 at 38 that "the Chinese Government has created an extra 3.4 million university places in the past seven years, many of them at generously funded 'elite' universities".

TABLE 4
FACTORS AFFECTING INTERNATIONAL STUDENT ENROLMENTS

Column A Factors Deakin can influence	Column B Factors Deakin can influence only marginally
1. Institutional reputation[12] and profile	1. Migration opportunities and programs
2. Quality of teaching and the educational experience provided	2. Expansion of higher education opportunities at home[13]
3. Availability of study pathways[14]	3. Student visa levels
4. Availability of scholarship support	4. Value of the Australian dollar, especially in comparison to the US dollar and the UK pound
5. Availability of multiple attractive courses	5. Employment prospects in home and host countries
6. Cost	6. Personal security
7. Accessibility, including the speed of response from the institution	7. Lifestyle
8. Ability to connect with a local community sharing their ethnicity	8. Changing demographics in source countries
9. Accommodation	9. National disasters affecting mobility such as SARS or hyperinflation
10. Availability of relevant work experience and part-time employment	10. Economic conditions in home and host countries
11. Availability of extra curricular social, cultural and sporting activities	

C EXPECTED FUTURE PATTERNS

In its 2007 report, *Global Student Mobility: An Australian Perspective Five Years On*, IDP estimated that in the period 2005–2025 the global demand for higher education would increase at an annual rate of 2.7%[15] and that the corresponding increase in demand for places in Australia would be 2.9%[16]. This is significantly lower than the growth, noted above, that Deakin must achieve if it is to meet the enrolment targets referred to above. Furthermore, even that relatively low figure may prove to be optimistic in view of the global financial crisis being experienced early in 2009.

Currently, China and India are Australia's and Deakin's principal source countries and this is expected to continue indefinitely. In 2008, together they constituted over 46% of Deakin's total onshore international student load; their importance in this regard, relative to other countries is shown in Table 5 that ranks the top 20 countries from which Deakin recruits students. A notable feature of this table is that although Deakin's overall enrolments increased by 9.4% between 2007 and 2008, of the 20 countries listed, enrolments declined in 12 of them and also in the 'others' category.

[12] A 2007 'Student Pulse Study' by the International Graduate Insight Group (a UK based research company) found that two thirds of the 11,425 respondents surveyed from 143 countries based their enrolment decision on the reputation of the individual institution, rather than the country where it is located.

[13] For example, China has increased the number of university places from 5.8 million in 1999 to 18.1 million in 2004: see IDP Global Student Mobility: An Australian Perspective Five Years On (2007) at 9.

[14] This is becoming more important with the growth in ELICOS and VET enrolments in comparison with those for Higher Education: see AEI Research Paper Study pathways of international students in Australia 2008/10.

[15] IDP, Global Student Mobility: An Australian Perspective Five Years On (2007) at 3.

[16] Ibid at 9.

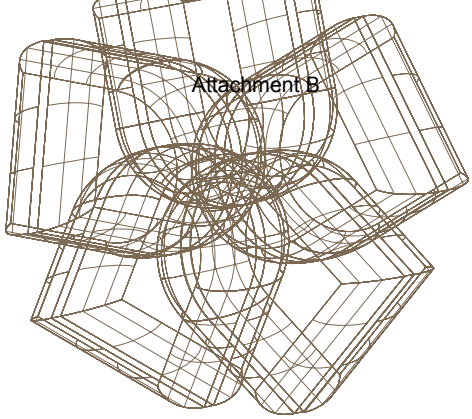


TABLE 5
ONSHORE INTERNATIONAL ENROLMENTS BY TOP 20 COUNTRIES OF BIRTH[17]

	Onshore Enrolments 2006–2008			EFTSL
	2006	2007	2008	2008
China	1278	1433	1745	1,386.00
India	679	959	1239	908.38
Sri Lanka	487	564	622	471.93
Hong Kong	606	499	479	380.50
Indonesia	469	397	344	257.69
Malaysia	392	341	327	242.66
Zimbabwe	216	228	226	168.19
USA	192	184	182	90.88
Vietnam	101	86	142	109.63
Singapore	138	123	117	86.13
Thailand	165	127	107	74.50
Pakistan	77	87	101	72.00
South Korea	69	74	79	59.00
Taiwan	74	66	65	48.63
Kenya	40	52	66	45.00
Canada	109	83	58	30.59
Bangladesh	99	79	54	40.13
Norway	44	57	55	42.13
Japan	40	40	53	38.38
Germany	45	58	53	28.63
Others	502	569	566	533.73
Total	5,822	6,106	6,680	5,114.66

	Deakin		Victoria		National	
	2006–07	2007–08	2006–07	2007–08	2006–07	2007–08
China	12.1%	21.8%	3.9%	8.7%	5.2%	7.6%
India	41.2%	29.2%	10.6%	3.4%	6.7%	3.9%
Sri Lanka	15.8%	10.3%	23.9%	15.7%	22.7%	16.0%
Hong Kong	-17.7%	-4.0%	-11.0%	-2.4%	-7.7%	-3.0%
Indonesia	-15.4%	-13.4%	-6.8%	-2.8%	-8.7%	-5.8%
Malaysia	-13.0%	-4.1%	1.1%	4.9%	1.5%	3.7%
Zimbabwe	5.6%	-0.9%	6.8%	3.3%	3.2%	10.5%
USA	-4.2%	-1.1%	-2.0%	-4.8%	-0.6%	-4.0%
Vietnam	-14.9%	65.1%	14.2%	37.6%	14.3%	33.3%
Singapore	-10.9%	-4.9%	0.1%	1.8%	-4.6%	0.7%
Thailand	-23.0%	-15.7%	4.4%	-1.7%	-2.9%	-8.8%
Pakistan	13.0%	16.1%	19.2%	7.0%	23.2%	11.3%
South Korea	7.2%	6.8%	15.5%	14.9%	7.4%	10.1%
Taiwan	-10.8%	-1.5%	-6.7%	-3.4%	-3.6%	-4.0%
Kenya	30.0%	26.9%	8.2%	8.6%	0.1%	7.3%
Canada	-23.9%	-30.1%	-1.6%	-2.6%	10.2%	8.3%
Bangladesh	-20.2%	-31.6%	-19.9%	-17.4%	-15.8%	-22.8%
Norway	29.5%	-3.5%	-6.2%	-10.9%	-21.6%	-15.6%
Japan	0.0%	32.5%	-5.6%	-15.5%	-8.1%	-12.5%
Germany	28.9%	-8.6%	1.5%	7.2%	-0.1%	0.1%
Others	13.3%	-0.5%	14.3%	12.1%	13.8%	11.6%
Total	4.9%	9.4%	4.4%	5.6%	3.3%	4.5%

[17] See Data Warehouse at 16 October 2008

2.2 STRATEGIES TO INCREASE ENROLMENTS

Having regard to the foregoing, Deakin has adopted the following recruitment strategies. They are designed to simultaneously increase and diffuse international enrolments.

A BROAD BUT FOCUSSED ENGAGEMENT

Deakin will pursue a broad engagement with the international community whilst focussing its recruitment activities on those countries that are of particular importance to the University and the national interest. This approach recognises the value to Deakin and its staff and students of having comprehensive academic links and interests and a diverse international student population, whilst at the same time acknowledging that it is impossible for it to have equally deep, active and extensive relationships in all countries. With this in mind, three clusters of countries or regions have been identified; the level of engagement in each is described in Table 6. These clusters, and the allocation to them of individual countries, will be kept under review and may change over time.

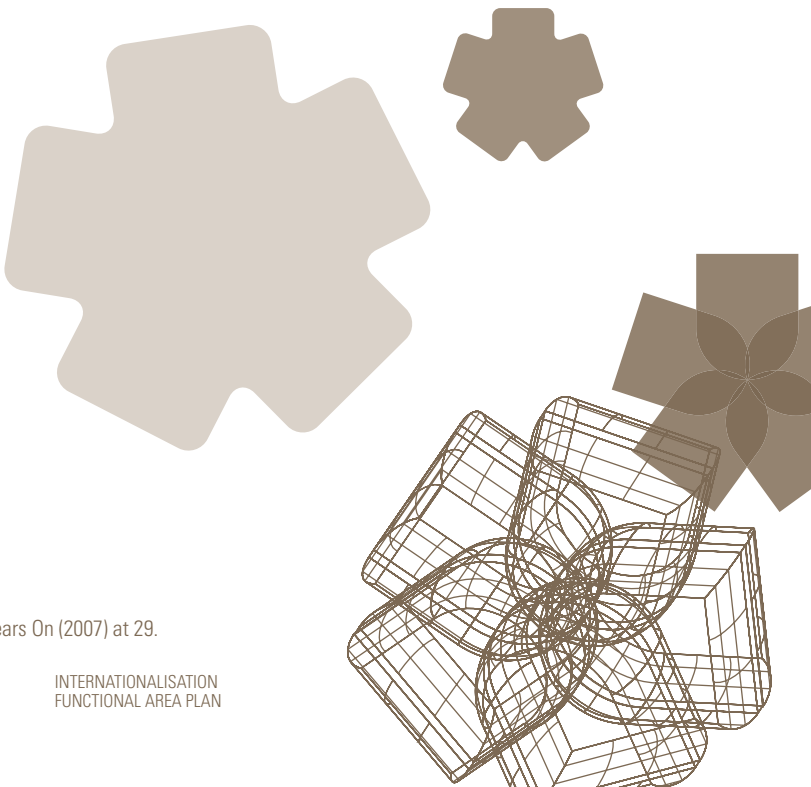
The countries in Cluster 1 are three of the four most populous countries in the world; Deakin has an office in each one. Indonesia is Australia's second nearest neighbour and China is our major trading partner. China–Hong Kong and India are Deakin's two principal source countries; Indonesia is its fourth.

It has been estimated that the demand for higher education in Australia in the period 2005–2025 will increase in these countries as follows:[18]

China	3.8%
India	4.6%
Indonesia	3.5%

The countries in Cluster 2 include those that at one time were very significant markets for Deakin but are now less significant, at least relative to others (Malaysia and Singapore), or that offer potential for growth (Korea, Thailand and Vietnam). It also includes Sri Lanka which, although is a very important market for Deakin, is located here because of logistical considerations.

Cluster 3 countries and regions are those from whom Deakin draws relatively few students, or in respect of which more significant engagement may be difficult (Zimbabwe, Pakistan and Bangladesh), or that are valuable to Deakin primarily as a source of exchange students, or study abroad opportunities.



[18] See IDP Global Student Mobility: An Australian Perspective Five Years On (2007) at 29.

TABLE 6
LEVELS OF INTERNATIONAL ENGAGEMENT

Cluster 1	**India**	Deep, active and broadly-based engagement through such means as–
	China–Hong Kong	– Maintaining a Deakin Office
	Indonesia	– Conducting annual graduation ceremonies
		– Establishing and maintaining a broad range of active research, teaching and pathway partnerships
		– Maintaining a supported network of agents
		– Regularly (at least annually) conducting promotional visits
		– Attending promotional events and fairs conducted by others
		– Conducting profile events such as conferences and seminars
		– Holding multiple alumni events each year
		– Making regular high level delegation visits
		– Conducting annual study tours
		– Conducting teaching practicums
		– Maintaining active student exchange and study abroad programs
		– Maintaining close contact with embassies and consulates
Cluster 2	**Malaysia**	Active engagement through such means as–
	Singapore	– Maintaining a supported network of agents
	Sri Lanka	– Establishing and maintaining some strategic research, teaching and pathway partnerships
	Vietnam	– Periodically conducting promotional visits
	Thailand	– Attending promotional events and fairs conducted by others
	Middle East	– Holding one alumni event each year
	Korea	– Establishing and maintaining some strategic research and teaching partnerships
		– Maintaining some student exchange and study abroad programs
		– Maintaining regular contact with embassies and consulates
Cluster 3	**South America**	Limited engagement through such means as–
	Other Asian countries	– Armchair recruiting and use of agents only
	North America	– Active student exchange and study abroad programs in locations that are highly attractive to Australian students
	Europe	– Ad hoc attendance at fairs and other promotional events
	Nth Africa – Tunisia	– Visits that are collateral to teaching or research projects
	Southern Africa	– Holding alumni events only at irregular intervals and in conjunction with other events
		– Maintaining periodic contact with embassies and consulates

B COMPREHENSIVE AND COORDINATED PARTNERSHIPS

As Table 6 indicates, in the case of Cluster 1 countries, Deakin's engagement will be deep, active and comprehensive. This will require the formation and maintenance in each country of a significant number of partnerships with a spectrum of universities and other institutions.[19] Whilst these will be used to pursue multiple University goals, international student recruitment will be a key element of most of them. This is because partnership arrangements provide an ideal foundation for Deakin's principal strategy for meeting its enrolment targets, namely, the creation of pathway programs into Deakin courses. In Deakin's experience, this is the single most successful way of attracting students.[20]

Pathway programs can take several forms. However, the two with which Deakin is most familiar and which are particularly instructive are described below. Utilising its experience with them, Deakin will seek to create a comprehensive network of pathways programs by entering into partnerships with select schools and tertiary institutions in all key international locations and in Australia.

TABLE 7
PATHWAY PROGRAMS

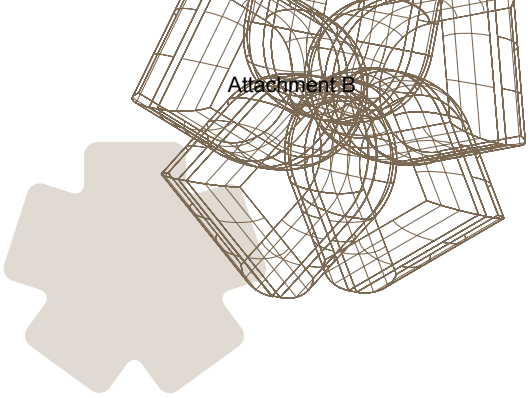
Advanced standing pathways	**Examples: MIBT and TAFE partnerships**
In this model, Deakin assists a partner to develop a course equivalent to a component of a Deakin course. Students enrol with the partner and complete that component as its students. They then transfer to Deakin with advanced standing for the studies undertaken with the partner and complete the remainder of the corresponding Deakin course as Deakin students. The types of assistance provided under this model include some or all of the following –	
– advice about course structure and advanced standing	
– access to course materials and other teaching related resources	
– setting, marking or moderating assessment	
– recruiting students	
Articulation pathways	**Example: DUELI**
In this model, Deakin assists a partner to develop a course that prepares students for entry into Deakin. The course is offered by the partner and the students are enrolled as students of the partner. However, having completed the course, they are able to transfer into a Deakin course for which they may otherwise not have been qualified. The DUELI English language program is an example.[21] By completing a course within this program, students can meet Deakin's English language requirements and (although they may qualify for courses at other institutions) because of DUELI's links with Deakin overwhelmingly they tend to progress here. The types of assistance provided under this model include some or all of the following –	
– advice about course structure	
– advice about entry requirements	
– assessment	
– recruiting students	

As noted above, partnerships provide a valuable means of pursuing objectives in addition to student recruitment. For this reason, they must be active and, wherever possible, not be limited to a single activity; rather, they should embrace a number of different and mutually reinforcing forms of collaboration across the full gamut of research, teaching and learning, pathway programs, curriculum development, student exchange and the joint delivery of conferences or seminars. To ensure that this occurs, advice and coordination will be provided through the international partnerships section of the Office of the Pro Vice-Chancellor (International).

[19] This should include an appropriate geographical spread and engagement with institutions that enhance Deakin's reputation, as well as provide pathways into its courses.

[20] Deakin's partnership with MIBT provides an example of how valuable such arrangements can be. Under this arrangement, in 2008/1 2008/s and 2008/ESSS, MIBT graduates pursuing a pathway program to Deakin constituted approximately 20% of its commencing enrolments: see Deakin International Weekly Statistical Report, 7 March 2008.

[21] Strictly speaking, DUELI is not a partner of Deakin University but one of its operational units. Nevertheless it provides an instructive model.



C PROFILE-RAISING ACTIVITY

Deakin's ability to attract international students will be increased by enhancing its profile offshore (within its principal source countries), and domestically (within local diplomatic and international communities). Consequently, an ongoing and comprehensive program of profile-raising activities (as distinct from, and additional to, promotional events) must be undertaken centrally by Deakin International and the Office of the Pro Vice-Chancellor (International), and by Faculties and Schools. These events, especially those conducted domestically on a Deakin Campus, can also make an important contribution to other aspects of internationalisation at Deakin by enriching the international student experience and involving domestic students in international activities. The kinds of profile-raising activities to be pursued are listed in Table 8.

TABLE 8
RAISING DEAKIN'S PROFILE

OFFSHORE

Deakin International and PVC(I)	Faculties and Schools
Establishing a comprehensive network of partners in all key source countries	Conducting regular study tour and practicum programs
In consultation with Faculties and Schools, regularly conducting major conferences and seminars	Conducting in-transit seminars at key locations
Establishing effective relationships with local media outlets	Pursuing research and teaching opportunities with high profile institutions
Conducting offshore graduation ceremonies	Conducting student ambassadors programs
Holding regular alumni functions	Encouraging participation by Deakin students in international competitions and activities
Taking high level delegations to meet influential local officials and institutions	
Promoting Deakin's Scholarships program	

DOMESTIC

Deakin International and PVC(I)	Faculties and Schools
Making regular visits to key Embassies and High Commissions	Inviting international scholars to Deakin and conducting open seminars featuring them for staff and students
Conducting an 'Ambassadorial Lecture' series	Contributing to events such as 'International Week'
Encouraging regular consular and ambassadorial visits to Deakin	
Actively engaging with local consular officials and organisations involved with international relations	

D PROMOTION AND PACKAGES

Undertaking a coordinated and strategic program of advertising and other promotional activities remains an important component of Deakin's overall recruitment strategy. This includes –

– participating in the various fairs and recruitment activities organised by bodies such as IDP and AEI

– independently conducting targeted promotional and advertising campaigns; and

– undertaking promotional tours in key countries to visit schools, universities and other institutions that may have an interest in Deakin's courses and programs.

The attractiveness of Deakin as a study destination will also be enhanced by creating and promoting a range of study packages that link the offer of a place at Deakin with the provision of other services. Examples of the services that might form part of such a package (to be known as a 'Deakin Education Package') include assistance with accommodation, part-time employment opportunities, internships, membership of sporting or social clubs and access to social activities and community networks. Such packages may be especially valuable for regional Campuses where locating services of this kind is often more difficult for international students, especially newly arriving ones, than it is in city locations.

E DOMESTIC RECRUITMENT

A large number of international students are enrolled in other Australian education sectors, such as VET, ELICOS and schools, and a significant proportion of them subsequently proceed to undertake other courses in this country. For example, between 2002 and 2006, of the 48,477 international students who completed school in Australia, 28,547 (59%) undertook further education here.[22] More particularly, according to a recent study of two cohorts of international students completing school education, over 80% proceeded to higher education and this represented approximately 8% of the total commencements in their year of entry.[23]

Responding to this situation and in conjunction with Marketing Division, Deakin International will increase its promotional activity within metropolitan and regional schools and set ambitious recruitment targets in respect of school leavers. Sectoral pathways, such as those with MIBT and the Box Hill, Holmesglen and South West Institutes of TAFE, will also be developed and maintained so as to increase the movement of students from other institutions to Deakin.

[22] See AEI Research Paper number 02/2008, International School Student Movement Post-School Education, at 2.

[23] Id.

F RECRUITMENT FOR REGIONAL CAMPUSES

In September 2008, of Deakin's total onshore enrolments of 6,679 students, only 693, or 10.3%, were enrolled on a regional Campus.[24] This imbalance has existed for some time and to address it, late in 2007, JWT Education was engaged to assist Deakin to develop strategies for increasing enrolments on its three regional Campuses. Six categories of recommendations resulted; briefly they were to –

(i) improve amenities in areas such as transport, accommodation and on-campus services

(ii) develop employment opportunities, including part-time work and work experience opportunities that related to the students career aspirations

(iii) enhance the academic and social environment; in particular by encouraging greater interaction between international and domestic students

(iv) develop pathway programs that link specifically to regional Campuses, or which involve courses that are available on one of those Campuses

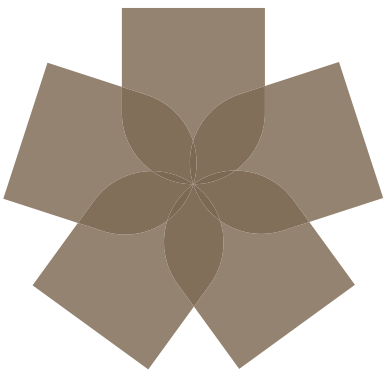
(v) offer support packages that include with course enrolment, membership of DUSA and of sporting, social or recreational clubs

(vi) enhance promotion including the use of scholarships, highlighting the advantages offered by study at regional Campuses and identifying the most relevant source countries.

Past experience suggests that the strategy most likely to succeed is attracting international students to regional Campuses is one involving pathway programs leading to the Campus. The pathway may be from an offshore partner institution, or from a local school or college that joins with Deakin to promote its availability and attractiveness. Such pathways can be especially successful when linked to a course offered only on a particular Campus and promoted as part of a package, of the kind referred to in 2.2(E) above, involving accommodation and social support. Other strategies to implement these recommendations are included in Section 7.

G SCHOLARSHIPS

Deakin maintains a scholarships program for international students covering all levels of study from undergraduate degrees through to doctoral programs. It includes scholarships funded by the Australian Government and by other governments and private organisations. Importantly, it also includes the *Deakin University International Scholarships Program (DUISP)*, a program that is designed to attract students to Deakin's regional Campuses (by being more valuable there), and to be used at all Campuses, when this is needed, to give impetus to new courses. It also includes the 'Brett Lee Scholarships' for Indian students wishing to undertake postgraduate study at Deakin.



[24] See Appendix A, Table 3.

