RMIT UNIVERSITY Annual Report 2003

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Report of the RMIT Council

for the period January 1 – December 31 , 2003

To the Honourable Lynne Kosky MP,
Minister for Education and Training

In pursuance of the provisions of the *Financial Management Act 1984*, the *Tertiary Education Act 1993* and relevant decisions of the Public Accounts and Estimates Committee of Parliament, the Council of the Royal Melbourne Institute of Technology (RMIT University) has the honour to transmit to you its Annual Report for the year ending December 31, 2003. Council delegated approval for the Chancellor to approve the Annual Report on its behalf on March 1, 2004. The Chancellor approved the report on April 1, 2004.

Professor Dennis Gibson AO
Chancellor
April 1, 2004

Chancellor's Statement

2003 has been a challenging and rewarding year for RMIT.

The University Council faced a significant task in overseeing the implementation of the University's Strategic Plan and measures to ensure a sustainable RMIT, while also responding to a number of external inquiries and audits, including the Auditor-General's review of RMIT's finances.

I am pleased to report that RMIT ended 2003 in a stronger position than it was in at the start of the year. We have achieved our budget and operational targets, while at the same time helping our students to achieve excellent outcomes and continuing our improved research performance. We have responded positively to all of the Auditor-General's recommendations, strengthening the financial and governance structures of the university.

In 2003, RMIT also completed a review of the university's property portfolio, with a view to making the best use of its physical assets. Council has endorsed a strategy with two main objectives: firstly, to consolidate the City Campus around the top end of Swanston St to create a strong, well-supported student precinct. Secondly, we will use resources freed up by the property review to ensure better facilities for RMIT students across all of our campuses.

A number of new members joined the Council in 2003, and these people bring fresh talent, enthusiasm and commitment to the RMIT mission: the provision of high quality work-related education and research that reflects the needs and aspirations of the community.

I have greatly enjoyed my first year as Chancellor of RMIT. I have enjoyed seeing first-hand the passion and creativity of RMIT staff and students across the TAFE and higher education sectors, and I am confident that we are well positioned to make a leading contribution to the development of the knowledge-based economy, in Victoria and globally.

Professor Dennis Gibson ao
Chancellor

VICE-CHANCELLOR'S STATEMENT

2003 has been a year of consolidation and positioning RMIT for growth.

We have confronted substantial challenges, both internal and external, while at the same time achieving significant outcomes in teaching, research, scholarship, and engagement with industry and the community more generally.

We started the year with some clear objectives:
• positioning the university for re-implementation of the Academic Management System (AMS);
• stabilising our financial management systems; and
• achieving budget targets.

These were high priorities and we have delivered on all fronts thanks to the combined efforts of Council, staff and management.

Our final operating result for 2003 represents a substantial turn-around for RMIT. We have met our financial targets, and done so without relying on asset sales. Just as importantly, we have retired debt and our cash position is strong.

In 2003, Council approved a plan to re-implement the AMS, which is now underway. While we still have some way to go, we have achieved significant improvements in data quality and the timely issuing of information to students. The result is greater efficiency and better service, as reflected in improvements in student satisfaction with the university's administrative systems over the past 12 months.

These strategies are all about providing a platform for the real work of RMIT: high quality education, scholarship and research. In 2003, staff and students continued to shine in a number of arenas, including:
• Three State Training Awards and one National Training Award to RMIT TAFE: The Koorie Community Leadership Program, which won the National Australian Training Initiative Award, is based on a partnership between Victorian Aboriginal Community Services Association Ltd (VACSL) and RMIT and is a strong example of TAFE/higher education collaboration with communities.
• Improved research performance: 2003 saw significant increases in higher degree student completions and the number of research publications across the university. Following the outstanding increase in success in 2002 in Australian Research Council (ARC) Discovery Grants, RMIT's researchers have maintained this strong performance in 2003. This renewed engagement has flowed through to RMIT participation in the ARC Linkage Grants Scheme – a big increase in quality assured applications in 2003, with a success rate above the national average. RMIT researchers have also, for the first time, secured funding for a National Health and Medical Research Council Centre of Excellence.

- International success: RMIT was commended in the *Governor of Victoria's Export Awards 2003*; and won the *Austrade-AustCham Export Award for Business Excellence* in Singapore. In Vietnam, RMIT International University Vietnam won the business innovation category at the *2003 Australian Business Awards* and was the inaugural winner of the *Golden Dragon Prize* for foreign-invested businesses.
- Commendations from the Australian Universities Quality Agency for the strength of RMIT's work-integrated learning, and for the passion and commitment of our staff.

Like other higher education and TAFE institutions, however, we face continuing challenges in our external environment. The Commonwealth Government's reforms of higher education, culminating in the passage of the *Higher Education Support Act* in December, reflect a push towards competition and specialisation. The impact of the SARS virus and subsequent avian flu outbreak also served as a timely reminder of the uncertainties we face working across national borders.

One of the key themes of RMIT's Strategic Plan to 2006 is dissolving the boundaries between disciplines, and between the university and the community. Internally, we are fostering interdisciplinary research and teaching and dissolving internal barriers to collaboration. In 2003 we implemented a new structure in which schools are positioned as the fundamental building blocks of the university. The elimination of the faculties has meant the removal of one layer of administration, and we are now in the process of simplifying service provision across the university to ensure a better focus on our core academic activities.

Externally, dissolving the boundaries means building our engagement with the community, including through industry and regional partnerships. This is a key role for RMIT as we move forward, and central to the future of higher education institutions more generally. Universities have always had a critical role in responding to the community's need for people with the necessary skills, expertise and attributes to contribute to social and economic development. This is more important than ever as we move into a knowledge-based economy where our economic wealth and social cohesion rests on the capabilities of our people. Never have the values embodied in RMIT's historic identity as the `Working Men's College' been more relevant.

As public funding declines and communities and students are asked to pay more, the social contract between universities and the community will underpin their survival. We must understand who our stakeholders are, and identify what they want and need. Through delivering on those expectations, we build our strength as a knowledge resource, and fuel innovation – the generation of new ideas and their take-up by people.

In 2004, for example, we hope to advance that strategy through our partnerships in regional Victoria and overseas, and through initiatives such as our participation in the City of Melbourne's `student city' project, and the launch of the Observatory PASCAL. The latter is a website involving partnerships between universities around the world to allow users, mainly in local and regional government, to access details of the latest global developments in social capital and learning regions in the new economy.

Many more examples of the innovative spirit and expert knowledge that fuels RMIT can be found in the pages of this Annual Report. I am confident that we have the resources, the will, and the energy to thrive and contribute to this complex and changing world.

Professor Ruth Dunkin
Vice-Chancellor

RMIT 101

Vision

Making a difference through education, research and innovation.

Mission

- To provide professional and vocational education and training to individuals and enterprises on a regional and international basis.
- To provide outcome-related research and consultancy services that address real-world issues.

Values

The values that will characterise RMIT as a service organisation, and will be embraced by both staff and students of the university, are:

- client focus;
- quality processes;
- practicality and relevance;
- global imagination;
- cultural diversity;
- fairness to all;
- innovation and enterprise;
- environmental care;
- learning and personal growth;
- ethical behaviour and responsibility; and
- technological/professional orientation.

Objectives, Powers, Functions and Duties

RMIT's operational goals, approaches and targets are contained on page 60 of this report.

The *Royal Melbourne Institute of Technology Act 1992* sets out a number of overarching objectives for the university, which are to:

- develop an institution with excellence in teaching, training, scholarship, research, consultancy, community service and other educational services, with emphasis on technological development, impact and application;
- provide the provision of education programs relevant to community needs covering a wide range of fields and levels from basic trade to post-doctoral studies with provision for recognition of prior learning and flexibility of transition between programs;
- provide high quality educational, research, residential, commercial, cultural, social, recreational, sporting and other facilities;
- advance knowledge and its practical application by research and other means; to disseminate the outcomes of research; and to commercially exploit the results of such research;
- participate in commercial ventures and activities;

Key Achievements 2003

- Record 58,078 student enrolments.
- Higher Education (HE) and Vocational Education and Training (VET) enrolments above targets.
- No. 1 in VTAC first preference applications for VET and HE.
- Strong research performance continued.
- Net operating surplus of $31.5 million.
- Graduate employment rates above national averages.
- New academic structure introduced.
- New Chancellor appointed.

- foster the general welfare and development of enrolled students;
- confer prescribed degrees and grant prescribed diplomas, certificates and other awards;
- provide opportunities for staff development and further training;
- develop and provide educational, cultural, professional, technical and vocational services to the community and, in particular, to foster participation by persons living or working in the northern metropolitan region of Melbourne;
- provide programs, products and services in ways that take account of the principles of equity and social justice;

Bowen Street, City campus

- maintain close interaction with industry and the community and the development of associations or agreements with any other educational, commercial, governmental or other institution;
- develop a strong international dimension to the university's teaching, research, consultancy, development, service and other activities; and generally
- develop and operate a university providing appropriate academic and other programs, courses of study, educational products and research activity such as the University Council considers necessary for the attainment of the foregoing within Victoria and elsewhere.

Origins

RMIT University grew from the Working Men's College, which opened in La Trobe St, Melbourne in 1887. The college was established to provide trades and technical training to the men and (despite the name) women of the colony.

The initial enrolment of 200 grew five-fold over the first ten years. New courses were added and facilities built to cater for the growing student demand and changing technologies. It is, of course, a process that has never stopped.

Hundreds of thousands of students and staff members have passed through RMIT over the years. Through four name changes, the institution grew physically, amalgamating with other institutions and expanding its own premises.

RMIT was granted university status under the *Royal Melbourne Institute of Technology Act 1992*, on July 1, 1992, when it also merged with the Phillip Institute of Technology.

Today, RMIT has major campuses in the Melbourne central business district, and at Brunswick and Bundoora in the city's northern suburbs. University sites are also located at Hamilton and East Gippsland in regional Victoria. RMIT International University Vietnam operates a campus in Ho Chi Minh City and is in the process of building two additional campuses in Vietnam.

The university is responsible to the Victorian Minister for Education and Training, The Hon. Lynne Kosky.

Standing

With more than 58,000 students, RMIT is one of the largest universities in Australia and by far the largest dual-sector (TAFE and higher education) institution in the country. In 2003, for the third year in a row, RMIT recorded more first-preference program applications than any other university in Victoria.

This popularity was also maintained with international students during the year. The university has one of the largest international student cohorts in Australia and maintained this in 2003 despite the worldwide impact of the SARS virus.

Research performance also rose significantly in 2003 with RMIT leading the Australian Technology Network (ATN) for both the number of Australian Research Council (ARC) grants won and the number of research graduates produced.

Enrolments 1887 – present
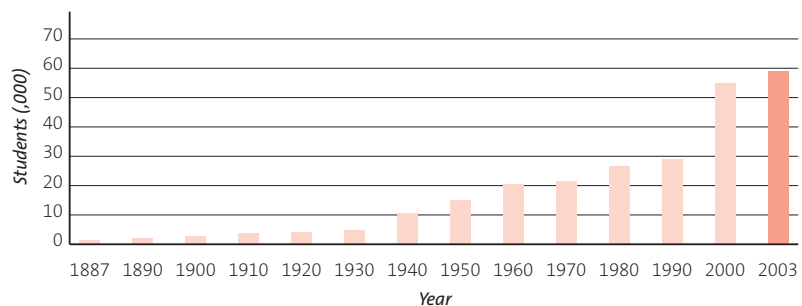
Notes: The large increase in students between 1990 and 2000 is partly attributable to amalgamations with Phillip Institute of Technology; the Melbourne College of Decoration and Design; the Melbourne College of Printing and Graphic Arts; and the Melbourne Institute of Textiles.

RMIT 101

AWARDS

RMIT's programs incorporate a particular focus on design and technology. The university's dual-sector structure means students can progress right through from apprenticeship and traineeship training to doctorate programs at the one institution. Smooth articulation arrangements between Vocational Education and Training (VET) and Higher Education (HE) programs have proved very popular with students.

TAFE (VET) Awards
Certificate I
Certificate II
Certificate III
Certificate IV
Diploma
Advanced Diploma

Higher Education Awards
Bachelor Degree
Graduate Diploma
Masters Degree
Doctorate

TEACHING DISCIPLINES

Maintaining its traditional strengths in vocational and professional education, RMIT has also established a strong reputation in specialist areas including engineering, business, media, architecture, the arts and life sciences. The university is also at the forefront of newly emerging spheres including biotechnology and sustainability. Approximately 650 HE and 340 VET programs were offered at RMIT in 2003.

Broad program areas
• Aerospace and Aviation
• Architecture, Building and Planning
• Art and Design
• Business
• Communication
• Community and Welfare
• Computers and Information Systems
• Education
• Engineering and related technologies
• Environment
• Health Sciences
• Hospitality and Tourism
• Humanities, Social Sciences and Legal Studies
• Manufacturing and Processing
• Science and Mathematics

UNIVERSITY ALLIANCES

The university is a member of the *Australian Technology Network (ATN)*, a coalition of five universities that share a heritage of working with industry and a united vision to provide career-driven, technology oriented education for tomorrow's leaders.

We are also a partner in *Open Learning Australia*, which develops and delivers accredited online and distance education programs at TAFE, undergraduate and postgraduate levels.

RMIT at a Glance 1999 – 2003

Category		1999	2000	2001	2002	2003
Numbers of Students	1	**53,217**	**55,515**	**55,596**	**57,243**	**58,078**
Female		25,168	26,514	26,873	27,898	28,241
Male		28,049	29,001	28,723	29,345	29,837
Higher Education (HE)		30,498	31,604	32,988	34,725	35,203
Vocational Education and Training (VET)		22,719	23,911	22,609	22,518	22,875
HE Student Load by course level (EFTSU)	2	**24,176**	**25,162**	**26,054**	**27,468**	**27,381**
Postgraduate - Research		1,020	1,131	1,155	1,151	1,130
Postgraduate - Coursework		3,055	3,260	3,649	4,113	4,205
Undergraduate		20,005	20,671	21,141	22,009	21,786
Cross-institution Programs		96	98	112	195	259
VET Student Load by Broad Course Level (SCH)	3	**8,532,340**	**8,277,756**	**8,024,342**	**8,606,090**	**8,394,521**
AQF 5-6 (eg. Advanced Diploma, Diploma, and above)		N/A	4,880,586	4,941,797	5,392,816	4,991,926
AQF 3-4 (eg. Certificates III and IV)		N/A	2,204,015	2,201,738	2,447,794	2,705,556
AQF 1-2 (eg. Certifcates I and II and below)		N/A	1,193,154	880,807	765,480	697,039
Completions		**10,402**	**10,883**	**10,874**	**12,569**	
Higher Degree by Research		273	206	187	225	*Available June 2004*
Postgraduate - Coursework		1,584	1,630	1,724	1,816	
Undergraduate		4,651	5,097	4,957	5,786	
VET incl. MIT Students		3,894	3,950	4,006	4,742	
Higher Degree Research (HDR) Activity						
HDR Students (Enrolments)	1	1,432	1,468	1,725	1,717	1,691
HDR Student Load (EFTSU)	2	1,021	1,132	1,155	1,151	1,130
HDR Completions		273	206	187	225	*Available June 2004*
DEST Weighted Publications		549	473	470	713	
DEST Research Income ($m)		17	18	19	20	
Graduate Outcomes	4					
% of HE graduates in full-time employment	5	84	87	86	83	82
% of HE graduates in full time further study		18	20	17	20	20
% of HE graduates in enterprise formation		4	4	5	6	5
% of VET graduates in employment		75	79	77	78	78
% of VET graduates in further study		37	38	38	42	44
% of VET employed graduates in enterprise formation		6	6	5	7	5
Staff Numbers (FTE)	6	**3,007**	**3,122**	**3,264**	**3,405**	**3,455**
Teaching and Research		1,402	1,336	1,369	1,435	1,435
Research Only		56	171	161	148	155
General		1,550	1,615	1,733	1,823	1,865
Operating Revenue ($m)	7	**401.5**	**428.0**	**445.3**	**481.4**	**525.7**
Commonwealth Government assistance (excl HECS)		122.9	110.3	115.1	120.7	129.5
Victorian Government assistance		59.4	55.1	58.2	65.9	67.2
Higher Education Contribution Scheme		58.5	59.7	61.8	61.3	69.4
Postgraduate Education Loan Scheme		N/A	N/A	N/A	5.3	8.2
Tuition fees and charges		117.0	130.7	145.3	160.1	162.3
Consultancy and contract research		11.9	12.4	13.8	17.6	17.7
Other revenue		31.7	59.8	51.0	50.5	71.3
Net Assets ($'000s)	8	**821,619**	**835,928**	**880,731**	**875,988**	**938,809**

Prepared by Planning Group, RMIT

Notes: Rounding errors may apply

EFTSU – Equivalent Full-Time Student Unit
SCH – Student Contact Hours
FTE – Full-Time Equivalent
MIT – Melbourne Institute of Textiles

1 - As at March 31 (HE) and December 31 (VET) (program enrolments).
2 - As at August 31 (excludes Foundation Studies).
3 - As at December 31.
4 - Some graduates may be included in more than one activity.
5 - Based on those available for full-time employment; all domestic bachelor graduates only.
6 - As at September 30: excludes casual staff.
7 - RMIT Annual Report.
8 - Net assets exclude controlled entities.

ACADEMIC REVIEW

– Business

RMIT has established a strong reputation for the quality of its business qualifications. RMIT Business is focused on preparing students with the skills they will need to enter the workplace or enhance their career and give them the personal, management and leadership skills to succeed.

The portfolio maintains close industry links, keeping abreast of the changing needs of employers and developing or adjusting educational programs to meet them.

Business students also gain real workplace experience through RMIT's cooperative education program. Under the scheme, students take a year out of their formal academic programs to work full-time in industry, returning the following year to RMIT to complete their studies.

The result of this career enhancement strategy is that RMIT business graduates find themselves in high demand both in Australia and around the world. Employers value RMIT graduates because they have industry work experience and the skills to hit the ground running.

More than 18,700 students were enrolled in the Business Portfolio in 2003.

New and Amended Programs

To stay relevant, RMIT Business meets new and emerging industry needs by adapting existing curriculum, developing entirely new programs, or offering an existing program in a new location. Each program offered at RMIT is formally reviewed every three years and the curriculum updated as required. The task of liaising with industry and monitoring trends, however, is a continuous one.

In 2003 the Business Portfolio made a number of changes to existing programs to reflect shifting industry requirements. The changes ranged from minor curriculum updates and the inclusion of new courses within programs, to more extensive renewals and program name changes.

Program renewals in 2003 included:
- the Bachelor of Business (Information Management) (renewed and renamed the Bachelor of Business (Information and Knowledge Management));
- the Bachelor of Business (Hospitality) and Bachelor of Business (Tourism);
- the Master of Business (Logistics Management) and Master of Business (Marketing); and
- the advanced diplomas of international trade; marketing; and advertising.

A number of Australian-based business programs were also introduced overseas to cater for growing demand from international students. RMIT's highly regarded MBA program was introduced at RMIT Vietnam and the Malaysian Institute of Management, while the Bachelor of Business (International Business), Master of Commerce and Master of Business (Logistics Management) were introduced at the Shanghai Institute of Foreign Trade.

Popular Programs

Business programs are among the most popular in the university with the RMIT accountancy, marketing and international trade programs placing high on VTAC first-preference ranking scales. Measured by the number of enrolments, higher-demand programs with the highest student concentrations in 2003 were:
- the Advanced Diploma of Accounting;
- the Advanced Diploma of Business (Legal Practice);
- the Bachelor of Business (Accountancy);
- the Bachelor of Business (International Business); and
- the Bachelor of Business (Marketing).

Portfolio Structure

RMIT made much progress in 2003 with the Academic Portfolio Implementation Project, which aims to dissolve the boundaries to cross-university collaboration and remove unnecessary complexity.

The new portfolio structure was officially implemented on January 1, 2004. In the Business Portfolio, this resulted in the introduction of a single School of TAFE to deliver TAFE programs across the portfolio and a Graduate School to deliver MBA and DBA programs in 2004.

Business students in RMIT's Financial Markets Trading Simulator. Picture: James Morgan.

Teaching areas

Accounting and Law
- Accounting
- Commerce
- Legal Practice

Business Information Technology
- Information Management
- Business Information Systems
- E-Business

Economics and Finance
- Insurance
- Economics
- Finance
- Banking
- Financial Planning

Management
- Business Administration
- Business Management
- Entrepreneurship

Marketing
- Marketing
- Property
- Hospitality
- Tourism
- Transport
- Logistics

Research

Business Portfolio researchers began work on five innovative ARC-funded linkage research projects in 2003. Each project involved at least one industry partner, which also contributed direct financial and in-kind assistance to the research. In addition, researchers won several ARC Discovery and ARC Linkage grants for projects to begin in 2004.
For more information on research at RMIT see page 26.

