

THE UNIVERSITY
OF SYDNEY
2011–2015
WHITE PAPER



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SYDNEY





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We wish to acknowledge that the University of Sydney stands on the traditional lands of the Eora nation. The University acknowledges that ancient and continuing connection to this land, as we seek to serve the Indigenous and non-Indigenous peoples of Australia.

Opposite: Sunset over the University's Front Lawn and south wing of the Quadrangle.

Cover images:

Top: Benjamin James Spinks Pope, studying for a combined Arts/ Science undergraduate degree

Middle: Professor Nalini Joshi, who in her role as president of the Australian Mathematical Society is calling for action to stem the declining number of students studying serious mathematics in Australian schools.

Bottom: The Quadrangle.



WELCOME TO THE TOWER
MADE BY THE TOWER

PROLOGUE

Over the past 10 months the University has been engaged in wide-ranging conversations both internally and externally about its strategy for the next five years and beyond. In this period, a clear vision has emerged, not only of the direction we should take, but also of the way in which we should conduct our life together. It has been an exciting time.

During that process of consultation, it became clear how rightly proud we are of working and studying at the University of Sydney. By any measure, this is a remarkable institution, in the top 1 percent of research universities in the world. Consider just two metrics of our work in 2009. That year we received more research grant funding from the Australian Research Council than any other university in Australia. We were also, for the fourth year in a row, recognised by the National Union of Students as the university offering the best student experience in the country. It is not surprising that our alumni include both Nobel Prize winners, and national and international leaders.

During our consultations it also became clear that staff and students are keen to maintain this tradition of excellence. We are not complacent. The Green Paper *The University of Sydney 2011–2015* outlined both the external and internal challenges that we face in maintaining our current position. Respondents to the Green Paper echoed our concern about increasing international competition for the most able staff and students. They spoke, too, of the University's organisational complexity, and the consequent difficulty of collective planning and decision-making for the institution as a whole. They were concerned about the state of our physical infrastructure and keen to see the financial resources of the University wisely used. Staff and students wanted to ensure that none of these challenges weaken the growing global impact of the University's work.

This White Paper offers commentary on our Strategic Plan 2011–2015 and how we propose to meet these challenges. The strategies it describes touch upon every area of our work. In education, we aim to make the student experience of the University richer and easier to navigate. We will achieve this through: a new University-wide approach to curriculum renewal, including a review of our undergraduate generalist degrees; new mechanisms for promoting pedagogical best practice throughout the institution; a suite of initiatives for enriching our students' experience of campus life; and a major overhaul and simplification of our systems of student administration. In research, we aim better to identify and support our research strengths and to invest in a small number of major cross-disciplinary research and education initiatives in areas of national and international importance. Thus we will establish a University-wide centre for the study of obesity, diabetes and cardiovascular disease – three of the chronic conditions that claim most lives in Australia and that are of growing importance in both the developing and industrialised world. In our work internationally, we have a suite of initiatives both to make our campuses more open to the world, and to make it easier for our students to acquire international experience. More locally, we have plans to build much deeper links in both education and research with industry and business communities and with identified local and rural communities. Finally, the Strategic Plan outlines new ways in which we can engage in collective planning and decision-making, and ensure academic and financial accountability, enabling the University to build on its extraordinary academic strength and to manage its finances and infrastructure effectively.

We are confident that the strategies outlined in this White Paper and Strategic Plan are vital to building upon the work of this great University, and that implementing them will be important to ensure its ongoing international competitiveness.

An epilogue to the White Paper offers a vision of the University in 2015: it is a vision that we believe to be true to our core purpose and values as a community, and consistent with much of our history and current life. But it is also a vision of a University better equipped for the challenges of an increasingly competitive global higher education sector.



CHAPTER 1

OUR PURPOSE AND VALUES

1. OUR PURPOSE AND VALUES

The University of Sydney is a large and diverse institution, but one with a strong shared identity. Its work covers an unusually broad range of disciplines. It is spread across nine campuses in the Sydney metropolitan area alone, and works from a large number of sites elsewhere in Australia and overseas. But despite the University's size and diversity, the consultations around our strategic planning process have revealed deep commitments that bind us together as a community and that must be included in shaping our strategic plan.

First, we share a very clear sense of purpose. The expression of that purpose first proposed in the Green Paper, *The University of Sydney 2011–2015*, resonated with both the history and the current ethos of the institution. It is that:

We aim to create and sustain a university in which, for the benefit of both Australia and the wider world, the brightest researchers and the most promising students, whatever their social or cultural background, can thrive and realise their full potential.

Second, and even more deeply, our consultations demonstrated that the University shares two key values, values that run like a thread through almost all of the strategies that we propose in this White Paper. One of these concerns the type of work to which we aspire, and the other concerns the way in which we should organise our life together as an academic community. We admit that these values have not always been reflected in everything that we have done as an institution, but they are true to both the vision of the founders of the University, and to our aspirations for its future. The first of these values is that of 'engaged enquiry'. The second is one of 'mutual accountability'.

(a) Engaged enquiry

The University is a place of 'enquiry'. It is a place in which ideas, both new and old, are learned, tested, challenged and modified. This is as true for our first-year undergraduate students as it is for our most experienced teachers and researchers. The University of Sydney sees itself primarily as a place in which the skills of critical thinking are sharpened and exercised: a place where ideas are neither accepted nor rejected too hastily.

We aspire to undertake the task of enquiry in a way that can best be described as 'engaged'. This notion of 'engagement' holds together three aspects of the work of a research university that are sometimes disconnected.

First, it holds together education and research. There should be a seamlessness in the learning of our students and our researchers as they work to sharpen their skills in critical thinking and analysis for the purpose of advancing knowledge and understanding. This connection between education and research was presented in the Green Paper as implicit in our statement of purpose. We said that, on the one hand, "the statement of purpose positions the University as a quality research institution of both national and international significance, a home to the brightest researchers", in which research is understood as "that which produces a significant and original advance in knowledge or understanding." But we also said that "the statement of purpose ... implies a particular type of educational experience for the most promising students", one that "brings them into contact with the brightest researchers, and trains them in the type of critical thinking" that we so value. There is an assumption here that all our academic staff are research active even if, in a way made possible by recent changes to our employment and promotions arrangements, they take time during the course of their career to focus on their teaching, rather than research, or the subject of their research becomes the pedagogy of their discipline, rather than the discipline itself. Our vision for the work of the University is one that unites researchers and students in a common task. That is why Chapter 3 of this White Paper addresses both education and research together and draws out connections between them.

Second, the notion of engaged enquiry holds together the work of the various academic disciplines. We are committed to honing the methodologies of the traditional disciplines. But we are also committed to bringing the disciplines together to solve complex research problems and to develop new methodologies at the intersection of the older fields of learning. Cross-disciplinary teaching and research is core to our vision for the development of the University's work. The Green Paper proposed that the University might undertake to advance various cross-disciplinary programs of research and education in a coherent and coordinated way, and that proposal was positively received in the consultation process.

Finally, the notion of engaged enquiry holds together the work of the University and the life of the various communities – local, national and international – of which it is a part. We believe that our research should address, and be informed by, the questions that our communities are facing and their insights in responding to them. Moreover, we believe that our teaching and learning should both equip our students for leadership and service in the community, and give them opportunities for community-based learning. In our concept of community, we include not only civil society, but also government, the intergovernmental organisations, and the business world. It is important to emphasise, however, a point made in the Green Paper: “the statement of purpose assumes that the particular type of social contribution that we have to make is that which can only be made by the brightest researchers and most promising students.” In other words, engagement with our various communities is not ancillary to our work in education and research: it must both flow from and contribute to that work. This final aspect of the value of engaged enquiry is strongly reflected in the story of the foundation of the University presented in the Green Paper, with its commitment to both fundamental enquiry and social transformation. It is also reflected in what the 5500 or so staff, students and external stakeholders who participated in the 2008–2010 Brand Project consultations told us they valued about the University: a tradition that married academic excellence with a commitment to the various communities that the University serves.

(b) Mutual accountability

Key to the proposals of the Green Paper and to the Strategic Plan is a governance value of ‘mutual accountability’. This is the notion that individual members of the University, and the academic communities of which they are a part, should be accountable to one another for their contribution to the academic and financial health of the institution. This not only has implications for our commitment to, and expectations of, individual staff and students; it also has implications for our approach to decision-making, and for the relationship between the various academic communities that constitute the University.

In relation to individual members of staff and students, this notion of mutual accountability implies that the University has a responsibility, as the statement of purpose puts it, to create and sustain the conditions in which they can “thrive and realise their full potential.” Staff and students told us that mutual respect was essential to their conception of a safe and supportive working environment, and we see accountability and respect as values that are interdependent. In creating this environment of accountability and respect, we must take into account, and promote, the diversity of our staff and students. As we said in the Green Paper, “the statement of purpose suggests that the University should be looking for the greatest talent wherever it is to be found”, and “should be agnostic regarding the nationalities of its researchers and students.” The statement of purpose is also “inclusivist in its assessment of [a student's] intellectual ability, focusing on their promise at the point of entry ...” We need the talents of the most able staff and promising students, and to create the conditions in which they can flourish, if we are to maintain our commitment to engaged enquiry in education and research.

In relation to our approach to decision-making, the concept of mutual accountability implies a commitment to what is sometimes known as shared governance. This is not simply that decision-making will involve consultation with affected stakeholders, although that is certainly the case. It also entails a vision of the relationship between the different academic communities that constitute

the University as a whole. In particular, individual academic communities are part of a network of collaboration and accountability for the good of the University. Each community owes a primary accountability to those other communities within the University with whom it shares broad disciplinary or professional commonalities, and beyond them, to the University as a whole. It is this sense of mutual accountability between constituent academic communities that means the University is a community of scholars and not merely a trademark licensing agency for a group of unrelated small businesses. Strategic planning for one part of the University needs crucially, therefore, to take into account the work of related areas of the University and the ambitions of the University's Strategic Plan. The governance reforms that have taken place in the University over the last two years, and those that are proposed in this White Paper, aim to create fora for decision-making in which groups of academic communities hold one another both financially and academically accountable, develop their plans in a coordinated way and, where possible, encourage the sharing of resources. This is key to resolving some of the complexities of our existing structures with their tendency, explored in the Green Paper, towards splintering our academic effort and failing to maximise the potential of the intellectual and financial resources of the University.

These concepts of 'engaged enquiry' and 'mutual accountability' that we have identified in the strategic planning process as core to the aspirations of the University (aspirations about both what we seek to achieve and how we seek to achieve it), are given an important role in binding the various elements of this White Paper together. With our statement of purpose they constitute a test of the extent to which our various initiatives do, or do not, meet our strategic directions.

2. THE NATURE AND STRUCTURE OF THIS WHITE PAPER

The relationship between this White Paper and our Strategic Plan is that the latter is comprised of 17 strategies and accompanying initiatives for which the former offers context and commentary. A copy of the Strategic Plan is appended to the White Paper as Appendix 1. The White Paper and Strategic Plan are not themselves a detailed financial strategy, although obviously their preparation has been informed by concurrent planning for the financial viability of the institution, and modelling of the financial assumptions on which they rely.

Readers of this White Paper will quickly see two things. First, there is much in the business of the University that is barely mentioned in these pages. We assume that the day-to-day business of the University will continue during the planning period, and that we have a duty continually to improve the quality of our performance in every area. The so-called 'Vice-Chancellor's Work Slate' is a good guide to our ongoing projects in performance improvement across the range of our work.

Second, some readers of the White Paper may be disappointed that so much of what we propose here consists not in bold single initiatives but in reforms to process, in exhortations that the University should do better much that it already does, and in projects that require significant further consultation and development. There are certainly some bold initiatives in this plan that will significantly enhance the quality of what we do. Were we to pick just three, we might point to: a major reform of the undergraduate generalist degrees so that the first year, in particular, better meets the needs of students; the establishment of a University centre for research and education regarding obesity, diabetes and cardiovascular disease, setting a new standard in cross-disciplinary research and education involving almost the whole University; and a radical reorganisation of student administration to create a new ease and seamlessness in the student's relationship with the University from first enquiry to alumni engagement. But much else of what we outline here is either still at the exploratory stage, or concerns process and the ways in which we are going to advance particular issues.

This is for two reasons. First, our challenge is not that cutting-edge practice is absent: we are leaders in many areas of educational and research practice. Rather, our challenge is that, from education and research to marketing and student recruitment, neither a coherent University-wide approach, nor comprehensive mechanisms for sharing good practice, are evidently in place. The Green Paper revealed

our primary current challenge to be that much of what is excellent about our practice remains local, and that the whole is often less than the sum of the parts. The overarching strategic direction of the next planning period must be to rediscover what it means for so large and disparate an organisation to be a single University, a federation of academic communities working more closely together. We believe that a program of initiatives aimed at giving coherence to the activities of the University as a whole would be transformative.

Second, it would, of course, be possible to bring coherence by strategic fiat, by declaring that the University should invest in this, withdraw from that, and adopt this or that approach in a range of areas. Some of the proposals in this White Paper are of that kind. But we believe that an important part of the changes that we are bringing to the University, changes described in Chapter 2, concern the way in which ideas are developed and implemented, and strengthen the capacity of the University to be what is sometimes called a 'learning organisation' – one that is constantly engaged in a process of critical self-reflection and performance improvement. To identify here that we need to develop a detailed strategy for a particular area is not simply to shelve the issue, nor does it represent a failure of the current planning process. It is to charge the Senior Executive Group (SEG), a body whose functions are more fully described in Chapter 2, with the task of developing and implementing a coherent University-wide approach to issues that have been identified as needing attention, and to do so within an agreed time frame, and with agreed mechanisms for determining success or failure.

Chapter 2 of this document begins with the issue of refining our governance structures. Given that many of the challenges outlined in the Green Paper in large part arise from failures in collective planning, we believe that governance reform could have a significant positive impact on the University's ability to achieve its aspirations, and is, in that sense, of strategic importance. Moreover, several of the strategies outlined in Chapter 3 and Chapter 4 require an understanding of our proposed new structures. Chapter 2 concludes with a section on a strategy for managing the size and shape of the University, including the key role in that process for our new governance structures.

Chapter 3 and Chapter 4 constitute the heart of our strategic program. They outline our strategies in education, research, and in building stronger local and global partnerships. Each strategy is followed by a list of initiatives that we will implement during the planning period. Many of the initiatives build on existing Work Slate projects, a table of which is included as Appendix 2.

Chapter 5 addresses key strategies in the areas of resource and cost allocation and the delivery of administrative and professional services, strategies that we believe to be essential if the financial sustainability of the University is to be assured. Chapter 6 is an epilogue that describes our vision of success for 2015.

After the approval of the Strategic Plan by the University Senate, there are three crucial next steps. First, SEG must agree divisional and faculty strategies that align with the direction that we have set for the University as a whole. This process should be finished in the first quarter of 2011. Second, SEG should agree implementation plans for the 17 strategies (or at least those that are not already underway) with the University-wide portfolios. Each of the strategies will give rise to a suite of Work Slate projects, the progress of which will be monitored and coordinated through the Work Slate process and thus reported through SEG to Senate. Work on these implementation plans should be finalised by the beginning of 2011. Third, the University services, such as Human Resources, ICT and Campus Infrastructure Services, must each agree with SEG their own responses to the Strategic Plan, and the program of work that they will undertake during the planning period to support it. These work plans will again be finalised by the beginning of 2011 and monitored and reported through the Work Slate.





CHAPTER 2: MUTUAL ACCOUNTABILITY: UNIVERSITY GOVERNANCE AND THE SIZE AND SHAPE OF THE UNIVERSITY

To achieve the aspirations of our strategic purpose, we need effective structures for University governance, transparent rules for the allocation of resources and costs, and efficient administrative and professional support systems. Indeed, for the reasons that we made clear in the Green Paper, we are firmly of the view that without significant movement in these areas our core aspirations in education, research and community engagement will be considerably harder to achieve.

The Green Paper sought to demonstrate that our current governance structures, which have been weak in their ability to provide University-wide coordination of the activities of faculties and other academic units, have had two effects. On the one hand, a lack of central control has created an innovative, entrepreneurial spirit in the faculties that has given rise to some real achievements. On the other hand, the University as a whole is now encumbered by a proliferation of degrees, policies, procedures and delivery platforms, by the duplication of effort and programs, and by other effects of this lack of University-wide coordination and collaboration. Our challenge is to address these weaknesses, to build a greater sense of mutual accountability and collaboration, without undermining the dynamism of local innovation and creativity.

Similarly, rules for the distribution of resources and costs to faculties have not always been clear, and have involved many hidden cross-subsidies and potentially perverse incentives for faculties. One peculiarity of the rules, for example, has related to so-called 'faculty reserves'. The faculties have regarded these as a source for future discretionary spending, while the University regarded them as a source of available capital for infrastructure development and spent them as such, usually with little University-wide conversation as to priorities. Another peculiarity has been a failure to allocate the costs of maintenance for physical infrastructure in any way that correlates with the amount and nature of the space occupied by an academic or administrative unit.

Finally, the Green Paper discussed duplication and complexity in our administrative and professional services. In part this situation has arisen because of a movement over the past 30 years towards the devolution of administrative and professional functions to faculties, with some return to a model of 'shared' or 'distributed' services in more recent years. The Green Paper acknowledged both that the current duplication and complexity in many of our administrative and professional services is costly and inefficient, and also that the faculties' experience of a return to a more shared services model had not always been happy.

