



THE UNIVERSITY OF  
**NOTRE DAME**  
A U S T R A L I A



**2022-2026**  
Strategic Plan



“A university is the place to which a thousand schools make contributions, in which the intellect may safely range and speculate, sure to find its equal in some antagonistic activity, and its judge in the tribunal of truth. It is a place where inquiry is pushed forward, and discoveries verified and perfected, and rashness rendered innocuous, and error exposed, by collision of mind with mind, and knowledge with knowledge.”

- The Idea of the University, John Henry Newman

.. for thousands of years you have lived in this land and fashioned a culture that endures to this day. And during all this time, the Spirit of God has been with you. Your ‘Dreaming’, which influences your lives so strongly that, no matter what happens, you remain for ever people of your culture, is your only way of touching the mystery of God’s Spirit in you and in creation. You must keep your striving for God and hold on to it in your lives.

- Address of John Paul II, to the Aboriginal and Torres Strait Islander peoples, in Blatherskite Park, Alice Springs (Australia), 29 November 1986.

## Message from the **CHANCELLOR AND VICE CHANCELLOR**

2022-2026  
**Strategic Plan**



**Hon. Christopher Ellison,**  
Chancellor



**Professor Francis Campbell,**  
Vice Chancellor

We commend this document and invite you, whether you are a student, staff member, a graduate, an industry partner, a donor or a member of the community, to join us as we embark on an ambitious journey to enhance our University, a community where we welcome people of all faiths or none.

This Strategic Plan, which has been developed after extensive consultation across the University community over more than a year, articulates a clear vision for Notre Dame as we enter our fourth decade. Our strategy sets about retaining what makes us unique and distinctive, while also building for the future.

As you will read in our Strategic Plan, the role of a modern Catholic university is much more than the creation and transmission of knowledge. We believe it is something much deeper. We believe in the power of education to change lives, form good citizens, and help people be the best version of themselves. We believe in seeking truth; best achieved when, as Newman’s motto states - the “heart speaks unto heart”.<sup>1</sup>

Our students are our number one priority. Our role is more than the delivery of an outstanding learning experience. We take great pride in educating the whole person, the academic, social, physical and spiritual dimensions and are deeply committed to supporting our students. In doing so, we encourage our students to thrive, and make an important contribution to our communities. We also encourage and support our staff in the same way – to ensure each one of them are not just employees of the University, but are part of a wider community with the opportunity to make a difference.

Our role is to provide the platforms, frameworks and infrastructure for our students and staff to succeed. Since the launch of this strategy process in 2022 we have embarked on a mission to enhance our learning areas, technology, and social and recreational spaces to create an inviting and dynamic place for our community to gather, learn and work.

We welcome and extend the opportunity for a Notre Dame experience to all. We are implementing plans to enhance the participation of students currently not able to attend Notre Dame, including regional and remote students, Aboriginal and Torres Strait Islander<sup>2</sup> students, and those unable to access higher education.

Our students are central to shaping our decisions, and are now part of the University’s governing bodies, including the Senior Management Group, Student Board, Learning and Teaching Committee and Academic Council. A new Student Wellbeing space has been established, and we have simplified access to student support. Fundamental to this all is our interaction with our students and their pastoral care.

There is much more to come for Notre Dame. It is an exciting time to be part of our University community, and we look forward to working together as we bring our ideas and plans to life. Our ability to achieve these aims will require fresh thinking, innovative approaches and exploring new ways of working. We invite you to discover our Strategic Plan and join us as we build a stronger and brighter future together.

<sup>1</sup> The personal coat of arms of Saint John Henry Newman in 1879.  
<sup>2</sup> Term taken from <https://www.indigenous.gov.au/>

# OBJECTS

The University's Objects are at the heart of all we do as a Catholic University. The Objects of the University are:



1 the provision of university education, within a context of Catholic faith and values; and

2 the provision of an excellent standard of:

- a. teaching, scholarship and research;
- b. training for the professions; and
- c. pastoral care for its students.

The Objects are defined in University of Notre Dame Australia Act 1989 (WA) which marked Notre Dame's establishment in December 1989.<sup>3</sup>

<sup>3</sup> University of Notre Dame Australia Act 1989 (WA) s 5.

