Australian Government

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

2014-16 Mission-based Compact

Between:

The Commonwealth of Australia

and

University of Canberra

CONTENTS

This compact is between

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

The Minister for Tertiary Education, Skills, Science and Research

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

ABN 77 599 608 295

Of

Industry House

10 Binara Street

Canberra ACT 2601

And

University of Canberra

ABN 81 633 873 422

A body corporate under the University of Canberra Act 1989 (ACT)

Of

Canberra

ACT 2601

(University)

CONTEXT

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.

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.

Establishment of the Compact

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

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).

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

1.1 The purpose of the University's Mission

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1.2 The University's Mission and Strategic Priorities

The University of Canberra exists for the following purposes, as described in its new strategic plan for 2013-17, called Breakthrough:

1. To provide education which offers high quality transformative experiences to everyone suitably qualified, whatever their stage of life and irrespective of their origins.
2. To engage in research and creative practice which are of high quality and aim to make an early and important difference to the world around us.
3. To contribute, through our education and research, to the building of just, prosperous and sustainable communities which are respectful of their Indigenous past and committed to redressing disadvantage.

The University of Canberra is cognizant of its history. In 1968, as the Canberra College of Advanced Education, we were the first CAE in the country and a pioneer of professional polytechnic education. In 1990 we were the only CAE to be re-created as a university, without mergers or restructures, as part of national reforms.

Since 2007 the University has undergone a period of academic renewal, leading to improvements in our research performance and student satisfaction with teaching according to national surveys. Our student numbers have risen by 50% during this period.

The University recognises the tight fiscal and budgetary environment currently faced by the Commonwealth, as evidenced by the recent decision to establish an efficiency dividend on universities for 2014 and 2015. We therefore believe it is prudent to reduce our reliance on government funding, and have set a target to derive at least 50% of our operating revenue from non-government sources by 2018. 30% of our total revenue will come from sources other than tuition.

The University seeks to report a underlying operating surplus for the next five years. Our aim is to move our indicative credit rating from A/Stable at the end of 2012 to AA/Stable, so that by 2018 we will be in a position to make significant investments for our long-term future.

Whilst the University has been benefiting from capital grants for a number of years, the University has completed its financial transformation in 2012 and will report its first underlying operating surplus for some years. Most of the University's borrowings relate to the development of student accommodation, which is an income generating asset. The University is not using borrowings to fund base operating expenditure.

In the period of this Mission-based Compact, as the enormity of digital technologies, globalisation and the world-wide explosion of tertiary education become apparent, the University of Canberra is looking to break through the ranks of younger universities and establish itself as a leader in professional education and applied research. We aim to become one of Australia's most innovative tertiary institutions; world-ranked, with regional, national and international reach.

We are now in a strong position to contribute further to the Commonwealth's participation and attainment targets for higher education. This Mission-based Compact will set us on the path of achieving our Strategic Plan 2013-2017 goal of having at least 16,500 full-time equivalent students directly enrolled in UC degree programs by 2018. Our continued growth in student numbers will come from three sources:
1. development of new course offerings with flexible modes of delivery;
2. improvements in student support, retention and success underpinned by an integrated learning management system; and
3. partnerships with other educational providers, including articulation arrangements and dual qualifications.

As announced on the 31st May, the University is a founding partner in the newly established Australian Polytechnic Network (APN), a consortium of leading public tertiary institutions designed to bring the best of vocational and higher education together. By the conclusion of this Compact the APN is envisaged to provide polytechnic higher education, in the tradition of world-ranked polytechnic universities which exist in the US, Europe and Asia.

In terms of further developing the University of Canberra into a true polytechnic leader nationally and internationally, the University has committed to support and develop research endeavours through establishing partnerships that include industry and other end users of our research. The characteristics of a strong polytechnic include its strong links with industry both in terms of research innovation and industry ready graduates. Through programs such as CRCs and the CRN, the University is already in the strong position to engage with end-users and produce research which is of the highest quality and impact. To achieve this, the University is committed to further developing our research centres and research focus areas, all of which have clear pathways to impact and to focus on research which leads to early improvements in the changing world around us.

The University will remain an independent entity whilst also a member of the consortium.

Our Canberra campus will therefore be the engine room from which we provide tertiary education directly to our local communities and in partnership with other institutions to students around Australia and internationally.

Ten study centres will be established in the Capital Region and Southern NSW by the end of 2014, initially offering diploma and enabling programs. These centres are designed to eliminate the barriers of distance, time and location currently associated with tertiary education in regional areas. They will offer students additional choice and the flexibility to balance work, study, and other commitments.

We will also offer qualifications to students around the country through blended and online learning, using the facilities of our partner institutions to support and enrich the learning of students within their local communities.

Students wishing to study in Canberra will be able to live on or close to the campus and participate in a full campus life, thanks to receipt of one of the largest National Rental Affordability Scheme grants provided to an Australian university. A student accommodation guarantee (with rents at 20% below the market rate) will make UC attractive to international and out-of-region students. The University is in a position to increase its housing stock to 3000 beds according to student demand.

No matter where or how they are offered, UC's programs will be distinctive in supporting education for all stages of life, with an emphasis on work-integrated learning and preparing

people for successful and adaptive careers in the professions and emerging professions. Our graduates will possess the discipline knowledge, professional skills, intercultural competence and personal attributes to become leaders who will inspire and deliver a sustainable future in a digital age.

Our research will be of high quality and highly cited, focusing on discoveries and applications which lead to early improvements in the changing world around us.

When combined with a commitment to deeper internationalisation and improvements that will see us break into world rankings in research and teaching performance, we aim to become a major new model university of which everyone who has been associated with us since our foundation can be proud.

As stated in Breakthrough, our behaviours, internally and as an institution, will continue to reflect the principle that as a community we should be an exemplar of the way that societies around us must act if the world is to be a just place and the planet is to be sustainable.

In July 2012 the University signed an Agreement with Aurora Projects Pty Ltd to partner with them in the funding and delivery of their project "The Aspiration Initiative" (TAI). TAI aims to increase opportunities and support for Indigenous school students, helping to ensure they realise their potential at school, university and beyond. The key elements of TAI are a scholarship program, including the prominent Charlie Perkins Trust and Roberta Sykes scholarships to Oxford and Cambridge; the publication of scholarships guides and a website; and academic enrichment camps in Victoria, Western Australia and New South Wales. Aurora's other areas of operation include professional development for native title lawyers and a national internship program, which includes five Rhodes scholars among its participants.

The University's support for the Aurora Project will be a tangible step towards meeting the aims of our Reconciliation Action Plan and we hope that it will contribute to building the capacity of the Ngunnawal Centre with its outreach activities over time.

The University also has an ambitious agenda to serve the wider community of Canberra through the provision of high quality health and sporting facilities.

Construction of Canberra's first GP Superclinic starts in April 2013, in partnership with Ochre Health. The clinic will host general practitioners, a pharmacy, pathology labs, radiology, psychology services, the NICTA National e-health Living Laboratory, and the University of Canberra's existing student-led allied health clinics. This will add to the range of allied health services already being offered to people in Southern NSW through the University's Mobile Health Clinic.

A Heads of Agreement has been signed with the ACT Government for them to develop Canberra's first sub-acute hospital on the University campus. This will provide an ideal basis to build an innovative 'learning hospital' for Canberra, where high quality service delivery, clinical education and research to improve quality of care and patient outcomes go hand in hand. The University of Canberra Public Hospital is expected to open in 2016.

The University has committed to developing a Sports Hub including training facilities and administration offices for the Brumbies and other elite athletes, as well as a state-of-the-art gymnasium, offices and consulting rooms for use by the University community and community sporting organisations.

This Mission-based Compact will provide the funding framework for the University of Canberra to achieve the three objectives outlined in its Strategic Plan 2013-2017. These objectives summarise our priorities in carrying out the mission described above:

OBJECTIVE 1 - to ensure UC is competitive within Australia through improved attractiveness to students nationally and strengthened course viability

Supported by a Commonwealth Structural Adjustment Fund grant in 2013, this objective comprises four components:

1. Re-brand and re-position UC in the eyes of our markets;
2. Expand and improve flexible learning at UC;
3. Increase student numbers through collaboration and partnerships with other tertiary providers nationally;
4. Strengthen UC College through the refurbishment of existing campus premises as the College's headquarters and by expanding its role in improving access to UC and supporting students whilst at UC.

OBJECTIVE 2 - to build a truly international UC that can thrive in a new era of globalised higher education and research

Supported by deliberate initiatives to internationalise our culture and outlook, this objective comprises three components:

1. Develop strong relationships with selected international universities, particularly within Asia, as the basis for enduring teaching and research partnerships;
2. Provide our coursework and research students with immersive international experiences, focusing on Asia, and thereby create cultural and global competencies as signature graduate outcomes of UC degrees;
3. Develop pioneering forms of coursework curriculum and research training, based on true intellectual joint ventures between UC and its international partners, whether offered here, there or everywhere.

