The University of Sydney

Strategic Plan

1999-2004

The University of Sydney is Australia’s first university. It leads the country in maintaining the best of time-honoured university traditions and demonstrates its leadership by the innovation and quality of its research and teaching. It measures its achievements by international standards and aspires to have these recognised throughout the world as the criterion by which Australian higher education is judged.

Roles and values

The role of the University of Sydney is to create, preserve, transmit and apply knowledge through teaching, research, creative works and other forms of scholarship. In carrying out this role, the University of Sydney reaffirms its commitment to:

• institutional autonomy, recognition of the importance of ideas, intellectual freedom to pursue critical and open inquiry, and social responsibility;
• tolerance, honesty and respect as the hallmarks of relationships throughout the University community and underpinning high standards of ethical behaviour; and
• understanding the needs and expectations of those whom it serves and striving constantly to improve the quality and delivery of its services and access to those services.
Planning for change

The University of Sydney Plan sets out strategic goals and objectives for the period up to and beyond the University's 150th anniversary. The Plan is complemented by further plans at the College, Faculty and Department level which translate these goals and objectives into detailed operational strategies. Similarly, plans play an important role in the central administrative portfolios, in the University library and with respect to Information Technology, Research Management, Teaching and Learning, Internationalisation, the Student University Experience Strategy and the Capital Development Program.

The University Plan builds on the achievements of the original 1994-2004 Plan and addresses new strategic priorities. It assists in strategic re-evaluation of our annual performance against agreed goals and forms a valuable part of the University’s accountability processes.

Major Goals

Goal One: The University of Sydney will maintain and enhance its position as an outstanding provider of high quality undergraduate and postgraduate teaching, both in Australia and internationally.

Goal Two: The University of Sydney will continue to provide access to tertiary study and appropriate support for students from a diversity of backgrounds.

Goal Three: The University of Sydney will develop its reputation as an institution where pure and applied research and research training are conducted at nationally and internationally recognised standards, including research relevant to the economic, social and cultural well-being of Australia and the region.

Goal Four: The University of Sydney will further enhance its position as a university of high standing in the international community of scholars.

Goal Five: The University of Sydney will continue to make a significant contribution to the well-being and enhancement of the wide range of professions with which it engages.

Goal Six: The University of Sydney will improve its position as an efficient, effective and responsible institution, striving to meet the needs of students and staff, and committed to quality in all aspects of its operations.

Goal Seven: By providing knowledge, opportunity and encouragement, the University of Sydney will maintain and enhance its position as a leading contributor to the opinions and ideas, cultures and lifestyles of the many communities it serves locally, nationally and internationally.
SESIQUICENTENARY
The University of Sydney celebrates its 150th anniversary over the years 2000 to 2002, providing an opportunity to showcase the University’s contributions to the nation and its intentions for the future. This celebration enables the University to evaluate its progress and to approach the future innovatively and with vision.

THE AUSTRALIAN CONTEXT
Australian society faces many challenges. The nation must achieve more equitable, cohesive and efficient bases for social and economic activity. It must forge a more competitive and strategic role in the international arena. The impact of new technologies, the knowledge-intensive basis of future economic development, and the limits to the country’s capacity to shape and control its future independent of global and regional circumstances, will all impact on Australians now and in the next generation.

INTERNATIONAL STANDING
Universities wishing to be leaders must operate at an international level. While it will have particular responsibilities to its regional and national constituencies, the University’s academic excellence can be measured only by comparison with the best universities throughout the world.

DIVERSIFIED FUNDING BASE
In its 1999 budget, the Commonwealth Government announced cuts in funding for the higher education sector of one per cent in 1997, three per cent in 1998 and one per cent in both 1999 and 2000. It has also declined to supplement universities to support salary increases for staff.

The decline in public funding is forcing universities to seek additional funding from other sources. One such source is from both local and international student fees. The Government has provided limited deregulation by allowing up to 25 per cent of students in any particular undergraduate course to be enrolled as fee-paying students. Units of study may also be offered on a fee-paying basis in non-standard semesters such as Summer Schools. Government policy on higher education funding will also be subject to further change.

NATIONAL AND INTERNATIONAL COMPETITION
The Federal Government’s desire to implement competitive neutrality principles in Australian higher education has raised issues that are potentially damaging to the University’s operations, particularly with respect to the provision of short courses and in the area of commercial research and development and consultancies. It is also potentially damaging for higher education institutions to be constrained in their ability to achieve operational efficiencies and rationalise course offerings. The University expects that flexibility and rationalisation of course offerings between institutions, which it sees as an aspect of an ongoing healthy higher education system, will continue to be stated as a policy goal.

