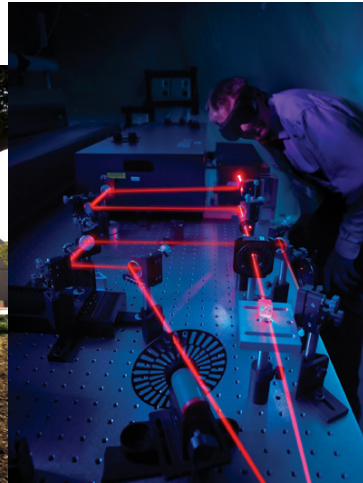




**THE UNIVERSITY
OF ADELAIDE**
AUSTRALIA



Building a Great Research University

The University of Adelaide Strategic Plan 2008-2012

**Approved by Council at Meeting 8/07
3 December 2007**

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Message from the Vice-Chancellor

"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.

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.

It is now five years since we launched our last Strategic Plan, and the University has achieved - and in some cases exceeded - the objectives set out in that Plan. While there is much that still needs to be done, we are now in a far stronger 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

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: <http://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

For the past 15 years, successive Commonwealth governments have regarded education as a tool of economic and social change. This has contributed to a significant shift in University focus and culture, at once responding to, and reinforced by, changes in government policy. 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.

In *Our Universities: Backing Australia's Future*, the Commonwealth Government identified four main principles for the sector: sustainability, quality, equity and diversity. These principles, together with an increased emphasis on life-long learning, continue to underpin changes in the higher education sector. The University of Adelaide now has greater flexibility and more opportunities to increase and diversify revenue, permitting it to become more independent of government funding. At the same time we must deal with the challenges of sustaining current disciplinary breadth, managing student load in an environment that continues to be highly regulated, and responding to community and employer requirements for a skilled, flexible and innovative workforce.

The relationship between universities and their stakeholders is constantly evolving, and increasing importance is placed on the measurement and review of our academic quality. If we are 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 Learning and Teaching Performance Fund, designed to be a mechanism of reward and recognition for institutions that "best demonstrate[s] excellence in learning and teaching." With the proposed introduction of the Research Quality Framework in 2008 our research quality and its impact will also be externally and publicly assessed in this manner.

Given that the University is committed to ensuring high quality in teaching and research, the role of the Australian Universities' Quality Agency (AUQA) in supporting this goal is welcomed. We were the first of the Group of Eight (Go8) universities to be audited, in 2002, and will again lead the way in 2008.

Global opportunities and global competition

Australia is well positioned for the future, with economic growth projected to reach 4.25% for 2007-2008. While positive assessment of Australia's economic potential must be tempered by awareness of international political uncertainties and by the possible effect of the strengthening dollar on export performance, the forecast for high levels of future growth, coupled with a sound fiscal outlook, remains encouraging.

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 growth. While growth in international student recruitment is declining nationally, the University of Adelaide has exceeded its commencing load targets for three successive years. Visa regulations may have played some part in this, but the State government's pursuit of its vision of Adelaide as a university city, building on the quality of life that we have to offer, has provided a unique competitive advantage. However, other countries are reviewing their immigration laws. The US, UK and France have each moved to tighten their student visa laws in the past, but there is evidence that this trend may be reversed, undermining Australia's relative competitiveness. At the same time, international student demand for Vocational Education and Training (VET) and English Language Intensive Courses for Overseas Students

(ELICOS) courses has undergone rapid national growth in commencing students of 49.4% and 36.1% respectively from 2006 to 2007, compared to 7.1% in the higher education sector. In the light of these challenges, the University must continue to foster an environment that will attract international students.

Opportunities to compete internationally are not just confined to increasing our international student numbers. There are complex social and environmental issues facing Australia and our region, including climate change, regional security, pandemic disease, social cohesion, bio-ethics and water 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 exports of our education and research capabilities still exist. However, as these economies continue to mature, demand levels could change as a result of a growing emphasis by their governments on building their capacity to meet local demand for tertiary education.

The state of our State

South Australia is firmly embedded in the global economy. 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. Our university can help shape this future. The Higher Education Council was established by the State Government to assist the sector in realising its potential contribution to the economic and social development of the State. It has suggested that: "The South Australian community must commit to education as a key cultural value. The importance of education must be expressed by government, fostered by all parts of the education sector, and supported by business, industry, unions and the wider community". 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 in this endeavour and to achieve a lasting impact on our society.

