

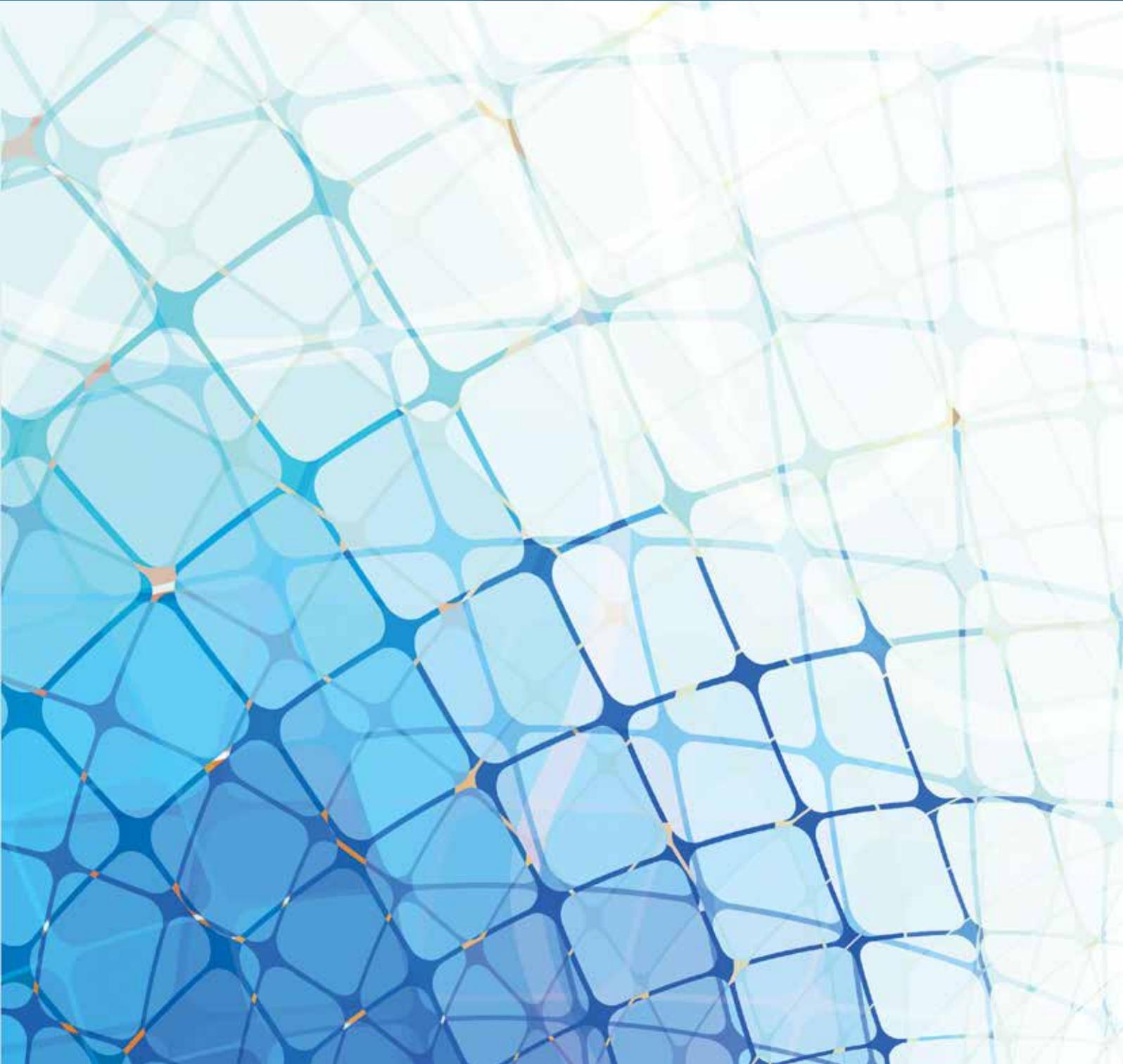


# Strategy 2020

## Building a Future-Focused Business School

Never Stand Still

Business School



# WELCOME FROM THE DEAN

In developing Strategy 2020 over the past 12 months we have sought to be as inclusive and consultative as possible. There has been enthusiastic engagement from, and with, the entire Business School community. Their excellent contributions are reflected here, along with due consideration of UNSW's 2015-25 strategic planning process which is driven by the new President and Vice-Chancellor, Professor Ian Jacobs. The Vice-Chancellor has endorsed our strategy, believing it aligns extremely well with his three strategic headlines of Academic Excellence, Social Engagement and Global Impact, and that its mission and vision accord with the aspirations he has for UNSW as a whole.

