



Australian Government

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

2014-16 Mission-based Compact

Between:

The Commonwealth of Australia

and

Australian Catholic University

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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

Australian Catholic University

ABN 15 050 192 660

A body corporate under the Australian Catholic University (Victoria) Act 1991

Of

40 Edward Street, North Sydney, NSW, 2060

(University)

A. Policy Setting

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

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

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

B. The Purpose and Effect of this Compact

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

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

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

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

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

C. Establishment of the Compact

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

D. The Principles of Commonwealth Funding Support

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

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

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

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

E. The Structure of this Compact

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

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

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

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

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

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

PART ONE: FOCUS & MISSION

The Commonwealth's Focus for this Compact

The Commonwealth's ambitions for higher education include:

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

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

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

1 THE UNIVERSITY'S MISSION AND STRATEGIC PRIORITIES

1.1 The purpose of the University's Mission

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

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

1.2 The University's Mission and Strategic Priorities

The Australian Catholic University (ACU) has a distinctive history and mission. It was founded in 1991 through the amalgamation of a number of Catholic tertiary education institutions across eastern Australia. These institutions had their origins in the mid-1800s and were involved in preparing teachers and nurses for Catholic schools and hospitals. As such, the University's approach to education is shaped by more than 2,000 years of Catholic intellectual tradition. The University is therefore both a modern institution and one which has its roots in the earliest days of Catholic post-secondary education in Australia.

Today, ACU is truly national and multi-jurisdictional in character, with campuses in New South Wales, the Australian Capital Territory, Victoria and Queensland. It is also the fastest growing university in the country and the largest English-speaking Catholic university in the world. In 2013, the student population reached more than 23,000 and the University plans to continue growing, though at a moderated rate, in the coming years. With its traditional strengths in Health, Early Childhood and Education and the more recent offerings in Business and Law, ACU will continue to enable individuals to fulfil their potential as well as contribute towards the economy and overall wellbeing of the community.

As a national and publicly funded university, ACU welcomes students of every faith and of no faith. Students from all backgrounds and beliefs benefit from the University's unique and ethical approach to teaching, learning and research. ACU is committed to providing its students with a quality higher education experience whilst at the same time instils its students with a respect for the dignity of all people, an appreciation for the principles of social justice and a commitment to serving the common good.

During 2014-2016, the University will build on its strategic priorities as set out in the ACU Strategic Plan and continue its planned approach to growth, with undergraduate and postgraduate enrolments projected to increase to 25,000 students by 2018. This planned approach to growth has been and will continue to be supported by significant capital and human investment and is aligned with the needs of business and the economy. This is with the view to maintaining its high graduate employability and building capacity to respond to future changes in skills needs. The strategies, milestones and targets in the Mission-Based Compact are aligned with ACU's strategic plan and cascaded through the University via organisational unit and individual performance plans. Progress towards the Strategic Goals and Key Result Areas is monitored on an ongoing basis. Members of the senior executive provide direct input into Strategic Plan reporting and are involved in the annual review of University Performance Targets.

ACU plans to diversify within its course offerings to have a greater focus on business-to-business strategies. To do this, the University will engage in joint work with industry bodies to develop bachelor and postgraduate courses linked to industry needs and gaps. In particular, ACU's Postgraduate Strategy seeks to increase postgraduate coursework students and includes the development of new flagship courses. This will support leadership and research roles in the core areas of Education, Early Childhood and Nursing and newer areas of Law, Physiotherapy, Speech and Occupational Therapy.

The ACU Learning and Teaching Framework defines what is stimulating and rewarding about an ACU education. During 2014-2016, the implementation of the Framework will guide ACU in renewing its approach to student engagement, pedagogy, integration of technologies, course design, delivery strategies, work related learning, learning and teaching facilities and resources. This will be supported by the recent appointments of a Director, Academic and Director, Learning and Teaching Centre. The implementation of this framework will build on the recently developed Learning Management and Content Management systems and associated tools. This will drive ACU course delivery and ensure higher quality pedagogy and increased student engagement and achievement.

ACU is well positioned to contribute to priority Government strategies which are focused on the transformative effects of higher education and the achievement of social as well as economic outcomes. The University is committed to providing opportunities for people from all backgrounds including underrepresented groups such as students from low socio-economic status and Aboriginal and Torres Strait Islander backgrounds. The University will continue to increase participation in higher education of people from a disadvantaged background through its partnerships with schools and other organisations. Furthermore, the University will continue to provide its students with the necessary support to reach their full potential and graduate with the knowledge, skills and understanding to fully participate in society.

ACU will support the Commonwealth's ambitions related to strategies identified in the *Closing the Gap; the Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People; and Indigenous Economic Development Strategy 2011-2018*. The University is committed to increasing Aboriginal and Torres Strait Islander access for both students and staff. Executive leadership and new structures will underpin a more comprehensive university-wide approach to increasing outcomes for Aboriginal and Torres Strait Islander students. This will be guided by the 2013 review of the current Centre for Indigenous Education and Research (CIER) which will draw on the outcomes of the *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People*. There will be an increased focus on integrated research capability; additional partnering with schools and TAFE; new foundation courses as pathways to further study; faculty specific strategies for networking and mentoring; and improvements in student support and community engagement strategies developed with Elders and communities. ACU is dedicated to meeting the 2.3% parity target identified by the Review, with a focus on access, retention and completions. This will deliver real increases in Aboriginal and Torres Strait Islander student numbers as the overall ACU student population increases during 2014-2016. The University is also committed to an Aboriginal and Torres Strait Islander Employment Strategy containing initiatives to attract and retain Indigenous employees.

ACU is committed to Innovation and Engagement and will expand its international partnerships through the extensive Catholic university network and the establishment of relationships with strategically aligned institutions in Asia, Europe and emerging connections in Latin America. This enhanced international profile is based upon priority partnerships and activities involving staff, students, programs and research. ACU plans to continue its record of innovative engagement with its partners in the Asia-Pacific region which is subject to continued funding from AusAid. ACU also plans to grow our PhD enrolments and research collaborations through partnerships with Chinese universities such as the Shanghai Second Medical University and Peking Medical University in Beijing. This is consistent with the Asian Century policy framework which ensures education is at the forefront of Australian engagement with Asia.

ACU recognises the importance of a climate that encourages innovation and the management of Intellectual Property. The University continues to make significant progress in the area of Research and Research Training with the view to playing a pivotal role in the national research and innovation system in Australia. The ACU Research Strategy concentrates on four areas that are aligned with the traditional Catholic focus on community benefit: Health and Wellbeing; Education; Theology and Philosophy; and the multi-disciplinary area of Common Good and Social Justice. ACU has carried out a holistic restructure of research with the appointment of its first

stand-alone senior executive responsible for academic research and for research services. Between 2009 and 2012, other senior appointments were made; staff numbers were further increased through the appointment of specialist officers in research management; and the total research budget more than doubled to 5% of the University's operating budget. These developments are focused towards the training and development of world class researchers and to improve knowledge transfer across intellectual disciplines.

The university-wide Research Strategy has included innovative changes in governance, operations, structure and performance based funding; the recruitment of recognised researchers to ACU; enhancement of the capacity of current ACU researchers; and the establishment of multiple funded pathways to participate in research and research training for staff and Higher Degree Research (HDR) students. In addition, enterprise bargaining has produced an enhanced academic workplace that focuses on providing more time for talented researchers to do research. Faculty performance targets have been adjusted to provide for increased research, as well as teaching outcomes. Furthermore, the Excellence in Research Australia (ERA) results and other evaluation initiatives are being used strategically to further shape ACU's research strategies at team, school, faculty and University levels.

Community Engagement is embedded in the core curriculum for all students. This will ensure all ACU graduates are well equipped to drive positive outcomes working within communities, schools, hospitals, community support, legal and other services and businesses. Furthermore, the increased focus on outbound student mobility and partnerships in Asia, Europe and South America will ensure the ongoing relevance of the University in an international context. This will include forging unique partnerships to enable international study options, research collaboration and staff exchange with a focus on the large international Catholic university network. It will also provide graduates for the extensive Catholic, government and other non-government education, health and welfare sectors in Australia.

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

Improving access and outcomes for Aboriginal and Torres Strait Islander people is a key focus for ACU and one that is informed by the Commonwealth Government's *Closing the Gap* strategy as well as the *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People*.

In following its growth strategy, ACU understands the importance of ensuring its Aboriginal and Torres Strait Islander student cohort meets the 2.3% population parity target. Targets for Aboriginal and Torres Strait Islander student participation and completion rates have been set taking into account:

- ACU's traditional strengths in the attraction and education of Aboriginal and Torres Strait Islander students;
- The outcomes of the 2013 review of the Centre for Indigenous Education and Research (CIER) that will inform strategy development for the recruitment and success of Indigenous students over the Compact period and beyond;
- The University's challenge in maintaining the previously high participation rate for Aboriginal and Torres Strait Islander students in its current environment of rapid expansion;

- Away-from-Base courses having longer completion times than 3 year Bachelor degree courses; and
- The increased number of partner schools that the University works with to raise the aspiration and access of Indigenous students to university programs.

ACU will conduct a comprehensive review of CIER role and functions in 2013, with the full range of the review's outcomes and recommendations to be implemented in 2014. This review will determine the appropriateness and effectiveness of strategies, structures and resources to achieve CIER's focus on access and participation by Indigenous students; the learning and teaching needs of Indigenous students; Indigenous staff; curriculum; research; and community engagement with Indigenous groups, institutions and communities. The review will also encompass an evaluation of CIER's contribution to Indigenous Higher Education policy; its impact on the cultural competency of ACU staff and students; and its influence on teaching and learning approaches within ACU, in particular, in embedding Indigenous knowledge across all disciplines.

As indicated, the review is scheduled for completion in late 2013, with the ultimate aim of determining the future direction of CIER in the context of the University's strategic priorities. The outcomes of the review will ensure that the necessary structures, systems, processes and support mechanisms are in place to realise the University's vision for Indigenous teaching, learning and research activity. In doing so, the review will also consider the recommendations of the Review into Higher Education Access and Outcomes: particularly recommendations 11 and 12 which refer to the creation of appropriate structures to support outreach, workforce planning and partnerships with Aboriginal and Torres Strait Islander communities.

