

The Tasmanian Legislative Council's Inquiry into the Provisions of the *University of Tasmania Act 1992*

University of Tasmania Submission 7: University of Tasmania Strategy

1. Introduction

This submission is made in response to the Tasmania Legislative Council motion of 24 May 2022, appointing a Select Committee to inquire into and report upon the provisions of the *University of Tasmania Act 1992* (the Act). This submission is made in relation to the following Term of Reference:

1. The constitution, functions and powers of the University.

This submission demonstrates how the *University of Tasmania Strategic Plan 2019-2014* (Strategic Plan) is in accord with the Act, in particular the functions outlined within.

It outlines the consultative approach to developing the Strategic Plan and summarises its key themes and measures of success.

A separate submission on the *Benefits of Higher Education in Tasmania* outlines how the Strategic Plan, and the work flowing from this, is benefiting Tasmania and Tasmanians.

2. The functions of the University

The Act outlines, in Clause 6, the following functions for the University:

- a. to advance, transmit and preserve knowledge and learning;
- b. to encourage and undertake research;
- c. to promote and sustain teaching and research to international standards of excellence;
- d. to encourage and provide opportunities for students and staff to develop and apply their knowledge and skills;
- e. to provide educational and research facilities appropriate to other functions;
- f. to promote access to higher education having regard to principles of merit and equity;
- fa. to foster or promote the commercialisation of any intellectual property;
- g. to engage in activities which promote the social, cultural and economic welfare of the community and to make available for those purposes the resources of the University.

The *University of Tasmania's Strategic Plan 2019-2024* provides the vision, values, principles, strategies and framework to deliver these functions across the University in a

coordinated way, all to bring benefits to Tasmanians and Tasmania and, from here, to the world.

3. **University of Tasmania Strategic Plan 2019-2024**

The Strategic Plan was developed in a stepped and consultative manner, drawing on a set of conversations – which we called Cascading Conversations – held across the University in 2018.

Initiated by a Discussion Paper raising three questions for consideration, these conversations involved the cascading of information up, down and across the University, with both formal and informal groupings participating. Those three questions were:

- Do we want to be a place-based university that is globally connected or do we want to be a university cast in the global mode?
- Do we want to continue in a growth model or move to a right-size approach to our future?
- What are the parameters for equity, quality and regional presence we are committed to for the delivery of higher education in Tasmania?

Following this round of conversations, the *University of Tasmania's Strategic Direction* (see Attachment 1; and publicly accessible [here](#)) was prepared and released in November 2018, based on the firm message from these conversations that we wanted to be a university that is:

- Place-based and globally connected;
- Right-sized and responsive;
- Regionally networked to provide quality and access; and
- People-centred.

In the six months following, our colleges and divisions worked together to develop the *University of Tasmania Strategic Plan 2019-2024* (See Attachment 2; and publicly accessible [here](#)), which shows how we are working to achieve this, focusing on our mission to make a difference for Tasmania and from Tasmania to the world.

With a five-year horizon, the Strategic Plan has allowed us to be guided by a long-term view, while being responsive to any changes in the context in which we operate. We have encountered many changes in the time since it was first written, not least the COVID-19 pandemic, and it has proven to be an enduring document that continues to guide our work.

The Strategic Plan's key themes are outlined here:

Honouring our first people and their ongoing contribution

We acknowledge the *palawa* and *Gadigal* peoples, the traditional owners of the land on which we live and work, and we recognise their enduring culture.

We also recognise that decisions about the future shape of Aboriginal education and research here are, first and foremost, ones to be made by Aboriginal leaders within the University, in discussion with other senior leaders.

We seek the wisdom of Aboriginal leaders with their deep knowledge of country as we explore how to be a university that has place as the centre of its thinking.

Our Mission

We are a university that was founded to serve an entire State and its people, and we remain the only university specifically for this society. Place shapes our mission and how we deliver it.

From Tasmania to the world

As part of our place-based mission is to be the university for Tasmania, we are strategically placed in the world to do vital things from Tasmania for the world. Our unique location, our island character and our complex history bring both the obligation and the opportunity to make a distinctive global contribution.

A sustainable place

Tasmania has environmental values of global significance and we have obligations of stewardship. We are guided in our thinking by the United Nations Sustainable Development Goals and the recognition that our job is to find our way to create a model where prosperity, inclusivity, the environment and social and technological progress advance together, not in tension.

A place of places

Integral to what constitutes Tasmania is that it is made of distinctively different places. We need to nurture the distinctiveness and success of each region of Tasmania to contribute to and benefit from the great whole that is Tasmania. We are also a university with a presence in places off the island and being attuned to place means attending to the local wherever we are.

A people-centric place

The value of community, of connection and care for others, are qualities cherished by people across the island. These are a reminder of the qualities that universities should have, especially ones such as ours that take their place in a network of local communities.

A model for the world

Tasmania is a very special place. Fulfilling our mission would see Tasmania join that league of other special places – such as New Zealand and the countries of Scandinavia – where the quality of life and magnificence of the environment make it a model that others look to for inspiration on how to live well on this fragile planet with all its human complexity.

Our strategies

Our strategies emerge as we seek to answer a set of questions about how we deliver our mission.

How, as a university, do we make a positive impact on the future of the State?

- Create place-based partnerships with all sectors to tackle complex social and economic challenges in an integrated way;
- Provide the education students need to participate in and help create those parts of the economy that provide good incomes and secure employment, and provide it to as large a proportion of the population as possible;
- Develop distinctive professional capabilities to meet Tasmania's particular needs and priorities in all parts of the island;
- Create regional competitive advantage for key sectors and new businesses through the industry problems we solve;
- Develop from the knowledge created by the University a strong pipeline of new, rapidly growing, globally competitive but locally based enterprises;
- Develop the science, engineering and ways of working and living that provide an environmentally sustainable path to inclusive prosperity;
- Contribute innovative and implementable policy ideas;
- Enrich our understanding of the unique human and natural history of lutruwita/Tasmania;
- Give a distinctive creative expression to our identity and ideas.

How, as a university in a regional setting, can we continue to have global impact?

- Focus on areas of research where we have a defensibly distinctive advantage, which largely comes from where our history of excellence and place converge;
- Utilise and expand our institutes model to do research where we can access resources and relationships by being part of larger research or government and industry ecosystems;
- Evolve our research funding model to maximise the excellence and impact of our areas of chosen distinctiveness;
- Ensure we have a sustainable balance between research conducted for the sort of discovery that pushes back the frontiers of knowledge and research that has the objective of solving specific problems;
- Develop five-year-plus research plans to support the investments in people and infrastructure that enable us to pursue big questions.

How are we going to be more people-centric?

- Create a values-driven culture where safety and wellbeing are front of mind, where we trust and respect each other, take mutual accountability for actions and have better rates of diversity and inclusion;
- Work in a people-centred way so that we build long-term commitments to each other, including through reducing casual and fixed-term appointments, and collaborating to shape our work environment;

- Support people in their career growth, by adopting practices that enable holistic development across all career stages. We will provide people with the leadership and management capabilities they need to succeed and create contemporary and clear career pathways.

How do we work with others to create educational opportunities to enable all Tasmanians to live the life of their choice?

- Increase regional access: operate a regionally networked model because people are looking for education close to where they live; build on that presence by developing regional learning hubs;
- Eliminate barriers: through our philanthropic efforts build an endowment fund to ensure that cost is not a barrier to higher education for any Tasmanian;
- Broaden our offering: continue to develop a suite of higher-education offerings tailored to people's needs, eg. short courses and associate degrees.
- Deliver more flexibly: accommodate the fact that, already, more than half our student are not school leavers and need to integrate study with work and other life commitments;
- Increase partnerships: work with TasTAFE and social sector organisations to improve pathways;
- Design data-driven strategies for student success: use our data to ensure students are enrolling and being taught in courses and modes of delivery (the mix of in-person/online) that enable them to be successful;
- Deepen collaboration with schools: work together on targeted place-based initiatives to increase Year 12 completion and attainment.

How do we develop a sustainable student and academic profile while becoming economically sustainable?

- Develop a suite of distinctive, place-based offerings that create a compelling student experience to:
 - Ensure we meet the needs of Tasmanian students for excellent courses provided close to home;
 - Enable young Tasmanians who are looking for a rite-of-passage experience interstate or overseas to do that as part of a University of Tasmania offering, rather than needing to leave the island;
 - Attract interstate students into our core courses to compensate for the young Tasmanians who go off-island, ensure those courses are of a sustainable size and enable a healthy balance between domestic and international students right across the University;
 - Diversify our international student population by course and origin, grow it modestly and ensure we have the facilities and programs to support that growth;
- Reshape our portfolio of courses so that they provide an economically sustainable way of maintaining our disciplines and delivering what the state requires;

- Strengthen the quality of our offerings and student experiences by investing in lifting our teaching quality, carefully monitoring measures of student success such as completion rates, rapidly addressing areas of underperformance, and growing our digital literacy;
- Strengthen significantly the contribution of philanthropy to the funding of academic posts;
- Work in Lean ways to simplify our processes, policies and operations and increase the quality and efficiency of what we do;
- Transform our information technology platforms to enable the more compelling delivery of our student experience and dramatically simpler ways of working with staff;
- Develop the next generation of facilities across our regions, through the Northern Transformation Program and the Southern Future move to the Hobart CBD, that are distinctive, environmentally sustainable and highly efficient in their operation.

Measuring the progress of our journey

Our framework for tracking success involves a set of indicators that cascade from the strategic to the operational. While not listed here, the Strategic Plan sets indicators for each of the measures in **bold** below (see pages 37-42 of the Strategic Plan).

Strategic

As a university, we aspire to have a positive impact on the lives and experiences of Tasmanians across a number of key areas:

- Increase **educational attainment** rates across the education life cycle for all population cohorts;
- Deliver better **health** and wellbeing outcomes sustainably for all Tasmanians;
- Lift the **economic performance** of the State;
- Improve **social inclusion** and equity;
- Increase participation in and contribution to **cultural activities**;
- Improve the **environmental sustainability** of Tasmania.

From Tasmania, we also want to have impact both nationally and globally across these areas.

We also are committed to making Tasmania a national and global leader in our areas of excellence, particularly in our contribution to the **global environment** and **regional economic activity**.

Internal

As a leading indicator of these broader impacts that we want to have for the State, we have selected a set of internal indicators that we measure on an ongoing basis to track our progress. These indicators are mapped to six areas:

- **Student success**
- **Our people**
- **Research impact**
- **Financial sustainability**
- **Our community**

Operational

At an operational level we track a more granular set of these institutional measures in Colleges and Divisions through their own plans, strategies and initiatives.

4. **Approval, oversight and review of Strategy and its implementation**

The *University of Tasmania Strategic Plan 2019-2024* was approved by University Council at its meeting of 11 July 2019.

Throughout the five-year implementation period, both the University Executive Team and the University Council are overseeing progress as follows:

	Metrics tracked	University Council	University Executive Team
Our impact (State-wide)	<ul style="list-style-type: none"> • Educational attainment • Health • Economic performance • Social inclusion • Cultural participation • Environmental sustainability 	Annual review of movement in overall indicators	Annual review of movements in the detail parameters listed in the Strategic Plan
Operational Performance (KPIs)	<ul style="list-style-type: none"> • Student success • Our people • Finances • Research impact • Environment • Community 	Reports prepared for each University Council meeting showing performance across all six indicators	Regular reporting and dashboards showing tracking towards targets for primary KPIs in each area
Strategies and initiatives implementation	<ul style="list-style-type: none"> • Strategic Plan • College and Division strategies and initiatives • Leading and lagging indicators 	Annual strategic planning review and implementation of strategies and plans	Quarterly progress reports on implementation of College and Division strategies.

5. Concluding comments

The *University of Tasmania Strategic Plan 2019-2024* accords with the *University of Tasmania Act 1992* by offering a vision, mission and set of strategies that seek to fulfil the Act's functions, as outlined in Clause 6.

While the Act does not insist that these functions be undertaken for the benefit of Tasmania and Tasmanians, the Strategic Plan makes explicit that the University's work focuses on this.

Please do not hesitate to contact me if you require any further information.

Kind regards,



Professor Rufus Black
Vice-Chancellor
University of Tasmania
VCOffice@utas.edu.au

Attachments:

- Attachment 1 – University of Tasmania Strategic Direction
- Attachment 2 – University of Tasmania Strategic Plan 2019-2024



UNIVERSITY of
TASMANIA

University of Tasmania Strategic Direction

November 2018

Contents

Introduction	1
Place-based and globally connected	2
Right-sized and responsive	5
Regionally networked to provide quality and access	7
People-centred	8
What all this means in practice	10
Embedding action into our strategic processes	12
With thanks	13

Introduction

Conversation and collegiality are at the heart of universities, and this year we have been having rich discussions around a series of themes that could guide our future. Space for such conversations should always be available. Equally, there comes a point when we need to settle some of those themes, so they can guide our decisions and our choices. Now is a good moment to summarise where we are settling as we move from these broad discussions about identity and direction to detailed planning.

These conversations have shaped a view that our University be place-based, but globally connected and excellent, and right-sized and responsive. Also, that it shifts its operating approach from a hub-and-spoke model to one which is regionally networked and designed to deliver quality and access to higher education for the whole state. We have highlighted the importance of a people-centred approach, of working with each other through the College model to deliver our mission, and to find simpler ways to operate so more of our time is spent on what matters.

The following attempts to honour the contribution of hundreds of members of our community, drawing together the basis of a new strategic direction for our University community.

It is only a summary and as such will always be at risk of being read to over or under emphasise a theme, an idea or part of University life. I hope that where this has occurred it will be read as an invitation to a conversation.