IT'S OUR FUTURE



5 PILLARS

# OVERVIEW

**The story of our University is a remarkable one. It is a story of people committed to a vision of the establishment of Australia's first university based in the Catholic intellectual tradition.**

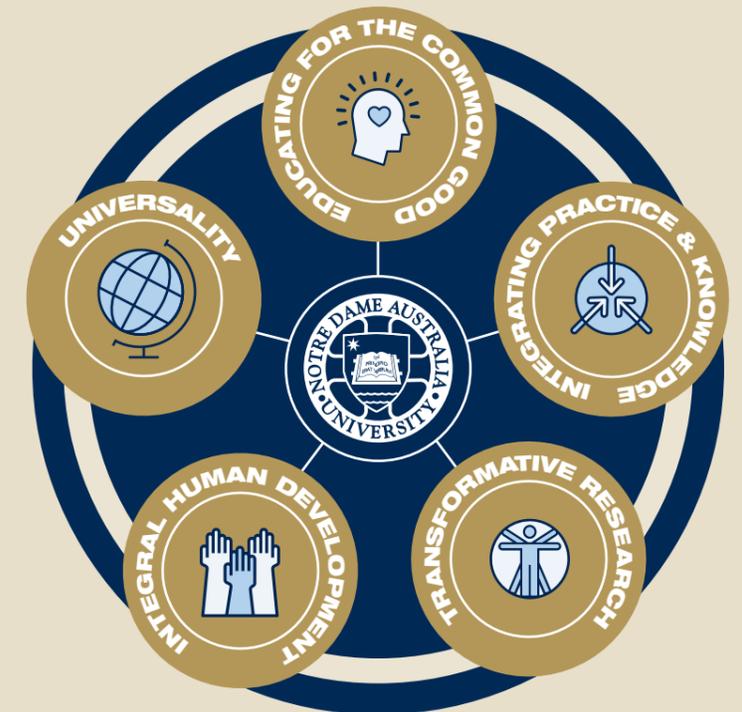
A vision that has driven the opening of schools, structuring them into faculties, expanding the range of disciplines offered, and which inspired the intake of our inaugural student cohorts. Since that time, we have remained committed to preparing our students for the world of work and the professions. We also continue to pride ourselves on excellence in teaching and learning, and the student experience.

We are all part of this extraordinary ongoing story; one which we can look back on with pride as we reflect on the triumphs and development of Notre Dame over the last 30 years. The richness of Notre Dame's story also comes from our shared story with the wider family of Catholic universities of which we are a part; a story which crosses every border, language, and culture, and which has been evolving for a thousand years and beyond. Today, our commitment to offer something distinctive is as strong as when we first started.

Our foundation has helped us deliver outstanding educational outcomes for our students. We have achieved the highest QILT<sup>4</sup> rankings based on our students' employability, their skills development, and the student experience. Those results come as no coincidence. They are a consequence of our purposeful and authentic efforts towards a student-centred teaching and learning experience, a dedication to excellence by our staff, and our commitment to something greater than self or institution.

To continue this story, we must now ask ourselves important questions about what makes Notre Dame distinctive. We are challenged to reinvigorate and renew our offer to students, our society, and the age in which we live. We must focus on areas of new challenge to Notre Dame: research; our post-graduate offer; retention; widening participation of Aboriginal and Torres Strait Islander people; curriculum renewal; and pedagogy. We must also focus on Notre Dame's next decade, to ensure we pass on a strong and growing university to the next generation.

We respond to these questions with the five pillars enshrined in this new Strategic Plan. Through this Strategic Plan, Notre Dame continues its journey of uniqueness, impact, and excellence. Our five pillars are:



<sup>4</sup> Quality Indicators for Learning and Teaching – qilt.edu.au

# FIVE PILLARS



## Integrating Practice and Knowledge

The University will ensure that everyone in our community is prepared for the world of work through practical real-world learning and experiences. This stems from our wider belief in the role of tertiary education to prepare our students for a world in which they will live and work.



## Transformative Research

Our learning and teaching is enriched by high quality research and scholarship. We want to create and transmit new knowledge, but we also commit to making a positive difference by undertaking research which addresses real world issues and challenges, improving the lives of people in our communities.



## Integral Human Development

We will help each of our students and staff flourish and achieve excellence as individuals and be the best version of themselves. This begins by embracing all the opportunities, privileges and benefits that come from a university education. We encourage our students and staff to contribute to the common good of communities, going beyond their individual wants and needs to seek the good of others using their education and all the formation we provide.



## Universality

Building on our reputation as a leading Australian university, we will use our connections, networks, and relationships to provide every possible opportunity the world has to offer to our students, staff, and university community. Universality will demand that all our teaching and research cuts across disciplines and be carried out with a global outlook even as we continue to foster communities on our Australian campuses.