Subject to the outcomes of the CIER review and funding requirements, ACU will continue to progress a number of strategies to improve pre-university support and student access to higher education. These include the Step-Up into Teaching and Nursing programs for year 11 and 12 students; *Making Maths Work* academic skills workshops, to support and encourage mathematics study; *Principal's Recommendation Program*, which provides direct entry for capable students who experience educational disadvantage; *Come to Dinner* initiative, which enables Indigenous senior high school students and their teachers to attend a dinner with guest speakers, ACU staff and Indigenous ACU students; and the *My Science program*, which aims to encourage interest and enthusiasm at primary school in the study of Science and Technology.

With the assistance of external collaborators, the University's Faculty of Education has also instituted a range of highly successful strategies to build educational access and opportunity for Aboriginal and Torres Strait Islander primary school students. These include (but are not limited to) the University's *'Representation of Oral Language and Engagement with Mathematics'* (the 'RoleM') project, funded by the Department of Education, Employment and Workplace Relations and the Australian Research Council; and *'Connecting in Communities: Counting on You'*, a program to improve the literacy and numeracy skills of young Indigenous children in South West Queensland (also funded by the Department of Education, Employment and Workplace Relations). The continuation of these programs in 2014-2016 will be dependent on the outcomes of the CIER review, and on the availability of future funding support from the Commonwealth and State Government.

ACU also supports those from rural and remote communities by improving the availability of affordable housing through the provision of university student accommodation and partnerships with other accommodation providers. ACU will continue to collaborate with Australian Government, private and public sector employers to build and extend pathways into higher education for Aboriginal and Torres Strait Islander people. This includes improving credit transfer arrangements with universities as well as VET providers; pursuing delivery partnerships; and encouraging VET providers to promote higher education as a positive pathway after the completion of vocational courses.

Establishing a range of pathways to degree programs is key in the University's plans to improve accessibility for Aboriginal and Torres Strait Islander students. ACU's Faculty of Business, for

example, has invested considerable resources in its Associate Degree in Business Administration (Indigenous Studies): a customised version of the first two years of the Bachelor of Business Administration which is tailored to the needs of Indigenous students and which provides a pathway to the full degree. ACU is also in the process of introducing a new Foundation Studies program with dedicated scholarships to assist Indigenous students, students from low socio-economic status backgrounds and non-school leavers to pathway into tertiary studies.

Closing the gap in student retention and completion rates across all disciplines is a key strategic goal for the University in the forthcoming three-year period. ACU will implement strategies that are targeted to the disparate needs of Aboriginal and Torres Strait Islander people from urban, regional and remote communities. Existing student support networks will be broadened to include virtual networks that improve access and connectivity for distance education students. This will include building partnerships with employers and professional associations to support Aboriginal and Torres Strait Islander employee participation in cadetships, scholarships and to access leave arrangements. In establishing cadetships and other vocational pathways to study, ACU has been mindful of Recommendation 6 of the *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People*, which advises universities to work with employers to build and extend alternative pathways into higher education.

CIER is charged with leading new initiatives for Aboriginal and Torres Strait Islander teaching, learning and research, as well as maintaining excellent national standards in Indigenous higher education. Currently, Indigenous students are able to access academic and personal support through the Indigenous Higher Education Units managed by CIER and based at each of ACU's campuses. The CIER review will encompass an assessment of the composition and effectiveness of the Indigenous Higher Education Units, and will determine whether their objectives, funding and structures provide quality student outcomes; provide culturally appropriate curriculum and pedagogical support within courses for Indigenous and other students; and work with the Higher Education Standards Panel to develop quality standards for Away-from-Base education delivery. This is consistent with the findings of the *Review of Higher Education Access and Outcomes* (see Recommendation 11).

In terms of Indigenous workforce participation, the University has an Aboriginal and Torres Strait Islander Employment Strategy aimed at achieving the 2.3% population parity target and will undergo continuous improvement through monitoring staff engagement indicators and retention rates. In 2013 and 2014, ACU will focus on building resources and capabilities through the following strategies:

- Implementing proactive recruitment initiatives and embedding Aboriginal and Torres Strait Islander cultural competency within University recruitment practices which includes the requirement for all Chairs of and Selection Committee members to have completed Indigenous Cultural Awareness training by the end of 2015;
- Increasing the number of Aboriginal and Torres Strait Islander professional staff through the use of relevant government employment initiatives such as targeted employment, traineeships and cadetships; and
- Developing academics by creating pathways for Aboriginal and Torres Strait Islander postgraduate students to transition into academic positions.

ACU Faculties have also instituted dedicated programs to further the employment outcomes and increase the qualifications of Aboriginal and Torres Strait Islander people, particularly in the areas of health, education and welfare. The Faculty of Arts and Sciences' *'Why Not Social Work?'* program, for example, is an annual full day workshop for Indigenous people about the value of social work education and as a career. The first workshop was hosted at the Canberra campus and resulted in a boost in enrolments from Aboriginal and Torres Strait Islander students in social work courses. In light of the success of this initiative, ACU plans to broaden the program to the Strathfield and Brisbane campuses in 2014, and beyond if funding is available.

Attracting Aboriginal and Torres Strait Islander professionals with relevant skills sets from community, government and industry into academic careers is an important priority for ACU. ACU is committed to professional development programs aimed at developing Aboriginal and Torres Strait Islander staff. Every Aboriginal and Torres Strait Islander staff member will participate in a career conversation as part of their Performance Review and Plan by 2014. This will allow Aboriginal and Torres Strait Islander staff to progress towards identified career aspirations through appropriate internal and external professional development activities. Tailored training sessions on the use of ACU career development opportunities will also be offered through the Aboriginal and Torres Strait Islander Staff Network. There are also specific Faculty-based initiatives to target Indigenous academics for employment. In recognition of the need to expand research and improve Indigenous maternal outcomes, the Faculty of Health Sciences, for example, has funded an Indigenous midwifery position at its Ballarat campus, as well as embedding a PhD fellowship student at Melbourne.

ACU's Cultural Awareness program is delivered on an ongoing basis. Aboriginal and Torres Strait Islander cultural competency training will be developed and context driven for key stakeholders in various stages of the recruitment and on-boarding process with ongoing support provided. The University will develop a cultural readiness self-assessment tool for implementation late in 2014 that supports Managers, Work Teams and new Indigenous staff, that informs the work team preparation and readiness to assist and transition new Indigenous staff into work activities, work teams and business processes. This tool is both a checklist to support preparation and readiness as well as a process to identify a range of learning needs and options for self directed learning, formal learning, transfer of knowledge and one on one support. The objective is to increase the success of new Indigenous staff to mainstream employment and to support retention of Indigenous staff. These programs will be aligned with the University's Leadership Competency Framework.

With regards to financial assistance, ACU introduced a review of the Aboriginal and Torres Strait Islander Staff Research Scholarships program in 2011 and as part of its CIER review will consider additional or alternative options for creating opportunities for early career academics. ACU has in place a learning bank to fund the professional development of Aboriginal and Torres Strait Islander personnel. In addition, Aboriginal and Torres Strait Islander staff members will be encouraged to apply for study support that assists with work related course costs and provides paid study leave. Aboriginal and Torres Strait Islander staff will continue to be eligible for an additional 50% study leave through the Aboriginal and Torres Strait Islander Study Support Scheme.

Furthermore, ACU is committed to providing mentoring and leadership initiatives that are tailored to support the varied needs of Aboriginal and Torres Strait Islander staff members and assists with personalising on-boarding and ongoing engagement. Support options will be offered, including tailored workplace mentoring in the areas of learning and teaching, research and workplace processes.

2.3 Performance Indicators and Targets

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

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

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

Principal Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Number of all Aboriginal and Torres Strait Islander student enrolments ¹	378	382	425	468	512
Number of all Aboriginal and Torres Strait Islander student completions ²	44	55	54	60	66
Number of all Aboriginal and Torres Strait Islander professional/general staff ³	12	15	17	19	20
Number of all Aboriginal and Torres Strait Islander academic staff ⁴	10	9	11	13	14

Optional Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Indigenous Cultural Awareness Training is completed by Chairs and Members of Selection Committees	Nil	25%	75%	100%	100%
Retention rate for Aboriginal and Torres Strait Islander students continues to rise (internal stretch target to be confirmed and dependent on strategies to be determined after the review of CIER)	72% (estimated)	72.5%	73%	74%	75%

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

² See footnote 1 for definition

³ Refers to number by headcount

⁴ See footnote 3 for definition

3 INNOVATION AND ENGAGEMENT

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

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

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

3.1 Innovation

3.1.1 Commonwealth objectives

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

3.1.2 University strategies

ACU is investing in a research platform focused on the health and wellbeing of the Australian population and aims to increase knowledge transfer to industry, communities and other end-users. ACU is particularly focused on the following mission areas:

- **Health and Wellbeing** – research that progresses the quality of health care, especially for the vulnerable;
- **Education** – research concerned with quality, equity and diversity in education with emphases on leadership, numeracy, literacy, Indigenous and religious education;
- **Theology and Philosophy** – research concerned with the elucidation, development and expression of Catholic intellectual thought; and
- **Common Good and Social Justice** – cross-disciplinary research in the liberal arts and social sciences that enhances the social and cultural wellbeing of communities.

ACU has a holistic approach to its research program with a mission commitment and research strength in the discipline areas of Education and Health, particularly in Nursing and Allied Health. Strong industry partnerships exist with hospitals, as well as education departments enabling effective translational research implementation and enhanced knowledge transfer. ACU works collaboratively with Catholic Education Offices and in New South Wales is supervising a cohort of education leaders in the Doctor of Education degrees. ACU's AusAID funding also enables it to work at the international level through collaborative research and training activity in the Philippines.

ACU's Health Sciences students have ample opportunities to link in-class theory with practical experience. The University has established several clinical schools with a range of health sector partners including (but not limited to) Calvary Health Care ACT; the Holy Spirit Northside; Mater Hospital, Brisbane; St Vincent's Hospital, Sydney; Mater Health, Sydney; St Vincent's Private and Public Hospitals, Melbourne; St Vincent's Hospital Toowoomba; and St John of God in Ballarat.

Clinical schools provide excellent teaching and learning opportunities for ACU's students; promote partnerships with leading hospitals; and reduce ACU's burden of clinical costs. The clinical schools cater primarily for nursing, midwifery and paramedicine students, who are able to complete on-

site practical training in a range of health settings. In addition to learning clinical skills, students are able to form networks within the healthcare sector before gaining a formal qualification. This increases students' employability and work opportunities; and, in regional areas, encourages students to remain within their local communities upon completion of their studies. This is a particularly important outcome of the program given the current shortages of nurses, midwives and allied health professionals throughout regional Australia.

