



## Part 1: Background

The ANU College of Asia and the Pacific (*herein referred to as CAP or the College*) is uniquely placed at the ANU. The College's antecedents were established almost 75 years ago as part of the University's founding mission. The College plays a vital role in informing Australia's public policy and intellectual engagement with societies, cultures and economies of Asia and the Pacific.

This update provides some details on the challenges we face and the measures proposed to adapt to our new circumstances to ensure that we can maintain this vital role. It should be read in conjunction with the CAP Recovery Plan that was released in October 2020 (Appendix A).

It also outlines the changes based on the College's end of year 2020 financial position, approved 2021 budget envelope and the identification of College priorities through planning undertaken in November 2020 and outlined in the 2021 CAP Recovery Plan on a page (Appendix B).

During the first stage of the ANU Recovery Plan there have been a significant number of voluntary separations (27) across the College and many of these have been positions held by academic staff (13). These voluntary separations have now exceeded our original planning expectations and, together with substantial savings in non-salary expenditure, the College is in a strong position to consolidate our situation based on support for identified priorities coupled with innovation in professional service delivery.

Despite our sound position it is important to acknowledge that the Australian higher education sector and the University will continue to face significant challenges for some time so we do need to continue to plan for a challenging budgetary environment and the impact of redesign of University professional service delivery, which may require further adjustments.

We also need to strengthen our commitment to the quality of the student experience, the wide range of opportunities we explore to support our research and our critical engagement with the communities of our region.

Our primary aim remains to ensure that the College is meeting the current and future needs of our students and staff and to enable the College to contribute to the University's national and international impact.

Redesign of College professional services, outlined below, is based on the principles of: improved focus, improved co-ordination and collaboration between the CAP College team and Schools, reduction of duplication, alignment with changes to services within central Portfolios and potential for flexibility and adaptability.

Consultation with staff in impacted teams has commenced and feedback will assist in the nuancing of the organisational adjustments.

The Professional Staff structure and the changes which are outlined will be reviewed at six and 12 month intervals with a report provided to CAP Executive on outcomes and developments in conjunction with 2022 budget preparation.

## Part 2 :Status Update

The College needs to position itself to emerge strongly given the continuing impact of the global pandemic on the University. The College had a revised recurrent budget allocation in 2020 of \$58.3 million. The CAP Recovery Plan released in October 2020 reported a target recurrent allocation for 2021 of \$56.7million (\$1.6M reduction from 2020).

There is also one off injection of funding to the College of \$1.3 million per annum for two years for research purposes as a result of the increase to the Research Support Package (RSP) announced in the 2021 Federal Budget. Identification of priorities for expenditure will be considered by the CAP Research Committee and CAP Executive.

The changes in professional service delivery are designed to support the College's strategic priorities within the available financial resources. These changes will assist the College to meet the objectives of the ANU Recovery Plan and will also support the University [Service Performance Framework](#) at a College level.

The changes in the professional staff structure and support services will focus on the key areas of strategic importance and priority for the College including:

- With the support of the Commonwealth's Research Support Package (RSP), improving research support and development to address changed University priorities and emerging opportunities, in particular in relation to external partnerships;
- Improving student recruitment and educational services through closer structural alignment;
- Confirming the service delivery model for CAP Human Resources based on closer integration with Divisional HR Services;
- Reconfiguring the way in which Financial Services in the College are delivered in particular to accommodate significantly increased demands for financial accountability and associated reporting, and to leverage support from the central Finance and Business Services Division;
- Ensuring alignment with Schools and central ANU Communication and Engagement (ACE) to eliminate duplication in communications and marketing and to enable investment in digital support as a priority; and
- Relocation of CartoGIS to the ANU Library to capitalise on synergies with Library professional service provision, to improve visibility and to increase opportunities for whole of institution specialist support.

