THE CHINA STRATEGY

A whole-of-university approach to sustainable engagement with Greater China

AS APPROVED BY SEG, 19 MARCH 2015
AND SENATE, 13 APRIL 2015
Preface

Greater China (an area embracing the People’s Republic of China, the Hong Kong and Macau Special Administrative Regions, and Taiwan) is of enormous importance for Australia, both as an economic but also a regional and geopolitical partner. It is already clear as we proceed into the 21st century that for our country, this is not only an Asian age, but increasingly a Chinese one.

The University of Sydney sits at the forefront of this, through the students from Greater China who come to study with us, to the research links that we have, which are increasing all the time. The University has a China Studies Centre, and around 140 academics across all faculties who concentrate on cultural, scientific, economic and social political research about Greater China and with partners within Greater China. We were the first university to have research links with the People’s Republic, dating back to the early 1960s, and the first to host Chinese academics when the reform and opening up process started in 1978.

We are very proud of this record. But it is clear that no organisation, not least one like our own, can be complacent about engaging with China. We have an increasingly complex and multifaceted dialogue with Chinese partners, and new opportunities are constantly arising. Greater China is an area undergoing dramatic transformation, where there is a hunger for ideas. It is not surprising that our university therefore is important in this story. We need to engage with this dynamically and creatively.

The Strategy outlined here has been discussed and consulted on across the University during 2014, and is now presented in full. It contains four strategic objectives and 15 initiatives which we hope will place our engagement within a coherent narrative, based on a sustainable, dynamic platform. The core mission we hope to achieve is to ensure that we are seen as partners in research and creativity, and that we stay at the forefront of engagement for Australia.

I am pleased to commend this framework to the University, and look forward to an era of deeper and transformative engagement about Chinese issues, and with Chinese partners.

Michael Spence
Vice-Chancellor and Principal
The China Strategy
A whole-of-university approach to sustainable engagement with Greater China

Executive Summary

This strategy document recommends that the University of Sydney develop a whole-of-university approach to increasing the breadth and depth of its engagement with China (including the Hong Kong Special Administrative Region and Taiwan)\(^1\) in a coherent, integrated, competitive, and therefore sustainable manner, which complements the values of the University.

The University is now uniquely placed to advance its position in relation to China and to establish itself as a national and international leader in terms of both academic and broader levels of engagement. Testament to this are the recent establishment of the China Studies Centre, the growing number of research collaborations with Chinese scholars and universities, the significant intake of Chinese international students, well-established high-level relations with the Chinese Government, and the increasing number of annual VIP visits, University-wide delegations, and graduation and alumni events.

China’s increasing, and massive, investment in research and higher education – culturally as well as economically – is creating outstanding opportunities that the University could, and should, exploit. There are also opportunities that have arguably been within our grasp for some time – such as developing stronger relations with China alumni, and broadening the profile of our student intake – that we have not yet invested in or capitalised on.

At the same time there is increasing competition for the Chinese research and education market from Australian and international universities; UNSW, for example, is now establishing a marketing team in Shanghai and a technology transfer office in Nanjing. Also, China’s higher education system is itself evolving towards greater self-sufficiency, requiring some reconsideration of the roles of international partners. These emerging conditions expose us to untenable levels of risk both in terms of our current engagement with China and our aspirations for the future.

In the context of these risks and opportunities, and of our aspirations, the University’s ad hoc approach to engaging with China is no longer sustainable. We must develop an informed, integrated, whole-of-university strategy to sustain our future engagement in China and with Chinese partners. This strategy must embody the values of the University, in terms of respect for academic integrity, freedom of expression, tolerance and open mindedness. It should place these values at the heart of our engagement with China, so that we can be open to the impact of China on our knowledge, understanding and global vision, but also be aware of the importance of those values in our relationship and involvement with China.

The strategy establishes a framework consisting of four strategic objectives, 15 different initiatives and their associated actions in order to respond to the challenges and exploit the opportunities. The next two pages present schematic overviews of the strategy. The strategy is discussed in detail in the main body of the document. At the end of the document is a table that provides a summary of the initiatives, along with information on lead responsibility. Initiatives here will be worked into the forward plans for those taking lead responsibility with specific outputs within these initiatives, milestones, stakeholder responsibilities and so on. These will constitute an implementation plan feeding into the University’s

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\(^1\) While Hong Kong is run as a separate administrative unit of China, and Taiwan is under a separate political structure, in common with most governments, companies and international organisations, this paper treats the whole of the Chinese mainland, Hong Kong and Taiwan as Greater China. This is standard terminology for most corporations, governments and international organisations, and is accepted across the People’s Republic, Hong Kong, Macau and Taiwan without political sensitivity. Recognition of the specificities of Hong Kong and Taiwan are set out in the initiatives geared to them later in this paper.
2015 – 2020 Strategic Plan and will be reviewed biannually by Senate, SEG, SEG International and the China Regional Advisory Group. The overall responsibility for the strategy will rest with the Office of the Provost, who sits on Senate, SEG, and Chairs the China Regional Advisory Group.
Strategic Objectives

**strategic objective 1**
To be the leading university in Australia for quantity, quality and scale of academic engagement (education and research) with China – and to be recognised as such.

**strategic objective 2**
To be a university-of-choice in China for international study and research collaborations – and to be recognised as such.

**strategic objective 3**
To be Australia’s primary source of knowledge about China and a major conduit for interactions with policymakers, businesses, specialist groups, and media – and to be recognised as such.

**strategic objective 4**
To be a trusted partner in China for government, non-government, business, industry and community sector linkages, investment and philanthropy – and to be recognised as such.
1 Introduction

1.1 Context

China has emerged as arguably the largest higher education system in the world. Despite the success of large-scale higher education reforms and of improvements in international rankings, Chinese universities continue to face challenges of academic quality, research performance and institutional autonomy. As a consequence, there remains strong international competition for the Chinese student market.

Competition from other universities in Australia and internationally is becoming increasingly intense in the areas of research collaboration and partnership and student recruitment. North American universities in particular are pursuing undergraduate and postgraduate students strongly and have opened offices and flagship academic centres. These serve both to profile their brand and give direct access to the network of international and public high schools in major Chinese cities. They also facilitate connections with peer institutions, business and industry.

At the same time our role in collaboration with Chinese universities is changing. Our dominant, capacity-building position of recent decades is changing to a position closer to parity with leading institutions in terms of the quality of teaching and research being produced. A select group of Chinese universities is rising in the performance rankings as a result of significant and targeted investment by the Chinese Government. With performance improvement comes the risk of overseas universities being 'locked out' as preferred international partners and collaborators, as Chinese universities become more discerning about the reputation, prestige and quality of the universities with which they seek to build strategic research and exchange alliances.

As more and more universities throughout the US, the UK and Europe identify opportunities in the current climate, competition for collaboration and partnerships will increase and our current advantage of deep, long-term engagement in and intellectual leadership on China may not guarantee us a position in this market. It is vital that the University of Sydney access these opportunities now as a key strategic partner.

Our strategy for China considers this highly competitive international context and adopts measures to ensure that leading institutions in China continue to identify the University of Sydney as a premium partner, understand its values of intellectual plurality and dispassionate enquiry and see them as a strength in the work we do, see our research and research leaders as world-class, trust our institution and our people as a target for investment, and recognise the potential for innovation and knowledge exchange that comes through close collaboration in education and research.

