

University of Tasmania Strategic Plan

2024 Strategic Refresh

Draft 29 July 2024

A strategic refresh

While our mission to be a university *for* Tasmania and which makes a distinctive contribution *from* Tasmania remains the same, much has changed since we set our strategy to guide us between 2019-2024. We have navigated a highly disruptive pandemic, the global headwinds and challenges we face have grown, Artificial Intelligence has arrived in force, and the higher education sector faces the largest set of changes in more than a generation.

In the face of these challenges and changes, we have made much progress against the objectives we set ourselves in our Strategic Plan 2019-2024.

On the student front we have significantly increased access to the University for Tasmanians through initiatives like our Schools Recommendation Program and broadening our scholarships. A revised curriculum with some strong distinctive place-based offerings has seen our interstate student numbers grow markedly, and more Tasmanian school-leavers are staying home to study. Our student outcomes are some of the best in the country, reflected by top-tier graduate income and employment rates amongst other things. Our regional presence has developed with a broader set of offerings, new facilities, and a reversal in trends of declining student numbers in the north-west and north compared to the south. While COVID significantly disrupted our international students, we are successfully moving to a far greater diversity of students.

On the research front we have seen a sustained increase in the level of funding over several years with the highest levels of research funding we have ever had. Our research is ever more sustainable with more of the costs of it coming from the grants we receive. These excellent outcomes have come from a focus on what we are truly excellent at, finding new ways to see our research have impact, and pursuing programmatic research characterised by interdisciplinary collaborations.

On the people front, while this has been a challenging time and we have much to do, our commitment to safety has seen a considerable and sustained improvement in key safety measures to well below national and sector averages, including an extended period of no lost time injuries, we have significantly reduced casual employment rates, and we have reduced

our gender pay gap to well below the national average and the second lowest in the sector with gender pay equity now in sight.

Our commitment to sustainability has seen us ranked 2nd in the world overall in the Times Higher Education Impact rankings, which measures impact against the Sustainable Development Goals, and number 1 in the world in Climate Action for three years in a row. That is a result of work right across the University both academic and professional.

We now need to refresh our strategy to navigate this next era. There are important continuities we need to maintain between where we have come from and where we need to go. We are still place based. Sustainability is still central. A commitment to excellence in research and teaching has not changed. We are committed to our regions and being regionally networked. Connection to community is critical. We are still working to be a right-sized university not one constantly chasing growth. We still strive to be people centric.

We are not setting a completely new direction. We are in an era which needs to be more about skilful adaption in a world that is constantly changing, rather than seeking to outrun it with massive changes and disruptions. Central to refreshing this strategy has been the input of staff and students across the university. The overall strategy and ideas are shaped by that thinking and the ideas that emerged in those conversations and which can be found summarised in our document [here](#).

The strategic context, themes, and targets in this strategy document are intended to inform the teaching, research and community engagement that is undertaken by our academic units and supporting portfolios. This Plan is not intended to be an exhaustive list of initiatives and actions across the institution. Rather, it is to provide a principle level basis for local decision about direction, priorities, and how we work.

Our foundations

Lutruwita was sustainably stewarded by Aboriginal peoples stretching back into deep time all the way to when the island of today was part of the great southern peninsula of the continent. We acknowledge the enduring Aboriginal ownership of this place and the vitality of Aboriginal culture. As we work together to create a sustainable future, we need to draw on their deep wisdom to live with this country today, to see the truth about history spoken, to ensure justice for the wrongs of the past, and to see their enduring sovereignty is recognised into the future.

Our mission

Many strategic plans start with the organisation itself, ours start with our place because we are a university *for* Tasmania and where we do work *from* Tasmania. Place is people as much as it is physical, which means it shapes not just what we do but how we do it. We have learnt that means all we do needs to be *with* our community and each other.

Our strategic context

Our strategic context is defined by our place and how it is being shaped by the rapidly changing and challenging world in which we live. Equally, how we meet these changes is being redefined by the new directions for higher education in Australia set out in the Australian Universities Accord (Accord).

Our place

Our place does not just define our mission, it is the starting point for our strategy. It matters that we take the time and space to reflect on our place, its strengths, opportunities and challenges. We may all characterise these in different ways. Our strategy offers one interpretation, which doesn't intend to be definitive but rather to be signal where our strategic conversations start.

Our purpose is defined by our place. We were created to provide higher education for the islands of Tasmania. Therefore, our mission has always been broad. We affirm the kind of civil society Tasmania wants to be by valuing education, inquiry, and creativity for their own sake, as defining qualities of a university, and continue to serve Tasmania by providing the skills and knowledge it needs to flourish. Ours will always be a dual mission.

Place shapes our identity, interests, and values. The history and character of the islands of Tasmania are a constant reference point from the ancient wisdom and culture of the palawa/pakana people through to the unique geography and ecology of lands and seas, the evolution of our society, its institutions, and our communities. That rich understanding of our place and its people is how we answer what it means to be *for or from* Tasmania and what it means to work *with* the community and each other.

Where we work off our island, whether on the mainland or in other countries, we seek to bring our Tasmanian commitments and character to serve the communities in those places.

The nature of our place brings great strengths and challenges.

There is a deep commitment to environmental sustainability amongst many people here. In many areas, we lead the world. The remarkable natural qualities of Tasmania and the deep desire to protect them meant this was the first place in the world where the Green political movement began. It has seen 50.4% of our land protected, much of it World Heritage areas. We are one of the few jurisdictions in the world with a net zero carbon economy powered by nearly 100% renewable energy.

We have strong communities each deeply connected to their place. While Tasmania is an island, distances still divide us and each part is unique, with different social, cultural and economic challenges. It makes us a place of places. We need to care about each part, not just the whole. People want to be a part of and contribute to, each of these communities.

People's passion for their place sometimes meets with widely varied values and visions of the future and can divide us deeply.

While we have strong communities, they are also small. Size can be an advantage but also a challenge. With little more than 500,000 people and a rapidly ageing population, finding the resources and the expertise to do all that Tasmania needs from that population alone, not least in higher education, can be hard.

Although we are small and often understated, Tasmania does have a remarkable record of making globally distinctive contributions across the arts, the sciences, policy and commerce. We aspire to contribute to that record.

A time of global challenge and transition

While we have an island home, its past, present, and future are profoundly shaped by global forces. Aboriginal people in the long history of these lands brought knowledges of the wider Aboriginal and Torres Strait Islander world here long before the waters rose. Colonisation brutally visited the island and laid the foundations for our current society. Since then, we have become integrated into a global economic system.

