

**School of Marketing and Management
2008 Operational Plan**

Key Objective 1: Support of the CSU Course Plan

FACULTY OF BUSINESS KEY OBJECTIVE	SCHOOL OF MARKETING & MANAGEMENT	
	Objectives and Targets	Action Plan for 2008
<p>Target No. 1 Differentiation of Faculty courses</p> <p>Target No. 2 Marketing of existing courses</p> <p>Target No. 3 Business development</p>	<ul style="list-style-type: none"> • To differentiate course offerings from those delivered by key competitors through course quality, focusing on the needs of the professions, by emphasising ethics and corporate governance, and internationalisation of the curriculum. • To arrest decline in student numbers and maintain a rising trend in the future. • To develop more popular courses. • To be creative in revitalising courses. • To undertake regular course reviews and assessments. • To undertake regular research so as to better understanding student requirements and products offered by our competitors. • Pursue prospects of viable double degrees at undergraduate level with other Faculties. • To focus on areas of our strength - what makes CSU/M&M different? • To provide a flexible and supportive learning environment • To provide scope for value based management • To identify target markets. • To identify the most effective means of marketing our offerings. • To market existing courses through a targeted approach focussing on our strengths. 	<p>Historic performance In the past, the School of Marketing & Management was able to expand its course offerings, and gross student numbers, through a strategy that saw us replicating courses at other institutions. In line with the current Faculty of Business strategy, the School is now pursuing a deliberate strategy of course differentiation in order to address a more competitive environment. Moreover, in the current environment, the market for broad based courses is becoming very competitive and student numbers have been in decline in most courses for several years. Therefore, in addition to differentiating future courses, the School needs to effectively revise and market its current programs.</p> <p>Proposed action</p> <ul style="list-style-type: none"> • Pursue flexible course and discipline structures. • Identify courses that should be promoted immediately. • Develop a School Courses Committee. • Give the L&T Committee a stronger outcomes focus in support of course and subject review, refinement, and development. • Establish links between the L&T Committee and Courses Committee. • Establish stronger links between disciplines and courses. • Establish links with other Faculties within CSU for planning double degrees. • Encourage discipline level meetings to coordinate and improve subject offerings. • Encourage inter-disciplinary courses – in line with MBA and MIT courses. • Improve the School Web page to make it more attractive with easy access to crucial information to aid prospective student decision making. • Initiate marketing activities to attract students – both internal and distance modes.

		<ul style="list-style-type: none"> • Coordinate School marketing initiatives with Faculty initiatives – use services of the Faculty Division of Marketing Officer to the maximum extent possible. <p>Expected outcomes</p> <ul style="list-style-type: none"> • Better differentiated courses in terms of delivery, learning and development outcomes, and quality of teaching and administrative service. • Arrest decline in student numbers in many of our courses and begin growing enrolments in, and profile of, existing courses. • Identification and development of new programs at undergraduate and postgraduate levels for which there is sustainable demand for government funded or fee based places. <p>Timeline Implementation progressively throughout 2008 maintaining consistency with the implementation of the Faculty Operational Plan.</p> <p>Additional resources No additional resources will be needed except in marketing efforts. For marketing courses resources will be drawn from the Faculty budget as per requirements from time to time.</p> <p>Associated risks The major risks are that the market will be unresponsive to our differentiation strategies and the resources allocated will not result in increased student numbers. For marketing, the strategy may be miss-specified or poorly targeted and an increase in demand does not follow.</p>
<p>Target No. 4 Optimise student: staff ratios</p>	<ul style="list-style-type: none"> • To establish a better balance between teaching, research and administrative activities of staff. • To provide an open and flexible environment in which staff can operate efficiently. • To support the Faculty initiatives in establishing 'One Faculty' policies. • To support the Faculty's teaching and research 	<p>Historic Performance The School has so far managed its student/staff ratio in order to ensure that sufficient funding is available for all critical School activities.</p> <p>Proposed Action</p> <ul style="list-style-type: none"> • Implementation of a Faculty common workload policy which is fair, consistent and flexible. • Continue to provide casual staff support in areas of shortage.

