THE UNIVERSITY OF ADELAIDE
AUSTRALIA

SUB CRUCE LUMEN

BUILDING A **GREAT RESEARCH UNIVERSITY**

STRATEGIC PLAN 2008-2012

GROUP OF EIGHT
MEMBER

Life Impact The University of Adelaide

THE UNIVERSITY OF ADELAIDE AUSTRALIA

SUB CRUCE LUMEN

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Note: The impact of the global financial crisis and recent changes to Commonwealth policy have had significant implications for the higher education sector since the release of the Strategic Plan in early 2008. A number of unanswered questions remain about the full implementation of the Commonwealth's initiatives however the plan has been revised to some extent to take preliminary account of the changing environment. This has not resulted in a change of direction for the University, but rather has allowed us to reconfirm our approach and commitment to building a great research university and ensure a clear alignment of our goals to those of government and the community.

MESSAGE FROM THE VICE-CHANCELLOR

Since its establishment in 1874, the University of Adelaide has been among Australia's leading universities, continually contributing to the wealth and well-being of the State and the nation. We have a fine tradition of exemplary scholarship, groundbreaking research and influential graduates. As we move forward we must continue to strengthen our reputation and the impact we make upon the world around us.

There is much that needs to be done, but we are in a strong position to take the necessary steps towards establishing ourselves as a great research university. To achieve this, we must demonstrate leadership and quality in all our activities, build on our past, and pursue even higher aspirations.

A university's worth, its 'greatness', should be judged by its value to society. A number of key characteristics that will help us to define how this value might be measured are identified in the body of the Plan. The University's vision to become a great research university is, of course, a long-term one. Greatness is not achieved overnight, nor even within the 5 year timeframe of a single plan. It is vital though to begin to put in place the essential elements of the platform on which greatness might be built. It is on this basis that the Strategic Plan for 2008-2012 'Building a Great Research University' focuses.

Our goals can only be achieved with the support and involvement of the University community as a whole, as well as through an increasing level of engagement with government, industry and the wider community. They can only be achieved by the whole University community recognising the importance of the role we play at a local, national and international level, and by everyone understanding the part they can play in helping us to achieve greatness.

Fully understanding the crucial scholarly contribution we can make to contemporary society and fulfilling that contribution are integral to this Plan, as is our commitment to developing mutually beneficial working partnerships with the community. This is the primary role of a great research university, and it is something to which we should all aspire.

JAMES MCWHA
Vice Chancellor and President

"The University acknowledges that the Kaurna People are the original inhabitants of the land where the first campus of the University was built and further recognises that the colonisation of Australia in the past two centuries has led to the dispossession, alienation and impoverishment of the Indigenous peoples…The University of Adelaide is committed to the process of reconciliation and the elimination of injustice and disadvantage in respect of the rights of Australia's Indigenous peoples and to their self-determination within the life of the nation."

Excerpt from the University of Adelaide Statement of Reconciliation, July 2003

MISSION, VISION AND VALUES

Mission

To be recognised internationally as a great research university and an Australian leader in research and teaching excellence, committed to the positive impact we can have on the lives of our students, staff and alumni as well as the local, national and international communities.

Vision

The University of Adelaide will build upon its tradition of innovation through high-impact research and excellent teaching across a broad range of disciplines and professions. It will be a growing, internationally focussed and financially sustainable institution, enterprising in its approach to new opportunities as they arise, and clear and consistent in its essential directions. It will provide a vibrant intellectual environment that will be satisfying for staff, rewarding for students, and engaging of the community, engendering a sense of pride in our contribution to contemporary society.

Values

1. We will pursue excellence in all that we do.

The achievement of the vision will require that the whole University community remains committed to the highest intellectual and ethical standards in teaching and learning, in research and research training, and in the conduct of all our professional activities.

2. We will act with fairness, integrity and responsibility.

The University supports social justice, equality of opportunity and cultural diversity, and seeks to implement these in the conduct of its activities and relationships. We have reaffirmed our commitment to a vision for a united Australia, expressed in our July 2003 Statement of Reconciliation: www.adelaide.edu.au/pr/docs/reconciliation.html

3. We will respect the rights and responsibilities of freedom of inquiry and expression.

Dispassionate, rigorous and honest intellectual inquiry is at the core of academic traditions, and should be reflected throughout our research, scholarship, education and management.

4. We will encourage innovation, creativity and breadth of vision.

The University's core characteristics of research intensity and high-quality education, across a broad range of disciplines, depends on a shared commitment to encourage the creation of new knowledge and to prepare our students to make a positive impact on the community.

5. We will be engaged with the local, national and international communities.

Universities exist by the will of the communities of which they are a part. Shaping, recognising, and responding to community needs and expectations are essential to the mutual obligations that ensue from this relationship, whether domestically or internationally. We will provide leadership and service in equal measure, pursuing common goals with government, industry and community. We will ensure that our activities are responsive and relevant to State, national and global priorities and that they are pursued within an environment of scholarship, discovery and good citizenship.

We will embed these activities within the strategies of the organisation and participate actively in shaping community debate on issues of public importance. We will develop a shared understanding that our strategic directions are informed by an analysis of government, business, industry and community needs, encourage community participation in the life of the University, and foster an environment in which community service and good citizenship are encouraged by all members of the University community.

Our engagement will not be limited by State or national boundaries, and we will be recognised by the international community through the importance and merit of the research we produce and the quality of teaching we provide. We will build international links and partnerships and attract students, staff and visitors from a diverse range of countries, and the intellectual life of the University will be enriched by the presence of those students and staff. This cultural diversity will be actively valued and we will contribute, wherever possible, to intercultural understanding and capacity building within our region.

6. We will fulfil our responsibilities, as required by the University of Adelaide Act 1971, within a governance framework that promotes effective management of resources through ethically sound political, financial and administrative authority.

University decision-making will be underpinned by accountable and transparent processes that minimise risk and protect the reputation of the University. Robust systems for planning, financial management, performance management and quality assurance are central to ensuring that the University Council and its management team are openly accountable for the effective conduct of their respective roles and responsibilities.

CHALLENGES AND OPPORTUNITIES

THERE HAVE BEEN FUNDAMENTAL SHIFTS IN HIGHER EDUCATION POLICY IN RECENT YEARS WITH A SIGNIFICANT NEW FOCUS ON NATION BUILDING, JOB-READINESS AND THE UTILITY OF THE EDUCATIONAL INVESTMENT.

The Higher Education Sector

Self-regulation and self-accreditation is being challenged by stronger community views about curriculum standards and the transparent oversight of outcomes. Increasingly, higher education is seen as part of the social inclusion policy armoury. An increased awareness of the importance of quality of learning, teaching and research by both students and academic staff has resulted in a higher education sector that is increasingly competitive, responsive, learner-centred and entrepreneurial.

