



UNIVERSITY
OF TASMANIA

University of Tasmania Plan 2004-2006



Statement from the Vice-Chancellor



The University of Tasmania has set itself an exciting and challenging agenda for 2004 and beyond.

The UTas community has worked together to identify a strategic direction that maximises the competitive advantages that have been endowed by the uniqueness of its location and the skills of its people. The 2004-2006 Plan reflects the goals and aspirations of a talented and energetic community. It is a working document that will provide a focus for the contribution of each member.

I am proud to present this Plan, and invite you to play a part in bringing it to life.

Daryl Le Grew

Mission

The University of Tasmania is committed to continuing its long tradition of excellence in the creation, preservation, communication and application of knowledge and to scholarship that is global in scope, distinctive in its specialisations and reflects the distinctiveness of Tasmania. The University will provide leadership within its community and contribute to the enrichment of the culture and to the economic and social interests of Tasmania.

Vision

By 2010, the University of Tasmania will be ranked among the top echelon of research-led universities in Australia. The University will be a world leader in its specialist, thematic areas of research and teaching and will be recognised for its contribution to State and national development. As Australia's natural place to study, UTas will be supported by its high quality academic community, its unique island setting and its distinctive student experience.

The UTas EDGE

Throughout 2003 the University critically examined what would be required in the next five to ten years to enable it to fully realise its vision and mission. The four cornerstones for building a strong and vibrant institution that emerged through consultations were:

- Excellence (Ex).** Excellence must be a hallmark of all activities.
- Distinctiveness (D).** UTas must develop its own distinctive, recognisable and attractive character.
- Growth (G).** The status quo is not a viable option.
- Engagement (En).** UTas must serve its communities and become a sought-after local, national and international partner across all its fields of endeavour.

Thus, Excellence, Distinctiveness, Growth and Engagement will give UTas the EDGE in its teaching, research and community service.

It is clear that each of these fundamentals is interdependent, and has three common elements.

They all relate to:

- ▶ Building *reputation*
- ▶ Attracting and energising *people* (staff, students and partners)
- ▶ Creating an environment that *positions* UTas to achieve the first two elements

Hence, the long-term goals of the University can be concentrated under the headings of **Reputation, People and Position**.

Goals

Reputation

- ◆ To be in the top echelon of research universities in Australia, producing research and scholarship that are renowned nationally and internationally. [Ex]
- ◆ To be recognised for its nationally distinctive courses and research in University theme areas and for its initiative in developing new themes in emerging fields in which it has a competitive advantage. [D]
- ◆ To be highly regarded nationally and internationally as an attractive study destination offering a diverse range of high-quality programs that include global learning opportunities. [Ex, D]
- ◆ To provide access to higher education for all Tasmanians who have the potential to succeed, regardless of their place of residence. [G, En]
- ◆ To be recognised for its contribution to the growth and development of Tasmania by meeting the professional skills needs of its communities and through the pursuit of research and community engagement that enhances the economic, social, cultural and environmental wellbeing of its citizens. [G, En]

People

- ◆ To provide a quality, distinctive and energising student experience that derives from the unique Tasmanian character. The University of Tasmania experience will develop life-long learning skills, generic graduate attributes and a global perspective that leads to highly satisfying and rewarding employment, career and personal development outcomes for students. [Ex, D]
- ◆ To attract and retain academic and general staff of the highest quality and enable them to pursue the University's goals with a high degree of support, development and autonomy. Working conditions and remuneration packages will be nationally competitive, with recognition and rewards linked to achievements. [Ex]

- ◆ To continually improve the University organisational culture of openness and equity with efficient, transparent and consultative decision making. [En]
- ◆ To provide an inclusive teaching and learning environment that values diversity, supports the pursuit of academic excellence and produces high-quality education and employment results for all students and staff. [En]
- ◆ To develop strategic partnerships and consortia programs with key national and global universities and research institutes to further strengthen theme areas. [Ex, D]

Position

- ◆ To grow and develop to critical mass, with a strategically balanced and distinctive enrolment and campus profile. [G]
- ◆ To build financial resources and diversity in funding sources to facilitate the achievement of the University's strategic goals. [G]
- ◆ To develop budgets and distribute resources to optimally achieve the goals of the University, taking account of learning effectiveness, research performance and the quality of outcomes for students as well as the cost, equity and competitiveness of its programs. [G, Ex]
- ◆ To resource and manage its operations in a financially efficient, productive and coordinated manner, affording students and staff an effective environment for teaching and learning and research, while innovatively but prudently managing its infrastructure and resources on a 'best practice' basis. [Ex]



Key Priorities and Strategies 2004-2006

The 2004-2006 Key Priorities and Strategies provide an action framework for the work of the entire University community. Every member of the community – both individually and as part of teams – will be focused on using their talents to address these priorities.

Reputation

UTas will strengthen its international reputation through enhanced performance, so that it is equal to one of the current G8 universities.