	<p>initiatives with the ideal aim of effecting a reduction in staff-student ratio.</p>	<ul style="list-style-type: none"> • Preparation of a database of casual academics available within the region for internal and distance teaching. <p>Expected Outcomes Academic staff will have more time for research, and subject and course development.</p> <p>Timeline Implementation of common workload policy will occur across 2008. The policy will be tested over the five sessions during the year with the aim of refining it for 2009. Media advertisements were placed by the School at the end of 2007 for recruitment of casual academics from the region. A reasonable response was obtained. Applications are already processed and a comprehensive panel is being created.</p> <p>Additional Resources Additional resources will be required to support structural changes such as implementation of the common workload policy.</p> <p>Associated Risks It may be difficult to recruit appropriate staff in certain discipline areas within the School.</p>
<p>Target No. 5 Continue to develop collaborations with international universities.</p> <p>Target No. 6 Internationalise curriculum.</p>	<ul style="list-style-type: none"> • To continue the existing involvements with international partner institutions as and when required. • To support Faculty initiatives to explore new areas and institutions that will benefit the School financially and also improve its profile/reputation. • To develop subjects and courses that have international demand. • To modify subject offerings (as appropriate) for international (off campus) students. 	<p>Historic Performance The School has maintained relationships with a range of international universities through Faculty level involvement. Even after the establishment of ISB, School staff are directly associated with international subject/course delivery and promotional activities. Although international collaboration is mainly a Faculty level activity, the School will provide necessary support.</p> <p>Proposed Action</p> <ul style="list-style-type: none"> • Provide staff for teaching and promotion of courses and subjects in new regions and new areas such as Balkans, Canada and China. • Provide support to the Faculty as and when required. • School Courses Committee to investigate subject and course modifications that

		<p>might meet targeted international markets.</p> <ul style="list-style-type: none"> • Maintain close links with the Faculty Course Committee. • Increase the involvement of individual disciplines in the generation of ideas on developing curriculum. • Review and improve subject delivery patterns to make them more useful and attractive to targeted international students. • Explore possibilities of inter-Faculty courses. <p>Expected Outcomes The School will increase numbers of students - on overseas campuses, exchange students, and international on-campus students.</p> <p>Timeline The School will provide support to the Faculty throughout 2008 and in future</p> <p>Additional Resources All new programs will be self-financing. The School may be required to fund certain promotional activities – workload support, funding activities etc.</p> <p>Associated Risks There will be risks associated with market demand and exchange rate movements.</p>
<p>Target No. 7 Strengthen the teaching of ethics</p> <p>Target No. 8 Strengthen articulation pathways</p> <p>Target No. 9 Continue scholarship policy</p>	<ul style="list-style-type: none"> • To support the Faculty initiatives. • To continue, and improve, articulation pathways by supporting courses organised by the PDU and partnerships with Study Centres. • To explore new possibilities for articulation pathways. • To support the Faculty scholarship policy. • To explore possibilities of introducing new scholarship areas to attract more, and better, students at all levels. • To support research initiatives by School staff in the area of ethics. 	<p>Historic Performance The School has always supported, and been actively involved in the Faculty level initiatives in these areas. Direct involvement of the School includes such activities as teaching and moderating subjects/courses at different levels and initiating new subjects/courses from time to time.</p> <p>Proposed Action</p> <ul style="list-style-type: none"> • More direct involvement in the Faculty committee for review the teaching of ethics – to have a member from the School in the Committee. • Continue collaboration with the PDU and SCs. • Explore possibilities for new areas of articulation pathways – eg. in Finance. • Explore possibilities for industry partnerships for offering scholarships for

		<p>business courses.</p> <ul style="list-style-type: none"> • More direct involvement in Faculty committees to develop honours student recruitment plans – to have a member from the School in the Committee. <p>Expected Outcomes Appropriate ethics content to be delivered in all Faculty courses. Achieve higher student numbers through better articulation pathways. Attract high quality students through scholarship programmes.</p> <p>Timeline Ongoing activities throughout 2008.</p> <p>Additional Resources Additional resources will be required – proportionate to direct involvement in activities by the School. Resources should be available from the Faculty funding.</p> <p>Associated Risks The key risks are associated with increased staff workload, the number of students attracted into the programs, the quality of students and the quality of teaching (and other academic services) provided by the partner organisation. Regarding scholarship efforts, there is a high risk that having trained the students in research they will move on to other institutions that will greatly benefit from our efforts.</p>
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Key Objective 2: Support of the CSU Research Plan