Feedback during the consultation process, while divided on the best way forward, clearly reaffirmed our view that these fundamental foundations for our work were far from optimal in their current form and in significant need of reform. In this chapter we address the specific issue of University governance. Issues concerning the transparent allocation of resources and costs, and of the appropriate organisation of professional and administrative services, are deferred until Chapter 5. A second strategy briefly outlined in this chapter addresses the management of the size and shape of the University, including the anticipated role of our new governance structures.

STRATEGY ONE: REFINE OUR GOVERNANCE STRUCTURES

Since July 2008, there have been three major initiatives in reforming the University's governance structures. First, the Senate has reformed its committee structure to reflect more directly its various areas of responsibility. Second, the Academic Board has reformed its committee structure to focus its work on its core responsibility for approving academic policy and new degree programs, and for upholding academic standards.

Third, the authority vested by the statutes of the University in the person of the Vice-Chancellor has essentially been exercised through the so-called SEG and its various committees, which have taken responsibility for University-wide planning, decision-making and oversight. SEG is a fortnightly meeting of the Vice-Chancellor, Deputy Vice-Chancellors, Deans and other University officers. Through SEG, there has been participation in major decision-making from across the institution. This process is inevitably more time-consuming and complex than unilateral decision-making, but we have no doubt that it improves the quality of the decisions that we take.

In broad terms, the work of SEG involves:

- overseeing the implementation of the University's strategic plan
- maintaining the risk register of the University and ensuring appropriate risk mitigation within the context of our overall Risk Framework
- overseeing the curriculum and teaching, research and research training of the University in conjunction with the Academic Board
- approving University management policies
- approving the University's budget according to the principle of the University's economic model described below
- prioritising digital and physical infrastructure projects
- accounting to Senate for the financial and academic health of the University
- with the Academic Board, undertaking a rolling program of reviews of the work of the faculties.

On the whole, the establishment of SEG has been a success. However, an important difficulty remains with our current arrangements. This is that SEG and its committees can achieve collective decision-making, joint planning, and mutual accountability among academic communities only at the highest level. It is really concerned with issues of University-wide importance. It cannot achieve effective collective decision-making, joint planning and mutual accountability among cognate parts of the University larger than the faculty, but smaller than the University as a whole. (By 'cognate' we mean communities that share sufficient commonalities to make it possible for them to undertake these functions together, either professional or academic commonalities.) Yet it is at this level that the failures of planning that we identified in the Green Paper have been most acute. Moreover, the extent to which staff and students of the University are more or less represented at SEG depends upon the vagaries of our historic faculty structure.

(a) The reform of SEG

The essential structural reform proposed in the Green Paper and developed in the consultation process is twofold. It is first that the work of SEG should be divided among various divisional boards, each reporting to SEG, and exercising its powers in relation to a particular group of faculties, or individual faculty. The precise terms of reference of each board and the principles for the conduct of its business, including the nature of faculty representation on each, will be negotiated between the relevant faculties in the fourth quarter of 2010. It is inevitable that, given their varied composition, the principles for their operation and their membership will vary slightly. But in broad terms, the boards will be responsible for the following.

- Developing a strategic plan for the group as a whole, taking into account the strategic plan of the University and having regard to the financial and academic sustainability of the education and research activities of the constituent faculties. In doing so, the boards must maintain an appropriate balance

between local, national and international perspectives and take into account the needs of industry, business and the community.

- Developing a risk register for the group as a whole within the overall context of the University's Risk Framework, building on the risk registers of individual faculties.
- Encouraging curriculum development within and between the constituent faculties.
- Promoting cross-disciplinary research and teaching both between the constituent faculties and with other parts of the University.
- Agreeing research and teaching 'compacts' with SEG as outlined in Chapter 3.
- Proposing new courses on behalf of constituent faculties to SEG and the Academic Board.
- Approving, through the chair of the divisional board, the filling of existing posts and the creation of new posts, and accepting responsibility for ensuring that faculties seek to recruit the 'brightest researchers'.
- Exercising budgetary responsibility for its constituent faculties according to the principles of the University Economic Model described in Chapter 5.
- Accounting to the broader University, through SEG, for the academic and financial health of its constituent faculties, and participating in reviews of those faculties with SEG and the Academic Board.

Although the precise terms of reference and principles for the conduct of these boards will vary, they will share some commonalities of procedure. Thus, each of these boards will be chaired by one of their members and will have secretariat support provided by the University administration. The chair will be appointed by the Vice-Chancellor for a term of three years, and the faculty from which they are appointed will have additional representation on the board to allow them to act as an impartial convener. The Provost will be ex officio a member of each board. Boards will normally arrive at decisions through discussion and deliberation, with a view to arriving at a consensus. In the event that a consensus cannot be reached, decisions may be arrived at on the basis of a form of voting (to be agreed by each board). The chair of the board would not normally vote except in the event of a deadlock, in which case the chair would have a deciding vote.

The second feature of the reforms proposed in the Green Paper as they have developed through consultation, is that these boards should be represented on SEG according to the relative sizes of the academic communities that they represent and that the committee structure of SEG should be reformed so as to discharge its work more effectively. The committees of SEG, besides the various boards, should be:

- Education and Research Training
- Research
- Curriculum (including the work of the existing Course Profiles Steering Committee)
- Finance and Infrastructure (including ICT)
- International
- Indigenous
- Local and Rural Community Engagement
- Human Resources and Equity
- Information and Cultural Resources (Library, Museums, Theatres)
- Alumni, Development and Marketing.

A Services Reform Steering Committee will also be established for the period of the services reform described in Chapter 5. In each case, membership of these committees should not be restricted to members of SEG, and members should be selected on the basis of expertise rather than as representatives of any particular part of the University. Each committee will be chaired by a member of SEG, and SEG will conduct its business through these committees.

(b) The composition of the divisional boards

As for the composition of the different boards, in the Green Paper we proposed a structure based on a unique version of the American model of a College of Arts and Sciences and professional schools. Our choice of this model was largely driven by the assumption that one of the great challenges facing the University was the need for a fundamental reform of our major generalist degrees. So while Arts and Science (and some related faculties) may not have been cognate in any usual sense of the term, they did share a common bond as major undergraduate and postgraduate faculties with a shared interest in the reform of our core generalist degrees. This proposal met with a mixed reception. While there was considerable enthusiasm for the College of Arts and Sciences model in many quarters, there were also many critics, some who doubted that Arts and Science had sufficient in common to achieve our aims, and others who feared that this model would set up an artificial distinction between generalist and professional faculties that might inhibit rather than foster collaboration across institutional boundaries.

As a consequence, the Vice-Chancellor issued a short options paper during the Green Paper consultation period outlining again the purpose of these reforms, and offering three new options for consideration. These options included two further variants of a College model and a third option, based on divisions of the University sharing professional or academic commonalities and responding to much of the feedback in the original Green Paper consultations.

Although none of these options commanded unanimity in the University community, the option involving divisional boards clearly commanded most support. It is therefore this option that we propose to adopt. One weakness of this structure is that it involves three divisions that are comprised essentially of one existing faculty. In these cases, a divisional board will still be created for oversight of the faculty, involving representation from other divisions across the University. For any division comprised of a single faculty, the chair of the board should not be the dean of that faculty but a dean of one of the other faculties (most probably one of the deans from the other single-faculty divisions), so as to honour the principle that the chair be an impartial convenor.

The names of these divisions have yet to be agreed, but it is proposed that they should be seven in number and comprised of:

- Arts, Law, Education and Social Work
- Science, Veterinary Science, Agriculture, Food and Natural Resources
- Medicine, Dentistry, Nursing, Pharmacy
- Architecture, Design and Planning, Sydney College of the Arts, Sydney Conservatorium of Music
- Economics and Business
- Engineering and Information Technologies
- Health Sciences.

In the first two of these divisions, the connection between the relevant faculties is conceived of as intellectual, that they involve foundational disciplines and associated areas of professional education and research. In the third, the connection relates to common conditions of professional practice and shared needs in clinical education and research. In the fourth, a large part of the commonality between the faculties is the shared challenge of supporting and developing studio-based learning and creative practice-based research. The final three divisions consist of faculties the size of which make them viable as single-faculty divisions, although it is assumed that each will work closely with one of the first three divisions. In the second round of consultations, both Law and Sydney Conservatorium of Music made strong cases to remain as single-faculty divisions but, given the size of these faculties and the extent to which the logic of the reforms tells against having single-faculty divisions, these cases seemed less compelling than the arguments for including them in a multi-faculty divisional structure. As for representation on SEG, we propose that SEG should consist of the Vice-Chancellor and Deputy Vice-Chancellors, the Chair of the Academic Board, Chief Financial Officer and Director of Human Resources, four representatives from each of the first three divisions, three from the fourth, and two from each of the single-faculty divisions.

(c) Other structural issues

As well as these broad divisional groupings, the most appropriate place for particular disciplinary communities within a revised governance structure was also canvassed in the Green Paper. In particular, it was suggested that Economics and Econometrics might be better placed in a broader social science grouping in the Faculty of Arts. Similarly it asked whether it would be more appropriate for Agricultural Economics in the Faculty of Agriculture, Food and Natural Resources to be aligned with an Economics grouping or an Agricultural Science one. We also raised, in passing, a question about whether Urban Planning would be better aligned to social sciences as well. In the course of the consultation period, however, a substantial joint submission from Urban Planning and Human Geography argued forcefully for an alliance of both these disciplines and their transfer to a social science grouping in Arts. This idea was opposed strongly by the Faculty of Architecture, Design and Planning. Finally, we raised the issue of a greater concentration and higher profile for social scientists in the University, particularly in the Faculty of Arts.

During the consultation period we were impressed by the extent to which staff were open to considering these questions at greater length. While some staff had understandable concerns about these proposals many were open to further consultation, in particular about ways in which such concerns might be addressed. Following the consultation period all these questions remain live, and over the coming months we plan to pursue further discussions with a view to resolving them.

Only the question of Economics seems to us to warrant a final decision at this stage. This is largely because it will have profound implications both for our business school and for the question of the profile of the social sciences in the Arts faculty. Delaying a decision on this question is likely to hamper our efforts to create, and build the profile of, a significant and coherent grouping of social scientists in the University. For this reason we propose that Economics, but not Econometrics, should be moved as a disciplinary group from the Faculty of Economics and Business, and that arrangements should be made with those faculties about the ongoing teaching of economics to first-year commerce and economics students. The Graduate School of Government and the Centre for International Security Studies should, similarly, be moved to a re-titled Faculty of Arts and Social Sciences. Thus we envisage that the Faculty of Economics and Business will be renamed, removing Economics from the title.

While the location of particular disciplines is an important consideration, at this point in the strategic planning process the critical issue is the finalisation of the divisional communities that will help to organise our future. In opting for a specific divisional structure, however, it is important to highlight a number of key features of this proposal. One way of approaching this question is perhaps to stress what this structure is not.

First, the divisional proposal does not involve a merger of faculties. On the contrary, each faculty will retain its distinct identity, continue to brand itself as a faculty and sustain its existing relationship with particular professional and external communities. This structure aims instead to bring faculties together into ongoing coordinated deliberation about academic and financial planning. Second, this model does not involve the imposition of an additional layer of bureaucracy, unlike earlier efforts to restructure the University. Here we propose that the divisions are unions of faculties, charged with promoting their singular and collective welfare. The bureaucracy associated with any divisional model would be minimal and all the deans of the faculties would continue to be line-managed by the Provost. The faculties would be partners assisting each other and assisting the University, not relegated to the margins of a centralised organisation. This is a form of university governance that clearly embodies our commitment to mutual accountability.

In order to achieve this strategy we will:

- 1(a) Create new divisional boards as committees of SEG to bring faculties together in a relationship of mutual accountability. These divisional boards will be comprised as follows: Arts, Law, Education and Social Work; Science, Veterinary Science, Agriculture, Food and Natural Resources; Medicine, Dentistry, Nursing, Pharmacy; Architecture, Design and Planning, Sydney College of the Arts, Sydney Conservatorium of Music; Economics and Business; Engineering and Information Technologies; Health Sciences.
- 1(b) Agree with each of the Deans of the faculties and with SEG the membership, terms of reference and rules for the conduct of the business of the divisional boards.
- 1(c) Charge the divisional boards with the task of overseeing the development of faculty strategic plans and developing a strategic plan for the division as a whole.
- 1(d) Restructure SEG to better represent the scale of University activity within the divisions.
- 1(e) Reform the subcommittees of SEG to reflect the full range of responsibilities of the reconstituted SEG.
- 1(f) Transfer the Discipline of Economics from the Faculty of Economics and Business to the Faculty of Arts, creating a new School of Economics within that faculty and renaming the Faculty of Arts as the Faculty of Arts and Social Sciences and the Faculty of Economics and Business as the School of Business (with the status of a faculty).
- 1(g) Transfer the Graduate School of Government and the Centre for International Security Studies from the Faculty of Economics and Business to the Faculty of Arts.
- 1(h) Determine the most appropriate place in the faculty and divisional structure for disciplines such as Agricultural Economics, Econometrics, Urban Planning and Human Geography.
- 1(i) Continue to discuss ways in which we might better profile and coordinate teaching, research training and research in the social sciences, particularly with key stakeholders in the Faculty of Arts. This might involve consideration of such questions as the structure of the School of Social and Political Sciences and the formation of a Graduate School of Social Sciences.

STRATEGY TWO: MANAGE MORE EFFECTIVELY THE SIZE AND SHAPE OF THE UNIVERSITY

Throughout the Green Paper we described the type of University that we wanted to be, and the various challenges that we faced in realising that vision. We did not specifically address the desired size and shape of the University. In setting this issue aside, it was not that we thought it unimportant. Rather, it was that consideration of that issue in the abstract, divorced from the detailed planning of the faculties and divisions, seemed to us unhelpful. Having outlined a new structure for University governance, however, we can begin to unpack the way in which it might be more effectively managed over the planning period.

The question of the size and shape of the University might be thought to have two dimensions: that of the fields of study in which the University wishes to engage, and that of its student mix as regards the relative sizes of different student cohorts. As regards the former, we said in the Green Paper that the tendency of the new structure for decision-making we proposed, “should be towards focusing, rather than expanding, our activity.” This was because the new boards we proposed for bringing together the work of various existing faculties were “to be given the important task of applying our statement of strategic purpose as a test of what they do.” But we did not ourselves make specific proposals either for fields of study from which the University should withdraw, or new ones that it should enter. That seemed to us to be appropriately the work of the newly constituted boards themselves, particularly in the process of developing faculty and divisional strategic plans that will be one of their first tasks. Our assumption, however, is that we will remain a comprehensive university.

Some readers interpreted our remarks in the Green Paper, together with our commitment to close contact between researchers and students, as an undertaking to reduce the absolute numbers of students within the University. This is not necessarily the case: the point is that we need better to manage both the size and shape of the student population profile across the institution. We retain the doubts expressed in the Green Paper that really significant overall growth is either possible or desirable. There are areas of the University in which overcrowding and staff–student ratios affect the quality of the education that we can provide and in those areas it is likely that we will contract absolute numbers. Nevertheless, given current structures for the funding of higher education in Australia, it is also likely that the University must remain large by international standards to sustain its research excellence. Moreover, while some parts of the University should doubtless contract, there are areas that have capacity for targeted growth, and the University could see some contained growth in numbers overall. The extent of that growth would obviously be dependent upon student mix and appropriate staffing and infrastructure support. It is our contention that these issues can really best be tackled, not by setting specific planning parameters at this point, but by establishing the process outlined below for the ongoing management of the size and shape of the University.

The only aspects of student mix for which, after consultation, we do think that we can set broad planning parameters at this stage concern the relative size of our undergraduate and postgraduate and our domestic and international student cohorts. Given the very high quality of our undergraduate student population, we believe it implausible that the University should move to a predominantly postgraduate student mix, though some movement in this direction is desirable. For this reason, we anticipate that during the planning period we will work towards a mix of between 60 and 70 percent undergraduate student load (the figure is currently 74 percent), between 10 and 15 percent postgraduate research student load (currently 9 percent), and between 20 and 30 percent postgraduate coursework student load (currently 17 percent). As for the domestic and international student load, we anticipate that international students will make up between 25 and 30 percent of our load (currently 22.3 percent), but are keen to diversify our international student cohort both by discipline (some parts of the University need to grow their international student numbers, while others need to maintain or reduce them) and by country of origin. A student mix such as this seems compatible with our statement of purpose and, in particular, with building strong local, national and international communities for the University.

Our proposed mechanism for better managing the size and shape of the University consists of two parts. First, the range of fields of study in which the University engages should be reviewed as part of the faculty and divisional strategic planning process that will be the first task of the new divisional boards. The question of the range of fields of study undertaken should then be revisited on a regular basis in the faculty review process that we have proposed. Second, SEG should ask the new divisional boards to agree student number targets with the Curriculum Committee on an annual basis and the Curriculum Committee should have responsibility for ensuring that those targets deliver a student load that is both educationally and financially justifiable. In reviewing the annual student load targets for each faculty and division, the Curriculum Committee should address not only the proposed mix of undergraduate and postgraduate, domestic and international student cohorts, of each unit, but also the extent to which it meets the targets proposed in Strategy Eleven for the admission of student groups currently underrepresented in our student population. In this way we believe that we can best manage the size and shape of the University in an academically and financially sustainable way.

In order to achieve this strategy we will:

- 2(a) Charge the divisional boards and the Curriculum Committee of SEG with the responsibility for reviewing annually the student load and mix to ensure educational and financial sustainability.



