



**Australian Government**

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

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## **2014-16 Mission-based Compact**

Between:

The Commonwealth of Australia

and

The Flinders University of South Australia

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This compact is between

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

The Minister for Tertiary Education, Skills, Science and Research

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

ABN 77 599 608 295

Of

Industry House

10 Binara Street

Canberra ACT 2601

And

Flinders University

ABN 65 542 596 200

A body corporate under the Flinders University of South Australia Act 1966

Of

Sturt Road, Bedford Park 5042, South Australia

**(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**

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### **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**

In March 2013 Flinders University published "Flinders Future Focus" – our Strategic Plan for 2012-2016. This reiterates our ongoing commitment to change and transformation which is articulated in "Inspiring Flinders Future 2010-2014" and builds on the significant progress we have already made. In reviewing our strategic aims, the actions that will help us to achieve them and their relative priorities we have been acutely aware of the changes in our environment – external and internal - since the publication of the 2010-14 Plan. We have also taken account of the policy agenda and believe that our vision, values and ambitions for Flinders University reflect the ambitions of the Australian Government for higher education.

Through being the university that engages we aim to transform the lives of individuals and communities, and to find ethical and innovative solutions to make a positive difference to society's most challenging problems

The University will continue to serve its local communities in the southern suburbs of Adelaide and be recognised as playing a significant role in the economic transformation of that region. At the same time we will broaden and deepen the University's engagement with Charles Darwin University (CDU) and the Northern Territory. Our attention on South Australia and the Northern Territory has the explicit objective of encouraging the sustainable economic, social, and cultural development of the 'central corridor' of Australia and expanding its connection to Asia and the wider world.

We are committed to:

- High quality teaching
- Internationally respected and high impact research
- Rigorous intellectual enquiry
- The promotion of fairness, integrity, equity, social justice, ethics, diversity and cross-cultural understanding and respect, with a special recognition of Australian indigenous cultures
- Environmental sustainability
- Individual responsibility and achievement complementing collaboration and teamwork.

To deliver our purpose, Flinders University must be flexible, responsive, efficient and highly collaborative both internally and externally. Our values and our strategic priorities will promote those behaviours and, in so doing, demonstrate the contribution that Flinders University will make to the Commonwealth's ambitions for higher education. In the following sections of this Compact we offer more detail about how we will do so and the challenging targets we have set ourselves.

To implement the Plan fully and successfully requires the University to make some hard decisions and choices, not necessarily about our core activities or geographical location but, rather, the choices are as much about behaviours and attitudes. To achieve this we will:

- seek better and more efficient ways to deliver our enabling services in more standardised ways
- better use technologies in support of learning,
- consider our traditional approaches in areas such as teaching, and learn from best practice at Flinders and elsewhere;

- look sideways and collaborate internally in ways that deliver better student outcomes and greater research focus;
- recognise that some things that we have done or taught or researched have come to a natural end and that new opportunities need to be actively sought.
- differentiate, focus and intensify.

The University's key priorities are focused into five areas and encapsulate our aspirations to contribute to the Commonwealths objectives:

### **Socially Responsible**

#### *Key Strategy 1 - Building Supportive Communities*

By being outwardly engaged, with strong links to our stakeholders and serving the communities in which we operate

Key actions

- Develop Tonsley as a driver for economic and community regeneration
- Enhance our strategic partnership and positive local outcomes with Charles Darwin University
- Further Schools and Faculties engagement with business and community designed to focus on their priorities

### **Student Centred encompasses:**

#### *Key Strategy 2 - Enhancing Educational Opportunities*

Through innovative and flexible entry pathways, a relevant and dynamic course profile, and improving the retention and progression of students

#### *Key Strategy 3 - Enhancing the Student Experience*

By showing respect for their views and care for their welfare, by providing effective support services, and maintaining a lively campus culture

#### *Key Strategy 4 - Valuing Quality Teaching*

As an unwavering commitment and a defining characteristic of Flinders

Key actions

- Define/scope Student Hub
- Review academic priorities and graduate qualities
- Plan for online learning

### **Distinctive Research**

#### *Key Strategy 5 - Focusing Research*

On those who are research active or have the potential to be, and on high quality, targeted and collaborative research and research training that makes a difference

Key Actions

- Identify and invest in targeted areas of strength and opportunity and reach critical mass in these areas
- Ensure that the majority of our disciplines are rated as world standard

### **Globally Connected**

#### *Key Strategy 6 - Strengthening Internationalisation*

By expanding opportunities and benefits for students, staff, and our communities to engage in the global society

Key actions

- Increase international opportunities for students including through on-line learning and outward student mobility
- Support development of the Flinders International Study Centre (FISC)
- Intensify and focus our Asia engagement including specified education, research and community partnerships and measures

## **Sustainable and Rewarding**

### *Key Strategy 7 - Valuing Our People*

By supporting and encouraging all staff to achieve the highest level of performance, deliver our vision and adapt to the changes required

Key actions:

- Provide high quality professional development staff activities to ensure staff are well prepared for, and well supported in their change management roles
- Embed effective performance management throughout the University so that good performance is recognised, support and career development opportunities are provided, and action is taken to remedy unsatisfactory performance;

### *Key Strategy 8 -Committing to Environmental Excellence*

By becoming internationally recognised for innovative research and teaching by reducing the environmental impact of our activities

Key actions:

- Develop a range of training, engagement and communication activities to build awareness amongst Flinders staff and students
- Encourage and sustain a supportive community of practice for academics conducting sustainability oriented teaching and research;
- Implement a range of renewable energy and water efficiency projects;

### *Key Strategy 9 - Improving our Capacity to Deliver*

By ensuring that our available resources are increased and used in the most effective and efficient ways

- Undertake support services refresh and renew program to achieve improvements in efficiency and service delivery and to increase academic capacity
- Establish an asset efficiency program to increase the utilisation, flexibility and cost effectiveness of our facilities and ICT framework
- Establish a development funding-raising program

## 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

Flinders University shares the commitment of the Commonwealth to enhance the participation and outcomes for Aboriginal and Torres Strait Islander people in higher education. Flinders Future Focus 2012-2016 restates our aim of transforming the lives of individuals and communities and our commitment to the promotion of fairness, integrity, equity, social justice, ethics, diversity and cross-cultural understanding and respect, with a special recognition of Australian Indigenous cultures." Increasing the participation of, and opportunities for, Indigenous staff and students is a core part of this vision.

As a University engaged with its communities, Flinders is working towards building and strengthening its connections within southern Adelaide, regional South Australia, western Victoria and the Northern Territory. These areas have significant Indigenous populations and Flinders acknowledges that the University and its staff must have a conscious commitment to working collaboratively with Indigenous nations and their communities to ensure that the University is an inclusive, responsive and welcoming place for Indigenous people and that it delivers innovative, quality, community-engaged research and teaching programs.

In support of this the university will, over the period of this Compact, maintain and develop a range of initiatives and support aimed at increasing the proportions of Indigenous students and staff; enriching their experience of study, research or work; and strengthening and deepening engagement with our communities.

We have strong foundations to build on including our ongoing provision of support through the University's Orientation program, the Student Learning Centre, and academic Indigenous mentors within Schools and Faculties. In 2012 the University established a Transition Office with a focus on the transitioning needs of first year students and appointed 13 academic staff as First Year Coordinators within the faculties. Through this significant investment we aim to reduce the attrition rate of all first year students including Aboriginal and Torres Strait Islander students. The activities of these Faculty Coordinators complement that of the dedicated Academic Advisers located in the Yunggoendi First Nations Centre who work closely with Indigenous students at all levels. Yunggoendi coordinates an Orientation program, to supplement the program run by the University, for enrolling Indigenous students. Its focus is to develop Indigenous students' understanding of the expectations of tertiary study, and to broaden their understanding of issues facing Indigenous students within higher education.

