

PART TWO:

STRATEGY

LOOKING AHEAD STRATEGIC PLAN

The *Looking Ahead Strategic Plan 2020 – 2025* is the University's roadmap to achieving its vision to be a world-leading university for its regions, underpinned by the values of excellence, equity, engagement and sustainability. It is an aspirational plan that remains true to the essence of the University of Newcastle with initiatives and goals that are focused on an outstanding student experience and serving our communities.

The *Looking Ahead Strategic Plan 2020-2025* is structured around five key pillars:

- Life-Ready Graduates
- Engagement Priorities – Better Healthier Living, Next Generation Resources, Connected Communities, and Growing Industries
- Asia Pacific Focus
- Reimagining our Campuses
- Inspiring People

Our commitment to Indigenous Higher Education, Innovation and Engagement is woven throughout.

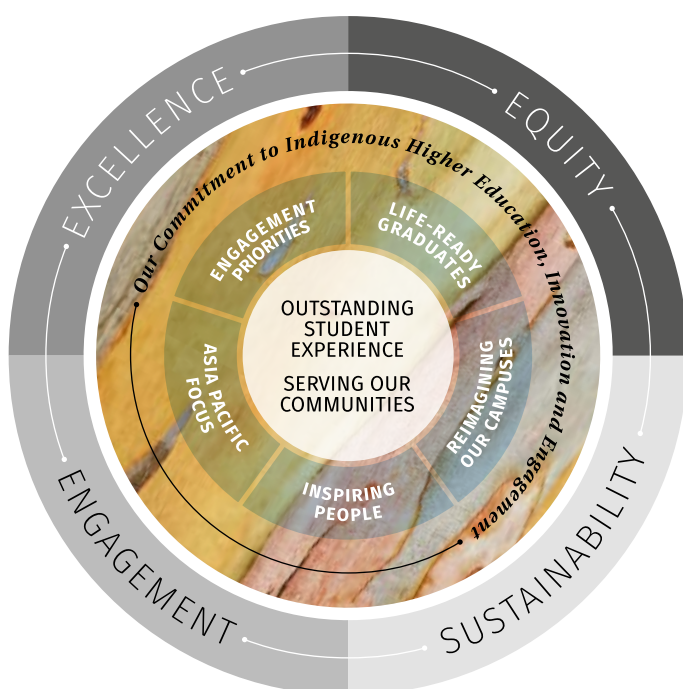
2023 PROGRESS AND ACHIEVEMENTS

2023 was a milestone year in the *Looking Ahead Strategic Plan 2020-2025* in that it marked the start of the second half of our plan. Significant strides of progress were made across all strategic programs within the plan.

Highlights in the implementation of our strategy in 2023 included (but were not limited to):

- The University's commitment to supporting Aboriginal and Torres Strait Islander students and staff was officially recognised, being named the first university in Australia to receive a 'Cygnnet Award' for Indigenous Cultural Competency from SAGE (Science in Australia Gender Equity). We were also the first Australian university to receive 5 Cygnnet Awards - addressing barriers in STEM attraction, career development, and Indigenous representation. (Inspiring People)
- As at December 2023, 87.8% of staff have completed Indigenous Cultural Capability training. Nearly 100% of staff surveyed afterwards said they had learnt something new and that they would recommend the training to others. (Our Indigenous Commitment)
- Career-Ready Placement experiences were embedded into Core and Compulsory program structures, and as at December 2023, 88.2% of Undergraduate students were enrolled in a program with a core or compulsory Career-Ready Placement component. (Life Ready Graduates)
- Strong growth in research income, with unaudited 2023 HERDC income indicating a final result that will be significantly more than both the year prior and the 2023 income target (Engagement Priorities)
- The University exceeded its cumulative target for 2023 of \$42m in philanthropic and sponsorship income. This included \$230K raised on the University's second annual Gifting Day, bringing together 566 donors and ambassadors from seven countries to support seven projects. (Asia Pacific Focus)
- In 2023, over 50 unique students tours have travelled overseas with a total of 930 students participating in a global experience. (Asia Pacific Focus)
- The 2023 Student Feedback on the University of Newcastle (SFUN) survey showed an increase in student satisfaction with the digital experience, uplifting from 81.7% in 2022 to 87% in 2023. (Reimagining our Campuses)

As we move into the penultimate year of the plan, our focus on achieving objectives remains sharp and activities in 2024 largely signal a continuation of activities, to carry us through to the final year of *Looking Ahead*.