International competition for the best students, the best staff and for access to research funding will continue to be keen. In the short-term, the Asian economic downturn may have an effect on the ability of Australian universities to attract international students. At the same time the weaker Australian dollar may make Australia a more attractive location than, say, the United Kingdom.
A COMPREHENSIVE UNIVERSITY

The University of Sydney is a large, comprehensive institution offering undergraduate and postgraduate courses in all of the ten broad fields of study recognised by the Commonwealth's Department of Education, Training and Youth Affairs (DETYA).

The second largest university in Australia, it has the largest research higher degree program. High quality students are attracted to the rich diversity of courses it offers, including a wide variety of cross-disciplinary degrees and combinations of degrees. Successful programs attract and support students who are disadvantaged. Most students are enrolled full-time, and 75 per cent of undergraduate students have progressed straight from school. The proportion of international students is increasing steadily.

The University has developed innovative teaching strategies and made major commitments to flexible learning and the use of technology in teaching. To support these initiatives, an Academic Development Centre has been established, focusing on teaching and learning and incorporating a New Technologies in Teaching and Learning unit.

STRUCTURES TO PROMOTE RESPONSIVENESS

Throughout the 1990s, the University has responded to ongoing changes in its operating environment by significantly revising its resource allocation processes, its administrative structures and its academic programs.

A dominant theme in this period has been the devolution of administration, authority and financial responsibility. The University has decided to continue this process, which has delivered gains in responsiveness and financial efficiency and placed a greater emphasis on co-ordination.

This approach has allowed the University to be more responsive to external forces and more dynamic in terms of academic development and improved administrative organisation.

The University has three academic Colleges:

- The College of Health Sciences, which includes the Faculties of Dentistry, Health Sciences, Medicine and Nursing and the Department of Pharmacy;
- The College of Humanities and Social Sciences, which includes the Faculties of Arts, Economics, Education and Law, the Sydney College of the Arts and the Sydney Conservatorium of Music; and
- The College of Sciences and Technology, which includes the Faculties of Agricultural, Architecture, Engineering, Science and Veterinary Science and Orange Agricultural College.

Central administrative portfolios are held by two Deputy Vice-Chancellors, one of whom has responsibility for such areas as student administration and services, equity, planning, financial management, capital works, personnel policy and industrial relations, while the other is responsible for areas including teaching and learning, research, international operations, external relations, student recruitment and information technology.

Following a major review in 1996, the Academic Board, which is the University's primary academic advisory body, further refines its committee structure in 1998 to ensure its continuing capacity to develop appropriate policy to enhance academic development.

RESPONSIBLE DEVOLUTION

The three Pro-Vice-Chancellors who head the Colleges have responsibility for budget, staffing, buildings, and equipment within the Colleges and are expected to provide strong academic leadership, working closely with deans of faculties.

A feature of the College system, introduced in 1997, has been an emerging sense of co-operation and interdisciplinary activity. One of the early tasks of the College heads was to consider the potential to achieve further cost efficiencies in academic programs. Another task was to rationalise existing schools and departments to open up new opportunities for collaboration and to create administrative savings.

GENERATING AND USING RESOURCES

In the face of reduced income from the Commonwealth, the University has had to accept that it must become more reliant on private funding.

In response, the University's strategy has been to develop its rich and diverse offerings, earning additional income from sources such as fee-paying courses and research, by making efficiencies in its operation wherever possible, including expenditure on overheads.

One strategic focus has been on research, through the U2000 Research Initiative, in which the University has committed to injecting $21 million into the research budget in the years up to and including 2000. The U2000 strategy for undergraduate scholarships and initiatives also enhances the quality of undergraduate education. Both of these programs will be reviewed early in the life of this plan.

As the University has taken advantage of increased opportunities to attract more fee-paying students, it has adopted policies which redistribute that income to support the University Library, Scholarships and the Strategic Development Fund as well as providing the opportunity for the Pro-Vice-Chancellors (Colleges) to strategically redirect funding within their College.

RESEARCH AND LIBRARY

Research is supported across all of the University's discipline areas, but some areas begin on a weaker base and there must be restraint in attempting to cover too many areas of any discipline.

The University will supply significant additional support to areas which have already achieved, or have the potential for, international excellence.

The University has the largest university library in the southern hemisphere, and in recent years has provided more funding per staff member and student on its library service than most other Australian universities, including the Universities of Western Australia, Adelaide, Melbourne, Monash, Queensland and New South Wales. The Library offers staff and students access to the largest on-line medical and health science literature service in the world.

The University also has art collections and museums of national and international significance.

LINKS WITH INDUSTRY AND CO-OPERATIVE ACTIVITIES

The University strongly supports interaction with industry and the commercialisation of research where appropriate, achieved through collaborative and contract research, through licensing of intellectual property and through participation in the formation of new companies. The University has significantly increased its support for its Business Liaison Office to enable expansion of these activities.

