



Australian Government

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

2014-16 Mission-based Compact

Between:

The Commonwealth of Australia

and

University of Newcastle

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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 Newcastle

ABN 15 736 576 735

A body corporate under the University of Newcastle Act 1989

Of

University Drive

Callaghan NSW 2308

(University)

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

The University of Newcastle's 2025 Vision Statement and our NeW Directions Strategic Plan 2013-2015 provide a clear statement of what UoN aspires to be in 2025, and present a clear set of goals and strategies for the first three years of the journey.

UoN 2025 Vision

- The University aspires to be a global leader in each of its spheres of achievement.
- Through engagement with partners, the University will deliver world-class innovation to support the development of strong regional communities.

UoN Values

Innovation, Integrity, Excellence, Engagement, Equity and Social Justice, Sustainability.

The Context for NeW Directions: Building performance, Building reputation

In the NeW Directions Strategic Plan, the priorities outlined in the 5 component Plans (Education Plan, Research and Innovation Plan, Future Workforce Plan, Campus, Capital and IT Plan and the Finance Plan) focus on lifting our performance in the world university ranking systems in the face of national and international competition. We aspire to join the top two per cent of the world's universities as assessed by the QS and Times Higher Education world ranking systems. This will require building scale through collaboration with outstanding partners, recruiting the best staff and students from across the world and maintaining a clear focus on our core areas of strength.

We have developed a set of 20 Key Performance Indicators and targets across our core areas of business and we will ensure the priorities of the NeW Directions Strategic Plan are delivered through the Corporate Planning Cycle which includes the development of an annual Corporate Plan and Corporate Performance Review to track performance towards our goals and aspirations. The internal set of 20 Key Performance Indicators is aligned with those cited throughout the compact document.

NeW Directions: Education Plan

Meeting the education challenge

This is a time of fundamental change in teaching and learning in the global higher education sector, and the possibilities and opportunities for educators are both challenging and exciting. There is significant scope to harness new technologies to support a deeper engagement between student and academic, and deliver a 'next generation' university experience. Ensuring our administrative systems and processes support innovation in curricula design, course delivery and assessment processes will be critical in moving forward. Our Education Plan sets out a series of strategies designed to support the student experience across the student lifecycle and to ensure the viability, quality and currency of our programs.

The University of Newcastle's Education Plan 2013-2015 is focused around five strategic objectives:

- Building access, participation and success for our students
- High quality academic programs that support the global competitiveness of our graduates
- An outstanding student experience on and off-campus that includes student engagement in research, work, or community focused activities

- Innovative educational delivery models that place the University of Newcastle in the top quartile for teaching and learning performance in Australia by 2015
- An outstanding and dynamic teaching culture and workforce

Improving Access, Participation and Success

Current Performance: The University of Newcastle (UoN) is a national leader in equity and access in higher education and is committed to working with our communities and other stakeholders to progress the Commonwealth's equity agenda. UoN's main catchment areas are characterised by low socio-economic status (SES) communities, low levels of participation in and completion of the Higher School Certificate and low levels of transition to higher education compared with other regions of New South Wales and Australia. In the Hunter region, 20.9% of the population possess a bachelors degree or higher, against 29.7% nationally. The Central Coast, where the University's Ourimbah campus is located, also has one of the lowest workforce participation rates in NSW. The University's record in addressing these challenges is among the strongest in Australia.

The University has developed a suite of programs and partnerships that provide pathways to higher education to address this level of disadvantage in our region. Approximately 40,000 students have completed UoN enabling programs since the innovative Open Foundation course began in 1974. Almost 15% of the country's Commonwealth funded enabling students (EFTSL) study at Newcastle, and 85% of those completing UoN enabling programs enrol in higher education. The University's range of pathways for entry into higher education support students from a range of backgrounds succeed in their aspirations to enter a degree: the NewStep program supports students aged 17-20 into higher education, while Open Foundation is aimed at mature-aged students over 20. The Yapug program supports Indigenous students transitioning into university. Study opportunities are flexible and distributed, available on campus or at a distance using partnerships with local libraries and education partners.

The University's community outreach activities under the banner of AIM High within the Equity & Diversity Unit have a focus on increasing aspirations to participate in higher education amongst low SES schools and communities. Newcastle has led the sector in its work with community outreach work through the Unilink program, then the Girls Choices Summer School, the MEGS program, and now AIM High, which focuses on family, school, and university partnerships, and on building links between school curriculum, careers and higher education.

Responding to the Challenge: UoN will build on this track record to establish a 'UoN Centre of Equity in Higher Education' to provide greater co-location of students and staff in our enabling and equity programs. The Centre will offer an opportunity to engage in research that will build a strong evidence base for the support of access, retention and success of students from diverse and non-traditional backgrounds at university. This Centre would be well positioned to be an active leader or contributor of the proposed National Centre for Student Equity in Higher Education. Similarly, UoN will take on the challenges laid down in the Behrendt Review to support the next phase in the commitment to Indigenous education and research, which will lead to a further increase in participation of Indigenous peoples in professional areas. UoN will continue to work with our Aboriginal and Torres Strait Islander communities to ensure appropriate graduate attributes are met. We will pursue greater outcomes in Indigenous student access, retention and success; and we will strive to strengthen our cultural inclusion and the embedding of Indigenous knowledges across the University.

Working with Partners: The University is committed to maximising the social, economic and health benefits of increased access to education for our communities and has developed strong links across education, industry and the community to facilitate this. Work integrated learning (WIL) has formed a platform for the development of our engagement with key partners and our Industry Scholarships program works directly with employers in areas of high demand to link outstanding scholars with structured work opportunities in their field of study. Industry partners and accrediting bodies participate in the review and development of our programs to support the

development of cutting edge curricula and ensure that our strategic direction is in line with community and workforce needs.

We are committed to working collaboratively at a cross-sectoral level with Schools, and the VET sector, in particular with NSW TAFE through the Hunter Institute and the North Coast Institute. The University has signed a significant statement of educational intent with the Hunter Institute of TAFE to strengthen the partnership and further build on our co-location and educational collaboration opportunities.

NeW Directions Research and Innovation Plan

Meeting the research and innovation challenge

Given the University's aspiration to change the lives of Australians through research that is publicly funded, it is essential that the higher education sector can demonstrate that these funds are being spent wisely. The Excellence in Innovation Australia (EIA) trial conducted in 2012 is one such measure which looked at the impact of research undertaken in Australian universities. One of 12 universities to participate in this trial, the University of Newcastle submitted 11 case studies across four broad clusters (defence, economic development, society, and environment).

The EIA trial demonstrated that it is feasible to move beyond traditional academic performance measures and examine the tangible impact on society of university-conducted research. At Newcastle, one single case study demonstrated a return on investment equal to 50 years of our income from external research grants. The 'Jameson Cell', a mineral flotation device developed by the University's Laureate Professor Graeme Jameson, has been estimated to add more than \$4 billion per year to the value of Australia's resources exports. This success stems from an investment in expertise applied to a real world problem. The NeW Directions Research and Innovation Plan 2013 – 2015 is strongly aligned with the Australian Government's National Research Investment Plan, which has provided a valuable foundation and guidance to the University in determining its investment in research. The University will continue to build capacity for research and knowledge exchange, and invest strategically in structures and systems required to produce novel, transformational research outcomes. Discoveries by University of Newcastle researchers have already made remarkable contributions to the knowledge and understanding of issues of global significance in fields as diverse as geotechnical science and engineering, energy and resources, reproductive biology, plant biology, applied mathematics, and health and medical sciences.

The University of Newcastle's Research and Innovation Plan 2013 – 2015 is centred around five strategic objectives:

- Build areas of research strength and impact, and achieve a world university ranking in the top 200
- Deliver world-class innovation through collaborative engagement in research projects with industry, business and government partners in our regions and across Australia
- Increase the world standing of our research through new collaborative arrangements with first-rate international partners
- Build the next generation of research leaders at the University of Newcastle
- Support our staff to build success in research

In order to realise our vision to be a global leader in each of our spheres of achievement it is critical that we continue to realise the outcomes of our commitment in establishing the Hunter Medical Research Institute (HMRI) and the Newcastle Institute of Energy and Resources (NIER), and other disciplinary areas which rated highly in the 2012 ERA exercise. We will work to continue to attract 'global innovation leaders' and competitively funded early and mid-career researchers particularly in our core areas of strength in medicine and engineering. We will build greater capacity in our national centres and collaborations in geosciences and geotechnical engineering, biotechnology, bioinformatics, control systems and mathematics, to engage with the top institutes in the world as valued partners.

We will build a number of 'Research and Innovation Clusters' to strengthen multidisciplinary research, and enhance knowledge transfer capability of specific relevance to our Central Coast and Hunter regions. These clusters will offer a one-stop-shop for business, industry and government partners to work with researchers who bring different capabilities to bear in thematic areas such as the creative industries, defence and others.

In response to the Federal Government's announcement in relation to establishing 10 Industry Innovation Precincts, the University has joined the Food Precinct as a Foundation member. On 9 April 2013, a registration of interest was submitted to join the Manufacturing Precinct as a Collaborative Member. NIER and the University's Research Development unit are working on a proposal for an Energy Precinct to have a national focus and to be led by commercial companies many of which have a strong presence located in the Hunter region (energy generators, distributors, and major energy users seeking efficiencies).

