



Australian Government

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

2014-16 Mission-based Compact

Between:

The Commonwealth of Australia

and

Griffith 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 (DIISCCRTE)

ABN 77 599 608 295

Of

Industry House

10 Binara Street

Canberra ACT 2601

And

Griffith University

ABN 78 106 094 461

A body corporate under the *Griffith University Act 1998* (Qld)

Of

Parklands Drive

Southport Qld 4222

(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

Following the 40th anniversary of its foundation in 1971, during 2012 Griffith University conducted a comprehensive, critical analysis of its contemporary situation with the opportunity to sharpen and refocus our vision for the future. A discussion paper entitled *Griffith 2020* was circulated throughout the University community and generated wide ranging reflections on the university's profile and activities. The outcomes included a strong statement of the university's ambitions for the remainder of the current decade and beyond.

Several core principles were agreed upon through the *Griffith 2020* strategy:

- placing students at the centre of educational activities to ensure that programs, processes and campuses are responsive to student needs;
 - delivering an excellent educational experience that allows students to develop their potential and become influential graduates;
 - broadening and deepening research areas of international excellence and achieving benchmarked performance and impact in these areas;
 - continuing to focus and grow our campuses; and
 - deepening engagement with the Asia-Pacific region.
- These principles support five high-level goals:
- to provide an excellent educational experience to attract and retain students who, regardless of their background, will succeed at university and become graduates of influence;
 - to continuously improve our research performance and, through our research, deliver social dividends;
 - to attract and retain excellent staff who, through their teaching, research and professional support, will positively contribute to Griffith's development as a university of influence;
 - to be a sustainable university; and
 - to enhance our engagement with the Asia-Pacific region, consolidating our reputation as one of Australia's most Asian-engaged universities.

On the basis of the *Griffith 2020* exercise a new Strategic Plan 2013-17 was approved by University Council. The university's Vision, Mission and Values, originally dating from 1993, were revised as follows:

Vision - Our vision is to be one of the most influential universities in Australia and the Asia-Pacific region.

Mission - The mission of Griffith University is to engage in outstanding scholarship that makes a major contribution to society and to produce ground-breaking research. Students will be provided with an excellent education and the capacity to use knowledge gained to exercise influence and make meaningful lifelong contributions to their communities.

The Strategic Plan articulates our *Values and Commitments* thus:

- Rigorous standards of scholarship
- Positively influencing our communities through our teaching, research and scholarly activities
- Recognising our location in the Asia-Pacific and deepening our engagement with the region
- Bringing disciplines together to address the key issues of our time

- Promoting the respect of individual rights and ethical standards
- Participatory decision making and problem solving
- Contributing to a robust, equitable and environmentally sustainable society
- Recognising and valuing diversity
- Recognising the unique place of First Peoples in Australian history and culture, and enabling their continued contribution to the nation.

These statements build on our tradition as a vigorous institution that is interdisciplinary in both teaching and research, internationally-oriented, student-centred, deeply engaged with Asia and the broader Asia-Pacific region, that values excellence and is open to the community. In this wider context the university's profile and plans for the future are consistent with the policy settings of the Australian Government.

Throughout 2013 Griffith will be reviewing all underlying plans encompassing academic, research and operational aspects of the university to ensure consistency with the aspirations stated above. To achieve these we must be economically, socially and environmentally sustainable in an intensely competitive globalised higher education market. The university will embed the principles of sustainability across all elements: governance, human resources, teaching and learning, research, community engagement and campus operations.

Griffith is among the top 100 of the world's best emergent (less than 50 years old) universities in the Times Higher Education rankings, and over the coming decade the university will consolidate its position as an influential institution. We will focus on existing areas of strength and achieving core outcomes: a high quality student experience through innovative teaching practices; a profound commitment to equity; emergence as a powerful and respected international research institution focused on the sciences, the environment, the arts, society, public policy, health, education and other spheres; and an enduring commitment to engagement with local communities, with business and with the Asia-Pacific region through our research and teaching.

Our programs will be responsive to student needs and enable them to lead fulfilling lives while making a contribution to a better world. Our many research areas of international excellence will continue to achieve high levels of performance and impacts as measured against recognised benchmarks.

Griffith will need to be a university of substantial scale to support the depth and breadth of scholarly activities. We anticipate that the university will continue to grow to meet demand, with the rate of growth determined through rigorous planning taking account of the changing external environment. In offering a broad range of programs reflecting student demand, our long-term vision is to have as many programs as possible or feasible able to be studied in either online or on-campus modes, where students may opt to study in a flexible way and with the option to mix their modes of study.

We will generate adequate resources from our educational and research activities, through philanthropy and the value of our intellectual property. We will look for partners to share costs and opportunities for growth, align resources with priorities and use resources with optimal efficiency. We will invest prudently in high quality staff, teaching and research infrastructure, campus facilities, student support programs and community outreach activities.

We will use robust outcome measurements to test results against these aspirations.

A rewarding educational experience and path to a rewarding career

Education is transformative in the lives of individuals and communities. Among other indices, universities should be measured by the quality of their graduates regardless of social, economic or educational backgrounds at the point of enrolment, and by the life-long contributions of their graduates. Griffith's educational environment must encourage students to make the most of their natural abilities and to contribute to the world as influential graduates. Among other strategies we have established the Griffith Honours College to help identify and foster undergraduate students with high abilities, including their potential as first rank researchers.

We promote a culture of teaching excellence through student-centred, innovative and future-focused learning environments. We seek out and support staff with good ethical and other personal qualities, to be scholarly, evidence-based and collaborative in the improvement of their practice. We align teaching policies, practices and systems. The commitment of Griffith staff to the success of our students will be recognised and rewarded internally and externally on the basis of empirically contestable outcomes.

Griffith will prepare work-ready graduates who are in strong demand by employers and will deepen and broaden connections with alumni and employers. For example through Platinum Membership of Business South Bank, our South Bank campus joins 124 local enterprises with local and international profiles. Through contacts of this nature we will ensure that Griffith students receive a high-quality academic and co-curricular experience to facilitate their academic success, their career outcomes and their role as graduates of influence. We will provide an internationalised curriculum, with best practice pedagogy, systems, processes and campus facilities, drawing on proven international examples that contribute to the development of cross-cultural understanding and career flexibility. We will continue to attract students from around the world, and will maintain international student load between 20 and 25%. On each of our five campuses we promote a vibrant, interactive campus experience that builds connections between students with other students and with staff, including between domestic and international students, and with the community.

As a research-intensive university our academic programs will be enhanced by research-informed teaching and by a high-quality, student-focused learning experience. Transformational education builds students' self-confidence, employability, and capacity to apply their skills and knowledge to a range of contexts. At Griffith this outcome will be achieved through one or more of four for-credit learning experiences for every student, including work-integrated learning, service learning, a research project/practicum or an international study experience.

Our aspiration to be a leading research-intensive university in Australia and the Asia-Pacific region will be achieved through core support for university research centres and institutes that undertake thematic and interdisciplinary research, and through the public intellectual role of our academics. This is underpinned by investing in 12 Areas of Strategic Investment (ASIs) supporting a culture of research quality and performance across the institution.

The university has four key research objectives for the period 2013–2017. These continue our tradition over 40 years of bringing disciplines together, undertaking socially relevant research that produces demonstrable community benefits, and pursuing opportunities for commercialisation and knowledge transfer. Our objectives are to consolidate world-class research strength through selected ASIs; demonstrate research of international standing in all research areas; maintain a culture of research quality and performance that is well supported by physical and electronic infrastructure and financial and human resources; and maintain a core institutional commitment to innovation.

The ASIs are benchmarked against relevant top-200 institutions and performance is reported annually. By 2017 we will have developed areas which are acknowledged as internationally excellent (in the top 200) and a select number considered to be world-leading (in the top 20).

We will continue to pursue innovative solutions to providing research infrastructure and equipment. Our promotion of a culture of research excellence and performance is based on an integrated strategy that addresses recruitment and appointment processes; workload management; academic staff review and planning; research grant application, development and processing; early researcher mentoring; attention to the highest ethical standards; research performance data management, dissemination and reporting; support of Aboriginal and Torres Strait Islander researchers and research leadership; and strategic management and review of research centres and institutes.

Our current research momentum will see Griffith firmly entrenched by 2020 in the upper echelon of Australian universities on most performance indicators (research income, publications and

creative outputs, HDR enrolments, load and completions, research performance ratings and university rankings), and to consistently achieve top-350 world university status including, potentially, top-100 in the Social Sciences.

A founding principle of Griffith University more than 40 years ago was a strong focus on the Asian region. We were the first Australian university to develop and offer a degree in Modern Asian Studies and many of our discipline areas are heavily engaged in Asia-relevant research. We have forged successful partnerships with some of the region's premier institutions, establishing significant research collaboration with key institutions, particularly in China, in disciplines such as environment/water sciences, nanotechnology, material science, medical sciences, languages and applied linguistics, disaster management, and the creative and performing arts.

This long term commitment enables Griffith to capitalise on the dramatic shift of economic and geopolitical power to the Asia-Pacific region, reflecting the Government's own strategic priorities. To consolidate this tradition, the university has established a Committee of Review to critically investigate Griffith's role in the Asian Century and to strengthen and enhance regional engagement in research, learning and teaching, and through external partnerships. The Review Committee will consult widely among the university community as well as with relevant government agencies and industry representatives.

The Committee's recommendations will ensure that Griffith maintains and expands its role as one of Australia's leading centres for knowledge of, and engagement with, the region. Precise and contemporarily relevant goals and targets will be developed in response to these recommendations.

Griffith has a long-standing tradition of providing access to students who lack an open path to a university education. This includes students who are first in their family to study at a university, students from low socio-economic status (SES) backgrounds and mature age students. Griffith has been a national leader in outreach programs, such as Uni-Reach, that encourage students from low-SES backgrounds to aspire to higher education. We have a national reputation for support programs for students with a disability. From 2013 we have expanded our support programs and engaged a new cohort of appropriately trained staff to help commencing students in navigating the personal and intellectual demands of university life and thus giving them a better chance of retention and ultimate success. We will improve student retention among all cohorts and aim to exceed the national average for retention by 2017, and to exceed the national average for low SES student participation rate among commencing students, also by 2017.

Griffith has for many years had a productive relationship with TAFE Queensland and individual institutions. Credit transfer for TAFE graduates, facilitated via the University's dedicated Credit Transfer Office, is the principal form of institutional cooperation. A pre-tertiary course is being developed which will include Aboriginal and Torres Strait Islander students. The Griffith Health Group and the GUMURRII Student Support Unit will be involved in development.