Across the country, domestic student demand for university places has declined, while State and Federal Governments have been redirecting resources into apprenticeships and vocational education. The strength of the economy has led to a marked decline in unemployment and a consequent improvement in job prospects for young people. Demographic predictions indicate that Year 12 enrolments in South Australia will continue to decrease. In this context, the ability to maintain local student numbers and increase the number of students from overseas studying with us will be a critical success factor in determining our future prosperity.

A State of opportunities

South Australia is a State of unique opportunities and significant advantages, but faces specific challenges to its future economic and social prosperity. While national population growth is increasing, South Australia's population is expected to decline by 2050, with a rise in median age to 41.2 by 2011.

While South Australia's overall rate of economic growth slowed in 2006-07, the prospects are for strong future growth on the basis of the resources boom, and in particular, of the proposed \$5 billion expansion of the Olympic Dam copper, uranium and gold mine to become the world's largest base metal resource.

Drought, though an intrinsic aspect of life in Australia, has emerged as perhaps the most confronting environmental challenge for South Australia, and as potentially the most economically costly. The rural sector continues to be a major element in the State's economy, and the drought has had a significant effect on levels of production and demand for agricultural products. However, as the driest State in the driest inhabited continent, South Australia is at the forefront of developing cutting-edge water technology which will be critical to maintaining and supporting our economic future.

South Australian Government research and development expenditure remains at 10.7% of Gross State Product, placing us behind Queensland, Victoria and New South Wales in total R & D investment. However, our commitment to further developing research and development partnerships with both the public and private sectors will help us to capitalise on this investment and to provide a solid contribution to the Strategic Plan objectives of the State Government.

A stimulating and challenging environment

South Australia has been said to possess the capacity for adaptation, speed of change, and collaboration unique to small economies. This capacity for change is recognised as crucial to the retention of young and educated people in this State.

These are the competitive strengths on which we can build future prosperity. However, specific factors influence the University's ability to realise its full potential, including a smaller domestic market, a rate of population growth that is half the national trend, and lower household incomes. Economically, South Australia must work hard to attract industry and to halt the flow of younger people to other States. More positively, the State unemployment rate of 5.5% and the national unemployment rate of 4.6% are historically low. 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 stated 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. As employment opportunities for school-leavers expand and the vocational training sector grows, we may need to consider further diversification of our domestic student pool. Students already come to us from all regions of the State and all suburbs of Adelaide, but there is still under-representation from some areas.

The principles of diversity, equity and social justice are increasingly highly valued by the community. Universities are widely seen to have a vital role in the advancement of human rights. 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. Studies show that such a cost 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 of Adelaide 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 the community.

In this context, 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 an institution, we need to be alert and agile in negotiating the complex and unpredictable challenges we face. In these circumstances, excellence is its own defence: the stronger we can be, the more resilient we will be, and the better we will be placed to pursue emerging opportunities.

As one of Australia's longest standing research-intensive universities, we have a distinct advantage over many of our competitors. Our decades of excellence in research enable 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 that 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 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.

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 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 focus on the 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 teaching excellence and a positive student experience remain pre-eminent objectives. The University's reputation rests heavily 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 a significant impact on the world.

Great research universities teach the best students, and their graduate programs educate the next generation of researchers, teachers and leaders in the professions, the public service, industry, and business. Recognising this, we will increase the emphasis we place on postgraduate research and 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 effective and extensive marketing and promotion, and the provision of high-quality 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 will deliver real benefits to contemporary society.

The University's aspiration to become a great research university 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. Commencing in 2008, the Support 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.

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, as a provider of skilled graduates, as a generator of multi-disciplinary and inter-disciplinary research addressing real social and economic needs, and as a source of expert advice. We have adopted the 'Life Impact' motto, acknowledging the multi-faceted impact that the work of University makes on individuals and on society as a whole. The potential benefits of dynamic engagement are great, and if we are to be recognised in the future as a great research university, engagement with the broader community – locally, nationally and internationally – will be essential.