FACULTY OF BUSINESS KEY OBJECTIVE	SCHOOL OF MARKETING & MANAGEMENT	
	Objectives and Targets	Action Plan for 2008
Target No. 1 Appointment of Associate Dean (Research)	<ul style="list-style-type: none"> To support the programmes and activities of the Associate Dean (Research) in order to improve quantity and quality of research output of the School. 	<ul style="list-style-type: none"> Support the programmes and activities of the Associate Dean (Research). Encourage active participation by the School staff in research activities.
Target No. 2 Optimise student: staff ratios across the Faculty	<ul style="list-style-type: none"> To provide casual academic support to allow staff to undertake more research. To support teaching buyout options. To reduce student: staff ratio gradually within the School. 	<p>Historic Performance The School has been using casual academics in the past to maintain a balance between teaching and research. It has also made limited use of teaching buyout monies from the ILWS. As research outcomes are becoming increasingly important, it is necessary to explore these options more explicitly.</p> <p>Proposed Action</p> <ul style="list-style-type: none"> Implement the Faculty common workload policy in the School – each staff member should get 20-25% of their work time allocated for research during a year. Allow more research time for research productive staff. Encourage teaching buyout options for staff from CSU research centres. Support the Faculty research plan. <p>Expected Outcomes An increase in the quantity of quality research publications.</p> <p>Timeline Ongoing through 2008.</p> <p>Additional Resources Additional resources will be required to implement the new workload policy.</p>

		<p>Faculty and School resources will be reallocated to facilitate the same. Teaching buyout will be resourced from CSU research centres.</p> <p>Associated Risks There is a risk regarding availability of qualified casual staff. This may limit the benefits of new workload policy. Another risk is the loss of research quantum associated with a switch towards research quality.</p>
<p>Target No. 3 Provide rewards for publishing in RQF relevant journals</p>	<ul style="list-style-type: none"> • To improve quality research outcome. • To support publication initiatives. • To support the Faculty incentive plan for actual outcomes. 	<p>Historic Performance The School is achieving good research output in terms of number of publications. But it has very small number of researchers publishing in the highest ranking journals. This is an area in which we need to build substantially.</p> <p>Proposed Action:</p> <ul style="list-style-type: none"> • Provide additional research time allocation for research active staff. • Implement a conference funding policy that facilitates quality publications. • Follow performance based approach to supporting staff for research activities. • Support Faculty and CSU initiatives in this regard. <p>Expected Outcomes An increase in the quantity and quality of research published in higher ranking journals.</p> <p>Timeline Ongoing through 2008.</p> <p>Additional Resources The Faculty will reallocate resources to fund the expected payments under this scheme.</p> <p>Associated Risks There is a risk that there will be insufficient funding to meet the success rate.</p>
<p>Target No. 4 Undertake transdisciplinary and applied disciplinary</p>	<ul style="list-style-type: none"> • To encourage multidisciplinary applied research including industry partnerships in order to achieve better quality outcomes. 	<p>Historic Performance The School research staff have a good record in multidisciplinary and applied research. It has always actively supported staff involvements in CSU research</p>

<p>research</p> <p>Target No. 5 Enhancing research culture</p>	<ul style="list-style-type: none"> • To support and encourage activities of CSU research centres. • To follow a flexible approach in research support. • To encourage staff to seek competitive grants for research projects from external funding sources. • To support staff to complete higher degree research, wherever applicable. • To increase numbers of Honours and Research Higher Degree (RHD) students. • To support and encourage early career researchers. 	<p>centres such as ILWS and OPEL. The School has also pursued strategies to build a research culture over a long period of time and has made major strides in this area both with the acceptance of research as an integral part of School academic duties and growth in the number of research higher degree students. Now in a more competitive environment, we need to build a culture where quality outcomes are achieved through journal publications and competitive grants.</p> <p>Proposed Action</p> <ul style="list-style-type: none"> • Implement the new workload policy to ensure that research productive staff gets time to involve in research centre activities. • Support all staff in undertaking research activities. • Follow a flexible and performance based approach in rewarding research outcomes. • Recruit larger numbers of honours and RHD students. • Support special initiatives such as writing workshops/retreats etc. • Support the School Seminar series in order to improve research culture and also to promote inter-institution and multidisciplinary research. • Support for the dissemination of staff seminars through pod-casting and video conferencing will be provided; • Follow a flexible SSP policy to improve research outcomes. • Encourage mentoring of early career researchers by experienced staff from the School. <p>Expected Outcomes</p> <p>An increase in research alliances, disciplinary, trans-disciplinary and applied research in areas relevant to the University priorities. An increase in the number of quality publications and RHD completions. Greater recognition of the School as a site for excellence in research for the business professions.</p> <p>Timeline</p> <p>Ongoing through 2008.</p> <p>Additional Resources</p> <p>Funding in the Faculty will be reallocated to further support research and graduate</p>
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		<p>training.</p> <p>Associated Risks There is a risk that there will be insufficient funding to facilitate the desired research. And that there may be a short term reduction of research output with the shift to quality.</p>
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Key Objective 3: Support of the CSU Learning & Teaching Plan

