THE UNIVERSITY OF
SYDNEY

Performance Report 2011-15 Strategic Plan

Strategy Office

Office of the Vice-Chancellor and Principal

3 December 2015

Executive summary

As we reach the end of our 2011-15 Strategic Plan it is important to reflect on our considerable achievements over the past five years and remind ourselves of the objectives we laid out. Under the guiding values of Engaged Enquiry and Mutual Accountability we set an ambitious program of work that emphasised excellence in education and research, and sought to address institutional governance and operational inefficiencies that were damaging our efforts and could no longer be ignored. The changes we made have undoubtedly strengthened our University, however, change of this scale is never easy, nor is it straightforward in a University of the size and scale of Sydney.

The following pages detail our overall performance against the original 17 strategic priorities and 100 sub-strategy initiatives. It notes areas where we need continued attention but also serves to highlight the many achievements realised under the 2011-15 Strategic Plan where the University is starting to reap the benefits from increased focus and investment in essential areas.

Critical to our education strategy, for example, was an ability to attract to Sydney a high quality and diverse student population studying in a diversity of degree programs. In 2015 we have in place well-resourced and fully integrated whole-of-institution professional service teams in student recruitment and marketing that bring the skills to enable us to attract the best and brightest students from across the globe. In what is a highly competitive higher education environment, the University is now better positioned to enhance our market share and spread our international load more evenly across source countries and destination faculties to reduce the risks associated with an overreliance on particular international segments. Supporting these efforts has been the harmonisation of our admissions processes and the transformation of our student administration systems where we now have a viable platform for student administration that will bring the University into the twenty-first century in terms of student support for enrolment, candidature management and graduation.

In research, our Excellence in Research for Australia 'ERA' performance has improved from fifth in 2010 to second at the four-digit level in 2015, which is a key metric for assessing detailed disciplinary strength. We have developed an effective research data management capability through investment in research analytics and reporting and a set of flexible tools for analysis and modelling of research performance data. This data reliably supports our internal analyses and external reports on research performance, the development of future University research strategies and the investments necessary to support them. This capability set is increasingly important as we prepare to make choices about new investment in disciplinary and multidisciplinary research.

A University core research facilities and infrastructure program has been delivered to support investment in designated research infrastructure both aligned to the University's research strategy and enabling of research collaboration. The Strategic Plan aimed to create an environment that encourages and facilitates cross-disciplinary collaborations of high social impact, through targeted and transparent investment in visionary research and education initiatives that takes most advantage of the enormous disciplinary breadth of the University. The launch of the Charles Perkins Centre, China Studies Centre, Sydney Southeast Asia Centre, and the Australian Institute for Nanoscale Science and Technology highlight our commitment to University-wide research and education initiatives that maximise the impact of our work through deep collaboration. We have seen tangible examples of the success of this strategy in the quality of work of these Centres and in their expanded engagement with external partners.

We now find the University in a much stronger financial position. In 2010, our finances were opaque. With the introduction and refinement of the University Economic Model (UEM) we have greater clarity and accountability in relation to resource allocation across the University.

Today, we have a healthy balance sheet and we are better positioned to make important decisions about how we intensify our investment in education and research excellence over the coming five years.

Philanthropy has played an important role in ensuring this healthy balance sheet and in the diversification of our income streams. In 2015 we surpassed our INSPIRED Campaign target of $600million raised by 2017. This remains the largest and most ambitious fundraising campaign in Australian higher education history. The campaign has provided the University with a fresh opportunity to grow the long tradition of philanthropy and facilitate our supporters' contribution to our institution.

Significant steps were taken to future-proof the University and its physical and digital infrastructure. The NSW Government approved the University's Stage 1 Campus Improvement Program which laid out aims to provide a world-class environment for our students, staff, visitors, and the local community. The development of a digital roadmap has been prioritised with technology fundamental to the way researchers, educators and students research, teach and learn, and connect with their peers and the wider community.

Underpinning these efforts has been the ongoing work on equity and diversity at Sydney – for both staff and students. This will be an area of continued focus and there is more to be done to embed diversity into the fabric of our University community. Our efforts to date have been wide-ranging; a highlight has been the introduction of the role of Deputy Vice-Chancellor (Indigenous Strategy and Services) – the first in Australia – and the successful launch of the Wingara Mura – Bunga Barrabugu strategy (Wingara Mura). For students, our Compass and E12 programs have offered many bright students from disadvantaged backgrounds, lower economic income families, and those from rural Australia guaranteed places to study here. Our progress in this area has been significant.

We set ourselves an ambitious strategy and within this report we consider where in some circumstances our progress has been slower. We have learnt that a focused effort on a handful of priorities may be more effective than a more dispersed effort across a larger number. A smaller number of priorities are more easily shared and understood and support the focus and collaboration that is so vital to success.

This report provides a high level summary of our key achievements over the last five years. It is important to acknowledge the progress we have made and the strong foundations laid over these years as we head confidently into a new phase of strategic endeavour for 2016 and beyond.

Assessment criteria and legend

Achievement status	Detail	Description	Information needed if description used
Achieved		Initiative achieved entirely	- 3-5 bullet points of **key information of achievements** - 1 bullet point **next steps** where available
Partial	Ongoing	Work is continuing to achieve initiative	- Detail work that is ongoing - 1 bullet point with **expected completion date** where available
	Discontinued	Some progress made – no current work	- Explanation of progress - 1 bullet point **reason initiative was discontinued**
Not achieved	Postponed	Initiative not achieved but likely to be pursued in future	- **Reason for postponement** - **Date to be revisited**
	Abandoned	Initiative will not be pursued in the future	- **Reason for abandonment**
	Not achieved	Initiative not achieved – despite effort	- **Reason why not achieved**

Strategy 1: Refine our governance structures

The SEG is now an integral element of the University's governance structures. It was radically transformed as part of the 2011-15 Strategic Plan and has been instrumental towards achieving our key aspiration of One University through shared governance, mutual accountability and transparency.

However, some broader governance issues have arisen through reviewing the work of SEG, the committees and the Divisional Boards. The most important is that under the current operations of SEG and its committees, these instruments often manage both strategic and operational governance. The resulting lack of sustained operational governance, to drive greater transparency and accountability in the operation of services, is a weakness that we will address in the implementation of the next strategic plan.

Initiative	Status	Information
1a. Create new divisional boards as committees of SEG to bring faculties together in a relationship of mutual accountability.		- The divisional board structure came into effect on 1 January 2011.
1b. Agree with each of the Deans of the faculties and with SEG the membership, terms of reference and rules for the conduct of the business of the Divisional Boards.		- Terms of reference for all Divisional Boards were agreed in March 2011. Six boards – Architecture and Creative Arts, Business, Engineering and Information Technologies, Health, Humanities and Social Sciences, and Natural Sciences – have since revised their terms of reference to reflect changes in organisational structure or a broadening of board membership.
1c. Charge the Divisional Boards with the task of overseeing the development of faculty strategic plans and developing a strategic plan for the division as a whole.		- All Divisional Boards now develop plans that align to the University Strategic Plan as well as overseeing the faculty strategic planning process to ensure alignment with the University Strategic Plan. - Some of the Boards have fostered much greater strategic collaboration between faculties than ever before, evident in divisional buy-in to strategies such as Wingara Mura. But overall the Boards still face ongoing challenges with budgetary and financial issues in each division, as well as issues around duplication and overlap.
1d. Restructure SEG to better represent the scale of University activity within the divisions.		- A more representatively constituted SEG began meeting fortnightly in February 2011. Unlike its predecessor committee, on which each faculty (regardless of size) had one representative, the new SEG allows larger faculties to have more representatives consistent with size. - SEG has performed strongly and has made a material difference in creating a more cohesive University-wide management structure. It is too large to foster the depth of strategic thinking we would like, but a material improvement on the past. The agendas are

		too large so there is still work to be done on managing the flow of business between SEG and its committees. **Next steps** - Further refinement to the University's governance model is being considered as part of the development for the 2016-20 Strategic Plan, pending decisions taken about the academic organisation.
1e. Reform the subcommittees of SEG to reflect the full range of responsibilities of the reconstituted SEG.		- The revised structure for the committees of SEG was established in January 2011 and reviewed in the second half of 2012. - There are 16 committees of SEG, some of which are operating more effectively than others in transacting the business of senior management. **Next steps** - Further refinement to the governance model is being considered as part of the development of the 2016-20 Strategic Plan. A priority will be to embed a new operational governance framework to better monitor the ongoing effectiveness of service delivery, provide a constructive forum for faculties to voice concerns and mutually agree solutions with service providers, and to troubleshoot areas of crisis or serious weakness.
1f. Transfer the Discipline of Economics from the Faculty of Economics and Business to the Faculty of Arts, creating a new School of Economics within that faculty and renaming the Faculty of Arts as the Faculty of Arts and Social Sciences and the Faculty of Economics and Business as the School of Business (with the status of a faculty).		- The Discipline of Economics was transferred to the Faculty of Arts on 1 January 2011 to create a new School of Economics. At the same time, the Faculty of Arts was renamed the Faculty of Arts and Social Sciences, and the Faculty of Economics and Business was renamed the University of Sydney Business School.
1g. Transfer the Graduate School of Government and the Centre for International Security Studies from the Faculty of Economics and Business to the Faculty of Arts.		- The Centre for International Security Studies and the Graduate School of Government were transferred to the Faculty of Arts and Social Sciences in January 2011.
1h. Determine the most appropriate place in the faculty and divisional structure for disciplines such as Agricultural Economics, Econometrics, Urban Planning and Human		- The decision to transfer the Discipline of Econometrics to the Faculty of Arts and Social Sciences was finalised in June 2011, and at the same time it was decided to retain Urban Planning and Human Geography in their original faculties. Agricultural Economics was transferred to the School of Economics.

Geography.		**Next steps** - The transfer of Econometrics and Agricultural Economics has been a success, although space limitations have prevented Agricultural Economics from fully integrating into the new structure. Putting them together in the new FASS building will be a significant step towards achieving this goal.
1i. Continue to discuss ways in which we might better profile and coordinate teaching, research training and research in the social sciences, particularly with key stakeholders in the Faculty of Arts. This might involve consideration of such questions as the structure of the School of Social and Political Sciences and the formation of a Graduate School of Social Sciences.		- As a result of a review of the School of Social and Political Sciences, the Centre for International Security Studies (CISS) was incorporated into the former Department of Government and International Relations, creating a new and substantial Department of Government and International Relations. - Expertise in international relations and security now sits in one group, which is now one of the largest and most distinguished in Australia, allowing us to offer new courses and creating a dynamic research group. A new master's course in International Relations has been offered since 2014. - Economics is now a major in the Bachelor of Political, Economic and Social Sciences course since 2014, something which had been difficult to achieve when economics was in a separate faculty. **Next steps** - The establishment of the Sydney Policy Lab, a whole-of-University approach to public policy development, under consideration as part of the 2016-20 strategic planning process, would be a major step in achieving these goals.