I invite you to read our 2020 strategy and join us in building a future-focused Business School.



Professor Chris Styles  
Dean, UNSW Business School  
May 2015

## STRATEGY 2020: PLANNING TIMELINE

APR – AUG 2014	AUG – DEC 2014	JAN – MAY 2015
<p><b>Phase 1: Initial consultation</b></p> <p>Planning for Strategy 2020 commenced in response to the desire to build a true 'Business School' with a distinct and leading position, and in recognition of the financial imperatives to change.</p> <p>Business School Executive Committee (BSEC) established four Working Groups (comprising Academic and Professional and Technical staff) to explore initial ideas and directions in four key areas, drawing on feedback from key stakeholders.</p> <p>Working Groups presented their insights at the BSEC Strategic Retreat in July, and from these our three major strategic priorities for 2020 emerged.</p>	<p><b>Phase 2: Refinement of strategic priorities and key initiatives</b></p> <p>Further detailed analysis, planning and consultation conducted on the three strategic priorities.</p> <p>Senior Management Team led the identification and development of specific initiatives and activities under each priority, consulting extensively via strategy groups, staff consultation meetings (held in September and October), and the Strategy 2020 online Message Board.</p> <p>First full draft of Strategy 2020 presented to BSEC for feedback.</p>	<p><b>Phase 3: Final consultation and adoption</b></p> <p>Ongoing consultation with key stakeholders.</p> <p>Second full draft of Strategy 2020 presented to BSEC in February. Subsequent iterations shared with Schools and refined through ongoing consultation.</p> <p>Final Strategy 2020 presented to BSEC for adoption at Strategy Day in May 2015.</p> <p>Communication and implementation of Strategy 2020 from 1 June 2015.</p>

Our mission is to be a globally engaged, high impact and academically rigorous business school that enhances practice through leading edge research.

## Strategy 2020: Building a Future-Focused Business School

UNSW Business School's 2020 strategy is predicated on a simple question: What should the school do over the next five years to ensure that its community of students, staff, alumni, government, and business partners is ready to respond to and manage the economic and social environment that will prevail in 2020?

It is our responsibility to develop and action a strategy that builds a future-focused Business School. In doing so, we will ensure that by 2020 we emerge as the leading business school in Australia and, in line with the University's goal, move towards being in the top 50 worldwide by 2025.

Our people, and their commitment to excellence, are our strength. What will set us apart is their capacity to translate this commitment into teaching, research and engagement that looks through the present and prepares for the challenges and opportunities in Australia and its region in 2020. We have already gone some way to achieving this, but there is much more work to be done and this is reflected in the school's strategic priorities, which centre on three core themes:

### **1. An outstanding career focused student learning experience**

We will provide an outstanding learning experience for our students, by leveraging advances in technology and delivering a portfolio of innovative programs and activities. These will emphasise both a mastery of professional knowledge and the personal and practical skills necessary to prepare graduates for careers of the future.

### **2. High impact research**

We will identify, develop and promote new and existing areas of high impact research expertise within the school that address issues of fundamental importance to future economic prosperity and social well-being. In doing so, we will become known for research that informs business practice, policy and regulation both nationally and internationally, and which leads to Business School staff being regarded as global thought-leaders in their fields.

### **3. Sustainable two-way engagement with Asia**

We will build on our extensive presence in the region to develop deeper, more sustainable modes of engagement that are strategic and two-way. As Asia's significance within the global economy continues to grow, we will become known as a leading business school with unique connections, insights and expertise within the region.

Underpinning these strategic priorities is the fundamental recognition that our people are our greatest asset and integral to our ability to perform, change, and grow as a business school. Continuing our commitment to excellence as an employer, our culture will foster an engaged and motivated workforce that aligns with our strategic priorities. Central to this will be a strong focus on building our internal capabilities through a range of people-focused initiatives that support our talented staff, both Academic and Professional, in a diverse and inclusive working environment.

# Strategic Priorities

Our strategic plan covers the period 2015 through 2020 and addresses the core elements of the school's strategy for the coming five years. It will be complemented by action plans requiring ongoing revision and comprising specific initiatives in relation to the three areas of strategic priority set out on page 1. This is how we will build a business school that, through its teaching and research, is renowned for creating and disseminating future relevant knowledge and expertise. Our school will develop a reputation for high levels of engagement with academic, alumni, business and professional communities in Australia and overseas – particularly Asia. These communities are employers of our graduates and important arbiters of the quality of our school.