Opportunities are also being created for co-operative activities with other institutions in Australia and overseas. For example, the University has agreed with the University of New South Wales to form a new Australian Graduate School of Management, a non-profit company which uses the talents, energies and resources of both Universities to produce a powerful new centre for teaching and research in business.

STUDENT LIFE

The student body, through its various organisations, manages excellent social, childcare, recreational and sporting facilities, providing students with diverse opportunities outside the academic arena. Similarly the University through its student support services provides academic assistance, childcare, health care, counselling, careers advice and facilities for students with disabilities. A particularly successful program has focussed on the transition from school to university, providing a better experience for both students and parents.

The University strongly supports all students becoming involved in the life of the University through universal membership of student organisations. Students, both as individuals and through organisations such as the Students' Representative Council and the Sydney University Postgraduate Representative Association, have an important and responsible role in the governance of the University. They are represented at all levels and play an important part in developing policy and providing feedback on the quality of educational provision.
SNAPSHOT

In 1998, the University was one of only three Australian universities to offer undergraduate and postgraduate courses in all DETYA-defined ten broad fields of study. It attracted more first preference admission applications for undergraduate programs than any other university in New South Wales, and offers places to more students with a Tertiary Entrance Rank (TER) over 80 than any other university in the State.

Student-staff ratios are better than the national average in all DETYA-defined discipline groups, and the University has developed a wide range of new combined and restructured degree offerings which allow students to broaden their educational experience.

Innovative teaching developments occur widely across the University, and a Showcase of Teaching, organised for the first time in 1998, disseminates these innovations. The Faculty of Medicine's Graduate Medical Program has received international acclaim, and in 1998 one of the founders of the program, Professor Ann Sefton, won an Australian Award for University Teaching for her work in the use of flexible learning approaches.

In 1999, the University also won five National Teaching Development Grants, worth more than $2.5 million - more than any other university in Australia.

Major investments are being made in information technology and in the upgrading of dedicated teaching spaces and laboratories. The University has also revised its appointment and promotion criteria to place more emphasis on the importance of teaching.

OBJECTIVES

In pursuing its goal of Quality Teaching and Learning the University will seek to:
• attract, foster and graduate an increasing proportion of the most intellectually able students, both local and international, including an agreed minimum proportion who have suffered social and educational disadvantage;
• provide a rich diversity of formal and informal learning opportunities for all students, challenging them and thus enabling them to reach their full potential;
• provide curricula that are informed by current research, scholarship, creative works and professional practice, are responsive to the needs of the many communities served by the University and result in graduates well equipped to contribute successfully to the global society in which they live and work;
• foster an environment where quality and innovation in teaching and learning are valued and supported by appropriate resources and adequate recognition;
• strive to provide the best possible physical, social and learning support environment, incorporating extensive opportunities for access to information technology and recognising the multicultural nature of Australian society; and
• attract, develop and reward well-qualified staff with a strong commitment to teaching informed by research and other opportunities for teaching development.
ONGOING STRATEGIES
The University will continue to:
• provide advanced programs for talented students; scholarship schemes; special admissions schemes for disadvantaged students; improved information for prospective students, parents and teachers; programs for ensuring effective transition from school to university; student support services; monitor progression rates; evaluate teaching; and regularly review programs.
• provide a wide variety of course offerings, including opportunities for excellent in combined degree programs and double major degrees; regularly review curricula with input from employers and the professions; develop generic and faculty-specific attributes of graduates; and encourage and support innovative teaching; and
• incorporate measures of teaching quality into internal funding mechanisms; emphasise the provision of high quality space for teaching; provide significant investment in information technology improvements, including better access; and ensure explicit recognition of teaching in appointment and promotion decisions.

STRATEGIES FOR 1999 AND BEYOND
The University will:
• acknowledge the importance of quality teaching and learning by appointing a Pro-Vice-Chancellor who will provide leadership in the area and head an Academic Development Centre;
• collaborate with other institutions to develop information technology-based resources to support teaching and learning and the implementation of a flexible learning strategy;
• provide additional funding to support innovative teaching developments;
• develop Quality Assurance and Improvement Plans at the College level, with particular reference to teaching;
• review programs which provide entry to professions;
• improve access for students to information technology; and
• develop the Eastern Avenue auditorium and lecture theatre complex.

Diversity, Access and Equity
The University of Sydney will continue to provide access to tertiary study and appropriate support for students from a diversity of backgrounds.
SNAPSHOT

The University of Sydney recognises that not all groups in Australian society participate equally in higher education, and is committed to redressing this inequity so that all current and potential students have the same opportunity to succeed.