Now we are living with the global consequences of that economic system. For all the extraordinary material and technological progress it has brought, that system has given rise to climate and ecological crises, and ever growing inequalities and instability within society. We need to tackle these challenges in a world where we now face headwinds of many kinds, from geopolitical competition and resource scarcity to an aging population and low productivity.

These global forces shape our place in Tasmania. They contribute to the deep inequalities in education, health, and wealth we experience and the fact our productivity is low, and our environment is being harmed by climate change and loss of habitat. Many communities still suffer from the legacy of large enterprises being shut down by the forces of globalisation and not being replaced.

Neither locally nor globally are these circumstances sustainable. In a very short time, the world and its places like Tasmania need to make a transition to be a zero-carbon, circular, regenerative, productive, and inclusive economy and society.

As we navigate that challenge, we need to build on Tasmania's great strengths in being a global leader in vital aspects of these transitions, like creating a zero-carbon economy and harnessing powerful new technologies like artificial intelligence (AI) to ensure they serve progress rather than undermine it. We need to draw on our record of creativity and social experimentation to ensure communities in Tasmania can live a rich and fulfilling 'good life' in material and personal ways.

We know the transition will require new forms of knowledge about how we live sustainably on the planet and that our greatest resource for this task is a deep dialogue with first people's everywhere and, for us, with the palawa and pakana people of the islands.

Our publication '[Point of Choice](#)' provides a full account of these global challenges.

The pressing transitions we need to make in Tasmania

Forces global and local combine to present Tasmania with a series of very pressing challenges. It is important for us to identify the ones we want to play a central role in tackling because as a university we can't do everything. We need to create focus if we want to see impact.

Five of them stand out and are linked in important ways. Progress on one goal, like reduced health inequalities, can often only be pursued by progress on others such as improved educational outcomes. Each we can only pursue through long-term partnerships – with community, with industry, with government and with other educational institutions. All need a bold aspiration and a shared aspiration.

Some might see tackling these issues as matters for government alone. We think the strength of liberal democracies is that they can harness the full breadth of civic society to tackle the complex issues we face. In an ever more knowledge and skills-intensive society and economy, where new knowledge and skills are needed to tackle pressing, novel, and apparently intractable problems, universities have an even larger role to play if we are to achieve what some might see as aspirational goals.

Others can be sceptical or cynical about bold aspirations. But universities bring out the best in themselves when they galvanise the energy, commitment, and imagination of bold, at times, even unthinkable goals. In challenging times universities need to be places of possibility and hope. It speaks to the liberating idealism of the youthful energy that is drawn to them and which should be cherished.

Bold goals also avoid the counsel of timidity to only try to change what you directly control. When you are committed to working *with* community, government, and industry, goals can be as broad as our partnerships.

Although we are pursuing these goals *for* Tasmania, they are all critical national and global issues. Each presents important opportunities to make distinctive contributions *from* Tasmania. As we tackle some of them, we may find ourselves becoming a national provider of the knowledge and skills as has already occurred, for example, in areas of health and medicine like nursing and paramedicine and in the maritime world. We will welcome those opportunities to expand our ability to make a difference.

The fact we have a critical role to play supporting these vital societal transitions does not diminish the importance of other work we do. We are a necessarily broad university.

Education system

More than ever before our future depends on a high performing education system. The Accord highlights that to meet future workforce needs, we need at least 90% of Tasmanian students to receive a compelling and relevant education that sees them complete year 12 to a level that enables progression to University or TAFE. Today we are a very long way from this level of attainment. Students studying subjects which need to be built on throughout secondary school, like mathematics, physics, chemistry, music, and languages, are in dramatic decline and the absolute numbers studying these subjects are small. Many of these STEM subjects are vital to Tasmania and Australia's long-term productivity, prosperity, and new high-quality jobs. Compounding the challenge, Australia-wide standards in STEM education have been in long-term decline. Equally, if languages and music were no longer taught in Tasmanian schools, which we are on track to see within the decade, we would culturally and in many other ways be much the poorer for it.

We also need to address the needs of those adults who in previous years were not adequately prepared to participate in higher education, which shows up in Tasmania currently having a Bachelors attainment rate below the national average, and significantly below in our regional areas. This means providing offerings that enable life-long learning and upskilling so that people have an opportunity to participate and succeed in higher education. Transforming educational outcomes doesn't just matter because it gives every person the best opportunity to fulfil their potential and to be equipped to navigate the challenging era, but because it is the single most powerful lever we have to address the serious structural inequalities in the State.

Those inequalities are especially evident in differing life expectancies. Overall, Tasmania continues to have the second lowest life expectancy of any Australian jurisdiction after the Northern Territory. Within Tasmania, life expectancy by region spans 20 years, from 67 in Bridgewater-Gagebrook to 87 in New Town; these places are only 20 kilometres apart but differ significantly in socio-economic status and rates of educational attainment. In Bridgewater-Gagebrook, the percentage of school leavers to progress to higher education was 6.3% in 2023, 5 times lower than the rate in New Town of 33.6%.

Poorer health, income and life expectancy are all correlated with lower levels of educational attainment. Comparing Australians with a bachelors degree to those with no post-school qualification, those with a bachelors degree have a 10% lower comorbidity rate, are 33% less likely to have diabetes and earn 65% more per week.

We know this can be changed. Education systems around the world have turned these sorts of results around. Universities have a vital role to play especially in a jurisdiction like ours where we train most of the teachers and other professionals that work across so many of the socio-economic issues that affect educational attainment. To tackle these inequalities and give Tasmanians the opportunity to flourish in challenging times and meet the future skill needs of our communities, we have a clear objective aligned with the Universities Accord to see 90% of

Tasmanian school students well prepared for tertiary education by 2050 and we need to work with TasTAFE to meet the overall Accord target of 80% of the working age population having a post-school qualification by 2050.

Health system

If we are to tackle these inequalities and see all Tasmanians live a long and healthy life, we also need to see a very different health system; one that is focused on delivering services that meet the needs of our community. Primary and community healthcare systems have not evolved to meet the changing healthcare needs of the community. This has resulted in an overburdened acute care system that is unable to effectively deliver timely or planned care. The result is not just people dying younger than they should in our regions, it is rates of chronic disease well above the national average and costs that are straining the State budget.

Yet Tasmania is a place with great opportunities to create the foundations for good health; a healthy diet, exercise, social connection and engagement with the outdoors.

To realise that possibility we need to build a whole society approach to health that is focused on primary and preventative health care; a mission that spans far beyond the remit of just the health professions. When acute health care is required, it needs to be holistic, team-based and patient-centred. If we can achieve our educational goals and build this approach to health, then Tasmania can have the healthiest population in the country.

The health education and research we do in pursuit of healthy longer lives in Tasmania can provide for better lives nationally and globally.