FACULTY OF BUSINESS KEY OBJECTIVE	SCHOOL OF MARKETING & MANAGEMENT	
	Objectives and Targets	Action Plan for 2008
Target No. 1 Support for Sub-Dean Learning and Teaching	<ul style="list-style-type: none"> To improve the quality of teaching at all levels. 	<ul style="list-style-type: none"> Support the programmes and activities of the Sub-Dean (Learning & Teaching). Encourage active participation by School staff in learning & teaching activities.
Target No. 2 Optimise student: staff ratios	<ul style="list-style-type: none"> To promote and recognise Good Practice in learning and teaching. To provide casual academics support to optimise student: staff ratio. To initiate subjects and courses that ensure quality, maximise revenue and minimise costs. 	<p>Historic Performance The School has been using casual academics to allow its staff to maintain and improve the quality of teaching. As the environment is becoming more competitive, it is necessary to explore these options more explicitly.</p> <p>Proposed Action</p> <ul style="list-style-type: none"> Implement the Faculty common workload policy in the School Follow a more flexible casualisation policy. Prepare a panel of casual academics from the region. Optimise subject offerings with the School and across the Faculty to optimise outcomes. Teaching modes (internal, distance or tutorial) should ensure a balance between student needs and financial viability. Improve discipline based initiatives. Conduct regular course and subject reviews to ensure quality and to satisfy market needs. <p>Expected Outcomes An improvement in the quality of learning and teaching practices.</p> <p>Timeline Ongoing through 2008.</p> <p>Additional Resources</p>

		<p>Additional resources will be required to implement the new workload policy. Faculty and School resources will be reallocated to facilitate the same.</p> <p>Associated Risks There is a risk regarding availability of qualified casual staff. This may limit the benefits of new workload policy.</p>
<p>Target No. 3 Increased use of, and improvement in, flexible learning techniques</p>	<ul style="list-style-type: none"> To create a more accessible and effective learning environment through increasing use of the flexible learning resources. 	<p>Historic Performance The School has been using flexible teaching resources to meet the needs of a wide range of different cohorts for teaching. As the environment is becoming more competitive, it is necessary to improve them further and more frequently. Blended modes are becoming common.</p> <p>Proposed Action</p> <ul style="list-style-type: none"> Strongly encourage staff to use Interact – linking its usage with performance management. Encourage greater and more sophisticated use of the options available. Strongly support staff training programmes conducted by CELT. Ensure that all staff undertake training in best practice learning and teaching methods. More effective use of formal subject evaluations – review of staff actions & linking them to performance management. Encourage staff to explore flexible technologies utilised by competitors in an attempt to identify examples of best practice in business faculties in Australia. Support the Faculty plan to foster development of flexible learning technologies (including teaching aids and learning resources) which enhance the student learning experience. <p>Expected Outcomes Wider and more sophisticated use of flexible learning processes. All students will have the opportunity to experience a broader range of CSU on-line services. Distance students will have the opportunity to interact more fully with teaching staff and fellow students.</p> <p>Timeline Ongoing through 2008.</p>