2003 ARC-Funded Research Projects	Industry Partner
Liquidity measurement and risk management in the Australian insurance industry.	Midwine Consulting
A best-practice supply-chain model for exporting Australia's fresh produce to global retailers in Thailand.	Victorian Department of Natural Resources and Environment
Censored regression techniques for credit scoring.	BPN Consulting ANZ Bank
Valuations and business models for biotechnology companies. (Cross-portfolio project.)	BioDiem
Sustainability innovation in outer-suburban housing developments. (Cross-portfolio project.)	City West Water Origin Energy Melbourne Water Building Commission Urban and Regional Land Corporation

Academic Review

– Science, Engineering and Technology

The Science, Engineering and Technology (SET) Portfolio is at the cutting-edge of science and technical education in Australia. RMIT is committed to best-practice in traditional teaching areas such as mechanical and civil engineering, but is also adapting and expanding its focus on emerging areas of science and technology including complementary medicine, biotechnology and web technology.

RMIT has also made a strong commitment to science education in general and in 2003 took part in a range of exciting initiatives to involve primary and secondary-age students in science. These included an innovative peer tutor program, which placed volunteer RMIT students in over 50 metropolitan and country schools to support learning in science; hosting events as part of National Science Week; welcoming secondary students to RMIT as part of the Siemens Science Experience; and giving CSIRO Student Research Scheme scholarship winners the chance to work with talented RMIT scientists.

More than 19,200 students were enrolled in SET Portfolio programs in 2003.

New and Amended Programs

The Bachelor of Engineering (Civil and Infrastructure Engineering) was introduced in July 2003 and adopts a project-based teaching approach, providing students with practical exposure to the whole life cycle of infrastructure projects.

Responding to industry and student demand, a Master of Applied Science (Chinese Herbal Medicine), the first in Australia, was introduced in second semester. Its introduction has added to the widespread recognition of RMIT being one of Australia's leading Chinese medicine teaching organisations.

Reflecting RMIT's commitment to keeping pace with technological change, three new programs were developed during 2003 for introduction in 2004 including:
• the Bachelor of Applied Science (Nanotechnology);
• the Bachelor of Environmental Science; and
• the Bachelor of Environmental Science/Bachelor of Social Science (Environment).

Many existing programs were also reviewed and refreshed as part of RMIT's program renewal scheme. The university is focused on keeping abreast of technological and industrial advances, and this task is even more vital in hi-tech areas where the pace of change is rapid.

Program renewals included:
• dual-award programs in applied physics/languages and applied physics/professional writing (renewed);
• the Bachelor of Applied Science (Complementary Medicine) (chiropractic stream added);
• the Bachelor of Applied Science (Biotechnology and Biomedical Sciences) (discipline streams expanded);
• the Master of Applied Science (Medical and Health Physics) (revised to meet the requirements of the Australasian College of Physical Scientists and Engineers in Medicine training program).

Internationally the portfolio expanded its offerings through delivery of teaching programs to Africa – through the African Virtual University – Malaysia, Hong Kong, and Vietnam.
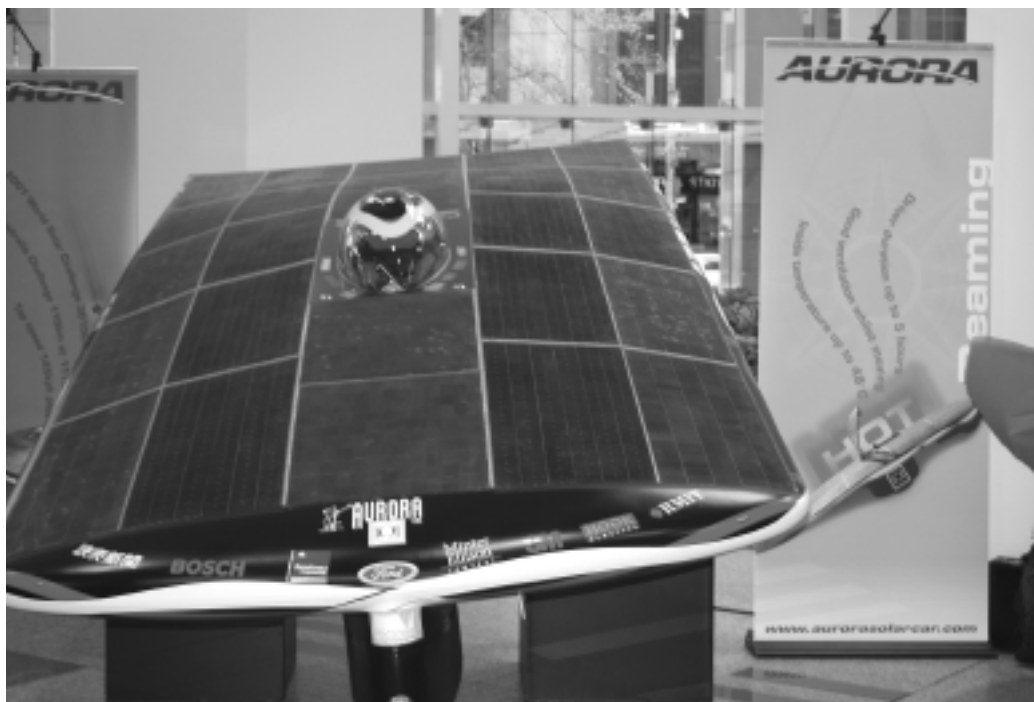
Aurora, the RMIT-supported solar-powered car, finished runner-up in the 3000km World Solar Challenge in October.

Teaching Areas

Aerospace, Mechanical and Manufacturing Engineering
• Aerospace
• Automotive
• Aviation
• Manufacturing
• Mechanical

Applied Sciences
• Chemistry
• Physics
• Biotechnology
• Environmental Biology
• Food Science

Civil and Chemical Engineering
• Civil
• Chemical
• Natural Resources

Computer Science and Information Technology
• Computer Science
• Software Engineering
• Web and Internet Technology

Electrical and Computer Engineering
• Communication Engineering
• Control Systems
• Systems Software
• Networks

Health Sciences
• Complementary Medicine
• Nursing
• Psychology
• Disability Studies

Infrastructure, Electrotechnology and Building Services (VET)
• Infrastructure Technology
• Telecommuni-cations
• Electrotechnology

Life and Physical Sciences (VET)
• Applied and Environmental Sciences
• Health and Biosciences

Mathematical and Geospatial Sciences
• Mathematics
• Statistics
• Surveying
• Geomatics

Medical Sciences
• Human Movement
• Medical Radiations
• Laboratory Medicine

Popular Programs

Overall student demand increased in 2003. Measured by the number of enrolments, higher-demand programs with the highest student concentrations in 2003 were:
• the Bachelor of Nursing;
• the Bachelor of Applied Science (Computer Science);
• the Master of Technology (Computing);
• the Advanced Diploma of Computer Science; and
• the Advanced Diploma of Engineering Technology.

Portfolio Structure

Much work occurred within the SET portfolio during 2003 to finalise a new structure under the RMIT Academic Portfolio Implementation Project. The SET Portfolio combines the former faculties of Applied Science, Engineering and Life Sciences. Under the new structure, 10 new teaching schools in the portfolio replace the former 18 schools and departments. This structure was implemented on January 1, 2004.

For a complete organisational chart see

Research

SET Portfolio researchers commenced 26 research projects in 2003 that may eventually provide benefits for diverse groups ranging from miners and rural families to mobile phone users and Olympic athletes. Research income has grown steadily since 1998, reaching a record $16.5 million in 2003 from a range of sources including ARC and National Health and Medical Research Council (NH&MRC) grants and the RMIT research investment program, Virtual Research and Innovation Institutes.
For more information on research at RMIT see page 26.

2003 ARC-Funded Research Projects	Industry Partner
A study of high-temperature transformation of oil shale – in-situ mineral reactions and structure analysis.	Southern Pacific Petroleum N.L
Modelling for optimisation and scale-up of the multilayer blown film process.	Amcor Research and Technology Centre
Subspecies distribution and virulence of streptococcus uberis.	Vet Bioresearch Pty Ltd
New high-resolution radiation does mapping of special type polymer-gel dosimeters using mini-MRI scanner of high (4.7 Tesla) magnetic field.	Radiation Oncology Victoria
Comparison of interventions for families from rural communities who have a child with an intellectual disability and problem behaviour.	Department of Human Services Victorian Parenting Centre
Accurate calibration and interpretation of airborne electromagnetic data.	AMIRA International
Application and evaluation of new phase-change materials in textiles for minimisation of heat stress in elite athletes.	Australian Institute of Sport
Economical particleboard production from hardwood sawmill waste for domestic and industrial applications.	Dormit Pty Ltd
Influence of electromagnetic emissions from mobile phones on nervous function in the human brain and heart.	Telstra Research Labs
In-vivo assessment of radiation dose from inhalation of radioactive dust in the mining and milling of radioactive ores.	ARPANSA
Open-agent architectures for intelligent distributed decision-making.	Bureau of Meteorology Agent Oriented Software
An intelligent system for pre-mission analysis of helicopter emergency medical services.	Air Ambulance, Victoria
Improving the continuous copper converting process using ferrous calcium silicate slags.	Technological Resources Pty Ltd
Designing a scalable and robust infrastructure for highly dynamic web services.	APAK Entertainment Pty Ltd
Optimisation of compact boiling heat exchangers using an artificial neural network.	Dynamics Energy Technologies Pty Ltd
Valuations and business models for biotechnology companies. (Cross-portfolio project.)	BioDiem
Sustainability innovation in outer-suburban housing developments. (Cross-portfolio project.)	City West Water; Origin Energy; Melbourne Water Building Commission; Urban and Regional Land Corporation

2003 ARC-Funded Discovery Research Projects	Discipline
Sharing complex systems information by challenging the orthodoxies of linear presentation.	Spatial Information Architecture Computer Science
Airborne electromagnetic estimation of groundwater quality and distribution in the top 100 metres of the earth.	Applied Physics
New enantiomeric separation technologies for natural product, pharmaceuticals and environmental pollutant characterisation.	Applied Chemistry Applied Chemistry
Investigating mineral alteration and infilling of discontinuities in naturally deformed rocks as a guide to rock mass rheology.	Natural Resources Engineering
Dynamic load balancing for systems under heavy traffic demand and high task size variation.	Computer Science and Information Technology
Remote delivery and capture of payloads using aerial deployed tethers.	Aerospace Engineering
Fast and scalable search techniques for genomic databases.	Computer Science and Information Technology
The development of feed-forward mechanisms of motor control: the role of efference copy in motor skill development.	Psychology and Disability Studies
Efficient and effective text information retrieval with phrases.	Computer Science and Information Technology

2003 NH&MRC-Funded Projects	
Study on nitrergic mechanisms.	Medical Sciences
A novel role for skeletal muscle.	Medical Sciences

RMIT introduced Australia's first postgraduate degree in Chinese herbal medicine in July.

Academic Review

– Design and Social Context

The Design and Social Context (DSC) Portfolio produces graduates that help shape, interpret and give context to the world we live in. Across the portfolio, excellence in teaching and learning is a constant. As a result, RMIT produces some of Australia's finest journalists, filmmakers, architects and fashion designers. The 2003 Victorian Young Teacher of the Year is a recent RMIT graduate, as was the 2003 Australian Young Businesswoman of the Year and the world champion in the graphic design category at the elite International Worldskills 2003 competition.

The portfolio's environment, construction and education streams have been noted for their strength and teaching approach. The photography industry body has voted RMIT's photography program Australia's best for the past three years.

Many of the disciplines taught in the DSC Portfolio complement niche industries. Quality is the university's goal. The emphasis is on giving students the hands-on practical skills they will need in their professions, supplemented by underpinning theoretical knowledge.

Just under 19,300 students were enrolled in DSC Portfolio in 2003.

New and Amended Programs

Program renewal in the DSC Portfolio is driven by changing technologies, industry expectations and teaching and educational approaches. Each program is evaluated every three years and renewed where required to maintain currency and relevance. This process involves consultation with industry, staff and students.

Programs renewed in 2003 included the Bachelor of Communication; the Bachelor of Design; the Bachelor of Education; and the Bachelor of Fine Arts. In addition, a number of new programs were developed during the year for introduction in 2003 or 2004. These included:
• the Master of Creative Media;
• the Master of Media Production;
• the Bachelor of Business (Graphic Technology)/Associate Degree in Graphic Technology;
• the Bachelor of Justice and Legal Studies;
• the Bachelor of Multimedia; and
• the Graduate Diploma in Textile Manufacturing Operations.

Popular Programs

Measured by the number of enrolments, higher-demand programs with the highest student concentrations in 2003 were:
• the Bachelor of Architecture;
• the Bachelor of Education;
• the Master of Arts (Communication Studies);
• the Advanced Diploma of Multimedia; and
• VCE Units 3 and 4.

Portfolio Structure

The Portfolio contains the former faculties of Art, Design and Communication; The Constructed Environment; and Education, Language and Community Services. As part of the Academic Portfolio Implementation Project, major tasks in 2003 included establishing the new school structure within the portfolio; creating a Portfolio Office; streamlining support services across the three campuses; and the development of new governance structures. Under the new structure 10 teaching schools replace the 14 in the former faculty structure.

For a complete organisational chart see page 54.

Furniture designed by RMIT students on display at the prestigious Milan Furniture Fair in Italy.

Teaching Areas

Applied Communication
- Advertising
- Journalism
- Media Studies
- Public Relations

Art and Culture
- Visual Arts
- Fine Arts
- Media Arts

Architecture and Design
- Architecture
- Industrial Design
- Interior Design
- Landscape Architecture

Built Environment
- Building Design
- Furniture Design
- Interior Decoration and Design

Creative Media
- Virtual Communication
- Photography
- Screen
- Multimedia

Education
- School and Early Childhood Education
- Industry, Professional and Adult Education
- Access and Preparatory Studies

Fashion and Textiles
- Fashion
- Textile Design

Graphic Technology
- Printing
- Graphic Arts

International and Community Studies
- Justice and Youth Studies
- Language and International Studies
- Social and Community Services

Property, Construction and Project Management
- Construction Management
- Property
- Project Management

Social Science and Planning
- Environment
- Planning
- Social Work

Promotional material for the Open Family produced by RMIT's student design consultancy, The Works.

RESEARCH

Refugees, international trade, mathematics teaching and globalism were all subjects of interest for portfolio researchers in 2003. Ten projects commenced during the year, four undertaken in collaboration with industry partners. The portfolio also received ARC grants of more than $800,000 for projects to commence in 2004.

For more information on research at RMIT see page 26.

2003 ARC-funded research projects	*Industry Partner*
Ethnographies of housing: exploring the role of housing officers in public housing service provision.	Department of Human Services
The wellbeing of communities: cultural activities, social health and community sustainability.	VicHealth- Victorian Health Promotion Foundation
Sustainability innovation in outer-suburban housing developments. (Cross-portfolio project.)	City West Water Origin Energy Melbourne Water Building Commission Urban and Regional Land Corporation
Scaffolding numeracy in the middle years: an investigation of a new assessment-guided approach to teaching mathematics using authentic assessment tasks.	Department of Education and Training Tasmanian Department of Education

2003 ARC-funded discovery research projects	*Discipline*
Australian responses to refugees 1901-2005.	Language and International Studies
Violence at the intersections of globalism, nationalism and tribalism.	Language and International Studies
The other welfare state: the non-government welfare sector in Victoria 1945-1995.	Social Science and Planning
International student mobility and educational innovation: Chinese students and the internationalisation of Australian and American universities.	Language and International Studies
Debating the impact of international trade agreements on trans-national higher education: a comparative study of Australia, Malaysia, Canada and Greece.	Language and International Studies
Biotechnology across the borders of life: stem cell technology and global medical exchange.	Language and International Studies

Design work by RMIT fashion students is modelled on the runway. Picture: Vito Vampatella.

Teaching and Learning

RMIT focuses on developing graduate capability through innovative curriculum design.

The university ensures that its programs and courses continue to meet the changing needs of students and industry.

We want our students to be leaders in their professions, vocations and communities, locally, nationally and internationally. To do this, we must ensure that our curriculum, teaching methods and facilities represent best practice.

Teaching and Learning Strategy

RMIT's Teaching and Learning Strategy 2003-2006 was finalised in October and sets out the university's teaching and learning objectives, priorities and targets for the next three years. Key objectives include:
• optimising graduate employment;
• ensuring graduate capability;
• improving teaching quality;
• ensuring the viability of our educational profile; and
• enhancing organisational capability.

As detailed in the strategy, RMIT's goals over the next three-years are:
• Graduate employment five per cent above the national average by 2006.
• Graduates involved in enterprise formation five per cent above the national average by 2006.
• Teaching quality better than the national (HE) and state (VET) averages by 2006.
• Student completions five per cent over the national average by 2006.
• More than 80 per cent of programs implementing a capability driven (HE) or competency-based (VET) curriculum by 2006.

Teaching Quality

RMIT ensures its academic programs remain current and relevant through the Curriculum Innovation and Development (CID) group, which was formed in 2003 to support the development of new programs and the renewal of existing programs.

A key feature of this process is extensive consultation with internal and external stakeholders. For each program, focus groups, interviews and/or surveys of employers, professional groups, alumni and students are conducted. These have proven valuable in revitalising relationships with stakeholders, initiating opportunities for collaborative work with industry and determining the needs and opinions of different stakeholders.

Professional development for academic and teaching staff for relevant aspects of teaching and learning practice is embedded in each development.

In 2003 CID supported the completion of 13 program-level projects in HE and 34 in TAFE, with more than 20 quality-assured online course-level outcomes. Other information and communication technology developments included:
• further testing of EnactED educational software, a simple authoring tool that allows academics and teachers to create interactive, online learning experiences for their students;
• contributing to the PUZ project, an online staff development resource utilising simulations for learning; and
• participation in the sessional staff induction program.

Key Achievements 2003
• Teaching and Learning Strategy 2003-2006 finalised.
• 15% rise in program completions.
• Graduate outcomes remain above national averages.

Innovative curriculum outcomes this work is helping to create include:
• a simulated furniture factory established for TAFE furniture production students to develop skills and "industry readiness" in a "live" furniture production process; and
• an online learning portal where students in the Bachelor of International Studies can meet and discuss projects. This received very positive evaluations from students at all levels of the program.
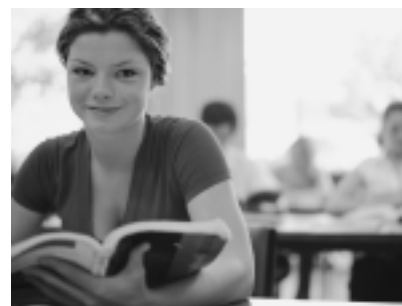
PROGRAM COMPLETIONS AND GRADUATE OUTCOMES

RMIT University recorded an overall rise in program completions in 2002 of 15 per cent on the 2001 figure. (The 2003 program completions statistics will be available in June 2004.) The biggest improvements were seen in the higher degree by research (20 per cent), and VET (19 per cent) cohorts. Graduate activity levels remained relatively steady.

Program Completions	2001	2002*
Higher Degree by Research	187	225
Postgraduate - Coursework	1,724	1,816
Undergraduate	4,957	5,786
VET incl. MIT	4,006	4,742
Total	10,874	12,569

Latest available data.

Graduate Outcomes	2002	2003
HE Graduates in Full-Time Employment*	83%	82%
HE Graduates in Full-Time Further Study	20%	20%
HE Graduates in Enterprise Formation	6%	5%
VET Graduates in Employment	78%	78%
VET Graduates in Further Study	42%	44%
VET Employed Graduates in Enterprise Formation	7%	5%

Notes: Some graduates may be included in more than one activity.

* Based on those available for full-time employment; all domestic bachelor graduates only

TEACHING FACILITIES

Facilities completed in 2003 included:

- teaching spaces at The Royal Dental Hospital of Melbourne, which were opened in October. The hospital, in partnership with RMIT and the University of Melbourne, will train nearly 1000 students each year to become dentists, dental technicians, dental therapists/hygienists, dental prosthetists and dental assistants.
- Buildings 56 and 57 (City Campus), which were refurbished. The buildings are used mainly for engineering and telecommunications training, but also contain student leisure areas and provide a physical centre for City Campus TAFE students.
- a refurbished area at the Bundoora East Campus, which will house aerospace technology programs moved from the Fishermans Bend site.