It is committed to the empowerment and self-determination of Indigenous Australians through education, and enunciates that commitment in the University's Equal Opportunity in Education Policy and Equity Plan and in its Indigenous Education Strategies. In 1998, the University had 248 Indigenous students.

Outcomes in terms of access, participation, success and retention show continuing improvement in all areas, although participation by students from socio-economically disadvantaged backgrounds remains relatively low.

In 1998, students from 55 different countries were enrolled in undergraduate and postgraduate courses, making up almost 8 per cent of the total student population - up 2.4 per cent since 1995. Almost 12 per cent of local students came from non-English speaking backgrounds, and 6.8 per cent of all students were from socio-economically disadvantaged backgrounds, according to DETYA's postcode-based definition.

Almost 59 per cent of the student population in 1998 was female, while men made up 49 per cent of the students enrolled in higher research degrees. Students with disabilities comprised 1.3 per cent of the 1998 commencing student intake.

The Centre for Continuing Education, which enrolled more than 18,000 students in over 1000 courses in 1997, provides the community with access to the University's knowledge and skills.

Ongoing Strategies

The University will continue to:

- focus recruitment activities on prospective students in equity groups and promote special admission programs including Broadway, Special Admissions and Cadet Program and the Women in Science and Engineering Program;

- provide academic and other support services such as the Mathematics Learning Centre and the Learning Assistance Centre, childcare centres, counselling, disability support, careers advice, health services, financial assistance, casual employment and accommodation services; and

- use new allocation mechanisms for funding relating to Indigenous students to enable better planning to meet their needs.

Strategies for 1999 and Beyond

The University will:

- advance the work program of the new Equity Advisory Committee;

- expand Equity Scholarships for students from socio-economically disadvantaged backgrounds;

- continue to explore the possibilities, within the University and with major financial organisations, for the development of a student loan scheme;

- review policies to facilitate access to childcare for students and staff;

- provide Sports Scholarships;

- implement revised recruitment strategies for international students;

- develop more inclusive policies with respect to access, credit and recognition of prior learning;

- provide a University-wide information technology literacy program for students, delivered on-line through campus Access Centres; and

- provide opportunities for staff to maximise the value of cross-cultural experiences.

OBJECTIVES

In pursuing its goal of ensuring Access and Equity the University will seek to:

- improve the gender balance in disciplines where an imbalance exists, particularly in postgraduate research degrees;

- encourage and support the participation and success of Indigenous Australian students by increasing opportunities for them to participate in the University as students, educators, administrators and researchers and by providing support mechanisms to ensure successful outcomes;

- ensure successful participation within the University of people from non-English speaking backgrounds, people with disabilities and people from socio-economically disadvantaged backgrounds;

- provide cost-effective quality educational programs for general interest and professional development, and provide access to higher education for a range of communities;

- increase opportunities for local students to experience relevant cross-cultural activities, including education experiences obtained overseas, as part of their undergraduate education.
SNAPSHOT

In 1998, the University of Sydney won 80 new Australian Research Council (ARC) large grants, which brought in $13.7 million in research funds - more than any other university in Australia received.

The University's performance in attracting fellowships and in gaining funding for new grants under the Strategic Partnerships with Industry - Research and Training (SPiRT) scheme was also outstanding. Similarly, the National Health and Medical Research Council (NHMRC) awarded more grants to the University of Sydney for 1999 than to any other university in the State.

The University has the largest research higher degree program in Australia, with 3,354 postgraduate research student enrolments in 1998. With support from the University's U2000 program, the number of postgraduate scholarship holders continues at over 2100. Research degrees awarded annually rose from 386 in 1995 to 458 in 1997, and in 1998 there were 96 postdoctoral fellows compared with 71 in 1997.

The University has two of the 19 Australian Special Research Centres (in Astrophysics and Ecological Impacts of Coastal Cities) and four of the 16 Key Centres for Teaching and Research (in Transport Management; Microscopy and Microanalysis; Field Robotics; and Polymer Colloids). From July 1999, it is a core participant in ten of the nation's 65 Cooperative Research Centres.

Through its participation in the Australian Technology Park, the University also promotes "high-tech" research and technology transfer.