Griffith has a particularly strong record in the recruitment, retention and success of Aboriginal and Torres Strait Islander students and staff and among this cohort lists the highest number of undergraduate enrolments and graduations of any Australian university. The GUMURRII Student Support Unit will continue to lead the university's work in this area. The Griffith Council of Elders also plays an important role in encouraging Aboriginal and Torres Strait Islander people to aspire to attend university. The Griffith University Reconciliation Action Plan expands on our commitment to enhancing the participation and success of Aboriginal and Torres Strait Islander students. A key element of the Griffith University Strategic Plan is to ensure that we recruit and support the academic success of Aboriginal and Torres Strait Islander students and other groups who, because of their backgrounds, have had historically low participation in tertiary education. We aim to exceed the national average for Aboriginal and Torres Strait Islander student participation rate among commencing students by 2017.

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

Student participation, retention and success

Each organisational element of Griffith's Aboriginal and Torres Strait Islander strategy has a specific role indicated by its title: the GUMURRII Student Support Unit, the Indigenous Curriculum Advisory Committee, the Indigenous Research Network (IRN), the Office of Indigenous Community Engagement, Policy and Partnerships (ICEPP), and the Aboriginal and Torres Strait Islander Committee (ATSIAC) which advises the university's Executive Group and University Council.

Realistic and obtainable parity rates are a shared national agenda. With current student parity rate at approximately 1.8% Griffith already has the largest number of undergraduate students and successful completions for Aboriginal and Torres Strait Islander students in Australia, and we have adopted recruitment and support strategies for those academic areas with low representation. At the institutional level, strategic planning establishes goals and targets to improve participation, retention and success rates for this cohort (see section 2.3).

The GUMURRII Student Support Unit has been important for addressing isolation and transition issues for remote and rural students. Before the commencement of Semester 1 2012, the inaugural Hands Up! Tertiary Preparation Program supported 65 Aboriginal and Torres Strait Islander students from across the country to complete a tailored university study program at the Nathan campus. Student progress in 2012 is detailed in the following table.

Hands Up! 2012:

Students' progress (as of 10-07-2012)	Participants of Hands Up! <i>n=57</i>	Non- Participants of Hands Up! <i>n=123</i>	All Students <i>n=180</i>
Completed first semester of higher education	96.5% (55)*	87.8% (108)	90.6% (163)
Students actively enrolled for semester 2	83.93% (47)	71.30% (77)	76.07% (124)

**1 Withdrew from Griffith University, 1 deferred Semester 1 but has enrolled for Semester 2, 2012*

In January/February 2013, the Hands Up! Tertiary Preparation Program included a series of cultural, academic and administrative lectures and workshops e.g. structuring and writing assignments, oral presentations, navigating Griffith's online environment, scholarships and "men's/women's" business. Students were also required to complete an 800-word assignment and a group oral presentation within their chosen area of study.

The program was attended by 72 incoming students studying in a range of areas including business/commerce (17), education (8), science, engineering or technology (12), health (16) law (3), humanities, languages or criminology (7) and arts/music (9). Along with GUMURRII staff, high achieving (current) students were hired as mentors to provide peer support and insight into university life, assignment writing and academic expectations.

For postgraduate students, the newly appointed Professor of Indigenous Research in the IRN works closely with the Griffith Graduate Research School, GUMURRII and Deans of Research to improve supervision of Aboriginal and Torres Strait Islander HDR students. Support has been increased through the provision of additional staffing and is based on individual needs using a case management approach. Postgraduate students are also able to access a Senior Learning Assistance Officer at GUMURRII.

Specific scholarships for Aboriginal and Torres Strait Islander students include the Neville Bonner Indigenous Scholarship, the Patience Thoms Indigenous Australian Scholarship (for honours/postgraduate students), the Arrow Energy Indigenous Scholarship Program and Griffith Business School Indigenous Scholarships, among others.

Griffith University's "Grow Our Own" Strategy is a collaborative initiative between the Indigenous Research Network, Griffith Business School, Griffith Graduate Research School and GUMURRII Student Support Unit. The objectives of the strategy are to:

- Gain a deeper understanding of the current Aboriginal and Torres Strait Islander HDR and Postgraduate student profile;
- Develop innovative ways to recruit, retain and support Aboriginal and Torres Strait Islander HDR students;
- Develop a University-wide Aboriginal and Torres Strait Islander HDR strategy;
- Develop a cohort strategy to enhance research skills and knowledge that can be applied across Innovative Research Universities (IRU) to build a critical mass of Aboriginal and Torres Strait Islander HDR students (similar to the IRU's Tropical Research Network)

The strategy has three main components with supporting operational strategies:

- Recruitment and Support of Aboriginal and Torres Strait Islander HDR Students (scholarships and other financial support)
- Development and Support for Aboriginal and Torres Strait Islander HDR Students (Indigenous knowledge's, methodology awareness, resilience building and cultural knowledge)

- Research Capacity Development for an Aboriginal and Torres Strait Islander HDR Student Cohort (training, supervisory models and cross-institutional HDR specialist training)

The IRU Deans and Directors of Graduate Schools (DDoGS) support this strategy.

The GUIAPRS scheme was implemented as a recruitment and career development strategy for Indigenous Australians. Through these scholarships, the University acknowledges the benefits of supporting the development of Indigenous higher degree research students in an effort to help them transition into academic and research careers. This scheme was introduced in 2009 with five GUIAPRS awarded to date. There are three GUIAPRS available in 2013.

Staffing strategies

Griffith's Aboriginal and Torres Strait Islander Employment Strategy (part of the wider Equity and Diversity Plan) establishes a commitment to the employment of Aboriginal and Torres Strait Islander people through employment pathways, professional development and retention strategies. Griffith employs 53 Aboriginal and Torres Strait Islander staff in continuing permanent roles, with two additional fractional academic staff to commence shortly in the Science, Environment, Engineering and Technology (SEET) and Health Academic Groups. The Aboriginal and Torres Strait Islander Employment strategy sets a target of 2% Aboriginal and Torres Strait Islander employment across the university which equates to an additional 20 staff members by 2017.

The strategy is overseen by a monitoring group of Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander staff who meet four times a year to assess progress against targets, providing feedback and strategic direction for the Aboriginal and Torres Strait Islander Employment Project Officer and to the university on strategic issues. The university will introduce an annual, Aboriginal and Torres Strait Islander postdoctoral academic position from 2013 as part of the annual competitive postdoctoral and fellowship round. Five Aboriginal and Torres Strait Islander staff members have been awarded a Vice Chancellor's Academic Staff Development Award since their inception in 1998.

Community engagement

Griffith has a long and proud history of engaging with Aboriginal and Torres Strait Islander communities at local, national and international levels, and launched a detailed Reconciliation Action Plan in September 2012 on the basis of wide consultation.

The establishment of the Griffith Elders-in-Residence program in 2002 generated a new era of Aboriginal and Torres Strait Islander participation in higher education, creating a model which has been duplicated in other Australian universities. Coordinated through the Office of Indigenous Community Engagement, Policy and Partnerships (ICEPP) on the Logan campus, the Elders have been instrumental in enhancing cross-cultural knowledge and understanding and respect for Aboriginal and Torres Strait Islander cultures across the university. In 2010 the Elders founded a community-based organisation of Elders with links to land where Griffith has a presence: the Griffith University Council of Elders, the first of its kind in Australia.

In addition to collaborative projects with other Australian universities, Griffith has partnered with local community organisations including Civic Solutions and the COOEE Indigenous Elders, Youth and Family Resource Centre. The university was also instrumental in working with Elders and the Chief Stipendiary Magistrate to establish the first MURRIL Court in Brisbane's Magistrate Court in 2002.

Solid partners Solid futures 2013-2016

Griffith University acknowledges the focus on collaboration that underpins the *Solid partners Solid futures 2013-2016* plan that has recently been released by the Queensland Government. The principles of fostering effective engagement and connections, cultural capability and recognition, and supporting successful transitions are core business for the GUMURRIL Student Support Unit and other Griffith University organisational elements. Griffith University initiatives such as indigenising the curriculum, the *Hands Up!* Tertiary Preparation Program, and the planned

Tertiary Preparation Program to be implemented at the Logan campus in 2014 reflect the plan's community engagement, linkage and retention goals.

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	530	557	584	614	644
Number of all Aboriginal and Torres Strait Islander student completions ²	80	83	88	92	97
Number of all Aboriginal and Torres Strait Islander professional/general staff ³	32	34	36	38	40
Number of all Aboriginal and Torres Strait Islander academic staff ⁴	18	19	21	23	25

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

PART THREE: INNOVATION AND ENGAGEMENT

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

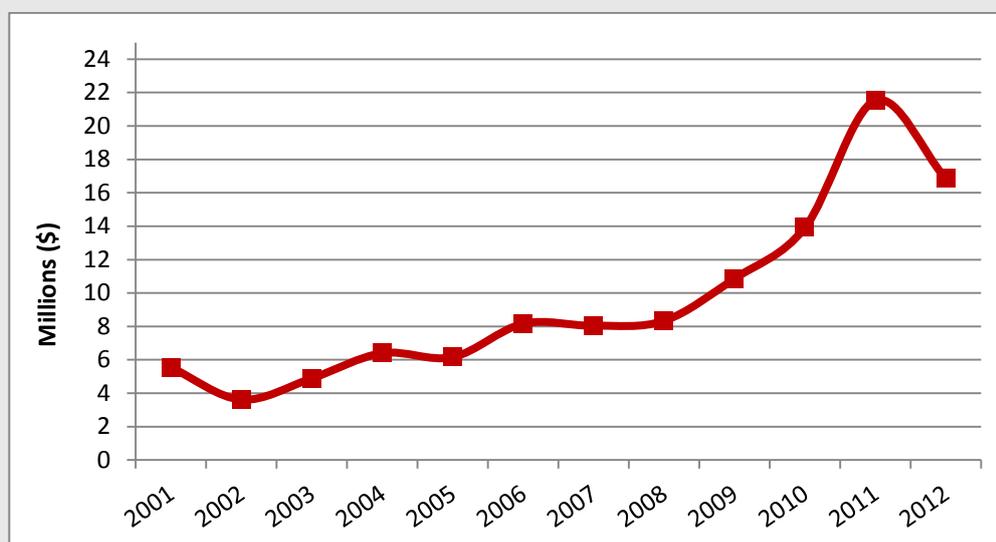
The Commonwealth seeks to build an innovation system that ensures Australia can meet the challenges and grasp the opportunities of the twenty-first century. The Commonwealth encourages innovation by supporting industry-led research, promoting knowledge-transfer activities and the commercialisation of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

3.1.2 University strategies

Griffith works closely with government, industry and communities at local, state, national and international levels, to drive social, scientific, cultural and economic progress. The university does this partly through the creation of enterprises, engagement in consulting and commercial research, and the commercial transfer of intellectual property to existing and new businesses. Griffith Enterprise is the university's commercialisation and technology transfer office and is dedicated to facilitating innovation strategies.

Transfer of knowledge through Consultancy and Commercial Research, Technology Transfer and Enterprise activities has increased substantially since the inception of Griffith Enterprise in mid-2008 – refer Chart One below. Note: income in 2011 was boosted by a particular technology transfer agreement, without which the income in 2012 would otherwise have exceeded 2011.