Recent Federal Government policy aims for a student demand driven sector with widening accessibility, a greater contribution towards jobs growth and 'nation building', and for research to be clustered in large-scale, world-class groupings that have a real impact on society's 'wicked problems'. Industry is becoming increasingly specific in its labour market requirements, and professional accreditation bodies more directive in program structure and course content.

The government responses to both the Bradley 'Review of Higher Education' and Cutler's review of innovation, 'Venturous Australia', have set the future of the operating environment for higher education across Australia. Recommendations of the Bradley Review indicate a shift to a more student-driven model of funding for universities and a greater focus on access for traditionally under-represented students, reinforcing the importance of the University's ability to provide a high quality, equitable education. Of equal importance is the recognition by the Cutler Review that the nation must move towards the full funding of research, as the 'cross-subsidisation of research from teaching profoundly undermines both activities, the former by short-changing it, with the upshot of leaving it subject to the uncertainties of international markets, and the latter by undermining its international competitiveness'.

The recently released 2009-2010 Commonwealth Budget affirmed that the 'reach, quality and performance of this nation's higher education system is central to Australia's economic and social progress'. The detailed methodology underpinning the allocation of new funding from the Commonwealth is not yet known but the removal of institutional quotas on student places, the provision of funding for students from low socio-economic groups and increases to research support funding will provide a significant boost to the University's ability to continue its growth path while providing a quality experience for its students.

This will allow the University to show greater flexibility and autonomy, and provide further opportunities to increase and diversify revenue, permitting us to become more independent of government funding. However, we must continue to deal with the challenges of sustaining disciplinary breadth, managing an increasingly diverse student body, and responding to community and employer requirements for a skilled, flexible and innovative workforce.

We are facing increasing pressure on our teaching operations from existing and new players and regulatory oversight of teaching processes is likely to become more intrusive. Strategies to protect and enhance our educational value are critical to success in the changing higher education sector. Consequently, the University is focusing on improving the student experience by professionalising teaching within the University, on increasing the pathways to entry into the University, and on the coherence and quality of the student experience once they join the University community.

The relationship between universities and their stakeholders is constantly evolving, and increasing importance is placed on the measurement and review of our academic quality. To compete successfully for funding and students in the national and international arena, we must maintain a clear focus on student needs. Instruments such as the Australian Graduate Survey and the Good Universities' Guide both manifest and reinforce this changing culture. It is further reflected in the Commonwealth Government's increasing reliance on performance funding that rewards and recognises institutions that best demonstrate excellence in education. With the proposed introduction of the Excellence in Research for Australia (ERA) initiative our research quality and its impact will also be externally and publicly assessed in this manner.

Given our commitment to ensuring high quality in teaching and research, the University will welcome the scrutiny of the new Tertiary Education Quality and Standards Agency (TEQSA) when it replaces AUQA in 2010.

Global Opportunities and Global Competition

The worldwide market for international students has expanded rapidly over the last 20 years and international education has become a significant contributor to Australia's and South Australia's economic growth, with international education now representing the third largest export nationally and the fourth largest in the State. Despite this, the education sector does not have the same supporting policies in place that benefit other large export industries.

While the growth rate in international student numbers has declined nationally in recent years, the University of Adelaide has continued to exceed its commencing load targets. Visa regulations have played some part in this and the State Government's pursuit of its vision of Adelaide as a university city has provided a unique competitive advantage. However, other countries are reviewing their immigration laws which may undermine Australia's relative competitiveness going forward.

Economic conditions around the world may also have an impact on international student numbers as some families struggle to find the funds required for an overseas education.

Opportunities to compete internationally are not just confined to increasing our international student numbers. Global markets for knowledge continue to change. The ever increasing accessibility of information through the internet and the ability of dispersed consumer, research and industrial communities to collaborate online in the creation of knowledge lead to a marketplace in which knowledge is becoming fluid and fungible on a world scale. There are also complex social and environmental issues facing Australia and our region, including climate change, regional security, pandemic disease, social cohesion, bio-ethics, and water availability and quality. Addressing these challenges will require high quality research and innovative applications of knowledge as well as improved understanding of problems and their causes. The University is well placed to contribute in these areas.

The rise of China and India as economic powerhouses has been dramatic, with the Australian economy particularly benefiting from China's increasing demand for energy and mineral resources. The South Australian Government has made mining a significant focal point for future development and the University has responded with an increased emphasis on mining-related research and teaching. Further opportunities for export of our education and research capabilities still exist. However, demand levels could change as a result of a growing emphasis by Chinese and Indian governments on building their capacity to meet local demand for tertiary education and, more broadly, by negative impacts of the global economic situation.

THERE IS SCOPE TO FURTHER OPEN UP ENTRY FOR ABLE STUDENTS, IRRESPECTIVE OF THEIR BACKGROUND.

A State of Opportunities

South Australia has been said to possess the capacity for adaptation, speed of change, and collaboration unique to small economies. The State is firmly embedded in the global economy and intensity of competition from developed nations and rapidly industrialising countries will continue to grow. South Australia must meet the challenges and opportunities created by falling trade barriers, rapid technological change and advances in transport and communications, while determining the areas in which it can be competitive. With its diverse range of academic programs, strong links with industry and impressive record in research and development, our University is well positioned to partner with the State and to achieve a lasting impact on our society.

A number of clear long-term demographic trends have emerged that will shape the future marketplace in which the University operates. Economically, South Australia must work hard to attract industry and to halt the flow of younger people to other States. Demographic predictions indicate that Year 12 enrolments in South Australia will continue to decrease, though this may be offset in part by the State Government's goal of increasing the school leaving age to 17 by 2010 and increasing the percentage of students completing Year 12 or its equivalent to 90% by 2014. Impacts of the global economic crisis are also likely to see students remaining in education or training for longer, partly to delay entry to the workforce and partly to assist them to become more competitive in a much tighter job market. As employment opportunities for school-leavers expand in the long-term and the vocational training sector grows, we may need to consider further diversification of our domestic student pool. Students come to us from all regions of the State and all suburbs of Adelaide, but there is notable under-representation from some areas.

The slow decline in the school-age population across the country suggests that a softening in the demand for higher education offerings is possible. Access Economics (2008) predicts that the Australian growth rate in undergraduate students will be 1.1% over the next decade and 1.4% for postgraduate students. While an expected increase in Year 12 retention rates and projected wages growth in higher education intensive occupations may mitigate softening demand, the message for the University of Adelaide is clear: local school leavers will not be enough to sustain growth beyond the current Strategic Plan. To achieve this, the University will need to find new student markets.