Our objective is to see whole-of-society enablement that narrows the health-adjusted life expectancy (HALE) gap so that Tasmania reaches the national average by 2050, and in doing so reducing the gaps between Tasmanian regions. We don't just want longer lives, we want people to be healthier so our objective is also to see rates of the major chronic diseases fall below the national average by 2050.

Productivity

Tasmania's productivity lags the already low productivity of the nation. Productivity is critical to seeing incomes improve and surpluses created to invest in education, health, and climate transitions.

We can address the challenge in part through improved participation in education. We can also build productivity through the content of curriculum, for example by embedding a focus on innovation and simplification in our business programs so our graduates are equipped to drive those improvements. Our focus is not on any productivity improvements. Our concern is the gains that can come from the transition to a more sustainable and inclusive economy.

Increased productivity means we need to see Tasmanian industry transform. Critical existing major industries like agriculture, aquaculture, and mining need to continually lift their

productivity while simultaneously becoming deeply sustainable. New higher value-add industries aligned with a zero-carbon, circular economy need to expand or be created. Equally, the creative arts sector has rich opportunities to grow and add significant value to the economy as it enriches society.

New industries and businesses can both create value and lift productivity. Universities like ours are well positioned to contribute significantly to new enterprise creation through the new knowledge being commercialised.

All of this will be greatly assisted by the sort of policy and legal reforms that we are well positioned to be able to recommend.

Our objective is to see Tasmanian productivity exceed the national average by 2050, which means over time the gaps in income and wealth between Tasmania and the rest of the nation will close.

Transition to zero carbon economy

Tasmania is one of few places on the planet that has already achieved a net-zero emissions profile which, when combined with abundant renewable energy assets and deep commitment to sustainability, provides an opportunity to embrace and promote a truly climate positive strategy.

Tasmania has maintained net-zero emissions because our forests take more carbon out of the atmosphere (about 13 million tonnes per annum) than we emit from our cars, trucks, industry, agriculture, and other processes (about 8 million tonnes per annum). While this positive outcome sets Tasmania apart, this has not come about through active changes to bring down Tasmanian emissions, as the amount of 'absolute' (or 'gross') emissions that Tasmania produces has not changed significantly over the last 30 years. While national emissions have declined by 6% over the last 12 months, Tasmania has increased its per capita emissions in all categories except waste. Further, the land use changes that offset Tasmania's current negative emissions profile are expected to decline over time as a large number of plantations mature and are harvested simultaneously. A recent analysis suggests that under a high-emissions scenario, emissions across the Tasmanian economy (excluding land-use) will need to decline by at least 37% relative to 2019 levels to maintain Tasmania's current net-negative emissions profile.

Tasmania can be an example to the world on climate action, but more can and needs to be done. Tasmania needs to strive to reduce gross emissions across the entire economy to maintain our net-zero status. The State's renewable energy assets and world-leading emissions profile stand us in good stead to capitalise upon the development of niche zero emissions technology, infrastructure, and processes both to grow our economy and make a meaningful contribution to decarbonisation in other parts of the Australian economy.

We have leading global expertise in engineering, chemistry, and discovering critical minerals like copper and rare earths, which will all be vital to the global transition to a zero-carbon economy. We have a track record in sustainable architecture and design as well as expertise in carbon accounting, natural capital valuation and resource economics which will be critically important capabilities to drive the transition.

More broadly, the transition will require policy, legal, and social change of considerable complexity. We are fortunate to have real expertise across all these fronts who can play an important and necessary role.

Our objective is to see Tasmania be a world leading jurisdiction in moving toward zero gross emissions by 2040. We want to see that happen so the lessons learnt here can be shared with the world well before 2050 to help other jurisdictions get there as well.

Climate change and the ecological crisis

While we pursue the goal of a zero-carbon economy we urgently need to understand and deal with the impacts of climate change and the broader ecological crisis to which it contributes. We experience these impacts directly on our Tasmanian environment, from dramatically increased fire risks, to some of the most rapidly warming waters in the world, and changes in fragile world heritage ecosystems.

With distinctive capabilities like our Antarctic and Southern Ocean program, we are very well positioned to make leading global contributions to understanding global climate change. Our deep geospatial and ecological capabilities mean we can help the world understand what these mean for the urban and natural worlds.

We are also positioned to respond.

We have expertise in saving species threatened by the changes to our natural world on land and sea and knowledge about how to regenerate damaged terrestrial and marine ecosystems. Our engineers can make our communities more resilient; our fire scientists can make our towns and cities safer and our wild places less vulnerable. Our accountants are global leaders in how you account for climate and ecological impacts. Our lawyers can design the new regulatory regimes. Our economists, sociologists, and public policy experts can advise on the complementary changes that will be needed across all those fronts.

In all the work we do, our aspiration is to move beyond mitigation to the development of regenerative practices where we are thriving as part of the natural world including in those times when more extreme events occur rather than seeking to limit the harm it does to us.

Our objective is to make Tasmania a global leader in climate resilience and regenerative practices, which we will know because others will make us a constant reference point, and to ensure our jurisdiction meets the global goal of 30% of the land and sea being subject to a regenerative world by 2030s.

Australia's transition to a universal and managed higher education system

Central to Australia's efforts to adapt to our changing world is the reform of our higher education system. These reforms offer the prospect of greatly supporting our Tasmanian mission.

Inclusion

Having signalled that First Nations need to be at the centre of higher education systems, the starting point of the Accord's redesign of the system is that by 2050, 80% of jobs will require tertiary education.

To prepare Australians for this future, many underrepresented groups will need to be brought into the higher education system and as outlined previously, schools will need to see 90% of their students ready to go on to enter and succeed in university or TAFE. In practice, this means we are moving from a mass to a universal tertiary education system where, essentially, just as children go from primary to secondary school, they will go on to tertiary education.

We know what a difference meeting that goal would make in Tasmania to achieve better and more equal lives for all.

A universal system that aims to include people with a diversity of needs requires a needs-based funding system. The Federal Government's Accord plan aims to do just that.

For the next decade or more, pathways programs which enable those adults who are not prepared for higher education to get the skills they need to participate and succeed will be the most important means by which tertiary education participation grows because today virtually everyone with qualifications to attend university is offered a place. Amongst the first steps to implement the Accord, the Government has increased funding for just such programs.

The Accord recognises that creating access to education requires it to be present in communities, especially in significantly underrepresented areas like regional Australia. With increased funding for community Study Hubs and teaching regional students, universities physical presence in communities is set to increase significantly as tertiary education becomes as integral to communities as school education.