NeW Directions: The Future Workforce Plan

Our expectation is that all academic staff will be research-intensive, and deliver high-quality research-integrated learning. They will be networked with colleagues and industries across the globe, and may be engaged in knowledge transfer with regional and global communities. In particular, we will provide support for early career academics to excel in their respective fields. We aim to lead the sector in developing the 'next generation' of higher education professional staff who have opportunities to gain experience across a number of areas within UoN, and to build a portfolio of skills and awareness of international and national benchmarks for performance. Our professional staff will provide excellent leadership and service, and play an essential role in supporting the delivery of all elements of NeW Directions. We will devise a distinctive UoN career development process that is sector-leading and provides a competitive advantage. In our policies and our practices we will convey an active commitment to the principles of equity, diversity, and the health and wellbeing of all staff.

NeW Directions: The Capital, Campus & IT Plan

There will be continued focus on the University environment, particularly as it contributes to student, staff and community satisfaction and results. NeW Directions sets to position the University with a leading-edge environment for outstanding teaching and research. The Campus, Capital and IT Plan responds to the environment needs outlined in the Education and Research and Innovation Plans such as an unified virtual and physical environment and other strategies outlined in further sections of this compact.

The University will use its Strategic Asset Management Plan and Framework to target areas of investment and develop a long term replacement and rejuvenation plan for aging infrastructure. We will be redressing the historical under investment in asset replacement in order to lift our core teaching and research facilities over the next decade.

NeW Directions: The Finance Plan

Given our priorities and expectations outlined in the 5 component Plans (Education Plan, Research and Innovation Plan, Future Workforce Plan, and the Campus, Capital and IT Plan), the University must deliver targeted investment over the next five years to progress our aspiration to be a global leader in each of its spheres of achievement and deliver world-class innovation. We will follow responsible financial management practices and seek commercial opportunities to diversify our revenue base, and provide additional resources for our core teaching and research missions. This will be underpinned by sound financial and investment practices that will play an explicit role in the University fostering a sustainable financial future.

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

Commitment to Aboriginal and Torres Strait Islander Education

The University of Newcastle is a sector leader in Indigenous education with a long history of providing effective, culturally appropriate support to Aboriginal and Torres Strait Islander students. The University is particularly proud of its track record in attracting Indigenous students to tertiary education; for training approximately half of the country's Indigenous medical graduates; and for producing significant numbers of Indigenous nurses and allied health workers. Indigenous students are enrolled in all faculties of the University and close to half of our Indigenous enrolments are in professional disciplines including teaching, social work, and engineering.

The University of Newcastle was highlighted as an exemplar in Aboriginal education by the Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People, particularly in relation to its whole-of-institution approach to Indigenous education, achievements in relation to Indigenous employment, community relationships and collaboration, Indigenous knowledges and research, and good governance.

Indigenous education performance

The University performs well in terms of access and participation for Indigenous students. It aims to be in the top five institutions nationally by 2016. In 2012 the University had over 750 Indigenous students at all levels of study, from enabling education through to 28 Indigenous students enrolled in research higher degrees. Our enrolment of Indigenous students is almost double the sector average, and in recent years, enrolments of Indigenous students have grown more than 20%.

| | 2010 | | 2011 | | Change | |
|--------------------|------|------|------|------|--------|------|
| | % | rank | % | rank | % | rank |
| Access Rate | 2.94 | 6 | 2.80 | 7 | -0.14 | -1 |
| Participation rate | 2.44 | 6 | 2.52 | 7 | 0.08 | -1 |

Source: 2012 IPP

Of particular note is the fact that our Indigenous students are located across all Faculties, with a strong concentration (2.05% of student load) in Science and IT as well as in the more traditional areas of Health and Education (2.55% and 2.25% of student load respectively). A similar distribution of staff also reflects the whole of institution approach to Indigenous employment.

Performance indicators and targets

The University has set a target of 2.54% for Indigenous student enrolments for 2013 for the institution as a whole, which reflects steady growth on 2.19% in 2009. The University will build on this over the period of the compact in order to reach an institutional target of 2.78% in 2016. The University has also established targets relating to Indigenous student outcomes at a faculty and division level in collaboration with the Wollotuka Institute. Priority disciplines have been identified in the areas of Engineering and Science.

Plans and Strategies in Indigenous Education

Equity is a major focus of the University's NeW Directions strategic plan. Newcastle was one of the first universities in the country to implement a Reconciliation Action Plan and has a cross-institutional, collaborative approach to developing KPIs and targets to build on our success. The University has already exceeded the national parity target of 2.3%.

The University has a long term commitment to building access, participation and success for Indigenous students as one of its strategic priorities. Extending and developing our pathways into higher education and to being responsive to community issues, needs, and aspirations in our approach to Indigenous education is part of this focus. A key strategy for 2013 involves the establishment of the Centre of Excellence in Equity for Higher Education in partnership with the Wollotuka Institute. This initiative aligns with the University's plans to network with other institutions to improve outcomes across the country through the National Centre for Student Equity in Higher Education.

In collaboration with Academic Senate, the Wollotuka Institute supports the national initiative to embed Indigenous perspectives and diverse cultural knowledges across all programs of the University. One of the most successful strategies in providing expertise and advice to facilitate this initiative is Indigenous representation on program review panels. This provides a mechanism for feedback to Faculties that is program specific. The Wollotuka Institute will continue to work closely with Planning, Quality and Reporting (PQR) and the Faculties to ensure consultation continues and Indigenous curricula is appropriately implemented.

The University is developing a set of enhanced 'Cultural Standards' as part of its bid to get accreditation from the World Indigenous Nations Higher Education Consortium (WINHEC). The standards will further enhance relationships with Elders and expert knowledge holders within our communities and will inform practice across all areas of the University. The University of Newcastle will be the first University in Australia to seek this accreditation, although a large number of Universities in Australia are active in WINHEC activities.

The University has introduced a Faculty Engagement Officer scheme to assist with the development of strong cultural and learning support networks for Indigenous students. From 2013 a staff member from the Wollotuka Institute will be allocated responsibility for student engagement and outcomes for each Faculty. The Officers will work between the Faculties and the Institute to develop good relationships with Faculty-based staff to support student needs, and establish improved qualitative and quantitative reporting. Support is provided for the whole student lifecycle, with strong and effective external partnerships that provide effective pathways for Indigenous students into and out of higher education playing a central in the University's approach.

As part of its commitment to a culturally diverse campus, the University delivers Aboriginal and Torres Strait Islander Cultural Competency workshops across multiple campuses to University staff. Workshops include a preparatory component, where participants are required to complete the Interactive Ochre resource, and develop an action plan for local implementation following the workshop.

The University has developed research, teaching, and employment pathways for Indigenous staff and students to assist with the development of a diverse academic and professional workforce. The Identitea Café, modelled on the World Café concept, has been introduced for Aboriginal and Torres Strait Islander staff to provide mentoring and leadership, to support the development of an improved cultural network and to enhance retention and satisfaction of Indigenous staff.

Increasing Indigenous research outcomes is a focus for the University, delivering programs and allocating resources that encourage quality research output relating to Indigenous topics nationally and internationally. Target outcomes relate to increased publications, particularly international publications; increased research grant funding; retention and completion of RHD students. The appointment of the Research Coordinator as well as the Indigenous New Career Academics will support these activities.

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.

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.

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 all Aboriginal and Torres Strait Islander student enrolments ¹ | 576 | 600 | 640 | 680 | 700 |
| Number of all Aboriginal and Torres Strait Islander student completions ² | 73 | 76 | 80 | 90 | 100 |
| Number of all Aboriginal and Torres Strait Islander professional/general staff ³ | 56 | 58 | 60 | 63 | 64 |
| Number of all Aboriginal and Torres Strait Islander academic staff ⁴ | 21 | 22 | 23 | 25 | 26 |

| Optional Performance Indicators | Baseline 2012 | Progressive Target 2013 | Progressive Target 2014 | Progressive Target 2015 | Target 2016 |
|---|---------------|-------------------------|-------------------------|-------------------------|-------------|
| Number of Aboriginal and Torres Strait Islander Enabling Students | 159 | 170 | 180 | 190 | 200 |
| Number of Aboriginal and Torres Strait Islander RHD Students | 28 | 29 | 30 | 32 | 34 |

¹ Refers to total undergraduate, postgraduate and HDR students by headcount

² See footnote 1 for definition

³ Refers to number by headcount

⁴ See footnote 3 for definition

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

To ensure innovation and world-class research will translate into outcomes that will change the lives of individuals, the productivity of industry, or the economic health and sustainability of nations, engagement with partners and forming productive collaborations are essential. To this end, the University has committed in its NeW Directions Research and Innovation Plan for 2013-2015, to delivering world-class innovation through collaborative engagement in research projects with industry, business and government partners in our regions and across Australia. In doing this, the University will:

- build the global profile and reputation of its two major research institutes, NIER and HMRI;
- launch 'The Hunter Project', a long-term project to ensure world-class research and innovation underpin social, environmental and economic transitions in the Hunter region in the next two decades;
- engage with regional leaders and core industries from the Central Coast and Mid North Coast in the development of a research and innovation blueprint for these regions;
- launch at least three new research and innovation hubs in specific thematic areas;
- identify and pursue productive relationships with Indigenous communities to advance shared aims and aspirations in education and research; and
- review the engagement in commercial research relationships and the management and exploitation of intellectual property with Newcastle Innovation, which facilitates the transfer of knowledge, technology and scientific research from the University to commercial partners.

Increase knowledge transfer to industry, communities, end-users

The University's two major institutes, the Hunter Medical Research Institute (HMRI) and the Newcastle Institute for Energy and Resources (NIER) have assisted the University to increase the knowledge transfer to industry, communities and end-users. HMRI researchers deliver cutting-edge translational research and technology closely aligned to community health needs such as; brain and mental health; cancer; cardiovascular health; information based medicine; pregnancy and reproduction; public health; virus, infections/immunity, vaccines and asthma. HMRI facilitates collaborations between researchers translating ground-breaking scientific advances into better clinical care, competitive commercial products and improved health care guidelines.