The Yunggoendi First Nations Centre for Higher Education and Research already plays a vital role in connecting with Indigenous communities and providing student support, teaching, research and administration and will continue to do. In 2012 the work of the centre was acknowledged and celebrated when it won a prestigious national award for university teaching - 2012 Citation for Outstanding Contributions to Student Learning - from the Australian Government Office for Learning and Teaching. The Citation was for sustained, dedicated, inspirational and far-reaching contributions to the education of pre-service teachers of Indigenous students in compulsory topics in the School of Education. The Centre will build on their successes in assisting Aboriginal and Torres Strait Islander students to access and achieve at university through activities such as continuing engagement with the secondary schooling sector to encourage students to consider university as a viable prospect for them through initiatives such as Life in the Uni Lane; Aboriginal Student Pathways Conference and other specific recruitment events.

The Poche Centres for Indigenous Health, located in both Adelaide and Alice Springs, and the Indigenous Transition Pathways to Medicine Unit in Darwin broaden the University support base for Aboriginal and Torres Strait Islander students within the health professions. Academic and mentoring support, an environment of cultural safety, and the development of partnerships with key Indigenous individuals and organisations are a key focus.

The University is continually reviewing existing pathways and developing alternative admissions pathways that facilitate entry to Flinders. Pathways include:

- the Indigenous Admissions Scheme (IAS) which is administered by Yunggoendi and provides an alternative pathway for prospective Indigenous students who have achieved their SACE but do not have an ATAR score or have not studied for some time. The process requires the applicant to complete an application form, including an aspirations statement, and attend an interview with staff from Yunggoendi and the Faculty representative. If admitted, the applicant is strongly encouraged to attend the Centre run Indigenous Orientation Program which is designed to lay the foundation for successful study outcomes throughout the course of the degree.
- The Indigenous Entry Scheme (IES) for the Doctor of Medicine enables Indigenous students with an undergraduate degree to apply for entry via the IES rather than sitting the GAMSAT. If admitted through the IES students are required to undertake the Flinders University Extended Learning in Science (FUELS) program which addresses gaps in knowledge for students with very little background in chemistry, physics, biology and numeracy.

The University is developing two specific Indigenous pathways into Creative Arts Programs as a partnership between TAFE SA's Adelaide College of the Arts and Flinders University. This

development will provide for the articulation of South Australian Aboriginal students into certificates and degrees in the Creative Arts in an ongoing and sustainable way.

A consortium of South Australia's three public universities – The University of Adelaide, Flinders University and University of South Australia, formed under the auspices of the SA Vice-Chancellor's Committee, has submitted a HEPPEP competitive bid titled the Journey to Higher Education. The Consortium will work in partnership with public, Catholic and independent schools, TAFE SA, government and community organisations to support low SES, Indigenous, regional and remote students. Journey to Higher Education creates a continuous path for students through primary and secondary school. As a collective, the programs offered by the Consortium universities unlock the higher education ambitions and potential of low SES and Indigenous students through mentoring, leadership training and additional tuition to address skills and knowledge gaps.

The number of Indigenous students enrolling into postgraduate courses continues to increase, with an enrolment of 79 students in 2013. To build on this, the University, through the Dean of Graduate Research, is currently developing an alternative pathway for students with non-traditional qualifications to enter postgraduate courses. It is envisaged that entry will be through a Graduate Certificate and Graduate Diploma in Research Methods. A working group has been established, membership of which includes the Dean: Indigenous Strategy and Engagement, to assist in the planning of appropriate topics with the aim of strengthening pathways to higher degrees by research for Indigenous students.

The new Flinders Learning Online Research Higher Degree Student Website (to be launched 30 August 2013) will also support building Indigenous research higher degree networks. Among many features it will include a full online induction to RHD studies including an Indigenous section in the orientation program and host a forum for the student cohort dedicated to facilitate a peer support program for Indigenous students.

The Dean of Graduate Research will also work with the Dean of Indigenous Strategy and Engagement to developing a new topic "Supervising Indigenous Students" which will be offered as an elective in the University's Postgraduate Supervisor Training Program.

The university is acutely aware that financial hardship is often a prohibiting factor in the successful retention and success of Indigenous students. In addition to the available Commonwealth scholarships the University has established and maintains a number of specific Indigenous undergraduate and postgraduate scholarships totalling up to \$74,151 per annum. In December 2012 the University also announced that Australian Executor Trustees are providing three scholarships for Indigenous students studying at Flinders University for the next three years, they are:

- Indigenous Student Achievement in the Creative Arts
- Indigenous Student Achievement in the Health Sciences
- Indigenous Student Achievement in the Professions.

Each scholarship is for \$4,000 which is a total commitment of \$36,000 over the three year period.

Our commitment to Indigenous education extends beyond Adelaide and South Australia. The Poche Centres for Indigenous Health, located in both Adelaide and Alice Springs, aim to increase Indigenous involvement in the study of health-related professions and research into Indigenous health. Flinders also offers the Indigenous Entry Stream, designed to encourage the participation of Indigenous people in medical training at Flinders in Adelaide and the Northern Territory.

In terms of our staff Flinders University has an Employment Strategy for Indigenous Australians (ESIA) which aims to improve the representation, participation and retention of Indigenous Australian people within the University. It was born out of the Enterprise Bargaining Agreement for 2004 to 2006 and was last updated in 2009. The ESIA is currently being reviewed. Current strategies for improving the representation, participation and retention of Indigenous Australians include developing an Indigenous staff network, strengthening staff development opportunities,

advertising new positions in the Koori Mail, working collaboratively with faculties and administrative units to identify new positions and enabling greater cultural exchange between staff in the University. Already the University has Indigenous representation on a range of boards and committees and also has a number of Indigenous Leaders in the Institution including a Dean: Indigenous Strategy and Engagement, Director: Yunggoendi First Nations Centre for Higher Education and Research and two Poche Professorial Chair positions: Adelaide and Alice Springs. . The broad indicators of success in the area of Indigenous employment are 60 Indigenous staff employed by 2016 (27 professional and 33 academic) and for career progression for Indigenous staff to be on par with non-Indigenous staff. The key actions to support this goal are to: develop a range of entry-level positions, via cadetships, traineeships, student employment, graduate development and work experience programs; provide career opportunities for existing staff through academic promotion and preferential lateral transfer where qualified; and developing training and mentoring programs that assists Indigenous staff to achieve academic promotion.

Finally, and to give a coherence to all of our activities in this sphere, the University has developed and adopted a Flinders University Indigenous Engagement Framework (FIEF). This acknowledges our responsibility to create an environment that is culturally inclusive in all aspects of our business. Strategies outlined in the FIEF will directly contribute to increasing the level of Indigenous participation, retention and success in higher education, contributing to higher levels of economic and social participation for Indigenous peoples and their communities.

The FIEF is based on three underlying principles:

1. Recognition and respect for Indigenous peoples, knowledges and cultures;
2. Integrated, university wide strategies, policies and programs; and
3. High expectations with clear goals.

The objectives of the FIEF are congruent with the recommendations and strategies outlined in the recently released Behrendt Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People, the Universities Australia Cultural Competency Framework and the National Indigenous Higher Education Workforce Strategy. The National Aboriginal and Torres Strait Islander Higher Education Committee has analysed the Behrendt Review and notes that 15 of the 35 recommendations relate to universities. Whilst many of the recommendations of the Behrendt Review are current practice for the University and precede the release of the report the University has actively responded to further recommendations by:

- Ensuring a whole of university approach to Aboriginal and Torres Strait Islander success in higher education through the adoption of the Flinders Indigenous Engagement Framework and its implementation through the University's yearly operational planning process.
- Recruiting academic staff through a 'grow your own' strategy targeting Indigenous graduates for academic positions and providing them with time-release to complete postgraduate qualifications
- Developing the culture of the University through Indigenous engagement in its governance including, membership on Academic Senate, Educational Matters Advisory Group, Teaching and Learning Committee and Equal Opportunity and Diversity Committee and a working party on a research methods topic for non-traditional students.
- Building relationships between Academic Advisers within the Yunggoendi Centre and peer mentors in the Faculties to ensure appropriate advocacy for Indigenous staff and students.
- Improving its student support in the Faculty of Health Sciences through the extension of the Flinders and Adelaide Indigenous Medical Mentoring (FAIMM) program to Indigenous Nursing and Midwifery students.