1. Match G8 profiles in key foundation disciplines and thematic areas, building student and staff numbers, course offerings and research activity in accordance with comprehensive enrolment and staffing plans. [Ex, G]
2. Benchmark and improve performance to match G8 outcomes in research, teaching quality, entry standards, staff quality, internationalisation, strategic collaborations and financial indicators. [Ex, D]
3. Diversify and enrich the University by increasing enrolment of international students, both onshore and offshore, encouraging participation of students and staff in overseas activities and by internationalising the curriculum. [G, En]

UTas will maintain world leadership in key areas and will develop new areas of international recognition and collaboration.

4. Target, support and showcase world-class performance across the University profile. [Ex]
5. Develop strategies for enhancing the teaching/research nexus – particularly in developing existing and new theme areas. [Ex, D]
6. Broaden and strengthen existing distinctive research and teaching themes by providing incentives and structures to support interdisciplinary and inter-organisational research, teaching and course development within the theme areas. [D]
7. Identify emerging teaching and research themes for development. [D]
8. Establish a Distinguished Scholars Program to support themes and promote world-class teaching and research. [Ex]

UTas will be increasingly acknowledged by all levels of government as a vital partner in state, regional and national development, and will be recognised by the community for this contribution.

9. Negotiate new State Partnership Agreement that recognises common goals of the State and the University and identifies new areas for joint development. [En]
10. Offer professionally accredited courses that produce highly competitive graduates who have the skills to take up identified and emerging employment opportunities in Tasmania, Australia and overseas. [En]
11. Promote broadly the economic advantages that the University generates for the State. [En]
12. Extend its engagement with all of its communities of interest. [En]

People

UTas will be renowned for its distinctive, quality student experience – ‘the natural choice’ for study in Australia.

13. Integrate student learning and lifestyle in vibrant campus environments, including enhanced infrastructure for student learning and ‘Island Experience’ opportunities. [D]
14. Develop distinctive, flexible and innovative learning opportunities, especially programs that increase access for students in regional areas, streamline articulation from TAFE, extend flexible delivery of undergraduate and postgraduate coursework courses, strengthen interdisciplinary collaboration and provide international experiences. [D, En]
15. Extend the range of scholarships and bursaries for financially disadvantaged students in Tasmania, particularly in rural areas. [En]
16. Expand opportunities for student and staff feedback and monitor student and staff satisfaction through systematic use of SETL, CEQ and other surveys. [En]
17. Create administrative processes that focus on student needs. [En]
18. Ensure that UTas graduates have well-developed generic skills as well as learning outcomes directly related to their discipline or professional area of study. [Ex]

UTas will have a staff profile, an organisational culture and a working environment that supports its aspirations and recognises and rewards achievement.

19. Build up academic leadership generally, and at Launceston and the North-West Centre in particular. [Ex, G]





- 20. Undertake strategic staffing analyses to broaden processes for attracting key people, and review retention strategies and address gender and equity imbalance through targeted programs. [Ex]
- 21. Develop staff workload protocols that support effective and equitable workplaces, and that recognise diversity of excellence. [Ex, En]
- 22. Provide/support a broad range of staff development opportunities that develop the capacity of staff to achieve the University's goals, while improving individual job satisfaction and career prospects. [En]
- 23. Devise better ways of recognising/rewarding staff contributions to University life and reputation. [Ex]

UTas will enhance strategic alliances and demonstrate leadership in regional, national and global partnerships.

- 24. Build prestigious international alliances with key research-led universities that embrace teaching and research, student and staff exchange, and other links. [En, D]
- 25. Joint venture with G8 and other universities and with government agencies (e.g. CSIRO), business and industry in key areas. [Ex, En]
- 26. Establish strategic alliances with other educational providers to access high-quality course offerings and wider choices for students, while minimising University course development costs. [En]
- 27. Enhance the links between the University and its alumni in Australia and overseas to strengthen their involvement in the activities and development of the University and its community. [En]

Position

UTas will have grown to critical mass, with a strategic mix of domestic and international students and staff from diverse backgrounds.

- 28. Grow to 15,000 EFTSU with the following indicative targets:

	2003	2006	2010
UG	10,400	11,300	12,400
PG	420	880	1,500
RHD	690	880	1,100

These targets are mapped out comprehensively in the University's enrolment plan. Indicative staff profile targets will also be developed to support enrolment growth targets. [G]

UTas will balance the development of campuses to maximise the advantages of community, location and networks. Campus profiles will be developed strategically, mixing and balancing courses, students and staff in real and virtual learning environments.

- 29. Enhance Hobart and related city campuses' profile to support growth. [G]
- 30. Review Launceston profile to significantly increase mix and numbers to critical mass. [G]
- 31. Upgrade NW Centre profile to improve local participation rate. [G, En]

UTas will have administrative structures, budget processes, business systems and infrastructure that effectively and efficiently support its strategic priorities.