The principles of diversity, equity and social justice are highly valued by the University. As a public institution whose role is to provide education, the University of Adelaide restates its commitment to social justice, equal opportunity and cultural diversity. The University stresses the interdependence of educational quality and equity of access for all equity groups, and for Indigenous Australians in particular, and a commitment to Aboriginal and Torres Strait Islander (ATSI) education is embedded in the values of the University. In addition, higher education, while valued as an investment in skills development, may suffer as a 'commodity' due to its individual cost which can be a major deterrent to undertaking higher education, particularly for those from low to medium socio-economic status, and from rural or isolated backgrounds. The University has a strong track record in this respect: the Fairway scheme was a pioneering low-SES access scheme and is nearly 20 years old and we have the largest enrolment of low-SES students of any of the Go8. Given the opportunities now afforded by changes to government policy, there is scope to further open up entry to our University for able students, irrespective of their background. The University of Adelaide also offers a range of scholarships to enable outstanding but disadvantaged students to become graduates, providing the opportunity to fulfil their potential and make significant contributions to their community.

The ability to capture a higher proportion of domestic student demand and increase the number of students studying with us from overseas will be critical success factors in determining our future prosperity. The Rudd government has set ambitious targets for access to University and also for equity outcomes. With the increase in funded higher education student places from 2010, there are new market segments that the University could choose to serve. These groups include lifelong learners, industry-based training and education, low socio-economic status students (including indigenous students) and part timers. Innovative measures will be required to improve the participation of these traditionally under-represented groups and facilitate access to university for a broader range of South Australians.

While much of the impact stemming from the global financial crises remains outside of our control, the University of Adelaide has the potential to enhance its current position as the leading provider of higher education in this State, and to capitalise on South Australia's strengths. There are important opportunities to ensure that our own rates of growth keep pace with or exceed those of the other South Australian universities, and those of our peers in the Group of Eight.

BUILDING A GREAT RESEARCH UNIVERSITY

As one of Australia's longest standing research-intensive universities, we have a distinct advantage over many of our competitors. Our history of excellence in research enables us to provide our students with a highly advantageous educational experience. Our programs must continue to embed the integration and application of current research, as an integral building block of the scholarship of teaching.

Teaching also plays a critical role in the development of research as new ideas are tested and shaped and then passed on by skilled communicators, through our students, the scholarly community and wider society. It is this scholarly symbiosis of research and teaching that marks a great research university and which will distinguish our contribution to the community.

A GREAT RESEARCH UNIVERSITY:

- Attracts a high degree of recognition throughout the world;
- Is committed to social justice and equality of opportunity;
- Presents a broad range of traditional and emerging disciplines;
- Has an extensive high-impact research output in both per capita and absolute terms;
- Recognises the inter-relationship of its research and teaching activities;
- Recognises the central importance of its students and the responsibility to provide them with a superior educational experience through its teaching excellence;
- Attracts the best students, irrespective of national, cultural or social origins;
- Is highly valued by its students and graduates and receives significant endowments as a result;
- Sees its graduates consistently achieve positions of significance and influence in the community, government, and industry;
- Has its greatness reflected in the quality of its infrastructure;
- Is a first port-of-call for governments with problems to solve or requiring advice; but
- Is independent.

Our identity – how we are perceived at an international level and how we perceive ourselves – is vitally important to our success. If we are to be truly successful in international terms we should ask ourselves a simple question before we undertake any significant activity: how will this action help to define us as a great research university?

We must pursue those opportunities which strengthen our identity and our commitment to research and teaching excellence must be stronger than ever. We must be more internationally focussed, with continual emphasis on the elite research environment we offer. We must become more relevant to the concerns of the broader community and maintain a critical mass of staff engaged productively in research activity. We must develop strong research partnerships and extend our engagement with other institutions, with government, and with business and industry.

While our per capita research output is outstanding, the development of true research scale and impact, both nationally and internationally, will depend upon our developing new approaches to research organisation. We will create and support new research concentrations and collaborations of varying degrees of formality, focussed on areas of existing or emerging strength and on national and global priorities. These strengths will be supported through the continued fostering of basic research.

Our dissemination of high-impact research adds an extra dimension to the scholarship of teaching, the superior educational experience we provide our students, and the attractiveness of our programs. However, the consequences and benefits of student growth in a research-rich environment must be managed effectively to ensure that excellence in education and a positive student experience remain key priorities. The University's reputation rests upon the quality of its academic programs and the value of a University of Adelaide degree. Great research universities offer stimulating and challenging programs and outstanding undergraduate experiences to their students. They offer highly integrated and effective student services and facilities. Strong curriculum content is supported by the development of skills and attributes that enable graduates to think and act using the methodology of the discipline (as an engineer, a scientist, a political theorist). Students at great research universities are exposed to and involved in the research programs and the research culture of their discipline. They leave with an understanding of how to apply these research skills, a sense of pride in their achievements and a life-long dedication to their University, as well as the ability to make an impact on the world.

Significantly for a research intensive institution, the University is committed to ensuring this experience for all willing and able students, by opening up access and pathways to more students and creating meaningful opportunities for those students who have previously been denied them. Great research universities teach the best students, regardless of their background, and their graduate programs educate the next generation of researchers, teachers and leaders in the professions, the public service, industry, and business. Approximately 80% of our current undergraduate intake is recruited on the basis of a Tertiary Entrance Rank (TER). Given the significant participation targets set by the Commonwealth, our future intake profile will need to be restructured to ensure the admission of more students from pathways other than the traditional Year 12 cohort. The University is strongly of the view that the recruitment of greater numbers of students from low-SES backgrounds, and other recognised equity groups, should not be limited to VET or less research intensive institutions and it is our intention to further open entry to the University for able students irrespective of their background.

New programs will be developed, and existing programs extended, to facilitate the transition to University for non-traditional student groups. In partnership with a global higher education provider our strategies to increase participation will be coupled with the introduction of new methods of delivery for low-cost, non-laboratory based undergraduate courses, through blended learning and fully on-line courses, which will help to address the Commonwealth's and our own student-centred priorities.

Equally, we will increase the flexibility of pathways into postgraduate coursework. New methods of delivery and enhanced oversight of the management of programs will be developed to ensure effective quality assurance, academic co-ordination, and good curriculum management. These will be supported by extensive marketing and promotion, and the provision of high-quality, modern facilities. Specially designed coursework programs, multi-disciplinary in focus and innovative in approach, will be developed to serve industry demands for well-qualified graduates who deliver real benefits to contemporary society. In addition to the traditional Honours pathway, a set of alternative pathways will also be implemented for postgraduate research, including coursework masters with a research component, a Master of Research Studies for international students, and a Master of Philosophy research program.

It is increasingly clear that a university's worth is judged by its value to society and its engagement with the community: as a stimulus to economic growth, a provider of skilled graduates, a generator of multi-disciplinary and inter-disciplinary research addressing real social and economic needs, and as a source of expert advice. The potential benefits of dynamic engagement are great, and if we are to be recognised as a great research university, engagement with the broader community – locally, nationally and internationally – will be essential. The 'Life Impact' motto acknowledges the multi-faceted impact of the University on individuals and on society as a whole. However, new Commonwealth Government initiatives expect all universities to more actively participate in and embrace a more definitive 'hubs and spokes' model of research. This new model is intended to help build 'critical mass in areas of excellence and strategic importance' and focuses on the importance of partnerships and collaborative research activities between institutions. The mark of a Great Research University may be that it is performing well as a hub; conversely, underperformance in this respect may limit opportunities to access funding sources. This will reinforce the importance of the University continuing to build and maintain strong research partnerships and linkages with other universities, government, industry and the broader community.