## Strategic priority 1: An outstanding career focused student learning experience

Quality placement and the career trajectory of our graduates, whether undergraduate, postgraduate or research, is a cornerstone of the school's success and sustainability. Many of our graduates want to be recruited into and promoted in leading firms, corporations and organisations, both local and global. For others, the career value of their degree will be measured by providing the capabilities and skills necessary to establish and run their own businesses. Similarly, we need to place our PhD graduates into faculty positions at world class universities.

We will respond to this by building on UNSW's reputation as the start-up capital of Australian universities, preparing our students so that, whatever career path they choose, they will become the outstanding entrepreneurs and innovators of the future.

Meeting these objectives requires a focus on providing an outstanding and transformative learning experience to students at various stages of professional development; one that is personalised, experiential, career focused and delivered through the latest technology. We need to prepare all of our students for careers in a future where, in order to be successful, they will need to be adaptable, creative, problem solvers who are comfortable with uncertainty and equipped with the professional and personal knowledge and skills necessary to address whatever opportunities and challenges they may encounter. At the same time, it is essential to equip them to achieve this success as global citizens and socially responsible managers.

To deliver this learning experience for all students, we will need to improve intercultural interaction and learning experiences, especially as part of our commitment to two-way engagement with Asia (see Strategic Priority 3). We also need to expand our infrastructure and technology, investment in staff professional development, and critical review of our program portfolio. We will need to build more productive relationships with alumni, employers and professional bodies, as well as with University professional service areas such as IT, Careers & Employment and the Co-Op Office.

Key activities and initiatives to deliver this learning experience are outlined in Action Plan 1: Outstanding career focused student learning experience. They include:

### 1.1 Learning that is personalised, active and career focused

From flipped classrooms to learning labs and innovation centres, via both the physical and digital campus, our students will be active participants in their own learning and, in this way, will learn by doing not just by knowing.

Our students will be able to select the program and mode of delivery to suit their needs, and be confident that they will develop cutting-edge professional knowledge as well as essential skills such as critical thinking and analysis, leadership, team work and communication. They will collaborate with their peers in formal and informal learning to address meaningful problems in business and society more generally, having developed a multidisciplinary understanding of these issues. More students will have the opportunity to participate in work integrated learning activities such as mentoring, industry projects, practicums, internships and placements in Australia and overseas.

In addition, the career focused learning experience that we deliver must enable us to be confident that all of our students will graduate understanding the need to practice socially responsible management throughout their careers and will recognise the value of doing so for themselves, their organisations and society. As signatories to the UN Principles of Responsible Management Education (PRME) we are committed to delivering an educational experience that makes this a reality. We have established a Business School Community of Practice that will allow us to design and introduce innovative new courses and programs and offer a range of work integrated learning experiences pertaining to ethics, sustainability, social and environmental responsibility. From these learning experiences our students will develop managerial skills, knowledge and attributes that are distinct, attractive to employers, and which set them apart from others after they graduate.

## 1.2 Revitalising and streamlining our program portfolio

Delivering learning that is personalised, active and career focused, and which differentiates us from our competitors, will require a reconsideration of our program portfolio in a global context.

What degrees, delivered in what modes, do we need to be competitive in 2020? Our courses must match the demands of our markets. We will need to offer a suite of undergraduate and postgraduate coursework degree programs that range from specialised advanced learning through to more broadly-based career conversion offerings. Our programs will be flexible and provide for multiple pathways.

This will require critical review and reform of the existing portfolio, including our core products, in consultation with the Business School's key stakeholders (such as industry experts, employers, and professional bodies). We will consider revenue growth, enrolment share and profitability of programs and courses, discontinuing a number of programs and launching new curricula in others to keep them relevant.

We also need to identify areas of learning, at an undergraduate and postgraduate level, requiring new and possibly cross disciplinary core courses. Examples include Data Analytics, Social Responsibility or highly experiential and industry-linked innovation and entrepreneurship curricula as a complement to the industry placement program.

## 1.3 Leveraging new technology

To provide an outstanding student learning experience it is imperative we take advantage of the opportunities afforded by new technology. This requires a considered approach, informed by new pedagogical principles and a comprehensive understanding of our students' diverse needs, and will often see us operating at the intersection of the digital and physical campuses. At one level, we will need to identify opportunities to deliver distinct and predominately online programs – our new MBAX being an example. At another level, we will need to pay close attention to how new technology can improve the face-to-face learning experience in the context of the physical campus.

New technology-enhanced learning and teaching initiatives need to be explored – ones that blend the digital with the physical and promote learning in the classroom, as well as in more informal settings. There are already several examples of this in the School, including the flipped classroom environment of The Place, interactive in-class games such as Playconomics, collaborative online tutorials and classes, Hackathons and turning students' mobile devices into real-time learning tools. It will be important to assess the success of these initiatives and, where appropriate, extend their use.