OBJECTIVES

In pursuing its goal of Excellence in Research the University will seek to:

• encourage research of national and international standing in both existing and emerging areas;
• identify and enhance areas of excellence in basic, strategic and applied research, and establish Centres that promote interdisciplinary research;
• facilitate strategic and applied research carried out in collaboration with industry, government and community organisations;
• increase the use by industry and other external organisations of its technology, research and expertise to create social and economic benefits, while generating income to support research and education;
• develop collaborative links with key off-shore institutions to facilitate strategic and applied research;
• attract, encourage and reward staff with a demonstrated commitment to excellence in research;
• create opportunities for all staff to maximise their research output, including opportunities for intellectual renewal through the provision of special studies programs and special duties overseas;
• attract more students with research potential;
• provide more support for research training and recognition for outstanding research students and assist the transition of students into research-based programs through opportunities provided within undergraduate programs;
• foster and reward skills and achievement in postgraduate supervision among University staff; and
• support the conduct of outstanding research by both students and staff by fostering an academic and physical environment which incorporates access to information technology and necessary Library resources.

Goal Three

Excellence in Research

The University of Sydney will develop its reputation as an institution where pure and applied research and research training are conducted at nationally and internationally recognised standards, including research relevant to the economic, social and cultural well-being of Australia and the region.

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ONGOING STRATEGIES
The University will continue to:
• support the Research Institute for the Humanities and Social Sciences;
• provide postdoctoral fellowships and additional postgraduate scholarships;
• provide improved advice and support for research grant applicants;
• use research performance indicators to determine a significant proportion of internal funding;
• work with Colleges, Faculties and Departments to identify research facilities to be included in a capital program for upgrades; and
• provide additional dedicated space for postgraduates.

STRATEGIES FOR 1999 AND BEYOND
The University will:
• identify areas of research strength and prioritise areas for the strategic allocation of additional support;
• provide funding for Key Centres, Special Research Centres and Cooperative Research Centres;
• provide additional resources to the Business Liaison Office to assist in the commercialisation of research findings and to boost interaction with business and industry;
• implement the findings of the 1998 external review of the management of research training;  
• build on the U2000 initiative to support postgraduate research; and
• provide salary support for NHMRC and ARC-funded staff.
SNAPSHOT
The University is involved in an expanding network of academic collaboration, both on a formal and an informal level, with universities throughout the world. It is now a partner, either at institutional or faculty level, in more than 100 formal agreements with universities and organisations in 26 countries. These links cover research and consulting activities and staff and student exchange and collaboration.

The University collaborates academically with Kolej Antarabangsa in Penang, where students can begin studying towards a Sydney degree in Commerce and Economics, and also provides programs off shore through the Singapore Institute of Management. Cotutelle agreements have also been established with French universities allowing jointly supervised doctoral programs to lead to awards from both participating institutions.

OBJECTIVES
In pursuing its goal of internationalisation the University will:

- ensure local, national and international community recognition of the contributions made by the research, development and scholarly activities of students and staff;
- identify, encourage and reward contributions to international activities by students and staff;
- establish a system of international benchmarks within selected disciplines and activities designed to demonstrate and test the quality of performance in all areas of the University;
- foster the expansion of strategic international alliances providing enriched learning, research and cultural opportunities for students and staff;
- identify and develop focussed international programs which enhance the function and international image of the University;
- ensure optimal collaboration within the University in international ventures; and
- position itself as a key provider of educational programs, applied research and consultancies in partnership developments within the Asian region.

STRATEGIES FOR 1999 AND BEYOND
The University will:

- review the effectiveness of University-level bilateral agreements;
- focus strategically on South-East and North Asia;
- expand and reinforce the University's traditional associations with Europe and North America;
- take advantage of the increased capacity to deliver on-line courses of study in the Asian region;
- expand the Study Abroad program for Sydney University students travelling overseas to study; and
- maximise opportunities for exposure of the University internationally in the Year 2000.

ONGOING STRATEGIES
The University will continue to:

- support international development projects and international outreach activities initiated by faculties and colleges and for international development projects through the International Development Fund;
- support in-country language training for undergraduate students in the Faculty of Arts;
- support local undergraduate students travelling overseas through the University's study abroad and exchange programs;
- maintain strategic links with key institutions in China;
- prepare publications to showcase staff achievements beyond Australia;
- publish an international edition of the University News each semester; and
- participate in the Association of Pacific Rim Universities.

COLLABORATIONS BY STAFF WITH OTHER COUNTRIES

<table>
<thead>
<tr>
<th>Country</th>
<th>Instances</th>
</tr>
</thead>
<tbody>
<tr>
<td>USA</td>
<td>141</td>
</tr>
<tr>
<td>UK</td>
<td>71</td>
</tr>
<tr>
<td>China (incl. Hong Kong)</td>
<td>52</td>
</tr>
<tr>
<td>Japan</td>
<td>42</td>
</tr>
<tr>
<td>Canada</td>
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<tr>
<td>France</td>
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<tr>
<td>Germany</td>
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<tr>
<td>Thailand</td>
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<tr>
<td>New Zealand</td>
<td>24</td>
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<tr>
<td>Singapore</td>
<td>21</td>
</tr>
<tr>
<td>Other Europe</td>
<td>61</td>
</tr>
<tr>
<td>Other Asia</td>
<td>84</td>
</tr>
<tr>
<td>Not elsewhere included</td>
<td>63</td>
</tr>
<tr>
<td>Total</td>
<td>718</td>
</tr>
</tbody>
</table>