Place-based and globally connected

Honouring our first people and their ongoing contribution

Any conversation about place in Tasmania needs to start with acknowledgement of the traditional owners and their deep history with these lands and waters. As a culture whose system of knowledge is structured by place, which at times is talked about in the language of 'country', there is opportunity to ever deepen our understanding of what a place-based university is and might be. We can do this through conversations with Aboriginal Tasmanians and we can celebrate that, despite dispossession and invasion, their culture has the strength and depth today to make a shaping contribution to our future.

A place where we do things for Tasmania and from Tasmania

Place shapes our mission and how we deliver it. It starts with Tasmania because that is our home, but it does not end there. Being the University *of* Tasmania makes us both a University *for* Tasmania but also one where we do things *from* Tasmania.

We are a university that was founded to serve an entire state and its people, and we remain the only university specifically for this society. Such societies are characterised by the value they place on education, discovery and creativity as ennobling ends of human life in themselves. Equally, sustainable social, economic and cultural progress requires ever higher levels of capability and constant discovery to solve the complex problems and questions that we face. There are always these two parts to our mission and we need to avoid false forced choices that we need to do one over the other. Our task is to find the way to do both.

Today education, knowledge and creative productions are critical to future social and economic wellbeing, and even more so in a regional island setting with a small population. In a world where globalisation favours large, globally connected metropolitan areas, regional economies will always have to work harder to find the distinctive sources of advantage that are needed to generate wealth, services and infrastructure required to support a decent quality of life here. Regional areas like Tasmania have to deal with the challenges of complex social disadvantage left by the disruptive impact of the global economy, which has seen work and opportunity leave the state to locations with lower labour or input costs, and greater economies of scale. While for some in Tasmania these are relatively buoyant times, our task is to look to these considerable long-term challenges. Our population is ageing. We have poor social and health indicators that are second only to the Northern Territory. We have challenges with our underlying measures of economic competitiveness such as productivity.

Central to our place-based mission is our ability to work in partnership with the community, industry and government to solve the complex problems underlying these issues and to create a prosperous, inclusive and sustainable future for Tasmania.

We have enormous capacity across a generation to do so through our teaching, our research, the creative output we produce and the partnerships we form.

These ideas have long characterised the University and are held dear by so many of its people. In affirming this direction, we are building on a cultural DNA that runs deep in the University.

Our teaching has huge impact

We educate a great proportion of the population from teachers and nurses to engineers and artists. How well we equip our students for Tasmania's future will in turn shape how well educated our children are, how healthy our community is, how well run our farms are and so on. We don't just prepare them for careers but increasingly we support their re-skilling, up-skilling, and preparedness to successfully engage in a global society throughout their lives. The more we understand how and what we teach contributes to Tasmania, the greater the impact we will have.

As we think about the impact of teaching and learning, we must never lose sight of the intrinsic value and excitement of learning and inquiry itself. For all we think about the many and broad purposes of education, it should never be reduced to a utilitarian or instrumental project.

Our research and creative expression can shape the state

The freedom to expand the frontiers of knowledge and creative expression should always be the starting point of universities. Such freedom is integral to progressing knowledge and securing a plural society. It is a freedom we can choose to exercise in many ways. Our mission invites us to choose to focus a significant portion of our inquiry on shaping the future of the state.

The ways our research can shape the state start with its ability to offer insights and creative productions that change our understanding of the nature of Tasmania itself. Virtually every part of the University can contribute to those new and evolving understandings, from our historians, sociologists and lawyers to our economists, climatologists, ecologists and epidemiologists. Our great strengths in the

creative arts offer the capacity to generate the unique perspectives only available through the arts and to communicate them in compelling ways.

While reshaping how we understand things can be the most powerful form of change, where we choose to direct our research attention and energy will also have an impact.

On the policy front, the research we do generates evidence-based, long-term policy ideas for our tough problems from housing and transport, to environmental management and improved public health.

On the economic front, we have the capacity to create the knowledge that will both keep enterprises competitive across the state and create new jobs that Tasmania's future needs. Across the sectors of our economy, enterprises need to be more productive and competitive in a global marketplace that works against regional players.

Productivity is important, creating jobs is vital. In Australia, enterprises older than about five years are on average net destroyers of jobs. Most new jobs come from growing new enterprises, and these jobs are more likely to be well paid if they rely on the type of skills and knowledge that come from university-level education.

Our place-based focus insists that we remember that many of Tasmania's social difficulties are grounded in economic disadvantage. We must, therefore, work both to support the creation of quality jobs and provide the education to make them accessible. As we think about these social challenges, we have capacity for our research to discover innovative solutions to deliver public and community services and, critically, to build capability in communities to lead the solutions themselves.

Our work occurs in an environment of extraordinary significance and beauty. Islands are great reminders that we have to work with ecosystems not against them. Sustainability is a theme that needs to echo through all that we do. There

are few places where the United Nations Sustainable Development Goals, which the University has embraced to help shape its strategic direction, could be more important. Our research is vital to understand what they could mean for the University, Tasmania and the world.

All the while, we continue to discover the undiscovered in our wild places on land and at sea. Those living things that are new to us are reminders of the preciousness of the place where we live, work and explore. And that sense of wonder in the discovery itself also reminds us that, whatever good it does, great research is always an end in itself.

Partnerships are critical to our mission

As the sole university for Tasmania, we have a unique ability to work in partnership with government and community to deliver public services like health and education. Similarly, we can engage in long-term partnerships for economic development with different levels of government and industry. Equally important can be the way we work collaboratively with companies or community organisations. These university partnerships should be characterised by both a commitment to collaborative work and the essential preservation of a truly evidence-based and independent perspective. To manage any tensions, they need to be relational and built around a shared mission and values, rather than be transactional in nature.

From Tasmania to the world

If part of our place-based mission is to be the University *for* Tasmania, we are strategically placed in the world to do vital things *from* Tasmania.

Many of Tasmania's world-class research strengths are built on our rich history and remarkable place in the world. Our proximity to the Southern Ocean

and Antarctica has produced research strengths in oceanography and climate science. Our view of the southern sky has for years led to a world-class academic pedigree in astronomy and astrophysics. The nature of our island and its population allows the study of population health not possible anywhere else in the world. We are an island whose dependence on the sea has given us a rich maritime history. It makes us a natural home for the Australian Maritime College with its national mission and international reach. With its distinctive expertise the College has a vital role to play for Australia as we seek to create a sovereign naval shipbuilding capability.

Place shapes how we deliver our mission

Being place-based doesn't just shape our mission, it shapes how we deliver it. We have an incredible natural environment close at hand and the possibilities to provide a truly immersive experience for our students. Few other universities can offer the opportunity to engage with wilderness and ecosystems like our University can. The student learning experience can engage with the rich and complex history on our doorstep. Equally, our smaller scale and closeness to local communities should characterise our University communities as personal and connected. That unique experience we create for our students should always be at the centre of our concerns.

Place-based beyond the island and online

We need to consider what place-based means for the important work we do off the island, especially on our campus in Sydney and through our partnerships in China. 'Place-based' is an approach to education rather than something for Tasmania alone. We can apply it anywhere we are operating. Critically, it means attending to the needs of the communities and people we are working with and asking how does the place we are working in shape what we do? In Sydney, we have a very focused program built around deep relationships with the healthcare system. Being place-based in approach is critical and it is one of the ways we can sustain being a distinctive contributor in a highly competitive system.

Equally, what does place-based mean when we are delivering our online offerings? Our online courses are an opportunity to share with a much wider community the fruits of what we have learned from our place-based approach. Indeed, some of our most successful online offerings, like family history and the dementia MOOCs, have arisen from a very strong engagement with the specifics of our place and they offer people the opportunity to engage richly and distinctively with their places.

Globally connected and excellent

While a strong local focus is a starting point, in today's world we have to look to the globe. One of the great strengths of a geographically remote university is that we are part of a global community of scholarship that is remarkably borderless. Across our disciplines are globally uniting practices of inquiry and standards for scholarship. The enterprise of discovery and learning is a global one. It reminds us that the project of pushing the boundaries of understanding and creativity is a project of and for all humanity.

Our connectivity long pre-dates globalisation and should never be reduced to it. We are united through values and relationships rather than through the value of transactions. Through these relationships we can bring the best of global understanding to the most remote places, and from those places contribute the insights that come from the unique vantage point of looking from the edge rather than the centre.

We should always care about our standing in global academic communities. It is part of the calibration of our competence and how we signal to those looking to make important contributions here in Tasmania that they are joining a community of peers of equal standing.

It is here that rankings have their place. For all their imperfections, they are a signal to others and provide us with data that invites questions about aspects of our performance and ensures we are never just self-referential in our evaluations.

It matters for Tasmania that we have our eye firmly on international standards because, in many ways, global excellence matters more in regional places than it does in big metropolitan places. Where our success is so tied to the world, we and our students should always have a global outlook. It is why it matters so much that we welcome international students and academic colleagues to be part of our community. For whatever opportunity we provide, they give us the opportunity to see the world through a global prism. Being part of our community brings long-term relationships that build global networks. These help our island to be truly connected to the world today. In time, as students and colleagues – local and international – make their home here or far away, they will retain their bonds and affections for this place.



Image courtesy Tourism Tasmania and Jason Charles Hill

Right-sized and responsive

Challenging the growth model by allowing mission to shape our scale and scope

When we have a clear place-based mission, we don't need to grow indefinitely. Rather, we can determine what size and shape we need to be to sustainably deliver our mission of contributing to Tasmania's future and making our global contribution over the long term.

These are questions of **breadth**, **regionality** and **access**, which shape the size we need to be to deliver our mission.

Breadth: We need to have the staff to offer the broad range of subjects a modern society and economy require, and at the levels required from pre-degree to postgraduate. Similarly, we are the principal agent for conducting the research that the island needs, and we have to be suitably equipped for that task.

Regionality: For reasons we will explore below, we need to be able to offer place-based education across the state and place-based research that is connected to the needs of our regions.

Access: We need to be able to offer higher education for people with a whole range of backgrounds. There is not a single model to do so and we need to support multiple models, which is why developing our University College is so important.

Such a broad scope is resource intensive. It requires more people and a wider spectrum of skills than in universities with narrower missions. The physical footprint of campuses and buildings needed to support this mission is considerable and costly.

The right size is not just the ability to pay our staff and our way each year but also the ability to save enough each year to support our research, teaching and the broader student and staff experience. Here the University of Tasmania has a substantial task. We have not in modern times, or even before then, been able to produce a model which allows us to operate in the way we need to, to deliver a consistent process of renewal on our campuses and keep up to date the cutting-edge facilities required to be a research-intensive institution. Our existing facilities were largely built with Commonwealth funds more than a generation ago.

If not for the nationally unique Commonwealth, State and University investment in the Northern Transformation, we would be facing the prospect of campus closures in Launceston and Burnie – not their renewal. Now we are more confident in the mission we need to deliver, we cannot afford it to be dependent on scarce public resources for which there is intense competition across the sector. We have to be able to make our own way. Today we barely break even. To be sustainable, we need to generate savings of about \$30 million a year. That sounds a lot but, in reality, it is necessary for us to be self-sufficient and deliver our mission with the sense of confidence and purpose we require.

Reaching this surplus will take time and to do so we need to be bigger and more efficient than we are today. In terms of being bigger, we need to grow the number of domestic students who study our core offerings, both as undergraduates and at postgraduate level. They are the backbone of our ability to maintain critical mass in our disciplines. Yet year-on-year this number has been shrinking right across the University. Mostly, it is driven by an ever-larger number of Tasmanians going to Victoria to study. We have been losing about 1% a year for a long time, so that today more than 1 in 5 leave Tasmania, and in the North and North-West it is 1 in 4.

We have not succeeded in attracting a balancing number of students from the mainland. This decline is ultimately a threat to the character and future of the University. If we don't have a critical mass of students to support teaching and research in particular areas, these areas will cease to be sustainable and they won't be able to continue, as has already occurred. As the number of those areas increase, our capacity to have the breadth of offerings a university needs to be a generalist institution will be lost. The decline in core domestic numbers has largely been masked financially by the rise in international students, but they will always only be attracted to a limited part of our offering. The sustainability of the rest depends on us restoring those numbers in core subjects.

Our state's population of about 500,000 isn't big enough to support a university that operates at the scale and level of excellence that the Tasmanian community requires. Today, more than half the revenue that funds the University comes from outside Tasmania in the form of international students, mainland students taught online or in Sydney, and grants from the Commonwealth and other off-island funders.

Our model of being a university needs to adapt to serve the larger number of international students for educational and sustainability reasons. Our international numbers have risen very rapidly, and we





Image courtesy Richard Jupe, The Mercury, News Ltd

have work to do to ensure international students are welcomed and supported as an essential part of the University. The educational significance of international students grows as we get a greater balance of students from a wider range of places. That greater diversity then reduces the risks of being overexposed to specific countries, particularly in turbulent geopolitical and economic times.

As we set out to build the right student profile, we need to focus not just on supporting the breadth of our offering

but also ensuring that we deepen the capabilities available to the state and ourselves by growing our proportion of postgraduate and research higher degree students.

To attract sufficient Tasmanians and mainland students at every level in a very competitive higher education market, we need to make our place-based identity not just our mission but our source of competitive advantage. We need to be bold about being place-based, using this to shape how we offer our degrees and

creating a truly distinctive offering that sets us apart from other Australian universities. On one view, this is an existential challenge. From another, it is a moment of freedom. What might seem bold or risky to others may simply be essential for us. We can be energised by this, as there is much power in differentiating and optimising yourself around your intrinsically valuable mission compared to something that you are doing only to be competitive.