OBJECTIVE 3 – to achieve world ranking as a young university

Supported by a strategic focus on specific research domains, strong national and international partnerships and high-performing academic staff, this objective comprises four components:

1. Increase our competitive research grant income;
2. Strengthen the academic impact of our research as measured through citations;
3. Increase the proportion of publications co-authored with international collaborators;
4. Improve our international reputation for research and teaching.

Completing all three of these objectives will make UC sustainable and successful in a market-driven, global higher education system that is increasingly based on digital learning, international collaboration and strong brands.

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

University Strategies to Improve Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander Staff
The University contributes to reconciliation with Aboriginal and Torres Strait Islander people by supporting their aspirations for development through education and employment, and through local and regional engagement with the Aboriginal and Torres Strait Islander community. In doing so, the University recognises that its courses should reflect the interests of the Aboriginal and Torres Strait Islander community, and that we should provide the support required by Aboriginal and Torres Strait Islander students and staff members to ensure they are able to maximise their contribution to the community.

The University's Reconciliation Action Plan (RAP) provides a framework for creating meaningful relationships and opportunities for Aboriginal and Torres Strait Islander people studying and working at the University.

The University's Ngunnawal Indigenous Higher Education Centre (the Ngunnawal Centre) has primary responsibility for providing academic and pastoral support for all Indigenous students on campus. The Ngunnawal Centre offers discipline-specific support through ITAS tutorials; a

dedicated computer laboratory; identified accommodation offerings through the University Village; and a Student Liaison Officer who assists students in all academic and social welfare matters. Indigenous students enrolled at the University are spread across every faculty and are represented in most discipline areas. The Ngunnawal Centre also delivers units in the Indigenous Studies curriculum, and undertakes research projects that address Aboriginal and Torres Strait Islander interests, nationally and locally. The Centre hosts an Elder in Residence who acts as a mentor for Indigenous staff and students.

In 2013, a review of the operations of the Ngunnawal Centre will be conducted, taking account of the recommendations of the Review of Higher Education Access and Outcomes for Aboriginal & Torres Strait Islander People, including shifting the focus of academic support for Indigenous students to faculties.   The terms of reference for the review are as follows:

A. assess whether the identified functions and goals of the Centre are consistent with the University's Strategic Plan, Education and Research Plans;
B. assess the efficiency and effectiveness of the Centre in meeting its identified functions and goals, in particular whether the organisational structure, profile, resourcing, and skill base of the current staff can achieve those functions and goals into the future;
C. identify the University's expectations for the Centre (including requirements related to legal and external compliance) and assess the validity of those expectations;
D. review the interrelationships of the Centre with faculties, service units, the broader sector and the broader community, including other ACT educational institutions;
E. seek and evaluate stakeholder views of the Centre's culture and performance, and identify strengths and opportunities for improvement;
F. consider the Centre's future directions, and plans and strategies for development and improvement;
G. assess the level of resources needed for effective achievement of University goals for Indigenous education, research and staffing into the future, including potential to cooperate with other providers in the region and nationally;
H. identify performance indicators for future evaluation; and
I. make recommendations in relation to all of the above as required.

Higher degrees by research and Indigenous research will be included in the review in relation to terms of reference A, B, F and G, specifically.

The review of the Ngunnawal Centre is due to be undertaken in May/June 2013, with recommendations available by the end of June 2013. The review may result in some changes to the method of delivery of indigenous student outreach and support for the period of the Compact; nonetheless, the University's commitment to providing a range of initiatives and support for current and future Indigenous students will proceed as detailed below.

1. It is proposed that the University will continue to partner with the Aurora Project, to inspire Indigenous students to undertake university studies, and provide opportunities for them to participate in higher education, including through the provision of scholarships.
2. Continued delivery of outreach programmes, such as the Aspire UC schools programme, to raise the aspirations of regional, low socio-economic and Indigenous people for higher education, and to identify appropriate entry pathways for them.;
3. Continued delivery of specialist programmes to Indigenous students within the ACT in partnership with the ACT Department of Education and Training (ETD), including the ACT ETD Indigenous Aspirations Programme for students in Years 7 to 12; specialist work being undertaken with the Wreck Bay community at Jervis Bay and Jervis Bay Primary School; and a specially developed program for Indigenous students at the Mindyigari Centre at Erindale College. Other new projects are under development for 2014 in consultation with the ACT ETD, including proposed specialist programmes for Year 11 and 12 Indigenous students in the ACT.
4. Continued provision of enabling courses offered by the Ngunnawal Centre to support access to higher education by Indigenous people. The Ngunnawal Foundation Program for

Aboriginal and Torres Strait Islander students without Year 12 qualifications has recently been modified to better align with student needs and already the retention rate has improved dramatically. Benchmarking with other foundation programs will be undertaken in 2014. From semester 2, 2013, each Foundation Student will be allocated an ITAS tutor for each unit in the Foundation Program.

5. Continued provision of equity-based admission schemes, including the Indigenous Bonus Points Scheme.
6. Enhanced provision of a range of scholarships for Indigenous students.
7. Continued development of University curriculum to include areas of interest that are relevant to Indigenous people, perspectives and issues, and provision of specific unit offerings focussed on Indigenous cultures and topics.
8. Enhanced provision of academic and pastoral support to Indigenous students, including student mentoring.
9. Implementation of tighter standards and improved training for ITAS tutors to ensure that Aboriginal and Torres Strait Islander students receive assistance from highly competent tutors.
10. Enhanced support for Indigenous higher degrees by research students. This will be facilitated in part by the introduction of the University's new PhD course in 2013 that is designed to provide a practical, solid grounding for new students undertaking a PhD. The new program includes an embedded Graduate Certificate in Research Methods and Design, which will focus on developing the appropriate skills that each student needs through individually designed units. In addition to providing greater support to research students entering the program via a non-traditional route, the certificate will provide a qualification and a clear exit point for students where appropriate.

In 2010 the University developed an Indigenous Employment Plan (IEP), which focusses on policies, procedures and initiatives to increase Aboriginal and Torres Strait Islander employment at the University. This plan is due to be revised in 2013 as a result of the University's new Strategic Plan (2013-2017). At the time of the release of the National Indigenous Higher Education Workforce Strategy a review was undertaken of the IEP and the plan was deemed to be in alignment with the Strategy. Detailed below are the approaches that the University has undertaken to effect positive change through the IEP and our current Enterprise Agreement.

1. **Employment Strategies:** The IEP had several actions that are designed to improve our support for Indigenous staff, including guidelines on representation on staff selection panels and recommended options on where to advertise staff vacancies.
2. **Professional Development and Cultural Competency Training Programs:** An objective in the IEP is to include Selection Panel Cross Cultural Awareness training for non-Indigenous members of selection panels in selection techniques training programs. The new Recruitment Policy was approved in October 2012 and training is currently being developed in conjunction with the Ngunnawal Centre to support this updated policy. In conjunction with this initiative, cross cultural training will be conducted for the broader University community.
3. **Financial Assistance and Study Opportunities for Staff:** The University provides a range of incentives for all staff to undertake further study. These programmes include the Study Assistance Programme, the Outside Studies Programme, and the Certificate IV Programme.
4. **Support Programmes and Initiatives for Staff:** The University offers a range of support programmes and initiatives for staff including the Early Career Researchers' Programme, mentoring and leadership initiatives, promotion and career development opportunities, and clear performance and development review processes.
5. **Promotion and career development:** The University has strong policies and practices to support staff in seeking and gaining promotion and career development. In particular, our Academic Staff Promotions Policy is very clear about supporting diversity.

The University is committed to continued monitoring and improvement of our staff recruitment practices to attract Indigenous staff, and to developing further support for our Indigenous staff members. In developing our Indigenous staffing targets, careful consideration has been given to

the balance between ambitious and achievable targets, bearing in mind the competition locally for Indigenous staff within Commonwealth and ACT government and other local universities. Following the review of the Ngunnawal Centre and the University's Reconciliation Action Plan, it is planned to explore any opportunities the Aurora partnership may have for enhancing our Indigenous staff recruitment and retention strategies. The University is also in discussions with the NTEU and other unions about various future Indigenous related plans and has proposed an extension of the existing Teaching Fellows clause of our Enterprise Agreement specifically to enhance academic career pathways for Indigenous students and staff.

The University's Human Resources Unit will be actively involved in the Ngunnawal Centre review as it relates to current staff mentoring practices, to ensure that Indigenous staff members continue to be supported. The University will monitor its performance and continue to develop its strategies in order to achieve its aspirations to improve Aboriginal and Torres Strait Islander access and outcomes. The University will strive to meet the targets set out in the tables below.