The initial focus has been on establishing schools with the University's partners in the Catholic healthcare sector. In view of the success of the clinical schools already established, however, ACU is broadening the application of the model to secular healthcare institutions.

ACU also pursues joint research programs across its clinical partnerships. The University has joint professorial appointments embedded within most of its clinical schools. In 2013, the ACU's Faculty of Health Sciences had established 12 jointly funded professional positions. The University intends to expand this program, which is a model of best practice that ensures strong research informs and improves clinical outcomes.

ACU is also committed to continuing its record of innovative engagement with its partners in the Asia-Pacific region. Subject to continued funding from AusAid, the University will sustain its partnership arrangement with Ateneo de Manila University in the Philippines. Through this collaboration, ACU has supported the professional learning support of Ateneo's academic staff, as well as assisting Ateneo to expand its institutional capacity in key areas of innovative research. In 2014-2016, ACU will also develop a twinning arrangement with Divine Word University in Papua New Guinea to support enhanced teaching capacity and to assist Divine Word to obtain international accreditation for a number of its academic programs.

The Faculty of Arts and Sciences' Refugee Education program on the Thai-Burma border has proved remarkably successful. The program, which is delivered by ACU with the support of twelve partners, enables young refugees to study a Diploma in Liberal Studies via a combination of online and face-to-face learning modes. Since its establishment in 2010 the Refugee Education Program has seen a 3 -fold increase to 50 students across three sites on the border, and ACU has been commended for its innovative and inclusive approach. A significant number of graduates have gained scholarships and entry into university study in Europe, Thailand, the United States of America and Australia on the basis of their ACU-delivered qualification.

Other key innovation-focused partnerships and programs include:

- The Faculty of Health Sciences' relationships with a range of higher education institutions, including (but not limited to) the Shanghai Institute of Health Sciences, Peking Medical University, Capital University of Medical Sciences, Tongji Medical University, Wenzhou University and Wuhan University in China; and Catholic and Fairfield Universities in the United States of America, which provide opportunities for clinical placement exchange and collaborative research;
- The Future in Youth Sports and Health Education program in Timor Leste coordinated by the School of Exercise and Sports Science, which has taken the innovative approach of using sport to build community resilience; and
- The Faculty of Law's partnerships with community based legal centres and NFP agencies, such as Jesuit Social Services to facilitate extra curricular pro bono and law related volunteer activities. The recent beginnings of collaboration with these types of partners, as well as Social Security Rights Victoria and the Refugee and Immigration Legal Centre, has potential to evolve into a significant legal policy/research activity that would complement the Faculty's existing research strengths in International and Humanitarian law.

ACU has a significant domestic community focus and through its Institute for the Advancement of Community Engagement it has several programs of collaborative research partnerships with community-sector organisations. One such program is the Clemente Program that focuses on the rehabilitation of the homeless, including supporting them through completion of university degrees. Other examples of knowledge transfer with the community include the Public Policy

Institute and the Quality of Life and Social Justice Research Centre. Both are engaged with our domestic partners and take engagement to a higher level through their work with government agencies to inform policy development.

The work of our Indigenous Research Committee and Centre for Indigenous Education and Research (CIER) ensures that the University is able to maximise Indigenous engagement and collaboration across discipline areas. ACU has an excellent record in Indigenous education and the work of the University in maths education is noteworthy in terms of its positive outcomes for primary school Indigenous maths education. In addition, the Collaborative Research Network funding will enable ACU to work more extensively with our Indigenous and hospital partners particularly in the public health arena. ACU's community focus contributes significantly towards improved economic, social and environmental outcomes. In particular, the appointment of a Professor of Occupational Health, Safety and Environment has strengthened ACU's capacity to research and comment on environmental areas of particular relevance to personal and community health and safety.

Recent work of the University on more effective treatments for stroke victims will help to decrease hospital bed days and other costs - resulting in public-purse savings alongside patient benefit. These improvements have significant community impact – from the hospital bed through to improved hospital efficiencies and the Federal Health budget. Also, our Faculty of Business has embarked on a program that interweaves business acumen and ethics into a framework to emphasise respect for human dignity at all levels of engagement. Furthermore, ACU has a significant niche strength in the field of non-human environmental sciences which is supported by a small group of researchers in New South Wales working in the area of wildlife studies.

Through collaboration with University and other government and business partners, ACU is increasing its commercialisation exposure. In Victoria, ACU works with the Unigateway group and participates in public forums that highlight research activity and outcomes. In 2013, ACU sponsored a Unigateway breakfast with a presentation focus on its Health Partnership and collaborative research with disability agencies. Around 100 sector and business consultants attended the event. Throughout the Compact period, ACU will work to extend its participation in these Unigateway opportunities. In New South Wales, ACU is a member of the S11 NSW University Commercialisation Directors Group and participates in professional development opportunities. The Director of Research Services represents ACU in research commercialisation engagement. In 2013, the University will fine tune its commercialisation responsibilities to ensure the University focus is not just on financial return of these innovations, but on community engagement in relationship to outcome impact. ACU has limited commercialisation income to report in the Financial Statement of its 2012 Annual Report, with a financial audit still underway at this time.

ACU is aware of the Government's priority to improve commercialisation outcomes and is focussing on the potential commercial value of ACU research outcomes. There is strong community orientation and benefit from ACU research although moves towards commercialisation are relatively recent. There are numerous instances where ACU research has informed good practice although commercialisation was not an objective at the time. For example, research into the early detection of dementia has been positively reviewed and the outcomes are in use clinically. Another example is research into stroke patients that has substantial benefit to patients, carers, hospitals and the Federal Government. ACU's commitment to the Common Good translates into a wider social benefit rather than particular financial gain and research activities may not generate a patent or licence. An emerging area for commercialisation is ACU's collaborative activity with the National Church Life Survey group, which conducts field research into Church attendance across Australia. This group conducts the largest survey of its type in the world and the data sets have been made commercially available to researchers under licence agreements.

In addition, ACU has recently entered into an arrangement with the O'Brien Institute and is also a partner in the collaborative Cardiovascular Research Centre in conjunction with the University of

Melbourne and St Vincent's Hospital in Melbourne. Both the O'Brien Institute and the Cardiovascular Research Centre have significant commercial engagement, particularly in tissue transplant and clinical trial work. ACU expects it will deepen its commercial focus in these relevant areas as research activity grows in response to its Collaborative Research Network funding. ACU also outsources its commercial advice and contract work.

The expansion of the Office of Deputy Vice-Chancellor Research has made expertise, advice and training readily available and all research outcomes are now vetted for possible commercial value. ACU's industry collaborations are increasing and this will undoubtedly increase opportunities for direct commercial benefit from investments. Furthermore, ACU's policies will be refreshed to reflect and clarify the expected outcomes from collaborations.

ACU's Intellectual Property Policy is to be revised in 2013. This comprehensive policy recognises the importance of a climate that encourages innovation and clearly articulates procedures for the management of Intellectual Property within the University. In consequence of the rapid growth of research at ACU a refresh of this policy, as well as consideration of the appointment of an Intellectual Property Committee will ensure all potential commercial activity is recorded and reflects institutional and sector best practice. While ACU's core research focus is not in the science, engineering and medical areas which are mostly responsible for generating commercial financial returns to a university, there are emerging areas of research strength likely to generate enhanced business interest. ACU is committed to nurturing commercial opportunities and to encouraging innovation benefits to the Australian economy as a whole. ACU's research office works with its Victorian and New South Wales university counterparts to encourage greater industry and commercialisation linkages.

ACU has participated as a minor partner in two unsuccessful Cooperative Research Centre (CRC) bids. A re-orientation of ACU research concentrations is in progress and further CRC bids are contingent upon finalisation of this process and the strengthening of our research in selected areas. The Collaborative Research Network (CRN) funding, due to commence in 2013, and the potential outcomes from that funding may enable the University to take a higher profile in a future CRC bid. Since no bid is as yet under discussion the most realistic income projection for Category 4 income in 2014-16 is nil.

3.1.3 Performance indicators and targets

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

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

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

Principal Performance Information ⁵	2012		
Number of patent and plant breeder's rights families filed, issued and held	Filed 0	Issued 0	Held 0
Number of all active licences, options or assignments (LOAs) ⁶ executed and income derived	No. 0	Value(\$) 0	
Number and value of research contracts and consultancies executed ⁷	No. 30	Value(\$) 5,043,757	
Investment in spin-out companies during the reporting year and nominal value of equity in spin-outs based on last external funding/liquidity event or entry cost	Investment (\$) 0	Value(\$) 0	

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

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

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 staff/research students trained in commercialisation/ contract research processes	0	3	4	5	6

⁵ This set of performance information does not require targets. Universities will be asked to advise their baseline performance and will report on their future performance in the context of the Institutional Performance Portfolio Information Collection commencing in 2013. Patent and plant breeder right family refers to a group of patent or plant breeder rights applications or grants emanating from a single filing. Note: this question only concerns patent and plant breeder rights families, and is not in reference to families of other forms of registered IP (i.e. trade marks).

⁶ A LICENCE agreement formalises the transfer of technology between two parties, where the owner of the technology (licensor) grants rights to the other parties (licensee). An OPTION agreement grants the potential licensee a time period during which it may evaluate the technology and negotiate the terms of a licence agreement. An option agreement is not constituted by an Option clause in a research agreement that grants rights to future inventions, until an actual invention has occurred that is subject to that Option. An ASSIGNMENT agreement conveys all right, title and interest in and to the licensed subject matter to the named assignee.

⁷ Please use the definition of contracts and consultancies utilised in the National Survey of Research Commercialisation (NSRC). A copy of the survey is available at this URL: <http://www.innovation.gov.au/Section/Innovation/Pages/TheNationalSurveyofResearchCommercialisation.aspx>

3.2 Industry and Skills

3.2.1 Commonwealth objectives

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

3.2.2 University strategies

In 2014-2016, ACU will continue to work closely with government, Catholic and other non-government providers and industry sectors on partnership approaches. ACU will undertake a number of initiatives to gain the skills and expertise appropriate for the needs of the modern workplace. ACU is well positioned to contribute to knowledge leadership, service innovation and productivity improvements linked to the health, education and welfare sectors. ACU provides quality graduates, professional training and practical research to inform delivery and improve outcomes in these fields. This includes building further capacity across the not-for-profit sector, a major provider of services and contributor to Gross Domestic Product and social and economic outputs in Australia.