### **College Professional Staff Services**

Currently professional staff services are provided from both the CAP College team and from within each of the Schools. After consideration of changing business and operational requirements, service delivery and associated organisational structures across the College and the Schools, the College needs to address resilience and risks within its professional services model. This will enable priority to be given to allocation of resources to improve the College core business of education, research and the student experience and to enable the improvement in the way College services are delivered to the Schools. Outlined below are changes identified for a number of the CAP College teams. There are no structural or staffing changes planned for teams not listed herein.

### ***Finance and Research Services***

In May 2019 the College moved to a combined Finance and Research team to assist with the management, compliance and timeliness in the support, preparation and acquittal of research grants. This combination of the Research and Finance functions delivered the expected synergies and efficiencies and resulted in an improvement in research support and a continued delivery of financial services across the College.

However, during 2020 and with the increased focus across the University on the need for timely and improved financial management, budgeting and reporting, it became apparent that this model needed to be reimagined in terms of service delivery. The organisational arrangements for professional services must be able to support the significant increased needs for financial accountability and associated reporting, and also increased research application and governance responsibilities.

### ***Research Services***

Increasing and diversifying research income is a core priority of the College and the University and maintaining and supporting a strong and cohesive research team with research management capabilities is critical to achieve this. As a priority the College will continue to invest in building our research capabilities, and additionally utilise the one-off injection of \$1.3 million per annum in funds for two years from the Commonwealth Research Support Package (RSP). This RSP funding will support identified research priorities and activities including Early Career Researchers and strengthening the College industry partnership outreach and research application support.

The College Research team is led by the Manager, Research and Finance Services and supported by the Manager, Research Services. The College Research Manager role, which is currently under recruitment, will enable research support across the College to be strengthened to meet the increasing demands and priorities in securing research funding and assist in addressing increased application and governance responsibilities across the College. We do not propose any change to the

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organisational arrangements within the Research team however, changes may be required in Research Services and support across the College in response to the recommendations from the Research Services Working Group and in collaboration with the Research and Innovation Portfolio.

*Finance Team*

The College Finance team currently reports to the Manager, Research and Finance Services and there will be no change to this reporting structure. The Manager, Research and Finance Services, will continue to be the primary point of contact for Finance and Business Services for the College and will represent the College in relation to all financial matters in collaboration with the College General Manager. At present, all liaison from Financial and Business Services with the Schools is managed through the College Finance team and there will be no change to this practice.

Following consultation with the College Executive, the University Chief Financial Officer and other senior colleagues in the Finance and Business Services Division, the College considered both the immediate and ongoing needs of the College finance function. This included how the College finance support services should be structured to enable the College to meet the required responsibilities to the Schools and the College along with the overall University financial obligations (led by the Finance and Business Services Division).

To address increased financial accountability, management and reporting requirements across all areas of the University, it is planned to reconfigure the College finance team to improve the delivery of financial services at the School level. This model will provide School Leadership teams with a locally based point of contact for financial management in relation to their Schools.

The College finance officer roles (four ANU Officer 6/7 positions) will have clearly defined responsibilities and closer engagement with Schools. This will be based on a model that will include them focussing and being based three days a week (or 60% of FTE equivalent) within a School and two days per week (or 40% of FTE equivalent) within the College. This will enable support of finance operations and improve service delivery to the Schools. This will be coupled with rotation of finance team roles across the Schools at two yearly intervals to ensure that the finance team gain experience and knowledge within each of the Schools and have the opportunity to work within a range of differing operating environments.

This model will provide the added benefit of providing resilience in the finance support services within the College and Schools and assist with coverage for local School finance and accounts management when staff are on leave, by staff with a deeper understanding of the local operating environment.

Furthermore, this model will provide finance staff across the College with a peer support network and community of practice to enable greater opportunity for understanding and participation in the operations of the Schools. This revised operating model is designed to support additional professional development and career pathways within the College and Finance and Business Services structures. It is envisaged that this model will also support career advancement and development opportunities for College finance staff to pursue career paths in the other finance areas within the University, particularly in the areas of research acquittals and corporate finance reporting.