		<p>Additional Resources Some new techniques may be costly to initiate. Both resources in terms of software and hardware may need to be purchased and additional administrative and academic staff with skills in particular areas of teaching delivery may need to be employed. Faculty funding support is expected to implement them.</p> <p>Associated Risks A risk is that the School will not be able to remain competitive in the DE/Online market if the University does not provide state of the art technology support and training for its effective use as a support to quality learning and teaching.</p>
<p>Target No. 4 Improving the quality of teaching</p> <p>Target No. 5 Introduce improved assessment strategies</p> <p>Target No. 6 Increase the involvement of the professions</p>	<ul style="list-style-type: none"> • To improve the quality of teaching. • To promote and recognise good practice in learning and teaching. • To create a more accessible and effective learning environment through development of improved assessment strategies, including for the on-line environment and to support the development of graduate attributes. • To strengthen partnerships with the professions in learning and teaching through “increasing involvement of professions in assessing outcomes”. 	<p>Historic Performance The School has always sought to improve the quality of teaching so as to remain active in the market. It is also engaging professionals as casual academics to a limited extent. The Learning and Teaching Committee of the Faculty has identified a need to greatly improve the quality of our teaching and our evaluation performances. The Committee has also identified areas of concern relating to guidance to students on how to improve their work, and feedback to students to facilitate their understanding of their performance against assessment criteria. Thus, it is necessary that our School focus strongly in these areas.</p> <p>Proposed Action</p> <ul style="list-style-type: none"> • Course coordinators to prepare yearly reports on CEQ and SEQ data for dissemination to the Head of School, the Learning and Teaching Committee, and all teaching staff. These reports will highlight key issues from the evaluations and with the support of the Sub Dean, course coordinators will advise staff on potential remedial action. • Course coordinators committee to be given more responsibility for revisions and modifications of existing courses and development of new courses. • Individual discipline groups to be given greater responsibilities in subject revisions and developments. • Promote inter-School dialogue in course revisions/developments. • Provide logistics support to improve communications between Schools – new School meeting room with improved technological equipment.

		<ul style="list-style-type: none"> • Strongly encourage the use of new teaching technologies such as Interact. • To ensure regular updating of subject materials – for both internal and distance teachings – linking it to staff performance management. • To encourage staff in setting and responding to assessment tasks adequately and in a time-bound manner – linking it to staff performance management. • Encourage development and use of forums in an attempt to enhance engagement with DE students. • More effective use of assessment feedback – linking to staff performance management; • Encourage use of non-formal modes of subject and teaching evaluations such as peer review, informal discussions with students. • Provide appropriate training and induction support for casual academics. • Establish a system to communicate subject evaluation feedback to casual teachers and markers regularly. • To involve casual teachers and markers in relevant staff development activities. • Support involvement of the professions in a range of areas including new course development, identifying graduate attributes, industry experience initiatives, and course quality. • Support the strengthening of engagement with regional and national industry and professional groups as a means of enhancing the workplace relevance of all subjects and as a way to increase the profile of the Faculty in its regions. • Appointment of a regional engagement coordinator whose responsibility will be to build links with local industry and community groups. • Establishment of a regional advisory committee to ensure that we are meeting the needs of local businesses and professions. <p>Expected Outcomes</p> <p>Improvements in the CEQ, SEQ and CSU formal evaluation scores.</p> <p>Expected to contribute in improvements in the level of engagement with students and in the quality of feedback provided in response to assignments and queries.</p> <p>Expected to: enhance students’ perceptions regarding their learning; improve students’ learning and work; increase the effort staff put into commenting on student work; and, improve the quality of feedback provided.</p> <p>Expected to enhance education for the professions and greater engagement with the industry and the community within our regional areas.</p>
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<p>Target No. 7 Strengthening the teaching and research nexus and the profile and depth of the disciplines</p>	<ul style="list-style-type: none"> • To maintain a healthy balance between teaching and research within the School. • To improve learning and teaching practices through research in related areas. 	<p>Historic performance In the past, School staff have been involved in research in learning and teaching to a limited extent. It needs to be improved and more staff should be involved in such activities.</p> <p>Proposed Action</p> <ul style="list-style-type: none"> • Support teaching and learning research - provide workload incentives for staff who successfully apply for Carrick and other nationally/internationally recognized learning and teaching awards. • Strongly support extension of staff research outcomes into teaching. • Encourage research in learning & teaching at discipline levels. • Facilitate increased interaction and collaboration within discipline groups within the School and across the Faculty. • Link incentives for learning & teaching research and application outcomes with performance management. <p>Expected Outcomes Demonstrable increase in the nexus between teaching and research as evidenced by student evaluations and the SEQ and CEQ scores. Greater collaboration within disciplines.</p> <p>Timeline</p>