Chart One: Griffith University Research Commercialisation Income (2001-2012)



This strategy was designed to achieve optimal return on the university's innovation potential and was foreshadowed in the Mission-Based Compact 2011-2013. The improvement in commercialisation income has also translated into increased HERDC-eligible research income (Category 3) where Griffith registered a 34% rise from 2009 to 2011. Before 2009 Griffith was engaged in a large contract research agreement with AstraZeneca and conclusion of that long-term engagement resulted in a temporary fall in Category 3 research income in 2008-2009. Therefore 2009 provided a sensible base year for the previous Compact and served as a realistic measure of the university's success in responding to a new operating environment.

To build on the success of these strategies Griffith commits to develop and implement initiatives aimed at ensuring the widest dissemination and take-up of our research in industry, government and society. Accordingly in the period of this Compact Agreement, the university will focus additional effort on two deliverables in response to Commonwealth innovation objectives:

- open access to research outputs – the university will increase the availability of its research through improved open access to research outputs at or above sector norms; and
- a research impact register – the university will develop and annually update a research impact register aimed at identification and dissemination of research outcomes that have achieved high external impact (social, economic and/or environmental).

Innovation-focussed partnerships in Asia will be refined following recommendations from the Griffith in the Asian Century Review which will be completed during 2013.

These measures will collectively ensure that Griffith maintains an edge as an innovative research university. The Griffith Research Plan 2013-2017 will reflect this intent. The university will also continue to improve and build upon existing initiatives around innovation developed during the term of the previous Compact Agreement:

- promotion, creation and protection of intellectual property since an extensive review and implementation of a revised Griffith University intellectual property policy in 2010;
- the conversion of technologies, intellectual property and ideas into thriving self-sustainable units within the university. These units, or 'Enterprises', allow Griffith to retain and repeatedly use its core intellectual assets for the benefit of industry, government and society. Enterprises also bring together different disciplines in the university to provide a range of innovative products and services directly to clients;
- engagement activities that promote and facilitate quality partnerships with leading national and international entities. Griffith has expanded or established many links with prestigious organisations including the United Nations, World Bank, CSIRO, multi-national companies, research institutions such as Pasteur Institute, other universities, and Public-Private-Partnerships (e.g. the Bill & Melinda Gates Foundation);
- offering a range of innovation-related activities for students including training for Higher Degree Research students in the subjects of intellectual property ('IP') and commercialisation and conducting the Business Concept Competition, an Industrial Affiliates Program and Work-Integrated Learning program; and
- the fruition of innovative projects established or facilitated through the Griffith Enterprise Innovation Fund where Griffith provides matched funding to State Government 'proof of concept' funding. Griffith has attracted more than AUD \$500,000 from industry partners to support proof-of-concept projects, and commercial returns in excess of \$5 million since the fund was established in 2009.

Griffith University is currently developing a Research Impact Register which will enable the University to collect projects that have created Impact or have the potential to do so. There are two main reasons why Griffith University wishes to prepare an Impact Register:

- Preparation for a Research Impact assessment exercise conducted by the Commonwealth; and,
- Enable the University to tell how it continuously demonstrated Impact from its foundations.

The University will follow a staged process to identify potential projects for the Impact Register. Following University-wide consultation a Research Impact Task Force will assess projects and recommend those most suitable for inclusion in the Griffith Impact Register. This will inform the University's approach to a Research Impact assessment exercise. Irrespective of the shape of an Impact Assessment exercise, the University is committed to establishment of the Register as a part of its development as a major research university.

The University's IP Policy conforms with the requirements of the ARC and NHMRC relating to open access to publications from Griffith. Compliance is achieved through the Griffith Research Online (GRO) platform which is the institutional repository for research publications while the Griffith Research Hub will enable access to research data collections. The Research Hub has won a commendation of merit for innovation in the inaugural Stanford University Prize for Innovation in Research Libraries 2013.

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 8	Issued 1.00	Held 13.00
Number of all active licences, options or assignments (LOAs) ⁶ executed and income derived	No. 10	Value(\$) 4250,042	
Number and value of research contracts and consultancies executed ⁷	No. 276	Value(\$) \$14,070,365	
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(\$) \$361,835	

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	\$2,313,781	Maintain Baseline	2013 plus 5% (\$2.43m)	2014 plus 5% (\$2.55m)	2015 plus 5% (\$2.68m)

Post Global Financial Crisis, in light of very restricted access to venture capital under reasonable conditions, Griffith has concentrated on licensing innovations to both new and existing

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>

companies. Consideration is taken in the form of licence fees and royalties rather than equity. Advancing innovations in this way has ensured the uptake of Griffith's innovations. In 2012, two such licences were entered into with new companies.

Additionally, rather than spin-outs, Griffith is building Enterprises within the University that deliver knowledge-based products and services directly to customers. Enterprises provide not only direct income but also closer engagement with industry clusters and an additional conduit for (typically post-graduate) students into the University.

Together, these approaches are ensuring the uptake and utilisation of Griffith's knowledge-based assets and innovations.

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

The first goal of Griffith's University-level Strategic Plan (2013-2017) is to *'provide an excellent educational experience to attract and retain students who, regardless of their background, will succeed at university and become graduates of influence'*. Griffith aims to prepare work-ready graduates who are in strong demand by employers. We ensure our students receive a high-quality academic and co-curricular experience that facilitates their academic success, career outcomes and roles as graduates of influence. The Academic Plan emphasises that our students will acquire the knowledge, skills and competencies valued equally by employers and students. The Griffith Graduate Statement (Academic Plan 2011-13) outlines the characteristics we expect of our graduates in terms of Griffith Graduate Attributes. Griffith University has five broad attributes (see <http://www.griffith.edu.au/gihe/resources-support/graduate-attributes>) which aim to prepare its graduates to be leaders in their fields and which are underpinned by generic skills. Each of these broad attributes are associated with examples of specific graduate qualities.

In order to ensure that Griffith programs do indeed aim to produce graduates with these attributes several processes are used. First, the program approval process must demonstrate how the program will contribute to the development of the graduate attributes. Second, the contribution of each subject to the development of Griffith Graduate Attributes are mapped for every subject using the University's electronic Course Profile System. This enables program convenors and others to check that all attributes are being covered within the program. The annual and five yearly program review process is used to provide checks in this regard, with the 5 yearly review process included consideration by an external reviewer. To support staff in aligning programs with generic skills a series of toolkits (http://www.griffith.edu.au/__data/assets/pdf_file/0010/224479/Program-level-mapping.pdf) have been published. An example tool kit per attribute is located here: http://www.griffith.edu.au/__data/assets/pdf_file/0010/290773/Interdisciplinary-perspective.pdf

The Academic Plan also outlines the initiatives embedded in career and employment content in all undergraduate programs and increased access for students to careers and employment workshops and online materials. Work-integrated learning and service learning experiences aim to strengthen employment options for, and attractiveness of, graduates.

Work Integrated Learning (WIL) is an integral part of Griffith's undergraduate programs. The University's strategic plan includes a key goal to give all undergraduate students the opportunity to complete a WIL experience. Griffith tracks its progress in implementation of this goal through its electronic subject profile monitoring system.

In 2012 there were 350 discrete subjects that included a WIL experience. The largest proportion of these subjects were based within the Arts, Education and Law and Health Groups, which reflects the demands for professional placements within education and health professions as part of accreditation requirements. However, within these groups there was also evidence of 'optional' WIL opportunities also being made available to students.

To illustrate the type of WIL experience, the Industry Affiliates Program (IAP) is a WIL program designed to integrate undergraduate and postgraduate students in the workplace in the science and technology areas. Operating for 18 years and with over 1200 industry placements, the IAP provides final year Science, Environment, Engineering and Technology students the opportunity to develop work ready skills through the completion of an industry based project designed to deliver meaningful outcomes for organisations.

Another example is the Deloitte's FASTRACK Challenge practicum placement in which Griffith undergraduate students are invited to apply to take part in an innovative third year free-choice elective that offers work placement. Under the FASTRACK Challenge students work in multi-disciplinary teams to develop a viable new business innovation, while being mentored by staff from Deloitte Australia who facilitate students understanding of the structured process required to deliver this innovation. Selection into the subject is competitive, with places for 60 students per semester.

During 2013 and onwards, Griffith will continue to increase student and staff awareness and engagement in WIL under the Griffith Experience strategy; evolve WIL as a pedagogical approach; and improve recognition of WIL both internally and externally to the institution.

In 2012, Griffith introduced a "for credit" study experience in which students may enrol in a free-choice elective that involves a service learning internship. The internships are based in not-for-profit organizations, in which students work under supervision to conduct a range of projects and work activities that contribute to the learning of a range of generic and discipline specific skills. Prior to commencing the placement, students attend preparatory workshops within the university and must then complete written assessments during and at completion of the internship. As such, service learning has much in common with work integrated learning, but is based within the not-for-profit, community sector rather than in commercial or public sector organizations. Since 2012, around 320 students have participated in the Community Internship, and have completed over 16,000 hours of service to a range of community organisations. Griffith has negotiated over 400 different community placements for which students can apply and we intend to increase the proportion of Griffith students who participate in service learning activities as part of the Griffith Experience, outlined in the university strategic plan (2013 – 2017). The service learning subject has been popular with domestic and international students, and can lead to ongoing volunteer or paid employment for students. Student feedback surveys indicate that the Community Internship has been extremely well received, and positions them well for future employment.

Griffith's Principles to Promote Excellence in Learning and Teaching Practices emphasise the relevance and integration of theory and knowledge with professional practice in the curriculum, and a focus on problem-solving skills that address relevant, real-world issues. This encourages students to apply disciplinary knowledge and research through active involvement in community projects or volunteering, and inspires students in their future professions. Input from industry and the professions is encouraged at multiple levels. As well as inclusion of industry and guests speakers in the curriculum, all schools/departments are expected to establish industry advisory panels for major disciplines, to provide advice on curriculum content and future directions of academic programs. Heads of school are responsible for engagement with relevant external communities, such as industry advisory boards and professional bodies. In 2012, the university supported 25 industry advisory boards and 85% (22 of 26) of schools/departments have at least 1 industry advisory board in place. Others are planned.

In 2012, Griffith introduced its Graduate Career Strategy that provides a framework for institutional initiatives to prepare students for successful participation in the workforce. It

outlines a range of curricular and co-curricular options which will be implemented in all Griffith programs.

University Council monitors the key performance indicator Graduate Success (GS) at the university level. GS is the proportion of all bachelor graduates who reported in the Graduate Destination Survey that they were in full-time study or full-time work, as a proportion of all those who were in full-time study or available for full-time work (seeking full-time work or in full-time work). This is monitored at degree program level, and each Academic Group has a student success target for graduate outcomes as part of the university's cascading plans.

In 2013 Griffith will conduct a major review of its program structures with a view to giving all students the opportunity to complete a work-integrated learning, service learning, research internship or international experience. This will ensure our programs build on our strengths, meet the needs of the community, are responsive to student demand and industry needs, and are in tune with the changing external environment.