With changes that are as ambitious as they are necessary, the government proposes we move from our current market-driven higher education system to a managed one. International students will be part of that managed approach to help Australia have a more balanced migration system.

The changes in goals, funding and the management of higher education are the most fundamental shift in higher education since the reforms of the late 1980s and early 1990s when the move from an elite to a mass higher education system began.

For Tasmania, these changes should be very positive. Realising those educational goals would transform lives and economic outcomes in Tasmania. They are changes that are very supportive of mission-driven universities like ours, where we already actively manage our University to deliver what the state and nation needs from us. The change in funding is very welcome because we already meet a greater diversity of deeper needs than most universities without the funding system to support it.

Accountability

We need to recognise what a profound shift a managed system will be. Many of these shifts strongly reinforce our mission to be for and from Tasmania.

As the single university in Tasmania, it won't just be a choice that we serve the State, it is what we will be accountable for. In the best sense, our ability to provide Tasmania with an ever-higher proportion of well-educated people to meet the States' professional and other higher education needs will be an existential question. It will be the same with our ability to provide the knowledge and create the partnerships both within and outside of Tasmania which help meet those big adaptive challenges the State faces.

A managed system also raises the bar for attracting students from outside Tasmania, whether they are coming to the Island or we are teaching them online on the mainland. In a managed system where there are universities around the country, the only justification for funding students from elsewhere is where our offering is truly distinctive and can't be obtained where the student is from. The premium on distinctiveness which is already a fundamental part of our strategy has become critical. For us, it is even more important because, with such a small population in Tasmania, we need interstate students to ensure we have the critical mass needed to sustain important areas of the University.

Ways of working

The reforms also recognise that some universities like ours operate more like a small university system as we seek to meet very different needs, from supporting the transformation of the healthcare system to providing an outstanding music or creative arts education. In other countries an education mission as broad as ours would probably be delivered by between 2-4 smaller universities. This is an invitation to us to be more innovative in how we operate.

We welcome that innovation because the previous era of reform sought to create mass higher education by making massive universities. We are an average size Australian university but that makes us five times bigger than an average US university and three times bigger than a UK university. To manage this huge scale, the government has used regulatory and legislative controls and reporting. Our view is that this push to scale and management by regulation has contributed to universities being too large, bureaucratic, hierarchical and complex. Too often this leads to workload issues for staff, low levels of engagement with the overall 'university',

risk aversion, a loss of agility, a concern for inputs and process rather than outcomes and an inward rather than outward focus as we seek to manage all that complexity.

The strengths we bring to the task

We are fortunate to have great strengths as a university to bring to these challenges. They are central to defining who we are today, and they are what we need to build on for the future.

Our place is a strength. We live on a remarkable and distinctive island with unique natural and Indigenous heritages and a recent history that encompasses the extremes of human experiences, from genocide and the inhumanities of transportation to being a place of scientific exploration and unique artistic expression and social innovation.

We have remarkably talented people who are incredibly committed to their work, their colleagues, Tasmania and their communities wherever they work. We have some of the most innovative teachers you will find anywhere. We have cutting-edge researchers and research strengths in areas that are critical for Tasmania and make great use of Tasmania's location while contributing significantly to global priorities. We have musicians, composers, creative artists, and writers who all make distinctive contributions to Tasmania's ever more highly recognised and globally significant artistic scene. We have professional staff who care deeply about the experience of staff and students and find innovative ways every day to improve it. We have outstanding students who achieve at the highest levels and make contributions, both here in Tasmania and around the world, as distinguished as those from any Australian university. Our distinctive offerings not only serve Tasmanian students well but attract very talented students from around Australia and around the world. We have campuses in three of the State's regions and in New South Wales, which continue to be significantly strengthened. Our Burnie and Launceston campuses now provide world-class facilities, which also deeply reflect the local character of their place.

We have alumni right across Tasmania and around the world who are deeply committed to Tasmania and the kinds of values that are central to our mission. They provide ever greater philanthropic support to the University.

We also have the privilege and responsibility of being the sole higher education provider on the island, which enables deep and longer-term partnerships with the community, industry, and government.

What is our strategy?

The purpose of our strategy is to help make decisions that enable us to coordinate our efforts to deliver on our mission within the constraints, opportunities and challenges presented by our strategic context. Where the challenges are big and could be tackled in a number of ways and resources are limited, aligning our efforts is particularly important. Strategy is about making choices and setting priorities.

The following strategic themes are intended to provide broad direction for decision making across the institution. What this looks like in practice needs to be defined by the purpose of that part of the University. Sometimes that will be at a broad level such as in the case of Health and Medicine, where its many parts need to be coordinated to help meet our key objective around the transformation of the whole healthcare system. In other cases, it will be at the academic unit level such as Engineering, where it needs to determine what these strategic themes mean for the future engineers we produce and the engineering research we want to do. For most of the university, there should only be two levels of strategy – the whole of university strategy and a local level strategy.

Mission focused

Our mission to be a university that makes a difference for Tasmania and a distinctive contribution from Tasmania to the world is the starting point of our strategy. It is a shorthand statement to remind us of what our focus should be. In the Accord era this will be more important than ever because, as we observed, being for and from Tasmania is not just what we choose, it is what we will be accountable for. How well we deliver it by way of our teaching and research will determine our funding and success as a university. The centrality of the mission means *purpose is what we test all we do against.*

When we talk about purpose, we don't mean broad vague objectives, which could justify almost any activity. We intend it to mean a very clear outcome, which enhances life in Tasmanian and/or in the world, which we can practically organise ourselves around.

Purpose shapes who we want our students to be and why we want to teach them. In a managed system with domestic students, that purpose is clear as we fulfil our dual mission to foster the intrinsic value of learning and creative expression as well as to deliver the workforce and professional training that Tasmania and Australia need. In Tasmania we need to be particularly clear that we are delivering the workforce Tasmania needs not just in numbers, but with the particular capability required to meet Tasmanian community needs.

Purpose needs partnerships. It means working *with* people. Deep engagement with community, industry and government will be critical to our success in delivering much of our mission. The need to work in partnership with others to deliver compelling teaching and impactful research was a very strong theme throughout the staff feedback. *Creating enduring partnerships needs to be a central strategy of our mission focus.*

The theme of purpose will govern not just our approach to domestic students but international ones as well. Our focus in Australia needs to be to attract international students to what we distinctively and uniquely offer so they are here for their education rather than migration opportunities. More broadly, we want to see the education of domestic and international students alike enriched by having a modest number of students from a diversity of countries across all our courses. Balance and diversity will not only enhance student experience but also improve our resilience against international shocks, which in the past

have disrupted inflows of students from a small number of countries which represented a high proportion of our international student cohort. Given our strong sustainability commitments and distinctive offering, we should explore ways to offer our courses in other countries where doing so would advance our joint aspirations for a sustainable world.