1.2 Our competitive advantage

Firstly, tradition is on our side, and tradition remains important in China. The University of Sydney has a long history of engagement with China, and has been Australia’s leading university in this respect. It has taught Chinese language and culture for nearly a century – the first university in Australia to do so – and was one of the first universities in the world to welcome Chinese students (the Gang of Nine, in 1979) after the Cultural Revolution (1966-1976). Furthermore, the bilateral science and research collaboration between Australia and China can be traced back to a collaboration in radio astronomy initiated in 1963 by the University of Sydney’s Professor Wilbur “Chris” Christiansen, who visited China as a guest of the Chinese Academy of Sciences. Our collaborations with China therefore date from well before China acquired global interest.

Our continuing commitment to engagement with China has led to several more recent ‘firsts’. The University held the first ever Graduation Ceremony in the Great Hall of the People in Beijing in 2005,
an event that has now grown into an annual university-wide delegation involving government meetings, alumni receptions, symposia, faculty activities, and media programs. The University opened the first Confucius Institute in NSW in 2008, in partnership with Fudan University. Sydney was the only university to be a Gold Sponsor of the Australian Pavilion at the Shanghai World Expo in 2010.

The scale of the University’s research engagement with China is second to none in Australia and in the top league internationally. Between 2000 and 2010 the University published more than 1700 joint scientific and research papers with China – far more than any other Australian university (figures from the Australian Government report, Science and Research Collaboration between Australia and China) – and these joint publications are highly cited, particularly in Economics, Econometrics and Finance, Nursing, Energy, Environmental Science, Physics and Astronomy. In the 2009 Thomson Reuters Global Research Report, the University was placed fifth in the world for joint scientific publications with China.

In terms of educational engagement, in 2013 the University’s enrolments from China (excluding SARs and Taiwan) accounted for 5.1% of the Chinese students enrolled in the higher education sector in Australia; and student demand continues to grow. There is a registered network of around 13,000 University alumni in China. The University hosts an alumni reception in China each year as part of its annual delegation.

Finally, the strength of the University’s commitment to Sino-Australian relations is evident in its establishing of the China Studies Centre in January 2011. The Centre combines the expertise and talents of around 140 academics, fostering multi-disciplinary work on modern China, particularly its economy, public health and social history. It also provides strategic advice on the University’s broader relations with China.

1.3 Outlook for prospects with China

China is undergoing a reform process in which it aims by 2020 to be a middle income level country with per capita GDP levels of USD13,000, double those of 2012. A core part of this journey is to create a powerful service and education sector of its own.

Part of the drive to strengthen education is because of the practical issue of the lack of well qualified middle and senior management in China, and the need to educate a new generation of people for government, business and academia rather than being reliant on recruiting people externally. In the last two decades, over 1 million Chinese have studied abroad. But the likelihood is that increasing numbers, for cost and other reasons, will now want to stay in China to learn, as the universities there improve. There is also a cultural dimension to the drive to strengthen education: families and extended networks support students in China, and the premium on education is very high. It is regarded as a crucial investment, and something that has cross-social support.

The Chinese government itself has admitted the weaknesses in the current secondary and tertiary level education system. It is too reliant on rote learning, lacks creativity and is too uniform. But more importantly, the Chinese have failed to build a foundation for a more innovative system that feeds the economy and nurtures world-class brands and products. The 2007 government white paper on innovation, setting out a 15-year vision for supporting local creativity, has so far failed, largely due to its stress on product rather than process innovation. Chinese companies are not currently globally competitive in terms of innovation, and Chinese research and development, while voluminous, are contaminated by issues of plagiarism, poor quality and lack of robustness. It is clear now that partnership with knowledge communities outside China is the best way to help China innovate. It is something the government is putting huge resources and effort into. It also provides a key opportunity for universities outside China to engage more deeply with highly motivated but often poorly directed research partners in China across a range of disciplines.
The aspirations of China, as the world’s second biggest economy, have to be taken seriously, because many of their researchers are engaging with global issues like environmental change, public health, sustainable cities and food security. In working with them, we are involved in issues of international importance and in promoting the values of dispassionate enquiry practically rather than theoretically. China’s stable growth and prosperity, and its struggle to address sustainability issues, are intrinsically global. The University of Sydney, therefore, is perfectly placed to work with partners in China on these challenges at a very practical level. It just needs the optimal routes to do this.

1.4 Rationale for developing a new approach to China

China is identified in the Strategic Plan 2011-15 as one of the University’s most important regional priorities. Our engagement with China has four broad objectives:

1. **Research**: Support for joint research which is of high quality, is creative and innovative and collaborative, and which respects the University’s intellectual culture of tolerance, free expression and plurality.

2. **Education**: Support for increasing China literacy amongst young Australians by giving them opportunities to study China related issues, and study in China.

3. **Students**: Sustainable growth in the recruitment of quality students.

4. **Alumni**: Nurturing of our alumni within China.

But we now find ourselves in a situation where several areas of engagement require attention internally, including the high concentration of Chinese students within a small number of degree courses and faculties, and the under-developed alumni program. And despite the ‘academic capital’ we have built with China over the years, we have not positioned ourselves optimally to identify, pursue and secure high-value research partnerships and exchange alliances in the face of increasing global competition.

It is for these reasons that a more coherent, integrated, competitive, and therefore sustainable, approach to engagement with China is vital. The whole-of-university China Strategy is a means to achieve this, in particular by identifying the potential synergies across different parts of the University and recommending a framework to harness them to achieve common goals.

This is the final form of the strategy after discussions at the Regional Advisory Group for China, SEG International, SEG and Senate. The Strategy was approved by SEG on 19 March 2015, and by Senate on 13 April 2015. Senate and SEG will be informed of its implementation regularly and will have oversight of this.
2 Strategy

The China Strategy comprises 4 high-level strategic objectives and 15 initiatives to realise those objectives. Each initiative in turn involves several actions. Further details will need to be fleshed out in a subsequent implementation planning phase dependent on where responsibility for each of these lies.

2.1 Strategic objectives

The strategic objectives distinguish between academic and non-academic objectives, and between the Australian and Chinese ‘faces’ of these objectives. The first distinction is fundamental, since our core business is education and research. The second distinction is important because we intend to achieve different things in each country, and also because the cultural and political differences between the two countries need to be explicitly acknowledged and accommodated in any planning exercise. Nonetheless, there is a strong degree of permeability and reciprocity between the strategic objectives: all interrelate with and inform each other.

The importance of ‘recognition’ is captured in these strategic objectives. The point is to acknowledge the reciprocity between perceptions and actions, and to leverage this as a ‘virtuous cycle’.

Finally, the strategic objectives are deliberately uncoupled from perspectives associated with the University’s organisational units. The purpose of this is to allow a whole-of-university approach to take precedence so that the strategy can be greater than the sum of its organisational parts. Each strategic objective will be the product of complex synergies between multiple stakeholders contributing to multiple initiatives.

