

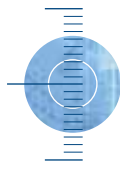
BLUEPRINT 3
2011-2016



a university for the **real** world[®]



QUT has made great progress towards meeting the goals of the original Blueprint endorsed in 2004. We have experienced strong growth in research income and outputs, been a leading player in the national awards for university teaching, appointed many new and highly productive academic staff at both senior and early-career levels, and renewed and revitalised much of our physical and virtual infrastructure. We have also extended and deepened our community and professional partnerships, as well as broadened our domestic and international engagements.



Blueprint 3: the context

The Blueprint's role is to identify major priorities, articulate broad strategies, and drive greater coherence and coordination of our efforts.

Blueprint 3 aims to guide QUT against a backdrop in which today's universities are challenged and invigorated by:

- growing public expectations for performance, accountability, quality and relevance
- increased pressures on public funding
- dynamic domestic and international economic and demographic environments
- an increasingly competitive and volatile global education and research scene
- generational change
- new cohorts of students bringing new expectations and requirements
- rapid growth of new higher education providers
- a national agenda to expand higher education access, particularly among people from low socioeconomic backgrounds and Indigenous communities
- new national regulatory arrangements
- the need to understand, adapt and transform societal responses to the challenges of sustainability
- an imperative to selectively concentrate areas of research investment
- rapid technological changes, presenting opportunities to enhance and even transform our work, but often with attendant financial and management risks.

Blueprint 3 both reaffirms and sharpens our strategic directions and recalibrates our aspirations. It also renews our commitment to the idea of an engaged university which makes a real and positive difference to its students and to people in the wider community.

Blueprint 3 sets out priorities for the next five years, strategies and targets for our three spheres of activity (students, learning and teaching; research and innovation; and people, culture and sustainability), and key performance indicators (KPIs).

Page 10 sets out QUT's statement of vision and values and page 11 illustrates our schedule of key performance indicators.



Key priorities

Realign the composition of our student population

- Aim for a student population of up to 10 per cent higher than our current 40 000 with a particular target of at least 6 per cent of that population being higher degree research students by 2016 (compared with 4 per cent in 2009)
- Increase the share of domestic undergraduate students from low socioeconomic backgrounds to 16 per cent in 2016 (aligning with progress toward national targets set for 2020) and lift the Indigenous student representation to 1.5 per cent by 2016
- Reduce the commencing bachelor-degree attrition rate from more than 16 per cent to 14 per cent by 2016
- Retain a balanced level of international student enrolments at around 15 per cent, with an increasing share comprising international higher degree research students.

Measurably strengthen our teaching quality and learning outcomes

- Improve English language proficiency for all students, aspiring for all commencing students to be at International English Language Testing System (IELTS) 6.5 by 2016 and for all academic staff post-probation to be supported to achieve IELTS 7.0
- Extend formal teaching qualifications as a requirement for new and early-career academics
- Maintain a position in the top quartile of Australian universities for graduate employment outcomes
- Aim to ensure that 10 per cent of all graduating students by 2016 have had an international study experience

- Further develop courses and programs that capitalise on the opportunities of a deregulated market and make a difference to the real world
- Strengthen offerings in the science, technology, engineering and mathematics (STEM) areas, and in postgraduate coursework and customised education
- Refine and mainstream real-world learning that engages a diverse population of students
- Enhance opportunities for work-integrated learning and transitions into professional practice across all undergraduate programs
- Develop more comprehensive approaches to strengthening student engagement with learning and with the University.

Build QUT's reputation as a selectively intensive research university

- Establish a major and themed institute in the STEM area
- Renew focus on research potential and quality in staff recruitment
- Aim for 'top-two' position in national competitive grants in at least five areas (education; creative industries; applied mathematics/statistics; information technology; and robotics, avionics and automation)
- Distinguish our health research by a focus on prevention and the use of technology for better health outcomes. In particular, aim to be a national research leader in areas of nursing, wound healing, optometry, prostate cancer, and biomedical engineering
- Aim to lead at least six nationally endorsed centres of excellence in thematic areas of strength

- Strengthen impact including through greater research-based involvement in public policy and practice
- Aim for 350 annual higher degree research (HDR) completions by 2016
- Aim for 60 per cent of QUT-published research in journals being in Excellence in Research for Australia (ERA) ranked A or A* outlets by 2016 (currently 40 per cent).