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]	165 a	165	172	180	190
Number of all Aboriginal and Torres Strait Islander student completions[2]	9	10	11	12	13
Number of all Aboriginal and Torres Strait Islander professional/general staff[3]	3 b	4	6	7	8
Number of all Aboriginal and Torres Strait Islander academic staff[4]	3 b	3	5	6	7

a) This represents 1.07% of students. The ACT Indigenous population (2011 census data) is 1.45% of the ACT population.
b) Together, the number of Indigenous professional and academic staff represent 0.65% of permanent staff.

Optional Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Number of all Aboriginal and Torres Strait Islander student commencements	70	70	75	81	88

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[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

The University of Canberra identifies i**nnovation** as the "**successful application of new ideas"** and takes a broad view of knowledge transfer that goes beyond the traditional commercialisation and notions of impact. The University has developed a broad range of strategies around Knowledge Transfer through Engagement, which is described in Section 3.3 below and is developing a set of strategies around Knowledge Transfer through Commercialisation which will be described here.

Intellectual Property and Commercialisation In 2012 an Intellectual Property Policy was developed, the application of which is expected to lead to an increased number of licencing agreements. This policy will be implemented and resourced during the period of this agreement.

Recently, the University has engaged in a pilot project with the Lighthouse Innovation Centre, an ACT Government initiative to support innovation in the ACT. The aim of this engagement is to use the ACT's Lighthouse Innovation Centre as a vehicle for establishing an agenda at the University of Canberra that will enable enhanced engagement with relevant areas of business and industry, and a better understanding of developing approaches to commercialisation appropriate for UC.

Commonwealth Funding will be used to improve performance in knowledge transfer through engagement and commercialisation, and to broaden the University's Innovation and Engagement Strategy. Components of this strategy include:
1. Developing a comprehensive Innovation Agenda with a clear set of policies and procedures;
2. Developing and implementing strong and consistent IP Management capability in the University, and continually reviewing existing policies and procedures;
3. Building capacity for licencing and sale of IP

Innovation Partnerships
The building of innovation partnerships has always been a strength of UC with strong engagement with CRCs, engagement with the provision of research advice to Government through research contracts and consultancies and community partnerships in health and education as an example.

UC has been engaging and hosting two CRCs over the past few years: eWater and Invasive Animals. Since last year, eWater CRC transitioned to be independent company and CRC Invasive

Animals has been extended for another 5 years with changes in funding arrangements. With CRCs transitioning to viable companies, UC expects that CRC income will drop in the next couple of years, but we expect that this income will increase through new and successful bids.

The development of the successful MDB Futures CRN proposal built on this tradition, with a key feature being partnerships with end-users of the research. This engagement has been highly successful to date with strong relationships being built with the MDBA and other relevant agencies through a number of approaches such as:
- Each CRN funded project has at least one end-user embedded in the research program
- A series of workshops with end-users and researchers to support knowledge transfer
- Engagement with the Basin communities through researcher visits to specific areas
- A research student internship program with a number of government Departments and Agencies.

Another example of a successful innovation partnership is Canberra Urban and Regional Future (CURF), collaboration between UC, the ACT Government and the ANU which is a platform for information-sharing across organizations in the Canberra region. It focuses on research and education in the context of urban and regional planning, sustainability and climate change.

Commonwealth Funding will be used to develop new partnership opportunities through variety of strategies such as:
1. The University Research Centres will continue to have a major role in engaging with a wide range of stakeholders. NATSEM, ANZSIG and IAE are well established suppliers of contract research that have major impact on public policy development and program design particularly in the areas of social and environment policy;
2. The University will continue to engage with ongoing partners such as NICTA, ACT Health, the Australian Centre for International Agricultural Research, eWater Ltd, and many more
3. University staff will be encouraged to participate in the provision of advice to Government agencies and business and community organisations as a part of their performance plans;
4. Through its College of Adjuncts the University will tap into a wealth of knowledge and experience from practitioners in the government, business and community.
5. Develop new local and national partnerships that are underpinned by our areas of research focus and instigate new innovation-driven partnerships in Asia building on our current research and education connections.

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 1	Issued 0	Held 8
Number of all active licences, options or assignments (LOAs)6 executed and income derived	No. 0		Value($) 0
Number and value of research contracts and consultancies executed7	No. 111		Value($) $13,934,675
Investment in spin-out companies during the reporting year and nominal value of equity in spin-outs based on last external funding/liquidity event or entry cost	Investment ($) 0		Value($) 0

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

Principal Performance Indicator	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Category 4 Income	$7,283,283	$5,000000	$700,000	$2,000,000	$2,000,000

* These targets factor in a known drop in Category 4 income in 2014 due to the end of funding for the eWater and Invasive Animals CRCs (see also p.18).

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

Optional Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Expenditure on commercialisation/ contract research office;	$190,000	$199,500	$209,475	$219,949	$230,946

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

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

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

3.2 Industry and Skills

3.2.1 Commonwealth objectives

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

3.2.2 University strategies

SUMMARY

The University of Canberra has a long term commitment to, and focus on, educating our students for success in their chosen profession. We ensure our graduates meet employer requirements through professional accreditation of our degrees, oversight of our courses by Course Advisory Groups (CAGs), work integrated learning, and a 5-yearly review of each course in the reaccreditation process that is part of the University's Quality and Standards Framework.

PROFESSIONAL ACCREDITATION

The University provides high quality education and training in many professions including education, allied health, accounting, law, and forensics. Many of our courses are accredited by industry or professional bodies, ensuring that they meet national and international standards. Achieving professional accreditation also ensures that the University's graduates have the necessary skills, knowledge and personal attributes required by industry.

COURSE ADVISORY GROUPS

Course Advisory Groups (CAG) are established for each of our courses. The purpose of CAGs is to ensure that the University seeks, receives and acts on regular, valid and reliable feedback from stakeholders on the quality and appropriateness of its courses.

The objectives of CAGs are to:

1. maintain close relationships between the University and employers, professional bodies and other interested groups to strengthen the interface between academic study and professional practice;
2. ensure course curricula are appropriate to the needs of the workplace and the professions and developed in consultation with relevant bodies;
3. facilitate work integrated learning in and related to courses;
4. provide expert advice and assistance for the University to develop relevant professional development programs; and
5. provide a forum to consider emerging needs and any issues relating to performance and improvement of the course.

WORK INTEGRATED LEARNING (WIL)

The University has a strong commitment to work integrated learning to ensure students are work-ready upon graduation. The University's Strategic Plan 2013-2017 outlines a vision for being "distinctive in supporting education for all stages of life, with an emphasis on work-integrated learning and preparing people for successful careers in the professions and emerging professions". The University provides students with a range of work integrated learning opportunities encompassing mentoring, internships, professional experience, simulations, and clinical placements and work relevant assessment tasks.

Work integrated learning (WIL) placements are managed through faculty-based placement offices and the University's Careers Service. The Careers Service engages extensively with employers across the region to develop extensive placement/internship opportunities for students throughout their degrees.

These placements not only provide highly supported learning experiences for students but also dedicated outreach services to the ACT region. For example, the Faculty of Health Clinics provide a range of evidence based health services to the Canberra community and surrounding districts

with low cost services at a concessional rate. The Clinics include a Psychology Internet Clinic, a Physiotherapy Clinic, and a Nutrition and Dietetics Clinic staffed by Masters students and supervised by the University's highly qualified clinical staff. Clinical placements on campus will be significantly increased with the development of the new sub-acute hospital to be built by the ACT Government.

The UC Mobile Health Clinic is a partnership between the University, the Southern New South Wales Local Health District, the Southern General Practice Network and the Eurobodalla and Bega Valley Shire Councils. The Clinic provides clinical placement opportunities for UC students under the close supervision of health professionals, in Midwifery, Pharmacy, Physiotherapy, Psychology and Nutrition and Dietetics. The Mobile Health Clinic is a purpose-built semi-trailer that travels southern New South Wales.

The University has introduced a model of seconding practising teachers to work in our Education courses and to liaise between the University and the teaching profession.

The establishment of formal partnerships with two ACT government schools, UC High School Kaleen and UC Senior Secondary College, Lake Ginninderra, provides a strong partnership base for liaison, consultation, professional learning and research.

The University has a developed a College of Adjuncts comprised of more than 350 members who provide extensive academic expertise and professional experience across a range of disciplines and industries and ensure our students are exposed to real-life work professional and industry experience. Adjuncts may be involved in guest teaching in their area of expertise, delivering guest lectures, workshops or symposia, or collaborating in research programs, projects and supervision. They are appointed as either Adjunct Professors, Adjunct Associate Professors, or as Professional Associates for a term of three years.

The University is currently a foundation member of the Australian Collaborative Education Network (ACEN), the professional association for academics, practitioners and researchers from the higher education sector, industry, community and government representatives of work integrated learning in Australia, and a partner in the World Association for Cooperative Education (WACE), the international professional organisation dedicated to developing, expanding, branding and advocating for cooperative & work-integrated education programs within industry and educational institutions. We actively contribute to this network and also the network informs our work-integrated learning curricula and practices.