- 32. Review all administrative areas to look at how current systems and processes will support quality, growth, internationalisation and compliance strategies; and be accountable to, and efficient for, users. In particular, review the service needs of students in the light of projected growth. [Ex]
- 33. Create index-driven performance planning and management systems. [Ex]
- 34. Implement a triennial performance-based budget model to support strategic priorities. [Ex]
- 35. Generate additional income from non-Commonwealth sources; including expansion of domestic fee-paying undergraduate and postgraduate enrolments, and income from commercialisation projects. [G]
- 36. Ensure that infrastructure plans (e.g. Capital Development and Asset Management, Information Technology) are developed in a strategic and coordinated manner to support the University's teaching, research and community service goals. [Ex]

UTas will have a clear brand that is recognised and attractive – locally, nationally and internationally – and a marketing profile that supports its strategic objectives.

- 37. Initiate branding/marketing/PR and government relations program, directed nationally and internationally at key market sectors. [D, G]
- 38. Develop and implement strategies to increase awareness and access of Tasmanians, particularly those in regional areas, to educational opportunities at the University of Tasmania. [G, En]





2004 EDGE Projects

The following EDGE projects relate directly to the key priorities and are designed to kick-start this exciting and challenging agenda.

EDGE extends beyond these projects and this Plan will be judged a success if, by the end of 2004, schools, faculties, institutes and divisions have developed new initiatives that advance the University's goals.

Reputation

- Benchmark teaching and research against G8 universities
- Showcase world-class performance
- Advance internationalisation of curriculum, and student and staff experiences
- Contribute to State development through the Partnership Agreement
- Establish UTas Graduate School
- Identify new teaching and research themes
- Enhance undergraduate, honours and RHD scholarship program
- Increase undergraduate and postgraduate enrolments in key areas
- Enhance the nexus of teaching and research
- Establish Distinguished Scholars Program
- Extend community engagement

People

- Develop distinctive, flexible and innovative programs
- Develop learning hubs on both campuses
- Improve teaching spaces
- Expand student feedback processes
- Develop both generic and discipline-based skills
- Build up academic leadership
- Undertake strategic staffing and workload protocols analysis
- Enhance programs for staff development, recognition and reward
- Build strategic alliances with international partners
- Joint venture with universities, governments, business and industry
- Build development culture and strengthen alumni links

Position

- Grow student base across all segments
- Develop a distinctive profile for each campus
- Refine administrative processes and systems to support strategic agenda
- Drive strategic goals through infrastructure development
- Implement triennial performance-based budget
- Generate additional income from non-Commonwealth sources
- Implement a national marketing campaign



Headline Performance Indicators

The extent to which the University's goals are achieved will be monitored through the following longer-term headline performance indicators. Headline and operational performance indicators will be benchmarked against G8 universities, where appropriate.

- HPI:1 Increasing the graduate qualification profile within the Tasmanian workforce to national average. [G, En]
- HPI:2 Increasing higher education participation of Tasmanians in Tasmania (to at least the national average). [G, En]
- HPI:3 Increasing Tasmania's share of Commonwealth funding to at least match population share. [G]
- HPI:4 Enrolling international students at or above the national average as a proportion of all students. [G, En]
- HPI:5 Increasing the proportion of operating income from non-Commonwealth sources. [G, En]
- HPI:6 Number of staff by level and gender promoted or transferred in the past three years and the number of internal and external secondments. [Ex]
- HPI:7 Achieving top ten status and improving rankings in all of the recognised research performance indicators. [Ex]
- HPI:8 Achieving consistently high ratings in the Graduate Destination Survey and the Course Experience Questionnaire. [Ex]
- HPI:9 Increasing the number and range of activities in which the University engages with its communities of interest. [En]

Operational Performance Indicators

- OPI:1 Performance against enrolment load targets by campuses, faculties and programs. [G]
- OPI:2 Number of programs/units delivered by flexible means and in a form acceptable to students. [D]
- OPI:3 Number of commencing international students. [G]
- OPI:4 Number of Tasmanian students studying in Tasmania. [En]
- OPI:5 Number of scholarships and bursaries offered by the University. [Ex, En]
- OPI:6 Enrolment and retention rates for equity group students. [En]
- OPI:7 Research higher degree enrolment and completion rates, particularly by theme areas. [E, D]
- OPI:8 Proportion of course units that are international or intercultural in focus. [D, En]
- OPI:9 Number of Tasmanian students undertaking study abroad exchanges. [En]
- OPI:10 Number of staff undertaking staff development, secondment and exchange activities. [Ex, En]
- OPI:11 Extent to which development, timing and financial plans for major capital projects are achieved. [Ex]
- OPI:12 Proportion and level of people employed in EO target groups. [En]
- OPI:13 Extent of compliance indicated by internal and external audit reports. [Ex]
- OPI:14 Income generated through:
 - Research Development Office
 - Alumni and Foundation activities
 - Other commercial activities
 - Continuing education and training
 - Commercialisation of innovation [En, G]
- OPI:15 Performance on a range of indicators of teaching quality such as SETL, completions, progress rates and CEO. [Ex]
- OPI:16 Performance against staff profile plans. [G]
- OPI:17 Collaboration indicators and highlights. [En]
- OPI:18: Community engagement indicators including resources used, sharing of facilities and number and effectiveness of community events; annual highlights; summary of media reporting. [En]