International breakthroughs are being achieved in asthma and airway diseases, cancer, diabetes, mental health, nutrition, pregnancy and reproduction, stroke and more.

NIER is a multidisciplinary research hub established by the University in 2010 to engage both academia and industry on a common platform to collaborate on significant local, national and international research into critical issues of energy and resources. The most important aspect of NIER is its ability to leverage off its infrastructure to integrate multidisciplinary research programs in collaboration with industry. A major capability of NIER is the opportunity that the facility provides to accommodate industry partners and academic researchers in one location; this facilitates synergies and allows for the cross-fertilisation essential for world-leading research and innovation in the energy and resources fields. Co-location of several of the University's industrial partners on the NIER site will further strengthen and improve long-standing relationships and industry relevant outcomes.

NIER facilitates joint branding of industry partners and research groups enabling them to engage significant national and international research collaborations. Additionally, NIER enhances client relationship management through a single governance structure which promotes one point of contact, allows for the implementation of master agreements and provides resolution of high-level issues.

NIER makes a significant contribution to regional innovation as a focal point for research and provides engagement with the community on the challenges of effective energy and resource management facing us on both a national and international scale.

Improve economic, social and environmental outcomes

TUNRA Bulk Solids is a unique, internationally recognised research and development organisation specialising in the storage, handling and conveying of bulk materials. TUNRA Bulk Solids has provided efficient, value-added and environmentally friendly solutions to a great many industrial problems and operations. For over 30 years TUNRA Bulk Solids has undertaken over 4,000 projects for more than 1,000 companies in some 40 countries worldwide. The work has led to significant changes to industrial practice both in Australia and overseas particularly in regard to the design and operation of storage systems (silos, stockpiles), feeders, in-plant conveyors (bucket elevators, screw conveyors, en-masse conveyors, pneumatic conveyors) and long distance conveyors (belt conveying and hydraulic conveying).

The Tom Farrell Institute is the gateway to environmental research and teaching at the University of Newcastle, with a threefold mission to:

- build university and community partnerships to meet future environmental challenges;
- advance the development and application of environmental knowledge; and
- integrate cultural, social and economic values into environmental solutions.

The Institute aims to ensure that the University's teaching, research and community engagement will help to deliver regional solutions for a sustainable future, thus delivering more meaningful and lasting environmental, economic and social outcomes.

Improve commercialisation outcomes

Delivering innovative new collaborative projects across all the University's regions and areas of research strength is a priority for the University. To achieve this priority, the University will, in 2013, undertake the recruitment of a new Pro Vice-Chancellor (Research and Innovation) to provide strategic leadership within all facets of research development and innovation activities, with a specific emphasis on research development, industry collaboration and partnerships.

One of the first roles of the Pro Vice-Chancellor (Research and Innovation) will be to assist the Deputy Vice-Chancellor (Research) to improve and optimise the University's commercialisation outcomes, by undertaking a comprehensive review of the functions and effectiveness of Newcastle Innovation, the University's technology transfer company. Newcastle Innovation, formerly known as The University of Newcastle Research Associates (TUNRA), was established in 1969 to facilitate the transfer of knowledge, technology and scientific research from the

University to commercial partners. The review will ensure the University is optimising its ability to undertake knowledge and technology transfer, and, within this exercise, will finalise a new structure for TUNRA Bulk Solids (a successful arm of Newcastle Innovation involved in research and development with industry – namely mining and transport).

Build innovation-focused partnerships in Asia

As foreshadowed by the Australian Government's Australia in the Asian Century White Paper, the world's economic 'centre of gravity' will shift towards Asia over the next 30 years. The University of Newcastle will be poised to leverage its existing research and innovation partnerships, such as the successful partnership with Harbin Medical University in China (which is investigating cutting-edge techniques to reduce the impact of stroke on the brain) and will determine priorities for expansion of quality partnerships, particularly through NIER. NIER has established a strong presence on the world stage through collaborations in China on smart grid technology and in South Africa on bulk solids research. It is worthwhile noting that the State Grid Electric Power Institute (SGEPRI) in China is the research arm of State Grid Corporation, the largest utility company in the world with huge electricity networks and demands to provide electricity to China. The University's collaboration with SGEPRI is strong and still growing, with research into systems operations, security and control solutions and renewable energy research and development.

Support continuous improvement model for intellectual property

In 2010 the University placed Research Development Officers in each Faculty with the express aim of evaluating intellectual property by academic staff and assessing its commercialisation capacity. As a result of this action the University has seen its intellectual property disclosures increase from an average of 21 per year in 2008 – 2010, to 42 per year in 2011 – 2012.

Over the ensuing few months the next iteration is to embed one full-time Research Development Officer in the Newcastle Institute for Energy and Resources (NIER) / Engineering, and the Hunter Medical Research Institute (HMRI).

One of the University's spin-out companies, Hunter Immunology, was involved in a complex take-over and was subsequently listed on the stock exchange under the trading name of Bioxyne.

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 ⁵ | 2012 | | |
|--|------------------------------|-------------|---------------------------------|
| Number of patent and plant breeder's rights families filed, issued and held | Filed – 46 | Issued - 10 | Held - 181 |
| Number of all active licences, options or assignments (LOAs) ⁶ executed and income derived | 6 | | Value(\$) ⁰ |
| Number and value of research contracts and consultancies executed ⁷ | 493 | | Value(\$) ^{14,786,781} |
| 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(\$) ^{588,019} |

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 | \$1,556,404 | \$1.6m | \$1.7m | \$2.8m | \$2.9m |

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

| Optional Performance Indicators | Baseline 2012 | Progressive Target 2013 | Progressive Target 2014 | Progressive Target 2015 | Target 2016 |
|---|---------------|-------------------------|-------------------------|-------------------------|-------------|
| Expenditure on commercialisation/ contract research office; | \$1.7m | \$1.85m | \$2.0m | \$2.2m | \$2.5m |

⁵ 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).

⁶ 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.

⁷ 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

Supporting the Regional Workforce

The University is working with Government, industry and employer groups to build skills and productivity in priority areas, and to develop strategies to ensure that program offerings are responsive to changing cultural, economic and industrial landscapes. The University is guided by a commitment to high quality programs that support the global competitiveness of graduates as well as ensuring that graduates meet local and regional workforce needs.

The University has been responsive to the emerging needs of the region's students and employers and has achieved major change to meet the demands of these stakeholders as well as national workforce priorities. We anticipate continued demand in the areas of nursing, education, and allied health. To this end, the University has partnered with the University of New South Wales and the North Coast Institute of TAFE to increase tertiary education opportunities for young people on the mid-north coast and assist with the development of a sustainable local health workforce. Offerings at Port Macquarie have been expanded to include Nursing, Midwifery, Medical Radiation Science, Occupational Therapy as well as Teacher Education. However, constraints associated with the provision of clinical placements and practicum opportunities limit the University's ability to expand these disciplines.

High Level Plans and Strategies to Align Profile with Workforce Needs

NeW Directions outlines strategies designed to earn the University a reputation as an institution that delivers world-class innovation to support the development strong of regional communities in relation to industry and skill development. The NeW Directions Education Plan articulates a number of ways this will be achieved in relation to education, including the need for strong systems to support consultation and collaboration with industry and employers in relation to skill development and workforce demand.

A rolling triennial University and Academic Program Load Model with sustainable growth targets for domestic and international students is being developed. This will guide a robust planning and decision making framework for the University's program profile that integrates market, industry, and community analysis to promote strong graduate outcomes for students. Input from industry in relation to a range of issues, including workforce demand, will be critical to this process and to the sustainability of offerings.

Over the course of the Compact, the University is developing at least three Flagship Undergraduate Programs and two Flagship Postgraduate Programs which focus on educating graduates in areas of significant demand. External stakeholders will provide critical input into the development and establishment of these new programs.

The University has a schedule for the accreditation and external review of programs that is maintained by the Planning, Quality, and Reporting Unit as well as through the governance and policy section. Many of our areas are accredited by professional bodies, ensuring that our programs are relevant to employer needs and attuned to future areas of opportunity.

The University's global outlook in terms of industry and workforce demand will be supported by strategic benchmarking of our education activities in line with national and international best practice. This is to ensure that programs have an appropriately international focus, and are of high quality.

The University of Newcastle is keen to maintain its role as a leader in Indigenous education and a major contributor to the Indigenous health workforce. Close to half of all Indigenous enrolments at the University are in professional disciplines, including teaching, nursing, social work, and engineering. Priority disciplines for future enrolments have been identified for Indigenous students in Health, Science, and Engineering.

The University seeks to create graduates who are global in their outlook, with a sophisticated awareness of diversity internationally and at home. Indigenous knowledges will be embedded across the University resulting in graduates who have an understanding of the issues facing Indigenous Australians and a commitment to social justice.

Engagement with Employers

The University is committed to being an international leader in the delivery of innovative work and research integrated learning experiences. The education of professionals is central to the University's NeW Directions Strategic Plan, and Work Integrated Learning (WIL) and the iLead program contribute to this focus. WIL opportunities are now embedded in more than 90 per cent of the degrees offered across all five faculties, and across the coming period the University will double student uptake of these opportunities. The program was recently expanded to include drama, music, and fine arts, business, science and information technology.

Creating career-ready graduates is at the heart of all WIL activities and is a key focus of the University. At the University, WIL is the term used to describe educational activities that integrate theoretical learning with its application in a workplace, profession, career or future employment. The WIL experience can be off or on campus, real or simulated, depending on the discipline area.

The latest data from the Australian Graduate Survey demonstrates the University's programs are producing career-ready graduates who have practical knowledge in their chosen field and the market-place is acknowledging this.

