



LA TROBE
UNIVERSITY

All kinds of clever

Strategic Plan 2020 – 30

A university for the public good
in a COVID-19 affected world

A message from the Vice-Chancellor



The University’s current Strategic Plan expires in 2022. Normally, we would commence the process of revision in 2021. But these are not normal times. The profound impact of COVID-19 on the University sector requires us to urgently rethink our future.

This is necessary to manage the significant downturn in revenue we will experience over the next 3-5 years; but the pandemic also presents us with an opportunity to re-envision our role and impact in a post-COVID world – a world that will be changed profoundly. These changes will affect higher education no less than other sectors of the economy and society.

We must reshape. If we start now to plan a clear way forward, there is an opportunity for universities like ours to flourish. Our cultural qualities – accountable, innovative, connected and care – position us well for change. We are small enough to be nimble to change the way we do things, but large enough to have a sizeable impact on the world in a way communities will value. The decisions we make now will help us to manage the immediate crisis, while setting the foundations for long-term sustainability and regrowth.

We will remain an institution committed to the creation, preservation and transmission of knowledge and ideas – but the way we realise that core mission will change. We will be valued by our communities for the educational opportunity we provide, and for the impact of our research and innovation; and by Government for our contribution to economic recovery and social wellbeing.

This Plan has benefitted greatly from two rounds of consultation with staff, many of whom took great trouble to contribute their ideas; and there has been significant input from our Council and from many of our community and industry partners.

I believe that the Plan sets out a very clear vision for the future of the University that will set us in good stead for the decade to come. We will, of course, keep it under review as circumstances evolve.

John Dewar

Professor John Dewar AO
Vice-Chancellor and President

Unlocking the 2020-2030 Strategic Plan

This Strategic Plan 2020–2030 has been written in the context of the COVID-19 pandemic. That event has shaken the world, and its tremors have extended to Australia’s higher education system, including La Trobe. We need to respond comprehensively and positively, ensuring that our actions equip our university to surmount current difficulties and remain sustainable, valued and relevant as the world returns to normalcy.

This Plan has three sections:

1. Our strategic context
2. Our vision and strategies
3. Planning horizons and implementation.



Diagram description

Community impact sits at the centre of the Venn diagram; it’s the essence of our purpose or ‘why we exist’. Around it, we see ‘who we exist for’: the stakeholders we have, the communities we impact. Surrounding that is the ‘what we do’. It’s focused, impactful research that plays to our strengths, and high quality, accessible teaching designed around students’ needs.

The base of the keyhole underpins what we seek to unlock. It talks to ‘how we do these things’. Specifically, it calls out the focus we have on our regions, the importance of our international students and partnerships, and how we aim to be a good partner. At the foundation of it all is our commitment to our people and culture, and putting in place the appropriate systems and processes to allow them to thrive as they deliver our goals effectively and efficiently.

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Our Strategic Context:

Public good through the challenges of COVID-19

Our aim is to emerge as a more resilient, future-focused and necessarily more efficient institution that will thrive in a post-COVID world.

A time to focus on our strengths

The COVID-19 pandemic will affect La Trobe in three profound ways.

The first relates to our communities. The cities, suburbs and towns we serve in Melbourne's north and in central and northern Victoria are among the most vulnerable to the economic and social damage caused by the virus. That damage is expected to affect businesses, increase unemployment and widen pre-existing economic and social inequalities. Many of our students and community partners will likely suffer significant losses of income. Our communities and our students therefore need us now more than ever before. We also expect that the disruption caused by the pandemic will accelerate the creation of new business sectors and employment opportunities, which we must be ready to support.

The second relates to the way we work. La Trobe and its students have adapted to operating in more flexible ways by using technology more effectively. Some of these changes, such as the greater use of online and mixed modes of teaching and learning, will continue into the future.

The third relates to our finances. All Australian universities face severe revenue losses. La Trobe may lose up to 25 per cent of revenue by the end of 2021, and a full recovery could take three to five years. We will be a smaller institution measured by revenue, staff and students for the foreseeable future.

This means that we must focus on our strengths and accelerate several change processes that were already under way. We cannot continue teaching activities that do not add to the University's reputation or financial sustainability; neither can we continue to support all areas of research from university resources.