CHAPTER 3

ENGAGED ENQUIRY: INTEGRATED EDUCATION AND RESEARCH

Building on the value of engaged enquiry that we know to be so strong at the University, we have a clear vision for education and research. The University of Sydney is, and should be, a place where education and research are held as closely together as possible, where all students and staff are both learners and researchers. It is, and should be, a place where there are plentiful opportunities to connect our work to the needs and insights of the local, national, regional and international communities that the University serves.

Society's fundamental research questions are complex and multi-faceted. They are best addressed by communities of staff and students coming together both within, and across, cognate disciplines, working in different combinations as questions evolve, and undertaking shared research and teaching. To do this effectively, we must give our students and researchers freedom to pursue any line of enquiry. But we must also be able effectively to identify our research strengths and to bring those research strengths, and emerging areas of work, together with the national research priorities and the needs of our region. And we must provide appropriate support for all researchers, not least in our digital and physical infrastructure.

Similarly, our society's challenges require that we produce flexible and creative thinkers and not simply graduates ready for today's workplace. An education at the University should equip students with core skills in critical thinking and communication, and foster an enquiring mind. It should be research-enriched, both in the narrow sense that our teaching should be informed by the latest research and, more deeply, in the sense that learning about, and learning through, enquiry is at the heart of the student's experience. Students should be given as much opportunity as possible for community engagement and cross-disciplinary interaction. They should be given ample scope for community-based learning both elsewhere in Australia and overseas. In addition, both our staff and students regard the educational offering of the University as consisting, not simply of its formal curricula, but also of the co-curricular experiences that are, and should to a greater degree be, available to our students.

Finally, as the University exists to serve the needs of our students and society in a partnership of knowledge discovery, our approach to engaging with the community must embrace the most able students from any area of our society. Social inclusion is an imperative, and we commit to finding the most promising students to join us whatever their social or cultural background. We should also be actively engaged in research into issues of social inclusion and exclusion, both to inform our own practice and to make a contribution to the national debate in these areas.

In short, the purpose and values upon which this strategy is built make the University of Sydney the Australian model of a successful 21st-century research-intensive university, reworking the 19th-century Humboldtian vision upon which the University was founded for a new time and a new context.

STRATEGY THREE: INITIATE A UNIVERSITY-WIDE PROGRAM OF CURRICULUM RENEWAL

Our first strategy for a program of integrated education and research focuses upon curriculum renewal. Of course, we are constantly engaged in curriculum renewal and several faculties have recently reviewed the curricula of their major degrees. In many parts of the University there is considerable expertise in curriculum development. But the consultation around the Green Paper revealed that staff and students are ready for a University-wide conversation about the principles upon which the institution as a whole builds its educational offerings, about the distinctive nature of a Sydney education. It also revealed concerns about the coherence of our range of programs, particularly our major undergraduate generalist degrees, and the ways in which they intersect (not least across faculties) to provide an excellent student experience. We are also keen to see students' transition to university better handled, particularly if we are to widen access. Finally, consultation revealed that the concept of research-enriched learning had deep resonance with the educational aims of the University.

We therefore believe that we must initiate a University-wide program of curriculum renewal. The Curriculum Committee of SEG will have oversight of this process, informed by a program of wider consultation. The committee will take on the work of the current Course Profile Steering Committee in assessing the case for any new course, but more broadly it should also work to ensure the coherence of our existing program of courses and address issues of overlap and duplication in our current offerings. In doing so, it should make certain that the graduate attributes agreed by the Academic Board and outlined in the Green Paper are realised in our degrees, and that they remain powerful in shaping a distinctive Sydney education. The work of this committee is closely related to the wider work of the Education and Research Training Committee and the divisional boards, and so it is proposed that it be co-chaired by the Provost and the Deputy Vice-Chancellor (Education).

The first review to be conducted by the Curriculum Committee should be of our principal undergraduate generalist degrees. This is a core strategic initiative for the planning period and meets the purposes for which we had originally proposed a College of Arts and Sciences. In that review, we believe that the committee should pay particular attention to the first-year experience given widespread concerns about transition to University. The review will also give the University the opportunity to think through, at a University-wide level, the ways in which the graduate attributes are realised for a great number of its undergraduate students.

In considering our students' experiences of teaching and learning in the curriculum, the Curriculum Committee and Academic Board also need to articulate the teaching and learning experiences, and outcomes, that distinguish different degree levels and pathways through degrees at Sydney. We must develop a pedagogically sound framework that will support the development and approval of future degree proposals and inform the renewal process.

Finally, we must finish the work on standards and assessment begun by the Academic Board in 2009. The implementation of the principles adopted in that work (those of standards-based assessment in units of study) will now proceed. Tertiary Education Quality and Standards Agency (TEQSA) requirements underscore our need to develop systems to demonstrate the quality of standards at degree level. While there are many different assessment tasks that can be used in discipline communities, the University will need to focus on a key set of processes by which the standards applied to assessment are monitored and benchmarked. These processes are likely to include such things as the use of external examiners, peer review, discipline benchmark standards and professional accreditation.

In order to achieve this strategy we will:

- 3(a) Establish a Curriculum Committee of SEG to oversee a University-wide program of curriculum renewal and ensure coherence of our programs and courses.
- 3(b) Develop University-wide principles for curriculum development.
- 3(c) Conduct a fundamental review of the major undergraduate generalist degree programs.
- 3(d) Articulate the standards and outcomes of teaching and learning experiences that distinguish different degree levels and pathways through degrees.
- 3(e) Implement the assessment principles flowing from the Academic Board review, begun in 2009.
- 3(f) Identify and empower scholars with expertise in curriculum development to champion curriculum renewal and best practice across the University.
- 3(g) Recognise and reward staff contribution to curriculum renewal and innovation.

STRATEGY FOUR: ENRICH THE EXPERIENCE OF UNIVERSITY LIFE FOR ALL OUR STUDENTS

The University is committed to providing a supportive, responsive, and engaging student experience. Outside our formal learning contexts this entails: diverse opportunities for participation in campus life; opportunities for work experience; appropriate student support services; efficient and helpful student administrative systems; and attractive and functional social and learning spaces. Our consistent claim is that we provide the 'richest and most comprehensive experience of student life of any university in Australia', and we have strong evidence to suggest that, at least as regards co-curricular activity, our claim is justified. Nevertheless, we believe that enhancing the student experience should be a key University priority during the period of the Strategic Plan.

As regards opportunities for participation in campus life, we have recently commissioned and received the report of a Review of the Student Co-curricular Experience. Opportunities for participation in student life at the University, most notably through the work of the University of Sydney Union and Sydney University Sport and Fitness, are impressive in their quality and range. Nevertheless, the review, while affirming the quality of our work in this area, also found that not all students feel able to participate fully in the rich and diverse student life programs currently on offer. Many feel that they lack confidence, time or resources to participate. Others feel that all of their energies need to be directed to mastering course content, or are required to work outside of University to meet basic life and study costs. But the quality of the student experience is core to our mission as an institution and something that we are committed to enhancing. It is, moreover, something that is increasingly used by both prospective students and governments as a measure of the quality of the educational experience offered by a university. We must, therefore, develop ways to ensure even higher levels of participation, and the review made recommendations that we will develop and implement. In addition, we believe that new structures for increasing our students' sense of participation in multiple communities on the campus need to be explored and the concept of 'virtual colleges' outlined in the Green Paper received much positive comment in the consultation process.

In the area of work experience, we have been expanding the range of opportunities for students to engage with potential employers and participate in the workforce, both as a part of our formal programs and outside them. This is again work on which we intend to build during the planning period and the activities of Sydney Talent are one way in which this can be taken forward.

Student support at the University involves a wide range of services and initiatives. We have recently commissioned and received the reports of a Review of Indigenous Education, discussed under Strategy Ten, and a Review of Support for International Students. Again, we intend to develop and implement the recommendations of these reports during the planning period. In addition, the stronger coordination of our various services for student health, wellbeing and welfare has been recognised as an important priority to be addressed during the planning period, as has investment in the implementation of our Disability Action Plan 2011–2015.

Similarly, we are currently engaged in the largest reorganisation of student administration ever undertaken at the University, which aims to simplify and give students more control over the management of their relationship with the University, not least online, and to create a seamless experience from first enquiry through to alumni engagement. This is the Student Lifecycle Management program. This project is clearly one of the most important that the University will undertake during the planning period. It has the capacity dramatically to improve the quality of our students' experience of the University. It is crucial that it is delivered during the planning period and that support for the completion of the project becomes a priority at every level of the University.

Finally, an important part of enhancing the student experience relates to physical infrastructure. Thus we are undertaking a government-funded project to develop a network of informal learning spaces on the Camperdown/Darlington Campus that, among other outcomes, will meet both the informal learning and social needs of students. This is part of a broader strategy for improving the quality of learning

and social spaces on this campus. Following our in-principle agreement with the University of Sydney Union, we will be finalising new arrangements for the future provision of food and beverage facilities on that campus. Similarly, we have a Work Slate project to scope opportunities for increasing the levels of available student accommodation to as many as 6000 beds. This aspirational target will not only meet the pressing accommodation needs of many of our rural and international students, but increasing the number of students living on, or near to, the Camperdown/Darlington Campus will contribute to the vibrancy of student life.

In order to achieve this strategy we will:

- 4(a) Review and develop the University's provision of services for student health, wellbeing and welfare.
- 4(b) Support universal access by investing in implementation of the Disability Action Plan 2011–2015, including the allocation of disability officers and ongoing training for staff.
- 4(c) Provide more affordable and appropriate student accommodation on and near the University's campuses, consistent with the Work Slate project on student accommodation.
- 4(d) Undertake a feasibility study of the virtual colleges.
- 4(e) Build upon the current Teaching and Learning Capital Fund project regarding networks of informal learning spaces around campus.
- 4(f) Complete the Student Lifecycle Management program to create a seamless student experience of the University's administration, from first enquiry to alumni engagement.
- 4(g) Prioritise and implement the recommendations of the University Review of Co-curricular Experience to increase the effectiveness and relevance of our co-curricular programs.
- 4(h) Prioritise and implement the recommendations of the University Review of Support for International Students.
- 4(i) Complete the Work Slate projects on social and catering facilities.

Other relevant initiatives are:

- 5(a) Build on international exchange opportunities to develop global citizens.
- 5(b) Finalise the implementation of the Second Language Acquisition Project.
- 10(a) Develop and implement clear strategies in response to the recommendations of the Review of Indigenous Education.

STRATEGY FIVE: EXPAND AND DIVERSIFY OPPORTUNITIES FOR STUDENTS TO DEVELOP AS GLOBAL CITIZENS

A commitment to the internationalisation of the University should run through all we do, from education and research, to alumni and community engagement. Crucially we must address the issue of helping students to develop as global citizens. In large part, we must address that issue in the process of curriculum renewal outlined in Strategy Three. But we must also create more opportunities for our students to spend time outside Australia, and ensure that staff and students who come to the University from overseas find an environment which values the contribution that they can make and is sensitive to issues of cultural difference.

To develop opportunities for our students to engage in research and education overseas means, at least, that greater participation in exchange programs is encouraged. The take-up of exchange places has been surprisingly low and so, as a Work Slate project, the University has recently completed a review of the barriers to participation in international exchanges that face domestic students – the Overseas Student Programs Strategy. Among other things, the review pointed out that students face significant financial barriers to participation in such programs, and that our total commitment to exchange scholarships is around the lowest of any Australian research-intensive institution. A focus of activity during this planning phase is the expansion and diversification of our international exchange opportunities. The completion of the University Second Language Acquisition project referred to in Strategy Four also has an important role to play in this regard.

The development of the University as a truly international environment begins with the need to design and share on a University-wide basis appropriate pedagogical strategies for international students in the way proposed in Strategy Seven. But it also requires that we facilitate the coming to Australia of a wider diversity of international students, not only for study leading to degrees, but also on exchange and study abroad programs. In responses to the Green Paper, many argued that our current provision of scholarship support for all types of international students is inadequate, and increasing the number of such scholarships is important if we are to compete for the most able students. In addition, the internationalisation of the University means making it easier for overseas scholars to spend more time in Australia, both as a part of our World Fellows Program and also on fractional academic appointments for staff whose primary position is in overseas universities. This approach has been successfully adopted in, for example, the United States Studies Centre, and is being explored in the Work Slate project Appointments for Overseas Academics. Increased interaction with teachers and researchers from overseas will undoubtedly broaden the outlook of our students.

In order to achieve this strategy, we will:

- 5(a) Build on international exchange opportunities for our students and international experience for our staff.
- 5(b) Finalise the implementation of the Second Language Acquisition project.
- 5(c) Expand the number of World Scholars Program scholarships to attract the best PhD students from priority countries.
- 5(d) Introduce a World Fellows Program for short-term visits by leading international academics and public figures.
- 5(e) Complete and implement the project on Appointments for Overseas Academics to facilitate the fractional appointment of academic staff also employed at an overseas university.
- 5(f) Pursue new funding opportunities to build capacity for international engagement and exchange.



STRATEGY SIX: DEVELOP OUR CAPACITY TO IDENTIFY AND SUPPORT RESEARCH EXCELLENCE

The University of Sydney has a long history of excellent research. This tradition is built upon strong disciplines supported by faculties and schools, commitment to both rigour and depth in research and research training, and appropriate peer review.

However, respondents to the Green Paper acknowledged that the fundamental changes taking place in the research environment, both in Australia and internationally, require new approaches to achieving and sustaining a University-wide vision for research excellence. In particular, it was recognised that a more strategic focus is needed for our investment in disciplinary and cross-disciplinary work to attract, enable and empower researchers in better-resourced and well-maintained environments. Many stressed the need to protect the freedom that our researchers have to pursue whatever lines of enquiry they might choose, and to provide a base level of support for all research-active staff. There can be no doubt that a commitment to this freedom of enquiry is crucial. But few doubted that the University needed to be more strategic in its investment in research, recognising that there is already a significant level of such investment through the Research portfolio.

In particular, there was strong support for embedding the principle of 'research excellence' in all we do, with an understanding that different disciplines must be evaluated by appropriate and distinct criteria. The measure of excellence for all research, however, must be evidence-based and benchmarked against international standards.

In order to achieve our vision we will collectively develop and implement an integrated and coherent University-wide approach to planning, delivering, managing and funding our research in a way that demonstrably supports researchers doing internationally recognised cutting-edge research.

Our approach will be based on the principle that research leadership resides within the faculties and divisions, where the expertise and experience lies to identify and support our existing and emerging areas of research strength. In this way, accountability for research development is held strongly within the disciplines, while the Deputy Vice-Chancellor (Research) has responsibility for delivering a sustainable platform to support the SEG-agreed research strategy.

There are five aspects of this more coordinated approach to research. First, we propose that the new divisional boards should be asked to develop strategic plans for research in their initial strategic planning. These would form the basis for each division to agree with SEG a compact regarding arrangements for developing, sustaining and enhancing research activities that align with the University's strategic directions and the national research priorities. The plans would identify: areas of research strength or key emerging areas for focused investment within and across divisions; how best to identify, develop and support researchers both within the division and across divisional boundaries; and what organisational structures are in place or are needed to support and extend critical research capabilities. Based on these plans, SEG could identify whether the faculties themselves could meet these needs, or whether a case needed to be made to SEG for University-wide support.

Second, the University should develop an evidence-based capacity for identifying areas of research strength and for recording the University's research outputs. This will require us to complete and implement the recommendations of our current review of the University's ICT capability for a consistent, well-maintained, comprehensive system for research management, including data capture, storage and analysis, based on an integrated 'end-to-end' University-wide view of our research processes. Only in this way will we be able to make evidence-based claims about the strength of our work in particular areas, and identify those areas that can benefit from support.

Third, a more coordinated approach to research will inevitably require that we establish a University strategic research fund to support cross-disciplinary and cross-unit collaborative research initiatives and programs, seed new developments, and support research programs in line with agreed research

strategies. Some of the money for this research fund will be monies currently distributed through the Research portfolio, but the size of the fund would need to be determined from time to time by SEG as budgetary constraints allowed.

Fourth, in collaboration with the Academic Board, we need systematically to review and develop SEG-agreed University research policies as a coherent framework to support research excellence. For example, work is already underway to develop policies and standard procedures for a range of research activities subject to government regulation (such as clinical trials). Similarly, as regards contract research, we are working on a policy framework for research agreements and contracts that can be used as a basis for negotiation and implemented in template agreements. Our intellectual property rule is scheduled for review in 2010, following recent developments in the relevant case law.

Finally, we must ensure the research strategy is enabled by infrastructure planning, and that the digital and physical infrastructure identified as necessary to support strategic research activities are supported through the divisional and SEG compacts. For example, a major infrastructure initiative to support research excellence in the planning period is the building of a \$110 million facility for nanoscience research with significant federal government support.

In order to achieve this strategy we will:

- 6(a) Develop divisional research strategies and negotiate compacts with SEG for endorsement, and, where necessary, support of these strategies.
- 6(b) Develop the capacity for comprehensive recording of University research outputs and for the evidence-based identification of areas of research strength.
- 6(c) Establish a University-wide research fund to allow strategic investment in identified areas of research.
- 6(d) Apply divisional and University research strategies in the ongoing assessment of our infrastructure needs and priorities.
- 6(e) Establish a program for the systematic review and development of University research policies in collaboration between SEG and the Academic Board.
- 6(f) Complete the construction of the Australian Institute for Nanoscience.