The University's degree programs are tailored to meet industry needs and trends and are shaped in line with workforce research and feedback from industry stakeholders. A number of new programs will be launched in the Compact period of 2014-2016 to meet new workforce demands and existing programs will be renewed to ensure that graduates possess the skills and experience necessary to meet changing professional expectations.

One such program is the University's Master of Education. Following extensive market research and analysis, the Master of Education program is being renewed to provide a distinctive and desirable qualification that is more responsive to the needs of the education profession. The Master of Education is expected to commence in 2014 and will be accessible, flexible in its delivery, pedagogy and content.

ACU ensures that its course offerings, teaching and learning methods are appropriately tailored to meet local and Australia-wide requirements and to meet workforce needs. ACU works closely with the jurisdictions to identify and address workforce shortages, and to prevent an oversupply of graduates in any particular field. The University's Faculty of Health Sciences has an External Advisory Council tasked with reviewing workforce issues. The Council includes representation from ACU's major health partners. The Council's Terms of Reference articulate its role in assisting ACU to ensure that workforce needs are addressed through innovation in course development; by ensuring postgraduate courses meet skills need in service delivery; by taking into account new models of care delivery, undergraduate education and clinical placements; and through productive communication with ACU's health partners. The Faculty of Health Sciences also has an External Consultative Committee for each of its Schools, charged with overseeing the broad implementation and coordination of courses by partnership organisations. This ensures that courses meet industry needs.

ACU ensures that its health research activities have a practical focus. ACU's partner collaborative research centres are overseen by Steering Committees, which include representation from local hospital leaders.

Effective clinical placements are a crucial tool for ensuring that health professionals are able to meet regulatory requirements, attain the relevant learning outcomes and professional competencies, and have hands-on experience of dynamic clinical settings. ACU works closely with the Departments of Health in each jurisdiction to arrange clinical placements for students, and has in place multi-disciplinary Clinical Placement Agreements with each of its health partners. ACU also recently purchased InPlace Student Professional Placement Software: a system which will assist the University to improve management and monitoring of student clinical placements.

ACU's newly launched Law programs have also been designed to meet industry expectations and needs. The Law programs incorporate a unique 'pro bono' requirement, whereby students are required to complete a minimum of 240 hours of unpaid, voluntary legal professional work. This requirement ensures that Law students are familiar with the workings of the legal profession, as well as furthering their commitment to community service and ethical professional values. ACU's Law graduates will emerge with skills suitable to meet the increasing industry demand for legal professionals to support low income, socially disadvantaged and marginalised people in the local community.

ACU is also increasing its suite of International Development and Global Studies programs. Each program within this field combines theory with practical applications relevant to humanitarian and development work, including a mandatory international engagement/immersion component. Graduates are equipped with knowledge and skills relevant to the workforce requirements of both government and non-government aid and international development organisations.

ACU encourages involvement by Aboriginal and Torres Strait Islander students across all disciplines and course offerings. Health and Education are priority disciplines for Aboriginal and Torres Strait Islander students given their strong vocational emphasis and skills demand in Indigenous communities. ACU supports Indigenous students' participation in Health Sciences and Education through partnerships with employers and professional associations, as well as internships and scholarships.

More generally, ACU's newly implemented curriculum governance framework has also been developed to ensure currency and appropriateness of course content and student cohorts. The framework and planned enrolment is informed by ACU's research concerning skill shortages, employment shifts and workplace trends and ensures that the University's courses are in line with industry accreditation requirements in each jurisdiction.

ACU's faculties have also taken an innovative approach to their curriculum governance and course review arrangements. Each of ACU's faculties is particularly concerned to respond to employers' demands in relation to the skills and expertise expected of higher education graduates. For this reason, the curriculum governance model incorporates regular consultation with representatives from peak bodies, industry, external academics, alumni and current students. This consultation is an ongoing process that is tightly integrated into the moderation of course materials, including content and assessment. ACU's existing and new courses undergo regular market and industry review to ensure that course content and assessment is consistent with workforce needs.

ACU understands the importance of ensuring that its students gain practical experience before they graduate. Students have the opportunity to participate in work integrated learning experiences, most predominantly through teacher training and health services. In 2014-2016, ACU will seek to expand work experience programs both within existing disciplines and into new areas through its renewed Career Development Service. The renewed Career Development Service will also:

- Provide improved career counselling;
- Identify employment opportunities;
- Encourage greater student reflection after clinical placements and internships;
- Implement a Student Jobs on Campus program; and
- Facilitate career mentoring programs and opportunities.

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

ACU is committed to supporting new collaborations and partnerships and engaging end-users in research activities. Our Category 3 research income growth has been sustained with an average annual increase in the 3 Year Moving Average of 36% from 2009 (\$1.5M) to 2011 (\$3.1M). The innovation in research management at ACU since 2009 has more than doubled the Category 3 income and is expected to continue to increase with focused expertise and numerous collaborations. The Research Support Strategy continues to focus on partnership engagement, as foreshadowed in the previous Compact document. We are building on this collaborative activity through an investment in Higher Degree Research student enrolment which is supported by University-funded living allowance scholarships.

ACU will continue to build on current partnerships to develop new collaborative research activities and is conscious that successful collaborations take time to develop, manage and harvest, therefore an enhanced focus is in place to ensure that academic staff are supported in their collaboration plans and roll-out. The University's research is engaged across a number of sectors including health organisational work, early childhood education, cardiovascular nursing and adolescent psychology. ACU's association with the O'Brien Institute and our Collaborative Research Network funding provide significant opportunities to extend our end-user reach in a more targeted manner. The grant (\$7.9M) will boost our relationship with the network partners - the University of Melbourne, St Vincent's Health Australia and the O'Brien Institute. The Collaborative Research Network will also continue to enhance engagement of the Cardiovascular Research Centre with these partners. The final phase of the development of the Centre includes collaborative partnerships with hospital systems in three states.

The appointment of a Director of Strategic Projects, Social Justice and Ethics ensures that ACU engages more holistically across the Social Justice and Ethics spaces and not just with its existing stakeholders. The reconfiguration of the Plunkett Centre for Ethics is in response to health sector needs with the view to more comprehensive engagement with the ethical dimensions of health care.

ACU continues to increase outreach activities including those that support Aboriginal and Torres Strait Islander access and outcomes. The University is able to recruit in a more flexible manner compared to single-location universities due to its comprehensive campus offering and the opportunity for research activity on all campuses.

Programs to enhance staff and student engagement with Indigenous communities will include opportunities for professional practicums and research. Our engagement with Indigenous research partners has seen substantial work in the development of linkage grant applications focusing on Indigenous training in the construction and mining sector. ACU's Indigenous Staff Research Scholarships program provides the opportunity for five Indigenous personnel to be employed at ACU whilst they complete a PhD. This facilitates interaction at many levels and provides a highly-valued contribution to learning, research and community engagement. The intended outcome from this program is an expanded academic community, enriched by increased Indigenous participation. This program is accompanied by the ongoing availability of Higher Degree Research scholarships to Indigenous community members. ACU further intends to support and establish an in-residence program for Indigenous Elders, writers and artists. This initiative

will have the twin aims of bolstering its research capacity and improving access and outcomes for Aboriginal and Torres Strait Islander people.

ACU will continue its joint initiatives with its Catholic health partners as well as its clinics with industry based research partners in support of the movement and exposure of staff and students to industry and community sectors. Currently, hospitals and health networks are the major area of focus for joint appointments with around 35 research staff located or co-located at various health institutes and hospitals along the eastern seaboard. These appointments facilitate research translation and joint research activity. Our trainee nurses and teachers are located within partner organisations and this strengthens the research-teaching nexus as partners also engage with the University in collaborative research activity. With over 200 honorary appointments spanning these discipline areas, ACU has substantial community and mission-relevant engagement.

ACU will continue to contribute to the economic development of the States and Territories through the recruitment and enrolment of international students. International students contribute to economic development in a number of ways, including through the payment of fees which support university operations; the consumption of goods and services in Australia during their studies; and through employment (if permitted under the relevant visa conditions).

In 2012, ACU enrolled more than 2960 full degree international students each of who will have contributed to the local economy. New South Wales was a major beneficiary, with 1650 or 55.7% of the total of 2960 international enrolments. The University has also made substantial progress in liaising with industry groups that are closely aligned with ACU's mission. For example, these include Mercy Health, St Vincent's Health as well as major educational providers such as the Catholic Education Offices of New South Wales, Queensland and Victoria.

The University is proactively working to advance affiliations with its wider community to encourage philanthropy and industry investment. At this point, ACU is laying the foundation for future development and advancement. By building and maintaining a stable constituency of philanthropic partners who support the University's mission and programs, ACU will benefit in the long run from having a loyal and profitable donor base. These partnerships between ACU and corporations, community groups and alumni assist the University in its mission for justice, equity and the dignity of all human beings.

The ACU Foundation forms the University's current major philanthropic effort, supporting valuable educational projects by providing financial support where it is most needed. Currently, the Foundation is channelling support from donors to ACU's Future in Youth Program in Timor Leste and the Refugee Education Program on the Thai-Burma Border.

ACU has an extensive global network, with a wide range of partnership and student exchange relationships with international universities and educational institutions. The University has strong ties with a number of universities across the Asia-Pacific region, such as Shanghai Second Medical University, Shanghai Institute of Health Sciences, SSTC School for Further Education (Singapore), Yun Yan Medical College (China), Caritas Francis Hsu College (Hong Kong), Manila Doctors College, Instituto Catolico para Formacao de Profesores (Timor Leste). As a result of these relationships, ACU offers its students opportunities to study abroad and to participate in international study tours. In the Compact period, ACU also intends to increase its student exchange offerings through a number of new partnerships with universities in Asia.

As a core element of its internationalisation strategies, ACU is focused on building a strong network of Catholic university partners. As a Catholic university ACU has the opportunity to link in with significant university networks that secular institutions do not have access to. The Catholic identity and mission of ACU aligns with that of many international Catholic partners and these relationships support this mission internationally.

