



Australian Government

**Department of Industry, Innovation, Climate Change,
Science, Research and Tertiary Education**

2014-16 Mission-based Compact

Between:

The Commonwealth of Australia

and

The University of Notre Dame Australia

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This compact is between

The Commonwealth of Australia (**Commonwealth**) represented by and acting through:

The Minister for Tertiary Education, Skills, Science and Research

Assisted by the Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education (DIICCSRTE)

ABN 77 599 608 295

Of

Industry House

10 Binara Street

Canberra ACT 2601

And

The University of Notre Dame Australia

(ABN 69330643210)

A body corporate under The University of Notre Dame Act (1989) WA

Of

19 Mouat Street Fremantle WA 6160

(University)

CONTEXT

A. Policy Setting

The Australian Government believes all Australians are entitled to a productive, fair and prosperous life and our higher education system is crucial to achieving this. Universities impart the skills and knowledge Australians need to realise their personal and professional aspirations and contribute to the broad economic and knowledge base of our society including the cultural, health and civic wellbeing of the community.

Over the term of this mission-based compact (compact), Australian universities will confront a range of opportunities and challenges in fulfilling their social and economic remit. These opportunities and challenges include, but are not limited to, changing national and international educational markets, dynamic global financial arrangements including the rise of the Asian Century, new approaches to teaching and learning, rapidly changing information technologies and evolving priorities for research and innovation.

Australia's universities are well equipped to harness the opportunities and meet these challenges that lie ahead. The 2014-16 compact supports this process by articulating the major policy objectives and the diverse approaches and commitments universities will adopt to achieve these strategic goals over the term of the agreement.

B. The Purpose and Effect of this Compact

This compact is an agreement between the Commonwealth and the University. Entering into a compact is one of the quality and accountability requirements which a higher education provider must meet under the *Higher Education Support Act 2003* (HESA) as a condition of receiving a grant. Specifically, subsection 19-110(1) of HESA requires Table A and Table B providers must, in respect of each year for which a grant is paid to the provider under HESA, enter into a mission based compact with the Commonwealth for a period which includes that year.

The compact demonstrates the Commonwealth and the University have a shared and mutual commitment to provide students with high quality educational experiences and outcomes and to building research and innovation capabilities and international competitiveness.

The compact recognises the University is an autonomous institution with a distinctive mission, operating within a state or territory, national and international higher education environment.

The purpose of this compact is to provide a strategic framework for the relationship between the Commonwealth and the University. It sets out how the University's mission aligns with the Commonwealth's goals for higher education, research, innovation, skills development, engagement and Aboriginal and Torres Strait Islander access and outcomes.

The Commonwealth and the University agree this compact will be published on Commonwealth websites and may be published on the University website.

C. Establishment of the Compact

The Commonwealth and the University agree the Term of this compact is from 1 January 2014 until 31 December 2016.

D. The Principles of Commonwealth Funding Support

The Commonwealth articulates its vision for the higher education sector, through *Transforming Australia's Higher Education System* (available at the [DIICCSRTE website](#)), and the role of universities in driving our national innovation system, through *Powering Ideas* (available at the [DIICCSRTE website](#)).

In supporting Australia's universities, the Commonwealth seeks to promote:

- academic freedom and institutional autonomy;
- a diverse and sustainable higher-education sector;

- opportunity for all;
- access to university based on merit;
- world-class teaching and learning that advances the international standing of Australian education;
- world-class research and research training that advances knowledge, critical thinking and Australia's international standing; and
- responsiveness to the economic, social and environmental needs of the community, region, state, nation and the international community through collaborative engagement.

To ensure Australia's higher education system remains robust and of high quality in a globally connected and competitive world, the Australian Government has adopted and implemented a number of system-wide quality measures including establishing the Higher Education Standards Framework, and the Tertiary Education Quality and Standards Agency (TEQSA).

E. The Structure of this Compact

Part One provides for the Commonwealth's focus for the compact and a description of the University's Mission Statement and Strategic Priorities.

Part Two provides for matters related to improving access and outcomes for Aboriginal and Torres Strait Islander people. It contains Commonwealth objectives, university strategies and performance indicators and targets.

Part Three provides for matters related to innovation, industry and skills and engagement. It also contains Commonwealth objectives, university strategies and performance indicators and targets.

Part Four provides for matters related to teaching and learning including student enrolments, quality, equity and infrastructure. It contains Commonwealth objectives, university strategies and equity targets.

Part Five provides for matters related to research and research training including research performance and research capability. It contains Commonwealth objectives, university strategies, performance indicators and targets.

Part Six provides for general provisions of the compact including compact review, privacy, confidentiality and information sharing, changing the compact and notices.

PART ONE: FOCUS & MISSION

The Commonwealth's Focus for this Compact

The Commonwealth's ambitions for higher education include:

- providing opportunities for people from all backgrounds to participate to their full potential and be supported to do so. This includes supporting the aspirations of Aboriginal and Torres Strait Islander people through improved access and support arrangements. The Commonwealth is committed to ensuring the rate of Aboriginal and Torres Strait Islander people participating in undergraduate and higher degrees by research (HDR), as well as staffing and academic representation, reaches population parity;
- providing students with a stimulating and rewarding higher education experience;
- producing graduates with the knowledge, skills and understanding for full participation in society and the economy;
- better aligning higher education and research with the needs of the economy, and building capacity to respond to future changes in skills needs;
- increasing universities' engagement with all parties and linkages between universities and Australian businesses in particular;
- playing a pivotal role in the national research and innovation system through the generation and dissemination of new knowledge and through the education, training and development of world class researchers across a wide range of intellectual disciplines;
- improving knowledge transfer and commercialisation outcomes;
- consistent with the Asian Century policy framework, ensuring education is at the forefront of Australia's engagement with Asia; and
- being amongst the leading Organisation for Economic Co-operation and Development (OECD) countries in terms of participation and performance.

In support of these objectives, the Commonwealth encourages universities to consider the following important measures in their planning and delivery:

- developing partnerships with schools and other organisations to improve the participation of people from disadvantaged backgrounds in higher education;
- working with business, industry and Vocational Education and Training (VET) providers to provide the Australian economy with the graduates it needs;
- the suite of performance measurement tools being developed through the Advancing Quality in Higher Education initiative, work on quality in research training, and a feasibility study on research impact assessment (including the possible implementation of a mechanism, separate from *Excellence in Research for Australia*, to evaluate the wider benefits of publicly funded research);
- applying the principles and procedures required to support a continuous improvement model for intellectual property; and
- the National Research Investment Plan, including the need for a strategic outlook to address Australian Government priorities and principles at a national level.

1 THE UNIVERSITY'S MISSION AND STRATEGIC PRIORITIES

1.1 The purpose of the University's Mission

The University's Mission sets out its values and aspirations, what it does and how it can best serve the interests of its students, staff and key stakeholders. The Commonwealth and the University recognise the University's Mission may evolve.

The University and the Commonwealth recognise the University is an autonomous institution which is responsible for the determination of its Mission and for its aspirations and strategies for their achievement.

1.2 The University's Mission and Strategic Priorities

History

The University of Notre Dame Australia (Notre Dame) was established by an Act of the Parliament of Western Australia on 21 December 1989 and by a Canonical Statute of the Archdiocese of Perth on 2 July 1991.

The Objects of Notre Dame, which are defined in section 5 of The University of Notre Dame Australia Act, 1989, are:

- (a) The provision of university education, within a context of Catholic faith and values, and
- (b) The provision of an excellent standard of:
 - (i) Teaching, scholarship and research;
 - (ii) Training for the professions; and
 - (iii) Pastoral care for its students.

While given full recognition as a university by government (through the passing of the Act of Parliament by the State Government of Western Australia), Notre Dame commenced life as an entirely privately funded venture and without any government financial support. Recognition by successive governments of the important role Notre Dame plays in the areas of Health, Teacher Education and in Indigenous Education on the Broome Campus, led to the allocation of Australian Government funding to Notre Dame to support student places in Medicine, Nursing and Education on its Fremantle and Sydney Campuses and for students on its Broome Campus. In 2011, the Australian Government agreed to fund additional Commonwealth Supported Places (CSP) at Notre Dame and to grant greater flexibility to the Notre Dame in the disciplines in which those CSPs could be allocated. Notre Dame also receives Commonwealth research funding, and has access to capital grants for facilities. It receives low interest loans from the Western Australian State Government for some of its capital projects in that State.

Notwithstanding the recognition of Notre Dame by the state and the receipt of Government funding to support it in its pursuit of promoting the public good through the provision of university education, Notre Dame identifies itself as 'private' because it was not 'created' by the state and is not 'owned' by the state.

Aspirations and Strategic Plan

Notre Dame's aspirations for the period of this compact, as set out in its Strategic Plan, 2013 – 2016 (Strategic Plan) are to:

- Ensure that it continues to be authentically Catholic; to follow the rich intellectual and pastoral tradition of the Catholic faith and in fidelity to this tradition, engage in the rigorous pursuit of truth and wisdom; to develop and build the "Community of Notre Dame" such that all who are associated with it find it to be a culture and environment that is conducive to the development of the whole human person.
- Pursue excellence in all that it does, with particular reference to the academic endeavours of teaching, scholarship and research.
- Play an active role in the local, national and international community, by acknowledging at all times that Notre Dame is a university "in the world" and "for the world" and always to act in ways which are in full concord with its obligations to civil society.

- Ensure that Notre Dame has resources and governance systems that will enable it to achieve its Objects.

Current Circumstances

Notre Dame has three campuses located in Fremantle, Broome and Sydney. It also operates clinical medical training in Victoria, through the Sydney Medical School. It offers pre-university, undergraduate and postgraduate courses through campus based schools operating within the framework of the following eight national Colleges:

- (i) Arts and Sciences (Fremantle, Broome and Sydney).
- (ii) Business (Fremantle and Sydney).
- (iii) Education (Fremantle, Broome and Sydney).
- (iv) Health Sciences, including Physiotherapy (Fremantle).
- (v) Law (Fremantle and Sydney).
- (vi) Medicine (Fremantle and Sydney).
- (vii) Nursing (Fremantle, Broome and Sydney).
- (viii) Philosophy and Theology (Fremantle and Sydney).

In addition to these higher education and pre-university courses, Notre Dame also offers a number of Vocational Education and Training (VET) courses in Nursing and Education on its Broome campus and academic enabling programs on all campuses.

In 2012, Notre Dame's enrolments were over 8,300 EFTSL. More than 95% of the current student population are domestic students and approximately 94% of all enrolments are in undergraduate degrees.

Notre Dame's internal evaluative processes and those conducted by external third parties clearly demonstrate that Notre Dame is fulfilling its mission in providing excellence in teaching, scholarship, training for the professions and pastoral care of its students.