Strategy 2: Manage more effectively the size and shape of the University

The question of the most appropriate size and shape for the University remains an active discussion. The wider funding context, including the demand driven system and the proposed fee deregulation and its subsequent stalling, has undermined the opportunity to make significant and meaningful headway on the question of optimal size and shape as it relates to the balance of our undergraduate and postgraduate student numbers, and proportion of domestic and international students. However, as detailed at Strategy 17, the reconfiguration of Student Recruitment and Admissions to an enterprise services model has progressed the University's objective of increasing the quality and diversity of the cohort of students studying at the University.

Initiative	Status	Information
2a. Charge the Divisional Boards and the Curriculum Committee of SEG with the responsibility for reviewing annually the student load and mix to ensure educational and financial sustainability.		- This initiative has been refined according to the University's revised planning and budget process, with a process now in place whereby Finance, the Planning and Information Office and the Student Recruitment group work collaboratively with each of the faculty leadership teams to develop student load projections based on market insight, trend analysis and financial modelling. - The Curriculum and Course Planning Committee (CCPC) of SEG, established in January 2011, now monitors the strategic fit, market positioning and financial viability of all proposed courses, ensuring inter-faculty collaboration. This process has improved the quality of course proposals and brought a greater level of institutional coherence to the suite of courses on offer.

Strategy 3: Initiate a University-wide program of curriculum renewal

Overall, the University-wide program of curriculum renewal was not achieved, and consequently, this initiative will become a significant focus of the 2016-20 Strategic Plan. That said, curriculum renewal projects were initiated in several faculties with some impressive outcomes, and have been based on an agreed set of curriculum principles to ensure alignment across the University while allowing faculty or school variations in emphasis and form.

Initiative	Status	Information
3a. Establish a Curriculum Committee of SEG to oversee a University-wide program of curriculum renewal and ensure coherence of our programs and courses.		- SEG's Curriculum and Course Planning Committee (CCPC) now reviews all new course proposals to ensure strategic fit with University and faculty plans. - In 2014, the Deputy Vice Chancellor (Education) commenced a University-wide discussion with the aim of identifying a curriculum framework to be shared across the University. - In 2014, the University-wide coordination of curriculum renewal transferred from CCPC to SEG Education (Curriculum Working Party). **Next steps** - Led by the Deputy Vice Chancellor (Education) curriculum renewal will be a key program of work in the next strategic period - focused on refining the degree profile, curriculum framework and educational outcomes and experiences.
3b. Develop University-wide principles for curriculum development.		- A CCPC working party developed University-wide curriculum development principles for use in faculty-led curriculum reviews, to ensure that students across the University routinely benefit from key elements of the Strategic Plan such as research-enhanced teaching and community-engaged experiences. Several faculties piloted elements of the principles (see initiative 3c). **Next steps** - The education strategy under consideration in the 2016-20 Strategic Plan aims to refine and embed these University-wide principles as part of the agreed curriculum framework.
3c. Conduct a fundamental review of the major undergraduate generalist degree programs.		- In 2011-12, the three faculties offering the main undergraduate generalist degrees – Arts and Social Sciences, Business, and Science – piloted aspects of the principles particularly relevant to their priorities. - The Faculty of Arts and Social Sciences piloted the development of clearer and more coherent degree pathways through a review of majors. - The Faculty of Science focused on embedding engaged enquiry using research-enriched learning and teaching.

		- The University of Sydney Business School focused on embedding engaged enquiry using 'work-integrated learning' in a more structured coursework program. **Next steps** - The review of the major undergraduate generalist degree program is ongoing and the undergraduate degree profile is a core component of the education strategy under consideration in the development of the 2016-20 Strategic Plan.
3d. Articulate the standards and outcomes of teaching and learning experiences that distinguish different degree levels and pathways through degrees.		- The University took a leading role in the pilot by the Group of Eight (Go8) universities of a new 'Quality Verification System' (QVS). This has provided – for the first time – external, peer-reviewed analysis of final-year undergraduate student learning outcomes, showing they are comparable to other Go8 institutions. - The University has also reviewed its master's programs to ensure that they met the criteria for AQF level nine degrees.
3e. Implement the assessment principles flowing from the Academic Board review, begun in 2009.		- A new Assessment Policy was introduced, articulating the principles that assessment practices should (i) advance student learning, (ii) be clearly communicated to students and staff, (iii) be valid and fair, and (iv) be continuously improved and updated. The new policy introduces a standards-based rather than norm-based policy for University of Sydney assessment – that is, students' assessment will be based on their individual achievements rather than on their performance relative to their peers.
3f. Identify and empower scholars with expertise in curriculum development to champion curriculum renewal and best practice across the University.		- This was met in part only. Several networks of champions have been supported by ITL. There were no tangible measures of outcome or impact in place for this initiative.
3g. Recognise and reward staff contribution to curriculum renewal and innovation.		- A new series of Small and Large Educational Innovation Grants to support improvement and innovation in teaching was introduced in Semester 2, 2014, and have continued to support increasingly programmatic educational innovations through 2015. - 32 applications were funded in the 2014 round, with an overall success rate of 30%. In 2015, a total of 51 projects were funded, with an overall success rate of 48.5%. The projects were considered in two rounds and a total of $855,246 was awarded to support initiatives that will use existing or novel technologies to improve students' learning experiences.

		- The applications focused on interactive and enquiry-based learning experiences as well as more effective assessment and feedback, including through the creative application of technology.
		Next steps
		- A number of projects will be supported by a new Educational Technology Incubator (ETI), a joint ICT and Education initiative that will ensure rapid development, assessment and dissemination of learning and teaching innovations and also host the production of MOOCs.

Strategy 4: Enrich the experience of University life for all our students

A considerable amount of work has been undertaken since 2011 to enrich the experience of University for our students. Support services have been significantly improved for students, from their first point of contact with the University as prospective students, along their student journey and through to graduation. New initiatives in the centralisation and standardisation of our support and professional service areas are beginning to reach a state of maturity and the final phase of work for student administration services is well underway with a roadmap for completion.

Initiative	Status	Information
4a. Review and develop the University's provision of services for student health, wellbeing and welfare.		- A mental health census was conducted in 2012 with over 4000 students participating. The results of the census were used as a cornerstone of the Student Wellbeing Report. - The Student Wellbeing Report was produced in 2014 and included 65 recommendations for implementation of a broad range of support services for students. - In July 2015, SEG endorsed a set of core principles to be applied to the Report's recommendations and as of October, 2015, 17 of the 65 have been implemented. **Next steps** - A further 27 recommendations are on track for completion by January 2016. - A further cluster of recommendations from the Report are being used points for re-scoping and repositioning core student services, aligned to the University's 2016-20 Strategic Plan.

4b. Support University access by investing in implementation of the Disability Action Plan 2011-15, including the allocation of disability officers and ongoing training for staff.		- The 2013-18 Disability Action Plan (DAP) was endorsed outlining six key objectives to meet legislative and strategic requirements including;
		  1. The University incorporates the rights and opportunities of people with disabilities in all policies and planning.
		  2. The University of Sydney is a tertiary education provider of choice for all students.
		  3. The University is an employer of choice for people with disabilities.
		  4. The University's communication and digital environment is accessible to people with disabilities.
		  5. The University provides an accessible built environment to everyone.
		  6. The University provides leadership to the community in developing an inclusive Australian society.
		- The DAP has moved from conception to full implementation with budget allocations in 2015 for the full rollout of the Disability Action Plan as agreed by SEG in 2014.

4c. Provide more affordable and appropriate student accommodation on and near the University's campuses, consistent with the Work Slate project on student accommodation.		- As of 2015, construction has been completed for an additional 1000 beds in close proximity to the University, with beds mandated at 25% below market cost. - Resources are being allocated to the newly constructed beds for Student Accommodation Scholarships which are assessed and allocated on equity grounds to further expand the diversity of students able to participate in an on-campus lived experience. - Partnership agreements with external accommodation operators have enabled access to an additional 800 beds adjacent to the campus. **Next steps** - Over 2015, the Accommodation Project Control Group has scoped and developed detailed business cases for an additional 1500 beds on campus and these additional beds will be realised as part of the Campus Master Plan.
4d. Undertake a feasibility study of the virtual colleges.		- Work on this initiative was initially delayed, following the SEG Education Committee conclusion that it was not feasible to provide a physical, but non-residential space for all students. - This initiative was reoriented in 2014 towards the undertaking of a training needs analysis for HDR students to ascertain specific skills and development requirements and workshops. - As a result, the Quarter has been opened as an exclusive Postgraduate student study space.
4e. Build upon the current Teaching and Learning capital fund project regarding networks of informal learning spaces around campus.		- The Campus Improvement Program (CIP) is a collaborative effort between Information and Communication Technology (ICT) and Campus Infrastructure Services (CIS). The program includes the refurbishment and building of new state-of-the-art technology and communication enabling informal learning spaces around the University campuses. - The achievements and benefits realised in informal learning spaces since the commencement of the program include a 54% increase in University collaborative pods and 18 new audio visual enabled meeting rooms.

4f. Complete the Sydney Student Lifecycle Management project to create a seamless student experience of the University's administration, from first enquiry to alumni engagement.		- A number of highly important milestones on this journey have been achieved including;
		  o The creation of a single whole of institution current and future student contact centre
		  o The creation of a whole of institution recruitment and admissions capability
		  o The implementation of the Sydney Student administration platform
		  o The delivery of an improved student experience through new student interaction capabilities, including the significantly enhanced 'in person' facilities in the Jane Foss Russell Building opened in November 2015
		  o The creation of a single University-wide HDR student administrative service.
		Next steps

		- More continues to be done, particularly in the realm of the delivery of improved student administrative services under the Student Administrative Services Program (SAS). This will remain a key area of focus and activity during the period of the next Strategic Plan.
4g. Prioritise and implement the recommendations of the University Review of Co-curricular Experience to increase the effectiveness and relevance of our co-curricular programs.		- This strategy relates to the Phillips KPA Report on Co-curricular Experience and subsequent recommendations and action taken. - Under the Student Services and Amenities Fee legislation, passed by the federal government in October 2011, the University was able to charge a compulsory annual fee to students to pay for student services and amenities. The University surveyed students in late 2011 about their priorities for use of these funds after consultation with the student organisations, and were distributed accordingly. - The all-student surveys in 2012 and 2013 and the ongoing consultation with student representative organisations about their priorities for use of the Student Services and Amenities Fee (SSAF) were undertaken in the development and prioritisation of co-curricular programs under this strategy. - Further utility of the Co-curricular Report has been superseded by the Student Wellbeing report, which reviewed and considered the status of implementation of many of the recommendations in the original Co-curricular report.
4h. Prioritise and implement the recommendation of the University Review of Support for International Students.		- The International Student Program (ISP) commenced in 2011 to manage, coordinate and monitor the University's recommendations of support for international students. - The ISP committee continued to meet over 2013-14, and conducted an annual review of implementation status and achievement against all objectives of the review. Many objectives were being met, and annual analysis of progress was monitored through improvements in the International Student Barometer ratings. - As both the Student Wellbeing Report implementation and SEG Education Committee from 2015 were driving further changes to co-curricular and international student enrichment, the ISP was formally disestablished in July 2015.
4i. Complete the Work Slate projects on social and catering facilities.		- The University of Sydney Union (USU) has an Occupancy Licence that will remain in place until 2017.

