

DESIGN YOUR WORLD

Strategic Plan 2019-2021



LCI
Melbourne





LCI
Melbourne

Authorised in 2019 by
The Board of Directors

LCI Melbourne
150 Oxford Street
Collingwood 3066
AUSTRALIA
CRICOS Code 02201G

Introduction

LCI Melbourne is a unique design education community at Australia's newest, state-of-the-art design campus in Collingwood, heart of Melbourne's creative precinct.



The LCI Melbourne Design Your World: Strategic Plan 2019-2021 is a dynamic document that informs both the vision and operations of the institute. 2019 has been a formative year with a reinvigoration of the Senior Executive Team who have joined LCI Melbourne with enthusiasm and professionalism, embracing this plan and building on its foundation to realise the important objectives it outlines.

The plan was developed as part of a consultative process with staff, students and the Board of Directors and outlines an ambitious growth trajectory to position LCI Melbourne as a leading design institute in the Asia Pacific region, joining the flagship campuses of the LCI network globally to provide world leading arts and design education.

Karen Webster
Dean and Principal

An Endorsement from the Board of Directors

Our Board comprises external Australian and International Directors experienced in higher education in the creative arts, plus expertise in finance, governance, and marketing.



Prof. Warren
Bebbington
Chair



Karen Webster
Dean and Principal



Prof. Andrew Flitman
Chair Academic Board



Piero Greco



Marc Licciardo



Claude Marchand



Dr Leslie "Skip"
Triplett

LCI Melbourne wants to help students design their own world, to be well-prepared for rapidly-changing creative employment opportunities in our dynamic global context.

The Board believes this plan will help realise LCI Melbourne's vision of becoming the leading private provider of design education in Australia. It has been formally endorsed by the Board on 30 January 2019 and serves as the reference point for our cycle of accountability for the next three years.

(Prof) Warren Bebbington
Board Chair

Vision

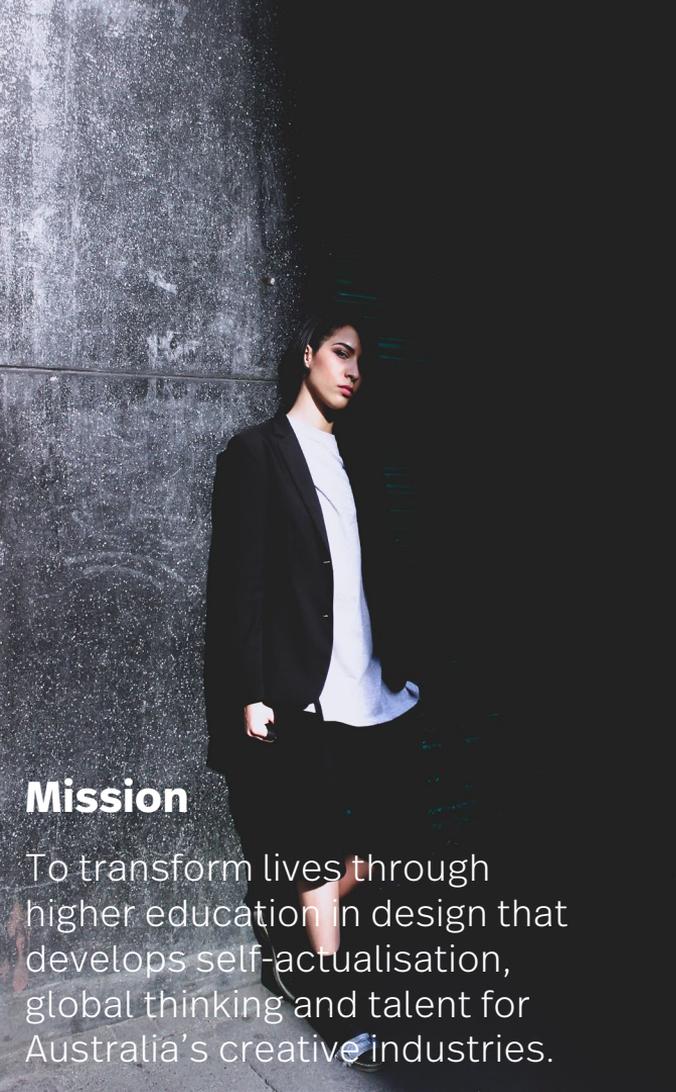
To become Australia's leading private provider of professional design arts education