Graduates from the University are attracting higher than average starting salaries. Latest data from the Australian Graduate Survey showed that the median annual starting salary for bachelor degree graduates from the University in their first full-time employment and aged under 25 was \$54,000. The comparable national median starting salary for graduates was \$52,000.

Our graduates are also highly sought by employers. The Australian Graduate Survey showed that of those looking for full-time employment 100 per cent of these graduates in the fields of physiotherapy, medicine, mechanical and electrical engineering - all programs traditionally associated with WIL activities - were in full-time employment within four months of completing their studies.

The University is actively involved in the World Association for Cooperative Education (WACE) and the Australian Collaborative Education Network (ACEN). Work Integrated Learning is promoted through a program of staff and student awards, as well as a grant scheme to promote innovative approaches to professional experience in undergraduate programs.

The Industry Scholarship Scheme offers high-achieving scholars access to professional programs that combine tertiary education with industry experience. The scheme has been expanded to include all five faculties and additionally incorporates the Industry Based Indigenous Scholarships.

Engagement with partners from international institutions, corporations, and government and non-government agencies is critical to building the University's reputation nationally and internationally. Staff will be supported to enhance these links through academic and professional exchange and joint appointments. The University also actively draws on the expertise of conjoint and alumni communities, recognising their significant achievements and the mutual benefits of strong alumni relationships.

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

Community Engagement Plans

The University views our staff, students and alumni as a resource for our whole community. We are partners and collaborators in world-class research, teaching and learning, and our graduates contribute to our regions and the world.

Community engagement is an intrinsic part the University's mission and this is reflected in the international 2012 QS Stars five star rating received for engagement. Mutually beneficial relationships that enhance teaching and learning and help strengthen our region are at the heart of community-university engagement.

Volunteering: A robust suite of volunteering opportunities is part of the innovative educational experience that the University provides for students. In 2012, staff and students contributed over 40,000 volunteering hours to our communities in areas including assistance to schools and early childhood centres. The University continues to work closely with the NSW Office of Communities for the Australia's first Timebanking trial, a community program that allows the voluntary exchange of services between members.

(Evidence of programs if required: These include Australian Higher Education Graduation Statement (AHEGS) recognised programs such as iLead, Student Mentors, SNUG, PASS, Teach Outreach, Student Ambassadors and the LUCY Mentoring Program, as well as supported external volunteering opportunities such as Ronald McDonald House, Hunter Wetlands and The Lock-Up.)

Engage Newcastle: The Engage Newcastle online portal, launched in 2012, provides access to our engagement strategies and activities for community, industry, alumni, partners and schools. The microsite is the first stage of the Engage Newcastle Strategy, which is designed to facilitate our engagement mission as outlined in the NeW Directions Strategic Plan 2013-2015. The site communicates, promotes and raises awareness of our current engagement activities, as well as providing a platform for community voice. The portal will facilitate the NeW Directions strategy by promoting opportunities for students to participate in exchange, internship, volunteering and community work activities in the region, Australia and internationally.

Engagement with End-Users in Research: As outlined above, the University has committed in its NeW Directions Research and Innovation Plan for 2013- 2015, to delivering world-class innovation through collaborative engagement in research projects with industry, business and government partners in our regions and across Australia. In doing this, the University will engage with regional leaders and core industries from the Hunter, the Central Coast and Mid North Coast in the development of a research and innovation blueprint for these regions and launch at least three new research and innovation hubs in specific thematic areas. Given its clear strengths in energy and resources research, the University of Newcastle is in an excellent position to respond to the challenges of the Federal Government's Industry and Innovation Statement to work with its industry and world leading research partners to develop a 'clean energy, clean technologies' innovation precinct in the Hunter region. The collaborative industry-research-innovation model is already well underway through the University's Newcastle Institute for Energy and Resources.

Outreach Strategies: The characteristics of the University's catchment region, including education outcomes that are below state and national averages, have played a significant role in guiding the outreach aspect of the University's activities. The Census Equity Profile indicates that only 12.5

per cent of people aged 15 or above in the University's catchment, that are not attending school, hold a Bachelor degree. This is in contrast to 22.3 per cent for the rest of New South Wales, and 19.7 per cent nationally. The University has developed strong links with the NSW Department of Education and Training, as well as primary and secondary schools, to raise aspiration and encourage students to complete their school education in order to be prepared for tertiary studies.

The University's proposed Centre of Excellence in Equity and the establishment of the National Centre for Student Equity in Higher Education will further enhance the collaborative links between Newcastle and other education, community, industry, and government partners. These centres will consolidate the University's equity focused activities and provide a dynamic framework for the development and dissemination of resources, expertise, and policy.

Collaborations and Partnerships: We are committed to working collaboratively with NSW TAFE through the Hunter Institute (Newcastle and the Central Coast) and the North Coast Institute (NCI Port Macquarie). The history of our collaboration includes long-standing articulation arrangements, the co-location of activities, and the sharing of facilities. A new arrangement from 2013 will give Indigenous students the opportunity to complete the first year of their professional studies program at NCI before transferring to the University in second year.

The University's Engage Newcastle strategy expressed as a key element in our NeW Direction's Education Plan is designed to promote targeted opportunities for students to participate in student exchange, internship, volunteering and community work activities in the region, Australia, and internationally. The University is establishing an Engaged Learning Unit to support its educational activities through community-based learning, Work Integrated Learning, volunteering, leadership programs and innovative research, teaching and practice. Staff and students join with the community to build on existing strengths and develop sustainable, successful and vibrant futures. The Community Engagement Office coordinates these activities with commitment to the organising principle that we are stronger when we work together, as expressed in the Engage Newcastle strategy.

Developing Best Practice in the Global Education Environment

The University is aligning systems and structures to ensure that the right resources are available to support outstanding teaching and learning. The University is developing Innovation Teaching and Learning Groups to support excellence in teaching and learning through engagement with national and international partners. We are also working with stakeholders to develop UoNline Plus as a technology enhanced learning environment to support the expansion and quality of online and 'blended' (virtual+) approaches across 80 per cent of the University's courses through building academic and professional staff capacity, and the provision of world-class virtual and physical learning environments. The University of Newcastle has a current EIF Regional Funding Bid to support the construction of a state of the art NeW Space Facility to deliver technology enabled learning and teaching in the heart of the city with space to support engagement between business and industry and education and research programs.

NeW Directions outlines a commitment to the development of a work culture that encourages and supports international collaboration activities that will support staff to deliver, and engage with world-class teaching and research. This will be facilitated by opportunities for exchange and secondments as well as engagement with leading-edge technologies.

The University of Newcastle is achieving a global impact through collaboration with international agencies and leading overseas universities to address global issues such as: health and well-being; clean energy; social corporate responsibility; and the development, growth, and governance of transition economies in Asia. Expansion of the University's operations into the international market has been developed through strategic partnerships and marketing networks. This has required a parallel development of our quality assurance and reporting processes to ensure the equivalence of students' experience and protection of the University's reputation as an institution providing high quality education and research opportunities.

University Foundation Priorities

The University Foundation is working to develop a fund raising strategy to support the creation of a number of Global Innovation Chairs aimed at bringing leading academics to the University. The Chairs will have strengths in multidisciplinary work and a capacity to work closely with key external stakeholders in delivering innovation and education outcomes for established and emerging industry sectors. An additional priority will be to develop a strong funding base for the proposed Centre of Excellence in Equity in order to further strengthen the University's work supporting low SES, Indigenous and other students from non-traditional backgrounds.

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 ⁸ with industry and other partners in Australia | 213 | 232 | 250 | 275 | 300 |
| Number of active collaborations ⁹ with industry and other partners overseas | 66 | 140 | 160 | 180 | 200 |
| Category 3 Income | \$27,098,706 | \$28.6m | \$30.8m | \$32.4m | \$34.3m |

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

| Optional Performance Indicators | Baseline 2012 | Progressive Target 2013 | Progressive Target 2014 | Progressive Target 2015 | Target 2016 |
|---|---------------|-------------------------|-------------------------|-------------------------|-------------|
| Income from consultancies for industry, government or community organisations | \$3.8m | \$4.0m | \$4.75m | \$5.05m | \$5.35m |
| Contracts and grants awarded to support Category 3 research income (including contracts awarded through Newcastle Innovation) | 328 | 480 | 500 | 520 | 540 |

⁸ 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.

⁹ 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

Commitment to Participation, Growth and Equity Targets

The University of Newcastle's NeW Directions Strategic Plan and related activities are informed at a fundamental level by the Commonwealth's equity objectives in relation to access and participation for targeted groups, and in relation to national capacity building.

The University's main campuses at Newcastle, Ourimbah and Port Macquarie all target an increase in participation and support an above sector average proportion of students from low SES backgrounds. We are also growing our Sydney location to support the transition to study of international students requiring English language provision, and have aspirations to develop a NeW Space facility in Newcastle city as a demonstration site for new learning technologies, to accommodate growth in business programs and provide a vehicle for enhanced engagement with the Newcastle business community.

Enrolments have grown steadily over the period 2008-2012 from 30,375 to 37,446 supported by the Government's participation strategy. Enrolments by low SES students exceed the sector average, and internal analysis shows that low SES students had success rates of 86.5% in 2012 and are just as likely to succeed in their studies as other student cohorts, validating the University's commitment to equity and diversity.

Based on the current (2013) admissions cycle, the enrolment priorities for the University in the 2014 to 2016 Compact period are:

- Growing its enabling programs as a demonstrated pathway for success for students from low SES and other underrepresented groups,
- Developing new flagship undergraduate programs that meet the needs of the local region and provide an alternative multidisciplinary education for interstate and international students,
- Growing the number of students in postgraduate coursework programs, including online programs, through our GradSchool, particularly in areas where advanced coursework can provide enhanced employment outcomes and demonstrated improvements to the national and international competitiveness of regional businesses.