Regionally networked to provide quality and access

Regionality, access and quality

As a university for Tasmania and its people, part of our distinctive mission is to provide a regional and accessible offering. We do that for a state with the most regionally distributed population and with far greater levels of disadvantage than other states. A strong university presence in regions is important both for their economic and social futures, and for the ease of access to education for regional communities.

For Tasmania's regions to have levels of prosperity and inclusivity comparable to other parts of Australia, they need to be producing an equivalent value of exports. This brings wealth into regions. What enables the trucks made in Burnie to be sold around the world and to beat those from lower labour-cost countries is the knowledge and skill embodied in their design and production. To sustain that advantage requires the knowledge and skill to advance ahead of competitors around the world.

Sustaining such advantages is far easier if a university is around the corner rather than hundreds of kilometres away. Much the same can be said of agriculture: if we can produce higher yields of valuable crops with fewer inputs, and deliver them fresher to market, the size and value of what is created can grow. Constantly increasing those outputs involves solving challenges on farms, literally on the paddock or in the hothouse. The nearer you are to being on hand, the easier that is to do.

Similarly, we have long ago discovered that changing social conditions from outside communities – let alone at a distance – is hard, if not impossible. To tackle complex embedded social disadvantage is a place-based project. You need people working in communities, with communities, in ways that regional campuses make possible. For the social and economic futures of these regions we need a university that is networked into the communities in each of the state's regions.

These geographic presences are critical to deliver on the value of accessibility. In

absolute terms, there are people whose circumstances mean that travelling great distances or living away from home is simply not possible. They need an offering close enough to home. Online study is only a partial solution, especially for people whose prior education has not built strong learning skills, and whose success is best enabled by face-to-face education. If we are to be a more inclusive state, then it is precisely these populations for whom education will make the greatest difference.

More broadly, there is a basic equity concern that where there is publicly funded higher education there should be equivalent opportunities to access that education for all citizens, especially given the lifetime expansion of opportunity and income it provides. Where the distances to access that education for significant groups of the population are very much greater than for others, then they can't meaningfully be said to have equitable access. Again, this makes the case for the importance of regionally based education in a state and country committed to equivalent opportunities for all.

What these regional and access elements of our mission mean is that we need to seek to provide equivalent access to

courses that provide professional pathways across the state and, in each location, to conduct the research that meets the distinctive needs of that region. We will further enhance the equitable nature of our offering as we offer more of our courses statewide.

A way of talking about having our capability located across the state, rather than focused in a single location, is in terms of changing from a 'hub-and-spoke' model to a regionally networked model. Over time we can further strengthen our networked model by locating key professional services regionally as well.

The Northern Transformation project is our vehicle to deliver for the North and North-West this model of regional and accessible education. It is first and foremost a regional social and economic development effort for which we need buildings. It aims to ensure that we create access to a broader range of professional pathway qualifications, a regionally focused research effort, quality course offerings and vibrant campuses, which helps us achieve a critical mass of students in these locations. The last of these points is critical because in the North and North-West more than 25% of students leave the state for their higher education.



People-centred

Given that we don't have the capital to renew our physical infrastructure, it is only through Commonwealth and State funding that we can provide it. Before we received that support, the question the University faced was the viability of our Launceston campus. Unless the Northern Transformation project is a success, that question will arise again, so it is critical we get this right.

Importantly, the Northern Transformation project is not a standalone effort. It is a one-off opportunity to deploy the pillars of our university-wide mission ('place-based', 'right-sized' and 'regionality, access and quality') in the North and North-West of the state.

Our regional presence is important for access, but this alone is not enough. There are two other critical elements of our access model.

Firstly, we need an offering for students of all ages whose educational experiences haven't equipped them for a traditional university pathway or who are looking for the advanced skills needed to progress in life, but not as part of a full university degree. This is where our University College plays an essential role. University College provides a distinctive set of offerings for those students. Importantly, the way the courses are delivered is designed to enable students to reach a standard that, if they want to continue their studies, they can articulate straight into the third year of a bachelor degree program. To achieve that uplift in capability requires a different pedagogy. This is critical if we are to sustain both access and excellence.

Secondly, we need to ensure that we operate as a single higher education system with TasTAFE. It is vital to ensure the University College and TasTAFE have complementary offerings, that there are clear articulations from TasTAFE courses into the University's courses, and that our University students can readily access TasTAFE courses that will provide valuable skills to build on their degrees.

Putting our people at the centre

Universities are purposeful communities committed to a mission and the growth and flourishing of the people who are a part of them, both staff and students.

Keeping that focus is not easy in the contemporary world. There are the challenges of operating at a very large scale with the need for some standardised process; the financial pressures of limited funding in a competitive sector; the pull of transactional rather than relational models; and language from the world of profit-maximising public companies.

To ensure we keep a people focus, we are developing a clear People Strategy. Part of that focus comes from the very character of the kind of university we want to be: values-based, relational, diverse, and development-focused.

Values-based: To be place-based is to put at our core a broad set of values about what we are trying to improve. To have integrity, these values that guide what we do should characterise how we do it. In practical terms, that means these values should play a central role, from recruitment and promotions through to performance management.

Relational: To take seriously being a community, our approach to people should be relational rather than transactional. In practical terms, that means seeking more secure models of employment that embody long-term mutual commitments to one another. Where short-term employment is needed, it means we must examine closely our support for these staff. We have much work to do to move to this sort of community. Our rates of fixed-term and casual employment, and the terms we employ people on, aren't consistent with that starting point. We have already begun to make changes and our new approach to strategic planning – which incorporates multi-year people plans – will map a path to far greater change.

Diverse: A healthy university community will be a diverse one for a range of reasons.

Where a university serves a society, as we do, it matters that we ensure the breadth of that society is present in our University. It creates an inclusive culture and community that has within it the myriad of perspectives needed to understand what serving our society really means. Diversity is pivotal to good decision-making and rigour in our inquiry. Our diversity expresses the priority we give to these values. And our diversity makes it clear our priorities need attention. We have demonstrated that diversity can be improved. We need to create it everywhere and more substantially.

Development-focused: As a community focused on education, professional development and growth should be integral to how we operate. Importantly, that needs to be considered separate from performance assessment. The evaluative and the developmental are different tasks. Performance assessment is about the alignment between an organisation and an individual. It asks, 'Did someone focus on agreed goals, put their fair share of effort into achieving those goals and bring the expected level of skill to the tasks?' Professional development is a different conversation about how someone is going career-wise. This includes growing their capacity to do excellent work in their current role as well as developing the capabilities to play other roles. Ensuring we have the right frameworks for this approach, and that those in leadership roles have the necessary feedback and coaching skills, is part of the People Strategy.

The College Model: focusing outwards and working 'with'

What we refer to as the College Model and its basic structure began as a project to organise the University more effectively and efficiently. It recognised that academic capability is best created through disciplines, and that the integrating of multiple disciplines together into Schools enables us to develop distinctive academic and professional capabilities. That said,



affirming the importance of the Disciplines, Schools and Institutes remains important.

We also have been building on that structure to devolve authority to create a more empowered and agile organisation that is outwardly oriented towards delivering our mission. The rationale for this is we should devolve authority to those best positioned to pursue our mission, and that we will move far more quickly if decisions can be taken at the most local level possible.

We need frontline leadership in our Schools, Institutes and Disciplines for pursuing our various objectives – from improving fisheries management to seeking law reform – while retaining the scope and scale we need to tackle whatever big questions we choose to ask. Equally, we need to recognise the importance of collaboration across Colleges and the University in answering many of these questions. For example, the greatest determinant of improving health or educational outcomes might be reduced poverty; the best way to create start-ups may be through commercialising engineering solutions; or a town's economic future might be best shaped by the creative arts.

In this model, our Divisions play a vital role as partners who bring distinctive expertise

and capabilities to work with Colleges to enable our mission to be successful. The first key here is the 'with'. It is not about Divisions doing things 'to' the College or even 'for' the Colleges any more than it is about Colleges going it alone. The second key idea here is that what should organise us is not the internal agenda of a College or Division but the external perspective of what we are trying to achieve for Tasmania and the World.

For this model to work, we need to invest in our academic leaders, so they can lead strategy development, look after our people, enable successful change and deepen our partnerships. We will need to bolster our regional leadership. We have heard that clearly from our campuses and community on Cradle Coast and in Launceston, particularly at a time of significant investment in the regions and our place-based and equity missions.

Focusing on the things and activities that add value

We have a big agenda ahead of us. Focusing on what will really make a difference and freeing up people's time to focus on our priorities is imperative. That's partly where the simplification agenda is key. We have to do less of some things, so

we can do more of other things. The only way in which we can get resources to do the activity we really need is to stop doing the activities that are wasting our time and effort and are not adding value to our core objectives.

Central to that task is working through our processes to figure out how we can make all of them work with many fewer steps and fewer requirements. Picking up the lead from other universities, like St Andrews in the United Kingdom, we are taking a Lean approach that focuses on eliminating waste in all its forms (duplication; asking for information we don't use; waiting; double and triple handling; error that leads to things being redone etc). As we take waste out, some roles will change because there will be tasks that don't need doing, freeing people up to focus on tasks that makes use of their skills. Over time as some people's roles evolve, there will not be a need to find new people to do the tasks they once did. In time, our staff profile will evolve to better support our need to work efficiently and operate sustainably.

A team has been put in place to guide and focus our effort. They will work actively *with* those involved in core processes to identify together any waste and to support them to implement changes that will reduce that waste. The key here is working with those who know current processes well, for they are also best placed to identify how they can be improved. Respecting this in-house knowledge is central to the Lean approach. While the team can address core university processes, there is much we can all do to get time back by embracing the Lean model in our daily work lives. We need to spot the time-wasting things we can control and change them. Likewise, whenever we see unnecessarily elaborate processes being designed, we should be comfortable pointing out that 'that's not very lean' and suggesting a simpler way.

What all this means in practice

A challenging agenda lies ahead if we wish to achieve the strategic opportunities outlined above.

We could summarise our role as the following:

'We are a place-based University with a mission to improve the state of Tasmania, and from Tasmania contribute to the world.'

We have a real opportunity to show how our University can bring tangible benefit to a whole state and provide an exemplar for the world. There is only one place in Australia, perhaps one of only a few places in the world, where a university can work together with government, business, other agencies and community to deliver a new model of higher education, embedded deeply in its place.

We can do this because of our privileged role as the only university here, the wonderfully distinctive nature and scale of our island-based state, and the enduring commitment and depth of talent of our people.

Taking a mission or a vision and making it real is a challenge, and it will require us to change the ways we think about and do things. Specifically, there are a number of high-level practical imperatives that help focus us in practice. These are:

- Create and deliver across the regions a distinctive and differentiated core offering and student experience to retain Tasmanian students in the state and attract students from the mainland.
- Produce distinctive research and creative output, which make important contributions to the future wellbeing of Tasmania and the world.
- Increase the volume and diversity of learning pathways in partnership with TasTAFE, industry, government and local communities.
- Grow Tasmanian higher education participation across the regions.
- Diversify and grow our international student markets.
- Generate annual savings of \$30 million.



In addition, there are some concrete examples of how our strategic direction will be translated in practice:

Place-based means in practice that we will:

- Acknowledge Aboriginal Tasmanians and ensure their understanding of place informs our curriculum, research and practices as a university;
- Articulate clearly what measurable outcomes for Tasmania we will achieve working in partnership with others in the state and what contributions we will make to the nation and the world;
- Be clear about how we will make a difference through what we do as a university whether through the capabilities we develop, knowledge we discover, the cultural products we create, and/or the partnerships we form;
- Focus on how we can use our distinctive environmental, social and historical context to inform what we teach and research, and how we do this;
- Ensure that our off-island offerings are also place-based with a focus on delivering for their communities;
- Make sure we are performing at levels commensurate with the contribution we want to make and people we want to attract; and
- Be clear on how we measure excellence, including the place of our ERA ratings and discipline rankings.

Right-sized means in practice that we will:

- Deliver our core mission within five years and generate savings of \$30 million a year;
- Have a truly distinctive place-based 'only at the University of Tasmania' offering;
- Stop any further flow of Tasmanian students to the mainland and attract enough to the state that all our core offerings have numbers that mean they are economically self-sustaining;
- Provide a high-quality experience to our international students;
- Focus on increasingly diversifying the origins of our international students; and
- Sustain and grow a distinctive, sizeable and profitable online offering of our distinctive courses for an off-island audience.

Regionality, access and quality means in practice that we will:

- Provide a model of statewide access to courses that create an excitement and increased value in learning and that support professional pathways;
- Grow our distinctive academic offerings to support each region, starting next year;
- Continue to expand the reach of our offerings through models like the one we have established on the West Coast, especially after the new campuses in Burnie and Launceston are established;
- Sustain, grow and, where needed, create the centres of research excellence that each region's distinctive social and economic futures require;
- Strengthen our Schools, such as Education, that are in locations outside Hobart;
- Ensure that we give sufficient priority to the successful delivery of the Northern Transformation program;
- Continue to grow the University College in both scope of qualifications offered and number of students it reaches; and
- Establish clear articulation pathways between TasTAFE and the University of Tasmania, and ensure TasTAFE and University College offerings are complementary.

Embedding action into our strategic processes

With finite time and resources, it is important for us to be able to plan over longer time frames. It is also important to recognise that we cannot do everything and that we will need to prioritise around a small number of activities, staged appropriately, where we can make a difference and guide people day-to-day.

It is vital that we are able to draw together themes from across our organisation, so that we are all aligned to one plan for the University and a core set of priorities. This would include recognising good work that has already occurred, in developing a number of strategies and plans for research, student retention, teaching and learning, inclusion, diversity and equity. As we turn our mission into a strategic plan, we need to focus on what impact we can make for Tasmania through our teaching, research and partnerships. Our true measures of success lie on a horizon of more than five years.

