

26 JULY 2023



OUR CONTEXT

INFORMING OUR NEW STRATEGIC PLAN

BE WHAT YOU WANT TO BE

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CQUniversity respectfully acknowledges the Traditional Owners of the lands on which we live, work and learn and pays respect to Aboriginal and Torres Strait Islander people as the first peoples, educators and innovators of this country.

THE EXTERNAL ENVIRONMENT



We are facing unprecedented challenges – social, economic and environmental – driven by accelerating globalisation and a rapid rate of technological developments. At the same time, those forces are providing us with myriad of new opportunities for advancement.

In 2022, we undertook the Education Futures project, aimed at enhancing our preparedness and openness for the uncertain future by exploring its potential impacts and possibilities. Although the future remains unpredictable, this project has helped us gain a better understanding of how to navigate and respond to potential challenges and opportunities.

The Education Futures project aimed to assess the external landscape and analyse the potential prospects presented by prevailing trends, in light of the demands expressed by our students and industries regarding their education, training and research needs.

The conventional university approach is no longer applicable, and with the insights garnered from Education Futures, we can confidently forge ahead with our next strategic plan, well-informed about the terrain.

MEGATRENDS

CLIMATE CHANGE

As climate change continues, natural disasters and abnormal weather patterns will increasingly have effects on our socioeconomics, demographics, crop production, food security, infrastructure, migration, and political landscape in unprecedented ways.

SOCIETAL EXPECTATIONS

A rise in individual self-interest accompanied with confidence in self-judgement as individuals become empowered to demand specific outcomes, resulting in the decline of social cohesion and the mass market. Individual empowerment comes from significant advances in education, technology, and healthcare, and as the global extreme poverty rate goes down, the middle class has risen in importance.

DIGITAL DISRUPTION

Also known as the fourth industrial revolution, this is the proliferation of new mobile technologies, the rise of Artificial Intelligence (ChatGPT), automation, the Internet of Things, reliance on sensor and wearable technologies, and increased reliance on digital interaction has shifted the world from an analogue to a digital one.

DEMOGRAPHIC SHIFTS

Demographic trends are demonstrating that older people are a rapidly growing proportion of the world's population. Among many things, this trend can be attributed to advances in medical technology and healthcare, changes in diet, and an overall lower fertility rate. Future global pandemics and emerging diseases should not be discounted in terms of future demographic impacts.

EMERGING ECONOMIES AND GEOPOLITICAL PRESSURES

In the coming years, enormous economic growth is forecast for China, India and the Middle East. Other emerging economies include Brazil, Russia, South Africa, and Indonesia. Ongoing geopolitical pressures brought about by global events, such as the conflict in Ukraine, the deepening China-Russian alliance, and China's ambitions in the Pacific Island region, is driving uncertainty. It is likely more frequent trade wars and rising protectionism will drive instability.