- Growing the number of Research Higher Degree students to better reflect the research excellence and international standing of the University.

Responding to Regional Demand

The University is seeing increasing demand for programs with strong employment prospects as in allied health and engineering, with 79% of offers in the 2013 admissions cycle going to students in the Hunter, Central Coast and Mid-North Coast, many of whom will secure employment in the region. Each year approximately 75% of graduates from the Hunter Valley find employment locally and outcomes are similarly strong for students from the Central Coast (70% in 2012) and Mid North Coast (91% in 2012).

Sub bachelor planning

The University of Newcastle is a national leader in equity and access in higher education. Approximately 40,000 students have completed UoN enabling programs since the innovative Open Foundation course began in 1974. In 2011, almost 15% of the country's Commonwealth funded enabling students (EFTSL) studied at Newcastle, and 85% of those completing UoN enabling programs enrol in higher education. The University's range of pathways for entry into higher education support students from a range of backgrounds succeed in their aspirations to enter a degree: the NewStep program supports students aged 17-20 into higher education, while Open Foundation is aimed at mature-aged students over 20. The Yapug program supports Indigenous students transitioning into university. Complementing this work is UoN's Equity and Diversity Unit, conducting community outreach, and Newcastle's framework for analysing student pathways. This tracks all students, identifying the equity group enrolments who do not use enabling programs but who require alternative support.

The English Language and Foundation Studies (ELFS) Centre delivers a major part of Newcastle's enabling provision. ELFS led the sector in organising the first two enabling educators conferences in Australia, and forged an ongoing national partnership with Foundation and Bridging Educators of New Zealand (FABENZ). ELFS also houses a longitudinal register of outcomes of graduates from UoN enabling programs dating from 1974. This exceptionally rich dataset can be a national resource to support the quantitative analysis of equity, access and success in higher education. ELFS works closely with the Equity and Diversity Unit to ensure students enrolling at Newcastle via outreach programs are met with appropriate support upon joining the University. A UoN Office of Learning and Teaching project explored improving retention in enabling programs and brought together the Universities of South Australia, Southern Queensland, New England and Edith Cowan. The University is also actively engaged with UniSA, LaTrobe, Griffith and Victoria Universities, and Hunter TAFE, in an ARC Discovery Grant bid focussed on the impacts of enabling programs on families and communities. These projects will assist the University to maintain its strong record in enabling program success.

Bachelor degree planning

The University has experienced steady growth in its bachelor program admissions, and has maintained admissions quality with the upper quartile ATAR steady at 90. Further growth in some high demand professional programs is limited by placement opportunities, and growth in other programs will be partly dependent on the continued success of enabling programs and pathways. The University remains committed to delivering an appropriate range of programs at its main regional centres (Ourimbah on the Central Coast and Port Macquarie), complemented by niche activities at other regional, capital city and offshore locations. Future capital developments will enable increased capacity in some disciplines and the current (2013) admission cycle suggests there is still some unmet demand.

Growth is planned in the priority areas of Engineering and Science, and the University has a number of strategies to engage industries and potential students. Key to these strategies is our outreach to schools through the Science and Engineering Challenge, and our work to attract industry scholarships for students to undertake work placements.

A new initiative outlined in the University's NeW Directions Strategic Plan is the creation of a limited number of flagship programs designed to harness the University's expertise and support the development of emerging industry sectors and assist existing sectors to remain competitively supplied with graduate talent. The flagship program attributes will be developed over 2013 with the first program targeted for introduction in 2014. The flagship programs are intended to attract a new pool of students looking for multidisciplinary challenges and alternative study modes (including study linked strongly with areas of research expertise).

As the undergraduate cohort of students is our largest, significant effort will be made to support the diversity of backgrounds and pathways by which undergraduates come to the University, with an emphasis on both the academic and non-academic elements of the student experience. A realignment of the University's services and an improved service delivery model are anticipated to yield further improvements in student satisfaction. Other initiatives, including an Engaged Learning unit, a Centre of Excellence for Equity in Higher Education and enhancements to refresher courses and English Language support will build success among the student cohort and complement the high academic quality of the University's programs.

Postgraduate planning

The University aims to expand its postgraduate coursework footprint across the Compact period. In preparation for this, the University has deregistered its controlled entity GradSchool.com and brought it within the Academic Division as GradSchool. All staff, resources and operations were transferred within the University's structure as a centralised unit committed to our postgraduate coursework programs. The mainstreaming of GradSchool will enable a more coordinated approach to postgraduate program development and delivery, enhancing the connections with the Faculties and providing better support for both staff and students in program development and delivery.

Postgraduate program growth includes the development of programs, in partnership with emerging and established industry sectors, to ensure that professional skills are maintained at a level to provide a long term regional workforce that is globally competitive, mobile and robust to future shifts in the focus of industries. These industries include manufacturing, agriculture, food production, mining and minerals processing, general engineering, logistics and transportation, health and creative industries. The University will establish a mix of fee paying programs as well as first-entry to profession programs and reprofile its student population to respond to the increasing population with bachelor qualifications in our footprint, with growth of 20% in postgraduate places over the Compact period our target.

In line with international trends, and based on the increasing application and acceptance of technology enhanced learning, the University will expand its online delivery of postgraduate programs. Given the maturity of online platforms and the quality of the online education experience available through our Blackboard enabled learning management system, the University believes that it can maintain and grow its reputation for the quality of delivery and outcomes from online programs. Further investment in IT systems and services is planned across the period of the Compact to support this and other technology enhanced learning initiatives. The academic coordination of these activities will be the responsibility of a newly appointed Pro Vice-Chancellor (Learning and Teaching).

Medical planning (where appropriate)

The University of Newcastle together with the University of New England offer a five year undergraduate Joint Medical Program (AQF Level 7). Students graduate with a Bachelor of Medicine.

From 2015, the Universities propose to offer a Masters Extended (AQF Level 9E) degree, Doctor of Medicine (MD), to students commencing the JMP in that year.

The new degree will be designed to produce MD graduates in five years. This will be achieved through expanding the volume of learning in the first two years of the degree by 1.5 EFTSL (80 units of learning will be extended to 120 units of learning). An academic calendar of 6X6 week

blocks per year (36 teaching weeks per year) is proposed and the volume of learning and outcomes will be equivalent to an AQF Level 7 qualification. The final three years of the degree will include an increased research component culminating in a substantial project or capstone experience, thereby meeting the requirements for an AQF Level 9E qualification and the title of Doctor of Medicine.

The current Bachelor of Medicine is built on the successful University of Newcastle Bachelor of Medicine program which commenced in 1978. More than 1800 doctors have graduated from the program including nearly 50% of all Indigenous doctors trained in Australia. More recently, the JMP became the first Australian medical degree to be run by two universities, setting the precedent of expansion of medical education by partnership with an established medical program rather than incurring the cost and complexity of starting a new degree.

In addition to strengthening the current Bachelor of Medicine's reputation and focus on rural, regional and Indigenous medical education, its connection to the local community, integrated curriculum delivery and problem-based learning methodology, the curriculum of the new MD will produce graduates who are better prepared to respond to changing patterns of health and illness and the necessary changes in health service delivery. The graduates will be creative and critical thinkers able to appreciate, respond to and drive the necessary changes in health care through well developed knowledge and skills in clinical leadership and research.

There will be a requirement to transfer Commonwealth supported places in the Bachelor of Medicine to the MD program. Mechanisms for managing the additional cost incurred by offering a six year MD qualification in a five year timeframe need to be explored. No additional Commonwealth supported places will be sought.

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

The University is committed to delivering the highest quality in all its endeavours, and to benchmarking ourselves against the world's best. Our focus for the period of the compact is on the following strategic objectives in our NeW Directions Education Plan:

- Build access, participation and success for our students
- High quality academic programs that support the global competitiveness of our graduates
- An outstanding student experience on and off-campus that includes student engagement in research, work, or community focused activities

- Innovative educational delivery models that place the University of Newcastle in the top quartile for teaching and learning performance in Australia by 2015
- An outstanding and dynamic teaching culture and workforce

Workforce Strategy

Underpinning the delivery of high quality research and education through the NeW Directions Education and Research and Innovation Plans is an aligned Future Workforce Plan. Critical elements of the Future Workforce Plan are

- The development of staff to perform at world-class levels and be innovative in their practice
- Developing academic and other leadership skills to deliver outcomes against the targets and lead strategies articulated in NeW Directions
- Developing role clarity, a strong service culture and supporting career aspirations
- Ensuring that staff engage nationally and internationally with our stakeholder communities
- Maintaining a dynamic and healthy workplace.

Among the priorities in our workforce strategy is ensuring that our academic workforce is positioned to deliver both education and research outcomes, and in particular to ensure that we have the capacity to supervise research students by maximising the proportion of staff having a PhD qualification.

NeW Directions also articulates a strategy to create Teaching and Learning Innovation Exchange Groups to promote best practice in face-to-face and technology enhanced learning across a wide range of student cohorts. In 2013, UoN will also progress the launch of an innovative UoN Academy to recognise the importance of the contribution of sessional and academic staff by providing systematic support for their engagement, development and performance.