To facilitate the University's focus on building Catholic partners, ACU has a three pronged strategy in relation to partnership and engagement with international Catholic universities. The three elements of the strategy are as follows:

- Institution to institution engagement: ACU has formulated a partnership framework which identifies key partners and key emerging partnerships. Key partners are defined as institutions with whom ACU has a deep and broad relationship across multiple areas such as student mobility, research, community engagement, teaching and learning, mission and identity. This framework identifies key Catholic partners and also emerging key Catholic partners. Within this framework, the University is actively pursuing new partnerships with Catholic institutions and targeting some partners where there is the potential for them to become a key partner;
- Membership of and engagement with Catholic Higher Education Peak Bodies: In support of the University's internationalisation plans ACU is a member of a number of key international Catholic University peak bodies. These include: the International Federation of Catholic Universities (IFCU), the Association of Catholic Colleges and Universities (ACCU) the Association of South East Asian Catholic Colleges and Universities (ASEACCU) and the International Council of Universities of St Thomas (ICUSTA). In 2015 ACU will be hosting the 25th IFCU General Assembly in Melbourne and in 2016 the Annual meeting of ASEACCU will be hosted by ACU in Sydney. ACU participates in key international conferences, training and networking opportunities organised by these organisations and utilises them to establish new relationships and reinforce existing partnerships.
- Core Curriculum: ACU is utilising the core curriculum to facilitate international student mobility by offering international study experiences to students with key international Catholic partners. In 2012, in partnership with Fairfield University, an American Jesuit University based in Connecticut, ACU offered its students an intensive Core unit of study in Florence. This program will be running again in 2013 and will be expanded to additional destinations in 2014-2016. Discussions are currently underway with Loyola University Chicago and St John's University in New York to offer opportunities in the US, China and Europe.

ACU has a strong record of community engagement and outreach both in Australia and internationally and continues to build linkages supporting social justice. The University is well placed to build on current initiatives and is committed to improving the quality of engagement locally, regionally, nationally and internationally. ACU is capitalising on the linkages made through a strengthening partnership with Victorian and New South Wales universities in both the research program and commercial space. ACU's research support staff are located in Queensland, New South Wales and Victoria making it possible for them to work locally and nationally with our partners and stakeholders. Our membership of the Eidos Institute has been of benefit both in terms of the breadth of information provided by this organisation, as well as the partner linkages it has in place. Furthermore, Collaborative Research Network funding from 2013 to 2015 will provide the means to generate linkages with research teams at the University of Melbourne and other institutions. The longer term linkage with the National Church Life Survey group is leading to further international collaborations and is positioning Australia as a world leader in this field of work.

Community engagement is a component of the core curriculum and is critical to the mission of the University. ACU graduates emerge with a unique appreciation of social justice issues which is shaped by their experience of working with community groups and organisations. A community engagement venture by ACU together with Mission Australia and the Society of St Vincent de Paul endeavours to increase the social inclusion of disadvantaged Australians through the transformative effects of a university level education. Subject to funding, the University plans to continue this innovative and highly successful venture.

ACU is globally connected through its relationships with a number of overseas universities and institutes of learning. The University will continue to seek Commonwealth funding and support for outreach programs such as the current AusAid sponsored project with Ateneo de Manila University in the Philippines. In addition, ACU is committed to continuing its capacity building in Timor Leste, as well as pro bono work at universities in New Guinea and Thailand.

Graduates from ACU's growing suite of Global and International Development Studies degree programs will also provide a mobile entry-level workforce for aid organisations and government. This is relevant to the Commonwealth Government's projected aid budget of 0.35% of Australian income in 2013; its commitment to the United Nations' Millennium Development Goal to halve world poverty by 2015; as well as the Australia in the Asian Century White Paper agenda.

3.3.3 Performance indicators and targets

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

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

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

Principal Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Number of active collaborations ⁸ with industry and other partners in Australia	256	264	279	280	288
Number of active collaborations ⁹ with industry and other partners overseas	77	79	82	84	87
Category 3 Income	\$3,852,605	\$3,968,183	\$4,087,228	\$4,209,845	\$4,336,141

Please note ACU is using a broad definition that includes co-authored publications with researchers from other universities (this is consistent with the figures reported in the Institutional Performance Portfolio).

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 adjunct appointments or staff seconded to/from other sectors;	175	177	180	183	185
Income from philanthropy or other industry or community investment (HERDC research donation and bequest only)	\$1,609,167	\$1,650,000	\$1,700,000	\$1,800,000	\$1,900,000
Number of articles in general media authored by University staff;	180	190	200	220	235
Attendance at public lectures, performances and exhibitions;	3,000	3,200	3,400	3,500	3,550

⁸ Collaboration involves active joint participation with other organisations, by contributing resources such as intellectual property, knowledge, money, personnel or equipment, with the aim of obtaining a shared goal or objective. Straight fee-for-service arrangements, such as contracts and consultancies, are deemed not to be collaborative and are therefore excluded. Collaboration with Cooperative Research Centres (CRCs) is also to be excluded. This definition is in line with the ABS and OECD definitions of collaboration.

⁹ See footnote 8 for a definition of collaboration.

PART FOUR: TEACHING AND LEARNING

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

University Student Enrolment Planning

ACU's strategy for growth is focused on providing high quality learning experiences for students, specialised and relevant research and knowledge transfer and leveraging opportunity through its Catholic identity and mission. The University's enrolment targets seek to optimise the quality and viability offered through a national, multi-site and multi-state university with a regional presence.

ACU intends to maintain its position as one of the fastest growing higher education institutions in Australia. By 2018, the overall student headcount is expected to grow to 25,000 and the planned growth in student load for the period of the Mission-Based Compact is projected as follows:

Projected Student Load (excluding Research)

Campus	2013	2014	2015	2016
Melbourne	6,113	6,631	6,984	7,271
Sydney	7,263	7,712	7,987	8,185
Brisbane	3,504	3,824	4,065	4,262
Ballarat	845	837	829	833
Canberra	647	682	723	741
Virtual	1,134	1,289	1,395	1,390
TOTAL	19,507	20,976	21,983	22,682

The University continues to effectively manage the increase in student load across its courses and campuses through new and improved infrastructure, teaching and learning resources, student support services and research capability.

ACU's growth plans are consistent with the Australian Government's access and participation strategies. The continued growth in students includes growth in Indigenous students in line with the 2.3% parity target and students from low socio-economic status backgrounds and other equity groups.

Partnerships with other higher learning institutions are a focus for ACU. In 2014-2016, ACU will widen its course offerings and reach by building on existing relationships with other universities as well as forging new cross-institutional partnerships. One such partnership will be collaboration with Swinburne University on a new Asian languages teaching program. This is an important initiative in view of the Commonwealth Government's Australia in the Asian Century White Paper

objective of increasing student access to priority Asian languages. ACU will also participate in a joint initiative with the University of Southern Queensland to deliver a new postgraduate psychology qualification.

Sub-Bachelor Plan

A number of ACU's sub-bachelor programs are targeted at international students who intend to pathway to a Bachelor degree. ACU will continue to offer a number of diploma programs within the Faculties of Education, Health Sciences, Business and Arts and Sciences. The student load for the majority of these courses is expected to remain small but stable.

The University also expects continued momentum for participation in its alternative entry schemes for high school leavers from low socio-economic status and other equity backgrounds, although the scale of these programs beyond 2014 is dependent on Commonwealth funding support. The University anticipates continued participation in existing schemes such as the Uni Step Up program and steady growth in the student load for the Faculty of Health Science's Tertiary Preparation Program.

The Uni Step Up program offers secondary students in partner schools a selected range of first year university units of study. These may include units in Education, Health Science, Exercise Science, Arts or Business. On successful completion of the Uni Step Up program, students who choose to enrol in a related ACU undergraduate degree course receive credit points towards that degree. Students also qualify for participation in the ACU Smart course, which is run during the Orientation period each year to assist transition to university life.

The Certificate in Exercise Science and Certificate IV in Business are two pathway courses which were developed in 2012 by the University's Registered Training Organisation, ACUcom. The courses have been designed primarily to enable non-school leavers and students, who may have suffered educational disadvantage, to study in a university environment. After having been piloted on two campuses in 2013, they will be offered on additional campuses from 2014. These pathway courses help students from a low socio-economic status background, Indigenous and rural and remote students gain acceptance to university and develop the skills to transition to higher education. Upon completion, students who are successful in these courses will be offered entry to a Bachelor degree program at ACU. Students will have access to the full range of academic and personal support services while undertaking these courses and be provided with further support in their adjustment to subsequent Bachelor studies.

In addition to these courses, ACUcom offers Diploma and other Certificate level courses in areas such as Nursing, Aged Care, Education Support and Frontline Management. It also offers an Introduction to the Diploma of Nursing course that aims to open the door to tertiary education and a possible nursing career. This course is designed for students who have not recently studied at a tertiary level to help develop confidence and prepare students to apply for the Diploma of Nursing.

ACU has Memoranda of Understanding (MOU) with a number of TAFEs to promote pathways between VET and higher education. Examples of these in various jurisdictions are MOUs with South Metropolitan Institute of TAFE (Qld), Canberra Institute of Technology (ACT), Box Hill Institute (Victoria) and Illawarra Institute of TAFE (NSW). Objectives are demonstrated in the TAFE Illawarra MOU signed in late 2012 to develop and implement articulation pathways, collaboratively market them and to develop collaborative admissions processes for international students undertaking such pathways. As well the MOU seeks to establish articulation pathways to enable students with specified VET Diploma and Advanced Diploma qualifications course entry and predetermined course credit in specified ACU degree programs that are offered in Arts and Sciences, Business, Education and Health Sciences. Illawarra TAFE is also jointly delivering the ACUSmart program with ACU at the Canberra campus.

Bachelor Plan

In 2014-2016, ACU expects continued growth in its undergraduate student load across course offerings. It is anticipated that all faculties will continue to increase enrolments in accordance with the targets set out in the University's Enrolment Plan 2013–2018. The main expected increases are in Commonwealth Supported Places for undergraduate courses.

ACU has a reputation for providing outstanding undergraduate training in Education. For more than 100 years ACU and its predecessor colleges have produced high quality teachers who are committed to high standards of professional excellence. Enrolments in undergraduate Education degrees and courses are expected to remain fairly stable in 2014-2016.

Health Sciences will also remain a strength for the University. Enrolments in ACU's wide range of undergraduate programs in Nursing, Midwifery, Paramedicine, and Allied Health are expected to increase by more than 10% in 2014-2016, continuing a decade-long pattern of growth.