When it comes to research our purposes need to be equally clear. Where it is focused on impact we encourage people to use our [Tasmanian Societal Impact Model](#), which has been recognised a sector leading approach globally, as a starting point for defining what the purpose is for our work and how we can deliver on this purpose.

Goals and accountability: With domestic students, our goals in relation to our professional courses are to consistently meet our scorecard to deliver the workforce Tasmania needs, and at the societal level in Tasmania to meet the targets for broadly educated citizens and creative professionals as agreed to through the Accord process. In the national markets we serve our goal is to sustain above average national average employer satisfaction levels.

With international students our goal is that we achieve a diversity of quality students in our courses with up to 20% of a course cohort being international students, and up to one third of our international students coming from one country. Where we deliver in-country, we will look for clear alignment of our offerings with our commitment to the Sustainable Development Goals. We pick up our research goals in the section below.

[Grounded in indigenous success and knowledge](#)

If being *for* Tasmania is to be meaningful it needs to begin by ensuring the flourishing and contribution of Aboriginal people and knowledge to all we do. Equally, our sustainability agenda will be greatly advanced by enrichment of understanding of how to relate to the world that will come from indigenous knowledges and practices. Therefore, we will *prioritise in time, resources, and attention programs to support the educational participation and success of Aboriginal and Torres Strait Islander students and ask all academic units to incorporate an engagement with First Nations knowledge in their teaching and research programs.* We recognise that for this to occur we need Aboriginal and Torres Strait Islanders proportionately represented at all levels of the university.

Our vision for Indigenous Transformation provides details of how we continue to put this strategy into action across the institution.

Goals and accountability: We will hold ourselves accountable by ensuring indigenous students succeed at the same or greater rates than non-indigenous students and that indigenous people are represented amongst staff and students in greater proportion than their presence in the general population and proportionately at all levels of the university. We will aim to see year on year increases in the number of units and University operations and activities engaging with indigenous knowledges and practices.

Organised around sustainability

Sustainability is a core organising theme and priority for our teaching, research, and the way we run the university. Where both the world and Tasmania face a huge challenge to transition to a sustainable way of living with the planet in a very short time, we need to make sure that task is embedded in all we do. We use the Sustainable Development Goals (SDGs) as the framework for organising around sustainability not because they are perfect but because they map the breadth of sustainability (environmental, social, and economic) and are sufficiently widely used globally that they facilitate the necessary collaboration with other organisations committed to sustainability.

There was very rich feedback in the Staff Strategic Refresh Conversations about what it could mean to be organised around sustainability.

There was a clear aspiration to be the world leader in sustainability education, with sustainability themes embedded across our curriculum supported by innovative and more team-based teaching, with a strong emphasis on learning in the field, workplace and community, cultural sustainability as well as equipping our students with the skills and knowledge needed to be the future leaders that will drive the changes needed.

To make sure all our work is mission aligned and organised around sustainability we will shift the focus of our international education to offerings that can support the sustainability agendas of other countries whether delivered as transnational education in country or in Australia.

Our research needs to continue to prioritise our strengths across the sustainability agenda, from tackling climate change and threatened ecologies to overcoming inequalities in health and education. There was a recognition that to do this we would need to work in more interdisciplinary ways by drawing on all STEM and HASS capabilities, and find new ways of organising ourselves to overcome traditional silos. We should also have a focus on solving Tasmanian challenges first and then applying those learnings globally.

In the operation of the university, there was a strong commitment to moving from being a net-zero greenhouse gas emitting university to being a no emissions as fast as possible, as we simultaneously drive toward zero embodied carbon and circular buildings. There was a recognition we need to redouble our efforts to reduce the carbon footprint of our transport, not least from air transport and our vehicles. There was a similarly strong commitment to see us accelerate our broader contributions to creating a circular economy to eliminate waste and to tackling food poverty.

Our Strategic Framework for Sustainability provides details of how we will continue to put this strategy into action across the institution.

Goals and accountability: We will keep ourselves accountable to the goal of embedding sustainability in everything we do through achieving and sustaining Platinum Status in STARS

(which covers a broad range of sustainability measures across environmental, social and other domains), which is held by only 13 universities world-wide and continue to be highly ranked in the Times Higher Education Impact Rankings, which assess us against the SDGs.

Characterised by distinctiveness

Distinctiveness in content and experience is what we need to characterise our courses.

Distinctiveness expresses our place-based identity, is critical to delivering our mission and is central to sustaining our student numbers, which is why it is such an important strategic theme for us.

What distinctiveness means varies by the purpose of our courses.

Those courses that aim to build the Tasmanian workforce should be known for the distinctive content that addresses Tasmania's needs. Some of those courses may have quite modest numbers of students because the size of the professions they serve in Tasmania is small. It should be our objective to also take advantage of their small size to create unique experiences and strong cohorts. With our larger courses we still want to create a sense of belonging with a cohort committed to a better future for Tasmania and the world to characterise their experience.

Courses that aim to attract students to Tasmania or to our online courses should have an offering so distinctive that students couldn't do it elsewhere. The basis of that distinctiveness is usually going to be a combination of making great use of our place, as well as drawing on unique capabilities and creative practices of our people and their respective areas of world leading research, or where we have unique or innovative professional offerings that have arisen from being very close partners with the government, industry, or community.

Courses where we aim to serve a national market, such as we have in Health, whether they are offered in-person as we do in N.S.W or online, should be known to provide the best-in-class version of those offerings in content, structure and experience. We see this distinctiveness in our national offerings coming from a commitment to provide innovative solutions for partners with which we have built deep relationships.

Distinctiveness can be delivered through in-person or online teaching. We need both if we are to meet our objectives for participation and to be able to engage students off the Island to have sufficient scale to support our operation on the Island. We recognise that each model of delivery is distinct and, to the greatest extent we can, we should not be trying to do them simultaneously.

Across all courses whatever their purpose and whether delivered in-person or online we see relationship focus as an integral part of creating distinctive experience and meeting our equity objectives to connect students to place and each other. It means we want community and relationships, not individual transactions, to characterise a student's relationship with the

university, their teachers and their peers. It is why we are restoring a collegiate model of student accommodation rather than just providing 'student beds'.

Our institutional distinctiveness should be known in the attributes of graduates. Their understanding of indigenous knowledge, sustainability, and commitment to making a difference should distinguish them, regardless of what they have studied with us.