SECTION 3
CURRICULUM; TEACHING AND LEARNING

This section deals with developing and delivering an international curriculum and teaching in a manner that responds to the needs and interests of international students and takes full advantage of their presence to enhance the learning experience of all students. It also addresses issues surrounding the delivery of transnational teaching programs. These matters are the subject of strategies 3.1, 3.5, 3.6 and 3.8.

3.1 INTERNATIONALISING THE CURRICULUM

Deakin is committed to ensuring that its courses prepare all students for working in global markets, as well as in those that are national or regional, and to introducing them, as appropriate, to the international and comparative perspectives of the subjects they study. They will also take account of the needs, interests and aspirations of international as well as domestic students. This will enhance the quality of the educational experience Deakin provides and thereby its attractiveness to all students, including those from overseas.[25]

There is no exhaustive list of what this may involve in terms of course content, or structure, and these issues will be kept under review through such means as regularly conducting internationalisation conferences and seminars for teaching and support staff. However, examples of what may be considered include–

- imbedding within individual units material dealing with the position in other countries and undertaking at least some comparative analysis
- imbedding within individual units references to the international dimensions of issues and not merely the domestic ones
- including within course structures opportunities for students to study abroad as part of their course
- including within course structures units dealing with the domestic position in our major source countries and trading partners
- including study tour and international internships options within a range of appropriate units
- including texts and readings that reflect a diversity of perspectives
- encouraging staff to undertake overseas teaching exchanges and study leave and actively participate in international conferences
- supporting language studies and encouraging students to include a language in their course.

[25] Deakin is not alone or at the forefront of taking this approach. For example, The Australian Financial Review has reported that the University of Sydney is "adding an international dimension to everything it does to lift overseas enrolments by 2 to 3 per cent over the next five years": Slow demand makes unis smarten up, 2 March 2007 at 24.

3.2 INTERNATIONALISING TEACHING AND LEARNING

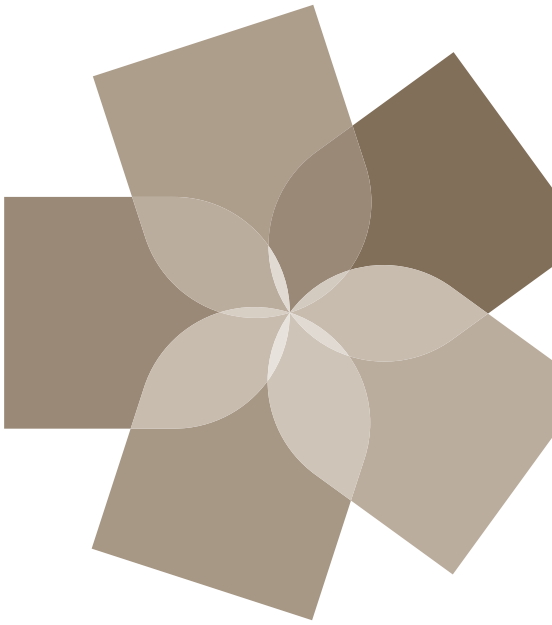
An advantage of having a significant international student population is that it enables a university 'to offer all its students a university experience that is enriched by the values, cultures and perspectives of students from a diverse range of backgrounds'.[26] To secure this advantage, however, it is essential for Deakin's teaching and learning to respond appropriately to the international composition of our classrooms and Campuses and for teaching staff to be provided with the assistance they need to enable them to do so. Examples of what this may require include–

- seeking active, regular and inclusive participation from all students
- encouraging international and domestic students to mix, work collaboratively and to get to know and listen to each other
- whenever appropriate, using examples, locations, names and case studies drawn from the principal countries represented in the classroom
- encouraging students to recognise and understand different ways of approaching problems and responding to issues
- acknowledging and taking advantage of the students' diverse knowledge and experience
- taking account of students' cultural backgrounds, learning styles, English language proficiency, numeracy, values and experiences
- speaking in plain English and free of unnecessary colloquialisms and acronyms
- providing students with a range of learning opportunities
- encouraging students to use their backgrounds as a learning tool.

3.3 PROFESSIONAL DEVELOPMENT

The challenges associated with preparing and delivering an internationalised curriculum, or teaching classes that have a very diverse international student population, or pursuing international research collaboration, will require the University to provide staff with access to relevant professional development. This may include–

- conducting conferences and seminars dealing with internationalising curriculum
- providing international OSP opportunities
- delivering programs dealing with such matters as cultural inclusiveness in the classroom
- intercultural awareness and sensitivity.



[26] Professor Alan Gilbert in the University of Melbourne's response to the Auditor General's Report on International Students in Victorian Universities, 2002.

3.4 INTERNATIONAL STUDENT MOBILITY

Deakin University is well known for the quality and extent of its student mobility program. This program provides an opportunity for students to study overseas, usually for a full trimester, under formal exchange agreements with partner institutions (identified as 'exchange'), or to undertake shorter, discipline-specific overseas study experiences, or practicums, organised and delivered at Faculty level (identified as 'short-term' programs). As the following table shows, in recent years there has been a decline in the number of students undertaking a trimester exchange program, notwithstanding the generous financial assistance available to them. On the other hand, there has been a growth in the number of students undertaking short-term programs. Unfortunately, however, these programs are heavily concentrated in two Faculties with the result that in the others (Science and Technology, and Health, Medicine, Nursing and Behavioural Sciences) student mobility is limited.

TABLE 9
INTERNATIONAL STUDENT MOBILITY

	2006		2007		2008[27]	
	Exchange	Short Term	Exchange	Short Term	Exchange	Short Term
Arts and Education	87	78	72	123	63	154
Business and Law	39	166	45	187	48	200
HMNBS	28	2	35	2	22	5
Science and Technology	31	6	23	7	29	8
Total	**185**	**251**	**175**	**318**	**161**	**376**

As student mobility makes an especially valuable contribution to the richness of the educational experience provided by the University, the Strategic Plan has set a target of having, by 2012, at least 20% of its graduating undergraduate students undertaking such an experience.[28] The action to be taken to achieve this target includes–

- better promotion of the opportunities that are available for undertaking a student exchange
- introduction of the Korean Ambassador's Scholarship Program[29]
- developing a comprehensive and cost effective program of short study tours or practicums that is available to students in all Faculties.

These initiatives will be overseen by a cross-University Student Mobility Coordination Group.

3.5 LANGUAGE STUDIES

Three languages are taught within the University – Chinese, Indonesian and Arabic. Recognising their importance to internationalisation, the Strategic Plan provides for students to be encouraged to study a second language as a means of improving their international skills.[30] To this end, steps will be taken to increase the attractiveness of language studies at Deakin and ambitious targets are being set for enrolment in language courses.

[27] The figures for 2008 include semester 1 and 2 and interim for T3; as such they include the India Study Tour that was eventually cancelled.

[28] See Strategic Plan, p3.2.

[29] This program was agreed upon at a meeting between the Vice-Chancellor and the Korean Ambassador and is designed to encourage Deakin students to undertake a study abroad program in Korea.

[30] Ibid at 3.6.

3.6 EXTENSION ACTIVITIES

Providing an internationalised educational experience involves not only delivering formal courses and programs but also promoting or undertaking informal extension activities. Examples of the action that will be taken in this area include–

– advancing intercultural awareness through multicultural festivals/events

– hosting visiting international delegations

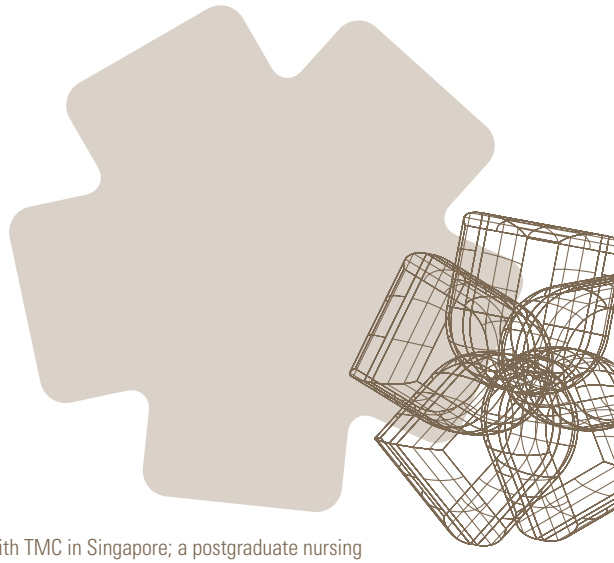
– conducting lecture series with international themes, such as our Ambassadorial Lectures

– facilitating and encouraging social interaction between domestic and international students.

3.7 TRANSNATIONAL TEACHING PROGRAMS

Deakin has developed and implemented a comprehensive teaching and quality assurance program to support and manage the courses it teaches in partnership with offshore institutions. Its responsibilities in this regard are taken very seriously and are implemented by regular visits of teaching and administrative staff and by the conduct of an annual audit and report to Academic Board. However, as noted above and shown in Table 3, in recent years there has been a decline in the number of international students choosing to study in this manner. As a result, the University is in the process of winding up a number of offshore programs and as at the end of 2008 was accepting intakes into only five of them.[31]

The Strategic Plan allows for the continued development of offshore teaching partnerships provided that they are of high quality, strategic and sustainable. However, a recent review of their financial[32] cost to the University suggests that few will meet these criteria. As a result, new relationships of this nature are not being sought and the continued viability of those that are continuing will be rigorously scrutinised with a view to their early termination should these criteria cease to be met.



[31] They are: several postgraduate business programs with the VTC in Hong Kong; the BCom with TMC in Singapore; a postgraduate nursing program with Viborg in Denmark; and the MEd in the United Arab Emirates.

[32] The Review did not consider the opportunity costs, or the potential cost to the University's reputation, of offshore teaching partnerships.

SECTION 4
RESEARCH; RESEARCH TRAINING

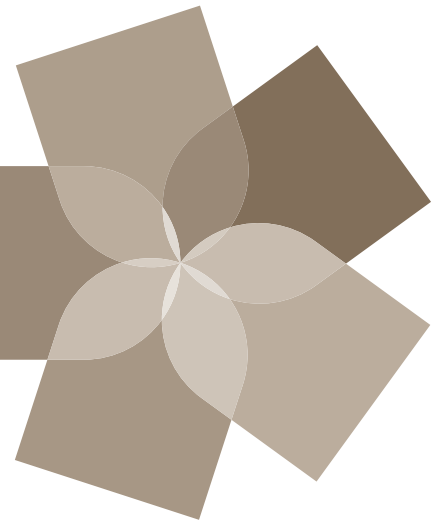
This section deals with developing and maintaining international partnerships to advance research and research training, including recruiting international higher degree by research (HDR) candidates.

The importance of international research collaboration and related activity is universally accepted within Deakin University although, with some notable exceptions, it remains at a comparatively early stage of development. Responding to this situation, strategy 3.4 in the Strategic Plan commits the University to developing research and research-training partnerships with internationally recognised institutions, industries, governments and non-government organisations. Developing such partnerships is especially critical in the area of research training as the dearth of domestic higher degree by research (HDR) candidates means that Deakin will not be able to meet its HDR targets without very significant international enrolments. This situation is common within Anglophone counties, with the result that in recent years the level of competition for the best international research students has been increasing considerably.[33]

In 2007, 19.7% of all HDR students in Australia were international. At Deakin the percentage was appreciably lower with the 2008 target of 86 EFTSL representing only 13.5% of its total HDR enrolments. However, an ambitious growth target has been set in the University's *2009-2011 Enrolment Plan* which will see international HDR enrolments increase to 172 EFTSL in 2011, or 21% of the total of 817.

Action to increase international research collaboration and meet HDR enrolment targets includes–

- ensuring that undertaking joint research projects and collaborative HDR training are elements of a strategic range of international partnerships
- encouraging individual staff members to actively pursue research with international collaborators and publish in high ranking international journals
- encouraging the creation of joint research centres with prestigious international institutions
- increasing the number of HDR scholarships Deakin makes available to international students and more actively using the international schemes available to assist students to undertake HDR programs here
- supporting international research projects undertaken by staff or HDR students by way of providing international links or other materials as appropriate.
- developing programs to systematically attract and recruit international HDR candidates and provide, where necessary, for their joint supervision with researchers at overseas institutions.[34]



[33] See International Focus issue 22/2008 at 4. According to this report, in the UK, for example, in some subject areas international students constitute over half of all research students. These include law (59%) engineering and technology (58%), business and management (58%) and social studies (53%) mathematics and computing (51%).

[34] One model for such a program is the French-Australian PhD Cotutelle program which involves joint Australian-French supervision with candidates spending time in both countries and a degree jointly-badged by the two universities involved.

SECTION 5
STUDENT SUPPORT

This section deals with supporting students and assisting their development whilst they are at Deakin and maintaining a relationship with them once they have graduated; it relates to strategies 3.2 and 3.10 in the Strategic Plan. Deakin is committed to providing its students with services that will enhance their university experience and enable them to develop their academic potential, build their credentials as global citizens and obtain employment within Australia or internationally on completion of their course. It also recognises the importance of supporting the University's alumni through a sustainable program of activities that enhances their networks and maintains their connection to Deakin.

5.1 SERVICES TO ENHANCE THE STUDENT EXPERIENCE

Deakin provides a comprehensive range of services to assist international students while they are at Deakin. These are designed with three broad objectives: first, to help international students to undertake their studies successfully; second, to encourage interaction between domestic and international students for their mutual benefit; and third, to encourage and facilitate international students engaging with Deakin's local communities. These will be reviewed and where necessary, expanded in the areas identified in the following table –

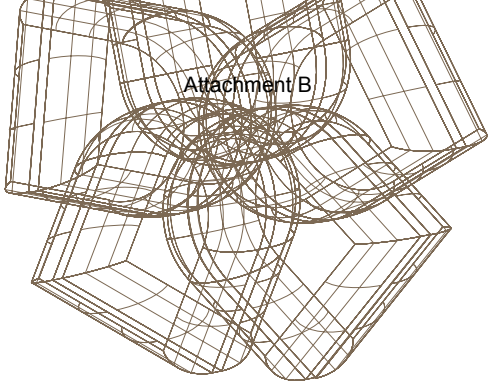
TABLE 10
SUPPORT SERVICES FOR INTERNATIONAL STUDENTS

Arrival	– Airport pick-up and welcome
	– Assistance with accommodation on campus and off campus
University induction	– Pre-departure material and assistance
	– Academic and social orientation programs
	– Mentoring programs
Academic support	– English language assistance
	– Academic support programs
	– Assistance with assignment research and writing and with approaching examinations
Social support	– Job placement services
	– Links to local community, social and sporting clubs and associations
	– Advice regarding personal safety issues and procedures to respond to emergencies affecting them in Australia or their home country
	– Activities to encourage domestic and international student interaction
	– Assistance for spouses and children
Community engagement	– Organising community welcome and engagement
	– Encouraging the provision of the goods and services sought by international students
Liaison and review	– Conducting regular meetings of an international student liaison committee
	– Publishing: *The International Report*

5.2 ALUMNI ACTIVITIES

Deakin encourages its graduates to regard themselves as having an on-going relationship with 'their' University and recognises that they have a vested interest in its continuing success. It also appreciates that they can provide it with support and help it to enhance its international reputation and appeal to future generations of international students. For these reasons, Deakin is committed to expanding its alumni activities in ways such as the following–

- conducting regular alumni functions for international graduates in key locations
- conducting an 'in-transit' seminar program featuring presentations by visiting Deakin academics
- distributing copies of *The International Report* to keep them informed about activities at Deakin
- inviting alumni to attend and participate in profile-raising events, study tours and international conferences conducted under Deakin's auspices
- supporting initiatives such as 'OzMate'.



SECTION 6
COMMUNITY ENGAGEMENT

This section deals with Deakin's commitment to advancing the interests of the domestic and international communities it serves; it relates, in particular, to strategies 3.9 and 3.11 of the Strategic Plan. As those Strategies make clear, Deakin seeks to engage its local and regional communities with international students and the perspectives they can bring to those communities, and to be known internationally as a university that is committed to pursuing activities that confer important social benefits.

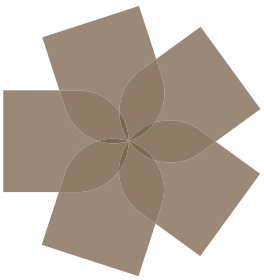
The existence of international students within a community can considerably enrich its cultural, economic and social life, and provides a means by which the members of that community can acquire international perspectives on current issues and the challenges they face. To ensure that this happens in relation to its communities, Deakin will initiate and facilitate interaction between the members of those communities and its international students and where appropriate, involve them in the international on-campus activities conducted by the University and its students.

Deakin's engagement with international communities takes many forms, including through its teaching and research activities. In addition it will share its expertise with overseas governments, businesses and professional groups, especially where it can contribute to their capacity building. Engagement of this nature, as well as being beneficial to the countries involved, will enhance Deakin's reputation and ability to pursue its mission. This can take many forms including, but not limited to, the following –

- sharing Deakin's knowledge and expertise through organising and hosting high profile international seminars and conferences
- conducting training programs in areas in which Deakin has particular expertise
- devising and delivering courses to enhance the capacity of overseas communities to meet their needs
- enabling, where possible, Deakin staff to undertake international assistance programs in their fields of expertise
- awarding international merit-based scholarships to support international engagement.

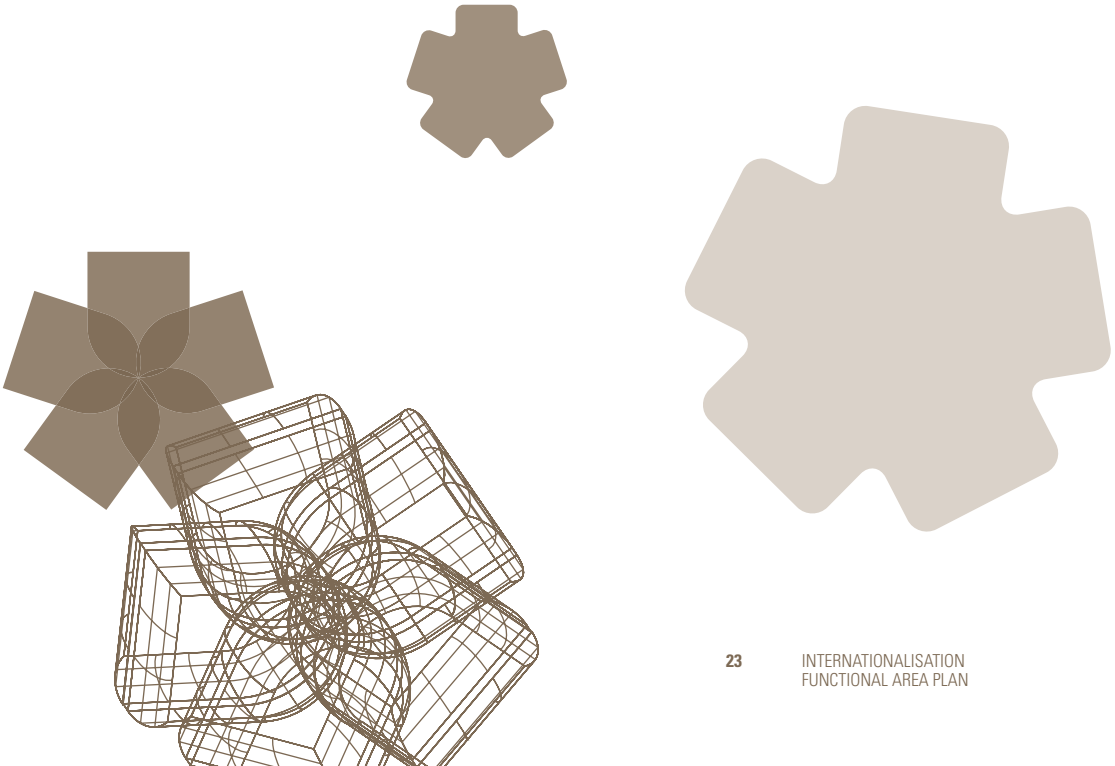
SECTION 7
STRATEGIES AND ACTIONS 2008–2012

Strategy	Actions	Performance Measure	Expected Outcome	Person Responsible
1 Providing learning experiences that encompass international and intercultural perspectives and experience and reinforce an institutional culture of diversity and inclusiveness.	1 Develop and implement a University policy on the internationalisation of the curriculum and associated aspects of teaching and learning	1.1 Whether a policy has been developed and implemented successfully	1.1.1 A curriculum that optimally incorporates international and intercultural perspectives and thereby prepares students for working internationally	PVC(I)
	2 Conduct at least one internationalisation conference or seminar each year focusing on curriculum development and teaching and learning practice	2.1 Whether at least one internationalisation conference or seminar has been held each year	2.1.1 Improved curriculum and teaching and learning	PVC(I)
	3 Develop and implement a program to assist staff to internationalise the units and courses they teach and deliver them in a manner that is culturally sensitive and inclusive and which enhances the international capabilities and intercultural understanding of their students	3.1 Whether a program has been developed and implemented successfully	3.1.1 Teaching that optimally responds to the composition of Deakin classes and prepares students for working internationally	PVC(I)
	4 Develop and implement an 'International Extension' program consisting of activities that advance intercultural awareness, knowledge and understanding of international issues and the interaction of international and domestic students	4.1 Whether a program has been developed and implemented successfully	4.1.1 Increased appreciation and understanding on the part of students and staff of international issues and intercultural matters and greater interaction between international and domestic students	PVC(I)