For more information on buildings and physical infrastructure at RMIT see page 40.

LIBRARIES

Use of RMIT's six library branches continued to grow in 2003. Access of electronic resources from off-campus rose by 33 per cent from 2002. The library is committed to providing information anytime, anywhere by increasing the quantity of e-resources available, supporting the university's flexible learning options. Just under 24,000 new book and AV items were added to the collection in 2003.

Library Statistics 2003	
Loans	2.0 million
Visitors	2.1 million
Online resources accessed	711,850
Research skills training sessions held	1199
Total book and AV items	695,437
Serial titles	20,643

FACILITIES

Facilities upgrades were made across the library network. These included group discussion rooms installed in the Business Library; new self-lending units installed at four sites; more sophisticated printing/photocopying systems installed at most sites; and extension of the Bundoora East Library to accommodate the Aerospace Resource Centre collection. The commitment to supporting online study saw Learning Centre facilities upgraded to support increasing online delivery of courseware and information and wireless laptop computers made available for loan at the Business Library.

SERVICES

Innovative service improvements made in 2003 included an online information desk – e-QUERY chat – which was trialled and evaluated; a central e-Reserve service for the copying and transmission of electronic texts and other documents; and LIDDAS, an improved and automated inter-library lending and document delivery service.

Students

Our students lie at the very core of RMIT's work. Their successes are the university's successes. Their needs help shape our objectives and priorities. The quality of their "experience" at RMIT is one of the key ways we measure our performance.

Life at RMIT is not just about study. University is an experience to be enjoyed – a time to develop, both professionally and personally. The university endeavours to make the study experience an enjoyable one for all students and provides a wide range of support services and avenues for student feedback.

Student Feedback

Since 1999 the Student Feedback Top Ten Report has identified the top student concerns and positive perceptions of their experience at RMIT. The university uses this research to develop improvement plans to address concerns.

Feedback for this report comes from a variety of channels including:
• the Student Satisfaction Survey (TAFE);
• the Program Experience Survey (HE);
• the University Experience Survey (all students);
• program and faculty feedback processes;
• complaints procedures;
• staff-student consultative committees; and
• student representatives on university boards and committees.

A range of projects commencing in 2003 will help RMIT better identify student needs and develop appropriate student services. Projects were developed to pilot new ways of working and to further explore the key developmental stages of the life of a student at the university: entry; student learning; student experience; and exit and re-entry.

Student Services

RMIT is diversifying the way it delivers student services in order to reach more students. These delivery methods include workshops, activities, campaigns and online resources. In 2003, the university also successfully trialled a scheme delivering in-class workshops customised to students in particular academic programs. Overall use of most student services was higher than in 2002.

Student Facilities

Major student facilities constructed or upgraded in 2003 included:
• Alumni Courtyard (City Campus), an open, turfed and paved courtyard that opened in March and was built on the site of the former police garage in Russell St.
• The main student caf area in Building 8 (City Campus), which was renovated and remodelled.
• The caf in Building 56/57 (City Campus), which was also renovated.
• The computer "barn" in Building 512 (Brunswick Campus), which is located in the former International Fibre Centre building.

Key Achievements 2003
• Record student enrolments.
• Student needs better identified.
• Increased use of many student services.
• Wide range of student facilities upgraded or developed.

Student Union

The RMIT Student Union celebrated its 59th year in 2003. All students automatically become members on enrolment. Governed by a committee of 37 elected students, the organisation:
• advises on student rights;
• provides entertainment, food and drink;
• produces student media;
• represents students on university committees;
• organises clubs and societies; and
• campaigns on issues affecting students.

RMIT Union

RMIT Union is the main student service provider at RMIT and operates on all university campuses and sites. Established in 1968, the organisation's brief is to meet RMIT's social, cultural and sporting needs. Today the RMIT Union provides a host of services for members including tax and legal advice, childcare assistance, copying facilities, arts and sports facilities, insurance, shops, cafeterias, lounges and kiosks. It is governed by an 18-member board comprising elected students and staff.

Aboriginal and Torres Strait Islander (ATSI) Liaison

The ATSI Unit provided support for RMIT's 163 indigenous students in 2003, assisting with enrolments, deferments, Abstudy loans, scholarships, housing and tutorial assistance.

Counselling visits: 418

Workshops: 6

Student Housing

The RMIT Housing Advisory Service provides information and assistance on finding accommodation and offers a free tenancy service to assist students with leases, bonds, renting rights and responsibilities.

Visits: 777

Workshops: 20

Counselling

The counselling service provides individual counselling for students, group sessions on specialist topics such as coping with anxiety or dealing with bereavements, and a student advocacy service.

Visits: 6277

Workshops: 17

Student Information and Administration

Located on each campus, The Hub is the key point of contact for students enquiring about general and administrative matters. Student feedback collected in 2003 indicated strong support from those who attended workshops and sessions or used support services.

Visits: 57,102

Workshops: 0

Learning Skills

The Learning Skills Unit provides assistance for students in English language, study skills, maths, and science through individual and group sessions.

Visits: 717

Workshops: 505 hours

Student Finance

The Financial Support service offers students advice on a wide range of financial issues including eligibility for loans, scholarships, rural grants, education expenses, fee exemptions and waivers. It also provides information and advocacy on Youth Allowance, Austudy or other Centrelink benefits.

Visits: N/A

Workshops: N/A

Career Development and Employment (CD&E)

RMIT CD&E offers three distinct services:
• careers advice where students can explore, plan, and decide on career directions;
• an employment service, where students can search for jobs and turn career plans into employment outcomes; and
• a recruitment service for employers.

Visits: 1282

Workshops: 80

International Student Assistance

The Centre for International Students and Scholars provides information, support and advisory services for the university's international students.

Counselling visits: 948

Workshops: 180

Disability Liaison

The Disability Liaison Unit supports students and staff with disabilities at RMIT to reach their highest level of productivity. This support can include providing specific supports or aids, or modifying a physical location to make a person with a disability more comfortable. In 2003, 935 RMIT students advised of disabilities.

Visits: 1099

Workshops: 6

Chaplaincy

The RMIT Chaplaincy is a resource and drop-in centre servicing all religious denominations and faiths offering counselling, cross-cultural assistance and volunteer community service programs.

Visits: N/A

Workshops: N/A

Health

The RMIT Health Service offers a range of medical care and treatment to staff and students including medical testing, vaccinations, psychiatry, sports medicine and specialist referrals. It also runs health promotion educational events, coordinates first-aid training, and provides information and advice on occupational health and safety.

Visits: 5927

Workshops: 5

STUDENTS

◼ ACADEMIC HONOURS 2003

Institute Awards (VET and HE)

The Institute Awards are the highest prizes for student achievement at RMIT. They are granted annually to a student from each sector who has displayed outstanding leadership potential and initiative, and an excellent academic record.

2003 winners:
- VET: Joelle Domingue (Advanced Diploma in Myotherapy)
- HE: Nathan Johns (Bachelor of Engineering (Chemical Engineering) Hons 1st class/Bachelor of Business (Business Administration)).

J. N. McNicol Prize

This prize recognises a student with an outstanding academic record in an undergraduate degree who displays leadership potential and initiative. The award commemorates the late JN McNicol, who worked at the Working Men's College from 1886 to 1936.

2003 winner:
- Gabrielle Stannus (Bachelor of Social Science (Environment)).

Patricia Guthrie Memorial Award

This prize is presented to an outstanding female student and is assessed on academic excellence, social awareness and involvement in community affairs. Patricia Guthrie joined RMIT in 1975 as a lecturer in humanities and was the first woman to be appointed head of school at RMIT.

2003 winner:
- Nina Ross (Bachelor of Arts (Media Studies)).

Beazley Award

First awarded in 1913, the Beazley Award is presented to a student in an apprenticeship program demonstrating scholastic achievement and academic excellence, leadership, initiative and a commitment to quality. It is named after former Victorian parliamentarian William Beazley.

2003 dual winners:
- Amber Jordan (Certificate IV in Dental Technology); and
- Melanie Karwata (Certificate III in Furnishing Cabinet Making).

ENROLMENTS	2001	2002	2003
By Gender			
Male	28,723	29,345	29,836
Female	29,873	27,898	28,242
By Citizenship/Status			
Australian/Permanent Resident	42,154	43,231	43,185
International	13,442	14,012	14,893
By Attendance/Mode			
Full-time	27,071	29,652	29,579
Part-time	26,384	26,006	29,943
Distance/fully online	2141	1585	3556*
By Program Level			
- Postgraduate Research	1725	1717	1691
- Postgraduate Coursework	6466	7337	7523
- Undergraduate	24,496	25,671	25,989
- AQF 5-6 (VET)	11,320	11,138	10,941
- AQF 3-4 (VET)	7208	7634	8,872
- AQF 1-2 (VET)	2,605	1870	1691
- VCE/VCAL	542	797	549
- Other	1234	1079	882
TOTAL	**55,596**	**57,243**	**58,078**

* From 2003, students granted full exemptions have been included in this category. This accounts for the rise from 2002.

RMIT Brunswick Campus.

Research and Innovation

In 2003 the university continued to improve performance in research income, ARC grants, higher degree completions and research publications.

The Australian Research Council (ARC) awarded over $3 million in grants in 2003 to RMIT for projects commencing in 2004 under its Discovery and Linkage funding programs. Our industry and community partners on the new linkage projects will contribute an additional $1 million in funding for this research.

Researchers from RMIT have also been awarded grant, fellowship and scholarship funding totalling more than $1.4 million by the National Health and Medical Research Council (NH&MRC) for projects to commence in 2004.

The most recent data available (2002) shows an 8 per cent increase in research income, a 51 per cent increase in research publication output and a 21 per cent increase in the number of PhD and Masters-by-research completions compared with the previous year.

Virtual Research and Innovation Institutes

RMIT's areas of research strength have been grouped into four Virtual Research and Innovation Institutes (VRIIs):
• Globalisation;
• Biotechnology;
• Interactive Information; and
• Global Sustainability.

These institutes have been created from networks of researchers across a range of disciplines and serve as a mechanism for leading and funding research at RMIT. During 2003 the university invested over $5 million in funding for new projects under the VRIIs.

Innovation Professors

RMIT's Innovation Professors Program continued to strengthen in 2003 with the appointments of Professor Paul Martin (Health Psychology) and Professor Chris Triggle (Biotechnology). Professor Martin's research covers a range of topics within clinical and health psychology, with a particular focus on headaches, obesity and postnatal depression. Professor Triggle has over 30 years experience as a biomedical scientist and has previously held senior academic positions at Canadian universities and roles within the pharmaceutical and biotechnology industries.

RMIT's innovation professors are internationally renowned in their areas of research and are charged with leading research in their fields at RMIT. The university has appointed eight innovation professors since the program began in 2001.

Commercialisation and Contracts

The university was also increasingly successful in winning commercial research work. Around 300 research contracts were signed, valued at $15.1 million. Average income per contract was around $105,000, while the top 10 contracts averaged around $530,000 each. These figures built on the solid performance of 2002 and are well up on earlier years.

In one of the most significant contracts, RMIT University and the Defence Science and Technology Organisation (DSTO) signed a collaborative agreement to commercialise world-class optical modulator technology for the global defence and telecommunications

markets. The agreement follows 14 years of DSTO-funded research in photonics at RMIT that has led to expertise in the design and fabrication of wide-bandwidth optical intensity modulators.

Local and International Research Partnerships

RMIT conducts a wide variety of research projects in conjunction with community organisations, educational institutions and industry partners. The university is a participant in 11 Co-operative Research Centres (CRCs) including the recently established CRCs for Bushfires; and Interaction Design.

The university has a strong commitment to research in regional Victoria, primarily through its Centre for Rural and Regional Development at RMIT Hamilton and a new $4 million Research and Education Centre on Bullock Island in Lakes Entrance, Gippsland, which is set to open in 2004.

Key Achievements 2003
• Performance increases in all major indicators.
• Large rise in income from commercial research.
• Top of the ATN in ARC grants won and research graduates produced.
• $5 million invested into VRII program.

Victorian Minister for Education and Training Lynne Kosky (far left) at the RMIT Virtual Reality Centre.

The ARC has provided RMIT with seed funding to establish research networks to link researchers across disciplinary, geographical and administrative boundaries. Associate Professor Sabu John received funding in 2003 to convene a network on biomachines and Professor Paul James was funded to convene a network to map and understand sources of insecurity that have come with the globalising of violence and the war on terror.

International Research Links

RMIT built on its activities at RMIT International University Vietnam by developing new partnerships with Vietnamese scientific institutions and their researchers in 2003. These partnerships will serve as the basis for collaborative research projects for Vietnamese and Australian staff and students. Such efforts will increase the many research collaborations and exchanges currently involving RMIT research staff and students with institutions across the globe.

Research Links with Teaching and Learning

During 2003 RMIT had just under 1700 higher-degree-by-research students. More than 1000 of these were part-time research students, many undertaking research to enhance their professional careers. RMIT's Research Training Group manages quality reviews and monitoring of performance indicators for research training and research degree processes. It has conducted a number of research projects relating to improvement of the research training environment and maintains an active supervisor registration and development program

to ensure high academic standards.

A new model of research training for international students was developed in 2003. The model focuses on solving social and economic problems and issues relevant to the student's home country. With sponsorship from the Atlantic Philanthropy Foundation, the Masters-by-Research program took on its first group of students from Vietnam during the year. The group is investigating projects in areas such as food technology, water and the environment, and information technology and telecommunications.

Research Awards

RMIT's annual Research Awards ceremony recognises the achievements of our research staff, students and their commercial partners over the past year. In 2003, the Vice-Chancellor's Award for Sustainable Contribution to Research Excellence was awarded to Professor Sati Bhattacharya, who first joined RMIT in 1975. Professor Bhattacharya has published extensively in the field of polymer processing and rheology and

has been the recipient of a large number of research grants from both government and industry.
For a full list of award winners see page 39.

Comparative Research Performance Against ATN

The Australian Technology Network is comprised of RMIT University; Curtin University; University of Technology, Sydney (UTS); Queensland University of Technology (QUT); and the University of South Australia. RMIT has experienced a very strong increase in comparative research performance against its ATN partners since 2000 including:
- moving from 5th to equal 1st place for the number of ARC grants won;
- moving from 3rd to equal 2nd for external research funding earned;
- clearly retaining 1st place for the number of higher-degree-by-research graduates; and
- moving from 5th to 2nd for the number of research publications produced.

Number of ARC grants awarded 2000-2003
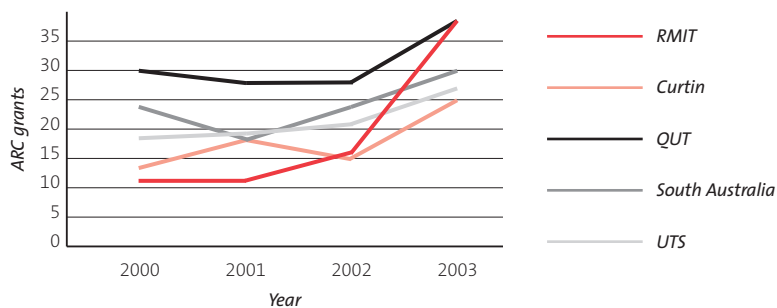
Notes: The most complete data is for 2003 (grant rounds for 2004 not yet completed so not included). Includes ARC Linkage and ARC Discovery Grants.

Research Income 2000-2002*
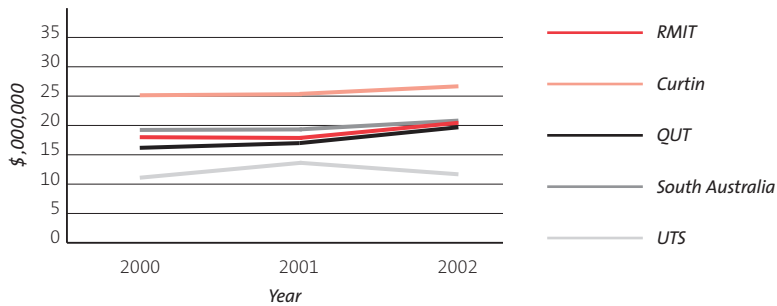
* Most recent data available.
Notes: Data is from the DEST-Higher Education Data Collection (HERDC). Includes externally funded research only.

Higher Degree by Research Completions 2000-2002*

* Most recent data available
Notes: Includes Masters by Research and PhD completions.

Research Publications 2000-2002*
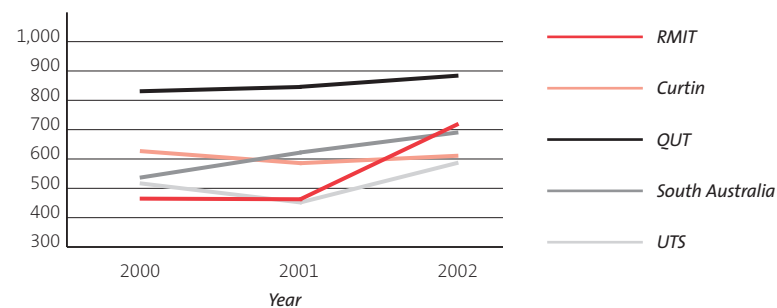
* Most recent data available
Notes: Data is from the DEST-HERDC. The fraction of the publication attributed to an author is counted and books are weighted according to DEST guidelines.
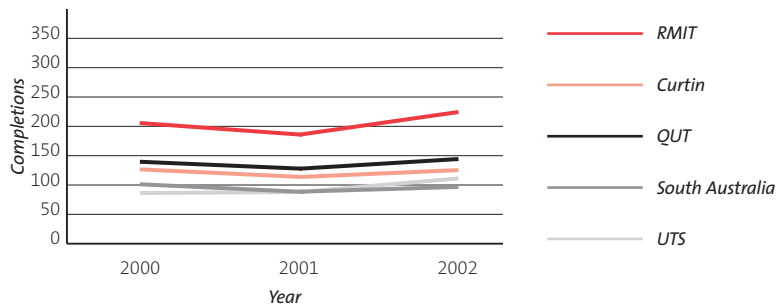
RMIT Research Centres

Specialist centres established to concentrate effort into building on existing or developing research strengths.

- Centre for Advanced Technology in Telecommunications (CATT)
- Centre for Applied Social Research
- Centre for Design at RMIT
- Centre for Management Quality Research
- Microelectronics and Materials Technology Centre
- Rheology and Materials Processing Centre
- Multimedia Database Systems
- Sir Lawrence Wackett Centre for Aerospace Design Technology

Partner Co-operative Research Centres (CRCs)

CRCs involve researchers from universities, government and private industry to conduct long-term, collaborative research and development of substantial size and quality.

- CRC for Advanced Composite Structures
- CRC for Australian Photonics
- CRC for Bushfires
- CRC for Australian Telecommunications
- CRC for Construction Innovation
- CRC for Intelligent Manufacturing Systems and Technologies
- CRC for Interaction Design
- CRC for Microtechnology
- CRC for Polymers
- CRC for SMART Internet Technology
- CRC for Water Quality and Treatment

RMIT science research students.

Global RMIT University

RMIT believes in creating a sense of global understanding for students and staff and developing partnerships and relationships with other institutions across the world.

RMIT has one of the highest international student intakes of any university in Australia, with international students making up around 25 per cent of the total student body. This international focus helped earn RMIT a five-star ranking for cultural diversity and international enrolments in the *2003 Good Universities Guide*.

The university also received a Business Excellence Award from the Australian Trade Commission; an Australian Chamber of Commerce (Singapore) Export Award; and a Commendation in the Governor of Victoria Export Awards for its international activities in 2003.

RMIT engages internationally in many ways:

- **RMIT International** recruits international students to study RMIT HE and VET programs in Australia.
- **RMIT English Worldwide** provides English language training to international students, both in Australia and overseas, in partnership with local providers.
- **RMIT International University Vietnam** ("RMIT Vietnam") offers RMIT programs to local and international students in Vietnam.
- RMIT programs are taught at **partner institutions** in many countries, most notably in Asia. Local and international students can earn an RMIT qualification.
- Domestic RMIT students can travel overseas to partner institutions – and international students can travel to Australia – to complete part of their programs under the **Study Abroad** and **Student Exchange** programs.

International Student Recruitment

International onshore enrolments at RMIT continued to increase and reached a record 9210 in 2003, a rise of 5 per cent on 2002. Of these, 4844 – or 53 per cent – were new students. Engineering was by far the most popular program in 2003, with international applications up 37 per cent compared with 2002.