Set out below are Notre Dame's main priorities, initiatives and focus areas:

Teaching and Learning

1. The provision of professional degree programs which are characterised by:

- Excellence in teaching evidenced by both internal and external review and underpinned by employment practices that emphasise the importance of outstanding teaching skills. Notre Dame also offers a Graduate Certificate in Higher Education enabling academic staff to improve teaching ability.
- The incorporation of sound theoretical knowledge, professional skills and a strong broad liberal education base, including an emphasis on ethical understanding and responsibilities.
- Excellence in training for the professions which is evidenced by:
 - Strong links with professional bodies and the establishment of Advisory Boards with input into curriculum development, training needs and employment opportunities;
 - Engagement with all externally run accreditation processes and the resultant accreditation afforded to the degree programs; and
 - The inclusion of rigorous practicum and/or internship requirements in professional degrees.
- The incorporation of a compulsory Core Curriculum (based on Philosophy, Ethics and Theology) in all undergraduate degree programs to ensure that students are provided with a strong liberal education base which is reflective of the Catholic traditions and philosophy of Notre Dame.
- An emphasis on pastoral care for students, which is achieved through small class sizes, close interaction between staff and students, additional academic and general support services and a requirement in all employment contracts that staff support and provide pastoral care.
- Excellent student retention rates. For the period 2011 to 2012, the average undergraduate retention rate was 86%.
- The provision of very successful and popular Tertiary Enabling Programs (TEP) on all three campuses. These programs are dedicated to providing students with academic opportunities

to improve their skills and gain the necessary maturity, direction and confidence to succeed in higher education.

- The provision of VET pathways on the Broome Campus in the areas of Nursing and Teacher Education, providing multiple entry and exit points which facilitate and encourage retention and success.

2. Notre Dame's unique Admissions System which is multifaceted and incorporates not only criteria assessing academic suitability but also community contribution, such as voluntary activity with disadvantaged groups and/or leadership activities.

3. Special attention in curriculum, course design and student support for the advancement of Indigenous people and the promotion of reconciliation between the Indigenous and non-Indigenous people of Australia.

Infrastructure

Notre Dame prides itself on being a "town University", the only one of its kind in Australia. Notre Dame is committed to developing and maintaining its campuses with first class functionality for staff and students who can work and learn in surroundings of physical beauty that compliment the communities in which they are situated.

Notre Dame has invested heavily in its campuses. The latest technologies are incorporated to optimise the teaching and learning experience, including using IT based collaborative learning tools to deliver teaching and learning to students in remote communities.

Regional Engagement

Notre Dame makes a significant investment in regional Australia through:

- Rural Medical Schools. New South Wales and Victoria. Notre Dame has rural medical schools in Werribee, Wagga Wagga, Ballarat and Lithgow and will complete its Auburn school in 2013. At least 25% of Notre Dame's medical students must spend a whole year in a clinical rural placement and all other students engage in at least 4 weeks regional exposure throughout their degree program. Notre Dame has student houses attached to its Wagga Wagga and Lithgow schools to assist in supporting placements and to ensure the regional engagement and immersion.
- Rural Clinical School of Western Australia. Notre Dame and the University of Western Australia jointly operate the Rural Clinical School of Western Australia (RCSWA). The RCSWA is headquartered in Kalgoorlie, and operates from an additional 12 sites at Derby, Karratha, Geraldton, Port Hedland, Esperance, Broome, Bunbury, Narrogin Kununurra, Carnarvon, Busselton and Albany. The RCSWA benefited from initial funding provided by the Commonwealth Department of Health and Ageing and provides students with rural experience in the hope that this will encourage graduates to practise in areas of regional need. Third year medical students from Notre Dame enrol in the RCSWA for the entire academic year and study from a common curriculum delivered by local academic staff and through web-based applications.
- The Broome Campus. The Broome Campus operates as a VET provider in the areas of Nursing, Teacher Education and Aboriginal Studies and, as such, makes a significant contribution to regional engagement in the North West of Western Australia.
- Practicum. Nursing, Education and Physiotherapy students also complete practicum in rural and regional settings and Arts and Sciences students have the opportunity of completing field trips in remote Indigenous communities.

Collaboration

Notre Dame has built up strong collaborative relationships with other higher education providers and with industry in WA, NSW and Victoria. These include collaborative teaching programs, research activities and the provision by schools and health services of student training places.

International Engagement

Notre Dame has established strong international relationships with a number of Catholic Colleges and Universities in the United States. The longest standing relationship has been with The University of Notre Dame Du Lac in South Bend Indiana (NDUS), pursuant to which a cohort of NDUS students study and an NDUS academic staff member teaches on the Fremantle Campus of Notre Dame annually. In addition, Notre Dame has built up equally strong relationships with the University of Portland in Oregon and The College of St Benedict and St John's University in Minnesota. Smaller, but equally important study abroad and student exchange relationships exist with a number of other institutions.

Notre Dame's commitment to mobilisation of its students is also evidenced through growth in the numbers of active student-exchange based institutional arrangements and with the significant increases in the number of Australian students studying overseas as part of their Notre Dame degree. Additionally, Notre Dame staff-led international immersions have been developed for Notre Dame students in a number of disciplines including Social Justice, Literature, History, International Relations, Nursing, Exercise Science and Education. Notre Dame has been successful in securing mobility funding from DEEWR to enable greater participation of students in these initiatives.

Notre Dame has initiated a faculty-exchange program with a number of partner institutions and effort is being made to expand both the network of participating institutions and the number of Notre Dame staff engaged in such opportunities.

The most recent efforts at building new institutional relationships have focused on the Asian region and student mobility and access to language programs has been enhanced as a result. Students are now participating in programs in South Korea, Japan and Taiwan and new partnerships are being pursued in the Philippines, Indonesia and Thailand.

Research

Notre Dame is committed to the establishment of a robust and competitive research culture with a reputation for quality research performance in the priority areas of Health (including Medicine, Nursing, Health Sciences, Physiotherapy and Health Education), Education, Indigenous Studies, Philosophy, Theology and Ethics. The two key areas of Notre Dame's research strategy entail embedding an institutional framework for the promotion and support of research activity and improving research capacity and research performance.

Specifically:

- Notre Dame will continue to direct research investment and infrastructure through its three Research Centres - the Nulungu Institute for Indigenous Studies, the Institute for Health Research and the Centre for Faith, Ethics and Society. These centres have a whole of University remit and their ongoing focus will include interdisciplinary research with an emphasis on intra and inter institutional collaboration.
- Notre Dame will capitalise on its success in obtaining funding under the Commonwealth Collaborative Research Network (CRN) to improve its competitiveness, increase collaborative relationships and capture the full value of research investment.
- Notre Dame will continue to afford high priority to research training as a key element of its broader strategy to build research capacity. Notre Dame's investment in the provision of quality research training continues to be evidenced by consistent growth in institutional support for research degrees, commencements, retention and completions. During the period of this compact, Notre Dame will aim to meet the research training performance indicators and targets set out in this compact.

What Notre Dame aspires to be

During this period, Notre Dame intends to continue building on its foundations and strengths and reinforcing its reputation as a distinctive and authentic Catholic university within the Australian higher education sector. It seeks to retain and build on its reputation for delivering excellent professional degree programs, which incorporate theoretical knowledge, professional skills and

ethical competency. It seeks to ensure that all undergraduate students who complete their studies do so with a firm foundation in the Liberal Arts and development of the whole person, as delivered through Notre Dame's Core Curriculum. It seeks to maintain its emphasis on pastoral care for students and to provide a comparatively small, welcoming learning environment in which every student is encouraged and supported in his or her studies. It seeks to fulfil its agreement with the Commonwealth Government in providing excellence in teaching in the priority areas of Health, Teacher Education and Indigenous Education. It seeks to be excellent in research in focused areas.

Notre Dame seeks to play an active role in the local, national and international community by acknowledging that it is a University "in the World" and "for the World."

Teaching and Learning

Notre Dame maintains its strategic goal of achieving an enrolment base of approximately 10,000 higher education EFTSL across its campuses by 2018. Notre Dame will offer VET and tertiary enabling programs on the Broome Campus.

Notre Dame is seeking to enrol a student body which reflects the following:

- 90% undergraduate students (including Honours students).
- 10% postgraduate students (of which between one quarter to one half will be research degree students).
- 90% domestic students.
- 10% international students.

Notre Dame's specialised "Academic Enabling and Support Centres" (AESC) were opened in 2010 on its Fremantle and Sydney Campuses. The accelerated programs offered by the AESC's have exceeded expectations and are already taught to over 450 EFTSL across Notre Dame campuses. Notre Dame has a strategic goal of increasing enrolments in the programs taught in the AESC to 600 EFTSL during the period of this compact.

Infrastructure

Notre Dame is dedicated to developing and maintaining campuses that provide its students and staff an inspiring teaching and learning environment through their physical beauty, practicality and a high standard of fit out and equipment.

On the Fremantle Campus, the oldest of the three campuses, Notre Dame is continuing its maintenance program of all facilities and will take steps to consolidate the size of the physical infrastructure to ensure that the facilities offered to students continue to be first class.

Notre Dame has continued to expand its Sydney campus by acquiring new buildings and developing its capital infrastructure. This remains critical in order for Notre Dame to meet its current and projected teaching and research needs in Sydney. The Sydney Campus continues to grow rapidly, requiring Notre Dame to acquire and redevelop facilities and ensure adequate infrastructure for its growing student population and staff. Notre Dame will also be continuing its comprehensive capital works on a number of hospital sites throughout NSW and Victoria to ensure that the Clinical Training facilities for the Sydney School of Medicine are of the highest quality.

Notre Dame is embarking on an extensive program of development which will involve the purchase and implementation of new IT systems to support Notre Dame's academic and general requirements during the term of this compact.

Regional

Notre Dame will continue its commitment to regional Australia during the term of this compact. In addition to its Rural Medical Schools in Werribee, Ballarat, Wagga Wagga and Lithgow, Notre Dame will complete its Auburn school in 2013 and has a further Multidisciplinary Clinical School planned in Hawkesbury.

In addition, Notre Dame will continue its joint delivery of rural medical education with the University of Western Australia at the RCSWA. The RCSWA now operates from regional sites in Western Australia at Kalgoorlie, Derby, Karratha, Geraldton, Port Hedland, Esperance, Broome, Bunbury, Narrogin, Kununurra, Carnarvon, Busselton and Albany.

During the term of this compact, Notre Dame remains committed to delivering first class medical education in the regional areas, ensuring our students have exposure to rural areas and supporting Australian Government initiatives designed to address doctor shortage outside of Australia's metropolitan areas.

Notre Dame has reaffirmed its commitment to the Kimberley and its Broome campus by developing a plan to transition its Broome Campus into an Educational Pathways, Professional Training and Research Hub. Over the next couple years Notre Dame will be undertaking review and refinement of its offerings in Broome to ensure that the campus is sustainable and delivers value and appropriate services to the Kimberley region.

International

Notre Dame has set a modest international enrolment target of 10% of the 10,000 EFTSL.

International students must apply to Notre Dame through the same unique admission process as domestic students and be able to demonstrate high levels of English competency.

Notre Dame will continue to develop its strong international relationships with Catholic Colleges and Universities in the United States and will seek to build equally strong relationships in the Asian region - particularly by developing its programs in South Korea, Japan and Taiwan and seeking new partnerships in the Philippines, Indonesia and Thailand.

Notre Dame's student-exchange programs remain highly successful and Notre Dame will continue to expand the network of participating institutions and develop further initiatives during the term of this compact. Additionally, Notre Dame is strongly supportive of increasing the number of staff-led short-term academic immersions overseas. Particular focus will be given to increasing student engagement in Asia and in developing cultural competencies and understanding of the importance of research and education in addressing issues relevant to that region.

Research

Notre Dame is building its research efforts to raise them to the same high standards that it is achieving in all other aspects of its mission. Notre Dame has chosen to focus its research growth strategies towards its priority areas of Health (including Medicine, Nursing, Health Sciences and Health Education), Indigenous Studies, Philosophy, Theology and Ethics. The focus will be on interdisciplinary research and Notre Dame is actively pursuing opportunities for institutional collaboration.