**Strategic objective 1 (Australia focus – core academic business)**

To be the leading university in Australia for quantity, quality and scale of academic engagement (education and research) with China, and one which acts as a powerful symbol of the values of dispassionate and creative intellectual enquiry – and to be recognised as such.

**Strategic objective 2 (China focus – core academic business)**

To be the university-of-choice in China for international study and research collaborations – and to be recognised as such.

**Strategic objective 3 (Australia focus – other business)**

To be Australia’s primary source of knowledge about China and a major conduit for interactions with policymakers, businesses, specialist groups, and media – and to be recognised as such.

**Strategic objective 4 (China focus – other business)**

To be a trusted partner in China for government, non-government, business, industry including creative industries and community sector linkages, investment and philanthropy – and to be recognised as such.
2.2 The Fifteen Initiatives

The Fifteen Initiatives are themselves deliberately uncoupled from any one-to-one correlation with strategic objectives. This is because multiple initiatives will feed into each strategic objective, as noted above, and because each initiative may feed into multiple strategic objectives. Initiatives also feed into one another. The more complex the interactions, the more complete the synergy.

There are 15 initiatives

1. Establish a dedicated ‘China Fund’ to support the China Strategy.
2. Establish a physical presence in China: a multi-function centre (MFC).
3. Promote the University’s China vision and credentials in China and in Australia.
4. Establish priority partnerships with select Chinese universities.
5. Establish deeper links with Australian, Chinese and international government bodies, policymakers, and business and industry leaders on China-related issues.
6. Support research and teaching about China within the University.
7. Increase Australians’ understanding and appreciation of China.
8. Implement a plan for the sustainable recruitment of Chinese international students.
9. Implement an alumni relations plan for China, to increase contact and engagement.
10. Implement a fundraising development plan for China, to identify and pursue philanthropic opportunities.
11. Increase domestic students’ interest in and engagement with China.
12. Promote greater interaction between domestic students and international Chinese students at the University to promote values of and capacities for cultural diversity and global citizenship.
13. Implement a plan to advance reciprocal relations with China on education and research into practices, knowledges and issues pertaining to Aboriginal and Torres Strait Islander and Chinese ethnic nationalities.
14. Implement an engagement plan for the Hong Kong Special Administrative Region, focusing on academic engagement, development and alumni work.
15. Implement an engagement plan for Taiwan, focusing on academic engagement, development and alumni work.

These initiatives are detailed on the following pages. At the end of the document is a table which presents them in summary form, along with indications of where lead responsibility lies. Details such as outputs, milestones, and other stakeholder responsibilities will be developed for the subsequent implementation plan to be issued in early 2015.

These initiatives and progress on their implementation will be reviewed by the Regional Advisory Group for China every six months with any changes reported to SEG (I) and SEG.
**Initiative 1**

*Establish a ‘China Fund’ to support the China Strategy*

A prerequisite for all the subsequent initiatives is adequate resourcing. Funds will be needed to achieve outcomes. Since the China Strategy is whole-of-university and has multiple stakeholders, the option for financing it through the small pools or program model whereby funds sit with the various stakeholders would render transparency and accountability very complex, making it difficult to measure outcomes against investment and consequently the strategy’s overall success.

Therefore a single dedicated fund to support implementation of the China Strategy will be set up. This would improve transparency and accountability, provide financial coherence to a strategy the very purpose of which is to achieve coherence, and create confidence in the importance the University attaches to the strategy. A long-term goal would be to make this ‘China Fund’ self-sustaining.

All of the initiatives will require an annual allocation of funds. Some will in addition require an initial injection of funds. The China Fund should also include a pool of money to be allocated via a regular (e.g. quarterly, annual) competitive process, for seed funding of projects and such like.

**Proposed actions**

- Make provision for the China Fund in the 2015 budget cycle.
Initiative 2

Establish a physical presence in China: a multi-function centre (MFC)

Establishing a physical presence in China is a logical and necessary next step if the University is to deepen its engagement with the Chinese higher education sector, strengthen its research partnerships with China's leading universities, build trusted relationships with China's business, government and community sectors, and enhance relations with Chinese alumni. It is a key part of the relationship-building aspect of engagement with China, demonstrably signalling the University's commitment to a substantial, firm and lasting presence in China and positioning the University as a leader in intellectual exchange between our two countries.

In the last three years the University has explored the options for establishing a multi-function centre (MFC). This is an emerging model in transnational higher education that is characterised by a strong academic mission to increase intellectual exchange and collaboration by facilitating staff and student exchange and mobility, and that is supported by business activities designed to build institutional brand recognition and reputation and establish closer relationships with key communities or stakeholder groups. An agreement in principle has been set up for a centre in Suzhou, and the business plan for this is being prepared for final approval in 2015.

This MFC would be an offshore office (a controlled entity) of the University – in effect an extension of the home institution. It would not have degree-awarding rights but would have an active academic program and key administrative services and business functions.

It is envisaged that the MFC's functions will include

- acting as an incubator for joint Australia-China research programs
- offering short- and long-term attachments for academic staff from the home campus and their academic collaborators from local partner institutions
- facilitating research and industry collaboration and liaison
- providing a base for the delivery of joint-venture teaching programs in collaboration with Chinese universities, such as intensive subjects and units of study, non-award courses and executive programs
- promoting the University of Sydney to a broad range of audiences – government, local industry, counterpart universities, and students thinking of enrolling at the University
- facilitating in-country placements, internships and other learning experiences for Australian students in China
- hosting research seminars and symposia, in-country language programs, academic conferences and conventions
- undertaking market research to provide an evidence base for decision-making in relation to the University's China activities
- conducting alumni relations activities, with the potential to become the administrative hub for alumni living in mainland China and Hong Kong

The combination of academic and business activities will generate considerable benefits, both financial and non-financial, which can mutually reinforce each other.
Proposed actions

- Complete the process of consultation to finalise the business case for an MFC in China. The business case will identify the strategic drivers influencing this approach, the optimal location, start-up structure and establishment plan, and ongoing operating and financial model.

- Launch the MFC within 12 months of SEG approval. Senate approval has already been secured.
Initiative 3

Promote the University’s China vision and credentials in China and in Australia based on its intellectual values.

The University must have a clear and consistent ‘story’ and key messages about our vision for engaging with China and our credentials for doing so. These messages should be profoundly rooted in an understanding of who we are and what we stand by – in particular, openness, free expression, and dispassionate intellectual enquiry. They will be a reference point for our marketing and dialogue with China across all our activities. They can be delivered by the Vice-Chancellor and other senior staff as appropriate.

Acknowledging the differences in cultures, and the different purposes for delivering this story and messages in each country, there will need to be a version for Chinese audiences and a version for Australian audiences. The China version will strongly promote the values of partnership, learning and innovation. The Australian version, reflecting these same values but in an Australian context, will promote the vision of China as a dynamic intellectual partner for the 21st century.

The proposed core message for the China Strategy is University of Sydney and China: Partners in Knowledge, Research, and Creativity. Partnership because it is important to stress reciprocity and mutual benefit and to place our work in a collaborative and global context; knowledge because our University values of intellectual enquiry and free expression are attractive to researchers and students; research and creativity because we aspire to move beyond being successful teachers of young Chinese and become more diverse and dynamic research partners and creative thinkers.