AUSTRALIAN WORKFORCE NEEDS
The ACT is a small labour market, only the Northern Territory is smaller. The University regularly reviews skills shortages data to identify workforce demand in the region. Engineering is an area of documented skills shortage and the University is currently working with Engineers Australia to professionally accredit a degree in civil engineering, a new area for the University.

The University will continue to develop and expand high quality WIL opportunities for students that will assist them to achieve appropriate graduate outcomes and will prepare them for their future roles as professionals. The University has a strong history of success in employment outcomes, consistently achieving a 5 star "Getting a Job" rating in the Good Universities Guide since 2002, and ranking 5th out of all Australian universities in the Full Time employment rates of graduates seeking full time work, as measured by the 2011 Graduate Destination Survey.

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

The University has a major commitment to engage with all levels of government, other universities and research institutions, businesses, schools and the wider community. Commonwealth funding will be used to build new and improved current engagements with a variety of stakeholders and the community.

Knowledge Exchange Through Engagement

The University is focused on high quality, internationally recognised research that addresses big challenges facing our society and which will make a difference. The research effort is concentrated in University of Canberra Research Centres (URCs) and emerging cross-faculty centres which are focal points for collaboration, engagement and outreach:

- National Centre for Social & Economic Modelling (NATSEM)
- Australian & New Zealand School of Government Institute for Governance (ANZSIG)
- Institute for Applied Ecology (IAE)

The key focus of the new Strategic Plan is to improve research partnerships and collaborations nationally and internationally and this is described in Section 5.1 below. The development of innovation partnerships and engagement with end-users of our research has been described above in Section 3.1. Here the focus is on describing the mechanisms of engagement and knowledge transfer within the community.

The University will build and extend its commitment to disseminating our research and scholarship and engaging in public debate through activities such as:

1. Public Lectures - including the Challenge Your Mind Public Lecture Series, Don Aitkin Lecture, Clare Burton Lecture, Professorial Lecture Series, National Security Lecture Series, the Krebs lecture, and Canberra Conversation Lecture series;
2. A Research Festival - an annual showcase of University research to a wide variety of stakeholders;
3. Exhibitions - support for the Gallery of Australian Design and the Belconnen Arts Centre, which exhibit the work of staff and students; and
4. Public Forums such as the Parliamentary Triangle Series run by ANZSIG; involvement in National Science Week Events.

ENGAGEMENT WITH PUBLIC AND ALUMNI

The University of Canberra and the ACT Government's Education and Training Directorate entered into a formal partnership in January 2011, which resulted in two ACT government schools being renamed UC High School, Kaleen and UC Senior Secondary College, Lake Ginninderra.

The partnership delivers a range of benefits for teachers and enrolled students at these schools. Staff and students are provided with access to the full resources of UC Library, via a new UC Schools ID Card. Students have been provided with access to the University's Academic Skills Centre, with senior students able to join any workshops offered to undergraduate students. Year 7 and 8 students are being paired with an undergraduate secondary pre-service teacher who acts as a literacy mentor. UC Faculties have been working with the schools on joint research projects, including the development and implementation of school curricula.

The partnership has also led to the development of the UC Accelerate Program (UCAP), which offers courses for high performing students from across the ACT that count both towards the student's Year 12 assessment and for advanced standing in relevant undergraduate degrees.

In addition to the engagement with UC Schools and the extensive range of activities with regional schools and equity groups (see 4.3.2), the University will increase access to learning materials and research outcomes for the broader community as it develops its flexible learning facilities. The development of the University of Canberra for the Third Age (UC3A) program will allow members of the community to access lectures and study material in specific subjects without formal enrolment, through the development of UC's own style of open education.

UC will continue to engage with its alumni community through variety of events, seminars and regular correspondence.

ENGAGEMENT WITH ASIA

The University delivers degree programs and short courses offshore in partnership with a range of educational providers across Asia. A unique example is the Master of Public Administration and Master of Management courses that UC deliver intensively at the Royal Institute of Management (RIM) in Bhutan. These are the first Masters courses to be delivered in Bhutan by any university, making UC the leader in the field and a widely known brand name in the country. Our relationship with Bhutan has also contributed to rising numbers of Bhutanese students in Canberra on AusAID scholarships. The University is now investigating the feasibility of offering an MBA delivered at RIM. UC has an alumni network in Bhutan, which has been developing since 1999. Many of the First Assistant Secretaries in various Ministries of their Government are ex UC MBA and MPA students, who have returned to Bhutan to put their learning into action. The network was formally established in 2011 in conjunction with RIM and Bhutan's Ministry of Education, with more than 100 past, current and potential students attending a meeting held in Thimpu.

In addition to collaboration between individual researchers, the University has more than 30 active agreements with overseas institutions to undertake joint research projects. More than two thirds of these relationships are with institutions in the Asia-Pacific. During the period of this Compact, the University is seeking to expand its relationship with these partners by changing the structure of contractual arrangements from project agreements to umbrella agreements.

The University also contributes directly to the Australian Government's engagement with Asia through the contract our National Centre for Forensic Studies (NCFS) has with the Australian Federal Police. NCFS has been delivering courses in Pakistan in forensic leadership, management and quality assurance.

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 collaborations8 with industry and other partners in Australia	28	31	34	37	41
Number of active collaborations9 with industry and other partners overseas	1	2	3	4	5
Category 3 Income	$3,863,063	$4,481,153	$5,198,138	$6,029,840	$7,000,000

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

Optional Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
income from philanthropy or other industry or community investment	$1.5m	$1,545,000	$1,653,750	$1,736,437	$1,823,258
% growth in contactable alumni (by mail or email) against total alumni body growth of 7.1% in 2012;	38%	43%	48%	53%	58%
number of articles in general media authored by university staff	126	139	152	168	184

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

[9] See footnote 8 for a definition of collaboration.

PART FOUR: TEACHING AND LEARNING

4 TEACHING AND LEARNING

4.1 Student enrolments

4.1.1 Commonwealth objectives

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

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

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

4.1.2 University strategies

HIGH LEVEL OVERVIEW

The University has experienced strong enrolment growth in recent times, with student numbers rising exactly 50% between 2007 and 2011. However, the onset of the demand driven system has seen increased competition for students within the local area. Current indications are that domestic demand in the ACT and Capital region will plateau over the period of the next Mission-Based Compact, given that the age cohort of typical university-age students is decreasing in size, and attainment rates in the ACT are already high. Combined with a softening in the international market, this suggests that UC has reached the limit of its expansion on a "business as usual" model. The University is convinced that if it is to survive long-term in the demand driven funding system as well as continue to contribute to the Commonwealth's equity and attainment targets it will require a new model of education delivery and access to new markets.

UC's Strategic Plan 2013-2017 sets a target of 16,500 EFTSL to be directly enrolled in UC degree programs in five years' time, representing an increase of 46% on UC's 2012 enrolment load. Although this target includes load from on- and off-shore international students, Commonwealth supported domestic places will continue to make up a large proportion of the University's student body. In the University's estimate, it is important to aim to grow to 16,500 EFTSL to reduce the problems of being subscale. Enrolments of 16,500 EFTSL would still place UC at the smaller end of Australian universities in 2012 terms.

However, it is an ambitious target given UC's circumstances. It requires changes to UC's current approach to education delivery. It will necessitate scaling up both directly and through partnerships, as outlined in the University's successful Structural Adjustment Fund (SAF) bid and summarised in the sections below. If successful it will allow UC to connect with non-traditional domestic cohorts not currently accessing higher education, without being constrained by geographical location. This should go a long way towards furthering the Commonwealth goals of expanding the number and diversity of young Australians with a bachelor degree or higher.

Students will be able to study with us in Canberra, through our partner campuses across Australia, or through supported distance education, and access the same content irrespective of their location. As well as being able to complete online modules at their own pace, students will have

the opportunity to attend facilitated workshop. In these workshops, staff will facilitate in person recorded or live streamed lectures and pause the lecture whenever students have questions about the content. Students in disciplines which benefit from discussing the production of their work will be able to do so in studios made available by our partners.

All UC students, irrespective of their location, level of course, or the amount of face-to-face interaction will have access to the University's online learning platform, which will facilitate interactions with UC staff and fellow students.

In summary, by 2018 the University will:
1. Have transformed its models of delivery through leading a network of tertiary education partners, as mentioned above, and establishing a presence, according to the circumstances, at some of their campuses;
2. Have established a student centric approach to teaching and learning using technology's full potential to support student choice and eliminate barriers of distance, time and location;
3. Ensure quality of intake by leveraging off our partnership network to establish tailored pathways into UC degree programs, in conjunction with a new admissions strategy; and
4. Improve the success and retention rates of our students through strengthened course viability and enhancing our supportive learning environment to help students succeed.

These goals will be partly realised through the newly established Australian Polytechnic Network, through partners located around Australia.

SUB-BACHELOR
Sub-bachelor and enabling places at UC are offered through the University of Canberra College (UCC), a specialist institution focused on preparing Australian and international students for degree level study.