In recent years the University has progressively shifted its activities to align more closely with community, state, national and global priorities, redefining and building on our research strengths through key strategic investments. We have entered into new partnerships and secured countless research grants addressing specific problems that have the potential to make a significant impact on industry and the community. New research centres aligned to national and state priorities have been created, for example, in the areas of defence, nutrition, oral health, economics and visual technologies.

TO BE RECOGNISED AS A GREAT RESEARCH UNIVERSITY, ENGAGEMENT WITH THE COMMUNITY WILL BE ESSENTIAL.

This renewed sense of research focus is being taken further into areas such as Climate Change, Environmental Sustainability and Natural Resource Management, Health and Ageing, Photonics and Advanced Sensing, Agriculture, Minerals and Energy Resources, and Neuroscience. Six iconic research institutes are being established including:

- The Robinson Institute;
- The Environment Institute;
- The Institute for Mineral and Energy Resources;
- The Institute for Photonics and Advanced Sensing;
- The Waite Research Institute; and
- The Adelaide Cancer Research Institute.

The development of these and other new research institutes will assist us in obtaining additional funds for reinvestment in scholarships, facilities and staff recruitment and development as well as strengthening the University's position as a leading research institution, or 'hub'.

Becoming a great research university also requires immediate attention to the capacity of our existing support infrastructure. Our growth since 2002 has occurred without significant change in support services. At the same time, the requirement for statutory compliance has increased, constraining our capacity to deliver on our core business of research and teaching. The Services Excellence program will re-engineer and streamline support activities across the University within a culture of professionalism that is aligned with our strategic goals.

We have proved by our recent efforts what this University is capable of achieving. While we still have many challenges to address, we must seize the opportunity to achieve the following key objectives:

- Adopt a long-term objective of achieving international recognition as a great research university;
- Make a commitment to significantly developing our research performance and reputation, a commitment which will drive much of our approach and decision making;
- Create a university community that genuinely thrives on research and innovation, with outcomes represented by publications, original works, performance, original ideas and the commercialisation of our activities;
- Have research and innovation permeate every aspect of the University, from teaching to student experience and our interaction with the community;
- Focus on excellence in education and a positive student experience;
- Increase opportunities and pathways for students who have previously been denied access to higher education;
- Significantly increase our commitment to postgraduate education (both Higher Degree by Research and Postgraduate Coursework) and introduce a higher benchmark admission TER at undergraduate level;
- Continue sustainable growth in revenues through a further expansion of student numbers, ensuring the delivery of further funds for investment in achieving this vision;
- See and present ourselves always as being integral to the community and economy: as independent but vital contributors to public policy, social justice and economic development; and
- Support these goals through refocussing and modernising our business processes and services.

Specific directions, goals, targets and strategies follow, in the areas of research and research training, education and the services that support these core activities. As a whole, the Plan outlines a clear agenda, one that affirms our identity as a centre for innovative research and learning, one that builds strong connections with the community, and one that will lead us toward achieving our vision of becoming a great research university.

RESEARCH AND RESEARCH TRAINING

THE UNIVERSITY IS COMMITTED TO THE FURTHER ENHANCEMENT OF ITS RESEARCH QUALITY AND PRODUCTIVITY, AS BEFITS A RESEARCH-INTENSIVE INSTITUTION.

While basic and individual research remains vital to our research effort, we must strengthen the impact of our research by further developing the links between our researchers, government, industry and the wider community. This is particularly important given the push from the federal government for greater collaboration in research activities through the Collaborative Research Networks (CRN) program, or 'hubs and spokes model'; and through Joint Research Engagement (JRE) funding which encourages 'collaborative research activities between universities, industry and end-users'. We will continue to improve our research performance by investing in excellence, and by exploring new, innovative ways of collaborating that will ensure we generate high quality research outcomes closely aligned to state, national and international research priorities.

There are complex social and environmental issues facing Australia and our region, including regional security, pandemic disease, climate change, social cohesion, bio-ethics and water quality. Addressing challenges of this nature requires both high quality research and the innovative application of knowledge. The University of Adelaide will continue to play a leading role in this regard by creating an environment which will attract outstanding researchers to South Australia; by fostering renowned research teams of international standing; and by focussing our resources on developing a number of internationally recognised, strategic research capabilities.

The University will continue to support a strategy of building 'scale and focus' in research and will be selective in its investment for long-term benefit. It is also appropriate to continue to support those individual researchers who have demonstrated outstanding research capability. It is recognised that a balance must be maintained between the provision of funding for basic research activity and emerging research areas, which are core functions of universities, and the larger, longer-term investments that build significant capacity and excellence for application to particular needs of high priority. The University will engage all levels of government and the broader community to encourage increased co-investment in its research endeavours and increased collaboration in research projects, inline with the 'hubs and spokes' model under development by the Commonwealth. Multi-disciplinary 'research clusters' have been one strategy to improve the University's profile and its responsiveness to complex questions of national significance. The establishment of iconic research institutes and centres is a complementary strategy. While both of these initiatives will continue to be encouraged and supported, the relative priority for University investment will shift from the former to larger scale research initiatives.

Over the next five years, the University will complement its existing strategies for the creation of internationally competitive research teams, centres and institutes with the development of a series of over-arching research priority areas. These will be outstanding, large-scale research groupings that are

well-placed to leverage national and international funding. By establishing new vehicles for the co-ordination of research activity and the strengthening of international linkages, we will dramatically increase our research productivity, enhance the external recognition of the quality and value of our research, build on research areas in which we are already strong, and diversify the sources of research funding. The University will seek continually to improve its performance in the commercialisation of its research, including growth in licenses, patents, plant breeding rights and contract research and consultancies. These strategies will underpin the long-term sustainability of our research activities.

The Commonwealth's Sustainable Research Excellence (SRE) initiative will provide much needed additional funding to help address the shortfall in funding for the indirect cost of research as well as rewarding quality as judged by Excellence in Research for Australia (ERA). This funding is conditional on universities adopting transparent costing practices and the University will develop mechanisms to take full advantage of these measures and thereby reduce the cross-subsidisation of research from teaching revenue. Similarly, the University fully supports the Commonwealth's increasing emphasis on performance funding for research and education and is committed to meeting and exceeding any standards agreed with the Government.

As the strongest university contributor to R&D in South Australia, it is critical to our continued growth that we pursue a high level of engagement with State Government planning objectives. The South Australian Strategic Plan, together with associated documents such as the State Infrastructure Plan and the 30 Year Plan for Greater Adelaide are significant for the University, as they provide the framework for State Government priorities and investment in South Australia.