We know from the feedback of staff that continuing to build distinctive teaching and student experience will require significant evolution of our teaching practices and support for those teaching, to make those transitions. In the staff feedback on our strategic direction, there was a strong emphasis on our distinctiveness being characterised by teaching out of the classroom in the field, in workplaces, and in the community. There was a strong desire to see more team-based and problem-centred learning as integral to our curriculum, and innovative uses of technology to make much richer learning experiences.

Goals and accountability: We will use the Student Experience Survey benchmarks and ensure the experience we provide is at least five percentage points above the national average and improving until those results are 90% or greater. We will target student employment rates and starting salaries to be above the national average, which will see us contribute to Tasmania narrowing the income gap to the rest of the nation.

Committed to programmatic research excellence and impact

Programmatic and partnered research funding is what we will focus on. We have learnt that to achieve the sort of impact to which we aspire, the most effective strategy is to focus on multi-year programmatic – often interdisciplinary – work that is done in partnership with beneficiaries including industry, community or government. It is this sort of focus that has been the basis of the significant increase we have achieved in research funding, particularly from research impact-geared funding schemes. Importantly, this approach leads us to access sources of funding outside the narrow pool of increasingly competitive ARC funding, which is also unlikely to grow substantially. We will still pursue ARC and discovery research funding schemes and the recognition of excellence that comes with it, including contributing to the global bank of knowledge, which we know will have an impact now and into the future. Nevertheless, those broader pools of research impact-geared funding schemes are growing because of the massive investments needed to transition to a net zero and sustainable economy, adapt to climate change, and meet the government's objective to reverse some of the downsides of globalisation by increasing Australia's manufacturing as well as investments in evidence-based research for the provision of improved health and social services.

An important form of programmatic partnered research is commercialisation. Commercialisation is a vital way universities have impact because it involves transforming the new knowledge we create into highly valued solutions in the form of products and services to problems that need solving. We need to build on our commercialisation successes through

UTAS InVent, our internal commercialisation platform, which helps support programmatic commercial efforts and access to long-term funding partners.

While programmatic research needs to be a clear focus, we will continue to pursue and support creative, discovery and curiosity driven research as an integral part of our dual mission. While some of that work might explore territory beyond our areas of strategic or programmatic focus, we know it will thrive best when it is part of a healthy research ecosystem that spans discovery to impact because when that is the case, excellent discovery and impact focused work is an 'and' not an 'or'. In the era we are entering and with our mission, we need to be especially careful of these false dichotomies.

Whatever research we do, excellence needs to characterise it all – it is not possible to have impact in the absence of excellence. We choose to set our standards high because that is the nature of our university. We know that excellence is needed if we are to deliver discoveries and solutions that meet our expectations for making a difference. We are also aware that in the highly competitive world of research funding, it will be critical not just to secure funding but doing so on terms that enables the full cost of our research to be funded. We see research impact-gearred funding schemes as a key pathway to providing a sound financial base to sustain our research excellence and impact.

Goals and accountability: As articulated in our new Academic Capability Framework, we will use our new standards and measures of research quality, performance and impact to ensure research excellence is being pursued and achieved. We will measure our progress on the input side against the goal of 90% of our funding coming from 3 year or greater programmatic research and 80% of our publications being in Tier 1 journals or books. We will maintain a rolling average of 10 invention disclosures a year. We will measure our progress on outcomes against our goals for the five major transitions Tasmania needs to make.

[Ambitious about equity with excellence](#)

We are committed to *a pathways program, which delivers equity and supports excellence, that is part of one integrated Tasmanian education system*. Tasmania's future requires significantly higher levels of tertiary participation and successful completion to meet the Accord's objectives, which will be critical to meeting our goals for a more equitable Tasmania with higher productivity levels that will lower the income and health gaps to the rest of the nation. Given the number of adults for whom the education system hasn't prepared them for higher education, we will need a substantial pathways program so they have the capability needed to enter and succeed at university level. In a managed system where the number of students we should expect from other parts of Australia will be modest, the students coming through our pathways program will be very important to maintaining the critical mass of students we need to support the breadth of our offerings.

The objective of our pathways program will be to enable students to reach a level appropriate for their entry into first year university. Clear entry standards and strong pathways program

will enable us to raise the average standard in first year classes so we can increase the success rate of students and reinforce our commitment to excellence.

The program itself will need to create seamless pathways with TAFE and School programs, to avoid duplication and competition, so we can create one Tasmanian education system built around making it as easy as possible for the student to navigate through it. Part of the program will need to include significant work in partnership with the education system and broader community to engage students with the idea of education and to close basic literacy and numeracy gaps so they can engage with formal education at all.

Complementing our pathways work we need to deliver micro-credentials and short courses to meet the particular skill needs of industry and community. These courses will be ever more important as the knowledge and skill intensity of jobs continues to grow. For some these opportunities will be an important stepping stone to larger involvement with higher or vocational education. Therefore, we need to ensure they are 'stackable' and there is full mutual recognition of these sorts of offerings with TAFE.

A successful pathways program will see us have a much more diverse student cohort. For them to succeed and thrive in first year courses and beyond, we will need to systematically eliminate the barriers to their success. Our plan for inclusion is to *ensure all our units are built around universal design for learning* to support everyone's success in the 'classroom' and *target needs-based funding to address the barriers to students getting to and staying in learning*.

Goals and accountability: The Accord provides us with very clear goals. We need to work with TasTAFE to see 80% of the working age population having a post-school qualification by 2050 and, as part of that, bachelor level attainment rates rise from 37% today to 55% by 2050. To be on track to meet that goal by 2030 we need to see at least 700 more Tasmanians coming to the University each year.

Central to realising that objective and the equity goals of the Accord is to ensure that Tasmanian students from low SES backgrounds or with disabilities are represented in all parts of the university in the same proportion as they exist in the population and that the number of regional students studying Burnie and Launceston are growing.

But that will not be enough - they also need to succeed so we need to see completion rates rise from 58% today to above 80% while maintaining our quality standards. That is a goal that we will need to meet much sooner than 2050. By 2030 we anticipate completion rates will need to be 70%.

Regionally networked 'with' and 'in' the community.

The Accord objective of 80% of people needing tertiary education means it needs to be ubiquitous in our society, just as schooling is, only unlike schools, people will need access to tertiary education throughout their life, not just at the beginning. That has significant

implications for universities. In the era now long gone in Australia where only a small percentage of the population attended them, universities could be 'a place apart' from the community.

We know now that access requires them to be part of communities and physical, not just digital. Universities need to be places 'with' and 'in', not 'apart' from community. That means we need our campuses and access to our courses and our researchers to be present in the communities we serve, and to ensure that where we have a physical presence we are responding to and engaging with the nature and needs of the community. This is why all levels of government and the University have invested in renewing and relocating our campuses in Launceston and Burnie. We have come to know that even these campuses need to be hubs of a wider network of physical presences through study hubs in towns and suburbs more distant from our main campuses. Our presence is necessarily becoming ever more distributed.