The existing UCanREACH program already caters to non-traditional cohorts aspiring to tertiary education. UC intends to use some of its SAF grant allocation to:
1. Establish up to 10 regional study hubs to expand access to enabling programs, modelled on the already successful arrangements in Merimbula and Bateman's Bay. These will be further supported by blended learning initiatives at UC; and
2. Further develop the supportive learning environment to increase student retention at both UC and UCC.

The University will be taking opportunities to apply for additional sub-bachelor degree places as they arise.

UC also plans to leverage off the expertise held within UCC to provide a supported first year undergraduate program for students with lower entry qualifications, allowing the University to broaden tertiary access while maintaining quality standards and grow numbers through increased retention at bachelor level (see below).

UC will also collaborate with existing partners to revitalise existing articulations and develop new dual qualifications. The initial focus with the Canberra Institute of Technology (CIT) will be in the areas of Design, Sports, Forensic Studies, Engineering and Education.

BACHELOR
Growth in bachelor level places is critical to the University's mission, as outlined in Breakthrough, Strategic Plan 2013-2018 and the University's recent successful Structural Adjustment Funding grant. This growth is anticipated to occur through the dual strategies of increasing commencing numbers via partnerships established through our network of tertiary partners, and providing an enhanced student support environment to increase engagement and retention.

The following strategies are currently in development, supported by SAF grant funding:
1. Curriculum Design: Overhaul of UC curriculum design to allow enhanced program delivery, including increased flexible and online options to help meet the needs of an increasingly

diverse student body. Flexible and online delivery is envisaged for all partnership-based courses, increasing the University's recruitment base; and

2. Support and Engagement: implementation of a range of strategies to improve engagement and retention rates, including expansion of the Personal Advisor and Peer Assisted Learning schemes; a comprehensive First Year Experience Project to support the transition of non-traditional cohorts to university study; and implementing a comprehensive analytics and support program to early identification and intervention of students 'at risk'. The First Year Experience Project will also incorporate the expertise held within UCC to provide an enhanced first year support program.

The SAF grant allocation will also allow UC to further its goal of transformation via a network of partnerships with educational institutions across Australia. This will provide UC with a truly national network of pathway arrangements, allowing any domestic aspirant to attain tertiary qualifications irrespective of their socio-economic status, educational background or geographic location.

The University has been given approval to offer Commonwealth Supported Places at partner campuses inititally in Sydney, Brisbane and Melbourne. International students will be offered face to face teaching in each of these locations, to ensure the University is ESOS compliant. It is envisaged that some supported distance education courses will also be offered to domestic students.

Flagship areas at bachelor level nominated for development with partner institutions during 2013 include commerce; marketing, tourism and hospitality; justice studies; information technology; design; sports science and management; nursing: allied health; welfare and community studies; social science; education; architecture; and applied science.

POSTGRADUATE

The University anticipates demand for CSP places at postgraduate level to increase in line with the university's overall growth as an institution and workforce demands, particularly in areas where a postgraduate qualification becomes the minimum requirement for practice. For example, the University has requested additional Commonwealth Supported Places for its recently developed Master of Teaching program, in line with announcements in the Federal Budget around new AITSL requirements for two-year, graduate entry teacher education courses replacing one-year graduate diplomas). This will see a shift in current undergraduate load to postgraduate CSP load, with no net expansion of teacher education places anticipated. Similarly, the changing demands of the health workforce and national health reforms will require the University to increase postgraduate load in specific fields, such as preventative and mental health, obesity and chronic disease management.

The university intends to maintain a distinctive, relevant and innovative curriculum that will require regular review and adjustment of our offerings in line with student feedback and industry or sector developments.

The Curriculum Design project outlined above will incorporate both postgraduate and undergraduate levels. Courses that have already been identified for development within this project include the MBA, Professional Doctorate of Nursing, Master of Education, and Master of Strategic Communications.

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 ASSURANCE OF COURSES

1. Course Reaccreditation
The University introduced a comprehensive five-yearly course reaccreditation process in 2012. The process reviews course performance data and reassesses the strategic, academic and business case for reaccreditation. Curriculum design and pedagogical approaches are reviewed, in particular, compliance with the AQF learning outcomes, generic skills and pathways alignment, and alignment with the University's five signature educational themes: (1) student access, choice and flexibility; (2) internationalisation and intercultural capability; (2) research-led education; (4) work-integrated learning; and (5) interdisciplinary. For the first iteration, the reaccreditation process is being completed within three years, to ensure demonstration of AQF compliance for all courses by the end of 2014.

2. External Benchmarking
During reaccreditation, all courses not subject to separate accreditation or registration by professional bodies are benchmarked against other Australian universities with respect to academic standards, including comparative learning outcomes, assessment tasks, assessment criteria and award of grades.

3. Annual Course Reports
Annual Course Reports are provided centrally to all Faculties, based on 31 performance measures across a five year trend, a subset of which is assessed against external benchmarks or targets. From 2012, the reports have introduced a 'traffic light system' to highlight exemplary performance and areas of concern. Course reports and unit data are reviewed annually by the University Education Committee.

4. Rewarding Teaching Excellence
The University has built a process of recognition and reward for good teaching practice through:
- Awards for Teaching Excellence;
- Annual Performance Reviews; and
- Academic Promotions.

Awards for Teaching Excellence

Teaching Awards are provided at both University and Faculty level. The number and categories of award have grown over time, with 20 awards in five categories now available at University level. Two new categories from 2011 explicitly aim to reward early career academics and sessional staff. The University is currently formally benchmarking its Teaching Awards process with comparator universities in NSW/ACT as part of its involvement in the 'Promoting Excellence Network' funded by the previous ALTC.

At an institutional level, UC Awards are used to facilitate dissemination of good teaching practice through the delivery of 'Stuff that Works' sessions by UC Award winners to the larger UC community. The Awards process has also been designed to reflect the PELTHE Awards and selection criteria, building capacity for recognition and dissemination of good practice at a national level through the PELTHE Awards and Citations.

To facilitate progression from institutional to national Teaching Awards, the institutional awards are aligned with OLT awards in the level of both category of award and criteria for an award. Nominees for national awards are selected from winners of the University of Canberra Teaching Awards, and the Office of Learning and Teaching Institutional Contact Officer provides individual advice to nominees in preparing their applications.

Dissemination of Successful and Innovative Teaching and Learning Practices

The University has implemented a range of measures for the dissemination of "best practice" or "next practice" in teaching and learning.

These include:
- workshop sessions conducted by the Teaching and Learning Centre aimed at sharing learning and teaching practices that have been successful, including the examination of models that engage students in a critical and contextual analysis of their learning and research;
- the SAFFIRE festival of flexible teaching and learning (18-19 march 2013) showcased flagship practices at UC alongside examples of education innovation nationally and internationally;
- an ongoing series of faculty-based rapid design workshops ("design jams"), facilitate by educational designers and innovation consultants, in which discipline areas and faculties worked intensively over several days review and rethink teaching and learning practice and curriculum design;
- the recruitment of a team of six experienced educational designers and educational technology specialists to provide "just in time" educational design support across the faculties and student support areas (funded by the SAF grant);
- centrally-coordinated planning sessions to build staff capability and implement new practice for educational issues of common concern across faculties. Examples include UC-wide workshops on topics such as designing large-enrolment courses for online delivery; business models for online education; online research training and research methods; using leaning technology to support work integrated learning;
- enrolments in UC's Graduate Certificate in Tertiary Education will be increased to offer a route for staff wishing to achieve certification of their enhanced capabilities.

Sessional Staff Development

All faculties provide an Orientation Manual for Sessional Staff, that, among other things, describes the University's key educational policies. Faculties also ensure that unit convenors provide sessional staff with an introduction to unit assessment standards through viewing a sample of previous student assignments over a range of grades awarded. A six-hour 'Sessional Staff Development Program' is provided each semester by the Teaching and Learning Centre, with a focus on assessment and moderation, feedback and evaluation, strategies for encouraging student participation in tutorials, and strategies for integrating diverse student groups into tutorial activity.

Annual Performance Reviews

Annual Performance Reviews measure teaching performance against faculty and institutional targets. Teaching is measured quantitatively and qualitatively on 3 criteria: (1) quality of units and courses; (2) quality of teaching; and (3) development of students' generic skills. The quantitative measures are based on a standardised institutional survey of students conducted for all units each semester. The institutional survey is based on the national CEQ, with scales addressing unit satisfaction, good teaching and generic skills. A similar institutional survey is also conducted annually for all courses. Institutional targets are revised annually with the aim of ensuring that UC performs in the top third of universities on the national CEQ.