Strategy 5: Expand and diversify opportunities for students to develop as global citizens

There has been mixed success in realisation of initiatives under this strategy. The International Portfolio, which had responsibility for delivery of many of these strategic objectives experienced a restructure shortly after the 2011-15 Strategic Plan was published, resulting in several initiatives being discontinued due to structural and financial constraints in the reformed Office of Global Engagement. There has been increasing success in the engagement and mobility opportunities for students, however, it is noted there is room for growth and improvement in this area, including diversifying concentration of activity away from a small number of faculties.

Global engagement and partnership will be an important focus for both education and research strategies as part of the 2016-20 Strategic Plan.

Initiative	Status	Information
5a. Build on international exchange opportunities for our students and international experience for our staff.		- An Annual University-wide international mobility audit has been in place since 2013 allowing capacity to understand our performance in relation to this strategy. Results have shown a 9.2% growth in the numbers (2,125 in 2013 and 2,310 in 2014) and proportion of our students who undertake an international mobility experience. - The University currently has 100 exchange partnerships ranked within the top 200 institutions worldwide (THE World Rankings 2014-15). - An exchange database was launched in August 2015, which is an online tool aimed to display the strong suite of outbound exchange opportunities available to students. **Next steps:** - There is a heavy concentration of exchange opportunities into a very small number of faculties. Benchmarking data suggests that the University of Sydney is well below the best performer within the Go8 on this dimension with considerable room for improvement in relation to the internationalisation of the student experience over the period of the next Strategic Plan.
5b. Finalise the implementation of the Second Language Acquisition project.		- Although the project was quite advanced in planning in 2011, it became clear that significant expenditure would be needed to implement. SEG decided that funding should not be allocated to this initiative due to budgetary constraints.
5c. Expand the number of World Scholars scholarships to attract the best PhD students from priority countries.		- This program was implemented and the last intake was in 2012, for commencement of study in 2013. Pipeline enrolments are budgeted until 2017, when the last enrolled students on this award are expected to complete their degrees. - A total of 27 scholarships were awarded, to students from 14 countries. - No further World Scholars scholarships are being offered.

	■	**Reason initiative was discontinued** - The number of scholarships never increased; instead the scope of the existing scholarships increased. For a competitive PhD scheme, students needed both the fees waived and a stipend for living expenses rather than just the fees waived (which was the original funding structure).
5d. Introduce a World Fellows Program for short-term visits by leading international academics and public figures.	■	- World Fellows Program was not introduced due to re-prioritisation following the restructure of the International portfolio. **Reason initiative was discontinued** - Academic mobility is supported by annual regional initiatives proposed by the Regional Advisory Groups and approved by SEG and SEG International. - Leading incoming academic visitors can also access IRCA funding through the research portfolio.
5e. Complete and implement the project on Appointments for Overseas Academics to facilitate the fractional appointment of academic staff also employed at an overseas university.	■	- New guidelines were introduced in 2012 for faculties wishing to appoint an academic to serve part of the year in Sydney and part in their own overseas institution.
5f. Pursue new funding opportunities to build capacity for international engagement and exchange.	■	- From January 2011 to June 2012, the International Agencies and Government programs secured more than $38million in scholarships and fellowships in external revenue to the University, including more than $7million in AusAID funding to support more than 320 incoming fellowships and professional service programs for faculties. - Since 2014, the University has actively engaged with the Government's New Colombo Plan (NCP) and re-badged Endeavour Mobility Grants. Whilst the NCP is yet to reach a full state of maturity, the University's success to date in securing opportunities for students under the plan has been pleasing, with over $2.5million in Government grants secured for 800 students across 2014-16.

Strategy 6: Develop our capacity to identify and support research excellence

The research initiatives developed pursuant to this strategy have been successful in creating a platform for focused strategic investment in Sydney's research during the next planning period. The development of internationally benchmarked research performance data provides the capability for monitoring and predicting research performance against external assessment systems (e.g. ERA, rankings, competitive grant schemes). We now also have strong capability to evaluate the impact of specific strategies and initiatives designed to underpin research excellence through investment in quality research facilities and infrastructure, setting and facilitating priorities for strategic disciplinary and cross-disciplinary investments across the University.

Initiative	Status	Information
6a. Develop divisional research strategies and negotiate compacts with SEG for endorsement, and, where necessary, support of these strategies.		- Research compacts were first established with all 16 faculties in November 2011. SEG endorsed the approach in May 2012. - In 2014, compact discussions and agreements with Deans were aligned with the timing of the University budget cycle to enable integrated and coordinated review and planning of research strategies at the faculty and divisional level, while fostering research excellence across the University. **Next steps** - Continue to build on the success of this initiative with DVCR compact discussions with Deans biannually providing a basis for better aligning faculty strategies with the 2016–20 University research strategy.
6b. Develop the capacity for comprehensive recording of University research outputs and for the evidence-based identification of areas of research strength.		- Effective research data management capability has been established, enabling an understanding, review and planning of research strategies. - There is an unprecedented level of completeness and integrity of research data. - Research performance data has been critical, for example, to the development of the University ERA 2015 submission, improvements in international rankings, and a publicly accessible, searchable database of research capability – Academic Profiles Online. **Next steps** - Progress continues on the development of flexible tools for analysis and modelling of research performance data to enable monitoring and prediction of research performance.
6c. Establish a University-wide research fund to allow strategic investment in identified areas of research.		- The DVCR strategic fund supports a suite of programs and initiatives providing for strategic investment in identified areas of research where the data indicates actual or potential excellence, for example: o The Sydney Research Networks Scheme (SyReNS) was established in 2011 to provide seed funding for nascent cross-disciplinary research networks - the Marie Bashir

		Institute for Infectious Disease and Biosecurity and the Sydney Environment Institute are among those identified and nurtured by the fund
		o The Equity Fellowships Scheme was established to retain and enhance the research careers of researchers whose careers have been interrupted by caring responsibilities or disability and women at Level C – 60 researchers have had awards to date. Past Fellows now feature strongly in University promotions.
		Next steps
		- Strategic investment in areas of research excellence – disciplinary, cross-disciplinary and multidisciplinary – is a key theme of the next Strategic Plan.
6d. Apply divisional and University research strategies in the ongoing assessment of our infrastructure needs and priorities.		- A University-wide core research facilities and infrastructure program has been implemented in 2015 with a senior academic appointed to lead its implementation and manage ongoing operations in four currently operating core facilities, with a further three facilities in development.
		- The DVCR strategic fund also supports smaller and mid-scale infrastructure acquisition that is part of broader faculty research strategies. In 2015, over $3million has been expended on research equipment to support identified areas of research excellence.
		- ICT has aligned its research infrastructure deliverables with major initiatives of the DVCR and has helped deliver three central research capabilities to support best practice methodology and research excellence:
		o The University's first central high performance computing service, Artemis, was launched in mid-2015 to all staff and students
		o In November 2014 the University rolled out the electronic laboratory notebook platform – the first university-wide ELN platform in Australia. This platform creates a safe and secure e-platform for users to collaborate with both internal and external colleagues
		o The consolidation and expansion of a central University-managed digital research data storage capability has enabled the support of research data management principles and data-intensive research.
		Next steps
		- Continued strategic investment in the core facilities and research infrastructure will be a key theme of the 2016-20 Strategic Plan.

6e. Establish a program for the systematic review and development of University research policies in collaboration between SEG and the Academic Board.		- Key research policies required to guide the conduct of University research and meet external regulatory requirements have been revised by the SEG Research Committee in consultation with the Academic Board Policy and Standards Committee, for example Research Data Management Policy and Procedures; Research Data Management Local Provisions; CRC Policy and Procedural Framework; Open Access to University Research Policy (2014), and draft of the OA Policy adopted by the Go8; Tobacco Industry Funding Policy (2013) and Smoke-Free Environment Policy (2012). - A new IP Rule has been drafted following broad consultation and is now ready for implementation. **Next steps** - The University's Centres Policy is scheduled for revision to take into account University-wide research and education programs such as the SPARCs (see initiative 8a) and the AINST (see initiative 6f).
6f. Complete the construction of the Australian Institute for Nanoscience.		- The construction of the AIN building was completed in mid-2015 and is now known as the Sydney Nanoscience Hub (SNH). - The technology highlights include the triple screen projection facility in the Messell 300-seat lecture theatre, a 90-seat Learning Studio equipped with access to the University's virtual desktop service, pervasive Wi-Fi that specifically excludes EMI-sensitive research labs, 150 staff desks equipped with network, telephony and printing services, a 40-seat case study room with videoconferencing and five meeting rooms, one with hardware-based videoconferencing and two collaborative pods with touchscreen virtual desktop access. - The Australian Institute of Nanoscale Science and Technology (AINST), headquartered in the SNH, commenced operations in April 2015, as a multi-faculty research and education initiative capitalising on the University's substantial expertise in nanoscale science. **Next steps** - The AINST leadership has commenced development of the academic program for roll-out during the next planning period.

Strategy 7: Develop our capacity to identify and promulgate excellence in teaching

The success of initiatives under this strategy was mixed with significant achievements in establishing teaching and learning infrastructure and space but limitations in our progress of applying a systematic program of review, development and standardisation of educational policy, and teaching and learning support. The 2016-20 Strategic Plan will concentrate on the recognition, championing and support of educational excellence.