IN 1999, SYDNEY UNIVERSITY STUDENTS TRAVELLED AS EXCHANGE STUDENTS TO:

- Albert-Ludwigs-Universität, Freiburg 5
- Cornell University 3
- Duke University, Law 2
- Gottingen University, Chemistry 2
- Humboldt University, Law 2
- Indiana University, GSB 1
- Iowa State University 2
- Korea University 1
- Leiden University 2
- Leipzig Graduate School of Management GSB 1
- Lund University 1
- Pennsylvania State University 2
- Queen's University, Law 4
- Royal Institute of Technology (KTH) 4
- The Sorbonne, Law 2
- University of British Columbia 7
- University of California 10
- University of Florence 2
- University of Glasgow 2
- University of Illinois-Urbana-Champaign 2
- University of La Rochelle 1
- University of Ottawa 1
- University of Rochester GSB 2
- University of Texas at Austin 6
- University of Toronto 1
- University of Vienna 2
- Utrecht University, Law 4
- Waseda University 1
The University is a major provider of professional development programs, both through postgraduate award programs and through non-award offerings. The Faculty of Law's postgraduate coursework program, for example, has more students than in all other Australian university postgraduate law programs.

Members of the University's staff play major roles in scientific and professional bodies both within Australia and internationally, and the University has agreements with a range of countries to provide programs which upgrade the qualifications of teachers and other professionals.

OBJECTIVES

In pursuing its goal of Engaging with Industry and the Professions the University will seek to:

- ensure high quality, relevant curricula which prepare accomplished graduates to take a leading role in their occupations;
- provide graduates with expectations of, and opportunities for, ongoing graduate education, including refresher and extension courses and research training;
- work with professional associations to develop their professional goals and enhance their competencies;
- improve the quality of graduate training and skills, while emphasizing high standards of community service and ethics, to enhance the quality of professional service;
- maximize the University's contribution to the community through the involvement of its staff in professional associations, government agencies and professional regulatory bodies;
- work closely with other educational providers in the post-secondary school sector to ensure the provision of course offerings relevant to industry and the professions;
- contribute, in partnership with other countries, to the ongoing development and upgrading of vocational skills through provision of relevant training programs and other support.

SNAPSHOT

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ONGOING STRATEGIES
The University will continue to:
• recognise professional service in the criteria for promotion of academic staff;
• provide formal and informal procedures for external input into curriculum review;
• support the development of flexible learning strategies as part of continuing graduate education;
• consult with employers and appropriate organisations to ensure the continuing relevance of the curriculum; and
• provide an appropriate range of learning experiences to facilitate transition into the professions.

STRAATEGIES FOR 1999 AND BEYOND
The University will:
• develop an on-line continuing professional education network;
• support expanded programs in China and Vietnam which upgrade the qualifications of local professionals;
• review the effectiveness of the Graduate Medical Program as a means of professional preparation and explores the possibilities of applying such a model to other fields;
• review the continuing validity of the University’s Statement of Generic Attributes of Graduates; and
• review the effectiveness of data gathering in relation to graduates’ experience.

DURING '99, THE UNIVERSITY OF SYDNEY’S BUSINESS LIASON OFFICE:
• filed provisional patent applications for 27 new inventions, some in association with other organisations;
• settled contracts valued at more than $20 million;
• finalised more than 230 consultancy agreements and 90 collaborative, contract research and joint venture agreements;
• finalised ten technology and software licensing agreements; and
• concluded more than 100 other agreements including confidentiality agreements, intellectual property agreements, materials transfer agreements and others.

STRAATEGIC PARTNERSHIPS WITH INDUSTRY - RESEARCH AND TRAINING (SPIRT)
Allocations for New Projects 1998 and 1999

<table>
<thead>
<tr>
<th>University</th>
<th>No. of Projects</th>
<th>Industry Partner Contribution</th>
<th>Total Commonwealth Allocation</th>
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</thead>
<tbody>
<tr>
<td>Sydney</td>
<td>31</td>
<td>33</td>
<td>$2,023,41</td>
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<tr>
<td>UNSW</td>
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<td>UWA</td>
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<td>15</td>
<td>$1,072,88</td>
</tr>
<tr>
<td>Aust. Average</td>
<td>11</td>
<td>10</td>
<td>$811,259</td>
</tr>
</tbody>
</table>

Goal Six
Effective Management
The University of Sydney will improve its position as an efficient, effective and responsible institution, striving to meet the needs of students and staff, and committed to quality in all aspects of its operations.
SNAPSHOT

The University has successfully implemented new academic and administrative structures and revised budget processes. Reviews of administrative units, such as the former Office of Facilities Planning, have led to restructuring to achieve more effective provision of services.