The five-year Strategic Planning Process will commence in early 2019. The Colleges, Schools and some Disciplines will be crafting their own individual plans, outlining how they will contribute to the key outcomes for Tasmania, in the context of the institutional strategic direction. Their plans will consist of key strategies, the initiatives needed to deliver these strategies (both new and existing) and also the supporting plans that will enable them to deliver these strategies.

These supporting plans include the People Plan, Financial Sustainability Plan, and Stakeholder Engagement Plan. Key themes from the Colleges' long-term Research Strategies and areas where planning has been underway for some time will need to be included in the plans.

The Colleges, Schools and Disciplines will be expected to develop SMART (specific, measurable, attainable, relevant, timebound) Goals for their strategies, with progress against these reported quarterly. The Divisions will play a key role in supporting the Colleges, Schools and Disciplines in the development of these SMART Goals, and their plans and activities will be guided by the strategies of the Colleges.

All of these strategies should be designed to work towards long-term goals while retaining the agility to respond to the unexpected opportunities that can accelerate our progress and manage the risk of an uncertain world.

These plans will be developed from February with presentation to our University Executive Team (UET) in early April. Amendments and redrafting will occur from April – May, followed by final presentation to University Council.

With thanks



The Cascading Conversations of these past few months have informed and shaped the formulation of this strategic direction. No document can capture all the richness or diversity of those conversations. While I am sure conversations will continue, as they should, I hope there is here a sense of a common ground and a basis upon which we can work together.

Our task now is to take these ideas and work with them both individually and institutionally. They will challenge us to create and adapt to change in ways both obvious and subtle. Each of us needs to be ready to embrace new ideas and park old ones that don't fit with this new way of working. An important part of having a shared strategic direction is that it empowers everyone to make the change whenever they see the opportunity.

Together, we can shape a University driven by a sense of passion and creativity, made truly unique by both its place in the globe and the people who belong to it – people bonded by a shared vision of making a positive difference to a place we love and a world we care for.

Thank you for helping bring this vision to life.

Kind regards,

Professor Rufus Black
Vice-Chancellor

Attachment 2



UNIVERSITY *of*
TASMANIA

University of Tasmania Strategic Plan

2019-2024

July 2019

Contents

3	Honouring our first people and their ongoing contribution
4	A map for navigating the next five years
6	Our mission
8	The strengths we have
10	The challenges we have to deliver our mission
13	Our strategies
17	Conclusion
18	College of Arts, Law and Education
20	College of Sciences and Engineering
22	College of Health and Medicine
24	College of Business and Economics
26	University College
28	Research Division
30	Academic Division
32	Global and Marketing
34	Chief Operating Officer Division
36	Measuring the progress of our journey
43	Continuing the conversation

Science students learning in the field at the base of kunanyi/ Mount Wellington.





ACKNOWLEDGMENT OF COUNTRY

Honouring our first people and their ongoing contribution

We acknowledge the *palawa* and *Gadigal*, the traditional owners of the land on which we live and work, and we recognise their enduring culture. We also recognise that decisions about the future shape of Aboriginal education and research here are, first and foremost, ones to be made by Aboriginal leaders within the University, in discussion with other senior leaders. We seek the wisdom of Aboriginal leaders with their deep knowledge of country as we explore how to be a university that has place as the centre of its thinking.

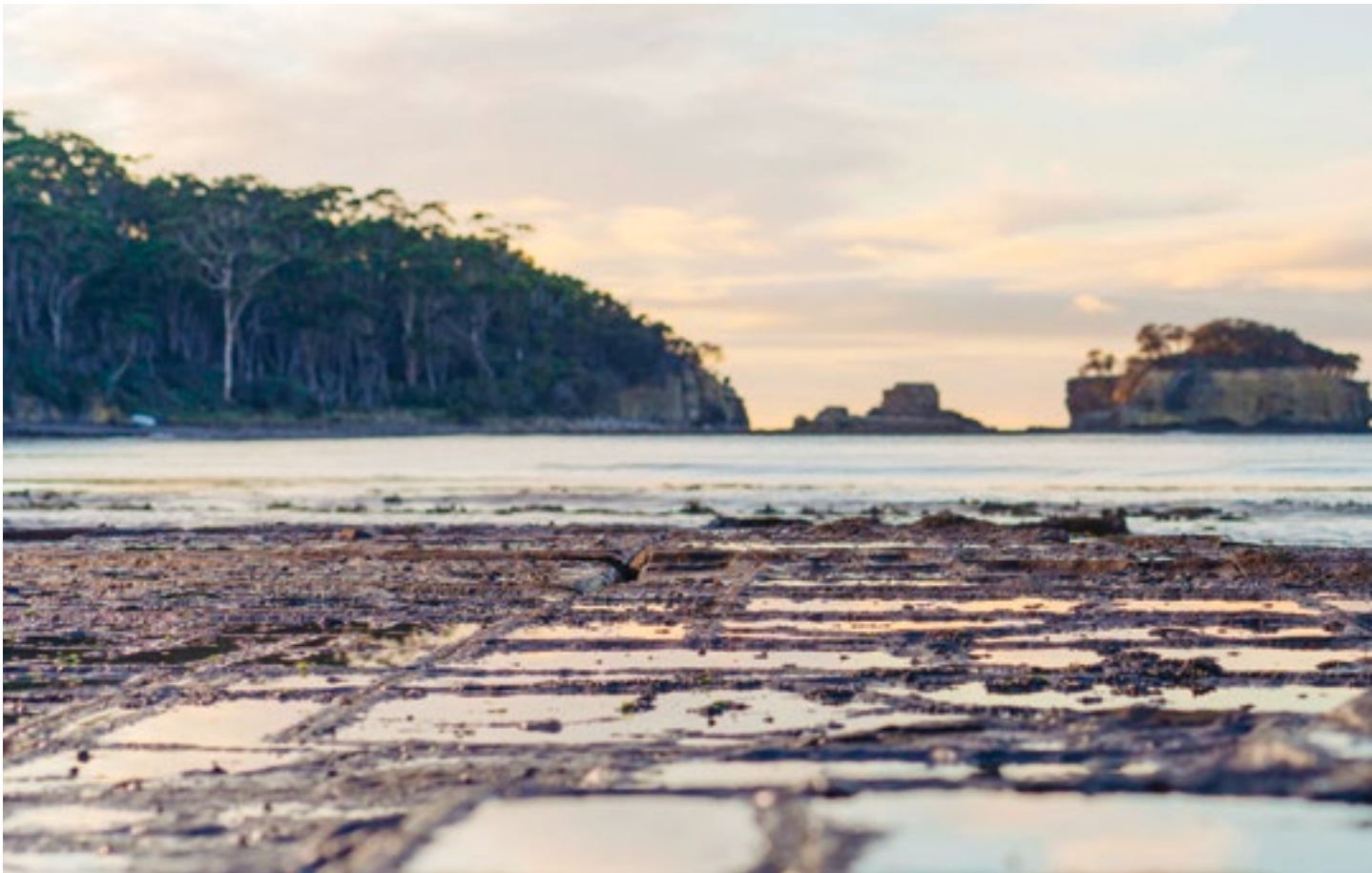
A map for navigating the next five years

Last year we conducted a series of cascading conversations that started with a set of questions about the nature of our mission and how we wanted to characterise the University of Tasmania.

That thinking came together in our Strategic Direction document in November. It emphasised themes of being place-based and globally connected, right-sized and responsive, regionally networked to provide quality and access, and being people-centred. We recognised that in being that kind of university, our setting brings great strengths and challenges.

Over the last six months, the colleges and divisions have worked together to develop a strategic plan to deliver our mission in a way that enables us to capitalise on our strengths and meet our challenges. This document summarises that work. The overall picture here is supported in each college and division by more detailed operational, financial and people plans. Together, these documents enable us to work on a five-year horizon so that our choices will be guided by a long-term view.

Our mission to make a difference for lutruwita/Tasmania, and from Tasmania to the world, is a long-term one that requires a long-term plan. The contribution of our people and their unique skills and perspectives in achieving our mission is paramount. It is also a mission that requires us to work in deep and sustained partnerships, both internally and with the many other organisations and people across the State and around the world who are also committed to creating that better future. It is not something we can achieve alone, but only together with others. A long-term plan will help us create and strengthen these critical partnerships.



We start with an overview of our mission, strengths and challenges and the overall strategy. Because strategy matters only if it is relevant to the day-to-day lives of everyone who is part of it, the document then sets out what the strategy means, more specifically, for each college and division. Our task is to take that picture and break it down, to figure out what it means in our particular part of the University and the work we do with our colleagues. For, in the end, it will be the collegial work that we do to realise this vision that will make all the difference.

Finally, the document will close with an overview of how we will track our progress and measure success in bringing our strategies to life.

This will help ensure we stay focused on our mission, allowing us to adjust early when our approach does not have the desired effect and to sustain the conversations across the University on the questions we are answering and whether we are answering them in the right way.

While strategic documents such as this play a necessary role in helping us make consistent choices about priorities and coordinating our

efforts across a large and complex organisation, their real importance is to empower people to act on the principles embodied within them.

That empowerment is an opportunity for everyone in every role to work with those inside and beyond the University to see Tasmania realise its full potential, to become one of the very special places on the planet, a place that people can look to as a model for how to create a truly sustainable, equitable and prosperous society while preserving the distinctive qualities that make it such a special place.



Science students investigate unique geological formations at the Tessellated Pavement, Eaglehawk.

Our mission

A PLACE WHERE WE DO THINGS FOR TASMANIA AND FROM TASMANIA

Place shapes our mission and how we deliver it. It starts with Tasmania, because that is our home, but it does not end there. Being the University of Tasmania makes us a university for Tasmania but also one where we do things from Tasmania.

We are a university that was founded to serve an entire State and its people, and we remain the only university specifically for this society. Societies such as ours are characterised by the value they place on the ennobling potential of education, discovery and creativity. Equally, sustainable social, economic and cultural progress requires ever-higher levels of capability and constant investigation to solve the complex problems and questions that we face. There are always these two parts to our mission, and we need to avoid false, forced choices that we need to do one over the other. Our task is to find ways to do both.

From Tasmania to the world

If part of our place-based mission is to be the university for Tasmania, we are strategically placed in the world to do vital things from Tasmania for the world.

Our unique location, our island character and our complex history bring both the obligation and the opportunity to make a distinctive global contribution. Our proximity to the Southern Ocean and Antarctica has produced research strengths in oceanography, climate and Antarctic science. Our unique geology and history have given us distinctive capabilities in the world of minerals and mining. This ark of Gondwanaland, with its Wilderness World Heritage Area, gives biological science access to globally important ecosystems and species. Our view of the southern sky has led to a world-class academic pedigree in astronomy and astrophysics. Our maritime heritage makes us home to much of the nation's maritime capabilities.

The nature of our island and its population allows a study of population health that is possible only in a few places. Our distinctive cultural history produces thinkers, writers, artists and musicians whose influence reaches around the globe.

These and other areas of our expertise underpin not just the knowledge we create but our ability to provide unique learning and teaching experiences for our students, which in turn enables them to make significant contributions to the island and to the world.

The character of Tasmania as a place does more than define our broad mission; it invites us as a university to have a character that responds to the unique qualities of the island.

A sustainable place

The finite qualities of islands remind us that ecologically and socially we need to be a sustainable place; we must work with ecosystems, not





Launceston is a European-style city with beautiful architecture and a welcoming community.

against them, and the definition of a community provided by our island's watery boundaries reminds us that we must work together. Tasmania has environmental values that are of global significance and, as islanders, we have obligations of stewardship. As we think about that stewardship and the broader task of being sustainable, we are guided in our thinking by the United Nations Sustainable Development Goals and the recognition that our job is to find our way to create a model where prosperity, inclusivity, the environment and social and technological progress advance together, not in tension. In those places where we work off-island, whether it is in Sydney or Shanghai, we bring our island values, values that our planet urgently needs.

A place of places

Integral to what constitutes Tasmania is that it is made of distinctively different places, each with its own unique characteristics: whether it is facing the great Southern Ocean; being inland at the confluence of great rivers; living on a beautiful fertile ribbon between wilderness and wild strait; or on the West Coast with winds that blow around the world, waves that move the needles of seismographs and ancient forests watered by moisture drawn from the unbroken ocean. Each has its own human story and its own economic and social history.

All have people for whom their first priority is their distinctive place. We need to nurture the distinctiveness and success of each region of Tasmania to contribute to and benefit from the great whole that is Tasmania. We are also a university with a presence in places off the island. Being attuned to place means attending to the local wherever we are.

A people-centric place

The value of community, of connections and care for others, are qualities cherished by people across the island. These are a reminder of the qualities that universities should have, especially ones such as ours that take their place in a network of local communities. Universities should be purposeful communities committed to a mission and the growth and flourishing of the people that are part of them, both students and staff.

A model for the world

These unique natural and human qualities we have talked about make Tasmania a very special place. When we look around the world at similar smaller societies in distinctive places, such as New Zealand or the countries of Scandinavia, it is notable how many have had the ability to turn being small and distinctive into the capability to lead the world in human wellbeing and sustainability

– from health and education to income equality and environmental protection – while also having competitive economies that provide the wealth to pay for that human and natural flourishing.

Fulfilling our mission would see Tasmania join that league of special places where the quality of life and magnificence of the environment make it a model that others look to for inspiration on how to live well on this fragile planet with all its human complexity.