Academic Promotion

Academic Promotion is based on performance reviews, with supervisors asked to rate staff performance annually in the three areas of teaching, research and engagement using five ratings: Outstanding; Significant; Satisfactory; Borderline; and Unsatisfactory. Promotion requires 'Outstanding' performance in at least one area and 'Significant' in the remaining two. This means that academics may highlight their teaching over their research and engagement performance for promotion purposes. It also means that no teaching and research academic may be promoted without at least a consistent rating of 'Significant' for their teaching.

5. New Academic Appointments

For new academic appointments, it is a requirement that those with less than two years tertiary teaching experience complete a 10 week internal program in Tertiary Teaching and Learning.

6. Measuring Student Outcomes

Measuring learning outcomes for students of the University's quality assurance and teaching reward and improvement processes is evident in:

- national measures of student satisfaction (CEQ and SEQ)
- retention and progress rates
- graduate destinations (GDS)

Student satisfaction

The University's performance on the national CEQ administered through the GCA shows a consistent rise in survey scores and national rankings on all scales. For 2011: Good teaching scale—Score 72%, Rank 7th; Generic skills scale—Score 80%, Rank 28th; Overall satisfaction scale—Score 81%; Rank 21st. CEQ goals for the Compact period are to raise the GTS score to 73%; and the GSS to 82% and the OSS score to 83%.

The SEQ within the UES introduces new measures. SEQ goals for the Compact period are to achieve ratings of good-excellent by 86% of respondents for Quality of teaching (83% in 2012) and 82% for Quality of the entire educational experience (79% in 2012).

Student progress and retention rates

These have remained fairly steady despite a marked growth in student numbers and increase in student diversity over the last few years. For 2011, the progress rate for UG domestic students was 82.5% and the retention rate for all UG students was 80.51%. The University is embarking on an ambitious plan to improve progress and retention through the introduction from mid-2013 of centralised learning analytics and enhanced student support targeted to areas of student need. Early introduction of diagnostic testing of English language proficiency is also being introduced with associated support. The goal by 2016 is to have a domestic and international retention rate that is in the top third nationally, with a numeric score equal to or greater than the top third ranked value in the previous year.

Graduate destinations

The University's performance on the national GDS administered through the GCA has remained exemplary in the area of graduate employment, with a consistent rise in rates of further study. For 2011: Employment—Rank 6th; Further study—Rank 7th.

7. Innovation and Flexibility

Creating more innovative and flexible learning options for students is an ongoing priority for the University. In 2013, Associate Deans (Innovation) are being appointed in each faculty to support academics in developing and embedding innovative teaching practice and redesigning courses for more flexible access. By 2016 the goal is to have 20% of units delivered online only, 57% of units delivered using a mix of standard face to face and online, 7% of units delivered using a mix of intensive face to face and online, and 20% of all courses delivered in mixed mode.

The University of Canberra currently has few genuinely flexible courses, but this is being addressed using the Structural Adjustment Fund (SAF) over the period 2013 – 2014, kick-starting a more general approach to innovative, flexible teaching and learning practices into the future. The SAF-funded project is divided into three six-month phases during the period 1 January 2013 to 30 June 2014.

For each phase, the DVCE and Deans will identify 10-12 flagship flexible programs across UC for intensive development of existing innovative practice, and realisation of the potential for growth and quality enhancement through the adoption of new teaching and learning practice. This identification is made on the basis of existing staff expertise, track-record in winning teaching awards, track-record in building educational partnerships with industry, student satisfaction results, market potential for growth, and the alignment of teaching practices in the discipline area with the strategic priorities for UC education.

A parallel process will take place with respect to central student support services that seek to use flexible and innovative means to support the overall UC student experience, improve the quality of learning and engagement, and increase retention. Priority will be given to programs that use innovative technologies to provide support, and/or use flexible approaches to support the learning of students studying online or in blended or intensive modes.

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

Principal Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Number of active learning and teaching projects supported by the PELTHE10 program where the University is the lead institution	6	6	6	7	7
Number of active learning and teaching projects supported by the PELTHE11 where the University is a partner institution	4	4	5	5	6
Number of citations for outstanding contributions to student learning	2	3	3	4	4
Number of awards for teaching excellence	0	0	1	1	2
Number of awards for programs that enhance excellence	0	0	0	1	1

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[10] Promotion of Learning and Teaching in Higher Education - the program providers learning and teaching grants, awards and fellowships and is administered by the Office for Learning and Teaching.
[11] See footnote 10 for definition.

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

Optional Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
The proportion of FTE students studying in flexible mode (ie, online, blended, intensive, by distance)	15%	18%	20%	25%	30%

4.3 Equity

4.3.1 Commonwealth objectives

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

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

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

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

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

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

4.3.2 University strategies

OVERVIEW

The University of Canberra values education as a transformative experience for all people irrespective of their origins, age and circumstances. Through a range of initiatives and programmes, the University aims to increase the access, participation and attainment rates of people from under-represented groups. The University's new Strategic Plan 2013-2017 will be underpinned by an enabling plan on Student Equity. The enabling plan will detail the initiatives that will ensure that the University's values in respect of equitable access and participation for people from under-represented groups are recognised and acted upon. The University's commitment to equity is evidenced in part by the fact that the University's Equity and Diversity Planning Group is chaired by the Vice-Chancellor. Key initiatives to improve access, participation and outcomes for students from under-represented groups over the period of this Compact are detailed below.

ACCESS AND PARTICIPATION

In order to increase access and participation of people from under-represented groups, and in particular people from low SES and regional backgrounds, the University has developed a number of outreach programmes and initiatives detailed below. . Consultation is undertaken with the ACT Education Department and Training Directorate and the NSW Department of Education and

Communities regarding these programmes and the appropriate schools in which to deliver such programmes.

1. **Aspire UC Schools Programme:** This programme aims to raise aspiration and achievement and is aimed at students in Years 7-10 from financially disadvantaged and/or regional backgrounds. The Aspire program was delivered to 3000 high school students across south-east NSW last year and is also being delivered in a number of schools in the Riverina district and some schools in the ACT in 2013. The programme also provides professional development for teachers from these schools.
2. **"Student-for-a-Day" Programme:** The University will continue this programme, which provides an experiential learning "day" at the University for students from regional and low SES backgrounds.
3. **U-CAN READ Literacy Intervention Programme:** This programme is one of the key literacy intervention programmes offered by the University. It is dedicated to developing the literacy skills of students in Years 3-10 by providing parents and carers with ideas, knowledge and support. It is a joint project of the University of Canberra and ACT Education and Training Directorate.
4. **Health Outreach Programme:** A number of health outreach initiatives have been and will continue to be undertaken by the University, including the provision of a range of health services delivered to regional communities by the University's mobile health clinic.
5. **Memorandum of Understanding with The Smith Family (TSF):** The University of Canberra will continue working closely with TSF across the region to support the aspiration of financially and educationally disadvantaged children and young people. The University provides scholarships to children and young people who are part of TSF's Learning for Life programme.
6. **Parent Outreach Programme:** Working closely with schools and The Smith Family, the University will continue to develop and deliver a range of programmes to educate and inform parents of children from low SES and regional backgrounds about higher education.
7. **UC Study-For-Success:** This new programme was introduced in 2012 for disadvantaged students from a number of local high schools within the ACT to assist them with their academic achievement.

In addition to the above outreach programmes, the University has a range of pathways and initiatives that support access, participation and success by under-represented groups. The initiatives include:

1. **UC-CONNECT:** An enabling programme offered at the University of Canberra College (UCC) to provide a pathway for school leavers and recent school leavers whose current academic qualifications do not allow them direct admission to the University.
2. **UC-PREP:** An enabling programme offered at the UCC, which is designed for students who wish to prepare for higher education.
3. **Bonus Points Scheme:** In addition to participating in UAC's Educational Access Scheme, the University offers a regional bonus points' scheme.
4. **Principal's Recommendation Scheme:** This is an early entry initiative available for Year 12 students. If a school or college principal recognises that a student has the aptitude to go on to higher education, they can recommend that student to the University for consideration.

OUTCOMES

To assist with positive outcomes for students from under-represented groups, the University is committed to the continuation and improvement of support services, programmes and initiatives aimed at these groups. The University has a number of specialised support units to assist the retention and success of students from under-represented groups. These include:

- UC AccessAbility: provides support for students with a disability.
- The Student Equity and Support Unit: provides a range of support programmes aimed at under-represented groups and runs a number of the University's outreach programmes.
- The Academic Skills Centre: provides learning support to students, including providing specialised programmes for financially disadvantaged students.

The University is continually evaluating and improving its equity programmes in order to provide enhanced support to students. Examples of programmes aimed at improving outcomes for under-represented students include:

1. **Rural Student Support Programme:** Provides support through specialised orientation and transition activities.
2. **Refugee Student Support Programme:** Provides support through specialised orientation activities, textbook funding, individualised weekly academic support and the support of a transition agent.
3. **Smart Study Passport Programme:** Offers study skills and other support to students who require assistance in their transition to University.
4. **UC Student Loans' Scheme:** Available to assist students who would not otherwise receive a loan.
5. **Equity Scholarships:** The University provides a range of equity-based scholarships, including accommodation scholarships for financially disadvantaged students.
6. **CLASS Project:** The University currently offers a range of support initiatives for students at risk of academic failure. A large project is currently underway to extend and enhance this support.