Policies and procedures

Griffith's policies and procedures operate at multiple levels. A key policy document specifies the program planning, development, approval and review processes. Proposed new programs must be justified in terms of meeting community and employer needs. Data relating to labour market research, occupational outlooks and trends, current employment outcomes and state/national work-forces shortages must be taken into account in determining whether a program should be introduced. Program planning must also specify the learning outcomes and how these complement the Griffith Graduate Attributes. The process ensures input from external stakeholders, and addresses relevant external accreditation requirements.

This policy also outlines the annual and 5-yearly review process for each academic program. Each review includes data relating to career outcomes, and includes the collection and analysis of data from external stakeholders, assesses the relevance and effectiveness of the program for stakeholders and the employment outcomes for graduates. Review papers include the approaches used to engage with industry and incorporate industry feedback into program content and structure: focus groups, questionnaires, and interviews are used to evaluate aspects of courses and programs such as relevance; currency; effectiveness. Stakeholders include professional bodies, employers, and potential clients. This process, in addition to professional accreditation reviews for many Griffith programs, provides advice regarding curriculum changes that may be needed to meet expectations of industry and the professions. In 2012, 86 programs required professional accreditation.

Implementation of Griffith's Graduate Careers Strategy

This strategy includes a range of curricular and co-curricular activities to enhance employability of Griffith Graduates, including:

- Griffith Graduate Attributes embedded in programs to engender in graduates the skills and knowledge that position them to successfully engage in their chosen careers;
- Work-integrated learning to allow students to undertake a work-related project or a placement in a work environment as part of their study program;
- Partnerships, such as that with Deloitte Brisbane, to enhance the student experience of engaging in an authentic learning settings;
- Service learning to engage students in not-for-profit or philanthropic roles or projects with community partners, and to experience work-integrated learning and citizenship; and
- CareerFocus, an assessable career development module, offered in some degrees to embed career development modules in programs.

Co-curricular activities include:

- the StudentJobs@Griffith campaign that aims to employ Griffith students at Griffith to help them develop skills and competencies relevant to future employment;
- the Griffith Talent website to guide employers on recruiting a Griffith University student or graduate to their organisation;
- CareerBoard, a job search engine, to connect employers with job-seeking students, work-integrated learning students and recent graduates from Griffith University;
- Recruitment fairs to offer employers access to over 40,000 Griffith students with opportunities to profile their organisations through continuing exposure to students from first year to final year;
- Volunteer experience fairs to offer not-for-profit organisations a showcase for domestic and international students, to promote the idea of volunteering;
- The Industry Mentoring Program conducted each year to link undergraduate and postgraduate students with experienced professionals from similar career fields; and
- The Employer and Industry Engagement Group to consolidate relationships between employer engagement and the University's Careers and Employment Service.

3.3 Engagement

3.3.1 Commonwealth objectives

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

3.3.2 University strategies

Research Collaboration and Partnerships

The university has worked to both broaden and deepen its collaboration with research institutions, industry and government both in Australia and overseas. Since the commencement of the previous Compact agreement, Griffith has enhanced strategic research partnerships with the Chinese Academy of Sciences and Peking University and developed new ones with Simon Fraser University and the University of Southern Denmark. Each of these long-term partnerships involves the annual exchange of scholars (both academic staff and research students) and joint research projects supported by matching seed funding from each partner. The success of these deep partnerships will be evidenced across the life of this Compact; however, earlier efforts to forge closer ties are already apparent, especially with the Chinese Academy of Sciences and domestically with the University of Queensland, QIMR, Queensland Health, Gold Coast Health Services and James Cook University. The following table shows Griffith's leading domestic and international collaborating institutions in 2012:

Leading Australian and international collaborating institutions 2012

(Source: Thomson Reuters Web of Knowledge, 2012 data accessed 18 January 2013)

Australia	Number of Papers	International	Number of Papers
The University of Queensland	265	Chinese Academy of Sciences	31
Qld University of Technology	72	The University of Auckland	24
Monash University	59	National University of Singapore	17
The University of Melbourne	53	The University of Oxford	14
The University of New South Wales	47	University of British Columbia	14
Other Australian institutions with 25 or more co-authored papers with Griffith are: Sydney, PA Hospital, QIMR, UWA, James Cook, ANU, Qld Health, Royal Brisbane Women's Hospital, CSIRO and Gold Coast Hospital.		Other overseas institutions with 10 or more co-authored papers with Griffith are: Jilin (China), Tehran (Iran), Univ California System, Chinese Univ Hong Kong, Cambridge and Washington.	

Of the 1,598 Griffith University research outputs (2012) indexed by the Thomson Reuters Web of Knowledge, 638 (39.9%) involved an international collaborator from 81 nations, up from 411 papers (36.3%) from 72 nations in 2010. In total, 55.6% (888) of all indexed outputs produced by researchers from Griffith in 2012 involved an external co-author, up from 49.1% in 2010. The university commits to maintaining these levels of collaboration during this Compact period and will achieve this through a blend of strategies promoting the importance of collaboration (both domestic and international).

Aboriginal and Torres Strait Islander Researcher Support

In 2008 a group of Aboriginal and Torres Strait islander postgraduate students and academics at Griffith formed an Indigenous Research Network which was formally recognised by the university in 2009. Since then the Network has supported capacity-building of Aboriginal and Torres Strait Islander undergraduates, postgraduates and academic staff; promoted research that maintains the ongoing cultural maintenance and integrity of Aboriginal and Torres Strait Islander peoples; and developed mentoring programs for Aboriginal and Torres Strait Islander scholars and students who demonstrate excellence in their field of study.

The university strengthened its support for Aboriginal and Torres Strait Islander research in 2012 through the appointment into a new position of a Professor of Indigenous Research. This senior appointee heads Griffith's Indigenous Research Network and will spearhead our development in this regard across the period of this Compact.

Griffith in the Asian Century

As the first Australian university to offer degree programs in Asian studies, Griffith has long understood the importance of engaging with the Asia-Pacific. We have exchange agreements with 57 Asian partner universities in eight countries (China, Hong Kong, India, Japan, Korea, Taiwan, Thailand and Vietnam). In 2012, 224 Griffith students travelled to destinations across Asia to participate in international educational experiences. In line with the recommendations of the Australia in the Asian Century White Paper, the university will work to create a new suite of offerings including internships, work-integrated learning, volunteering, language studies, short-term and summer school programs to encourage greater numbers of Griffith students to complete part of their studies in Asia.

Philanthropic and industry investment

One of Griffith's top level goals in its Strategic Plan 2013-2017 is to continue to operate as a financially sustainable organisation. To help achieve this, the university will grow the annual quantum and proportion of its total income from philanthropy. The university received \$3.362 million in 2012 from donations and bequests.

The university currently receives support for approximately 20 academic positions, several of which are focussed on benefiting the more disadvantaged members of our communities.

Extending engagement at all levels

In keeping with its vision to be one of the most influential universities in Australia and the Asia-Pacific region, Griffith commits to extending its already high levels of engagement locally, regionally, nationally and internationally. The Griffith University Strategic Plan 2013-2017 proposes a range of overarching goals to ensure this commitment to engagement extends to staff, students and alumni and is embedded into the teaching and research environment and practices of the university.

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	145	Baseline plus 5% (155)	2013 plus 5% (162)	2014 plus 5% (170)	2015 plus 5% (178)
Number of active collaborations ⁹ with industry and other partners overseas	31	Baseline plus 5% (32)	2013 plus 5% (33)	2014 plus 5% (35)	2015 plus 5% (37)
Category 3 Income	\$16,467,815	Maintain Baseline	2013 plus 5% (\$17.3m)	2014 plus 5% (\$18.2m)	2015 plus 5% (\$19.1m)

Active collaborations in the previous Compact Agreement were 120 with partners in Australia and 1 overseas partner.

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

⁹ See footnote 8 for a definition of collaboration.

4 TEACHING AND LEARNING

4.1 Student enrolments

4.1.1 Commonwealth objectives

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

The main objectives of the Commonwealth are to ensure that:

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

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

4.1.2 University strategies

Griffith will continue to manage student demand within the boundaries of the Commonwealth agreement for places and funding.

The *Griffith 2020* strategy outlines our commitment to develop as a university of influence, requiring Griffith to be a university of substantial scale to support the depth and breadth of scholarly activities. Griffith will continue to offer a comprehensive range of programs in line with student demand and emerging needs. We will gradually expand each of our five distinct campuses and aim to gradually increase undergraduate enrolments in line with demand, while retaining academic entry standards. Griffith is therefore well placed to make a significant contribution to the Commonwealth's objective to increase the proportion of 25 to 34 year olds with a bachelor level qualification or above. Further, given our efforts to enhance participation by students from low SES backgrounds and other equity groups, Griffith continues to make a significant contribution to the Commonwealth's equity agenda.

In addition to gradual expansion of on-campus enrolments, from 2014 Griffith will launch fully online programs. The strategy will develop, deliver and market Griffith's online programs to supplement those currently offered through Open Universities Australia (OUA). This initiative responds to rapid changes in higher education and technological capacity. We anticipate attracting an additional 240 fee paying postgraduate EFTSL by 2016. While the 2014 launch will focus on introducing programs at the postgraduate level, over time undergraduate programs will also be developed. The long term vision is to allow Griffith students to opt to study in a flexible way, either on or off campus, and to mix their modes of study.

Each Griffith campus has unique areas of teaching and research strength. Gold Coast campus is our fastest growing and largest campus and hosts a comprehensive range of programs, with particular strengths in medicine, dental studies, architecture, and engineering. There has been considerable expansion and investment in the health portfolio over recent years especially at the Gold Coast, coupled with the development of the new Gold Coast University Hospital and Gold Coast Health & Knowledge Precinct.

Nathan campus specialises in Asian studies, aviation, business, corporate sustainability, the environment, nursing, languages and linguistics, law, political sciences, quantum physics and the emerging biosciences.

Mount Gravatt campus has key strengths in criminology, education, and psychology.

Logan campus plays a key role in providing access to education for people diverse backgrounds. It offers an important range of professional programs with strong links to industry partners such as nursing, midwifery, social work and human services, education, business and finance.

Adjacent to Brisbane's CBD, South Bank campus offers comprehensive strengths in the creative and performing arts through the Queensland College of Art, the Queensland Conservatorium and the Griffith Film School. The Griffith Graduate Centre is also located here.

Teacher education

Maintaining and strengthening strong relationships and partnerships with education authorities and schools is a high priority for Griffith's initial teacher education program. Programs accredited through the Australian Institute for Teaching and School Leadership (AITSL) require quality practicum and internship models. Griffith is a partner in the STEM Teacher Education Centres of Excellence and the Special Education Teacher Education Centre of Excellence in Queensland, has a leading internship model co-designed with industry partners, and is actively engaged in the quality teaching agenda.