DISRUPTION TIMELINE

	NOW	IMMINENT	EMERGING	DISTANT
CLIMATE CHANGE	<ul style="list-style-type: none"> » Electric vehicles » Batteries and solar » Clean energy and renewable generation » Triple bottom line investment rationale » Natural disasters and extreme weather » Shareholder actions for low ESG performers » Global net-zero goals leave little room for fossil fuel » Energy transition is largely driven by individual companies rather than government policy 	<ul style="list-style-type: none"> » National clean energy infrastructure (including transmission, dams, rail, hydrogen, others) » Resource scarcity and circular economy » New energy and fertiliser / energy replacement – key customers accelerate transition¹ » Biodiversity loss 	<ul style="list-style-type: none"> » Exit of combustion engines » Closure of dirty fuel exports » Sanctions on non-conforming industries » Values driven investment rationale » Coalitions to address urgent issues » Forced relocation » New supporting infrastructure industries » Widespread agriculture innovation and transition¹ » Market mechanisms to compel energy transition 	<ul style="list-style-type: none"> » Food and resource scarcity driving reorganisation of national and global priorities and boundaries and social cohesion² » Rejection of combustion fuel for travel » Dislocation of communities
SOCIETAL EXPECTATIONS	<ul style="list-style-type: none"> » Full employment, unfilled vacancies » Great resignation / 19% active job seekers 4Q2021³ » Insecure work » Cultural and political polarisation ‘echo chamber’ » Regional service quality gaps⁴, primarily housing, internet, water security and education and transport » Mental health and wellness 	<ul style="list-style-type: none"> » Shift of retail and manufacturing⁵ jobs to fields that require a degree » Increase in healthcare and social assistance jobs » Hyperinflation/ Stagflation » Work-learn-work-learn ‘student for life’ 	<ul style="list-style-type: none"> » Transition to a services and technology led economy⁶ » Reduction in agriculture jobs » Prioritisation and formal recognition of personal life skill and resilience education » Regulation of insecure work (gig economy) » Integration of Indigenous themes and traditions into industries 	
DIGITAL DISRUPTION	<ul style="list-style-type: none"> » Digitisation » Labour intensive education delivery » Orchestrated personalised experiences » Information is ubiquitous » Wearables and personal tech » Community or peer driven online trust 	<ul style="list-style-type: none"> » Data driven autonomous industry (to 2025-40)⁷ » Penetration of virtual, augmented reality (17-35% by 2026)²⁰ » Open and shared information resources » AI and AI driven personalisation (from 21%-49% by 2026)⁸ » Cybersecurity lagging rate of innovation 	<ul style="list-style-type: none"> » Industries have 25% Machine customers » Rejection of technology / technology themed human rights » 5G supercharging automation, IoT and re-emergence of urban/ regional digital divide 	<ul style="list-style-type: none"> » Distributed and democratised platforms » Metaverse businesses³ » Universal Internet access⁹ » Online access implants
DEMOGRAPHIC SHIFTS	<ul style="list-style-type: none"> » Increased wage costs including of university inputs (educators) » COVID induced rising retention rate of secondary school students¹⁰ » Escalating public debt¹¹ locally and globally » Record net migration (45,000) to regions (71,000 jobs on offer)¹², primarily QLD and SA 	<ul style="list-style-type: none"> » 2002 ‘Costello’ Baby Boom reaches school leaver age » Return of migration and increased reliance for (~15%) population growth¹³ » Reduction in rural/remote QLD population » 28% increase in SE QLD population (to 2031) » Moderate growth 6-10% in Nth QLD¹⁴ » Return to urbanisation (post COVID) 	<ul style="list-style-type: none"> » Growth in regions primarily through ageing rather than those of working age » Ageing workforce, difficult to replace lost skills » Pressure on local services due to fall in demand (services not related to ageing) 	<ul style="list-style-type: none"> » Universal basic income and or recognition of unpaid work » Early and proactive health issue prevention strategies
EMERGING ECONOMIES	<ul style="list-style-type: none"> » Number of university students growing in developing markets » Influence within Asia-Pacific and soft power¹⁵ » Pessimism for global recovery¹⁶ » Reversal of globalisation and free trade » Geopolitical conflict 	<ul style="list-style-type: none"> » Rebound of international student market » Appreciation of Australian dollar » Increased perception of relative safety of Australia as a destination » Renewed nationalism and resilience » Increased projection of power¹⁷ » Volatile relationship with China » Stronger alignment and allegiances of nations 	<ul style="list-style-type: none"> » Protection of vulnerable supply chains and essential or ‘national interest’ industries » Africa and the subcontinent becomes the source of population growth » Geopolitical and economic confrontations » Space exploitation and politics » Erosion of international bodies¹⁸ 	<ul style="list-style-type: none"> » Emergence of African and South American economies

WHAT OUR STUDENTS SAID

In November 2022, 495 students participated in the student preferences survey. This survey was undertaken to understand our student's needs and preferences when it came to their learning journey. The high level results are summarised below.

- » **Assessment options:** 38% of respondents reported they would be "a great deal" pleased with assignments only, with 45% of respondents reporting the quantity and types of assessments offered had "no impact" on their decision to attend CQUniversity.
- » **Work-integrated learning:** 42% of respondents reported they were "extremely interested" in work-integrated learning.
- » **Study Abroad program:** 35% of respondents reported they were "not at all interested" in a Study Abroad program, however 26% of respondents reported they were "extremely interested" in a Study Abroad program. The preferred duration is for 1-2 months and the preferred destinations are Europe, America and Canada.
- » **Professional bodies:** 73% of respondents reported there are specific professional bodies relevant to their future career aspirations that they would be interested in integrating within university learning.
- » **Scheduling notice:** 62% of respondents reported that 1-2 months notice of their schedule before the start of training/studies is sufficient.
- » **Scheduling options:** 49% of respondents reported a preference for online pre-recorded lectures to watch at their own pace regarding their class structure, 40% of respondents reported a preference for most schoolwork/classes to be held all day for 1-2 days per week, and 68% of respondents reported a preference for three 12-week terms, allowing multiple units per term. 27% of respondents reported that scheduling availability and options "very much" impacted their decision to attend CQUniversity, conversely, 25% of respondents reported that "not at all" did it impact their decision.
- » **Academic Learning Centre:** 42% of respondents had heard of ALC but had not used it.
- » **Support services:** 47% of respondents reported that careers and leadership training is the "most important" support service, while 60% of respondents reported alumni mentorship as the "least important".
- » **Amenities and social opportunities:** 74% of respondents reported that spaces for studying/study group areas is the "most important" amenity, while 55% of respondents reported spirituality services as the "least important".
- » **General feedback:** the most common theme showed a preference for CQUniversity due to the flexibility that online learning provides or at the very least, mixed mode learning (online and on-campus) (31%). This is closely followed by an interest in more opportunities to network and make connections with students, lecturers and professionals in their field of study, in person and virtually (25%).