## Educating for the Common Good

Building upon centuries of tradition, we will continue to innovate, challenge, and renew what we offer to our students, staff and society. We will ensure as many people as possible, from wide and varied backgrounds, have the opportunity to benefit from higher education. In doing so we will play a part in forming good citizens rich in humanity, with a strong ethical framework, and with the commitment, courage, and confidence to serve the common good.

**In summary, our goals are bold and achieving them requires discipline and vigour. Our ambition is to serve society through educating and forming our students so they can in turn serve the communities in which they live and work. It makes for a significant and exciting time as we seek to position Notre Dame as the leading Catholic University in the region, and to form the whole of the student with a readiness to act and to have a positive impact in the world.**



# KEY COMMITMENTS AND OUTCOMES

By the end of 2026, Notre Dame will have sustainably achieved the following:

## ◆ Universality

**Integrating and embracing differences, equipping students for our rapidly changing world**

- Our Core Curriculum will have an international component. We will offer the Core Curriculum beyond our campuses and provide our students the opportunity to undertake a period of time studying abroad with a partner institution. Students will gain perspective on the universality and unity of the truth and how it manifests across disciplines and in different cultural contexts.
- Each Faculty will be working with international university partners to co-design and co-deliver joint degrees.
- International experiences will be available to students across all programs.
- 12.5% of our student population will be international by 2026, achieved with our international university and research partners.

## ◆ Educating for the Common Good

**Interdisciplinary learning recognising the unity of knowledge and contributing confidence to act and serve**

- We will enhance our Core Curriculum to serve as the basis of the integration across all disciplines.
- All Undergraduate programs will have a pathway, postgraduate and microcredential/short course option.
- Each Faculty will have at least two joint international degree programs.
- A greater number of students will have broadened their learning experiences by pursuing interdisciplinary and nested<sup>5</sup> awards.

<sup>5</sup> Nested awards are a set of courses of study that are offered sequentially and can lead to qualifications at different Australian Qualifications Framework (AQF) levels.

<sup>6</sup> The Laudato Si' Action Platform is a unique collaboration between the Vatican, an international coalition of Catholic organisations, and "all men and women of good will." <https://laudatosiactionplatform.org/about/>

## ◆ Integrating Practice and Knowledge

**Development of capable citizens, with a confidence to act and contribute to serving the common good**

- All programs will have practical experience opportunities for all students.
- Each Faculty will be working with partners to codesign postgraduate programs.
- Each Faculty will be providing professional learning and accreditation courses for aligned professions, including microcredentials.
- Maintained or improved performance across the QILT rankings including Student Experience (>90%), Graduate Outcomes Survey (>90%), and top 10 for Employer Satisfaction.

## ◆ Transformative Research

**Integrated partnerships, developing new knowledge and solutions to impact and change lives**

- World standard ratings in the majority of our Fields of Research in the Excellence in Research in Australia Quality, Impact and Engagement assessment (2026).
- Increased number of external grants involving our staff and where Notre Dame is the Administering Institution.
- Increased number of Higher Degree by Research enrolments that are supported by industry/profession partners and completed on time.

## ◆ Integral Human Development

**Whole student formation and preparation to be an integrated, universal and impactful force for good**

- Further steps will have been taken to increase access to a university education at Notre Dame. We will have increased Equity student enrolments - 15% growth per annum for Aboriginal and Torres Strait Islander students, 5% for low SES students, and 1% for regional and remote students.
- Reconciliation Action Plans will be developed, embraced and embedded, tailored for each campus.
- Improvements will have been made across our operations based on the goals of Laudato Si'<sup>6</sup>, with a focus on achieving Net Zero emissions, energy, water, and waste reduction targets per campus.
- Action having been taken to ensure all our investments and practices are ethical.
- All staff will have been encouraged to engage in personal formation and community activities.



## UNIVERSALITY

Universality recognises that Notre Dame is part of something bigger and deeper than itself. We are an important and integrated part of over two thousand Catholic universities and colleges, located across the world. Our teaching, learning, research, students, and staff are not confined by geography, creed, race, language, or socio-economic status. Our universality is grounded in our Catholic tradition and embraces, welcomes, and educates all – regardless of belief or identity.

Our ambition at Notre Dame is for all students and staff to experience and deliver universality – a unity of knowledge as espoused by St. John Henry Newman. This unity of knowledge is a reminder of the richness the world has to offer us as an open and globally minded university. The word “Catholic” means universal and all-encompassing. The unity of knowledge of which Newman spoke encompasses what is true for all persons, that all persons seek regardless of any of their differences. This knowledge seeks to understand the whole of reality and how its various parts fit together into one coherent order.