Even our main traditional campuses have become more distributed over the last 20 years as they have taken on a quality of being 'with' and 'in' community rather than apart from it. As we have discovered the importance of workplace learning to build the high skill levels we require today and the power of proximity for research, facilities have been moved closer to our partners. We have seen that with health and medicine, marine and Antarctic studies, music and the creative arts, especially in the south of Tasmania. In the north and north-west, we have created new campuses that consciously invite the community 'in' to our spaces.

That trend to greater to a needed for proximity will only accelerate further as partnerships with community, industry and government will be ever more important to us in delivering our mission.

The world of online education has accelerated the emergence of a highly distributed university presence. Now for so many people who don't come to campus, they access and experience the university in their home through our online campus. We need to recognise that even today the majority of students experience the university in their home rather than on a physical campus.

The reality of what is required today of higher education, let alone where we will need to be by 2050, means that the debate about a single campus vs a distributed university really belongs to the past. We have created distributed campuses and a national and international online presence but never made a strategic choice to operate a distributed university.

Our strategy will be to operate as a distributed university precisely so we can enhance the student experience. Not doing so risks diminishing it because if we focus on 'the true' university experience only being present at one or two sites, then many students spread across our network and online will miss out. That means strengthening every student's experience of belonging and being part of a cohort, creating opportunities for them to engage in the broader intellectual and cultural life of the university wherever they are located, and

making sure wherever students are they can access places where they can study outside of class, meet other students, and access staff and services.

Often a student's strongest sense of identity and positive experience of the university is with the academic unit in which they study or the college or residence in which they live. Rather than seek to create some single 'university' experience we should seek to strengthen that local experience of it.

We need to remember that in making these moves we are in many ways connecting with the foundation of universities not denying them. The roots of the idea of universities in places like Bologna, Paris, Oxford and St. Andrews are of universities that are distributed through their towns and where a student's primary identification is with their college rather than the central administrative entity which is the university. The difference today is that we are making universities present in the community for everyone, not just to be homes for a few.

Goals and accountability: Our goals are to ensure our students report a positive experience of each of our campuses that is well above the national average of the national campus experience survey and that we see year-on-year increases in the number of community members visiting and utilising our campus spaces.

[Collectively stewarding our staff experience and university economics](#)

The structure of higher education and its funding have put constant pressure on staff experience. The full cost of teaching and research has not been funded, which has put universities under constant pressure to grow revenue and find efficiencies. That pressure has been even greater in universities like ours which are average in scale but have broad missions to provide the wide range of courses our communities need, in multiple places, to a diverse cohort of students while maintaining world leading research capabilities.

Universities in regional settings like ours have sought to manage that challenge by focusing on students and staff and minimising their investment in systems and infrastructure. Over time, that only adds to the financial pressures universities face and diminishes staff and student experience.

The transition to a managed system provides us with the opportunity to move to a model where a more shared responsibility for our economics and our staff experience should enable us to improve both. Economics and staff experience are integrally linked and find their expression in questions of workload and wellbeing.

In a managed growth system where there is an agreed level of student load for a set number of years, it is possible to plan both the economics of the university and the workload of staff so they are more sustainable. To start with, individual academic units of the university don't need revenue targets because student load will be a matter of institutional negotiation with the funding body, which will set overall student load levels. Of course, it matters greatly that we create the compelling student experience, successful graduates, and that our courses are

attractive because if we don't meet our agreed load targets then funding will decline, but the best way to ensure that goal is to focus unambiguously on the quality of our teaching and learning.

While it is a managed system it is still one designed for 'growth' – it is just that growth will be planned rather than the result of simple competitive market forces. We will need to be very thoughtful to ensure our courses and offerings are designed to attract and retain those new students entering the world of tertiary education if we are to fulfill our mission.

Currently university economics can be very complex because of the mismatches between what we get funded for and the cost of actually a teaching student plus the fact that research currently gets heavily cross subsidised from teaching. With a more planned system and funding better aligned to the cost of what we do, it will be possible to move towards a simpler formula that ultimately underpins economic and workload sustainability.

The simpler 'right-size' formula has five elements to it.

The first part is to ensure that we achieve a sustainable balance between the number of units we offer and the size of the classes relative to our staff numbers and equally that we have a sufficient number of students in each unit to cover the cost of the teaching and make a proportionate contribution to all the university costs. That proportionate contribution includes those costs associated with attracting and supporting those students, attracting and supporting staff and their development, maintaining our infrastructure from buildings and libraries to laboratories, meeting our many regulatory and legislative obligations, and engaging with the community.

If we get those ratios right, then staff have the foundation for reasonable workloads and the university has sufficient income to be sustainable. However, if we have too many units or too larger classes relative to our staff numbers workloads become unreasonable. Similarly, if there are too few students in a unit it will need to be cross subsidised by other units which will then need to have a much higher ratio of students to staff or staff to units than is ideal.

What is important is that appropriately empowered academic units could control the key elements of this formula and respond to their particular evolving circumstances in the way they design their courses and allocate staff to teach them. While it will take some to unwind the approach we currently have and there will be complexities created by the gradual implementation of new student funding models, our objective is to move towards this simpler, adaptive and more devolved participative model for managing our economics and workloads.

The second is that on the research side, we need to minimise any cross subsidises of research from teaching because that is what creates pressure to have large classes or to increase the number of units people teach. We need to ensure the costs of research projects are as close to fully funded as possible so that we can sustain our research excellence and impact. Fully

funded means that any costs of research, including the percentage of staff time paid for as part of their role, is covered by grants, partnership ventures and/or other forms of external funding from the beneficiaries we serve. Already in some parts of the university, including in some of the areas of high-cost science research, we are close to achieving that objective, so it can be done. What makes this direction plausible as well is that the Accord encourages government funding schemes to pay the full cost of research.

The third is that academic unit leadership teams and Divisions will deliver the many services required of them and provide the funding and support for whole of university missions within the amount that is generated from a reasonable workload and student levels in academic units. Where that cannot be done, the university will need to make hard choices about what it delivers.

The fourth is we need to continue to increase the sources of income we receive from commercialisation and philanthropy. Over the long run these sources of income make a very valuable contribution to the university's ability to pursue the agendas it determines are important. In a highly managed system, that brings freedom that can be very important to ensuring excellence and our ability to chart the course we think is important in a world of many pressures.

The fifth is that we need to manage the previous elements of the formula so we generate the amount we need each year to invest in our long-term IT systems, research equipment, facilities, laboratories and infrastructure plans so that they enable us to deliver on our strategies and achieve our mission. We calculate that to be about \$60-80m a year.