Initiative	Status	Information
7a. Develop divisional teaching excellence strategies and negotiate compacts with SEG for endorsement, and, where necessary, support of these strategies.	■	- The 2012 compacts were the first iteration. The next cycle of compacts at the end of 2013 reported on achievement of the targets and included a broader range of standards than just the Unit of Study Evaluation targets. - The SEG Education Committee now brings together faculty-based learning and teaching leaders in a regular forum for strategic educational and teaching excellence matters.
7b. Develop new tools for identifying teaching and learning strengths to inform divisional strategies and support the promulgation of best practice.	■	- The 2011 USE data reported in the compacts revealed a considerable variation in students' experiences across the institution. - All faculties have now meaningfully considered the underlying causes of poor quality. The compacts provide the University with the first stage of a transparent accountability mechanism for the quality of student learning experiences in units of study across the whole University. - In late 2014, as part of a Joint submission on Education and Research KPIs and Targets, SEG adopted a broader set of key performance indicators for teaching and learning, and endorsed, in principle, a University-wide approach to target-setting that reflects an intended step-change in the improvement trajectory of these indicators. - The results of baseline performance analysis at the faculty and school/department level, were presented to SEG in July 2015 and the proposed targets for the Education KPIs were endorsed.
7c. Establish University-agreed minimum standards for teaching and learning support as appropriate to each faculty.	■	- Agreed minimum standards were not established or put in place. A restructuring of the Education portfolio has superseded this initiative, and this will reorient the operating model for key education portfolio functions, including leadership of educational excellence and innovation, professional learning and support for teaching and learning, leadership of higher degree by research strategy and experience, the academic co-curriculum, and educational quality and analytics.

7d. Apply divisional and University teaching excellence strategies in the ongoing assessment of our infrastructure needs and priorities.		- The Physical Learning Space project is an annual teaching and learning space development program of works and during the 2014-15 summer build, 81 venues were completed successfully. - All lectures held in selected spaces are now recorded by default; lecturers will be obliged to opt out of the automatic recording system. The project has also delivered the capability to pause or extend a recording from the podium and to detect the recording status of the system from the podium. - New fibre optic services (high speed links) were installed at seven sites, and another five will be complete by the end of 2015. - In the first half of 2015 the new state-of-the-art PC2 lab for teaching and research providing a technology enriched teaching laboratory suitable for PC2 (infectious disease) was established. The PC2 lab provides an enhanced experience for students and ensures an improvement in safety and compliance for the University.
7e. Complete the Learning Space Network Project.		- The Learning Space Network Project has been completed. - Four new teaching and learning facilities were launched ready for the commencement of Semester 2, 2015 – Sydney Nanoscience Hub, Seymour Centre, Castlereagh Street and the Queen Mary Building.
7f. Establish a program for the systematic review and development of University education policies in collaboration between SEG and the Academic Board.		- This program has been established and the first cycle of review is close to completion. - Additionally, in April 2015, the Vice-Chancellor established a Taskforce on Academic Misconduct and Plagiarism, supported by a working party, to review the effectiveness of the University's policies and procedures relating to academic misconduct, including plagiarism, on the part of its coursework and research students. A series of workshops with nominated academics from across the University were held, as well as a forum with student representatives and interviews with key University personnel. - The Taskforce published two reports with a series of recommendations that include placing a greater emphasis on academic honesty education early in a student's course and the mandatory use of similarity-detection software Turnitin for all written text-based assessment items from the start of 2016. The Taskforce's recommendations have been accepted by SEG and endorsed by the Academic Board and implementation is underway.
7g. Complete the Abercrombie Precinct infrastructure project.		- The Abercrombie Precinct commenced operations on 19 October 2015 and provides the University with the largest recent increase to teaching spaces, learning facilities and technical enablement.

	- The capacity of the Abercrombie Precinct equals 10% of the University's student load (EFTSL) and provides both a 15% increase in centrally bookable teaching and learning spaces and a 54% increase in University collaborative pods. The location has three times the learning capacity of the Charles Perkins Centre and the 550-seat lecture theatre is the second largest teaching venue at the University.

Strategy 8: Develop a small number of major cross-disciplinary initiatives in research and education

The Charles Perkins Centre (CPC), the Brain and Mind Centre (BMC), the Australian Institute for Nanoscale Science and Technology (AINST), The China Studies Centre (CSC) and the Sydney Southeast Asia Centre (SSEAC) are exemplars for the way in which the University proposes to address major national and global challenges in the future, supported by new and scalable models for governance, administrative systems and processes for all University-wide multidisciplinary initiatives in research and education.

Initiative	Status	Information
8a. Establish the Centre for Obesity, Diabetes and Cardiovascular Disease as an exemplar of a major program of cross-disciplinary research and education in an area of high social impact.		- The Charles Perkins Centre (CPC) was formally established in 2012 as a Strategic Priority Area for Collaboration (SPARC) to address the challenge of obesity, diabetes and cardiovascular disease.
8b. Develop governance and financial arrangements for University-wide research and education programs based on the lessons learned from the establishment of the Centre for Obesity, Diabetes and Cardiovascular Disease.		- SEG approved governance arrangements for the SPARCs in February 2015 with the view that these arrangements could be adapted as necessary for all future major strategic collaborative initiatives. - A business and financial model for multi-faculty research and education collaborations was approved by SEG in late 2013. - The financial and governance arrangements for SPARCs continue to be refined. We have now launched the first reports under the Horizontal Reporting project that enable the SPARC to report the financial contribution of each participating Faculty.
8c. Develop criteria and processes to identify, support and maintain strategic and University-supported research and education initiatives.		- The SEG Research Committee has agreed principles to guide investments from the DVCR strategic fund: where significant efficiencies are gained and/or value is added by central funding and management. - DVCR Compacts have provided a basis for identifying strategic initiatives that the SEG Research Committee might consider supporting. - A business and financial model for multi-faculty research and education collaborations was approved by SEG in late 2013. - See under strategy 6 for progress towards greater alignment of research strategies at a faculty, divisional and University level. See under strategy 3 for progress towards establishing principles and processes to support University-wide curriculum reform. - The education innovation grants program was developed to align with the 2011-15 Plan and grants were assessed explicitly against strategic criteria.

8d. Evaluate existing University-wide and University-supported research and education projects, including the Institute for Sustainable Solutions, and refine and strengthen the University Centres Policy.		- A Review was undertaken of health and medical research at Sydney (the HMR Review) and reported on in June 2013. - The work of the Institute for Sustainable Solutions was incorporated into the new Sydney Environment Institute in 2014. - The Centres Policy aims to control the proliferation of new centres and not to renew existing centres that are no longer delivering value to the University. After a process of review, 14 centres have been closed over the last two years. **Next steps** - The University's Centres policy is scheduled to be refreshed to take into account University-wide research and education programs.
8e. Establish University-wide centres for education and research on China and South-East Asia Studies, as recommended in the Review of Area Studies, and implement the other recommendations of that review.		- The China Studies Centre is a fully operational, multi-disciplinary global centre working with business, government and the local community to raise awareness of issues related to China and its role in Australia and the world. - The Sydney Southeast Asia Centre (SSEAC) is now in its third year of operation and the Centre is a testament to the University's commitment to high-impact, collaborative research and meaningful global engagement.
8f. Determine the feasibility of up to two new major cross-disciplinary programs of research and education.		- In February 2015, SEG endorsed criteria for identifying new strategic priority areas for research and education. - The HMR+ project has developed criteria to enable SEG to consider and endorse new strategic priority areas for research and education to support major cross-disciplinary programs of research and education. In accordance with these criteria, the Brain and Mind Centre (BMC) has now been re-established as a SPARC for mental health and neuroscience with a new leadership and operational model; substantial progress has been made in building a University community that will participate in the BMC as a SPARC, to be launched the first quarter of 2015. Work is underway to provide a pathway for the development of additional strategic collaborative programs in cancer and infectious diseases. - AINST was established as a major cross-disciplinary program of research and education. **Next steps** - Criteria and weightings to guide decisions on strategic investment in major multi-disciplinary initiatives have been proposed in Discussion Paper no. 2 for consideration in the Strategic Plan for 2016-20.

8g. Create for each major cross-disciplinary program of research and education a strategy for implementation in the University community which embodies and exemplifies the program's core purpose in our institutional life.		- In 2015, SEG endorsed an approach for identifying, developing and implementing strategic priority areas for collaboration, including establishing a sub-committee to monitor, regularly review and report on the performance of the CPC and BMC against their agreed strategy for implementation of their mission. - SEG approved governance arrangements for the SPARCs in February 2015 with the view that these arrangements could be adapted as necessary for all future major strategic collaborative initiatives. - The Sydney Healthy University Initiative was launched and includes a network of flagship projects aimed at improving the health of staff and students at the University. - A research and educational strategic framework has been agreed for AINST by an initiating leadership team. These documents include AINST Vision &Structure, the AINST Business Case, and Sydney University Nanoscale Science and Technology Research Review Report.

Strategy 9: Agree coordinated strategies for identifying, developing and supporting research talent from undergraduate students to research leaders

While individual programs have contributed to achievements in this area, the University did not put in place coordinated agreed strategies for developing researchers across the researcher lifecycle. The recognition and reward of exceptional talent has been identified as a key focus of the 2016-20 Strategic Plan and will see the introduction of a data-driven, targeted development of leaders and next-generation leaders. This is now possible due to our increased capability in data analytics and reporting.

Initiative	Status	Information
9a. Embed discovery-based learning in all curricula, with opportunities for research experience appropriate to discipline and level.		- Many units of study and degrees have implemented the idea of research-engaged learning and teaching (RELT) and community-engaged learning and teaching (CELT). **Next steps** - Further development of discovery-based learning is a core theme of the education strategy being considered for the 2016-20 Strategic Plan.
9b. Develop coordinated faculty, divisional and University-wide programs for researcher induction, and for research training and mentoring at all career stages.		- There has been limited strategic focus on programs for developing our researchers across the researcher lifecycle at scale: from onboarding to career development, skills and capabilities development (eg. publications strategy, grant writing, entrepreneurial activity, innovation and translation, commercial development, staff development), or on supporting researchers heading major research initiatives that develop and extend their leadership and management skills and capabilities. - The Strategic Recruitment and Retention Program (SRRP) has been designed to attract and retain researchers whose performance metrics are projected to meet high performance benchmarks against the key indicators that influence international rankings. Through the SRRP, the Research Portfolio is now working with Deans, ADRs, Heads of School and HR to ensure recruitment and retention of researchers aligns with and reinforces University and faculty research strategies. **Next steps** - Planning is underway between the Research Portfolio and the Talent and Organisational Development team in HR to develop a program for researcher development which is critical if the University is to enhance its overall research performance. This will be a key focus for the Research strategy in the 2016-20 Strategic Plan.
9c. Extend the standard full-time duration of the PhD program to four years to provide scope for		- A decision was taken in 2011 not to extend the standard full-time duration of the PhD program to four years.