Thus, universality goes to the heart of our offer and our foundation. It inspires what we do and reminds us of the beliefs we share as communities of faith and human persons. Universality sits at the core of our mission as a Catholic university and speaks into our curriculum, our research, our operations, and our vocation.

All students should have the opportunity to benefit from Universality. To undertake an international, or a local Aboriginal and Torres Strait Islander cultural and education immersion experiences.

We have the opportunity to be excellent in all that we do, and to take up opportunities to make that excellence count, in our own university community and as it impacts on our surrounding communities and international partners. All that we undertake will carry us closer to the grasp of universal truths in all places and times.

Our objectives in Universality are anchored in the Catholic faith, which strives to find the truth, excellence, and goodness in all the work of Creation. That faith also inspires us to invite others into that vision. This is a vision for all of humanity, and it is at the basis of the relationships that we will build now and into the future. Universality transcends borders with an implicit understanding of something bigger and more defining and ultimately more meaningful. We will focus our efforts on high-quality international partnerships, in areas of strength, which will support our priorities in research and Educating for the Common Good.



We will achieve this through

### ◆ Growing our international partnerships, international student presence, and research partnerships

Using our global university network to shape our curriculum.

Encouraging and supporting staff to build strategic and coordinated connections through our strategic partnerships.

Providing international experiences and opportunities to students across all programs.

Collaborating with our global partners in setting our research agenda.

Seeking the best partners to collaborate in the delivery of our research activity.

Sharing our research insights and knowledge across our national and international networks for the betterment of society.

### ◆ Enhancing Australian learning opportunities with a universal curriculum

Undertaking peer led reviews of our programs by members of our global university networks.

Co-designing and co-delivering joint degrees with our international university partners, promoting interdisciplinarity and a unity of knowledge.

Ensuring all students have the opportunity to undertake international, or local Aboriginal and Torres Strait Islander cultural and education immersion experiences.

### ◆ Studying our Core Curriculum – a global campus option

Developing an international component of our Core Curriculum. We will offer the Core Curriculum beyond our campuses and provide our students the opportunity to spend a period of time studying abroad with a partner institution.

### ◆ Student access and opportunity

Enhancing the education pathways for students from rural and remote, low SES and Aboriginal and Torres Strait Islander communities.

Engaging society's most marginal people through community relationships, industry partnerships and scholarship opportunities.





# EDUCATING FOR THE COMMON GOOD

## EDUCATING FOR THE COMMON GOOD

As a university community we commit to educating for the common good; developing graduates who are prepared for the world of work and also forming good citizens rich in humanity, with a strong ethical framework, and with the commitment, courage, and confidence to serve.

Achieving this requires an approach to education that is not simply about acquiring knowledge but an approach that places the person at the centre. It is also an approach that recognises the relationships and groups which form within the academy are ones of interdependence and solidarity “in which the common good is connected virtuously to the good of each of their components, transforming the contents of knowledge in line with the full realisation of the person and his or her belonging to humanity”.<sup>7</sup> By doing this, Notre Dame offers a distinctive educational experience that both enriches the lives of individuals and provides a basis for collective hope.

Consistent with the theme of educating for the common good, and by placing the person at the centre, Notre Dame recognises that an education must be contextualised in accordance with the principle of subsidiarity, in embracement of the student’s personal circumstance and experience, and supporting a rich pluralism.

Educating for the common good is not the greatest good for the greatest number, but rather an education that enables our students to address challenges in ways that ensure that the rights of individuals are respected, social well-being is fostered, and that from this the group is developed, reconciling competing interests and promoting peace in society.

Our belief in the universality of humanity and truth also means that this commitment is to a universal Common Good that extends beyond our local and national communities and considers the whole human family, transcending geographical boundaries, ethnicities, or creeds.

We believe with the wisdom of humanity that there are few issues that can be addressed successfully purely from within a single academic discipline. We must remain open to those with whom we might disagree, seeking understanding and common ground for the greater good of all, not just the good of the many. As part of this, we must re-embrace a strong commitment to freedom of thought in the pursuit of truth and stand with those on the margins where they face intolerance and injustice. We need to encourage our students to explore freely and to focus their efforts on finding solutions to perplexing questions, bringing knowledge, insight and a healthy inquiry to the debate and discussion.

Excellence is achieved through high quality teaching and learning that is grounded in research and scholarship and applied through the rigorous examination of questions, in-depth reasoning and authentic engagement with our reality. Our commitment to educating for the common good informs *who* we teach so that our student profile is rich and diverse, *what* we teach so that education enables participation and universality, and *how* we teach so that our approaches support both the development of the individual and a pursuit of the common good.