WHAT OUR INDUSTRIES SAID

In November 2022, 79 industry representatives responded to the industry skills survey. The goal of the survey was to test regional responses to skills challenges against the national responses undertaken by the Australian Industry Standards (AIS) in 2022 and the data in the National Skills Commission reports. The high level results are summarised below:

- » **Non-technical skill needs:** flexibility and adaptability rated the most important non-technical skill set required by our industries within the CQUniversity catchment.
- » **Technical skill needs:** digital and technology skills rated the most important technical skill set required by our industries within the CQUniversity catchment.
- » **Workforce qualification requirements:** 45% of the workforce is expected to need a bachelor's degree or higher, 41% of the workforce is expected to need a VET qualification, and 21% of the workforce is unlikely to need a formal qualification.
 - » The NSC identified 53% of new jobs in the next five years will require a bachelor's degree or above.
- » **Apprentices:** 65% of our industries within the CQUniversity catchment indicated they will be employing apprentices within the next 12 months, compared to 48% per the AIS survey.
- » **Occupation shortages in the next 12 months:** (in order) teachers, tradesmen, engineering, and machine operators.
- » **Projected employment growth by industry over the next five years:** (in order) health care and social assistance, accommodation and food services, education and training, logistics, and professional, scientific, and technical skills (STEM), and construction (NSC 2020 Employment Projections, October 2022).

SKILLS OF THE FUTURE

In December 2021, the National Skills Commission released the *State of Australia's Skills 2021: now and into the future*, outlining how emerging and trending skills are changing the nature of work across many roles and driving growth in emerging occupations. The report showed that data and digital skills are among the fastest growing emerging skills. This is consistent with the megatrend around 'Digital Disruption' and the concept of 'Industry 4.0'. The NSC report concluded that:

- » Among the key skills that will be needed for jobs of the future are care, computing, cognitive and communication skills.
- » The NSC views computing as a key skill of the future, reflecting the job creation aspect of this megatrend.
- » The NSC's analysis also highlights the importance of core competencies or 'employability skills', with high proficiency in core competencies correlating with a decrease in the likelihood of automation. Within that group of core competencies, high proficiency in oral communication and writing are the least likely to be automated – a finding that sits behind the NSC's view that communication is a core skill of the future.
- » The combination of an ageing population and the lower ability to automate tasks and jobs in the cluster family of health and care suggests that 'care' is also likely to be a key skill needed in coming years.

One of the impacts of the pandemic on the labour market appears to have been an acceleration of long-term trends. One such trend is the shift in demand for labour away from routine tasks (repetitive physical labour that can be replicated by machines), towards non-routine (non-repetitive or non-codifiable) work. The greater difficulty in automating non-routine cognitive jobs and tasks (at high and lower skill levels) also suggests these types of jobs – 'cognitive' – will remain in high demand into the future.

AUSTRALIAN TERTIARY EDUCATION SECTOR AT A GLANCE

TEACHING, LEARNING AND FUNDING

- » Educational attainment has been increasing throughout the OECD, in particular at the tertiary level. Between 2000 and 2021, the share of 25 to 34 year-olds with tertiary attainment increased on average by 21 percentage points. In Australia, the share increased at an even faster pace, by 23 percentage points (from 31% in 2000 to 54% in 2021). Australia is one of the 14 OECD countries where at least half of 25 to 34 year-olds have a tertiary education.ⁱ
- » In 2021ⁱⁱ:
 - » 4.3 million students were enrolled in nationally recognised vocational education and training (VET), up 9% from 2020
 - » 3,529 registered training organisations (RTOs) delivered nationally recognised VET
 - » an estimated 24% of the Australian resident population aged 15 to 64 years participated in nationally recognised VET in Australia.
- » In 2020, there were 1,057,777 domestic students studying at Australia's 39 comprehensive universities, an increase of 4% on 2019. This is the largest annual increase in total domestic enrolments since 2013, mainly due to the increase in postgraduate coursework enrolments.
- » Of the 1,057,777 domestic students studying at Australian universities in 2020, 70% were studying bachelor degrees, 19% were studying postgraduate coursework degrees and a further 4% were studying postgraduate research degrees. The majority (65%) of students – 685,404 – were studying their qualifications full-time in 2020. However, this varied at different levels of study, ranging from 74% for bachelor degree students to 38% for postgraduate coursework students.
- » Total Australian Government outlay in higher education spending (including research) has almost tripled over the past three decades; from \$6.9 billion in 1989 to \$20.4 billion in 2020–21 (in 2020 dollars). However, most of the increase is due to the growth in HELP loans – of which 80% are expected to be repaid in the future.