Over the past five years, the University has been progressively shifting its activities to align more closely with community, state, national and global priorities. We have developed new programs in much-needed areas, successfully bidding for new student places in programs such as medicine, dentistry, nursing, mining, and pharmaceutical engineering. At the same time, we have entered into partnerships with the defence industry, created opportunities in China, 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, in the areas of Climate Change and Sustainability, Defence Communications and Information Technology Networking, and Visual Technologies. This renewed sense of research focus will be taken further over

the next five years, into areas such as Natural Resource Management, Health and Ageing, Defence Science and Engineering, Minerals and Energy Resources, and Neuroscience. All of this has assisted us to obtain additional funds for reinvestment in scholarships, facilities and staff recruitment and development.

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;
- Continually improve the quality of the educational experience we provide to our students;
- 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 education, research and research training, 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

Strategic Direction

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. 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. 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 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.

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 State Government Strategic Plan, together with associated documents such as the State Infrastructure Plan, will remain very significant for the University, as they provide the framework for State Government priorities and investment in research 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. The University has had a growth strategy in place over the past three years which has been very successful for domestic students. Greater emphasis will be placed on the recruitment of international students in the next five years. During 2008, the University will review its research degree offerings to be sure it is addressing emerging markets in the most effective manner. In particular, the University will consider the nature of the doctoral program and the establishment of alternative pathways for entry for international students.

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. The University's relationships with its research partners, which provide supervision and facilities for many research students, will 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 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 who will be future leaders in their chosen field.

Targets

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

		Total (\$mill)	
		2006	2012
Research Income	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;
- An increased University share of total national research income to at least 6.25%; and
- Average growth of 10% pa in weighted DEST publications points.

By 2012, the University will achieve the following Higher Degree by Research (HDR) targets:

		2007	2012
Higher Degrees by Research	Domestic	1041	1,330
	International	215	470
	Total	1,256	1800

- An annual commencement of 400 new HDR candidates from 2008

Strategies

Research

1. Prioritise investment in areas of research strength, strategic importance and competitive advantage through the establishment of internationally recognised, multi-disciplinary and inter-disciplinary research groupings that will harness cross-faculty collaboration where appropriate, maximise opportunities for partnerships, and create new opportunities for leveraging international research funding.
2. 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. 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. 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. Reassess the funding of University Research Centres, their governance, performance management and roles, in the broader context of fostering high-quality research activity within the University.
6. 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. 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;
8. Foster an entrepreneurial culture by developing incentives, policy frameworks and support services that will promote research impact, knowledge transfer and the continued growth, productivity and commercialisation of our research outcomes;

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

Research Training

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

Strategic Direction

In a great research university, education and research are not alternatives but integrated, mutually supportive and equally valued activities. Research-intensive universities such as ours are able to 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. We intend to build on this distinction and ensure that it is central to the student experience. Our curriculum and teaching will continue to be influenced by our research and be developed and presented by excellent teachers: some may be primarily focussed on teaching, but all will incorporate current research in their pedagogical practice. Our students will be given the opportunity, wherever possible, to apply the research methodologies that they learn in meaningful ways and on meaningful issues, drawing together the skills that they learn as a part of their program of study. This will be facilitated through the professional development of our staff; by the provision of appropriate opportunities and support to conduct research; and through the continual renewal of our staffing base by attracting and retaining the best teachers and researchers in their fields. It will also involve an increased commitment to the development of postgraduate coursework programs and pathways to a research career, reinvigorating the development of future leaders of this University, the broader academy, government, business and industry.

To develop the scale necessary to ensure the sustainability of our operations we will continue to increase and diversify our student body, particularly in the areas of postgraduate coursework and postgraduate research. This will increase the viability of our program offerings overall, thus helping us to meet market demand for highly trained graduates, to raise the entry standards of the undergraduate students we attract, and to ensure the maintenance of our traditional depth and range of disciplines. A broad range of disciplines provides greater choice for students, a wider variety of skilled graduates for employers and a greater breadth of disciplinary input into the University's research programs.

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. 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.

Within this framework we must be increasingly mindful of the demands on modern students. Many students now have to 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 many aspects of our educational activities: to the design of programs; to the hours, locations and modes of delivery of teaching; 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.