A rich and diverse student profile is central to our mission as a Catholic university. We must reach out to the marginalised and invite and involve as many as we can. This diversity includes not only supporting equity groups, but also engaging students across life stages and careers, including VET and pathways, short courses, and postgraduate studies, and promoting strong international cohorts.

<sup>7</sup> Pope Francis, Address to the Plenary Session of the Congregation for Catholic Education, February 9, 2017, in Educating to fraternal humanism Building a “civilization of love” 50 years after Populorum progressio, Congregation for Catholic Education (for Educational Institutions), by Cardinal Giuseppe Versaldi, Prefect Archbishop Angelo Vincenzo Zani, Secretary [https://www.vatican.va/roman\\_curia/congregations/ccatheduc/documents/rc\\_con\\_ccatheduc\\_doc\\_20170416\\_educare-umanesimo-solidale\\_en.html#\\_ftnref27](https://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_20170416_educare-umanesimo-solidale_en.html#_ftnref27)

We will achieve this through

### Enhancing our Core Curriculum

Creating a Core Curriculum that enhances a unity of knowledge where our students obtain greater insights from a depth and breadth of disciplines.

Ensuring our teaching model provides learning through interdisciplinary and practical human challenges.

Providing international partner collaborations with immersion experiences across different geographical and cultural contexts.

### Programs of professional practice

Developing new programs of professional practice.

Expanding microcredentials and professional development.

Enhancing our VET offerings within health, education and business.

### Interdisciplinary, transcultural and co-curricular education

Delivering a national academic program structure.

Integrating studies from other disciplines and professions.

Expanding problem-based learning into all programs.

Appointing Professors of Practice across all programs.

Encouraging collaboration by further activating our campuses.

### Student formation and profile

Holistically enrich our core business focus of student retention to further enhance student success and experience within our cohorts.

Implementing whole of university analytical methods to inform academic, pastoral care and wellbeing practices, and student success.

Enhancing career development opportunities for students, combined with stronger connections with employers.

An annual increase in the total number of graduating equity students.

Recognising our students for their co-curricular activities.

### A community of scholars

Further integrating our relational pedagogies and human-to-human engagement.

Enhancing our teaching, using a mix of traditional methods along with new and emerging technologies.

Facilitating inquiry, debate, and discussion, in partnership with experts and leaders, on matters of academic, public, and church importance.

Hosting an annual festival highlighting key issues facing society and developing innovative solutions.

Ensuring our graduates are digital ready.



# INTEGRATING PRACTICE AND KNOWLEDGE

## INTEGRATING PRACTICE AND KNOWLEDGE

Since our inception, Notre Dame has prided itself on placing an emphasis on professional experiences in authentic environments, to ensure that graduates are work ready with all the necessary skills to excel. We believe that complementing university learning and theoretical knowledge with the opportunity to apply knowledge through practical, real-world experience delivers better personal and professional formation.

This approach supports the integration of knowledge while also providing our students with a distinctive, competitive advantage. As a result, our students are sought after across the professions and have a reputation for their skills, confidence, professionalism, and ability to make a valuable contribution in the workplace from their very first days of employment.

This integration of knowledge and practice reflects our commitment to form the whole person, with ethical and values-based thinking and practice. Our dedication to providing learning experiences that integrate knowledge and practice stems from our wider belief in the role of tertiary education to prepare our students for a world in which they will live and work, become capable citizens, and contribute to serving the common good. We are defined by this approach, and it remains core to our offerings.

Among Australian universities, we are known for providing more opportunities for practical experiences than any other university. Experience in real world learning environments enables students to further develop their knowledge and practical skills while being mentored by industry experts and practitioners. Practical experience also provides opportunity for personal development within a particular professional context. Our students and employers value this approach based on their responses to student experience and employability surveys as well as unsolicited testimonials.

Our Objects include preparing our students for the professions. Integrating practice and knowledge is central to this preparation, allowing students to immerse themselves in the intricacies of their chosen profession to become wholly proficient in their career. Our commitment to integrating practice and knowledge (and the way in which we do this) is not fleeting but is rooted in our distinct philosophy of education and our founding Objects and mission. It is a philosophy which values the unique dignity of each human being in our community, and it strives to give each person - each of our students - the best start and chance to lead a fulfilling life. We have a responsibility not only to educate each student, but also to form them too; to prepare them to be good citizens as well as employees and leaders. This will not change as it is fundamental to our founding and distinct approach.



We will achieve this through

### ◆ Ensure integrated practice is core to all our programs

Providing the highest quality practical experiences for students aligned to employer needs.