While the University continues to produce strong numbers in Education and Health, it recognises the importance of diversifying its course offerings. The Faculty of Law began operation in 2012 and from 2013 is delivering a range of Law degree programs. Courses offered by the Faculty have a practical focus which centres on ACU's core values of social justice, respect for human dignity and ethical practice. Initial enrolment figures in 2013 were encouraging and ACU expects to see continued growth in the uptake of the Faculty's course offerings. From 2014-2016 enrolments are expected to increase by more than 50%.

Within the Faculty of Arts and Sciences, the introduction of Global Studies in 2012 saw a positive uptake. In 2013-2014, the Faculty will launch a further suite of undergraduate dual degree and postgraduate programs in other discipline areas and across campuses. Based on the introduction of these programs and on growth in previous years, ACU estimates an increase of approximately 9% in Commonwealth Supported Places within the Faculty from 2014-2016.

ACU's Faculty of Business offers a diverse range of undergraduate Business courses designed to meet the changing needs of the contemporary business environment. In 2014-2016, the Faculty expects to further expand its course offerings with a continued trend of modest but steady growth in enrolments.

The Faculty of Theology and Philosophy also expects modest growth in enrolments in 2014-2016.

Postgraduate Plan

The attracting and retaining of postgraduate students in both research and coursework is a major priority for the University in 2014-2016. Since 2011, ACU has increased its focus on research and improved the quality of support and supervision for Higher Degree Research students.

As part of its Postgraduate Strategy, ACU plans to expand coursework opportunities through progressively introducing new flagship programs from 2014-2016 to meet the needs of both domestic and international students. Traditional offerings across faculties are being updated and diversified with cross-faculty programs being developed in line with market needs.

A main focus of the Postgraduate Strategy is on boosting full fee-paying postgraduate enrolments from both domestic and international students. However, there is significant pressure on international student enrolments across Australia, particularly given the continuing strength of the Australian dollar and increased competition from markets such as the USA and Canada.

Nevertheless, a core element of ACU's strategy for increasing postgraduate enrolments will include attracting a larger contingent of international students. In this context, ACU has modified its international load targets to reflect a modest expected growth of 4-5% per annum. To achieve this, ACU intends to increase its large portfolio of international partner universities and look to Latin American institutions for potential pools of postgraduate students.

The University plans for a shift in international enrolments from undergraduate to its growing range of postgraduate coursework and research programs. This reflects the demand for shorter term postgraduate programs with international students undertaking undergraduate study at home and then pursuing postgraduate study internationally.

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

ACU's commitment to quality learning and teaching has been the platform for the development of a Learning and Teaching Framework. The implementation of the framework is supported by the following strategies:

- Targeted professional development for academics, including sessional/casual staff;
- Induction and support for new and continuing academic staff;
- Induction for sessional/casual academic staff in learning and teaching, as well as general ACU orientation sessions covering Mission, working at ACU, policy and compliance;
- Support for and participation in the ACU Awards and Grants Scheme and the Office of Learning and Teaching Citation and Awards programs;
- Profiling of ACU academics with exemplary Learning and Teaching practice through conferences and seminars;
- Development of peer mentoring and communities of practice in Learning and Teaching;
- International study tours to inspire Teaching Intensive Academics; and
- Sponsored participation in the Graduate Certificate in Higher Education.

The University will maintain a distribution of academic pathways that aligns with its key strengths and strategic direction. The University has promotional arrangements for academic staff across five career pathways of Teaching-focused, Teaching and Research, Research-focused, Research-only and Leadership and Services.

For each of these pathways, academic staff are expected to demonstrate sustained performance at the academic level of promotion applied for as outlined in the Minimum Standards for Academic Levels. For example, an academic staff member in a research pathway is still expected to demonstrate sustained Teaching and Curriculum Development performance. The guidelines for Academic Promotion outline the required level of performance and academic staff must provide evidence to the Promotions Committee that performance has satisfactorily met the set criteria.

ACU's utilisation of casual work contracts has remained stable between 35% and 38% since 2009. The University's proportion of students in Health Sciences results in the need for a high level of casual work in the Faculty to support clinical components of learning and practice. Clinical practice provides students with access to practitioners with relevancy of practice. The Casual Academic Staff Full-Time Equivalent (FTE) to support this is 128. Taking this into account the Casual Academic Staff FTE 2011 is reduced to 192, or 22% of staff under casual work contracts focusing on lecturing, tutoring and other student support.

ACU's Learning and Teaching Centre (LTC) supports the Academic Board and faculties in providing policy and professional development, including for sessional/casual staff, to ensure ACU has a committed and skilled teaching workforce. There were over 300 attendances at learning and teaching-focused and other professional development sessions by sessional/casual staff in 2012.

The Graduate Certificate in Higher Education is offered to sessional/casual and continuing staff members. Participation in awards, grants and citations is fostered to encourage best practice and the University's Learning and Teaching Conference is one venue for the University to showcase excellence. Individual coaching of academic staff is also provided in priority areas. ACU is committed to academic research informing teaching. In addition, recruitment, contracting and promotions policies support the use of advanced technologies and pedagogies. Online learning advisers assist sessional/casual and continuing faculty staff in the use of learning technologies to optimise quality learning and teaching.

In 2013, 60.4% of staff held a Doctorate by research or coursework, with a target to increase this to 65% by 2014. It is an objective that ongoing not less than 85% of staff will hold a Masters by research or coursework, with 88% of staff in this category in 2013. It is estimated the number of academic staff undertaking the Foundation unit of the Graduate Certificate in Higher Education will increase by 40% between 2014 and 2016.

ACU is committed to implementing programs to enhance student engagement. As such, the University has developed an online Student Feedback system which allows students to comment on each unit studied and their teachers. The feedback will be used in course design and staff development processes that are aligned with the priorities of the ACU Learning and Teaching Framework. This feedback is supplemented by a series of regular surveys including the University Experience Survey, International and Domestic Student Barometer and Insync surveys of service areas. Feedback will be systematically shared with staff and students and will inform further development and changes in areas requiring improvement.

During 2014-2016, a student achievement tracking system will be implemented to support student retention and achievement. This will include monitoring the performance of particular student cohorts, identifying at risk students and providing intervention strategies, using Learning Management System analytics to monitor student engagement with online learning, identifying student use (or non-use) of services such as Library and Academic Skills Unit.

ACU will extend its Student Achievement and Retention Strategy to include the implementation of the following:

- ACU Honours College for high achieving students;
- Web based support for Academic Literacy and Numeracy competency building;
- Extension and development of the Career Development service to provide Internships, Student Jobs on Campus and work readiness programs embedded within units of study;
- Pre English Language Assessment;
- Peer Assisted Study Sessions;
- English Language Competency programs; and
- Innovative delivery of learning experiences that match the needs of information age students in a knowledge economy.

ACU will be promoting access to services 24/7 through virtual and campus based modes. In addition, ACU will develop a dialogue with students to identify and recognise the ways students

want to learn and promote responsive teaching practices that enhance the delivery of graduate attributes and meet employer demand for work ready graduates.

ACU's commitment to student outcomes is to be realised through the ACU Learning and Teaching Framework. This will address the needs of the diverse student population by ensuring students have access to pedagogy that addresses a variety of learning styles, learning experiences, resources and assessments.

Assessment is an area that receives strong feedback from students in all universities. A revised ACU Assessment Policy was developed in 2012 and the second stage of implementation will occur in 2014-2016. Its focus will include:

- A Consensus Moderation Project;
- Audit of courses and units for policy compliance; and
- Development of tools and templates to promote assessment quality.

ACU implemented Graduate Attributes in 2009 and these have been embedded across the curriculum and guide skill development. During 2014-2016, ACU will review its Graduate Attributes to align them with the ACU Learning and Teaching Framework and to embed generic and work ready skills in the Attributes.

Course redesign projects arising from the ACU Learning and Teaching Framework will assure that ACU courses have appropriate opportunities for undergraduate research experience and work related learning.

ACU's suite of student support services will be closely aligned with the ACU Learning and Teaching Framework and support the achievement of excellence and timely interventions for students at risk.

The ACU student experience will be enhanced through improved enrolment, re-enrolment and course progression processes as well as improved administration of units and courses. The University will continue to build capacity to provide high performing staff and flexible teaching and learning options.

ACU shares the view that students deserve the best possible teachers in every classroom, in every school. ACU has an excellent reputation as a provider of pre-service and postgraduate teacher education, and consults closely with the jurisdictions to ensure that the relevant quality standards are met. ACU constantly revises, evaluates and develops fresh education courses so that they comply with national and State-based requirements, and to ensure students are well-prepared for the demands of the 21st century classroom. Initial teacher education courses are fully accredited through the local Institute's process, and will meet the demands of national frameworks and standards developed by the Australian Institute for Teaching and School Leadership (AITSL). ACU's course development committees include representatives from the teaching profession and other universities, which ensures that courses reflect best practice and the latest research.

ACU has also taken heed of the Commonwealth and State Government's (particularly New South Wales) focus on raising teachers' literacy and numeracy standards. ACU will assess students' literacy and numeracy capabilities upon entry; through interim testing, rigorously monitor performance throughout the course of study; and intervene with remedial action, where required and appropriate to do so.

Partnerships are central to the ACU's approach to teacher quality, notably through the Co-Production Approach taken in initial teacher education. Models of teacher education in ACU pay particular attention to the nature and function of professional placements including internships, with this work extending to the induction phase post-graduation, following entry to the profession. ACU will continue to work closely with State and Territory Governments to ensure that ACU's graduates continue to obtain opportunities for placement, and meet expectations in terms of pedagogical approaches and quality. ACU will work with practising teachers to develop their capabilities in mentoring beginning teachers, with a particular focus on the induction phase in the early years of practice.

The University will continue to monitor and evaluate its various strategies and initiatives related to learning and teaching quality such as participation in staff development programs. In addition, the University has a reporting framework that is aligned with the student life cycle and is being further developed to ensure it is responsive to a range of pathways and a diverse student body. The sector wide indicators that are being tracked include the number and rates of access, participation, retention/attrition, success and completions. The survey data used includes the University Experience Survey, Course Experience Questionnaire and Graduate Destinations Survey and a specific program of institutional research is also being developed.