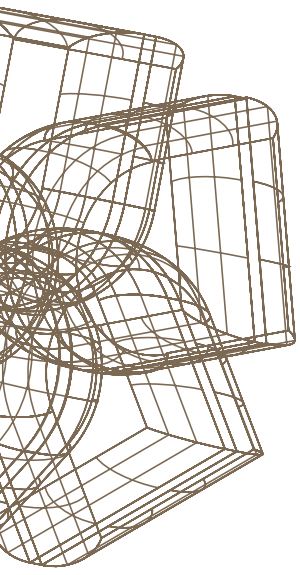


Strategy	Actions	Performance Measure	Expected Outcome	Person Responsible
2 Delivering effective services which enhance the student experience and enable students to develop their academic potential, build their credentials as global citizens and obtain employment within Australia or internationally on completion of their program of study.	1 Create a positive and seamless transition program for international students from home to attendance at their first class	1.1 Positive responses to the corresponding questions on Student Experience Questionnaire	1.1.1 Student satisfaction with services provided in this transition reaches 90% by 2012	VP PVC(I)
	2 Ensure that transition programs address the needs of international students who enter Deakin with substantial advanced standing	2.1 Whether the progression rates of students entering Deakin with substantial advanced standing is at least as high as other students	2.1.1 Improved academic progress in this cohort	PVC(I) Deans
		2.2 High student satisfaction with transition services	2.2.1 International student satisfaction with support services as measured by internal survey reaching 90% by 2012	
			2.2.2 Students having their expectations met	
		2.3 Increased enrolment into pathway programs leading to Deakin	2.3.1 Increased enrolments in pathway programs	
			2.3.2 Partners reporting satisfaction in joint relationship management groups	
	3 Create clear two-way communication links between the development of student support activities and the marketing and promotion of the University internationally	3.1 Growth in the number of students applying to study at Deakin	3.1.1 Increased enrolments	PVC(I) EDDI
	4 Review and revise where necessary the central and Faculty international student (and NESB) academic and language support services	4.1 Whether the GDS outcomes of international students are comparable to those of domestic students	4.1.1 Improved GDS outcomes and overall course satisfaction for international students as measured by CEQ placing Deakin in the top 30% by 2012	PVC(I) VP Deans
	5 Ensure that all current student support services offered across the University are prominently described on websites and articulated in promotional activities, including to parents	5.1 Whether all current services are fully described and publicised to students	5.1.1 Increased student satisfaction, GDS outcomes and enrolments	VP PVC(I) EDDI

Strategy	Actions	Performance Measure	Expected Outcome	Person Responsible
	6 Investigate the feasibility of introducing into all undergraduate courses a credit-bearing unit on English language and communication skills, complete with diagnostic pre and post completion testing	6.1 Whether a feasibility study has been undertaken by the end of 2009	6.1.1 Degree courses that better respond to the language development needs of students	PVC(I) assisted by Deans
	7 Build work experience or placement opportunities into all courses that meet the needs of international students	7.1 Whether all major courses have such opportunities available	7.1.1 Increased employment rates for international students	PVC(I) assisted by Deans
	8 Expand internship programs to include appropriate international volunteer placement as credit bearing learning opportunities	8.1 Whether internship programs include the opportunity to undertake an appropriate international volunteer placement	8.1.1 Increased enrolments in internship programs	PVC(I) assisted by Deans
	9 Develop and implement a program to encourage interaction between domestic and international students and between international students and Deakin's local communities	9.1 Whether such a program has been developed and implemented successfully	9.1.1 Enhanced intercultural understanding on the part of students; increased levels of student satisfaction with their learning experience; reduced alienation on the part of international students; greater awareness of the benefits of internationalisation on the part of members of Deakin's local communities	PVC(I)



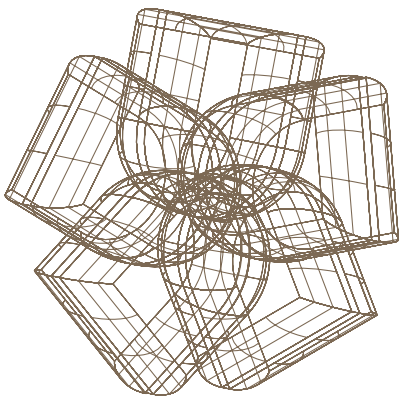
Strategy	Actions	Performance Measure	Expected Outcome	Person Responsible
3 Increasing the number and building the diversity of international students studying at each of Deakin's Campuses, off campus and through sustainable, high quality offshore teaching partnerships.	1 Develop and implement a comprehensive international student recruitment plan	1.1 Whether the plan has been developed and implemented and recruitment targets met	1.1.1 Steadily increasing enrolments, in line with the University Enrolment Plan, so that they reach at least 5,500 EFTSL by 2012 (4,413 in 2007)	PVC(I)
		1.2 The development and implementation of specific plans for each of the three clusters of countries identified in Section 2.2 (A)	1.2.1 Graduated allocation of resources commensurate with Deakin's activities in each cluster	PVC(I) EDDI
		1.3 The development and implementation of specific and comprehensive recruitment plans for each Campus that incorporate pathways and packages and respond to the specific circumstances of each of them	1.3.1 Overall recruitment targets being met. At least 100% increase in enrolments on regional Campuses (523 EFTSL in 2008)	PVC(I) EDDI Assisted by AD(I) and Deans
	2 Develop and promote a range of Deakin Education Packages to attract international students	2.1 Whether a range of packages has been developed and promoted	2.1.1 Increased enrolments, especially at regional Campuses	PVC(I)
	3 Use the scholarship programs available to prospective and existing Deakin students, including its own programs, to attract high performing students to the University and in particular to regional Campuses	3.1 The number of external scholarship recipients who enrol at Deakin	3.1.1 An increase in the number of external scholarship recipients enrolling at Deakin	PVC(I) EDDI
		3.2 Whether Deakin's own programs are succeeding in attracting students to regional Campuses	3.2.1 An increase in enrolments at regional Campuses	
	4 Manage advanced standing determinations to maximise the efficiency of assessment and enhance enrolments	4.1 Proportion of advanced standing agreements listed on Advanced Standing Database yielding international students	4.1.1 An increase in responsiveness to student inquiries and applications	PVC(I) EDDI
		4.2 Advanced standing determinations being carried out within 5 working days	4.2.1 An increase in the rate at which applications are converted to enrolments	
	5 Manage the University's international enquiries to maximise conversions to application and enrolment stages	5.1 A response to all student inquiries within 24 hours	5.1.1 Increased applications and conversion of applications to offers and acceptances	EDDI



Strategy	Actions	Performance Measure	Expected Outcome	Person Responsible
	6 Review international off-campus student recruitment to assess potential for growth	6.1 The development and implementation of a plan to promote this mode of study	6.1.1 Increased international off-campus enrolments in line with the Enrolment plan	PVC(I) AD(I) EDDI
	7 Review all remaining offshore teaching partnerships to ensure that they are of high quality and sustainable, or necessary on strategic grounds	7.1 Whether Deakin only has offshore teaching partnerships that are of high quality and sustainable, or necessary on strategic grounds	7.1.1 The existence of only those offshore teaching partnerships that are of high quality and sustainable	PVC(I) Assisted by Deans
	8 Continue to develop the international capabilities of Callista and the Sugar CRM product for international admissions and enhanced management information to inform marketing and recruitment decisions	8.1 Review of current system in time for ITP bids in 2009 budget cycle for next stage enhancements	8.1.1 Phase Two –Callista/ CRM International Upgrade in development by mid-late 2009	Director, DSA EDDI
	9 Ensure University records management system can support effective communication and information sharing across the University on international teaching and research relationships	9.1 Accessible, efficient, user-friendly system in place with positive feedback from 80% of users	9.1.1 More cohesive planned approach to international strategy development	VP
4 Developing strategic research and research training partnerships with internationally recognised institutions, industries, governments and non-government organisations.	1 Develop and implement a plan for the creation of a network of international research and research training partnerships in key countries	1.1 Whether a plan has been developed and implemented and is working effectively	1.1.1 At least 30% of research active academic staff engaged in significant collaborative research with international partners in a year	PVC(I) assisted by DVC(R)
		1.2 Proportion of research active academic staff engaged in significant collaborative research with international partners and/or in receipt of international research funding		
	2 Deliver a research training program that appropriately meets the needs of international HDR students	2.1 Whether the appropriate needs of HDR students are met	2.1.1 Increased applications for HDR enrolment and accelerated completion rates	DVC(R)
	3 Develop and implement a scholarship program for international HDR students incorporating external and internal funding sources	3.1 Number of HDR students on Australian (AusAid) and overseas government scholarships	3.1.1 A 10% increase in each year of the Plan in the number of international HDR students	DVC(R) PVC(I) EDDI
		3.2 Number of internally funded HDR students		

Strategy	Actions	Performance Measure	Expected Outcome	Person Responsible
5 Encouraging students to undertake international study experiences and through those to build their international capabilities and intercultural understanding.	1 Develop and implement an international study experience program that is available to students in all Faculties	1.1 The proportion of graduating UG students who have had an international study experience	1.1.1 At least 20% of each undergraduate class completing their course having undertaken an international study experience	PVC(I) assisted by Deans and the EDDI
	2 Introduce the Korean Ambassador's Scholarship Program	2.1 Whether the Program has been developed, approved and introduced	2.1.1 At least one student per year undertaking the Program; increased awareness of Korea on the part of Deakin students	PVC(I)
	3 Redevelop and repackage the international Education Abroad program into an integrated global experience program, 'Deakin Abroad'	3.1 Whether a revised program has been developed and introduced	3.1.1 Increasing numbers of students undertaking semester length study abroad experiences	EDDI
	4 Enhance the range of student mobility products offered by Deakin to increase short-term fee-paying student numbers, particularly from US partner institutions	4.1 Whether the range of student mobility products offered by Deakin has been enhanced	4.1.1 Increased enrolments at Deakin by short-term fee-paying students, especially from the USA	EDDI
	5 Identify and attract additional external sources of funding to support international student mobility	5.1 Whether additional sources of funding have been identified	5.1.1 Increasing number of students undertaking an international study experience	
6 Encouraging students to consider studying a second language to improve their international skills.	1 Develop and implement a program to promote to Deakin students the benefits of studying a second language as part of their undergraduate degree courses	1.1 Whether the number of Deakin students undertaking second language studies has increased by 10%	1.1.1 Increased number of graduates with proficiency in a second language	PVC(I) assisted by Dean A+E
	2 Promote student exchange and short-term international study experiences as a means of developing skills in a second language	2.1 Whether there has been an increase in the number of students undertaking an exchange, or short-term international study experience, to develop their skills in a second language	2.1.1 An increase in the number of students using student exchanges and international study experiences to improve their skills in a second language	PVC(I) assisted by Deans

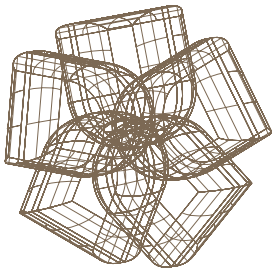
Strategy	Actions	Performance Measure	Expected Outcome	Person Responsible
7 Enhancing the position and brand of Deakin in international markets through dynamic marketing and promotion and outstanding representation and through the development of strategic partnerships and alliances.	1 Develop and implement a comprehensive plan for marketing Deakin's courses and research expertise in international markets and raising its profile internationally	1.1 Whether the plan has been developed and implemented	1.1.1 Successful marketing and promotion of Deakin's courses and significantly increased international recognition of its teaching and research activities and improved international ranking	PVC(I) EDDI
	2 Develop a pro forma partnership model, incorporating pathways from the partner into courses at Deakin	2.1 Whether a pro forma has been developed and implemented	2.1.1 Consistency in Deakin's international partnerships with an optimum number in all key locations designed to recruit students generally, and to regional Campuses in particular	PVC(I) Assisted by AD(I)
	3 Review, revise and augment where necessary, Deakin's existing international and domestic partnerships	3.1 Whether the number, range and locations of its partnerships maximises Deakin's potential to recruit students, provide educational opportunities for current students and pursue international research and engagement opportunities	3.1.1 Active and comprehensive partnerships in all key locations that result in increasing flows of students to Deakin from the partner, current students undertaking activities with the partner and joint research activities being pursued	PVC(I) DVC(A) – domestic partnerships
	4 Develop and launch additional MIBT Diploma Programs for delivery at Geelong and Burwood to ensure MIBT graduates access to majority of Deakin discipline areas	4.1 Whether additional programs have been developed	4.1.1 Increased enrolments through MIBT pathway diploma programs	DVC(A) Deans
	5 Use relationships with TAFE Institutes and other providers to maximise domestic and international recruitment outcomes for Deakin	5.1 Improved pathway outcomes and enrolment numbers	5.1.1 Increased enrolments through pathway programs	DVC(A)
	6 Support the development of the Deakin's offices in China, India and Indonesia to enhance Deakin's profile in those countries, build effective partnerships and maximise recruitment outcomes from them	6.1 Whether the offices are working effectively and their country recruitment targets are being met	6.1.1 The efficient operation of each office, Deakin's profile in each country continuously increasing and the enrolment targets for each country met	PVC(I) EDDI
	7 Manage and monitor a sustainable number of education agents and strengthen relationships through improved support, training, financial and other incentives	7.1 Yield of students per agent satisfaction determined through Agent Satisfaction Survey (baseline survey to be undertaken in 2009)	7.1.1 Increased number of students per agent; agents expressing increased satisfaction with University services by 2010	EDDI



Strategy	Actions	Performance Measure	Expected Outcome	Person Responsible
	8 Conduct a comprehensive range of major events and activities in key locations to elevate Deakin's international profile	8.1 Whether there is increased international recognition of Deakin as a university of choice for international and Australian students and staff, whose activities have important social benefits	8.1.1 A steadily increasing number of applications for courses, research training and vacant staff positions	PVC(I) Deans AD(I)
	9 Conduct a comprehensive range of promotional activities in all key international markets to attract students to Deakin	9.1 Whether the study and research opportunities available at Deakin are optimally promoted in all key markets	9.1.1 A steadily increasing number of applications for courses, research training and vacant staff positions	PVC(I) EDDI PVC(R+R)
	10 Ensure University records management system can support effective communication and information sharing across the University on international teaching and research relationships	10.1 Whether an accessible, efficient, user-friendly system is in place and receives positive feedback from 80% of users	10.1.1 A more cohesive planned approach to international strategy development	VP
	11 Ensure the University's research strengths and priorities are well publicised and communicated and support its promotional activities and partnership development	11.1 Whether its research priorities and strengths are well known in key markets and by relevant funding and other bodies	11.1.1 A steadily increasing number of applications to pursue HDR study at Deakin and for academic positions; improved international ranking	DVC(R)
	12 Develop a program with accompanying materials to enable all Deakin staff and students to undertake an 'ambassadorial' role when representing the University in Australia or overseas	12.1 Whether materials have been developed and an ambassadorial program implemented	12.1.1 A consistent Deakin message delivered to external audiences and improved confidence on the part of staff and students operating in international contexts	PVC(I) EDDI
	13 Organise at least one annual internationalisation conference within the University, supplemented by Contextual Awareness seminars, to build international organisational capacity and share ideas across Faculties, disciplines and strengths	13.1 Whether successful conferences and seminars have been conducted	13.1.1 Steadily improving international awareness and capability reflected in teaching and research and student support	PVC(I) EDDI AD(I)

Strategy	Actions	Performance Measure	Expected Outcome	Person Responsible
8 Providing professional development experiences for staff to enhance their ability to work in an international environment.	1 Incorporate into professional development programs an opportunity for academic and administrative staff to work at overseas universities, or other relevant institutions	1.1 Whether at least 50% of academic staff and 10% of general staff have undertaken some form of international experience by 2012	1.1.1 An increased understanding by staff of the international dimensions of their teaching, research responsibilities or administrative responsibilities	Deans
	2 Develop and deliver a program to assist staff to work in an international environment and with international students	2.1 Whether such a program and materials have been developed	2.1.1 An increase in the ability of staff to work internationally and with international students	PVC(I) assisted by Deans
			2.1.2 Increased recognition of Deakin as a university of choice for students and staff	
			2.1.3 An increase in Deakin's international rankings	
9 Supporting the ongoing development of international activities and perspectives in Deakin's local and regional communities.	1 Enlist the support of educational institutions, industries and local councils in Geelong and Warrnambool to help Deakin to attract international students to its regional Campuses and integrate then into the community	1.1 Whether local and regional partnerships have been established that assist Deakin in these respects	1.1.1 An increase of at least 100% in the number of international students studying at regional Campuses	PVC(I) PVC (R+R)
			1.1.2 Improved integration of international students into the community	
	2 Develop and implement a program for linking community and sporting groups with international students and their representatives	2.1 Whether such a program has been developed and is operating	2.1.1 Significantly increased involvement of international students in community and sporting groups	PVC(I) PVC(R+R)
	3 Provide international students with information about local and community groups that may be of interest to them	3.1 Whether this information is readily available to international students and used by them	3.1.1 Greater involvement of international students in community groups and satisfaction with Deakin's efforts to assist them in this area	PVC(I)
	4 Ensure local and regional communities are aware of the University's international activities	4.1 Whether local and regional communities are reasonably aware of Deakin's international activities and appreciate the benefits they bring to those communities	4.1.1 Increased awareness of Deakin's international activities and the benefits to local and regional communities of having international students studying at Deakin's regional Campuses	PVC(I) PVC(R+R)

Strategy	Actions	Performance Measure	Expected Outcome	Person Responsible
10 Supporting the University's alumni wherever they are located through a sustainable program of activities to enhance their networks and maintain their connection to Deakin.	1 Develop and implement an International Alumni Development Plan	1.1 The number of countries (including Australia) in which sustainable international alumni activity occurs	1.1.1 At least 10 countries in which, by 2012, successful activities have been held every year for previous three years	PVC(I) assisted by Deans
		1.2 The number of international graduates attending alumni functions	1.2.1 An increase of at least 400% in the number of international graduates attending alumni functions	PVC(I) assisted by Deans
	2 Research and identify 'international alumni of significance' to be nurtured as part of international alumni enhancement strategy	2.1 Whether there has been an increase in the number of international graduates registered on the central alumni database 'Significance indicator'	2.1.1 International alumni registration increased by 400% by 2012	PVC(I) assisted by Deans
			2.1.2 At least 50 'significant' alumni identified by 2012 in each country in which alumni activities held	
	3 Review and revise where necessary offshore graduations for their alumni development and branding potential	3.1 Whether a three year Offshore Graduations Plan (2009–2011) has been developed	3.1.1 A plan developed by the end of T1, 2009	PVC(I) VP
11 Ensuring that Deakin is known internationally as a University whose activities have important social benefits and regional relevance, particularly through entering into strategic partnership arrangements.	1 Develop and conduct a program of conferences and seminars at key locations to elevate Deakin's profile and reputation	1.1 Whether a program has been developed and delivered	1.1.1 Increased brand recognition of Deakin and enhanced ability to recruit international students and staff	PVC(I)
		1.1.2 Whether Deakin's profile and reputation has been enhanced	1.1.2 Deakin's steady improvement in international rankings of universities	
	2 Develop and deliver a program that seeks to share Deakin's expertise, where appropriate, with overseas universities and other institutions and bodies	2.1 Whether such a program have been developed and implemented	2.1.1 Increased recognition of Deakin and the benefits of its research, teaching and other activities	PVC(I) assisted by Deans
			2.1.2 Strengthened ability to recruit international students and staff	
	3 Develop and implement a program of visits to Deakin University by influential international figures	3.1 Whether such a program has been able to bring Deakin influential international figures	3.1.1 The enhancement of Deakin's reputation as a significant university	PVC(I)



APPENDIX A

TABLE 1
INTERNATIONAL ONSHORE ENROLMENTS AND EFTSL BY FACULTY, 2000–2008

	2000		2001		2002		2003		2004		2005		2006		2007		2008	
Faculty	**Enrol-ments**	**EFTSL**	**Enrol-ments**	**EFTSL**	**Enrol-ments**	**EFTSL**	**Enrol-ments**	**EFTSL**	**Enrol-ments**	**EFTSL**	**Enrol-ments**	**EFTSL**	**Enrol-ments**	**EFTSL**	**Enrol-ments**	**EFTSL**	**Enrol-ments**	**EFTSL**
Arts + Education	337	220	297	165	272	184	356	251	512	386	595	440	624	452	593	414	571	380
Business + Law	1,981	1,379	1,663	1,186	2,113	1,481	2,704	1,998	3,300	2,453	3,474	2,595	3,590	2,594	3,758	2,817	4,280	3,536
HMNBS	64	55	69	59	76	65	137	91	235	173	360	251	522	382	657	477	761	553
Science + Technology	433	257	331	246	487	353	694	526	930	710	891	637	817	584	824	597	864	647
Cross Institution	13	6	37	17	59	23	224	103	251	117	219	94	269	111	275	108	223	92
Total	**2,827**	**1,918**	**2,397**	**1,672**	**3,006**	**2,106**	**4,115**	**2,970**	**5,227**	**3,840**	**5,538**	**4,016**	**5,821**	**4,122**	**6,106**	**4,413**	**6,698**	**5,207**

Notes:
1. International onshore students have been identified using funding category.
2. 2008 data is interim end of year data. It includes finalised data for summer, semester 1, winter and semester 2 and interim data as at 29 October for trimester 3.
3. The Faculties of Arts and Education merged in 2008, but are represented as a single entity throughout the time series.

TABLE 2
INTERNATIONAL ONSHORE ENROLMENTS AND EFTSL BY COURSE TYPE, 2000–2008

	2000		2001		2002		2003		2004		2005		2006		2007		2008	
Course Type	**Enrol-ments**	**EFTSL**	**Enrol-ments**	**EFTSL**	**Enrol-ments**	**EFTSL**	**Enrol-ments**	**EFTSL**	**Enrol-ments**	**EFTSL**	**Enrol-ments**	**EFTSL**	**Enrol-ments**	**EFTSL**	**Enrol-ments**	**EFTSL**	**Enrol-ments**	**EFTSL**
Higher Degree Research	61	42	64	45	50	37	66	47	82	64	102	77	108	81	110	82	129	101
Higher Degree Coursework	337	208	446	253	652	410	1,084	733	1,513	991	1,542	974	1,511	879	1,778	1,179	2,268	1,617
Postgrad (Grad Cert/Dip)	91	43	102	47	103	50	117	53	202	140	243	159	228	149	213	121	197	92
Undergrad	2,275	1,607	1,707	1,300	2,091	1,574	2,547	2,019	3,115	2,514	3,375	2,703	3,680	2,875	3,734	2,911	3,867	3,297
Non Award	63	18	78	29	110	35	301	118	315	131	276	104	296	138	272	120	237	101
Total	**2,827**	**1,918**	**2,397**	**1,672**	**3,006**	**2,106**	**4,115**	**2,970**	**5,227**	**3,840**	**5,538**	**4,016**	**5,821**	**4,122**	**6,106**	**4,413**	**6,698**	**5,207**

Notes:
1. International onshore students have been identified using funding category.
2. 2008 data is interim end of year data. It includes finalised data for summer, semester 1, winter and semester 2 and interim data as at 29 October for trimester 3.