Monitoring Performance to Improve the Quality of our Education Outcomes

Analysis and reporting of outcomes in relation to quality of teaching and learning is managed through the University's Planning, Quality and Reporting Unit (PQR). PQR runs a program of surveys and other evaluation activities to monitor and provide advice on strategies to improve the quality of teaching and learning. PQR coordinates the online administration of student surveys of programs, courses and teaching, analyses all quantitative and qualitative feedback and provides reports to senior management and academic staff. These reports have led to action plans that have been resourced and are overseen by a Student Experience Working Group of senior staff. Results for the University of Newcastle on the national Course Experience Questionnaire continued to improve in 2012.

| Measure (% agreement) | 2010 | 2011 | 2012 |
|------------------------------|-------------|-------------|-------------|
| Overall Satisfaction Index | 73.9 | 78.1 | 81.8 |
| Good Teaching Scale | 58.4 | 63.2 | 67.9 |
| Generic Skills Scale | 77.9 | 78.1 | 82.3 |

Results of the most recent CEQ indicate that in the 12 months from 2011 to 2012, the University of Newcastle:

- Improved from 36th place to equal 19th place for Overall Satisfaction
- Improved from 24th place to 10th place for Good Teaching
- Improved from 14th place to 3rd place for Generic Skills

NeW Directions and related plans will support the University to build on these improvements over the period of the Compact. Key targets and measures relating to the student experience are included in our Corporate Plan and are monitored annually. Measures include the proportion of low SES students; student satisfaction with courses and programs; staff participation in leadership programs; and graduate employment outcomes.

The Student Experience

A centrepiece of the University's Teaching and Learning strategy over the Compact period will be enhancing the student experience. Major projects planned for 2013-15 will focus on improved student success and retention rates, strategies to support academic integrity, and improving

business processes to ensure non-academic services are aligned with student and staff expectations. Our participation in the UES will allow us to monitor performance of these strategies and continue to improve the educational experience for our students.

The University will implement strategic benchmarking of our educational activities in line with national and international best practice in order to ensure the delivery of high quality internationalised programs. All policies and processes that relate to the quality of academic programs will be reviewed to ensure that they effectively promote staff and engagement and are responsive to stakeholder needs. The development of three Flagship Undergraduate programs and two Postgraduate programs will focus on educating graduates in areas of significant demand and showcase innovative approaches in the delivery of teaching and learning.

A synthesis of the qualitative and quantitative feedback from students has been used to guide activities to improve the student experience. Enhanced use of student feedback is being used by the University to ensure sustainability of offerings and to create a sense of belonging in our diverse student groups. The University's focus on innovative research-integrated learning experience and work-integrated learning experiences is a key consideration in program review and planning.

The Student Experience is considered within a framework that includes all aspects of students' progress through their program of study including transitioning into the University, the learning experience, their sense of belonging to a cohort of students and being engaged with the University, their access to and satisfaction with services and support, and the challenges of looking to the future and transitioning out of university to a career or further study.

The Student Experience and Engagement Working Party is overseeing a range of coordinated action plans that are being managed in a collaborative way across faculties and units. These actions are being evaluated to ensure that the University is better able to accommodate diversity, improve the consistency of accountability, ensure that the student experience is a priority, be more responsive and better able to communicate how feedback is acted upon, help students better manage their expectations of their experience and their outcomes by more clearly embedding graduate attributes into programs, implement transitioning-out initiatives and enhance the sense of pride, belonging and accomplishment among students.

The University reaches out to national and international partners in teaching and research and is establishing Innovation Teaching and Learning Exchange Groups to support excellence in teaching and learning. These groups will encourage engagement and facilitate the development of innovative education delivery models with the support of the Centre for Teaching and Learning and the newly appointed Pro Vice-Chancellor (Learning and Teaching). Administrative and IT systems and processes are also being improved to ensure that professional and academic staff have access to world-class resources and learning environments.

The University is expanding initiatives that recognise and reward outstanding teaching through grants and awards as well as a program of teaching showcases. The University is engaged in a period of transformation through the implementation of the NeW Directions Strategic Plan and initiatives to retain and attract academic staff who provide leadership in teaching is key to this process. The integration of leading-edge research into teaching across all programs is a feature of the University's approach to all academic programs and excellence in teaching is one of three key areas that must be addressed by staff in applications for promotion.

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 PELTHE10 program where the University is the lead institution | 5 | New: 2 | New: 3 | New: 3 | New: 3 |
| Number of active learning and teaching projects supported by the PELTHE11 where the University is a partner institution | 6 | New: 2 | New: 3 | New: 3 | New: 3 |
| Number of citations for outstanding contributions to student learning | 3 | 3 | 3 | 4 | 4 |
| Number of awards for teaching excellence | 1 | 1 | 1 | 2 | 2 |
| Number of awards for programs that enhance excellence | 0 | 0 | 1 | 1 | 1 |

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.

¹⁰ 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.

¹¹ See footnote 10 for definition.

4.3.2 University strategies

Equity and Access

The University is proud of the role it plays in equity and access. We are committed to increasing overall participation, and to building on our strong track record of assisting individuals from low socioeconomic backgrounds to enter and succeed in higher education.

The University's primary catchment areas for undergraduate students are characterised by low SES, low levels of participation in the HSC, and low levels of transition to higher education compared with other regions of NSW and Australia. Based on 2006 ABS data, only 40% of Hunter & Central Coast residents continued school beyond Year 10 compared to the national figure of 60%; only 18% of 25-34 year olds in the region obtained a Bachelor level qualification compared to 28% and 26% for NSW and Australia respectively. To build capacity in our region and to meet the challenges the Government has set for the sector, the University has created programs and partnerships with schools and communities to raise awareness and aspirations amongst students, teachers, and families, of the benefits of tertiary education. Evaluations indicate that these outreach initiatives have had impacts at multiple levels.

The University of Newcastle is a national leader in equity and access in higher education. Approximately 40,000 students have completed UoN enabling programs since the innovative Open Foundation course began in 1974. Almost 15% of the country's Commonwealth funded enabling students (EFTSL) study at Newcastle, and 85% of those completing UON enabling programs enrol in higher education. The University's range of pathways for entry into higher education supports students from a range of backgrounds to succeed in their aspirations to enter a degree: the NewStep program supports students aged 17-20 into higher education, while Open Foundation is aimed at mature-aged students over 20. The Yapug program supports Indigenous students transitioning into university. Complementing this work is UoN's Equity and Diversity Unit, conducting community outreach, and Newcastle's framework for analysing student pathways. This tracks all students, identifying the equity group enrolments who do not use enabling programs but who require alternative support.

Participation and Success

The University has demonstrated strengths in supporting Indigenous student and low SES students in achieving their education and career aspirations. The University's approach to ongoing evaluation and reporting plays a critical role in our success in these areas. Our success in working with low SES students is reflected in access and participation rates that are above state and sector averages, and our internal reporting shows that these students perform as well as their medium and high SES colleagues.

All students from a Low SES Background Aged under 25 (Postcode Indicator)

Source: 2012 IPP

| | | 2009 | 2010 | 2011 |
|--------------------|-----------------------------|-------|-------|-------|
| Access rate | The University of Newcastle | 28.35 | 29.42 | 30.13 |
| Access rate | New South Wales | 17.27 | 17.94 | 18.06 |
| Access rate | Sector | 16.34 | 17.06 | 17.33 |
| Participation Rate | The University of Newcastle | 26.65 | 27.30 | 27.84 |
| Participation Rate | New South Wales | 16.14 | 16.65 | 17.09 |
| Participation Rate | Sector | 15.44 | 15.76 | 16.11 |
| Retention rate | The University of Newcastle | 82.03 | 79.86 | 79.45 |
| Retention rate | New South Wales | 84.39 | 83.39 | 82.75 |
| Retention rate | Sector | 82.47 | 81.65 | 80.88 |
| Success Rate | The University of Newcastle | 84.98 | 84.86 | 85.00 |
| Success Rate | New South Wales | 86.52 | 85.95 | 85.76 |
| Success Rate | Sector | 86.02 | 85.42 | 85.05 |

Strategies to Support Outcomes for Students from Under Represented Groups

Over the period of the Compact, the University will achieve student success and retention above national and international benchmark levels through the provision of diagnostic information to inform targeted action plans by Faculties and Divisions. The University is exploring flexible delivery mechanisms for enabling education in partnered communities. We are working closely with schools to support students from regional and remote areas to access higher education and to encourage female students to study in non-traditional areas such as science and engineering.

Over the period of the Compact this University is also establishing UoNline Plus as an initiative that will support the expansion and quality of online and blended (virtual+) approaches across 80 per cent of the University's courses through building academic and professional staff capacity, and the provision for world-class virtual and physical learning environments in flexible mode.

In order to better support the increasing number and diversity of students who are coming to the University, we are building the professional capabilities of our academic and professional staff through the development of practical support strategies for teaching and learning, innovative induction and professional development activities.

In 2013 we will launch our Centre of Excellence for Equity in Higher Education which will further improve our capacity to support students from non-traditional backgrounds and explore further opportunities for increasing the participation rates for students in the Hunter and Central Coast region, as will the University's participation in the proposed National Centre for Student Equity in Higher Education.

4.3.3 Participation and Social Inclusion Targets

Proportion of domestic undergraduates who are from a low SES background

Baseline for improvement target: **To be determined**

| Principal Performance Indicators | 2014 Reward Payment (target for 2013 students) | 2015 Reward Payment (target for 2014 students) | 2016 Progress target (target for 2015 students) |
|----------------------------------|--|--|---|
| Excellence Target | To be determined | To be determined | To be determined |
| Improvement Target | To be determined | To be determined | To be determined |
| Outcome | - | - | - |

Proportion of domestic undergraduates who are from another underrepresented group

Baseline for improvement target: x% (Either 2009 or average of 2008 and 2009 data)

| Principal Performance Indicators | 2014 Reward Payment (target for 2013 students) | 2015 Reward Payment (target for 2014 students) | 2016 Progress target (target for 2015 students) |
|----------------------------------|--|--|---|
| Improvement Target | To be determined | To be determined | To be determined |
| Outcome | - | - | - |

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

Facilities and Infrastructure

Our facilities and technology infrastructure underpin the delivery of teaching and learning and research. The University environment – its physical presentation, its campuses, its regularly accessed facilities and the general appearance of buildings, grounds and landscape – is a key contributor to student, staff and community outcomes and satisfaction. We will continue to integrate environmentally sustainable design into our capital development planning.