broadening methodological and generic skills training, where appropriate.	RED	
9d. Develop clearer pathways to the PhD from Honours and alternate prior programs.	RED	- A University working party examined pathways to the PhD during 2011. However, because of sectoral moves towards a master's-by-research degree under the Australian Qualifications Framework, and because the University has more students who meet the government's funding criteria for an Australian Postgraduate Award than there are scholarships available, it was decided not to consider this pathway in more detail at this time. **Next steps** - Pathways to PhD programs are being explored as part of the development of the 2016-20 Strategic Plan.
9e. Establish discipline-specific guidelines and training for supervisors, including provision for co-supervisors.	GREEN (hatched)	- University policy now outlines the minimum levels of University support of supervision, induction, training, specific infrastructure support, and development opportunities for all PhD students. - The Institute for Teaching and Learning (ITL) has streamlined its Foundations of Research Supervision course to provide better engagement with discipline-based supervision issues and expertise. The ITL is also implementing a new faculty-based professional development strategy for experienced supervisors. These initiatives provide a more coherent University-wide policy framework and a mechanism to better coordinate faculty activities in the area of supervision.
9f. Charge the Graduate Office with enhanced responsibility for candidate administration, monitoring of consistency of practice and policy, and procedural development across the University.	GREEN	- The HDR Student Administration Centre was established in 2015 and is designed to provide students with a single point of contact for their administrative requirements. The Centre works in conjunction with administrative and academic staff in the faculties and other professional service units to support candidature administration from point of enrolment to graduation. - The Graduate Studies Office (GSO) now holds responsibility for policy initiatives relating to HDR students and faculties and has responsibility for the academic dimensions of candidature.
9g. Develop a more transparent model for the allocation of income from research students, consistent with the University Economic Model.	RED	- The University does not have a general framework for internal Research Funding allocations within faculties and multiple methodologies exist at the discretion of faculties, schools and disciplines. - An internal analysis of three research intensive faculties has been undertaken with key insights and a proposed best practice model recommended.

		Next steps - The UEM Strategic Reference Group will review the varying methodologies in place for allocating the funding and develop a best practices framework to facilitate the University's strategic objectives.
9h. Develop programs to extend the leadership skills of researchers heading major research initiatives.		- There has been limited strategic focus on supporting researchers heading major research initiatives to develop and extend their leadership and management skills and capabilities. - A number of indirect programs, including The Top 250 Leadership Development program and the development of an Academic Career Development Framework, have contributed to the development of research leaders however there was not a direct program which focused specifically on development of the leadership skills of researchers heading major research initiatives. **Next steps** - A comprehensive researcher development plan will be implemented as part of the Research Strategy for the 2016-20 Strategic Plan, with a focus on data-driven, targeted development of leaders and next-generation leaders.

Strategy 10: Promote Indigenous participation, engagement, education and research

The University was the first, and to date the only Australian university to embed a comprehensive Aboriginal and Torres Strait Islander strategy as core University business.

To strengthen Wingara Mura's relevance and reach, the Office of the Deputy Vice-Chancellor (Indigenous Strategy and Services) has worked with faculties and professional service units (PSUs) across the University to devolve responsibility for Aboriginal and Torres Strait Islander matters away from the centralised framework which existed under the old Koori Centre model. Aboriginal and Torres Strait Islander recruitment, research, teaching and learning now form part of the day to day business of faculties and PSUs.

Initiative	Status	Information
10a. Develop and implement clear strategies in response to the recommendations of the Review of Indigenous Education.		- Under the Wingara Mura strategy, a series of specific actions have been implemented to significantly increase Aboriginal and Torres Strait Islander participation at the University, including earlier and sustained links with secondary school students through their schools, summer and winter school programs, targeted recruitment policies, multiple entry pathways, proactive learning support, responsive staff, closer monitoring of student progress and access to scholarships. - Between 2011 and 2014, there was a 46% increase in the number of commencing Aboriginal and Torres Strait Islander students at Sydney and a 25% increase in graduating Aboriginal and Torres Strait Islander students.
10b. Foster stronger relationships based on mutual respect with local, regional and national Indigenous communities.		- The University continues to build relationships with Aboriginal and Torres Strait Islander organisations in Redfern, Glebe and greater Sydney. These aim to support positive community initiatives for families and young people with a focus on future educational choices. - Formal partnerships have been established with high-profile community groups, such as South Sydney Football Club and Souths Cares, to further extend the University's reach and collaborative work to encourage and support young Aboriginal and Torres Strait Islander people to focus on education, training and employment, with the ultimate aim of encouraging their greater engagement in higher education. - In 2015, we worked with the NSW Aboriginal Land Council on the 50th Anniversary recreation of the Freedom Ride which took original riders, staff and students on a bus tour to a number of the communities visited in 1965. - Service Learning arrangements signed with the Murdi Paaki Regional Assembly (NSW), to be signed in late 2015 with the Traditional Owners of Kakadu National Park are under

		discussion with Palm Island and Derby, the Tiwi Islands and the Northern Land Council in the Northern Territory.
10c. Ensure Indigenous perspectives are taken into account in our planning and decision-making processes.		- The Wingara Mura strategy has helped to embed the participation of Aboriginal and Torres Strait Islander people at all levels across the University. Aboriginal and Torres Strait Islander people participate in the University's educational decision-making in a diverse range of fora from Senate through to the Student Representative Council. - Each faculty and PSU has developed a Local Implementation Plan to underpin their work on the strategy and close to 80% of Wingara Mura funding has been provided to faculties and PSUs to undertake a large range of activities covering: curriculum review and re-design; a revised Aboriginal Studies Major and the development of new units of study incorporating Aboriginal perspectives; cultural competence training for staff and development of a suite of projects to embed cultural competence in teaching and learning; the COMPASS Summer and Winter School Programs, including faculty participation in these and other school outreach programs; an Academic Advisor for Aboriginal and Torres Strait Islander students in each faculty; public lectures and exhibitions. - The SEG Aboriginal and Torres Strait Islander Strategy and Services sub-committee is chaired by the DVC (Indigenous Strategy and Services) and develops strategies, policies and procedures and co-ordinates activity across the University to ensure the success of the strategy.
10d. Enhance the pathways and support we provide for Indigenous students to access higher education and pursue both academic and professional staff careers.		- A systematic program for student recruitment and retention has been established at the University linking outreach, recruitment and support across undergraduate and postgraduate degrees offered both on campus and via intensive modes. - Access for Aboriginal and Torres Straits Islander students has been enhanced through the Cadigal and Pemulwuy Special Entry Programs and Away from Base courses. Targeted financial support to Aboriginal and Torres Strait Islander students has also been enhanced via a broad range of scholarships. - The Merit Appointment Scheme (MAS) was established offering an internal subsidy to employing units upon the appointment of meritorious Aboriginal and Torres Strait Islander people to ongoing positions in the University. MAS has fostered the creation of new positions for A&TSI people across the University at all levels. - Between 2011 and 2014 there was a 40% increase in the number of Aboriginal and Torres Strait Islander staff at the University.

10e. Establish mentoring programs specific to Indigenous researchers at all career stages.		- The University approved the establishment of the Wingara Mura Leadership Program (WMLP) in 2014. The key goal of this leadership program is to attract, retain and develop Aboriginal and Torres Strait Islander talent by offering first class career development pathways, meaningful employment within the University, and by developing future Aboriginal and Torres Strait Islander academic and professional leaders for the University. - The Wingara Mura Leadership Program will add up to 30 new Aboriginal and Torres Strait Islander staff.

10f. Ensure that the specific accommodation needs of Indigenous students in particular are addressed as part of an integrated approach to solving the University's accommodation challenges.		- Indigenous students are a priority cohort for room allocations. In consultation with the Student Transition and Retention Manager, a forecast number of beds (up to 50 in 2015) are set aside each intake for commencing and continuing students in this cohort. Students are either self-identified via the online housing application process or via referrals from the STAR team, and are allocated rooms across main campus University-owned housing (Terraces, Queen Mary Building, Abercrombie Building) subject to their preferences and room availability. In addition to the priority reservations, these students can access rooms from the general pool available to all students on a first-come first-served basis.
		- The following initiatives have also been trialed in 2014 and/or 2015:
		   o Deferring and paying in installments of the initial acceptance fee and bond payments ($1,000)
		   o Awarding equity scholarships that cover the initial acceptance fee and bond payments
		   o A single application form allowing students to apply across multiple residential colleges.
		Next steps
		- In 2016, the following will initiatives will also be in place:
		   o Accommodation half-scholarships awarded on equity criteria for students demonstrating financial hardship. These are available to all students, not just the Indigenous cohort. In 2016, the expectation is 64 half-scholarships resulting in a reduced rental rate of $148.50 per week
		   o A training and cultural awareness workshop for the residence operator's management staff by the STAR team. This will be conducted as part of a broader Student Services training session for the operator's management staff

		o Separately, CIS is developing a set of student accommodation design guidelines and is in the process of exploring what design elements should be included which address the specific needs of Indigenous students to ensure the next 1000 beds (due for delivery in 2018) adequately support the strategy.
10g. Ensure that more students who graduate from the University do so with a deeper knowledge and understanding of Indigenous culture.		- Cultural competence is a key priority in the Wingara Mura strategy as we strive to establish cultural competence as a Sydney graduate attribute to better equip our students for life within and beyond the University. - A Kinship online learning module has been developed in partnership with ICT, as a teaching tool for the University's students but is also a useful resource for all teachers and students who wish to extend their knowledge and understanding of Aboriginal and Torres Strait Islander people in Australia. - In 2014, faculties conducted a review of their curriculum to find ways of transforming learning and teaching outcomes so that our students acquire the capability to operate in contexts where there is more than one culture in play. Among other things, this review resulted in the rewriting of the Doctor of Veterinary Medicine to embed Aboriginal and Torres Strait Islander perspectives and practices. - There has also been significant work progressed across the University on a number of key cultural competence projects including: a curriculum framework for cultural competence, academic literacy for cultural competence, and Education Professional Development: Supporting Academics to Teach Cultural Competence – a resource portal for cultural competence and social enterprise development. - The Wingara Mura Storylines has been created as an online experience that demonstrates the University's strategic alignment to Wingara Mura, supporting the University's Indigenous Strategy and Services and the National Centre for Cultural Competence (NCCC). This initiative has resulted in an App, created by ICT, to be used in a classroom or workshop environment with the goal of giving insight into parts of Aboriginal and Torres Strait Islander culture. **Next steps** - In 2015, the NCCC won an Office for Learning and Teaching grant to develop an interdisciplinary model and resources for culturally competent service learning in Aboriginal community controlled organisations. This project will assist students and staff to build their cultural competence skills and will transform the service learning experience by

		developing a new way of building interdisciplinary partnerships between Aboriginal industry partners and the University.

Strategy 11: Attract and support promising students from a diversity of social and cultural backgrounds

Considerable progress has been made both in terms of scale and impact of outreach programs, and in student recruitment outcomes. Our social inclusion programs continue to thrive and both engagement and recruitment outcomes have been positive.