The USA debuted in the top 10 source countries for new international onshore students, replacing Japan. USA student numbers grew by 39 per cent in 2003. As a percentage of all new international students, Chinese student recruitment has risen from 8 per cent to 14 per cent of the total over the past three years. Overall, 75 per cent of new and returning international onshore students came from the top 10 source countries.

RMIT International staff attended more than 40 trade fairs and program-specific promotions in over 20 countries throughout Asia, Europe and the Americas.

Vice-Chancellor Ruth Dunkin (far left) and RMIT Vietnam President Michael Mann (far right) with RMIT Vietnam students.

Key Achievements 2003

- Record international enrolments, 5% up on 2002.
- Groundbreaking ceremony for major RMIT Vietnam campus.
- More than 600 RMIT students studying or working offshore.
- Four major international graduation ceremonies held.

RMIT contributed $1.62 million to international and local student communities to fund new and ongoing scholarships and awards for international students in 2003. An example was the tuition fee and living allowance research scholarships, which funded seven students to the value of approximately $32,000 each for the standard duration of their RMIT programs.

Top ten source countries
1. India
2. China
3. Indonesia
4. Malaysia
5. Hong Kong
6. Singapore
7. Thailand
8. USA
9. Taiwan R.O.C
10. South Korea

The design for the new RMIT Vietnam campus in the South Saigon district of Ho Chi Minh City.

New Offshore Programs 2003

Program	Location
Bachelor of Engineering (Civil)	Vocational Training Centre, Hong Kong
Bachelor of Engineering (Electrical)	Vocational Training Centre, Hong Kong
Bachelor of Engineering (Mechanical)	Vocational Training Centre, Hong Kong
Bachelor of Design (Communication Design)	Singapore Institute of Management
Master of Business Administration	RMIT International University Vietnam
Master of Business Administration	Malaysian Institute of Management
Master of Business Administration (Aviation Management)	Air Transport Training College, Singapore
Master of Arts (Teaching English as a Foreign Language)	Capital Normal University, Beijing
Masters by Research (Business)	Shanghai University of Finance and Economics

Studying Abroad

More than 600 RMIT students took part in overseas study or work placements during 2003, including exchange programs, clinical and work placements, research projects and study tours. This was 15 per cent higher than in 2002.

In addition, RMIT welcomed 421 inbound students – comprising 213 exchange students (non-fee-paying) and 208 study abroad (fee-paying) students.

RMIT's International Industry Experience and Research Program continued to offer students unique opportunities to work abroad. In 2003, 135 RMIT students, mostly studying engineering or applied sciences, were placed in organisations including Volkswagen, Airbus, Siemens, BMW Group, Porsche and Bosch. The major destination for students was Germany, with a smaller number of placements in the UK, US and Switzerland.

Travel grants, scholarships and government funding continued to provide a valuable source of encouragement and support to local students wishing to undertake an international experience. In 2003, RMIT helped more than 60 students to travel to a range of institutions in North America, Europe, Asia and the UK.

Delivering Programs Offshore

More than 25 partner institutions in Asia and Africa deliver RMIT programs to local and international students.

Enrolments in programs delivered in China continued to grow – especially at RMIT's partner institution, the Shanghai Institute of Foreign Trade – as did those at RMIT International University Vietnam, which offered the RMIT MBA course for the first time in 2003.

RMIT conducted a number of multi-partner graduation ceremonies for graduates of RMIT programs that studied at partner institutions in 2003. Seen as an integral component of RMIT's work offshore, the university held ceremonies for more than 2000 graduands in Hong Kong, Kuala Lumpur and Singapore.

Quality Assurance

RMIT continued to strengthen its quality assurance framework for international activities in 2003. Particular achievements included:
• the refining of the approval process for offshore awards;
• the implementation of a financial transparency reporting project to improve financial reporting for offshore award programs; and
• the Offshore Online Infrastructure for Teaching and Learning Project, to assist academic staff to implement online activities offshore.

The university is compliant with the Education Services for Overseas Students Act 2000 and the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students.

Global RMIT University

RMIT Vietnam postgraduate research students visit the RMIT City Campus during a study tour to Melbourne.

RMIT International University Vietnam

Established in 2001, RMIT Vietnam is the first fully foreign-owned university in Vietnam. It teaches a range of undergraduate and postgraduate degree programs as well as short courses and corporate training programs. The university occupies a city-centre campus in Ho Chi Minh City and is building a large campus in the Saigon South area of the same city. A dedicated English language campus opened in February, while a second satellite campus opened in June.

The year was one of considerable growth for RMIT Vietnam, with student enrolments growing by 73 per cent to 619 students. The English language campus also experienced substantial growth. A part-time MBA program was introduced in October, with an initial cohort comprising 16 students from Australia, America, Singapore, Norway and Vietnam.

The groundbreaking ceremony for the new campus building in Saigon South was a major highlight of the year. Stage one of the campus is set for completion in late 2004, with space for 3000 students and staff. It will be one of the most modern educational facilities in the region and is both environmentally sustainable and energy efficient.

The university was again popular with international visitors and welcomed delegations from the World Bank; the Asian Development Bank; the Australian Universities Quality Agency (as part of a wider audit of RMIT); the Vietnamese and Australian governments; and diplomatic delegations from Denmark and Ireland.

Working Worldwide

RMIT was also involved in a number of other education projects around the world in 2003. During 2004, RMIT computer science diploma and bachelor programs will be offered in nine universities in **Africa** under a four-year e-learning project with the African Virtual University.

In **China**, RMIT delivered flight training programs to Hainan Airlines; customised MBA programs to the State Power Corporation of China; and an executive management training program to the Tainjin Municipal People's Government. Other commercial work included a trans-jurisdiction environmental management project with the Asian Development Bank; and a finance and management professional development program in Liaoning Province.

RMIT implemented a capacity building program for the Forestry Authority in **Papua New Guinea**; partnered the PNG National Research Institute to design a "tracer study" for the Australian Development Scholarship Program; and delivered training programs for the PNG Forestry Authority and Department of Social Welfare.

In addition RMIT worked on a number of short-term consultancies in **Indonesia** and Pacific countries including **Fiji**, **Samoa** and **Tuvalu**.

Working with the Community

RMIT has a goal to be an active and valued member of the communities in which it operates. We concentrate these efforts in a number of key regions in Melbourne and rural Victoria.

Northern Metropolitan Region of Melbourne

RMIT has developed many links with local government, education providers and industry groups in this region, which includes the cities of Whittlesea, Moreland, Hume, Yarra, Darebin, Banyule and Nillumbik. We play an active role in many local organisations and in the projects and programs that develop from this collaboration.

2003 Highlights
- Continued delivery of the *LearnLinks Project*, which links RMIT trainers with adult and community education providers to develop innovative training solutions in local communities.
- Helping to address low levels of tertiary education and secondary school completion through projects including the *Whittlesea Youth Commitment*; *Local Learning and Employment Networks*; and the *Northern Partnerships Program*. The *Linking Young People with Employment and Training Project* researched the values of mentoring as a re-engagement strategy for young early-school-leavers, while the *Northern Workplace Education Network* supported VET students in undertaking local work placements.
- Participation in the government's *Melbourne's North - The Best for Business* campaign.

Inner City Region of Melbourne

RMIT has a vast and diverse range of activity in the city and is a major contributor to the cultural, social and economic life of Melbourne.

2003 Highlights
- Opening up education to refugees and asylum seekers through the RMIT *Refugee and Asylum Seeker Project*. An Open Day was held in November to provide course advice and 10 fee-free places were offered to refugees and asylum seekers in 2004.
- Providing safe and non-formal learning environments for young people and their families under the *whereveruni* project run in partnership with the Salvation Army, the Smith Family and Microsoft.
- Reaching young people not in employment or education through the *Melbourne Youth Learning Opportunities* program.
- Organising the *Space Science Mentoring Project*, where RMIT engineering students visit inner-Melbourne primary schools to demonstrate experiments in rocket science. In October, RMIT hosted a space science expo attended by more than 40 space researchers and 400 secondary school students.
- Partnering the Smith Family in its annual *Christmas Book Appeal*. More than 600 books were collected from RMIT collection points.

Key Achievements 2003
- Innovative support program for refugees and asylum seekers developed.
- RMIT Hamilton officially opened.
- RMIT website redesigned.
- Record attendance at Graduation Ceremony.

RMIT Hamilton

RMIT Hamilton and its Research Centre for Regional and Rural Development are located in Hamilton, in western Victoria. RMIT Hamilton is the university's largest regional project, involving all academic portfolios, a large community network, 32 schools, tertiary and other adult education providers, 150 host families and most local businesses.

2003 Highlights
- The official opening of the RMIT Hamilton building renovations in April by the Hon. John Brumby, Victorian Minister for State and Regional Development and Minister for Innovation. Dr Margaret Skene was appointed Head of RMIT Hamilton in June.
- Developing a business plan in conjunction with the local community for sustainable growth.
- Providing funding for community-based research that will contribute to the sustainable development of the Southern Grampians region through the *Handbury Fellowship Awards* and the *Handbury Research Program*.
- Partnering local community projects including the *Glenelg Southern Grampians Local Learning and Employment Network* and the *10MMM* youth project.

East Gippsland

RMIT University has been active in East Gippsland since 1992 in partnership with East Gippsland Institute of TAFE (EGIT). EGIT now delivers part of the RMIT Bachelor of Commerce and Bachelor of Nursing programs at its Sale campus. The RMIT research program in East Gippsland is based on environmental issues in the lakes system and the development of aquaculture in the region.

2003 Highlights

• Continued construction of the Research and Education Centre on Bullock Island. Joint management arrangements and contracts with EGIT were also developed. Three postdoctoral research fellows were appointed to work at the facility.
• Establishing a steering committee and working group to support and assist in the planning, coordination and development of RMIT's activities in East Gippsland.
• Opening the new nursing laboratory at the EGIT Sale campus.

Other Regions and Communities

RMIT activity is not restricted to key regions and priorities change depending on need, aspiration, RMIT's capacity to respond, and identified benefits to partners. Other activity in regional Victoria in 2003 included:

• RMIT's *Learning Towns Project* in the Shire of Buloke, which brings RMIT Melbourne students into the region through a community links study program and supports research activity with the Birchip Cropping Group.
• A similar community links program also operated in and around Shepparton, in north-central Victoria.
• RMIT continued to deliver TAFE engineering programs at the Army Logistic Training Centre in Wodonga, in north-east Victoria.

Communities of Learning

Community and regional engagement is a subset of the broader themes of engagement and partnership, which inform the university's approach to teaching and research. "Communities" can include communities of learning, practice, interest, profession, identity, and culture.

2003 Highlights

• Developing the Australian link to *CRITICAL (City Regions and Intelligent Territories: Inclusion, Competitiveness and Learning)*, a European Union research project aiming to understand social, cultural and economic development in the context of learning regions.
• Partnership in the *International Observatory PASCAL* project, a strategic information-tracking and sharing service about place management, social capital and learning regions.
• Involvement in the *Clearing House* project, which aims to provide a single point of reference and advice on Victorian community building policy, research and practical information.
• Working with communities in Shepparton, Eaglehawk, Ballarat and Collingwood under the *Smith Family Community Learning Network Project (i.can.connect)*, which aims to improve the ways disadvantaged Victorians can learn, work and connect with others in their communities.

Promotional activities

While many areas of RMIT conduct individual events such as conferences, exhibitions and seminars, Marketing and Public Affairs manages major events media relations, student recruitment and production of program and university information.

Major university marketing activities in 2003 included:
• Orientation Week (February);
• the University Welcome for international students (March);
• the Official Opening of RMIT Hamilton (April);
• the Honorary Awards Conferring Ceremony (May);
• Open Day (August);
• the Research Awards (August);
• the Teaching Awards (September);
• Postgraduate Month (October);
• the Business Plan Competition Awards (October); and
• Graduation (December).

The university also produced a large range of corporate publications in 2003 including:
• Alumni News – www.alumni.rmit.edu.au/news/
• Annual Report 2002 – www.rmit.edu.au/about
• Brochures and handbooks – TAFE, bachelor degree and postgraduate programs
• *RMIT Update*, a weekly newsletter for RMIT staff – www.rmit.edu.au/news/rmitupdate
• *Speakers Guide*
• *RMIT Experts Guide* – www.whatson.rmit.edu.au/experts/
• *Openline* staff newspaper – www.rmit.edu.au/news/openline
• Promotional material for Open Day, student orientation and staff induction
• *Schools Bulletin*, a quarterly newsletter for secondary school careers teachers
• Facts and Figures 2004
• Student Diary
• Staff Diary

RMIT also redesigned part of its website (www.rmit.edu.au) during 2003. Feedback has been extremely positive, with an average of about 45,000 hits per day being recorded.

Copies of this report, as well as other printed and electronic publications, are available from:

Marketing and Public Affairs
RMIT University
GPO Box 2476V
Melbourne Vic 3001
Telephone (+61 3) 9925 2717

Program enquiries

The Office for Prospective Students is the central source of program information for the general public. In 2003, the office processed 41,000 telephone program enquiries, 38,000 email enquiries and 12,000 over-the-counter program enquiries.

OUR PEOPLE

Any organisation is only as good as its people. We aim to attract, develop, and retain talented staff across the university, and provide a working environment that encourages client-focused performance.

ACCESS AND EQUITY

RMIT supports access and equity within the university through an individual case-management service backed by associated policies that offer staff and students a safe and discrimination-free environment. We are also an active member of the Australian Technology Network's Women's Executive Development Leadership Program.

For the third successive year, RMIT was recognised by the Federal Equal Opportunity for Women in the Workplace Agency as an Employer of Choice for Women. The much-coveted citation recognises organisations that have equal opportunity programs that recognise and advance their female workforce. RMIT has policies that:

• support women across the organisation;
• educate employees on their rights and obligations regarding sex-based harassment;
• deliver improved outcomes for women and the business; and
• achieve real outcomes for women by delivering equal opportunity for women within a diverse workplace environment.

The university has established procedures to ensure compliance with sections 7 and 8 of the *Public Sector Management and Employment Act 1988*. The university is committed to equal opportunities and fair processes in all human resource management procedures.

Staff are bound by the university's code of ethics and various other policies intended to ensure that in the course of their employment they:
• act impartially;
• act with integrity and avoid real or apparent conflicts of interest;
• accept responsibility for results; and
• provide responsive service.

WORKCOVER CLAIMS

RMIT received 74 new WorkCover claims in 2003. This compares to 71 received in 2002. Of these, 32 claims resulted in time lost from work of one day or more and 42 resulted in no time away from the workplace. The predominant injuries were sprains/strains and stress related illnesses. *For more information on cocupational health and safety see page 44.*

STAFF DEVELOPMENT

During 2003, the RMIT staff development *Open Program* offered 54 programs, recording 580 participants. People Services also managed a comprehensive and multi-faceted induction program and implemented a new mentoring program. The university also developed a leadership program, which will be delivered to heads of school for the first time in 2004. It will incorporate structured classes, coaching and 360-degree feedback. Individual schools and departments also supported staff development funding applications.

Key Achievements 2003
• Again selected as an Employer of Choice for Women.
• 18 new adjunct professors appointed.
• Staff mentoring and leadership programs introduced.

EMPLOYEE RELATIONS IN 2003
• RMIT implemented Workload Distribution and Management Guidelines for academic and general staff.
• A performance review system linked to annual workplans for TAFE teaching staff was also negotiated and implemented.
• National industrial action in the form of a one-day strike called by the NTEU was supported by 974 people (or 34 per cent of academic and general staff).
• RMIT negotiated in-principle agreements for its trades staff and security officers that will form the basis of the enterprise agreements to be certified in 2004.
• Negotiations with the NTEU for a new enterprise agreement covering academic and general staff also commenced. A multi-employer certified agreement covering all TAFE teachers in Victorian TAFE institutes and universities with TAFE divisions is being negotiated between the representatives of the TAFE directors and the AEU.

WorkCover Claims	2000	2001	2002	2003
RMIT	74	75	71	74
% Change	-5.13%	1.35%	-5.33%	4.22%
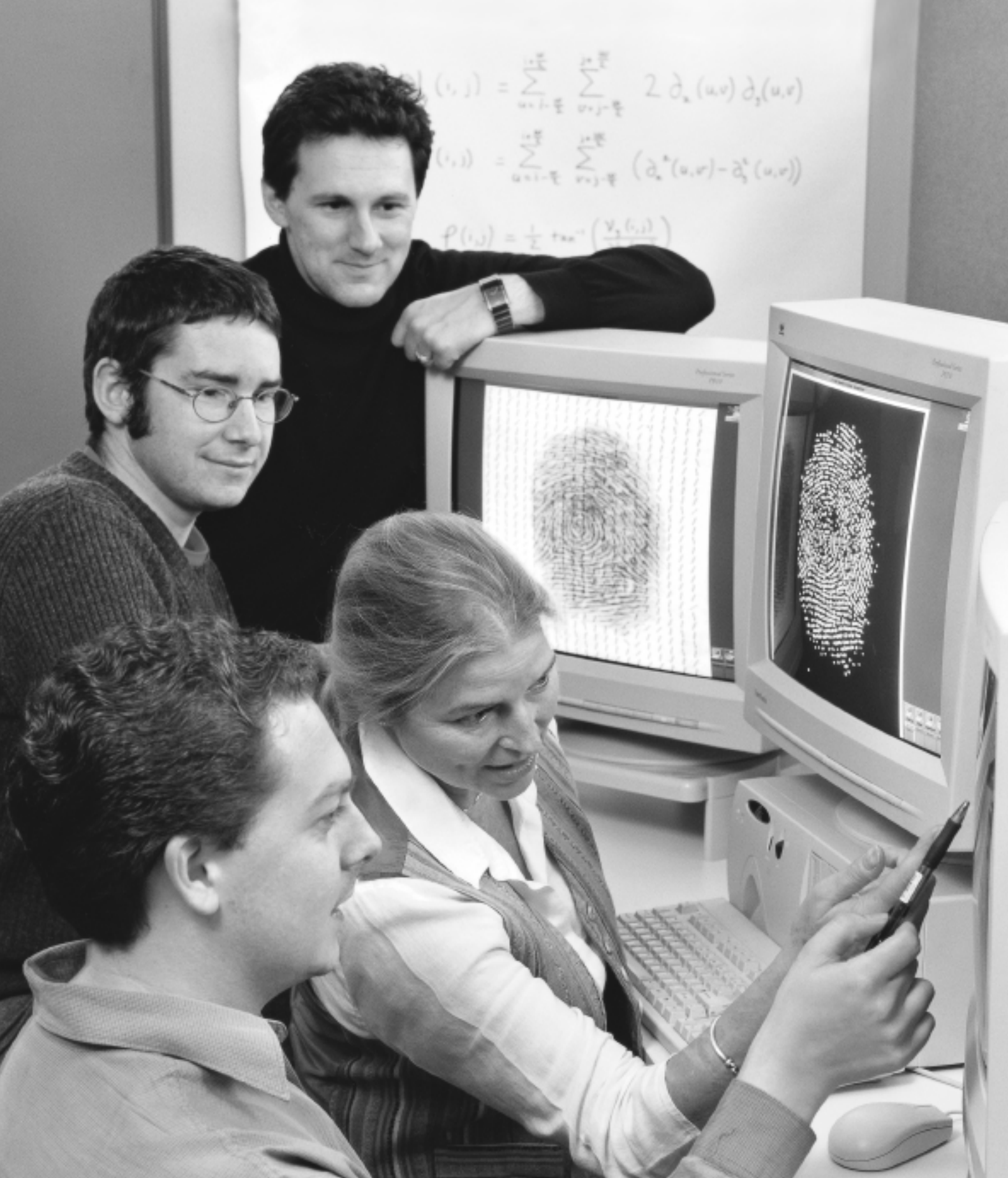
Staffing Statistics

Staff type	Total FTE*		Female FTE		% Female		% Change	
	2002	2003	2002	2003	2002	2003	01-02	02-03
Academic	1047	1078	357	389	34.04	36.09	3.35	8.95
Executive	86	111.2	25	43	28.85	38.67	13.16	72.00
General	1737	1754	1029	1038	59.26	59.14	7.87	0.83
TAFE/VET	535	511.96	193	197	36.08	38.50	10.34	2.14
Total	**3405**	**3455**	**1604**	**1667**	**47.09**	**48.24**	**7.19**	**3.91**

FTE – Full-time equivalent. Two people both working 0.5 time fractions = 1 FTE.

From left: Chancellor Professor Dennis Gibson, Dr David Malin, Professor Consuelo Diaz-Baez, Dr Keith Bell, Vice-Chancellor Professor Ruth Dunkin, and Dr Simon West at the Honorary Awards Conferring Ceremony in May.