The revised operating model will enable adaptability as the redesign of central finance services progresses.

***Marketing and Communications***

The Review of ANU wide communications and engagement in January 2020 recommended the University focus on being 'digital first' and outlined a number of critical gaps in communication and engagement across the University.

The reimagined ANU Communications and Engagement (ACE) (formerly SCAPA) outlined and confirmed as part of the Global Engagement Portfolio Implementation Plan in December 2020 has addressed these gaps and the College is now proposing to reconfigure the College Marketing and Communications team to align with these changes. These changes are designed to reduce duplication within the Schools, Regional Institutes and College and promote and support better collaboration with ACE.

Following consideration of current activities and consultation with the College Executive and the Director, ANU Communications and Engagement, two critical activities were identified as key areas that could be managed in a more effective, efficient and sustainable manner from within ACE.

These are content creation and flow for communication and campaigns across multiple channels and media training. These activities are essential to the promotion of College research activities, particularly those of public interest.

In recognition of this, the delivery of marketing and communications services currently supported by the College professional services team and delivered in collaboration with the School based marketing and communications teams will be redesigned. The changes will include transition to a model with marketing and communications services being coordinated and delivered from within Schools and from ACE.

Consideration of delivery of current services and following discussions with the Director, ACE it has been confirmed that the College blogs and the Regional Institutes are strategically critical in terms of communication, yet they receive the least College support. In order to address this issue, two positions from within the CAP College team, a Digital Communications Coordinator and a Senior Communications Officer, will be transferred to ACE and will focus on supporting these activities whilst also building strong relationships with Schools to identify and assist with the content development of story-driven communication and campaigns across multiple media channels. These roles will be embedded within the Media and Communications team within ACE. They will have a direct reporting line within ACE, and will maintain a dotted reporting line through to the Office of the College Dean.

As part of the planned reconfiguration of the marketing and communications services and team within the College, student recruitment activities will transition to the Educational Services team. This structural change will enable our student recruitment efforts to be closely aligned with our student engagement activities and ensure that future planning is aligned with our planned academic offerings.

### ***Educational Services***

The services and support delivered by the Educational Services team will move to encompass student recruitment activities and responsibilities. This will enable greater coordination and understanding of the College offerings when student recruitment activities are planned and undertaken and also support cross-skilling of staff and better coordination of outreach activities. The College student recruitment team will continue to work closely with the University student recruitment activities lead by the International Strategy Portfolio.

This revised model has been developed with a view to strengthening our outreach activities, taking into consideration current student recruitment activities at the College and University levels and has been developed in consultation with the Deputy Vice-Chancellor (International Strategy) and the CAP Executive.

### ***Human Resources***

Following changes within the College Human Resources team during 2020 and following consultation with the Director, Human Resources and the CAP Executive, the College, in partnership with the HR Division undertook a five month pilot project for the delivery of transactional and recruitment processing activities by the College HR team. It involved four positions from the CAP HR team being embedded within the HR Division to enable and support delivery of services to the College.

During the pilot period, regular meetings between the College, HR Director and the HR Division have been undertaken to review and monitor the effectiveness of the pilot project. Feedback has also been sought from the Schools and stakeholders across the College. The pilot project has received positive feedback from the Schools and the broader College and has resulted in an improvement in response times for recruitment related activities and transactions.

The pilot has been considered a success and is providing improved services for the College. The arrangements for delivery of the transactional and recruitment processing activities will continue and four positions from the CAP HR team will directly transfer to the HR Division.