The *Looking Ahead Strategic Plan 2020-2025* is available at newcastle.edu.au/strategic-plan

KEY PERFORMANCE INDICATORS

Value	KPI	Unit	Actual 2022	Actual 2023	Target 2023
Our Indigenous Commitment					
Excellence	Research Income Indigenous Chief Investigator	\$M	3.7	3.9	1.3
Equity	Indigenous Staff Participation	%	3.1	3.1	3.4
Engagement	Indigenous Student Retention (Variance to Overall)	%	-4.5	-4.4	-2
Sustainability	Staff completion of Cultural Competency Module	%	79.8	87.8	86.7
Engagement Priorities					
Excellence	Average World Rank (External)	Rank	267	282	261
Equity	Projects with Industry/Community Partners	%	44.2	39	47.8
Engagement	Multidisciplinary Collaboration	%	25.6	25.4	25.7
Sustainability	HERDC Income (2023 unaudited)	\$M	127	142.1	128.7
Life Ready Graduates					
Excellence	Quality of Overall Experience (SES) ¹	#	76.4	78.3	77.9
Equity	Disability Retention (Variance to Overall)	%	-4.8	-4	-3.2
Engagement	WIL participation (Undergraduate)	%	46.5	88.2	64.6
Sustainability	K10 (Psychological Distress) Risk Scale	#	NA	22	23.1
Asia Pacific Focus					
Excellence	Co-publications with International Partners	%	54.1	57.6	58
Equity	Outbound Student Mobility	#	405	930	787
Engagement	Cumulative Philanthropic and Sponsorship Income	\$M	36.5	56.8	42
Sustainability	Proportion of Fee Paying International EFTSL	%	9.5	11.9	12.1
Reimagining Our Campuses					
Excellence	Satisfaction with Physical and Digital Environments	%	73.97	73.6	75.9
Equity	Satisfaction with Campuses and Facilities (Student with a Disability Variance to Overall Satisfaction)	%	-5.4	-6.43	-3.6
Engagement	WiFi Utilisation	#	108.64	132.1	119
Sustainability	Carbon Emissions (Tonnes)	'000	41.0	TBC	24
Inspiring People					
Excellence	Share of UAC First Preferences	%	11.4	10.4	11.5
Equity	Senior Academic Women	%	34.3	34.9	35.2
Engagement	Your Voice Staff Engagement	%	N/A	72.8	76.4
Sustainability	Safe Work Australia Maturity Score	#	2	2	3

¹ Overall Experience (SES) result and target have been updated with the most recent 2023 result.

KPI		Unit	Results (actuals)			2023 Target/Benchmarks	
			FY2022	FY2023	YOY Variance	Target ^{1,2}	Benchmark ¹
Student Load and Revenue ³							
Commonwealth supported places (CSP)	Load	EFTSL	19,669	18,426	▼ -6%	19,936	
	Revenue	\$M	383.7	388.2	▬ 1%	387.2	
Fee paying domestic (FPD)	Load	EFTSL	1,105	1,025	▼ -7%	1,094	
	Revenue	\$M	26.9	25.8	▼ -4%	27.6	
Fee paying international (FPI)	Load	EFTSL	2,513	2,991	▲ 19%	2,335	
	Revenue	\$M	92.5	111.4	▲ 20%	86.6	
Student Retention							
Student retention (UG)		%	84.5	83.6	▲ -0.9	84.4	
Workforce Productivity							
Student/Staff ratio ⁴		#	23.0			23.25	
Academic staff proportion ^{5,6,7}		%	38.4	36.6	▬ -2%	39.37	
Professional staff proportion ^{5,6,7}		%	57.7	59.6	▬ 2%	56.28	
Research Income ⁸							
Category 1: Australian competitive grant		\$M	45.0	67	▲ 49%		
Category 2: Other public sector		\$M	24.0	29	▲ 21%		
Category 3: Industry and other		\$M	57.2	44.3	▼ -23%		
Category 4: Cooperative Research Centre (CRC)		\$M	0.9	1.7	▲ 89%		
Total HERDC Income ⁸		\$M	127.0	142.1	▲ 12%	128.7	
Work Health and Safety							
TRIFR (total recordable injury frequency rate)		#	3.21	4.8	▼ 1.61		
WHS events (hazard/near miss/incident)		#	1,113	870	▲ -22%		
AIMS action with 14 days		%	85	75	▼ -12%	100	
Safety induction completion rate		%	83.9	96.5	▲ 15%	100	
Executive Safety Walk and Talk completion rate		%	72	100	▲ 39%	100	
Key Financial Metrics ⁹							
Total Operating Income		\$0	594,799	608,453	▲ 2%	621,643	
Total Operating Expenses		\$0	581,724	576,190	▬ -1%	578,481	
EBITDA		\$0	13,075	32,263	▲ 147%	43,161	
EBITDA Margin		%	2.2	5.3	▲ 141%	6.9	

1 Each Operational KPI has either a 2023 target or a sector benchmark reported. Where a sector benchmark is given, this is not a target but provides an indication of our university's performance relative to competitors.

2 Load and revenue targets were set in end of year 2022 as part of 2023 budget process

3 Results include 'internal' campuses only (excludes Singapore and CIE). Revenue excludes National Priorities and Industry Linkage Fund (NPILF) and Transition Fund Loading (TFL) funding.

4 Student to staff ratios (SSR) are calculated using the Department of Education Skills and Employment methodology and consists of full-time, fractional full-time and casual academic teaching staff in an Academic Organisational Unit. Sector benchmark is 2021 result, which is the latest available.

5 The benchmark reported is 2023.

6 Results and benchmark exclude casuals. 2022 results, including casuals, were 41.41% academic (benchmark 42.54%) and 55.22% professional (benchmark 53.61%).

7 Excludes proportion of Senior Management (3.78% in Q4, 2023).

8 2022 FY figure is the final, audited result. 2023 figures are unaudited.

9 Budget is equal to target for Financial metrics

11 Rating icons assume a threshold of 2% variance