Nevertheless, we can create a solid foundation on which to rebuild in the future. Our aim is to emerge as a more resilient, future-focused and necessarily more efficient institution that will thrive in a post-COVID world by being more sharply focused on the needs of our community, and by playing to our strengths in teaching and research. We will be deeply connected to our local communities while attracting students from all over Australia and around the world.

La Trobe University acknowledges that our campuses are located on the lands of many traditional custodians in Victoria and New South Wales. We recognise their ongoing connection to the land and value their unique contribution to the University and wider Australian society. La Trobe University is committed to providing opportunities for Aboriginal and Torres Strait Islander people, both as individuals and communities, through teaching and learning, research and community partnerships across all our campuses. The wedge-tailed eagle (*Aquila audax*) is one of the world's largest, and the Wurundjeri people – traditional owners of the land where our Melbourne campuses are located – know the wedge-tailed eagle as Bunjil, the creator spirit of the Kulin Nations. There is a special synergy between Bunjil and the La Trobe University logo of an eagle. The symbolism and significance for both La Trobe and for Aboriginal people challenges us all to gamagoen yarrbat – to soar.

Our character and purpose are well suited to the times

La Trobe’s history and culture will help us make these difficult adjustments.

Our university has always had a strong sense of social responsibility, undertaking teaching and research that is highly relevant to our community: economic prosperity, health and wellbeing, gender equality, cultural recognition and environmental sustainability. The global impact of our teaching, research and resource use has been recognised internationally for their contribution to the United Nations Sustainable Development Goals.¹ We are leading in the fight against global warming by divesting from fossil fuels and becoming one of the first Australian universities to achieve zero net emissions in our operations.

We are Victoria’s only true state-wide university. We are deeply embedded in our communities in Melbourne’s north and in central and northern Victoria. We proudly educate more first-in-family and disadvantaged students than any other university in the state and have formed strong partnerships with Indigenous communities to lift rates of Indigenous student participation and success. We have the capacity to shape the public policy debate towards the creation of a more resilient, equitable and just society.

We are connected globally as well as locally. We attract students from over 100 countries, and have many longstanding partnerships around the world, particularly in the Asia Pacific region. These further our mission to create, preserve and transmit knowledge, and to achieve global impact through our research. Our students are better prepared than ever to make positive contributions to their world. Certainly, the world has never needed them more.

We have a national and international reputation for teaching excellence in disciplines that matter to our communities. Our graduates supply much of the workforce needs for our state’s health and education services, especially in regional Victoria. We have developed a reputation as a flexible and responsive partner for industry, government and communities. As a mid-size university, we can move faster and more flexibly than larger institutions.

We have a world-class research profile, with significant capability in several areas, including: Agriculture, Food and Environment; Biomedical Sciences; Health and Wellbeing; Society, Education and Social Change; and Digital Innovation and Transformation.

These strengths combine to make us an innovative, connected and caring university. Our challenge is to harness these strengths to make a difference to the things people care about, and to meet the needs of our students and partners in a COVID-affected world.

We will stay true to our greatest asset – our culture

La Trobe’s culture is our most enduring and valued asset. We offer students and staff a place that is safe, inclusive, values all its members equally, welcomes people from around the world, and is academically high-performing. We are an exemplar in our sector for gender equality and inclusivity. People are proud to be associated with La Trobe because it is a university that knows its communities and makes a genuine difference to them.

We will focus our resources and efforts around an agreed core of distinctively La Trobe teaching and research activity.

We take our cultural qualities seriously. These are:



Connected

Connecting the students and communities we serve to the world outside.



Innovative

Tackling the big issues of our time to transform the lives of our students and society.



Accountable

Striving for excellence in everything we do, holding each other to account, and working to the highest standards.



Care

We care about what we do and why we do it, because we believe in the power of education and research to transform lives and global society.

By embodying these values, we will strengthen La Trobe in its quest to make a positive impact on the world.

And we will need to target our resources around a well-defined core of teaching and research

The scale of revenue losses we face cannot be managed by undifferentiated cost-cutting. It requires a fundamental reset of what and how we do things as a university. We must focus on our strengths, narrow our range of activities, cease some altogether, and become more efficient in what remains. This will make us more productive within existing workloads.