Senior CAP HR staff will continue to be retained in the College with continuing responsibility for::

1. Business partnering for recruitment activity (scope of role etc.)
2. Case management (within current context and responsibility)
3. Coordination of approval for recruitment requests (particularly relating to ECF)
4. On boarding of staff (College and School induction, supervisor support)
5. Client relationship management
6. Ad hoc reporting to assist College with decision making
7. Management of performance (escalation point)
8. Academic Promotions (College – Level A to D)
9. Coordination of College submissions to relevant University HR Committees (*including Staffing Committee, Senior Management Remuneration, University Promotions Committee – Level D to E*)

### **CartoGIS**

CartoGIS Services is a team of three full-time cartographic and geographic information system (GIS) specialists providing services to staff and HDR students for research, teaching and outreach purposes. Services include: production of static and interactive maps and diagrams, GIS consultation, workshops, presentations, training, GIS data management and Asia-Pacific Map Collection digitisation, management and curation. At present approximately 78% of this work is done for the College with the remaining 22% split between other parts of ANU and external customers.

Following discussions with the University Librarian and Director, Scholarly Information Services, there is a commitment from the ANU Library to maintain current service delivery and consider ways in which service can be improved especially digital and archival services.

With this support, it was confirmed the Carto GIS would move to be part of the Scholarly Information Services Portfolio.

In addition to the opportunity for improved service delivery and support for the team, it is anticipated this move will also provide the Carto GIS team members with the opportunity to build on networks outside their current team environment. It will also provide opportunities to expand their skill set, and opportunities for career progression by working more closely with colleagues that work with the digitisation of library materials, training delivery and archival/preservation services.

This change for the CartoGIS team has been implemented and took effect from 1 January 2021.

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Australian  
National  
University

# **Recovery Plan College of Asia and the Pacific**

12 October 2020

## Introduction

The College of Asia and the Pacific (CAP) is uniquely placed at ANU, established almost 75 years ago as part of the University's founding mission. The College has played a vital role in informing Australia's public policy and intellectual engagement with societies, cultures and economies of Asia and the Pacific.

The College includes the Coral Bell School of Asia Pacific Affairs, the Crawford School of Public Policy, the School of Culture, History and Languages (CHL) and the School of Regulation and Global Governance (RegNet).

The College will need to make difficult decisions about what is key to our national role, including adapting some of our activities to meet the emerging needs of the nation and our region.

## Share of Impact

- The College of Asia and the Pacific revised 2020 recurrent budget allocation is \$58.3 million
- Our College has a target recurrent allocation of \$56.7 million in 2021, a further \$1.6 million savings from the agreed revised 2020 budget.
- We have already identified \$591K of savings (6.4% reduction) in salaries through voluntary separations, vacancy management, conclusion of fixed-term contracts and an additional \$331,659 savings (2.9%) in non-salary expenditure savings.
- To date, 17 colleagues from our College have accepted a voluntary separation. Though this has made an important contribution to the savings target, it is estimated that our College will require a reduction of up to a further 18 positions to achieve the required savings and expects to recruit approximately 8 positions aligned with emerging needs.
- This will be a net reduction of up to 27 positions across our College
- The College will prioritise operational adjustments and capitalise on voluntary separations and natural attrition to keep any reductions in positions to a minimum.

It is expected there will be an increase in 2021 of funding for the Colleges and the Research & Innovation Portfolio as a result of the increase to the Research Support Package (RSP) announced in the 2021 Federal Budget on 6 October 2020. Subject to the rules to be set by the Government it is likely ANU will spread this funding over both 2021 and 2022 with a clear focus on supporting approved costs of supporting research.

The RSP represents a once-off injection of funding and is not an ongoing fundamental change to our financial position – our 2021 revenue projections remain otherwise unchanged and we will still need to pursue savings across our salary expenses. The nature of any one-off increase in funding and how it can be accessed and applied within the College planning will be confirmed as soon as the terms and details of the funding package are confirmed.

The DVC Research and Innovation and the Colleges are working through the application of this funding, and in particular are focussing on ensuring the appropriate allocation of the funding to support the contingent research workforce and research infrastructure.

## Context and plans for Future

### *Research*

Increasing and diversifying research income is a core priority of the College and the University. The College is working to build on our existing relationships with government and non-government organisations, and to develop new relationships that align with our research and emerging priorities.