Develop a sustainable and high-quality workforce profile

- Enhance our recruitment and workforce development programs, including leadership development
- Strengthen QUT's position as a preferred employer
- Improve student:staff ratios to be better than national average by 2016
- Move the professional staff:academic staff ratio to the sector mid-point by 2016
- Maintain the momentum of building academic quality and achieving major demographic change by recruiting 500 people to the Early Career Academic Recruitment and Development program by 2016 (currently 150) and appointing 75 research-capacity professors by 2016 (currently 20), including appropriate proportions of women and Indigenous people.

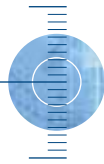
Build further QUT's sense of community

- Make the University's two city campuses extremely attractive destinations for students, staff and the wider community, combining excellent facilities for research and learning with precincts offering social spaces, services and amenities including food, sport and recreation, and entertainment venues, which are high quality, health promoting, coordinated and convenient.

- Continue to develop QUT's Caboolture campus as an exciting and seamless model of educational provision, connected to the social and economic needs of that community, developing significant educational aspiration and attainment in communities between Brisbane and the Sunshine Coast
- Further develop our international and alumni networks and partnerships
- Promote a culture of community, scholarship, service and high achievement.

Focus on the various dimensions of our sustainability — environmental, social and economic

- Sharpen focus on environmental sustainability through academic activities (coursework and research) and QUT's own operations, with a target reduction in energy use to 0.51 GJ/m²GFA by 2016 (from 0.57 in 2010)
- Continue to integrate information and communications technologies into our teaching, research, business support functions and infrastructure. QUT recognises that this task will require a coherent and strategic approach to the allocation of resources and deployment of new systems, developments and applications
- Strengthen and diversify our resource base to support the aims of this Blueprint and maintain the financial viability of the University by achieving an appropriate underlying budget surplus.



Students, learning and teaching

QUT will maintain its long record of excellent outcomes for our graduates by remaining in the top quartile for graduate destinations in full-time work.

New generations of students will have changing attitudes and expectations about the use of technology, individual and social learning and engagement with learning, exemplified by the growing national trend of students minimising time spent in formal classes. Students prosper when they have time and space to think and learn, and feel connected to their university and to one another. QUT will seek to provide welcoming, challenging and collaborative environments and experiences in the classroom and beyond. The University will provide an environment and student-friendly support services that enable students to have a positive experience.

'Real-world' learning is an important part of the QUT experience, and takes a number of different forms including simulation, practical experience, and use of practitioners in teaching. Such aspects make education more authentic and engaging; and need to be refined and deepened, and embedded more effectively across QUT's courses.

QUT will continue to encourage and enable people from low socioeconomic backgrounds to participate in tertiary study. By 2016 QUT will increase the share of domestic undergraduate students from low-SES backgrounds to 16 per cent.

We will also further enhance the quality of our teaching and secure relevant program accreditation to remain at the forefront of national and international developments in standards.

Relevance and impact of courses

- Reposition and refresh STEM courses including the development of new learning approaches, which can be deployed across the University
- Pursue the development of thematic postgraduate coursework informed by research directions and anticipated developments in the professions
- Strengthen the opportunities for cross-faculty undergraduate program linkages, deploying budget incentives where relevant
- Target and tailor offerings for corporate education including linking postgraduate programs with our international and domestic partners
- Develop stronger synergies between teaching and research
- Explore offerings associated with climate change, the need for infrastructure, sustainability, social and demographic change, and health while addressing economic skills supply matters, and applying knowledge to encourage innovation in the economy.

'Real-world' learning that engages a diverse population of students

- Clarify, exemplify and assure curriculum and pedagogical attributes of 'real-world' learning
- Refine approaches for assuring course learning outcomes and embed threshold academic standards
- Provide high-quality, learning-centred environments that capitalise on both physical and virtual innovations

- Strengthen intercultural competence through actions that address the Reconciliation Statement in respect of Indigenous issues, significantly expand study abroad and exchange programs, and increase focus on integration within the curriculum
- Expand work placement and professional experience, with an initial focus on school leavers and high-profile undergraduate programs
- Strengthen engagement with key stakeholders to identify their needs and expectations of graduates
- Stimulate demand for tertiary study in low-income schools and communities
- Develop new pathways for capable low-SES school leavers and adults
- Improve low-SES retention
- Intensify recruitment of Indigenous students, aiming for 1.5 per cent share of domestic undergraduate enrolments.