This simpler model will help collective understanding, ownership, and mutual accountability for us together to achieve a financially sustainable university with the foundation for reasonable workloads, recognising there are other things we will need to do as well to simplify the university to improve the experience of staff and students.

Our strategy will be to work together to create and run this 'right size model' as the basis for managing the university.

Goals and accountability: To put this model in place, our goals are first, that each academic unit achieves a ratio of staff to units and students per unit that delivers a sustainable workload and economics. Second, our portfolio of research projects and programs are fully funded. Third, Divisions and Academic Unit leadership deliver the services required, the whole of university support, and invest \$60-80m in capital each year, with the income generated by the sustainable economics of academic units and the other income the university generates from its investments, philanthropy, and commercialisation.

How do we organise ourselves to pursue our strategy?

The strategy itself and staff feedback through the strategy process and engagement surveys make it clear we need to adapt the way we organise ourselves if the strategy is to be successful and the engagement and wellbeing of people is going to increase in ways that reflect our objective to be people centred. Four ideas are going to be important: devolved decision making, purpose, mission, and regions.

We know well that the previous era of higher education reform created what are by global standard very large universities and that they have become bureaucratic and hierarchical with all too often competitive silos. We are no exception. That needs to change. The right size approach to economics and workload is a start.

Devolved decision making

To reduce hierarchy and bureaucracy we need to organise around the idea of subsidiarity, which is that decisions are taken at the level closest to those implementing the decision.

In practice that means devolving much greater responsibility to academic units from the college and divisional level. In practice that means increased authority and the minimisation of approvals required above academic unit level and generally minimising the total number of approvals. With that responsibility comes accountability to deliver distinctive student experiences, success rates, and research outcomes. The strongest form that accountability will take is that in a managed system, an academic unit's long-term funding by a future Tertiary Education Commission will be dependent on their delivering those outcomes.

Purpose

For subsidiarity to be effective in delivering our mission, academic unit structures need to be organised around purpose. The way we organise needs to adapt to be fit for our strategic purpose rather than follow a standardised model. That can lead us to be configured in very different ways and at very different scales.

At one end, if we are going to play a critical role in transforming the Tasmanian health care system and indeed make a major contribution to improving the national health care system, where all professions need to evolve together to create that system and its practice needs to be built on a strong research evidence base, then the academic units in health and medicine both in Tasmania and in Rozelle need to be well integrated around a common agenda. Where that is the shared purpose, subsidiarity will require the responsibility for those integrating decisions to be held at what today we would call a 'College level', although other decisions could be more local.

On the other hand, the professional education of lawyers, teachers and musicians has very little in common so the principle of subsidiarity would give these academic units a high level of autonomy to pursue their very different professional agendas.

Missions

The strength of subsidiarity is that it will bring much more of the decision making that directly affects people close to them. In the process it will effectively increase the autonomy of academic units. The challenge is to make sure we can coordinate across these units successfully to pursue those five whole-of-university missions and others we choose.

Again, there is no one size fits all model here. Today the Tasmanian Policy Exchange, the Antarctic and Southern Ocean Mission Integrator (ASOMI), and Behavioural Lab are all very different examples of successful ways of organising across the University. We need to strengthen and continue to adapt these models but also find new ones including for more temporary or exploratory collaborations.

Regions

If we are to achieve our goal of increasing education participation and success in Tasmania then we need to organise around our Tasmanian regions and our Sydney presence. We need to ensure that organisationally we are solving for how we deliver our offerings statewide and in Sydney in response to the varying needs of each place and for how we make sure our student and staff experience in each of these places is distinctive and strong. That means we are not looking for one size fits all solutions but to make sure we are creating equivalent opportunities and impact in each region. The voice of regions needs to be far stronger in our planning than it has been in the past. Thinking of ourselves more as higher education system rather than a single large organisation will help us reimagine our approach to regions.

What needs to underpin all we do

If we are to be true to our identity and successfully deliver our strategy there are three priorities that need to underpin all we do.

Safety and Well-Being

The foundation of everything we do needs to be safety. No one should be injured physically or psychologically at work and no one should ever experience gender-based violence, sexual or any other form of discrimination. It is everyone's collective responsibility to ensure we have a safe workplace and have in place safe systems of work for all we do. Ensuring safety is an active project to ensure we are a workplace where wellbeing and inclusion are valued and promoted.

Diversity

If we are to be university that creates access and equity for our students, we need an inclusive and diverse university in all ways so our values are consistent. We also recognise that it will be hard to be an inclusive place for students if their diversity is not mirrored in the diversity of our staff.

With that diversity comes the requirement to ensure there is equity. While we have made progress in some areas such as now having the second lowest gender pay gap in the sector, so long as there is still a gap we have to relentlessly focus on closing it.

Building the culture we want

We recognise that there are different models of how organisations work. We need to deliberately choose what sort of culture we want. Over the last 12 months we have tested two models and from this have identified the mindsets, beliefs and values that we want to see in all we do at the University.

Our approach should start with an experiential understanding of the realities with which students and staff need to work, as well as thinking of sustainability as a given and that global leadership is the standard we aspire to. When we respond to challenges, we will seek to involve, collaborate and empower whenever possible, owning the whole problem and working the whole problem and being joined up as a team.

Our solutions will assume goodwill, competence, and accountability, we will standardise where effective, take a proportionate approach to risk and monitor process outcomes rather than controlling process inputs. Where we face a tricky issue, we will think relationship first and interact in person rather than via email. We will think of our third parties as partners rather than contractors, and if a service directly affects students and staff we prefer to do it ourselves.

This collection of mindsets and assumptions is aimed at building trust within the organisation. It does mean that a breach of trust is not just 'breaking a rule' but brings into question the extent of belonging within the organisation.

This set of mindsets and beliefs is not intended to be definitive or even particularly fixed but rather to give a sense of the direction we want to head in as we build a culture that will enable our mission, values, and strategic need if we are to be successful.

2050

Tasmania and the world need to make a huge transition between now and 2050 if we are to have a sustainable, inclusive, prosperous, and stable society. Universities have a vital role to play to provide the people and knowledge that will make that transition possible. If we are to play that role, we need to be a place of hope that nurtures the belief that this better world is possible despite the challenges we face. We need to be places of action where we play our role to make that future happen and to live tomorrow today.

Our opportunity as a university is to work with others to make Tasmania one of those unique places in world to which people look to understand how to navigate their way to a better future. We are part way there. As a University, we can do so much more to make Tasmania

that kind of place. This strategy aims to provide us with a sense of direction about how we can play that role.