## 1.4 Improving the international and intercultural educational experience

While our curriculum is adopting an increased international focus (particularly on Asia), we need to move beyond this. Strategic Priority 3, two-way engagement with Asia, will require us to commit to enhancing the student learning experience by facilitating better international opportunities and more effective peer collaboration between local and international students.

Students will engage with Asia in the classroom through case studies and business commentary, and they will regularly take part in group projects and assessment tasks requiring them to work with peers from different cultural backgrounds. We will provide international work integrated learning experiences that give students an awareness of the challenges and opportunities that they and their organisations will face as a result of Asia's economic growth. Our ability to offer such a distinct package of learning experiences and to produce graduates who have had an intercultural education will set us apart.

At the same time, we recognise that a number of other important activities need to take place to facilitate the delivery of international and intercultural educational experiences. For example, we need to ensure more of our courses are accredited and internationally recognised, extend our suite of international exchange and student travel scholarships, increase funding of existing scholarships, and encourage students to apply for scholarships offered through the Commonwealth Government's New Colombo Plan. We will also explore offering short courses to potential overseas students to experience the Business School for two to three weeks.

To build a truly intercultural learning experience, we will enhance formal and informal orientation activities for international fee-paying students so they can thrive in a new cultural context. We will facilitate a number of informal learning activities, outside the curriculum and classroom, including peer support mechanisms such as a 'buddy system' and encouraging participation in student societies. We will also foster intercultural understanding and respect through our commitment to responsible management and our engagement with Indigenous communities.

### **1.5 Increasing the emphasis on lifelong learning**

A student's learning experience and association with the Business School should not end upon graduation. Central to our success will be our capacity to add value for our alumni and, in turn, enjoy their support in the form of mentoring, career and networking opportunities for existing students, adjunct teaching, and philanthropy.

We need to recognise our students as alumni from the time they are first recruited and throughout their degree, not just when they graduate. After they complete their programs, we need to provide our graduates with an even more effective alumni network (both online and in person) that offers them ongoing support in the form of lifelong learning opportunities. To do this we must continually improve how we capture data and remain connected with alumni, further investing in and growing the alumni function, including the development of offshore alumni activities, especially in Asia. We will also need to better integrate the alumni function with other areas, including career services, development, and the industry engagement team.

### **Strategic priority 2: High impact research**

Research is a key driver of the school's reputation and international standing. We will become known for academically rigorous research that identifies and addresses grand challenges that will impact on future economic prosperity and business activity, both locally and overseas. We will do this by promoting our research in a more coherent, targeted manner and shouting more loudly about its value to a range of stakeholders, including the academy, students, business, government, professional bodies, international agencies, and alumni.

To achieve and maintain this reputation, we need to identify and develop areas of internationally recognised high impact research expertise within the school. In doing so, we will need to recognise areas in which we already have expertise and strength, as well as identify new areas with the greatest potential to engage stakeholders directly and society more generally. It is expected that at least some of these areas of expertise will be cross disciplinary in nature and that, in line with Strategic Priority 3, one or more will have an Asian focus. We will review the capacity of our existing research centres to support this vision and deliver high impact research.

We also need to link our research more strongly to the student experience. We need to systematically incorporate research into student learning, so they recognise its relevance to their future careers. Similarly, given the importance of improving placement opportunities for our PhD graduates (see Strategic Priority 1), we need to look at the quality, content, and length of our PhD programs, and consider how we improve these to ensure we attract and develop the best quality research students who as graduates are internationally competitive in the labour market.

Key activities and initiatives that we will undertake to achieve this priority are outlined in Action Plan 2: High impact research. They include:

#### **2.1 Identifying and developing areas of internationally recognised high impact research**

In consultation with staff, we will undertake a review of our research activities with the aim of identifying current research strengths (ideas, methods and fields) and potential areas for development. To do this, and recognising that measures of output and impact will differ across disciplines, we will use a range of measures and publicly available information to quantify the impact of our research, as well as conducting a stock-take of research achievements and Asia-Pacific research connections.

We will use objective and transparent indicators to identify research leaders and rising stars and to categorise high-performing researchers into networks around world-leading areas and emerging strengths. Network leaders would be responsible for initiating and coordinating research collaborations and projects, promoting their network, seeking out new funding opportunities (both ARC and non-ARC), and fostering partnerships with a variety of stakeholders in government, business and other sectors of the economy, as well as with individual donors.