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

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

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

Optional Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
ACU Teaching Development Grant applications	12	16	18	20	22
ACU Learning and Teaching Citation applications	11	13	15	17	19
Number of staff completing Graduate Certificate in Higher Education Foundation unit	26	38	45	50	55

¹⁰ Promotion of Learning and Teaching in Higher Education - the program provides learning and teaching grants, awards and fellowships and is administered by the Office for Learning and Teaching.

¹¹ See footnote 10 for definition.

4.3 Equity

4.3.1 Commonwealth objectives

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

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

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

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

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

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

4.3.2 University strategies

ACU's equity access programs primarily target students from low socio-economic status backgrounds and Indigenous students in support of the University's mission and Commonwealth government policy imperatives. ACU will continue to implement access, participation and retention strategies for students from a low socio-economic status background and recognise the importance of 'first in family' higher education participation in addressing disadvantage across generations and within localities. Strategies will focus on priority cohorts, locations and individual students.

ACU supports access to higher education through collaborations with around 100 partner secondary and primary schools across three states and the Australian Capital Territory, consortia of universities in three states, Vocational Education and Training partners and community organisations. The scale of these programs beyond 2014 is dependent on Commonwealth funding and may include access programs which:

- Provide opportunities for students with diverse educational backgrounds to access higher education;
- Provide academic support to assist students develop the higher order numeracy and literacy skills necessary for successful university entrance; and
- Offer a range of pathways into university to suit students' educational experience other than by the traditional ATAR entry mode.

ACU will run a series of programs for primary and high school students to support their aspiration and skill development for higher education. These will include:

- *Making Maths Work, Writing for Learning and Science at Work* workshops for secondary students that introduces them to higher education possibilities;
- A range of *Uni Step-Up* programs that give secondary students the opportunity to complete first year university units of study while still at school; and
- *Principals Recommendation Program* where capable students at partner schools who have experienced educational disadvantage are allowed direct university entrance on the recommendation of their Principal.

ACU will review and further develop its processes to incorporate multiple admissions mechanisms including ATARS, Portfolios, Interviews, Conditional Entry and *Principals Recommendation* and Bonus Point Schemes.

ACU will support participation of its diverse student population through:

- Development of Orientation programs such as *ACU Smart, Ask ACU, Peer Mentoring and Leap into Learning*;
- Provision of Academic Support including:
 - o Online diagnostic testing and intervention programs
 - o ACU Academic Skills Guide
 - o Individual and group Academic Skills support in academic literacy and numeracy
 - o Counselling
 - o Disability Support Services that include individually specialised resources;
- Campus based student engagement programs in clubs and societies, sport and cultural events;
- Student Leadership training and experiences;
- Renewal and expansion of the Career Development Service;
- Library Services that respond to the student need for 7 day a week access, on campus and virtual services; and
- Professional support through the Learning and Teaching Centre for Academic staff to meet the needs of learners from equity groups.

In 2014-2016, ACU will seek to enhance its outreach and partnership initiatives which aim to improve equity for the disadvantaged. ACU's strategies to support outcomes for students from underrepresented groups include:

- The tracking of achievement and retention data for underrepresented groups and identifying interventions to assist their retention;
- The analysis of Student Services' statistics to assist with targeting services;
- A student feedback process to be implemented for students using the Disability services;
- Providing all staff in student facing roles with training in how to respond to students presenting with mental health issues;
- The Career Development Service developing and implementing a series of workshops for students in professional programs related to professions where one gender is underrepresented (e.g. males in Early Childhood Education); and
- The faculties developing a workforce forecasting model for use when considering course development or redesign.

The indicators for measuring progress related to the access, participation and outcomes of equity groups are integrated within the University's overall reporting framework. This is aligned with the student life cycle and is being further developed to ensure it is responsive to a range of pathways and a diverse student body. There will also be specific institutional research related to underrepresented groups and the University will continue to monitor and evaluate its equity strategies and initiatives.

Besides the required performance indicator for domestic undergraduate students from a low socio-economic status background (below), the University will monitor retention rates for both all and undergraduate domestic low socio-economic status background students with the objective of remaining at or above the sector level. Retention rates for regional and remote students will be monitored with the same objective.

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

ACU has committed to upgrading and expanding the University's infrastructure to meet learning and teaching requirements into the future.

The University is in a sound financial position with an expected operating surplus of approximately \$42M in 2012, net assets of \$284M, cash and investments of \$15M and up to \$20M in borrowings. In 2012, ACU put in place a line of credit for \$70M and in December 2012 commenced drawing down on the loan facility in order to fund continuing Infrastructure expansion. There will be ongoing use of the loan facility throughout 2013 but this is expected to be well within the \$70M facility limit.

Infrastructure Initiatives

- The University is investing more than \$30M per annum to increase capacity, condition and functionality of its buildings.
- High level modelling shows the University's footprint will need to increase by 15% (22,513 m²) by 2016 to meet the projections of the Enrolment Plan. This is the minimum space

required to maintain the current target of 7.5 m²/EFTSL, which the University believes is justified in line with changing pedagogy, modes of delivery and student engagement.

- Capital development in 2014-2016 is expected to deliver an additional 17,700 m² of space including Building T in Brisbane (6,000 m²), School of Education in Ballarat (700 m²), 8-10 Berry Street in North Sydney (additional 3,200 m²), four additional floors of Tenison Woods House in North Sydney (2,600 m²) and Learning Commons in Strathfield (5,200 m²).

Condition Assessment and Remediation Initiatives

- The Current and Future Construction and Refurbishment projects are assisting to improve the University Building Condition. The current state includes 3% 'Excellent', 12% 'Good', 81% 'Fair', 4% 'Poor' and 0% 'Very Poor' building condition category. Current functionality ratings are: 17% 'Excellent', 48% 'Good', 27% 'Adequate', 6% 'Barely Adequate' and 2% 'Poor'.
- The University's condition target is to have spaces in rating of:
 - 'Excellent', 'Good' and 'Fair' greater than 97% by 2014; and
 - 'Poor' and 'Very Poor' less than 3% by 2014
- The University's functional index target is to have 95% of space in the rating of 'Adequate', 'Good' or 'Excellent'. Assessment carried out in 2012 places 92% of spaces within the target.
- The University will be committing \$4M over 2014-2016 towards its backlog remediation program to ensure all spaces are revitalised both from functional and condition perspectives.

Good Practice in relation to the cost of remediating backlog remediation

- The University has developed a condition assessment and remediation cost tracking system which allows it to report on current backlog commitments as well as allowing it to identify work packages by type of work or building/precinct. This system allows for programmed maintenance work to be identified and tracked for coming years and currently remediation work has been planned until 2018.
- The University employs external consultants to conduct annual audits on changes to tracked backlog items in terms of remediation costs with a full audit conducted every three years to identify new backlog items.

Space Utilisation

- The University has exceeded recommended occupancy targets (RFF) in certain categories during daytime hours (8am-5pm) with:
 - Computer laboratories being occupied 81.9% and 76.3% of available periods in North Sydney and Melbourne campuses respectively;
 - Lecture theatres being occupied 93.3% and 78.9% of available periods in North Sydney and Melbourne respectively;
 - Specialised laboratories occupied 48.2% of available periods, which is just under the recommended value of 50% in North Sydney; and
 - Seat occupancy (SOF) during these periods is found to be within target with workshops exceeding target at 81.2% in North Sydney.
- Space utilisation at 15% is below the recommended target of 50.4%. This can be largely attributed to the utilisation audits being conducted on the week following census – in line with the Capital Asset Management Survey requirements – when students are on external placement programs in courses such as Nursing and Physiotherapy.
- Utilisation figures for general learning areas is expected to improve with an increase in intake in disciplines such as Business and Law which require minimal specialist spaces.
- The University will continue to invest in new teaching spaces to ensure adequate capacity is available to support its growth targets.
- The University has embarked on a program to adapt spaces for flexible teaching in line with changing pedagogy and providing further improvements in utilisation.

Infrastructure Projects

In 2011-2013 several infrastructure projects were completed including:

- Construction of The Daniel Mannix Building in Melbourne (\$75M) in 2012 (previously known as The National Centre for Health and Wellbeing);
- Completion of Sydney and Brisbane campus master plans;
- Acquisition of Tenison Woods House, a 22 story building in North Sydney (\$58M);
- Acquisition of a 3 story building at 8-10 Berry Street in North Sydney; and
- Construction of a Multi-Disciplinary Clinic in Brisbane funded by a Health Workforce Australia grant for \$5.5M.

In 2014-2016 the University has the following plans:

- Development of master plans for the Melbourne Campus, Canberra Campus and Ballarat Campus;
- Developing a University 'level' master plan that brings together the campus master plans and sets priorities for national resourcing;
- Construction of a Building T in Brisbane with 6,000 m² at a cost of approximately \$25M;
- Refurbishment and an additional 3 floors for 8-10 Berry Street in North Sydney;
- Construction of an underground car park at the Strathfield Campus with a 280 car capacity;
- Construction of a Strathfield Learning Commons building for approximately \$30M;
- Refurbishment of several buildings, teaching, research and office spaces to meet contemporary needs, improve condition and improve functionality; and
- Further development of Learning and Teaching strategies to utilise online learning environments. This will reduce the pressure on physical resources and provide more flexible solutions for students. For example, investment in lecture recording to reduce the need for large theatres.

Depending on the economic climate and availability of capital, additional priority projects are planned to follow those listed above.

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

In the next stage of its research development ACU will concentrate on achieving excellence in four priority areas: (1) Health and Wellbeing, (2) Education; (3) Theology and Philosophy, and (4) Social Justice and the Common Good.

With a Dean of Research appointed in 2012 and a new Deputy Vice-Chancellor (Research) in 2013 there will be a leadership team concentrated upon the implementation of a strategy that will achieve improvement in research quality, especially through national and international research partnerships, and through enhanced research environments in selected areas. The strategy will deliver greater concentration of quality researchers in a small number of research institutes and/or centres aligned with the priorities of the institutional strategic plan. These institutes and/or centres will be expected to achieve the research performance that will enable them to establish collaborations with national and international concentrations of high quality researchers in the relevant fields. The existing suite of senior proven researcher teams, priority research centres, and research support teams (35 in total) will be disbanded.