TABLE 3
INTERNATIONAL ONSHORE ENROLMENTS AND EFTSL BY CAMPUS, 2000–2008

	2000		2001		2002		2003		2004		2005		2006		2007		2008	
Campus	**Enrol-ments**	**EFTSL**	**Enrol-ments**	**EFTSL**	**Enrol-ments**	**EFTSL**	**Enrol-ments**	**EFTSL**	**Enrol-ments**	**EFTSL**	**Enrol-ments**	**EFTSL**	**Enrol-ments**	**EFTSL**	**Enrol-ments**	**EFTSL**	**Enrol-ments**	**EFTSL**
Burwood	1,647	1,270	1,811	1,364	2,355	1,772	3,252	2,491	4,141	3,179	4,458	3,323	4,850	3,509	5,127	3,828	5,696	4,575
Waurn Ponds	215	174	200	157	250	184	421	280	586	468	496	371	508	389	486	347	468	342
Waterfront	78	84	64	55	55	48	50	40	55	43	69	54	106	81	165	117	193	157
Warrnambool	39	20	26	22	24	20	50	41	54	42	67	49	46	34	29	21	32	24
Off	848	370	296	75	322	82	342	118	391	108	448	219	311	109	299	99	309	110
Total	**2,827**	**1,918**	**2,397**	**1,672**	**3,006**	**2,106**	**4,115**	**2,970**	**5,227**	**3,840**	**5,538**	**4,016**	**5,821**	**4,122**	**6,106**	**4,413**	**6,698**	**5,207**

Notes:

1. International onshore students have been identified using funding category.

2. 2008 data is interim end of year data. It includes finalised data for summer, semester 1, winter and semester 2 and interim data as at 29 October for trimester 3.

3. Enrolments and EFTSL associated with the Toorak and Rusden Campuses have been included in the figures for the Melbourne Campus at Burwood.

4. Figures are based on mid year (March) 2008.

Source: *Planning Unit SIR 20311 – 2008.xlsx*

TABLE 4

TOP 10 COURSES FOR INTERNATIONAL ONSHORE ENROLMENTS 2000-–2008

Table 4A: 2008 top ten courses in terms of EFTSL and historic information for those courses

	2000		2001		2002		2003		2004		2005		2006		2007		2008	
Course	**Enrol-ments**	**EFTSL**	**Enrol-ments**	**EFTSL**	**Enrol-ments**	**EFTSL**	**Enrol-ments**	**EFTSL**	**Enrol-ments**	**EFTSL**	**Enrol-ments**	**EFTSL**	**Enrol-ments**	**EFTSL**	**Enrol-ments**	**EFTSL**	**Enrol-ments**	**EFTSL**
BCom (M300)	1,246	957	1,144	880	1,346	1,020	1,618	1,285	1,947	1,587	2,162	1,766	2,367	1,883	2,332	1,858	2,396	2,166
BNursing (H326)	7	6	11	8	11	10	23	19	63	48	132	97	239	186	349	265	440	328
MProf Acc/ MCom (D706)													112	69	222	171	349	295
MBA (International) (M731)													26	11	110	92	200	146
MCom (M705)	93	67	127	85	217	140	421	304	567	397	600	400	405	248	241	155	205	140
MProf Accounting (M720)													78	45	189	134	185	125
MIF/MProf Accounting (D707)													3	2	54	40	115	100
BArts (A300)	100	77	94	76	104	82	106	84	106	88	138	104	159	119	138	107	108	82
BA (Media and Communication) (A328)									6	5	33	25	38	34	53	44	87	71
BIT (CSSD) (S327)									14	11	84	61	117	94	129	96	96	69

Table 4B: 2008 top 10 courses and their ranking in previous years

Course	2005	2006	2007
BCommerce (M300)	Ranked 1	Ranked 1	Ranked 1
BNursing (H326)	Ranked 6	Ranked 3	Ranked 2
MProf Acc/M Com (D706)	Not Ranked	Ranked 7	Ranked 3
MBA (International) (M731)	Not Ranked	Ranked 50	Ranked 8
MCommerce (M705)	Ranked 2	Ranked 2	Ranked 4
MProf Accounting (M720)	Not Ranked	Ranked 10	Ranked 5
MIF/M Prof Accounting (D707)	Not Ranked	Ranked 131	Ranked 15
BArts (A300)	Ranked 5	Ranked 4	Ranked 6
BArts (Media and Communication) (A328)	Ranked 21	Ranked 17	Ranked 14
BIT (CSSD) (S327)	Ranked 9	Ranked 5	Ranked 7
Out of the top 10			
BInfo Tech (Multimedia) (S331)		Ranked 6	Ranked 9
MEng (Professional) (S751)			Ranked 10
GDip of Education (Primary) (E660)	Ranked 8	Ranked 8	
M Info Tech (S778)	Ranked 3	Ranked 9	
BComputing (Computer SC/SD) (S375)	Ranked 4		
BComputing (Multimedia) (S377)	Ranked 7		
MInternational Business (M723)	Ranked 10		

APPENDIX B

MANAGEMENT OF INTERNATIONALISATION AT DEAKIN

Deakin is by any standard a large and complex institution and this section is intended to assist staff of the University to understand how the approach to internationalisation articulated earlier in this document is implemented in practice.

STRUCTURAL ARRANGEMENTS TO SUPPORT INTERNATIONALISATION

There are a number of committees and structures that provide input to major decisions related to internationalisation at Deakin. The Pro Vice-Chancellor (International) has direct responsibility and accountability for the strategic direction of internationalisation at Deakin and reports to the Vice-Chancellor. The framework within which internationalisation occurs at Deakin is developed through a collaborative effort where the Pro Vice-Chancellor (International) works with each of the groups described below.

SENIOR EXECUTIVE

The Senior Executive comprises the Vice-Chancellor, the Deputy Vice-Chancellors, the Pro Vice-Chancellors, the Vice-President, the Chief Operating Officer, the Chief Financial Officer and the Chief Executive Officer of DeakinPrime. The Chair of the Academic Board attends meetings of the Senior Executive. The members of the Senior Executive have overall responsibility for all activities within Deakin University and the meetings of the Senior Executive provide an opportunity for co-ordination of all major decisions and directions in relation to internationalisation (see http://www.deakin.edu.au/vc/executive.php).

THE ACADEMIC BOARD AND ITS COMMITTEES

The Academic Board is the University's principal academic authority and has responsibility for maintaining the highest standards in teaching and research. The Academic Board has a Chair who is elected from amongst the professors of the University. The Board approves policy that specifically supports internationalisation in areas such as English language entry standards, admissions standards, etc. The Academic Board is also responsible for monitoring performance against these standards.

PLANNING AND RESOURCES COMMITTEE AND ITS SUB-COMMITTEES

The Planning and Resources Committee comprises the members of the Senior Executive plus the Deans, the Director of the Institute of Koorie Education, the Director of Policy and Planning and the President of the Deakin University Student Association (DUSA). Its role is to advise the Vice-Chancellor on planning and resource matters. In particular, it provides input to the annual planning cycle and the development of the University's budget. The Planning and Resources Committee has a Student Experience sub-committee that considers issues related to the broad learning experience of all students at Deakin, including international students studying onshore and through offshore teaching partners.

FACULTIES

The four Faculties – Arts and Education; Business and Law; Health, Medicine, Nursing and Behavioural Sciences, and Science and Technology – within the University are most responsible for the internationalisation of the University through their teaching, research and partnership development activities. Each Faculty has a Dean, who reports to the Vice-Chancellor, and three Faculties have Associate Deans (International) while the Faculty of Business and Law has a Faculty Director, International and Partnerships. Each Faculty is structured into Schools with a Head of School. International activities in Faculties are generally dealt with through the Faculty Executive comprising the Dean, Heads of School and Associate Deans. Each Faculty also has staff to support internationalisation activities within the Faculty.

THE INTERNATIONAL PLANNING AND COORDINATING COMMITTEE

Chaired by the Pro Vice-Chancellor (International), the International Planning and Coordinating Committee is the group with oversight of many of the coordinating committees and groups supporting internationalisation activity across the University. The Committee models the membership and representation from all Faculties and several administrative Divisions and other areas that are particularly active in internationalisation activity. It provides a high level forum for consideration and ratification of matters coming forward from its constituent committees, and provides advice to the PVC(I) on the implementation of internationalisation activities at Deakin to support the achievement of the University's strategic directions.

A diagrammatic representation of the communication structures established to support internationalisation in the University is outlined in Appendix C.

INTERNATIONALISATION SUPPORT SERVICES

There are four administrative areas in the University that offer direct support to staff and students in relation to many aspects of internationalisation. The roles of these units are outlined below.

OFFICE OF THE PRO VICE-CHANCELLOR (INTERNATIONAL)

The Pro Vice-Chancellor (International) holds overarching responsibility and accountability for the achievement of the University's Internationalisation strategies, including those related to internationalisation of the curriculum and international student recruitment. The Office of the Pro Vice-Chancellor (International) is also responsible for coordinating and supporting a number of specific international activities. In particular, the Office manages the contractual and quality frameworks underpinning partnership development with overseas institutions. The Office also hosts the international relations function of the University in areas of protocol, international visitors, knowledge of international legislative, regulatory and diplomatic environments, etc. The Office is co-located with Deakin International and the two areas work very closely together on international matters of shared responsibility.

DEAKIN INTERNATIONAL

Deakin International is responsible for the management, coordination and leadership of a number of major international programs in the University including international marketing, the recruitment of international students, Education Abroad (both incoming and outgoing) and Deakin University's English Language Institute (DUELI). The Division also supports the international quality assurance and compliance of University activity and provides advice on policy and strategy to Senior Executive, the Planning and Resources Committee and the Academic Board. The Division is led by an Executive Director, who reports to the Pro Vice-Chancellor (International).

DIVISION OF STUDENT LIFE

The Division of Student Life is a key provider of services to support and enhance the student experience generally that include:

Transition programs

The Transition Program assists students to adjust, both academically and personally, to life and study at Deakin University. The program draws together a number of orientation activities, support mechanisms and information resources offered by Faculties and other areas of the University. Beginning in 2008, functional responsibility for International Student Support services will move into the Division of Student Life, further integrating the support mechanisms for this group of students into the University's mainstream student assistance and support activities.

Academic skills support

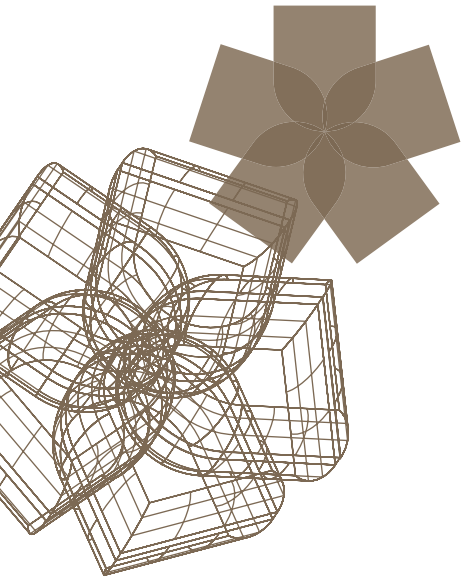
Academic Skills Advisers within the Division of Student Life provide online resources, workshops and one-on-one consultation to build students' abilities and confidence in such areas as essay writing, note-taking, avoiding plagiarism, referencing, exam preparation and research. Faculties also offer language and academic skills support tailored specifically to their programs. With the recent changes in the General Skilled Migration program and the Australian Government's consequent concern about the English language proficiency of university graduates, this area of service delivery will be especially important in contributing to the University's 'ramping up' of language support services for all students. From 2008 Australian universities are expected to receive reports on the IELTS test results of their graduates who apply for permanent residency (an IELTS test is a requirement for that application). This will provide direct feedback on the success of universities in delivering to employers, graduates who will be competent and successful working in English language environments.

Careers and employment

The Careers and Employment Service advises and assists students in making decisions about study and career options, and developing skills and attributes that enhance their employment outcomes. The service offers help with developing resumes, career information and counselling, and a student JobShop that includes access to graduate recruitment programs. This service area will be one of those that will be taking on board the impact of the recent changes to the General Skilled Migration program and its impact on Deakin's international students, some of whom wish to seek employment in Australia and permanent residency.

Counselling service

The Counselling Service provides professional, confidential assistance to students with personal difficulties that may be impacting on their academic study or on their enjoyment of their University experience. The Service also assists new students with their transition to university, development of problem-solving abilities, and in resolving psychological issues. The Counselling Service is focused on helping students maximise their academic potential through the provision of resources, web-based services and one-on-one personal counselling.



OTHER SERVICES

The Division of Student Life also provides support for residential services, health services, a disability office, student financial aid, childcare, sport and recreation and a chaplaincy.

DIVISION OF STUDENT ADMINISTRATION

The Division of Student Administration (DSA) is the focus for the management of all student administration activities. DSA oversees the Deakin Central sites on each Campus, as well as the University's Customer Service Centre that together are the first port of call for all students seeking course and enrolment information. As international student numbers have increased, systems underpinning these services are becoming increasingly 'internationalised' to better serve international students. The first phase of the international upgrade of the Callista system in 2007 to enable international admissions to be incorporated on the University's student management system is a significant example of this development.

PLANS THAT GUIDE INTERNATIONALISATION

Strategy and intended practice at Deakin is embodied in a series of planning documents that guide both the long-term and short-term activities at all levels in the University. There are several documents that detail the strategic direction of internationalisation within the University.

UNIVERSITY STRATEGIC PLAN

The University outlines its vision for five years in its Strategic Plan. This states Deakin's mission and core commitments and then presents its goal and key strategies over the life of the Plan in each of its major areas of activity, including internationalisation. The new Strategic Plan, *Delivering Effective Partnerships*, will guide Deakin's activities in the years 2008–2012.

UNIVERSITY FUNCTIONAL AREA PLAN FOR INTERNATIONALISATION

The University Internationalisation Plan covers the same planning period as the University Strategic Plan. Its role is to supply the background to the internationalisation goal and strategies appearing in the Strategic Plan. It also documents the actions and performance measures related to each strategy that will lead to achievement of the goal and thus serves as a signpost to Faculties in developing and implementing their international plans. International marketing and recruitment plans, country and regional strategies and the student mobility growth strategy are examples of other plans developed within the context of the Internationalisation Plan for specific and more targeted purposes.

FACULTY INTERNATIONAL PLANS

Each Faculty outlines its plans for international activity in Faculty International Plans (or similar name). With the availability of the University Internationalisation Plan, Faculties will be able to obtain guidance on directions they should consider in their short to medium term planning.

UNIVERSITY OPERATIONAL PLAN

Each year a University Operational Plan is developed that documents the major targets to be achieved in each key area of the University's operations. This includes the targets for internationalisation that will be influenced by the longer term strategies and actions outlined in this plan.

FACULTY OPERATIONAL PLANS

While the University Operational Plan sets the broad targets for the University, each Faculty has flexibility in how it contributes to those targets and the ability to set targets for internationalisation activities beyond those in the University Operational Plan. Each Faculty produces an Operational Plan for the year that includes an internationalisation section that is used to guide the planning and activities of the Faculty leading into and throughout the year.

DEAKIN INTERNATIONAL OPERATIONAL PLAN

Deakin International plays a central role in leading and coordinating the internationalisation component of the University's Operational Plan. It has direct responsibility for achieving some targets in the Plan and assists Faculties and other areas in achieving other targets in the Plan. The Division therefore has its own Operational Plan documenting its specific role in contributing to the achievement of the University Operational Plan.

APPENDIX C

INTERNATIONALISATION – COMMUNICATION STRUCTURE

Planning and Resources Committee

Academic Board

Pro Vice-Chancellor (International)

International Planning and Coordinating Committee

Responsible for planning and coordinating University-wide strategic and operational planning for international engagement and activities

Chair – PVC (International)

Secretariat – Executive Officer to the PVC(I)

Membership –
Associate Deans (International) and Faculty Director, International and Partnership (B+L)
Executive Director, DI
Senior Deakin International (DI) staff
Representatives of Marketing Division, Research Services, Division of Student Life and DeakinPrime
Executive Officer to the PVC(I)

International Marketing + Recruitment Coordination

Operational coordination and planning for international marketing/recruitment activities across the University

Chair – DI Director, International Marketing and Recruitment

Membership –
DI Marketing and communications staff
DI Manager, Student Mobility, Director DUELI, Hobson's representative
MIBT Director Marketing and Business Development
1 or 2 staff from each Faculty and representatives from: Marketing Division, Research Services and Student Life

Academic Partnerships Coordination Group

Operational planning and coordination for offshore teaching partnerships, agreements for general collaboration etc

Chair – Executive Officer to the PVC(I)

Membership –
Office of PVC(I) staff
DI representative
1 or 2 staff from each Faculty, representatives of DSA, Library, Marketing Division and Research Services

Student Mobility Coordination Group

Operational planning and coordination of international study experiences

Chair – DI Manager, Student Mobility

Membership –
DI Mobility team staff and International Marketing Manager (Europe, Americas)
Office of PVC(I) representative
1 or 2 staff from each Faculty
Representatives from DSA and Research Services

ESOS Coordination Group

Operational planning, coordination and communication to ensure the University's compliance with the ESOS Act and National Code of Practice - 2007

Chair – DI Manager International Compliance and Scholarships

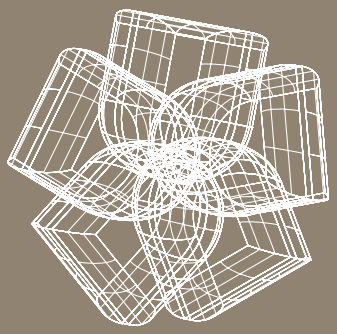
Membership –
DI Compliance and Admissions staff
1 or 2 staff from each Faculty, representatives of DSA, Student Life, Research Services and Marketing Division

Country/Region Strategy Groups

(Currently China, India and Middle East)

Chair – PVC(I)

Membership –
Executive Director, DI and relevant DI staff
Office of PVC(I) staff
Faculty and Divisional staff



Security Services at Deakin University Campuses

SECURITY PERSONNEL

Facilities Management Services Division endeavours to have a good mix of age, gender and nationalities.

Currently Deakin have the following fully trained security officers on a rotating roster:

- 22 from Australian backgrounds; 18 x male and 4 female.
- 4 from a Sub Continent background; 4 male
- 7 from a European Background; 7 male

Also there are casual officers which are used to supplement the manning levels i.e. Backfill sick and recreation leave. These personnel consist of; Australians, Europeans and persons from the Sub Continent; made up of 26 males and 6 females.

SECURITY MANNING LEVELS

Roster

The roster is broken into 12 hour shifts. These shifts start at 0600am, finish at 1800pm and start 1800pm finish 0600am, 7 days. On the Melbourne Campus at Burwood the rostered security staff has staggered start / finish times i.e. one change of shift at 0600am, 0630am 0700am. This arrangement is in place to ensure a continuity of service.

Roster Structure

Across all campuses

1 x Security Supervisor is employed 38 hours per week; this person is responsible for the day to day supervision of the contracted security officers i.e. arrange rosters, time sheets, approve leave, take disciplinary action, etc.. This person is also a fully trained security officer and is used as an additional security resource.

Melbourne Campus at Burwood

- 3 x Security Officers 24hours 7 Days
- 1 x Senior Security Officers 0800 – 1700hrs Monday to Friday
- 1 x Security Officer 2100 – 0500hrs 7 Days at the Student Residences (covering all trimesters).

Note: Burwood security officers undertake a rotating roster through the Burwood and Elgar Road parts of the Melbourne Campus at Burwood

Geelong Campus at Waurn Ponds

- 1 x Security Officers 24hours 7 Days
- 1 x Security Officer 1830 – 0630hrs 7 Days
- 1 x Senior Security Officers 0800 – 1700hrs Monday to Friday
- 1 x Security Officer 2100 – 0500hrs 7 Days at the Student Residences (covering all trimesters).

Geelong Waterfront Campus

- 1 x Security Officers 24hours 7 Days

Note: Geelong security officers undertake a rotate roster through the Geelong Campus at Waurn Ponds and the Geelong Waterfront Campus.

Warrnambool Campus

- 1 x Security Officers 24hours 7 Days

SECURITY PATROLS

Security patrols start from the security office. The patrols consist of frequent and irregular patrols throughout the campus.

During these patrols, the Security officers facilitate:

- ID checks.
- supply direction and guidance to Campus community
- supply security escorts to the University community
- patrols of parking facilities.
- supply emergency response i.e. first aid, assist the emergency services
- respond to Fire and Intruder alarms
- 'Immediate Response' to Duress and Hold up buttons alarms
- Patrols of the Library and high community use areas.

Note: Patrols that are more frequent are undertaken of the library and areas of high community use.

The security officers are supplied Standing Orders and a Guide to Each Shift to assist them with their patrols and duties.

All security officers carry two-way radios; the lead officer also carries a mobile phone to respond to all phone calls for security assistance.

There is a Senior Security Officer based on Burwood and Waurn Ponds between 8AM and 5 PM weekdays. These senior officers bolster the manning levels during the busy operating hours of the University. These officers also undertake security patrols.