Around this core message we will need to elaborate an engaging ‘story’ of the University’s historical, current and future relationship with China, as well as key messages that provide compelling answers to critical questions such as: Why the University of Sydney? Why China? Why now? Why does it matter? What we will do? How we will do it, and with whom?

Proposed actions

- Develop a clear and consistent ‘story’ and key messages for Chinese audiences, based on the values of partnership, learning and innovation.
- Develop a clear and consistent ‘story’ and key messages for Australian audiences, reflecting the values promoted in China but in an Australian context – ‘China as a dynamic intellectual partner for the 21st century’.
- Deliver the respective sets of core messages at major events in China and in Australia.
- Publicise the respective sets of core messages through the Chinese and Australian media.
- An iteration of this is being prepared at the moment based on the speech the Vice-Chancellor made in Shanghai in October 2014 and will be circulated in 2015.

• Supports all strategic objectives.
• Links with initiatives 4 – 13.
**Initiative 4**

*Establish priority partnerships with select Chinese universities*

The University of Sydney already enjoys diverse, expanding partnerships with numerous universities in China, involving activities from student recruitment to research. These partnerships have, however, evolved *ad hoc* and been formalised at an institutional level to the extent only of abstract agreements through memoranda of understanding. These arrangements may be adequate for student recruitment, where demand is expected to remain high for the foreseeable future. But for research collaborations, which are expected to grow in importance and value in China over the next 5 to 10 years, it leaves us vulnerable to increasing national and international competition, especially for collaborations with China’s leading universities. In this context, we cannot afford to dilute our energies and resources, but need to be strategic about identifying, establishing, consolidating and maintaining long-term, high-value partnerships. Part of this will involve being open to recruitment of good quality academic staff from China.

**Priority partnerships**

The proposed 'priority partnerships' model has been developed in consultation with SEG International. The purpose of this model is to deepen and strengthen our relationships with a select few Chinese institutions in order to better promote our strategic aims and maximise the value of our engagement in terms of specific research and education outcomes. In particular, priority partnerships will aim to

- promote deeper and more diverse research collaborations that contribute to our positioning in the international university rankings
- assist in the recruitment of the best and brightest postgraduate students from China
- foster the mobility of our local Australian students by offering them study destinations in China
- increase our visibility in the region
- facilitate cooperation in selected areas of training and education
- promote our vision of indigenous strategy.

The priority partnerships model will not preclude the University of Sydney from engaging with other institutions in China, nor should it discourage individual researchers from developing their own collaborations with colleagues in China. But it will mean that the University concentrates energy and resources on priority partners. It is worth bearing in mind that China is spending massively on its research and education sector, so our investment in these partnerships is likely to attract Chinese funding too.

Priority partnerships will entail detailed agreements (supplementing any existing MoUs) in order to achieve specific, mutually beneficial and measurable research and education outcomes. For example, the University of Sydney and the partner institution will need to identify areas of research strength where joint efforts can be focused to produce tangible outcomes such as co-authored peer-reviewed articles in international journals, collaboration on short- to long-term research projects, and collaborative bidding for international research projects.

For each priority partnership the University of Sydney will need to commit to long-term, university-wide engagement across multiple disciplines and to resourcing a range of activities. Examples are

- senior engagement strategies to facilitate closer engagement with the partner through more focused, planned visits
- scholarships for the recruitment of doctoral and postdoctoral candidates

- Supports strategic objectives 1 & 2.
- Links with initiatives 3, 6, 8, 11, 13.
• investment in joint research facilities and in seed funding for projects
• travel grants to support student and academic visits
• funds to support academic joint appointments.

Priority partners
Prerequisites for pursuing a priority partnership agreement are that the Chinese institution and the University of Sydney (a) have reached a substantial level (‘critical mass’) of existing engagement, (b) have expressed mutual interest and willingness to advance the relationship, and (c) have identified the potential for mutually-beneficial research collaborations, agreements, and student and academic mobility that can achieve measurable growth. The partner institution will also have strengths in areas that are a priority for us.

Based on these criteria, five institutions have been identified as priorities for partnerships. We have called these ‘Primary prospects’. We have also identified a second group of institutions, ‘Developing prospects’, that may, if we nurture our relationships with them, evolve into Primary partners. It should be stressed that this is an iterative list, subject to revision every six months, and that institutions can be added and removed dependant on changing circumstances. They serve purely as a tool to focus attention pragmatically in order to build up stronger relations amongst what can sometimes be a bewildering large and diverse group of potential partners in China.

Primary prospects
Potential primary partners are situated in China’s key urban hubs and reflect the important level of existing engagement with the University of Sydney, the potential for mutual benefit and a willingness to cooperate. We are targeting these institutions because of their strength in specific areas which are priorities to us – Social and Political Sciences, Science and Engineering, Economics and Business, Medicine and Health, and ethnic nationality research and education.

• Shanghai Jiao Tong University. A partnership with SJTU would generate stronger research links in medicine and health, science and engineering. SJTU would also be a strong partner in promoting the University’s interests in Shanghai should a multi-functional centre be opened there (see Initiative 2).

• Peking University. Peking is one of China’s first and highest ranked universities and has good senior links with the University of Sydney. The Faculty of Arts & Social Sciences also has strong links through language studies. More joint research projects might be forthcoming with structured senior level engagement.

• Fudan University. Fudan has strong collaborations with the University of Sydney in arts and social sciences, medicine and health, and education, and is our partner in the Confucius Institute.

• Tsinghua University. Tsinghua is highly ranked internationally. But compared to the other universities listed here, it has been less receptive to a preferred partnership with us. The University will need to invest more time and effort in this case.

• Minzu University: (formerly Central University for Nationalities). Over 60 per cent of students at Minzu are from ethnic minorities. It is the only university where all of China’s 56 ethnic groups are represented and it is one of the 38 key universities receiving major direct support from the Chinese government (from Projects 211 and 985). The University of Sydney has existing relations with Minzu.
Developing prospects

A second group of institutions is of emerging strategic importance in specific disciplines. With the allocation of some resources to deepen and broaden the relationship, they may evolve into Primary partners. With these institutions we propose ‘targeted partnerships’. In order to raise the University’s profile in important but less developed regions of China, three universities are worth considering for targeted partnerships

- Sun Yat-sen University
- Nanjing University
- Xi’an Jiaotong University

Proposed actions

- Develop a tailored engagement plan for each prospective partner, comprising
  - a formal approach to explore ways of working more closely and areas of research which both sides might proactively support
  - a planned visit to promote the University’s proposal at senior level, including the Vice-Chancellor, Chancellor, Deputy Vice-Chancellors and others
  - a funding commitment for visits, research initiatives and activities to develop the relationship
  - a promotion strategy to give visibility and branding to the partnership.
**Initiative 5**

*Establish deeper links with Australian, Chinese and international government bodies, policymakers, and business, industry and community leaders on China-related issues*

As well as increasing the depth of our academic engagement with China, we propose to expand the University’s role and increase its recognition nationally and internationally as a centre of expertise on all aspects of Greater China for those outside academia – government, non-government and inter-government bodies, and the business, industry and community sectors.