Initiative	Status	Information

11a. Expand our partnerships with specific schools and community organisations to raise awareness of the value of tertiary education, support educational attainment, and increase aspirations for further study.		- The Compass program, in 2015, is a highly regarded school engagement program with significant partnerships with 46 schools in South West Sydney and regional NSW and working with teachers and young people from more than 220 disadvantaged communities around Australia.
		- Since establishment in 2009, Compass has had more than 110,000 engagements with children, young people, their teachers and parents. Compass also partners with non-Government agencies including Souths Cares, the Australian Indigenous Mentoring Experience (AIME), The Smith Family and The Aspiration Initiative who have taken a leading role in the five-university Bridges to Higher Education consortium.
		- Case studies and data collated as part of a Longitudinal Evaluation of Compass show that participation is 'transformative for the schools involved' and that the program has achieved 'significant impact' against each of its four key objectives;
		  1. Improving students' academic preparedness and outcomes
		  2. Increasing students' awareness, confidence and motivation towards higher education
		  3. Building school and community capacity
		  4. Increasing capacity to access higher education.
		- The recent KPMG Evaluation showed that the economic return on investment for the work undertaken by Compass equals a $6 return for every dollar invested.
		- In 2014, Compass extended its programs for Aboriginal and Torres Islander pre-tertiary students to include a week long residential Summer Program for students in years 9 – 12 and a week-long HSC preparation intensive Winter Program for students from around Australia. More than 500 students have been involved in the program over two years.

| | | - A•STAR has provided an avenue for ongoing connection for high school students online. Academic support is provided through a link to an online tutoring program that provides real-time and live homework assistance. A•STAR now has around 2800 users each month.
 - An annual 'Your path to Sydney' event at the Revesby Workers Club has been implemented and continues to be a great success with over 700 attendees in 2015 which was a large increase from the 400 participants in the previous year. This event attracts a combination of low-SES and first-in family applicants and is a great vehicle to demystify and navigate the complex university process.

 Next steps
 - The increased emphasis on service learning with a community engagement focus as part of the next Strategic Plan for education provides an opportunity to further build and embed existing service learning work.
 - A philanthropic funding stream is being developed to sit alongside the government funding that has to date resourced 90% of the work undertaken by the University and this, alongside developing other resourcing streams, will be a significant focus in the years ahead. |
| **11b.** Review admissions criteria and policies, including those covering pathways, special admissions programs and ATAR bonuses, to increase participation by underrepresented groups. | | - The University of Sydney Dux program was launched in July 2015 targeting high achieving students throughout NSW. This program aims to attract these bright students with a concessional early entry scheme to all undergraduate degrees and a guaranteed University of Sydney offer on the condition that they obtain an ATAR above 70. This scheme also aims to increase the pool of regional and rural high schools which the University engages with.
 - The E12 program is now an established pathway for financially disadvantaged students currently undertaking the HSC and candidates receive an early conditional offer to the University before they begin their HSC exams, with significant reductions on the required entry rank for a program. E12 has grown from 109 students entering the University in 2013, to 309 in 2015. The first cohort of E12 students will graduate this year.

 Next steps
 - E12 is predicted to keep growing as it becomes increasingly well known and as the University reaches further into school communities that have previously not seen the University as a viable pathway for their students. To make significant inroads into the total number and proportion of students from low socioeconomic backgrounds at the University would require the adoption of a broader-based intake of students through this – or similar – pathway(s) that rely on a combination of factors other than ATAR. Now that we know, |

		without doubt, that these students can and do achieve at Sydney, targets for proportional admission could be set for each Faculty area and across the University as a whole.
11c. Set University, faculty and school targets for recruitment and retentions of low-SES, Indigenous and rural and remote students.		- The proportion of students from less privileged backgrounds studying at the University of Sydney is lower than that recorded at a number of other major metropolitan universities, however, the absolute number of such students at the University of Sydney is significant, by reason of the institution's scale. - The growth of the E12 program in particular has substantially contributed to the achievement of this outcome, with E12 now providing a pathway to each of the institution's faculties with the exception of Medicine. E12 continues to grow with an additional four courses added in 2015 totalling 39, and a 9% increase in total offers made to a total of 681. - Over the period of the current Strategic Plan, considerable progress has been made both in terms of the scale and impact of our engagement through Compass and in student recruitment outcomes. **Next steps** - Further investment has been made in resources specifically earmarked for the support of recruitment of low-SES students, and it is anticipated that there will be a continued requirement for this over the course of the new Strategic Plan. - Whilst the University has made considerable progress in the recruitment of low SES students from the Sydney metro region, it has enjoyed substantially less success in the recruitment of talented but less advantaged students from regional and rural backgrounds in NSW, and other states and territories. Pilot programs are underway in a number of areas, but further resourcing and investment of time is required to build the momentum required for a noticeable impact.

11d. Complete ongoing negotiations with universities in rural NSW for greater cooperation in education and research, and the provision of flexible pathways for students.		- The University continues to have successful partnerships with two regional universities as part of the Federal Governments Collaborative Research Networks (CRN). Ongoing projects are currently in place with;
		  1. Bond University – CRN project for Advancing Exercise & Sports Science
		  2. Southern Cross University – CRN project for Policy and Planning Research for Sustainable Regions.
		- The partnerships have included several mentoring initiatives for staff at the regional universities from University of Sydney academics as well as the provision of specialist training and workshops.

11e. Ensure appropriate support for the retention and achievements of students from underrepresented groups.		- The Track and Connect program has been rolled out to eight faculties. This program specifically targets students from disadvantaged or underrepresented groups to enhance their engagement with the University, to assist in personal and academic adjustment and transition, and to reduce overall attrition within the first year of study. The program has been awarded the 2014 VC Award for Enhancing the Student experience, and shortlisted as a finalist in the 2015 Ascilite Learning Analytics industry award. - In 2015, more than \$1.5million in funds has been distributed to the E12 scholars, who are demonstrating levels of academic progression and success on par with their non-E12 peers. - Retention of Aboriginal and Torres Strait Islander students at the University continues to sit at > .88, and is the highest retention rate in the G08 and nationally. **Next steps** - Ongoing refinements and expansion of the Track and Connect program are planned for the life of the 2016-20 Strategic Plan.

11f. Provide staff development activities and resources to build the necessary skills to support the successful implementation of social inclusion and Indigenous education initiatives.		- To build skills among our staff to support our social inclusion work, our Widening Participation grants program was launched in 2011, and supports
		  (i) relevant engagement with schools or communities
		  (ii) integration of inclusive teaching strategies to support students once they are at the University
		  (iii) related research on social inclusion.
		- The Widening Participation grants that were awarded over three years provided the basis of a series of now ongoing and established faculty-based projects and programs which work to support social inclusion activities. These include programs in the Faculty of Arts and Social Sciences, Science, Health Sciences and SCA. These projects formed the basis of faculty engagement in the WMBB Summer and Winter Programs.

11g. Convene a cross-disciplinary network of researchers into social inclusion and exclusion and related community issues.		- The first year of the Teaching Colloquium in 2011 focused on social inclusion access, participation teaching and learning. This was the result of a collaboration between the Institute for Teaching and Learning and the Social Inclusion Unit. - Since 2012, a variety of professional development activities and resources have been developed to support staff engagement in social inclusion and Indigenous education initiatives, including cultural competence, working with young people, and a series of seminars from international programs and perspectives.

		-	As part of the development of the Sydney Summer Program, faculty staff have been engaged in ongoing professional development opportunities regarding working with Aboriginal young people and related community issues.

Strategy 12: Provide enhanced learning opportunities for all of our staff

There have been some positive advances in the University's approach to learning opportunities for staff, both academic and professional, however, these are not as well developed as they could be. Provision of learning opportunities for academics is a key feature of both the education and research strategies under consideration for the 2016-20 Strategic Plan.

Initiative	Status	Information
12a. Continue the review of the University's Performance Management and Development system to simplify and better support the University's performance development needs.		- The existing performance management and development (PM&D) system has been redesigned to ensure it focuses on personal and professional development and mentoring. It will also be the primary tool for all staff, in planning and goal setting as well as for career and succession planning. - Significant improvements have also been made to the performance management process for Academics – the academic performance and development (AP&D) process. As well as simplifying the process and providing training for academics, advisors and supervisors, the University has now developed a simple-to-use, online system that, as of 2015, is now being used University-wide. The new system also manages academic probation and confirmation notifications and reviews. **Next steps** - A more extensive review of the professional performance process is currently underway, and the resulting improved process will be utilised in 2016.
12b. Develop and implement processes for succession planning for the University, ensuring growth opportunities and career development for all staff.		- A set of integrated talent and succession processes have been developed to progress and retain productive, engaged staff. We are around mid-way in instituting regular talent and succession discussions at a leadership team level, with progress expected to accelerate in 2016. - Additional support and resources have been put in place to provide career development support for staff as part of the Talent & Organisational Development unit in HR. Career coaching is provided, as well as training programs on career development planning. A career development portal with extensive resources and information has also been created on the intranet, addressing both academic and professional staff, and a career development framework for professional staff has been developed. - Training is provided for academics on the AP&D process and development planning as part of this process. Similar training is provided for professional staff and managers. - The Women's Career Acceleration and Leadership strategy, launched in early 2015, has a strong focus on career development.

		- The Wingara Mura academy has also been established to attract and build careers for Aboriginal and Torres Strait Islander staff.
		- The Professional Staff Next Step Development Fund, established under the current Enterprise Agreement, has been implemented with professional staff able to access a wide range of next step development programs mapped to the career development framework. In 2015, we have seen a significant take-up of programs offered under this fund.
12c. Systematically review current learning programs and initiatives with a view to meeting identified capability development needs.		- The 2014 staff engagement survey was utilised to identify capability development needs, as well as other areas for improvement. Major areas identified included leadership and change. The need to improve process efficiency and understanding was also evident, as well the existence of a bullying culture in a number of faculties. - The Learning and Development framework developed by the Talent & Organisational Development team has been realigned to provide University-wide programs that assist in building staff capability in areas of identified need. - A leadership development framework and programs have also been developed, with a range of training provided for leaders. Management programs are also being offered for managers and a managers' newsletter, designed to provide useful information and education for this group, is distributed on a monthly basis. - An online University orientation training program has been developed, along with other new-starter short programs. These are designed to help staff access and understand information that will help them to be successful in their roles.
12d. Facilitate participation by staff in formal academic programs, and also as both teachers and students in non-award and public programs of education.		- Across the University there are many providers of learning including Talent & Organisational Development, the Institute of Teaching and Learning, Finance, CCE, NCCC, the University of Sydney Business School and many others. The staff intranet now includes a topic-based guide on how to access different learning and development programs or resources. - A range of learning programs have been developed as part of the Professional Staff Next Step Development Fund. These learning programs are mapped to a professional staff career development framework that identifies critical capabilities required by professional staff. A similar mapping exercise is underway for an academic career development framework. - Training is provided for academics on the AP&D process and development planning as part of this process. Similar training is provided for professional staff and managers.