These decisions will need to be carefully made since they will lead to unavoidable reductions of staff numbers and courses. Some disciplines will be more affected than others, but all changes will be monitored closely so we can mitigate unintended or harmful results.

Accordingly, we will focus our resources and efforts around an agreed core of distinctively La Trobe teaching and research activity. This is for two reasons:

- We will be a smaller institution in student and staff numbers (both academic and professional staff) for the foreseeable future. A sharper focus will enable us to be stronger in a smaller number of teaching and research areas.
- Our future appeal to students must be organised around things that are of high quality and distinctive to La Trobe.

The precise criteria for identifying this core of activities will differ for teaching (course portfolio) and research (research themes), although they will reflect each other at a general level. In addition to being evidence-based they must:

- resonate with our existing strengths
- enable us to be genuinely distinctive and excellent
- retain a portfolio that will appeal to a large enough number of students to ensure the University’s ongoing financial sustainability and viability.

1. Times Higher Education World University Rankings, 2020, Impact Rankings 2020

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Our Vision and Strategies

We are a university known for making a positive difference in the lives of our students, partners and communities.

A vision for 2030

We are a university known for making a positive difference in the lives of our students, partners and communities. We will become an even more valued and relevant university because of the way we respond to their needs in this time of great local and national crisis. Our regional campuses continue to be central to La Trobe's identity, mission and purpose.

Our mission, vision and values will endure, especially our mission to combine inclusiveness with excellence, but we will more tightly focus our resources on the areas in which we do, or can, excel.

For our students, we will offer courses from Certificate to PhD in our areas of strength, delivered in ways that (i) adapt to the learning needs of our students, and (ii) enable us to attract students from beyond our geographic catchment. We will create accessible pathways into and through the University and support students to find employment after they graduate. Our courses will challenge our students' thinking by drawing from multiple disciplines and will be of the highest quality. Our digital learning environment will provide our students with a seamless experience.

Our industry partners will help ensure our courses and teaching are contemporary, innovative and relevant to modern workplaces. We will support graduate researchers to move between industry and university seamlessly and to work with government departments, NGOs and communities to improve society. We will explore the feasibility and financial sustainability of deeper connections between the university and the not-for-profit sector.

Those who engage with us will find us efficient to deal with. We will not waste their time or test their patience. We will support our students, teachers and researchers with efficient, integrated systems and services that equip them to achieve their goals and enable the University to provide a great place for all our staff to work, consistent with our cultural qualities and mission.

We will retain our status as an employer of choice, known for its positive, high-performing culture.

Climate Change Position Statement (March 2020)

La Trobe University recognises the extreme risks climate change poses to the economic, ecological and social futures of our students, staff and communities, both local and international. We accept the scientific consensus that responding to climate change requires 'rapid, far-reaching and unprecedented changes to all aspects of society' (Intergovernmental Panel on Climate Change [2018]).

La Trobe is committed to demonstrating leadership on climate change in our research, teaching and operations.

We will be carbon neutral by 2029 and will develop the best sustainability and climate-resilient practices across our campuses.

We will equip our students to understand the complexities of climate change. We will develop their capacity to create climate-resilient lives and communities and to contribute to shape a low-carbon future.

Our research will promote interdisciplinary inquiry in order to build a safer, more equitable and sustainable world. We will include the climate crisis in our research and forge partnerships with those seeking to build a resilient and just future.

Students:

Reshaping to better meet student needs



Our student body is highly diverse. Our students are school leavers, TAFE graduates, career changers, mature aged, from regional and remote communities, and drawn from many nations. The disruption to Year 12 schooling in 2020 has further highlighted the shortcomings of relying exclusively on ATAR as the basis for admission to university, especially for students from disadvantaged backgrounds. While we recognise that ATAR remains a key pathway, La Trobe has already introduced several non-ATAR pathways (including Aspire, Achieve at La Trobe, Prepare for La Trobe, the Tertiary Preparation Program and Diplomas) which enable students to demonstrate their academic potential in a wide range of ways. We will continue to work closely with our school partners to ensure that capable students can enter and succeed in our courses. We will also ensure that non-school leavers can find a viable entry pathway into qualifications that meet their needs.