- » In 2018, Australia's total investment – public and private – in tertiary education institutions as a share of GDP (1.88%) was above the OECD average (1.43%) and the sixth highest, behind the US, Chile, Canada, UK and Norway.ⁱⁱⁱ

RESEARCH, INNOVATION AND FUNDING

- » In 2019-20, Australia's universities undertook 36% of Australia's total R&D, and almost 80% of public sector research.
- » Universities perform 87% of discovery or basic research in Australia.
- » In 2020, universities performed approximately 45.3% of all applied research in Australia compared to 38.9% by Australian businesses.
- » For every \$1 invested in research, \$5 is returned to the economy.
- » For every 1% increase in R&D, Australia's productivity rises by 0.13 percent points.
- » Even though Australia is home to just 0.3% of the world's population, we produce around 3% of the world's research.
- » More than 90% of Australian university research is rated as world class or higher.
- » Universities represent the majority of Australia's research workforce at 81,090 FTE out of a total workforce of 180,540 FTE (45%) in 2020.
- » Postgraduate students comprise 57% of the university R&D workforce, making them significant contributors to Australia's research efforts.
- » The National Centre for Vocational Education Research (NCVER) works directly with the Skills Senior Officials Network (SSON) and undertakes annual consultation with key stakeholders to determine national research priorities. Research projects that inform these priorities are developed by NCVER, endorsed by the SSON and conducted as part of NCVER's broader research program.

INTERNATIONAL

- » International education^{iv}:
 - » is Australia's fourth largest export
 - » was worth \$37.5 billion to the Australian economy in 2019-20
 - » educated 445,925 international students at Australian universities in 2019, and
 - » supported close to 250,000 jobs in the Australian economy in 2019 data.
- » However, international student enrolments fell 7.4% in 2020 to 413,088 students, the first decline since 2013, due to the COVID-19 pandemic.
- » In 2020, 28.1% of students enrolled in Australian universities were from overseas, compared to 30% in 2019 and 19% in 2001.
- » The share of international students who are enrolled in postgraduate studies, both coursework and research, has increased from 35% in 2001 to 46% in 2020, while the share of students pursuing a bachelor's degree has declined from 60% to 50% over the same period.
- » In 2020, China remained the biggest source of international students, at 33%, followed by India, at 14%^v.
- » The Student Experience Survey (SES) 2021 report, prior to 2020, showed the international undergraduate student rating of the quality of their overall education experience varied within a narrow band of 78% and 80%^{vi}.
- » The Australian Government has announced a planned increase in the duration of post study work rights of international students to strengthen the pipeline of skilled labour. Selected degrees in areas of verified skill shortages will increase from:
 - » two years to four years for select bachelor's degrees
 - » three years to five years for select master's degrees, and
 - » four years to six years for select PhD's.

DIVERSITY AND EQUITY

- » The number of undergraduate students from key equity groups, including Indigenous students, students with disability, and students from low socio-economic backgrounds and regional and remote areas has increased significantly since 2008:
 - » Indigenous undergraduate students has increased from 7,038 in 2008 to 16,559 in 2020 (135% increase)

and as a proportion of all domestic undergraduate students, Indigenous student enrolments increased from 1.3% in 2008 to 2% in 2020, a growth of 0.8 of one percentage point.

- » Undergraduate students with disability have increased from 24,311 in 2008 to 65,444 in 2020 (169% increase) and as a proportion of all domestic undergraduate students, enrolments of students with disability grew by 3.7%, from 4.3% in 2008 to 8% in 2020.
- » Low SES undergraduate students have increased from 90,467 in 2008 to 147,802 in 2020 (63% increase) and as a proportion of all domestic undergraduate students, low SES student enrolments grew from 16.1% in 2008 to 18.1% in 2020, a growth of two percentage points.
- » Students from regional and remote areas have increased from 110,124 in 2008 to 157,171 in 2020 (43% increase) and as a proportion of all domestic undergraduate students, enrolments of students from regional and remote areas declined by 0.4 of a percentage point, from 19.6% to 19.2%.
- » The National Centre for Vocational Education Research publishes equity group participation rates, achievements and outcomes of VET students, with 2019 data being the most recent. Results showed:
 - » Indigenous peoples enrolled in VET is 4%, compared to the total number of VET students. Qualifications completed by Indigenous peoples is 31%, compared to 42% by non-Indigenous people.
 - » People with disability enrolled in VET is 4%, compared to the total number of VET students. Qualifications completed by people with disability is 38%, compared to 41% by people without disability.
 - » Low SES people enrolled in VET is 17%, compared to the total number of VET students. Qualifications completed by low SES people is 37%, compared to 42% by people from higher SES.
 - » People from remote areas enrolled in VET is 2%, compared to the total number of VET students. Qualifications completed by people from remote areas is 32%, compared to 42% by people in non-remote areas.
 - » People from non-English speaking background enrolled in VET is 14%, compared to the total number of VET students. Qualifications completed by people from non-English speaking background is 41%, which equals those from English speaking backgrounds.