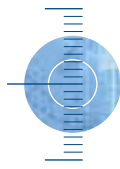
Comprehensive student engagement

- Build a culture of connectedness that promotes positive staff-student feedback/communication, and active and collaborative peer learning
- Continue to offer our students and staff services that are reliable, responsive, enabling, accessible, personalised and streamlined
- Develop a range of purposeful educational experiences (for example, diversity, Indigenous perspectives, volunteerism, community service, international student and work experiences) that inspire student involvement, effort and deeper learning
- Aim to ensure that by 2016 10 per cent of all graduating students will have had an international study experience
- Proactively identify student learning needs and provide timely access to administrative, learning and personal support services from preparatory stages through to graduation

- Maintain emphasis on First Year Experience (FYE) and Real World Learning (RWL) programs. Aim to reduce commencing ex-QUT bachelor-degree attrition from over 16 per cent to less than 14 per cent.

Quality of teaching and courses

- Refine systems and support services that focus academic attention and effort on strategic priorities and improvement
- Refine approaches to gathering, reporting and acting on meaningful teaching and learning data
- Build and enhance teaching capacity through targeted, flexible and integrated development programs and support options that articulate with formal qualifications in higher education and are aligned with improvement and performance systems
- Extend formal teaching qualifications (make these a requirement for new and early-career academics)
- Improve English language proficiency for all students, aspiring for all commencing students to be at IELTS 6.5 by 2016 and for all academic staff post-probation to be supported to achieve IELTS 7.0
- Provide targeted programs for key sessional staff cohorts and teaching leaders.



Research and innovation

QUT's key ambition in research and innovation is to undertake high-impact research in selected areas to secure significant public commercial and practical benefits for the community and for our partners.

The research scene is becoming more complex and competitive. QUT recognises that innovative solutions are created by interdisciplinary teams that bring multiple perspectives to a problem. Australia is in line with the worldwide trend towards strategic concentration of research funding, and assessment of quality will increasingly emphasise disciplinary depth and academic impact. QUT acknowledges the need to tackle the challenges of globally mobile research talents, an ageing academic cohort, and rapidly growing competition from other countries for high-quality academics.

Major research area developments

- Build research in selected STEM fields, and establish a major, themed institute to advance high-quality, high-impact interdisciplinary research
- Build and consolidate our work at the Institute of Health and Biomedical Innovation in areas of competitive academic advantage for QUT through engagement in research of high relevance to the health industry
- Strongly encourage deep thematic research linkages internally
- Continue QUT's leadership in eResearch, and build distinctive expertise in developing scientific knowledge underpinned by continuing advances in information and communication technologies

- Expand internationalisation of research, including engagements with global research centres and in countries such as China, India and other emerging Asian economies
- consolidate and extend research in education and creative industries, and strongly encourage the development of research capacity in relevant areas of business (especially economics and finance, management, entrepreneurship and non-profits) and law, to address the challenges and opportunities arising from the changing demographic in Australia and a newly emerging global, economic and political landscape
- develop stronger alignment and links to policy development, and improve external linkages at local state, national and international levels.

Capacity

- Renew focus on research potential and quality in academic appointments
- Aim for 500 recruits to the Early Career Academic Recruitment and Development program and 75 research-capacity professors by 2016
- Continue to provide research career development opportunities for our most promising junior- and middle-level academics
- Increase the share of higher degree research students in the student population to at least 6 per cent in 2016
- increase the share of overseas higher degree research students.

Impact

- Develop a research culture attuned to commercialisation and a broader view of knowledge transfer including better qualitative measures of impact
- Increase the number and scale of collaborations with external end-users
- Improve QUT's research-based involvement in public policy and practice.