In order to achieve this, Notre Dame has committed to the following:

- Implementing policy and employment changes to foster and build the research capacity of staff and to achieve a staffing profile in the key research focus areas of no less than 75% of the full and part-time staff holding a Higher Degree by Research qualification;
- Building research capacity and output in the three Research Centres opened by Notre Dame during the last three years, and
- Increasing the number of postgraduate research students in our key research priority areas so that they comprise between 2.5% and 5% of Notre Dame's student body by 2018. To do this, Notre Dame will be expanding its funding sources for research scholarships.

PART TWO: ABORIGINAL AND TORRES STRAIT ISLANDER ACCESS AND OUTCOMES

2 ABORIGINAL AND TORRES STRAIT ISLANDER ACCESS AND OUTCOMES

Part Two recognises the important role universities play in supporting Aboriginal and Torres Strait Islander people's personal and professional aspirations through the provision of accessible and supportive higher education programs. Increasing Aboriginal and Torres Strait Islander higher education participation and success is important given the direct benefits for Aboriginal and Torres Strait Islander individuals and communities and broader economic and social benefits for all Australians.

Universities are asked to detail their strategies and targets to improve Aboriginal and Torres Strait Islander access and outcomes over the compact period in this section. Principal Performance Indicators are compulsory and institutions may voluntarily nominate Optional Performance Indicators and targets considered reflective of individual institutional goals.

The Commonwealth recognises that universities have diverse missions and, consequently, targets and performance will vary between institutions. Each university should develop performance indicators and targets to reflect its individual performance and strategic direction.

2.1 Commonwealth Objectives

The Commonwealth is committed to enhancing the participation and outcomes for Aboriginal and Torres Strait Islander people in higher education consistent with the Closing the Gap initiative addressing Aboriginal and Torres Strait Islander disadvantage.

In realising this objective, the Commonwealth has set an aspirational national parity target for Aboriginal and Torres Strait Islander students and staff in higher education. The parity target equates to the proportion of the population aged between 15 and 64 years which is currently 2.3%.

To help achieve this aspirational national target, the Commonwealth has introduced a new focus on Aboriginal and Torres Strait Islander reporting in the compact as recommended by the *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People*. Universities should report high level Aboriginal and Torres Strait Islander student and staffing plans and strategies in this part of the compact including performance targets for student enrolments, completions and numbers of general and academic staff. Universities may also report on Aboriginal and Torres Strait Islander initiatives under the Innovation and Engagement, Teaching and Learning and Research and Research Training parts of the compact.

2.2 University Strategies

Notre Dame is cognisant of the Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People (IHEAC) report which identifies key approaches to improving educational outcomes for Aboriginal and Torres Strait Islander people.

Notre Dame has a whole of university approach to improving access and outcomes for Aboriginal and Torres Strait Islander students and staff in higher education. Much of what Notre Dame has achieved, in its work to improve parity between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians, corresponds to approaches and outcomes specified in the report. Notre Dame furthered its commitment to improving educational opportunities and outcomes by establishing a university wide Indigenous Education Consultative Group to develop a whole of university approach to Aboriginal and Torres Strait Islander education. This recognises and builds on existing commitments and respect for Aboriginal and Torres Strait Islander people throughout Australia.

The IHEAC report highlighted the importance of providing alternative pathways into higher education for Aboriginal and Torres Strait Islander students. Notre Dame has long recognised the role alternative entry pathways play in enabling all students to access a university education. As a

dual sector university, Notre Dame recognises the important role performed by VET in the provision of pathways for Aboriginal and Torres Strait Islander people. Built into these pathways are both entry and exit points which enables students to enter and exit courses according to their individual academic and personal requirements. The Broome Campus offers VET courses in the Schools of Education and Nursing. The School of Arts & Sciences continue their development of VET courses by the provision of pre-tertiary certificates and postgraduate degrees in Cultural and Natural Resource Management. The VET Nursing courses include VET in Schools Certificate II in Health Support Services and Certificate III in Health Services Assistant while the School of Education offers Certificates III and IV in Education Support.

In the later part of 2013, Notre Dame reaffirmed its commitment to its Broome Campus by resolving to transition its Broome Campus into an Educational Pathways, Professional Training and Research Hub. Following detailed consultation, it was considered that transitioning the Broome Campus into a multi-faceted Hub represents the best and most appropriate way for Notre Dame to continue its substantial investment in the Kimberley region. The model allows for Notre Dame to build on its established local strengths (such as Research, VET and Academic Pathways) while seeking out other opportunities that best enable it to further its mission and the cause of reconciliation between Aboriginal and Torres Strait Islander peoples and the broader Australian community. From 1 January 2014, Notre Dame will focus on the following key areas in Broome:

(i) Collaborations: Working with both Commonwealth and State Governments and other parties in exploring the potential for the development of new research, educational and health collaborations and partnerships which cater to the needs of the Kimberley specifically and Northern Australia more generally. Much has already been achieved in this area. For example, the School of Nursing on the Broome Campus partnered with the Kimberley Aboriginal Medical Services Council to develop a pathway for Aboriginal Health Workers thus building a scaffold between their Health Worker training and entry into the VET Diploma of Nursing (Enrolled) and the Bachelor of Nursing Conversion (articulation pathway for the Diploma of Nursing Enrolled). This is the first time such a pathway has been available to assist Aboriginal Health Workers access higher education via their previous studies. Through the work of senior Indigenous leadership within all WA universities, a move to link Aboriginal and Torres Strait Islander senior leadership and Centres has been initiated with the ultimate goal of sharing information and student enrolment and support strategies with a view to exploring how each university can work alongside each other to increase Aboriginal and Torres Strait Islander enrolments and completions. Some early steps have been taken to work more closely with groups such as AIME and while opportunities are being explored, Notre Dame is actively implementing current collaborations. For example, Notre Dame, successfully initiated, designed and delivered a Health and Fitness Programme for Year 10 – 12 Aboriginal male youth from the Clontarf Football Academy. The students from this short course are now recognised at a formal university ceremony for their commitment to, and successful completion of, the course. A similar programme was designed for Aboriginal female youth of the Girls Academy.

(ii) VET: Building and strengthening the University's Vocational and Educational Training offerings in Broome and the wider Kimberley region and strengthening our existing alternative pathways and preparation courses for tertiary education while exploring new and innovative models and opportunities. During the term of this Compact, Notre Dame seeks to build on a number of initiatives already undertaken in pursuit of this objective. One of these assists Aboriginal and Torres Strait Islanders to transition into tertiary education. Notre Dame has worked closely with Aboriginal communities in the Pilbara region of WA to recognise the prior learning of community members already employed in youth programmes. These community members successfully transferred into the VET Certificate 1 in Active Volunteering during a week-long Block held on the Broome Campus thereby providing these students with an opportunity to proceed with their VET studies and then onto higher education should they choose this option. In cases where community members were unable to travel to the Campus, Notre Dame staff members visited

students in home communities to deliver the Certificate 1 in Active Volunteering. Another initiative that is currently being explored is the delivery of VET courses focused on cultural and natural resource management. These courses will aim to build on the positive attributes of Aboriginal and Torres Strait Islander people by recognising their expertise and work on country - thereby combining Indigenous knowledge systems with western teachings on science and society.

Two scholarships for Aboriginal and Torres Strait Islander students in the VET Diploma of Nursing course are provided by a benefactor to the Broome Campus. In addition, the same benefactor has committed funds to enable the Broome Campus to offer an administration traineeship for an Aboriginal and Torres Strait Islander young person.

(iii) Research Capacity (Nulungu): Nulungu encourages the pursuit of excellence in research primarily by valuing of community-based Indigenous knowledge. A key feature of Nulungu's current and emerging research profile is its collaboration with national and international academic institutions, teaching and research communities, government and industry, all within an Indigenous context. Nulungu continues to work collaboratively with national universities as well as partnering with local, regional and state organisations on action based research focused on Aboriginal health, education and country and include The Australian National University, Charles Darwin University, University of Southern Cross, University of New South Wales, Bachelor Institute, The Kimberley Institute, Kimberley Land Council, Kimberley Aboriginal Law and Culture Centre and the Kimberley Aboriginal Language Resource Centre.

Strengthening Nulungu remains a key goal during the period of this compact and its future capacity will be strongly enhanced by the recently awarded CRN funding and by industry and professional relationships. Support strategies for Aboriginal and Torres Strait Islander HDR students include the targeted mentoring of enrolled students by a post graduate coordinator and by researchers who are experienced in working with students based in remote/regional locations. Aboriginal and Torres Strait Islander students in postgraduate programme are encouraged to attend the Broome Campus to meet with staff, and on-campus accommodation is provided as further support. Importantly, funding which is committed to Notre Dame via the CRN Program will significantly enhance the capacity of the Nulungu Research Institute to support indigenous HDR students and will provide one dedicated PhD scholarship, student exchanges with ANU and the appointment of 1.5 FTE Research Fellows. Notre Dame is also committed to pursuing other avenues for HDR scholarships for Aboriginal and Torres Strait Islander students, including with CSIRO in the area of Telehealth. CRN funding will also enable the appointment of an HDR student coordinator who will have responsibility for supporting Aboriginal and Torres Strait Islander students based in Broome.

(iv) Innovative courses: The development and introduction of training and development courses for professionals working in the Kimberley region of Western Australia - particularly in health and education. An initial focus will be on the 'Reading Recovery' literacy program, utilising our newly constructed training facility.

(v) Practicum Base: Operating as a base in the Kimberley for practicum, internship and short courses for students of Notre Dame and other universities

Another key focus will be to ensure that Aboriginal and Torres Strait Islander staff are supported in their studies by Notre Dame. some of these strategies include weekly study release time and full tuition fee remission. Aboriginal and Torres Strait Islander staff also have access to cultural leave to help maintain their cultural obligations to their communities are mentored by senior Aboriginal staff.

Notre Dame currently has 19% of Aboriginal and Torres Strait Islander students on its Broome Campus, 0.4% on its Fremantle Campus and 0.3% on its Sydney Campus. While the total of Aboriginal and Torres Strait Islander students across the University is 0.6%, the distribution of Aboriginal and Torres Strait Islander students on a campus basis is reflective of Notre Dame's geographic and demographic catchment, resulting in a percentage far in excess of the current parity target for the Broome Campus.

As outlined above, Notre Dame has a number of strategies in place to improve access and outcomes for Aboriginal and Torres Strait Islander students and staff and remains committed to helping the Commonwealth achieve its aspirational national parity target during the period of this Compact and on a whole of university basis. The University believes that a realistic result of its target strategies should lead to a 0.2% University increase through the life of this Compact.

2.3 Performance Indicators and Targets

The purpose of the Aboriginal and Torres Strait Islander performance indicators and targets is to assist the University and the Commonwealth in monitoring the University's progress against the Commonwealth's objectives particularly its contribution to reaching national parity.

The University will aim to meet the Aboriginal and Torres Strait Islander targets set out in the following tables.

NOT REQUIRED IN THIS COMPACT

3 INNOVATION AND ENGAGEMENT

Part Three recognises the important role of universities in our national innovation system, in boosting economic productivity contributions to improved social and environmental outcomes and growth, and in engaging, advancing and inspiring their communities. It also recognises that universities make an important contribution to building connections and partnerships that broaden and deepen Australia's understanding of Asia.