By establishing these networks we will enable greater strategic investment, not only in terms of funding for research activities, but also in terms of staffing. With this approach, for example, we will offer opportunities for the networks to bid for seed funding managed by the Business School Research Office and we will establish a SilverStar funding scheme for ARC applications that are unsuccessful but strong. We will also use SPF 01 and 03 funding to strategically hire in order to develop the networks, including actively pursuing cluster hiring.

### **2.2 Promoting and leveraging high impact research**

We will take action to raise awareness among business, industry and government, both nationally and globally, of the value and relevance of research undertaken within the Business School. We will also better leverage the reputational and demonstration effects of our research to generate additional research funding and other forms of research support from (and direct engagement with) key Business School stakeholders. We will promote the research and achievements of the new research networks in ways that establish and communicate a business research profile that sets the school apart.

Aside from business, industry, professional bodies and government organisations, there are a number of other key audiences and end-users of our research who need to be made aware of our research aspirations and expertise. These include local, national and international prospective and current students (including HDR), the academy and alumni. To reach these stakeholders we will promote our research in BusinessThink, The Conversation and other high impact media outlets and organise events designed to engage with the external community in ways that promote knowledge transfer and are mutually beneficial to the community and the school.

At the same time, we will make sure that strong research outcomes (such as international rankings, relative grant performance, and ERA ratings) are prominently featured in communications to our external audiences. Similarly, we will actively promote the job market outcomes for research-based Honours and PhD students.

Through a review of our media and publicity activities and materials, we will aim to raise the profile of our academic staff so that they are regarded as public intellectuals, both nationally and overseas. We will ensure that we are seen as the 'go-to' business school for expert and impartial commentary. Through our media and engagement activities we will promote and contribute to national and international debate concerning a range of critically important issues that affect business, government and society. We will seek to further increase the number of staff appearing in the media on research related issues through media training, publicly recognising those that do so, and improve tracking and measuring of research-related media exposure for accreditation and other reporting purposes.

By promoting the value and relevance of our research, we will focus on building a reputation that enables us to generate new sources of research income. Via the research networks, for example, we will be able to target corporate and individual donors with a campaign for the funding of research talent through endowed and term chairs as well as other research-related positions. New and existing activities such as Dean's Roundtable meetings, Meet the Researcher public forums and Learn@Lunch will also be used to not only increase our visibility and demonstrate our intellectual contributions to key debates and public policy, but also as means to better expose and connect key Business School stakeholders to our researcher talent. We expect these events will stimulate interest among these stakeholders and build links between them and the participating researchers that will lead to new research funding opportunities and collaborations.

### **2.3 Rationalise research centres to help support high impact research and reputation**

The Business School provides funding and other forms of support for a number of research centres. Several of these have been highly successful in running research programs that have attracted competitive research and other funding and have led to a range of publications. Several have also helped to establish significant international research collaborations and have acted as intellectual resources for PhD candidates and as areas for postgraduate research training. At the same time, the number of these centres has burgeoned and in some cases their value is unclear. Even in those cases where the centres have been highly successful, the next steps in their development are not clear.

In light of the Business School's aim to identify and develop areas of internationally recognised high impact research (see 2.1) we need to examine how centres can reorganise to support the objective of high impact research, and to encourage them to do so. Additionally, UNSW requires that all research centres be subject to a regular (three-year) review process. As part of the criteria for these reviews, each centre needs to demonstrate that it is aligned with the host faculty's strategic priorities.

As we carry out these reviews we will pay close attention to the extent to which centres contribute to the areas of high impact research that we have identified and developed. We may choose to close down centres that are unable to demonstrate how they are achieving this, and who do not demonstrate any other obvious benefit to the school. We will use any financial savings made as a result of closing down centres to provide resources and strategically invest in areas of high impact research. Furthermore, the establishment of any new research centres will be determined by their capacity to contribute to high impact research areas and pursue campus wide (cross disciplinary) collaboration in support of these.

### **2.4 Building research into the student experience**

Students are major stakeholders in our research. Parents and others who help students fund their tuition place high importance on international rankings based on research performance and quality. At the same time, students, whether Commonwealth supported or self-supported fee payers, understandably question the role and value of research to their learning experience.

We will better publicly demonstrate how research informs what we teach and how we teach it, and show how this approach differentiates our graduates. We will re-think how to incorporate research into our teaching and use it to help students recognise its relevance not only to their course or program, but also to their future careers. In reviewing and revitalising our program portfolio (see priority 1.2), we will provide students with a learning experience that involves tackling problems from a research perspective and emphasises the practical applications of research. We will seek to enable students to better understand and articulate the link between research and the skills we are teaching them. They will be able to clearly see this link, for example, where we embed ethical, social and environmental responsibility into both our teaching agenda (see 1.1.) and high impact research.