	   	- A Continuing Education Strategy Working Party, chaired by the Chair of the Academic Board, has a provided a number of recommendations that seek to align activity in continuing education with the education and research goals of the University. A report detailing each of the recommendations will be considered by SEG in late November 2015.
12e. Review arrangements for performance progression.	 	- A number of initiatives were undertaken related to performance progression, however a formal review of performance progression was not undertaken. - A review of the University's performance progression payments processes under the previous Enterprise Agreement was completed in May 2012, and informed negotiations of the current Agreement. - The University's performance bonus plan was reviewed in 2015, and amendments to the plan were endorsed by SEG in July, for implementation effective 1 January 2016. - During 2015, a review of the current types of discretionary loadings was conducted and a guideline to their use was produced and implemented. The guideline sees the number of discretionary loadings decreased from over 30 to five, and includes the simplification of those loadings' terms and their application.

Strategy 13: Prioritise international engagement on a regional basis to support the effective development of University-wide partnerships and networks

International activity has undergone regional prioritisation which has resulted in targeted approaches to engagement and student recruitment in key regions. The implementation of this strategy in international student recruitment is starting to bear fruit, with increased direct recruitment activity resulting in increased numbers in key regions.

Initiative	Status	Information
13a. Focus our regional engagement efforts on China, South-East Asia, and India as top priorities; Korea, Japan, North America and Europe as medium priorities; and Latin America and Africa as emerging priorities.		- University-wide international engagement activity has been prioritised through the Office of Global Engagement and tailored over the past five years to take advantage of regional changes and opportunities, based on data indicators such as student numbers, research collaborations, agreements, open source intelligence and government policy decisions. China, Southeast Asia and India have remained as top priorities, Europe and North America, Latin America, Northeast Asia (Japan and Korea), and the Gulf are medium priorities, and the Pacific is seen as an emerging priority. Taiwan has been included in the Greater China region. - A strategy for the establishment of priority partnerships was initiated in 2014. This has led to closer ties with partners such as FAPESP (the Sao Paulo research funding agency), the University of Geneva, INSERM (the French medical research funding agency), Jawaharlal Nehru University and Shanghai Jiao Tong University. - Regional engagement in China and Southeast Asia was consolidated with the establishment of the China Studies Centre and the Sydney Southeast Asia Centre (SSEAC). - A comprehensive strategy for engagement with China (including the opening of a multi-function centre at Suzhou) has been developed and endorsed by SEG in 2015, providing a framework for future engagement. - International student recruitment strategy includes a prioritised engagement approach incorporating market intelligence, trends and identified opportunities in disciplinary areas. This approach, supported by targeted marketing campaigns, has resulted in a year-on-year increase in international student numbers in some key established and emerging regions.

13b. Develop a business plan to reflect these priorities and cover existing gaps, as appropriate.		- Annual Action Plans for engagement in each region, together with corresponding budgets, are submitted for approval by SEG. - Progress reports for each region are presented at SEG-International (SEG-I) meetings. - The Office of Global Engagement maintains a register of specific opportunities for engagement in each region and follow-up actions are taken, and the register is presented at SEG-I meetings. - An International Student Recruitment Strategy 2014-17 has been developed, leading to growth in international students across a number of regions including China, Southeast Asia, the Subcontinent, North America and the Middle East.
13c. Develop the Sydney World Program of offshore and onshore academic fora, symposia, graduations and alumni receptions, consistent with our regional priorities.		- During the course of the Strategic Plan, annual offshore events were delivered as agreed in the annual Action Plans (typically in China, India, Europe and Latin America). Attendees ranged from 20 at smaller roundtable events, to 300 at the graduation ceremonies in China. - The University has continued its active membership of the WUN and APRU networks, taking part in multilateral research collaborations and networking events. - The level of onshore VIP visits has remained high (104 visits from 43 countries in 2014). - The Confucius Institute has expanded its cultural program of concerts and art-related events. It also runs a popular Chinese language program (418 enrolments in 2015). - The International Leaders Program (ILP) has developed networks of influencers, decision-makers and future leaders. The ILP delivered 14 tailor-made programs in 2014 for 303 participants.
13d. Design an international communications program using media and messages appropriate to targeted audiences, consistent with the University's overall communications strategy.		- The first international marketing campaign ran from November 2014 to January 2015 in Brazil, Hong Kong and India, and resulted in 73 student applications. A second, larger campaign ran from March to June in India, Indonesia, Singapore, Malaysia, the USA, Brazil, Canada and the United Arab Emirate, resulting in 269 applications, including 78 from the USA, 51 from Singapore, 47 from Canada, 28 from India and 25 from Indonesia. - As a result of this second campaign, brand awareness in the University's most important international markets, as measured by the number of Google searches for the University, increased by an average of 22.9%.

Strategy 14: Develop and implement a coordinated University-wide framework for local and rural community engagement

Financial constraints and competing priorities prevented the University achieving overall success in this strategic endeavour. Whilst the University was not positioned to take an enterprise approach to this initiative, as evidenced by the deferral of creating an Office of Community Engagement, there have been considerable engagement efforts realised by individual programs, including those initiated by the University Department of Rural Health in Broken Hill, the Charles Perkins Centre and the Henry Halloran Trust.

Initiative	Status	Information
14a. Establish an Office of Community Engagement to create and cultivate meaningful and sustainable community partnerships, consistent with our research and education mission.		- The establishment of an Office of Community Engagement was deferred. Instead, individual programs were supported on a pilot basis. Examples of these projects can be seen at 14c. **Next steps** - Greater engagement with community and industry is at the forefront of the 2016-20 Education Strategy which aims to bring authentic contextualised disciplinary and multi-disciplinary problems into class learning activities.
14b. Conduct an audit of current community engagement programs throughout the University, including those in rural and remote areas, to focus future activity in community engagement.		- The establishment of an Office of Community Engagement and associated audit of programs was deferred. Instead, individual programs were supported on a pilot basis.

14c. Identify a sustainable number of projects that include opportunities for education and research activities (in consultation with external groups) that will directly engage local residents, students, staff and alumni.		- The Charles Perkins Centre (CPC) has established a strong program of community engagement activities with local and rural communities including;
		  o Collaboration with the **Seymour Centre** to produce *What is the Matter with Mary Jane?* – a play about one woman's struggle through an eating disorder. Academics and clinicians in the CPC attended each show and were available for a Q&A with the audience afterwards, which included high school students. Its success has opened up new opportunities to utilise the performing arts for the dissemination of the CPC's mission in the future.
		  o The project nodes of the CPC have produced a number of successful and sustainable projects including a three day symposium on Nutrition Sensitive Value Chains run by the Healthy Food Systems node, a short course for journalists and clinical trials managers on Bias in Research, and a one-day workshop on Aboriginal Nutrition and Health, which was opened by the NSW Minister for Health.
		- The Henry Halloran Trust has established an annual Festival of Urbanism which includes a series of talks and conversations on planning and making our cities. The festival provides a

		platform for a range of views, academic reflection and critique, international expertise and experience, and community discussion on urban renewal (megaprojects) to challenge practice and define approaches that maximise the public interest and benefit. - Sydney Ideas is the University's premier public lecture series program that aims to bring some of Sydney, Australia and the world's leading thinkers to the wider Sydney community. The aim of the series is to highlight the University's role in providing a bridge between the academic community and the public, and to share with the whole community the importance and value of ideas that make a difference. **Next steps** - Discussions are under way to engage many CPC research nodes in community activities at Broken Hill. CPC will build on, and complement, the existing community projects funded by the Far West NSW LHD, Aboriginal Medical Service (Maari Ma) and the Broken Hill Council. In the coming months the team will work on developing process maps so that the resources required to build each community engagement activity are clearly understood and budgeted accordingly.
14d. Embed strategies for community-engaged learning within the curricula of the University through the process of curriculum renewal.		- There was not a standardised whole-of University process in which community-engaged learning was embedded in the curriculum. - There were a variety of successful initiatives implemented at faculty level including the Law School's Social Justice Program, MBA Business Capstone, the Faculty of Arts and Social Sciences' ArtSS Career-Ready program, and professional programs and placement models in the health disciplines, including those involving community organisations in Broken Hill and the University Department of Rural Health. **Next steps** - Greater engagement with community and industry is at the forefront of the 2016-20 Education Strategy and will aim to bring authentic contextualised disciplinary and multi-disciplinary problems into class learning activities.
14e. Increase our stakeholders' understanding of the University's mission, goals and messages through the implementation of an integrated marketing and communications plan.		- The University's online presence has been transformed including a rebuild of the corporate website and the implementation of a social media strategy, which has seen significant increases in our following on all social media channels (Twitter, Facebook, LinkedIn and Instagram) since the University's social media presence was established in October 2013. - Media coverage continues to be higher than any other Go8 university. - The brand positioning and visual identity have been refreshed including improved print publications such as *SAM, Inspired,* and all of the course guides.

		- In Q3 2015, a major domestic brand campaign was launched, in readiness for student recruitment peak periods, celebrating our distinguished alumni and students who embody our commitment to 'leadership for good'. - The 2015 Brand Tracking Research demonstrated a significant shift in stakeholder sentiment with the University's Net Promoter Score (NPS) increasing from -10 for prospective postgraduate students in May to 29, while NPS for current postgraduate students increased from 34 to 48, and for current undergraduate students from 43 to 48. - In this research, the percentage of respondents who believe the University is Australia's best, increased in all student segments.
14f. Include in the campus master planning process consideration of the infrastructure required to create and sustain a viable cultural precinct.		- The University now has a campus master plan that is endorsed by the University community, approved by the University Senate and approved by the NSW Department of Planning under State Significant Planning. - Through the development and socialisation of the Campus Improvement Program (CIP) and the Vaughan report, CIS has managed the requirement to plan and build cultural precincts in various sites across the University. This work includes development of plans to co-locate, consolidate and rebuild precincts that support faculty or divisional needs, as well as student accommodation requirements. In conjunction, the Finance team developed the funding capability to support the CIP.

Strategy 15: Deepen our engagement with a supportive network of alumni and friends

There has been considerable success and increasing sophistication in the University's alumni and donor engagement activities over the past five years, and the Alumni and Development Offices now sit within a divisional structure that enables the delivery of a more consistent and coordinated approach to engagement. The INSPIRED Campaign remains the largest and most ambitious fundraising campaign in Australian higher education history, with generous gifts supporting significant programs of research and education.