If we are to create the next model for the planet, it will grow from our distinctive place. The intimate proximity to nature shared by everyone on the island could underpin long healthy lives; our smaller communities could enable our mission to see everyone educated and cared for; the inventiveness and self-reliance that come with having an island home could fuel the innovation needed to create globally competitive enterprises; and our complex history of division could provide impetus for the vision of a truly inclusive society. Our island could help us realise all of these objectives but it will take everyone in every role in the University working in partnership with people inside and out. While the task is not easy, and time is pressing, other societies have shown us that this is doable. Our strategy sets out our current best view about how, together, we can do this.



The strengths we have

WE NEED TO BUILD ON OUR STRENGTHS FOR THE FUTURE.

We are fortunate in having great strengths as a university. They are central to defining who we are today, and they are what we need to build on for the future:

- We live on a remarkable and distinctive island with unique natural and Indigenous heritages and a recent history that encompasses the extremes of human experiences, from genocide and the inhumanities of transportation to being a place of scientific exploration and unique artistic expression;
- We have people who are incredibly committed to their work, their colleagues and Tasmania;
- We have outstanding students who achieve at the highest levels and make contributions, both here in Tasmania and around the world, as distinguished as those from any Australian university;
- We have cutting-edge research strengths in key areas that are critical for Tasmania and make great use of Tasmania's location, while contributing meaningfully to global priorities;
- We have campuses in three of the State's regions and in New South Wales, which are now being strengthened;
- We have a proven ability to deliver distinctive programs;
- We have alumni right across Tasmania and around the world who are deeply committed to Tasmania and the kinds of values that are central to our mission;
- We have the advantage of being the sole higher education provider on the island, which enables deep and long-term partnerships.



Biology students hone their science skills out in the field at Maria Island.

The challenges we have to deliver our mission

OUR CHALLENGES TO DELIVER OUR MISSION ARE VERY REAL, AND THEY ARE PRESSING.

We have no time to lose. We have a mere 10-year window to see the State on a different trajectory and a five-year horizon to see the University develop into a sustainable operation, or we will not be able to fulfil our mission.

The long-term challenges for Tasmania

Tasmania's challenges are our challenges. While for some, these are relatively buoyant times, our task is to look to these long-term challenges, which are considerable. We have poor educational, social and health indicators that are second only to the Northern Territory. We are 20% poorer per capita than the rest of Australia, with high levels of economic disadvantage. We have challenges with our underlying measures of economic performance, such as competitiveness, productivity and new enterprise creation. These measures are, of course, linked, so we know we must tackle them holistically.

We recognise that changing this trajectory in a world where globalisation favours large, globally-connected metropolitan areas, rather than regional economies, is difficult. We will always have to work harder to find the distinctive sources of advantage that are needed to generate wealth, services and infrastructure to support a decent quality of life. Our job is to help find those sources, enable people to participate in the opportunities that they create and ensure we do it in an environmentally sustainable way.

Perhaps our greatest challenge is time. The State has a rapidly aging population, which within 10 years will see Tasmania in negative natural population growth with shrinking

regional towns, fewer young people, and a growing dependency ratio with a high burden of chronic disease. Unless Tasmania is on a very different trajectory within that time, demographics will become destiny.

Our challenges

If we are to meet this State's challenges and contribute globally, we have to be clear-eyed about what we need to address across our staff, student and economic sustainability agendas.

People engagement and development

We have started our journey in becoming people-centred, but we are not there yet:

- Historically, we have not had the levels of people engagement consistent with being people-centred;
- We do not have enough Indigenous staff, and our diversity is not where it should be;
- Too many people have insecure employment;
- Our processes are complex and frustrating for staff, students and partners alike, and they take time away from what people really care about doing;
- We have not systematically invested in the development of our people.

Sustainability of our student and academic profile

To maintain the breadth and excellence of the academic disciplines, there is a right size and a right shape that we need in our student population, and we are not there today:



- Our core courses, e.g. our bachelor's programs, have been in long-term decline and have reached a point where we risk dipping below critical mass in key areas. They constitute only half our revenue. These are the courses critical to maintaining our disciplines and, with them, the sustainability of the broad academic community, so we must reverse that decline. As we do that, we need to address the fact that student satisfaction scores have been flat and below the national average for too long, and that attrition rates in particular cohorts are too high;

Undergraduate students got the chance to learn hands-on archaeological skills when our University and the Southern Midlands Council partnered for a two week-long dig in Tasmania's Midlands.



- Part of our challenge is that the population of Tasmania is too small to sustain a university of the breadth and excellence that the State needs. Two forces make that even more challenging:
 - The 20% and growing of young Tasmanians who go off-island for their higher education. The vast majority are leaving as a rite of passage. Departures are being compounded by the increasing off-island targeting of Tasmanian students especially. We get few students coming from the mainland where, somewhat to our surprise, we find we are known to very few;
 - We are heading for a future where the State will go into natural population decline, which means that even with migration, fewer young Tasmanian people will come to the University.
- In response to the need for scale, we have grown international student numbers very strongly in a few areas, but we need diversity to better meet our educational objectives in having international students and to avoid the risk of high concentrations from particular countries and in particular courses;
- Sustainability for us is also geographic - for all our campuses to be sustainable in the long term and offering distinctive learning opportunities, based on what their regions need. We need to increase our numbers, and the range of our offerings, on the Cradle Coast and in Launceston.



Economic sustainability

We have not achieved long-term economic sustainability. At an operating level we break even, but there is no surplus to see our facilities renewed for the next generation, and it gets harder every year to find the capital investment for research infrastructure that we need to remain cutting edge, as costs rise in real terms and global competition intensifies.

Being economically sustainable is no easy task. Our mission is an intrinsically high-cost one as we support a model of regional delivery, a broad quality offering and pathways to higher education for the whole population.

Central to being sustainable is to have the right size and shape of student profile and to have an economically sustainable way of operating. This is not about simplistic cost-cutting. It is about fundamentally changing the way we operate:

- Our policies are too numerous, too complex and too dated, as are too many of our processes. Together they create complexity, duplication and other forms of waste that take time away from what matters, come at an unsustainable cost and make us harder to work with than we should be;
- Our long tail of course offerings is far longer than most universities, and the cost of delivery far exceeds the student income our courses generate. To meet our mission there will be some courses we need to cross-subsidise, but they must be very strategically chosen;
- Our use of physical facilities is highly inefficient. There are too many empty seats in classes and not many labs that are fully used. Utilisation across our campuses is below 20% and often well below 10%;
- The level of philanthropic support we receive to provide access scholarships, endow academic posts and support important projects is very low.

The challenge of time

As with the State itself, our greatest pressure is time. We have a five-year window to transform our way of working, or we will face a very different set of strategic questions. If we do not grow our core courses across the University, we will not have the capacity to sustain the full breadth of today's offering. The demographic challenges of the State will impact the North and North-West particularly hard. We need strong enrolment of local, interstate and overseas students to ensure we have a critical mass of students to underpin the breadth of offerings, as numbers coming through from school and in the working-age population start to drop. If we cannot achieve our ~\$30m surplus, then we will not be able to renew very aged facilities in the South. Given the long lead times on major buildings, such as science facilities, time is of the essence. If we haven't started on that work within the next five years, we risk lacking the quality of research and teaching infrastructure to enable us to be competitive or to fulfil our mission.

Our strategies

OUR STRATEGIES WILL HELP US DELIVER ON OUR MISSION.

Our strategies emerge as we seek to answer a set of questions, given the strengths we have and the real challenges we face, about how we deliver our mission and our aspiration to see Tasmania as a place that is a model for the world of a sustainable, prosperous and inclusive society where people live well. Through all our strategies, the flourishing of our students, staff and our communities is central. We will succeed only by creating compelling experiences for our students, being a great place to work and a partner who makes a real difference. Our ability to do those things sustainably is the true test of our strategies. Equally, the success of every one of these strategies depends on us working collegially internally and in partnership externally.

How, as a university, do we make a positive impact on the future of the State?

The future of Tasmania will be shaped by many forces. Harnessing those forces to create a bright future will require great collaborations across public, private and community sectors. We need to be clear about the contribution we can make and the role we can play as a university in those partnerships. There is a wide range of ways that everyone can make a significant difference through our strategies to:

- Create place-based partnerships with all sectors to tackle complex social and economic challenges in an integrated way;
- Provide the education students need to participate in and help create those parts of the economy that provide good incomes and secure employment, and provide it to as large a proportion of the population as possible;
- Develop distinctive professional capabilities to meet Tasmania's particular needs and priorities in all parts of the island;
- Create regional competitive advantage for key sectors and new businesses through the industry problems we solve;
- Develop from the knowledge created by the University a strong pipeline of new, rapidly growing, globally competitive but locally based enterprises;
- Develop the science, engineering and ways of working and living that provide an environmentally sustainable path to inclusive prosperity;
- Contribute innovative and implementable policy ideas;
- Enrich our understanding of the unique human and natural history of lutruwita/Tasmania;
- Give a distinctive creative expression to our identity and ideas.



Unique species, globally important ecosystems: Researcher Rodrigo Hamede with a Tasmanian devil near Cradle Mountain.

How, as a university in a regional setting, can we continue to have global impact?

The University has done very well in producing a significant body of globally important research over an extended period. It has taken some bold choices around focus and exceptional leadership over the years to make that possible. Our strategies aim to strengthen and build on what has made us successful. We will:

- Focus on areas of research where we have a defensibly distinctive advantage, which largely comes from where our history of excellence and place converge;

- Utilise and expand our institutes model to do research where we can access resources and relationships by being part of larger research or government and industry ecosystems, as we do, for example, with agriculture, Antarctic science, fisheries, forestry, maritime engineering and training, medical research, and in minerals discovery and processing;
- Evolve our research funding model to maximise the excellence and the impact of our areas of chosen distinctiveness;
- Ensure we have a sustainable balance between research conducted for the sort of discovery that pushes back the frontiers of knowledge and research that has the objective of solving specific problems;

- Develop five-year-plus research plans to support the investments in people and infrastructure that enable us to pursue big questions.

How are we going to be more people-centric?

We have developed a People Strategy built around an integrated set of initiatives that are focused on enabling us to:

- Create a values-driven culture where safety and wellbeing are front of mind, where we trust and respect each other, take mutual accountability for actions and have better rates of diversity and inclusion;



Mr Phil Andrews, TIA (left) and TIA PhD candidate Elya Richardson (right).

- Work in a people-centred way so that we build long-term commitments to each other, including through reducing casual and fixed-term appointments, and collaborating to shape our work environment;
- Support people in their career growth, by adopting practices that enable holistic development across all career stages. We will provide people with the leadership and management capabilities they need to succeed and create contemporary and clear career pathways.

How do we work with others to create educational opportunities to enable all Tasmanians to live the life of their choice?

There is much we can do to expand access to educational opportunity. Our core strategies are to:

- Increase regional access: operate a regionally networked model because people are looking for education close to where they live; build on that presence by developing regional learning hubs;
 - Eliminate barriers: through our philanthropic efforts build an endowment fund to ensure that cost is not a barrier to higher education for any Tasmanian;
 - Broaden our offering: continue to develop a suite of higher-education offerings tailored to people's needs, e.g. short-courses and associate degrees;
- Deliver more flexibly: accommodate the fact that, already, more than half our students are not school leavers and need to integrate study with work and other life commitments;
 - Increase partnerships: work with TasTAFE and social sector organisations to improve pathways;
 - Design data-driven strategies for student success: use our data to ensure students are enrolling and being taught in courses and modes of delivery (the mix of in-person/online) that enable them to be successful;
 - Deepen collaboration with schools: work together on targeted place-based initiatives to increase Year 12 completion and attainment.



How do we develop a sustainable student and academic profile while becoming economically sustainable?

Our strategies to secure our future sustainability academically and economically are to:

- Develop a suite of distinctive, placed-based offerings that create a compelling student experience to:
 - Ensure we meet the needs of Tasmanian students for excellent courses provided close to home;
 - Enable young Tasmanians who are looking for a rite-of-passage experience interstate or overseas to do that as part of a University of Tasmania offering, rather than needing to leave the island;
- Attract interstate students into our core courses to compensate for the young Tasmanians who go off-island, ensure those courses are of a sustainable size and enable a healthy balance between domestic and international students right across the University;
- Diversify our international student population by course and origin, grow it modestly and ensure we have the facilities and programs to support that growth;
- Reshape our portfolio of courses so that they provide an economically sustainable way of maintaining our disciplines and delivering what the State requires;
- Strengthen the quality of our offerings and student experiences by investing in lifting our teaching quality, carefully monitoring measures of student success such as completion rates, rapidly addressing areas of underperformance, and growing our digital literacy;
- Strengthen significantly the contribution of philanthropy to the funding of academic posts;
- Work in Lean ways to simplify our processes, policies and operations and increase the quality and efficiency of what we do;
- Transform our information technology platforms to enable the more compelling delivery of our student experience and dramatically simpler ways of working for staff;
- Develop the next generation of facilities across our regions, through the Northern Transformation Program and the Southern Future move to the Hobart CBD, that are distinctive, environmentally sustainable and highly efficient in their operation. These facilities are not to replace what we have but to enable a sustainable operating model for the University.



Tyler Richardson, teacher and musician, studied the Bachelor of Education (Applied Learning).

Conclusion

Our strategy is framed as a response to a set of questions because all strategy processes need to balance aspiration, judgement and humility. The strategies contained within are our current best set of answers to these questions. They provide direction, but we must always be open to better answers and be ready to revise our strategies. We must also be open to the fact that, over time, the questions can change as well. Our task is to sustain the conversations across the University about both the questions and the answers so that we are always bringing the best of the University to our mission to work with others to create a better Tasmania and a better world.