We aim to educate students for life and for a good career. The latter is obviously becoming increasingly important as the competition for employment intensifies. Our goal is to produce some of the most employable graduates in the country – people with the skills and capabilities necessary for long-term career success anywhere in the world. We will provide a supportive and engaging student experience that allows all students to thrive, learn, question their own ways of thinking, and develop the confidence necessary to challenge and improve their world. Through our Student Excellence Academy, we will recognise and reward diverse forms of excellence and inspire the next generation of leaders.

We will continue to work with our communities to raise the aspirations and achievement levels of students from low income, regional, Indigenous and first-in-family backgrounds. We will work closely with our industry partners to ensure our degree content is contemporary and meeting their needs.

To do this, we will:

- provide an enjoyable and user-friendly digital experience for students while they are with us
- connect Career Ready Advantage to the curriculum and provide co-curricular opportunities that facilitate connection to industry, the community and develop innovation and entrepreneurship skills
- deepen our relationship with our student associations across all campuses
- seek the support of our industry partners and alumni network to improve student employability
- attract high-achieving students who can demonstrate excellence in a variety of ways, and support them to become the leaders and change agents of the future
- increase our support for student retention, progression and completion with targeted advice and better connection between services
- develop achievement-focussed pathways to La Trobe and support programs that will give us the best accessibility and equity outcomes in Australia.

The key initiatives to be implemented are:

- Digital Experience Platform
- Employability Strategy
- Student Success and Retention Plan
- Student Equity Strategy.

Key Performance Indicator

Top 12 nationally for percentage of graduates in employment as measured by the Graduate Outcomes Survey

Teaching:

Improving quality and accessibility



Our goal is to improve significantly the quality and flexibility of our qualifications through changes to our course architecture and through strengthening our online offering as a core, but not exclusive, feature of our portfolio of degrees.

We will focus our course portfolio on areas of proven student demand. Our distinctive appeal to students will be based on the multiple pathways into our qualifications, more qualification types to support reskilling and employability, and increased flexibility to engage in learning in a time and place of their choosing. La Trobe is well placed to support people to acquire new skills or improve their existing ones and to increase their chances of retaining or finding a job.

To do this, we will:

- align the courses and subjects we teach with current and likely future student demand
- simplify our course architecture to reduce the burden of administration for our staff and increase flexibility and choice for students

- increase the use of online and mixed modes of delivery (Online Only, StudyFlex and Regional Connect) to allow students to study in their preferred way and to attract students from outside our geographic catchment – we will amend academic policies to support this
- ensure our staff have the capabilities and resources they need to develop quality online courses and measure student experience and satisfaction to drive continuous improvement
- expand our range of short courses (award and non-award) to support those seeking to retrain and upskill, with bundling options that encourage lifelong engagement
- design our curriculum in partnership with industry and alumni and include industry-based experiences across all our courses
- continue our efforts to decolonise the curriculum and support embedding of Indigenous knowledge and perspectives across our courses.

The key initiatives to be implemented are:

- Online strategy (including StudyFlex and Regional Connect)
- Course Architecture and Portfolio renewal
- Digital Transformation Strategy
- Short Course Strategy (Executive Education and Continuing Professional Development)
- Learning and Teaching development program
- Indigenous Strategy.

Key Performance Indicator

Top 12 nationally in the Student Experience Survey for Teaching Quality and Overall Experience

The Online Opportunity

The COVID-19 pandemic will accelerate the move to greater use of online delivery, either on its own or in mixed delivery modes. At present, we offer a small number of our degrees wholly online, and our use of blended and mixed modes of learning is variable across the University. There are two reasons why we now need to make online teaching a central and consistent part of our teaching and learning strategy.

First, it enables us to attract new students from outside our geographic footprint and to offer courses that would not otherwise be financially sustainable. La Trobe already has a strong record of delivery of online programs that attract a national cohort of students – this will now become a more systematic feature of our teaching and learning. Online delivery helps us to reach well beyond our geographical catchments, especially in areas of teaching strength in which we can

be a national and international leader. In an increasingly competitive online market, our competitive advantage lies in our disciplinary or domain strengths.