The University has developed a NeW Directions Campus, Capital and IT Plan that outlines the strategies we will implement to establish a leading-edge environment for outstanding teaching and research. These include:

- Provide a unified virtual and physical environment supporting the attainment of excellence and innovation in education and research
- Provide infrastructure for all modes of study and at all campuses and locations that supports world class education and research
- Support our identified and emerging areas of research strength through targeted renewal and development of best practice research infrastructure
- Quality physical and virtual environments across the University to provide a vibrant student experience and staff culture
- Quality infrastructure and services to support the attainment of excellence in education.

Measures such as condition audits of facilities; student feedback on facilities and services; and results of benchmarking projects are being used to indicate areas of strength and areas for improvement. This approach is supported by a Strategic Asset Management Plan and Framework that enables the University to target investment to areas of highest need and to develop a long term replacement and rejuvenation plan for aging infrastructure.

The Strategic Asset Management Framework allows for current Backlog Maintenance works to be considered and prioritised in accordance with the strategic and operational objectives of the University to form a program of works.

The Backlog Maintenance listing (a component sub-plan of the Strategic Asset Management Plan) brings together the inter-relationships between key corporate planning activities and asset management, allowing the University's strategic goals to be integrated with the asset portfolio to meet known requirements.

Presently, the University of Newcastle's BM/ARV is at 9.2% (based on 2012 data reported in the 2013 TEFMA return). The figure has increased on the 2012 CAMS Return (2011 data) due to a comprehensive update of the condition audit undertaken in 2012 to inform the development of the SAMP. Using 2012 as the baseline, the aim is to achieve a decrease in the BM/ARV in each subsequent year.

The University plans to redress a historical under investment in asset replacement in order to bring core teaching and research facilities to an appropriate standard over the next decade.

Space Utilisation

The University is implementing a space utilisation audit approach to optimise its teaching and research assets and minimise the cost of both maintenance and any underutilisation. Early results indicate that changing teaching and learning practices are shifting demand from teaching spaces to less formal learning spaces (including outdoor spaces and spaces equipped with wireless access to relieve pressure on computer pools). A teaching space (or timetable) capacity audit is

undertaken each year. From 2014, space utilization audits will commence and the results will be reported to the Commonwealth.

Our libraries are also under some space pressure, as are research spaces. Operational planning, including timetabling, will enable the University to retire and/or replace aging infrastructure in a way that meets the needs of future research and education growth and takes account of current and future student needs. The University expects a mature understanding of space needs to be developed over the next 12 months as we implement a new space monitoring tool to better inform future space needs and options for refurbishment and renewal.

Development Strategy

Over the period of the Compact, the University will provide a computing environment that will support excellence and growth in multi-disciplinary research, facilitate international collaboration and the establishment of consortia, and foster dynamic research neighbourhoods.

The key strategic focus in the immediate term is to recognise the University's dependence on IT and its expanding business hours; to replace the infrastructure with more robust alternatives; and to create a more reliable platform on which to run its student facing application systems.

The University has committed to the development of a technology environment supporting engagement and learning, anywhere, anytime using mobile and other virtual technologies, delivering at least 98 per cent availability. It will introduce efficiencies through administrative process re-engineering to ensure that services and capabilities facilitate world-class research and education. It will also ensure that services and technology capability are concurrent with industry standard disaster recovery and business continuity practices.

In 2013 a Campus Master Plan will be developed across all locations and study modes and have a focus on the requirements for blended learning and multidisciplinary, collaborative research neighbourhoods that focus on agreed priorities aligned to the 2025 Vision. The approach recognises the need to identify opportunities to collaborate or share development of campus or community infrastructure with partners, and incorporates a commitment to sustainability in the development and management of the University's physical assets. Infrastructure development will be guided by a commitment to equity in the staff and student experience through a responsive virtual environment and quality physical facilities.

Project planning for all infrastructure initiatives will encompass the physical and technological needs of staff and students through all campuses and regions and will involve collaboration with community and business partners as appropriate.

High quality infrastructure is critical to the University's research intensive focus. The University will implement at least three new research support facilities over the period of the Compact. The University is developing a computing environment that supports excellence and growth in multidisciplinary research, facilitates international collaboration and establishment of consortia, and fosters dynamic research neighbourhoods. Infrastructure planning will incorporate management for renewal, growth or adaptation of all research-intensive spaces ensuring adaptability for future use.

Research students and staff will have access to world competitive facilities and collaborative research support facilities to obtain efficiencies in resource sharing, allocation, utilisation and development of research support and expertise. This will support a more seamless engagement with the University's partners in the health sector and enhance and support teaching and learning in remote hospitals via desk top video conferencing.

Developments will be supported with benchmarking against three national and two international comparable institutes to provide Quality Assurance and to inform the University's education infrastructure renewal and development projects.

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

The University of Newcastle has an international reputation for research excellence and is distinctive in the Australian higher education sector as the most research-intensive university outside a capital city. The University is committed to supporting its staff to build success in research, and has thus detailed the following strategies in its NeW Directions Research and Innovation Plan for 2013:

- all academic continuing positions will be designated as 'teaching and research'. These positions will be internationally advertised and recruitment will be in areas of demonstrable research strength;
- a UoN Career Advantage program will be developed that ensures new academic appointees have reduced teaching and academic administrative loads (by an equivalent of 20% on average) during the first five years of appointment, and that they are mentored in research concentrations;
- career aspirations of academic staff will be supported through the provision of high quality, accessible research performance data, benchmarked against national and world standards in the relevant discipline area; and
- the relationship between research institutes, centres, schools and faculties will be specified and embedded through a formal 'framework of support' which identifies the principles, purpose and resource base of the partnership.

Increase the number of research groups performing at world class levels

This reputation is confirmed with the University's performance in the Excellence in Research Australia (ERA) 2012 round, where the University improved in 22 disciplines from the 2010 ERA round. Of further note, the 2012 ERA round saw the University achieve a 5 rating of well above world standard for the following 18 fields of research: applied mathematics; macromolecular and materials chemistry; geology; physical geography and environmental geoscience; biochemistry and cell biology; plant biology; civil engineering; electrical and electronic engineering; mechanical

engineering; resources engineering and extractive metallurgy; cardiovascular medicine and haematology; human movement and sports science; immunology; neurosciences; nutrition and dietetics; oncology and carcinogenesis; social work; and psychology.

Promote collaboration between researchers to improve research performance

The University continues to invest in first-class facilities to attract and support world-leading researchers and to extend our capacity for national and international research excellence as seen by the construction of the \$90 million HMRI clinical research building and continued expansion and refurbishment of NIER. With a strategic objective to increase the world standing of our research through new collaborative arrangements with first-rate international partners, the University, as outlined in its NeW Directions Research and Innovation Plan will, in 2013,

- add a formal and multi-faceted international partnership of distinction with a first-rate international university;
- provide support and guidance to the University's research centres and disciplines that received a 4 or 5 rating in the 2012 ERA round, to identify and establish relationships with international research programs of similar focus and esteem;
- provide internal seed funding to targeted researchers to formalise collaboration with highly reputable international research programs of similar focus;
- coordinate high-level research delegations to China, South Africa and Malaysia to strengthen the University's existing research collaborations and establish new research programs in areas of similar strength and esteem; and
- increase two-way engagement with international research programs of similar focus through the establishment of a formal international visiting fellowships program.

Build areas performing at world standard as evaluated by ERA

The ranking of the University, on the basis of the number of fields rated as well above world standard, increased from 10th in 2010 to equal 7th in 2012. The 2012 results are strongly aligned with our established research strengths. Ratings of 3 and above were achieved in all fields core to the University's Priority Research Centres with the majority being awarded ratings of 4 or 5. The Hunter Medical Research Institute (HMRI) achieved a rating of 4 or 5 in the majority of codes core to their researchers, and the Newcastle Institute for Energy and Resources (NIER) had the outstanding achievement of a rating of 5 in all fields core to its researchers. Newcastle was the only university to receive a 5 rating for social work research and one of only two universities in the country to achieve 5 ratings in the fields of applied mathematics, biochemistry and cell biology, civil engineering, and mechanical engineering. The University also received a 5 rating for macromolecular and materials chemistry, geology, physical geography and environmental geosciences, plant biology, electrical and electronic engineering, resources engineering and extractive metallurgy, cardiovascular medicine and haematology, human movement and sports science, immunology, neurosciences, nutrition and dietetics, oncology and carcinogenesis, and psychology.

The University's performance reflects the investment strategy which targeted areas of strength and critical mass. As a University which has aligned its research endeavours to those of our regional communities and businesses, (for example, approximately 34% of 2011 research income on NIER related activities such as manufacturing, mineral resources, energy and environment; and approximately 50% on HMRI activities in health), it is extremely pleasing to see our strong applied research outcomes are also achieving such strong results in ERA which is concerned with more traditional academic measures of success.

Improve performance not at world standard or discontinue research activity

The University of Newcastle was successful in moving two ERA ratings from 2 to 5 (nutrition and dietetics, and psychology). This came about through maturation of judicious investment five to seven years ago in these fields. The University does not see any comparable large scale moves over the next period, but notes that at the 2-digit level of ERA reporting, we have an issue in the field of economics where we received a rating of 1 in the 2010 and 2012 ERA rounds. The

University chose to restructure in this discipline in 2009-2010 but it will take some time before this realises strong research outcomes.