College of Arts, Law and Education

What we need to do

We will be deeply shaped by, and engaged with, our place, its Aboriginal culture, social foundations and evolving identity to support the creation of a good and just society. We will develop a distinctive agenda to educate a new generation of social justice and creative professionals, equipped to meet the particular needs and priorities of every Tasmanian region.

Our research will contribute to an improved understanding of ourselves, our society and culture, and our place in the national and global contexts. Given ours is the only university devoted to serving this State, we have a responsibility to provide this understanding for our community.

Why

Tasmania lags well behind the national average on levels of educational attainment, poverty, welfare dependence, intergenerational disadvantage and access to justice. In some parts, we are undergoing educational, cultural and social renewal, but not everyone is benefiting. Our College has the opportunity to play a key role in this time of transition.

How we can make a difference

The strategies that will guide our efforts:

We will deliver a differentiated place-based curriculum, which will be marked by signature Tasmanian experiences outside the classroom and provide each campus with distinctive thematic strengths.

We will rejuvenate our Bachelor of Arts to address questions specific to our State, our history and our identity (e.g. Who are we? Where are we going?), provide key new pillars within our postgraduate offering (environmental and cultural tourism; strategic communications) and teach in new ways and in different places to reach more students;

We will provide professional education in teaching, social work, law and policing that is responsive to the distinctive current and future needs of Tasmania.

Our curriculum will incorporate learning experiences that will connect students with regional communities and will produce graduates equipped with the skills and knowledge to transform education, social care and access to justice across Tasmania;

In an era of convergence of disciplines, The Hedberg project will serve as a University-wide incubator for multidisciplinary creative practice, research, partnerships and engagement.

We will reinvigorate our teaching in media, performing and visual arts – forging strong ties and interdisciplinary endeavour with colleagues from other colleges in fields including health, science and business;

We will build excellence in our research, through investigations founded in our location and explore the big questions that face our island and the world. Our research will be aligned with the State's educational and social needs and priorities, situating Tasmania as a 'social research laboratory' of international standing.

Lilly Amos, Josephine Christensen, Holly Gregg, Bryce Schreuder, *Cell V: Flowers of the World's Gardens*, Panopticon III: The Garden of Earthly Delights, Dark Mofo 2019.



College of Sciences and Engineering

What we need to do

Tasmania, as an island place, needs a future that is prosperous and sustainable. Our teaching and research will ensure both are achieved, avoiding the binary choices around environment and economy that have marked our history.

We will deliver innovation to provide competitive advantage for the industries of our regions and the State and help find the research breakthroughs upon which future prosperity can be built. Equally, our knowledge of our Indigenous and cultural heritage, and of the precious environments here, including the Tasmanian Wilderness World Heritage Area, the hundreds of islands which make up our State, and the neighbouring Southern Ocean and Antarctica, means that we are ideally positioned to help meet the local and global environmental challenges of our time.

Why

Despite our great strengths, Tasmania trails national productivity and STEM (Science, Technology, Engineering and Mathematics) literacy. These disciplines are especially important for us in a global economy that has become increasingly hostile to regions. The better economic outcomes that we seek should not come at the cost of the environment, as they so often do today. We will work with our communities to shape a future where discovery, invention, the application of technology and socioeconomic gains are consistent with, and even enhance, environmental outcomes.

How we can make a difference

The strategies that will guide our efforts:

We will focus on Tasmania's distinctive blue and green economies and align our research strengths to the industry pillars which will support the State's economic future.

Through our intimate understanding of our climate, geology, soils, ecosystems and waters, we are best placed to help grow these sectors that are fundamental to the wellbeing and resilience of our regions. We will develop improved processes for agriculture, food processing, aquaculture, forestry, renewable energy, and the mining and processing of minerals, and we will focus on the creation of start-ups. Our engineers will support the State's growing strength in advanced manufacturing and our capability to contribute to the national naval shipbuilding and defence agendas. We will be informed and inspired in our endeavours by the stewardship of Aboriginal people of lutruwita/Tasmania over thousands of years. In all that we do to advance industry, sustainability will characterise our agenda;

Through both location and research strength, we will provide critical insights into the world's climate challenges.

We will create an interdisciplinary response to the mitigation, adaptation and management of the impact of climate change for Tasmania, the Southern Ocean, Antarctica and the world;

We will promote Tasmania as a STEM State. We will help transform our State by growing STEM literacy and the community's understanding of its vital importance. We will collaborate with industry, business and government to translate that knowledge into practical and productive outcomes, and we will engage with industry to ensure that our graduates are well equipped for the higher-value jobs of the future, in key fields such as engineering, the sciences, and data and technology;

We will create a distinctive place-based curriculum, drawing upon the strength that comes from our research and teaching excellence in diverse areas that cover land, air, space and sea, to attract more students to each of our campuses.

Our course offerings will engage with our natural environments and provide practical demonstrations of how economic development and our ecology can coexist. To provide compelling opportunities for students, we will use our connections with local industry and government, along with global industry and international partners;

We will continue to strengthen areas of international research excellence to attract the best students and researchers from around the world to be part of our living laboratory.

This breadth and scale will be critical to the success of the College in being both sustainable and delivering on its mission to Tasmania.



Ben Arthur, former
IMAS PhD student
now Adjunct
Researcher, on
Macquarie Island.

College of Health and Medicine

What we need to do

We will transform health outcomes through professional education and research that are of global importance and local relevance. We will bring about inter-generational change in health workforce capability and system effectiveness. This will lead to healthier, longer and better lives. As the only Australian university devoted specifically to the health of a whole society, and as the predominant provider for Tasmania's health workforce we are uniquely placed to drive profound change in the health of Tasmanians and improvements in the health indicators and services.

Why

Tasmania is in the midst of a health crisis. Our community is burdened with higher rates of illness and a poorer health profile than almost anywhere else in the country. We have an ageing population with high rates of complex, chronic conditions in an environment of limited resources. While this is our current situation, given the nature of our island, the close-knit communities within it and our access to world-class medicine, we could be one of the healthiest populations in the world.

How we can make a difference

The strategies that will guide our efforts:

We will teach distinctive courses designed to deliver graduates with the skills to transform the State's health outcomes and create a sustainable healthcare system.

Our students will graduate with strong preventive skills to address the health issues that Tasmania faces. They will have the ability to reduce the burden of chronic disease and to better manage dementia, along with the skills to ensure that we create a sustainable system, including health system innovation, health economics, safety culture, health management and change. For those who have already graduated, we will make this knowledge available through continuing professional development, short courses and a suite of micro-credentials. We will support all graduates to develop the leadership skills required to create a step change in healthcare delivery in Tasmania;

We will use our expertise and research excellence in areas such as obesity, dementia, and molecular genetics to develop the insights and interventions that will provide better health outcomes for Tasmania and contribute to improving health globally. We will choose to focus on fields of excellence that are at the intersection of local need and global relevance (brain science, genomics, preventive health and chronic disease management). This will increase the University's competitiveness for large research investments and philanthropy, and, therefore, our ability to continue to see Tasmania as a home for world-leading medical research;

We will support the transformation of the health system by implementing preventive approaches alongside those we serve, such as our Aboriginal community, local and State governments, and others. We will engage with historically disadvantaged Tasmanian communities, supporting local leaders as they encourage the whole community to see the importance of, and the pathways to, better health;

We will work in a more networked way across Tasmania and embed more of our people in regional communities. This will expand on our regional presence through the Rural Clinical School and the Centre for Rural Health, partnering with local communities to support health education, research and career paths for our students, including professional experience. As our regional presence and collaborations increase, health services and outcomes for those communities will improve;

We will strengthen our presence off-island to help keep us at the cutting edge of health delivery, to deliver significant and sustainable health outcomes in these places, while giving us the scale to better serve our local communities. We will do this in partnership with government and industry, attending to the local wherever we are, as we have in Sydney through our partners in the Sydney Local Health District and St Vincent's Private. Working with our colleagues at the College of Business and Economics (CoBE), we will expand our offerings through CoBE's Australian Institute of Health Service Management, which it operates with health sector partners.

Paramedicine students simulating an emergency situation on the Meehan Ranges.



College of Business and Economics

What we need to do

We will expand Tasmania's capacity for economic and social transformation, producing an economy driven by regional distinctiveness. Being place-based will be seen as an advantage, not a disadvantage, in an era of globalisation which is working against regions in most parts of the world. We will diversify our student profile, so the impact of our teaching and learning excellence is felt both here and abroad.

We will improve our research performance and refocus on areas that are important to the future prosperity of Tasmania, such as enterprise development, value/supply chain management, sustainable business practices, agribusiness and health management.

Why

Our State's future prosperity will be underpinned by enterprises that can leverage niche market positions with high-value products and services and the provenance of our highly distinctive regional setting. To succeed, we will equip our business operators and workforce with the skills and mindsets to use those constraints to our advantage – that they can take advantage of opportunities in a global economy that has traditionally favoured the low cost that scale can deliver. There are connected capacity issues, being an island place operating in a global environment, including access to highly skilled labour, supply-chain management and the ability to service international markets. We will nurture a start-up community, knowing this is where many of our future-facing jobs will emerge, and support traditional industries to adapt and find ways to add value in new and emerging economies.

How we can make a difference

The strategies that will guide our efforts:

We will be more relevant to Tasmanian students and employers, delivering differentiated, placed-based courses that teach the necessary skills and attributes for business to succeed in regional areas. It will support our aspiration to attract a more diverse mix of local, interstate and international students and to create regional competitive advantage for key sectors and new businesses through the industry problems we solve. We will do this through regionally focused short courses, learning outside the classroom and stronger input by industry to course content;

We will continue to offer world-class courses in Tasmania that are in high demand from international students. In addition, we will pursue new partnerships interstate so our courses can be offered in Melbourne and Sydney for those who want to study there. Longer term, we will work with other colleges and the Global Division to strengthen our offerings and form new partnerships in Asia, Europe and North America. This will take the shape of joint-degree programs with accredited business schools, offering two-way exchange opportunities;

We will grow local demand for our courses and in doing so, boost business acumen and employment opportunities across the State. We will do this by creating a one-system approach – across the College, Academic Division, University College, TasTAFE and the school system – to provide coherent access to business and economics education regardless of age, education or experience;

We will partner with other colleges, the start-up community and government agencies to develop an ecosystem in which new enterprise will flourish. This will lead to the creation of new, innovative and knowledge-based enterprises growing Tasmania's economy and economic resilience;

We will realign our research to address the economic and social challenges faced in regional areas. This will include specific doctoral and post-doctoral programs focused on regional business issues, helping deliver a stronger research workforce to tackle those factors constraining our State's future.

**Kelsey Thomas,
Bachelor of Business graduate,
Launceston CBD.**



University College

What we need to do

We will create opportunity for both students and employers by delivering a different approach to education – a distinctive portfolio of courses with multiple entry and exit points, and pathways. Principles of employability, support, flexibility and excellence will underpin what we do. The benefits of this flow in two ways: firstly, by opening up the growing and prosperous part of the Tasmanian economy to people who may not previously have been able to access this; and secondly, by providing business and industry with the skills required to shore up our State's future.

We believe in offering an equitable higher education option characterised by applied and experiential learning and teaching, a strong commitment to regional Tasmania, social inclusion and the creation of work-ready graduates.

Why

Tasmania has a unique education and skills profile which could benefit from a place-based educational response. While only 22% of Tasmanians aged between 20 and 64 hold a bachelor's degree or higher, a higher-than-average proportion of the population has vocational qualifications. We have great skills and capacity, but we know that the need is for upskilling, to enable more people to participate in a global economy, which generally works against regional areas.

Through accessible, innovative and distinctive courses, we can fulfil our potential as a driver of social and economic prosperity. However, to do so, we must address our complicated business model and create a brand, to which our target audience can relate, as a provider of quality applied education.

How we can make a difference

The strategies that will guide our efforts:

We will set up our students to win through a distinctive portfolio of courses. Our curriculum will be of outstanding quality, flexible in the way people can build credentials, with multiple entry and exit points, and pathway opportunities;

We will reach more people through a place-based approach by working with diverse communities, industries and schools across regions. We will support educators and students to make the connection between the academic endeavour and its application;

We will help the Tasmanian economy prosper by working with private enterprise, corporates and not-for-profits, to identify and build skills for its ongoing development. This will lift the Tasmanian business community by giving its employees – both present and prospective – the ability to operate in a world increasingly reliant on emerging and new skills;

We will co-create education programs, by working with regional communities, to identify need and demand. Once this demand has been scoped, we will provide a set of offerings to ensure success can be delivered on the ground;

We have considerable expertise in the delivery of Lean culture and principles, and this will be clear in the way we operate. Where we have specific expertise, we should use it to better the institution as a whole, and we will work with other colleges and divisions to achieve this end.



University College
Applied Business
students.

Research Division

What we need to do

Tasmania faces a range of distinct education, economic, health, social, cultural and environmental challenges. To help realise our mission as a University, our research must be place-based, regionally inspired and globally connected. It will primarily be demand-driven and supply-informed to better meet the needs of Tasmania in particular. We will work with the colleges and institutes to build a strong culture of research excellence, integrity and impact.

Why

As the only university devoted to our society, our research mission is to make a difference for Tasmania, and from Tasmania to the world, as we pursue the big questions. However, globalisation is working against us, as it is in many regional and non-metropolitan settings worldwide. We have a predominance of small to medium enterprises, which lack scale, and therefore a restricted capacity to invest in research. It means we are not well served by national research funding regimes, and the situation is complicated further by the rising costs of staying at the cutting edge of global research. In response, we must intensify our engagement with the community, industry, and government and non-government agencies. In developing a sustainable, prosperous model for Tasmania, we will then be able to share it with the world.