Under three themes: Innovation; Industry and Skills; and Engagement; universities are asked to detail their strategies and targets over the term of this compact. Principal Performance Indicators are compulsory and institutions may voluntarily nominate Optional Performance Indicators and targets considered reflective of individual institutional goals.

The Commonwealth recognises that universities have diverse missions and, consequently, targets and performance will vary between institutions. Each university should develop performance indicators and targets to reflect its individual performance and strategic direction.

3.1 Innovation

3.1.1 Commonwealth objectives

The Commonwealth seeks to build an innovation system that ensures Australia can meet the challenges and grasp the opportunities of the twenty-first century. The Commonwealth encourages innovation by supporting industry-led research, promoting knowledge-transfer activities and the commercialisation of research.

3.1.2 University strategies

Notre Dame is committed to Australia's national innovation system and particularly to improving knowledge transfer to end-users and economic and social outcomes for all. Notre Dame is also deeply committed to translational research outcomes and to building linkages with communities, including across indigenous Australia, that stand to benefit from engagement strategies that are tied to Notre Dame's Objects and its commitment to engaging, advancing and inspiring those with whom we work.

Notre Dame has begun, over the past 2-3 years, to develop institutional partnerships in Asia and is actively exploring opportunities to build on these linkages to expand research and community development partnerships. Notre Dame is committed to further development of innovation-focused partnerships in Asia, particularly with institutions which complement our commitment to social justice issues and health-related research.

Notre Dame's Broome-based Centre for Indigenous Studies has recently developed a Cultural Awareness Package to inform individuals, independent organisations, business communities, local, state and federal agencies within the Kimberley region on issues of relevance to Indigenous communities.

The Cultural Awareness Package has been developed through a number of trials and is now delivered by Indigenous educators, community workers and leaders. It is designed to ensure appropriate, contemporary and relevant issues are addressed in a manner which will aid in the better delivery of services, provision of employment and instigation of economic, cultural and ecological services for Indigenous and other peoples of the Kimberley region.

Notre Dame has made a significant commitment to a major Curriculum Mapping project for its School of Medicine in Fremantle. A request to register the Trademark for this program has been lodged by Notre Dame and the outcome is pending. It is anticipated that there will be significant transferability of the Curriculum Mapping program to other disciplines which will bring benefits not only for medical training locally, but also for engagement of medical clinicians within the tertiary education sector generally.

Notre Dame is continuing to develop its innovative medical curriculum, underpinned by problem based learning and emphasising practical and ethical practice and experience. Notre Dame has also piloted an original and innovative approach to its Core Curriculum on its Sydney Campus. This involves offering Philosophy, Ethics and Theology through four compulsory modules – Think, Choose, Live and Learn. Students also complete 20 elective modules in Philosophy, Theology and modules tailor-made for their profession, designed to offer more relevance, choice and flexibility of study for students.

Notre Dame is continuing its development of IP policies and practices and seeks to increase the numbers of HDR students and staff accessing IP and commercialisation training. A very low uptake to date in relation to commercialisation training opportunities is expected to increase gradually as a result of greater research institutional collaboration linked to Collaborative Research Network (CRN) funding to the university over the period 2013-2016.

Under the auspices of the CRN Program, IP management tools and policies for Notre Dame staff members and students will be developed thorough the advice and expertise of the CRN Committee. This Committee will include senior executives from Notre Dame and partner universities with experience in research and innovation. IP management strategies will be developed at Notre Dame including, development of invention disclosures for staff/students, IP protection tools, workshops and training for staff/students in IP and commercialisation with assistance from experienced staff at partner universities and external organisations. Notre Dame's CRN Project Manager brings significant experience in innovation and commercialisation having worked in commercialisation offices at other universities and in spin-out companies. The CRN Project Manager will be assisting Notre Dame in developing an innovation/commercialisation arm of the Notre Dame Research Office. Notre Dame's research projects are mainly translational-focused and involve collaborations with external organisations, such as government, NGOs, industry, hospitals or community groups. We would see that innovation and engagement activities with external organisations will be a part of Notre Dame's research activity in 2014-2016.

3.1.3 Performance indicators and targets

The purpose of the innovation performance indicators and targets is to assist the University and the Commonwealth in monitoring the University's progress against the Commonwealth's objectives and the University's strategies for innovation.

The University will report principal performance information and aim to meet the innovation performance indicators and targets set out in the following tables.

Note: All calendar year references below refer to the previous year's data collection.

Principal Performance Information ¹	2012		
Number of patent and plant breeder's rights families filed, issued and held	Filed 0	Issued 0	Held 0
Number of all active licences, options or assignments (LOAs) ² executed and income derived	No. 0	Value(\$) 0	
Number and value of research contracts and consultancies executed ³	No. 13	Value(\$) \$386,667	
Investment in spin-out companies during the reporting year and nominal value of equity in spin-outs based on last external funding/liquidity event or entry cost	Investment (\$) 0	Value(\$) 0	

Note: All calendar year references below refer to the previous year's data collection.

Principal Performance Indicator	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Category 4 Income *	0	0	0	0	0

** Notre Dame has not been involved in any CRC collaborations to date and is not planning for such collaborations over the life of this compact.*

¹ This set of performance information does not require targets. Universities will be asked to advise their baseline performance and will report on their future performance in the context of the Institutional Performance Portfolio Information Collection commencing in 2013. Patent and plant breeder right family refers to a group of patent or plant breeder rights applications or grants emanating from a single filing. Note: this question only concerns patent and plant breeder rights families, and is not in reference to families of other forms of registered IP (i.e. trade marks).

² A LICENCE agreement formalises the transfer of technology between two parties, where the owner of the technology (licensor) grants rights to the other parties (licensee). An OPTION agreement grants the potential licensee a time period during which it may evaluate the technology and negotiate the terms of a licence agreement. An option agreement is not constituted by an Option clause in a research agreement that grants rights to future inventions, until an actual invention has occurred that is subject to that Option. An ASSIGNMENT agreement conveys all right, title and interest in and to the licensed subject matter to the named assignee.

³ Please use the definition of contracts and consultancies utilised in the National Survey of Research Commercialisation (NSRC). A copy of the survey is available at this URL: <http://www.innovation.gov.au/Section/Innovation/Pages/TheNationalSurveyofResearchCommercialisation.aspx>

3.2 Industry and Skills

3.2.1 Commonwealth objectives

The Commonwealth encourages universities and employers to work together so that courses meet the needs of employers, where relevant. This may include integrating work and learning, meeting professional accreditation requirements and involving employers in course development and delivery.

3.2.2 University strategies

Notre Dame has a strong commitment to ensuring that the needs of industry/employers are met. Such commitment occurs through a range of priorities and strategies as follows:

- The majority of undergraduate degrees offered by Notre Dame include a compulsory internship component in order to meet graduation requirements. This requirement ensures that students are exposed to specific industry and/or employer skill sets, thereby further developing each student's technical skills whilst ensuring industry-ready graduates. Notre Dame's high graduate employment rates attest to the success of Notre Dame's internship requirements and curriculum. Notre Dame's graduate employment rate is 81.2% (2011 My University) ranking us 7th from a national university perspective, 4th in NSW and first amongst Western Australian universities.
- Through on-going internship partnerships with employers and industry bodies, Schools continuously engage in dialogue regarding both the technical and 'soft' skills (i.e. graduate attributes) embedded in their programs. This enables each School to benchmark their curriculum against industry standards on an on-going basis and make adjustments as necessary.
- Each School of Notre Dame has an established Advisory Board, with each Advisory Board consisting of both external academics and industry representatives from relevant discipline areas. The focus of the Advisory Board is to advise the Dean on matters relating to current industry practice and standards in addition to assisting in the development of on-going sector partnerships.
- Guest speakers from industry are regularly invited to address students, ensuring they receive up-to-date information on current industry practice, employment opportunities and networking access.
- Many of Notre Dame's academic staff members remain employed in industry whilst also lecturing at Notre Dame, thereby ensuring the most up-to-date work practices and industry requirements are taught to Notre Dame's students.
- A Practicum Office for the Schools of Law, Business, Arts and Sciences was established in 2013 on the Sydney Campus to enable a more strategic approach to developing industry partnerships. Practicum offices also operate in the Schools of Education, Nursing, Medicine, Physiotherapy, Law, Business and Health Sciences on all campuses.
- Course reviews occur for each course on a rotational basis of every three to four years. Such review is undertaken by a panel of industry representatives, academics from other universities and one Notre Dame internal teaching and learning staff member. The review usually occurs over a period of three to four days and covers review of the curriculum, meeting of industry standards, graduation outcomes, accreditation requirements and student satisfaction.

In more specific terms, course reviews consider and report on areas and contexts such as:

- course regulations, structure, content, curriculum mapping.
- constructive alignment (among objectives, materials, teaching methods, assessment, learning outcomes).
- course management including planning, quality assurance.
- plans and processes for improvement.
- units and major/minor sequences.
- clinical experiences, practica, projects, work experience.

- teaching learning and assessment.
- human, physical, IT resources.
- safety considerations where applicable.
- professional and community relations.
- application of external accreditation requirements (as appropriate).
- destinations and outcomes for graduates who have completed the course.
- quality of students entering and completing the course.
- needs of students, external stakeholders/potential employers.

Notre Dame excels in student experience and graduate outcomes as demonstrated in outstanding success in the 2008, 2009, 2010, 2011 and 2012 Good Universities Guide with five star ratings in all of the following; teaching quality, generic skills, graduate satisfaction, getting a job, and positive graduate outcomes. It achieved four stars for entry flexibility.

All professional courses offered by Notre Dame have received relevant accreditation from industry bodies (either state and/or national). Examples of such accreditation are: the Bachelor of Commerce majoring in Accounting which holds accreditation with IPA, CPA and ICAA; Notre Dame's law degree is accredited by the Legal Profession Admission Board of NSW and Legal Practice Board in Western Australia and Notre Dame's Schools of Medicine in Sydney and Fremantle hold Australian Medical Council Accreditation.

Notre Dame makes a significant investment in regional Australia, primarily through the operation of its Broome campus. The Broome Campus will continue to operate as a VET and academic enabling provider in the areas of Nursing, Teacher Education and Aboriginal Studies. The Broome campus also houses the Nulungu Centre for Indigenous Studies. Through such investment, consideration is given to enrolment in priority disciplines for Aboriginal and Torres Strait Islander students.

3.3 Engagement

3.3.1 Commonwealth objectives

As part of its social and economic remit and as an important precursor to innovation, the Commonwealth encourages universities to engage with all levels of government, other universities, businesses, schools, the vocational education and training sector, employers, the professions, research institutions and the wider community including international partners particularly those in the Asian region.

3.3.2 University strategies

Research Engagement

Central to Notre Dame's research strategy is a vision for the development of collaborative partnerships and end user engagement. The key mechanism to achieve this goal is funding awarded under the auspices of the Collaborative Research Network (CRN) Program. Notre Dame's Agreement with DIICCSRTE was executed on 22 April 2013. Formal partners in research projects attached to the CRN funding include the Australian National University, the University of Western Australia, Curtin University, the Garvan Institute and the Kimberley Institute. It is anticipated that these collaborations will provide a significant opportunity to build on existing and create new partnerships in research.