All teaching staff will commit to promoting research inside the classroom. Building on initiatives already trialled at the postgraduate level, we will develop a research guest lecturer program and research videos/podcast that integrate research leaders and rising stars into our undergraduate curriculum. We will also visibly link teachers to their research, such as by including research biographies in course outlines.

We will introduce a 'for credit' work placement option for students to assist with faculty research. Similarly, we will offer research assistant summer scholarships for top undergraduates who are thinking about undertaking honours.

### **2.5 Providing the infrastructure and funding necessary to carry out high impact research**

Providing appropriate, world class facilities and physical infrastructure is essential for high quality research that is productive and sustainable. The Business School will need to invest in its data management infrastructure in order to retain and expand its existing data collection activities, database holdings and data analysis facilities. It will also continue to support the Business School Experimental Lab and will invest funding and utilise other resources necessary to establish a virtual 'lab' for fieldwork and an 'Innovation Consultancy' Lab.

All of these projects are essential for our capacity to deliver high impact experimental, observational, quantitative and qualitative research in a range of areas. They will enable researchers to better link data analysis and field studies with controlled laboratory research. Creating and maintaining facilities with sophisticated design and measurement techniques will help to attract future academic staff. Our facilities will also be essential in recruiting, training and developing high quality honours and PhD candidates, post-doctoral researchers and research assistants. This type of infrastructure will also be an important platform for building research partnerships with industry.

### 2.6 Identifying and developing new sources of funding and embedding research into the school budget model

For strategic investment in the types of facilities and infrastructure necessary to support high impact research, the school will require funding from government and other sources, including the UNSW Major Research Equipment and Infrastructure Initiative (MREII) and international research funding providers. We will also identify and aim to increase new sources of funding for research from industry, business, the public sector, local and national government and other organisations. This will include seeking to increase the number of research-related donations and bequests from business and individuals, including alumni. By raising the Business School's research profile in the external community (see 2.2.) we will improve the success of these activities.

We must ensure that we optimise the value of the research funds that we have available. To this end, we will regularly review our research funding schemes to make sure they are used to resource and strategically invest in areas of high impact research. We need to better recognise strong research performance on the part of individuals and units via the budget setting process. We will better embed research into the school's budget model, ensure budget allocations reflect teaching and research revenues and their impact on operating budget, and better incentivise and sustain the execution of high impact research.

### Strategic priority 3: Sustainable two-way engagement with Asia

The Business School will not ignore its commitments to, or engagement with, other regions of the world, but the strong focus for new endeavours will be in Asia. Globally we want to be perceived as a conduit for the exchange of knowledge and expertise between Asia and the rest of the world.

In the early 21st century, Asia is proving to be the engine room of global economic growth, and this is expected to continue for some time. Asia's rise presents the Business School with both challenges and opportunities given our proximity to the region. We aim to become globally recognised for providing education and research that sets up our graduates and the organisations they work for to understand and take advantage of the opportunities that flow from Asia's fast-paced economic development.

Being able to deliver on this will require us to revise our Asia engagement strategy. Rather than a blanket approach to engagement with Asia with the recruitment of Asian students at its core, we aim to develop a set of focused, two-way activities and relationships. 'Two-way' will mean both giving (for example, assisting an Indonesian Business School through an accreditation process) and receiving (such as practicum sponsorships and exchanges). To reach this two-way level of engagement, we must enhance our already strong presence in Asia by drawing more effectively on the Asia-related knowledge and expertise that exists among our students, staff, alumni and industry partners; and by developing new and meaningful collaborations with Asian institutions, industry and stakeholders.

To practice two-way engagement with Asia, we will need to undertake a number of key activities and initiatives. These are outlined in Action Plan 3: Two-way engagement with Asia. They include:

### 3.1 Identifying and promoting existing engagement activities and capabilities

We will systematically identify our existing activities that involve two-way engagement and promote them more effectively so their value for our reputation is not lost. We will review our media and publicity activities and materials and revise them to help raise the profile of our Asia-related engagement and achievements. For example, we may see a need to better market our outbound opportunities for students, increase the advertising of our events through BusinessThink and other media, and promote donor or sponsor activities that support engagement with Asia on Business Pulse (weekly video news for students) and in alumni newsletters.

We will carry out a comprehensive survey to draw together a complete picture of the Asia-related knowledge, skills, relationships and achievements that currently exist within the Business School. This will seek to identify staff and research students with Asian backgrounds who have obtained degrees from Asian institutions and who speak Asian languages, the number of joint publications that our staff have with Asian-based scholars, the type and extent of relationships our staff have with Asian business schools, existing partnerships or sponsorships with Asian businesses, and information on our articulation agreements and pathways.