CQUNIVERSITY AT A GLANCE

CQUNIVERSITY'S GEOGRAPHIC FOOTPRINT IS DIVIDED INTO THE FOLLOWING REGIONS:

- » Cairns and Far North Queensland
- » Central Queensland (includes Rockhampton, Capricorn Coast and Central Highlands)
- » New South Wales
- » North Queensland and Hinterland
- » South Australia
- » South East Queensland
- » Victoria
- » Western Australia
- » Wide Bay Burnett and Gladstone Region
- » Jakarta, Indonesia.



CQUNIVERSITY'S 2022 ANNUAL REPORT HIGHLIGHTED THAT IN 2022 THERE WERE:

340 VET AND HIGHER EDUCATION COURSES OFFERED

1791 TOTAL EMPLOYEES (EXCLUDING CASUAL APPOINTMENTS)

30 440 TOTAL STUDENTS

8709 VET STUDENTS

11 339 NEW STUDENTS IN 2022

17 626 ON CAMPUS STUDENTS

13 133 ONLINE STUDENTS

1786 STUDENTS ENROLLED IN A PATHWAY OR ENABLING COURSE

1817 INDIGENOUS STUDENTS

4311 INTERNATIONAL STUDENTS

18 018 STUDENTS FROM REGIONAL/ REMOTE BACKGROUNDS

628 RESEARCH HIGHER DEGREE STUDENTS

127 301 ALUMNI

49 029 INTERNATIONAL ALUMNI

5775 GRADUATING STUDENTS (EXCLUDING ENABLING, NON AWARD AND OTHER NON AQF COURSES)

2503 STUDENTS AWARDED SCHOLARSHIPS OR FINANCIAL SUPPORT

\$3 669 655 VALUE OF FINANCIAL SUPPORT AND SCHOLARSHIPS OFFERED

\$21.7 MILLION RESEARCH FUNDING

\$18.9 MILLION INVESTED IN FACILITIES AND INFRASTRUCTURE

\$14.94 MILLION INVESTMENT IN TECHNOLOGY AND DIGITAL INVESTMENT

REPORTING AN OPERATING DEFICIT OF **\$24.3 MILLION** AT THE CONCLUSION OF 2022.

OUR CHALLENGES

The tertiary education sector holds immense significance for the future of the Australian economy and society. However, the sector is facing major internal transformations, coupled with substantial external pressures, which pose significant challenges and necessitate careful consideration in future planning. To identify the market shifts and strategic opportunities with the greatest potential impact on CQUniversity, it is important to consider the following five realities shaping the future of the education sector, as cited by the Education Advisory Board (EAB).

INTERNATIONAL ENROLMENT

International growth will increasingly come from the most price-sensitive regions. Before COVID, the international student market growth was predominately from China and India, which benefited most Anglo markets, particularly Australia and Canada.

Now, Africa and Latin America are presenting as the future growth markets, with 25% of 15 to 24 year olds living in Africa by 2030, and a 68 million current and projected decline in 18 to 23 year olds in China from 2010 to 2050.

Of these future growth markets, the pandemic and inflation lead prospective students to prioritise cost in enrolment decisions and cost of living in the destination country, with career support also being a key differentiator and central in choice.

Striking a balance between diversifying and sustaining international student markets is tenuous. From a diversification perspective, it minimises risk to the student recruitment strategy, broadens access to international education, and increases diversity of perspectives and experiences on campus. On the other hand, diversifying does not bring the immediate return on investment, with business model pressures favouring sustaining through full-fee paying students, which is not certain from the future growth markets.

STUDENT EXPERIENCE

Virtual and hybrid student experience is now the cost of doing business. Before COVID, most student services were in-person and difficult to navigate; the 'one-stop shops' was the paragon of customer service, and online learning was often misunderstood as it was less rigorous.