An important additional element of projects associated with the CRN is the focus on translational research of high end-user impact especially in the area of Health and Aboriginal and Torres Strait Islander research. Research projects supported by the CRN will increase exposure of staff and students to industry and community sectors and will increase Notre Dame's research outputs and research income.

Additionally, Notre Dame has established a number of research linkages with health providers in both WA and NSW, and continues to build these further. These linkages are characterised by Joint research appointments and jointly funded research programs.

In the area of research administration and governance Notre Dame has been continuously and actively engaged in exchange of best practice with the sector domestically and internationally through involvement in research administration professional associations.

Industry/ Professional Engagement

Notre Dame seeks continuous industry and/or professional engagement through a number of strategic and operational means.

Notre Dame's compulsory student internship programs ensure on-going partnerships between schools and employers. Historically, employers who take on interns find it a very successful and mutually beneficial arrangement, often requesting participation in future intern requirements. This enables the development of an on-going relationship between the school and employer, creating opportunities for joint curriculum consultation, event attendance, student networking opportunities, guest speaker arrangements and graduate employment opportunities. Both local and international organisations participate in these programs with example firms being Amnesty International, Deloitte's, KPMG and Coca Cola.

Relationships between Schools and professional associations are continually maintained in order to ensure on-going engagement and reciprocal benefits. As an example, College of Business students are eligible for a number of prizes sponsored by the professional body, Chartered Practising Accountants (CPA). In turn, the School of Business (WA) accounting professors have run a number of workshops for CPA.

Submission of relevant position papers from individual Schools or Colleges occurs on a regular basis. This ensures that discipline specific areas have the opportunity to respond to critical professional/ industry issues that may be impacting on their profession. Often this will occur in consultation with other universities and/or peak industry bodies. An example of this being a response paper provided by our School of Education NSW in consultation with Australian Catholic University (Education Faculty), to the discussion paper released by the NSW Minister for Education 'Great Teaching, Inspired Learning'.

International Engagement

Notre Dame has built strong relationships with a number of international partners from both the higher education and industry sectors. This provides our students with access to various programs that will enhance both their university experience and their outlook on life. Opportunities exist for study abroad, social justice and outreach programs and international practicum placements. Relationships have been fostered with a number of participating universities whereby student exchange (between the two countries) can occur for both study pursuits in addition to a small number of work experience opportunities. Participation in these programs goes well beyond the academic, building on students' strengths and abilities to enhance personal growth.

Visiting scholars and opportunities for academic staff exchange in order to spend a semester teaching at an overseas partner university are also available. This ensures that international networking, collaborative research, discipline and workplace perspectives and culture are developed.

A number of schools offer an overseas immersions or field trips which are embedded into a delivered subject/unit, are credit-bearing and staff-led. As an example, the unit 'Business in Asia' run by the Business School requires students to spend seven days in Singapore studying Asian business culture and strategies. Students are exposed to a number of workshops and guest speakers currently working in both local and international organisations within Singapore. This provides both students and Notre Dame with valuable opportunities to network and build relationships with international organisations. Short-term international immersions that have been supported via DICCSRTE's Short-Term Mobility Program include clinical nursing programs in Vietnam, academic study tours of the USA (Washington DC – political science), UK and Ireland (Literature), Spain and France (History). Notre Dame has applied to the AsiaBound Grants Program for funding for a further five short-term academic programs in Asia in 2014, reflecting the increased engagement of staff and students in the region.

Additionally, Notre Dame is continuing to expand its student exchange partnerships in North America, Asia and Europe, and, via these collaborations with well-renowned institutions that have a focus on excellence in teaching, research and pastoral care, increase opportunities for staff collaborations internationally, staff exchange and global student engagement.

Notre Dame is also continuing to pursue linkages with leading institutions of the International Federation of Catholic Universities (IFCU), Association of Catholic Colleges and Universities (ACCU) and Association of Southeast and East Asian Catholic Colleges and Universities (ASEACCU) networks.

Local Community Engagement

Notre Dame through all campuses offers a form of ‘speaker series’ which is open to the general public in addition to University staff and students. The series operates by providing regular guest speakers to discuss topics relevant to the community. Topics are numerous and may range from issues occurring in the not-for-profit sector, to discussion on the latest health research.

From time to time, Notre Dame organises major events which will be of interest to the local and wider community. One example being the celebration of Mary MacKillop’s canonization in 2010, where Notre Dame held a street festival on the Fremantle Campus to celebrate this major event in the Church’s calendar, with the general public invited free of charge. In addition, Notre Dame continues to ensure ongoing engagement with local community groups through participation in council events, street parties, information evenings, political debates, guest speakers and access to facilities.

Students regularly undertake projects for local under-resourced groups (small workplaces, councils, sporting groups, not-for-profits etc). This creates on-going partnerships and a real sense of community which provides mutual benefits for all. Social justice activities are also regularly undertaken by staff and students, with rosters organised at local homeless shelters, soup kitchens etc.

Notre Dame is a “town university” and its campus buildings are located within local communities in Fremantle, Broome, Darlinghurst, and Broadway in Sydney and in rural New South Wales and Victoria. Notre Dame is committed to engaging with local communities. An example of this is Notre Dame’s Memorandum of Understanding with the City of Fremantle detailing a shared vision and mutual support.

Philanthropy

Notre Dame has, since its establishment in 1989, received generous patronage and support from a wide range of benefactors. Major benefactors include the Church, notably the Archdioceses of Perth and Sydney; the Diocese of Broome, many Catholic parishes led by committed parish priests and councils, religious orders, especially the Sisters of St John of God; the Catholic Education Commission of Western Australia and the Catholic Education Office of the Archdiocese of Sydney and the University of Notre Dame in the United States. Notre Dame continues to be supported by generous individual benefactors, drawn from many social, economic and faith backgrounds in business, industry and the professions. Patronage has assisted with academic appointments, scholarships, prizes, and the acquisition and development of facilities in Fremantle, Sydney and Broome.

Notre Dame recognises philanthropy as vital to its continuing development. Philanthropy is included within Notre Dame’s Strategic Plan, and sits under the strategic goal of “Active Community Engagement.” During the term of this Compact, Notre Dame will take significant measures to increase, strengthen and attract philanthropic support. These include:

- The finalisation of an extensive external review into Notre Dame’s marketing, Communications and Media department and strategies across each of its three campuses.
- A new Chief Marketing and Communications Officer (CMCO) has been appointed to lead Notre Dame’s development activities (of which philanthropy is a key part) and to ensure such activities accord with the Strategic Plan.

- The CMCO’s role will be to lead a new national team charged with building on Notre Dame’s existing donor base, developing strong engagement with benefactors and using marketing to cultivating new and further interest.
- A significant strategic goal of the CMCO will be the establishment and cultivation of new development opportunities across the country. These will focus upon 4 keys areas:
 1. Research - in ensuring that Notre Dame’s research output and quality increases in line with strategic goals.
 2. Scholars - with outstanding records of teaching to attract world-leading expertise to Notre Dame.
 3. Scholarships – to provide for greater assistance for prospective students to study at Notre Dame – particularly students from low SES backgrounds and Indigenous students.
 4. Capital Works – to ensure that Notre Dame’s facilities meet the needs of contemporary tertiary education.
- The development goals of Notre Dame will be shared with wide sections of the community in seeking to establish new opportunities and greater levels of funding. These include community groups, Industry, Church and private benefactors committed to the unique place Notre Dame holds within the Australian tertiary education sector.

3.3.3 Performance indicators and targets

The purpose of the engagement performance indicators and targets is to assist the University and the Commonwealth in monitoring the University's progress against the Commonwealth's objectives and the University's strategies for engagement.

The University will aim to meet the engagement performance indicators and targets set out in the following table.

Note: All calendar year references below refer to the previous year’s data collection.

Principal Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Number of active collaborations ⁴ with industry and other partners in Australia	91	96	103	110	131
Number of active collaborations ⁵ with industry and other partners overseas	33	33	33	34	34
Category 3 Income	\$254,954	\$460,295	\$469,501	\$478,891	\$488,469

⁴ Collaboration involves active joint participation with other organisations, by contributing resources such as intellectual property, knowledge, money, personnel or equipment, with the aim of obtaining a shared goal or objective. Straight fee-for-service arrangements, such as contracts and consultancies, are deemed not to be collaborative and are therefore excluded. Collaboration with Cooperative Research Centres (CRCs) is also to be excluded. This definition is in line with the ABS and OECD definitions of collaboration.

⁵ See footnote 8 for a definition of collaboration.

4 TEACHING AND LEARNING

4.1 Student enrolments

4.1.1 Commonwealth objectives

The Commonwealth is committed to expanding higher education to provide high quality opportunities for people of all backgrounds to participate to their full potential. An expanded higher education system will educate the graduates needed for Australia's future economy, which will be based on knowledge, skills and innovation.

The main objectives of the Commonwealth are to ensure that:

- by 2025, 40 per cent of all 25 to 34 year olds will hold a qualification at bachelor level or above;
- by 2020, 20 per cent of undergraduate enrolments should be students from low socio-economic backgrounds;
- national parity for Aboriginal and Torres Strait Islander students and staff is achieved over time; and
- universities are producing graduates that meet the nation's skills needs.

These objectives are supported through the Commonwealth Grant Scheme and, in particular, the demand driven funding of students in bachelor level courses.

4.1.2 University strategies

Sub bachelor planning

Notre Dame does not offer advanced diploma or associate degree courses; however, it does offer a very small range of Diploma courses (in Aboriginal Studies, Modern Greek Language, Pastoral Studies and Theology). At this stage there is no intention to expand on this range of Diploma offerings.

Notre Dame has been very active in improving access and retention rates through its ongoing development of enabling programs. The number of enabling programs offered by Notre Dame's Academic Enabling and Support Centres has increased from three courses in 2007 to 16 courses in 2012. During this same time, overall enrolments have increased from 107 EFTSL to 478 EFTSL. It is expected that these enrolments will continue to grow with current projections indicating enrolments of over 600 EFTSL during the period of this compact.

Bachelor degree planning

Notre Dame continues to show strength in its Education, Nursing, Medicine and Physiotherapy programs. Medicine and Physiotherapy enrolments are capped and demand continues to significantly exceed available places in both courses. The School of Education on the Sydney campus has grown at a faster than expected rate over the last three years (from 1050 EFTSL in 2010 to 1244 EFTSL in 2012). Notre Dame is keen to ensure that the School's enrolments are managed to ensure a balanced enrolment profile across all Schools on this campus. As a consequence, the School of Education's future growth will be restricted through caps on overall enrolments.

Postgraduate planning

Over the period 2009 to 2012 Notre Dame's postgraduate enrolments remained steady at 7% of overall EFTSL enrolments. This figure is higher on the more established Fremantle campus where postgraduate enrolments have been at between 10.3% and 10.6% during this same period. It is expected that postgraduate enrolments on the Sydney campus will rise with the addition of new postgraduate courses over the coming years. This increase will allow Notre Dame to reach its strategic goal of 10% postgraduate enrolments across all campuses.

In 2012, 37% of domestic postgraduate enrolments attracted Commonwealth supported load. The only postgraduate enrolments that attracted Commonwealth supported load were from the

Schools of Education and their pre-service, professional entry courses, which is consistent with Notre Dame's Commonwealth Funding Agreement. There are no plans to increase the range of postgraduate courses that will have access to Commonwealth Supported load.