The university is committed to producing the teachers that Australia needs. There is continuing demand for primary and secondary undergraduate places, despite current media and Government concerns about oversupply of teacher graduates, particularly in primary. Until there is a national, coordinated approach to the provision of initial teacher education places, this demand is expected to be reflected in continuing demand in undergraduate programs. There are some areas of teacher shortage, especially in the areas of Secondary Mathematics and Science, and in Special Education, and this informs program offerings.

Allied health

Proposed programs in Occupational Therapy, Paramedic Science, and Rehabilitation Counselling will rely heavily on securing appropriate support from the health sector in delivering clinical placements. The university actively engages with industry and professional bodies from an early stage of planning to ensure necessary access to clinical and professional education, and so that programs will be structured in a way that meets industry's need for entry-level work-ready graduates.

Aboriginal and Torres Strait Islander support

Griffith has one of the largest Aboriginal and Strait islander student cohorts in Australia and supports students from every background in all disciplines. Maintaining this diversity is supported institutionally through strategic goals and targets for Aboriginal and Torres Strait Islander students. The university's inaugural *Hands Up!* Tertiary Preparation Program has been a resounding success and is growing in size and scope. We aim to attract and support Aboriginal and Torres Strait Islander students to study in a comprehensive range of disciplines.

In 2011, Griffith partnered with Townsville Hospital to provide the Bachelor of Midwifery to ten Aboriginal and Torres Strait Islander students in North Queensland via an intensive delivery, blended learning model. The partnership has been very successful with some students from the first cohort studying fulltime and expected to graduate late in 2013. In addition to flexible learning arrangements, students also benefit from improved financial support through cadetships. Griffith and Townsville Hospital plan to continue offering this program to a new cohort of Aboriginal and Torres Strait Islander students in 2014 pending resourcing support.

Relationship with VET

Griffith has a long record of expanding tertiary access to VET students, combined with guaranteed entry and credit recognition for prior VET studies. Griffith has long standing collaborations with the Queensland VET sector through its TAFE and private provider relationships <http://www.griffith.edu.au/pathways/tafe-private-providers>.

A range of dual offer programs with TAFE Institutes is advertised in the Queensland Tertiary Admissions Guide. On completion of the VET qualification at the TAFE Institute, students are

guaranteed direct entry into the Griffith related degree program with a year of credit recognition. In 2012, 700 CSP places for 65 dual programs were made available for VET graduates.

The Griffith University TAFE Admission Scheme guarantees TAFE Diploma graduates access to a number of Griffith degree programs. Students benefit as the scheme delivers access and credit recognition, and also enables the university to liaise with students while still at TAFE about programs to assist their successful transition into university study. For 2013 entry to university, the Scheme has been extended to graduates from all Australian TAFE Institutes and guaranteed direct entry has been extended to many Griffith degree programs. One hundred and seventy seven VET pathways were advertised in 2012 resulting in 903 TAFE students from 34 TAFE Institutes and 520 VET students from 109 Private Providers enrolling in a Griffith degree and being awarded credit based on prior VET studies in 2012.

In several areas, VET qualifications, delivered by VET institutions, have been embedded in Griffith University degree programs. Students, on graduating with degrees in Adult and Vocational Education, Training, Exercise Science, Aviation Management and Child and Family Studies simultaneously attain workplace qualifications for the relevant industry. These programs enable students to become qualified for employment while studying and deliver broader career choices upon graduation.

Griffith has also developed credit arrangements with programs offered by OUA and is experiencing an increase in VET student degree enrolments from these two areas.

Griffith's strategy builds on its innovative track record in developing alternative entry pathways (<http://www.griffith.edu.au/admissions/undergraduate-admissions/other-pathways-to-griffith/alternative-qualifications>); provision of credit transfer and articulation options (<http://www.griffith.edu.au/admissions/credit-transfer-articulation>); and provision of enabling, integrated and stand-alone sub-bachelor programs (<http://www.griffith.edu.au/programs-courses>).

We will continue to build on strong relationships with TAFE partners in Brisbane and the Gold Coast to expand clear and coherent articulations from VET to university. The partnership between Griffith and Queensland Institute of Business and Technology (QIBT) provides another important pathway for domestic students who do not initially meet the required criteria for entry to university. Although focussing primarily on international students, QIBT provides a range of preparatory and pathway programs for domestic students' transition to university, both in Brisbane and the Gold Coast. In association with QIBT, Griffith offers Diploma and Associate Degree programs in Commerce, Hotel Management, Information Technology, Engineering, Design and Biosciences, Health Care, Media and Communication and Health Science. In 2012, 560 QIBT graduates enrolled in Griffith degree programs with credit recognition.

In the context of a strong commitment to providing pathways for students from diverse backgrounds into university, Griffith also seeks to extend preparatory and bridging programs through additional enabling places (see below).

Sub-bachelor planning, including enabling places

To support its goal of providing pathways into higher education for students who have the capacity to attain a university degree but who need to acquire additional skills and knowledge to meet entry criteria to bachelors degree programs, Griffith intends to apply for 200 new EFTSL enabling places to expand access and further develop a range of integrated and stand-alone preparatory and bridging programs. The focus will be the Logan campus, situated in one of the state's most disadvantaged regions and co-located with the Metropolitan South Institute of TAFE (MSIT). The proposal is specifically to expand the university's suite of preparatory and bridging courses and our integrated sub-bachelor program pathways in partnership with MSIT, through TAFE programs such as the Certificate of Adult Tertiary Preparation. The proposal is consistent with the Government's objective of promoting greater collaboration between the HE & VET sectors and improving access to tertiary education for non-traditional and low SES cohorts.

Bachelor degree planning

In Health disciplines, Griffith will expand offerings in the areas of Occupational Therapy and Paramedic Science. Griffith is also moving the undergraduate Medicine program to the Doctor of Medicine.

In 2012 we extended offerings in Criminology and Criminal Justice to the Gold Coast campus, and will be introducing double degrees bringing the Criminology and Criminal Justice disciplines together with Psychology and Law. In 2013, the Bachelor of Education - Secondary was offered in the curriculum areas of Mathematics and Science at the Gold Coast campus in response to industry requests, and the Bachelor of Arts in Languages and Linguistics was also offered on this campus. Additional curriculum areas and expansion of this program are possible beyond 2014. The Griffith Film School is exploring opportunities for a more visible presence at the Gold Coast campus and the Queensland Conservatorium and the Queensland College of Art are also strongly positioned to expand their dominant position through program review and development.

The Griffith Business School offers a broad range of disciplines and will respond to student demand and emerging work force needs as they arise. The rollout of the Bachelor of Business degree through OUA and the expansion of additional undergraduate programs online is a high priority.

From 2014, the university is consolidating offerings in its Bachelor of Science (Environment) and Bachelor of Biomolecular Science (Advanced)/Bachelor of Biomolecular Science into new single cross-School, cross-campus Bachelor of Science degree. The new Bachelor of Science will offer grounding in several scientific disciplines to give students a wide choice of majors and a broad appreciation of science, with a structure that is easily understandable, fully available on several campuses, and caters for students with different levels of prior knowledge. The program structure accommodates the completion of courses in areas such as Indigenous Studies and Asian Studies, and will include at least 20 credit points of either Work-integrated Learning or Capstone experiences such as a research project. New majors will include Computer Science, Bioinformatics and Nanoscience, reflecting the university's growing strength in these areas. Subject to approval, the current B Engineering Technology will be offered as a major in this program from 2015.

Weakening demand for programs such as the Bachelor of Arts, Bachelor of Communication and the Bachelor of Journalism, are being addressed through new program design. An important initiative is the move to online course and program development to better meet the expectations of students, along with blended learning approaches.

Griffith will launch a strategy to develop, deliver and market our own online programs. While the launch in 2014 will emphasise postgraduate programs, we intend to roll the strategy out to undergraduate programs and this may occur during the term of the 2014-2016 Compact. This will offer greater flexibility to current students, as well as drive growth over time.

Postgraduate planning

Griffith aims to continue expanding postgraduate coursework load across all discipline areas and campuses. Significant growth is likely from online delivery of offerings for fee-paying domestic students. From 2014, we will offer Master programs for Business Administration, Marketing, Health Services Management, Engineering (Environmental Engineering), and Teaching (with Early Childhood Education and Primary specialisation pathways) through online delivery.

The future for postgraduate Education programs is uncertain due to changes in national and state requirements for teacher education. Griffith has seen a transfer of CGS postgraduate coursework places from Education to Health disciplines where postgraduate training for professional entry is based on DIISRTE criteria. Griffith seeks further postgraduate coursework places for 2014 - 2016 in Health related disciplines and seeks further places in Education when national changes to the 2 year Master of Teaching initial teacher education programs are implemented for secondary from 2015.

Approvals have been obtained for the 12 month equivalent:

- Graduate Diploma of Early Childhood Education (2015 intake):
- Graduate Diploma of Primary Education (2015 intake), and
- Graduate Diploma of Education - Secondary (2016 intake).

Program accreditation will require the 2-year equivalent programs for postgraduate initial teacher education beyond those approval dates, and Griffith will require places allocated for those equivalent programs to replace the 12 month programs.

We anticipate strong growth in our Health disciplines, with a strong commitment to preventative health practices. We will extend offering of the Master of Health Services Management to the Gold Coast campus, and to online delivery. We are committed to supporting areas identified as a national skill shortage, and in 2013 will introduce the Master of Nursing to provide three specialty strands for study identified in the Health Workforce Australia report as facing projected shortfall in staffing: acute care nursing, critical care nursing and emergency nursing. In addition to Nursing, we anticipate growth in Psychology and Physiotherapy disciplines and plan to introduce postgraduate programs in Rehabilitation Counselling with graduates achieving entry level professional registration as a Rehabilitation Counsellor with two Australian Registration Boards: the Australian Society for Rehabilitation Counsellors Inc. and the Rehabilitation Counselling Association of Australasia.

In the Business disciplines, we are replacing the current major of Accounting in the Masters of Commerce program with two new degrees - the Master of Accounting and a Master of Professional Accounting – to give greater support to students undertaking the Certified Practising Accountants (CPA) Australia program, and deliver graduates better skilled in contemporary accounting. The Master of Accounting is aimed at students who have completed an accounting program and are eligible for associate membership in CPA, so they may achieve the academic requirements for full CPA membership. The Master of Professional Accounting is for students with no accounting background so they complete the requirements for associate and full CPA membership in one program. Griffith will be the second university in Australia to offer these innovative programs in partnership with CPA Australia. Approval is pending as CPA Australia processes Griffith as a Program Tuition Provider.

We plan to implement the Masters in Architecture in 2013 and a Landscape Architecture program from 2014. A realignment of the Master of Environmental Science program, to produce graduates for the resources sector, should increase demand. The Graduate Certificate in Engineering/Master of Engineering/Master of Engineering with Advanced Studies is being improved to address demand for upskilling opportunities based on increasing workforce requirements in the energy sector.

Medical planning

Griffith currently admits 150 commencing domestic (CGS) students into its 4-year graduate-entry medical program each year. Opportunities for appropriate clinical placements remains a critical issue.