INDICATORS FOR MEASURING PROGRESS

Students from Low Socioeconomic Status Backgrounds:
- The University is committed to improving access and participation rates of students from low SES backgrounds and to achieving the participation targets detailed below in S4.3.3.
- The University is committed to maintaining retention and success rates at or above the benchmark group's averages.

Students from Regional Locations:
- The University is committed to improving access and participation rates of regional students and to achieving the participation targets detailed below in S4.3.3.
- Retention rates for regional students are already better than those of the benchmark group and the University is committed to maintaining good retention rates (ratio > 1.00).
- Success rates have traditionally been similar to or better than those of the benchmark group and the University is committed to maintaining a success ratio of > 1.00.

Students with Disability:
- The University is committed to maintaining access and participation rates that are above those of the sector. The University will work to improve access, participation, retention and success rates further so that they are closer to the benchmark group's averages.

4.3.3 Participation and Social Inclusion Targets
Proportion of domestic undergraduates who are from a low SES background
Baseline for improvement target: **To be determined**

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

Proportion of domestic undergraduates who are from another underrepresented group
Baseline for improvement target: x% (Either 2009 or average of 2008 and 2009 data)

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

4.4 Teaching and Learning Infrastructure

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

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

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

4.4.2 University strategies

RENEWING EXISTING FACILITIES
During the period of this Compact the University will embrace blended learning and flexible delivery methodologies, to respond to the expectations of students for the availability of a variety of delivery modes, timing and locations. In view of this substantial change, UC plans to re-purpose many of its existing buildings to better support teaching and research, through provision of flexible and connected learning environments.

UC is currently populating a comprehensive database in relation to space allocation throughout all its buildings. Reports from this system will be used to inform the development of a space master plan to improve the University's utilisation of its existing buildings. UC's approach to the planning and design of new or refurbished teaching space is to maximise flexibility where possible, to assist in increasing utilisation rates of teaching spaces and lecture theatres.

Capital Projects 2013 - 2015
The UC has committed over $19m in the next three years to the refurbishment of existing buildings. Design emphasis will be on collaborative spaces to encourage knowledge sharing. Spaces for quieter study and more intensive delivery modes on special projects will be provided,

incorporating wireless access and extensive digital capacity in data and communications. Write-on walls, flexible furniture and interactive digital equipment will maximise the potential for innovation in the use of technology, and stimulate participation amongst staff and students. Common spaces will aim to enhance communication and maximise encounters and opportunities for interaction by staff and students.

Refurbishment works will be designed in keeping with the University's Sustainability Strategy. The adaptive re-use and refurbishment of buildings, in lieu of major demolition and new building works, will demonstrate commitment to reduction of the University's ecological footprint.

The University's capital works program will support a significant adjustment in the focus, organisation and operation of the University, to offer an enriched learning experience supported by a range of delivery methodologies. Spaces providing blended learning, online teaching and delivery in a variety of locations will provide UC students with greater access, choice and flexibility.

ACHIEVING GOOD PRACTICE IN RELATION TO THE COST OF REMEDYING THE BACKLOG MAINTENANCE OF FACILITIES

The University strives to address its backlog maintenance through appropriate budgeting and proactive management. In 2012 the University expended $2.4m on backlog maintenance and another $6.4m on cyclical refurbishment.

In December 2012 a building condition audit was conducted across the UC Bruce campus. Buildings were found to be in reasonable condition, with most finishes at a satisfactory rating due to refurbishment during the past 1 to 5 years. The audit did, however, confirm that due to the age of the buildings, the plant and equipment is in many cases due for replacement, requiring high levels of repair and maintenance to keep them functioning.

During the next three financial years, planned investment in maintenance and capital renewal for strategic facilities will be undertaken. A budget of $6.7m has been allocated to address backlog maintenance priorities. Items identified in the condition report are currently being rated, with critical replacement works taking precedence. As replacement of large plant items is progressively undertaken, maintenance and repair costs should reduce.

The market is currently being tested for a new UC Facilities Management provider. One component of the stated provider requirement is the supply and verification of a Planned Maintenance Program to ensure that equipment is maintained in accordance with all statutory and legislative requirements.

The University is currently implementing a program of sustainability initiatives to reduce water and energy costs across the Bruce campus, including replacement of light fittings within some buildings in 2013. The works will drive annual energy savings with an estimated payback period of three years. Maintenance savings are also anticipated due to the longer life and lower number of energy efficient fittings. The works specify the removal of old lighting fittings containing PCB and, coupled with installation of motion detection rather than light switching, will demonstrate a modern and energy efficient solution.

PART FIVE: RESEARCH AND RESEARCH TRAINING

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

RESEARCH STRATEGY
The University of Canberra is committed to supporting applied research and research training as a part of its core mission. In the last 5 years the University has experienced significant growth in research activity including research outputs, research income and research student load. In the next 5 years, the University will invest and operate under 4 key priorities: Focus, Excellence, Impact, and Partnerships.

RESEARCH FOCUS AND ERA
The University of Canberra is a small university by national and international standards. Therefore it cannot and indeed should not aim to develop a comprehensive research portfolio. Rather the development of strength in specific research domains, built on our current and emerging strengths, societal needs and opportunity, will see UC develop a strong reputation in selected research domains.

In ERA 2012, UC was rated as performing at "world standard" (ERA rating 3) in: Environmental Science (FoR 05 and 0502), Biological Science (FoR 06), Chemical Science (FoR 03), Studies of Human Society (FoR 16), Communications and Media Studies (FoR 20 and 2001) and Studies in Creative Arts and Writing (FoR 19 and 1904). These areas, in particular Environmental Science and Management (05023), Policy and Administration (1605), Communications and Media Studies (2001), and Creative Writing (1904) will form the core focus areas of excellence with specific ERA targets.

In addition, UC will support a number of emerging areas of research in Health (FoR 11) and Education (FoR 13). These areas have been targeted because the university has significant teaching programs in these areas, has recently appointed a number of academics with excellent research track records in these areas and perceives that there is significant opportunity to develop research excellence here. In the Health area the focus will initially be on Human Movement and Sports Science (FoR 1106) and Public Health and Health Services (FoR 1117). The

National Centre for Social and Economic Modelling (NATSEM) has been a flagship research centre for the UC for the past 20 years and has had major impact, providing significant, high level social policy advice to government and other agencies during that time. NATSEM will be supported to develop an academic focus and contribute to research excellence measures in Applied Economics (FoR 1402) as well as Policy and Administration (FoR 1605).

The university will achieve this focus and strive for significant improvement in ERA ratings through the following actions:
- Ensure that strategic funding is directed to areas of research focus through University of Canberra Research Centres (UCRCs), cross-faculty research institutes and faculty-supported research centres
- Develop a targeted recruitment strategy for professorial level academic staff in areas of research focus
- Provide appropriate professional development, support and mentoring to high performing academic staff especially ECRs and research leaders
- -increase the proportion of academic staff whose main role is research (research focused/only staff) including postdoctoral fellows and professorial level research leaders
- Ensure that capital expenditure and infrastructure budgeting are strongly aligned with these focus areas
- Monitor performance in these focus areas against clear annual KPIs

PARTNERSHIPS AND COLLABORATION
One of the key priorities for the university is the development of partnerships that support research excellence and impact. Strategic partnerships will be developed internally, nationally and internationally.

Internally, the university has committed to provide funding to three University of Canberra Research Centres (UCRCs) from 2012-2016 with a performance review scheduled for 2015. A new cross-Faculty institute in sports science has recently been established and four Faculty level research centres are also being supported with strategic investment. All of these centres are in areas of research focus as outlined above. These centres and institutes are designed to bring researchers together to develop critical mass in specific areas, encourage stronger collaboration and inter-disciplinary approaches. In the past few years, the University has been successful in creating new partnerships through initiatives such as the Murray-Darling Basin Futures (MDBF) Collaborative Research Network. MDBF represents a unique collaborative, interdisciplinary research network led by UC in partnership with the ANU, Charles Sturt University, the University of Southern Queensland and many external partners CSIRO, ABARES, MDBA, NWC, SEWPAC, DCCEE, DRARDLG, and DAFF.

New partnerships are arising from the MDB Futures initiative and there is a goal to develop at least one large collaborative funded initiative arising from MDB Futures by the end of 2014.

The University will also build on its recent collaboration with NICTA in "The Living Lab" project to develop eHealth capability and stronger national partnerships in this area.

A number of new international partnerships have recently been developed, including with a number of UK universities and Chinese universities. These partnerships will be supported through funding the exchange of researchers and research students.

In the next five years, the University intends to develop new partnerships nationally and internationally with the aim of supporting the areas of research focus, build research capacity including research training and leadership and instigate knowledge exchange network in order to ensure research impact.