This work will be led by the China Studies Centre, one of the University’s key strategic initiatives to promote academic and intellectual engagement in and on China. The Centre brings together some 140 academic members – the largest and most diverse concentration of expertise on China in the world. Through the Centre, we will position the University internationally as a trusted source of knowledge on China and nationally as the premier interface for engagement between Australia and China.

Recognition beyond academia of the University’s leadership on China affairs will in turn augment our academic pre-eminence on China.

**Proposed actions**

- **Deepen partnerships locally and internationally on policy matters.** In Australia, the China Studies Centre will work with partners in the NSW Office of the Premier and Cabinet, with the Treasury in Canberra, and with other government bodies. Specifically, it will link the activities of our academics with government policymaking communities via reports and targeted seminars. This work has already started. The Centre supplied briefings and policy analysis on China to the NSW Government for the Premier’s visit to China in April. Internationally, we will work with the Hong Kong Trade & Economic Office and the Taiwan Representative Office to undertake briefings and hold events to raise the profile of these areas. We will also continue to supply briefings and policy analysis to the European Union, through the Europe China Research and Advice Network.

- **Collaborate with companies and other business organisations** to carry the insights and research of our academics in all subject areas to a key audience of company policymakers in Sydney. A key part of these are the Business Dialogue monthly boardroom seminar sessions, which commenced in April, and the Sydney China Business Forum held during the G20 in November. High impact business briefings in partnership with KPMG are also regularly produced, such as the *Demystifying China* report on inward investment issued in March 2014.
**Initiative 6**

Support research and teaching about China within the University

It is fundamental to the ambitions of this strategy that the University increase its capacity for research and education on China. We need to do more to develop and promote postgraduate coursework and research degrees. We also need more, and more diverse, academic expertise on China.

These teaching and research objectives will be augmented by stronger relations with academic institutions in China. In the social and political sciences, for example, the University would benefit from stronger relationships with Shanghai Cadre Training School, Nanjing University, and the Chinese Academy of Social Sciences. Such relationships, though not at the scale of the whole-of-University partnerships discussed in Initiative 4, are nonetheless of considerable value.

Supporting research and teaching about China within the University falls primarily under the remit of the China Studies Centre.

**Proposed actions**

- Fund teaching and research positions in the Faculties of Medicine and Arts & Social Sciences.
- Develop a PhD program in China Studies.
- Develop relationships with academic institutions in China to undertake research and hold events which promote mutual understanding and create the basis for future research.
- Encourage staff and students active in China studies to undertake the cultural competence program being delivered by the University’s recently established National Centre for Cultural Competence.

- Supports strategic objectives 1, 2 & 3.
- Links with initiatives 5, 6, 7, 11, 13.
Initiative 7

Increase Australians' understanding and appreciation of China

As part of our intention to play a leadership role in Australia's engagement with China beyond the academic milieu, we propose to expand our China-related activities in the broader community. In particular, we wish to have a key role in relationship-building and improving understanding of China amongst young Australian professionals. We will be the principal source of informed comment on China for the Australian media, both written and broadcast. This work will be led by the China Studies Centre. It will also include work on the understanding and appreciation of Chinese art and culture, which will be supplemented by the Confucius Institute.

As with Initiative 5, recognition beyond academia of the University's leadership on China affairs will in turn augment our academic pre-eminence on China.

Proposed actions

- Engage with the Australia China Youth Association and the Australia-China Young Professionals Initiative to help build relationships with and improve understanding of China amongst young Australian professionals.
- Partner with the Confucius Institute in marketing Chinese language courses for practical and business users to improve competence in Mandarin and to promote a deeper understanding of Chinese art and culture in Australia.
- Promote understanding and appreciation of China and its culture and art via community engagement, publications and media opportunities to present informed comment on China.
Initiative 8
Implement a plan for the sustainable recruitment of Chinese international students

The significance of China as a source of international students for the University of Sydney is well known. No other single market holds the same potential to supply the number and quality of full degree students (coursework and research). We will therefore continue to pursue new and attractive opportunities for recruitment in China.

There is, however, a caveat. Currently the intake of Chinese students is spread very unevenly across campus. Enrolment patterns show a high concentration of students within a small number of degree courses and faculties; most are postgraduate coursework students in Business, with many also in Engineering. Whilst the University has benefited enormously from the fee income in recent years, we are now over-reliant on a very narrow subsection of the Chinese student market, exposing us to profound risks should it fluctuate or falter. Given that roughly one-fifth of the University's income is derived from Chinese international student fees, this situation requires immediate attention.

We need a sustainable recruitment plan that enables growth while simultaneously reducing risk. The key to this will be ensuring a more diverse intake of students. Essentially, we need to recruit more students to schools and faculties other than Business and we need to recruit more undergraduates overall. Undergraduates from China tend to have more diverse educational interests, and they represent a longer-term proposition since undergraduate degrees are typically longer than postgraduate, and students may continue on to a postgraduate degree afterwards. In both respects, increasing our intake of undergraduates will reduce the risk of volatility in student fee income.

A second point concerns quality of intake. Although demand from Chinese students for an Australian education is likely to remain high in the foreseeable future, meaning that intake volume will not present an issue, competition from other universities nationally and internationally to recruit the 'best and brightest' Chinese students is likely to increase. In order to remain attractive to such students – to be a destination of choice – the University of Sydney must of course continue to perform well in the international rankings. But we must also remain attentive to the quality of what we offer students. This means firstly that we must stay focused on giving Chinese international students an outstanding education experience. We should ensure that the Chinese students who come to the University of Sydney are made to feel part of our community, and in particular that their English ability is properly improved and enhanced while here. Secondly, it means we should enhance the value of this experience by improving their involvement in local life and with local students (see Initiative 12) and by providing learning and extra-curricular opportunities in China as an integrated element of their education with the University. For these students, more such opportunities exist in China than in Australia.

All aspects of this recruitment plan will be enhanced by having a physical presence in China (Initiative 2), by deepening our relations with alumni (Initiative 9), and by forming strategic partnerships with quality Chinese universities (Initiative 4). They will also be enhanced if the University improves specific management processes in our student recruitment and admissions services. Four areas stand out

- Greater leverage of key influencers on the ground, including far more active engagement of alumni, employers and current University students (from China and elsewhere) as stakeholders in the process of recruiting high quality students.
- Improved channel management. Whilst we have relied heavily on external agents in our recruitment of students from China, the overall level of engagement and partnership with these agents has been inadequate. We acknowledge that third parties will continue to be a key element of our China recruitment model for the foreseeable future. Accordingly, far more
investment is required in agent relationship management, contract management, recruitment, and event planning and product knowledge development.

- **Improved admissions and prospect management processes.** A wide variety of initiatives directed towards enhancing our admissions and recruitment impact are of particular significance to our success in China. Reduced turnaround times and improved follow-up and offer conversion are issues that require immediate attention.

- **Enhanced direct recruitment activity.** Our expanded recruitment resources coupled with coordinated action from faculties are being deployed largely to build relationships with previously unvisited sources of students, including the burgeoning number of international high schools in China. This has clear implications not only for our potential to take a broader ‘offer’ to market, but also to expand the relative proportion of Chinese undergraduate students recruited to the University.