The university is constructing a new medical school facility with the capacity to accommodate an annual medical intake of up to 200 students. Should the Commonwealth seek further growth in medical students, Griffith will seek to increase its annual intake of CGS places from 150 to 175 per annum from 2014.

In addition to domestic CGS load, the university is introducing international fee-paying medical places through a progressive rollout to a planned steady-state in 2015. The numbers of international medical places is the subject of a national discussion coordinated through Medical Deans of Australia & New Zealand (MDANZ), in particular relating to the country's capacity to deliver internship places to international medical graduates. Griffith's position is that we have capacity and desire to grow to an intake of 25 commencing international medical students each year by 2015. The percentage of international students to domestic students (~17%) planned

within the university at its steady-state intake of 2015 is to our knowledge consistent with the national average international to domestic student intake ratio across all Australian medical schools (based on data compiled by MDANZ). We are aware of several medical programs that admit large numbers of international students and we are keen that the current international enrolment numbers in these programs do not limit Griffith's goal of reaching its planned steady-state international student intake of 25 students by 2015.

Conversion of the medical program from undergraduate to postgraduate level

Griffith is planning to change the title of its graduate-entry medical program (currently entitled Bachelor of Medicine/Bachelor of Surgery) to Doctor of Medicine (MD) from Semester 2, 2013 (July 2013). It is the university's position that Griffith's medical program aligns within the new AQF standards as a Masters (Extended) Level 9 qualification. Subject to the endorsement of this change by the Australian Medical Council (AMC), the university will seek to divert the load currently assigned to the MBBS (1272) to the new MD program.

The university is corresponding with the AMC about this planned change of title to MD and is preparing a submission to the AMC's Medical School Accreditation Committee for consideration in March 2013. As it is only the title of the medical program that is changing rather than any of course content, the university is of the view this will not constitute a major change to the medical program already accredited by the AMC. If the AMC Committee resolves that the university's proposal is not a major change, and the university is seen to be continuing to meet the AMC's standards of accreditation, the AMC has advised that existing accreditation will continue for the MD program.

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

Quality of teaching and learning

Griffith has a rigorous process for quality assurance and enhancement of learning, teaching and student success. It is a data-driven approach reflecting Plan, Implement, Review and Improve (PIRI) cycles across multiple levels at University, Group, Program, School and Course levels. Data is collected and compared against KPIs to review performance at each level. Improvement plans are then developed as required. As a consequence there has been clear evidence of improvement in indicators such as the Good Teaching Scale on the Course Experience Questionnaire and in Griffith's own measure of Student Experience of Courses (SEC) and Teaching (SET).

Good teaching practices and academic standards

Griffith's seven principles to promote excellence in learning and teaching practices will continue to express our values and commitment as a learning-centred research university. Our PRO-Teaching Project will continue to offer all teaching staff an opportunity to engage in formative review of their teaching using feedback from a discipline colleague/peer and a learning and teaching expert in combination with a student feedback.

Implementation of the revised Assessment Policy will ensure academic standards used in courses are appropriate and consistent across five levels of consensus moderation. Griffith will continue to obtain feedback about students' experiences of their teaching and courses in order to assure their quality and to inform course improvement and program review. Having participated in the ALTC project to pilot the benchmarking of academic standards across a group of universities, in 2013–2014 Griffith will participate in a process to benchmark academic standards across selected programs with IRU partner universities.

Academic staff development

Griffith recognises that staff need support to engage in high-quality learning and teaching practices in the rapidly changing higher education environment. This commences at the time of selection, with evidence of teaching quality being a requirement for all academic positions that involve teaching. The University hosts networks and activities to facilitate scholarly practice and research into learning and teaching, including:

- the Griffith Academy of Learning and Teaching Scholars;
- the Scholarship of Learning and Teaching Community of Practice;
- Peer-Assisted Course Enhancement;
- Scholarly Networks in the Academic Groups;
- grant and award applicant networks and workshops; and
- Celebrating Teaching Seminars.

In addition, the following activities will continue:

- the Griffith Institute of Higher Education supports academic work at Griffith through the provision of a broad, and multi-layered professional development program for program and course convenors, first year leaders, research supervisors and other academic staff;
- the Sir Samuel Griffith Lectureship Program enhances the career prospects of early career academics during the first two years of their appointment, with targeted support, mentoring, encouragement and guidance from senior colleagues and successful scholars;
- Griffith will continue implementation of its Good Practice Framework for the Management and Development of Sessional Academic Teaching at Griffith (2010), especially through repetition of the online Sessional Academic Teachers' Survey; and
- International academic staff may request individual assistance with pronunciation and language.

From 2006 to 2011, 8417 academic staff participated in professional development workshops delivered by the Griffith Institute for Higher Education, with 1027 staff attending in 2011. All new academic staff are required to participate in professional development under the University's Academic Transition to Griffith program and are expected to attend the two day Foundations of University Teaching. Griffith provides scholarships to support its staff to complete the Graduate Certificate in Higher Education. From 2006 to 2011, 297 staff completed the Griffith Graduate Certificate in Higher Education. In 2012, 76 staff enrolled in this program. The University has dedicated professional development staff based in the Griffith Institute of Higher Education who work with permanent and sessional staff in professional development.

Recognition and reward

Griffith has a range of award and grant initiatives to encourage, recognise and reward those who demonstrate excellence and innovation in their teaching and supervision:

- Excellence in Teaching Awards
- Vice Chancellor's Award for Teacher of the Year

- Awards for Programs and Teams that Enhance Learning
- Group Learning and Teaching Citations
- Deputy Vice Chancellor (Academic) Commendations
- Deans (Learning and Teaching) Commendations
- Grants and Fellowships for Learning and Teaching
- Vice Chancellor's Teaching Bursaries.

Academic promotion and performance management

Extensive efforts have been made to incorporate teaching performance in promotion policies. To be promoted, all staff whose work profile includes teaching are required to demonstrate evidence of teaching quality and effectiveness. Clear career pathways illustrate how staff may progress to professorial level, based on a teaching focussed profile. This is now a regular occurrence.

In pursuing a performance culture, the university uses ongoing performance management processes to embed the practice of clear, continuous improvements in teaching, research and service, and to deal with underperformance through explicit performance expectations and monitoring of teaching quality. Improved training and support for supervisors and a more comprehensive program of academic management development will continue.

Student engagement and retention

Griffith is in the process of expanding initiatives to enhance student retention through the implementation of a University-wide Retention Strategy (2012-2014). The key elements include:

- establishment of a Student Success Unit to increase coordination of retention initiatives;
- enhanced student preparedness to study, including development of academic skills, support from Learning Advisors, and English language support;
- effective orientation and transition experiences;
- increased and coordinated personal communication with, and advice to, students through the CRM system and student help lines;
- early detection and intervention for students at risk, through the IBM tracking project;
- enhanced learning experiences, including PASS support for students in key courses, increasing Student Jobs on Campus, and flexible delivery of teaching (particularly in terms of lecture capture and online learning resources);
- increased quality of the campus experience, especially for the Colleges of Excellence (Honours and Sports);
- a data-driven approach to planning, implementation, review and improvement of retention activities at all levels and areas of the University;
- 20 new Student Success Advisors who, through quality relationships with students, active advocacy for student needs, pastoral support, and active enabling of students' learning capabilities, will enhance student engagement and implement early intervention strategies for students at risk; and
- First Year Leaders, collaborating with Program Leaders, to ensure a coherent and engaging first year academic experience, and to align curricular and co-curricular strategies.

Student graduate outcomes

As noted in Section 3.1.4 above Griffith has recently documented its Graduate Career Strategy, outlining an institutional approach to preparing our students for successful workforce participation. The strategy includes a range of curricular and co-curricular initiatives to ensure that Griffith graduates are highly employable, with the skills and knowledge sought after by employers. Targets are set at University, Group and School levels and the impact is monitored annually at each level, with improvement plans being requested where graduate career outcome data indicates need for improvement. Details of initiatives are outlined in Section 3.1.4 (Industry and Skills) above.

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 PELTHE ¹⁰ program where the University is the lead institution	Fellowships 2 Grants 2 Total 4	Fellowships 2 Grants 3	Fellowships 2 Grants 3	Fellowships 2 Grants 3	Fellowships 2 Grants 3
Number of active learning and teaching projects supported by the PELTHE ¹¹ where the University is a partner institution	3	3	3	3	3
Number of citations for outstanding contributions to student learning	6	5	5	5	5
Number of awards for teaching excellence	1	1	1	1	1
Number of awards for programs that enhance excellence	0	1	1	1	1

4.3 Equity

4.3.1 Commonwealth objectives

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

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

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

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

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

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

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

¹¹ See footnote 10 for definition.

4.3.2 University strategies

The university's Equity and Diversity Plan 2011-2013 establishes KPIs relating to low Socio-Economic Status (SES) Participation, Retention and Success as well as Aboriginal and Torres Strait Islander Participation, Retention and Success (see Part 2 above).

Widening Participation Strategy – HEPPP

This strategy extends the already comprehensive suite of programs developed and sustained over many years at Griffith (Uni-Reach, Uni-Start and Uni-Key) with the addition of HEPPP funding targeted at low SES domestic undergraduate students. Our smallest campus (Logan) has a significant proportion of the low SES cohort at Griffith. Commonwealth data indicate that Griffith has the fifth largest cohort of low SES students in Australian universities.

The university has received HEPP funding for both the Participation component (students studying at university), and for the Partnerships component which involves the university, schools and community working together to raise the aspirations and motivation of primary and secondary school students to enter university. The suite of HEPPP programs at Griffith is extensive and interactive. These programs build on longstanding, university/school/community partnerships and student mentoring programs, and include innovative study groups, online learning, scholarships, bursaries and leadership opportunities. The overriding principle in allocation of HEPPP participation funds is to ensure the bulk of funding goes directly to the low SES students themselves, and an important element of the strategy is the creation of peer study groups which operate across second, third and fourth year undergraduate programs. These are available on all campuses and are co-extensive with the student-to-student mentoring in the Uni-Key first year program and the existing mentoring programs in the Academic Groups. The study groups (group is typically 6 students) are led by a trained peer leader who has successfully undertaken the same academic course.

Disabilities Service

There is a significant number of Griffith students with disabilities who access the university's Disabilities Service, with recent increases of up to 35% year on year.

Students with disabilities have a wide range of impairments and medical conditions and the negotiation of reasonable adjustments is done on a case by case basis as the adjustments need to take into account the essential learning outcomes students must demonstrate in each of their courses. The range of impairments of the current student cohort seeking assistance from Disabilities Service Officers includes psychiatric, learning disability, speech impairment, neurological, blind, low vision, deaf, hard of hearing, mobility (uses a wheelchair), mobility (other), impairment of arms/hands, back condition, medical condition and "other".

Journal of Social Inclusion

The Logan Campus is home to the *Journal of Social Inclusion*. The Journal, launched by The Honourable Michael Kirby AC CMG in June 2010, is a peer-reviewed academic journal that contributes to current knowledge and understanding of the social processes that marginalise individuals, families, groups and communities. It is published biannually in Autumn and Spring under the guidance of an International Editorial Advisory Board and is an initiative of the School of Human Services and Social Work, Griffith University. The Journal continues the role of the Logan campus as a leader in writing the social inclusion agenda.