Now, with heightened expectations of both in-person and virtual services, which is unlikely to change, institutions need to prepare for long-term virtual services investments, and non-classroom services and support will drive the hybrid education and training evolution. The emerging expectations of students in the new decade highlights that learning should be flexible, multi-modal, and interdisciplinary, with connected, collaborative physical and digital environments that provide an Amazon-like experience and are curated and personalised.

SPACE

The physical campus remains core but must become multi-modal. Before COVID, space was designed around in-person as the norm, with tech-enabled spaces predominately one-off pilots, and most space built for single-purposes; overall, virtual engagement was divorced from space planning.

Now, the digital and physical estates are increasingly becoming two sides of the same coin. It is important to anticipate how multi-modal learning and working can transform the campus. Students and staff expect continued modernisation of space and 'smart' building technologies are being embraced.

The pandemic experience elevated the importance of the virtual and in-person experience. The success of virtual operations and benefits of studying and working from home elevated the value of virtual, however, the legacy of social distancing and sub-par online interactions reaffirmed the value of place. This dichotomy leads to question how the demand for different space types will change, do we need to make every campus space tech-enabled, should we end some of our off-campus leases, could we monetise some of our real estate assets that are underutilised, and will we need as big of a campus footprint going forward?

MENTAL HEALTH

The solution to the mental health crisis lies in preventive support rather than simply increasing the number of counsellors available. Before COVID, rising levels of anxiety and depression were already at crisis point and the increase in demand on counselling far outpaced enrolment. Institutions started trying to scale counselling services and its non-clinical resources as mental health required more budget and more senior time.

Now, mental health poses as a barrier to institutional strategic success due to rising levels of isolation and grief, leading to greater expectations of support in clinical and non-clinical solutions, and integrated wellness environments for students, staff and other members of the university community.

The Australian Institute of Health and Welfare's report on COVID and the impact on young people showed that 30% of the young Australians surveyed indicated high levels of psychological distress, 50% held worries of isolation from friends, and 36% experienced increased stress and anxiety. With this, it is important that institution-wide efforts grow and whole of institution approaches to mental health are embedded into practice and culture.

TALENT

A centralised talent strategy is now a must amidst a looming demographic drought. Before COVID, universities were mostly immune to future workforce challenges, and that any talent crunch was short-term and addressable with compensation as tertiary education had a distinct value proposition that attracted staff. Recruitment and retention were delegated to the human resources department and department leaders.

Now, with the perfect storm of COVID, hybrid work, and the great resignation, talent shortages are a long-term reality and tertiary education employment benefits are seen as out-of-step or have become unappreciated by the job seeker. Effective talent strategies require a re-focus from surviving early pandemic revenue losses, to labour as a strategic asset and growing the institution in an era of labour shortage, inflation and competition.

At the height of the pandemic, the Australian tertiary education sector experienced a labour loss of 10% in the December 2020 to February 2021 quarter. Now, job postings for non-academic staff are passing the pre-pandemic high, however the employment pool hasn't recovered, with the highest need for student services staff. Talent now holds firm healthier work-life boundaries and question the hustle culture and sacrifices required to advance.

To compete in today's talent market there needs to be a focus on building internal talent pipelines, driving retention through improved morale and engagement, a differentiated employee value proposition and employer of choice brand, and a commitment to equity, diversity and inclusion.

OUR PERFORMANCE

CQUniversity conducts performance reporting every six months to assess our progress and identify areas for improvement, enabling us to optimise our outcomes. The *Our Future is You* Strategic Plan (2019-2023) has been our guiding framework since 2019 and as we build on this with the New Strategic Plan, it is important to recap on our performance. The below performance summary is as of 31 December 2022.