**Proposed actions**

- Diversify intake to faculties and schools other than Business, to reduce our risk profile, increase the scope of our offer, and expand the breadth of our academic relationships with China.

- Increase intake of undergraduate students.

- Leverage support from Chinese alumni, employers and current students, particularly with respect to increasing student quality and diversity.

- Improve management of and relations with third-party recruitment agents, and encourage a stronger focus on student diversity.

- Improve the University’s reception of Chinese students by enhancing the ‘buddy’ system for students across faculties, and its ‘meet and greet’ programs, so that new arrivals can be quickly and more effectively included in the University community.

- Expand direct recruitment from new sources including international high schools in China, and coordinate faculty input into this.

- Improve our admissions and prospect management processes, eg reduce turnaround times, improve follow-up and offer conversion.

- Enhance the quality and richness of the educational and extra-curricular experience, including the provision of opportunities in China itself.
**Initiative 9**

*Implement an alumni relations plan for China to increase contact and engagement.*

Alumni relations activities with alumni in China have been undertaken for a number of years but on a small scale. There are currently 2 alumni chapters with a total of 6 sub-groups across Hong Kong and mainland China and Taiwan. The total number of China alumni figures in the tens of thousands, but a high proportion of this group is currently 'lost' to the University (no current email, postal or telephone information).

The first objective, then, is to find ‘lost’ alumni. To this end, the Alumni Relations team has begun implementing social media and e-communication strategies, data mining and approaches to University student associations. But to accelerate progress, we will need more systematic, larger-scale methods involving, for example, the use of local Chinese providers and increased activity from alumni chapters in China.

The second objective is to increase alumni’s level of involvement with, and activity on behalf of, the University. A key task in this respect will be to refine the value proposition for China alumni such that they perceive merit and advantage in this.

Encouragingly, alumni from the existing chapters have previously indicated their interest in volunteer work for the University, although to-date this offer has not been taken up in any meaningful way. Nevertheless, we now propose to approach the chapters to initiate a volunteer alumni program supporting two key areas: finding ‘lost’ alumni, and student recruitment activities (see Initiative 9). As a first step, a volunteer training seminar, presented jointly by the Alumni Relations and Student Recruitment teams, was held in Shanghai in October 2014.

**Proposed actions**

- Refine the value proposition for Chinese alumni to remain engaged with the University.
- Develop events and activities to support this value proposition.
- Improve mechanisms for tracking alumni and locating ‘lost’ alumni.
- Establish alumni volunteer programs to help find ‘lost’ alumni and to assist with student recruitment.

- Supports all strategic objectives.
- Links with initiatives 8 & 10.
**Initiative 10**

**Implement a fundraising development plan for China to identify and pursue philanthropic opportunities**

Fundraising activity in China has been undertaken by the University of Sydney sporadically over the last few years. With an emphasis solely on major giving, the yield has been modest but has more than covered its costs (average annual return on investment over the last few years has been 4:1) and shown signs of considerable promise in terms of the wealth of identified and engaged potential donors.

The bulk of the development program for China has been undertaken by a Chinese national located in Hong Kong. While the ability to speak Mandarin is of course vital, just as important has been the Development Officer’s ability to leverage existing social networks in Hong Kong, Shanghai and Beijing. This has accelerated our development efforts, and it is recommended that any further investment in development activities in China give consideration to the value that a ‘local’ connection can provide in sourcing and approaching potential donors.

Success in fundraising in China has primarily benefited the University’s faculties, in particular Arts & Social Sciences (primarily the humanities) and Medicine. This trend is reflected more widely in major gifts from Chinese donors to other Australian, UK and US universities. At the same time, it is extremely difficult to provide coverage for all 16 faculties with only a single Development Officer in China, and so far this has meant smaller faculties have not been meaningfully represented to Chinese donors.

The absence of a strong philanthropic culture in China is a significant challenge in soliciting and negotiating gifts with individuals. It is difficult to be definitive about the way in which this will affect the future of philanthropy in China. Until recently the same claim was made of the cultures of the UK and Australia with regard to major lifetime giving. But while circumstances in China are certainly different, the enormous rise in the number of very high net worth individuals represents one of the biggest opportunities for higher education fundraising around the world, and is reflected in the levels of investment in China by development programs from universities in the US and UK in particular.

Currently there is no capacity within the Development team to research potential Chinese donors and the program is solely reliant on the personal connections and network of the single Development Officer in Hong Kong. While personal connections are enormously valuable, this dependence on a single source of prospects is severely limiting and at risk of collapse with any change in personnel. Also, it means we are unable to meaningfully capitalise on the alumni population in China: with no capacity in the prospect research team to read Chinese script, identifying and tracking alumni in China is extremely difficult; indeed the high number of ‘lost’ alumni represents one of the biggest challenges to effective development activity in China. To place the development program for China on a more secure footing, we should adopt the model of sourcing prospects used by faculty-based Development Officers, whereby prospects are identified both via the professional networks of frontline Development staff and by prospect research staff who have the capacity to monitor and track potential donors as required.

A Hong Kong based giving instrument has proven useful in working with donors in China. In 2009 the University established an independent charitable foundation based in Hong Kong and acting as a tax-efficient giving mechanism for Hong Kong based donors. While not necessarily of use for all Chinese donors, this approach has proven to be useful with many, and is of minimal cost to the University to maintain.

Existing University-wide activities and instruments for recognising donors more broadly works effectively for Chinese donors. Providing membership to ‘donor societies’, donor reporting and face-to
face time with academic leadership has so far proven effective in encouraging increased and repeat giving from Chinese donors.

Proposed actions

• Increase the number of ‘frontline’ development staff in China to provide greater coverage for all the University’s faculties and potentially greater geographical coverage of the key population areas of China.

• Invest in additional prospect research capacity for China, particularly a specialist in research via Chinese websites and publications, to identify and track potential donors in China.
**Initiative 11**

*Increase domestic students’ interest in and engagement with China*

China is currently under-represented as a study abroad destination amongst our domestic students, accounting in 2014 for 14% of outward mobility opportunities. In strengthening the University’s engagement with China, it would therefore be apposite to find ways to substantially expand the proportion of domestic students whose educational journey incorporates an academic, practicum and cultural learning experience in China. This would support the University’s aim of producing students who are global citizens (Strategy 5, 2011-2015 Strategic Plan). Done well and at scale, it could also be a meaningful differentiator and comparative advantage for the University of Sydney.

In addition to building internal capacity to achieve this, there are some external opportunities that could be exploited. For example, the pilot for the New Colombo Plan now includes China and Hong Kong. Encouraging faculties to build on the bids made in 2014 for NCP funding and to increase the number of students opting to go to Greater China is important. 2014 offered some success, but the numbers involved need to increase in coming years. Another example is the China satellite operations of reputable international universities, such as Duke University, that are not at full capacity. It may be possible for our outbound students to ‘share’ their infrastructure and undertake a few units of study with them in China. Promoting amongst our students the attractiveness of opting for study opportunities in China should be carried forward with our key academic partners there.