Multi-Faith Centre

Griffith's Multi-Faith Centre on the Nathan campus is a venue where people from diverse faith, religious and spirituality traditions can deepen their understanding of their own faith and actively participate in inter-faith dialogue, education and action. The Director of the Multi-Faith Centre is responsible for the coordination and evaluation of Multi-Faith programs and the oversight of relevant university and community partnerships, and as a priority, the involvement of more staff and students.

Women

Griffith has a longstanding commitment to promoting diversity, social justice and community engagement. Griffith has won multiple national awards as an Employer of Choice for Women. Griffith was named by EOWA as Australia's leading organisation in 2010 for the advancement of women (over 800 employees) - the first university ever to receive this award for best practice in creating equitable workplaces. From an Equal Employment Opportunity perspective the University has focused on increasing the proportion of females holding senior positions in academic and professional areas. In 2012 female academics comprised 34.9% of Level D & E staff. The Health Group led strong growth in the proportion of Level D & E female staff, with performance increasing from 39.5% to 45.7%.

The employment data for female general staff over level 10 show considerable variations of between 22% and over 50% across all areas. Several general staff at this level (7.6%) are employed in the Academic Groups, including NCCARF research administrators in the Science, Engineering Environment and Technology area, as well as business and operations managers located within larger Research Centres. Overall, female staff members represent 40% of these appointments.

Performance Indicators

For the purposes of this Compact, the university has adopted inclusion of Aboriginal and Torres Strait Islander students and staff as its primary equity strategy. Detailed targets are outlined at section 2.3 above.

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

Griffith operates across five campuses between the Brisbane CBD and the Gold Coast, with lands and buildings valued at \$1.6 billion. The university has a long-established comprehensive approach to its infrastructure (physical and electronic) through a series of key planning documents.

Capital Management Plan

The university maintains a 3 year Capital Management Plan (CMP) encompassing electronic and physical infrastructure. For physical infrastructure, the Plan encompasses refurbishments as well as new buildings. The most recent Plan covered the period 2010 – 2012 and constituted the largest ever financial commitment by the university to a single phase of the CMP (\$205 million).

The new Plan covering the period 2013-15 is being developed in two stages. Stage 1 was approved by the University Council in late 2012 and Stage 2 will be considered by Council during 2013.

The Plan is funded by a mix of funds allocated through the university budget and borrowings from the Queensland Treasury Corporation. The university has used external borrowings as part of its financing strategy since the late 1990s.

The most recent CMP committed significant funds to support the university's strategic objectives in teaching and learning, including:

- new premises for Schools of Medicine, Oral Health and Dentistry and Psychology at the Gold Coast campus;
- a 600 seat lecture theatre and seminar room complex at the Gold Coast campus;
- a new building for the Griffith English Language Institute at the Gold Coast campus;
- extension to the Gold Coast campus library;
- refurbishment of several common teaching spaces across various campuses;
- creation of a student-centred "Campus Heart" on the Nathan campus;
- refurbished space for student organisations and student clubs and societies on the Nathan campus; and
- construction of the Sir Samuel Griffith Centre on the Nathan campus (joint funding through EIF and the University).

Physical infrastructure

The university's physical infrastructure needs are assessed regularly as part of the CMP process. Our Space Model was first developed in the late 1980s and has been updated periodically since then. The Model provides indicative space needs based on projected student and staff numbers. In preparation for each phase of the CMP, there is extensive consultation regarding space needs, particularly research space which is more difficult to predict than other types of space.

The university's overall approach to maintenance of its physical infrastructure is documented in our Strategic Asset Management Plan. The university budget provides a significant allocation

each year for building maintenance (\$10M in 2013) which is additional to the allocations in the CMP. Utilisation of space is analysed regularly and reported in the annual Space Management Report. This information also provides input to the development of each phase of the Capital Management Plan.

Backlog Maintenance comprises a number of categories of maintenance, the largest of which is Refurbishment (non-statutory) (77%). Substantial refurbishments have been taking place as part of the CMP 2010-12 and there will also be a significant component of refurbishment in the CMP 2013-15. This will have the following effect on the ratio of BM/ARV:

2012	2013	2014	2015	2016
7.47%	5.55%	5.80%	6.18%	6.27%

While the BM/ARV will be around 6% at the end of the Compact period, the majority of that work is in the non-statutory area. We believe this is acceptable.

Electronic Infrastructure

Three key documents relate to electronic infrastructure: the 2020 IT Directions Statement, Division of Information Services Strategic Plan and the Electronic Infrastructure Capital Plan

Griffith 2020 IT Strategic Directions: this is a strategic roadmap for IT in the University through to 2020.

Information Services Strategic Plan: this rolling 3 year plan sets out the Division's strategy in relation to all aspects of information services for which the Division is responsible. This includes IT hardware and systems, e-learning technology and digital repositories.

Electronic Infrastructure Capital Plan: the EICP is a sub-set of the CMP and sets out how the electronic infrastructure funding component of the CMP will be allocated across hardware, audio-visual equipment and software systems. Governance oversight of electronic infrastructure is provided through four Program Boards covering teaching and learning, research, supporting university business and infrastructure.

The recent and current phases of the EICP provide significant funds to support the university's strategic objectives in teaching and learning, including:

- replacement of library system;
- upgrade of audio-visual technology in teaching spaces;
- replacement of PCs in student learning centres;
- video-conference upgrades and replacements;
- upgrade of Blackboard system;
- extension of classroom capture technology (Lectopia); and
- extensive network upgrades.

In addition to the EICP allocations, the university budget provides an annual allocation for the licence and maintenance costs of the university's corporate systems (currently \$9 million).

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

Griffith aspires to be a leading research-intensive university in Australia and the Asia-Pacific region with several outstanding areas of research excellence. The university has a core foundation of academic groups, schools and departments fostering a comprehensive range of research. Thirty-eight Research Centres and Institutes provide a robust framework for focussed research, while the university's commitment to its Areas of Strategic Investment (ASIs) underpins its aspiration for world-leading research.

Griffith is a substantial recipient of research funding from the Commonwealth, providing a solid return on investment. Since committing to the last Mission-Based Compact (2011-2013) the university has ascended into the Top 400 of the Academic Ranking of World Universities and the Top 200 for Social Sciences, and risen to 12th nationally for HERDC research income (2011), 9th for HERDC publication points and 13th for HDR load.

In recent years Griffith has also been an active and highly successful participant in Commonwealth-funded capacity building schemes, having been awarded 25 ARC Future Fellowships over the four years 2009-2012 and nine Discovery Early Career Researcher Awards in the two years the scheme has been open. The university was awarded a combined total of 34 ARC Discovery and NHMRC Project grants plus 12 ARC Linkage awards in 2012 (for funding commencing in 2013), representing a new benchmark for performance and success rates. These outcomes follow the implementation of several highly effective research strategies aimed at building research capacity and capability as well as improving the research environment for staff and research students.

In the last Mission-Based Compact agreement Griffith signalled its intention to support eight ASIs, funded through an investment by the Vice Chancellor of up to \$40 million through to 2013-14. Recently the university has committed to fund an additional four ASIs (Physical Sciences, Nursing, Education, and Environmental Sciences) bringing the total number to 12. This considerable and focussed investment is reaping impressive returns in several of the ASIs including the award of an

NHMRC Program Grant in the area of drug discovery and the attainment of an ERA '5' rating in Political Science.

Griffith also commits to continue support for research excellence in all discipline areas through a Research Centres allocation mechanism of \$6.0 million in 2013 and performance-based research funds to academic units. Funding to academic groups through performance-based research funds is substantial (\$61.3 million in 2013) and includes not only the allocation of RIBG, SRE, JRE and RTS funds but also a Research Performance Allocation based on the redistribution of seven per cent of the CGS and fee income. Approximately \$22 million is also provided (2013) from the Vice Chancellor's Strategic Development Fund to support recruitment of leading researchers. These commitments will be maintained over the life of this Compact.

As was the case in the last Compact Agreement, Griffith will assess its research strategy by conducting an annual review of each ASI followed by a more substantial review after four years. The university also conducts annual review reports on the performance of all research centres. The university will continue, adapt or reconstitute each investment area in the light of this program of substantial performance reviews.

The university has recently adopted an ambitious Strategic Plan 2013-2017 which commits to being firmly entrenched by 2020 in the upper echelon of Australian universities on most performance indicators (research income, publications and creative outputs, HDR enrolments, load and completions, research performance ratings and university rankings). Griffith will continue to benchmark against leading global research universities and, by 2020, expects to consistently achieve top-350 world university status and potentially, top-100 in the Social Sciences. During 2013 the university will produce a new Griffith Research Plan 2013-2017 which will align research strategies with the university's over-arching ambition to become one of the most influential universities in the Asia-Pacific region. The scope of the Research Plan is informed by the University Strategic Plan 2013-2017 and is scheduled for consideration at the August 2013 meeting of the University Council.

This Compact Agreement spans the middle three years of the five year period covered by the university's Strategic Plan 2013-2017 and while some specific aspects of planning are still being finalised, the top level objectives of the revised Research Plan are:

- refinement of the ASIs to have a select number of research areas of national leadership and international renown with the intention of establishing more outstanding areas (ERA rating 5) within the term of the Research Plan;
- retain the research intensive staff recruited in recent years though the internal programs of investment with significant support for infrastructure coming from the Research Block Funding;
- respond appropriately to ERA by continuing to build and support a research performance culture focussed on excellence and impact;
- attract high quality domestic and international research students, provide a supportive environment and achieve a much higher number of completions; and
- bring to fruition through Griffith Enterprise the University's goals to leverage its intellectual property to create new enterprises and major external partnerships.

Growth at Griffith should not come at the expense of research quality and therefore we will aim to support a research performance culture focussed on excellence which exceeds current levels of performance.

Using ERA results to shape research outcomes

The release of ERA 2012 outcomes saw Griffith improve its proportion of fields (2-digit level) assessed at world standard or better from 82% in 2010 to 85% in 2012. This reinforces Griffith's growing reputation and positioning as a large, comprehensive, research-active university. This positive result was not reflected at the 4-digit level where Griffith's proportion of ratings at world standard and above fell from 78% in ERA 2010 to 63% in ERA 2012.

Strategies will be developed to address the outcomes of ERA 2012 and prepare for ERA 2015 to submit more areas achieving world standard or better in our emerging fields, in particular medicine, health and engineering. Research excellence programs are critical in fostering a research quality environment and this will be achieved through a suite of policies including benchmarking with leading research institutions, recruitment of internationally respected scholars, and international research students, online publishing, more articles in high quality journals, strategic use of metrics, and research collaboration with top tier institutions in Australia and overseas.