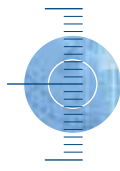
Quality

- Aim to lead at least six nationally endorsed centres of excellence in thematic areas of strength
- Aim for 'top-two' position for national competitive grants in broad areas of education and creative industries
- Aim for 'top-two' positions nationally in niche areas of STEM as indicated by:
 - national competitive grants in applied mathematics/statistics and robotics, avionics and automation
 - end-user-sponsored research in industrial biotechnology, transportation and transport safety, power engineering, and information technology.
- Distinguish our health research by a focus on prevention and the use of technology for better health outcomes. In particular, aim to be a national research leader in areas of nursing, wound healing, optometry, prostate cancer, and biomedical engineering
- Continue to build focus of business and law research and aim for national pre-eminence in intellectual property, economics, entrepreneurship and innovation, and philanthropy and non-profit studies
- Drive improvements in research outputs, including top-level publications as assessed by ERA, with a target of 60 per cent of QUT-published research in journals being in A or A* outlets, by 2016 (currently 40 per cent)

- Provide one of the best research training environments in Australia, emphasising supervision excellence, a high standard of pastoral support and facilities, and enhanced engagement of PhD students in teaching activities and career preparation.

Culture

- Expand the leadership role of heads of schools/ disciplines and the professoriate in building a culture of enquiry, scholarly debate and a passion for ideas where research seminars, formal and informal reading groups, and engagement with visiting scholars shape the intellectual climate of the institution
- Enhance broader student engagement with research culture by optimising the involvement of research-intensive academics in first year, honours and postgraduate coursework teaching, mentoring and coaching
- Encourage and facilitate the engagement of professional staff with the University's research agenda and develop strategies to acknowledge the contribution made by key individuals
- Improve communication of research activities and profiling of research achievements through interactive events and on-campus media to ensure University-wide coverage
- Host or co-host major international conferences at QUT in areas of research strength over the next five years to communicate QUT's research progress externally.



People, culture and sustainability

Staff

By 2016, QUT will have strategically recruited and further developed staff to enhance the University's capacity to deliver on its aspirations and to enable strong influential leadership within the University and within relevant disciplines. We will continue to build our reputation as a preferred employer and strive to remain in the forefront in our use of technology.

Strategies will include:

- building effective leadership through increasing engagement of managers with their staff
- development activities that focus on leadership style and approach, workplace culture and management support, including coaching where appropriate
- aiming for Indigenous staff to be 1.5 per cent of the workforce and women to be 40 per cent of senior staff by 2016
- moving the professional staff:academic staff ratio to the sector mid-point by 2016 (QUT is currently placed 36 out of 39 Australian universities on this measure).

Revitalise our commitment to the Reconciliation Statement

This Blueprint reaffirms and refocuses our commitments to reconciliation first set out in 2001.

We will endeavour to:

- ensure all students have the opportunity to learn about Indigenous perspectives in their course
- increase the numbers of Indigenous researchers and academic staff

- ensure all staff have sufficient understanding and knowledge of Indigenous perspectives to contribute to reconciliation in the undertaking of their duties
- significantly increase the University's community engagement with Indigenous peoples and their involvement in decision making.

Engagement

We must be alert to and proactively create further opportunities to engage with our alumni, philanthropic donors, and government, professional and industry partners in order to enrich our learning, teaching and research. This will occur in multiple ways and settings across the University and needs to be properly supported and developed to ensure quality and mutual benefit.

Sustainability — environmental

QUT is committed to integrating sustainability into the University's core activities, organisational culture and management systems. As part of QUT's ongoing commitment to sustainability we joined other Australian Technology Network (ATN) universities in pledging to reduce carbon emissions by 25 per cent below 2007 levels by 2021. Efforts taken to date have seen the University's annual energy intensity fall by 18 per cent from 2006 to 0.57 GJ/m²GFA in 2010, and we aim to reduce this further to 0.51 by 2016.

As a university which influences thinking and practice, sustainability features as a core element of QUT's learning, teaching, research and innovation. This strengthens QUT's ability to deliver graduates

and research outcomes that are meeting the demands of real-world challenges such as adapting to a low-carbon economy.

Sustainability — economic

QUT needs to remain financially viable to meet the University's aspirations and to improve the wellbeing of the QUT community. To that end, an important KPI will be that requiring an appropriate underlying budget surplus. Achieving this will be dependent on improved costing and pricing information and realising the benefits of improved systems.

Philanthropy will play a greater part in the University's long-term sustainability. Growing endowment and major gifts will provide independence to sustain key priorities in student support, teaching and research programs and academic positions. We will continue to foster a tradition and practice of philanthropy within staff, alumni and other communities. We will aim to build endowments to the QUT Learning Potential Fund so that it becomes self-sustaining, and support other nominated endowment funds.