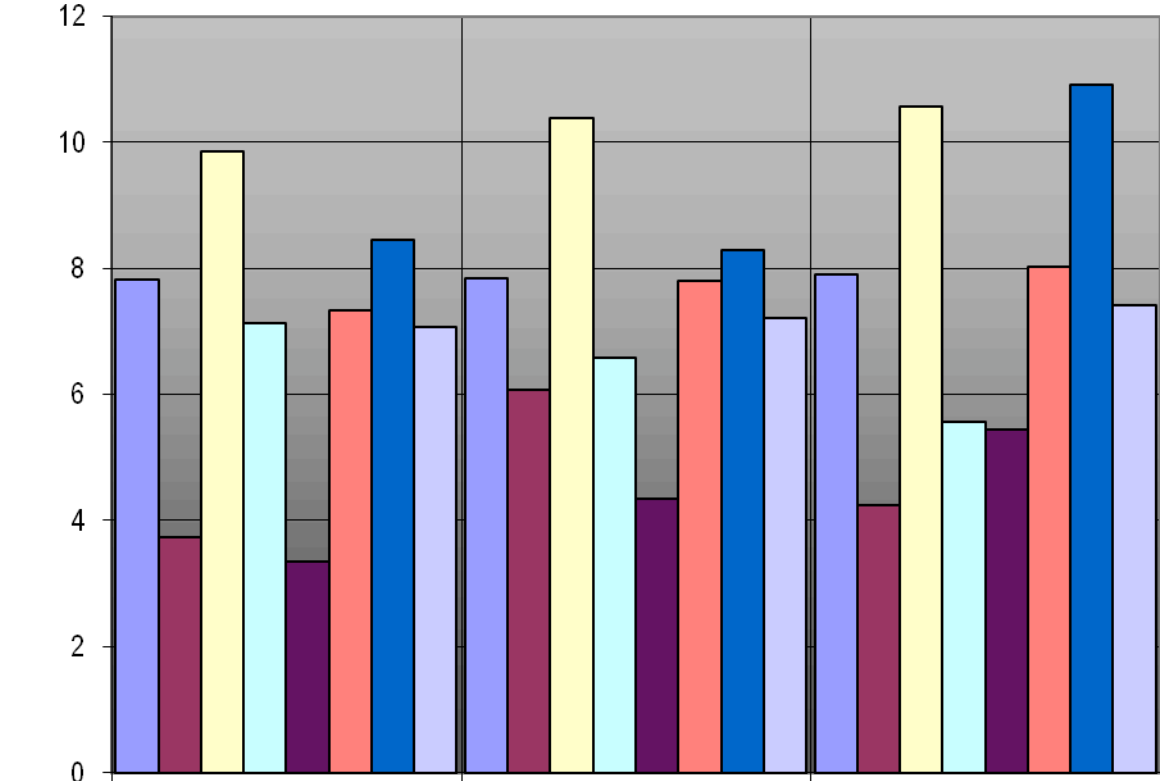
COSTS ASSOCIATED TO SECURITY

For the existing Security measures and manning levels the University has an annual budget of over $2.1 million.

TERTIARY EDUCATION FACILITIES MANAGEMENT ASSOCIATION (TEFMA) SECURITY COSTS

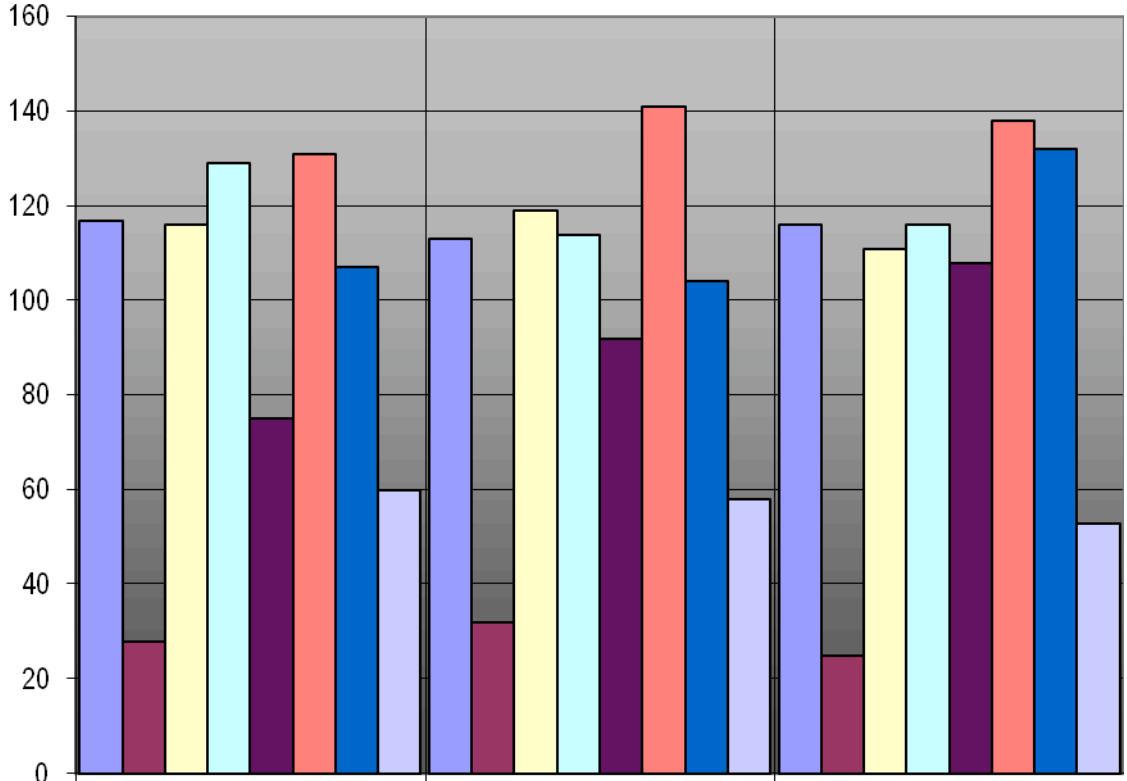
The graphs below are taken from TEFMA bench marking. These graphs indicate the per Square Metre and Estimated Full Times Student Load (EFTSL) costs for Security at Deakin in comparison to other Victorian Universities.

Per Square Metre



	2006	2007	2008
AU MEAN	7.83	7.86	7.92
Ballarat	3.75	6.08	4.25
Deakin	9.86	10.4	10.58
La Trobe ALL	7.14	6.58	5.57
Melbourne	3.35	4.36	5.46
Monash ALL	7.34	7.82	8.03
RMIT	8.46	8.29	10.93
SwinburneALL	7.07	7.22	7.43

EFTSL



	2006	2007	2008
AU MEAN	117	113	116
Ballarat	28	32	25
Deakin	116	119	111
La Trobe ALL	129	114	116
Melbourne	75	92	108
Monash ALL	131	141	138
RMIT	107	104	132
SwinburneALL	60	58	53

Facilities Management Services Division
29 June 2009

Deakin University Residences: Places, Occupancy and Fees

Allocation of Residential Places Trimester One 2009

Campus and Total Places Available	Domestic Places Allocated	%	International Places Allocated	%	Exchange/S.Abroad Places Allocated	%	TOTAL Places Allocated	%
BURWOOD 200 Beds	152	76	19	9	29	15	200	100
WAURN PONDS 453 Beds	423	93	7	2	17	4	447	99
WARRNAMBOOL 240 Beds	215	89	4	2	8	3	227	94

Allocation of Residential Places Trimester Two 2009

Campus and Total Places Available	Domestic Places Allocated	%	International Places Allocated	%	Exchange/S.Abroad Places Allocated	%	TOTAL Places Allocated	%
BURWOOD 200 Beds	151	76	24	12	22	11	197	99
WAURN PONDS 453 Beds	421	93	7	1	14	3	442	97
WARRNAMBOOL 240 Beds	214	89	4	2	4	2	222	93

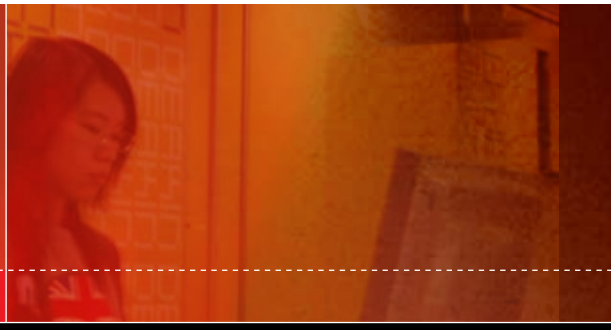
Residential Fees 2009

Total Fees Payable – Trimesters 1 and 2 (33 week lease)	
▪ Geelong	$8,790
▪ Geelong (43 week Medical School package)	$9,934
▪ Geelong (Thornhill Road – self-catered residence)	$6,676
▪ Warrnambool	$7,312
▪ Melbourne	Standard Room - $8,331 Superior Room - $9,347
***Components of Total Fee Payments**:*	
Accommodation (33 weeks)	
▪ Geelong	$6,201
▪ Geelong (43 week Medical School package)	$7,017
▪ Geelong (Thornhill Road – self-catered residence)	$6,201
▪ Warrnambool	$5,582
▪ Melbourne	$7,711 -$8,727
Catering (not provided during vacations)	
▪ Geelong (5 meals per week)	$2,114
▪ Geelong (Medical School package)	$2,442
▪ Warrnambool (3 meals per week)	$1,255
▪ Melbourne (a few 'theme meals')	$145
Telecommunication facilities – all campuses	$140
Application fee	
▪ New applicants	$50
▪ Returning applicants	$30
Building Maintenance Levy	$150
Activities and Orientation Fee	
▪ Geelong	$175
▪ Warrnambool	$175
▪ Melbourne	$175
Insurance Premium	$10
Total Fees Payable – Trimesters 3 (15 week lease)	
▪ Geelong	$3,035
▪ Geelong (Thornhill Road – self-catered residence)	$3,035
▪ Warrnambool	$2,755
▪ Melbourne	Standard Room - $3,722 Superior Room - $4,184

Attachment E

DEAKIN

UNIVERSITY AUSTRALIA



PRE-DEPARTURE GUIDE FOR INTERNATIONAL STUDENTS

RELEVANT INNOVATIVE RESPONSIVE

08
09

Deakin International
Melbourne Campus at Burwood
Entrance 3, Building Ia, 70 Elgar Road

Postal: 221 Burwood Highway
Burwood VIC 3125
AUSTRALIA

Tel. (61 3) 9244 5095
Fax. (61 3) 9244 5094
www.deakin.edu.au/international

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2 WHY CHOOSE DEAKIN?
Ten reasons why Deakin University is a great choice for you.

4 COMING TO DEAKIN
A guide to accepting your offer at Deakin, and the next steps you should take.

6 PRE-DEPARTURE
Information you need to know before you leave including OSHC, visa and financial information.

10 ARRIVING IN AUSTRALIA
Details relating to when you arrive in Australia, including airport reception and getting to your campus.

12 ARRIVING AT DEAKIN
Find out about the services offered by Deakin.

14 STUDENTS WITH FAMILIES
For students who bring families, information about childcare, school fees and accommodation.

16 ACCOMMODATION
Find out about the accommodation options available including how to apply for on-campus accommodation.

19 LIVING IN AUSTRALIA
An introduction to Australia and the campus cities including climate and living costs.

22 FREQUENTLY ASKED QUESTIONS (FAQS)

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PAYMENT OF FEES FORM
NOTIFICATION OF ARRIVAL FORM
DUELI STUDENT NOTIFICATION OF ARRIVAL FORM

CONGRATULATIONS ON BEING SELECTED TO STUDY AT DEAKIN UNIVERSITY.

You are about to begin one of the most exciting times of your life, filled with new experiences, new directions, and new friends.

This Guide is designed to assist you in your preparations for Australia and Deakin University and help you to get the most from your time at Deakin, both academically and personally.

WHY CHOOSE DEAKIN?

There are a number of excellent reasons to accept your offer to study at Deakin University. Here are just a few of them…

» **A quality degree**
A Deakin degree is a quality degree. Deakin University is an Australian Government-funded university and is a member of the Australian Vice-Chancellors' Committee and the Association of Commonwealth Universities. Its degrees are recognised by universities worldwide as well as by relevant Australian professional associations.

» **Innovative, responsive and relevant courses**
Deakin offers undergraduate, postgraduate coursework and postgraduate research courses in most of the traditional areas of study as well as specialised courses in the emerging career fields of the future. This means you graduate with a qualification that is relevant, responsive and in demand by employers.

» **The largest provider of professional education in Australia**
Courses are developed in consultation with industry, to ensure our students graduate with the skill in demand. Many of our courses are accredited with professional associations, giving a practical relevance to your qualification. Industry placements or internships are a feature of many Deakin courses, again enabling graduates to form networks and gain valuable industry experience.

» **A vibrant research culture**
Deakin University has built an enviable international reputation for fostering outstanding research programs in areas relevant to our future. The focus on current and emerging world issues and trends places Deakin at the forefront of innovative research.

» **Outstanding student support**
Deakin prides itself on being a student-centered University, dedicated to providing you with support, advice and encouragement in addition to the opportunity to obtain a quality Australian degree. From before you arrive, throughout your stay and until you return home (and beyond!), we do everything we can to help you grow academically, socially and professionally.

» **Multi award-winning Deakin**
Deakin University's reputation for excellent teaching and innovative course delivery has been recognised through many awards over the past few years, and it has achieved consistently high ratings for graduate satisfaction. Deakin has won the prestigious Australian University of the Year award twice – in 1995/1996 for our clever use of technology in education and in 1999/2000 for our partnerships with industry.

"When I approached the universities in Australia, Deakin definitely gave me the most positive feedback. The staff were very helpful, supportive and informative and they made me feel very appreciated and welcome to the University. Deakin also has a very good reputation and a good selection of courses.

My time in Australia and at Deakin has been the most memorable time of my life. Not only has it provided me with a great education but I have also made friends from all over the world. The contact with teachers and staff in general has been great and for that reason, I will remember Deakin as not only an educational institution but rather as a place filled with good friends and memories of a great time in my life."

Sigrun Sonerud
Norway

» **Fantastic campus locations**

Our four campuses in Melbourne, Geelong and Warrnambool in the state of Victoria have a distinctive character and atmosphere to give you the best Australian experience while you study.

Melbourne has been voted the most livable city in the world, and offers an exciting, safe, cosmopolitan experience. Geelong is Victoria's second largest city and is the gateway to the famous Great Ocean Road and close to some of the best surf beaches in the world. Warrnambool has all the amenities of a large city and provides a fantastic opportunity for students wanting to experience the 'real' Australia.

» **Flexible teaching**

Deakin is a global leader in flexible course delivery and a pioneer of online learning. Online learning means that you can obtain information and learning resources and/or communicate with staff or students in your course using Deakin's online facilities. Online learning is progressively becoming a component of all Deakin courses.

» **The latest facilities**

Each of Deakin's campuses have excellent teaching and learning facilities. Lecture theatres contain a sophisticated range of audio-visual equipment to enhance your learning experience. Each enrolled student is given a CD-ROM, called the Deakin Learning Toolkit, which contains software, information and support programs and the necessary links to communicate with University staff online. You are supported by 24-hour-a-day computer laboratories, as well as libraries which include state-of-the-art electronic information services for access to major Australian and international research collections.

» **Our students**

Deakin's students are our most valuable resource. As well as students from Australia, we welcome students from all over the world including Singapore, Malaysia, Norway, USA, Oman, Canada, Chile, China, India, Indonesia, and Russia. Our international students add a truly multicultural element to our curriculum and campus environment and enrich University life.

We look forward to welcoming you into the Deakin community.

COMING TO DEAKIN – YOUR NEXT STEPS

FIRST, READ THIS GUIDE.
It contains information about accepting your offer and what you have to do before you leave, as well as giving you information about arriving and living in Australia. It also contains the offer acceptance, payment of fees and notification of arrival forms for you to complete and send back.

STEP.1

☐ ACCEPT YOUR OFFER

Read your Letter of Offer carefully.

» If your offer is a Conditional Offer you must fulfil the conditions in your letter (such as undertaking an English language course or showing original documents). You will then receive an Unconditional Offer.

Fill out the forms and send them to us.

» Complete the Offer Acceptance Form and the Payment of Fees Form in the back of this Guide.

» Fax or send the Offer Acceptance Form to:
Deakin International
Deakin University
221 Burwood Hwy
Burwood, Victoria 3125
AUSTRALIA
Fax. (61 3) 9244 5094

» If you live in Indonesia or India you can send your application to the Deakin International office in your country. Address details are on the inside back cover of this Guide.

STEP.2

☐ PAY YOUR FEES

» You must pay all applicable fees (which normally comprise tuition fees and OHSC) when accepting your offer. Your fees are listed in your Letter of Offer.

» Send by courier your Payment of Fees Form and your TOTAL first semester fee payment to:
Deakin International
Deakin University
221 Burwood Hwy
Burwood, Victoria 3125
AUSTRALIA
Fax. (61 3) 9244 5094

» If you live in Indonesia or India you can pay your fees at the Deakin International office in your country. Address details are on the inside back cover of this Guide.

STEP.3

☐ ORGANISE YOUR VISA

» Once you have paid your fees, we will send you, or your agent, an electronic Confirmation of Enrolment (eCOE). You will need to obtain a visa if studying on-campus.

» See page 7 and 8 of this Guide or go to www.immi.gov.au/students/index.htm for the latest information on visa requirements.

STEP.4

☐ ORGANISE ACCOMMODATION

» **On-campus:** You need to apply online for on-campus accommodation. See page 16 for information.

» **Homestay (Deakin University English Language Institute (DUELI) students only):** DUELI students need to complete the Application for Homestay Form, provided in your offer pack, and send it to the address on the form.

» **Temporary accommodation:** If you require temporary accommodation, you must indicate on the Notification of Arrival Form. The Form must be faxed back at least one week before you arrive.

» **Off-campus accommodation:** If you plan to live by yourself, with friends or other students, you need to arrive early to organise it. We recommend you arrive two weeks before the International Registration and Enrolment Program. See page 17 for information about finding off-campus accommodation.

Warrnambool Campus

STEP.5

☐ BOOK YOUR FLIGHT

» Book your flight to Melbourne early to secure a seat. You need to arrive in time for the compulsory International Registration and Enrolment Program, see page 10 for arrival information. Record your flight details, as you will need to include them in the Notification of Arrival Form (NAF).

STEP.6

☐ BEFORE YOU LEAVE

» Fill in the Notification of Arrival Form (NAF) and fax it to Deakin at least one week before you arrive. Indicate on this form if you wish to be met at the airport and notify us if your flight details change. Complete and return this form even if you do not require airport reception.

» Remember to bring:

- **☐ Passport and visa or evidence of e-visa.**
- **☐ Receipts of payments made.**
- **☐ Three forms of personal identification.**
- **☐ Cash in Australian dollars (we suggest A$300).**
- **☐ Original documents relating to your previous study to meet conditions of your offer or to apply for advanced standing.**
- **☐ This Guide, which lists important contacts and telephone numbers on the inside back cover.**

STEP.7

☐ IN TRANSIT

» When you are travelling to Australia, if any part of your itinerary changes (e.g. airline rescheduling), notify Deakin International using the telephone numbers on the inside back cover.

STEP.8

☐ ARRIVING IN AUSTRALIA

» If you have requested our airport reception service on the Notification of Arrival Form, see page 10 for information on where to meet your Deakin University Representative.

If you choose not to use the airport reception service you should check in with the Deakin International Office on your campus after you arrive (Monday – Friday, 9 am – 5 pm).

PRE-DEPARTURE

INFORMATION YOU NEED TO KNOW BEFORE YOU COME TO AUSTRALIA, INCLUDING OVERSEAS STUDENT HEALTH COVER, VISA AND FINANCIAL INFORMATION.

Pre-departure seminars

Pre-departure seminars are held in some major cities overseas during January and June. Information about moving to Australia, such as visa, travel, health, customs, clothing, accommodation and employment issues is provided at these sessions. These seminars are a good opportunity to meet other students who may be going to Deakin University.

Finance

On arrival in Australia you will need some Australian currency for telephone calls or small purchases. It is recommended that students bring A$300 for the first few days in Australia.

You should avoid carrying large amounts of money. It is recommended that the majority of your money is in bank drafts, travellers cheques, credit card, or alternatively you can arrange to transfer funds electronically.

See also page 21 for information about living costs.
For full details on banking matters go to www.deakin.edu.au/future-students/international/coming-aus/money.php

Care provider/Guardian - students under 18

Australian law regards students under the age of 18 as minors and there is a special visa requirement regarding their welfare. If you have not yet turned 18, you must be placed in the care of a guardian while studying in Australia. Parents can nominate a guardian or arrangements can be made with a professional carer and guardian organisation. Appropriate forms have been included in the Offer Pack, which need to be completed and returned to Deakin International as early as possible. After you arrive, you should contact an International Student Adviser in Deakin International on your campus.

Health issues

It is important to know your own health history.
Before departure, please ask your doctor exactly what medications you have had and in particular, what immunisations or medications you have been given in the past. It is a useful idea to have this information in writing in case you become ill while in Australia.

Deakin University's medical staff provide free and confidential health consultations for students. Health services available include: dietary, lifestyle, exercise, women's health, men's health, stress management, immunisation, and travel health.

"I decided to come to Deakin because it is one of the best universities in Australia for Commerce and I always go for the best!

I choose to study at the Warrnambool campus – because it is smaller, you get to know almost everyone on campus and people are very friendly and very nice. The learning facilities are just perfect. I have 24-hour internet facilities and there is one-on-one communication with the lecturers which is not possible in other very big universities.

If you like to meet new people and you are tolerant of other people's cultures and beliefs and traditions this is the place to be. You meet all sorts of people from different backgrounds and you have heaps of fun and learn something at the same time...I never thought that University could be fun until I came here!"