This survey can be used to create a central hub of internal data collection and communication that records all the school's international activities, especially those regarding Asia. As part of this exercise we will review the value of our existing partnerships and build more complete profiles of our students and alumni in the region.

### **3.2 Building strategic alliances, stronger connections and innovative partnerships with key Asian stakeholders**

The Business School has a well-established presence in Asia, particularly in Hong Kong, with thousands of alumni and strong industry connections throughout the region, and a range of programs and courses on offer. We will leverage and build on this presence to develop new and strategic partnerships with industry, government, alumni and business schools in the region – sustainable partnerships that will meaningfully benefit the business school community.

To raise the profile of our engagement with Asia, we will organise events such as Meet the CEO and BusinessThink-style panel talks that focus on topical issues and bring together Business School experts with leading business people, employers, and media partners in key locations. We will also partner with one or more high profile Asia-based businesses to sponsor and promote our publication BusinessThink. At the same time, we will partner with a leading Asia-based institution that has a similar publication, allowing us to share content and provide our collective readers – many of them leading business people – with a broader range of business insights. Combining our readerships will also help to broaden the reach of both institutions' ideas and expertise.

Through targeted and carefully communicated campaigns, we will not only leverage our existing Asian business and alumni connections, but also help them to understand the significance and value of their contributions to the school and its community. The focus will be on securing 'in kind' and financial support for executive education offerings in Asia or improved internship, exchange, scholarship and award opportunities for domestic and Asian international students.

Drawing on our extensive network in Asia, we will also build on and develop new learning opportunities for our students and alumni. We will expand the number of student placements, internships, and study tours that we provide in the region and offer more intensively taught Master of Commerce and MBA program courses, as well as non-award programs that provide an insight into, and experience of, Asian business practice.

Strengthening our connections with Asian business will require changes to the way we think about and engage with this section of our community. For example, we will need to establish criteria for identifying and selecting Asian Advisory Council members and Alumni Leaders who can raise our reputation and profile in line with our strategy for two-way engagement with Asia. We will also draw on our Asian alumni networks and resources in order to better support our current students, through (for example) a targeted mentoring campaign offering self-serve (online) technology that can be used to match Asian alumni with Asian students.

A core feature of our two-way engagement with Asia strategy will also be to offer courses and degrees in combination with Asian institutions and to collaborate with them on research. We will take a highly strategic approach to achieving this, partnering only with high quality institutions that help us deliver the type of student learning experience outlined under Strategic Priority 1, and that help us to carry out the high impact research outlined under Strategic Priority 2. The joint MBA degree we are launching with Fudan University in the second half of 2015 is an example of this, and it is open to students from Asia, Australia and elsewhere in the world.

In line with our commitment to better promote our Asian two-way engagement activities (initiative 3.1), we will promote the achievements and outcomes of all of these engagement activities through a variety of media to the Business School community.

### **3.3 Developing new non-award programs to prepare culturally-aware business leaders**

We will enhance our portfolio of non-award programs to include unique, high quality products and services for Asia-aware business leaders with global visions and aspirations. We will use the expertise and experience of the AGSM Executive Education unit to experiment and test new ideas, such as expanding AGSM Doing Business in Australia courses and MBA study tours to pre- and post-experience, non-award audiences.

Such courses might include one or two-week study tours and visits of Australian businesses for Asian executives to learn about Australian business practices. We will also consider expanding our Doing Business in Australia course to Doing Business in the Asia Pacific Region, and extend the learning experience to include study in China, Hong Kong or Singapore. To provide learning experiences such as these, we would draw on our strategic partnerships with key Asian institutions such as Fudan (see 3.2) to provide presenters and/or source participants. We will also explore the viability of a suite of Asia-specific alumni offerings, including alumni refresh programs, with Asian alumni as participants and/or presenters.

### **3.4 Developing and executing a campaign to target one priority Asian country per year**

At present, our engagement with Asia and the resources we allocate to this are heavily focused on China. One consequence of this is that we are substantially under-represented in other countries and regions. In order to build two-way engagement more broadly within Asia, we will systematically select and prioritise countries in which we wish to build a stronger presence by investing time and resources in them. We will re-evaluate our priority countries each year, working alongside the UNSW International Office and other relevant teams within UNSW to nurture long-term, sustainable international relationships. At the same time, we will continue to maintain relationships and respond to opportunities in other countries or regions of strategic importance.