We are working to pursue research funds across Categories 1-4, by increasing applications and improving success rates for applications made. Funds have been retained to support a redesigned internal small grants program with the goal of promoting external income generation. A small amount of strategic funds will be retained by the Dean to support projects that show a prospect of generating substantial external income.



### *Education*

We are undertaking significant steps to adapt our 2021 education offerings to the new environment, with a particular focus to capitalising on the new 72 unit Masters degree structures, and the potential of shorter, Graduate Certificate offerings with clear professional outcomes. There is further scope in leveraging existing courses for new programs to meet this market.

We are investing in online versions of new and existing programs with distinguishing content, such as online simulation exercises. The Crawford School is developing a plan to institutionalise a hybrid delivery model across all its postgraduate programs, which will provide a model for opening our postgraduate offerings beyond the traditional Canberra and international markets.

Several of our revised and new Masters programs include new 3-unit options to increase their attractiveness for working professionals, which also provides scope for systematically using microcredentials for recruitment. Our first suite of microcredentials in Pacific Development has been approved for delivery, and we will test this new recruitment pathway across additional programs.

We have major education partnerships with Ritsumeikan University in Japan, and the Australian War College. Both partnerships have been strengthened by our ability to support and advise our partners on remote delivery. This will enable up to 80 (predominantly Japanese and South Korean) undergraduate students from Ritsumeikan to start at ANU in 2021, which is an important priority for our international diversification.

### *Student Profile and Student Experience*

We are increasing our efforts to diversify international recruitment to new regions/countries. These include a visiting researcher program for Korean senior executives to complete a 24- or 48-unit program within CHL, and the creation of a database of academics willing to participate in virtual events and to engage with potential recruits on academic topics and studying at ANU.

The adaptations discussed above will help us demonstrate and strengthen the professional relevance of our postgraduate programs for domestic postgraduate students in particular, and systematically offering hybrid delivery of Crawford's postgraduate programs will help us capitalise on the demonstrated attraction of that school's programs in diversity markets while broadening recruitment pathways beyond the traditional emphasis on partnership models.

We have also commenced discussions with Marketing and Student Recruitment Division (MSRD) about achieving greater synergies between our targeted recruitment for specialised degrees and markets, and the capabilities now provided by MSRD's Customer Relationship Management team and nurture campaigns. Crucially, CAP will ensure our high-quality student experience is maintained by way of an increased emphasis on excellence and support, including innovative approaches that foster engagement, and more flexible modes of delivery.

We have a strong track record of attracting the best Higher Degree Research (HDR) students domestically, from the Asia-Pacific Region, and worldwide. In order to maintain and enhance our reputation in the HDR space it will be essential for us to better leverage the extensive scholarly networks our academics have developed with universities throughout the Asia-Pacific region. In this context, dual and joint award PhDs degrees in cooperation with partner institutions represent an under-utilised yet nonetheless promising avenue for growing the PhD cohort in a post-COVID-19 world. Moreover, the HDR experience can be further enhanced through the negotiation of HDR MOU agreements with select partner institutions allowing for greater mobility, intellectual exchange, and access to resources.

In terms of HDR supervision, the College will explore ways of better incorporating ECR scholars into the supervision process, easing pressures on senior supervisors and enhancing ECR career development. In response to an expected decrease in Commonwealth funding for HDR study, we will also need to consider new avenues for supporting HDR students financially, particularly through the development of HDR scholarships from philanthropic donors or external funding sources. The Regional Institutes represent important pathways for forging such opportunities.

Finally, we will continue to develop our HDR training program (seminars, workshops) to enhance student employability through the development of transferrable skills and preparation for a challenging job market.

#### *Engagement and Impact*

CAP has developed a framework for systematically integrating philanthropy, recruitment, and student experience considerations in an engagement and impact framework that will allow us to leverage and better target our substantial event and outreach activities. We have developed increased support for revenue generation beyond our traditional Category 1 and 2 partners.