Adjunct Professors

The RMIT Adjunct Professors Program invites eminent people to become involved in teaching and research and the university. This helps strengthen RMIT's links with industry, community and government and exposes students to leaders in their fields.

Adjunct Professorial Appointments 2003

- Mark Armstrong — Innovation and Service Management
- Professor Desmond Crawley — Applied Physics
- Juliana Enberg — Art and Culture
- Michael Ford — Fashion and Textiles
- Dr David Graham — Life and Physical Sciences
- Professor Mitsunori Kawamura — Civil and Chemical Engineering
- Tom Kovac — Architecture
- Wesley McMaster — Economics and Finance
- Robert Owen — Art and Culture
- Dr Anthony Priestley — Civil and Chemical Engineering
- David Rapsey — Creative Media
- Dr Neville Rieger — Mathematics and Statistics
- Dr Peter Rogers — Civil and Chemical Engineering
- Dr Francis Rose — Aerospace, Manufacturing and Mechanical Engineering
- Murray Scott — Aerospace, Manufacturing and Mechanical Engineering
- Dr Laurie Sparke — Aerospace, Manufacturing and Mechanical Engineering
- Dr Michael Wilson — Nursing and Midwifery
- Alan Wein — Management

2003 RMIT Teaching Awards

Presented at Storey Hall, City Campus, on December 9.

Award winners

Category A – Student-Centred (Higher Education) Teaching
- Josephine Lang – School and Early Childhood Education
- Brian Leonard – Biotechnology and Environmental Biology
- Kim Leong – Social Science and Planning

Category A – Student-Centred (TAFE) Teaching
- Dinah Barton – Built Environment
- Barbara Morgan and Meaghan Botterill – Access and Preparatory Studies
- Grant Emerson and team – Fashion and Textiles *(Team members: Anna Cavaleri, Cathy Chen, Russell Edis, Hector Gauci, Loraine Grant, Barbara Kuczuk, Yuping Li, Angelo Pantalone, Nardia Robertson, Ben Stranieri)*

Category B – Scholarship of Teaching
- Elizabeth Creese – Business Management

Category C – Research Supervision
- Mike Brown and team – Industry, Professional and Adult Education *(Team members: Robert Bain, David Hodges, Veronica Luk, Dr Heather Meyer, Laurene Vaughan, Dr William Vistarini)*

Category D – Institutional Infrastructure Systems and Services
Sub-Category D1
- Darren Flugge and team – Business Online *(Team members: Lois Fitz-Gerald, Tom Hennessy)*

Sub-Category D2
- Dr Ken McGregor and team – Applied Physics *(Team members: Associate Professor Peter Daivis, Associate Professor Gary Bryant. Joseph Harland, Dr Alex Merchant)*

Sub-Category D3
- Sheila Howell and team – Computer Science and Information Technology *(Team members: Michael Harris, Frank Hemmings, Amgad Louka, Helen McCumisky, David McLay, John Milton, Ed Morris, Simon Wilkinson, Catherine Zuluaga)*

Sub-Category D4
- Susan Flint and Angela Nicolettou – Computer Science and Information Technology

Certificates of Achievement
Category A – Student-Centred (Higher Education) Teaching
- Prue Bramwell – Biotechnology and Environmental Biology
- Dr Phillip Ebrall – Complementary Medicine
- Dr Jim Lewis – Management (HE)
- Associate Professor Barry Meehan – Applied Chemistry and Associate Professor Ian Thomas – Social Science and Planning
- Professor Rob Watts – Social Science and Planning

Category A – Student-Centred (TAFE) Teaching
- Frank Farfalla – Business Information Technology (VET)
- Bev Kennedy – Management (VET)
- Andrea McAdam – Health and Biosciences
- Rodney Noble – Business Information Technology (VET)

Category C – Research Supervision
- Associate Professor Shane Murray and Associate Professor Nigel Bertram – Architecture and Design
- Dr Dayanthi Nugegoda – Biotechnology and Environmental Biology

Category D – Institutional Infrastructure Systems and Services
Sub-Category D3
- Jessica Whyte and team – Community and Regional Partnerships *(Team members: Chris Raab, Charandev Singh, Trish van Lint)*

2003 RMIT Research Awards
Presented at Storey Hall, City Campus, on August 13.

Vice-Chancellor's Award for Sustained Contribution to Research Excellence at RMIT
- Professor S Bhattacharya

Linkage Grant Awards
Supplementary funding of $2000 for each project to receive ARC linkage grants in 2003.
- Professor M Berry; Dr I Patnaikuni; Ms H Lewis; Associate Professor B De Silva
- Professor I Cosic
- Professor P Johnston; Dr S Solomon
- Associate Professor L Padgham; Dr M Winikoff
- Associate Professor Z Tari
- Professor S Bhargava; Dr D Akolekar
- Professor S Bhattacharya
- Professor A Hudson; Dr S Gavidia-Payne; Dr K Nankervis
- Professor P James; Dr J Humphery
- Professor J Macnae
- Professor D Mainwaring; Professor R Shanks
- Associate Professor M D McKenzie; Dr A Di lorio
- Associate Professor D E Siemon; Dr S L Dole; Dr J F Izard; Dr M Stephens

Discovery Grant Awards
Supplementary funding of $4000 for each project receiving ARC discovery grants in 2003.
- Professor M Burry; Professor L Padgham
- Dr K Cregan
- Professor P James; Professor M Kalantzis
- Professor P James; Professor T Nairn
- Professor J Macnae
- Dr P Marriott; Dr H Huegel
- Associate Professor J Murphy
- Dr J Smith
- Associate Professor Z Tari; Professor H Schroder
- Associate Professor P Trivailo; Dr C Blanksby
- Dr H Williams
- Dr P Wilson
- Dr C Ziguras
- Associate Professor J Zobel; Dr H Williams

NHMRC Grant Awards
Supplementary funding of $4000 for each project receiving NHMRC grants in 2003.
- Dr Chun Guang Li
- Associate Professor Mark Febbraio

Francis Ormond Medal
The 2003 RMIT *Francis Ormond Medal* for outstanding service to RMIT University by a member of staff was awarded to Ms Rosemary Marshall, a student administration manager in the former Faculty of Applied Science.

Honorary Awards 2003
Presented at the Honorary Awards Conferring Ceremony in May.

- Keith Bell, Doctor of Applied Science Honoris Causa
  For his career achievements and contribution to the future prosperity and welfare of Australia.

- Professor Maria Consuelo Diaz-Baez, Doctor of Applied Science Honoris Causa
  For achievements in the field of environmental toxicology.

- David Malin, Doctor of Applied Science Honoris Causa
  For contribution to the field of scientific photography.

- Simon West, Doctor of Applied Science Honoris Causa
  For contribution to the Australian economy and society through environmentally friendly scientific solutions and technical problem solving.

Publications Awards
Most prolific publishers from each portfolio.
- Science, Engineering and Technology – Professor A Subic
- Design and Social Context – Professor N Yelland; Associate Professor D Forrest
- Business – Professor J Dalrymple

RMIT Innovation Awards – Staff
- Science, Engineering and Technology – Professor A Subic
- Design and Social Context – Mr R Baines
- Business – Associate Professor C Boucher

RMIT Innovation Awards – Students
- Science, Engineering and Technology – Dr R Kusumo
- Design and Social Context – Mr J Moore
- Business – Ms E Coath

BUILDINGS AND ENVIRONMENT

Property Portfolio Review

RMIT Property Services conducted a comprehensive Property Portfolio Review in 2003, which made a series of recommendations about the university's physical assets. The most significant recommendation was to sell the unused 103ha Janefield site in Bundoora.

Teaching Facilities

Teaching facilities milestones in 2003 included:
- completion and opening of The Royal Dental Hospital of Melbourne (October)
- closure of the Fishermans Bend site and relocation of aerospace programs to a refurbished area at Bundoora East;
- refurbishment of Buildings 56 and 57 on the City Campus; and
- near completion of the Research and Education Centre at Bullock Island, Lakes Entrance.

For more information on teaching and learning see page 20.

Student Facilities

Student facilities milestones in 2003 included:
- completion of the Alumni Courtyard (City Campus);
- renovation of the student 'caf' area in Building 8 (City Campus) and development of five new food outlets as well as a space for a new student union food cooperative program;
- renovation of the 'caf' in Building 56/57 (City Campus);
- opening of the computer "barn" in Building 512 (Brunswick Campus);
- opening of two satellite campus facilities at RMIT Vietnam in February and June; and
- construction of new lounge, 'caf' and bookshop facilities in Building 202 at the Bundoora Campus. The new RMIT Union Bookshop opened in first semester and the adjoining lounge and *Refuel Café* opened in time for second semester.

For more information on students see page 22.

Other Milestones

- RMIT Hamilton was officially opened in April. It is built on the site of the former Regional Veterinary Laboratory.
- The former Melbourne Magistrates Court building (City Campus) was refurbished as offices and meeting spaces and opened in February.
- The former police garage (City Campus) was remodelled, landscaped and titled the Alumni Courtyard.
- A groundbreaking ceremony in December marked the beginning of construction of RMIT Vietnam's new campus building in Saigon South. Stage one will be completed in 2004 and have capacity for 3000 students and staff.

Key Achievements 2003

- Alumni Court opened
- Former Magistrates court refurbished and opened.
- Sale of disused Janefield site in Bundoora.

Environmental Sustainability

- A project to harvest rainwater from a City Campus building was developed and commissioned in early 2004.
- A water recycling scheme for the Aquaculture facility at the Bundoora West campus was refined and a plan developed that will eventually see 100 per cent of waste water reused in the facility or for irrigation.
- RMIT worked with Yarra Valley Water to develop a water management plan for the university.
- We extended a relationship with environmental consultants Energetics Pty Ltd, which led to more efficient procurement of electricity and gas.

For more information on RMIT's environmental performance, see page 45.

Fee Waivers

Internal and external groups wishing to use RMIT facilities are usually charged a fee. As part of its community service commitments, or as a form of sponsorship, RMIT can waive these fees in certain cases. In 2003, more than $91,000 in fee waivers were granted to internal and external groups.

The new Alumni Courtyard at the City Campus.

BUILDING STATISTICS

All new building and maintenance projects were carried out in compliance with the building and maintenance provisions of the *Building Act 1993*.

Building Works 2001-2003	*2001*	*2002*	*2003*
Projects certified for approval:	66	51	25
Works under construction and the subject of mandatory inspections:	8	11	9
Occupancy permits issued:	45	40	16

Note: The significant drop in the projects certified for approval from 2002 to 2003 reflects not only a reduced capital plan but also a change in the type of projects undertaken.

Space, Quality and Deficiency Ratings of RMIT Buildings in 2003	*2001*	*2002*	*2003*
S - Satisfactory—require periodic maintenance	74%	76%	74%
A - Require expenditure of between 16%-36% of capital replacement value (CRV)	17%	18%	20%
B - Require expenditure of between 37%-57% of CRV	8%	5%	5%
C - Require expenditure of between 58%-78% of CRV	2%	1%	1%
D - Unsatisfactory—require demolition	0%	0%	0%

Notes: In 2003 RMIT reviewed the way it reported building space quality and deficiencies. As part of the review, descriptor categories have been narrowed to provide more relevant data. Data for 2001 and 2002 has been reassessed in the light of these revisions to enable a three-year comparison.

Below: The Life Sciences Building at the RMIT Bundoora Campus.

Sustainability at RMIT

Since 1887, RMIT University has carried out its goal to serve people with dedication and accomplishment.

As part of this mission, RMIT is committed to building a sustainable organisation that serves the needs and aspirations of its stakeholders. RMIT believes that sustainability is at the core of the university's obligations, its activities and its contributions to the world at large. It is about how we deal with students and employees, how we interact with the community, how we treat the environment, how we remain economically viable, and how we manage our organisation. In short, it is about how we operate to meet present needs, without compromising the ability of future generations to meet their own needs.

The university adopts the Triple Bottom Line reporting system to assess performance against social, environmental and economic parameters. In line with RMIT's commitment to good governance in all of its activities, we have expanded this reporting methodology to the *Triple Bottom Line Plus One* system used in this Annual Report.

The key indicators in this Annual Report have been developed to aid in measuring our performance and progress as a sustainable institution as well as contributing to global sustainability in all its dimensions. RMIT is also committed to developing a "living" Triple Bottom Line Report, which will evolve over time.

◼ Social Sustainability

RMIT is committed to the principles of social equity, supporting its students, staff and local communities. We aim to make the university an enjoyable and rewarding learning and working environment, giving equal access to all. We also seek to be a valued corporate citizen serving communities locally, regionally and internationally.

To achieve this we must:
• maintain our reputation for excellence;
• produce graduates who contribute to the social and economic development of their communities;
• meet our students' expectations and make their time at RMIT valuable; and
• value our staff and make their work environment safe.

1. Share of First Preferences

The social environment is one of the factors students consider when making their choice of university. In 2003, RMIT continued to lead Victorian universities in the number of first preferences for HECS-funded HE places. Demand continues to be very strong for most undergraduate programs, particularly in the social science and community services disciplines.

Fee-paying undergraduate applications continue to grow slowly, over a small base. RMIT performs well in this market, behind Monash University and the University of Melbourne.

In 2003, applications for TAFE places offered through VTAC continued to be well ahead of other TAFE institutions. This is partly due to our profile configuration.

2. Student Satisfaction

Universities contribute to national social and economic development by producing able and skilled graduates. The student satisfaction survey provides one measure of how well we do this. Both HE and VET student satisfaction rates rose compared with 2002, but are sill below their comparative national averages.
Notes:
HE student satisfaction is measured in a single question on the Course Experience Questionnaire, an annual survey used to determine the overall satisfaction with a program.
VET sector student satisfaction is measured in a single question on the Student Out-comes Survey. (Note: In 2001 and 2002, VET overall student satisfaction was measured as the percentage of graduates who gave responses of seven or above on a scale of 1-10. In 2003, VET overall satisfaction was measured as the percentage of graduates who gave responses of four or above on a scale of 1-5.)

1. Share of First Preferences	2003	2002	2001
RMIT HE share of first preferences (HECS-funded places)	18.5%	18.6%	18.7%
RMIT HE share of all preferences (fee-paying places)	22.1%	23.7%	22.4%
RMIT TAFE share of first preferences	28.4%	27.7%	30.3%

Source: Victorian Tertiary Admissions Centre. Measured at main VTAC Chance of Preference Period.

2. HE Student Satisfaction	2003	2002	2001
RMIT	62%	60%	60%
National	N/A	68%	69%

Source: Course Experience Questionnaire, Graduate Careers Council of Australia.

VET Student Satisfaction	2003	2002	2001
RMIT	77%	66%	73%
Victoria	83%	75%	79%
National	82%	77%	81%

Source: Student Outcomes Survey, National Centre for Vocational Education Research.

3. HE Full-Time Employment	2003	2002	2001
RMIT	82%	83%	86%
National	80%	81%	83%

Source: Graduate Destination Survey, Graduate Careers Council of Australia.

VET Employment	2003	2002	2001
RMIT	78%	78%	77%
Victoria	78%	72%	73%
National	74%	73%	73%

Source: Student Outcomes Survey, National Centre for Vocational Education Research.

4. HE Enterprise Formation	2003	2002	2001
RMIT	5%	6%	5%
National	N/A	3%	3%

Source: Graduate Destination Survey, Graduate Careers Council of Australia.

VET Enterprise Formation	2003	2002	2001
RMIT	5%	7%	5%
Victoria	7%	6%	6%
National	7%	6%	6%

Source: Student Outcomes Survey, National Centre for Vocational Education Research.

3. Graduate Activity

RMIT's mission is to provide technical and professional education that develops graduates for leadership and employment. RMIT has continued to perform above the national average for graduate employment rates.
Notes:
Table shows the proportion of Australian-resident bachelor degree graduates in full-time employment at the time of the survey (approximately four months after degree completion).
Table shows the proportion of surveyed VET graduates, whose courses were of at least 200 hours or one semester in duration, that have progressed into employment at the time of the survey (approximately five months after program completion).

4. Enterprise Formation

RMIT has produced a greater proportion of graduates that have formed their own enterprises compared to the national average over the past few years. The proportion of VET graduates forming their own enterprises has been similar to the national average in recent years.
Notes:
Table shows the proportion of surveyed Australian-resident bachelor degree graduates who describe themselves as self-employed.
Table shows the proportion of surveyed VET graduates whose courses were of at least 200 hours or one semester in duration, who describe themselves as self-employed or as an employer.

5. Research Activity

RMIT's research performance continues to grow, particularly in the number of DEST weighted research publications and higher-degree-by-research (HDR) graduates.

The university's commitment to sustainability principles also extends to the innovation professors and adjunct professors programs, which are both seeking to appoint more people with expertise in the field of sustainability.

6. Student Enrolments and Completions

HE enrolments continued to rise in 2003, while VET enrolments fell slightly.

7. Student Safety and Security

The campus environment is a pivotal factor in fulfilling students' expectations of university life. According to the 2003 University Experience Questionnaire (UES), many students feel personally safe on campus (83 per cent in 2003), and believe that RMIT is friendly to people of all backgrounds (82 per cent).

Safety improvements in 2003 stemming from issues raised by students included:
• a review of security access and security hardware to improve levels of security; and
• a greater focus on creating a sense of community and belonging for students in coordination with student organisations and service providers.

8. Occupational Health and Safety

RMIT adopted a three-year Health and Safety Improvement Strategy in 2003, with strategies developed around four key improvement areas – safety management systems, leadership, active safety culture and safe equipment and facilities.

The priority for 2003 was to implement control systems to minimise risks to staff and students. Along with this, occupational health and safety responsibilities were clarified and specific accountabilities assigned to senior management.

Work will continue in 2004 to ensure RMIT is recognised as a safe and healthy university by staff, students and the community. A new OHS reporting framework commenced at the beginning of the year to enable the university executive to consider improvement initiatives and their effectiveness. The university will also review its consultative framework and develop practical programs to target the common and costly injuries – sprain/strain injuries and stress.

During 2003 the number of work-related injuries/incidents reported by staff, students, contractors and visitors at RMIT increased from 259 to 287. The total number of injuries resulting from

5. Higher Degree Research Activity	2003	2002	2001
HDR Enrolments (Number of students)	1691	1717	1725
HDR Equivalent Full-Time Student Units (EFTSU)	1130	1151	1155
HDR Award Program completions (Graduates)	N/A	225	187
DEST weighted research publications	N/A	713	470

6. Student Enrolments and Completions	2003	2002	2001
HE Enrolments (Number of Students)	35,203	34,725	32,988
HE Equivalent Full-Time Student Units (EFTSU)	27,381	27,468	26,054
HE Award Program Completions (Number of Graduates)	N/A	7827	6868
VET Enrolments (Number of Students)	19,889	22,518	22,609
VET Student Contact Hours	8,394,521	8,606,090	8,024,342
VET Completions (Number of Graduates)	N/A	4742	4006

8. OHS Incidents Reported	2003	2002	2001
RMIT	287	259	321
% change	+10.8%	-19.3%	+6.7%

9. New Staff	Female	%	Male	%	Total
2003	339	57	251	43	590
2002	225	55	184	45	409
2001	200	56	158	44	358

New Staff by Type (2003)	Female	%	Male	%	Total
Academic (HE)	91	48	97	52	188
Executive (HE and VET)	7	37	12	63	19
General (HE and VET)	206	65	113	35	319
Teaching (VET)	35	55	29	45	64
Total	339	57	251	43	590

Benchmark (Vic. Workforce)	Female	%	Male	%	Total
2003	1,145,500	44	1,453,300	56	2,598,800

Data source: ABS December Labour Force Statistics (Includes Unemployed, looking for full time work)

10. Staff Turnover	2003	2002	2001
Less than 3 years' service	25%	18%	17%
Greater than 3 years' service	11%	14%	11%
Total	15%	15%	12%

Staff-Initiated Turnover (not including VDPs)	2003	2002	2001
Less than 3 years' service	14%	5%	4%
Greater than 3 years' service	7%	10%	7%
Total	9%	8%	6%

Note: Staff turnover percentages are measured as a proportion of the total staff with the same level of service.

these incidents was 136 (107 staff and 29 non-staff). Twelve incidents required notification to WorkSafe Victoria due to the serious nature of the accident.

The university is satisfied that the increased number of incidents reported in 2003 demonstrates a strong awareness of the policy and procedures for incident reporting as well as the benefits of early intervention. RMIT supports a strong culture of reporting incidents as a proactive way of managing hazards and their associated risks.

9. Gender Distribution of New Staff

The increase in the number of new staff recruited in 2003 reflected a corresponding increase in the turnover rate for the same period.