How we can make a difference

The strategies that will guide our efforts:

To be truly place-based in our mission, we will support the colleges to prioritise quality research that meets the needs of Tasmania and beyond. Our research priorities will include helping Tasmania understand its history, identity and future; providing intensive value-adding to local industries where knowledge creates competitive advantage; and solving the distinctive social and sustainability challenges of our State. We also are mindful of our role in the global academic community in delivering positive impact from our unique place in the world. We, therefore, need to establish the right investment model for the world-class research being conducted in our colleges and institutes. To help prioritise our investment, we have developed a research framework to guide colleges in making decisions that align with the themes in our Strategic Direction about the right balance of place-based, globally connected, applied and discovery research.

We will work with the colleges to build capacity for translating our research to impact through strategic partnering, commercialisation, enterprise creation and entrepreneurship;

We will develop a 20-year institutional research infrastructure plan which will support and sustain our research excellence, and our distinctive and competitive capabilities, as well as meeting regional needs;

We will move from a compliance model of research integrity and quality to one based on demonstrated research excellence and the values of our people. As we do, the burden of process will become lighter and simpler for those working in our research community. We will support our people with training and development to deal with heightened levels of accountability within this new model;

We will focus on research that can help deliver a prosperous and sustainable future for Tasmania. We will work with the colleges to ensure that we are focused on our research mission and to identify new opportunities that are regionally based and/or statewide. We will continue to scan the horizon for national and international opportunities which fit this part of our agenda.

Students using spatial sciences technology to map sand dunes to detect and measure coastal erosion as part of their studies on Bruny Island.



Academic Division

What we need to do

We will support the colleges and institutes to create the distinctive, high-quality courses and student experiences, irrespective of location, that are critical to our future. Our mission is to also support the development of a diverse academic community, and the professional growth of highly capable staff.

Why

Our academic operations and offerings are not where they need to be. Many of our processes for student admission, enrolment and progression are tangled and unduly complex, and we have a long tail of course offerings. We need to support the colleges to create distinctive, place-based offerings to form a sustainable core that underpins our disciplines. We also need to address student satisfaction rates, which have been flat and below the national average, and areas where students are not succeeding at the rates consistent with our mission.

How we can make a difference

The strategies that will guide our efforts:

We will develop a curriculum framework to support offerings that are highly distinctive because of what we teach, where we teach, and how we teach. This will ensure that our learning and teaching modes are informed by place, stay contemporary and relevant, meet regional industry needs and improve our graduates' prospects;

We will create a university experience that reflects our unique place and history in the world. The sense of community experienced by students will be strengthened by an inclusive environment that promotes engagement with what is special about Tasmania, its people and its quality of life;

We will listen carefully to Aboriginal people, seeking new levels of reconciliation with a view that we will be on-country together as a university truly for lutruwita/Tasmania;

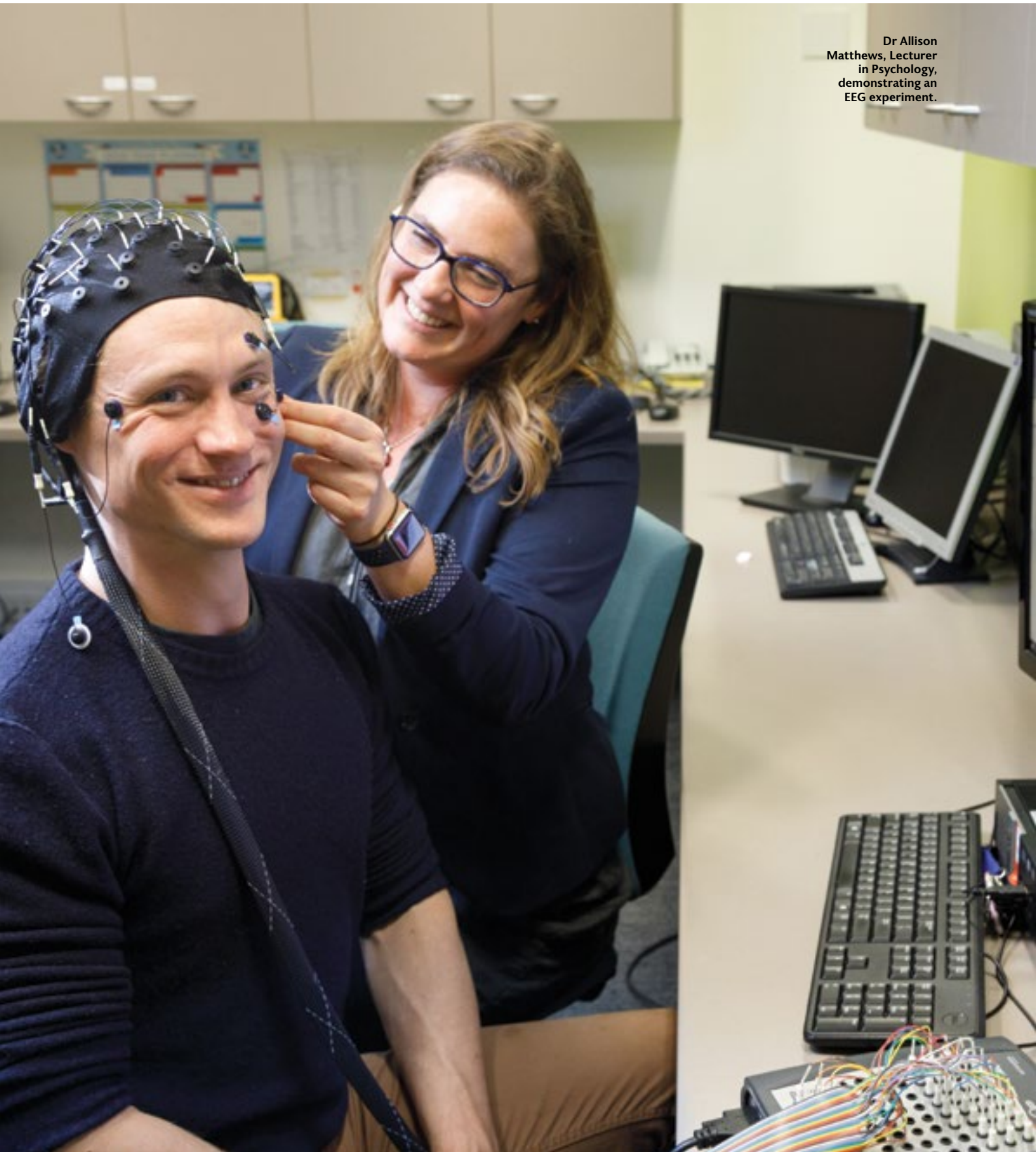
We will build the skills and expertise in leadership, people management, performance management, and learning and teaching so that our academic community flourishes. By closing some of these gaps, we expect to see improved staff engagement, more equitable and flexible career pathways, and improved quality of research, unit delivery and assessment;

We will deliver our mission to be a regionally networked and globally connected institution by improving levels of digital literacy and course delivery. In partnership with the colleges, we will build the skills of our staff to realise this future;

We will address barriers to participation in higher education in regional communities with targeted, evidence-led programs;

We will review and improve Academic Division processes to ensure they are Lean, simple and effective, allowing us and those we work with to focus on what matters. Work that does not support excellence in teaching or learning will be removed from our operation.

**Dr Allison
Matthews, Lecturer
in Psychology,
demonstrating an
EEG experiment.**



Global and Marketing

What we need to do

To create a sustainable future for the University, we need to attract more students with much greater diversity. We must attract larger numbers of Tasmanian students to help lift the levels of education participation in the State. To deliver a diverse and sustainable course offering in Tasmania, we also need to bring interstate students to the University and our place, while also attracting a more diverse group of international students who choose us because of our distinctiveness. We will do this through a distinctive brand, which inspires the people with whom our institution connects or seeks to connect. It will be deeply authentic, speaking to our place, mission and purpose and, above all other things, be the reason staff, students, alumni and the community choose to be part of our University community.

Why

In lifting the global presence of the University through a strong growth agenda, we have not been as attuned to our place-based strengths, distinctive academic offerings and the deep importance of our mission to Tasmania. Locally, we are seeing too many school leavers choosing to leave Tasmania to study interstate, and we continue to experience high attrition of those students we do attract. We do not get enough interstate students coming to Tasmania to offset the loss of our school leavers.

Globally, our offering is seen as affordable and a pathway to a new life in Australia, causing an over-reliance on students from a small number of countries studying a small number of courses. We do not leverage our globally relevant place-based research strengths to attract a more diverse group of international students studying across the breadth of our curriculum.

How we can make a difference

The strategies that will guide our efforts:

We will develop a brand which resonates loudly of our place, academic and research excellence, and mission to Tasmania. We need to project it in ways that inspire people to be with us and makes them proud to be connected with us. We will work with the colleges to promote the distinctiveness of their offerings and we will bring our research strengths to the fore in our marketing effort;

Our marketing will demonstrate the value of an education inspired by our island, one that integrates high-quality course content and place-based delivery methods with practical experiences only Tasmania can provide. The marketing will target key markets to attract Tasmanian, interstate and international students who want a globally relevant qualification that helps develop them into positive contributors to society. We will develop a compelling, personalised and effective web presence and social media engagement to attract a more diverse group of students and that engages the wider community;

We will develop a global engagement strategy that aligns our international engagement with our research and place-based strengths. This will provide a platform to support sustainable, globally relevant place-based teaching and research;

Our recruitment efforts will be built upon strong, enduring relationships and a market proposition founded on a 'University of Tasmania only' education and student experience.

We will move to new types of recruitment in new markets to diversify our international student base. Domestically, we will ensure our recruitment is relationship-focused to keep more Tasmanians studying here, and to attract many more to Tasmania from interstate;

Delivering a sustainable flow of students into the heart of our curriculum and across the breadth of our academic endeavour will require a more nuanced approach to schools engagement. That includes engagement with Tasmanian schools along with increased schools engagement and recruitment interstate, improved awareness of our offerings and helping students to navigate the path from their field of interest to the right course offerings and on to academic success.



Hands-on learning at The Media School co-located with a local media outlet in Salamanca Place.

Chief Operating Officer Division

What we need to do

To secure our future, we need to embrace new ways of working. Because we are a knowledge-based institution, we need people-centred approaches and processes that allow our staff and students to flourish. For the University to be financially and operationally sustainable for the long term, we have to deliver much-needed contemporary infrastructure. Importantly, our mission is time-bound – considerable progress will be required on our strategies within the next five years.

Why

We have strength of purpose and belonging in our organisation. To achieve our institutional strategy will require us to marshal and support those strengths in different and better ways. We need highly engaged, capable people. Financially, the University has a strong balance sheet with a significant investment portfolio. However, being a research-intensive university with regional campuses and a broad curriculum, including pathways to higher education for the whole population, our people and our operating model are under pressure. This is compounded by an overabundance of policies and processes, creating complexity, duplication and frustration for our people. We cannot be sustainable unless we are people-centred and operating a model that supports the renewal of our campus operations.

How we can make a difference

The strategies that will guide our efforts:

We will deliver a People Strategy which underpins the development of a university that is values-based, people-centred and supports staff throughout their career. This will produce an organisation which is more relational and has a greater appreciation for the strength which diversity brings;

We will build risk management capability to ensure our people are adequately equipped to navigate the scale and rate of change that we need to deliver our University mission. We will help them to identify and manage risks that sit outside the institutional appetite and to make effective allocations of resources;

We will run a collaborative, transparent and long-term budget process, to enable the University to generate a \$30 million core operating result by 2025. This will be achieved by sustainable revenue growth and embedding a Lean culture across the University. Lean will deliver simpler, more effective ways of working which are people-centred and focus our organisation on the value of our teaching and research. Similarly, our future digital focus will be on better integration, automation and quality of both our systems and service to our people. This will complement the University's elevated digital literacy capability;

We will enable the University to fulfil its vision of a distinctive, place-based teaching, research and student experience. We will plan, fund and deliver an estimated \$1 billion worth of new infrastructure at Cradle Coast, Launceston and Hobart, embodied at this point in the campus transformation plans;

We will be guided by the UN Sustainable Development Goals to become a community leader in sustainable practice by leveraging our scale, place and intent to contribute to a better society and environment.



Inside The Hedberg.
Design by Liminal
Architecture with
WOHA Architects and
Arup; render
by Doug + Wolf.

Measuring the progress of our journey

The cascading conversations we have had and the hard work of hundreds of people across the breadth of our University have contributed to this strategy. Thanks to these efforts, we now have a Strategic Plan that provides a clear sense of our mission, what we will need to do to achieve it and ultimately how, with our colleagues, each of us can play our part.

We also know this mission is timebound. We need to make substantial progress in the next five years if we are to address the demographic destiny of natural population decline about a decade out from now.

To deliver on this Strategic Plan, we need to support our people, so they can deliver the strategies and initiatives integral to its success. We need to value our people and the unique contribution each of them can make to creating a better future for Tasmania and beyond. Our People Strategy has been developed to create a culture that is values-driven and will allow us to work in a people-centred way and in a way that supports our people in their career growth. To achieve this, we must adapt to new ways of working, where people are empowered to act in the best interests of the University and to make decisions. To be a university that is values-based, relational, diverse and development-focused will contribute significantly to the success of our Strategic Plan.

It will help us to achieve our goals if we all understand what success in delivering this plan looks like. Our strategies and initiatives need to be clearly defined and measurable.

They require sufficient levels of ownership, both among the people we work with, and individually, to help us prioritise our efforts and understand our progress.