Negotiations were successfully concluded in 1998 with the University of New South Wales which led to the merger of the two Universities' business schools in a new joint venture, the Australian Graduate School of Management.

A review of the new Summer School, held for the first time in 1998, showed positive outcomes, and the introduction of local undergraduate fee-paying students in the same year was successfully managed.

OBJECTIVES

In pursuing its goal of Effective Quality Management the University will seek to:

- develop improved capacities for strategic planning in all academic and administrative activities that make effective use of management information as part of goal-setting;
- incorporate measures to ensure fiscal responsibility budget processes based on strategic academic goals and emerging priorities;
- provide management systems, procedures and practices that support the University's academic and administrative activities, allow effective devotion of management and promote quality assurance;
- ensure that the quality of service provision meets the agreed needs of students and staff;
- diversify and strengthen its funding bases and develop the capacity to accommodate changes in the funding environment;
- develop and implement a Capital Development Program that balances the needs for maintenance and renewal with the pressures of changed needs and new technologies;
- develop an Employee Relations Strategy which includes a framework, encompassing the principles of equity and diversity, to ensure staff and students are aware of their responsibilities to one another and show high levels of ethical behaviour in their personal and professional lives;
- develop better communication and ensure effective consultative processes involving all its constituencies;
- ensure the functions of the University are supported by record-keeping programs which comply with legislative and best practice requirements;
- ensure a congenial, equitable, safe and harmonious working and social environment that acknowledges cultural differences and applies the principles of equity and diversity; and
- encourage an awareness of environmental issues and address these through integrated teaching, research and responsible institutional behaviour.

ONGOING STRATEGIES

The University will continue to:

- update the University Plan and complementary plans on an annual basis;
- link strategic planning, budgeting and financial reporting more effectively;
- review performance against funding levels both in the Colleges and the administration areas;
- manage the annual review of the Capital Development Program through wide consultation with a broad cross-section of the University;
- monitor and promote personal safety and occupational health strategies;
- undertake regular assessment of the quality of student services; and
- maintain effective relationships with external agencies such as councils, the police and emergency services.

STRATEGIES FOR 1999 AND BEYOND

The University will:

- incorporate major information technology systems planning into the Capital Development Program and review immediate system implementation costs;
- introduce new Human Resources, Finance and Student Information Systems;
- implement Internet support of business processes;
- devise and implement a Development Program with an emphasis on the sesquicentenary;
- review the Summer School program;
- develop an Environmental Strategy which includes a focus on academic concerns;
- implement a planned, managed and monitored records management program;
- review management structure for the University's Camden properties;
- develop a new Student Village; and
- finalise the Employee Relations Strategy.

UNIVERSITY OF SYDNEY CAPITAL DEVELOPMENT PROGRAM

PROJECTS COMPLETED IN 1998

<table>
<thead>
<tr>
<th>Project</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson Stuart Building Stage I Refurbishment</td>
<td>$17.0m</td>
</tr>
<tr>
<td>Refurbishment of the Madsen Building</td>
<td>$6.6m</td>
</tr>
<tr>
<td>Main Quad Stage II Refurbishment</td>
<td>$5.5m</td>
</tr>
<tr>
<td>New lecture theatre/research complex at Cumberland campus</td>
<td>$6.5m</td>
</tr>
<tr>
<td>Upgrade of University grounds (current stage)</td>
<td>$3.6m</td>
</tr>
</tbody>
</table>

WORKS INITIATED OR CONTINUING IN 1998 AND CONTINUING INTO 1999

<table>
<thead>
<tr>
<th>Project</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Economics Building</td>
<td>$17.7m</td>
</tr>
<tr>
<td>Eastern Avenue Auditorium &amp; Lecture Theatre Complex</td>
<td>$7.9m</td>
</tr>
<tr>
<td>Biological Sciences Refurbishment</td>
<td>$3.2m</td>
</tr>
<tr>
<td>Law School Refurbishment and essential services upgrade</td>
<td>$2.9m</td>
</tr>
<tr>
<td>Power Library of Fine Arts</td>
<td>$2.0m</td>
</tr>
<tr>
<td>Institute Building External Refurbishment</td>
<td>$1.7m</td>
</tr>
<tr>
<td>Additional accommodation for Psychology Department</td>
<td>$1.4m</td>
</tr>
</tbody>
</table>
Goal Seven

Service to the Community

By providing knowledge, opportunity and encouragement, the University of Sydney will maintain and enhance its position as a leading contributor to the opinions and ideas, cultures and lifestyles of the many communities it serves locally, nationally and internationally.