Medical planning

The Schools of Medicine (Fremantle and Sydney) are currently investigating the implications of offering a Doctor of Medicine (MD) alternative to the current Bachelor of Medicine/Bachelor of Surgery (MBBS). These discussions are at a very early stage and no final decisions have been made.

Regardless of the outcome of the MD discussions, Notre Dame would be open to increasing its annual domestic completions if this was considered in the best interests of health workforce needs in Australia.

Notre Dame continues to express its interest in obtaining more Commonwealth supported places for its Sydney School of Medicine. Approximately 50% of commencing students currently enter this program with full fee paying places.

For Western Australian universities only: strategies for dealing with the 2015 secondary school half cohort.

Notre Dame is mindful of the potential impact of the 2015 secondary school half cohort. While the number of students commencing university studies directly from secondary school will be significantly reduced, the effect on Notre Dame is expected to be moderated due to a number of factors:

- It is expected that by 2015 Notre Dame's Sydney campus will make up approximately 50% of total University enrolments. As the half year cohort is a specifically Western Australian issue, its impact on Notre Dame will be buffered by the ongoing stability of enrolments in Sydney.
- Notre Dame has consistently enrolled large numbers of non leaver (mature age or delayed start) students. Students entering undergraduate courses at Notre Dame directly from secondary school represent less than 50% of all commencing students.
- Notre Dame's School of Medicine is a graduate entry program and as such will not be impacted by the 2015 half year cohort.
- Notre Dame's School of Physiotherapy is a capped enrolment course, which is oversubscribed with students who are able to meet minimum entry standards. It is expected that normal numbers of commencing students will be enrolled without a reduction in minimum entry standards.
- Notre Dame's two largest Schools (Education and Nursing) have established a strong reputation in Western Australia and are considered to be 'first choice' options for commencing students. It is expected that demand for places into these Schools will remain strong.

While the above factors will assist Notre Dame in weathering the impact of the 2015 cohort, Notre Dame remains active in discussions with State and Federal Governments in an effort to reduce the financial impact of this cohort. Options, such as assistance through payroll tax relief in 2015, have been discussed as a means of supporting all universities in Western Australia; however, no agreement has been reached at this stage.

Notre Dame is also working towards management of staffing levels during 2015 by encouraging the accrued annual and long service leave entitlements to be taken in 2015. Furthermore, the flexibility that is provided through current sessional staffing levels will also assist in management of staff requirements in 2015.

4.2 Quality

4.2.1 Commonwealth objectives

A focus on teaching and learning quality underpins the Commonwealth's vision for Australia to be one of the most highly educated and skilled nations in the world.

The Commonwealth has made a commitment to provide more autonomy to universities through the removal of funding caps on Commonwealth supported bachelor level places. In turn, the Commonwealth requires the University to participate in the higher education quality arrangements which are overseen by the Tertiary Education Quality and Standards Agency. The arrangements are designed to support academic autonomy while ensuring that the achievement of standards can be demonstrated and that there is a strong focus on enhancing the quality of teaching and learning while expansion of the higher education system meets national participation ambitions.

The Commonwealth's commitment to quality is demonstrated through initiatives such as the Office for Learning and Teaching, which provides a suite of grants, awards and fellowships to recognise quality and promote innovations in learning and teaching.

The University also has obligations under the quality and accountability requirements in Division 19 of HESA. This compact does not change those obligations.

4.2.2 University strategies

Notre Dame pursues excellence in its academic endeavours, with particular reference to and emphasis on its teaching scholarship and research activities. Specifically Notre Dame aims to:

- Recruit and retain academic staff with commitment to uphold and advance the Objects of Notre Dame, and the educational goals outlined in the Strategic Plan.
- Recruit and retain academic staff with appropriate postgraduate academic qualifications and a reputation for excellence in teaching and the advancement of scholarship in their respective disciplines.
- Ensure academic staff members in professional disciplines are expert, experienced, highly regarded in their professions and that they continue to maintain strong relationships and involvement within their profession.
- Give priority to teaching quality in academic staff recruitment and promotion. Development, support and care for Staff. In 2012 Notre Dame entered into its first Staff Enterprise Agreement, clearly defining Notre Dame's staffing objectives and delineating academic classification roles and levels.
- Recognise and reward excellence in teaching and professional training.
- Provide professional development and further education opportunities for academic and administrative staff to enable them to enhance their teaching and administrative skills.

Quality of teaching and learning

Staff development

Notre Dame centrally resources academic staff development through Quality Management and Academic Development (QMAD) offices located in Fremantle and Sydney. QMAD delivers and coordinates the Graduate Certificate in University Teaching, workshops, seminars and conferences, and provides consultation and advice for academic staff at all levels. School Deans and Associate Deans monitor and annually report on professional development activities. During the compact period Notre Dame will review its approach to academic development to improve its use of available academic development staff and resources and to increase staff participation through more flexible and accessible training options.

Embedding good teaching practice

Leadership for good practice in teaching is provided by the Pro Vice Chancellor Academic, Deans, Associate Deans and Course and Unit Coordinators. Policy and procedural support is provided by Academic Council, in conjunction with the Unit and Course Approval Committee and the Teaching and Learning Committee. Schools regularly monitor and report annually on the quality of teaching and curriculum, including assessment and student outcomes. Notre Dame has benchmarks for minimum and commendatory performance standards in student evaluations. These are used for performance review, academic promotion and recognition of good practice. During the compact period Notre Dame will review its student evaluation policy and procedures to improve the use of student feedback in developing teaching practice. Dissemination of good practice features in Notre Dame teaching awards policy and award recipients participate in Notre Dame's program of academic development. During the compact period Notre Dame aims to improve the dissemination of good practice in teaching through building a network of award recipients and by creating opportunities and resources for peer learning and practice-sharing.

Recognition and reward for good teaching practice

Notre Dame's annual teaching awards program actively promotes and rewards high quality teaching and learning outcomes. The program includes Awards for Initiatives that Enhance Student Learning, Awards for Teaching and an Award for Leadership in University Teaching and Learning. Currently Notre Dame is benchmarking its internal awards program with other Universities as part of its involvement in the Commonwealth funded State-based Promoting Excellence Networks. Notre Dame has a track record of participation and success in the Promotion of Learning and Teaching in Higher Education grants and awards program administered by the Commonwealth Office for Learning and Teaching. Each semester Notre Dame awards formal commendations to recognise and publicise staff whose student evaluations of teaching consistently exceed the high standard benchmark.

Promotion arrangements

Notre Dame's academic promotions policy links eligibility for promotion to a sustained and high quality professional contribution in teaching and/or research. During 2013 Notre Dame is comprehensively reviewing its academic promotions processes. This will ensure alignment with the new Enterprise Agreement and Notre Dame's strategic aims. Academic promotion will be centred on excellence, recognition, achievement and contribution to teaching and learning, research and scholarship

Research-informed teaching

Discipline expertise and research experience is a requirement for academic roles at Notre Dame. Provisions are also in place to encourage and support staff to complete higher qualifications in their academic discipline. Deans report annually on staff engagement with academic disciplines (e.g., conferences, workshops, study leave, committees). During the compact period Notre Dame aims to improve approaches for ensuring curriculum content and resources reflect current developments in the discipline. This will occur as part of ongoing discipline level benchmarking of curriculum and assessment.

Student engagement

Notre Dame monitors student engagement using the Australian University Survey of Student Engagement (AUSSE), the University Experience Survey (UES) and the Learning Community Scale of the Course Experience Questionnaire (CEQ). Specific items in teaching and unit evaluations are used to monitor effectiveness of individual teachers and unit curriculum to engage, motivate and inspire students. Measures of student progress, including completions, retention, attrition, pass and withdrawal rates are used to monitor and report on student academic success. In line with its Object to provide an excellent standard of pastoral care, Notre Dame actively fosters a culture of engaging closely with its students, and of effective communication between staff on the progress and welfare needs of individual students. Schools report annually on student interventions and complaints, as well on local pastoral care initiatives. Academic Enabling and Support Centres located in Fremantle and Sydney also work with Schools to provide academic and welfare support

for students. During the compact period procedures for referral for academic support and subsequent follow-up will be reviewed to clarify roles and responsibilities of Schools and the AESC.

Student outcomes

Curriculum approval and review policies define requirements for evaluating student attainment of course outcomes, including the Notre Dame Graduate Attributes which include generic skills. The majority of undergraduate courses include work integrated learning opportunities that enable students to develop and demonstrate achievement of capabilities required for employment and further study. Schools report annually on the integration of Graduate Attributes into course and unit curriculum; as well as details of professional training completed by students and the quality of placements. Notre Dame uses the Generic Skills Scale and Overall Satisfaction Item of the CEQ to monitor the quality of student outcomes from the graduate perspective. The Graduate Destinations Survey is used to monitor graduate employment outcomes. Student performance in assessment of key units, such as capstone and/or placement units is used to monitor attainment of course level outcomes. During the compact period Notre Dame will continue to work on developing approaches for quality assurance of academic standards and graduate capabilities at course and subject level.

Student Retention and Attainment

For the period 2011 to 2012, Notre Dame's average undergraduate retention rate was 86% and Notre Dame has the strategic goal of maintaining excellent student retention rates during the period of this Compact.

Notre Dame attributes its success in student retention and attainment as stemming from its focus on the individual student, from admission to graduation. This focus is inherent in each of Notre Dames strategic goals, in particular:

- Authentic Catholicity - building a culture and environment that is recognisable by the distinctive pastoral care Notre Dame provides to its students which is shaped and informed by the richness of Catholic moral teaching; building a culture and environment of life, of respect and of commitment that is conducive to the development of the whole human person; providing opportunities and avenues to ensure just access to the educational offerings.
- Excellence In Academic Endeavours - providing an excellent learning environment for every student that is personal, accessible, challenging and rewarding; Striving to ensure that graduates are recognised for attributes which go beyond excellent disciplinary expertise and/or technical knowledge, including skills, values and characteristics that enable them to connect with and serve the community through active participation, engagement and reflection

The "student experience" underpins all campus activities and (we consider) flows directly from Notre Dame's Objects and its environment, shaped by Catholic moral teaching and centered in pastoral care. While not easy to represent as a set of criteria, some specific mechanisms that have contributed to Notre Dame's success include:

- Notre Dame's unique Admissions System which is multifaceted and incorporates not only criteria assessing academic ability and personal qualities but also professional suitability. Notre Dame's significant investment in prospective student interviews enables consultation between the prospective student and a discipline specific academic, thereby allowing specific course and career guidance.
- Notre Dame provides very successful and popular Tertiary Enabling Programs (TEP) on all three campuses. These programs target those students who can demonstrate potential that may not be reflected in secondary education results. The programs are dedicated to providing students with academic opportunities to improve their skills and gain the necessary maturity, direction and confidence to succeed in higher education.
- The Academic Enabling and Support Centres (AESCs) on the Fremantle and Broome campuses provide generic and individually tailored academic support programs to supplement the

support provided by academics in the Schools. These centres conduct Post Enrolment Literacy Assessments (PELA) and Post Enrolment Numeracy Assessments (PENA) with first year students to identify those students who would benefit from and are in need of supplementary academic support. The support programs foster independent learning yet enable close monitoring of the students' academic development and course progression.

- Small class sizes enabling richer interaction with staff and fellow students, the provision of additional academic support in Schools and AESCs and Chaplaincy and student services support.