## 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 <sup>1</sup>	208	223	238	253	268
Number of all Aboriginal and Torres Strait Islander student completions <sup>2</sup>	30	36	43	51	60
Number of all Aboriginal and Torres Strait Islander professional/general staff <sup>3</sup>	19	21	23	25	27
Number of all Aboriginal and Torres Strait Islander academic staff <sup>4</sup>	23	25	28	31	33

Optional Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Student commencements and/or completions	95	100	105	110	115
Graduate employment outcomes	100%	100%	100%	100%	100%
Separate HDR and undergraduate student targets	12	13	14	15	16
Number of staff employed at senior staffing levels.	142	152	162	172	182
UG Attrition	20.29%	19.00%	18.00%	17.00%	16.00%

<sup>1</sup> Refers to total undergraduate, postgraduate and HDR students by headcount

<sup>2</sup> See footnote 1 for definition

<sup>3</sup> Refers to number by headcount

<sup>4</sup> 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

The University's 2012-16 Strategic Plan has been updated to include enhanced commitment to local, national and international economic, social and cultural needs including:

i) Tonsley Redevelopment - School of the Environment, School of Computer Science Engineering and Mathematics, Advanced manufacturing, Economic development of SMEs/Southern Knowledge Transfer Partnership (SKTP) Program/Flinders Partners detailed information on the Tonsley project can be found at <http://www.flinders.edu.au/tonsley/>

The University aims to be the regional higher education 'partner of choice' for government, non-government, training providers and businesses in southern Adelaide. It has a long-standing commitment to enhancing educational opportunities in the south and to building economic and social capital across the region.

The University has committed to expansion at Tonsley Park, to be delivered in 2015, which will enable it to improve the alignment of its teaching, research and business investment activities aligned with the State Government's advanced manufacturing vision for the site.

The University has a long-standing collaboration with TAFE SA and will develop its collaboration with the TAFE Sustainable Industries Education Centre (SIEC) which will be co-located with Flinders at Tonsley. The University also sees opportunities to collaborate with industry partners at the site such as Tier 5 (existing occupants) and other potential occupants, such as Siemens, SAGE and Zen.

The University's presence will be centred on teaching and research activities in Engineering, Mathematics, Computer Science and Information Technology. In addition to teaching undergraduate students, an extensive range of research activities and business collaborations will be undertaken at the site through the Medical Device Partnering Program (MDPP), the Centre for NanoScale Science and Technology (CNST). The University's industry engagement areas - Flinders Partners and the Southern Knowledge Transfer Partnership (SKTP) Program will be located at Tonsley and will provide an important link between the University, the community and business at the site in a new location which is accessible to local business and social enterprises.

ii) Development of a Community Engagement Strategy

The University, in its Strategic Plan 2012-16, clearly defines its strategy for 'Building Supportive Communities' by being outwardly engaged, by developing strong links to our stakeholders and serving the communities in which we operate.

The University has a long history of activities that support the community; a priority action is to develop a Community Engagement Strategy to ensure full alignment of University activities with the needs of the economy and responsiveness in relation to education and training needs.

iii) Targets for enhanced commercial activity as part of the 5 year financial strategy, in particular the balance of Commonwealth Funding as a % of revenue being reduced to 60% via an increase in other income. For example via fee paying short courses, international students, contract research and consultancy.

iv) New Sustainability Action Plan and associated targets

v) Development of a targeted International Plan including Asia engagement - priorities and associated PIs with a focus on institutional partnerships and collaboration

vi) Strategic investment in areas with significant research impact including by developing a strategic approach to targeting and investing in new collaborations locally, nationally and internationally; forming strong links with industry groups and government agencies; and by providing financial support for travel and fellowship schemes aimed at creating collaborative research opportunities.

vii) Flinders has developed a strategy for entrepreneurship and innovation, education and associated student learning outcomes with the establishment of a New Venture Institute (NVI). The Institute will facilitate, support, catalyse and communicate models of entrepreneurship across activities, into a recognised and valued attribute of the University. The NVI will further strengthen the University's enterprise culture and support the business and community collaborations that will be an integral part of Flinders' presence at Tonsley Park and particularly delivering the economic benefits envisioned by the South Australian Government for the site redevelopment..

viii) Review of non-research contract processes and procedures to enhance responsibilities and institutional capacity.

The response should not exceed two pages in length.

### 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 <sup>5</sup>	2012		
	Filed	Issued	Held
Number of patent and plant breeder's rights families filed, issued and held	7	1	24
Number of all active licences, options or assignments (LOAs) <sup>6</sup> executed and income derived	No. 29	Value(\$) \$2,293,689.88	
Number and value of research contracts and consultancies executed <sup>7</sup>	No. 140	Value(\$) \$24,000,000	
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 (\$) \$489,221	Value(\$) \$5,246,937	

*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	\$782,627	\$813,932	\$846,489	\$880,349	\$915,563

*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	3,691,560	3,737,704	3,783,848	3,829,992	3,876,136
Number of staff/research students trained in commercialisation/contract research processes	20	21	22	23	24

<sup>5</sup> 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).

<sup>6</sup> 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.

<sup>7</sup> 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

Flinders University places a high priority on the employability of its graduates and the development of workplace-relevant skills. The University approved a statement of Graduate Qualities in 2008. It sets out a range of generic attributes and skills, all employment-relevant, that Flinders Bachelor graduates should acquire. The University places a strong emphasis on Work-Integrated Learning to link classroom-based learning with direct or indirect experience with the workplace context. Professional entry courses typically have well-established student placement programs providing direct workplace experience for students, and an increasing number of more generalist courses are incorporating opportunities for supervised off-campus work placements.

The University's initiatives in relation to industry and skills are informed by the evolving trends across the business sector and within government. At the Commonwealth level they are informed by relevant skill policy and framework as overseen by the Department for Industry, Innovation, Science, Research and Tertiary Education including the Australian Workforce and Productivity Agency's '2013 National Workforce Development Strategy'. At the state level they are informed by the South Australian Government's Skills For All program with the University committed to collaborating with the VET sector to produce graduates within industry-relevant vocational skills.

The University has a particularly strong partnership with TAFE SA. Under this partnership:

- the University has a large number of approved credit transfer arrangements;
- an innovative Dual offers program under which students are admitted to both a TAFE and a University award with automatic transfer to the University after successful completion of the TAFE award;
- a Foundation Studies program, with approved enabling load, delivered jointly by TAFE SA and the University across metropolitan Adelaide and around regional South Australia; and
- an active partnership governance arrangement exploring new possibilities, including a currently active proposal pertaining to the Creative Arts industry (with the first initiative currently awaiting Ministerial approval).

Further relevant information is now reported under each of the headings below.

#### **Respond to employers' demand for higher education graduates**

Each course is subject to an annual Key Accountability Measures process accessing performance across a number of dimensions. One of these, drawing on the Australian Graduate Survey, monitors the post-graduation employment experience of graduates. The University's five-yearly review of all courses comprehensively reviews course performance and likewise receives detailed data on employment outcomes.

The University is conscious of the need to match employer demand for graduates with student demand for course admission. Occasionally these can be out of kilter. A good example is the University's concern about insufficient demand, at the time, for some of its Engineering programs leading, however, to a decision in 2008 to relaunch rather than discontinue these programs due to a conviction that employer demand needed to be met. Happily, student demand for admission has increased substantially and these programs are now very sustainable.

The University's refreshed Strategic Plan 2012-2016 sets as one of its Key Indicators "employer satisfaction improved".

### **Consider Australian workforce needs in the development and revision of courses**

Under the University's procedures for developing new courses and revising existing courses, course proposals are required to have regard to "identified areas of community need and demand" and "provide evidence that there is a clientele for the course...as appropriate, to prospective employers of the graduates of the course" and specify "anticipated graduate career opportunities". Each course and topic must have a statement of approved Educational Aims which must include "the progressive acquisition of knowledge and skills... where relevant with specific professions, occupations or areas of employment".