In keeping with the integrated nature of this Plan, the strengthening of our research profile will also ensure that our students conduct their learning in the most vibrant and stimulating of academic environments, and that our graduates are of the highest quality.

The University will increase research student load and improve rates of completion, consistent with our position as a research-intensive institution. Greater emphasis will be placed on the recruitment of international students and on expanding access for traditionally under-represented domestic students. During 2008, the University reviewed its research degree offerings to ensure we are addressing emerging markets in the most effective manner. This has seen the development of a set of alternative pathways to doctoral enrolment, with the University maintaining the traditional Honours pathway, but now also offering a coursework Masters containing a research component; a new Masters of Research Studies for international students; and a Masters of Philosophy research program.

Quality assurance issues pertaining to research students will also remain a high priority, including monitoring the quality of supervision, implementing minimum resource standards, improving the quality of the student experience, ensuring that graduate attributes are meaningful, developing commercialisation awareness and providing good support services. Efficiency of recruitment and the management of retention and completion will also be addressed by processes suggested as part of the Service Excellence review of HDR programs. The University's relationships with its research partners, which provide supervision and facilities for many research students, will also be consolidated and strengthened.

Primary Goal

The University will actively support the development of world-class research in an increasingly competitive environment, both nationally and internationally. This goal will incorporate a strategy of targeted support for research excellence with the aim of developing large scale research groupings and partnerships that are internationally competitive. We will increase the level of strategic investment in selected areas of research strength, strategic importance and competitive advantage. Our research performance will contribute to an outstanding research training environment which will produce highly skilled graduates with the potential to be future leaders in their chosen field.

THE UNIVERSITY WILL ACTIVELY SUPPORT THE DEVELOPMENT OF WORLD-CLASS RESEARCH IN AN INCREASINGLY COMPETITIVE ENVIRONMENT, BOTH NATIONALLY AND INTERNATIONALLY.

Targets

- By 2012 the University of Adelaide will achieve the following research income targets:

Research Income ($mill)

	2006	2012
Category 1	$62.0	$102.0
Category 2	$27.5	$49.7
Category 3	$18.2	$42.0
Category 4	$6.8	$8.0
Total	**$114.5**	**$201.7**

- Continual improvement in our rankings in national and international research ratings and assessments of research quality, such as the Shanghai Jiao Tong Index, where we will aim for a ranking in the 110-150 band;
- The establishment of a number of large-scale multi-disciplinary and inter-disciplinary research priority areas for strategic investment and long-term capacity building; and
- Maintain a top 3 position in per capita Category 1 Research Income.
- By 2012, the University will achieve the following Higher Degree by Research (HDR) targets:

Higher Degrees by Research

	Total (EFTSL)	
	2007	2012
Domestic	1041	1,125
International	215	475
Total	**1,256**	**1,600**

Strategies

Research

1) Research Institutes and Centres

Prioritise investment in areas of research strength, strategic importance and competitive advantage through the establishment of internationally recognised, multi-disciplinary and inter-disciplinary research institutes that will harness cross-faculty collaboration where appropriate, maximise opportunities for partnerships, and create new opportunities for leveraging all forms of research funding.

2) Strategic Capacity

Continue to support research excellence and further encourage high-quality research outcomes by ensuring that internal budget mechanisms, research support and management information systems are structured appropriately to optimise our capacity to support strategic investment decisions.

3) Recruitment and Retention

Ensure that recruitment and employment practices are effective in attracting and retaining the best researchers in their fields, and encourage and reward outstanding research performance.

4) Workforce Development

Implement policies and support strategies that will deliver best-practice outcomes for staff development, mentoring of early and mid-career researchers, and workload balance.

5) Community Engagement

Actively engage with the broader community to ascertain business and industry research and development needs, public sector priorities, and matters of social justice and the public good to which we can contribute.

6) Collaboration and Access

Ensure improved co-operation and access to the University for government, business and industry, to enable the development of effective and productive collaborative partnerships, locally and internationally, with particular reference to areas of priority for state and national government.

7) Commercialisation

Foster an entrepreneurial culture by developing incentives, policy frame-works and support services that will promote research impact, knowledge transfer and the continued growth, productivity and commercialisation of our research outcomes;

8) Research Infrastructure

Incorporate the consideration of core research infrastructure requirements into all proposals for new research initiatives so as to ensure the availability of inter-nationally competitive research facilities and infrastructure for all high performing researchers and research groups.

Research Training

9) Student Growth

Increase the number and proportion of higher degree by research students, both domestic and international, enrolled at the University.

10) Research Scholarships

Continually review the nature of the University's research scholarship programs to be responsive to changes in Commonwealth and International scholarship programs and student recruitment opportunities.

11) Program Structure

Continually review the nature and composition of the University's doctoral programs to align better with market needs, including the development of new delivery models and alternative entry pathways to the PhD for international students.

12) Administrative Support

Improve the efficiency and effectiveness of University administrative support services and the processes that underpin the quality of higher degree by research student interaction with the University.

13) Student and Supervision Support

Increase the level of support, information and training provided to both higher degree by research students and their supervisors, in order to maximise opportunities for student retention and progression, timely completions and graduate outcomes.

EDUCATION

IN A GREAT RESEARCH UNIVERSITY, EDUCATION AND RESEARCH ARE INTEGRATED, MUTUALLY SUPPORTIVE AND EQUALLY VALUED ACTIVITIES.

Strategic Direction

Research-intensive universities such as ours provide their students with an excellent and distinctive education as a direct result of the proximity, integration and dissemination of extensive high-quality research activity. Our curriculum and teaching will continue to be influenced by our research and be developed and presented by excellent teachers. Our students are given the opportunity to apply the research methodologies that they learn in meaningful ways and on meaningful issues, drawing together the skills that they learn through their program of study. This is facilitated through the professional development of our staff; the provision of appropriate opportunities and support to conduct research; and the continual renewal of our staffing base by attracting and retaining the best teachers and researchers in their fields.

High quality teaching is fundamental to the University's mission and a critical acknowledgement should be made of the specialised skills that are required if teaching is to be performed well. Through workforce development, reward structures and other means the practice of teaching must become increasingly professional if students are to receive the best learning experience possible. Improved use of technology can also have a positive impact on teaching quality, as online rating systems and worldwide exposure for lecturers one of the consequences of making materials freely and publicly available online. In an environment where low student–staff ratios are considered a key contributory factor to the provision of quality teaching and learning, further use of technology can enhance the productivity of universities with a research-intensive mission and correspondingly high demands on staff time. Equally, the student experience can be further enhanced by the development of student-focussed learning hubs, where learning spaces and services are fully integrated.