Schools in CAP have strong brands and successful models of engagement and impact. We are working continuously to share our expertise in order to maximise our impact and reduce costs. The CAP developed Impact Framework for Humanities, Arts and Social Sciences (HASS) has helped improve our identification and recording of our impact.

Consistent with the 2019 Review of Regional Institutes, improvements have been made in 2020 in Regional Institute support and governance. We will seek to further refine the Regional Institute governance model and enhance reporting links to the CAP Executive to improve impact.

#### *Staff Profile*

At the CAP planning day in February the College identified workforce planning as a strategic priority. The current circumstances have heightened the need to better understand our staff profile, in all categories of employment, to ensure that the staff profile and expertise are aligned with emergent needs. We have undertaken analysis of staffing against the recurrent budget and are working with Schools to understand the role and characteristics of our fixed-term and casual staff. We have committed to maintaining an appropriate balance of employment categories and are cognisant of the responsibility we have to our HDR cohort and our ECRs, in addition to increasing the diversity of our staff to better reflect our regional expertise.

#### *Professional Services*

The Service Provision Working Group has outlined a number of service delivery models that may be considered by ANU for professional service delivery as detailed below:

- Decentralised: In the Decentralised Service Delivery Model, each College, School or a Division has a dedicated local unit for service delivery. The corporate centre may have a minor coordination and information distribution role.
- Matrix: In the Matrix Service Delivery Model, there is both a dedicated local service delivery unit and corporate centre. The central hub may have specialised expertise to support the local units as well as providing service delivery to parts of the corporate centre.
- Hub and Spoke: In the Hub and Spoke Delivery Model, a small 'spoke' unit is positioned locally for service delivery that tailors interaction. A central hub is responsible for management processes and coordinates consistency amongst the 'spokes'.
- Centralised: In the Centralised Service Delivery Model, there are no tailored local units. All support occurs through a multi-facility, central location.
- Outsourced: In the Outsourced Delivery Model, activity that is not supporting core business of the University can be done externally.

In response to the service delivery models proposed by the Services Provision Working Group, the CAP Executive endorsed the following options for professional service delivery, as those that align more closely with CAP's operational environment and the imperative to maintain quality coupled with efficiency:

- A hybrid model of shared services with identified transactional services at the College or University level.
- A 'hub and spokes' model at the College or University level.
- Maintenance of a distributed model with improved service co-ordination and process re-design/improvement.

The other proposed savings measures that are under consideration by the College are as follows:

- Ongoing review of teaching programs to assess viability and sustainability of courses;
- Review of strategically funded positions to assess alignment with strategic goals and develop plans accordingly (including ceasing funding where necessary); and
- Review of major categories of non-salary expenditure in the recurrent budget.

### **Approach to managing change**

The College will continue to consult with the CAP community, as has been done through responding to the 2020 revised budget and during the initial consultation period on the ANU Recovery Plan.

The College will continue to use School Forums and College Town Halls as critical mechanisms for feedback supplemented with the opportunity for all members of the CAP community to make submissions and provide feedback as we respond to the changes required to support the delivery of the ANU Recovery Plan and deliver on the University and College strategic objectives.

In 2020, CAP will contribute to University working groups and consult across the College to explore the design and delivery of professional services to enhance service delivery. The College will:

1. Provide further detail on the options for change in professional services across the College when University working group consultation papers have been released.
2. Release a consultation draft by February 2021 on any proposed changes to the delivery of the College's professional services.

College staff who would like provide feedback regarding this document, the proposed plan, and budget allocation are encouraged to provide their feedback to [org.change@anu.edu.au](mailto:org.change@anu.edu.au) or via the feedback tool on the ANU Recovery [page](#).