Notre Dame excels in student experience and graduate outcomes as demonstrated in outstanding success in the 2008, 2009, 2010, 2011 and 2012 Good Universities Guide with five star ratings in teaching quality, generic skills, graduate satisfaction, getting a job, and positive graduate outcomes. In addition, Notre Dame achieved four stars for entry flexibility. Notre Dame has the specific goal of expanding and diversifying its recruitment strategies for all campuses, with an emphasis on increasing the pool of suitable applicants and enrolment base in line with forecast targets and admissions benchmarks. Notre Dame's success in achieving this goal will (in addition to retention rates) be measured by student enrolment growth & diversification and student demographics.

Note: All calendar year references below relate to projects and awards in that calendar year.

Principal Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Number of active learning and teaching projects supported by the PELTHE6 program where the University is the lead institution	1	2	3	3	4
Number of active learning and teaching projects supported by the PELTHE7 where the University is a partner institution	4	4	4	4	5
Number of citations for outstanding contributions to student learning	3	4	5	5	6
Number of awards for teaching excellence	0	1	2	2	3
Number of awards for programs that enhance excellence	0	1	2	2	2

⁶ Promotion of Learning and Teaching in Higher Education - the program provides learning and teaching grants, awards and fellowships and is administered by the Office for Learning and Teaching.

⁷ See footnote 10 for definition.

4.3 Equity

4.3.1 Commonwealth objectives

The Commonwealth is committed to a fair and equitable higher education system that provides equal opportunity for people of all backgrounds to participate to their full potential and the support to do so.

In particular, the Commonwealth has an ambition that by 2020, 20 per cent of higher education enrolments at the undergraduate level will be people from low socio-economic status (SES) backgrounds.

The Commonwealth expects all universities to play a part in meeting the Commonwealth's higher education participation ambitions, consistent with the objectives and regulatory requirements of Commonwealth funding.

The Commonwealth funds a range of programs to encourage and support access to and participation in higher education by people from low SES backgrounds and other under-represented groups, including the Higher Education Loan Program and Student Income Support.

The Commonwealth will monitor the University's equity performance through the reporting requirements and evaluations of programs and initiatives. The University's performance in meeting equity objectives will also be linked with teaching and learning Performance Funding targets.

Universities have obligations under the fairness requirements in Division 19 of HESA. This compact does not change those obligations.

4.3.2 University strategies

Access and Participation

Notre Dame is highly committed to improving access and participation rates / opportunities for students from under-represented groups and for Aboriginal and Torres Strait Islander people. Notre Dame's unique admission process, where students apply directly to Notre Dame, enables all applicants to be assessed beyond just a numerical score achieved in previous studies. The applicant's academic suitability, personal qualities and community participation are considered prior to admission. Notre Dame invests heavily in interviewing prospective students as a way of predicting potential or capacity to achieve at tertiary studies. This enables applicants who may not have reached their potential in secondary school or other studies, an opportunity to demonstrate motivation and ability.

Notre Dame also offers a number of alternate pathways, by way of the Tertiary Enabling Program and Foundation Year, for entry to tertiary studies. These courses, conducted by the Academic Enabling and Support Centres on the Fremantle, Broome and Sydney campuses, give students the opportunity to gain the necessary skills to not only enter, but also to succeed, in higher education studies. The Centre's also offer additional academic skills and support workshops throughout the academic year. These workshops are open to all students enrolled at Notre Dame and are strongly encouraged for those students who do not demonstrate adequate academic progress.

The accelerated (6 months) or extended (12 months) enabling programs for students who have not demonstrated the minimum entry requirements for direct entry into a bachelors degree are designed to develop and improve the student's independence, motivation, and skills required for undergraduate studies. The accelerated programs, already on offer on all campuses of Notre Dame (taught to over 700 students across the three campuses annually in 2012) include units of study in Learning Skills, Literacy Competency, Academic Writing, Research Skills and Information Literacy, Mathematical Competency, and IT for Academic Purposes. The extended course also includes further study in critical thinking and reasoning, with opportunities for study in not-for-degree undergraduate units.

Over the period of the Compact, Notre Dame aims to increase the numbers of students from under-represented groups and Aboriginal and Torres Strait Islander peoples entering the Tertiary Enabling and Foundation Year programs. A number of externally funded scholarships for low SES students who have experienced financial or other hardship or obstacles have also been made available, with Notre Dame aiming to increase the take-up of such scholarships.

Notre Dame also aims to continue to increase the success rates of students by engaging them in support programs provided by our Academic Support and Enabling Centres. In keeping with this strategy, support for students and prospective students from diverse SES areas will continue to be a key focus over the period of this Compact for the Fremantle, Broome and Sydney Academic Enabling and Support Centres. In particular, these Centres aim to expand their outreach programs in their respective cities. Notre Dame will continue to partner with not for profit organisations working within the community to offer support in general literacy, literacy skills in the workplace and lifelong literacy. Notre Dame will also continue to work with a number of schools on a range of projects designed to improve educational aspirations (e.g.: through mentoring projects) and educational achievement in the schools (e.g.: offer academic support and extension courses).

Prospective students benefit from enhanced access to higher degree studies through the alternative entry pathways and through ongoing support provided; elements of which are aimed at Indigenous, international and equity students, as required.

Annual tracking of students enrolled in the pathways programs who successfully go on to higher studies is undertaken as an indicator for measuring progress and course success.

Equity and Disabilities Support

Each Campus has a Disability Support Office where staff members meet with students with special needs to offer individual assistance and support. This ensures that students (prospective or current) are provided with access to information relating to course/unit materials, assessments, practical placements and any other inherent academic or general requirements, along with advice and support on the adjustments that can be implemented concurrent with these requirements. In addition, each Campus also houses a Campus Ministry Office and Student Life Office to optimise the engagement of all students in academic and non-academic matters.

In addition, Notre Dame's small class sizes allows for the progress of students who may have special needs to be closely monitored and for support mechanisms to be put in place where needed.

Over the period of this Compact, Notre Dame aims to continually review the support systems for students with special needs and to ensure student outcomes are maximised.

4.3.3 Participation and Social Inclusion Targets

Proportion of domestic undergraduates who are from a low SES background

NOT APPLICABLE IN THIS COMPACT

4.4 Teaching and Learning Infrastructure

4.4.1 Commonwealth objectives

The Commonwealth is committed to the development of world class higher education infrastructure. A contemporary, technology rich, well designed and equipped campus environment has a positive influence on staff and student performance and satisfaction.

While the responsibility for capital infrastructure development and maintenance rests with the University, the Commonwealth's commitment is demonstrated through programs such as the Education Investment Fund. Universities also utilise Commonwealth Grant Scheme funding for capital works and maintenance.

The Commonwealth will monitor the University's infrastructure performance, through the Institutional Performance Portfolio/CAMS.

4.4.2 University strategies

Notre Dame is committed to the maintaining its reputation for developing and maintaining campuses that provide its students and staff an enriching teaching and learning environment through their physical beauty, functionality and a high standard of fit out and equipment.

Over the time frame of this Compact, Notre Dame will be focusing the following key challenges:

- Supporting the student growth (to date and projected) on its Sydney campus; and
- Continuing its program of infrastructure maintenance and renewal.

Growth of Sydney Campus

Notre Dame will finalise its update of the strategic master plan for its Sydney campus. The draft plan affirms Notre Dame's vision for a 'Town' campus and sets out objectives and strategies for supporting the growth of the student population.

The 'Town' campus model enables Notre Dame the opportunity to focus its resources on core teaching and learning infrastructure with existing surrounding commercial and civic infrastructure providing a high level of amenity for students and staff.

During the period of this Compact, Notre Dame will continue to expand its Sydney campus through the development of existing sites with a view to increasing its minimum gross floor area (GFA per student EFTSL). In addition to continuing to access government grant funding, Notre Dame will continue to undertake fundraising activities and explore opportunities for investment from the private sector.

Student growth will also be supported through increased optimisation of existing facilities. While current utilisation rates are notably beyond the current sector benchmarks, NOTRE DAME continues to focus on optimising facility usage. Notre Dame will achieve this through its integrated facilities planning approach that aligns capital planning with course and student planning processes and analytics from its recently upgraded room scheduling software.

Growth will also be supported through Notre Dame's continuation of existing and development of new collaborations with neighbouring institutions for shared usage of infrastructure, especially in regard to high cost but lower use facilities, such as specialised teaching and research laboratories.

Ongoing program of maintenance and renewal

During the period of this compact Notre Dame will implement University wide infrastructure maintenance and renewal plans. These will include facilities, IT infrastructure and systems and library resources. Key focus areas for the period of this Compact will be the ongoing maintenance of Notre Dame's properties, particularly its historic buildings in Fremantle and Broadway, upgrade of Notre Dame's core student management systems, and continued development of Notre Dame's library resources.

Priorities and operational plans will be established with input from staff and students from within Notre Dame as well as through benchmarking with the wider university sector through CAUL, CAUDIT and TEFMA.

In addition to incremental increases in budget commitment, an emphasis on improving operational efficiency will result in an effective increase in overall expenditure.

This focus on improving operational efficiency will be supported by the newly created organisational area of Procurement and Resources Planning.

5 RESEARCH AND RESEARCH TRAINING

A range of research and research training performance indicators and targets are proposed in this section. Principal Performance Indicators are compulsory and institutions may voluntarily nominate optional performance indicators and targets considered reflective of individual institutional goals.

The Commonwealth recognises universities have diverse missions and, consequently, targets and performance will vary between institutions. Each university should develop performance indicators and targets to reflect its individual performance and strategic direction.

5.1 Research performance and research capability

5.1.1 Commonwealth objectives

The Commonwealth encourages excellence in research performance and the strengthening of research capability. Particular objectives are to:

- progressively increase the number of research groups performing at world class levels, as measured by international performance benchmarks; and
- promote collaboration, amongst universities, across sectors, between researchers and industry Australia and internationally.

The Commonwealth, through the Australian Research Council (ARC), conducts the Excellence in Research for Australia (ERA) which evaluates the quality of research undertaken at Australian universities by discipline against international benchmarks. ERA is used to assist in determining funding in the Sustainable Research Excellence in Universities program administered by the Commonwealth.

5.1.2 University strategies

Notre Dame is committed to the establishment of a robust, competitive research culture with a reputation for quality research performance in the priority areas of Health (including Medicine, Nursing, Health Sciences, Physiotherapy and Health Education), Education, Indigenous Studies, Philosophy, Theology and Ethics. These areas of priority have been supported through the establishment of three research centres: The Nulungu Institute, The Institute for Health Research and the Centre for Faith, Ethics and Society. The ongoing focus will include interdisciplinary research with an emphasis on intra and inter institutional collaboration.

Whilst the focus for Notre Dame's research investment will be in the priority areas described above, it will aim to embed and develop a university-wide research culture.

The two key elements of Notre Dame's research strategy entail:

- Embedding an institutional framework for the promotion and support of research activity; and
- Improving research capacity and research performance

The detail of Notre Dame's research strategies is outlined in the document "Research Goals, Targets and Implementation Priorities 2012~2015 for the University of Notre Dame Australia". The strategies contained in the research plan are aimed at capturing the full value of research investment, increasing the quality, quantity and national and international competitiveness of researchers employed at Notre Dame, provision of quality research infrastructure, facilitation of enduring, sustainable collaborative relationships between researchers, industry and end-users, increase efficiencies in research administration and support basic and applied research across a broad range of disciplines.