Consider Australian workforce needs in deciding the number of students the University admits to each course including priority disciplines for Aboriginal and Torres Strait Islander students

In setting annual admission targets for each course, workforce needs are a key factor taken into consideration. For example, the increasing number of admissions into a range of health-related courses at Flinders has been informed by the advice and targets set by Health Workforce Australia.

The University welcomes Indigenous students into all courses. Many of these students are admitted via conventional pathways but there is also an Indigenous Admissions Scheme (IAS) that applies to courses at Flinders University. The Northern Territory Medical Program is a course with an Indigenous admission pathway of which the University is particularly proud.

### **Build consultation arrangements with employers and employer involvement in student learning and teaching**

New course proposals must "describe current and anticipated links with industry partners" and "how consultation with the community has informed planning of the new course". In regard to ongoing course management, Faculties are required to "ensure that appropriate consultation is undertaken with relevant external parties including employers, professional organisations, graduates and community organisations". Each five-yearly course review panel is required to advise the University on compliance with this provision. Typically professionally-orientated courses comply through advisory committees with external membership. For example, the Flinders Business School External Advisory Board has been established as "an external, expert and experiences group of industry practitioners who advise [the School] and serve as a reference point" and ensures that "programs and courses are relevant in today's changing business environment". The External Engineering Advisory Committee is intended to enhance "links with industry and government as a way of ensuring that the graduates...are relevant and industry-ready". The Archaeology and Cultural Heritage Management Industry Advisory Panel "provides advice and critical guidance on the [University's] Archaeology and Cultural Heritage Management graduate program, ensuring their continuing relevance to local and international industry needs".

Work integrated learning in an off campus experience has increased from 5,604 total student placement enrolments to 12,592 at 15 April 2013. This demonstrates both the engagement of students and industry in work integrated learning across the University. A number of key developments have contributed:

- The establishment and subsequent implementation of the Work-Integrated Learning Policy, Guidelines and Administrative procedures in 2010;
- A whole-of-University review of WIL activities as part of the Course and Curriculum Restructure and Renewal project in 2010/11;
- The development and roll-out of the on-line 'Pre-Place' student preparation program for placements; and
- Ongoing awareness-raising activities delivered by the Centre for University Teaching, including 'Managing WIL' workshops, WIL Forums, Communities of Practice and direct liaison with Faculty and School committees, networks and individual contacts.

### 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

Flinders will continue to support and promote new collaborations in a variety of ways that respect the diversity and integrity of the various stakeholders in our research endeavour. Commonwealth funding is specifically targeted through a number of schemes designed to enhance collaboration. Key Flinders initiatives including:

- The Flinders Collaborative Research Grant Scheme (FCRGS): designed to replicate a rigorous external grant submission process, the FCRGS provides funds to researchers with positive industry relationships to develop pilot projects with their partners, with the aim of applying for competitive external funding as the project develops.
- Flinders Partners Partnership Program: an intensive, structured, 12 month program facilitated by Flinders University's commercial arm, Flinders Partners Pty Ltd, mentors researchers through the research partnering process with an external organisation.
- Flinders Innovation Showcase: a bi-annual event bringing Flinders researchers and end-users together to workshop collectively beneficial research opportunities.
- Commercialisation of research: Flinders University, through Flinders Partners Pty Ltd (FP), continues to prioritise partnerships and collaborations with industry and other external users. Flinders has been identified by IP Australia as the preferred University to deal with from a commercial perspective.

Flinders has strong relationships with government agencies, other universities and private sector companies and industry. Almost all of these relationships yield continuing research partnerships, this extends from large government organisations (e.g. Department of Health and Ageing) to large corporate companies (e.g. SMR Automotive Pty Ltd) and large sports groups (e.g. the Adelaide Football Clubs). A great number of the University's research projects are conducted in collaboration with other institutions locally and internationally.

Flinders partnerships with the State Government and health bodies continues to see Flinders strongly represented in the new South Australian Health and Medical Research Institute (SAHMRI) with two SAHMRI research themes to be led by Flinders staff.

The Flinders Medical Devices Partnering Program continues to bring new industry partners for biomedical engineering researchers assisting in the development of new devices, programs and products. Strong relationships with the clean technology industry together with our commitment to the redevelopment of the Tonsley Park technology hub, has seen Flinders apply successfully to the Premier's Science and Industry Fund for funding for a Clean Technology Professor.

We will build on the productive and mutually supportive research projects with Hunan and Central South Universities, in which seed funding from both universities has been used for mutual research projects. This successful demonstration of productive conversion of conversation to research activity has also been recognised by the Australia-China Science and Research Fund with support for several projects.

Flinders Indigenous Engagement Framework (FIEF) - see Section 2.2- commits the University to ensure that it undertakes research that is culturally aware, respectful and engages Indigenous peoples and communities by actively engaging in research with, and for the benefit of, Indigenous peoples and communities; developing relationships with Indigenous Nations with the goal of undertaking collaborative research, and by ensuring that research that involves or impacts on Indigenous peoples is culturally aware, respectful and sensitive.

Flinders Partners together with Flinders University researchers are delivering the Flinders Closing the Gap Program™ of Chronic Condition Management. The program is available to Aboriginal Health Workers, General Practitioners, Registered Nurses and allied health professionals who deliver health services to Aboriginal and Torres Strait Islander patients. The program provides between 2–3 days of training that includes learning the principles of chronic disease support and practicing the Flinders tools of chronic condition management, in particular, skills in care planning.

By continuing to focus our research endeavour in our Institutes and Centres, Flinders is generating loci of research excellence that serve as points of engagement for all levels of stakeholders from community groups to industry bodies. Our research bodies have an emphasis on the provision of accessible information to all stakeholders.

Flinders strives to have a positive impact on the broader community through its spin-outs and commercialisation projects. These have generated new revenue, employment and community benefit. A practical example of this includes the commencement of Venture Dorm a community entrepreneurial training program that which brings together mentors and entrepreneurs to develop new spin-out opportunities.

Forming Flinders Creations, a student based video service for community groups to produce YouTube videos at low cost, provides a portfolio asset for the student and a digital asset for the client. Flinders Partners (FP) has actively recruited student interns into projects within FP and its spin-outs, resulting in the placement of 8 students in 2012. These have provided valuable opportunities for the students to be involved in projects and companies, and resulted in the continued employment of a number of these students.

A strategic priority of Flinders is to promote outbound international student mobility opportunities for students. With a particular focus on Asia and Asian partnerships different types of mobility options for Flinders students include: Semester exchanges; Study Abroad; Short term programs; Placements or Practical Training Work Experiences/Internships; Research placements.

Flinders currently has agreements in place for semester length reciprocal exchange agreements in Asia spanning China, Hong Kong, India, Indonesia, Japan, Korea, Malaysia, Singapore and Thailand. In addition to these bilateral arrangements, Flinders academics also work across East Timor, Nepal, Laos, Cambodia, Bangladesh, Burma and the Philippines in offering opportunities for students as described above.

Over the period 2008 – 2013 some 341 Flinders students have undertaken an international study, placement or research experience in Asia, with China the most popular.

Flinders Partners will continue to engage with industry to identify gaps in their needs, bringing these areas back to the University researchers to identify solutions. This approach has demonstrated success with the very significant upswing in commercially driven research. The Flinders Partners commercialisation management software, Strategise, has also been used to engage with industry partners. Industry has been given access to this program to identify projects within Flinders which might be of interest.

Flinders is very much a part of its local and regional community, the Southern Knowledge Transfer Partnership (SKTP) Project has funded a series of knowledge-exchange projects that partner researchers at Flinders with local and regional partners to address issues facing the area. Projects and partnership teams are designed to create 'lasting positive impact' and have included teams tackling issues as diverse as domestic violence, science education, students' use of the NBN and the provision of pro-bono legal advice to applicants at the Christies Beach Civil Case Clinic.