10. Staff Turnover

It is typical for organisations to experience a higher turnover rate during periods of major restructuring. The increase in the turnover rates for RMIT staff with less than three years service and the staff initiated turnover (not including voluntary departure packages) reflects this.

Despite this, RMIT's turnover rate was the lowest among the ATN during 2002 (latest data available). We plan to improve retention rates by analysing results of 2003 exit interviews and interviewing new staff in 2004 to capture information about their initial 12 months at RMIT.

ENVIRONMENTAL SUSTAINABILITY

Physical Environment

RMIT University has had a public commitment to environmental sustainability for more than 10 years, first implementing its Environment Policy in 1994. Since then, the university has developed and implemented many internal environmental policies and initiatives, and signed a number of external environmental commitments.

Translating these commitments into the academic and operational activities is slowly progressing. RMIT's Business Plan 2004-2006 has embedded sustainability as a core strategy and will accelerate the implementation of these key commitments.

Sustainability is being integrated into teaching and learning via the program renewal process, and is also included in the curriculum of many academic programs.

Sustainability Awareness

Results from the 2003 University Experience Questionnaire indicate that student awareness of sustainability is rising, however student perceptions of RMIT's environmental performance are low.

Energy Consumption

In 2003 a comprehensive analysis of electricity and gas consumption commenced with the engagement of utilities expert Energetics. An analysis of consumption of these services had been lacking and RMIT needed to better energy service consumption and purchasing. The analysis revealed past inconsistencies in electricity usage metering, which were rectified and revised cost and usage estimates provided for the 2001-2003 period.

A water consumption analyst was also engaged to identify usage at the local level and develop strategies around a number of issues including use minimisation; physical reduction methods; and grey water solutions. The results of the study will be used to develop a water management plan that aims to reduce water consumption and assist the exemption process where savings cannot be made eg. grounds watering.

Agreement with University Experience Questionnaire	2003	2002
Environmental sustainability on campus is important to me	67%	61%
RMIT performs well in terms of environmental sustainability management	35%	40%

1. Electricity Consumed	2003	2002	2001
Quantity (GJ)	202,773	204,288	184,921
Quantity (GJ) per EFTSU/EFTS and FTE staff	4.77	4.77	4.57
Quantity (GJ) per m^2 of GFA serviced	0.47	0.49	0.47

Source: Property Services, Energetics, Citipower

2. Gas Consumed	2003	2002	2001
Quantity (GJ)	133,410	117,150	113,274
Quantity (GJ) per EFTSU/EFTS and FTE staff	3.14	2.74	2.80
Quantity (GJ) per m^2 of GFA serviced	0.50	0.29	0.29

Source: Property Services, Energetics, TXU

3. Water Consumed	2003*	2002	2001
Quantity (KL)	214,862	300,283	298,203
Quantity (KL) per EFTSU	5.06	7.01	7.37
Quantity (GJ) per m^2 of GFA serviced	0.50	0.73	0.76

Source: Property Services

4. Greenhouse Gas Produced	2003	2002	2001
Quantity (tonnes CO^2 equivalent)	88,232	87,999	77,833
Quantity (tonnes CO^2 equivalent) per EFTSU	2.07	2.05	1.92
Quantity (GJ) per m^2 of GFA serviced	0.21	0.22	0.20

Source: Property Services

Estimate only. Final quarter 2003 figures not yet available.
GJ - Gigajoules (1,000,000 kilojoules)
KL - Kilolitre (1000 litres)
CO2 - Carbon dioxide
EFTSU - Equivalent Full-Time Student Unit; EFTS - Equivalent Full-Time Student; FTE -Full-Time Equivalent (staff)

2003 Results

There was a moderate increase in gas consumption, a small reduction in electricity consumption and a reasonable reduction in water compared with 2002.

RMIT University's energy consumption (combined electricity and gas use) of 8.15GJ per EFTSU/EFTS in 2002, the most recent year for which benchmark data is available, is well below the Australian university average of 9.5 GJ per EFTSU. The university expected to continue to be below the Australian university average in 2003.

On the basis of energy consumption per Gross Floor Area (GFA), in 2002 RMIT's consumption of 0.74 GJ/m^2 was above the Australian average of 0.69 GJ/m^2, but below the Victorian average of 0.79 GJ/m^2. Under this measure RMIT is expected to report a relatively higher level of energy use due to a higher concentration of EFTSU/m^2 in comparison to other universities.

Further data that measures comparative performance in environmentally sustainable development at Australian universities should be available later in 2004 and will be reported on in the 2004 Annual Report.

Financial Sustainability

Despite the challenges confronted by RMIT during the year, the net operating result attributed to the university for 2003 was a $31.5 million surplus, compared with a $0.2 million deficit in 2002.

The university's total revenue from ordinary activities was $574.4 million (compared with $541.0 million in 2002) whilst the total expenses from ordinary activities totalled $542.5 million in 2003 (compared with $540.8 million in 2002)

Whilst contributions from both Commonwealth and Victorian Governments have increased, the proportion of revenue from sources other than government has also increased—particularly contributions from international and domestic students. The university's reliance on government support continues to decline, while revenue from international students continued to increase.

Expenses from ordinary activities attributed to employee benefits (covering both higher education and TAFE sectors) increased to $332.3 million and represents 62 per cent of total expenses. The pool of scholarships, grants and prizes increased to $23.1 million (compared with $17.5 million in 2002). The total amount of bad and doubtful debts increased from previous years and is attributed to $10.1m set aside because of student debts in 2003.

Cash flow from operating activities decreased in comparison to last year, however net assets continued to increase to $976.0 million in 2003.

	2003	2002	2001	2000	1999
Net operating result attributed to RMIT entity ($ million)	31.5	(0.2)	8.6	22.6	45.1
Cash flow ($ million)	42.7	43.0	43.6	49.2	66.7
Total assets ($ million)	1339	1340	1300	1231	1186
Total liabilities ($ million)	363	418	392	372	350
Net assets ($ million)	*976*	*922*	*908*	*859*	*836*

Revenue 2003

Revenue	$,000
Commonwealth Government Contributions	129,496
Victorian Government Contributions	67,168
HECS, PELCS and Bridging Revenue	77,697
Fees and Charges	174,636
Superannuation	28,640
Investment Income	2,113
Consultancy and Contract Research	17,742
Other	76,904
Total	*574,396*

- 30% Fees and Charges
- 23% Commonwealth Government
- 14% HECS and PELCS and Bridging
- 13% Other
- 12% Victorian Government
- 5% Superannuation
- 3% Consultancy and Contract Research
- 0.3% Investment Income
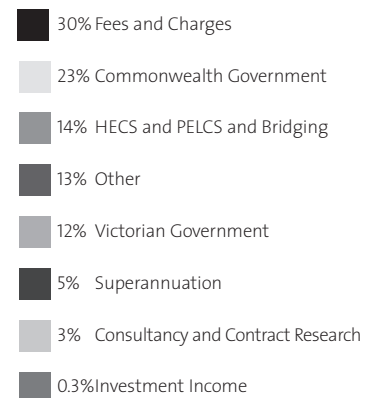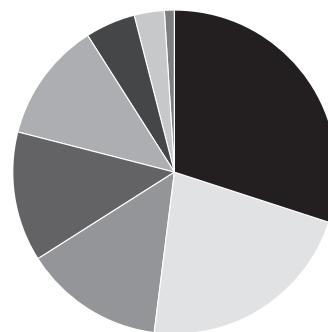
Expenditure 2003

Expenditure	$,000
Employee Benefits	332,299
Depreciation and Mort	27,771
Buildings and Grounds	18,152
Bad and Doubtful Debts	11,870
Borrowing Costs	965
Accounting and Auditing Services	300
Other Expenses	151,115
Total	*542,472*

- 62% Employee Benefits
- 28% Other Expenses
- 5% Depreciation and Mort
- 3% Buildings and Grounds
- 2% Bad and Doubtful Debts
- 0.2% Borrowing Cost Expense
- 0.1% Accounting and Auditing Services
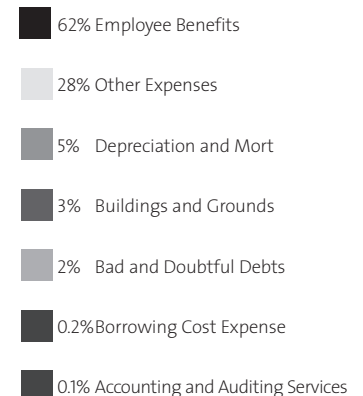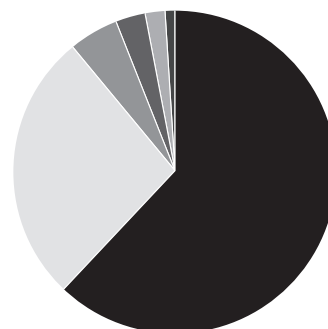
Corporate governance was a major focus for the university in 2003.

Legislation governing the university was amended to strengthen the duties of councillors and provide for councillor remuneration. In making these decisions, Council and management took into account Commonwealth and State Government reviews of university and TAFE governance and guidelines from university and industry associations.

Governance was the theme of an RMIT Council retreat. Council adopted a corporate governance charter; established a *Nominations and Corporate Governance Committee;* revised and adopted charters for other committees; and revised its own protocols for declaration of conflicts of interest and access to university information. Council assessed its own performance during a very active year (figures 1 and 2).

RMIT's 11 controlled entities and 31 associated entities were a focus of attention through the conduct of an overall internal audit, a reorganisation of governing bodies and improvements to reporting (figure 3).

The report of the Victorian Auditor-General's investigation of RMIT's finances was released in June. The university has implemented all of the report's recommendations.

RMIT implemented a risk management strategy for 2003 and formulated a strategy for 2004. The charter for the Audit and Risk Management Group was strengthened, and includes oversight of risk management and internal audit for RMIT-controlled entities.

RMIT must comply with a wide range of external legislative and legal requirements as well as internal statutes, regulations and policies. To help manage this process across the university, a wide-ranging compliance management project began in 2004. In addition, an improved framework for revising and communicating RMIT policies and procedures was implemented during the year.

1. Attendance at Council and Committees in 2003

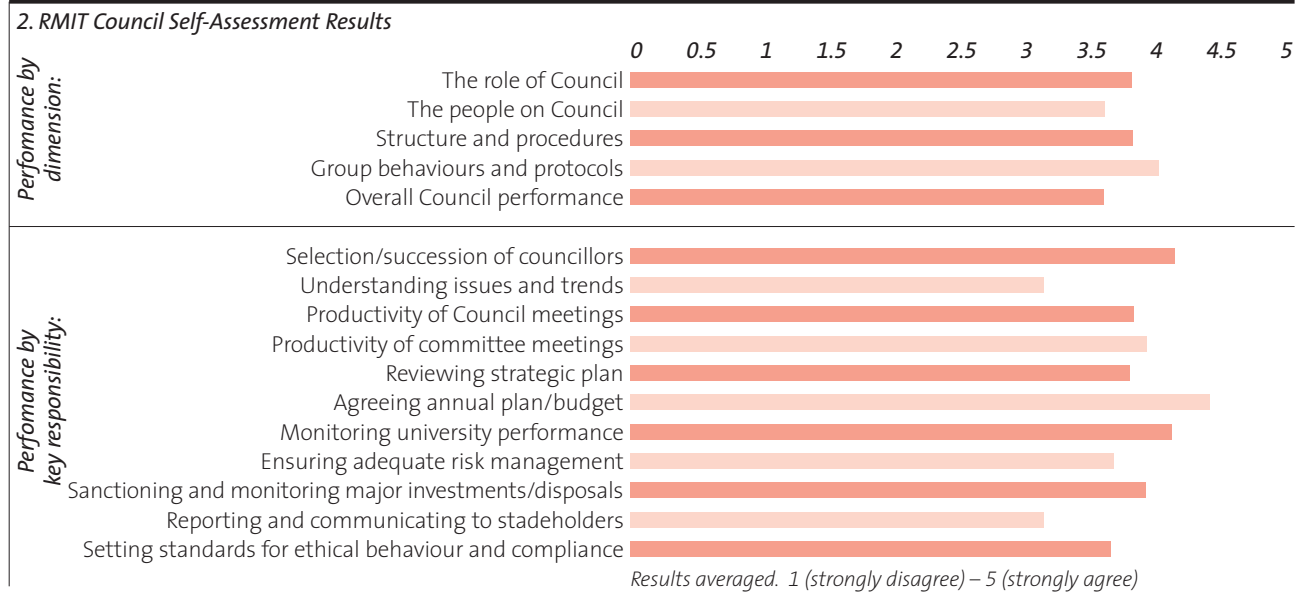| Member	Council	Finance and Major Iniatives	Audit and Risk Management	Remuneration	Planning, Quality and Performance	Membership
Emily Andersen	12/12				2/5	5/7
Allan Ballagh	12/12					
Heather Carmody	0/1					
Peter Coloe	12/12					
Colleen Coutts	12/12	7/7				
Anne Dalton	6/7		5/5			
Ruth Dunkin	12/12	7/7	8/8	3/3	5/5	6/7
Terrence Francis	7/7	6/6				
Robert Frater	10/12			1/3	4/5	
Dennis Gibson	7/7	7/7	5/6	2/2	4/5	4/5
Ross Hepburn	9/12	6/7		2/3		4/7
Kaye Hilliar	12/12				5/5	
Garth Lampe	9/12					
John Mitcham	1/1					
John Nieuwenhuysen	10/12			2/3		5/6
Rebecca Olsen	2/12	3/7				
Garry Ringwood	0/1					
Neil Robinson	12/12					4/7
Moira Scollay	4/7				4/5	
Trevor Tappenden	1/2		5/5			
Peter Thomas	12/12	3/5	7/8	1/3	5/5	5/7
Jenny Varcoe-Cocks	9/12		6/8	3/3		6/7
Derek Young	1/1					

Council Performance System

One of the University Council's primary responsibilities under its charter is to undertake annual reviews of its own performance. A questionnaire was sent to Council members and senior executives in November 2003. Information from the evaluation is used to:
• inform the work of Council;
• frame its professional development program and communications; and
• review the new councillor induction program.

2. RMIT Council Self-Assessment Results

Performance by dimension:
- The role of Council
- The people on Council
- Structure and procedures
- Group behaviours and protocols
- Overall Council performance

Performance by key responsibility:
- Selection/succession of councillors
- Understanding issues and trends
- Productivity of Council meetings
- Productivity of committee meetings
- Reviewing strategic plan
- Agreeing annual plan/budget
- Monitoring university performance
- Ensuring adequate risk management
- Sanctioning and monitoring major investments/disposals
- Reporting and communicating to stadeholders
- Setting standards for ethical behaviour and compliance

Results averaged. 1 (strongly disagree) – 5 (strongly agree)

Risk Issues Wheel

The Risk Issues Wheel is a summary of the management treatment of the Council risk assessment project that formed the basis of RMIT's annual audit program in 2003.
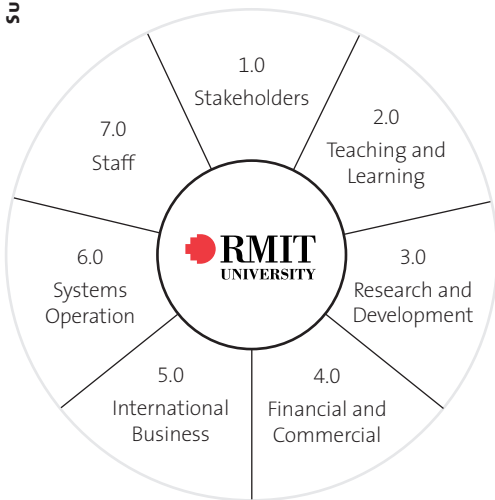
1.0 Stakeholders
1.1 Governance in practice (4)
1.2 Government policies and influence (4)
1.3 External compliance (4)
1.4 Competition policy (4)

2.0 Teaching and Learning
2.1 Quality of teaching and program performance (4)
2.2 Strategic business – onshore (3)
2.3 Student and staff learning support
2.3.1 Learning technology (4)
2.3.2 Library (2)
2.4 Student management/focus (2)

3.0 Research and Development
3.1 Research strategy (3)
3.2 Research outcomes/performance (4)
3.3 Spin offs/enterprise creation (4)

4.0 Financial and Commercial
4.1 Commercial capability & resources (4)
4.2 Cash flow management (4)
4.3 Faculty, school financial viability (4)
4.4 Spin-offs, joint ventures and research centres – excluding Vietnam (4)
4.5 Foreign exchange risk (2)
4.6 RMIT Foundation (2)

5.0 International Business
5.1 Strategic business offshore (4)
5.2 Vietnam project (3)
5.3 Offshore HR issues (3)

6.0 Systems Operation
6.1 IT systems and infrastructure (4)
6.2 AMS implementation (4)
6.3 Safety on campus (4)
6.4 Workplace safety (OH&S) (3)
6.5 Property/facilities infrastructure (3)

7.0 Staff
7.1 Staff recruitment and retention (4)
7.2 Skills and training – staff capability (3)
7.3 Succession planning (4)

Key
(4) = Needs Active Management
(3) = Needs Regular Monitoring
(2) = Needs Annual Monitoring
(1) = No Major Concern

Risk Management 2003

Risk management is an essential element in the university's corporate governance framework. The university's governing body, RMIT Council, plays a fundamental role in the management of institutional risk through its Audit and Risk Management Committee.

The Audit and Risk Management Committee, on behalf of RMIT Council, has responsibility for setting the risk management strategy and overseeing risk management within the university as a whole. This committee acts to ensure that the university has a sound system of internal management and control. The committee also monitors the processes for identifying, evaluating and managing the risks faced by the university.

To this end, the committee initiated further enhancement of the university's enterprise risk management strategy during the year. This project involved:
• use of the Australian/NZ standard, AS4360:1999, as a base;
• identifying the key risks of the university;
• allocating responsibility for the key risks; and
• developing specific treatment plans for all key enterprise risks.

An outcome of the project was the formal expansion of the university's internal audit group responsibilities to also encompass risk management. To ensure that risk management is further integrated into to the university's work practices, each portfolio is required to conduct annual risk assessments. Outcomes will be included in the university-wide risk profile presented to the committee.

The draft risk management policy and risk management guidelines are available online at www.rmit.edu.au/internalaudit.

3. Risk Management 2003

Associate/Commercial Venture	Principal Objects	Level of Financial Risk (High, Medium or Low)	Level of Reputational Risk (High, Medium or Low)
AARNet Pty Ltd	Research and education network services	Low	Low
Analytica	Medical diagnostics business	Low	Low
Australian Higher Education Industrial Association Pty Ltd	University employers' association	Low	Low
Australian Higher Education Industry Association	Provision of advice and representation	Low	Low
Australian Housing and Urban Research Institute Ltd	Housing and urban research	Low	Low
Australian Mathematical Sciences Institute	Mathematical sciences research	Low-Medium	Low-Medium
Australian Vice-Chancellors' Committee	Serve interests of Australian universities	Low	Low
Biocom International Ltd	Medical biotechnology	Low	Low
Biocomm Services Ltd	Medical biotechnology	Low	Low
Business/Higher Education Round Table Ltd	Fostering links between business and higher education	Low	Low
CAVAL	Cooperative library services	Low	Low
CRC for Advanced Composite Structures	Research	Low-Medium	Low-Medium
CRC for Australian Telecommunications	Research	Low-Medium	Low-Medium
CRC for Bushfires	Research	Low-Medium	Low-Medium
CRC for Construction Innovation	Research	Low-Medium	Low-Medium
CRC for Intelligent Manufacturing Systems and Technology	Research	Low-Medium	Low-Medium
CRC for Interaction Design	Research	Low-Medium	Low-Medium
CRC for Microtechnology	Research	Low-Medium	Low-Medium
CRC for Photonics (Australian Photonics)	Research	Low-Medium	Low-Medium
CRC for Polymers	Research	Low-Medium	Low-Medium
CRC for Smart Internet Technology	Research	Low-Medium	Low-Medium
CRC for Water Quality and Treatment	Research	Low-Medium	Low-Medium
Emerge CMC Ltd	Multimedia business development	Low	Low
Global University Alliance	Online education	Low	Medium
IDP Education Australia Ltd	International student and project services	Low	Medium
International Training Australia Pty Ltd	International vocational and training programs and projects	High	Medium
Melbourne Community Television Consortium Ltd (Channel 31)	Community television	Low	Low
Nanotechnology Victoria Ltd	Nanotechnology and related sciences	Low	Low
Open Learning Association of Australia	Online learning services	Low	Medium
RMIT Bookshop	Sale of books, stationary and software	Low	Medium
RMIT Student Union Council	Student representation, advocacy and services	Low	Low
Triple R Broadcasters Ltd	Community radio	Low	Low
UniSuper Ltd	Superannuation services	Low	Low
Victorian Partnership for Advanced Computing	Supercomputing	Medium	Medium

CORPORATE GOVERNANCE

UNIVERSITY COUNCIL

RMIT University is governed by a Council that consists of:
- the Chancellor;
- the Vice-Chancellor;
- the Chairperson of the Academic Board;
- the Chairperson of the Board of Technical Studies;
- three people elected by and from the staff of the university as prescribed by the Statutes;
- two people elected by and from the enrolled students of the university as prescribed by the Statutes;
- six people appointed by the Governor in Council;
- one person appointed by the Minister; and
- six people appointed by the Council.