Expanding international practicum opportunities with our global university partners.

Establishing a Centre for Integrated Practice and Knowledge to connect students, our partners and opportunities.

Expanding professional development to our staff to ensure they are using the latest methods, techniques, practices and approaches as used by employers.

### ◆ Grow partnerships to establish a broad range of integrated knowledge and practice experiences for our students and staff

Growing the number of partnerships and placements with alumni, business and industry, Government, and community.

Encouraging and supporting staff to build connections and partnerships in a strategic and coordinated way.

Making our campuses open and key points of connection for engagement across our communities.

### ◆ A continuously contemporary curriculum, with a strengthened workforce

Encouraging our academics to leverage our alumni and partner networks to co-design and enhance our curriculum.

Growing and utilising our alumni and partner networks to be *Professors of Practice*, and actively involve them in the delivery of our curriculum.

Being a partner of choice in the provision of education and professional development opportunities to our industry and community networks.

### ◆ Beyond the University

Building a more engaged and connected alumni network.

Creating a whole of university alumni mentoring program to provide networking, advice and career opportunities for our students.

Engaging actively in the conversations that matter with industry employer groups and Government.





## TRANSFORMATIVE RESEARCH

Every university breathes with two lungs: teaching and research. Our teaching and learning needs to be enriched by high quality research and scholarship. And our commitment to predicate our teaching and learning on serving the common good will necessitate an equally strong obligation to undertake research which speaks to real world issues and challenges (such as those prevalent in health and education, and social inequality that persists for some communities globally). Our task now in this fourth decade of the University is to complement our outstanding record in teaching and learning with an equally impressive record on transformative research.

Placing research at the core of our Strategic Plan acknowledges its fundamental importance not only to our standing as an Australian university, but to the fulfilment of our Objects and implementation of the idea of a Catholic university.

All research comprises a contribution to knowledge. Transformative research, as a term, most often means research that shifts and changes a scientific paradigm. For Notre Dame, it means that research can transform lives, communities and industries, and works together with teaching. Fundamentally it concerns how research can contribute to the common good, by positively affecting individual humans living in societies including industry, students, community and academia, and solving challenges within our world. Thus, a major focus of our research is that it needs to transform human lives, in particular by being ordered toward human integration, health and education. Our research supports the ways that we train students in the sciences, in the humanities, and in professional degrees. In the sciences, we help our research community to explore ways to sustain human dignity and the common good by supporting technologies that can improve lives.

In our humanities and professional degrees, our research is the basis upon which we enable our students to recognise a universal or integrated truth about human life; whether it be the way they live and work, or the way they serve through their profession.

A Catholic university will always challenge the view that research is worthwhile only when it results in technological innovation, commercial gain, and other commonly accepted metrics. Research, through scholarship, can not only make a difference in the lives of people when ideas are disseminated in the classroom, but also when ideas – particularly in theology, philosophy, literature, history, and related liberal arts – genuinely change the outlook of people, touching their hearts and minds.

Research must also solve real world problems to stay relevant and contribute to the common good, and not just create new knowledge. Notre Dame's transformative research should contribute to change inside and outside of the academy and be action-oriented research towards positive impact alongside pure basic foundational research.

A strong commitment to teaching and learning, underpinned with a strong record on research, offers hope to our age and a unique contribution from Notre Dame to the wider academy. Our ambition for 2026 and beyond is to further enhance our impact for the common good in society by strengthening our research position, and to be as renowned for research as we are for teaching. Working with industry we will broaden our innovation and translational impact, by striving to deliver high-quality, world-leading research, which addresses local and global challenges. We will advance knowledge to help individuals, families, institutions, and society. Our social and research partners will challenge us to be increasingly creative as we pursue research that serves humanity. We will enable our students and staff to contribute to society through their own applied research projects, and our research work will enrich our teaching. Our practice and our research will cross disciplinary boundaries as we collaborate with each other within the University and beyond. Above all, our research will serve the integral human development that is fundamental to all our work as a university.

We will achieve this through

### Researching mission aligned challenges for common good and impact

Undertaking research into topics aligned to our areas of strength, and where we can make a difference.

Informing and guiding our research by our ethics and values.

### Enhancing our institutes

Sharing our research insights and knowledge across our national and international networks for the betterment of society.

Addressing real world needs and priorities through proactive and meaningful engagement.

Translating our research in the pursuit of the common good through innovation, change and enhancement.

### Partnering and impacting through joint and global research, seeking original solutions

Involving our global partners in setting our research agenda.

Collaborating in the delivery of our research activity.