The Strategic Plan 2013-2017 sets the goal to increase the number of Fields of Research codes in ERA 2015 at or above world standard. This is however contingent upon there being no substantive change to the ERA 2015 methodology compared to the ERA 2012 guidelines. The University cannot at this stage commit to submitting more or fewer Units of Assessment than in ERA 2012.

The University will target improvement in research disciplines (Fields of Research) aligned with its Areas of Strategic Investment which include:

- 02 Physical Sciences, specifically 0206 Quantum Physics
- 03 Chemical Sciences, specifically 0304 Medicinal and Biomolecular Chemistry
- 05 Environmental Sciences, specifically 0502 Environmental Sciences and Management
- 1110 Nursing
- 13 Education, specifically 1301 Education Systems
- 1506 Tourism
- 1602 Criminology
- 1904 Performing Arts and Creative Writing

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)	18	17	18
Number of disciplines, as defined by four-digit FoR, performing at world standards or above (3, 4 or 5)	45	38	40

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	\$26,861,751	Maintain Baseline	2013 plus 5% (\$28.2m)	2014 plus 5% (\$29.6m)	2015 plus 5% (\$31.1m)
Category 2 Income	\$28,655,356	Maintain Baseline	2013 plus 5% (\$30.1m)	2014 plus 5% (\$31.6m)	2015 plus 5% (\$33.2m)
Number of joint research grants in Australia	236	Baseline plus 5% (247)	2013 plus 5% (260)	2014 plus 5% (273)	2015 plus 5% (286)
Number of joint research grants overseas	28	Baseline plus 5% (29)	2013 plus 5% (31)	2014 plus 5% (32)	2015 plus 5% (34)
Number of jointly supervised PhD students in Australia ¹²	149	Maintain baseline	2013 plus 3% (153)	2014 plus 3% (158)	2015 plus 3% (163)
Number of jointly supervised PhD students overseas ¹³	64	Maintain baseline	2013 plus 3% (66)	2014 plus 3% (68)	2015 plus 3% (70)

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
External research income as reported in the HERDC	\$74,298,704	Maintain Baseline	2013 plus 5% (\$78m)	2014 plus 5% (\$81.9m)	2015 plus 5% (\$85.9m)
Research publication points reported through the HERDC	1845.12	Baseline plus 5% (1937.37)	2013 plus 5% (2034.24)	2014 plus 5% (2135.95)	2015 plus 5% (2242.75)
Proportion of academic staff who are research active	64%	65%	66%	67%	68%

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).

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

One of Griffith University's major commitments under its Mission-Based compact 2011-2013 was to address the issue of HDR commencements, load and completions. The university's assessment at that time was that its position on these indicators was less than what should be expected of a major Australian research university. Although the number of HDR students enrolled as a proportion of all students stood at 3.93% in 2011 (up from 3.63% in 2010) this remains low for a research-intensive university. Griffith is committed to increasing this proportion during the life of this Compact.

In 2010 and preceding years, HDR commencements and completions had reached a plateau at Griffith, as in most other universities across Australia. The Commonwealth's doubling of the number of Australian Postgraduate Awards (APA) from 2009-2012 combined with an increase in the stipend has noticeably improved the attractiveness of HDR studies to more students than in the past.

Griffith also acknowledged in its Mission-Based Compact 2011-2013 that more was needed in addition to Commonwealth support, and we allocated significant funding from the Vice Chancellor's Strategic Development Fund for postgraduate scholarships in 2011, 2012 and 2013. The annual scholarship round, for commencement in 2013, saw a dramatic increase in the quality of applications from the previous year, with 359 applicants deemed to be Category A, against 278 for commencement in 2012 and 210 in 2011. The university has offered 115 of its own scholarships for commencement in 2013 in addition to the 86 APA and 8 IPRS scholarships provided by the Commonwealth. For the mid-year scholarship round in June 2012, 315 applications were received (up from 219 in 2011) with 75 scholarships allocated (34 domestic students and 41 international students). In addition, any international student offered a stipend scholarship is also provided with a Griffith tuition (fee waiver) scholarship. Therefore the university is now offering approximately two scholarships to every Commonwealth scholarship received and expects that this level of commitment will be maintained throughout the life of this Compact agreement.

Continuing measures to support research education in 2013-2015 are outlined in Towards 2020: University Budget 2013-2015, pp.21-23. The most important budget commitment is that Research Training Scheme (RTS) funding will continue to be allocated to Academic Groups in full on the basis of their performance on RTS indicators as part of the Group operational funds. Strategic allocations including Griffith University International Postgraduate Research Scholarships and indexation of the domestic HDR scholarship stipend will also be maintained throughout the life of this Compact agreement.

The university believes that the targeted growth in the Strategic Plan 2013-2017 of 5% per annum for both load and completions is achievable; however, would be cautious about promising additional growth over and above those targets when enhancements to the quality of the HDR student experience are simultaneously being sought.

Griffith University exceeded its Council-approved HDR enrolment target in 2012 by more than 21%, enrolling 412 HDR students against the targeted 340. This commencement figure demonstrates that the University's strong support for PhD scholarships is attracting suitably qualified candidates, both international and domestic. HDR commencements at Griffith have now risen from just 249 in 2008 to the most current figure of 412 which also suggests a strong pipeline for completions within the life of the Research Plan 2013-2017.

Strategies aimed at increasing (and retaining) HDR enrolments include:

- Setting HDR student completion targets in staff Research Activity definitions;
- Maintaining HDR scholarship numbers at current level of investment for the life of the Research Plan 2013-2017;
- Development of cohort-based packaged PhD enrolment approaches for selected international targets.
- Development of a co-ordinated approach to HDR skills development with dedicated staff;
- Develop approaches for embedding industry experience in relevant PhD program areas;
- Review and implement agreed University standards for HDR student space, infrastructure and resource support;
- Maintain alignment of scholarships with areas of research strength and investment;
- Develop and build national collaborative links in HDR training through the Tropical Research Network, and international links through the International Student Research Forum;
- Continue investment in, and expansion of, the Griffith-University of the Chinese Academy of Sciences joint PhD program and other partners as appropriate.

The Griffith research strategy is firmly focussed on increasing the number of PhD commencements and completions by 5% per annum in a competitive recruitment environment. Griffith University currently provides around 140 PhD scholarships annually, in addition to the 94 APA and IPRS provided by the Commonwealth in 2013. The Griffith University Budget 2013-2015 commits to maintaining the internal scholarship support. In view of that substantial commitment the University undertakes to increase additional intakes commensurate with increases in Commonwealth support for HDR places.

The University has no active plans to increase the number of Masters by Research students however is closely monitoring discussions around the issue of PhD pathways and is prepared to respond appropriately to nationally endorsed changes.

HDR student management

The Griffith Graduate Research School (GGRS) has the primary responsibility to implement changes across the university that will enhance the research education experience at Griffith. Following its five year review in 2009 the GGRS developed an implementation plan which led to major changes in HDR education at Griffith including transfer of HDR business processing to a newly established Higher Degree Research Student Centre. We envisage this separation of responsibilities will allow more efficient service of immediate HDR student needs while allowing the GGRS to focus on strategic initiatives.

During 2011 and 2012 the GGRS has implemented several initiatives which were commitments of the previous Compact Agreement and which are aimed at enhancing the quality of the HDR experience at Griffith:

- a revised strategy for HDR supervisor accreditation;
- development of a Publication Strategy for PhD students including a requirement for students to publish outputs during PhD candidature;
- new spaces for HDR students;
- relocation of the business processing of HDR matters as described above; and
- expansion in domestic and international HDR numbers achieved through multiple entry options and an increased number of scholarships.

HDR student equity profile

Equity targets are dealt with separately in this Compact agreement; however, Griffith compares well against the sector with 1.28% of its HDR student load recorded as Aboriginal and Torres Strait Islander against 1.04% for the sector. The university has strengthened its support for Aboriginal and Torres Strait Islander HDR students in 2012 through a newly created position of a Professor of Indigenous Research. This senior appointee also heads Griffith's Indigenous Research Network. Our proportion of Low SES students enrolled in HDR programs is 6.75% against the sector average of 8.68%; although the Griffith proportion has improved slightly from 6.67% in 2009, the university will endeavour to address this issue to achieve a figure closer to the sector average.

International HDR students and associated challenges

Much of the growth in HDR enrolments at Griffith is from overseas. Overseas student load as a proportion of total HDR load rose from 17.4% 2007 to 28.4% in 2011 which is slightly below the sector average of 32.8%. The availability of additional fee waiver scholarships and living stipends for international students should allow Griffith to attain the sector average in the life of this Compact agreement. The increasing proportion of HDR students coming from overseas provides new challenges to academic elements in terms of supervision and also to service areas (e.g. language support, accommodation) and the GGRS is coordinating provision of this support in liaison with Griffith International.

Alignment with areas of research strength

Achieving alignment of HDR enrolments with areas of research strength is achieved at Griffith using a merit list to direct scholarship places to the university's designated ASIs and other highly rated areas. The ERA 2012 results demonstrate that irrespective of the university's investment in selected ASIs, there are several other disciplines which have been rated highly and which have the capacity to support larger numbers of HDR students.

Therefore alignment of HDR enrolments and areas of research strength continues to involve a significant degree of planning and human judgement. The university, guided by the Dean, GGRS and the Board of Graduate Research, will rely on its existing designation of ASIs and high performing Research Centres along with ERA outcomes as the guide to enrolling HDR students in areas of research strength. An important improvement to the HDR environment that began in 2012 and will be further reinforced during the period of this compact is the concept of HDR student membership of Research Centres and development of mechanisms to monitor HDR publications and other contributions to their centres.

Collaboration with other universities on research training

Subject to changes to the rules governing RTS completions, Griffith expects to engage in significantly more collaborative arrangements in areas of research strength. Several significant partnerships are well advanced, for example:

- membership of the International Student Research Forum enables around 12 selected students to engage with peers each year from the University of Tokyo, Graduate School of the Chinese Academy of Sciences, the University of Nebraska Medical Centre and the University of Southern Denmark;
- Griffith is also building expertise in joint supervision arrangements with overseas institutions – most notably the Chinese Academy of Sciences, Simon Fraser University, Canada and the University of Southern Denmark;
- Australian Water and Environmental Research Alliance (AWERA) with the University of Queensland; and
- Collaborative Research Network with the University of the Sunshine Coast in Environmental Sciences.

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	1265	Baseline	2013 plus 3% (1303)	2014 plus 3% (1368)	2015 plus 3% (1436)
HDR student completions by masters	20	Baseline	2013 plus 3% (21)	2014 plus 3% (21)	2015 plus 3% (22)
HDR student completions by doctorates	154	Baseline plus 10% (169)	2013 plus 5% (177)	2014 plus 5% (186)	2015 plus 5% (196)

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
HDR commencements	409	Baseline	2013 plus 3% (421)	2014 plus 3% (433)	2015 plus 3% (446)

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 Ian O'Connor
Vice Chancellor and President
Nathan Queensland 4111
Phone 07 373 57111

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 Griffith University, ABN 40 577 162 756