For 2015, the country of focus will be Indonesia, which is also a priority of the wider university. In Indonesia we will pilot activities that might be applied in priority countries in future years, such as profiling local alumni, seeking industry and donor support, and engaging with Indonesian students currently studying with the School. We will run a campaign to reconnect with local alumni, develop relationships with international school networks, and seek to build one-to-one relationships between high profile alumni and families and senior Business School staff. There will also be an event in Jakarta in 2015 with a focus on recruitment, alumni relations, media and development. Our two-way engagement activities will also include assisting an Indonesian Business School (BINUS) through its EQUIS accreditation process, developing local educational expertise and capacity through knowledge sharing. We will use involvement as an opportunity to develop links between the two schools, so we can offer an Indonesian study practicum on a regular basis.

### **3.5 Building capacity in new and existing areas of research strength that support high impact Asia-relevant research**

Identifying and developing areas of high impact research (see Strategic Priority 2) will include a stocktake of our Asia-relevant research achievements and Asia-Pacific research connections. As part of this process, we will be investing in areas of research strength that enable us to produce rigorous, valuable Asian-focused research that enhances our profile in the region.

To produce this, we will engage and leverage our industry, government and alumni connections in Asia (see 3.2) in order to fund and help support identified areas of strength and expertise (see 2.1 and 2.2). We will also partner with appropriate Asian-based research partners that add value to our current activities, while ensuring consistency with our alliance building strategy (see 3.2).

Finally, and in line with our aim to promote both high impact research (see 2.2) and our achievements in relation to two-way engagement with Asia (3.1), the impact of such research will be promoted through a targeted communications strategy that increases exposure to our research among business, government, alumni and potential and current students in Asia.

# Bringing our Strategy to Life

This document has provided an overview of the school's three main strategic priorities and the initiatives that sit within each priority. Some of these initiatives can be launched quite quickly, others will require a degree of experimentation, while for others more time will be needed to develop the capabilities and obtain the resources to bring them to life. The success of the strategy depends on our ability to put these initiatives in place. This will require the following:

## 1. Development of operational plans

This will involve a number of steps:

- The Business School's Senior Management Team (SMT) will review their portfolios and consider how they can best contribute to the achievement of the Strategy 2020 priorities and initiatives.
- SMT will work with colleagues in their portfolios to draw up operational plans that set out how this will be achieved and by when.
- Operational plans will identify specific initiatives from each of the three areas of priority that units or functions under SMT's management will help to achieve or implement.
- In some cases this means different areas within the school will need to cooperate and collaborate closely. Senior management is responsible for liaising with their counterparts and putting in place measures that ensure such collaboration occurs.
- Plans will identify the Academic and Professional staff that will be accountable for leading and implementing specific initiatives.
- Plans will also outline any key financial and other resources, as well as structural changes that may be required in order to implement particular initiatives and, where appropriate, include estimates of the budget required.
- Plans will establish timelines for progress reviews and completion.
- All individual operational plans will be approved by SMT and roll out will commence from 1 July 2015.

## 2. People, culture and social inclusiveness

Leveraging the business school's culture and platforms such as Connect and Yammer, we will concentrate on driving innovative people-focused initiatives to support strategic priorities. These initiatives will focus on building leadership capabilities, staff wellness and engagement, and talent and succession planning among both Professional and Academic staff. We will also aim to develop initiatives that increase individual awareness and responsibility and ensure a more diverse and inclusive working environment.

## 3. Support and buy-in from Business School staff and the leadership of the University

To date, we have involved Heads of School in the planning process, co-opted staff to working groups, presented our initial thinking to the University's leadership as part of our annual planning cycle, conducted staff consultation meetings, involved the Deputy Vice-Chancellor (Academic) in a recent strategic workshop, and provided the Vice-Chancellor and his team with updates. We will continue consultation into 2015 as we finalise operational plans and resource requirements.

## 4. Commitment from alumni, the Business Advisory Council (BAC) and industry to partner with us

We require external support to keep running initiatives such as work integrated learning opportunities for students, gaining access to industry data, and building networks in Asia. We believe we have a lot more to gain from the external members of our community, many of whom are willing and potentially powerful enablers of our strategy. We have provided early versions of this document to the Alumni Advisory Board and BAC Executive Committee, and a summary presentation to the broader BAC. By doing this, we hope to stimulate thinking about how these groups can work with the Business School to make our strategy a reality.

## 5. Donor support

World class business schools all have substantial philanthropic support. UNSW Business School, and UNSW more generally, has had the good fortune of being supported by generous donors in the past. For the Business School to move to the next level, we need the continued and increased support of donors. The first step to encouraging donations is providing a clear ambition, direction and strategy to potential donors.