Notre Dame's success in obtaining funding under the auspices of the Commonwealth Collaborative Research Network (CRN) scheme in tandem with Notre Dame's own strategic investments will ensure improved research performance in the context of this compact. The CRN

is of particular significance in terms of provisioning for improvement in Notre Dame's competitiveness in a context of genuine collaboration with more research intensive partners and community engagement.

The projects identified under the umbrella of the CRN are noteworthy in that they align not only with Notre Dame's mission but also with key national priorities. They also target a strategy to support Aboriginal and Torres Strait Islander research students, academics and end-users.

The outcome of ERA 2012 provided evidence of a level of performance commensurate with Notre Dame's stage of development and identified areas of research foci whilst also affirming those areas of continued investment mostly likely to yield improved performance.

Three key activity areas will be addressed in order to improve Notre Dame's specified two and four-digit FoR codes in ERA 2015:

- Improvement of Notre Dame's measurable research profile by:
 - Diversification of University income.
 - Increased recruitment of research active staff.
 - Increased internal funding of research activity.
 - Increased number of grant applications.
 - Increased FTE of research support staff.
 - Increase in collaborative research activity including research infrastructure.
 - Promotion of innovative practices in the research culture of Notre Dame.
- Development of research infrastructure and capacity by:
 - Ongoing rollout of the research management system and associated ICT support to the research community.
 - Increase in collaborative research infrastructure activity.
 - Development of best practice for efficiency in research activity.
 - Development of best practice for governance in research activity.
 - Improve retention rates of academic staff.
- Development and enhancement of relationships with external and internal research activity stakeholders by:
 - Improved networking opportunities for the research community.
 - Supporting and employing a client focused and quality driven academic and administrative staff.
 - Developing strong partnerships with local, national and international government, employers and community.
 - Increasing industry sponsorships and collaborations.
 - Increasing partner involvement in University research activity.

It is noted also that the CRN program will further focus research outputs in priority areas and in related FoR codes, however the realisation of the majority of these benefits is anticipated in the period 2016-2018, rather in the reporting period that would inform ERA 2015 outcomes.

5.1.3 Performance indicators and targets

The purpose of the research performance and the research capability performance indicators and targets is to assist the University and the Commonwealth in monitoring the University's progress against the Commonwealth's objectives and the University's strategies for research performance and research capability.

The University will aim to meet the research performance and research capability performance indicators and targets set out in the following table.

Principal Performance Indicators	ERA 2010	ERA 2012	ERA 2015 Target
Number of disciplines, as defined by two-digit Fields of Research (FoR), performing at world standard or above (3, 4 or 5)	0	0	0
Number of disciplines, as defined by four-digit FoR, performing at world standards or above (3, 4 or 5)	0	0	0

* Notre Dame aims to be performing at an average national rating in the following two-digit FORs: 11, 13.

** Notre Dame aims to be performing at an average national rating in the following four-digit FORs: 1110, 1117, 1302, 1699, 2204 and 2203.

Disciplines the University commits to demonstrating substantial improvement in as defined by two-digit FoR and/or four-digit FoR	Disciplines nominated in 2011–13 Compact	Disciplines nominated in 2014–16 Compact
	FOR 16; FOR 20	FOR 1699; FOR 11

Note: All calendar year references below refer to the previous year's data collection.

Principal Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Category 1 income	\$321,820	\$150,000	\$200,000	\$300,000	\$500,000
Category 2 Income	\$168,981	\$200,000	\$300,000	\$400,000	\$500,000
Number of joint research grants in Australia	27	27	30	30	33
Number of joint research grants overseas	0	4	4	4	4
Number of jointly supervised PhD students in Australia ⁸	22	25	30	35	40
Number of jointly supervised PhD students overseas ⁹	1	2	2	2	2

⁸ Please provide the number by headcount of jointly supervised HDR students enrolled in your institution who have a supervisor from an external organisation in Australia (examples include someone from a government organisation, hospital or another university).

⁹ Please provide the number by headcount of jointly supervised HDR students enrolled in your institution who have a supervisor from an external overseas organisation (examples include someone from a government organisation, hospital or another university).

5.2 Research training

5.2.1 Commonwealth objectives

The Commonwealth encourages excellence in the provision of research training. Particular objectives are to:

- support research excellence and develop an internationally competitive research workforce in Australia through high quality research training;
- develop an internationally competitive research workforce in Australia through high quality research training; and
- significantly increase the number of students completing higher degrees by research over the next decade.

5.2.2 University strategies

Notre Dame's investment in the provision of quality research training continues to be evidenced by consistent growth in institutional support for research degrees, commencements, retention and completions. Notre Dame's key performance indicators support this claim.

Notre Dame's investment in support of research students in areas of research strength has continued to grow in line with expectations. For example, and as part of a broader strategy to increase research capacity, Notre Dame has increased its commitment to stipend scholarships commensurate with its increase in Australian Postgraduate Awards (APA).

In 2011 Notre Dame committed two University Postgraduate Awards UPA, seven in 2012 and five in 2013.

Notre Dame has also continued to accord a high priority to research training as a key element of its broader strategy to build research capacity and in terms of allocation of Commonwealth and University-sourced funding. Evidence for this includes:

- Ten industry level (30Kp.a.) HDR student stipend scholarships as a component of Collaborative Research Network (CRN) Project.
- Progressive implementation of a dedicated research information management system including a higher degree research student module and a contracts and grants management module.
- Establishment of an early career researcher network and mentoring program.
- Review of research policies and processes to ensure compliance with relevant standards.
- Introduction of University fee waiver scholarships for international research students whose research closely aligns with Notre Dame's areas of research priority.
- Development of opportunities for staff and student exchange with CRN partners.
- Targeting of Aboriginal and Torres Strait Islander research students for financial support. University Postgraduate Award Scholarships are offered to applicants whose research interests align with Notre Dame's strategic research priority areas, including Indigenous Health and other interdisciplinary research led by the Nulungu Research Institute.

Australian Postgraduate Awards are awarded on merit and applications from Aboriginal and Torres Strait Islander students are strongly encouraged.

Funding to Notre Dame under the Research Training Scheme is committed to a range of research training initiatives including research skills training for HDR students, increased HDR supervision capacity and experience, HDR project costs, responding to software needs of HDR students and to allowing Notre Dame to increase the number of HDR stipend scholarships available for students enrolling in its research priority areas.

Priorities for Research Training

In addition to the above initiatives which are, in the main, focused on HDR research training, Notre Dame has identified a number of priority areas for early career and other academic staff in terms of research training. Funding to the university via the CRN Program, in conjunction with institutional support, will see the following training offered over the period of this Compact:

- Research skills and research leadership workshops for all researchers and research administrators,
- Mentoring programs for early career researchers in collaboration with CRN partners,
- Research-leader workshops, targeted specifically at early career researchers, on competitive grant writing and fellowship grant writing,
- Research leader workshops on establishing collaborations with external organisations
- Mentoring program for HDR students,
- Research workshops targeted at HDR students on research planning and writing for publication,
- Workshops for HDR students on grant writing, and
- Workshops on planning and writing project proposals for large collaborative grants/bids involving external organisations.

Additionally, Notre Dame has committed to building organisational capacity in supervisory skills, including the mentoring and training extended training for new supervisors, as well as joint appointments with external, experienced supervisors. Opportunities for cross-disciplinary collaboration in the mentoring of early career researchers and those with limited research supervision experience are also strongly encouraged.

Staff members are strongly encouraged to enrol in or complete (as relevant) HDR programs and academic promotion policies reflect the requirement for doctoral level qualifications for Level C and above appointments.

5.3 Performance indicators and targets

The purpose of the research training performance indicators and targets is to assist the University and the Commonwealth in monitoring the University's progress against the Commonwealth's objectives and the University's strategies for research training.

The University will aim to meet the research training performance indicators and targets set out in the following table.

Note: All calendar year references below refer to the previous year's data collection.

Principal Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
HDR student load	49	90	90	95	100
HDR student completions by masters	3	3	3	20	20
HDR student completions by doctorates	3	4	5	6	7

PART SIX: GENERAL PROVISIONS

6 GENERAL PROVISIONS

6.1 Compact Review

6.1.1 The Commonwealth and the University will review the compact annually. This review will be a mechanism for considering progress made towards agreed goals outlined in this compact. Compact review will aim to ensure that the Commonwealth and the University will continue to focus on key objectives and strategies and will be an opportunity to consider developments that may impact on the compact or trigger a need to change the compact.

6.1.2 To facilitate this review the Commonwealth will produce an annual Institutional Performance Portfolio and the University agrees to contribute to the annual Institutional Performance Portfolio Information Collection (IPPIC). The Commonwealth will consult with the higher education sector on the information collection requirements and any issues arising from the IPPIC process.

6.2 Privacy and information sharing

6.2.1 Subject to clause 6.2.2 below, the University acknowledges and agrees that any information it provides to the Department for the purposes of this compact, may be accessible under the *Freedom of Information Act 1982* and may also be:

- published by the Commonwealth in any manner in accordance with any legislative requirement;
- used by the Department for any purpose of the Commonwealth, including dealings with other Commonwealth or State or territory agencies;
- used in reporting to or answering questions from a Minister of State of the Commonwealth or a House or Committee of the Parliament of the Commonwealth; or
- disclosed where the Commonwealth is required or permitted by law to do so.

6.2.2 The Commonwealth and the University agree to carry out their roles under this compact in accordance with any obligations they have under the *Privacy Act 1988* or any state or territory law relating to the protection of personal information.

6.3 Changing the Compact

6.3.1 Either party may propose changes to this compact at any time. Any variation to this compact is to be in writing and signed by the University's, and the Commonwealth's Representatives.

6.4 Notices

6.4.1 A party wishing to give notice under a provision of this compact:

- a. must do so by sending it to the other Representative set out in clause 6.4.2; and
- b. must, if a response is required to the notice, set out the time in which the response is to be given;

6.4.2 The Representatives are:

- a. University Representative
Professor Celia Hammond
Vice Chancellor
19 Mouat Street
Fremantle
(PO BOX 1225)
Western Australia 6959

- b. DIICCSRTE Representative
Division Head
Higher Education Group
Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education
GPO Box 9839
Canberra ACT 2601

OR

compacts@innovation.gov.au

6.5 Dictionary

In this compact, unless the contrary intention appears:

‘Department’ means the Commonwealth Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education or any successor.

‘HESA’ means *the Higher Education Support Act 2003* and includes any subordinate legislation or Ministerial determination made under that Act.

‘Institutional Performance Portfolio’ (IPP) is a report which provides an historical record of a university's performance based on information provided by the University and an analysis of the Higher Education Data Collections. An IPP will be prepared by the Commonwealth for the University annually using the latest available data.

‘Institutional Performance Portfolio Information Collection’ (IPPIC) is a set of Commonwealth instructions requesting that universities provide a submission to the Commonwealth, endorsed by the University's chief executive, that includes student, staff, financial and research information needed for the preparation of an Institutional Performance Portfolio for that university.

‘Minister’ means the Minister for Tertiary Education, Skills, Science and Research.

‘Mission’ means the University's Mission set out at Part One of this compact as amended in accordance with the variation provisions in this compact from time to time.

‘TEQSA’ means the Tertiary Education Quality and Standards Agency.

‘Term of this compact’ means the period set out in Part B of the Context of this compact.

‘University’ means The University of Notre Dame Australia (ABN 69330643210)