Flinders Centre for Science for Science Education in the 21st Century (Science21) continues to work to:

- Increase the number of students taking up STEM pathways;
- Improve the quality of teaching and learning in STEM from early-years, throughout schooling and into higher education; and

- Place evidence-informed innovation at the heart of these improvements.

Flinders growing partnership with TAFE SA (documented elsewhere) includes shared teaching into our Foundation Studies Program, establishing a university presence on the Noarlunga Campus of TAFE SA in southern Adelaide to connect local students, residents and businesses with the University, developing new related vocational and higher education courses in the arts to be offered jointly with TAFE in Adelaide and Bedford Park and improving processes for staff exchange, program development, credit transfer and articulation and student movement between institutions.

Our Hunan and Central South University relationship has deepened our engagement with China through the creation of research projects yielding joint publications, intellectual property and grant income. This collaboration has also facilitated reciprocal staff exchanges and the promotion of higher degree research opportunities for students in both China and Australia and provided the basis for federally funded group missions to China for Flinders researchers.

Flinders has also been successful in the Australia Leadership Awards with three projects receiving funding in 2013 to increase capacity in Nepal/Indonesia, East Africa and Asia.

The University is also developing a framework for philanthropy and is planning a fund raising campaign in 2014-2016 headed to the University 50th anniversary.

The response should not exceed two pages in length.

### 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 <sup>8</sup> with industry and other partners in Australia	338	358	380	403	427
Number of active collaborations <sup>9</sup> with industry and other partners overseas	52	55	58	62	66
Category 3 Income	\$10,113,275	\$10,618,939	\$11,149,886	\$11,707,380	\$12,292,749

*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 National Centres	3	3	4	4	4

<sup>8</sup> 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.

<sup>9</sup> 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

Flinders University plans to build on its current discipline mix and intends to take advantage of continuing strong demand in health sciences, and increasing interest in engineering and information technology. It will also realign and strengthen its business programs with an emphasis on entrepreneurship and innovation. Flinders is comfortably achieving its Strategic Plan key target of exceeding 7% growth in student enrolments/load from 2009 to 2014, with total student load up by over 8% in 2012 compared with 2011. This growth is planned to continue into the future, with projected 2013 figures suggesting an increase in enrolments of 7%. Over the 5 year period 2007-2012 the University has achieved its growth targets and has lifted its weighted average minimum entry standards. In other words, there has not been any trade off between growth and weighted average minimum entry standards in the context of the introduction of uncapped undergraduate places.

Key strategic program initiatives and new developments include:

- The full four-year Doctor of Medicine which will continue to be delivered by Flinders University through the Northern Territory Medical Program (NTMP) with a 2013 intake of 13 graduate entry students (including 4 Indigenous students) and another 11 students who transitioned into the Doctor of Medicine from the joint Charles Darwin University-based Bachelor of Clinical Sciences. There are also 38 continuing students enrolled in Years 2 and 3 of the NTMP.
- Flinders University has formally announced it will make its largest single investment in educational facilities since the University was established more than 40 years ago with a planned \$120 million expansion at Tonsley Park to be delivered in 2015. The University's investment will enable it to deliver teaching, research and business investment activities aligned with the advanced manufacturing vision for the site. A new, state-of-the-art building will house the School of Computer Science, Engineering and Mathematics. Design work is already under way for the Tonsley Park facility which will house about 2,000 students and 150 staff. Further expansion on the site, including possible student accommodation, will be considered as Flinders continues to grow over the next 20 years. The new facilities will be linked to the main campus by a frequent bus service operated by the University. The Tonsley Park facility will also underpin a further strengthening of the existing collaboration with TAFE

SA - which is providing alternative pathways to Flinders for students through TAFE's Sustainable Industries Education Centre also to be based at the former Mitsubishi site. (see 3.1.2 (i))

The Tonsley investment will continue the successful reinvigoration of engineering programs at Flinders. Undergraduate commencing engineering program load has increased by 45% from 2011 to 2012 following on from a 39% increase from 2010 to 2011.

Total international enrolments were up 8.5% in 2011, with onshore enrolment growth at 2.8%. In 2012 there was a decline in overall international enrolments (-2.8%). Indications for 2013 suggest a small increase in enrolments of 0.8%. Flinders has an excellent track record in supporting and educating international students and will continue to develop new strategies to attract students to the University.

Flinders University has entered into an agreement for the development of Flinders International Study Centre (FISC) as a partnership between Flinders University and Study Group Australia. The Program commences mid 2013 and plans to grow to a maximum of 300 students by 2016. FISC will be a significant private partnership for Flinders University, providing on-campus preparatory program for international students who do not currently meet the entry requirements for direct admission. These preparatory studies include the FISC Foundation Programs, FISC Diploma Courses and the FISC ELICOS Programs. As the party responsible for the operation of FISC, Study Group has registered for trading in South Australia and commenced the CRICOS registration process. A licence agreement has been negotiated that outlines each party's responsibilities and establishes the FISC Management Committee, FISC Board of Studies and FISC Marketing Sub-Committee to carry out the quality assurance and academic governance functions of FISC.

#### **Sub Bachelor planning**

The University will continue to build its sub-Bachelor load, predominantly through the recently established Enabling Program. Flinders has been working very closely and productively with TAFE SA to develop the Enabling Program (Flinders Foundation Studies). This was successfully delivered in 2012 from several TAFE SA campuses in metropolitan Adelaide and regional South Australia and 2013 enrolment suggests that the demand for the program is strong, with scope for expansion. The partnership with TAFE SA has used a combination of TAFE SA and Flinders staff to deliver the curriculum and has made higher education a possibility for many low SES, rural and remote students for the first time.

#### **Bachelor degree planning**

Flinders plans to build on its current mix of disciplines with an emphasis on Computer Science, Engineering and Mathematics, with the focus on Tonsley Park. Health Sciences will remain a strong focus. The advent of FISC is intended to provide a participation increase to enrolment in Business degrees.

#### **Postgraduate planning**

The inability for the Commonwealth to fund extra CS Postgraduate places has necessitated in the development of internal strategies to restrict access to CS places. These strategies include the temporary cross-subsidisation of over enrolment drawing the student contribution only and the move of some courses, otherwise approved for CS funding, to full fee paying. The inconsistencies in the market and the restrictions continue to challenge Flinders.

#### **Medical planning**

The University has no plans to further vary its course of study in medicine, noting that in 2013 the move from undergraduate to postgraduate level has occurred to take account of the recognition in the revised AQF of the 'extended Masters'. There will be no impact on the target number of domestic annual completions.

## 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

#### Teaching and Learning Plan

The Teaching and Learning Plan 2011-2014, which will be updated to reflect the University's revised strategic priorities supports the teaching and learning components of the University's Strategic Plan 2012-2016. The implementation of the Teaching and Learning Plan is the primary focus of the University's academic planning over the four years of its currency. The Teaching and Learning Plan acknowledges:

- the need to improve the range and nature of the University's quality assurance processes, including benchmarking;
- changes in the nature of teaching necessitated by the changing needs of students and employers and enabled by the evolution of teaching technologies;
- social changes affecting the composition of the University's student body and the changing culture of engagement between students and their universities, their workplaces and their private lives;
- the national review and strengthening of Australian Qualifications Framework (AQF) standards and protocols, and the development of national discipline standards;
- the establishment of the Tertiary Education Quality and Standards Agency (TEQSA);
- the Commonwealth Government's focus on teaching and learning and the University's commitment to "the national objective of increasing the number of university graduates".

#### Teaching and Learning Innovation

The University's commitment to quality in teaching is exemplified through its schemes to support innovation and excellence in teaching, including Teaching and Learning Innovation Grants and the Vice-Chancellor's Award for Excellence in Teaching. The University provides Learning & Teaching courses and workshops. The Centre for University Teaching offers development programs for academic staff. Quality in teaching is also supported by the University's Staff Training and Development programs. A 2012 project on undergraduate literacy was aimed at addressing students at risk of failure due to inadequate literacy skills. This is being rolled out from 2013 onwards.