LCI Melbourne features:

- A unique Bachelor of Design Arts, one of only two undergraduate degrees in Design Arts in Australia, the only such degree offered in Victoria.
- A family environment—design-focussed small classes offering intimate interaction between students and inspiring staff
- A stunning new state-of-the-art campus in Collingwood, heart of Melbourne's design precinct.
- a trimester academic calendar, allowing students to obtain their degree in just two years.
- Nationally-accredited courses regularly audited by the Tertiary Education Quality and Standards Agency
- listed on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS).
- Recognition by industry peak bodies DIA, AGDA and AIMIA for membership, with tuition assured by the Commonwealth Government ensuring all student fees are protected
- Fee support from the Commonwealth Government's FEE-HELP system, and recognition by Centrelink for study assistance such as Austudy, ABSTUDY and Youth Allowance

LCI Melbourne's unique Bachelor of Design Arts offers:

- major and sub-major combination Communication design, Fashion & Costume Design, Filmmaking & Photography, Graphic & Digital Design, Interior Design, or Visual arts
- an integrated program that provides a balance of major, sub-major, core, contextual and professional studies
- choice of 5 sub-majors, providing a wider range of career options
- contextual studies units that bring students from different disciplines together to investigate design for industry, visual culture studies, cinema studies, design philosophy, media semiotics, and cross-disciplinary practices work experience in the design industry
- opportunity to undertake studies abroad, with our partner campuses in the LCI Education Network or other international partners



Mission

To transform lives through higher education in design that develops self-actualisation, global thinking and talent for Australia's creative industries.

Values

All LCI Network institutions share these values.

QUALITY: Care for the quality of work in all that is undertaken must be a leitmotif for all employees. The organization aims for nothing less than excellence in all its operations.

INITIATIVE: LCI Education believes in the importance of a sense of initiative, in each employee, when it comes to finding solutions to difficult situations that may occur at work. This quality enables employees to take calculated risks in order to achieve their goals.

CREATIVITY: Being open to change, inspiring innovation and continuously aiming for improvement are fundamental to maintaining a progressive edge. This openness nurtures constructive criticism in the working environment and encourages innovation.

MUTUAL CONSIDERATION: Mutual consideration, tolerance and respect for peoples' individuality and differences underpin an LCI Education – fostering employee motivation and satisfaction. Social and environmental issues are also at the heart of LCI's Education mission.

COMMITMENT: LCI Education's greatest strength resides in both the expertise and sense of belonging of the institution's staff. Here, they feel supported and fulfilled, understanding its corporate values, adopting its standards and working in harmony with their peers. To an LCI employee, the institution's successes are their successes, its failures theirs to rectify.

SHARING: The spirit of sharing is the essential LCI Education attribute that empowers the network. The institution's employees are called upon to share its successes, resources, knowledge and best practices.



Environmental Scan

The following summarises our environmental scan, a rigorous review of trends in the industries we serve, the national and international landscape, and competitors in our educational space:

MACRO CONSIDERATIONS

- There is substantial capacity for further expansion of Australia's international education sector, and studies suggest China, Philippines, Indonesia, and Columbia offer particular potential. LCIM has in consequence rapidly expanded its international enrolment from 1 (2015) to its CRICOS ceiling of 25 (2018)
- Domestic student interest in design studies is more finite, and LCIM domestic enrolment growth has been modest, likely inhibited by lack of brand awareness/relationships with feeder markets since its name change from ADA
- Employment patterns in design are changing. At LCIM some disciplines—Graphic Design and Digital Design—have seen growth and are in growing demand
- There is demand too for better web/digital skills and business skills for future practitioners and existing professionals

COMPETITIVE LANDSCAPE

Aside from RMIT University there is little competition for LCIM in Australia, with most competitors interstate. None offer the small-class, design-focused practice-based course which differentiates LCIM:

- Billy Blue College of Design, chiefly Sydney
- JMC Academy, VET focus
- RMIT University, highly-ranked, large-class u/g and p/g courses in Fashion, Photography, Textiles, Digital Design
- Sydney Design School, online courses
- Whitehouse Institute of Design, Sydney & Melbourne
- Media Design School, New Zealand & Melbourne

INTERNAL CONSIDERATIONS

- Students seeking a design-focused course clearly exist but need to be better sourced from schools and existing university programs
- Stronger liaison with schools are needed to raise awareness—possibly school prizes, or tailored LCIM workshops
- Work is needed to effectively tap existing international agent networks
- Awareness of LCIM amongst creative industry employers remains sub-optimal
- TEQSA's ongoing regulatory conditions on registration pose significant risk to operations and growth potential
- Some global partnerships exist with LCIM but there is a need for more, and an additional Industry Advisory Panel
- Selected arts and industry associations are important for LCIM and need to be proactively engaged
- Alumni connections are undeveloped and need developing for recruitment, career mentoring and philanthropic support

SWOT Analysis

With our environmental scan in mind, we considered our strengths and weaknesses, our opportunities and threats for the next three years

STRENGTHS

- One main degree and accelerated programs
- Small class sizes and centrally-located, state-of-the-art campus
- Single design-focussed, practice-based degree and accelerated program options
- Students provide great feedback on staff
- Academic staff are mostly practitioners in their field, passionate and committed
- The LCI global network of campuses offers international study abroad or mobility experience

OPPORTUNITIES

- Increased importance of technology and digital platforms provide opportunities for differentiation in technology investment
- VAT and ELICOS programs are on the rise: an opportunity to set up formal pathway courses, graduate programs, and short-term curricula
- Movement in the global market provides opportunities for expanded international enrolment, international offshore programs and borderless e-learning
- Students and staff reward institutions displaying great integrity and corporate social responsibility, providing an opportunity to improve brand equity and recognition

WEAKNESSES

- Reputation and brand recognition: LCI needs to improve its engagement and relationships with external stakeholders and feeders
- Investment will be necessary to improve IT platforms, systems, systems knowledge, equipment and learning resources
- Lack of an alumni council, lack of scholarships
- Still developing benchmarking and validation for course curricula and results
- Greater focus on staff scholarship is needed to ensure personal and professional development

THREATS

- Stronger competition can be expected from universities with design majors, and expansion in the global market from delivery using online technologies
- Changes in regulatory compliance will need to be integrated into strategic and action plans to avoid litigation and safeguard accreditation and registration renewals
- Increasingly high number of graduates is progressively reducing the jobs-to-graduates ratio, making it harder to demonstrate the value of qualifications. School reputation is increasingly important as a result

Strategies

Given our Vision, Mission and Values, along with our environmental scan and SWOT analysis, we are embarking on revised 3-year goals, focused on three strategic outcomes:



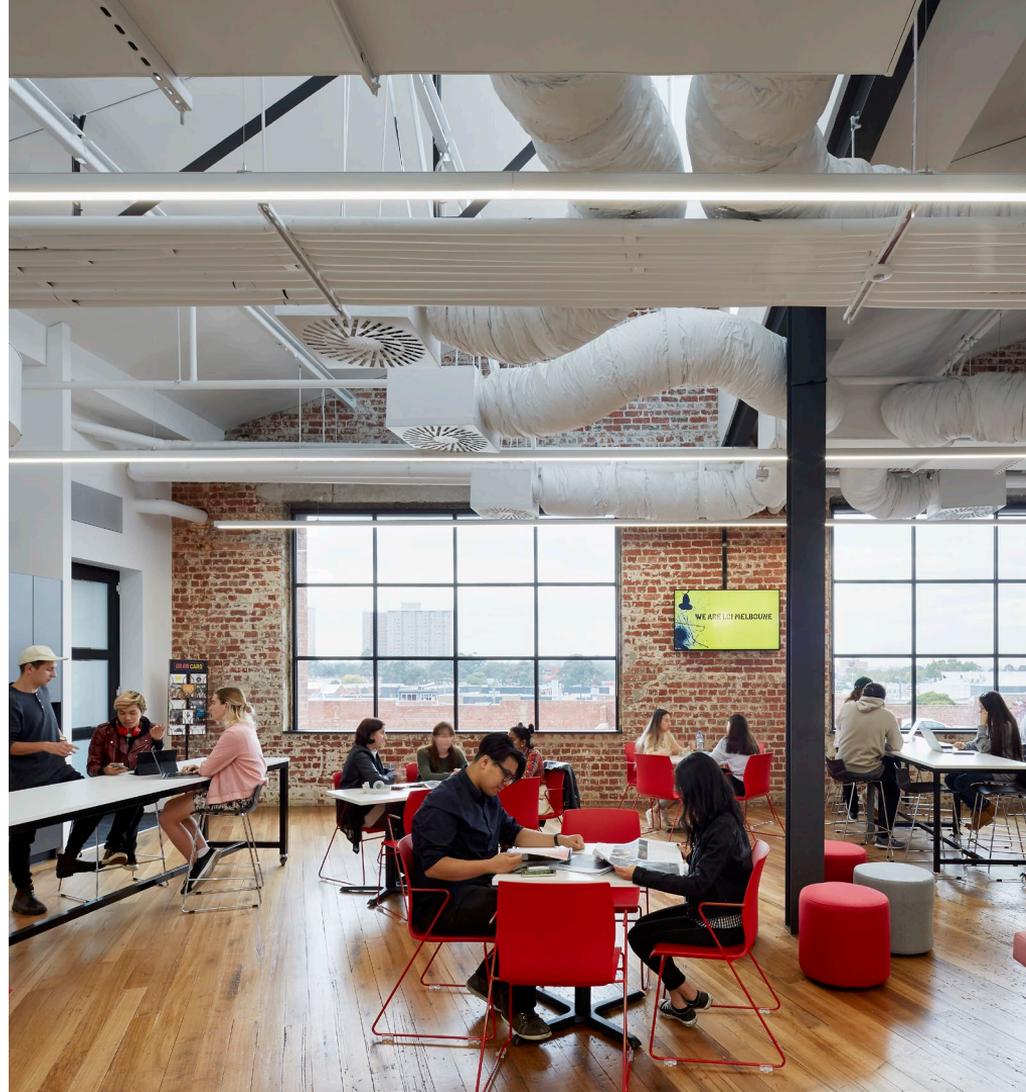
Academic Excellence



Student Experience & Success



Operational Excellence





Academic Excellence

By 2021 we will:

1.1 Enhance attraction, retention and development of excellent staff

- Retain 90% staff annually, avoiding disruption to teaching, with >75% staff satisfaction in our internal survey
- Support professional growth and outstanding careers by cultivating Staff Scholarship programs for >90% staff
- Achieve teaching quality at or above the national QILT benchmark
- Develop staff leadership capability through workshops, with >50% scores in 360 Degree feedback for discipline leaders and executive staff
- Ensure all staff participate in annual KPI setting and appraisal
- Ensure all teaching staff annually review and act on student feedback in their programs

1.2 Create a culture of design teaching excellence and pedagogical innovation

- Maintain and monitor regularly a *Teaching and Learning Plan*
- Adjust unit content and workload to better fit the 12-week trimester model, to achieve or exceed QILT teaching delivery and learner engagement benchmarks
- Map and rationally redistribute technical content across the degree program, to achieve or exceed QILT skills development benchmark
- Adjust learning resources to achieve at or above the QILT learning resources benchmark
- Maintain 5-year cycle of comprehensive reviews of courses and annual unit reviews
- Maintain participation in external benchmarking of academic programs

1.3 Equal or exceed the current national QILT benchmarks:

- Overall quality of educational experience–80.7%
- Teaching quality–84%
- Learner engagement–69.5%
- Learning resources–80.8%
- Student support–72.2%
- Skills development–81%
- Overall student satisfaction–80%
- Graduate satisfaction–80%
- Graduate overall employment–87.5%
- TEQSA Risk Assessment
- Attrition – less than 20%