Consistent with the *Royal Melbourne Institute of Technology Act 1992,* as from time to time amended, the Council is the governing authority of the university and has the direction and superintendence of the university. Accordingly, Council members participate in the formulation of policy and monitoring of the university's performance. The Council appoints the Vice-Chancellor and executives at Deputy Vice-Chancellor and Pro Vice-Chancellor levels.

Members of Council, as required by legislation, have duly completed declarations of director-related transactions. No members of Council hold shares as nominees, or beneficially in any statutory authority or subsidiary related to the university. Members of Council do not hold shares in RMIT – no shares are distributed by RMIT – or in related companies. Council members have not received remuneration for being members of Council. RMIT does not make loans to councillors or related parties of councillors.

Council Members in 2003

Ms Emily Andersen
BA(Journ) RMIT
Student
Elected by the Students.

Mr Allan Ballagh
BEng Deakin, DipEd Melb, MEd RMIT, GradCertEntMgmt Swin
Acting Director TAFE
Chair, Board of Technical Studies (ex officio) from 10/02/03.

Ms Heather Carmody
BSocSci, GradDipHlthSci Curtin, A/ship in SocSci(Soc Work), GradDipOrgChgDev RMIT
Principal Consultant, The Empower Group
Appointed by the Governor in Council (Deputy Chancellor). Resigned 11/02/03.

Professor Peter Coloe
BSci(Hons), PhD Monash, FASM
Head, Department of Biotechnology and Environmental Biology
Chair, Academic Board (ex officio).

Ms Colleen Coutts
GradDipIndRel RMIT
Faculty Executive Officer, Faculty of Life Sciences
Elected by the General Staff.

Ms Anne Dalton
BA, LLB, GradDipComLLB Monash, GradCertPubSecMgmt Griff
Partner, Blake Waldron
Appointed by the Governor in Council from 15/04/03.

Dr Ruth Dunkin
BA(Hons) Melb, GradDipMgmt CIAE, MPubAd Harv, PhD Melb
Vice-Chancellor
Vice-Chancellor (ex officio).

Mr Terrence Francis
BEng(Civ), MBA Melb
Consultant
Appointed by the Governor in Council from 15/04/03.

Dr Robert Frater AO
BSci, BEd, PhD, DScEng Syd
Vice President for Innovation, ResMed Ltd
Appointed by the Governor in Council.

Professor R Dennis Gibson AO
BSci(Hons) Hull, MSci, PhD Newcastle upon Tyne, DSci(CNAA), DUniv QUT, DUniv USC, FTS, FAICD
Elected by the RMIT Council as Chancellor from 14/04/03.

Mr Ross Hepburn
BEng(Civ) Melb, MAdm Monash
Group Manager Community Support, City of Greater Dandenong
Appointed by the RMIT Council (Treasurer).

Ms Kaye Hilliar
DipBus(Acct) Swin, Dip Ed SCV Hawthorn
Teacher, School of Accounting and Law (VET), Faculty of Business
Elected by the Academic Staff (VET).

Mr Garth Lampe
BEco (Hons), MEco Monash
Director Commercial Gaming and Wagering, Licence Review Team, Department of Justice
Appointed by the Minister from 30/01/03.

Mr Don Mercer
BSci(Hons) St And, MEc Manch
Elected by the RMIT Council as Chancellor. Resigned 03/02/03.

Mr John Mitcham
DipAppChem, CertMgmt RMIT
Retired Director and General Manager, Manufacturing Division, Kodak (Australasia)
Appointed by the RMIT Council. Resigned 12/02/03.

Professor John Nieuwenhuysen AM
MA Natal, PhD London
Retired CEO, Committee for Economic Development of Australia (CEDA)
Appointed by the RMIT Council (Deputy Chancellor).

Ms Rebecca Olsen
BAppSci(OHS) RMIT
Student
Elected by the Students.

Mr Garry Ringwood
BCom NSW, FSCPA
Executive Director, Executive Interim Management
Appointed by the Governor in Council (Treasurer). Resigned 11/02/03.

Mr Neil Robinson
DipAppPhys RMIT, BSci(Hons), MSci LaTrobe, TTTC
Senior Lecturer, Dept of Applied Physics, Faculty of Applied Science
Elected by the Academic Staff (HE).

Mr Ian Sapwell
ARMIT, TTrIC, MIREE (Aust)
Deputy Dean, Faculty of Art, Design and Communication
Chair, Board of Technical Studies (ex officio). Retired 10/02/03.

Ms Moira Scollay
BA, LittB(Merit) ANU, DipEd CCAE, GradDipExecMgmt Qld
Retired CEO ANTA
Appointed by the Governor in Council from 15/04/03.

Mr Peter Summers
BA UWA
Consultant
Appointed by the Minister. Resigned 28/01/03.

Mr Trevor Tappenden
ACA, FAICD
Retired Senior Partner, Ernst and Young
Appointed by the RMIT Council from 09/09/03.

Mr Peter Thomas AM
BCom Melb, MAICD
Company Director
Appointed by the RMIT Council (Deputy Chancellor).

Ms Jenny Varcoe-Cocks
DipBusStud VUT
Consultant
Appointed by the RMIT Council.

Mr Derek Young
MACA City of London, FACA (UK), MASA
Retired MD, Accenture
Appointed by the RMIT Council from 10/11/03.

Council Committees

Audit and Risk Management Committee

The Audit and Risk Management Committee acts on behalf of Council to monitor all audit controls and risk management of the university and associated processes.

Its objectives are to assist Council in discharging its responsibilities with respect to:

- the integrity of the university's annual financial statements and financial reporting and those of its controlled entities;
- the university's and its controlled entities' exposure to legal and business risk;
- the effectiveness of the external and internal audit functions; and
- the adequacy and effectiveness of the university's and the controlled entities' management, financial control systems and other internal controls.

The Audit and Risk Management Committee met on eight occasions in 2003. Over February and March 2003 the committee considered the financial statements for 2002, discussed the audited statements with representatives of the Victorian Auditor-General and recommended to Council the adoption of the 2002 financial statements.

The committee met in May to consider and endorse a response to the draft report of the Victorian Auditor-General on RMIT Finances. It continued to monitor the implementation of recommendations arising from this audit through the year, as well as the implementation of internal audit recommendations. The committee reports regularly to Council on these and other matters.

Throughout the year the committee received reports on internal audit activities and on remedial action being undertaken in areas of concern. It also monitored the implementation of long-term strategic change actions. The committee also received regular updates on the Academic Management System and remediation progress, as well as monthly financial "snapshot" reports and quarterly reports into occupational health and safety and campus security.

In September the committee recommended to Council a charter that outlined in greater detail the Audit and Risk Management Committee's objects, authority and responsibilities. It also reviewed and updated the charter under which RMIT's Internal Audit and Risk Management Group operates. Council adopted both of these charters at its November meeting.

Early in 2003 the committee adopted a risk management framework that tied closely to RMIT's principal strategies and key controls. This approach was reviewed and updated later in the year to inform planning for 2004.

Finance and Major Initiatives Committee

This committee receives and reviews the proposed budget parameters and the proposed annual budget of the university, and recommends its adoption by Council. It also:

- receives and reviews regular financial reports;
- receives and reviews the capital program budget, and recommends its adoption by Council;
- advises Council on major initiatives and projects involving significant financial commitment, and/or a significant non-financial risk; including the acquisition or sale of buildings; and
- monitors the progress of major programs, in particular the Academic Management System, initiatives, and projects, and advises Council of any emerging significant issues.

Membership Committee

This committee discharges a number of responsibilities on behalf of the Council with respect to Council membership including:

- recommending people to be appointed or re-appointed to the Council;
- suggesting candidates to the Minister to be considered for appointment or re-appointment;
- recruiting new chancellors and re-appointing continuing chancellors.

The committee in 2003 considered its role and function and, on its recommendation, Council reconstituted it as the *Nominations and Corporate Governance Committee*.

Remuneration Committee

This committee determines the remuneration policies and procedures for all categories of staff in the university, as well as the remuneration for members of the university's executive staff. The Remuneration Committee resolves matters relating to the employment of members of the Vice-Chancellor's Executive.

Planning, Quality and Performance Committee

This committee receives, reviews and monitors reports on:

- strategic planning and 2003 change initiative projects;
- stakeholder critical success factors and the associated improvement strategies;
- performance reporting – balanced scorecard and triple bottom line;
- quality management activities; and
- profile planning.

RMIT Human Research Ethics Committee

This committee was established by Council to safeguard the interests of participants in research conducted at RMIT.

The committee reviews ethical aspects of proposed research involving people, to ensure that it complies with National Health and Medical Research Council guidelines issued as the *National Statement on Ethical Conduct in Research Involving Humans*, NH&MRC 1999.

The committee comprises 17 members, including a number of external lay-persons and appointees in areas of expertise specified by the guidelines. Most internal members are appointed on the basis of their knowledge and experience in areas of research currently considered by the committee.

The committee has delegated to Human Research Ethics Sub-Committees power to classify research proposals by degree of risk and to approve those that are considered likely to entail risks no greater than the everyday norm. Projects involving risks believed to be above the everyday norm (risk level 3) are referred to the main committee for consideration and approval.

The committee monitors approved projects via annual reports and has procedures for receiving and resolving any complaints with respect to these projects.

Council Code of Conduct

As part of its commitment to good governance practices, in 2003 the University Council adopted a charter containing broad governance principles, responsibilities, and a framework for Council to operate in the best interests of the university. The charter sets out the responsibilities of Council, Council members, the Chancellor and Chairs of Council Committees and is used to inform new Council members of their rights and responsibilities. It was also used to develop the Council Work Plan for 2004.

Senior Officers

Vice-Chancellor and President
Professor Ruth Dunkin

Professor Ruth Dunkin is the Chief Executive Officer of RMIT, both for HE and TAFE. She is responsible for ensuring strong, effective leadership and clear direction within the university through an appropriate vision and strategic plan.

Pro Vice-Chancellor Group Governance
Professor David Wilmoth

Professor Wilmoth is responsible for ensuring the coherence of the RMIT group strategy, the establishment and support of appropriate governance systems and processes for the RMIT Group, and for ensuring that external compliance and reporting requirements are met. His portfolio includes responsibility for internal audit and risk management and the provision of university secretariat services to the Council and its committees.

Pro Vice-Chancellor Students
Professor Helen Praetz

Professor Praetz is responsible for identifying and planning services to meet the needs and aspirations of RMIT's different student groups, and works closely with the academic portfolios and academic and teaching staff to implement and enhance a university-wide approach to student-centred learning and support and the provision of pathways. Her portfolio includes responsibility for the Office of the Academic Registrar; Student Learning Support; Student Services; the Office for Prospective Students; and Student Hubs.

Pro Vice-Chancellor International, Enterprise and Community Development
Dr Madeleine Reeve

Dr Reeve's responsibilities include identifying and brokering business and commercial enterprise and community needs in the local and international communities that RMIT serves. In addition she oversees the establishment of new models of interaction and partnership in a wide range of locations, including Vietnam. She is directly responsible for Community and Regional Partnerships; the International Office; Marketing and Public Affairs; TAFE; RMIT International Pty Ltd; RMIT Training Pty Ltd and RMIT International University Vietnam.

Pro Vice-Chancellor Business
Professor Chris Whitaker

Professor Whitaker contributes to RMIT's planning, policy and strategic development, enhances the profile and position of the university and the portfolio, and provides academic leadership, support and overall management of the seven schools within the portfolio to create an environment in which research and teaching will flourish.

Pro Vice-Chancellor Design and Social Context
Professor Belinda Probert

Professor Probert contributes to RMIT's planning, policy and strategic development, enhances the profile and position of the university and the portfolio, and provides academic leadership, support and overall management of the 11 schools within the portfolio to create an environment in which research and teaching will flourish.

Pro Vice-Chancellor Science, Engineering and Technology
Professor Daine Alcorn

Professor Alcorn contributes to RMIT's planning, policy and strategic development, enhances the profile and position of the university and the portfolio, and provides academic leadership, support and overall management of the 10 schools within the portfolio to create an environment in which research and teaching will flourish.

Pro Vice-Chancellor Teaching and Learning
Professor Gail Hart

Professor Hart provides vision and leadership for teaching and learning within the broad scholarship framework at RMIT University, including program development and delivery and teaching improvement. She is directly responsible for RMIT Libraries; Distributed Learning Systems and Curriculum Innovation and Design.

Pro Vice-Chancellor Research and Innovation
Professor Neil Furlong

Professor Furlong has a leadership role in the development of discovery and practice-based research and is building and enhancing capability across the university in research and innovation. He is directly responsible for Research Partnerships; Research Support; RMIT's Research Training Group; and the four Virtual Research and Innovation Institutes – Globalisation, Global Sustainability, Interactive Information (I-Cubed) and Biotechnology.

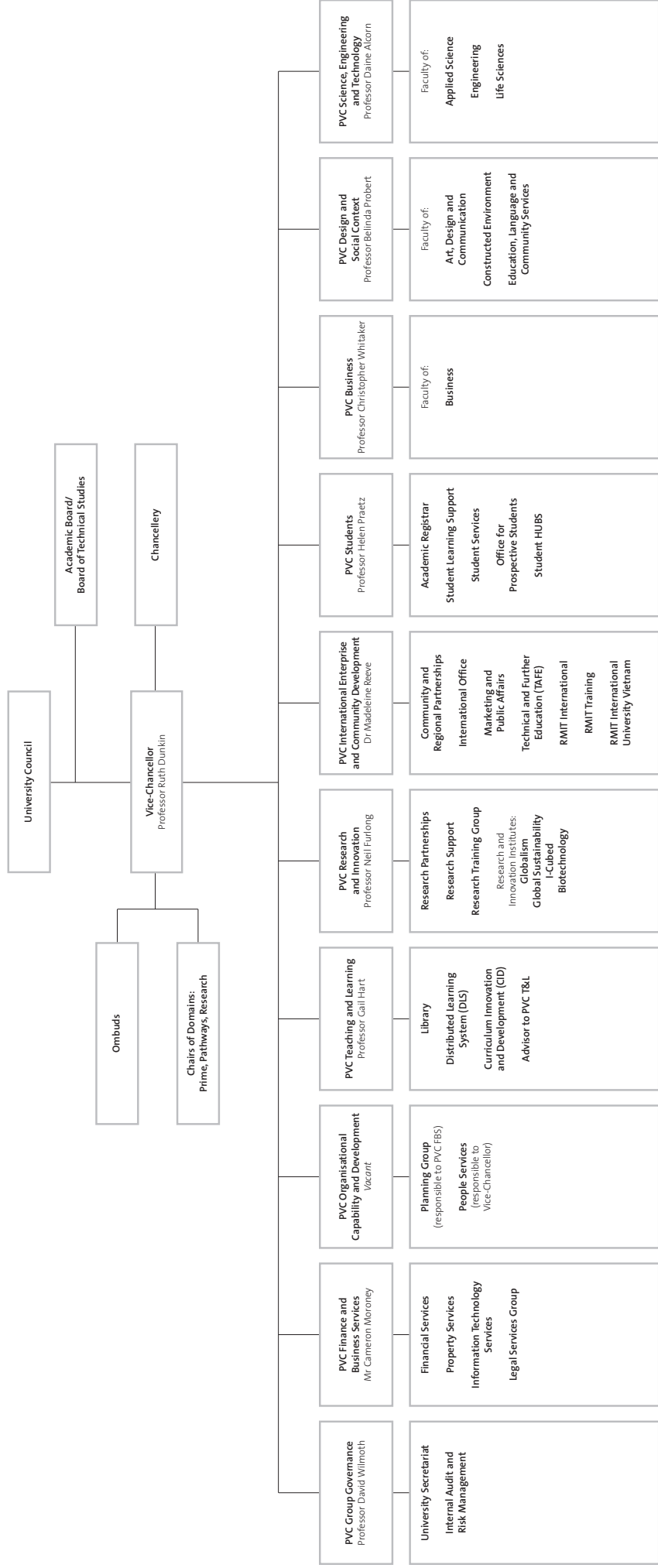**Pro Vice-Chancellor Finance and Business Services**
Mr Cameron Moroney

Mr Moroney is responsible for the overall planning, development, deployment and control of finances and resources to enable the university to achieve its objectives. He provides leadership and management of Financial Services; Information Technology Services; Legal Services; the Planning Group; the Major Change Group; and Property Services.

Organisational Chart

As at 31/12/03

University Council

Academic Board/
Board of Technical Studies

Chancellery

Ombuds

Chairs of Domains:
Prime, Pathways, Research

Vice-Chancellor
Professor Ruth Dunkin

PVC Group Governance
Professor David Wilmoth

- University Secretariat
- Internal Audit and Risk Management

PVC Finance and Business Services
Mr Cameron Moroney

- Financial Services
- Property Services
- Information Technology Services
- Legal Services Group

PVC Organisational Capability and Development
Vacant

- Planning Group (responsible to PVC FBS)
- People Services (responsible to Vice-Chancellor)

PVC Teaching and Learning
Professor Gail Hart

- Library
- Distributed Learning System (DLS)
- Curriculum Innovation and Development (CID)
- Advisor to PVC T&L

PVC Research and Innovation
Professor Nel Furlong

- Research Partnerships
- Research Support
- Research Training Group
- Research and Innovation Institutes:
  - Globalism
  - Global Sustainability
  - I-Cubed
  - Biotechnology

PVC International Enterprise and Community Development
Dr Madeleine Reeve

- Community and Regional Partnerships
- International Office
- Marketing and Public Affairs
- Technical and Further Education (TAFE)
- RMIT International
- RMIT Training
- RMIT International University Vietnam

PVC Students
Professor Helen Praetz

- Academic Registrar
- Student Learning Support
- Student Services
- Office for Prospective Students
- Student HUBS

PVC Business
Professor Christopher Whittaker

Faculty of:
- Business

PVC Design and Social Context
Professor Belinda Probert

Faculty of:
- Art, Design and Communication
- Constructed Environment
- Education, Language and Community Services

PVC Science, Engineering and Technology
Professor Daine Alcorn

Faculty of:
- Applied Science
- Engineering
- Life Sciences

Freedom of Information

The university received eight applications for information in 2003 under the *Freedom of Information Act 1982.*
• Access granted in full: 4
• Access granted in part: 4
• Access denied: 0

Whistleblowers Protection Act 2001

(a) Procedures
RMIT developed and introduced its policies and procedures relating to the Act in 1991. The procedures define key terms and detail actions relating to the reporting system, roles and responsibilities confidentiality, collating and publishing statistics, receiving and assessing disclosures, investigations, action taken after an investigation, managing the welfare of whistleblowers and those against whom disclosures have been made, criminal offences and reviews. The procedures are available online at www.rmit.edu.au/browse?SIMID=hf2xmryvrw5d .

(b) Number and types of disclosures made during the year.
There were no reports during 2003.

(c) Number of disclosures referred during the year by the public body to the Ombudsman for determination as to whether they are public interest disclosures.
Zero

(d) Number and types of disclosed matters referred to the public body during the year by the Ombudsman.
Zero

(e) Number and types of disclosed matters referred during the year by the public body to the Ombudsman to investigate.
Zero

(f) Number and types of investigations of disclosed matters taken over by the Ombudsman from the public body during the year.
Zero

(g) Number of requests made under section 74 during the year to the Ombudsman to investigate disclosed matters.
Zero

(h) Number and types of disclosed matters that the public body has declined to investigate during the year.
Zero

(i) Number and types of disclosed matters that were substantiated on investigation and the action taken on completion of the investigation.
Zero

(j) Recommendations of the Ombudsman under this Act that relate to the public body.
Zero

Complaints from Ombuds Office

Eight complaints were referred from the Victorian State Ombuds on a variety of issues, all of which were satisfactorily resolved.