STRATEGY SEVEN: DEVELOP OUR CAPACITY TO IDENTIFY AND PROMULGATE EXCELLENCE IN TEACHING

In many parts of the University, our academic staff are engaged in developing and using cutting-edge pedagogical practice and, as reported in the Student Course Experience Questionnaire (SCEQ), levels of student satisfaction with teaching are high. Nevertheless, much of that good practice remains only locally disseminated, with few mechanisms for promulgating it across the institution as a whole. Arrangements for teaching and learning support and development are varied across the institution, with some faculties enjoying much higher levels of support and development than others, and the support provided on a University-wide level is not always well integrated with local initiatives and needs.

In our Green Paper consultations, the University community endorsed a stronger institutional commitment to teaching and learning and to increasing the support that we offer to the development of pedagogical best practice. Given the quality of the work that is going on, and the need for teaching and learning support and development to meet local needs and disciplinary variations, we do not believe that the commitment requires the creation of larger University-wide support units. It does, however, involve the development of a University-wide teaching excellence strategy to provide institutional coherence in how we build the capacity of individual teachers, as well as fostering the development and capacity of teaching teams and communities in degree programs, schools and faculties.

This teaching and learning excellence strategy will be developed in much the same way as our research excellence strategy outlined in the previous section. That is, the divisions will design strategies for teaching and learning support that share the best of local practice and negotiate arrangements for support from University-wide services such as the Institute for Teaching and Learning, Sydney eLearning and the Learning Centres. SEG will agree compacts with each division regarding arrangements for developing, sustaining and enhancing teaching and learning support, including formal training. It will also agree minimum standards for that support throughout the University and further develop the University's evidence-based capacity for identifying teaching and learning strengths. In addition, SEG should agree with the divisions what, if any, learning and teaching resources should be developed on a University-wide basis, for example to meet the needs of particular groups of students such as international students.

While much in this strategy will be building upon existing good practice, it is important to recognise that, by establishing new University-wide standards for resourcing and coordination of teaching and learning support and development, it will give us a new focus on the quality of our teaching and provide a stronger institutional voice to the many staff who have been achieving really innovative things in teaching and learning development. A part of our work will be to develop a network of these 'champions' for good teaching, and to give their work greater institutional exposure.

As with our research strategy, a systematic program, agreed with the Academic Board, for the review and development of our education policies is essential, as is applying our teaching and learning strategies in our digital and physical infrastructure planning. Modern approaches to enquiry-based education require learning spaces that inextricably entwines the student experience across formal physical spaces with their virtual learning space. Student expectations of University infrastructure must also shape the provision of informal learning space. Important work in digital and physical infrastructure planning is the federal government co-funded project on formal, informal and virtual learning spaces (lecture theatres, libraries, learning hubs, learning management systems and ePortfolios), which is already underway. A transformative infrastructure project during the planning period is the construction of a new Business School building, known as the Abercrombie Precinct, a project that will replace substandard facilities with ones more appropriate to this vital part of the University's work.

In order to achieve this strategy we will:

- 7(a) Develop divisional teaching excellence strategies and negotiate compacts with SEG for endorsement, and, where necessary, support of these strategies.
- 7(b) Develop new tools for identifying teaching and learning strengths to inform divisional strategies and support the promulgation of best practice.
- 7(c) Establish University-agreed minimum standards for teaching and learning support as appropriate to each faculty.
- 7(d) Apply divisional and University teaching excellence strategies in the ongoing assessment of our infrastructure needs and priorities.
- 7(e) Complete the Learning Space Network Project.
- 7(f) Establish a program for the systematic review and development of University education policies in collaboration between SEG and the Academic Board.
- 7(g) Complete the Abercrombie Precinct infrastructure project.

STRATEGY EIGHT: DEVELOP A SMALL NUMBER OF MAJOR CROSS-DISCIPLINARY INITIATIVES IN RESEARCH AND EDUCATION

In the Green Paper we outlined the case for establishing and maintaining a small number of University-wide, and University-supported, cross-disciplinary initiatives in both research and education. We argued that the University's ability to have visible impact in thematic areas of importance for our nation, region and beyond depended upon our ability to harness, from across the University, the intellectual resources relevant to a particular complex problem and to provide structures for cross-disciplinary research and education at the University level.

In responses to the Green Paper, there was support for proposals to develop critical mass in a small number of cross-disciplinary areas, subject to two provisos: that any decisions on resource allocation are made on the basis of transparent and equitable processes; and that balance is maintained in research support for the disciplines, small teams, and individual researchers, recognising that different disciplines require different research environments.

To some extent this is already a strategy of the University as several institutes and centres established under the current Centres Policy are clearly governed by more than one faculty. But our experience as an institution in building and sustaining large-scale cross-disciplinary programs in education and research has been limited. Rather there has been a proliferation of University centres and institutes established, in recent years under the University's Centres Policy, with considerable research strength in some, but often without a clear understanding of how the establishment of a centre or institute helps further the work of the individual academics or teams of academics involved.

With its commitment to establishing the Centre for Obesity, Diabetes and Cardiovascular Disease, the University has embarked on its largest ever project of this type, one that will bring together a range of activities from the humanities and social sciences, the natural and medical sciences, and clinical research. The centre will be housed in a new \$390 million facility and must clearly demonstrate the University's ability collectively to muster its intellectual resources around a pressing national and international issue. This project, involving collaboration not only between units within the University, but also with others from outside the institution, is a major priority during the planning period and its successful establishment will be a landmark in the University's history.

Similarly, SEG agreed in 2009 that the University should draw together some of its work in area studies in the establishment of centres for the study of China and South-East Asia and implement the recommendations of the Review of Area Studies. In doing so, it adds to the success of the United States Studies Centre, established in 2007. Work on the China and South-East Asia centres is at a less developed stage than that for the Centre for Obesity, Diabetes and Cardiovascular Disease, but needs to be realised during the planning period.

Work is also being undertaken in 2010 on the ongoing viability of the Institute for Sustainable Solutions and a decision needs to be taken in the second half of 2010 as to the best organisational arrangements for the University's work in sustainability. The institute is preparing an options paper as a basis for this discussion.

Finally, we propose that during the planning period we should assess the feasibility of as many as two new University-wide research and education initiatives. These would need to have high social impact, build on the University's capacity for cross-disciplinary research and education in the relevant area and have longevity of at least 20 to 25 years.

In considering the possibility of such University-wide efforts, many respondents in the consultation process also stressed that our approach to these large-scale research and education programs should involve not only our intellectual life, but also our collective practice. That is, just as the Institute for Sustainable Solutions was established in parallel with the University's Triple Bottom Line Project and a renewed emphasis on the sustainability of our management practices, so too the establishment of the Centre for Obesity, Diabetes and Cardiovascular Disease should influence areas of our collective life as diverse as the food that is available on our campuses and our travel policy.

In order to implement a coherent strategy for the development of University-wide initiatives in research and education, we must continue to operate the existing Centres Policy and to encourage the promotion of cross-disciplinary work at all levels, not least because such activity is often the seedbed out of which larger projects grow. In addition, we need to remove some of the existing financial and institutional barriers to cross-disciplinary collaboration discussed in the Green Paper, particularly around research training. But we also need to develop the work that we have been doing for the Centre for Obesity, Diabetes and Cardiovascular Disease in creating appropriate governance and financial arrangements for the large-scale and University-wide initiatives that we believe should be created during the planning period.

In order to achieve this strategy we will:

- 8(a) Establish the Centre for Obesity, Diabetes and Cardiovascular Disease as an exemplar of a major program of cross-disciplinary research and education in an area of high social impact.
- 8(b) Develop governance and financial arrangements for University-wide research and education programs based on the lessons learned from the establishment of the Centre for Obesity, Diabetes and Cardiovascular Disease.
- 8(c) Develop criteria and processes to identify, support and maintain strategic and University-supported research and education initiatives.
- 8(d) Evaluate existing University-wide and University-supported research and education projects, including the Institute for Sustainable Solutions, and refine and strengthen the University Centres Policy.
- 8(e) Establish University-wide centres for education and research on China and South-East Asia Studies as recommended in the Review of Area Studies, and implement the other recommendations of that review.
- 8(f) Determine the feasibility of up to two new major cross-disciplinary programs of research and education.
- 8(g) Create for each major cross-disciplinary program of research and education a strategy for implementation in the University community which embodies and exemplifies the program's core purpose in our institutional life.

STRATEGY NINE: AGREE COORDINATED STRATEGIES FOR IDENTIFYING, DEVELOPING AND SUPPORTING RESEARCH TALENT FROM UNDERGRADUATE STUDENTS TO RESEARCH LEADERS

Core to our academic vision is the idea that there should be a seamlessness between our teaching and our research, at least in that each is driven by engaged enquiry. We need a coherent approach to researcher development from our undergraduate programs through to the support that we provide for senior researchers.

One part of this is comprised of our initiatives in research-enhanced learning, which is central to our education strategies. We must see all students as researchers of one kind or another as we engage in both curriculum renewal and the dissemination of good pedagogical practice. But another part is our work in providing researcher support and development. In the Green Paper, our primary initiatives for enhancing researcher support involved increasing the coherence and coordination of existing support schemes, and the review of our structures for postgraduate research training, particularly the PhD.

As to the former, identifying, developing and supporting talented researchers at all stages of their career is, and should be, principally the responsibility of individual academic units. But while we do much on this front at both a faculty and a University-wide level, our efforts are fragmented in ways not always justified by disciplinary specificity. The extent and quality of offerings varies markedly across the University and the career span of researchers. Again the problem is one of ensuring that our investment in this area at a local and a University-wide level is well coordinated, dovetails with the national schemes, and delivers an effective and coherent system of support.

Responses to the proposals in the Green Paper indicated strong support for the development of University-wide processes and systems for researcher support and development. Many noted the need for formal mentoring programs, especially for early career researchers, and for the provision of support for the gap between early and mid-career external support. Particular difficulties were also noted in the availability of training for students and research staff located off the Camperdown/Darlington Campus. Consequently, it is important that services and programs are effectively and evenly delivered and accessible across all research sites, including the remote campuses and other facilities where the University conducts research.

We propose that SEG should undertake a program for the review and renewal of our systems of researcher support, and that it should do so with an eye to each stage of researcher development, from the undergraduate to the senior researcher. Once again we propose that this program should be conducted in close cooperation with the divisions. Ideally, the program should address itself not only to the technical disciplinary training of researchers, but also to more general training in research leadership and management, in skills in commercialisation and communication, and in developing cross-disciplinary research.

As to the issue of research training, and particularly the PhD, the proposals in the Green Paper attracted wide comment in the consultation process. Responses indicated strong support for the retention of a variety of pathways as preparation for a PhD (including Honours and Master's programs); for the development of a four-year PhD (with appropriate recognition for the different requirements of some disciplines, such as Medicine); and better oversight of the quality of supervision during research training. The proposals in the Green Paper around the four-year PhD, and the development of the work of the University Graduate Office should be seen as priorities in the early stages of the planning period. In this way we can build upon the work that has already been done to implement the recommendations of the University Review of the PhD undertaken in 2009.

In order to achieve this strategy we will:

- 9(a) Embed discovery-based learning in all curricula, with opportunities for research experience appropriate to discipline and level.
- 9(b) Develop coordinated faculty, divisional and University-wide programs for researcher induction, and for research training and mentoring at all career stages.
- 9(c) Extend the standard full-time duration of the PhD program to four years to provide scope for broadening methodological and generic skills training, where appropriate.
- 9(d) Develop clearer pathways to the PhD from Honours and alternate prior programs.
- 9(e) Establish discipline-specific guidelines and training for supervisors, including provision for co-supervisors.
- 9(f) Charge the Graduate Office with enhanced responsibility for candidate administration, monitoring of consistency of practice and policy, and procedural development across the University.
- 9(g) Develop a more transparent model for the allocation of income from research students, consistent with the University Economic Model.
- 9(h) Develop programs to extend the leadership skills of researchers heading major research initiatives.

STRATEGY TEN: PROMOTE INDIGENOUS PARTICIPATION, ENGAGEMENT, EDUCATION AND RESEARCH

The University is committed to the idea that Indigenous participation should be embedded as an essential and prominent part of its overall mission; that the voice of our Indigenous staff and students is heard at all levels of University decision-making; that we enjoy strong relationships with local and regional Indigenous communities; that we actively promote Reconciliation; and that we are the university of choice for both Indigenous students and researchers. We currently provide pathways and support for Indigenous students to access higher education, particularly through the Koori Centre and Yooroang Garang Indigenous Student Support Unit, and have a record of research and engagement in issues affecting Indigenous people, not least Indigenous health and education.

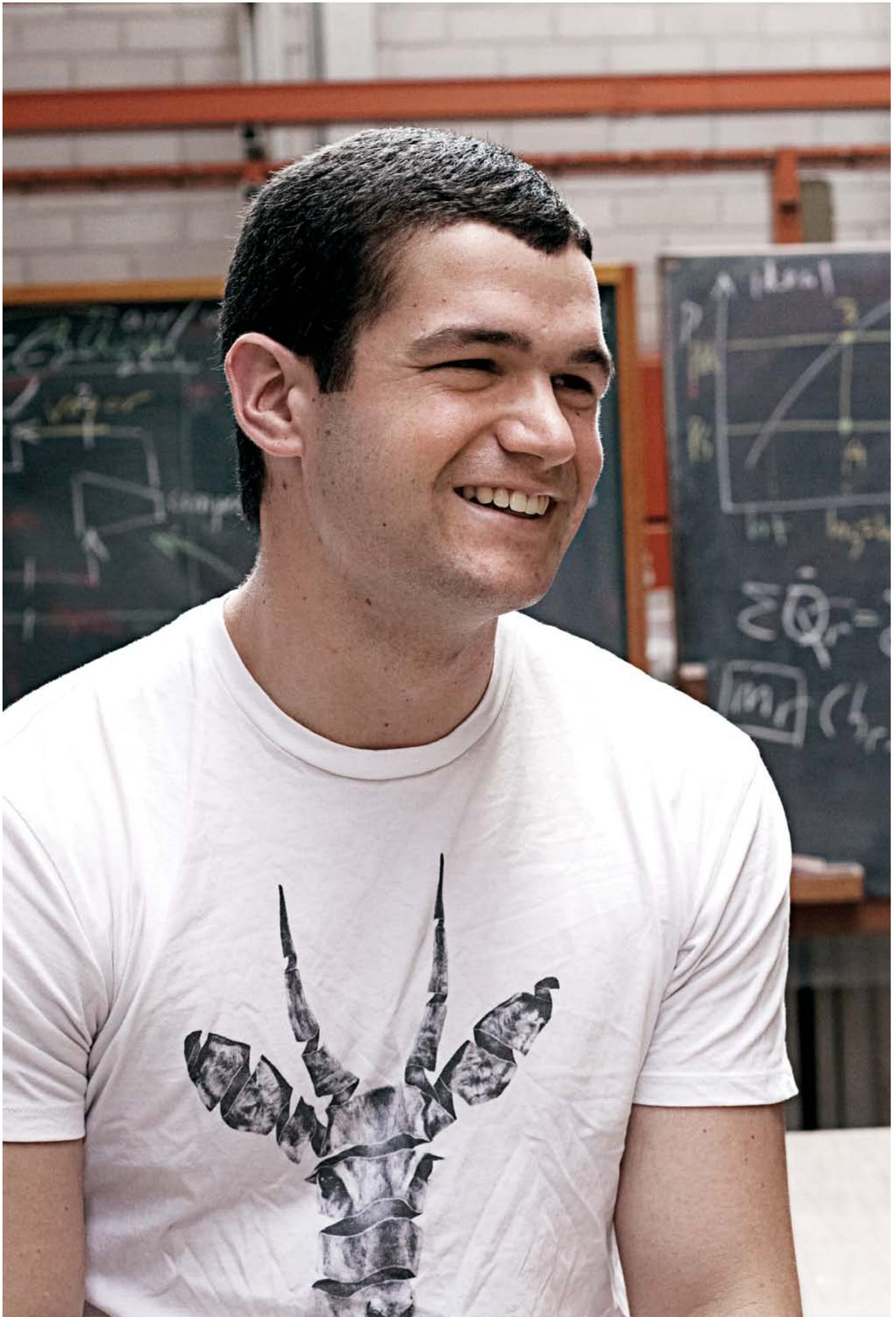
In order to enhance our approach to Indigenous participation, engagement, education and research, the University commissioned an independent Review of Indigenous Education that was completed in August 2009. The review panel made 46 recommendations designed to take our activities in these areas to a new level by embedding Indigenous issues and knowledge as core parts of its decision-making, teaching, research and community engagement. A response to the review has been delayed, partly by the broader strategic planning process, which has been happening in parallel, and the outcomes of which must have a bearing on key recommendations made by the review. The University has already agreed 25 of the recommendations of the review and these are proceeding to implementation.

A working group of SEG has been constituted to address these issues in light of the consultations that have taken place as part of the strategic planning process. These consultations revealed a strong commitment throughout the University to enhancing our approach to Indigenous participation and to ensuring that our Indigenous engagement, education and research strategies are clear, well supported and more fully realised. The working group will therefore advise SEG on the development and detailed implementation of the remaining recommendations of the Review of Indigenous Education. In addition, the Nominations Committee of Senate is considering those aspects of the review that touch directly upon the work of Senate. In the meantime, we are proceeding to build links with local and regional Indigenous communities under our approach to developing partnerships with local and rural communities outlined in Chapter 4.