**Proposed actions**

- Build capacity to increase the proportion of domestic students whose degree includes an academic, practicum and cultural learning experience in China.
- Exploit opportunities in the New Colombo Plan in order to see a significant increase in successful placements in China and Hong Kong.
- Leverage spare capacity and facilities in China satellites of reputable international universities.
- Establish as a prerequisite for students intending to visit China as a formal part of their degree that they undertake the cultural competence program being delivered by the University’s recently established National Centre for Cultural Competence.
Initiative 12
Promote greater interaction between domestic students and Chinese international students at the University to promote values of and capacities for cultural diversity and global citizenship.

It is not unknown for international students (not only Chinese) at the University rarely to participate in the social and cultural life of local Australian students, and vice versa. This situation belies our stated ambition of fostering values of cultural diversity and global citizenship. Although the issue is far broader than Sino-Australian student relations alone, this China Strategy presents an opportunity to transform the situation for that proportion of our international students who are from China as well as for that proportion of our local students who may be in a position to extend the hand of friendship and hospitality.

Numerous benefits would flow from this. Enriching the social and cultural experience of our Chinese international students, and creating opportunities for them to develop the attributes of global citizenship, are vital to the credibility, quality and competitiveness of our educational ‘offer’, and should be embedded into the lived experience of the curriculum as well as into extra-curricular activities.

Similarly, improving domestic students’ engagement with international students will enhance their experience as members of a truly diverse community and better prepare them to take their place as global citizens of the future.

Finally, those of our domestic students who themselves wish to study, travel or work in China would clearly benefit from opportunities for greater interaction with our Chinese international students.

Proposed actions
• Extend opportunities to engage in extra-curricular campus life to Chinese international students undertaking preparatory English language courses at the Centre for English Teaching.
• Improve the integration of domestic and international student programs.
• Encourage all students to undertake the cultural competence program being delivered by the University’s recently established National Centre for Cultural Competence.

• Supports strategic objectives 1 & 2.
• Links with initiative 11.
Initiative 13

Implement a plan to advance reciprocal relations with China on education and research into practices, knowledges and issues pertaining to Aboriginal and Torres Strait Islander peoples and Chinese ethnic nationalities.

Relations between Indigenous Australians and China are not new: the first Aboriginal delegation to China, involving a group of about 30 people, was in the 1970s. And with China home to one-quarter of the world’s 400 million indigenous peoples, there is no shortage of issues in common. Taking up these issues through research and education is an important part of the newly evolving international dimension of the University’s Wingara Mura – Bunga Barrabugu strategy.

To date, University academics involved in Wingara Mura – Bunga Barrabugu have been forging links with indigenous or ‘ethnic nationality’ scholars in China on research activities ranging from art and music to agriculture and veterinary science, traditional medicine, social inclusion, climate change and economic development. A number of Aboriginal and Torres Strait Islander students have undertaken some of their studies in China. There have been several high-level delegations between the University of Sydney and some of China’s ethnic nationality universities (of which there are 15). And recently a University of Sydney symposium on minorities attracted not only scholars but senior bureaucrats from China and Australia, facilitating an important interaction on indigenous policy issues between government officials from both countries.

All of this points to considerable opportunities to advance the international objectives of Wingara Mura – Bunga Barrabugu in collaboration with Chinese partners. This should be formalised through a plan to strengthen our existing relationships with certain ethnic nationality universities, namely Minzu University, South Central University for Nationalities, and South West University of Nationalities. Since Minzu is the premier ethnic nationality university in China, we have proposed establishing a special partnership with it under Initiative 4.

Proposed actions

- Develop a Priority Partner partnership with Minzu University – see Initiative 4.
- Strengthen relationships with South Central University for Nationalities and South West University of Nationalities.
- Expand educational exchange opportunities for Aboriginal and Torres Strait Islander students and ethnic Chinese students.
- Encourage staff and students involved in Wingara Mura – Bunga Barrabugu activities with China to undertake the cultural competence program being delivered by University’s recently established National Centre for Cultural Competence.
**Initiative 14**

Implement a plan to support more coherent research, development and alumni work with the Hong Kong Special Administrative Region.

While Hong Kong is a separately administered part of the People’s Republic of China, it has common linguistic, cultural and ethnic links so sits within a Great China Strategy. Hong Kong has some of the region’s strongest universities, a highly educated population, and deep historic links to Australia. Hong Kong is a major finance centre and travel hub, and is regarded as one of the world’s most open and legally stable jurisdictions. It offers natural partnership opportunities for researchers in Sydney and is a very important source of intellectual and development support.

Working within the overall China Strategy, the University will ensure that work in Hong Kong is consistent with work in Mainland China, and that where possible there should be greater consistency in how the University approaches the two places.

**Proposed Actions**

- The China Studies Centre work with the Hong Kong Economic and Cultural Office in Sydney to highlight Hong Kong’s importance for Australia by holding at least two joint events each year.
- The University seek to develop deeper institutional links with the main universities in Hong Kong, in particular the Chinese University of Hong Kong and the University of Hong Kong.
- The China Studies Centre work with the Hong Kong Students Association in the University to support their work and to create a greater sense of their contribution as part of the University community.
Initiative 15

Implement a plan to support more coherent research, development and alumni work with Taiwan.

Taiwan, as the Republic of China, is separate politically from the People’s Republic of China. Despite this, the two have worked more closely in recent years, and both sides support research and intellectual partnership. Working with Taiwan is therefore non-contentious, and as Taiwan is the source of more than 600 of our past students, and continues to supply diverse, good quality students, it is an integral part of any Greater China Strategy. Taiwan has a population of 25 million, is one of the most developed economies in the region, and is a major trading partner for Australia. The University has been developing links with specific Taiwanese universities and organised a number of visits in 2014 in order to deepen links. This work will continue into 2015. In many research areas, from science to Chinese language, Taiwan is world class, and offers excellent collaborative opportunities.

Proposed Actions

- The China Studies Centre, the Office of Global Engagement and others work with the Taiwan Representative Offices in Canberra and Sydney to highlight Taiwan’s importance for Australia by holding at least two joint events each year.

- The University seek to develop deeper institutional links with the main universities in Taiwan, in particular National Taiwan University and National Chengchi University.

- The China Studies Centre work with the Taiwan Students Association in the University to support their work and create a greater sense of their contribution as part of the University community in 2015.
## Summary of Initiatives with Lead Responsibility