Attracting new and additional funding outside of university-led grants.

Each Faculty participating in up to three new international strategic research partnerships.

### Enhancing research culture and researchers

Establishing a research development framework, including an engagement and impact assessment for all proposals.

Encouraging high-performing students to pursue degrees by research and attracting new research talent and.

Delivering an annual series of events for staff and students to promote and build engagement in our research activity.

### Developing our communities of practice

Hosting leading experts from our global networks to collaborate with us and help further our knowledge.

Supporting our high performing researchers to share their impactful findings through international exchange and fellowships.



## INTEGRAL HUMAN DEVELOPMENT

Integral Human Development is the growth of the whole human person encompassing all aspects of life: social; economic; political; cultural; environmental; and spiritual. Integral Human Development recognises the dignity of the human person as created by God in His image with reason and freedom. Our approach to Integral Human Development embraces our responsibility to help each of our students and staff flourish and achieve excellence, sharing a common human nature and bearing particular gifts and callings that God instils in each unique individual. St. John Paul II wrote in *Ex Corde Ecclesiae*: “Every Catholic University, as a university, is an academic community which, in a rigorous and critical fashion, assists in the protection and advancement of human dignity and of a cultural heritage through research, teaching and various services offered to the local, national and international communities.” Notre Dame has eagerly accepted that challenge since its founding.

A university’s first task is the intellectual development of its students by conveying knowledge. A university education is a privilege that shapes lives and transforms people’s futures. We know of the power of education and the opportunities it affords people throughout their lives. This is measured through critical thinking skills, knowledge attainment and professional accreditation, career prospects and social skills including friendships. Most importantly, an education provides students with the ability to understand truth and reality, the truths that are worth knowing in and of themselves, and truths which they want to know, and must try to know, because we are human.

As an educational goal, Integral Human Development is also intrinsically connected to the formation of character such that our goal is not just intellectual formation.

Humankind has known from ancient times that we all seek to be happy, and that the key to happiness is a virtuous character that opens the possibility of making good choices and using our freedom to live fully human lives. We therefore aim to foster and promote the acquisition of virtue by staff and students so that we may, in community, live and act well as persons, and contribute to the common good via our academic scholarship and training for the professions.

The Catholic intellectual tradition upon which the University is founded accepts that human excellence includes the development of our reason and intellect but also requires faith and grace. We cherish the crucial importance of the spiritual development of our students and staff as part of human flourishing.

We know that we thrive when we are members of communities, including families, faith communities, social organisations, and political communities. We must help students and staff understand their responsibility to contribute to the common good of communities, going beyond their individual wants and needs to seek the good of others using their education and all the formation we provide. We must also provide this help to students and staff by modelling what it is to live well in community, and to be a community of scholars. We commit to welcoming and engaging with communities who previously may have had limited access to higher education, particularly Aboriginal and Torres Strait Islander peoples, those living in regional, rural and remote communities, and those who are first in their families to have the possibility to attend university.

Our focus as a leading international Catholic university is to ensure that as many people as possible who aspire for these opportunities are given the chance to pursue them. We want to enable our students to be fully human, to be competent in their fields and to thrive as the persons they were created to be.

We will achieve this through

### Integral development of our people (staff, students and alumni) through formation

Delivering a series of formation activities for all staff and students.

Forming our staff through the implementation of a bespoke induction program to welcome new staff into the community of Notre Dame.

As a community, recommitting to the values and virtues that bind us together.

Supporting the career progression of our staff through professional development opportunities.

Implementing new human-centred policies and pastoral care practices to guide the future direction of the University.

### Integral development through our partners

Appointing a Professorial Chair for the promotion of Integral Human Development.

Establishing a Centre of Excellence in Catholic Education.

Enhancing the volunteering opportunities available to our staff and students.

### Integral development within our University

Pursuing the goals of *Laudato Si'* in guiding our environmental and economic future.

Engaging in thought leadership and public conversations to shape good public policy.

### Student access and opportunity

Enhancing the education pathways for students from rural and remote, low SES and Aboriginal and Torres Strait Islander communities.

Engaging society’s most marginal people through community relationships, industry partnerships and scholarship opportunities, and providing pastoral care.

### Recognise the importance of human labour in excellence

Rewarding the demonstration of Integral Human Development behaviours by our staff and students.