In order to achieve this strategy we will:

- 10(a) Develop and implement clear strategies in response to the recommendations of the Review of Indigenous Education.
- 10(b) Foster stronger relationships based on mutual respect with local, regional and national Indigenous communities.
- 10(c) Ensure Indigenous perspectives are taken into account in our planning and decision-making processes.
- 10(d) Enhance the pathways and support we provide for Indigenous students to access higher education and pursue both academic and professional staff careers.
- 10(e) Establish mentoring programs specific to Indigenous researchers at all career stages.
- 10(f) Ensure that the specific accommodation needs of Indigenous students in particular are addressed as part of an integrated approach to solving the University's accommodation challenges.
- 10(g) Ensure that more students who graduate from the University do so with a deeper knowledge and understanding of Indigenous culture.

Tom Connell, currently studying for a combined Engineering/ Science undergraduate degree and also president of SUEUA, the Sydney University Engineering Undergraduates' Association.



STRATEGY ELEVEN: ATTRACT AND SUPPORT PROMISING STUDENTS FROM A DIVERSITY OF SOCIAL AND CULTURAL BACKGROUNDS

The Green Paper indicated that a commitment to diversity among our student populations, to attracting promising students whatever their social or cultural background, is core to our sense of purpose and consistent with our history as an institution.

Yet students from low socioeconomic status (SES) backgrounds currently make up only about 7 percent of the undergraduate student population. The University seeks to increase this to at least 12 percent over the planning period by focusing on improving the preparation and aspiration of intellectually qualified students, including Indigenous students and students from rural and remote areas. The University has above average retention rates and a long history of support for students; however, we will need to ensure that our systems of student support are appropriate for a changing student demographic.

We have recently established a Social Inclusion Unit to lead partnership programs aimed at widening participation in tertiary education by students from low SES backgrounds, and to contribute more generally to education across the city. This unit has already proven its value both within the University and beyond. We have also taken a lead role in building a working coalition of six universities in the Sydney basin to develop projects and programs that work with younger school children to raise aspiration and attainment. There is considerable opportunity to create a more focused agenda of engagement with low SES communities to build our cohort from this underrepresented group. A coordinated and sustained approach is necessary to ensure benefits for our students, the community, and our overall University mission.

One other cohort of underrepresented students is that of students from rural and remote Australia. In part, this is due to a shortage of subsidised accommodation for students, particularly those in their first year of moving to the city. The challenge of increasing our stock of student accommodation was referred to in Strategy Four. Unlike some other universities in the state, the University has not invested in a large distance education program, and we have no plans to do so. But opportunities exist to partner with regional universities in bringing both low SES and rural students to the University. We have some existing partnerships of this type, and are negotiating for their expansion, particularly with the University of New England.

Responses to the discussion of a social inclusion agenda in the Green Paper revealed a broad level of endorsement for these goals. However, some responses also revealed fears that admissions criteria would be weakened by social inclusion initiatives, or that students from disadvantaged backgrounds require types of support that would be an unreasonable burden on the University. There is evidence from elsewhere to demonstrate that these concerns are unfounded, but we need to ensure that our social inclusion programs strengthen, rather than threaten, our core commitment to academic quality. Fortunately, there are models of highly selective research universities, particularly in the United States, that have succeeded in increasing opportunities for intellectually qualified students from disadvantaged circumstances, by paying particular attention to the recruitment, selection and support of this cohort and by increased community engagement.

Indeed, much that we aim to achieve in the planning period for the benefit of all students will also be effective to meet the particular needs of students from underrepresented groups. Research evidence shows that low SES students achieve academic outcomes similar to other students, provided they complete their course. Risk factors for completion have more to do with socialisation to the University than with academic preparedness or performance. The approach to curriculum renewal, to an enhanced student experience and to teaching that we described in strategies Three, Four and Seven are crucial for the success of all students at the University, but we believe that they are particularly important for students from underrepresented backgrounds.

In order to achieve this strategy we will:

- 11(a) Expand our partnerships with specific schools and community organisations to raise awareness of the value of tertiary education, support educational attainment, and increase aspirations for further study.
- 11(b) Review admissions criteria and policies, including those covering pathways, special admissions programs, and ATAR bonuses, to increase participation by underrepresented groups.
- 11(c) Set University, faculty and school targets for recruitment and retention of low SES, Indigenous and rural and remote students.
- 11(d) Complete ongoing negotiations with universities in rural NSW for greater cooperation in education and research, and the provision of flexible pathways for students.
- 11(e) Ensure appropriate support for the retention and achievement of students from underrepresented groups.
- 11(f) Provide staff development activities and resources to build the necessary skills to support the successful implementation of social inclusion and Indigenous education initiatives.
- 11(g) Convene a cross-disciplinary network of researchers into social inclusion and exclusion and related community issues.

STRATEGY TWELVE: PROVIDE ENHANCED LEARNING OPPORTUNITIES FOR ALL OUR STAFF

We have already emphasised the need for better University-wide coordination of our programs for teacher and researcher development. But if we are to realise our commitment to engaged enquiry, all our staff, whatever their role at the University, should be provided with appropriate support for professional and academic development. For many of the University's staff, their deep loyalty to the institution springs from a commitment to its core mission, a commitment to the individual and social value of education and research. We must, therefore, be a community in which all staff, professional and academic, enjoy a rich variety of opportunities for learning: opportunities important both for professional development and for their intrinsic educational value. This strategy involves three key initiatives.

First, a Work Slate project that is nearing completion is aimed at refocusing our systems for performance management and development (PM&D). In particular we intend that the PM&D process should focus on personal and professional development and mentoring. It will also become a key element in career planning within the University for individual members of staff, and thereby assist the University in succession planning.

Second, we will implement a process for the annual agreement with SEG of a coordinated program of training opportunities to be provided by the University's internal training providers (including Learning Solutions, the Institute for Teaching and Learning, and the Centre for Continuing Education). This process will enable us, on an ongoing basis, to ensure that we provide a coherent suite of training opportunities within the University and a wider take up of those opportunities. In addition, we will examine ways in which we can make formal academic study at the University more accessible to all members of staff, and also encourage staff participation in our non-award and public programs of education.

Third, the University provides a range of mechanisms to recognise, reward, attract and retain staff. Early in the planning period we intend to institute a review of our arrangements for performance progression and bonuses. In doing so, we should find ways to encourage staff to participate in ongoing professional and academic development, and to recognise their contribution to the development of the University as a community of engaged enquiry.

In order to achieve this strategy we will:

- 12(a) Continue the review of the University's Performance Management and Development system to simplify and better support the University's performance and development needs.
- 12(b) Develop and implement processes for succession planning for the University, ensuring growth opportunities and career development for all staff.
- 12(c) Systematically review current learning programs and initiatives with a view to meeting identified capability development needs.
- 12(d) Facilitate participation by staff in formal academic programs, and also as both teachers and students in non-award and public programs of education.
- 12(e) Review arrangements for performance progression.





CHAPTER 4

ENGAGED ENQUIRY: LOCAL AND GLOBAL PARTNERSHIPS

The University of Sydney serves a broad range of communities, geographic, social, and intellectual. This gives us a unique challenge. Some universities aim to be global in their reach and pay little attention to the local community and its needs. Others seek to serve a local region and pay little attention to international engagement. We are one of a group of international research universities that must demonstrably engage with both public and private sector partners at the local, regional and international levels and contribute to the life of those different communities. Similarly, our work must be planned with an eye to the activities of purely local, and also international, competitors.

Four priorities have emerged during the consultation process, ranging from the broadest to the most narrowly defined of our communities. First, we must extend our global reach, to ensure that our students are global citizens prepared for participation in an increasingly international labour market, and that our researchers are actively engaged in international collaborations bringing their research expertise to bear on important global challenges. This involves the initiatives outlined in Strategy Five, but it also has implications for what we do in partnership with overseas institutions, networks and intergovernmental organisations. During the planning period we shall continue to focus our international engagement on China and South-East Asia, particularly developing new relationships in western China, without undermining our extremely strong ties to Europe and the United States. We produce more publications co-authored with researchers in China than any other university in Australia, and all but four other universities in the world. That co-authorship figure can grow still further as the Chinese university sector develops (it is still far short of our co-authorship figures for Europe and the United States). East Asian students make up the largest cohort of our international student intake, and we have several programs that involve teaching delivery in that region. In Chapter 3 we talked about drawing together our remarkable work in the area studies of China and South-East Asia. We are committed to strengthening our links with this part of the world, where the higher education sector is expanding most rapidly.

Second, the University has a strong tradition of engagement with rural Australia, and indeed we have a footprint in communities as far afield as Cooma, Broken Hill, Moree, Lismore and One Tree Island. But there is a sense that some of the University's ties with regional Australia have been weakening in recent years, particularly with the increasing difficulty faced by rural students in meeting the costs of education in a metropolitan university. We are therefore committed to strengthening our partnerships with targeted rural communities, often in association with some of the regional universities that serve them.

Third, the University's Camperdown/Darlington Campus sits in the middle of a diverse community of villages including Redfern, Chippendale, Newtown and Glebe. Along with neighbouring universities, a major teaching hospital and other vocational and training institutions, this unique part of Sydney has developed into a precinct for enquiring minds, vibrancy and creativity. It features a thriving arts and cultural scene and is home to a proud Indigenous community. It is also an area of significant disadvantage, with some of Sydney's poorest communities living alongside areas of considerable wealth. As we engage with communities further afield, we must also deepen our ties with our immediate neighbours, and conversations have begun with them about how best to do this in a way that takes local advantage of our work in research and education, and builds trust between the University and those with whom it shares this part of Sydney. Some within the University have urged the development and implementation of a practical platform for students to participate in local (and indeed global) civic and community projects.

Finally, the University is committed to deepening its ties with its community of alumni and supporters across Australia and internationally. This is a community defined not geographically, but by its loyalty to the institution. For many years our alumni, outside one or two faculties, felt that the University

did not do enough to maintain its links with them. In particular, the University needed to make its intellectual resources more available to this community, and put greater effort into recruiting its alumni as advocates, friends and supporters. Our work with this community has improved enormously over recent years, but there is still much to be done and the consultation process demonstrated that this was the case.

In short, throughout the consultation process there was a clear desire for enhanced and coordinated community engagement at all levels, reflecting these four priorities. We must also remedy the pervasive sense that we are too complex an enterprise to navigate and too internally focused. This sense is in many ways more a product of our failure to communicate what we are doing than it is a reality, but that too is something that we must address during the planning period. The following strategies reflect the goals we have set for our engagement with our many communities, both through our scholarly work and also as a responsible, socially aware higher education enterprise.



STRATEGY THIRTEEN: PRIORITISE INTERNATIONAL ENGAGEMENT ON A REGIONAL BASIS TO SUPPORT THE EFFECTIVE DEVELOPMENT OF UNIVERSITY-WIDE PARTNERSHIPS AND NETWORKS

The University's current strengths in the international sphere include strong international rankings, a growing international profile, ongoing international student demand and a diplomatic community strongly supportive of the University's work. That our international student demand remains strong in the face of the financial crisis, increased competition and negative media about Australian higher education is evidence of the high regard in which the University is held, particularly in our region.

Our work to internationalise the University has had both external and internal aspects. Externally, our approach has concentrated on three key pillars of activity: increasing the University's participation in major leadership fora; working with Australian and foreign governments in higher education diplomacy; and increasing the engagement of international alumni in our priority regions. We have also fostered relationships with industry and business in countries where we are active. This work has not only strengthened our international engagement and profile, but has also increased access to new resources and funding opportunities for our academic community. Internally, we have directed our focus to building University-wide support for our international strategy, implementing policies that facilitate international engagement, and promoting staff and student exchange programs to increase international participation, exposure and experience.

On a number of measures our effort compares favourably with that of our Australian peer institutions. We have achieved significant results without the need to establish expensive offshore offices and campuses, as many have chosen to do. Our international collaborations in terms of research outputs, student numbers and overall revenues from international activities (fees, grants, and scholarships) are comparable to other Australian research-intensive institutions or even better.

Consultations around the Green Paper suggested, however, that a critical issue for action was agreement of priorities for our University-wide outreach to the different regions of the world, and thus a more coordinated investment in international activities. Given the strength of Australia's economic and political ties with our immediate neighbours, the expertise of the University in the study of China and South-East Asia, and the rapid growth of the Chinese higher education sector, our efforts should be focused on China and South-East Asia, although South Asia is an area to which increasing priority should be given at the University-wide level. In China, the recent investment of the Chinese government in the west of the country, and the development of several important universities in that region, means that we should forge deeper links there.

Some effort should be directed on a University-wide basis to engagement with South Korea, Japan, North America and Europe, but much of this will arise in any case from the work of individual academic communities. In these regions, our focus should be on drawing the attention of faculties to new opportunities, particularly opportunities for funding from foreign governments, research agencies and international organisations.

Finally, more limited engagement at a University-wide level should be pursued with Latin America and with Africa, although student recruitment in Latin America should be a priority for the diversification of our international student body.

In each case, the SEG International Committee should agree with SEG early in 2011 a coordinated plan of University-wide activity to reflect these priorities, based on the Australian national interest, opportunities for research and education collaboration, and possibilities for student recruitment.

In order to achieve this strategy we will:

- 13(a) Focus our regional engagement efforts on China, South-East Asia, and India as top priorities; Korea, Japan, North America and Europe as medium priorities; and Latin America and Africa as emerging priorities.
- 13(b) Develop a business plan to reflect these priorities and cover existing gaps, as appropriate.
- 13(c) Develop the Sydney World Program of offshore and onshore academic fora, symposia, graduations and alumni receptions, consistent with our regional priorities.
- 13(d) Design an international communications program using media and messages appropriate to targeted audiences, consistent with the University's overall communications strategy.

STRATEGY FOURTEEN: DEVELOP AND IMPLEMENT A COORDINATED UNIVERSITY-WIDE FRAMEWORK FOR LOCAL AND RURAL COMMUNITY ENGAGEMENT

The University's engagements with both local and rural communities are diverse and valuable. For example, our rural health programs and agricultural extension activities are important to the communities in which they operate, and some faculties rely heavily on rural sites for student placement and research. Similarly, the Glebe Community Development Project is an example of faculty involvement with our immediate neighbours, providing learning opportunities for students as well as professional development for community leaders and educators.

As the University's commitment to involvement with local and rural communities grows, it is essential that we identify those communities with which we can most fruitfully partner across a range of initiatives. Locally, we have recently established a Campus–Community Task Force to coordinate activity around the possible extension of our Camperdown/Darlington Campus to North Eveleigh. Recent community meetings with stakeholders in Darlington have borne out the need for us to work harder to understand the needs of our neighbours, and to develop the role that we each play in fostering and sustaining these relationships. New vehicles for ongoing communication have been established and proposals for a number of Redfern-based initiatives are under discussion with local communities.

The University's Rural Focus Group has identified a need to bring greater coordination to our activities outside the Sydney metropolitan area. To do so, we should select a number of rural communities with whom we have existing links, particularly those where we already have a physical presence, and build stronger University-wide cooperation with them across a range of activities. In responses to the Green Paper, there was broad-based support for a rural engagement strategy, agreed at a University-wide level, targeting particular rural communities. Many faculties, in fact, strongly emphasised their history of rural partnerships, and a tradition of regional extension programs that might be enhanced through a viable institution-wide commitment. These might include engagement with local schools as part of our social inclusion program, local access to continuing and professional education, and a range of relevant research and education initiatives. In each case, cooperation should be sought with local and state government agencies and with regional universities and other institutions of higher education.

In order to achieve this strategy we will:

- 14(a) Establish an Office of Community Engagement to create and cultivate meaningful and sustainable community partnerships, consistent with our research and education mission.
- 14(b) Conduct an audit of current community engagement programs throughout the University, including those in rural and remote areas, to focus future activity in community engagement.
- 14(c) Identify a sustainable number of projects that include opportunities for education and research activities (in consultation with external groups) that will directly engage local residents, students, staff and alumni.
- 14(d) Embed strategies for community-engaged learning within the curricula of the University through the process of curriculum renewal.
- 14(e) Increase our stakeholders' understanding of the University's mission, goals and messages through the implementation of an integrated marketing and communications plan.
- 14(f) Include in the campus master planning process consideration of the infrastructure required to create and sustain a viable cultural precinct.



STRATEGY FIFTEEN: DEEPEN OUR ENGAGEMENT WITH A SUPPORTIVE NETWORK OF ALUMNI AND FRIENDS

By any measure, our alumni and friends are a remarkable community. They constitute a vital network for the University both in Australia and overseas. Indeed, of our contactable alumni, approximately 14 percent reside internationally. This group is constituted not only of our alumni who came to Australia as international students, but also the very many domestic students who now work internationally.

Over the last three years we have enhanced opportunities for alumni participation in University life in several ways. For example, we have implemented a student–alumni engagement program to make students ‘alumni aware’ as soon as they begin their studies, to instil a culture of active involvement after graduation, and to explore strategies for enhancing the student experience through the alumni community. Alumni are also among the most passionate supporters of our extensive public education programs, and attendance by alumni at University-organised events has increased by 30 percent in the last three years.

A key priority for the planning period must be deepening our relationships with our alumni community. In response to the Green Paper, our alumni emphasised their willingness to be engaged in the academic activities of the institution. Equally, our staff told us of the value of alumni engagement and stressed the importance of the continuing role of our alumni in many aspects of University life. We must broaden alumni engagement with the University through a diverse range of online groups and local and interest-based alumni chapters, with links to the Alumni Council. The events, programs and activities run by these groups, and others run by the University itself, will encourage our alumni and friends to become active supporters of our academic, research, recruitment and philanthropic priorities. Further, an important initiative will be to increase formal opportunities for volunteering at the University and to provide appropriate training and recognition for doing so. Finally, public programs such as those run by our museums, the Faculty of Science, and our Sydney Ideas lecture series, open the life of the University to the wider community, bring the community into the work of the University and enrich the ongoing intellectual life of the city of Sydney.