The University is participating in the IRU Academic Standards Calibration Project, which is intended to provide external benchmarking of final year undergraduate assessment tasks and standards for academic programs offered by IRU member universities.

### **Support for Teaching and Research – Policy on Flexibility in Academic Work**

Flinders introduced the Policy on Flexibility in Academic Work in 2011 to facilitate a more flexible and diverse academic staff profile which better matches the capacities and performance of academic staff. The Academic Profiles Policy provides for balanced, education focused and research focused roles.

The Centre for University Teaching supports the facilitation and development of the scholarship of teaching and learning. A specific definition of the scholarship of teaching has been developed in relation to the expectations of education-focused academic staff.

### **Engagement with Office of Learning and Teaching (OLT)**

Flinders actively encourages staff engagement with the OLT Awards and Grants process. Flinders has a particularly good track record in winning OLT Citations for Excellence in Learning and Teaching. In relation to dissemination of knowledge from OLT completed projects, the Centre for University Teaching distributes copies of all reports of completed projects to relevant Faculties and Schools. Project reports are usually referred to as part of the development of new projects and policies at the university. Where Flinders has had significant involvement in projects, leaders or team members are invited to present at workshops or seminars to disseminate their findings. Significantly, the two national projects on Distributed Leadership where Flinders had a leadership role have resulted in a Faculty Scholars project that has been maintained successfully for six years.

### **Staff Development**

Staff development initiatives include the development of the Management and Leadership Program (MALP), which is intended primarily for School Deans to develop their management skills. This program is central to the University's recently-developed strategy of strengthening the management focus at School level.

All teaching-engaged academic staff, including sessional staff, are expected to have appropriately up-to-date knowledge commensurate with their teaching duties, and course/topic coordinators in particular are expected to update curricula on a regular basis. Extensive details about Flinders University's quality assurance processes in this regard were supplied to the Tertiary Education Quality and Standards Agency (TEQSA) in the University's re-registration application submitted in October 2012. This included, as required by TEQSA, full details not only of general quality assurance processes but also specific details in relation to six specified courses. TEQSA notified the University on 5 June 2013 of its successful re-registration including full compliance with the Provider Course Accreditation Standards. TEQSA's report to Flinders note specifically that "the evidence considered... demonstrates that Flinders has a framework in place for maintaining quality assurance and academic integrity in course accreditation and delivery".

### **Teaching performance and academic promotion**

The University's policies and procedures for recognising and rewarding academic staff excellence through promotion up the academic scale require performance to be assessed across four areas of activity: teaching, research, administration/service to the university and professional/community service. Academic staff members may provide relative weights across these four areas of activity within specified limits. For example, academic staff members with 'balanced' teaching and research duties (the vast majority) may weight both teaching and research at 30%, 40% or 50% providing the total weighting equals 100%. There is thus a deliberately applied equity of treatment of teaching and research activity. (Academic staff with an approved 'Education focus' range of duties must weight teaching at 60% or 70% and research at 10% or 20%).

### **Student Engagement and Support**

The Review of Student Learning Support, conducted in 2011, audited student academic and learning support programs and services across the University.

An outcome of the Review of Student Learning Support was the creation of the position of the Director, Transition, to take responsibility for leading the development, implementation and review of the University's plans for student transition and retention. The University has

established a Transition Office, as part of its strategy to improve first-year transition and retention. In addition, each School has been provided with funding to appoint a Director, First Year Studies. A First Year Teaching and Transition Advisory Group has been established to provide advice to the Deputy Vice-Chancellor (Academic) on the development of initiatives, services and programs aimed at improving first year teaching, and improving student transition and retention. . Another initiative has been the creation of a generic "Academic and Literacy and Communication" topic/subject (COMS1001) which is mandatory for students in a number of generalist courses who have been admitted with entry scores (or equivalent) below a specified minimum. COMS1001 is intended to address the increased attrition risk faced by these students and enhance the communication skills for successful university study. COMS1001 is also available more generally as an elective for any student.

As a result of recommendations from the Review of Flinders Campus Community Services in 2011, the Office of Student Engagement has been established. The Office is responsible for supporting and coordinating the University's student engagement activities. The University has also established an independent Student Association and a new post of Manager, Student Engagement, who heads the Office of Student Engagement and is responsible for managing the Association and various student services and amenities. Over the period, the University will undertake further work to develop a holistic approach to our student experience to conceptualise and put in place virtual and physical improvements in student support services.

#### **Other Developments**

- The University is developing an electronic timetabling system for implementation from November 2014.
- A Student Mental Health and Wellbeing Action Plan is being developed and implemented from 2013.
- The University supports a Community of Practice in Work Integrated Learning to share good practice and enhance opportunities for WIL in areas in which this is not a professional requirement. This activity will be enhanced over the period through the development of a more embedded approach to enterprise education.
- In addition, the University is continuing to develop its schools' engagement in support of pathways into science through. The Year 12 Maths and Science Academy is also a further example of a collaborative initiative with the secondary schools in the Southern Adelaide region. Students from these schools attend Flinders University to complete Year 12 Physics, Chemistry and Specialist Mathematics subjects. The school teachers delivering these subjects are supported by Flinders University academic staff. This initiative enables students to undertake subjects that individual schools may not have been able to deliver on their own.

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

<b>Principal Performance Indicators</b>	<b>Baseline 2012</b>	<b>Progressive Target 2013</b>	<b>Progressive Target 2014</b>	<b>Progressive Target 2015</b>	<b>Target 2016</b>
Number of active learning and teaching projects supported by the PELTHE10 program where the University is the lead institution	1	1	3	4	4
Number of active learning and teaching projects supported by the PELTHE11 where the University is a partner institution	2	2	4	5	5
Number of citations for outstanding contributions to student learning	6	8	8	8	8
Number of awards for teaching excellence	0	1	1	1	1
Number of awards for programs that enhance excellence	1	1	1	1	1

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

<b>Optional Performance Indicators</b>	<b>Baseline 2012</b>	<b>Progressive Target 2013</b>	<b>Progressive Target 2014</b>	<b>Progressive Target 2015</b>	<b>Target 2016</b>
the number of Education Focused positions	53	55	60	65	65
the proportion of teaching employed academic staff peer evaluated (with three years as Flinders appointees)	0%	33%	67%	100%	100%

### **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.

<sup>10</sup> 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.

<sup>11</sup> See footnote 10 for definition.

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

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

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

#### **4.3.2 University strategies**

Flinders University is committed to increasing the number of university graduates and increasing university participation rates among students from low socio-economic status (SES) backgrounds in higher education. The University's equity and outreach programs are focussed on achieving this goal in the context of the University's Strategic Plan 2012-2016. A key strategy of this Plan is Enhancing Educational Opportunities. Under this strategy, a number of objectives and actions have been established and are summarised below. In relation to the participation of students from low-SES backgrounds, the Strategic Plan sets a target for the proportion of low-SES students to increase by 10% by 2016. In 2012 23% of enrolments were low SES.

Flinders University has utilised funding from the Higher Education Participation and Partnerships Program (HEPPP) to build on existing equity pathways and programs. The University has also developed a number of new initiatives aimed at encouraging students from low-SES backgrounds to aspire to higher education and enhancing alternate and flexible admission pathways. These initiatives have been targeted particularly to secondary school students from schools in low-SES areas. In the major part, these programs have been undertaken in partnership with secondary schools, TAFE South Australia and non-government organisations. These programs and initiatives are summarised below and highlight how the HEPPP-funded activities align to key objectives and actions specified under Key Strategy 2, Enhancing Educational Opportunities of the University's Strategic Plan:

- Work with a range of stakeholders, including schools and community organisations in and around the southern Adelaide metropolitan region, to encourage and support participation in higher education, particularly by those from low SES backgrounds.