We need to think deeply about what measures to apply and how we apply them. We need to recognise that most are measures that belong as much to teams as they do to individuals. The development of key performance indicators (KPIs) is a useful way to determine our measures of success, but we need to apply them in ways which are helpful and focus our efforts on achieving the strategy. We must consider alternative measures, which complement a framework of KPIs, that will help us understand progress in implementation. We need to recognise that not everything can or should be measured and that at times the qualitative and the intangible will matter more than what is numerically describable. Nevertheless, defined well, good measures will give us accurate information on whether our strategies are working, where we need to revise them, and opportunities to change our resourcing to ensure success.

Our framework for tracking success involves a set of indicators that cascade from the strategic to the operational, to ensure the right information is provided to the right people at the right time.

As a university, we aspire to have a positive impact on the lives and experiences of Tasmanians across a number of key areas:

- Increase **educational attainment** rates across the education life cycle for all population cohorts;
- Deliver better **health** and wellbeing outcomes sustainably for all Tasmanians;
- Lift the **economic performance** of the State;
- Improve **social inclusion** and equity;
- Increase participation in and contribution to **cultural activities**;
- Improve the **environmental sustainability** of Tasmania.

From Tasmania, we also want to have impact both nationally and globally across these areas. In the longer term, we are confident we can make continual improvements in these areas and will track progress on key related measures over time. We have developed a set of indicators that will help us understand whether we are making progress in these areas. They are indicators of progress because no single set of measures can comprehensively capture whether these outcome areas are improving. Equally, there is a range of external forces that impact these measures, so having indicators will help us to identify who we should partner with to make measurable improvements to the lives of Tasmanians.

Educational attainment	Health	Economic performance
<ul style="list-style-type: none"> • The proportion of students retained from Year 10 to Year 12; • The number of students leaving Year 12 with an ATAR score; • Attainment of higher education across the regions; • The number of underrepresented people participating in higher education, such as Aboriginal and Torres Strait Islanders, people from a low SES background and people with a disability. 	<ul style="list-style-type: none"> • The incidence of preventable health conditions across the regions of the State; • The efficiency and effectiveness of the health system; • Health equity across Tasmanian communities; • Health literacy levels across all regions of Tasmania; • Access and quality of care available to Tasmanians. 	<ul style="list-style-type: none"> • The number and value of exports from Tasmania; • The level of productivity and the average wages of Tasmanians across the State; • The number of skilled jobs in the community.
Social inclusion	Cultural participation	Environmental sustainability
<ul style="list-style-type: none"> • Inequality in Tasmania measured by the ABS Socio-Economic Index for Areas score; • The number of people dependent on income support and those engaged in employment; • The level of equity and inclusion experienced by disadvantaged and marginalised communities and groups. 	<ul style="list-style-type: none"> • Participation and attendance in a broad range of cultural events; • The number and profile of nationally and internationally recognised creative artists and published authors from Tasmania; • The number of national and international creative industries in the State; • Increased recognition of the economic and social impact of cultural, creative and artistic production through media engagement and financial investment; • Participation in sport and physical activity. 	<ul style="list-style-type: none"> • Land – the responsible use of our agricultural resources and the sustainable management of our island’s unique ecosystems and waterways; • Air – reducing carbon emissions and increasing the awareness of the effects of climate change; • Sea – preserving our oceans, promoting sustainable fisheries and aquaculture and reducing ocean waste and pollution.

We also are committed to making Tasmania a national and global leader in our areas of excellence, particularly in our contribution to the global environment and regional economic advantage:

Environment

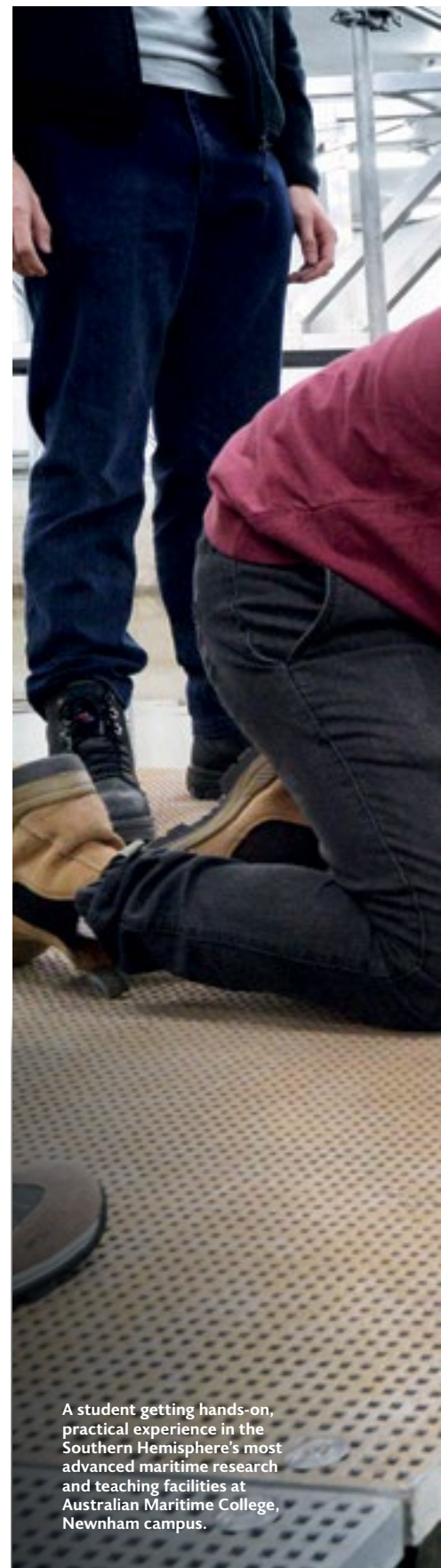
- Make a distinctive change to the global understanding of climate change processes and how to mitigate them;
- Be a recognised world leader in Antarctic science;
- Be a recognised world leader in sustainably managing temperate fish stocks;
- Become a leader in developing marine platforms for offshore renewable energy;
- Be a recognised leader in demonstrating how wilderness and world heritage areas can co-exist with sustainable economic outcomes;
- Drive innovation for the global application of Tasmania’s renewable energy expertise.

Economy

- Deliver global productivity benefits using sustainable cool-climate agriculture;
- Make a recognised contribution to Australia’s Defence program, including being central to the development of the technical dimensions of Australia’s sovereign shipbuilding capability;
- Be at the forefront of understanding regional economic and industrial advantage;
- Make a globally significant contribution to the global maritime and ports capability;
- Build platforms for global industry innovation in sustainable food production, security and safety through Industry 4.0 technologies.

Other areas of impact

- Achieve demonstrated impact on dementia literacy and quality of care, through key partnerships, locally and globally;
- Create a replicable model for how we can overcome intergenerational disadvantage through improved educational attainment and social engagement.



A student getting hands-on, practical experience in the Southern Hemisphere’s most advanced maritime research and teaching facilities at Australian Maritime College, Newnham campus.



As a leading indicator of these broader impacts that we want to have for the State, we have selected a set of internal indicators that we will measure on an ongoing basis to track our progress. These

indicators are mapped to six areas: student success, our people, research impact, financial sustainability, environmental sustainability and our community.

They are a mix of quantitatively measurable KPIs, such as student numbers and research income, and more complex formulas of measurement, comprising of a range of factors, including student and staff wellbeing, and our environmental impacts. Progress towards our five-year goals for these indicators – a selection of which are set out below – will help us stay engaged and across the impact of our strategies and adjust our actions where our plans are not working.

We have a working document that sets out in detail our measures and targets.

The reporting framework for these key targets and measures will incorporate the need for flexibility as the priorities of the University evolve.

1. Student success

For our students, we will:

- Attract more Tasmanian students to our university to lift education attainment in the State towards the national average, and increase the number of interstate students into our core offerings to ensure the sustainability of our disciplines, with a focus on increasing participation from:
 - People from non-English speaking backgrounds;
 - Aboriginal and Torres Strait Islanders;
 - Those from a low socio-economic background;
 - People with a disability;
- Improve our rates of student success by reducing our current rate of attrition to the national average;
- Improve the student satisfaction and graduate outcomes by:
 - Maintaining the results of the Graduate Outcomes Survey above the national average;
 - Improving the student experience of our students, measured by the Quality Indicators for Learning and Teaching (QILT) Learner Engagement Scale so they are in line with the national average;
 - Improving the overall experience of our international students, by achieving the national average across the six indicators of the International Student Barometer.

2. Our people

For our people, we will:

- Improve the wellbeing of our people:
 - Target a year-on-year reduction in workplace injuries and work-related mental ill-health;
 - Increase employee satisfaction and culture, as measured through the cultural engagement survey.
- Increase the proportion of academic staff in the institution by decreasing our professional to academic staff ratio as we grow our academic staff to support a growing student load and reduce, primarily through natural staff turnover, the number of professional staff needed to manage simpler processes;
- Have a more diverse workforce by 2025, with greater gender equity and better representation of minority groups;
- Improve staff retention and reward by reducing staff turnover and improving recruitment processes;
- Achieve greater engagement with the Aboriginal community by targeting a 3% workforce participation rate of Aboriginal people.

3. Research impact

Our research impact will:

- Maintain and improve the standards reached in the Excellence in Research for Australia (ERA) 2018 and Engagement and Impact (EI) 2018 results;
- Increase our research revenue in areas linked to our place and those areas of excellence where we have a global impact;
- Improve our research productivity and the quality of our outputs;
- Improve our relationship and engagement with industry, by increasing the number and value of research grants we undertake from and with industry;
- Improve the pipeline of future research performance, by increasing the number and quality of higher degree by research candidates studying with us;
- Increase the number of patents we register and the number of startups the University is involved with.

4. Financial sustainability

To achieve financial sustainability, we will deliver a \$30 million operating surplus by 2025. We will:

- Grow revenue in a strategic manner. To achieve this, we will:
 - Raise Tasmanian attainment rates in higher education to the national average;
 - Increase our share of the interstate higher education market;
 - Diversify and grow our international student cohort.
- Become more efficient in our resourcing and cost management. We will:
 - Improve our sustainability and the performance of our academic staff, measured by the proportion of students per full-time equivalent academic staff member;
 - Simplify and streamline processes, so that they take less time to complete;
 - Improve the utilisation of our built infrastructure;
 - Ensure all our courses and units are sustainable.
- Strengthen our long-term financial sustainability, which will see us:
 - Grow alumni and philanthropic support for our scholarship endowment;
 - Invest \$50 million in a new Burnie campus, to be delivered by 2021, and \$260 million in a new Launceston campus, with the final stage completed in 2023;
 - Double our student accommodation capacity, delivering 1,000 new beds in Hobart by 2023, with plans to increase beds in Inveresk, Launceston city and Burnie;
 - Establish more endowed chairs;
 - Achieve superior returns on our investment portfolio in accordance with the investment policy;
 - Develop the first streams of income from the development of our property.

5. Environmental sustainability

For our environment, we will deliver the outcomes from our environmental sustainability strategy to make a positive impact on the island. We will:

- Ensure our facilities meet sector best-practice standards;
- Maintain carbon neutral certification;
- Implement the Sustainability Tracking, Assessment & Rating System (STARS) framework for our broader sustainability agenda.

6. Our community

To effectively engage our community, we are committed to an expanded community engagement agenda. We will:

- Increase the number of alumni and community members engaged in events, forums and activities of the University;
- Improve our rating in the new EI Rankings;
- Deliver on the milestones in our State and federal funding agreements for the development of the new Inveresk and West Park campuses;
- Create a clear set of delivery milestones for the development of our Hobart city campus and implement them on time and on budget.

At an operational level, in the colleges and divisions, we will track a more granular set of these institutional measures.

In addition, each college and division will be responsible for tracking the implementation of their initiatives quarterly, using a consistent tracking tool and following guidelines for the cascading up and down of information.

Our measures and targets will be developed and implemented across all our different regions and colleges to give specific feedback across the entire range of our strategies. Our approach to tracking our performance throughout implementation is set out below:

	Metrics tracked	University Council	University Executive Team	Business units
Our impact (Statewide impact)	<ul style="list-style-type: none"> • <i>Educational attainment</i> • <i>Health</i> • <i>Economic performance</i> • <i>Social inclusion</i> • <i>Cultural participation</i> • <i>Environmental sustainability</i> 	Annual review of movement in overall indicators	Annual review of movements in the detailed parameters listed in the Strategic Plan	Tasmania Policy Exchange guides ongoing analytics of movement in multiple indicators
Operational Performance (KPIs)	<ul style="list-style-type: none"> • <i>Student success</i> • <i>Our people</i> • <i>Finances</i> • <i>Research impact</i> • <i>Environment</i> • <i>Community</i> 	Reports prepared for each University Council meeting showing performance across all six indicators	Regular reporting and dashboards showing tracking towards targets for primary KPIs in each area	Continuous tracking and interactive reports of primary and secondary KPIs with monthly reporting
Strategies and initiatives implementation	<ul style="list-style-type: none"> • <i>Strategic Plan</i> • <i>College and division strategies and initiatives</i> • <i>Leading and lagging indicators</i> 	Annual strategic planning review and implementation of strategies and plans	Quarterly progress reports on implementation of college and division strategies	Monthly tracking of implementation of milestones for each initiative at school and discipline level

Continuing the conversation

This document began as a University-wide set of conversations about our mission and the key ideas that should guide us. Through the work of people across the University, those conversations have turned into an ambition for the future that we want and the strategies we need to get there. What matters now is that we again talk to colleagues about how these strategies turn into the concrete plans to guide what we do together and individually. Strategic plans can too easily become documents that sit on the shelf and do not change much. What changes organisations and the world is when strategic plans turn into strategic conversations about what guides us day by day. For us, as the University of Tasmania, they are ultimately conversations about the contribution everyone in every role can make to a future we care about for Tasmania and the world. This document aims to be a resource for those conversations.

\$260 million will be invested in a new Launceston campus.



utas.edu.au

CRICOS Provider Code 00586B