# CAP Recovery Plan 2021 (Dec 2020)

Vision:	Recognised leadership in engagement and understanding of Asia and the Pacific				
Impact areas:	Research	Education	Engagement and Impact	Student Profile and Student Experience	Staff Profile
Desired outcomes:	<ul style="list-style-type: none"> <li>Increased and diversified research income.</li> <li>Increased applications and success rates for Cat 1-4 grants.</li> <li>Strengthened existing relationships with government and non-government organisations.</li> <li>New strategic relationships that align with our research and emerging priorities.</li> <li>Improved research quality</li> <li>Improved publication outputs and outlets.</li> </ul>	<ul style="list-style-type: none"> <li>Innovation in research-led teaching.</li> <li>Online versions of new and existing programs.</li> <li>Offer shorter course offerings in areas of expertise (GCs and micro-credentials).</li> <li>Increase flexibility of study options for working professionals.</li> <li>Existing courses leveraged to create Graduate Certificate offerings.</li> <li>Micro-credentials employed for student recruitment.</li> </ul>	<ul style="list-style-type: none"> <li>Impact and engagement framework implemented.</li> <li>Event and outreach activities aligned and targeted.</li> <li>Impact maximised through shared expertise and experience.</li> <li>Increased HDR participation.</li> <li>Ability to pivot to adapt to changing demands.</li> <li>Broader partnership model.</li> <li>Refined Regional Institute governance model and reporting.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrably improved student experience.</li> <li>Diversified international recruitment.</li> <li>Targeted international post-graduate recruitment.</li> <li>Enhanced professional relevance of post-graduate programs.</li> <li>Enhanced HDR experience.</li> <li>Enhanced HDR MoUs.</li> <li>Enhanced student employability.</li> <li>Improved integrated learning.</li> </ul>	<ul style="list-style-type: none"> <li>Staff profile and expertise are aligned with emergent needs.</li> <li>Appropriate balance between policy and area specialists.</li> <li>Appropriate balance of employment categories that ensures sustainability.</li> <li>Increased diversity of staff to better reflect regional expertise.</li> <li>Improved collaboration between academic and professional staff.</li> </ul>
Enablers:	<ul style="list-style-type: none"> <li>Redesign small grants program.</li> <li>Enhance ECR career development.</li> <li>Improve capture and reporting of publications data.</li> <li>Ensure quality BDM support.</li> <li>Improve reporting capability.</li> <li>Ensure appropriate research office capacity.</li> </ul>	<ul style="list-style-type: none"> <li>Innovation in on-campus teaching.</li> <li>Develop a suite of quality online models and support.</li> <li>Leverage interest in GCs for professional cohorts.</li> <li>Strengthen OUA partnership incl. advanced levels of languages.</li> </ul>	<ul style="list-style-type: none"> <li>Leverage resources and better coordination.</li> <li>Digital communication expertise.</li> </ul>	<ul style="list-style-type: none"> <li>Increase emphasis on excellence and support.</li> <li>Develop/access HDR training programs.</li> <li>Additional MoU Agreements with select partner institutions.</li> </ul>	<ul style="list-style-type: none"> <li>Workforce planning.</li> <li>Structures that foster increased collaboration.</li> <li>Communities of practice and dynamic working groups.</li> <li>Review of committee structures.</li> </ul>
Success?	<ul style="list-style-type: none"> <li>Improved rankings</li> <li>Increased success in competitive grants and tenders</li> <li>New partnerships</li> <li>Recognised impact</li> <li>Improved reputation</li> </ul>	<ul style="list-style-type: none"> <li>Increased PG participation within and beyond Canberra</li> <li>Improved SELTS scores</li> <li>Increased applications (short term)</li> <li>Increased conversions (long term)</li> </ul>	<ul style="list-style-type: none"> <li>Improved regional engagement and impact</li> <li>Increased engagement with non-government sectors</li> <li>Increased philanthropic funding</li> <li>Positive partner feedback</li> </ul>	<ul style="list-style-type: none"> <li>Improved SELTS scores</li> <li>Increased alumni engagement</li> </ul>	<ul style="list-style-type: none"> <li>Improved service delivery to Schools, academic colleagues and students</li> <li>Lateral support and learning</li> </ul>