<table>
<thead>
<tr>
<th>Initiatives</th>
<th>Strategic objectives supported</th>
<th>Actions</th>
<th>Lead</th>
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<tbody>
<tr>
<td>1. Establish a dedicated ‘China Fund’ to support the China Strategy</td>
<td>All</td>
<td>1.1 Make provision for the China Fund in the 2015 budget cycle.</td>
<td>Office of the Vice-Chancellor</td>
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<td>2. Establish a physical presence in China: a multi-function centre (MFC)</td>
<td>All</td>
<td>1.1 Complete the process of consultation to finalise the business case for an MFC in China.</td>
<td>Office of the Provost</td>
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<td>1.2 Launch the MFC within 12 months of SEG and Senate approval.</td>
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<td>3. Promote the University’s China vision and credentials in China and in Australia.</td>
<td>All</td>
<td>3.1 Develop a clear and consistent ‘story’ and key messages for Chinese audiences, based on the values of partnership, learning and innovation.</td>
<td>All, led by Office of the Vice-Chancellor</td>
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<td></td>
<td></td>
<td>3.2 Develop a clear and consistent ‘story’ and key messages for Australian audiences, reflecting the values promoted in China but in an Australian context – ‘China as a dynamic intellectual partner for the 21st century’.</td>
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<td></td>
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<td>3.3 Deliver the respective sets of core messages at major events in China and in Australia.</td>
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<td></td>
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<td>3.4 Publicise the respective sets of core messages through the Chinese and Australian media.</td>
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<td>4. Establish priority partnerships with select Chinese universities.</td>
<td>1 &amp; 2</td>
<td>4.1 Seek approval for the list of proposed Primary and Developing partner institutions.</td>
<td>SEG International</td>
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<td>4.2 Develop a tailored engagement plan for each prospective partner, comprising</td>
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<td>- a formal approach to explore ways to work together more closely and areas of research which both sides might proactively support</td>
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<td>- a planned visit to promote the University’s proposal at senior level, including the Vice-Chancellor, Chancellor, Deputy Vice-Chancellors and others</td>
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<td>- a funding commitment for visits, research initiatives and activities to develop the relationship</td>
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<td>- a promotion strategy to give visibility and branding to the partnership.</td>
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<td>5. Establish deeper links with Australian, Chinese and international government bodies, policymakers, and business and industry leaders on China-related issues.</td>
<td>3 &amp; 4</td>
<td>6.1 Deepen partnerships locally and internationally on policy matters.</td>
<td>China Studies Centre</td>
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<td></td>
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<td>6.2 Collaborate with companies and other business organisations.</td>
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<tr>
<td>6. Support research and teaching about China within the University.</td>
<td>1, 2 &amp; 3</td>
<td>5.1 Fund teaching and research positions in the Faculties of Medicine and Arts &amp; Social Sciences.</td>
<td>China Studies Centre</td>
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<td></td>
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<td>5.2 Develop a PhD program in China Studies.</td>
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<td>5.3 Develop relationships with academic institutions in China to undertake research and hold events which promote mutual understanding and create the basis for future research.</td>
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<td>5.4 Encourage staff and students active in China studies to undertake the cultural competence</td>
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</table>
| 7. Increase Australians’ understanding and appreciation of China. | 3 | 7.1 Engage with the Australia China Youth Association and the Australia China Young Professionals Initiative to help build relationships with and improve understanding of China amongst young Australian professionals.  
7.2 Partner with the Confucius Institute in marketing Chinese language courses for practical and business users to improve competence in Mandarin.  
7.3 Promote understanding and appreciation of China via community engagement, publications, and media opportunities to present informed comment on China. | China Studies Centre |
|---|---|---|---|
| 8. Implement a plan for the sustainable recruitment of Chinese international students. | 1, 2 | 8.1 Diversify intake to faculties and schools other than Business, to reduce our risk profile, increase the scope of our offer, and expand the breadth of our relationships with China.  
8.2 Increase intake of undergraduate students.  
8.3 Leverage support from Chinese alumni, employers, and current students, particularly with respect to increasing student quality and diversity.  
8.4 Improve management of and relations with third-party recruitment agents, and encourage a stronger focus on student diversity.  
8.5 Expand direct recruitment from new sources including international high schools in China, and coordinate faculty input into this.  
8.6 Improve our admissions and prospect management processes, e.g. reduce turnaround times and improve follow-up and offer conversion.  
8.7 Enhance the quality and richness of the educational and extra-curricular experience, including through provision of opportunities in China itself. | Student Recruitment Office |
| 9. Implement an alumni relations plan for China, to increase contact and engagement. | 2, 3, 4 | 9.1 Refine the value proposition for Chinese alumni to remain engaged with the University.  
9.2 Develop events and activities to support this value proposition.  
9.3 Improve mechanisms for tracking alumni and locating ‘lost’ alumni.  
9.4 Establish alumni volunteer programs to help find ‘lost’ alumni and to assist with student recruitment. | Alumni & Development Office |
| 10. Implement a fundraising development plan for China, to identify and pursue philanthropic opportunities. | 4 | 10.1 Increase the number of ‘frontline’ development staff in China to provide greater coverage for all the University’s faculties and potentially greater geographical coverage of the key population areas of China.  
10.2 Invest in additional prospect research capacity for China, particularly a specialist in research via Chinese websites and publications, to identify and track potential donors in China. | Alumni & Development Office |
| 11. Increase domestic students’ interest in and engagement with China. | 1 | 11.1 Build capacity to increase the proportion of domestic students whose degree includes an academic, practicum and cultural learning experience in China.  
11.2 Exploit opportunities in the New Colombo Plan.  
11.3 Leverage spare capacity and facilities in China satellites of reputable international universities.  
11.4 Establish as a prerequisite for students intending | China Studies Centre |
| 12. Promote greater interaction between domestic students and international Chinese students at the University to promote values of and capacities for cultural diversity and global citizenship. | 1, 2 | 12.1 Extend opportunities to engage in extra-curricular campus life to Chinese international students undertaking preparatory English language courses at the Centre for English Teaching.  
12.2 Improve the integration of domestic and international student programs.  
12.3 Encourage all students to undertake the cultural competence program delivered by the University’s National Centre for Cultural Competence. | China Studies Centre |
| --- | --- | --- | --- |
| 13. Implement a plan to advance reciprocal relations with China on education and research into practices, knowledges and issues pertaining to Aboriginal and Torres Strait Islander and Chinese ethnic nationalities. | All | 13.1 Develop a Priority Area partnership with Minzu University – see Initiative 4.  
13.2 Strengthen relationships with South Central University for Nationalities and South West University of Nationalities.  
13.3 Develop a visiting scholars program of leaders in the field.  
13.4 Expand educational exchange opportunities for Aboriginal and Torres Strait Islander students and ethnic Chinese students.  
13.5 Forge links with Chinese government representatives and between Chinese and Australian government representatives on policy development relating to Aboriginal and Torres Strait Islander and Chinese ethnic nationalities.  
13.6 Encourage staff and students involved in Wingara Mura – Bunga Barrabugu activities with China to undertake the cultural competence program delivered by University’s National Centre for Cultural Competence. | Office of DVC Indigenous |
| 14. Implement a plan to support more coherent research, development and alumni work with the Hong Kong Special Administrative Region. | All | 14.1 The China Studies Centre work with the Hong Kong Economic and Cultural Office in Sydney to highlight Hong Kong’s importance to Australia by holding at least two joint events each year.  
14.2 The University seek to develop deeper institutional links with the main universities in Hong Kong, in particular the Chinese University of Hong Kong and the University of Hong Kong.  
14.3 The China Studies Centre work with the Hong Kong Students Association in the University to support their work and to create a greater sense of their contribution as part of the University community. | China Studies Centre/ Office of Global Engagement |
| 15. Implement a plan to support more coherent research, development and alumni work with Taiwan. | All | 15.1 The China Studies Centre, the Office of Global Engagement and others work with the Taiwan Representative Offices in Canberra and Sydney to highlight Taiwan’s importance to Australia by holding at least two joint events each year.  
15.2 The University seek to develop deeper institutional links with the main universities in Taiwan, in particular the National Taiwan University and National Chengchi University.  
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