At a time when global boundaries are rapidly disappearing and graduates who are educated within a global context are keenly sought, the internationalisation of the University is another vital element of our future. 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 and comparative 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.

The provision of excellent and innovative program offerings, high-quality supervision of student research, and student-focussed administration and support services 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.

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.

Targets

By 2012 the University of Adelaide will achieve:

- The following student load targets:

		Domestic		International		Total	
		2007	2012	2007	2012	2007	2012
Commonwealth Supported Places	Undergraduate	9,694	11,000			9,694	11,000
	Postgraduate	187	700			187	700
	Higher Degrees by Research	1,041	1,330			1,041	1,330
Fee Based Load	Undergraduate	176		2,567	3,500	2,743	3,500
	Postgraduate Coursework	689	1,000	1,342	2,000	2,031	3,000
	Higher Degrees by Research			215	470	215	470
	Total	11,787	14,025	4,124	5,975	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;
- 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

Teaching Quality and the Student Experience

1. Develop an enhanced graduate student experience through the introduction of high-quality tailored programs, intensive delivery options, and dedicated facilities and support services. These will ensure availability of clear pathways to career-friendly postgraduate qualifications and enhanced employment opportunities.
2. Maintain, monitor and enhance regular and effective processes of evaluation, review and program development to ensure: that the highest standards of excellence are integrated within curricula and course materials; that all programs have scholarly integrity and are informed by the latest research methodologies; that programs are accessible and relevant to their students; that programs are compliant with national codes of practice and the demands of professional accreditation; and that they meet the expectations of both academic and professional employers.
3. Develop, build and utilise the skills and strengths of our teaching staff through mentoring, peer-review and succession planning; 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.
4. Enhance the teaching skills and teaching practices of our staff through professional development and regular performance planning and review; recognise and reward Faculty, School, and individual practices that foster excellence in learning and teaching; encourage and support initiatives that will improve learning outcomes for students; and develop processes to minimise the administrative burden on academic staff.
5. Ensure, by implementing a comprehensive transition, evaluation, support and intervention program, that students: have appropriate opportunities for entry through a variety of pathways; have the requisite entry skills that will allow them to succeed; are effectively inducted into tertiary study; and are well supported during their first year at university.
6. Enhance the support provided to continuing students to maximise their retention and progression, by proactively monitoring academic progress and intervening when necessary to assist in managing their academic workload.
7. 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.
8. 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.
9. Ensure that the quality of teaching, the student experience and the ability of staff to undertake research are not diminished by student growth or capacity constraints; and take steps to ensure that the University's international student profile is appropriately balanced between faculties.
10. Actively value and expand the cultural diversity of our student profile; include, where appropriate, an international dimension in curricula; increase the opportunities for domestic students to study other languages; provide opportunities for students to undertake a proportion of their research and study at universities overseas; 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.

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

Growth, Efficiency and Sustainability

12. Increase the accessibility and attractiveness of our educational programs through the design and provision of new student entry options and more flexible study pathways; and pursue opportunities for the collaborative or co-operative delivery of programs and courses with external partners, locally, nationally and internationally.
13. Review, consolidate and rationalise degree structures and program offerings to ensure that programs, courses and curricula: are simple, coherent, relevant and responsive to students' academic and career aspirations; develop in our graduates the attributes they need to make effective contributions to the organisational success of their future employers; are financially viable; and support greater opportunities for multi-disciplinary and inter-disciplinary collaboration.
14. Increase the University's postgraduate student profile by developing a clear growth strategy and implementation plan for domestic and international postgraduate coursework student support, including: developing policies, processes and standards to ensure the viability of programs; establishing appropriate levels of academic support; providing the physical and information technology resources to which these students are entitled; and developing integrated administrative structures that will centrally support the expected levels of growth.
15. 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; further developing high-quality twinning and articulation programs and international partnerships; identifying and implementing best-practice examples of internationalisation of curriculum and delivery; and enhancing opportunities to commercialise our intellectual property internationally.
16. Continue to develop our Singapore campus in partnership with the Ngee Ann Kongsi; maintain a teaching presence in Hong Kong in partnership with a local university; and develop cooperative relationships with higher education and research institutes in key countries such as Malaysia, India and China.