The University partners with schools, the State Department of Education and Children Development (DECD) and various non-government agencies to raise the educational aspirations and provide mentoring support for school students in Years 7 to 10 from low-SES backgrounds and/or from schools in low-SES areas. The provision of HEPPP funding has enabled a number of these mentoring and outreach programs to be expanded and for new initiatives to be piloted. For example, the Inspire Peer Mentor program has been expanded into additional schools from low-SES areas within the Southern Region of Adelaide and in key regional areas across the State and, in partnership with the DECD, a pilot e-mentoring program has been developed to ensure that students from rural and remote areas of South Australia can access a similar range of programs.

In addition, the University has established the Flinders University Enrichment Program, an initiative aimed at enhancing learning in Years 11 and 12 and aiding the transition from school to university. The Program was developed with assistance from teachers in selected low-SES schools and Flinders University staff and provides an opportunity for school students to experience what it is like to be a University student. The University also works with parents and caregivers by running workshops and presentations aimed at assisting them build the educational aspirations of their children. Catalyst Clemente is a further example of a program providing opportunities for people who have disengaged from formal education and may have experienced extreme disadvantage, to participate in a program designed to enhance their potential to study at university level. Participants engage in one university subject per semester under lecture/tutorial conditions, complete assignments and participate in group discussion while being supported by

University and Mission Australia staff. Students who successfully complete the program of study can apply for admission to award courses at the University.

- Continue to develop strong and productive links with the Training and Further Education/Vocational Education Training (TAFE/VET) sector that increase access for students.

In 2011, the University signed an agreement with TAFE SA aimed at building a transformational collaborative relationship that will enable the use of shared infrastructure and resources to improve the overall delivery of tertiary education in Southern Adelaide and regional South Australia. This relationship builds on an already enhanced articulation framework for recognition of prior studies and the TAFE link program, that provides applicants to Flinders University with guaranteed entry to selected courses following completion of a TAFE/VET certificate IV or higher level qualification. . In 2013 the University and TAFE SA enrolled over 300 students in linked courses promoted as Dual Offers whereby a student completes a vocational course in TAFE before starting a higher education course with credit for prior study. The University has also worked with TAFE SA on an expanded and more flexible approach to the delivery of the University's Foundation Studies Program (a University preparatory program) designed to facilitate the entry to Flinders and TAFE of people from non-traditional backgrounds. A pilot of this flexible approach was launched in 2011 and is now being delivered to over 600 students/year from TAFE SA campuses in metropolitan Adelaide and regional centres including in 2013, a pilot program in Mobilong prison.

- Review existing, and develop alternative, admission pathways that facilitate the entry to Flinders University for anyone who has the potential to successfully undertake university study.

The University has been a pioneer in South Australia for the use of alternative admission pathways and selection methods. In 2011, the University expanded its uniTEST program. The purpose of uniTEST is to complement existing selection criteria for school leavers, such as the Australian Tertiary Admission Rank (ATAR), by providing an instrument to identify students with the ability to pursue university study where their Year 12 results may not reflect their academic abilities. In 2011, the University made approximately 90% of its undergraduate courses available for entry through this pathway and expanded the availability of uniTEST to a wider range of students, with an emphasis on applicants from schools in low-SES areas and students from rural, regional and remote locations. In addition, the University has continued to run the Principal's Recommendation program that allows a school's recommendation of an applicant's academic performance to be considered in combination with the applicant's Year 12 performance and other relevant evidence of aptitude for study. This program recognises that the reliance on Year 12 results may not always be a true indicator of an applicant's potential to succeed at University.

### 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

Renewing existing facilities to meet contemporary teaching and research needs and student expectations and achieving good practice in relation to the cost of remedying the backlog maintenance of facilities.

A 2012 assessment of the effectiveness of the University's building assets indicates that 93% of the buildings are in a fair condition or better, and that 100% of the assets are considered adequate for use. However, the major challenge for the University is that just over half of its building stock, while operational and in fair condition, will require significant investment over the next 3-10 years.

In response, the University has recently undertaken an evaluation of the condition of the University's existing building stock and future investment required. Through this analysis the University has determined that it will require \$150m of capital investment over the next 10 years and has developed an investment plan within its base budget to ensure that this work is undertaken.

The University is currently finalising a prioritised plan and timetable that incorporates enhancement opportunities and a targeted renewal program to ensure facilities continue to function at the appropriate level of service and enable the University to deliver its Strategic Plan.

The University's objectives for this program of enhancement and renewal works include:

- Improving building condition
- Improving functionality of facilities
- Improving efficiency through improved space usage
- Increasing utilisation rates of common teaching areas, labs, lecture theatres
- Leveraging technology to lower deliver costs and improve student learning outcomes
- Lowering delivery costs by creating adaptable and flexible spaces to meet modern pedagogies
- Considering sustainability impacts

Improving daytime space utilisation rates in line with the target rates recommended by the Tertiary Education Facilities Management Association

Through benchmarking the University has identified that it needs to improve space utilisation rates towards TEFMA targets. To this end, the University has developed a principle to not build any new common teaching areas or lecture theatres at its main Bedford Park and Sturt campuses (where utilisation rates require the greatest improvement) for the foreseeable future to ensure that utilisation of existing facilities increases. In parallel, the University has been developing rules and guidelines to ensure that spaces are appropriately used and to increase utilisation while maintaining fit-for-purpose and OHS compliance.

To improve utilisation the University has also commenced a major electronic timetabling project that will assist in better understanding real utilisation rates of our facilities and where possible to level out the need for facilities throughout the week and throughout the year to improve utilisation of existing facilities and consequently student and staff experience. The University is also closely considering other initiatives to improve utilisation such as an increase of the hours of operation, summer schools, intensive teaching and closing under-utilised teaching spaces.

Additionally, new capital development projects as well as programmed enhancement and renewal projects will leverage technology and create adaptable and flexible spaces wherever possible to meet modern pedagogies, in turn further maximising utilisation.

For example, the University has a major capital project to develop a presence at Tonsley Park, a State Government initiative to create a mixed-used employment and education precinct at the ex-Mitsubishi site in southern Adelaide. The University's facility at Tonsley Park is being developed according to a number of guiding principles to ensure it is a 21st century building, including delivering flexible spaces and increased utilisation rates.

Finally, the University is undertaking a significant refresh of its ICT network infrastructure that will enable a significant increase in the flexibility and responsiveness of ICT services. This will enable the University to undertake improved collaborative research and to engage far more efficiently and effectively with students. This includes the University's strategic objective to increase online learning opportunities, with the refreshed network providing the high-performing and reliable platform required for the provision of new learning technologies and pedagogies.

### 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

Flinders, through its history of excellence in research in specific disciplines, aspires to be a university that transforms the lives of individuals and communities, and focuses on finding ethical and innovative solutions to make a positive difference to society's most challenging problems. In its research endeavours, Flinders builds on this history to provide focus and take research performance to a new level. The University has a foundation of individual academic groups in schools and faculties that support a comprehensive range of research and teaching. This base of research-active staff also provides the expertise to support 23 research institutes and, enabling them to undertake both thematic and interdisciplinary research. The University is developing a 5 year financial plan to include a range of investment strategies to maintain and grow its world-leading research, including:

- Developing a resource allocation and investment model to reward research performance.
- Developing stretch targets for research grant income and outputs.
- Managing staff performance and recruiting new, research-active staff.
- Targeted collaboration to achieve critical mass and enhance impact.

The Strategic Plan 2012-2016 identifies the priorities for research, in a University of Flinders' size and resources it is not possible to excel in all fields. Therefore, our strategy is to focus on our strengths and build internationally competitive areas that will support future growth. To achieve this, strategies will be put in place to increase our research activity at all levels and support research leaders who can build productive and collaborative teams.

Our future and the impact of our research in the community will be defined by the foundation that we build today. We recognise that we must harness the impressive intellectual and collegial strength that lies in the people of Flinders University, build a culture that expects us to achieve at a much greater level, and set a vision to see our University as an important contributor to global inquiry and discovery. Our major key performance indicators include increasing research income by 20% from \$53m (2011) to \$64m (2016); identifying priority areas; implementing investment strategy and introducing quantitative scale targets for research impact and collaboration.