Of course, the friends of the University also include those who support us in a variety of ways, not least financially. The University raises more private support than any other Australian institution. In 2008, for example, Sydney secured more charitable dollars than our three closest Australian competitors combined. Although the University lags behind our international peers, it would be short-sighted to assume, as some do, that Australia lacks a ‘culture of philanthropy’ and that this would impair our ability to grow our fundraising activity significantly. Case studies from around the world indicate that when higher education institutions increase the frequency of asking, the frequency and value of philanthropic giving increases proportionately.

Our immediate priorities are therefore twofold. First, we must build an internal capacity to ‘ask’ for philanthropic gifts more frequently, more strategically and more effectively. Engendering active support from donors will therefore require increasing engagement from academic leadership. We need to build the consistency and professionalism with which gifts are solicited, and speed up the pace at which gifts to the University are made. Second, we must develop even further a culture of giving among the University’s alumni base. The natural affinity that most alumni have with the University provides an excellent starting point for communicating our ‘case for support’. One way in which to achieve both these, and our broader aims, is a major University-wide campaign, which we intend to launch towards the middle of the planning period.

In order to achieve this strategy we will:

- 15(a) Develop a University-wide volunteer program including recruitment, management, training and recognition for volunteers.
- 15(b) Develop further an alumni loyalty program to provide recognition and benefit.
- 15(c) Ensure alignment of our international and alumni strategies to maximise the benefit of our relationships with alumni groups, and galvanise a growing worldwide network of supporters.
- 15(d) Establish a coordinated University-wide management model for events and public programs, such as Sydney Ideas, that generate intellectual and creative engagement and a sense of community.
- 15(e) Plan and launch a University-wide fundraising campaign with a defined target, led by the Vice-Chancellor.



CHAPTER 5

MUTUAL ACCOUNTABILITY: RESOURCES, COSTS AND SERVICES

In the introduction to Chapter 2, we described how the University's planning and decision-making structures had not only given rise to unnecessary complexity in the organisation of our programs of education and research, but had also led to waste and duplication in our professional and support services.

After a period of expansion, not only in our activities but also in our income, the University is facing a period in which our resources are considerably more constrained. In particular, while we have no existing debt and, with some discipline, could meet our annual operating expenses from recurrent income, we face enormous capital needs and the challenge of meeting the salary demands of an increasingly competitive labour market. Of course we must pursue every opportunity for growth in our income compatible with maintaining the academic standards entailed in our statement of purpose. But we must also ensure that we are operating our systems of resource and cost allocation, are maintaining professional and administrative services, and are planning digital and physical infrastructure, in as prudent and efficient a way as possible. It is not simply that the taxpayer and the philanthropist have a right to demand that not a penny is wasted; it is also that we have not a penny to waste!

There are two parts to our strategy for improving the efficiency of our operations and maximising return on our expenditure. First, the new University Economic Model (UEM) is designed to make resource and cost allocation as transparent as possible to both faculties and divisions, so that incentives are maximised to increase income and reduce costs. Of course, a University that made decisions only on such a basis would be academically impoverished, and the new economic model assumes that there will be cross-subsidies, most notably from teaching to research, but also from one faculty or division to another. We should note that a cross-subsidy from teaching to research is in turn an investment in research-enhanced teaching and, by maintaining the quality of our research, has significant reputational effects that help attract the most able students. Both these types of cross-subsidy already exist, but under the economic model they will be made more explicit and the basis for them agreed. With greater transparency at the faculty, divisional and University-wide level, individual academic and service units will be able to understand more openly where the University's income is earned and where it is spent, and make decisions about our resources to maximise academic return.

Second, ongoing reform to the delivery of professional and administrative services, picking up from the 'shared' or 'distributed' services project, should deliver greater economies of scale and coordination without losing local responsiveness. While the faculties' experience of shared services has not always been happy, as is almost inevitable in a time of transition, the logic of greater coordination is compelling and the case for it was made in the Green Paper.

Of course, it is not only important that we have greater financial transparency and efficient services, it is also important that when we spend the resources of the University, particularly on capital projects, we do so wisely. SEG has recently seen the introduction of a new process for prioritising capital works (though it is still in the process of maturing), and, with the business case for the Centre for Obesity, Diabetes and Cardiovascular Disease, a new approach to planning for them. It is hoped that each of these developments, together with the creation of a coherent master plan for at least the Camperdown/Darlington Campus (bringing together the strategic planning of the University and divisions with the work already done for the Campus 2020 project), will lead to a closer alignment of our academic, environmental and capital plans, and therefore a more efficient pattern of capital spending.

Professor of Theoretical and World Archaeology Roland Fletcher with Dr Dan Penny, a senior lecturer in the School of Geosciences and one of Fletcher's partners in an international, multidisciplinary investigation into the decline of the gigantic medieval South-East Asian city of Angkor. Their research offers intriguing insights into the future sustainability of our modern urban life.

STRATEGY SIXTEEN: REFINE AND APPLY THE NEW UNIVERSITY ECONOMIC MODEL TO ENSURE GREATER TRANSPARENCY IN RESOURCE AND COST ALLOCATION AND SUPPORT STRATEGIC DECISION-MAKING

Education and research are the core business of universities and the source of the bulk of their funding. Thus there are obvious financial incentives to teach more students, to teach them well, and to generate research income. As a consequence university funding formulae generally construct a strong correlation between these activities and the funds they distribute to academic units such as divisions, faculties, schools, departments and centres. Financial allocations, however, are also a major mechanism for driving university strategy. Thus many universities modify the allocation formulae to achieve particular outcomes – improved research performance, better teaching performance, increased intake of international students and so on. The fundamental weakness of these formulae based on revenue growth and particular strategies is the absence of transparency about the costs of these activities. Many university funding formulae lack a clear line of sight between revenue and the expenditure required to generate it. Without transparency on both sides of the ledger, important decisions run the risk of being based more on guesswork than informed strategy.

For many years, the University of Sydney funding formula has exhibited this common weakness. While it has deployed the obvious revenue engines of student numbers, discipline costs and research, it has also driven strategy by significant additional allocations based on research performance and more favourable taxation rates for faculties with significant numbers of international students. In this allocation framework, the relationship between the revenue generated by faculties and the costs of supporting University-wide services, for example, was at best opaque. Moreover faculties were encouraged to compete with each other for the annual fixed pool of funds allocated on the basis of teaching and research performance.

The strength of the former funding formula was that it unleashed a great deal of creative effort to increase research performance and grow international student numbers (and in this the budget allocation strategy succeeded). As the Green Paper outlined, however, the funding formula was arguably one factor driving the increasing overlap and duplication of courses, programs, disciplines and administrative services. Moreover, there were numerous forms of hidden cross-subsidy in the old formula that obscured the real financial circumstances of particular academic units and made it very difficult for faculties (and the University more generally) to see the precise connections between revenue and expenditure in their operation.

In our work to reform the financial administration of the University, we have focused on two things. First, we have focused on greater transparency in reporting and increased budgetary monitoring. We regard transparency and greater monitoring for both faculties and portfolios as a correlative of our commitment to mutual accountability. This has involved a program of gradual revisions and refinements to the format of our finance reports, making them easier to analyse and adding more detailed information on key aspects of performance. We will continue to work on further improvements in our reporting capacity over the planning period. We have also strengthened the formal annual budget-setting process, instituted a system of quarterly finance meetings to strengthen budget oversight, and ensured wider distribution of our monthly financial reports.

Second, as highlighted in the introduction to this chapter, we have developed a new model for the allocation of resources and costs to organisational units. This new University Economic Model operates on the assumption that academic units are the key revenue generators for the institution and that both resources and costs should be transparently allocated to them. Thus it begins with a commitment to returning to an academic unit (a division, faculty or school), 100 percent of the income that it generates, less the direct costs that it incurs and a number of levies. (Surplus income remains, in principle, available to the division, faculty or school.)

These levies are six in number. First, each unit will be charged for the provision of University-wide services on a series of cost drivers appropriate to each service. Second, there will be a levy for the

use of space based on the cost of maintaining space of the relevant type. Third, there will be a levy for agreed University-wide academic projects and programs (though of course much of this money will be returned to the academic units as scholarships and the like). Fourth, there will be a compulsory capital charge, designed to accumulate capital funds to meet the University's growing needs for digital and physical infrastructure renewal. Fifth – because it is now clear, as outlined in the Cutler and Bradley reports, that government funding does not cover the full costs of research – as a research-intensive university we will have to levy academic units to create a fund to redistribute money back to faculties on the basis of research performance. Only in this way can we ensure that research-intensive parts of the University are not disadvantaged by the new model of distribution. Sixth, and finally, there will be a levy to cross-subsidise loss-making faculties during a transition phase, and beyond that if they merit sustained cross-subsidy for a demonstrably justifiable academic reason.

We have undertaken sustained benchmarking analysis and detailed trialling of the new allocation model with a view to introducing it for 2011, aware that we will require a significant transition period for faculties and portfolios to adjust to the impact of these budget changes. Thus, for 2011, we propose that there will be no substantial changes to allocations to our organisational units (in general the 2010 allocations will operate). At the same time we will undertake a comprehensive audit of the circumstances of each faculty seriously affected by the new formula to determine what strategies might be put in place to ensure that they are in surplus in five years. If our audit determines that the fundamental circumstances of a unit make it impossible for it to be in surplus (for example because of the nature of Commonwealth funding in this discipline or market constraints on its capacity to generate fee income) then we will, through SEG, determine whether there should be an appropriate level of cross-subsidy from other organisational units and, if so, on what basis.

As a further measure to cultivate more strategic decision-making informed by our financial circumstances we propose that the divisional boards would be responsible for financial oversight of the faculties within each division. We propose that, through the University Economic Model, we make clear the precise allocations for each faculty. The boards, however, will be charged with making the constituent faculties mutually accountable for the financial health of their division. This could include faculties providing practical assistance to one another to meet their financial challenges, or in specific cases supporting requests to SEG for ongoing cross-subsidy of specific faculties. We will also need to monitor the effects of these processes and ensure that those faculties and divisions that do sacrifice immediate self-interest for greater efficiency are not further penalised.

Through these mechanisms – a new economic model, mutual accountability for faculties at the divisional level in the development of budget strategies, more transparent financial reporting, and more regular budgetary reviews – we aim to establish a firm foundation for financial analysis and the development of University-wide strategies over the term of the planning cycle. Our aspiration is to ground University strategies in the actual financial circumstances of the University and its constituent academic units.

In order to achieve this strategy we will:

- 16(a) Introduce the new University Economic Model for the allocation of budgets to academic units and central portfolios.
- 16(b) Align the budget allocation models with the new divisional structure and charge each divisional board with accountability to SEG for budget allocations to faculties in the division.
- 16(c) Introduce a transitional process in the five-year planning cycle to ease the adjustment of academic units to the implications of the University Economic Model.
- 16(d) Review the financial circumstances of those academic units where revenue does not meet costs under the economic model, and determine appropriate strategies for moving those units into budget surplus or ensuring their continuation through cross-subsidy.

STRATEGY SEVENTEEN: SYSTEMATICALLY REVIEW ARRANGEMENTS FOR THE PROVISION OF ADMINISTRATIVE AND PROFESSIONAL SERVICES

Efficient, cost-effective and coordinated administrative services are an essential foundation for the realisation of our aspirations in education and research. Poor service delivery usually means the diversion of scarce resources from education and research to prop up antiquated processes and systems. It commonly leads to increased effort in administration, duplication, time-consuming work to plug gaps in service delivery, a lack of coordination across the University and difficulties providing timely and accurate reporting on a wide range of activities. Many of these problems were identified and analysed in the Green Paper. Indeed we concluded that University operations, given the complexity of the systems, platforms and processes that had evolved over many years, had largely been sustained by the inventiveness, commitment and ability to work around inherent service constraints of numerous dedicated professional staff in the University. This is not a sustainable basis for service delivery. If we are to sustain a University that seeks to achieve our purpose, it is imperative that we support our staff and students through an effective and efficient system of service delivery.

In designing systems for support service delivery, it is important to remember that there are essentially two possible relationships between an academic unit and a support service. First, an academic unit can be the client of a service provided by a University-wide service unit. In this scenario, the academic unit pays for the service on a basis determined by the cost drivers of the University Economic Model and should usually benefit from the economies of scale that are entailed in such an arrangement. The service is delivered by staff who are physically located either in many localities (such as those collocated with schools or faculties), in a few geographical precincts (such as those on a campus), or in one central location. They can have responsibility for servicing the needs of one, or several, academic units (such as a faculty or group of faculties forming a division). Those staff formally report to the University-wide service unit but, on a day-to-day basis, they work with, and are answerable to, the client group whose needs they serve. It is in this way that many of our professional services in the fields of human resources, finance, ICT, campus infrastructure services and (to some extent) development and alumni relations are currently structured. We have also agreed that student administration will be delivered in this way as a part of the Sydney Student project. This is the arrangement for which we have tended to use the terms 'shared' or 'distributed' services, although the differences between these terms outlined in the Green Paper was not widely accepted. Second, an academic unit can itself employ staff to meet its own support service needs. We might term this the owner-operator system. In this scenario, the academic unit wholly meets the cost of the professional service; the relevant staff are always physically collocated with the unit; and they are line-managed by the academic unit itself. It is in this way that many of our professional services in general academic support are currently structured.

If the first of these systems of support service delivery is working well, it should have the advantage of increasing coordination between different parts of the University, improving effectiveness and reducing the cost of the service. It should be responsive to the needs of the client: there should also be no difference between the accountability of the service provider employed through a University-wide service unit (whether or not locally located), and a service provider wholly employed within the local academic unit. This type of system should also make it easier for staff and students who work across academic units by establishing commonalities of practice, and enable the University to create career paths for support staff in University-wide services. The challenge of such a system, however, is to keep the service fully accountable to the client academic unit, to ensure that it responds to local needs. If the second of these systems of support service delivery is working well, it should have the advantage of local responsiveness. The challenge of this second system is the impact that it has on the University as a whole by increasing costs and reducing coordination.

During the period of the Strategic Plan, we intend systematically to move the majority of support services to a client-service provider relationship with the academic units of the University, developing

and refining the work that we have undertaken in areas such as finance, and introducing a client-service provider model to areas such as marketing, student recruitment and research support. Our major project in this regard is already underway, with the fundamental reform of the delivery of student administration services that is entailed in the Student Lifecycle Management program outlined in Chapter 3. The next areas to be addressed are those of marketing and student recruitment.

Our working assumption is that services should only be provided by staff employed by academic units themselves where doing so is either necessary to assist the academic unit to interface with University-wide services; where the relevant service is of a nature such that it is distinctive to the needs of an individual academic unit and no other; or where the relevant service is generically clerical. For each service, the relevant questions will be: (i) Should the staff providing this service to an academic unit be employed by the academic unit or by a University-wide service? (ii) If they are to be employed by a University-wide unit, should the relevant staff be servicing the needs of just one or more academic units? and (iii) Should the staff providing the service be physically located within an academic unit, within a precinct location, or in a central location? These questions flow from the position of the Green Paper that there is no necessary nexus between the units of academic organisation of the University and its units of administrative organisation.

This is not a process without its challenges, as responses to the Green Paper made clear. On the one hand, responses to the Green Paper revealed that there was considerable scepticism about the capacity of the University-wide service units to deliver support services on the first model. While there was praise for some aspects of the currently shared services (and some services were seen as higher in quality than others) there remained a strong culture of suspicion about the University-wide services and a deep conviction that only locally run services would respond to the real needs of staff and students. For their part, many involved in the University-wide services have pointed out that academic units are far more tolerant of the failings of locally run services than they are of services provided on a University-wide basis. They emphasised that this was the case even when the failings of the service result from existing problems with a locally run service that has been taken into a University-wide one. On the other hand, many agreed with the Green Paper that the University could not afford the luxury of a plethora of locally run services, with its tendency to duplication and expense. The challenge of moving to more client-service provider arrangements is therefore to ensure that there exists no difference between the local responsiveness of services provided on the two models.

In order to achieve this strategy we will:

- 17(a) Establish a Services Reform Steering Committee of SEG systematically to review arrangements for the provision of professional services, including mechanisms for ensuring client responsiveness, and beginning with marketing and student recruitment.
- 17(b) Refine existing arrangements for location and management of services in relation to finance, human resources and ICT.

Other relevant initiatives:

- 4(f) Complete the Student Lifecycle Management program to create a seamless student experience of the University's administration, from first enquiry to alumni engagement.



CHAPTER 6

2015

We believe that the 17 strategies that we have outlined in this White Paper both flow from the purpose and values of the University and set a clear course for the next five years.

Of course, each of the initiatives that we have outlined here will have key performance indicators to measure the attainment of our strategic goals. But it is important that, at a high level, the University has a core set of indicators of its performance, of the extent to which we may be said to be travelling well. The beauty of the '1:5:40' slogan that the University adopted for several years was that it set a high-level measure of the health of the institution. We propose that the metrics outlined in Appendix 2 be used as such a 'dashboard', and be made available to Senate on an ongoing basis.