Enabling Services and Resource Capability

Strategic Direction

To realise our aspirations and growth targets the University will require staff, services and resources that can support a significant increase in research and teaching activities. A university is only as strong as its staff and students. Having outstanding staff is a prerequisite for any university that seeks to be regarded as an institution of choice for the best students from Australia and around the world. To build and enhance our research profile also demands the availability of a critical mass of outstanding research-active staff. Attracting, developing and supporting staff in their academic endeavours is therefore a fundamental objective of this plan. Providing our staff and our students with the appropriate facilities, services and resources to enable their success is equally important.

The **Great People** strategy and the **Healthy University** strategy will foster a working environment that meets the many and varied needs of our workforce and our students; supports best practice in recruitment and retention processes; and delivers outstanding health, safety and wellbeing benefits.

Services and support for staff and students are provided at all levels - Discipline, School, Faculty, Branch and Division - across the University. It is important that our processes are efficient and integrated, with clear lines of accountability and responsibility across all levels.

The **Service Excellence** strategy, funded jointly by the University and the Commonwealth Government, aims to relieve academics of unnecessary administrative responsibilities by identifying and addressing gaps in services and by developing and implementing more effective support services 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.

By simplifying and standardising administrative business processes across the institution and extracting the latent economies of the benefits of scale, the Service Excellence strategy will:

1. Improve efficiency by reducing the need for low-level administrative work by academic staff;
2. Increase our ability to provide strategic and advisory services to support decision-making by the academic and student community;
3. Enable additional investment in research and teaching; and
4. Result in an improved understanding among University staff of the services that can support the University's goals.

The **Building Life Impact** strategy is a significant investment in the continuous improvement of our facilities and infrastructure, encompassing a program of major capital works that is the most ambitious building initiative in the University's history. \$400M will be invested over the next four years with \$80M to be spent in 2008. The program will significantly enhance the University's learning and teaching environment, strengthen its research capacity, and contribute to its environmental sustainability. It 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. An increasing focus on the co-operative development of our current and future stock of buildings, in partnership with government and industry, is an important element of our future physical infrastructure plans.

Improving our information technology infrastructure is also of critical importance. The **Digital Future** strategy commits the University to investigating and developing, in collaboration with University staff and students and a number of world-leading suppliers, the optimum digital technology platforms for learning and teaching across the University.

Whether in digital form or paper, our staff and students require immediate access to academic information. Without a great library you cannot build a great research university. Access to library resources that are responsive and relevant is crucial to academic success and the **Great Research Libraries** strategy will ensure that a significant investment is made in the resources of our libraries, as well as library management systems and their infrastructure.

To ensure the University's future as a part of the South Australian community, it is also essential that we adopt sustainable practices throughout the organisation. **Sustainable Adelaide** will drive the University's involvement in state and federal schemes and in the transformation of business processes which aim to reduce our ecological footprint and our impact on the State's natural resources.

The **Improved Compliance and Risk** strategy will ensure that there are frameworks in place to minimise risk and protect the reputation of the University.

Primary Goal

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

Targets

By 2012 the University of Adelaide will:

- Have succession plans 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%;
- Maintain the three year WorkCover Self Insurance rating;
- Achieve a Lost Time Injury Frequency Rate in the bottom quartile of benchmark universities;
- Increase satisfaction with internal processes and decision making as measured by the Staff Survey and other ad hoc surveys and feedback mechanisms;
- Reduce the amount of academic management time spent on low-level administrative work by 20%;
- 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;
- Achieve and maintain capital expenditure to depreciation ratios of no less than 2.0;
- Reduce backlog maintenance to appropriate benchmark levels;
- Provide access to library resources for staff and students at the level of comparable Go8 and international research universities;
- Reduce the unit cost of the top 5 administrative transaction types by 20%;
- Implement enterprise-wide risk management and legal compliance frameworks;
- Comply with records management mandated standards;
- Reduce paper consumption per FTE by 20% across the University;
- Reduce electricity use per EFTSL by 20%;

- Increase the percentage of green energy consumption as a proportion of total energy consumption by 5% from 2009; and
- Reduce water usage per EFTSL by 20%.