KPI	2023 TARGET	2019		2020		2021		2022	
		TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL
Deliver a new student-centred curriculum by 2022.	Due 2022	N/A	N/A	N/A	N/A	N/A	N/A	Deliver	100% Delivered
Achieve an increase in unit completion rates for VET qualifications.	84.6%	85%	86.4%	85.75%	86.8%	86.5%	86.3%	87.25% (54,517)	80% (42,942)
Increase Higher Education completions.	60%	50%	53.60%	52.5%	52.2%	55%	52.9%	57.5%	49%
Increase student retention rates.	>78.67%	76.67%	75.30%	76.84%	74.96%	77%	77.6%	>77.17%	77.52%
Increase the overall student experience result as measured by QILT.	>80% (UG)	79%	77.5%	79.25%	75.3%	79.5%	78.4%	>79.75%	78%
Maintain the student satisfaction result as measured by the International Student Barometer.	>90%	>90%	91.7% (2018)	>90%	91.7% (2018)	>90%	88.4%	>90%	88.4% (2021)
Achieve and maintain the graduate and student satisfaction result as measured by the National Centre for Vocational Education Research (NCVER).	86%	80%	86.1%	80%	85.5%	86%	91.75%	86%	89.4%
Increase EFTSL across VET, Undergraduate, Postgraduate and research courses.	15,797 EFTSL	19,755 EFTSL	19,874 EFTSL	16,131.70 EFTSL	18,780.20 EFTSL	16,290.95 EFTSL	16,324.7 EFTSL	11,713.38 HE EFTSL 60,772 VET Enrol	11,949 HE EFTSL 61,951 VET Enrolments
Increase student numbers in short course and professional development offerings.	6,996 students	Baseline	4,607 students	+10% (5,067 students)	6,283 students	+10% (6,911 students)	7,212 students	+10% (7,933 students)	6,996 students
Increase courses with Social Innovation embedded within curriculum.	90%	18%	19.65%	35%	60%	55%	81%	75%	81%
Increase student completions across student equity groups (Domestic Bachelor Low SES, 9-year completion rate).	45.38%	44.38%	45.16%	44.63%	45.25%	44.88%	53.6%	45.13%	47.1%
Maintain Fields of Research recognised as 'at, above or well above world standard' and above.	N/A	22	22	22	22	22	22	N/A ERA Canceled	N/A

KPI	2023 TARGET	2019		2020		2021		2022	
		TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL
Double the annual delivery of our researcher training programs.	N/A	20 staff	20 staff	25 staff	50 staff	30 staff	75 staff	35 staff	45 staff
Achieve an increase in external research income.	\$22.5m	\$15.55m	\$14.85m	\$16m	\$21.94m	\$17.9m	\$22.64m	\$20m	\$22.059m
Grow the Research Higher Degree student load.	350 EFTSL	250 EFTSL	234.5 EFTSL	275 EFTSL	279.4 EFTSL	300 EFTSL	332.64 EFTSL	325 EFTSL	350 EFTSL
Establish two international joint research partnerships.	N/A	N/A	N/A	N/A	N/A	1	Triple Helix Project, Indonesia	1	ACIAR CMERC
Improve in sector rankings.	Improve year on year	THE WUR: 501-600	THE WUR: 601-800 QS WUR: 601-650	THE WUR: 601-800	THE WUR: 801-1000 QS WUR: 591-600	THE WUR: 501-600	THE WUR: 801-1000 QS WUR: 601-650	THE WUR: 401-500	The WUR: 601-800
Deliver two successful commercialisation outcomes.	N/A	N/A	N/A	N/A	N/A	1	4 opp's progressed	1	4 opp's progressed
Achieve and maintain the overall staff satisfaction rating.	86%	86%	83%	86%	73%	86%	77%	86%	N/A Not measured in 2022
Increase the total workforce represented by Aboriginal and Torres Strait Islander peoples.	≥3%	2%	2%	2.25%	1.23%	2.5%	1.47%	1.5%	1.99%
All teaching academics will have an approved scholarship plan in line with TEQSA requirements.	Due 2022	N/A	N/A	N/A	N/A	N/A	N/A	Achieve	Achieved
Increase staff holding or be studying towards a VET or tertiary qualifications.	75%	59%	74%	62%	81%	66%	76.25%	70%	77.37%
Increase social and Indigenous procurement activities.	\$500,000	\$116,600	\$625,482	\$500,000	\$581,159	\$500,000	\$729,000	\$500,000	\$705,924
Be recognised by Reconciliation Australia for the CQUniversity Reconciliation Action Plan.	Due 2022	N/A	N/A	N/A	N/A	N/A	N/A	Achieve	Achieved
Expand our presence by partnering with and supporting new study centres (Regional University Centre) in under-serviced Australian communities.	12 RUC partner locations	Maintain 7 RUC partner locations	1 (8 RUC partner locations in total)	3	4 (12 RUC partner locations in total)	1	6 (18 RUC partner locations in total)	1	5 (23 RUC partner locations in total)
Establish two international joint partnerships.	1	N/A	N/A	1	PT CQU Executive Business Training Centre, Indonesia	N/A	N/A	N/A	N/A