SNAPSHOT

The University contributes to public debate in many ways. Its staff write books and newspaper articles, make radio and television appearances, and take part in public forums on topical issues organised by such bodies as the Research Institute for Humanities and Social Sciences and the Research Institute for Asia and the Pacific.

Graduates of all ages play an influential public role both within Australia and internationally – a snapshot of alumni in 1998 reveals that the Prime Minister, the Chief Justice of the High Court and the Governor-General of Australia, the President of the World Bank, and the Chief Scientist for the United Kingdom, are all Sydney alumni.

The University’s 52 Foundations contribute funds and support to the faculties, and provide an opportunity for industry members to reinforce their links with academic staff.

The University’s museums and art collections mount regular on-campus displays and exhibitions which are open to the public, participate in the teaching and promotional activities of departments and faculties, run school programs and provide guided tours. The collections are accessible on-line, and through an active loan program to exhibitions in Sydney and internationally.

Major contributions to the cultural richness and diversity of Sydney are made through the activities of the Sydney Conservatorium of Music, the Department of Music, the Sydney College of the Arts, the Seymour Centre and the University’s museums and galleries.

OBJECTIVES

In pursuing Service to the Community the University will seek to:

• become a cultural focus for the community and contribute intellectual capital to relevant community events of local, national and international significance;
• play an important role as an influential contributor to local, national and international debate;
• support the community through the provision of expert services and resources and through engagement with alumni and University Foundations;
• ensure that their learning experience prepares graduates to assume leadership roles in their communities;
• build partnerships with alumni and alumni groups, both locally and internationally;
• share its cultural heritage with national and international communities, through such means as touring art exhibitions and sharing of museum resources;
• act responsibly and ethically as a community member;
• provide access to the information resources it preserves, creates and maintains in libraries, museums, teaching collections and databases; and
• ensure that members of staff and students are encouraged, supported, recognised and rewarded for the assumption of leadership roles in the community.

ONGOING STRATEGIES

The University will continue to:

• open its various campuses to the public by developing enhanced sporting facilities, using venues for public functions and promoting the museums and art collections;
• develop strategic partnerships with prestigious external groups such as the Australian Ballet, the Australian Brandenburg Orchestra, the Australian Olympic Committee and the New South Wales Institute of Sport;
• serve the community through such specialist services as the Veterinary Teaching Hospital and the Dental Clinic;
• support public lectures, concerts and other cultural events;
• develop its links with schools to support teachers and provide assistance to school students through tutoring and by providing advice about tertiary study options;
• encourage and support academic staff to speak in the media about their areas of expertise;
• work with local councils to address environmental issues and improve the University’s environs; and
• recognise the achievements of staff and students in publications such as the Annual Report, the University News, the Gazette and in promotional material.

STRATEGIES FOR 1999 AND BEYOND
The University will:
• maximise community involvement in its sesquicentenary celebrations;
• position itself as a place where internationally renowned scholars, thinkers and artists can present their work in an Australian context by staging conferences, lectures and special events for the broader community;
• develop relationships with key members of the corporate sector;
• ensure that the University plays a vital role in the planning and implementation of Sydney’s Olympic and Paralympic Games, and in the Centenary of Federation in 2001;
• use its unique resources and position to provide facilities and expertise which assist in the promotion of Sydney and Australia;
• further learning opportunities for the wider community through Continuing Education activities;
• build its reputation as a centre for education in the performing arts at all levels;
• assist graduates to establish groups which will support local alumni programs; and
• harness the potential of information technology to provide services for alumni, to explore the opportunities provided by e-commerce to benefit the University community, both internally and externally, and to provide public access to some of its resources.

CONTRIBUTIONS TO PUBLIC DEBATE BY UNIVERSITY OF SYDNEY ACADEMICS*

<table>
<thead>
<tr>
<th>Year</th>
<th>Occasions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>1,282</td>
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<tr>
<td>1997</td>
<td>1,325</td>
</tr>
<tr>
<td>1998</td>
<td>1,599</td>
</tr>
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</table>

* As recorded by the University’s Media Office

IN 1998:
• more than 20,000 people visited the University, to take part in cultural events or to access the University’s world-class museums, galleries and collections;
• the Centre for Continuing Education drew 30 per cent of its students from “repeat business” — students who had attended a course in 1997 and wished to continue studying;
• 40 alumni associations organised activities which included programs of conferences, reunions and professional development activities;
• 6,000 alumni requested that their address be updated on the Alumni Office database so that the University could remain in touch with them; and
• more than 150 major employers actively recruited graduates at the University of Sydney.