Second, online provision increases the choices we can offer students who study primarily on campus. It gives them the choice to study in a way that suits their personal circumstances and learning styles. This is particularly important for our regional students who may find full-time campus attendance difficult.

Online delivery will form a larger, more systematic and coherent element of our future strategy. It will require further investment in staff development and student support.

Our online strategy involves three elements:

Online only – we will significantly expand the currently small number of qualifications we offer in online only mode, especially in our areas of strength where we can attract students from outside our geographical

footprint. We will offer at least one online program in each of our Fields of Education and double our revenue and margin from online courses by 2024.

StudyFlex – we will offer students more freedom to choose when and where they study, even when they are on-campus students. Over time, our aim is to provide as many of our students as possible with this genuine seamlessness between different modes of study by offering StudyFlex in all our generalist degrees.

Regional Connect – we will establish Learning and Engagement Hubs at each of our campuses to provide online students, especially in our regions, with academic support. These hubs will offer inspirational events from our researchers, industry speakers, project partners and alumni, focused on employability and stimulating learning experiences.

Research:

Focusing on our strengths, impact and global challenges



Our goal is to undertake high-quality research emerging from our areas of strength and to bring together discovery, applied and translational research capability across the University to address important global problems. We will develop interdisciplinary research themes to address issues of local and international importance. For example, teams across our health, humanities and education disciplines can work together on big problems that need to be addressed to achieve the United Nations' third Sustainable Development Goal of good health and wellbeing. We will continue our commitment to matters of importance to our local communities and to develop solutions that address global social justice concerns.

We will improve our national and international research standing by focusing our research effort and international research partnerships in areas where we can aspire to be top five in Australia and in which we are benchmarked against global standards. We will expand the impact of our research and engage more effectively in partnerships with industry, government, community and not-for-profit organisations. We will increase our aggregate research performance by ensuring resources are used more effectively and by focusing our investments more narrowly. We will continue to improve the graduate research experience and support our graduate researchers to develop partnerships and collaborations that will enhance their employability and ability to make a difference.

To achieve this, we will:

- focus our internal research support² (i.e. seed funding, scholarships and infrastructure) on a limited number of problem-based interdisciplinary themes that reflect our character and mission and build on our existing capabilities in discovery, applied and translational research
- align our research centres to research themes, while retaining their

connection to schools, and develop clear performance goals for centres, strongly supporting them to secure significant external funding

- increase the number of large collaborations that La Trobe leads and use these to develop one or two world-leading university research institutes in areas where we can realistically aspire to being top five in Australia
- ensure we use our resources (including research infrastructure, platforms and support schemes) more efficiently and target them to areas where the investment is most likely to achieve the best results
- support La Trobe researchers to partner with industry, government and communities in our Research and Innovation Precinct, regional campuses and internationally – and lower any barriers to collaboration between and across schools, colleges and campuses
- align our future academic workforce with our research goals, ensure that academics are accountable for their research time and are supported to improve their research performance through Career Success, workload allocations and promotions
- implement a La Trobe Indigenous Research Strategy, in consultation with the Pro Vice-Chancellor Indigenous
- limit future research-only continuing positions to externally-funded roles
- continue to develop graduate researcher support and expand industry placements, internships and scholarships with our strategic partners to enable graduate researchers to move freely between industry and university
- improve the administrative efficiencies of research through PRIME and other mechanisms.

The key initiatives to be implemented are:

- Research 2030
- PRIME Phase 2
- University City of the Future.

Key Performance Indicator

ERA 4 or 5 ratings in fields of research where La Trobe has more than 10 FTE and more than 5% of Australia's research effort, defined by ERA FTE

Research Themes

The Research Themes allow us to articulate La Trobe's multi-disciplinary capability to address significant global problems. The Research Themes will prioritise decision making and allocation of central research funding and infrastructure. The five Research Themes are intended to express La Trobe's commitment to its status as a research-intensive university; provide a clear external profile that reflects areas of strength likely to attract external funding; support researchers to collaborate internally, with industry and with international partners. The multi-disciplinary Research Themes will promote collaboration, researcher development and external impact and engagement by using internal funding to leverage research investment from other sources.