Our 2012 – 2014 Research Plan focuses on five key priorities that will drive our research activity and establish a strong foundation for the growth of Flinders' research performance:

**1. Focus on priority areas of research excellence**

Flinders will identify and invest in targeted areas of strength and opportunity as a key strategy for achieving excellence, gaining recognition and building momentum. Priority areas will be supported by all levels of the University through investment in people and activities. Schools, Faculties and Disciplines will recognise and build the capacity of these identified areas with the aim of concentrating research excellence and further enhancing research outcomes.

**2. Establish a research active culture with high expectation of research performance**

We will pursue stretch research targets that can be achieved with the active and committed contributions of staff. We will make a focused effort towards research, develop skilled research teams and create opportunities to build excellence in sustainable research programs. Our strategy for achieving this is a focus on culture, expectation and reward of research performance. We are raising the bar in terms of the quantity and quality expected from our research teams, we are developing individuals and teams through programs and support services, and we are investing in projects that will strengthen our position for future research funding. This strategy will build on the strengths of individuals, focus their activity and drive productivity across the organisation.

**3. Attract and support high-performing research leaders and teams**

Of most importance to Flinders are our current and future research leaders, who will inspire, create and drive the research programs that will see Flinders succeed. We are committed to supporting both individuals and collaborative groups to develop their capacity and achieve their full potential. We will invest in our best researchers, attract new talent, create a rewarding environment, and build the leaders of the future at all levels.

**4. Maintain close alignment of educational opportunities with research career pathways**

A significant strength for Flinders has been the engagement of students in research programs, leading to their future research careers. By maintaining this alignment of educational opportunities with research career pathways we are able to increase research activity and outcomes, and potentially develop the University's future researchers. We need to ensure opportunities for students to participate in research programs exist and are well communicated. We need to encourage student involvement and promote research as the exciting, fulfilling career that it is. We also need to ensure appropriate development programs for our best students and our early career researchers, to build a pipeline of research-active staff for the future.

**5. Develop and strengthen major collaborations locally, nationally and internationally**

Our research must make an impact on the world around us. Research is an increasingly global endeavour that requires collaboration across research organisations and with government, industry and communities. By being outwardly engaged, with strong links to stakeholders, Flinders has the opportunity to be involved in the most advanced and relevant research areas and develop critical mass in important research areas that the University could not sustain on its own.

We will continue to support existing and emerging collaborations between research teams and organisations. We will provide opportunities for individual researchers to build their networks, as well as developing cross-institutional linkages. These partnerships will inspire new research ideas, support research programs and ensure our research benefits the wider community.

Flinders has developed a comprehensive research plan designed to lift its research performance and increase its standing in national and international rankings, including ERA. However, we do not consider it appropriate to use ERA alone to guide our research planning. Flinders has invested in areas of research importance through the appointment of 20 strategic professors and 12 Vice-Chancellor postdoctoral fellows, the funding of selected centres and institutes, and an increased number of University PhD scholarships.

### 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)	9	13	16
Number of disciplines, as defined by four-digit For, performing at world standards or above (3, 4 or 5)	22	29	33

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
	1117 - Public Health 2101 - Archaeology 1113 - Ophthalmology 1701 - Psychology 08 - Computing/IT	01 - Mathematical Sciences 03 - Chemical Sciences 1701 - Psychology 0903 - Biomedical Engineering 1112 -Oncology and Carcinogenesis 0603 - Evolutionary Biology

*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	\$21,008,582	\$22,059,011	\$23,161,962	\$24,320,060	\$25,536,063
Category 2 Income	\$21,382,084	\$22,451,188	\$23,573,747	\$24,752,435	\$25,990,057
Number of joint research grants in Australia	143	152	161	171	181
Number of joint research grants overseas	45	48	51	54	57
Number of jointly supervised PhD students in Australia <sup>12</sup>	143	148	153	158	163
Number of jointly supervised PhD students overseas <sup>13</sup>	24	25	27	29	31

<sup>12</sup> 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).

<sup>13</sup> 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.*

<b>Optional Performance Indicators</b>	<b>Baseline 2012</b>	<b>Progressive Target 2013</b>	<b>Progressive Target 2014</b>	<b>Progressive Target 2015</b>	<b>Target 2016</b>
Competitive externally funded research fellows (AINSE, NHMRC, ARC)	24	24	25	25	26
Total weighted publication claim	993.94	1043.64	1095.82	1150.61	1208.14
Weighted publication claim per Academic FTE	1.35	1.40	1.46	1.52	1.58

## 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

In 2012, the University saw the number of completing HDR students increase by 37% and the total number of HDR enrolments increase by 8.87% (1,031 candidates). To assist in HDR student recruitment, the University has increased the number of university-funded HDR scholarships by ten (31.25% increase), removed application eligibility restrictions to international students, and introduced a mid-year recruitment round. Cotutelle agreements were signed with universities in France (3) and Brazil (2) and one with China.

To assist in the recruitment of Honours and HDR students to the University, honours awareness seminars are offered each year. The Bachelor of Science (Honours) is an enhanced program for high achievers that provides a program of study for students of exceptional academic ability. It is unique in offering students opportunities to extend their study of science and embark upon research from their very first year through research training and project work.

The inaugural Dean of Graduate Research was appointed in April 2011. This pivotal position further increases strategic support for research training within the University's Research Portfolio. The Dean has implemented policy to establish a Supervisors' Register to assure quality and best practice in HDR Supervisions and a 'Find a Supervisor' link will facilitate HDR recruitment. A University 'research active' definition has been developed that has been embedded in policy for a Supervisors' Register, an initiative to ensure quality and best practice in HDR supervision.

The Office of Graduate Research is undertaking an audit of courses available to postgraduates and particular attention is being paid to academic communication skills for international students. The OGR runs a 3 Minute Thesis Competition to increase awareness of the diversity of postgraduate research and provide a venue for candidates to practice presentation skills. Since it began in 2011 there have been 79 participants.

To support researchers, both HDR students and staff, a proactive delivery of a Researcher Support and Development Program has been established. This program provides a flexible, researcher-centred approach incorporating mentoring, researcher workshops and a targeted building research leaders program.

The number of scholarships available to HDR students at Flinders has increased resulting in over 100 PhD and masters students receiving competitively awarded scholarships commencing in 2011. Flinders scholarships are also available to international students who have graduated from Flinders.

Priority 4 of the University's Research Plan: 'Maintain close alignment of educational opportunities with research career pathways' provides for the further development of the Office of the Dean of Graduate Research; the alignment of new teaching developments with research strengths; the development and implementation of a communications strategy focused on the recruitment of Honours and HDR students; the development of flexible entry pathways into research careers; and the development of research support packages.

### 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.*

<b>Principal Performance Indicators</b>	<b>Baseline 2012</b>	<b>Progressive Target 2013</b>	<b>Progressive Target 2014</b>	<b>Progressive Target 2015</b>	<b>Target 2016</b>
HDR student load	667	707	747	787	827
HDR student completions by masters	14	19	24	29	34
HDR student completions by doctorates	122	132	142	152	162

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

<b>Optional Performance Indicators</b>	<b>Baseline 2012</b>	<b>Progressive Target 2013</b>	<b>Progressive Target 2014</b>	<b>Progressive Target 2015</b>	<b>Target 2016</b>
Student satisfaction with quality of research training experience such as the Postgraduate Research Experience Questionnaire;	85%	86%	87%	88%	89%

## PART SIX: GENERAL PROVISIONS

### 6 GENERAL PROVISIONS

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#### 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 Michael Barber  
GPO Box 2100  
Adelaide SA 5001  
08 8201 2061 (phone)  
08 8201 5949 (fax)  
Michael.barber@flinders.edu.au

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](mailto: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 Flinders University, ABN 65 542 596 200