Initiative	Status	Information

15a. Develop a University-wide volunteer program including recruitment, management, training and recognition for volunteers.		- The University's alumni volunteer program has been refreshed and expanded over the last twelve months. Between October 2014 and March 2015 the newly-created Alumni Volunteer Engagement team conducted a review of existing volunteer programs (including all 35 alumni Chapters and Associations) with a view to creating a more streamlined and cohesive program across the University. Some recent examples of successful volunteer activity include:
		  o Approximately 250 alumni participated in mentoring current students and facilitating internships for current students
		  o 52 alumni and staff members have hosted 46 events for more than 271 students from 14 faculties and 44 countries
		  o Approximately 175 alumni volunteered in 2014 to speak to potential students 1:1 at events, increasing from a few dozen in previous years
		  o Approximately 300 alumni participated in the Alumni Chapter and other University volunteering organisations (eg. University Foundations and Faculty Advisory Committees)
		  o Over 400 alumni have volunteered as fundraising ambassadors, including on the Giving Day year (Pave the Way)
		  o 78 alumni nominated for the 2015 Alumni Council, more than double the numbers from 2013.
		Next steps
		- On 12 November 2015, the Vice-Chancellor hosted the first university-wide Volunteer Recognition, with over 400 volunteers having RSVPd. In April 2016, a university-wide mentoring program will be launched and in May 2016, a new series of activities to showcase the contribution of our volunteers will coincide with National Volunteer Week.

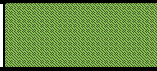|		

15b. Develop further an alumni loyalty program to provide recognition and benefit.		- Following an audit of current benefits provided, the Alumni program undertook market research with the alumni community to establish priorities and preferences. The four areas of strongest demand offered a positive sign of the community's sense of connection to the University:
		  1. Newly graduated alumni sought career and profession support (bridging the gap)
		  2. All alumni were supportive of ongoing career and continuing education opportunities
		  3. Alumni were interested in benefits that fostered a connection with the University, particularly benefits that could be physically experienced on the University campus
		  4. Alumni were interested in benefits encouraging new life enriching experiences including culture, arts and travel.
		- This feedback represents a need for a significant refresh of the existing benefits program, which is currently being refreshed for a re-launch in 2016.

15c. Ensure alignment of our international and alumni strategies to maximise the benefit of our relationships with alumni groups, and galvanise a growing worldwide network of supporters.		- The Alumni department's work on expanding the Welcome to Sydney program has been effective in aligning with wider University goals of supporting the international experience of students from overseas. From 2010-13 (inclusive) there was a maximum of five-ten such events per annum. In 2015, the number has expanded to 52 alumni and staff members, who have hosted 46 Welcome to Sydney events for more than 271 students from 14 faculties and 44 countries. - An international priority plan has been endorsed by SEG Alumni, Development and Marketing Committee (ADM) to determine the focus for international alumni engagement and allocation of divisional resources. Key in this priority plan is activity within China. - A lost alumni project has been completed across alumni relations to find and re-engage alumni, with particularly strong results from internationally-based alumni. The project is on-track to reconnect more than 5,000 alumni (domestic and international combined) in 2015. In late 2014, a China-specific lost alumni project was undertaken and more than 10,000 alumni from/in China were contacted to gather updated contact details and names/addresses in Chinese characters. - All overseas-based alumni now receive a copy of SAM. In 2014-15 the number of alumni following the University on Weibo (the Chinese equivalent of facebook/twitter) has quadrupled, and take-up of communications through other social media, particularly LinkedIn, has increased. Volunteer-run communication accounts such as WeChat are increasing with the support from the Alumni team.

		- International alumni Associations and Chapters have continued to remain active and those in China, the US, the UK, Malaysia, Singapore and Korea are amongst the most active, with a regular suite of networking events undertaken annually. Increased focus on volunteering opportunities for these groups and a greater consistency in governance, operational support and interaction/connection with other alumni groups is a focus going forward.
15d. Establish a coordinated University-wide management model for events and public programs, such as Sydney Ideas, that generate intellectual and creative engagement and a sense of community.		- The strategy regarding events management at the University has changed and the Events team has been moved to CIS, and Sydney Ideas has moved to Marketing and Communications team. Therefore the alignment of alumni strategy with alumni signature events has occurred at the strategic, non-operational level of events management and is related exclusively to alumni relations activity. In this area a number of initiatives have been effective in leveraging the University's signature events series for the purposes of greater alumni engagement. The University of Sydney Family Tree Project in 2015 for instance, encouraged alumni to share their family history of connection to the University, and resulted in more than 250 new 'family trees' being shared with the University. Wider familial connection with the University is evidenced to create an increased sense of affinity and willingness to engage with and support the University, so that this additional knowledge helps to identify individual alumni who are strong candidates for further engagement.
15e. Plan and launch a University-wide fundraising campaign with a defined target, led by the Vice-Chancellor.		- In November 2015, the Vice-Chancellor announced that the INSPIRED Campaign, launched in 2013, surpassed the original $600million target more than two years early, and the Campaign goal has been revised to $750million by the end of 2017. - In 2015, the INSPIRED Campaign has had its biggest year ever – so far raising more than $125million - continuing to be the largest and most widely-supported fundraising campaign in the history of Australian higher education. During 2015, the Campaign has received three generous eight-figure gifts to support nursing, medicinal cannabinoid research and the creation of a new multidisciplinary museum. - This record year was achieved through enhanced on-campus awareness, increased major giving activity, Pave the Way in September raising $3.6million, newly refreshed Alumni Council and Alumni Awards programs, an expanded alumni volunteering program and a newly created University-wide volunteer recognition strategy. The Division of Alumni and Development also launched a campaign canvassing initiatives to identify new major gift prospects and inform both the INSPIRED strategy to 2017, and the development of the 2016–20 Strategic Plan.

Strategy 16: Refine and apply the new University Economic Model to ensure greater transparency in resource and cost allocation and support strategic decision-making

The University Economic Model (UEM) has contributed to the financial sustainability of the University. It has been a key instrument for delivering the strategic OMI targets set in the Financial Forecast document that accompanied the Strategic Plan's release. In addition to providing greater levels of financial transparency and accountability, the OMI has grown from $80million to $210million in four years, as planned. This considerable achievement has enabled the University to significantly invest in improvements to core facilities and programs. Over the next strategic period further refinement will be undertaken to enhance the model.

Initiative	Status	Information
16a. Introduce the new University Economic Model for the allocation of budgets to academic units and central portfolios.		- The UEM was refined during 2011 and 2012 and the model has now been placed in a functioning production system, providing confidence in the calculations behind the model, and greater access to data to support decision-making. A governance group has been established to manage consultation regarding changes to the model. - A review of the UEM has confirmed that the current technical settings for allocating service and space costs are now well accepted and are balanced between the complexity needed to ensure equity, with the simplicity to support transparency and an effective understanding of a faculty's cost structure.
16b. Align the budget allocation models with the new divisional structure and charge each Divisional Board with accountability to SEG for budget allocations to faculties in the division.		- This initiative was difficult to get off the ground and allocation models aligned to the divisional structure was challenged by the strength of the faculty structure. - When the new organisational structures are agreed as part of the 2016-20 Strategic Plan, some of the more ambitious synergies that are possible within a single faculty governance structure can be progressed.
16c. Introduce a transitional process in the five-year planning cycle to ease the adjustment of academic units to the implications of the University Economic Model.		- The five-year transitional plan has been effective and a number of faculties have been able to improve their performance to compensate for the withdrawal of subsidies. However, it has become clear that it is impractical in many cases to calibrate the size of a subsidy that compensates accurately for identified and legitimate sustainability issues. These experiences are being assessed as we develop some appropriate reforms for the UEM that will be applied in the 2016-20 Strategic Plan.
16d. Review the financial circumstances of those academic units where revenue does not meet costs under the economic model, and determine appropriate strategies for moving those units		- Under the UEM reform process, the level and mechanism of subsidy that will be incorporated into the revisions to the UEM are currently being developed and modelled. These will consider the attribution of losses under the current system, including pedagogical considerations and research costs. It will also look closely at how to configure an

into budget surplus or ensuring their continuation through cross-subsidy.		appropriate incentive mechanism to appropriately reward faculties for financial performance that is above plan.

Strategy 17: Systematically review arrangements for the provision of administrative and professional services

The appointment of a Vice-Principal (Operations) in 2014 has provided new oversight of the four professional service areas (ICT, HR, Finance, CIS). Whilst the implementation of shared services units, specialist call centres, and PMO organisations in HR, CIS, ICT and Finance has enabled the University to better align the process, people and IT support initiatives, continued improvements in these services have been prioritised.

Additionally, over the current strategic period, a significant body of work has been undertaken in administrative services, with Student Recruitment and Admissions, as well as Marketing and Communications now operating as enterprise services.

Initiative	Status	Information
17a. Establish a Services Reform Steering Committee of SEG systematically to review arrangements for the provision of professional services, including mechanisms for ensuring client responsiveness, and beginning with marketing and student recruitment.		- The Services Reform Steering Committee was established in January 2011 but progress was slow and the committee was disestablished at the beginning of 2012. Two working parties chaired by the Provost, were then put in place to look specifically at (i) marketing, communications and student recruitment and (ii) student administration services. - Under the auspices of the DVC (Registrar), new capabilities for student recruitment, admissions and future student contact have now been put into place. These new groups have not reached full operational maturity, however, there is evidence in existence to sustain that this model has yielded worthwhile benefits to the institution and has the capacity to continue to do so in future. - The next phase of change is underway and involves the creation of a seamless, consistent, whole-of-institution student administration framework and service delivery unit. - An enterprise service model was also used to establish a new centralised Division of Marketing and Communications which was reconfigured as a shared service to enable the implementation of an integrated marketing and communications plan.
17b. Refine existing arrangements for location and management of services in relation to finance, human resources and ICT.		- The appointment of a Vice Principal (Operations), has afforded the University a single line of oversight for the professional services (ICT, HR, Finance, CIS). Under the auspices of the Vice Principal (Operations), the delivery of these professional services is being oriented so as to represent value for money, in order to maximise the investment able to be made in core activities of education and research. - In 2015, an Enterprise Program Management Office (EPMO) was established to introduce governance, standardised project and change management methodologies and a project prioritisation model to facilitate the delivery of projects within the University. - The Finance team is planning to move to the G12 Services Building progressively as space is made available from 2016, to join CIS and ICT in the one building.

		- During 2015, the HR Service Centre has been restructured and has reduced its headcount by 7% while delivering an improved service experience for its clients. Feedback on the performance of the Service Centre from faculty management has been positive.

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