Strategies

Great People

1. Develop and implement a 5 year workforce development plan that takes into account employment market trends, the University's workforce requirements and positions the University as an employer of choice.
2. Recruit, develop and retain people capable of delivering the research and teaching objectives of the University.
3. Ensure that equality of opportunity is an intrinsic element of our recruitment and career development policies.
4. Re-engineer the attraction and retention processes by which the University recruits academic and professional staff.
5. Provide relevant induction mechanisms to ensure that staff are aware of their legal and moral obligations as employees.
6. Ensure that the workplace environment recognises the value and contribution of its staff.
7. Improve performance management by determining the key actions required to drive performance excellence while complying with the Higher Education Workplace Relations project requirements.
8. Attract and retain key staff by recognising and rewarding people and delivering outstanding career development and career opportunities.
9. Develop programs that provide outstanding leadership and development opportunities for middle management, senior and executive staff.

Healthy University

10. Create and engender a University culture that values health, safety and wellbeing as fundamental components of the work environment, supported by appropriate governance, management structures and operational strategies.
11. Develop and train staff to provide them with the appropriate skills to be an active participant in a Healthy University culture.

Service Excellence

12. Implement the Service Excellence program to improve service delivery and reduce the need for academic staff to be involved in unnecessary administrative work, enabling them to focus on the academic objectives and endeavours of the University.

13. Ensure the coordinated development of student administration and support systems, human resource management systems, finance and procurement systems, other support systems and information technology infrastructure required to meet the strategic changes in research and education service delivery.
14. Plan for the acquisition (or development) of systems, information technology infrastructure and service support facilities required to achieve the University's strategic goals.

Life Impact Brand

15. Develop internal and external marketing, communication and media strategies that comprehensively convey the mission, vision and values of the University; enhance the public image and reputation of the University, locally and internationally; and help to build our levels of engagement with the broader community.
16. Develop marketing and communication plans that support the University's strategy for student growth and teaching quality.
17. Develop marketing and communication plans that support the University's strategy for research growth and research impact.

Building Life Impact

18. Update the five-year Infrastructure Plan to ensure the University is provided with the infrastructure required to support the projected growth in teaching and research activities.
19. Refurbish and redevelop the 10 Pulteney Street Building to meet the teaching and research requirements of the Faculty of Professions.
20. Complete the new Engineering Building and redevelop the Engineering Precinct to enhance the University's position as an Australian leader in Engineering, Maths and Computer Sciences.
21. Implement the Vet School development at Roseworthy Campus, in partnership with State and Commonwealth governments, to meet the market demand for Veterinary Science.
22. Implement the Wine Innovation Cluster at the Waite Campus.
23. Develop and implement the plan for the infrastructure needs of Health Sciences to support growth in teaching and research activities.
24. Implement the co-location plan for Humanities and Social Sciences.
25. Implement the co-location plan for the Faculty of Sciences.
26. Create a network of learning hubs across the University's campuses that will provide an enhanced learning focus and one-stop-shop services for students.
27. Ensure that all buildings are developed and maintained in accordance with: the University Sustainability Policy; health, safety and wellbeing standards; and art and heritage principles.

Digital Future

28. Deliver flexible, responsive and appropriately networked information technology structures and processes that support and facilitate collaborative research, efficient information sharing, on-line research collaboration and innovation, and protection of intellectual property.
29. Provide strategically aligned and scalable computing structures and processes, University-wide foundation information technology infrastructure, and the computing environments necessary for the manipulation, storage and transport of large amounts of digitised research data.
30. Employ the latest generation of on-line teaching and learning technology to support the educational and information needs of local and international students.
31. Enhance the student experience by ensuring that on-line student forums and collaboration spaces are up-to-date and relevant.

Great Research Libraries

32. Invest in library resources that will achieve parity with G08 and other great research universities, nationally and internationally, of equivalent size and disciplinary scope.
33. Further develop library services, digital and print collections, and library information systems that meet the expectations of users in the digital future environment, the University's research and education needs, and the life-long learning needs of alumni.

Sustainable Adelaide

34. Ensure that the University is a leader in operational sustainability and minimises its environmental impact through environmentally sustainable practices in line with the University's Sustainability Policy.

Improved Compliance and Risk Management

35. Implement enterprise-wide compliance and risk management frameworks to ensure that the University meets its contractual, legislative, risk-management and records management obligations and objectives.