Cynthia Chikwama
Zimbabwe

Overseas Student Health Cover (OSHC)

The Australian government requires all international students (and any dependents accompanying them) to have Overseas Student Health Cover (OSHC). The health cover provides for medical and hospital care within Australia from the date of students' arrival until the end of their studies in Australia.

Deakin University will arrange program length OSHC cover for students who are arriving from overseas to study in Australia for the first time. Deakin's health cover is through BUPA Australia. OSHC fees are set out in your Letter of Offer and are payable with your tuition fees.

It is important you have continuous health insurance coverage. If you allow your membership to lapse, you will not be eligible to be reimbursed for any medical costs incurred during the lapsed period.

You will also be in breach of your student visa. For the most up-to-date information on Overseas Student Health Cover, go to www.overseasstudenthealth.com and www.deakin.edu.au/future-students/international/oshc.php

Passport renewal

Before leaving for Australia check that your passport is current. You can renew your passport at your Government's consulate or embassy. It can often take several months to renew a passport, so apply for renewal at least two months before the expiry date. Australian immigration officials cannot give visas past the expiry date of your passport. Your passport must not expire until six months after your course completion date.

Visas

Student visas can take from one to 12 weeks to be issued. Conditions vary and in some countries a pre-visa assessment (PVA) is required. The necessary documents are available from Australian Diplomatic Missions or from Deakin University's local representatives. It is important that you check the criteria for your country first.

Below is a list of important information about how to obtain a student visa:

- Apply for a student visa as soon as possible after you have received your electronic Confirmation of Enrolment Form (eCOE), at the nearest Australian Diplomatic Mission (ADM) in your home country.
- Take a copy of your eCOE and the receipt confirming the payment of fees with you to the ADM. The eCOE is valid for eight weeks only and must be processed within that time.
- You will be given a multiple entry student visa that is valid until the end date of your course.
- If you have submitted your application through one of Deakin University's representatives, they will be able to provide assistance with your application.

PRE-DEPARTURE

Conditions of student visa

- The Australian Government will ask you to sign an agreement that you are seeking entry in Australia for study purposes only.
- As a holder of a student visa, there are several associated responsibilities that you must be aware of including updating your address details if they change and notifying staff of changes to your study and/or study mode.
- You are obliged to complete your course within the specified duration, unless extenuating documented circumstances apply.
- You must meet normal health and public interest requirements for entry. Most applicants will need to undergo medical and radiological (X-ray) examinations before a visa is given.
- You must tell the Department of Immigration and Citizenship (DIAC) if you change your original course of study. Deakin International will give you a new electronic Confirmation of Enrolment. You must inform DIAC of your eCOE details within six weeks (by calling 131881).

To ensure you are aware of visa conditions, go to the DIAC website www.immi.gov.au/students/index.htm

Students with a disability

Deakin University provides support to students who have a disability or a medical condition which affects their ability to achieve their academic goals. Students wishing to receive support must register with the Disability Resource Centre at Deakin University, and supply current supporting documentation presented in English.

Documentation must be provided by an appropriate professional and should include: information on your condition, how your study may be affected, and whether your condition is permanent, temporary or fluctuating. Students who have a Leaning Disability must provide a valid report from a psychologist or other qualified professional trained in administering standardised tests, and assessing learning disabilities.

Please refer to the Australian Learning Disability Association documentation guidelines at www.adcet.edu.au/ViewFAQDetail.aspx?itemid=655

Students requiring disability support should meet with the Disability Liaison Officer to register and discuss support needs when they arrive at Deakin.

For more information go to www.deakin.edu.au/studentlife/disability

Deakin Central, Melbourne Campus at Burwood

Geelong Technology Precinct at the Geelong Campus at Waurn Ponds

Employment in Australia

You will be permitted to work in Australia while you study, however you must ensure that your student visa contains work rights. The Deakin International Office on your campus of study can advise you further regarding this matter.

While the semester is in session (including summer semester), you will be permitted to work a maximum of 20 hours per week. During the vacation there is no limit on the number of hours you are permitted to work. For information, go to www.immi.gov.au/students

Customs

Australia has strict Customs regulations to prevent drugs, diseases and pests being brought into the country. The Australian Customs website www.customs.gov.au provides detailed information.

Personal computer

You can bring your own computer with you from home to Australia without paying any Duty or Sales Tax. However you must return home with the computer. You do not have to declare your personal computer upon entering Australia. You may be questioned by Customs about your computer, and asked to:

- Sign a personal assurance that says that you will leave the country with the computer.
- Pay a cash security deposit to confirm that you will take the computer with you when you leave the country. This money will be returned to you in your home country by mail after you have left Australia.
- When you leave Australia, you must give all papers and receipts to Customs Security. Officers can then confirm that you have left with your computer. Your cash deposit can only be returned to you with this documentation.

Unaccompanied items

As a student is considered a temporary resident, you will not have to pay Goods and Services Tax (GST) for personal unaccompanied items sent to Australia. On receipt of goods, you will normally be required to sign an agreement declaring that these goods will return with you to your home country. Sometimes a cash security deposit will be required. To avoid problems with GST, give a copy of your eCOE to the freight company sending your items.

Quarantine

Australia's quarantine laws are very strict and many foodstuffs, plants, animal products and some medicines may not be brought into Australia.

You must declare these items on the Incoming Passenger Card that you receive on the aircraft before arrival. These restrictions also apply to items being mailed to Australia, so while staying in Australia you should let your friends and family overseas know about declarable and prohibited goods.

For full information, students are encouraged to check: www.daff.gov.au/aqis

ARRIVING IN AUSTRALIA

GREAT!
You've accepted your offer, sent in any additional materials and booked your flights – where do you go from here?

When to arrive

You must arrive in time for the International Registration and Enrolment Program which is held on each campus. You should report to your campus office of Deakin International at 9 am on the date stated in your Letter of Offer to participate in this program.

During this program you will formally enrol in your course, sign up for tutorials and finalise advanced standing, as well as meet other students, lecturers and your International Student Advisers. For these reasons, this program is COMPULSORY, so ensure you arrive in time for it.

Deakin University English Language Institute (DUELI) students

The compulsory International Registration and Enrolment Program is held on the Thursday and Friday before the start date of each course, commencing at 8.30 am.

Airport reception

If you are arriving at Deakin University for the first time you can be met at Melbourne Airport by a Deakin University Representative and be taken to your accommodation on-campus, or to temporary accommodation. This is a free service and Deakin University Representatives are often senior Deakin students.

If you would like Deakin International to arrange airport reception, fill in the relevant section of the Notification of Arrival Form in the back of this Guide. Return it to Deakin International at least ONE WEEK before you arrive.

The Deakin University Representative will wait for you in front of the Travellers Information desk, in the international arrival hall at the Melbourne Airport. If you cannot see the representative, telephone the contact number provided in the 'airport reception' confirmation email we sent to you. For further information on Melbourne Airport go to www.melbourne-airport.com.au

If you choose not to use the airport reception service you should check in with the Deakin International Office on your campus after you arrive (Monday – Friday, 9 am – 5 pm).

Geelong Waterfront Campus

Getting from the airport to your campus on public transport

Melbourne Campus at Burwood:

» The Airport Bus Eastside can take you to Deakin University's Melbourne Campus at Burwood. Tickets must be pre-booked and pre-paid. Prices start at around A$38 for one person and A$58 for two people travelling together. Go to www.airportbus.com.au for more information.

» Taxi cabs are available from the airport to the city (approximately A$50) or from the airport to the Melbourne Campus at Burwood (approximately A$100).

Geelong Campus at Waurn Ponds and Geelong Waterfront Campus:

» The Gull Airport Bus Service operates seven days a week. Pre-booking is advised. A bus timetable is available at the Travellers Information Desk at Melbourne Airport. The bus fare is approximately A$20. For further information go to www.gull.com.au

» Taxi cabs are not recommended to travel from Melbourne to Geelong as it would be extremely expensive.

Warrnambool Campus:

» You can take the Skybus Super Shuttle (A$15) from the airport to Southern Cross Railway Station (Spencer Street) in the city. The train to Warrnambool departs from this station, and costs approximately A$40. Go to www.skybus.com.au and www.metlinkmelbourne.com.au for more information.

» Taxi cabs are not recommended to travel from Melbourne to Warrnambool as it would be extremely expensive.

CAMPUS LOCATIONS FAST FACTS

» Melbourne Campus at Burwood is located 14 kilometres/8 miles from Melbourne city centre (approximately 50 minutes by tram).

» Warrnambool is three hours by train/car from Melbourne city centre.

» Warrnambool Campus is located 10 kilometres/6 miles from Warrnambool city centre.

» Geelong city centre is one hour by train/car from Melbourne city centre.

» Geelong Campus at Waurn Ponds is located 10 kilometres/6 miles from Geelong city centre, approximately 30 minutes by bus (Geelong Waterfront Campus is located in Geelong city centre).

ARRIVING AT DEAKIN

INFORMATION YOU WILL NEED TO KNOW ABOUT DEAKIN AND THE SERVICES AND FACILITIES AVAILABLE TO YOU.

International Registration and Enrolment Program

Deakin International runs a compulsory International Registration and Enrolment Program at the start of each semester.

The Program is a vital introduction to life as a student and presents information that will help you to succeed at Deakin. International students must attend this program.

During the program, you will:

- be welcomed to Deakin University and to Melbourne, Geelong or Warrnambool
- be introduced to the Peer Support network and various support staff
- formally enrol in your course of study, and meet with Faculty staff
- tour the campus
- learn about the many services and facilities available at Deakin including the student association and clubs
- meet with fellow students – social functions are an important part of the program.

International Student Advisers

Deakin's International Student Advisers (ISAs) are committed to helping all international students achieve the greatest rewards from studying at Deakin University. The ISAs are based on each campus and manage support services for international students on that campus, including:

- International Registration and Enrolment Program
- Follow-up programs
- Community Links programs
- Returning Home programs
- Peer Support program
- Ongoing daily support services.

Peer Support

Deakin University operates a Peer Support program on each campus. Peer Support students share first-hand experiences and offer contacts for the newly arrived students in their first weeks on campus.

The Peer Support network will help you through the International Registration and Enrolment Program – introduction to faculty student advisers, University services, course enrolment and purchasing text books – as well as more practical matters such as banking, transport and shopping.

Peer Support students will also introduce you to other students, the University campus and its surrounding areas. They will take you to nearby shops and facilities, assist you in opening a bank account and explain the public transport system.

Peer Support leaders

Bookshop, Melbourne Campus at Burwood

On-campus Library

Libraries have state-of-the art electronic information services for access to major Australian and international research collections.

There is a Library on each campus of Deakin University, providing access to information resources such as books, journals, newspapers and videos. Electronic resources can be accessed through the Library's webpage at www.deakin.edu.au/library

Each campus Library has a Service Desk where you can ask questions about finding information in your subject area. Students are the Library's first priority. Visit your campus Library to find out about all the services the Library provides.

On-campus IT facilities

Lecture theatres contain a sophisticated range of audio-visual equipment to enhance the learning experience. Each enrolled student is given a CD-ROM (Deakin Learning Toolkit) containing software, information and support programs and the necessary links to communicate electronically with University staff.

All students are supported by 24-hour a day computer laboratories on each campus, and email and Internet access for study purposes. Enrolled students are given a free Internet allocation of A$15 per semester for undergraduate students and A$25 for postgraduate students which is sufficient to cover study requirements. You will be required to pay for usage in addition to this. Visit www.deakin.edu.au/its for further information.

The computer laboratories across all campuses include both Macintosh and IBM computers and provide a range of software and facilities, including Microsoft Office, internet access, library services, multimedia tools, statistic and specialist teaching software and laser printing. As well as traditional ways of learning, students may be required to submit assignments electronically or participate in online research in tutorial groups.

"Deakin has a superb program for international students, via the international Peer Support Program. We were received by Deakin University Representatives at the airport, brought to our residences and then taken to the University to meet other international students who had already been studying in Deakin. The student volunteers went out of their way to make us feel welcome and they also helped us get all our administrative stuff done, such as opening up of a bank account and finalising our accommodation. They took us on a city orientation as well, just to make sure we would be familiar with our way around Geelong!

Everyone was extraordinary; whenever we needed help with even the most trivial of things, we could approach any peer support volunteer and rely on their advice and years of experience studying in Geelong. The peer support volunteers were an exceptional bunch and when it came time for the new batch of students to arrive in Deakin the next semester, I very happily volunteered my services to the Peer Support Program."

Ian Seet
Singapore

STUDENTS WITH FAMILIES

Bringing family members (Dependents)

You may apply to bring your family with you including spouse or unmarried dependent children under 18 years of age.

Family members can stay with you while you are studying in Australia if their names are included on your student visa application. Family members who are not included on your student visa application, and would like to come to Australia later, need to apply separately for visas. Their type of visa will be in the same class as a student visa and will have similar conditions to those outlined previously.

Postgraduate students' spouses can work full-time only if the student is enrolled in a principal course. If you are a student that needs to study English prior to an award course, your spouse can only work 20 hours per week. Once you have commenced the award course then your spouse can start work full-time.

Dependents of postgraduate research students will receive full exemption from tuition fees in government primary and secondary schools. Please go to www.education.vic.gov.au for complete and up-to-date information.

Family support

The International Student Advisers also provide support to accompanying family members, including assistance with health insurance, schooling and child care arrangements, linkages with other nationals and with the community, visa work limitations, and access to Deakin facilities.

Families should consider the costs associated with childcare prior to their arrival in Australia. The cost of childcare per child starts at A$55 per day during business hours.

If your spouse or any other family members do not speak English when they arrive in Australia, the Deakin University English Language Institute (DUELI) offers General English language courses from five to 45 weeks.

For further information on English language programs, go to www.deakin.edu.au/future-students/international/dueli/

"I had intentions of going to Melbourne as I had heard so much about it, but I am so happy that I ended up in Geelong. I experienced Australia in a way that some others did not. Melbourne was just a train ride away and I believe it's the best opportunity for anyone wanting to experience the 'real' Australian way of life. Living in Geelong and studying at the Geelong campus was the best thing I have ever done. Because it's a smaller town you develop closer friendships…I made friendships that will last a lifetime with many Aussies. My experience studying in Australia at Deakin was awesome and I think being in Geelong made it even better."

Marissa Golden
USA

Health services

Deakin University provides medical and nursing healthcare and advice to international students across campuses. Services include:

- vaccinations (e.g. flu, hepatitis)
- tests and screenings (blood pressure, medicals and blood testing)
- referrals (to specialist doctors, hospitals, physiotherapists)
- diet and exercise advice
- mental wellbeing (e.g. homesickness, feeling sad/anxious)
- treatment and care when sick.

Health Service staff are caring professionals with experience in the health needs and cultural diversity of international students. Campus doctors direct bill via OSHC with no extra payment required by students. Campus nurse consultations are free. All services to international students are strictly confidential. A range of health information is available in various languages at each Health Service and via our website at www.deakin.edu.au/current-students/services/health

Childcare on campus

Childcare is available on Deakin University campuses, however, there is often a long waiting list, so make arrangements as early as you can. Childcare can be expensive and international students are not usually eligible for the subsidies available to Australian citizens.

Other childcare options can be found with local councils and privately run organisations. Contact the International Student Adviser on your campus for further information.

Information on childcare and school placement options is available at www.deakin.edu.au/current-students/international/services-support/family-support/index.php

Accommodation for families

University accommodation is provided for single students only. If you are bringing your family, you may need to arrange a rental property. It is only possible to organise this kind of accommodation after arrival. For this reason, students should come several weeks before their families and organise a home base for them before they arrive. The Deakin University Student Association (DUSA) Housing Support Officer can assist you with options.

School-age children

If you have children of school age coming to Australia with you, please contact Deakin International. Deakin can give you relevant information and assist with your relocation.

Children aged from five to 15 years accompanying a parent who has a student visa are required to attend school and pay full fees. This fee does not apply to children of a parent who is the recipient of an Australian Government funded scholarship. Schooling for dependents of postgraduate research students will receive full exemption from tuition fees in government primary and secondary schools.

For information about schooling and fees go to www.study.vic.gov.au

ACCOMMODATION

THERE ARE THREE MAIN TYPES OF ACCOMMODATION: ON-CAMPUS UNIVERSITY ACCOMMODATION, NON-UNIVERSITY ACCOMMODATION AND HOMESTAY. Choose the one that best suits you; we can even help with temporary accommodation until you get settled.

Temporary accommodation

If you need short-term accommodation until you organise permanent accommodation, you must complete the relevant section of the Notification of Arrival Form at the back of this Guide. Return it to the International Student Adviser on your campus at least one week before your arrival. Temporary accommodation can be arranged in a University residence, at a hostel or a motel close to your campus at your own cost. You may need to stay in temporary accommodation for anything up to two weeks while you organise long-term accommodation.

Single person short-term accommodation costs vary from (approximate only) A$30–35 per night in Geelong and Warrnambool to A$35–110 per night in Melbourne. Motel-style accommodation may be considerably more.

Please note that some accommodation may require you to stay a minimum of two nights.

On-campus accomodation facilities

Residence at Geelong Campus at Waurn Ponds

On-campus accommodation

On-campus accommodation is available on the Geelong Campus at Waurn Ponds (for students studying at the Waurn Ponds or Waterfront Campuses), Melbourne Campus at Burwood and Warrnambool Campus. Student residences provide students with a social environment as well as a community to live and study in. All on-campus accommodation includes:

- single bedrooms
- shared bathrooms
- shared kitchen-dining rooms
- shared laundry
- recreational areas
- academic, personal and social programs
- Residential Team, including Residential Manager (staff), Residential Supervisors (staff), and Residential Assistants (students).

The cost of on-campus accommodation varies on each campus depending on the type of accommodation and services provided. On-campus accommodation fees apply from the scheduled admission date. Self-catering arrangements may apply.

Bedding

Bedding packs are available for purchase from the Residential Life office for approximately A$140. The pack contains: one pillow, pillowcase, quilt, quilt cover, flat sheet, fitted sheet and towel. An order form for a bedding package is included in your residential offer pack.

For complete information on Deakin's on-campus accommodation and a virtual tour, go to the Residential website at www.deakin.edu.au/studentlife/residences

Residence at Melbourne Campus at Burwood

How do I apply for on-campus accommodation?

- Applications are open to anyone applying to study full-time at Deakin University. You are required to complete the online application form at www.deakin.edu.au/studentlife/residences and pay a non-refundable application fee.
- Download the Confidential Reference Form and send it through to your nominated referee.
- Your referee must complete this form and send it to the address indicated on the form.

You should submit your application for the Semester 1 intakes by the end of November, and the end of April for Semester 2 study.

The Residences office will inform you as soon as place allocations have been made. This usually occurs by mid-December for Semester 1 and by mid-May for Semester 2. Please refer to the key dates at www.deakin.edu.au/studentlife/residences

"My first impression was that I could never go wrong studying at Deakin. I'm mostly impressed with the facilities offered by the institution - the accommodation, the IT systems, the lecture rooms and many more aspects related to the wellbeing of your stay at uni.

Another important aspect that impressed me was the excellent reception offered by the staff. You are always guaranteed of help in everything you do. To those of you who want to come to Deakin, do so with no doubts and expect a sound education as well as whole loads of fun in the process."

Tafedza Kotow
Zimbabwe

Non-University accommodation – off-campus

Assistance with finding off-campus accommodation is provided through the Deakin University Student Association (DUSA) Housing Service on all campuses. It is best to arrive around two weeks before the International Registration and Enrolment Program to give the International Housing Support Officers time to assist you with finding the best accommodation before the academic year begins. The International Housing Support Officers do not facilitate homestay arrangements – see the homestay section if you are interested in homestay accommodation.

The International Housing Officers assist new students with:

- making contact with local real estate agents and landlords
- inspection of available properties
- details of vacant properties, private board and shared housing
- lease agreements, tenancy issues, bond and rental payment advice
- the connection, where necessary, of utilities such as gas, electricity and telephone
- advice and assistance in sourcing furniture and white goods
- general support and advice in regards to accommodation.

You are encouraged to contact the Housing Support Officers before you leave for Australia.

Geelong Campus at Waurn Ponds/Geelong Waterfront Campus
housing-geelong@deakin.edu.au

Melbourne Campus at Burwood
housing-melbourne@deakin.edu.au

Warrnambool Campus
housing-warrnambool@deakin.edu.au

All students are strongly advised to consult with the Housing Support Officers at DUSA before making a commitment. It is important to know your rights as tenants, and to be aware of the legal aspects with regards to bonds and leases.

For further information about off-campus accommodation, costs and facilities, go to www.dusa.org.au/houseme.

ACCOMMODATION

Off-campus, privately managed accommodation

Renting a property – house, flat or apartment

Vacant properties usually vary from one to four bedrooms. The majority of vacant flats, houses and apartments are unfurnished. Renting a vacant property is upon application and must be made in person (identification, proof of income and rental references are required). Rental prices vary according to location, condition of building and number of bedrooms. For a three bedroom house/apartment, you could expect to pay A$280–380 per week in the Burwood area of Melbourne, A$210–280 per week in Geelong and A$230–310 per week in Warrnambool.

Renting a room in a house, flat or apartment

Renting a room in an established household and sharing the cooking, bathroom and laundry facilities can be the cheapest option. Rooms to rent are offered by other students, families with or without children, and working people in the community. A room in a house, flat and apartment may be furnished or unfurnished and utility costs may or may not be included in the rent. Room rental is approximately A$80–$110 per week in Geelong, A$110–145 per week in Melbourne and A$75–95 per week in Warrnambool.

Homestay

For Deakin University English Language Institute (DUELI) students – Deakin can help you organise homestay or other private board with Australian families.

For assistance fill in the Application for Homestay Form included in your Offer Pack.

Homestay offers a safe, caring environment in which to study while you become immersed in the Australian way of life. Homestay accommodation generally offers the following:

- accommodation with a family or individuals
- a furnished room
- breakfast, lunch and dinner (students generally prepare breakfast and lunch themselves)
- laundry and cleaning facilities (sometimes provided)
- gas and electricity (often included in the price).