		<p>Ongoing through 2008.</p> <p>Additional Resources Funding for appropriate networking activities will be required.</p> <p>Associated Risks The major risks are associated with staff resistance to collaboration and to creating a stronger nexus between teaching and research.</p>
<p>Target No. 8 Strengthening student retention and responding to students at risk.</p>	<ul style="list-style-type: none"> • To promote and recognise good practice in learning and teaching. • To strengthen the profile of the courses and disciplines. 	<p>Historic performance The School needs to design and introduce strong strategies aimed at increasing retention rates focusing on the needs of marginal students. It is of critical importance due to the increasing level of competition at all levels.</p> <p>Proposed Action</p> <ul style="list-style-type: none"> • School Learning & Teaching Committee to identify problem areas and strategies to address them. • Provide strong support to the School L&T Committee. • Support and follow the Faculty policy on On-campus Student Progression. This includes six specific tasks as clearly documented in the Faculty's '2008 Operational Plan'. <p>Expected Outcomes Increase student retention rates.</p> <p>Timeline Ongoing through 2008.</p> <p>Additional Resources Additional workload allocation for staff involved in the mentoring and retention programs.</p> <p>Associated Risks Coordinator and Head of School burnout are risks associated with this strategy.</p>

Key Objective 4: Support of the Institutional Development Plan

FACULTY OF BUSINESS KEY OBJECTIVE	SCHOOL OF MARKETING & MANAGEMENT	
	Objectives and Targets	Action Plan for 2008
<p>Target No. 1 Strengthen the concept of “One University” within the Faculty</p>	<ul style="list-style-type: none"> To align with the underpinning principle of CSU culture. To improve interaction and collegiality – at intra and inter School levels. 	<p>Historic Performance The School has long been running courses that are truly cross-campus rather than campus based. It was also involved in cross-Faculty courses in the past (with IT School while it was a part of the Faculty of Science). It has a good tradition of maintaining high levels of collegiality and collaboration within the School and outside.</p> <p>Proposed Action</p> <ul style="list-style-type: none"> Implement common workload and research support policies. Encourage and support disciplinary meetings across campuses. Encourage and support cross-campus course coordinators meetings. Encourage a collegiate and consultative relationship across campuses and study centre coordinators. Support involvement of staff from other schools/faculties in the School’s seminar series. Encourage and partially support staff initiatives in organising informal activities such as morning teas, off-campus lunches and dinners, sporting activities such as tennis and walking, cultural activities such as arts exhibition etc. to improve collegiality. <p>Expected Outcomes Greater interaction and collegiality across schools and campuses.</p> <p>Timeline Ongoing through 2008.</p> <p>Additional Resources There are no apparent additional resources required.</p>

		<p>Associated Risks There are few risks associated with this strategy and it is a natural progression on past activity.</p>
<p>Target No. 2 Ensure that the Faculty participates in service alignment</p> <p>Target No. 3 Refinement of management systems, structures and processes</p> <p>Target No. 4 Ensuring financial, workforce and environmental sustainability</p> <p>Target No. 5 Appointment of Associate Dean (Administration)</p>	<ul style="list-style-type: none"> • To support the Faculty policy of aligning its delivery of services with the University's mission and core business of teaching, learning and research. • To support the Faculty's plan to restructure and re-orient the Dean's Advisory Committee in order to facilitate a more rigorous and focused strategic orientation. • To support and contribute to the Faculty's plan of maintaining non-government funding at a level of more than 50% of total funding. • To support the initiatives and plans of Associate Dean (Administration) with an aim to facilitate enhanced performance in the administration of the Faculty. 	<p>Historic Performance The School has always supported and actively contributed to the Faculty initiatives. The School has developed a range of subjects associated with sustainability in relation to business. It also ensures that all business students are exposed to methods for analysing and reacting to issues related to sustainability. The initiatives need to be more targeted and coordinated in the wake of increasing competition.</p> <p>Proposed Action Ensure that all legal, workplace and institutional requirements are met. Organise planning sessions at the end of the year to assess performances of the School during the year and plan for activities for the next year.</p> <p>Expected Outcomes An improved, more dynamic, and well-balanced Faculty within which the School operates.</p> <p>Timeline: Ongoing through 2008.</p> <p>Additional Resources This may require additional resources and Faculty-level reallocation may be required.</p> <p>Associated Risks Staff resistance to change could be a barrier to the realisation of the goals established by the Faculty.</p>