Student Experience & Success

2.1 Intensify the engagement of students in a tailored design learning environment.

- Focus the degree sequence on each student designing their own career question and planning a journey to achieve it
- Introduce a work placement program and student interaction program with employers
- Strengthen work-ready skills content such as web design, communication, business skills
- Achieve overall student satisfaction at or above the QILT benchmark
- Maintain student satisfaction >70% (internal survey)

2.2 Improve progression and retention through a data-driven action plan

- Review admissions procedures to include a portfolio requirement and to ensure applicant commitment to a design course
- Implement the *Attrition Action Plan* to reduce attrition <20% (TEQSA method)
- Introduce counselling support for student mental health issues
- Formalise >4 new pathway programs

2.3 Enhance the student experience.

- Maintain an extra-curricula program of >4 social activities and >4 student leadership opportunities p.a.
- Implement a student life cycle model to achieve student support at or above the QILT benchmark
- Arrange articulation for study abroad and mobility with the LCI global network
- Achieve an overall quality of student experience at or above the QILT benchmark
- Commence Alumni career mentoring and engagement with students

2.4 Promote sustainability, social inclusion, diversity and reconciliation, and engagement with external partners.

- Develop >2 student mobility partnerships beyond LCI Network
- Introduce Aboriginal and Torres Strait Islander Scholarships to increase ATSI participation to 2%
- Develop >2 strategic partnerships in corporate social responsibility
- Develop a Sustainability Plan with achievable goals



Operational Excellence

3.1 Complete progress towards financial sustainability.

- Increase student load to >600 and student fee revenue to >\$20 million p.a.
- Increase revenue by growing international students to 30% of enrolment
- Diversify revenue sources, for example by increasing digital course and short course revenue to >5%
- Improve profitability to EBITDA >20%
- Develop 3 year plan for new products

3.2 Align Student Services with strategic objectives

- Build a vibrant and digitally-integrated learning environment, with >75% student satisfaction with IT services
- Refine marketing campaign to increase enrolment through featuring the uniquely Melbourne identity of LCIM

3.3 Develop administrative leadership capabilities

- Support professional development opportunities for administrative staff

3.4 Build stakeholder engagement

- Encourage use of the gallery and other campus spaces by external design organisations
- Seek opportunities to showcase staff and student work

3.5 Maintain and implement a corporate Policies and Procedures framework

- Ensure Policies and Procedures meet HESF 2015 requirements and a policy review cycle is maintained by the Board
- Review accounts quarterly at the Board and externally audit accounts annually
- Maintain and regularly review a Risk Register with mitigation strategies and a Business Continuity Plan
- Ensure Academic Board regularly monitors and makes recommendations to the Board on all academic matters
- Maintain and annually communicate to students the policies on Academic Integrity and Misconduct



About LCI Melbourne

Established in 1998 (as the Academy of Design Australia), LCI Melbourne is one of only two higher education institutions in Australia to offer a Bachelor of Design Arts. Accredited as a Higher Education Provider by the Tertiary Education Quality and Standards Agency (TEQSA), it offers major studies in Communication Design (Creative Advertising), Fashion & Costume Design, Filmmaking & Photography, Graphic & Digital Design, Interior Design and Visual Arts. Short courses are also offered aiming to introduce and update knowledge according to the level of the student. Since May 2018 it has occupied a new, state-of-the-art campus at the heritage-listed Foy & Gibson warehouse buildings in Collingwood, heart of Melbourne's creative arts precinct.

About LCI Education Network

LCI Education traces its origins back to LaSalle College in Montreal, Canada, which was founded in 1959. Present today on 5 continents, the LCI Education network consists of 24 select higher education institutions, and some 1,500 employees offering instruction to over 10,000 students throughout the world each year. LCI Education is also known as a leader in online training in Canada. LCI Education encourages program harmonization across the various countries in order to ensure greater flexibility, better control over the quality of its services and respect for cultural diversity.



DESIGN YOUR WORLD



LCI
Melbourne