To ensure the sustainability of our operations we will continue to increase and diversify our student body, specifically by opening up access to traditionally under-represented student cohorts. In a competitive market, building a critical mass of high quality students demands a greater level of commitment to increasing the number of pathways into the University, both internally and through the development of collaborative cross-sectoral linkages. A more coordinated and strategic approach to engaging under-represented students, through targeted activities in the northern suburbs and expansions of the Fairway Scheme and the University's foundation, preparatory and transition programs, will further support this and help the University achieve the new Commonwealth targets for participation by students from low socio-economic backgrounds. Equally, the provision of high-quality services, tailored levels of support and an appropriate range of adaptable, modern facilities are critical in ensuring that we attract the highest quality students, retain them, help them to succeed and make sure that

they leave us having had a memorable educational experience. This requires a strong commitment to professionalising teaching, improving use of technology and providing appropriate supporting infrastructure such as student-focused learning and service hubs.

Similarly, we must commit to expansion in the areas of postgraduate coursework and postgraduate research, providing opportunities for professional development through Masters' degrees, particularly in key industries, and embrace new technologies to deliver teaching services to places of employment/residence. This will increase the viability of our program offerings thus helping us to meet market demand for highly trained graduates and ensuring we maintain our traditional depth and range of disciplines.

We must be increasingly mindful of the demands on and expectations of modern students. Many students now balance commitments to family, work and education, so the learning opportunities we provide must be accessible, flexible and immediately relevant. This will require changes to the design of programs; to the hours, locations and modes of delivery of teaching; to our use of technology; to the structure of the academic year; to the support we provide to an increasingly diverse study body; and to the way we manage our marketing and recruitment.

As global boundaries are rapidly disappearing and graduates who are educated within a global context are keenly sought, the internationalisation of the University is vital. The internationalisation of the curriculum and of the University community creates opportunities for all students to develop an understanding of their culture within a global context, and to appreciate and experience cultural diversity.

The outcome of these continuing improvements will be the development of graduates who have the attributes demanded by the community, who are ready to work in their chosen field, locally, nationally and internationally, and who will help to build our reputation in the broader community.

Primary Goal

We will provide a distinctive learning experience of high quality for our students, and produce graduates whose knowledge and attributes enable them to have significant impact within their communities. This will be founded upon the University's strong research culture; on our current research findings and methodologies; on engagement with professional practice; and on student, graduate and employer feedback.

Our goal of excellence in education will underpin the provision of excellent and innovative program offerings, high-quality supervision of student research, and student-focussed administration and support services and will ensure that the University of Adelaide is regarded as the University of first-choice for students and employers.

An increased emphasis on graduate programs, both coursework and research, will provide advanced opportunities for students to develop their skills and attributes in a research-rich environment which promotes critical thinking. A new approach to access, pathways and student recruitment will also open up access for many students who have previously been denied the chance to participate in higher education.

These goals will be facilitated through managed growth of the University's student profile to achieve the scale and composition that permits breadth, choice and sustainability, and will be supported by continuing development of high-quality learning and teaching facilities and services.

WE WILL PRODUCE GRADUATES WHOSE KNOWLEDGE AND ATTRIBUTES ENABLE THEM TO HAVE SIGNIFICANT IMPACT WITHIN THEIR COMMUNITIES.

Targets

By 2012 the University of Adelaide will achieve:

- The following student load targets:

	Domestic		International		Total (EFTSL)	
	2007	2012	2007	2012	2007	2012
Commonwealth Supported Places						
Undergraduate	9,694	11,250	0	0	9,694	11,250
Postgraduate	187	800	0	0	187	800
Higher Degrees by Research	1,041	1,125	0	0	1,041	1,125
Fee Based Load						
Undergraduate	176	0	2,567	3,250	2,743	3,250
Postgraduate Coursework	689	900	1,342	2,200	2,031	3,100
Higher Degrees by Research	0	0	215	475	215	475
TOTAL	**11,787**	**14,075**	**4,124**	**5,925**	**15,911**	**20,000**

- An increase in the postgraduate student cohort (including coursework and higher degree by research) to 27.5%;
- At least 40% of the 1st preference applications through SATAC in SA;
- At least 85% of the SACE applicants with a TER greater than 90;
- A minimum overall satisfaction score of 70% in the Course Experience Questionnaire and top 50% position nationwide for this measure in all discipline groups;
- A rate of student progression of at least 90%;
- A reduction in attrition rates to less than 12%;
- Continuous annual improvement in national learning and teaching performance measures; and
- A University Minimum TER of >70.

Strategies

Excellence in Education

1) Quality of the Student Experience

Enhance the learning experience of students with a co-ordinated approach to improving student support services and amenities, the quality and currency of curricula, and the teaching skills of staff.

2) Program Review and Development

Maintain, monitor and enhance regular and effective processes of evaluation, review and program development to ensure that the highest standards of excellence and scholarly integrity are integrated within curricula and course materials; and programs meet the expectations of both students and their eventual academic or professional employers.

3) Retention and Progression

Provide a positive educational experience to students by enhancing teaching quality and academic support services, and by proactively monitoring academic progress, and intervening as necessary to assist students in managing their academic workload.

4) Language and Support

Improve the provision of academic language and learning support by investigating opportunities for the diagnostic assessment of the English language needs of commencing students, addressing the coordination of language services and ensuring greater use of Discipline-specific assistance.

5) Student Services and Support

Continue to develop higher standards of student service delivery through the provision of highly efficient, responsive and streamlined administrative, information and support services that meet the diverse expectations of all student cohorts.

6) Infrastructure and Access

Improve the quality of facilities and ensure breadth of access to state-of-the-art equipment and information technology for our students and staff on all campuses, both locally and overseas.

7) Cultural Diversity and Integration

Actively value and expand the cultural diversity of our student profile and take steps to increase the level of integration and interaction between domestic and international students by providing more opportunities for on-campus cross-cultural activities.

8) Workforce Development

Develop, build and utilise the skills and strengths of our teaching staff through information-sharing, mentoring, peer-review and succession planning.

9) Staff Recruitment and Retention

Attract and retain the best teachers; and acknowledge the contribution of teaching professionals through the development of teaching-intensive career paths, if appropriate to the needs of their area and their own personal goals.

10) Staff Performance and Recognition

Enhance the teaching skills and teaching practices of our staff through effective induction, professional development and regular performance planning and review; recognise and reward Faculty, School, and individual practices that foster excellence in education; and encourage and support initiatives that will improve learning outcomes for students.

Growth, Efficiency and Sustainability

11) Participation and Pathways

Ensure that all students, and particularly those from recognised equity groups, have appropriate opportunities for entry through a variety of pathways; have the requisite entry skills that will allow them to succeed, and are effectively inducted into tertiary study.

12) Community Awareness and Promotion

Enhance community perceptions of the quality of our teaching and programs by actively promoting the educational achievements of our students, staff and graduates; by emphasising the distinctive, research-informed quality of the learning experiences we offer; and by effective engagement with national bodies concerned with learning and teaching.