Rapid expansion of the University's research portfolio and regeneration of the academic staff profile are particularly resource-intensive challenges. To meet them, QUT must embrace strategic change, including major streamlining of our processes, at both University and faculty/division levels. A significant part of this activity will focus on reducing our planning and policy overheads. We will also closely align resources with priorities and shifts in activity.

Campuses and infrastructure

QUT will continue to develop integrated infrastructure which supports and facilitates high-quality learning and teaching, research, business support and community needs. Integration of physical and virtual approaches will remain a major priority. Major infrastructure developments

over the next five years will include the construction of the Science and Technology Precinct and Community Hub at Gardens Point, Creative Industries Stage II at Kelvin Grove, and further development of Health facilities. Investment will continue in business and infrastructure solutions outside QUT's direct ownership including 'cloud computing' services and a joint data centre.

Further development of the Caboolture campus, involving partnerships with other educational providers and with state and federal government support, will connect to the social and economic needs of that community, developing significant educational aspiration and attainment for people living between Brisbane and the Sunshine Coast.

QUT has developed a master plan to guide future infrastructure planning at QUT. Our campuses will be seen as 'destinations' as well as sites of study and scholarship, enhancing community interactions on campus and between QUT and the wider community, through cultural, industry or other partnerships. QUT has strategically established a number of satellite research and teaching hubs beyond the campuses to support our real-world engagement and we will continue to develop this spatial model.

The shifts in academic direction and strategic emphasis envisaged in this Blueprint will require both increased attention to collaborative work across faculty and divisional boundaries and also some reorganisation of those boundaries to ensure that related academic areas are best able to deliver coherent and strategically focused courses and research activities. Such change will be particularly relevant to our repositioning in the STEM fields.



QUT's vision and values

QUT is a leading Australian university which aims to serve the community and strengthen its distinctive national and international reputation by combining academic strength with practical engagement with the world of the professions, industry, government, and the broader community.

In line with this aim, QUT's overall vision for the future is:

- to provide outstanding learning environments and programs that lead to excellent outcomes for graduates, enabling them to work in and guide a diverse and complex world characterised by increasing change
- to undertake high-impact research and development in selected areas, at the highest international standards, reinforcing our applied emphasis and securing significant commercial and practical benefits for the community and for our partners
- to strengthen and extend our strategic partnerships with professional and broader communities to reflect both our academic ambitions and our civic responsibility.

QUT is a richly diverse and multicultural university, teaching Australians from both Indigenous and non-Indigenous backgrounds and international students from well over 100 countries. This Blueprint acknowledges that both staff and students will achieve their greatest potential in an environment which is intellectually invigorating, open and egalitarian, and which engages students, staff and alumni and engenders a sense of belonging.

The QUT experience is characterised by a spirit of innovation, a sense of ownership and pride in the University.

QUT values:

- scholarship, learning and achievement in all student and staff endeavours
- engagement with and responsiveness to our diverse internal and external communities
- social justice and equal opportunity in education, employment and research, and a particular emphasis on strategies which enable Indigenous Australians to achieve excellent educational outcomes
- a safe, supportive and healthy working environment which supports work/life balance
- honesty, integrity and ethical behaviour and practices
- a spirit of experimentation, innovation, entrepreneurialism and responsive and reliable client service.

QUT has been guided by a Reconciliation Statement adopted in 2001 and an Indigenous Education Strategy to make explicit our commitment to improving educational outcomes for Indigenous Australians and addressing Indigenous issues in teaching and research. This Blueprint reaffirms these commitments and renews our strategies for making progress towards them.



Key performance indicators



Students

- Undergraduate demand – QTAC first preferences:offers ratio
- Share of domestic undergraduate students from low-SES
- Share of domestic undergraduate students who are Indigenous
- International student share of total population
- HDR student share of all students

Learning and teaching

- Commencing ex-QUT bachelor degree attrition
- Real-world learning KPI, based on AUSSE survey
- Student satisfaction: CEQ for bachelor graduates
- Graduate Destinations Survey outcomes for bachelor graduates looking for full-time work

Research and innovation

- HDR completions
- Percentage of publications in ERA A/A* outlets
- Competitive research KPI
- Research income KPI
- Licensing income/commercialisation income

People and sustainability

- Underlying operating margin
- Professional to academic staff ratio
- Student:staff ratio
- Philanthropy income
- Domestic fee-paying student income OR income from non-government sources
- Staff Opinion Survey outcomes
- Annual energy intensity in GJ/m²GFA



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