The price for this accommodation changes from year to year, and according to your arrangement. Approximate costs are A$200–220 per week, which should be paid directly to the homestay host. There is also a placement fee of approximately A$200, which must be paid to Deakin International together with your tuition fees. Homestay accommodation is often expensive but it provides the most services.

Homestay family

Local fruit market

LIVING IN AUSTRALIA

AN INTRODUCTION TO AUSTRALIA AND THE CAMPUS CITIES INCLUDING CLIMATE AND LIVING COSTS.

The course you choose usually dictates which campus you will study at. Some courses are offered at more than one campus, so students usually choose the campus which offers them the best living experience.

Students who are seeking a big city experience usually choose cosmopolitan Melbourne, however many international students choose one of our smaller campuses at Geelong or Warrnambool for the closer bonds they form with other students, staff and the community. Many students also say these campuses provide a more 'real' Australian experience.

Living in Melbourne

The city of Melbourne has a population of 3.5 million people. It is exciting, safe, cosmopolitan and culturally rich. Melbourne is renowned for its music and cultural festivals, quality restaurants, entertainment venues, beautiful parks and gardens and its excellent shopping. It boasts world-class sporting and recreational facilities, including tennis, golf, cricket, yachting, football and motor racing.

Melbourne was recently judged 'the world's most livable city', following a two year survey, conducted by a US research group. More than one hundred cities were surveyed, and Melbourne was ranked first because of its clean and safe environment, cost of living and quality of housing and education.

Living in Geelong

Geelong is Victoria's second largest city with a population of 200,000. It is situated on the beautiful Corio Bay and Barwon River, and is less than an hour from the centre of Melbourne. It is the gateway to the famous Great Ocean Road and some of the best surf beaches in the world. Geelong offers a cosmopolitan way of life. It has all the modern amenities of larger cities including excellent cafes, restaurants, shopping and recreational facilities, and offers a clean, healthy and relaxed environment in which to live.

Living in Warrnambool

Situated on the stunning Great Ocean Road, Warrnambool is a regional city, three hours from Melbourne by car or train. It is the commercial, cultural and educational centre for southwest Victoria and southeast South Australia. This premier tourist location is surrounded by beautiful coastlines and surf beaches, and has a long and fascinating history.

In the summer months the resident population of 28,000 doubles, with holiday makers enjoying miles of beaches for swimming, surfing, fishing, windsurfing, boating, diving, and many other activities. Galleries, museums, lighthouses, restaurants and cafes are some of the city's attractions, but it remains the close-knit atmosphere of a smaller Australian city. Many students choose Warrnambool because its smaller size which offers a more personal teaching environment.

For more information on living matters and things to do and see, go to www.deakin.edu.au/future-students/international/coming-aus/living-aus.php

Melbourne City

Otway Ranges, Vic

LIVING IN AUSTRALIA

Learning to surf, Port Campbell

Climate

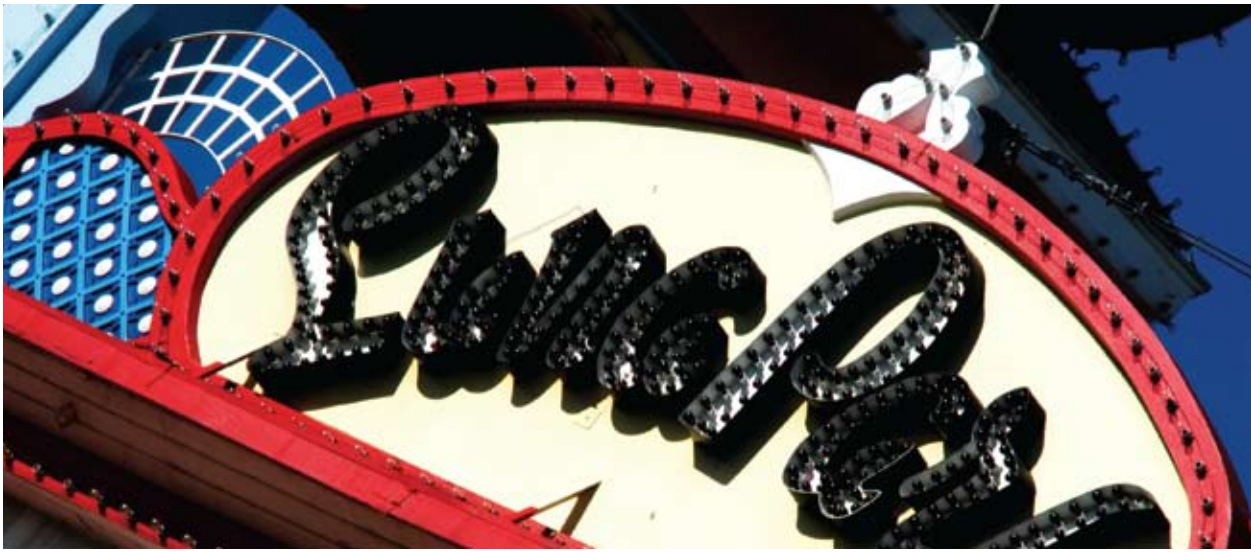
The weather in Victoria is temperate and mild with four distinct seasons (sometimes these can be experienced all in the same day!). Students will need to have a range of clothing to cater for the seasonal climatic conditions. During winter, students will need warm clothing, which may be more readily available in Australia than in the students' home country. You are advised to pack a sweater/warm jacket in your hand luggage, even if its summer.

Season	Daytime temperature range
Summer December, January, February	**25º – 35º**
Autumn March, April, May	**18º – 24º** Most days are pleasantly mild
Winter June, July, August	**6º – 14º** Most days are cool
Spring September, October, November	**15º – 22º** Most days are pleasantly mild

Centre Place, Melbourne

"The first time I saw Bells Beach and all the other perfect surf beaches near Geelong I thought to myself: Ah, this is how paradise looks. If you are a surfer or you want to learn surfing there is almost no better place to come to than this one. As soon as I started to get to know the surfers around the area, they took me on their surf-trips - and the best thing about it - I also made lots of new friends who I'm still in touch with and who made my time in Geelong unforgettable."

Julia Brockhausen
Germany



Living costs

In planning finances, students should allow between A$8,500 and A$14,500 per annum for accommodation, meals, transport, books and other basic expenses.

If you have a spouse and/or children, you should allow extra for living expenses. It is estimated you should allow at least A$4,200 for your spouse and A$2,400 for your first child per annum. If you have children, see page 15 for information about school fees.

Living costs will vary according to the type of accommodation you choose, the number of people you live with, and the area you live in.

Computing equipment, software and books represent the other major costs for tertiary students. Second-hand books are sometimes available at a reduced cost.

The following estimates provide general guidelines of how much it will cost to live and study for one year. You should note that living costs normally have a Goods and Services Tax (GST) of 10% added.

ESTIMATED LIVING EXPENSES—STUDENT RESIDENCES	COST A$ 39 WEEKS		
The academic year of 39 weeks (based on one person)	Melbourne	Geelong	Warrnambool
Fees for on-campus residential accommodation (includes gas and electricity)	8142 – 8360[1]	8544[2]	6,987[3]
Books, materials, stationery*	900	900	900
Food and beverages	(73/week) 2847	(47/week) 1833	(63/week) 2457
Public transport (allow extra for owning a car)	(32/week) 1248	(16/week) 624	(16/week) 624
Entertainment/other	(42/week) 1638	(37/week) 1443	(32/week) 1248
Sub-total	(147/week) 5733	(100/week) 3900	(111/week) 4329
Total estimated costs	**14775 – 15773**	**13344**	**12216**
ESTIMATED LIVING EXPENSES—OFF-CAMPUS	COST A$ 52 WEEKS		
52 weeks (based on a full year for one person)	Melbourne	Geelong	Warrnambool
Books, materials, stationery*	900	900	900
One-off establishment costs Bond (4 weeks rent), rent in advance (2 weeks) Furniture and household costs, utility connection	1240	1180	1120
Weekly expenses (approximate costs)			
Rental (share accommodation)	(95/week) 4940	(85/week) 4420	(75/week) 3900
Food and beverages	(65/week) 3380	(65/week) 3380	(65/week) 3380
Utilities (gas, electricity, telephone)	(20/week) 1040	(20/week) 1040	(20/week) 1040
Public transport (allow extra for owning a car)	(30/week) 1560	(20/week) 1040	(20/week) 1040
Entertainment/other	(35/week) 1820	(30/week) 1560	(30/week) 1560
Sub-total (52 weeks)	(245/week) 12 740	(220/week) 11 440	(210/week) 10 920
Total estimated costs	14 880	13 520	12 940

1. Self-catering. 2. Includes five meals per week. 3. Includes three meals per week. These figures are approximate at the date of printing.

* Although Deakin provides each student with a free internet allocation for study purposes each semester, excess usage will attract extra charges that

FREQUENTLY ASKED QUESTIONS

Got a question? Check below or go to our website at www.deakin.edu.au/future-students/international/faqs/ for more FAQs.

HOW CAN DEAKIN HELP ME SETTLE INTO AUSTRALIA AND UNIVERSITY LIFE?

Deakin aims to make your transition to Australia and university life as easy as possible by offering the following:

» Airport reception by a Deakin University Representative (see page 10)

» International Registration and Enrolment Program (see page 12)

» International Student Advisers - here especially to support international students. ISAs are your first point of contact (see page 12)

» Peer Support Network - to help you during your first few days with practical things like shopping and opening a bank account (see page 12)

WHAT DO I NEED TO DO TO ACCEPT MY OFFER AND COME TO AUSTRALIA?

To accept your offer, you must:

» read your Letter of Offer carefully

» complete the forms and send them to Deakin International

» pay your fees

» organise your visa

» book your flight

» notify us of your arrival

Go to page 4 and 5 of this Guide for more information.

WHAT IS THE BEST WAY TO PAY MY FEES?

The quickest and safest way to pay your fees is by Bank Cheque or Bank Draft.

Send by courier your Payment of Fees Form and your TOTAL fee payment to:

Deakin International
Deakin University
221 Burwood Hwy
Burwood, Victoria 3125
AUSTRALIA
Fax. (61 3) 9244 5094

See page 4 for more information.

WHAT HAPPENS IF I DON'T PAY MY FEES ON TIME?

If you don't pay your fees you will not be able to get a student visa or enrol.

WHAT IF I CANNOT PAY ALL MY FEES?

Commencing students must pay all fees in advance.

HOW DO I APPLY FOR A STUDENT VISA?

You must apply for a visa after you receive your eCOE (see page 7). You will also need to be aware of the conditions attached to your visa (see page 8).

Go to the Department of Immigration and Citizenship (DIAC) website for complete visa details www.immi.gov.au

HOW LONG WILL IT TAKE TO OBTAIN A STUDENT VISA?

A student visa can take from 1–12 weeks to be issued so you should apply for a visa as soon as you have received your Letter of Offer from Deakin (see page 7).

Go to the Department of Immigration and Citizenship (DIAC) website for complete visa details www.immi.gov.au

CAN I WORK WHILE STUDYING?

You can work in Australia, however you must apply for permission to work from the Australian Government, after you commence your course.

There are limitations on the number of hours you can work, go to page 9 of this Guide for more information.

WHERE CAN I GET MORE INFORMATION ABOUT WHAT I AM ALLOWED TO BRING INTO AUSTRALIA?

Australia has strict regulations on what you can bring into the country. For complete information visit the Australian Customs Service website at www.customs.gov.au

CAN I ACCESS INFORMATION ABOUT ACCOMMODATION PRIOR TO MY ARRIVAL?

There are a number of accommodation options available to international students including:

» On-campus accommodation
» Off-campus accommodation – non-university
» Homestay

Go to page 16 of this Guide for accommodation options.

TUITION FEE AND REFUND POLICY FOR FEE-PAYING INTERNATIONAL STUDENTS

Fees for international students apply to persons living in Australia with temporary resident status in a study program (provided that there is no stated limitation), and persons living abroad who are not Australian citizens and do not have permanent resident status in Australia.

These Policies comply with the Education Services for Overseas Students Act (ESOS Act 2000) and Australian Vice-Chancellors' Committee's guidelines on fees for international students. They are subject to changes when the guidelines are reviewed by the Australian education authorities.

On-campus international students must meet Commonwealth Government guidelines for entry into Australia and enrolment at the University.

These Policies apply to all international on-campus students, irrespective of who pays the fees. They apply to commencing and continuing students and to those persons who have been offered a place in a course of study at the University.

International tuition fees are charged on a per unit basis according to the discipline cluster of the units studied. Rates will be set annually and enrolled students will be invoiced at the prevailing rate in each year of their study. Invoices are available online each semester.

The complete and latest version of the Fees and Refund Policy is available online through The Guide at http://theguide.deakin.edu.au.

This agreement does not remove the right to take further action under Australia's consumer protection law or pursue other legal remedies.

Fee liability

Students who withdraw from a fee-paying course or whose enrolment in a fee-paying course is terminated or lapses, will be liable to pay the tuition fees applicable. If students transfer to a new course, including a combined course, the prevailing tuition fees apply.

General refund for new students

A general refund may be given if written notice of withdrawal from unit/s or discontinuation or intermission from a course of study is received by the University by the following dates:

Note: An administration fee of A$250 may be applied.

General refund policy

A general refund may be given if written notice of withdrawal from unit/s or discontinuation or intermission from a course of study is received by the University by the following dates:

For new international students:

For those withdrawing having paid their fees:

» 90% refund is payable if the student withdraws from unit(s) at least four weeks prior to start of semester;

» 50% refund is payable if the student withdraws between four weeks prior to the start of semester and the census date of the relevant unit(s); and

» no refund is payable if the student withdraws after census date.

For those withdrawing having not paid their fees:

» Their enrolment will be terminated for non-payment of fees.

The retention of 10% of the fees for commencing students is in recognition of the additional costs involved in administering the initial enrolment of international students.

For continuing international students:

For those withdrawing having paid their fees:

» 100% if withdrawal from the unit(s) is prior to the start of the third week of semester;

» 50% if withdrawal from the unit(s) is between the start of the third week and the census date for the unit(s); and

» no refund if withdrawal from the unit(s) is after census date.

For those withdrawing having not paid their fees:

» Their enrolment will be terminated for non-payment of fees.

English language courses (DUELI)

» The enrolment and orientation fee is non-refundable.

» Refunds will not be granted after a course has commenced.

» Requests for refunds received less than 28 days prior to the commencement of the course will receive a refund of fifty per cent (50%) of the tuition fee. The maximum amount retained by Deakin will not exceed 12 weeks of the published tuition fee.

Full refund

A full refund of tuition fees paid may be given in special circumstances. Such circumstances are those beyond the control of the student or those which make it impossible for the student to continue. The following reasons are grounds to apply for a full refund:

» A student is refused a student visa by the Commonwealth Government authorities, or

» an offer is withdrawn or an enrolment terminated because the University is unable to provide the course of study, or

» a student withdraws from a unit on the advice of a Faculty Course Adviser and does not enrol in a replacement unit (the signature of the Faculty Course Adviser is required), or

» the University changes and is unable to offer unit/s such that a student is prevented from completing the unit/s and no credit is given towards other unit/s, or

» the course does not commence on the agreed start date and the student is not already withdrawn, or

» the government has limited Deakin's right to conduct courses for overseas students, or

» a student is unable to fulfil the conditions of an offer or selection criteria applicable to these applicants, or

» a student fails to meet progression rules and is not permitted to re-enrol, or

» a student has gained Permanent Resident status prior to the University census date and has not been offered a commonwealth supported place, or

- a student withdraws from a unit and enrols in a replacement unit of equal value in the same semester, or
- a student provides written advice more than four weeks prior to the commencement of the English language course.

Executive discretion may be exercised to consider applications which do not comply with the above provisions but for which extraordinary circumstances may exist. An application for a refund in special circumstances must be made in writing and sent to the Executive Director, Deakin International. Proof of payment of the fees (e.g. an official receipt) and validation of the reasons for applying for a refund will be required.

Methods of refund

- New students should notify in writing to the Executive Director, Deakin International, any wish to cancel enrolment (prior to enrolment).
- Enrolled students do not have to apply for a general refund. General refunds will occur automatically by completing an Enrolment Variation form. Inquiries may be made at Deakin Central.
- If Deakin defaults in the provision of the course the refund will be made within two weeks of the default event.
- If the student defaults the refund will be made within four weeks of the University being notified.
- Refunds will be made by cheque in Australian dollars only.
- Refunds may be made to a nominated person/sponsor who initially paid the student fees.

Transfer fees

Refunds in the form of a transfer of fees to another institution will not be made directly to a student. A student must provide evidence of acceptance into the applicable institution before the approved refund will be transferred. No transfers will be made to another English language teaching (ELICOS) centre.

Changes to residency status during application

Students whose residency status changes during the application process or while studying at Deakin University must notify Deakin International immediately.

1. If an international student gains Australian Permanent Resident status before enrolment, the student will no longer be classified as an international student. The student must reapply for admission and will therefore compete with other Australian students for either a local fee-paying place or a government-funded commonwealth supported place. If the student is successful, he/she will be liable to pay either the local tuition fee or the student contribution for the commonwealth supported place. There is no guarantee that a place will be available and commonwealth supported places are limited by a quota set by the Federal Government.

2. If an international student gains Australian Permanent Resident status after enrolment the student will still be classified as an international student for the remainder of that semester and will be liable for payment of fees. However the student will be considered an Australian resident for subsequent semesters and will be subject to conditions as outlined above.

3. Final dates for notification are March 31 for first semester and August 31 for second semester.

4. Any approved refund of international tuition fees will be in accordance with the refund policy.

Payment of international award course tuition fees by instalments

International students undertaking award courses are required to pay fees for the units in which they are enrolled by the due date for those units. Such students, except those in their first semester of study, may pay their tuition fees by instalment subject to the following conditions:

- At least fifty per cent (50%) of the course tuition fees must be paid by the census date.
- The balance of the course tuition fees may be paid progressively in any amounts and at times which suit each student provided that the total amount is paid by no later than 1 February in respect to Summer Semester units, 30 April in respect to Semester 1 units and 30 September in respect to Semester 2 units.
- If a variation to an enrolment results in an increase in the amount of course tuition fees, no extensions of time will be granted for payment of the additional fees.
- If a student fails to make the required payments and does not contact the University by the applicable due date/s for payment, the student's enrolment will be terminated.
- The effective date of termination of enrolment will be the due date of the missed payment for the respective semester.
- This option does not apply where a student's fees and charges are paid by a sponsor, employer or any other person or organisation.
- Students can view their tuition fee details at any time via StudentConnect.

Privacy

The personal information on this form is collected to enable Deakin University to process your application for enrolment, to assist the University in marketing and planning activities and to enable the University to meet its reporting and other obligations to government agencies. If your application is successful the information will be used to manage your academic progress, to communicate with you and to allow you to use the University's services and facilities.

Your personal information will be disclosed to government agencies pursuant to reporting and other obligations, including disclosures to the Department of Immigration and Citizenship and the Department of Education, Science and Training. Your personal information will also be disclosed to your overseas student health cover provider and, if you are under 18 years of age, to the carer appointed for you pursuant to the National Code made under the Education Services for Overseas Student Act 2000. The University will treat your personal information in accordance with the Information Privacy Act 2000 (Vic.). If personal information is not provided on the form as requested, it may not be possible for the University to process your application for enrolment.

You may gain access to the personal information held about you by the University. Requests for access are managed in accordance with the Freedom of Information Act 1982 (Vic.) and may be directed to the Manager, Freedom of Information at the University. You may view the University's privacy policy at http://theguide.deakin.edu.au and the University's Privacy Officer can be contacted on +61 3 9246 8114 or at privacy@deakin.edu.au.

OFFER ACCEPTANCE FORM

NOTE: EXCHANGE STUDENTS DO NOT NEED TO COMPLETE THIS FORM

YOUR STUDENT NUMBER (see Offer Letter) .....

Send or fax to:
Country Team Leader
Deakin International
221 Burwood Hwy, Burwood
Victoria 3125, AUSTRALIA
Fax. +61 3 9244 5094

STUDENT DETAILS

Family name (Mr, Mrs, Miss, Ms) .....

Given name(s) .....

Correspondence address .....

.....

Country ..... Date of birth ...../...../.....
d d / m m / y y

Country of birth ..... Nationality .....

Passport number .....

Telephone ..... Facsimile .....

Email .....

In which country will you lodge your application to renew your student visa? .....

I accept Deakin University's offer of admission to the course:

.....

as a full-time student commencing ..... and understand that this offer constitutes the basis of the agreement for my studies at Deakin University.

SPECIAL REQUIREMENTS

☐ I have a medical condition or a disability that requires support while I am at Deakin, and have attached a separate statement explaining my needs.

☐ I am intending to bring accompanying family members.

Spouse name .....

Number of dependent children .....

PLEASE TICK

☐ I have completed the Payment of Fees Form.

☐ I am accepting this offer and declare I have read and understand admission procedures, fees and refund policy, description of the course content, its duration, location and the qualification awarded.

☐ I understand the associated costs, English language proficiency requirements, and descriptions of the teaching methods, assessment, facilities, equipment and learning resources.

☐ I understand that non-payment of fees in any semester will lead to cancellation of my enrolment.

☐ I acknowledge the advanced standing that is listed as part of the Letter of Offer (if applicable).

☐ I agree to the disclosure of personal information to relevant external organisations such as OSHC providers, or service providers offering services to students under 18 years of age.

Signed: .....Date: ...../...../.....
d d / m m / y y

Deakin University CRICOS Provider Code 00113B
Updated April 2008

PAYMENT OF FEES FORM
by Bank Draft or Credit Card

NOTE: EXCHANGE STUDENTS DO NOT NEED TO COMPLETE THIS FORM

YOUR STUDENT NUMBER (see Offer Letter) .....