Develop research capacity in areas of strategic importance

The 2012 ERA results will inform the areas of established research strength and emerging research strength required to guide the University's strategic objective of building areas of research strength and impact to achieve a world university ranking in the top 200. As such, 2013 will see a comprehensive review of the University's internal research grouping structure, including Priority Research Centres, to determine the most effective configuration to promote the University's existing and emerging research strengths.

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) | 13 | 14 | 15 |
| Number of disciplines, as defined by four-digit FoR, performing at world standards or above (3, 4 or 5) | 38 | 44 | 47 |

| 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 |
|--|--|--|
| | 6 * | 8 ** |

* Note: we improved on 22

** At least

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 | \$35,165,475 | \$37.1m | \$39.9m | \$42m | \$44.4m |
| Category 2 Income | \$22,321,770 | \$23.5m | \$25.3m | \$26.6 | \$28.2m |
| Number of joint research grants in Australia | 101 | 106 | 111 | 116 | 122 |
| Number of joint research grants overseas | 2 | 4 | 6 | 8 | 10 |
| Number of jointly supervised PhD students in Australia ¹² | 69 | 80 | 91 | 105 | 120 |
| Number of jointly supervised PhD students overseas ¹³ | 19 | 22 | 26 | 33 | 38 |

¹² 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).

¹³ 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).

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

| Optional Performance Indicators | Baseline 2012 | Progressive Target 2013 | Progressive Target 2014 | Progressive Target 2015 | Target 2016 |
|---|----------------|-------------------------|-------------------------|-------------------------|-------------|
| Research income per research active FTE | \$98,787 | \$100k | \$102k | \$105k | \$109k |
| The share of joint publications co-authored with researchers internationally. | 36.9% (Scopus) | 39% | 42% | 43% | 44% |
| Total Research Income | \$86,142,355 | \$91m | \$98m | \$103m | \$109m |
| Share of Australian Competitive Grants | 2.4% | 2.4% | 2.5% | 2.5% | 2.6% |
| Weighted Publications divided by total research active FTE equivalent | 1.51 | 1.52 | 1.55 | 1.58 | 1.6 |
| Weighted Research Publications | 1318.71 | 1420 | 1480 | 1550 | 1600 |

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

The University has recognised the problem of declining RHD completions, with the issue becoming particularly clear over the years 2010 and 2011. Hence, in the University's NeW Directions Strategic Plan 2013-2015, there is a focus on boosting annual RHD completions to at least 20% of load through targeted strategies, review of degree structure and the development of an innovative UoN PhD Advantage career development program.

Indeed, throughout 2012 a number of initiatives aimed at increasing completions were implemented and we have seen initial success from these endeavours with the expected completion number in the 1 April 2012 – 31 March 2013 census period to be 164, an increase of 27%.

Enhance the quality of research training provided

The Code of Practice for RHD candidature requires that each candidate has a minimum of two supervisors and that they are properly expert in the area of research and have sufficient experience in recent supervision.

The University holds biannual 'Orientation to Supervision' seminars which are presented by the Dean of Graduate Studies to ensure supervisors of RHD candidates approach their duties fully informed of services available to support them and their students, and relevant policies, procedures and codes of conduct. In addition, 'Rethinking Supervision' workshops are held twice

a year where supervisors receive up to date information on the RHD landscape, government strategies, university policies and discussions are held on best supervision practise.

Support completion of higher degrees by research

Support for RHD students is essential if they are to complete on time and gain employment. The University's initiative to provide a free laptop to all commencing RHD candidates has been described by the Council of Australian Postgraduate Associations (November 2010) as a "sector-leading best-practise example". Additionally in each 'in-time' year of candidature a RHD candidate is eligible to apply for reimbursement of costs associated with supporting activities. The amount available per candidate is at least \$1,500 per annum (pro rata for part time candidates).

The following support programs are available to University of Newcastle RHD students. These programs also help to provide RHD students with generic skills and capabilities to communicate with groups outside academia.

- Mandatory induction program for all commencing RHD students – conducted face-to-face or online, a great opportunity for RHD students to increase their understanding around candidature and build friendships.
- The "Success@Confirmation" program will be introduced this year for all commencing RHD candidates. Sessions to provide the skills to achieve a successful confirmation outcome include speech intelligibility; presenting research; writing circles; information literacy, etc.
- Meet and greet sessions with Office of Graduate Studies staff is offered to all commencing international candidates so they are aware of specialist support available to them.
- An annual, two-day Completion Symposium for candidates due to complete their RHD program over the next 12 – 18 months is available to provide information and strategies to prepare candidates to complete on time.
- A targeted completion strategy to get over 40 submissions in the next six months – this strategy provides students with an opportunity to receive funding for activities they identify as being most helpful to them, such as thesis editing or proofreading.
- A range of workshops such as the 'Highly Effective Researcher' series, Understanding Ethics, and writing circles.
- Three Minute Thesis competition to improve presentation skills and networking opportunities. Training sessions in presentation skills are held prior to the competition and the University funds the winner and their supervisor to attend the national finals.

RHD candidates are required to undertake a confirmation process within 12 months of their commencement to confirm that their research direction is sound, the methodologies appropriate and the standard of writing satisfactory. Any difficulties that might impede successful completion can be identified and remedied.

Completion of annual progress reports is mandatory for RHD candidates and supervisors. This double blind system is a sector-leading example providing a formal process for assessment, and an avenue where complaints or concerns can be raised confidentially. The Dean of Graduate Studies reads all reports, and the process allows problems to be addressed promptly.

Enrol HDR students in high quality research environments

The University has developed a Register of Supervisors to enable prospective RHD students to search for a potential supervisor, read their research background and make contact with them. Additionally, researchers can highlight projects where they are seeking research students. This initiative will help the University's aim to grow PhD student numbers by 30% over 2012-2015, particularly in areas of strength as identified by the 2012 Excellence in Research Australia assessment. Strategies to help achieve this growth include:

An annual honours information session to provide current honours students with a range of information promoting RHD study at the University.

A scheme involving Faculties, Schools and/or Supervisors contributing 50% of a scholarship to increase the number of students supported by the University. When allocating scholarships, preference is given to research areas that fall within our Priority Research Centres and identified emerging research areas.

Forty 'Deputy Vice-Chancellor (Research) Honours Scholarships' offered each year to current honours candidates. These \$1,000 lump sum payments are provided to applicants who are likely to achieve Honours Class One and who intend to commence a RHD at the University. Successful candidates also receive a laptop and a provisional three-year postgraduate research scholarship.

Provide HDR students with generic skills and capabilities to communicate with groups outside academia

Apart from some of the sessions listed above such as the 'success@confirmation' program, a strategy devised by the University to provide increased opportunities for the recruitment of our PhD students revolves around an 'Engaged PhD' program which embeds appropriate training and linkages with industry, professional bodies and other partners.

Indigenous Research Students

Umilliko, which in the language of the Awabakal people means "to create, to make, to do", was established in 1996 and is the primary focus of research and training for the University's Wollotuka Institute. The Wollotuka Institute has a Research Training Officer, a Research Head of School and an Assistant Dean (Research Training). A specifically designed space, the Yuranna Research Centre, has been established to cater to the needs of Indigenous RHD students. Yuranna is an Awabakal word meaning "to grow". The Centre provides access to various Indigenous resources such as books, films, manuscripts and journals and also provides computer facilities, wireless internet access for laptops and photocopying facilities. Students are encouraged to apply for funding to attend research related conferences, seminars and workshops both nationally and internationally. Supervisors assist and collaborate with students on the writing of conference papers and the organisation of presentations. A quarterly newsletter is distributed to students advising of university training opportunities, future events and provides a general networking opportunity.

The University supports Aboriginal and Torres Strait Islander outcomes by offering at least one Australian Postgraduate Award to Aboriginal and Torres Strait Islander students where possible. Additionally, all domestic students, including Aboriginal and Torres Strait Islander students are covered by the Research Training Scheme.

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 | 950 | 1030 | 1072 | 1100 | 1135 |
| HDR student completions by masters | 27 | 30 | 33 | 35 | 38 |
| HDR student completions by doctorates | 102 | 129 | 138 | 148 | 158 |

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

| Optional Performance Indicators | Baseline 2012 | Progressive Target 2013 | Progressive Target 2014 | Progressive Target 2015 | Target 2016 |
|---|----------------------|--------------------------------|--------------------------------|--------------------------------|--------------------|
| Number of Internally and research grant funded scholarships | 195 | 203 | 211 | 218 | 227 |
| Number of external research grant funded scholarships | 35 | 44 | 49 | 53 | 66 |
| Number of internally funded fee waivers | 442 | 450 | 460 | 470 | 475 |

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 Caroline McMillen
Vice-Chancellor and President
University of Newcastle
University Drive, Callaghan NSW 2308
Email: Caroline.McMillen@newcastle.edu.au
Phone: 61 2 4921 5101
Fax: 61 2 4921 5115

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 Newcastle and ABN 15 736 576 735.

Signed for and on behalf of the University of Newcastle

by

.....
Signature Date

Professor Caroline McMillen
the Vice-Chancellor and President

In the Presence of:

.....

WITNESS

.....

Full name and occupation or profession of witness (Please print)

SIGNED for and on behalf of
THE COMMONWEALTH OF AUSTRALIA

by

.....
Signature Date

Mr David de Carvalho
the Head of Division
of Higher Education Division
of the Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education
a Delegate of the Minister for Tertiary Education, Skills, Science and Research

In the Presence of:

.....

WITNESS

.....

Full name and occupation or profession of witness (Please print)