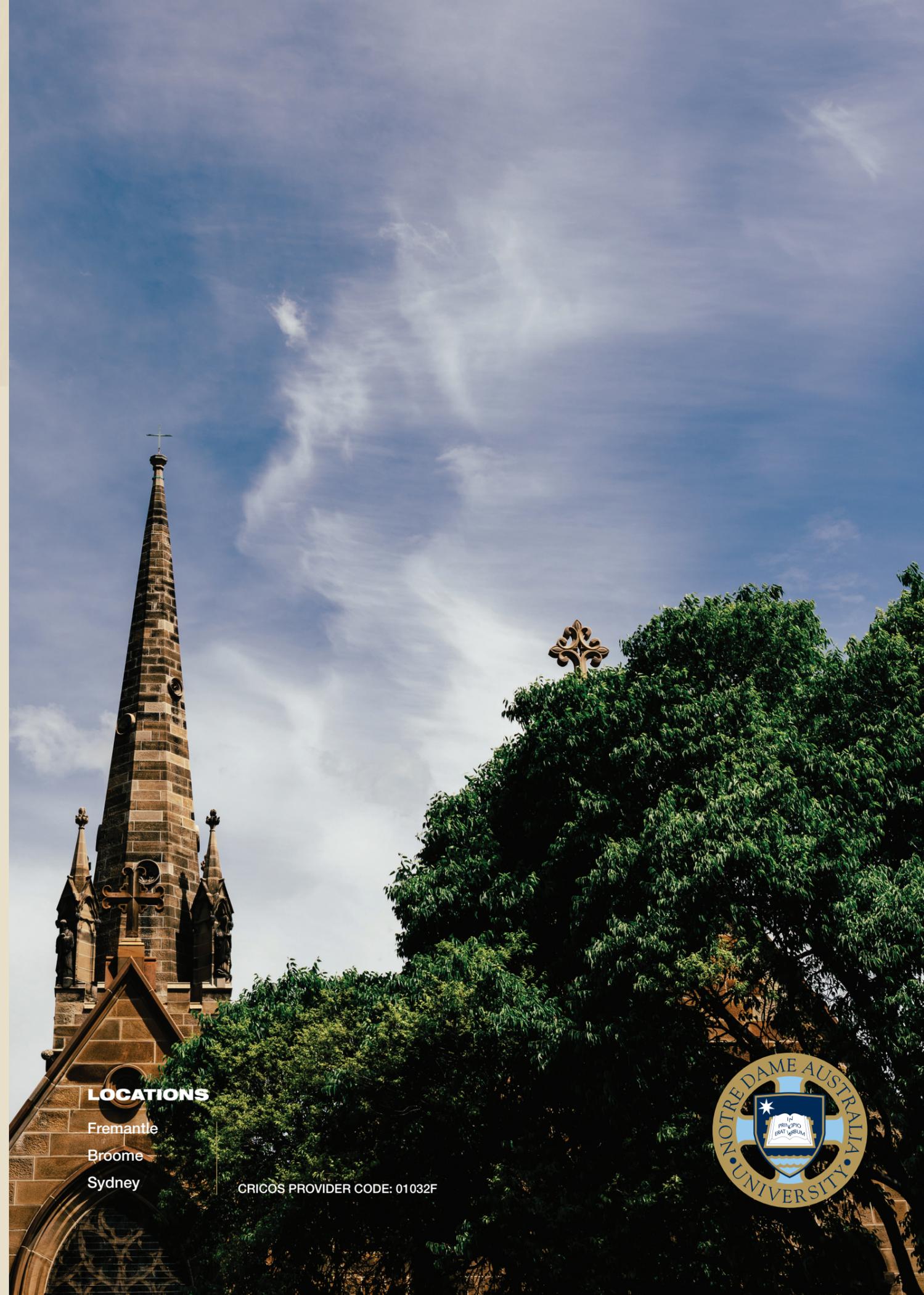


## DEDICATION

We dedicate our 2022-2026 Strategic Plan to all those in our University of Notre Dame Australia community that have come before us and who have left us a rich legacy to build on.

We particularly remember those who founded the University and dedicated their lives to its growth and development.

We offer this strategic vision as guiding principles for the next four years of the journey, strong in the belief that it builds on what went before and reflects the signs of the times for today's and tomorrow's challenges and opportunities.



## LOCATIONS

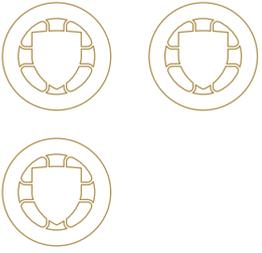
Fremantle

Broome

Sydney

CRICOS PROVIDER CODE: 01032F





THE UNIVERSITY OF  
**NOTRE DAME**  
A U S T R A L I A

**2022-2026**  
Strategic Plan