- Production of high quality foods and medicines for improved health, reduced environmental impact and enhanced economies.
- Protection and restoration of vulnerable ecosystems and community resilience in the face of environmental and climate threat.
- A healthy, safe and equitable life course for everyone.
- Application of discoveries in the fundamental sciences and developments in technology to understand and prevent disease – especially at the intersection of cancer, immunity, cardiovascular and infectious disease research.
- More just and equitable societies.

2. 'Internal research support' for these purposes does not include research time for academics eligible for a research workload allocation.

Industry and government:

Becoming the Strategic Partner of Choice



Our partnerships with 'industry' – including governments, NGOs and the private sector – will be more important to us than ever. In straitened times, our partners provide us with avenues to influence the wider world through industry-relevant research. Their input helps improve our curriculum and the work experience they provide increases the employability of our students. In return, they want to work with researchers who understand their needs, bring together the right expertise, manage projects efficiently, act with integrity, and help them to innovate by translating research results into practical and commercial applications.

Our goal is to be known as a pre-eminent university for innovation and industry collaboration – through our willingness to partner, to translate research into useful applications, and to co-locate with partners on our campuses. We will support our students, researchers, alumni and industry partners to develop their ideas through our Accelerator program. And we will provide our partners with access to our research, infrastructure and talent to support their growth.

We will build an innovation ecosystem that extends right across the University – from our short courses and student start-up programs, to our regional collaboration hubs, all the way to our integrated Research and Innovation Precinct at Bundoora. We will co-locate partners in the Research and Innovation Precinct of our University City of the Future who can support the development of our innovation ecosystem in the areas of Food and Agriculture, Health and Wellbeing, and Digital Technologies and Transformation.

To do this, we will:

- attract industry partners to our Research and Innovation Precinct and other campus precincts to activate the University City of the Future
- expand the range and value of industry, community and government partners to benefit our research effort, student experience and graduate employability
- develop strong relationships with our alumni that foster continued connection to the University and leverage their knowledge and networks to support university efforts
- build our capacity to support entrepreneurship, innovation and digital transformation.

The key initiatives to be implemented are:

- University City of the Future
- Research 2030
- Innovation and Entrepreneurship Program
- Digital Transformation Strategy
- Regional Campus Learning and Engagement Hubs.

Key Performance Indicator

Increase Category 2–4 and Medical Research Future Fund research income revenue by 50 per cent from 2019 baseline by 2025

Our regions: Transforming our communities



Regional campuses are central to La Trobe's identity, mission and purpose. Our goal of promoting economic and social transformation finds its strongest expression here, where we have the highest proportion of first-in-family students and where participation in higher education is less than half that of Melbourne. Our regional campuses are also well placed to engage with Indigenous communities. Our reputation for advancing the UN Sustainable Development Goals rests heavily on the work we do in the regions.

We are often one of the largest employers in our regional communities, and they look to us to provide a platform for opportunity and growth. Regional communities are also where we have achieved closest integration with our TAFE partners, creating new pathways from further to higher education.

Accordingly, our goal is to remain Victoria's only state-wide university by maintaining our network of physical campuses in Bendigo, Albury-Wodonga, Shepparton and Mildura, providing those communities with pathways and qualifications to meet student demand and workforce need. We will, however, change the way we offer some of our degrees. We will also work with our co-located TAFE partners more closely to provide seamless pathways between vocational and higher education, based on a parity of esteem between the two sectors.

Our Bendigo Campus will continue to provide a broad range of degrees, including in biomedicine, pharmacy, education, dentistry, nursing and allied health, engineering, law and business. It will be the hub of our undergraduate engineering education, and will continue to be home to

the La Trobe Rural Health School, which, in addition to being Australia's largest rural health school, is distinctive for being entirely based in the regions, drawing students from regional Victoria and successfully graduating them back into the regional Victorian health workforce.

We will work with the City of Greater Bendigo to increase significantly the number of students enrolled at our Bendigo Campus, and achieve the other aspirations of the City's Economic Development Strategy.