13) Quality and Growth Capacity

Ensure that the quality of teaching, the student experience and the ability of staff to undertake research are not diminished by student growth, capacity constraints or performance issues; and take steps to ensure that the University's international student profile is appropriately balanced between faculties.

14) Flexibility and Blended Learning

Increase the accessibility and attractiveness of our educational programs through flexible course delivery options, and high-quality intensive teaching programs using blended face-to-face and online methods, and pursue opportunities for the collaborative or co-operative delivery of programs and courses with external partners.

15) Postgraduate Coursework Growth

Increase the University's postgraduate student profile by developing a clear growth strategy and implementation plan for domestic and international postgraduate coursework student support.

16) International Growth and Diversification

Continue to build and diversify our international student and education profile through the identification and development of new international markets and marketing mechanisms for student recruitment, twinning and articulation programs, and international partnerships.

17) Offshore Teaching

Continue to develop our Singapore campus in partnership with the Ngee Ann Kongsi and develop cooperative relationships with higher education and research institutes in key countries such as Hong Kong, Malaysia, India and China.

ENABLING SERVICES AND RESOURCE CAPABILITY

STRATEGIC DIRECTION: TO REALISE ITS VISION OF BEING A GREAT RESEARCH UNIVERSITY, THE UNIVERSITY NEEDS A SUPPORTING SERVICES AND RESOURCES STRATEGY.

People

The Great People program will build the University of Adelaide as the institution of choice for the best students and staff from Australia and around the world. It is the capability, drive and commitment of our people that will enable the University to achieve its research, learning and teaching goals.

Supporting our people to be great means giving them access to the development tools, resources and flexible conditions necessary for success. Through the Healthy University program, we ensure that our staff and students have a healthy environment in which to work and study, and the supporting culture and services that enhance wellbeing.

The University succeeds or fails in large part based on its ability to attract and sustain quality staff. With the impending retirement of a number of key staff members, the University has the opportunity to recruit and build a new staff profile appropriate to the demands of a changing higher education sector. This will require both organisational development and culture change in order to embed the core value of 'excellence in all that we do'. By better managing and developing a 'clever creative' workforce and instilling best practice recruitment and retention processes the University will ensure the maintenance of a staffing profile able to meet both current demands and future challenges.

A clear and constructive performance framework will define expectations in the workplace and ensure individuals reach their full potential. Appropriate reward and recognition frameworks combined with career development opportunities will enable the University to retain and grow the valuable contributions of its people and build a strong performance culture.

Communication

The University of Adelaide has a rich tradition of excellence in education and research, with world class academics and a vibrant student life. Our high-calibre graduates have skills that go beyond the workplace. Our graduates make an impact on the world.

Our Life Impact Brand program will ensure the University's communications strategies support, protect and promote this reputation. By raising and reinforcing the profile of the University as a world-class research intensive institution, we contribute to the achievement of the University's key student and staff recruitment targets and build the University's reputation as an institution of choice.

Through effective and genuine community engagement, we can convey the mission, vision and values of the University and demonstrate them in action.

Built Environment

Continuous improvement of our facilities and infrastructure will ensure that staff and students have access to efficient, safe, and productive spaces for working and for learning. Through targeted development of major capital works under the Building Life Impact program,

the University will significantly enhance its learning and teaching environment, strengthen its research capacity, and contribute to its environmental sustainability.

These new facilities will support our commitment to offering an outstanding educational experience to our students and to developing disciplines identified as areas of national importance by government and industry. Forward-looking, student-focussed facilities planning will be crucial to the University's ongoing success: growth targets mean our built environment must evolve with the needs of the student and staff population. Imperatives in sustainable design mean our buildings must support the University in its efforts to be a responsible manager of its environmental impact.

Technology

The capacity of technology to enable research, teaching and learning collaboration is profound. The Digital Future program will ensure that the University is in a position to anticipate trends and actively evolve towards an innovative digital campus. As students continue to embrace technology at a rapid rate, the University's Information and Communications Technology (ICT) infrastructure and service delivery model must be capable of meeting these increased expectations.

Advances in information and communication technologies are changing the face of research: traditional and emerging research disciplines are being transformed by new techniques for data mining and analysis, advanced computing, and resource sharing networks. Support for research collaboration, information sharing, access to knowledge resources, and the capacity to handle and store large amounts of data are critical technology challenges for a great research university.

Enhancements in electronic support for learning and teaching will boost the quality of the student experience and allow us greater flexibility in the delivery of our services. Flexible options for teaching delivery and support for features that allow students to access materials anywhere, anytime will ensure the University is ready to respond to developments in best practice and evolving technology.

The University is undertaking several **major building projects** that build for the future and will bring long-term benefits for students, staff and the community as a whole. This exciting building program will enhance the University's unique learning environment and research capacity.

Hughes Plaza Learning Hub

New Engineering Precinct

Faculty of Professions 10 Pulteney St

School of Veterinary Science

Union Hall redevelopment

For more information on new University facilities, visit **https://www.adelaide.edu.au/space/**

Knowledge

Creating, harnessing and sharing knowledge is at the heart of a great research university. The Great Research Libraries program will ensure our students and staff excel in learning and research through flexible access to the latest scholarly materials and information. To meet the immediate and life-long learning needs of its community, the University is committed to providing access to knowledge resources that are comprehensive, up-to-date, and responsive to emerging areas of inquiry and demand.

Electronic storage and access has changed the face of information retrieval. The University's digital future is tied to its digital library services, which must support the latest technologies for enhanced resource discovery and enable collaboration and information sharing.

The University generates enormous amounts of recorded information in the course of its business. There are records management obligations that govern what we do with this material and real benefits to be gained from the delivery of an open and accessible repository of the University's institutional knowledge. The digitisation of records and archival materials will preserve and protect the University's rich cultural and scientific contribution to the community, and provide a ready resource for staff, now and into the future.

Engagement

A university's worth is judged by its value and contribution to society. The University of Adelaide produces graduates who make an impact on their communities and, as an institution, we are committed to remaining open and responsive to the issues that matter. As one of the State's largest employers and significant consumers, the University acknowledges its responsibility to minimise its ecological footprint by adopting sustainable practices.

The continued evolution in values and a groundswell of support for the principle of ensuring long-term sustainability of individual and collective actions will shape societal and business values alike. Organisations will need to demonstrate management of the impacts of their actions, while global communications and the greater transparency they bring will contribute to the consequences of inaction. The natural environment, particularly, is firmly on the policy agenda. For universities, this will impact all areas of operations, from the products we deliver, to the way we go about our business.

The Sustainable Adelaide program demonstrates our commitment to joining with the broader and University community in managing our impact on natural resources and in working towards sustainability. We will engage with State and federal schemes to re-engineer business processes, measure our impact on the environment, and strive to become leaders in operational sustainability.