Send by courier your Payment of Fees form, and your TOTAL fee payment to:
Deakin International, Deakin University
221 Burwood Hwy, Burwood
Victoria 3125, AUSTRALIA
Fax. +61 3 9244 5094

STUDENT DETAILS

Family name (Mr, Mrs, Miss, Ms) .....

Given name(s) .....

Address .....

..... Country .....

Date of birth ..... Country of birth .....

Nationality ..... Email .....

Telephone ..... Facsimile .....

Course start date.....

FEES PAYABLE (Please fill in the fees that you are required to pay, using your Letter of Offer as a guide)

FULL-DEGREE STUDENTS

Tuition fee	A$
Overseas Student Health Cover (OSHC)	A$
Total amount payable	A$

DEAKIN UNIVERSITY ENGLISH LANGUAGE (DUELI) STUDENTS

Tuition fee	A$
Enrolment and Orientation fee	A$
Overseas Student Health Cover (OSHC)	A$
Homestay placement fee (if required)	A$
Total amount payable	A$

I understand that this payment is a confirmation of my acceptance to study at Deakin University and that the Electronic Confirmation of Enrolment (eCOE) form will be issued promptly (subject to conditions being met, if applicable).

PAYMENT by Bank Draft (in A$)

Amount: A$ .....Bank name: ..... Draft number: .....

OR

PAYMENT by Credit Card

I authorise Deakin University to debit A$ _____ to my Credit Card
and guarantee that the required amount is available for payment of fees.

Payment method: ☐ Visa ☐ Mastercard

Deakin University accepts Visa and Mastercard Credit Cards ONLY

Cardholder's name: (as it appears on Credit Card): .....

Expiry date: .....Card no. .....

Cardholder's signature: ..... Date: ...../...../.....
d d / m m / y y

NOTIFICATION OF ARRIVAL FORM

YOU MUST COMPLETE AND RETURN THIS FORM BY FAX OR SCANNED PDF SENT VIA EMAIL to your campus of study as below **AT LEAST ONE WEEK BEFORE ARRIVAL**

PLEASE TICK YOUR CAMPUS OF STUDY:

Deakin University English Language Institute (DUELI) students

DO NOT FILL IN THIS SIDE.
PLEASE FILL IN THE
BACK OF THIS FORM.

GEELONG

Waterfront/Waurn Ponds Campus ☐
Fax. (61 3) 5227 2411
Email: g-di-airport@deakin.edu.au

MELBOURNE

Burwood Campus ☐
Fax. (61 3) 9244 6013
Email: m-di-airport@deakin.edu.au

WARRNAMBOOL

Warrnambool Campus ☐
Fax. (61 3) 5563 3420
Email: w-di-airport@deakin.edu.au

STUDENT DETAILS

Family name (Mr, Mrs, Miss, Ms) ..... Given name(s) .....

Country ..... Email (s) .....

Deakin student ID: ..... Home telephone ..... Facsimile .....

Course name ..... Campus .....

ARRIVAL INFORMATION

Do you require to be met at Melbourne airport and taken to your accommodation?
☐ **Yes**, go to Box 1 ☐ **No**, go to Box 2

BOX 1

If **YES*** please provide the following details:

Departure from home

Flight number: ..... Airline: ..... Date: ...../...../..... Time: .....
d d / m m / y y

Arrival in Melbourne

Flight number: ..... Airline: ..... Date: ...../...../..... Time: .....
d d / m m / y y

How many family members will arrive with you who require transport? .....

Do you require Deakin University to arrange **temporary accommodation** for you? ☐ **Yes** ☐ **No** (Approx $35-$100 per night)

If you have already arranged your own accommodation either at a University residence or a private residence, please provide your address details:

Address .....

Telephone ..... Facsimile .....

* You must send this form back at least one week before arrival to ensure airport reception. Notify Deakin International immediately if your flight details change. Failure to do this may result in a A$50 charge.

Please note: Deakin University will provide transport for you and your accompanying family members only.

BOX 2

If **NO** and you are making your own arrangements after arrival in Melbourne, please fill in:

Excepted date of arrival on your campus of study: ...../...../.....Time of arrival on your campus of study: .....
d d / m m / y y

Ensure you are on campus for the start of the International Registration and Enrolment Program.

Please note: cargo collection from the airport or from freight agents cannot be arranged by Deakin University.

Student's signature: ..... Date: ...../...../.....
d d / m m / y y

Deakin University CRICOS Provider Code 00113B
Updated April 2008

DUELI STUDENTS
NOTIFICATION OF ARRIVAL FORM

ALL DUELI MUST COMPLETE AND RETURN THIS FORM BY FAX OR EMAIL AT LEAST ONE WEEK BEFORE ARRIVAL

Please tick which option you require:

☐ **AIRPORT PICK-UP ONLY**
Fax this form to DUELI (+61 3) 9244 5094

☐ **AIRPORT PICK-UP & HOMESTAY**
Fax this form and your completed Homestay Application to Student Accommodation Services, (+61 3) 9486 2333 or email both to deakin@student-accommodation.com.au

☐ **AIRPORT PICK-UP & TEMPORARY ACCOMMODATION IN MELBOURNE**
Fax this form to DUELI (+61 3) 9244 5094

☐ **DO NOT REQUIRE AIRPORT PICK-UP**
Fax this form to DUELI (+61 3) 9244 5094

If you do not receive written confirmation of reception, telephone the International Student Adviser on +61 3 9244 5425

STUDENT DETAILS

Family name (Mr, Mrs, Miss, Ms) ..... Given name(s) .....

Date of birth ..... Country ..... Email .....

Telephone ..... Facsimile .....

Course name ..... Campus .....

Agent's name ..... Agent's telephone .....

Agent's facsimile ..... Agent's email .....

ARRIVAL INFORMATION FOR AIRPORT RECEPTION

You must fill this out if you want airport reception.

Departure from home

Flight number: ..... Airline: ..... Date: .....
Time of departure: .....

Arrival in Melbourne

Flight number: ..... Airline: ..... Date: .....
Time of arrival: .....

How many family members will arrive with you who will require transport? (do NOT include yourself) .....
Do you require Deakin University to arrange temporary accommodation for you? Yes ☐ No ☐
How many nights would you require temporary accommodation for? .....

If you have already arranged your own accommodation at a University residence or a private residence, please provide:

Address: .....

Telephone: ..... Facsimile: .....

**You must send this form back at least one week before arrival to ensure airport reception is arranged. You must notify Deakin International immediately if your flight details change. Failure to notify Deakin International may result in a A$50 charge.*

Please note: cargo collection from the airport or from freight agents cannot be arranged by Deakin University.

Student's signature ..... Date .....

Emergency telephone numbers

While you are travelling or when you arrive.

Within Australia

Deakin University English Language Institute (DUELI) students
9 am – 5 pm
Tel. 03 9486 1916
Other times:
Tel. 0413 754 267
Tel. 0409 947 800

Telephoning from outside Australia

Deakin University English Language Institute (DUELI) students
9 am – 5 pm
Tel. (61 3) 9486 1916
Other times:
Tel. (61 413) 754 267
Tel. (61 400) 947 800

Geelong Waterfront Campus/
Geelong Campus at Waurn Ponds
Tel. 0407 024 133

Melbourne Campus at Burwood
Tel. 0409 947 800
Tel. 0409 522 888
Tel. 0407 306 965
Tel. 0418 529 238

Warrnambool Campus
Tel. 0407 024 133

Outside Australia

Deakin University English Language Institute (DUELI) students
9am to 5pm (Australian Eastern Standard Time)
Tel. (61 3) 9486 1916
Other times:
Tel. (61 413) 754 267
Tel. (61 400) 947 800

Geelong Waterfront Campus/
Geelong Campus at Waurn Ponds
Tel. (61 407) 024 133

Melbourne Campus at Burwood
Tel. (61 409) 947 800
Tel. (61 409) 522 888
Tel. (61 407) 306 965
Tel. (61 408) 529 238

Warrnambool Campus
Tel. (61 3) 409 024 133

Deakin International office locations

Within Australia

Deakin University English Language Institute (DUELI)
Level 5 - Building Ia
Melbourne Campus at Burwood
Entrance 3, 70 Elgar Road Burwood Victoria
Postal: 221 Burwood Highway Burwood Victoria 3125 Australia
Tel: (61 3) 9244 5095
Fax: (61 3) 9244 5094

Geelong Campus at Waurn Ponds / Waterfront
Deakin Central, Room UB26, Level B
Administration Building
Pigdons Road
Geelong Victoria 3217
Tel. (61 3) 5227 1014
Fax. (61 3) 5227 2411

Melbourne Campus at Burwood
Entrance 3, Building Ia, 70 Elgar Road
Postal: 221 Burwood Highway
Burwood Victoria 3125
Tel. (61 3) 9244 5095
Fax. (61 3) 9244 5094

Warrnambool Campus
Lower Ground Floor, B Building
Princes Highway
Warrnambool Victoria 3280
Tel. (61 3) 5563 3486
Fax. (61 3) 5563 3420

Outside Australia

India office
Deakin University
161/B–4, Gulmohar House, 4th Floor
Gautam Nagar, Yusuf Sarai Community Centre
New Delhi 110049
India
Tel +91 11 3294 2199
Fax +91 11 2653 7650
di-india@deakin.edu.au

Indonesia office
Deakin University
11th floor, Mayapada Tower, Suite 1101
Jl Jend Sudirman Kav 28
Jakarta 12920
Indonesia
Tel +62 21 5289 7439
Fax +62 21 5289 7399
di-indonesia@deakin.edu.au

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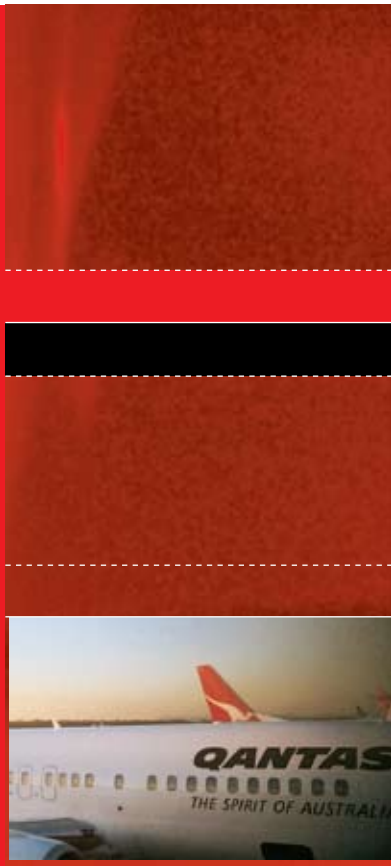
Deakin University reserves the right to alter, amend or delete any information in this Guide.

www.deakin.edu.au/international

PRE-DEPARTURE CHECKLIST

Before you leave, you need to:

- ☐ Accept your offer (see page 4)
- ☐ Pay your fees (see page 4)
- ☐ Organise your visa (see page 7 and 8)
- ☐ Organise accommodation (see page 16)
- ☐ Book your flight
- ☐ Send in your Notification of Arrival form, indicating whether you need to be met at the airport
- ☐ Tell Deakin International about any changes to your flight
- ☐ Know where to meet your Deakin University Representative at the airport (see page 10)
- ☐ Bring with you:
  - ☐ Your passport and visa or evidence of e-visa
  - ☐ Receipts of any payments made
  - ☐ Three types of identification
  - ☐ Cash in Australian dollars
  - ☐ Original copies of previous study
  - ☐ THIS GUIDE – which has contact numbers for Deakin International



DEAKIN

UNIVERSITY AUSTRALIA

REGISTRATION AND ENROLMENT PROGRAM
for new international students
TRIMESTER 2, 2009

Registration and Enrolment dates and locations

For students who will study at the Melbourne Campus at Burwood	
DATE:	Tuesday 30 June - Friday 3 July 2009
TIME:	Arrive at 9 am on Tuesday 30 June
LOCATION:	Undergraduate students: Lecture theatre 3, Building bl, Melbourne Campus at Burwood Postgraduate students: Lecture Theatre 1, Building i, Melbourne Campus at Burwood

For students who will study at the Geelong Waterfront Campus and the Geelong Campus at Waurn Ponds	
DATE:	Tuesday 30 June - Friday 3 July 2009
TIME:	Arrive at 9 am on Tuesday 30 June 2009
LOCATION:	Waurn Ponds Campus, Building ia, Peter Thwaites Lecture Theatre

For students who will study at the Warrnambool Campus	
DATE:	Tuesday 30 June - Friday 3 July 2009
TIME:	Arrive at 10 am on Tuesday 30 June 2009
LOCATION:	Meet in the Bistro area of the Cafeteria, Warrnambool Campus

For details on campus locations and how to get there, visit **www.deakin.edu.au/campuses**

What you should bring

> Original transcripts of all previous studies - you must show these for enrolment
> Passport and visa (or evidence of student visa – eg. copy of Australian Dept of Immigration email confirming e-Visa)
> Letter of Offer
> Other relevant academic documents

Why you need to attend

> You will receive important information about unit choices and selection.
> Learn how to structure your course with core units and electives.
> Learn how to access online tutorial sign up. If you are late, you may find your preferred tutorial already full.
> Learn how to use online study material.
> Get your student ID card and access to the IT system quickly.
> Meet Peer Support students, network and make friends.
> Learn about studying in an Australian university and the different learning processes.
> There are defined end dates for enrolments. Failure to enrol in time may mean you need to defer your studies for a semester.

Who should arrive early?

If you need off-campus housing, you are advised to arrive a week before enrolment to have the best choice of available accommodation and be settled in time. You may wish to look at the DUSA website **www.dusa.org.au** to gain an understanding of the Housing Service available at Deakin. When you arrive on-campus, Deakin International will also assist you to make contact with the Housing Service.

Advanced standing (credit transfer): If you are a Faculty of Business and Law student and need to finalise your advanced standing (credit transfer), please refer to the information over the page. Students from all other Faculties will have their advanced standing finalised during the Enrolment Program.

Please ensure you bring the following details to your enrolment

Some sections of your enrolment this semester will be completed online during the Registration and Enrolment Program.
Online enrolment will require prior generation of computer accounts. There will be opportunity for students to complete this process during the Registration and Enrolment Program.

PLEASE TURN OVER>>

www.deakin.edu.au/international

The specific personal details required for computer account generation are your:

> Deakin ID number (consists of 9 numbers - eg. 900012345)
> Deakin course code (1 alphabet letter and 3 numbers - eg. M300 = Bachelor of Commerce)
> Date of birth (day/month/year - eg. 28/02/1980)

NB: Both your Deakin ID number and course code are located on your Deakin University Offer Letter/eCOE.

What to do before Registration and Enrolment

If this is your first time in Australia...

> If you are new to Australia, please make contact as soon as possible with the International office on your campus to find out about post-arrival support, visit **www.deakin.edu.au/future-students/international/study-deakin/peer.php**
> Look at the 'Coming to Australia', visit **www.deakin.edu.au/future-students/international/coming-aus/index.php**

Research your course

Prepare yourself for enrolment by researching your intended course using the Deakin International website. Unit descriptions, assessment details, and tutorial information can be located in the Deakin Undergraduate Studies Handbook at **www.deakin.edu.au/undergraduate** or the Deakin Postgraduate Studies Handbook at **www.deakin.edu.au/postgraduate**. You should also be familiar with the following:

> the structure of your course
> core units
> elective units
> important academic learning styles issues

Reading unit descriptions in advance will help you select course units which are of most interest to you. Being clear about your units in advance will ensure that you don't have to change units shortly after starting. This is especially important for postgraduate students who will receive supplementary material once enrolment in particular units is formalised.

Find out about academic learning expectations, which may be different from what you are used to. Look at:
www.deakin.edu.au/current-students/study-support/study-skills/handouts/plagiarism.php
www.deakin.edu.au/current-students/study-support/study-skills/handouts/groups.php

> Get to know your faculty – Use the faculties' links on the Deakin website at **www.deakin.edu.au/faculties** to find out about your faculty.
> Find out about the services available – Have a look at **www.deakin.edu.au/student-services/** and **www.deakin.edu.au/international/student/**
> Make sure you are aware of Deakin policies which can be accessed through the Deakin International website. In particular, all international students should read and understand the information about fee charges/refunds.
> Fee Retention and Refund policies – See International Student Tuition Fees in the online handbook **www.deakin.edu.au/handbook** or go to Fees and refunds.

Faculty of Business and Law students - Melbourne Campus at Burwood

Advanced standing (Credit transfer)

The Faculty of Business and Law requests that all undergraduate and postgraduate students who are applying for advanced standing/credit transfer have their application assessed before their enrolment. If your advanced standing has already been determined i.e. it is on your Letter of Offer and no further credits are due, please go directly to the enrolment session, bringing with you all your original documentation - transcripts of results, certificates etc. If your advanced standing is not on your Letter of Offer, you must provide original transcripts of results, certificates and unit outlines, plus an additional photocopied set of all documents for your advanced standing/credit transfer application to be approved and finalised.

Advanced Standing Officers will be available at the following times:

DATES: Wednesday 24 June; Friday 26 June; and Monday 29 June
TIMES: 10am - 12:00 noon and 2pm - 4pm
LOCATION: Advanced Standing Office, Room lb3.323, level 3, Building lb, Melbourne Campus at Burwood, Elgar Road

Having your qualifications assessed by Professional Organisations (eg. CPA Australia)

If you need to have your previous qualifications assessed by a professional organisation, you should do so well in advance of enrolling at Deakin. Remember, any credit or preclusions that you accept into your course are not automatically accepted by some professional bodies. We recommend that you commence this process at least 12 weeks prior to scheduled enrolment date. For students seeking membership to the CPA – please refer to the Admission & Education link on CPA's website at **www.cpaaustralia.com.au**

Message to all Faculty of Business and Law Students – "International Student Experience CD-ROM"

A CD-ROM was designed to assist you to understand what is expected of you in the Australian teaching and learning environment. You may receive this CD-ROM in the mail following your acceptance of your Deakin International offer, otherwise, you will be given one during the International Enrolment and Registration Program. This tool can help you to understand:

> what your lecturers and tutors expect of you in the lecture or tutorial,
> DSO - the electronic teaching and learning environment
> assessment for your units of study.

Both students and academics give their thoughts and suggestions on how to adjust to the Deakin teaching and learning environment. This is a valuable tool and the Faculty highly recommends that you take the time to explore the CD-ROM at your earliest convenience.

DEAKIN UNIVERSITY:
OVERVIEW OF SERVICES TO INTERNATIONAL STUDENTS – 2009

Health Services:

- Orientation talks on health and safety to International students include information on medical services provided on-campus and off-campus medical/health care systems including ambulance, hospitals, chemists, self care etc. then comprehensive safety element including drinking, going out, sexual health, sun/climate safety, home safety, customs and water safety
- Returning home information talks prepare students in relation to health and safety issues for returning to their home countries for holidays or permanently.
- There is a large clinic emphasis on young adult health issues plus specific cultural considerations in providing health care to international students (e.g. medical information in their own language, issues with examinations, interpreter services).
- Provision of clinic DIRECT and BULK billing for international student consultations (there is no co-payment for students or requirement to claim)
- International specific promotional materials including brochure, clinic wallet card and recipe booklets.

Services in University Residences:

- International student welcomes at the start of each trimester
- "Good-bye" functions for departing residents
- Cultural diversity awareness program
- Provision of temporary accommodation of 2-3 weeks prior to students moving to own off-campus housing
- Theme functions and dinners arranged by groups of residents, eg. specific to a country
- All national flags of international students in the dining room
- Consideration of special dietary needs within catered meal package– cultural and/or religious basis

Counselling:

- Group sessions have involving international students, particularly about social skills
- Presentations at start of trimester at breakfast orientations

Chaplaincy:

- Provision of multi-faith spaces and Muslim prayer rooms
- Chinese student support by Chinese Chaplain at Burwood, and referral where appropriate to support groups, activities in community

- Assistance given to identified groups seeking support, eg. Zimbabwe students and other African students requiring community support
- Regular liaison with Deakin Islamic Student Society

Financial Assistance:

- Support students seeking loan extensions due to specific personal or home-country circumstances
- Discussion with particular student groups re types of financial assistance availability relevant to their needs
- Participation in Week 0 presentations

Careers and Employment

- Provision of dedicated web pages including subscription to "Going Global" listing employment opportunities and occupational information across more than fifty countries
- A Facebook page dedicated to international students who have graduated and are seeking work in Australia that provides the opportunity to communicate and provide relevant opportunity information
- A registration scheme whereby international students who are intending to remain in Australia to work can register their contact details and aspirations with the Careers and Employment service
- A weekly seminar series at Burwood covering most of the major topics relating to jobsearch within Australia; although open to all, these are specifically targeted at international
- A planned "Virtual Careers Expo" listing information on the biggest graduate recruiters of international students studying at Deakin by country of origin
- Connecting international students with the Deakin Alumni through the planned mentoring and information interviewing facility on the Alumni website
- Delivery of a major "International Student Seminar" each trimester at the Burwood Campus alerting international students to the range of employment opportunities in Australia and the kind of jobsearch processes and work place norms that they can expect to need.

Study skills:

- Conversation classes
- Language support
- Grammar workshops
- Study skills workshops
- iDeaL language diagnostic tool
- Essay Success, Exam Success and Guide to Assignment Writing and Referencing booklets
- Pass program

Transition:

- Integrated transition program
- Student networking day 1
- Personalised itineraries

Additional International Student Support

- Coordination of Enrolment and Orientation Program.
- Coordination of Returning Home Program
- Coordination of Peer Support Program
- Coordination of the University Reception Service for international students.
- International Student Advisers act as a first point of contact for international students and are able to assist with a wide range of matters including enrolment-related matters, fees or finance-related matters, social or adjustment difficulties, visa-related issues, academic difficulties, special consideration inquiries, personal issues, grievances and crisis management, homesickness/feelings of isolation, referrals to other support services
- Additional specific programs such as the swim program and cooking classes