To meet regional student need and workforce demand, we will:

- maintain our network of campuses to support face-to-face delivery of courses and partnerships in rural health and education
- exit unsustainable face-to-face offers in other disciplines and replace them with more high-quality online courses supported by on-campus facilities, student support, and employability pathways to local industry (Regional Connect)
- strengthen the range of pathways to university study with our TAFE partners
- continue to consult with our students and communities, including Indigenous communities, about the student and workforce needs of our regions.

The key initiatives to be implemented are:

- Regional Campus Learning and Collaboration Hubs which will support students' academic success, wellbeing, employability and connection with local employers
- providing Regional Connect services for students studying online or in mixed mode.

Key Performance Indicator

Increase the number of students studying at, or supported by, regional campuses, and increase the number of TAFE graduates who study with us

Partnering with TAFE

TAFE and the University have distinct missions, but there are some areas where we can work together to improve pathways for students into higher education. These pathways work especially well for regional students who may lack the familiarity with higher education to enrol in a Bachelor's degree, but who will enrol in a TAFE diploma with the option of transitioning to a La Trobe degree later. La Trobe has led the way in this respect. For example, the dual enrolment programs offered with our regional TAFE partners have increased the number of TAFE students coming to La Trobe by 400 per cent. We will work closely with our partner TAFEs to ensure we provide the best learning pathways for students, and that their choice of qualification is well informed.

International: Internationalised in everything we do



Our goal is to be an internationalised university in everything we do. We want our students to succeed wherever in the world they choose to live. We want to be a partner of choice, globally, with authentic and mutually-beneficial global partnerships that can create opportunities for research activity, doctoral research, recruitment, student mobility and teaching and learning with greater certainty and lower risk.

To do this, we will:

- ensure we are attractive to students for study, both directly with us or via our partnerships and pathways
- highlight the attractiveness of our student experience, course quality and sector-leading employability initiatives for international students
- build a small number of productive strategic research partnerships with universities related to our research themes and seek to maximise the benefit of all our partnerships.

The key initiatives to be implemented are:

- Refreshed International Plan
- Research 2030
- Integrated Sales Technology.

Key Performance Indicator

The quality of outcomes for our staff and students from our strategic partnerships with global universities as measured by International Partnership Assessment Rating Index

Our people:

An empowered workforce inspired by our values



Our goal is to ensure La Trobe is a great place to work – a place where people are supported and empowered to deliver results for our students, partners and communities. La Trobe people will be focused on research, teaching, leadership and administrative excellence which they will achieve by embracing emerging technologies, by connecting with others to share ideas and solve problems, and by supporting innovation to create positive change. Our people will be committed deeply to La Trobe, to its students and to achieving equality of opportunity in education and employment.

To do this, we will:

- strengthen workforce capacity, capability and performance to enable staff to succeed in their roles at optimum levels, including more consistent and timely support for managers to promote outstanding performance and to manage under-performance
- ensure that we reduce the work to be done by staff, commensurate with the reduction in our revenue and scale, by focusing on strengths, increased efficiency and by exiting some activities altogether, so that overall workloads do not increase except in accordance with agreed workload guidelines
- align our future academic workforce with our teaching and research goals by determining the best balance between academic staff in Teaching-focused roles and Teaching and Research roles, and by reserving continuing Research Only positions for those who are externally funded. We will ensure the Academic Workload Planning Model, Promotions Policy and Career Success support these changes

- implement a refreshed Reward and Recognition Framework to ensure La Trobe staff are valued, engaged and feel proud to be staff members
- offer flexible working arrangements on and off campus to help staff manage their work and personal commitments while also supporting them to do their best
- deliver on our Science in Australia Gender Equity (SAGE) Athena SWAN Action Plan and pursue silver SAGE accreditation
- improve strategies for the recruitment, retention and career development of Indigenous Australian employees within the University
- create a work environment and culture that is safe, inclusive and supports staff health and wellbeing.

The key initiatives to be implemented are:

- La Trobe Workforce Strategy (including achievement of our performance goals, our required organisational capability, changing the way we work in a post-COVID world, and our culture)
- Revised Academic Workload Planning Model and Career Success process
- Revised La Trobe Equality and Inclusivity Plan
- Revised health, wellbeing and safety plans
- Indigenous Employment Strategy.