Governance and Administrative Efficiency

The University's complexity, diversity and size gives rise to unique challenges in identifying and managing risks and obligations. Increasingly, the University is subject to internal and external scrutiny for compliance, governance and funding. The Prudent Management program ensures that, through robust frameworks, we empower individuals in the University community to understand and confidently manage their obligations and to actively contribute to the discharge of the University's corporate responsibilities.

We are committed to responsible and sound fiscal practices for the future financial health of the University. Strength in Financial Management will allow the University to meet its growth and quality targets, and support our staff and students with the resources they need to excel.

The Service Excellence program, funded jointly by the University and the Commonwealth Government, will relieve academics of unnecessary administrative responsibilities by identifying gaps and implementing more effective support and models of delivery. We must improve outdated work practices and technologies that are hard to use, eliminate excessively complex policy and delegation structures, and manage the workloads that have evolved from incremental growth in activity without the necessary changes in practices.

Primary Goal

To provide enabling services and the resource capability that will support the University's teaching and research goals and activities.

Targets

The University intends to achieve the following Services and Resources targets by 2012:

Great People

- Ensure succession plans are in place for all critical University roles.
- Decrease the number of working days from advertising a role to offer of appointment by 50% (to 40 days).
- Increase the participation of staff in performance excellence programs to 85%.
- Increase satisfaction with internal processes, decision-making, ethics and organisational direction as measured by the Staff Survey and other ad hoc surveys and feedback mechanisms.

Healthy University

- Achieve the highest level WorkCover Self Insurance rating.
- Achieve a Lost Time Injury Frequency Rate in the bottom quartile of benchmark universities.

Service Excellence

- Reduce the amount of academic management time spent on low-level administrative work by 20%.
- Reduce the unit cost of the top 5 administrative transaction types by 20%.

Life Impact Brand

- Increase attendance at the Research Tuesday events by 5%.
- Increase attendance at the annual University Open Day by 5%.

Building Life Impact

- Achieve and maintain capital expenditure to depreciation ratios of no less than 2.0.
- Reduce backlog maintenance to appropriate benchmark levels.

Digital Future

- Increase satisfaction with ICT service delivery by 20% as measured by the Staff Survey and other ad hoc surveys and feedback mechanisms.
- Increase satisfaction with ICT service delivery by 10% as measured by the Student Information Technology Satisfaction Survey and other ad hoc surveys and feedback mechanisms.

Great Research Libraries

- Provide access to library resources for staff and students at the comparable level of Go8 and international research universities.
- Achieve top quartile results in the Insync Library User Survey overall satisfaction ratings

Sustainable Adelaide

- Reduce paper consumption per FTE by 20%.
- Reduce electricity use per EFTSL by 20%.
- Reduce water usage per EFTSL by 20%.

Prudent Management

- Comply with all Federal and State acts, regulations and mandated codes relevant to the University's legal and contractual obligations.
- Manage the University's risk in accordance with relevant Standards and the annual Enterprise Risk Management review.

Financial Management

- Achieve and maintain an operating margin of at least 3% in discretionary operations.
- Maintain financial liquidity in line with the University Council's agreed parameters.
- Maintain salaries as a percentage of total expenditure in line with the Go8 average.

Strategies

Great People

1) Workforce Development

Position the University as an employer of choice and enable it to meet its strategic goals through a deep understanding of its workforce requirements and employment market trends.

2) Recruitment Excellence

Recruit, develop and retain staff with the core capabilities and expertise required to deliver the University's research and teaching objectives.

3) Performance Excellence

Reward and manage staff performance through a suite of best practice approaches that support managers and staff to set clear performance directions aligned with the University's future vision.

Healthy University

4) Compliance

Support compliance with legislation and best practice standards by embedding health, safety and wellbeing into all University activities and processes.

5) Awareness and Promotion

Through communication and training initiatives, create a culture that values health, safety and wellbeing as fundamental components of the work environment.

6) Improvement and Enhancement

Identify and plan best practice approaches that proactively foster health and wellbeing in staff and contribute to the University's status as an employer of choice.

Service Excellence

7) Capacity Creation

Establish a Service Excellence capability within the University to define a project methodology, identify service gaps, and engage in strategic priority setting for the Service Excellence program.

8) Process Reform

Deliver projects to relieve unnecessary administrative burdens through the implementation of process efficiencies, knowledge transfer, capability creation, and support for self-generating practices.

Life Impact Brand

9) Brand Development

Refine, update and evolve the Life Impact Brand through target audience research, campaign evaluation and future planning.

10) Campaigns

Deliver campaigns that enhance the University's research intensive profile and achieve community engagement through exposure in key markets and diverse media.

11) Integration and Enhancement

Through structural change and analysis of internal customer needs, achieve an enterprise-wide, coordinated approach to marketing that improves efficiencies and ensures maximum return on investment.

Resource Capability

Building Life Impact

12) Current Works

Invest in the continuous improvement of the University's facilities and infrastructure through a program of major capital works.

13) Future Planning

Ensure successful achievement of the University's strategic goals through ongoing facilities planning.

Digital Future

14) Service Enhancement

Provide customer-focussed service delivery through user support, training, and customer experience initiatives.

15) Infrastructure Enhancement

Provide state-of-the-art ICT hardware and software that meets the needs of staff and students.

16) Governance and Architecture

Provide an effective, efficient and integrated framework for ICT governance, strategic planning, investment and innovation within the University.

17) Future Planning

Actively anticipate developments and trends in ICT and use this knowledge to plan for and develop the capability to meet future University needs.

Great Research Libraries

18) Collections Management

Provide staff and students with access to the latest scholarly materials and respond effectively to evolving disciplinary requirements.

19) Service Enhancement

Optimise customer experience by integrating library service delivery with digital systems and expanding the range of access options for staff, students and alumni.

20) Infrastructure Enhancement

Deliver the service-enabling infrastructure and records management facilities required to meet the needs of a great research University.

Sustainable Adelaide

21) Awareness and Promotion

Create a culture that values and applies sustainable practices and develop the University's profile as a leader in operational sustainability.

22) Footprint Reduction

Minimise the University's resource footprint through the adoption of sustainable practices and the transformation of business processes.

23) Ongoing Management

Implement the systems, processes, policies and practices required to maintain the University's sustainability commitments and meet changing future requirements.

Prudent Management

24) Contract Management

Improve awareness of individual and institutional obligations, foster a compliance-culture, and enable the University to actively pursue demonstrable compliance.

25) Legal Compliance

Support the management and reporting of the University's legal, contractual and general compliance obligations.

26) Risk Management

Manage the University's risk in accordance with relevant Standards and the annual Enterprise Risk Management review.

Financial Management

27) Standards and Modelling

Support the achievement of the University's strategic goals and the management of its core business through transparent, effective and sustainable financial decision-making processes.

AS WE MOVE FORWARD WE MUST CONTINUE TO STRENGTHEN OUR REPUTATION AND THE IMPACT WE MAKE UPON THE WORLD AROUND US.

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