However, the real measure of whether the University is travelling well is the extent to which our staff, students, government, alumni and friends find in it the institution that is entailed in our statement of purpose, our values and strategies. This is the vision of an institution in which there is freedom for individual researchers to pursue their own lines of enquiry, but also an evidence-based understanding of our research strengths and an institutional ability to invest strategically in research and education projects (particularly large-scale, cross-disciplinary projects) of national, regional and international importance. It is the vision of an institution in which students and researchers have a sense of belonging to a single community of scholars, of being engaged together in learning and enquiry, and in which excellence in research is prized. In this vision, the community of scholars is marked by its diversity, by its global orientation, and by its commitment to working in partnership with Indigenous Australia. Researchers and teachers are drawn from all over the world, some on flexible employment arrangements with other institutions, and both staff and students from overseas are impressed by the cosmopolitan nature of the academic community that they find. The University is well connected and regarded in a series of local, rural and international communities, and has grown its links with China. Its alumni are actively involved in the life of the institution and financially support it.

In this environment, students have a rich campus life and their experience of dealing with University administration is seamless from first enquiry to alumni engagement. They have opportunities for both formal and informal learning, in classroom and community-based contexts, in Australia and overseas. Teaching is stimulating and constantly refreshed by new thinking about pedagogy disseminated broadly across the institution. Curriculum delivers on our graduate attributes in ways that can be measured and the suite of the University's degree offerings is coherent and well coordinated, allowing students ease of movement between faculties, particularly in the generalist undergraduate degrees.

Administratively, the University in this vision is marked by a commitment to transparency and shared governance. Resources and costs are allocated in a way that ensures the financial and academic sustainability of the institution. Planning and decisions are made on the basis of evidence, in fora in which the different academic communities of the University are equitably represented and decision-making is informed by appropriate expertise. Administrative services are effectively and efficiently delivered and the working conditions of staff, and our digital and physical infrastructure, are first rate.

In short, the University delivers on its mission of being a place in which both academic quality and community engagement are valued, in which ideas are not only intrinsically important, but also important because of the difference that they can make in the world. It is a place of both engaged enquiry and mutual accountability, in which the brightest researchers and most promising students can thrive and realise their full potential.

Of course, there are ways in which the work of the University already matches this vision. And to some extent we will never fully match it. But the strategies outlined in this White Paper are directed towards realising that vision, and it is against that goal that our success over the next five years must be judged.

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APPENDIX 1
2011–2015 STRATEGIC PLAN

INTRODUCTION

The Green Paper *The University of Sydney 2011–2015* outlined both the external and internal challenges that we face in maintaining our current position in an increasingly competitive global education sector. This Strategic Plan defines the 17 key strategies that we have identified as fundamental in responding to these challenges.

The strategies, and initiatives that support them, draw upon every area of our work. They have been developed in collaboration with staff and students from across the University and will continue to take form as we align our faculty and divisional plans to this University-wide blueprint.

We are confident that the strategies outlined in this plan are vital to building upon the work of this great University, and that implementing them through a consistent program of collective planning, decision-making and management will be important to ensuring our ongoing academic strength and international competitiveness into the future.

A handwritten signature in black ink, appearing to read 'Michael Spence', with a large, stylized flourish at the end.

Michael Spence
Vice-Chancellor and Principal

For more information on the Strategic Plan 2011-2015 visit sydney.edu.au/strategy

OUR STATEMENT OF PURPOSE AND VALUES

We aim to create and sustain a university in which, for the benefit of both Australia and the wider world, the brightest researchers and the most promising students, whatever their social or cultural background, can thrive and realise their full potential.

In pursuing this purpose, the University community shares two key values. These are values to which people repeatedly returned in the consultation process for this Strategic Plan. They run like a thread through all of the strategies included here. They will serve to guide our activities during the planning period:

ENGAGED ENQUIRY

The University is a place of enquiry. It is a place in which the skills of critical thinking are sharpened and exercised. There are three senses in which our enquiry is 'engaged'. First, we hold education and research together. There should be a seamlessness in the learning of our students and researchers as they work to sharpen their skills in critical thinking and analysis to advance knowledge and understanding. Second, while building on the traditional disciplines, we bring them together to solve complex problems in cross-disciplinary education and research. Third, the work of our University is engaged with the communities of which we are a part, both in Australia and overseas.

MUTUAL ACCOUNTABILITY

Individual members of the University, and the academic communities of which they are a part, are accountable to one another for their contribution to the academic and financial health of the institution. This concept of mutual accountability shapes the University's commitment to, and the responsibilities of, individual staff and students. It also has implications for our approach to decision-making, and for the relationship of the various academic communities that constitute the University.

These values shape our aspirations: they determine both what we seek to achieve and how we seek to achieve it. With our statement of purpose they constitute a test of the extent to which our various initiatives do, or do not, meet our strategic directions.

MUTUAL ACCOUNTABILITY: UNIVERSITY GOVERNANCE AND THE SIZE AND SHAPE OF THE UNIVERSITY

STRATEGY ONE: REFINE OUR GOVERNANCE STRUCTURES

Our vision is of an institution where groups of academic communities hold one another both academically and financially accountable, and develop coordinated strategies to achieve the University's strategic purpose. This requires effective structures for institutional governance and collective decision-making.

Initiatives

- 1(a) Create new divisional boards as committees of SEG to bring faculties together in a relationship of mutual accountability. These divisional boards will be comprised as follows: Arts, Law, Education and Social Work; Science, Veterinary Science, Agriculture, Food and Natural Resources; Medicine, Dentistry, Nursing, Pharmacy; Architecture, Design and Planning, Sydney College of the Arts, Sydney Conservatorium of Music; Economics and Business; Engineering and Information Technologies; Health Sciences.
- 1(b) Agree with each of the Deans of the faculties and with SEG the membership, terms of reference and rules for the conduct of the business of the divisional boards.
- 1(c) Charge the divisional boards with the task of overseeing the development of faculty strategic plans and developing a strategic plan for the division as a whole.
- 1(d) Restructure SEG to better represent the scale of University activity within the divisions.
- 1(e) Reform the subcommittees of SEG to reflect the full range of responsibilities of the reconstituted SEG.
- 1(f) Transfer the Discipline of Economics from the Faculty of Economics and Business to the Faculty of Arts, creating a new School of Economics within that faculty and renaming the Faculty of Arts as the Faculty of Arts and Social Sciences and the Faculty of Economics and Business as the School of Business (with the status of a faculty).
- 1(g) Transfer the Graduate School of Government and the Centre for International Security Studies from the Faculty of Economics and Business to the Faculty of Arts.
- 1(h) Determine the most appropriate place in the faculty and divisional structure for disciplines such as Agricultural Economics, Econometrics, Urban Planning and Human Geography.
- 1(i) Continue to discuss ways in which we might better profile and coordinate teaching, research training and research in the social sciences, particularly with key stakeholders in the Faculty of Arts. This might involve consideration of such questions as the structure of the School of Social and Political Sciences and the formation of a Graduate School of Social Sciences.

STRATEGY TWO: MANAGE MORE EFFECTIVELY THE SIZE AND SHAPE OF THE UNIVERSITY

We will build a student population profile that is compatible with our statement of purpose and that will ensure our financial viability. We will, in particular, pursue our commitment to the education of the most promising students, drawn from a diversity of social and cultural backgrounds.

Initiative

- 2(a) Charge the divisional boards and the Curriculum Committee of SEG with the responsibility for reviewing annually the student load and mix to ensure educational and financial sustainability.

ENGAGED ENQUIRY: INTEGRATED EDUCATION AND RESEARCH

STRATEGY THREE: INITIATE A UNIVERSITY-WIDE PROGRAM OF CURRICULUM RENEWAL

Our aim is to produce flexible and creative thinkers, leaders for Australia and the wider world. An education here will equip students with essential skills in critical thinking and communication, and foster an enquiring mind. It will support students in their transition to university, offer a coherent program of courses, and distinguish pathways through degrees.

Initiatives

- 3(a) Establish a Curriculum Committee of SEG to oversee a University-wide program of curriculum renewal and ensure coherence of our programs and courses.
- 3(b) Develop University-wide principles for curriculum development.
- 3(c) Conduct a fundamental review of the major undergraduate generalist degree programs.
- 3(d) Articulate the standards and outcomes of teaching and learning experiences that distinguish different degree levels and pathways through degrees.
- 3(e) Implement the assessment principles flowing from the Academic Board review, begun in 2009.
- 3(f) Identify and empower scholars with expertise in curriculum development to champion curriculum renewal and best practice across the University.
- 3(g) Recognise and reward staff contribution to curriculum renewal and innovation.

STRATEGY FOUR: ENRICH THE EXPERIENCE OF UNIVERSITY LIFE FOR ALL OUR STUDENTS

We aspire to build upon our reputation for the high-quality student experience enjoyed at the University. Our aim is to increase student participation in University life by enriching the services and support that we offer, and enhancing the ways in which they integrate with one another and with our academic programs, to meet the needs of all the students that they serve.

Initiatives

- 4(a) Review and develop the University's provision of services for student health, wellbeing and welfare.
- 4(b) Support universal access by investing in implementation of the Disability Action Plan 2011–2015, including the allocation of disability officers and ongoing training for staff.
- 4(c) Provide more affordable and appropriate student accommodation on and near the University's campuses, consistent with the Work Slate project on student accommodation.
- 4(d) Undertake a feasibility study of the virtual colleges.
- 4(e) Build upon the current Teaching and Learning Capital Fund project regarding networks of informal learning spaces around campus.
- 4(f) Complete the Student Lifecycle Management program to create a seamless student experience of the University's administration, from first enquiry to alumni engagement.
- 4(g) Prioritise and implement the recommendations of the University Review of Co-curricular Experience to increase the effectiveness and relevance of our co-curricular programs.
- 4(h) Prioritise and implement the recommendations of the University Review of Support for International Students.
- 4(i) Complete the Work Slate projects on social and catering facilities.

STRATEGY FIVE: EXPAND AND DIVERSIFY OPPORTUNITIES FOR STUDENTS TO DEVELOP AS GLOBAL CITIZENS

Promoting the University's position in the international academic community is fundamental to all that we do, from education and research to alumni and community engagement. We aim to create more opportunities for our students to engage in research and education outside Australia, to develop our students as global citizens, and to ensure that staff and students who come to the University from overseas find an environment that values the contribution they can make.

Initiatives

- 5(a) Build on international exchange opportunities for our students and international experience for our staff.
- 5(b) Finalise the implementation of the Second Language Acquisition project.
- 5(c) Expand the number of World Scholars Program scholarships to attract the best PhD students from priority countries.
- 5(d) Introduce a World Fellows Program for short-term visits by leading international academics and public figures.
- 5(e) Complete and implement the project on Appointments for Overseas Academics to facilitate the fractional appointment of academic staff also employed at an overseas university.
- 5(f) Pursue new funding opportunities to build capacity for international engagement and exchange.

STRATEGY SIX: DEVELOP OUR CAPACITY TO IDENTIFY AND SUPPORT RESEARCH EXCELLENCE

Fundamental changes in the research environment, both in Australia and internationally, require new approaches to achieving and sustaining research excellence. While researchers must be free to follow whatever line of enquiry they choose, a more strategic focus is needed for University investment in both disciplinary and cross-disciplinary work. This will help us to attract, enable and empower researchers in well-resourced and well-maintained environments.

Our aim is to develop and implement an integrated and coherent University-wide approach to planning, delivering, managing and funding our research in a way that demonstrably supports researchers engaged in internationally recognised, transformational research.

Initiatives

- 6(a) Develop divisional research strategies and negotiate compacts with SEG for endorsement, and, where necessary, support of these strategies.
- 6(b) Develop the capacity for comprehensive recording of University research outputs and for the evidence-based identification of areas of research strength.
- 6(c) Establish a University-wide research fund to allow strategic investment in identified areas of research.
- 6(d) Apply divisional and University research strategies in the ongoing assessment of our infrastructure needs and priorities.
- 6(e) Establish a program for the systematic review and development of University research policies in collaboration between SEG and the Academic Board.
- 6(f) Complete the construction of the Australian Institute for Nanoscience.

STRATEGY SEVEN: DEVELOP OUR CAPACITY TO IDENTIFY AND PROMULGATE EXCELLENCE IN TEACHING

Our academic staff should be engaged in developing and applying the best pedagogical practice at all levels, and our students' educational experience must be of a consistently high quality.

We aim to build the capacity of individual teachers and foster the development of teaching teams and communities in degree programs, schools and faculties. All our staff will have access to opportunities for development and teaching and learning support. We will share the best of local practice across the University.

Initiatives

- 7(a) Develop divisional teaching excellence strategies and negotiate compacts with SEG for endorsement, and, where necessary, support of these strategies.
- 7(b) Develop new tools for identifying teaching and learning strengths to inform divisional strategies and support the promulgation of best practice.
- 7(c) Establish University-agreed minimum standards for teaching and learning support as appropriate to each faculty.
- 7(d) Apply divisional and University teaching excellence strategies in the ongoing assessment of our infrastructure needs and priorities.
- 7(e) Complete the Learning Space Network Project.
- 7(f) Establish a program for the systematic review and development of University education policies in collaboration between SEG and the Academic Board.
- 7(g) Complete the Abercrombie Precinct infrastructure project.

STRATEGY EIGHT: DEVELOP A SMALL NUMBER OF MAJOR CROSS-DISCIPLINARY INITIATIVES IN RESEARCH AND EDUCATION

To have visible impact in addressing the complex problems facing our nation and our world, we must harness relevant intellectual resources from across the University and provide structures for cross-disciplinary research and education at the University level.

Our aim is to create an environment that promotes and facilitates cross-disciplinary collaborations of high social impact, through targeted and transparent investment in visionary research and education initiatives.

Initiatives

- 8(a) Establish the Centre for Obesity, Diabetes and Cardiovascular Disease as an exemplar of a major program of cross-disciplinary research and education in an area of high social impact.
- 8(b) Develop governance and financial arrangements for University-wide research and education programs based on the lessons learned from the establishment of the Centre for Obesity, Diabetes and Cardiovascular Disease.
- 8(c) Develop criteria and processes to identify, support and maintain strategic and University-supported research and education initiatives.
- 8(d) Evaluate existing University-wide and University-supported research and education projects, including the Institute for Sustainable Solutions, and refine and strengthen the University Centres Policy.
- 8(e) Establish University-wide centres for education and research on China and South-East Asia Studies, as recommended in the Review of Area Studies, and implement the other recommendations of that review.
- 8(f) Determine the feasibility of up to two new major cross-disciplinary programs of research and education.
- 8(g) Create for each major cross-disciplinary program of research and education a strategy for implementation in the University community which embodies and exemplifies the program's core purpose in our institutional life.

STRATEGY NINE: AGREE COORDINATED STRATEGIES FOR IDENTIFYING, DEVELOPING AND SUPPORTING RESEARCH TALENT FROM UNDERGRADUATE STUDENTS TO RESEARCH LEADERS

Our aim is to create and sustain an environment in which our research talent is supported through technical disciplinary training, but also in more general training in research leadership and management, in skills in commercialisation and communication, and in developing cross-disciplinary research capabilities. We must also provide support and development that is tailored to each stage of the researcher career pathway, from the undergraduate student to the senior researcher.

Initiatives

- 9(a) Embed discovery-based learning in all curricula, with opportunities for research experience appropriate to discipline and level.
- 9(b) Develop coordinated faculty, divisional and University-wide programs for researcher induction, and for research training and mentoring at all career stages.
- 9(c) Extend the standard full-time duration of the PhD program to four years to provide scope for broadening methodological and generic skills training, where appropriate.
- 9(d) Develop clearer pathways to the PhD from Honours and alternate prior programs.
- 9(e) Establish discipline-specific guidelines and training for supervisors, including provision for co-supervisors.
- 9(f) Charge the Graduate Office with enhanced responsibility for candidate administration, monitoring of consistency of practice and policy, and procedural development across the University.
- 9(g) Develop a more transparent model for the allocation of income from research students, consistent with the University Economic Model.
- 9(h) Develop programs to extend the leadership skills of researchers heading major research initiatives.

STRATEGY TEN: PROMOTE INDIGENOUS PARTICIPATION, ENGAGEMENT, EDUCATION AND RESEARCH

The University has a strong commitment to advancing Indigenous education and research and ensuring that it is well supported. Our aim, as a contemporary Australian institution, is to ensure that Indigenous issues and knowledge are core elements of our decision-making, teaching, research and community engagement activities.

Initiatives

- 10(a) Develop and implement clear strategies in response to the recommendations of the Review of Indigenous Education.
- 10(b) Foster stronger relationships based on mutual respect with local, regional and national Indigenous communities.
- 10(c) Ensure Indigenous perspectives are taken into account in our planning and decision-making processes.
- 10(d) Enhance the pathways and support we provide for Indigenous students to access higher education and pursue both academic and professional staff careers.
- 10(e) Establish mentoring programs specific to Indigenous researchers at all career stages.
- 10(f) Ensure that the specific accommodation needs of Indigenous students in particular are addressed as part of an integrated approach to solving the University's accommodation challenges.
- 10(g) Ensure that more students who graduate from the University do so with a deeper knowledge and understanding of Indigenous culture.

STRATEGY ELEVEN: ATTRACT AND SUPPORT PROMISING STUDENTS FROM A DIVERSITY OF SOCIAL AND CULTURAL BACKGROUNDS

Attracting promising students whatever their social or cultural background is core to our sense of purpose and consistent with our history. Our aim is to diversify our student population and, particularly, to increase the participation of students from low socioeconomic, Indigenous, rural and remote backgrounds. We are committed to improving the preparation, aspiration and achievement of intellectually able students from groups currently underrepresented in our student population.