Key Performance Indicator

Improve Employee Experience as measured by a La Trobe Employee Experience Survey

Improving efficiency and productivity



Our goal is to improve our efficiency and productivity to free up resources for the core activities of teaching and research without increasing workloads overall. Amongst other things, this requires us to reduce what we spend on administration and to support our staff to become more productive (through improved efficiency in system and processes, focusing our efforts on a narrower range of activities, and ceasing some activities altogether).

To do this, we will:

- implement a shared service delivery model of common functions and eliminate all duplication in administrative work undertaken across the University
- rationalise and simplify processes to maximise efficiency
- transform digital systems to better integrate our digital capabilities, improve analytical insights and improve student, staff and partner experience
- improve performance and workload management of staff to improve accountability for performance and increase workforce specialisation.

The key initiatives to be implemented are:

- New Model for Support Services
- Digital Transformation Strategy
- Course Management Reform
- Academic calendar rationalisation
- Revised Delegations Framework
- Revised Policy Framework.

Key Performance Indicator

20 per cent improvement in staff productivity from 8.7 EFTSL per FTE in 2019 to 10.5 EFTSL per FTE by the end of 2022

3

Planning Horizons and Implementation

Three planning horizons

The Strategic Plan is a living document that we will review periodically to ensure it remains relevant to our circumstances. Not all actions in this Plan can occur immediately. Some are more urgent than others, and we will not have the resources to do everything simultaneously.

Accordingly, we will work to three planning horizons:

Horizon 1

May – December 2020

Define and focus on the core and resize the cost base to ensure financial viability

Horizon 2

2021 - 2023

Secure the core and create a platform for sustainable growth

Horizon 3

2023 - 2030

Grow from strength and reinvest in the core

Key initiatives and planning horizons



The key initiatives in this Plan have been mapped to these horizons (see opposite page). Each School and Division of the University will develop a business plan showing how they will implement this strategy in their part of the University, while contributing to the savings required to deliver a balanced budget for the University in 2020 and 2021 and return it to growth in 2022. Refreshed Campus Plans will also be developed. Regular reporting and monitoring of our performance will occur to ensure our strategic objectives are being met.

Decisions about the delivery of courses across all campuses are particularly carefully considered as part of the established course portfolio and load planning processes, with final decision-rights on which courses will be offered on which campuses resting with the College Provost. Deans and Heads of School will support the University's strategy in teaching, research and service, and ensure that each campus can contribute academically in a manner which is both efficient and sustainable. Local campus needs and knowledge, supplied by regional Campus Heads through the Pro Vice-Chancellor (Regional), form a part of all appointment and planning decisions relating to a particular campus. To reflect the significance of La Trobe's regional activities, the Pro Vice-Chancellor (Regional) reports directly to the Vice-Chancellor and is a member of the Senior Executive Group.

Regular reporting and monitoring of our performance will occur to ensure our strategic objectives are being met.

	Horizon 1 May–December 2020	Horizon 2 2021–2023	Horizon 3 2024–2030
REGIONS			
Regional Campus Learning and Collaboration Hubs		●	
Regional Connect		●	●
TEACHING			
Online Strategy (including OnlinePlus and StudyFlex)	●	●	
Course Architecture and Portfolio renewal	●	●	
Course Management Reform and Academic Calendar Rationalisation	●		
Digital Transformation Strategy (including Digital Experience Platform)		●	●
Short Course Strategy (Executive Education and Continuing Professional Development)		●	
Learning and teaching development program	●	●	●
STUDENTS			
Employability Strategy		●	
Student Success and Retention Plan	●	●	●
Student Equity Strategy	●	●	
RESEARCH			
Research 2030	●	●	●
PRIME Phase 2	●		
PARTNER OF CHOICE			
Innovation and Entrepreneurship Program		●	
University City of the Future	●	●	●
INTERNATIONAL			●
Revised International Plan	●		
Integrated Sales Technology		●	
PEOPLE AND CULTURE			
Revised Workforce Strategy		●	
Revised Academic Workload Planning model and system		●	
Revised Career Success process		●	
Revised La Trobe Equality and Inclusivity Plan		●	
Revised health, wellbeing and safety plans		●	
Indigenous Employment Strategy		●	
New model for Support Services		●	
Revised Delegation and Policy Frameworks	●		

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