The drive for quality will be accompanied by a more concentrated investment of the funding available for research. ACU will ensure that resources are directed towards researchers who can genuinely lift institutional research profile and ERA ratings in our selected areas. There will be a shift towards more competitive and strategic allocation of resources for research, based on substantial proposals and reports and rigorous assessment by senior experts (including experts external to ACU). In such a process research teams will receive funds based on well-articulated plans that align with institutional strategy and objectives, and on performance as judged by the expert peers; funds would not be allocated on the basis of formulae that are only too prone to crude manipulation.

A consequence of this strategy will be greater critical mass in areas of strength. Greater critical mass provides the collegiality, interactions, team projects, and breadth of approach that drive

much high quality research and will also provide a strong research environment for research higher degree candidates. ACU will acquire the capacity for research on a larger scale. There will be increased support for our most successful researchers and for the recruitment of researchers performing well-above world standard (either to full-time appointments as research intensive staff or through schemes such as the Distinguished International Visitor scheme). ACU has set aside funds to support this strategy and is implementing it.

An example of ACU's altered approach can be seen in the recent schemes for the allocation of postdoctoral fellowships and PhD scholarships at ACU. Commencing in April 2013 expressions of interest have been sought for postdoctoral fellowships from researchers across the University. The fellowships will be competitively allocated to researchers able to demonstrate an excellent track record as well as the capacity to provide a strong research environment for the appointee. The same process is now in place in relation to HDR scholarships. This will ensure that HDR students are only enrolled in areas where ACU has research excellence. This will, in the main, be in the areas in which ACU has achieved a rating of at least 3 in the ERA; ACU does, however, have some outstanding researchers in areas in which it has not yet achieved a 3 in the ERA, and these researchers are able to provide a high-quality research environment for their HDR candidates.

In the context of building quality concentrations of researchers ACU will continue to provide developmental support for early-career researchers through secondments to our research institutes and centres, through targeted support such as grants in conjunction with senior researchers, and through career development programs organised through the Office of Research Services.

ACU will also ensure a focus on the development of research opportunities for Indigenous people. There are five Indigenous staff enrolled in doctoral programs. These staff are supported by the Centre for Indigenous Education and Research (CIER) but will wherever possible be attached to our leading research groups in order to ensure the highest-quality mentoring.

ACU funds an Industry Research Incentive Scheme (IRIS) to support staff-industry research collaborations and underpins our ARC Linkage focus. ACU also supports and provides a research grant for women returning to the workforce after a period of maternity leave.

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)	3	3	4
Number of disciplines, as defined by four-digit FoR, performing at world standards or above (3, 4 or 5)	4	4	5

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
Disciplines the University commits to demonstrating substantial improvement in as defined by two-digit FoR	13 16 17 21	11 13 17 22
Disciplines the University commits to demonstrating substantial improvement in as defined by four-digit FoR	1106 1117 1302 1303 1608 1701 2103	1106 1110 1301 1302 1701 2103 2203 2204

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	\$1,299,917	\$1,338,913	\$1,379,081	\$1,420,453	\$1,463,067
Category 2 Income	\$2,402,240	\$2,474,307	\$2,548,536	\$2,624,992	\$2,703,742
Number of joint research grants in Australia	88	91	93	96	99
Number of joint research grants overseas	3	3	3	3	3
Number of jointly supervised PhD students in Australia ¹²	58	60	62	63	65
Number of jointly supervised PhD students overseas ¹³	5	5	5	5	6

¹² Please provide the number by headcount of jointly supervised HDR students enrolled in your institution who have a supervisor from an external organisation in Australia (examples include someone from a government organisation, hospital or another university).

¹³ Please provide the number by headcount of jointly supervised HDR students enrolled in your institution who have a supervisor from an external overseas organisation (examples include someone from a government organisation, hospital or another university).

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

Optional Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Research income per research active FTE* *research active = all academic staff who had some research output in the baseline year	\$22,694	\$23,375	\$24,076	\$24,798	\$25,542
The share of joint publications co-authored with researchers from other Australian institutions	184	190	195	201	207
The share of joint publications co-authored with researchers internationally	55	67	69	71	73

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

A Dean of Research was appointed in 2012 and has a key responsibility to ensure an improvement in the quality of ACU's HDR supervision and research training programs.

HDR supervisor training and accreditation is compulsory at ACU. A multi-modal training course was introduced in 2009 and there is a process of continual review and improvement based on user feedback. In 2013, the training workshops will include quantitative and qualitative methodologies and focus on complex analytical methods. The accreditation training is delivered by highly skilled ACU staff and external experts with high rates of on-time completions and HDR student satisfaction. Improved understanding of research design and statistical methods is promoted within ACU to optimise research operations, contribute to efficiencies and lower the research cost/unit.

ACU has been continually reviewing its research policies and the focus was on research training in 2012. Some outcomes include a more rigorous interrogation of the research track record of applicants for Research Supervisor accreditation and evidence of continuing research activities for subsequent registration. Re-registration is mandatory every three years and is contingent upon staff participating actively in research and in HDR supervision workshops during the previous three-year period.

In addition, ACU now has access to additional HDR training workshops through the CRN research grant and the collaboration it establishes with the University of Melbourne. Through the CRN program, ACU will have access to a wider range of specialist workshops for HDR students which

focus not only on support for thesis completion but also on wider generic skills building such as the ability to work in teams, adopt cross-discipline perspectives and communicate outside academia. ACU has also purchased the basic workshops offered by the University of Adelaide, and is being assisted by staff at the Australian National University (ANU) in regard to improvement of HDR supervision.

These strategies will ensure that students are supervised by staff with strong research records and supervisory skills, which will, in turn, enhance the skill set of ACU's doctoral students and staff. These initiatives will improve the quality of HDR research and achieve more timely completions of doctorates.

ACU is also providing tailored training for staff supervising Indigenous students or when conducting research in Indigenous communities. This will improve their HDR experience and assist completions.

ACU will enrol HDR students in high quality research environments, primarily in its areas of strength. ACU has committed itself to adopting a Code of Best Practice support for HDR students (DIISRTE, 2012). ACU has enhanced its processes and expectations for staff and students around various milestones throughout HDR candidature to ensure good progress, on-time completions and high quality outputs. These include panel memberships for the confirmation seminar, upgrading to the doctorate seminar, work-in-progress seminars and the pre-submission seminar.

From 2013, ACU will conduct an annual survey of postgraduate research experience and track changes in student experience over time and on a faculty-by-faculty basis. This will include all HDR students across their candidature and will provide the opportunity to respond more quickly to student needs. The annual progress report has been updated to allow students to contact the Office of the Deputy Vice-Chancellor (Research) directly if they experience significant issues and feel uncomfortable raising this with their supervisor.

ACU is committed to high quality research training which also includes formal processes for assessment and complaint handling. The Research Training Standing Committee (RTSC), a sub-committee of the University Research Committee, is the main vehicle for assuring sound governance processes. The processes for the appointment of thesis examiners have been improved with greater scrutiny of the research performance of potential examiners. Likewise, processes around the consideration of examiners' reports and the evaluation of students' responses to examiners' comments have been centralised within the Office of the Deputy Vice-Chancellor (Research) and strengthened with greater scrutiny by the RTSC.

ACU's Indigenous Staff Research Scholarship Scheme ensures a focus on higher degree research training for Indigenous students in a manner that integrates training and professional development with an academic context. Working with the ACU Centre for Indigenous Education and Research (CIER), five staff appointments have been made at Level A in five of ACU's faculties. Each appointee has a .25 teaching load and this low teaching load allows for a significant amount of time to be spent on research training responsibilities. ACU supports these Indigenous HDRs with course development, teaching and learning, and community engagement activities. The scheme will continue throughout the Compact period and for five years for each participant enrolled in a doctoral degree.

The strategies to support Aboriginal and Torres Strait Islander people's access and completion of higher degrees by research involves the CIER working with other areas of the University to:

- Provide more intensive training to ACU staff and students about the ethics of Indigenous research;
- Expand the Indigenous Staff Scholarships Program to include established faculties and with particular focus on new areas such as Law, Physiotherapy and Speech Therapy;
- Develop a specific module in the HDR supervisor training that addresses supervision of Indigenous HDR students;

- Develop a module within the existing suite of workshops that is accessible to all HDR students that will address topics of relevance to Indigenous communities such as Indigenous knowledge and research methodologies and ethical protocols with the engagement of Indigenous communities;
- Continue to develop the capacity of Indigenous researchers, including Early Career researchers;
- Increase the number of CIER staff with postgraduate qualifications and increase the number of Indigenous supervisors and co-supervisors of Indigenous and non-Indigenous HDR students;
- Ensure that Indigenous research students are provided with a culturally safe and academically rigorous environment that is inclusive of Indigenous knowledge and methodologies; and
- Establish an Indigenous Students' Research Network to support Aboriginal and Torres Strait Islander postgraduate students who may be isolated and may require additional assistance.

5.3 Performance indicators and targets

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

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

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

Principal Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
HDR student load	254.88	262.53	270.40	278.51	286.87
HDR student completions by masters	8	14	10	14	14
HDR student completions by doctorates	34	20	30	31	40

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
Student satisfaction with quality of research training experience such as the Postgraduate Research Experience Questionnaire	4.4/5 (ACU survey of all HDRs)	4.5/5	4.5/5	4.6/5	4.6/5
HDR student publication rates	85	88	90	94	100
Externally sponsored HDR candidates	6	7	7	8	8
Supervisor development indicators	63	68	73	77	80

PART SIX: GENERAL PROVISIONS

6 GENERAL PROVISIONS

6.1 Compact Review

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

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

6.2 Privacy and information sharing

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

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

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

6.3 Changing the Compact

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

6.4 Notices

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

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

6.4.2 The Representatives are:

- a. University Representative
Professor Greg Craven
Vice-Chancellor
PO Box 968
North Sydney NSW 2059
E: vc@acu.edu.au
T: +612 9739 2930

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

OR

compacts@innovation.gov.au

6.5 Dictionary

In this compact, unless the contrary intention appears:

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

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

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

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

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

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

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

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

‘University’ means Australian Catholic University, ABN 15 050 192 660

Signed for and on behalf of the Australian Catholic University

by

.....
Signature Date

Professor Greg Craven

Vice-Chancellor

In the Presence of:

.....

WITNESS

.....

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

SIGNED for and on behalf of
THE COMMONWEALTH OF AUSTRALIA

by

.....
Signature Date

Mr David de Carvalho

the Head of Division

of Higher Education Division

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

a Delegate of the Minister for Tertiary Education, Skills, Science and Research

In the Presence of:

.....

WITNESS

.....

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