Initiatives

- 11(a) Expand our partnerships with specific schools and community organisations to raise awareness of the value of tertiary education, support educational attainment, and increase aspirations for further study.
- 11(b) Review admissions criteria and policies, including those covering pathways, special admissions programs, and ATAR bonuses, to increase participation by underrepresented groups.
- 11(c) Set University, faculty and school targets for recruitment and retention of low SES, Indigenous and rural and remote students.
- 11(d) Complete ongoing negotiations with universities in rural NSW for greater cooperation in education and research, and the provision of flexible pathways for students.
- 11(e) Ensure appropriate support for the retention and achievement of students from underrepresented groups.
- 11(f) Provide staff development activities and resources to build the necessary skills to support the successful implementation of social inclusion and Indigenous education initiatives.
- 11(g) Convene a cross-disciplinary network of researchers into social inclusion and exclusion and related community issues.

STRATEGY TWELVE: PROVIDE ENHANCED LEARNING OPPORTUNITIES FOR ALL OUR STAFF

As a community of engaged enquiry, we will provide all staff with a rich variety of opportunities for learning, opportunities intended both for professional development and for their intrinsic educational value.

Initiatives

- 12(a) Continue the review of the University's Performance Management and Development system to simplify and better support the University's performance and development needs.
- 12(b) Develop and implement processes for succession planning for the University, ensuring growth opportunities and career development for all staff.
- 12(c) Systematically review current learning programs and initiatives with a view to meeting identified capability development needs.
- 12(d) Facilitate participation by staff in formal academic programs, and also as both teachers and students in non-award and public programs of education.
- 12(e) Review arrangements for performance progression.

ENGAGED ENQUIRY: LOCAL AND GLOBAL PARTNERSHIPS

STRATEGY THIRTEEN: PRIORITISE INTERNATIONAL ENGAGEMENT ON A REGIONAL BASIS TO SUPPORT THE EFFECTIVE DEVELOPMENT OF UNIVERSITY-WIDE PARTNERSHIPS AND NETWORKS

Members of the University are part of a wide network of relationships with researchers and policy-makers around the world. Our work enjoys a strong international reputation. But to be more effective in engagement with our partners – academic, governmental and inter-governmental – we commit to greater coordination and focus of our international activities at a University-wide level.

Initiatives

- 13(a) Focus our regional engagement efforts on China, South-East Asia, and India as top priorities; Korea, Japan, North America and Europe as medium priorities; and Latin America and Africa as emerging priorities.
- 13(b) Develop a business plan to reflect these priorities and cover existing gaps, as appropriate.
- 13(c) Develop the Sydney World Program of offshore and onshore academic fora, symposia, graduations and alumni receptions, consistent with our regional priorities.
- 13(d) Design an international communications program using media and messages appropriate to targeted audiences, consistent with the University's overall communications strategy.

STRATEGY FOURTEEN: DEVELOP AND IMPLEMENT A COORDINATED UNIVERSITY-WIDE FRAMEWORK FOR LOCAL AND RURAL COMMUNITY ENGAGEMENT

Our engagement in both local and rural areas is diverse and valuable, from research and outreach to student placement and professional development. As we deepen our commitment to engaged enquiry, our aim is to identify those local and rural communities with which we can most fruitfully partner across a range of initiatives. We will identify a number of communities with whom we have existing links, particularly those where we already have a physical presence, and build stronger University-wide cooperation with them across a range of activities.

Initiatives

- 14(a) Establish an Office of Community Engagement to create and cultivate meaningful and sustainable community partnerships, consistent with our research and education mission.
- 14(b) Conduct an audit of current community engagement programs throughout the University, including those in rural and remote areas, to focus future activity in community engagement.
- 14(c) Identify a sustainable number of projects that include opportunities for education and research activities (in consultation with external groups) that will directly engage local residents, students, staff and alumni.
- 14(d) Embed strategies for community-engaged learning within the curricula of the University through the process of curriculum renewal.
- 14(e) Increase our stakeholders' understanding of the University's mission, goals and messages through the implementation of an integrated marketing and communications plan.
- 14(f) Include in the campus master planning process consideration of the infrastructure required to create and sustain a viable cultural precinct.

STRATEGY FIFTEEN: DEEPEN OUR ENGAGEMENT WITH A SUPPORTIVE NETWORK OF ALUMNI AND FRIENDS

The University has a long tradition of engagement with our family of alumni and supporters, who are both advocates for our work and critical friends. A coordinated and consistent approach across the University to engagement with our alumni and supporters is important to achieving our principal goals.

To advance this aim we will continue to broaden opportunities for engagement with the University through our online groups and local and interest-based alumni chapters, program of events, public lecture series, and volunteer programs. We will also provide more, and more convenient, opportunities for philanthropic support.

Initiatives

- 15(a) Develop a University-wide volunteer program including recruitment, management, training and recognition for volunteers.
- 15(b) Develop further an alumni loyalty program to provide recognition and benefit.
- 15(c) Ensure alignment of our international and alumni strategies to maximise the benefit of our relationships with alumni groups, and galvanise a growing worldwide network of supporters.
- 15(d) Establish a coordinated University-wide management model for events and public programs, such as Sydney Ideas, that generate intellectual and creative engagement and a sense of community.
- 15(e) Plan and launch a University-wide fundraising campaign with a defined target, led by the Vice-Chancellor.

MUTUAL ACCOUNTABILITY: RESOURCES, COSTS AND SERVICES

STRATEGY SIXTEEN: REFINE AND APPLY THE NEW UNIVERSITY ECONOMIC MODEL TO ENSURE GREATER TRANSPARENCY IN RESOURCE AND COST ALLOCATION AND SUPPORT STRATEGIC DECISION-MAKING

We aim to strengthen our capacity for financial analysis and strategic decision-making based on the actual financial circumstances of the University and its constituent units. In particular, it is essential that there be transparency in the internal allocation of resources and costs, and appropriate budget discipline.

We will achieve this through a new economic model, mutual accountability for faculties at the divisional level in the development of budget strategies, better financial reporting and regular budgetary review processes.

Initiatives

- 16(a) Introduce the new University Economic Model for the allocation of budgets to academic units and central portfolios.
- 16(b) Align the budget allocation models with the new divisional structure and charge each divisional board with accountability to SEG for budget allocations to faculties in the division.
- 16(c) Introduce a transitional process in the five-year planning cycle to ease the adjustment of academic units to the implications of the University Economic Model.
- 16(d) Review the financial circumstances of those academic units where revenue does not meet costs under the economic model, and determine appropriate strategies for moving those units into budget surplus or ensuring their continuation through cross-subsidy.

STRATEGY SEVENTEEN: SYSTEMATICALLY REVIEW ARRANGEMENTS FOR THE PROVISION OF ADMINISTRATIVE AND PROFESSIONAL SERVICES

Efficient, cost-effective and coordinated administrative services are an essential foundation for the realisation of our aspirations in education and research. If we are to sustain a University that seeks to achieve our strategic purpose we must support our staff and students through an effective, coordinated and efficient system of administrative and professional services delivery.

Initiatives

- 17(a) Establish a Services Reform Steering Committee of SEG systematically to review arrangements for the provision of professional services, including mechanisms for ensuring client responsiveness, and beginning with marketing and student recruitment.
- 17(b) Refine existing arrangements for location and management of services in relation to finance, human resources and ICT.

APPENDIX 2
WORK SLATE PROJECTS

APPENDIX 2

COMPLETED WORK SLATE PROJECTS AS AT 31 JULY 2010

WORK SLATE PROJECT NAME	WORK SLATE STATUS	INITIATIVE DESCRIPTION	STRATEGIC PLAN CORRELATION
Research			
Review of Area Studies	100%	Continue to discuss ways in which we might better profile and coordinate teaching, research training and research in the social sciences, particularly with key stakeholders in the Faculty of Arts.	1(i)
Research Management Program (RMP) – Horizon 2	100%	Develop the capacity for comprehensive recording of University research outputs and for the evidence-based identification of areas of research strength.	6(b)
Education			
Overseas Student Programs Strategy	100%	Build international exchange opportunities for our students and international experience for our staff.	5(a)
Non-English Language Acquisition Strategy	100%	Finalise the implementation of the Second Language Acquisition project.	5(b)
Review of Coursework Master's	100%	Establish a Curriculum Committee of SEG to oversee a University-wide program of curriculum renewal and ensure coherence of our programs and courses.	3(a)
Undergraduate Liberal Arts and Sciences Programs	100%	Establish a Curriculum Committee of SEG to oversee a University-wide program of curriculum renewal and ensure coherence of our programs and courses.	3(a)
University-wide Assessment Policy	100%	Implement the assessment principles flowing from the Academic Board review, begun in 2009.	3(e)
Review of PhD	100%	Extend the standard full-time duration of the PhD program to four years to provide scope for broadening methodological and generic skills training, where appropriate.	9(c)
Student Experience and Support			
Review of Indigenous Student Support Services	100%	Develop and implement clear strategies in response to the recommendations of the Review of Indigenous Education.	10(a)
		Foster stronger relationships based on mutual respect with local, regional and national Indigenous communities.	10(b)
		Ensure Indigenous perspectives are taken into account in our planning and decision-making processes.	10(c)
		Enhance the pathways and support we provide for Indigenous students to access higher education and pursue both academic and professional staff careers.	10(d)
		Establish mentoring programs specific to Indigenous researchers at all career stages.	10(e)
		Ensure that the specific accommodation needs of Indigenous students in particular are addressed as part of an integrated approach to solving the University's accommodation challenges.	10(f)
		Ensure that more students who graduate from the University do so with a deeper knowledge and understanding of Indigenous culture.	10(g)
Review of Sydney Student Experience (Student Life) – Phase 1	100%	Prioritise and implement the recommendations of the University Review of Co-curricular Experience to increase the effectiveness and relevance of our co-curricular programs.	4(g)
Review of Support Services for International Students	100%	Prioritise and implement the recommendations of the University Review of Support for International Students.	4(h)
Scholarship Provision Strategy	100%		

WORK SLATE PROJECT NAME	WORK SLATE STATUS	INITIATIVE DESCRIPTION	STRATEGIC PLAN CORRELATION
International and External Relations			
Overseas Offices Strategy – Phase 2	100%	Pursue new funding opportunities to build capacity for international engagement and exchange.	5(f)
Fundraising Strategy	100%	Plan and launch a University-wide fundraising campaign with a defined target, led by the Vice-Chancellor.	15(e)
Sydney Ideas Program	100%	Establish a coordinated University-wide management model for events and public programs, such as Sydney Ideas, that generate intellectual and creative engagement and a sense of community.	15(d)
Brand Project – Phase 2	100%		
Graduation Ceremony Improvement	100%		
Third Party Agreements – Phase 2 (Gift Policy)	100%		
Human Resources			
Academic Staff Development and Career Progression	100%	Continue the review of the University's Performance Management and Development system to simplify and better support the University's performance and development needs.	12(a)
		Develop and implement processes for succession planning for the University, ensuring growth opportunities and career development for all staff.	12(b)
		Systematically review current learning programs and initiatives with a view to meeting identified capability development needs.	12(c)
		Review arrangements for performance progression.	12(e)
Automation of HR processes	100%		
Recruitment and Selection Policy and Procedure	100%		
Review of Complaint & Dispute Handling, Grievance and Misconduct Proceedings Phase 1	100%		
Support for Deans and Heads of School	100%		
Administration			
Capital Projects Prioritisation	100%	Apply divisional and University teaching excellence strategies in the ongoing assessment of our infrastructure needs and priorities.	7(d)
		Apply divisional and University research strategies in the ongoing assessment of our infrastructure needs and priorities.	6(d)
Environmental Sustainability Strategy	100%		
Policy Management Unit – Phase 1 (Establishment)	100%		
Review of Delegations of All Core Processes Phase 1	100%		

APPENDIX 2

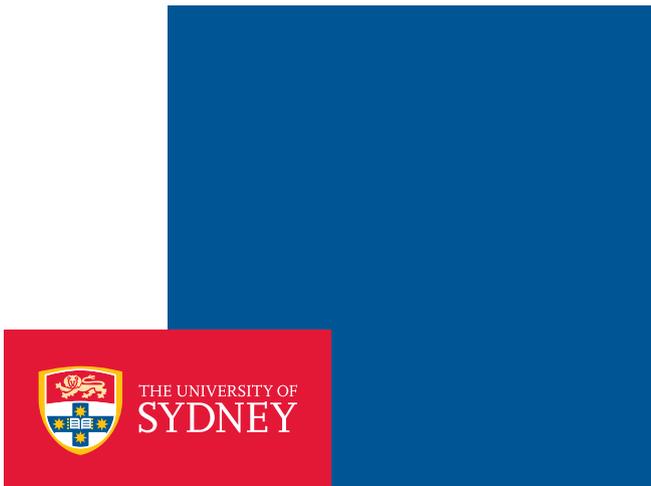
INCOMPLETE WORK SLATE PROJECTS AS AT 31 JULY 2010

WORK SLATE PROJECT NAME	WORK SLATE STATUS	INITIATIVE DESCRIPTION	STRATEGIC PLAN CORRELATION
Research			
Review of Thematic Research Strengths	10%	Develop the capacity for comprehensive recording of University research outputs to inform the evidence-based identification of areas of research strength.	6(b)
		Establish a University-wide research fund to allow strategic investment in identified areas of research.	6(c)
Centre for Obesity, Diabetes and Cardiovascular Disease	Pending	Establish the Centre for Obesity, Diabetes and Cardiovascular Disease as an exemplar of a major program of cross-disciplinary research and education in an area of high social impact.	8(a)
		Develop governance and financial arrangements for University-wide research and education programs based on the lessons learned from the Centre for Obesity, Diabetes and Cardiovascular Disease.	8(b)
Digitisation of HERDC and ERA Data and Open Access Policy	72%	Develop the capacity for comprehensive recording of University research outputs and for the evidence-based identification of areas of research strength.	6(b)
University Research Data Storage, Management and Access	10%	Develop the capacity for comprehensive recording of University research outputs and for the evidence-based identification of areas of research strength.	6(b)
Vice-Chancellor's Research Showcase Program	Pending		
Review of Research in the Performing and Creative Arts at Sydney	15%		
Review of Research Contracts	65%		
Review of Ethics Administration at Sydney: Phase I Animal Ethics, Phase II Human Ethics	76%		
Excellence in Research Australia (ERA)	90%		
Education			
Establishment of a China Studies Centre	30%	Establish University-wide centres for education and research on China and South-East Asia Studies, as recommended in the Review of Area Studies, and implement the other recommendations of that review.	8(e)
Strategy for Higher Degrees by Research (was PhD Strategy)	90%	Extend the standard full-time duration of the PhD program to four years to provide scope for broadening methodological and generic skills training, where appropriate.	9(c)
		Develop clearer pathways to the PhD from Honours and alternate prior programs.	9(d)
		Establish discipline-specific guidelines and training for supervisors, including provision for co-supervisors.	9(e)
Review of Research Master's	25%	Establish discipline-specific guidelines and training for supervisors, including provision for co-supervisors.	9(e)

WORK SLATE PROJECT NAME	WORK SLATE STATUS	INITIATIVE DESCRIPTION	STRATEGIC PLAN CORRELATION
Student Experience and Support			
Pastoral Care	Pending	Review and develop the University's provision of services for student health, wellbeing and welfare.	4(a)
Student Accommodation (formerly Housing) Project	75%	Provide more affordable and appropriate student accommodation on and near the University's campuses, consistent with the Work Slate project on student accommodation.	4(c)
Student/Lecturer Enterprise e-Learning and Teaching Systems	5%	Build upon the current Teaching and Learning Capital Fund project regarding networks of informal learning spaces around campus.	4(e)
Sydney Student	15%	Complete the Student Lifecycle Management program to create a seamless student experience of the University's administration, from first enquiry to alumni engagement.	4(f)
Record of Student Experience	10%		
International and External Relations			
Reciprocation and Donor Recognition	Pending		
Human Resources			
Appointments for Overseas Academics	80%	Complete and implement the project on Appointments for Overseas Academics to facilitate the fractional appointment of academic staff also employed at an overseas university.	5(e)
Indigenous Employment Strategy	55%	Enhance the pathways and support we provide for Indigenous students to access higher education and pursue both academic and professional staff careers.	10(d)
Family Friendly Project	30%		
Gender-Equity	50%		
General Staff Remuneration Strategy	34%		
Review of OH&S Management	75%		
Administration			
Review of Controlled Entities	80%	Evaluate existing University-wide and University-supported research and education projects, including the Institute for Sustainable Solutions, and refine and strengthen the University Centres Policy.	8(d)
University Economic Model (UEM)	75%	Develop a more transparent model for the allocation of income from research students, consistent with the University Economic Model.	9(g)
		Introduce the new University Economic Model for the allocation of budgets to academic units and central portfolios.	16(a)
		Align the budget allocation models with the new divisional structure and charge each divisional board with accountability to SEG for budget allocations to faculties in the division.	16(b)
		Introduce a transitional process in the five-year planning cycle to ease the adjustment of academic units to the implications of the University Economic Model.	16(c)
		Review the financial circumstances of those academic units where revenue does not meet costs under the economic model, and determine appropriate strategies for moving those units into budget surplus or ensuring their continuation through cross-subsidy.	16(d)
Campus Facilities for Staff and Students	10%	Complete the Work Slate projects on social and catering facilities.	4(i)
Campus Master Plan	30%		
Foundation Plus	30%		

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