Specific approaches will include:
- Develop strategic partnerships with national and international universities in areas of research focus

- Support research centres in the development of strategic national and international partnerships
- Ensure the Outside Studies Program is aligned with the international research strategy
- Provide opportunity for collaborating researchers and research students to spend time at UC

RECRUITMENT AND RETENTION

Providing support for the professional development of the academic workforce, especially as it relates to researcher development is a key priority.

The University undertook a program of academic renewal between 2010 and 2012 with more than 100 new Assistant Professors (level B/C) being employed on 7 year contingent continuing contracts. In 2011 an Early Career Academic Program (ECAP) was established with the specific intent of supporting the professional develop of this group of academics. The ECAP ran during 2012 and is planned again for 2013.

A significant number of new contract research focused positions have been created during 2011 and 2012 through recruitment into the MBD Futures CRN (12 postdoc fellows and research fellows) and through an internal postdoctoral fellowship scheme (10 new postdoctoral positions). The CRN fellows are being supported through a program of engagement with MDB Futures stakeholders and an interdisciplinary focus and all have access to the ECAP. The university is also taking part in the VITAE trial available to Australian universities in 2013.

There is a need over the next few years to provide a larger cohort of research leaders in focus research areas. This will be achieved in two ways; first through targeted recruitment of high performing research leaders in areas of research focus and second through providing opportunities for professional development of our current group of research leaders.

The ethical conduct of research continues to be a focus with an overhaul of our human ethics committee and procedures beginning in 2011 and continuing to improve through 2012/13.

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)	4	5	7
Number of disciplines, as defined by four-digit FoR, performing at world standards or above (3, 4 or 5)	3	3	9

Disciplines the University commits to demonstrating substantial improvement in as defined by two-digit FoR and/or four-digit FoR	Disciplines nominated in 2011–13 Compact	Disciplines nominated in 2014–16 Compact
Two-digit FoRs	None nominated	05 (0502), 11 (1106, 1117), 13 (1301, 1303), 14 (1402), 16 (1605), 19 (1904), 20 (2001)

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	$2,706,203	$3,139,195	$3,641,467	$4,224,101	$4,899,958
Category 2 Income	$3,278,575	$3,934,290	$4,721,148	$5,665,378	$6,798,453
Number of joint research grants in Australia	10	11	12	13	15
Number of joint research grants overseas	9	10	11	12	13
Number of jointly supervised PhD students in Australia12	43	47	52	57	63
Number of jointly supervised PhD students overseas13	3	3	4	4	4

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
Per Capita average in research ex KPI	$45,141	$41,386	$35,652	$44,798	$51,733
HERDC research income	$17,131,124	$16,554,639	$14,260,752	$17,919,319	$20,639,025
Research Only staff FTE (FT/FFT and Actual Casuals)	22.98	32 (8)	45	63	88
Share of joint publications with external collaborators	29%	30.5%	32%	33.6%	35% (9)
Publications / Academic Staff FTE (exc. Casuals)	1.13	1.15	1.18	1.20	1.22 (10)

(8) 40% growth per annum
(9) 5% increase per annum to match IRUA group
(10) 2% growth per annum

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[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

RESEARCH TRAINING

The number of students enrolled in PhD programs or professional doctorates has increased significantly over the past 5 years. 2013 will see the biggest ever enrolled cohort of PhD students and the largest intake. . This increase in HDR numbers has seen considerable strain placed on supervisory capacity, infrastructure and resources and the administrative processes related to HDR students.

Over the past few years, our HDR policies and policy framework has been reviewed and renewed. In 2012, a restructure of the administrative support for research training saw the creation of the Graduate Research Office whose role is to ensure that the university provides a quality research training environment including the development of generic skills and innovation capability. Improved infrastructure and support provisions have been introduced in 2011 and will be monitored and further improved in the coming years.

PROGRAM QUALITY

Research training needs to ideally occur in research-intensive environments, with research supervisors who have the skills and support to provide the strong technical training required to become a highly proficient researcher. As outlined elsewhere in this document, the university will focus its research in specific research domains and thus it will also focus its research training in these areas to ensure that the conditions described above are fulfilled. The university intends to establish a number of "Flagship" PhD programs in areas of research strength and in 2013 will begin a trial through the establishment of 2-3 programs. Further programs will be established in later years.

Research supervisors will be provided with professional development opportunities and support to facilitate the development of the requisite skills. A new program of supervisor development has commenced in 2013 and will be enhanced in future years.

The research environment should also ideally provide opportunities for a) inter-disciplinary work, b) links with the professions in business, industry and government and c) links to the international research community. Opportunities will be created for research students to carry out projects with partners outside of academia and to experience research in an international setting. The university is developing an "internship" program for research students working in the MDB Futures CRN with the various government and government agency partners in the CRN and the learnings from this program will be used to develop further avenues for engaging students with end –users of research and employment. A feature of the "flagship" research training programs is that they are required to provide opportunity for students to engage with research end-users or gain an international experience.

It is envisaged that international experiences will be provided through student exchange opportunities with our international partners. One recent example is the signing of an agreement with Shanghai Medical College, Fudan University in for PhD student exchange in the area of

infectious disease. This approach will be pursued with other international partners especially in China, Hong Kong and other Asian countries.

COMPLETION RATES

The university wishes to ensure timely completion of research degrees and has or will introduce a number of initiatives to ensure our students have the support to do so.

One focus is to ensure that incoming HDR students are well equipped to undertake research. A new PhD course introduced in 2013 is designed to increase support to students, build requisite skills to successfully develop and implement their research proposals, and give UC Faculties flexibility to allow entry to students who may not have a traditional education history. Students can enrol in Graduate Diploma in Research Methods which is embedded into the PhD program if they are deemed to require intensive training prior to undertaking a stand-alone PhD project. This pathway is intended to equip students, who have not come to a PhD through the traditional pathway, with the skills required to undertake a well-planned and well-executed piece of research this facilitating timely completion. A small cohort is enrolled for Semester 1, 2013 and it is hoped to expand this program in coming years.

The provision of competent supervisors is also a key component in ensuring timely completion and as outlined above supervisor development is a priority.

TRANSFERABLE SKILLS

The University is committed to provide research students with the skills and training required not only for a traditional academic career but for the variety of careers to which they aspire. As described above opportunities are being created for research students to carry out projects with partners outside of academia and to experience research in an international setting.

Research degree candidates also need to be equipped to enter the workforce with skills well beyond a technical focus on a specific research topic. In 2013 a new generic/transferable skills statement was developed for research students and following on from this the provision of our researcher education program is being aligned with this statement. This new program will be trialled in 2013 and then used in modified format if required in the years beyond.

UC continues to collaborate with ANU in the highly successful InnovationACT program, a joint program with the ACT Government to develop innovation and entrepreneurial skills in postgraduate students. HDR students are encouraged to participate in this program which not only supports the development of these skills but also provides opportunity to make contact with local business people and entrepreneurs.

In addition, the University is committed to supporting Indigenous HDR students. In particular, the University will undertake the following activities to ensure appropriate access, participation and outcomes for Indigenous people:
1. Provide an environment that enables Indigenous HDR students to successfully complete their degrees, and equip them to pursue diverse career opportunities.
2. In teaching HDR student cohorts the Generic Skills the University expects them to achieve, the objective is to create a more positive research experience, encourage cohort support networks, and improve completion outcomes.

The University has a limited number of Australian Postgraduate Awards (APAs) that it allocates every year. This is done via a careful scholarship selection process. During this process Indigenous students are identified and their case carefully considered in order to ensure that, where possible, they are supported.

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	317	325	333	341	349
HDR student completions by masters	10	11	11	11	11
HDR student completions by doctorates	37	41	45	49	54

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
PhD Completions per 100 FTE	10.53	10.95	11.39	11.84	12.31 (note 11)
Academic staff with doctorates (FTE)	64%	65%	66%	66%	67%
(11) 4% increase in PhD completions per 100 FTE					

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:

- must do so by sending it to the other Representative set out in clause 6.4.2; and
- 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. Professor Stephen Parker

       Stephen.Parker@Canberra.edu.au
       Ph: 02 6201 5000
       Fax: 02 6201 5036
       Postal Address: University of Canberra, ACT, 2601

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 University of Canberra, ABN 81 633 873 422

Signed for and on behalf of the University of Canberra

by

…………………………………………………..   …………………………

Signature   Date

Professor Stephen Parker
 the Vice-Chancellor and President

In the Presence of:

…………………………………………………………………………

WITNESS

…………………………………………………………………………

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

SIGNED for and on behalf of

THE COMMONWEALTH OF AUSTRALIA

by

…………………………………………………..   …………………………

Signature   Date

Mr David de Carvalho
 the Head of Division
 of Higher Education Division

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

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

In the Presence of:

…………………………………………………………………………

WITNESS

…………………………………………………………………………

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