KPI	2023 TARGET	2019		2020		2021		2022	
		TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL
Achieve renewed accreditation as a Changemaker University with Ashoka U.	Maintain	Maintain	Maintained	Achieve	Achieved	Maintain	Maintained	Maintain	Maintained
Achieve an increase in other external income.	\$20m	\$20m	\$35m	\$20m	\$21.782m	\$20m	\$1.3m	\$20m	\$74m
Achieve accreditation into the Carnegie Community Engagement Classification Framework.	KPI Withdrawn	N/A	N/A	N/A	N/A	N/A	N/A	KPI Withdrawn	N/A KPI Withdrawn
Achieve an increase in philanthropic income.	\$4.6m	\$3.4	\$4.595m	\$2.5m	\$4.646m	\$3m	\$4.152m	\$4.4m	\$6.3m
EBITDA target.	10%	6.3%	11.76%	1.5%	5.13%	5%	6.15%	4.81%	5.75%
Current Ratio.	>1.0	1.5	1.2	>1.0	1.38	>1.0	1.56 (w/ NAIF funds)	1.61	1.4 (w/ NAIF funds)
Reduce energy usage across the university.	20%	9%	11.36%	9.5%	36%	13%	35%	16.5%	35%
Maintain Research Higher Degree Scholarship places.	N/A	N/A	N/A	20 places	29 places	20 places	32 places	N/A	17 places
Increase total media hits across all channels.	N/A	N/A	N/A	+3.3%	-11.6%	+3.3%	4.81%	Baseline	22% (note baseline re-established)
Achieve and maintain Social Traders certification.	Maintain	N/A	N/A	N/A	N/A	N/A	N/A	Achieve	Achieved
Maintain a Field Weighted Citation Impact (FWCI) indicator score.	1.8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1.8

RISK ISSUES

LEARNING AND TEACHING

- » Graduate attributes or competencies may not be relevant to the future needs of the industry/ employer.
- » Delivery of education products may not meet the student expectations of flexibility and innovative technology platforms, including staff expectations.
- » Access and participation in education and training may be restricted due to educational design and delivery.
- » Work-integrated learning opportunities may not provide the desired student outcomes.
- » Graduates may not re-engage and may consider alternative education providers for career upskilling.
- » Delivering financially unsustainable courses that may not generate income.
- » Course accreditation and compliance requirements may restrict learning and teaching innovation.
- » Demand on corporate training may exceed capacity to develop product and deliver professional education to industry.
- » Industry disengages and may consider alternative education providers for their training needs.
- » Academic integrity implications.

RESEARCH

- » Lack of research capacity may result in missed research opportunities.
- » Potential lack of industry or diversified industry in the regions to partner with in research or provide RHD opportunities.
- » Potential lack of supervisor capacity to support RHD growth.
- » Potential lack of external funding to invest in research or support RHD growth.
- » Potential time constraints on senior academics with the right backgrounds to participate in research.
- » The opportunity costs if we don't commit to new research endeavours that reflects the societal needs.
- » Inability to expand international research partnerships due to the potential lack of research capacity.
- » Inability to grow international RHD supervision due to lack of investment.
- » Inability to meet TEQSA research requirements for university status.
- » Research outputs may not translate to commercial opportunities.

PLACES

- » The large campus footprint, coupled with ageing assets is a significant financial load to maintain.
- » Underutilised assets are not maximising returns or benefit to the University or local community.
- » Potential inability to deliver campus facilities that are suitable to the learning needs of the student or the future workforce, including accessibility.
- » Digital platforms may lack the relevance and sophistication expected by students or become outdated due to the speed of change in digital advancements.
- » External funding to invest in campus consolidation, rationalisation or new assets that are more suitable to today's student may not be secured.
- » Return on investing in assets may not be realised due to overcapitalising or community expectations are not met.
- » Volatile building industry may lead to pricing escalations, supply chain issues, or contractor unavailability.
- » Cybersecurity.
- » Potential inability to build stakeholder relationships in Indonesia to progress the Jakarta campus.
- » Reconciliation Action Plan (RAP) initiatives may not achieve the intended impact towards meaningful Indigenous engagement outcomes.
- » The impact of inflation on our communities, and the ability to secure accommodation and access essential services.

PEOPLE

- » The workforce model may not support the strategy.
- » Culture may not be conducive to a high-performing, customer-centric institution.
- » Inability to attract and retain the right talent or the culture may not be attractive to prospective employees.
- » Inability to diversify workforce as organisational practices may not support inclusion (overrepresented).
- » Performance management may be inconsistent across the University or may not contribute to achieving the overall vision.
- » Resourcing constraints may contribute to high workloads leading to staff disengagement or burnout.
- » Health, safety and wellbeing initiatives may be ineffective, or the culture may be absent.
- » The Tiered Student Support Model (CQURenew) may not achieve its intended remit, may not be mapped to the student lifecycle, or structures may hinder its ability to operate effectively and efficiently.
- » The College Model may not support the student learning journey.
- » Student expectations of tertiary education and the student experience may not be well articulated.
- » At-risk students may not be identified and supported.
- » High rates of students within their first year of study leave.
- » Overall, student attrition increases.

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