National Competition Policy

RMIT has developed costing and pricing models that apply all relevant university costs including overhead costs and where appropriate adjust prices to take account of any competitive advantage the university may have. This enables the university to comply with the National Competition Policy including the requirements of the Government policy statement *Competitive Neutrality: A Statement of Victorian Policy* and subsequent reforms.

Public Funding

All public funds allocated to the university have been allocated to the purposes specified by the government or other public funding body.

RMIT Controlled Entities

RMIT International Pty Ltd

RMIT International is RMIT's international commercial arm and is responsible for promoting and developing the university's global business initiatives. This includes onshore international student recruitment, international business development, consultancy, training, research and project management services. RMIT International's total revenue for 2003 was $16.7 million, compared to $19.3 million in 2002. Revenue from projects made up $9.1 million of this.

For more information on RMIT's international activities see page 30.

RMIT Training Pty Ltd

RMIT Training includes four separate businesses – RMIT English Worldwide, RMIT Publishing, RMIT Workforce Solutions and RMIT IT Test Lab. A small number of services is undertaken for the university on a cost recovery basis. The company recorded a net profit of $1.1 million for 2003, $300,000 above budget.

The performance of the four businesses varied. Three delivered a net profit, in two cases – RMIT English Worldwide and RMIT Workforce Solutions – well above budget. RMIT Publishing ended the period with a small profit, although below budget, and RMIT IT Test Lab delivered a net loss.

RMIT Training operates a marketing and booking service for the university's short and single courses; and a web-based employment portal for students, potential trainees and apprentices and the wider RMIT community. It processed 15,329 short and single course bookings, a 6.9 per cent rise on the 2002 figure. The number of bookings and enquiries made via the Internet increased dramatically in 2003.

The employment web portal, New Career Connections, was re-branded as JET Apprenticeships and Traineeships in November. During the year, jobseeker numbers grew steadily to over 14,000. The RMIT alumni employment portal ceased as a commercial venture and was integrated with the RMIT Employment Services Portal for current students.

RMIT English Worldwide (REW)

RMIT English Worldwide is an international English language instruction business and operates a well-known language centre in Melbourne and a number of overseas sites in partnership with other institutions.

It delivered a net profit of $840,000 for the year, $373,000 above budget. The strong performance reflects high levels of demand for English Language Instruction Courses for Overseas Students (ELICOS) programs at the Melbourne Language Centre, both by students preparing for other RMIT university programs, and industry groups.

The Melbourne centre recorded 18,961 student weeks for the year, 16 per cent more than for the previous 12 months, while the total number of students grew to 1144. Other English instruction and testing programs were also popular.

Overseas, REW experienced a more difficult year. Several partners experienced difficulties as a result of the SARS outbreak in China and Hong Kong and there was also a decline in demand for English language instruction at RMIT International University Vietnam. As a result, numbers attending offshore programs were lower than had been projected. Offshore partnerships rose from five to eight during the year, with a total of 1722 students participating in programs outside Australia.

RMIT Publishing

RMIT Publishing publishes a unique collection of Australasian journals, indexes, conference proceedings, technical reports and scholarly works, primarily in electronic format. The company's InfoRMIT imprint is recognised in the business, education and research sectors in Australasia, and increasingly by international agencies. A new search interface was released to customers in 2003, enabling the publishing of online content under the imprint InfoRMIT Library, making it Australia's first real e-press.

Substantial progress was made during 2003 in the acquisition of rights to publish complete texts on InfoRMIT Library. The number of journal titles online increased from five to 38 and the number of titles available online overall increased from 37 to 86. By the end of 2004, InfoRMIT Library expects to provide online access to more than 150 titles including conference proceedings, reports and monographs.

InfoRMIT index databases are sold either on CD-ROM or online. As expected, CD-ROM sales decreased in 2003, while online sales grew. This is evidence of the trend for libraries to move away from buying purely index databases towards services that offer full-text content online and linked to the index.

International markets were also developed during 2003, with sales in Canada and the USA. In December, an agency relationship was established for the sale of online products to Asian countries. International sales reached $52,000 in 2003, but this is expected to grow in future years.

RMIT Workforce Solutions

RMIT Workforce Solutions offers workplace assessment and other human resource consultancy services to industry, predominately within Victoria. A major priority for 2003 was to consolidate the three key product lines:
• workplace assessor training;
• workplace assessments; and
• human resources consultancy.

The foundations for a successful year were established with over 250 participants attending the public workplace-training program and ongoing growth in workplace assessments. The number of workplace assessments increased three-fold from 2002, which placed RMIT Workforce Solutions as the market leader for conducting assessments within the electro-technology industry.

The HR consultancy product area undertook a major training needs analysis contract in the first quarter and secured three major contracts in Papua New Guinea, in conjunction with RMIT International. The business achieved a net profit for the period of just under 75 per cent above budget.

RMIT IT Test Lab

The RMIT IT Test Lab provides a range of services that reduce risk and improve the return on investment for organisations introducing new technology products. The Lab has provided hardware testing services for the past 15 years. However, there is a limited market for this type of testing. In order to broaden the market for the business, it reorientated its services in 2003 to areas with greater demand.

New services introduced during the year included:
• software testing, covering functionality, compatibility and performance of a wide range of software applications including websites; and
• usability and accessibility testing to improve the user experience of software applications.

The business also registered as a Commonwealth Endorsed Supplier, which is expected to lead to a position on the Victorian Government e-Services Panel in 2004.

RMIT Vietnam Holdings Pty Ltd

RMIT Vietnam Holdings Pty Ltd continued to function as a holding company for RMIT Vietnam and as a repository for project funds and major donations destined for Vietnam. During 2003 it received over $5 million in donations for RMIT Vietnam and for projects such as the Learning Resource Centre programs, the National Library Management System project and the RMIT Vietnam scholarship program.

RMIT International University Vietnam ("RMIT Vietnam")

The year was one of considerable growth for RMIT Vietnam, with student enrolments growing by 73 per cent during 2003 to 619 students. The English language campus also experienced substantial growth, although this was more of a cyclical nature. The groundbreaking ceremony for the new campus building in Saigon South was a major highlight of the year. Stage one of the campus is set for completion in late 2004, while two additional satellite campus facilities were opened in 2003 to cater for student demand.

RMIT Foundation

The RMIT Foundation was established to receive philanthropic gifts and donations made to RMIT University for both specified and unspecified purposes. It is governed by a Board of Trustees, advised by its Finance and Investment Committee and administered by RMIT's Financial Services Group. In 2003, the foundation distributed more than $920,000 in grants, scholarships and prizes.

Major Donors to RMIT 2003

Adrian Chambers
ANZ Trustees
Arthur G Designs P/L
Baker Medical Research Institute
Bendigo Lions Club
Bendigo Radiotherapy Foundation
Bensons Property Group
Brett Kay
Bristol Myer Squibb Pharmaceuticals
Carleton Family Trust
Cerylid Biosciences P/L
Chris Andrianopoulos
CSL (Bioplasma) Ltd
D & J Cotterill
Demos Property Services
Earl Carter Photography P/L
Frank Mahlab
G Auzagelis
George Alexander Foundation
Glaxosmith Aust
Haileybury College
Harold Mitchell Foundation
Healesville Ladies Club

Helen McPherson Smith Trust
Hellenic Republic- Ministry of Education
Irwin & Mclaren P/L
John Bougioukos
Mayne Pharma
Melbourne Pathology
Omiros College Ltd
Probus Club - Donvale
Probus Club - Mt Waverley
RMIT Student Representative Council
Ron Cruckshank
Saumit Melita
Servier Lab
St George of God Pathology
St Vincents Hospital
Steve Gordon
The Cass Foundation
Tim Buchanan
Various Donors (x8)
Vizard Foundation
WCF Thomas Charitable Trust

InQuirion Pty Ltd

TeraText database technology was developed at RMIT and first commercialised in 1993. InQuirion is an RMIT spin-off company that commercially manages the technology, providing development, support and related professional services. In 2003, it recorded revenues of $2.8m, an increase of 86 per cent on the 2002 figure. Expenses remained relatively low, giving a positive cash flow result. The company actively pursued new clients in the corporate and government sectors and was involved in major new projects with organisations including the National Library of Australia, the New Zealand Parliament, Tenix Defence Systems and the Tasmanian State Government.

RMIT Union

The Union recorded an operating loss of $598,000 against a budgeted deficit of $288,000. In late 2003 the University Council called for a balanced 2004 budget and a revised business plan. The outlook for 2004 is for changed governance arrangements, tighter financial management and possible restructure.

RMIT Innovation Ltd

The company holds RMIT's shares in Spatial Vision Innovations Pty Ltd and made a loss of $8000 in 2003.

Spatial Vision Innovations Pty Ltd

Spatial Vision Innovations Pty Ltd sells geospatial technology and services for use in environmental, land and asset management, and for a growing range of other government and private sector clients. In 2003, the business:
• expanded its client base into NSW and the ACT;
• launched three new technology products:
  • Tractus – a web-based spatial data capture applet;
  • Extractus – a web-based spatial data export applet; and
  • Nexus – an incremental spatial data file update tool.
• won another three water authority technology projects, further reinforcing its position as the leading spatial solution provider in the Victorian water industry;
• won a Government Silver Technology Efficiency Award for an environmental management system for the Great Barrier Reef Marine Park Authority;
• produced 13,000 copies of two regional map books for the Country Fire Authority of Victoria; and
• produced a National Marine Atlas showing the non-fisheries uses of Australia's marine jurisdiction for the National Oceans Office.

Meltech Services Ltd

This company, limited by guarantee, was established as a nominee company for the RMIT Union. It did not trade in 2003.

RMIT (Malaysia) Sdn Bhd

Dormant. In the process of liquidation.

Consultancies

Vendor Name	Order Amount ($)	Invoiced Amount ($)	Future Commitments ($)	Description
T- Systems Pty Ltd	1,990,563	1,990,563	0	AMS Product Support
Peoplesoft Australia Pty Ltd	1,730,904	1,730,904	0	AMS Product Support
Motet Consulting Pty Ltd	532,158	532,158	0	AMS Product Support
Entity Solutions	483,486	483,486	0	AMS Project Work
The Production Place Pty Ltd	352,946	352,946	0	Event Management – Graduation
KPA Consulting Pty Ltd	345,686	342,686	3000	Financial Management Support
Ernst and Young	268,301	268,301	0	AMS QA Review and Process Simplification Project
Charter Wilson and Associates Pty Ltd	251,399	251,399	0	AMS Project Management
Common Ground Publishing Pty Ltd	242,588	242,588	0	C2C Project Management
Bearing Point Australia Pty Ltd	228,240	228,240	0	SFCS Evaluation and FACS Project Support
M&T Resources	211,007	211,007	0	AMS Test Analysis
Victoria University Of Technology	191,516	185,365	6150	Disability Learning and Development Project
Urcot Ltd	159,762	159,762	0	Teaching Services
Moore Stephens HF Services Pty Ltd	153,050	150,090	2960	A/Dir Internal Audit
Alan Long Quality Pty Ltd	155,000	145,235	9765	Industry Presentations
Mark R. Dunn Pty Ltd	119,900	119,900	0	Risk and Quality Management – ITS
Nolan - ITU	116,369	116,369	0	LCA Waste and Resource Recovery
Spelaion Pty Ltd	115,834	115,834	0	AMS Project Management
Howth Services	112,150	112,150	0	Financial Services Group/AMS Financial Reporting
Transformations	111,680	111,680	0	Disability Learning and Development Project
Presence Of It - Victoria Pty Ltd	105,403	105,403	0	SAP - HR Module
Osa Group	104,775	104,775	0	Employee Assistance Program
Immersive Productions Pty Ltd	117,600	102,400	15,200	Website Development
Total	8,200,315	8,163,240	37,075	
674 consultancies of less than $100,000	8,130,769	7,793,712	337,057	

Additional Information Available on Request

Consistent with the requirements of the *Financial Management Act 1994*, RMIT University has prepared material on the following items, details of which are available on request:

- statement regarding declarations of pecuniary interest;
- shares held beneficially by senior officers as nominees of a statutory authority or subsidiary;
- publications;
- changes in prices, fees, charges, rates and levies;
- major external reviews;
- major research and development activities;
- overseas visits undertaken;
- occupational health and safety assessments and measures;
- industrial relations issues; and
- major committees sponsored by RMIT University.

Enquiries regarding details of the above should be addressed to:
Robert Stilling
Internal Communications Manager
RMIT University
PO Box 2476V
Melbourne Vic 3000
Tel. (03) 9925 2000

Fees and Charges

In 2003 there were no significant changes to the level of fees charged to students by the university:

Tuition fees
In 2003 the level of tuition fees charged to local undergraduate and postgraduate full-fee paying students was revised to align with the comparable international program fees. On average domestic non-government funded fees increased by 9.9 per cent. There were also no changes in the level of tuition fees charged to State Government-funded TAFE students, and only a marginal increase in HECS fees. International onshore student fees were increased on average by 2.1 per cent, with the majority of fees held constant.

Compulsory Non-Academic Fees
The Compulsory Non-Academic Fee charged to HE and international students increased by 3.75 per cent. Student Services and Administration Fees charged to local TAFE students increased by 3.5 per cent.

The amount of compulsory non-academic fees collected by the university from students and prospective students during the year ended December 31, 2003 is shown in Note 36 to the annual financial statements of the university. The note also shows the purposes for which the university distributed those fees and the amounts of money made available to the university operations and student-related organisations.

Course Material and Administrative Fees
There were no significant changes to the level of fees charged as course material and administrative fees.

Schedule of Fees and Charges
All fees charged to students at RMIT University are set and approved under the authority of Council. An 'Approved Schedule of Fees and Charges' is published each year that lists fees charged to students. A copy of the schedule of fees and charges for 2003 and 2004 is available upon request from the Academic Registrar.

Goals and Targets for 2004

The RMIT Strategic Plan, *Dissolving the Boundaries: Building a Sustainable RMIT*, and the *RMIT University Business Plan 2004 – 2006* set the focus for 2004.

RMIT's efforts in 2004 will concentrate on consolidating changes initiated in 2001 to restructure its people, processes and systems to support core activities. These actions are helping to dissolve the boundaries across the university that limit collaboration, communication and productivity. They are critical to building a solid foundation to support future sustainability.

Teaching and Learning

Goal
To educate students who demonstrate leadership and can contribute creatively, critically and responsibly to their professions, vocations, employers and the community in an international and local context.

Approaches
• Focus on quality learning.
• Determine clients' learning needs and provide learning programs tailored to the needs and circumstances of students and clients.
• Provide programs that reflect growing areas of employment and individual and community aspirations.
• Develop sustainable learning communities that recognise and value scholarship and good teaching.
• Renew learning environments and learning technologies.
• Build capability based curricula – students apply knowledge and skills to research and work-based problems, locally and internationally.
• Focus on employment, leadership and career-long learning.

Research and Development

Goal
To undertake outcome-related research and development in our areas of demonstrated research excellence, and to support innovation to underpin future economic and social development in the communities in which we operate.

Approaches
• Build a strong practical research culture of project teams to connect disciplinary strengths.
• Create a breadth and depth of disciplinary competence in targeted areas.
• Link research activity to teaching and learning for staff and students.
• Ensure applied research contributes to national and international innovation.
• Provide a range of research degrees and training tailored for students' employability.
• Commercialise potential innovations.

Regional and Local Communities

Goal
To make a difference to the communities and regions we serve.

Approaches
• Establish and nurture sustainable partnerships between community and regional stakeholders and RMIT.
• Ensure that education and research programs are shaped by community needs and aspirations.
• Build capacity to be agile and responsive to community and regions.
• Explore and contribute to the scholarship of engagement.
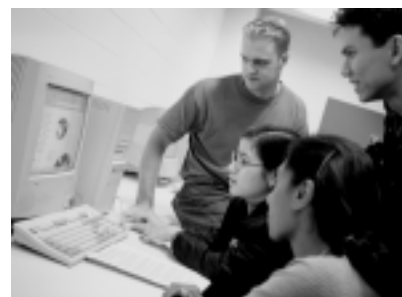
Internationalisation

Goal
To extend the scope of our international activities and create a sense of global understanding and imagination in our students, staff and clients.

Approaches
• Provide curriculum aligned to the demands of the global economy and that encourages global understanding and imagination.
• Establish international research networks and increase international research training in Australia and offshore.
• Develop and maintain strategic international partnerships and alliances.
• Develop improved policies, procedures and practices related to the use of new technologies and quality assurance.

■ Staffing and Resources

Goals

- To assist individual students achieve their academic, personal development and career goals.
- To assist industry and enterprises in the processes of change and innovation.
- To ensure that the infrastructure and information, management and administrative services and systems enhance our performance.
- To ensure our long-term viability and sustainability.

Approaches

- Provide high quality, culturally sensitive and appropriate support and advisory services.
- Provide targeted services for industry and enterprises.
- Effectively and efficiently use information technology in teaching and learning, research and development and library services.
- Maintain excellence in the design and management of physical facilities, including equipment and property, and facilitate their safe, efficient and environmentally responsible operation.
- Recruit, support, develop and retain skilled and committed staff. Reward them for performance and ensure that they work in an enriching and stimulating environment, free from discrimination.
- Market and promote RMIT services.
- Provide a range of modern financial and commercial advisory services.
- Deploy resources efficiently and effectively.

Success Indicators and Targets 2003-2006

	Indicators of Success	Targets
Teaching and Learning	1. Teaching quality. 2. Completion rates. 3. Proportion of graduates securing full-time employment. 4. Proportion of graduates involved in enterprise formation. 5. Active and meaningful teaching and learning development, delivery and exchange relationships.	1. Teaching quality better than the national (HE) and state (VET) averages by 2006. 2. 5% over the national average by 2006. 3. 5% over the national average by 2006. 4. Percentage of graduates self-employed. 5. To be determined as a component of our ongoing *Triple Bottom line plus one* development.
Research and Innovation	1. Research income. 2. Completion rates. 3. Number of research publications / exhibitions. 4. Extent of commercialisation of ideas and intellectual property, licensing and spinoff companies. 5. Impact through partnerships.	1. 25% per annum increase in income until 2006. 2. 20% improvement in research completions in minimum time by 2006. 3. 100% increase in publications by 2006. 4. 100% increase in commercialisations, licensing and spinoffs by 2006. 5. To be determined as a component of our ongoing *Triple Bottom line plus one* development.

Organisation and Management	1. Return on revenue.
	2. Employer of choice:
	  • Quality of applicants.
	  • Number of applicants.
	  • Turnover.
		1. 15% by 2006.
		2. To be determined as a component of our ongoing *Triple Bottom line plus one* development.

Source: RMIT Strategic Plan and Direction to 2006

Glossary

AMS	Academic Management System
ARC	Australian Research Council
ATN	Australian Technology Network
CEQ	Course Experience Questionnaire
CISS	Centre for International Students and Scholars
Course	Prior to 2001, referred to as a Subject
CRC	Cooperative Research Centre
C&RP	Community and Regional Partnerships
DBA	Doctor of Business Administration
DEST	Department of Education, Science and Technology
DLS	Distributed Learning System
EFTSU	Equivalent Full-time Student Unit
ENTER	Equivalent National Tertiary Entrance Rank
ESOS Act	Education Services for Overseas Students
HE	Higher Education
HECS	Higher Education Contribution Scheme
HEW	Higher Education Worker
IECD	International, Enterprise and Community Development
MBA	Master of Business Administration
MIT	Melbourne Institute of Textiles
MYLO	Melbourne Youth Learning Opportunities
NH&MRC	National Health and Medical Research Council
NIECAP	Northern Interactive Education Coordinated Area Program
PQA	Program Quality Assurance
Program	A collection of courses leading to a university award
PVC	Pro Vice-Chancellor
RMIT	Royal Melbourne Institute of Technology
TAFE	Technical and Further Education
VCAL	Victorian Certificate and Advance Learning
VCE	Vice-Chancellor's Executive
VET	Vocational Education and Training
VRII	Virtual Research and Innovation Institute
VTAC	Victorian Tertiary Admissions Centre

Compliance Index

The annual report of RMIT University is prepared in accordance with:

FMA	*Financial Management Act 1994*
MFD	Directions of the Minister for Finance issued under Section 8 of the *Financial Management Act 1994*
TEA 1993	*Tertiary Education Act 1993*
PAEC	Decision of Public Accounts and Estimates Committee of Parliament
RUG	Victorian Government response to the Review of University Governance
ESOS	*Education Services for Overseas Students Act 2000*
WPA	*Whistleblowers Protection Act 2001*

This index was prepared to facilitate identification of compliance with statutory disclosure requirements.

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