Australian Government

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

2014-16 Mission-based Compact

Between:

The Commonwealth of Australia

and

Central Queensland University

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

Central Queensland University

ABN 39 181 103 288

A body corporate under the Central Queensland Act 1988

Of

Yaamba Road

North Rockhampton Qld 4702

(University)

A. Policy Setting

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

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

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

B. The Purpose and Effect of this Compact

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

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

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

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

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

C. Establishment of the Compact

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

D. The Principles of Commonwealth Funding Support

The Commonwealth articulates its vision for the higher education sector, through *Transforming Australia's Higher Education System* (available at the [DIICCSRTE website](#)), and the role of

universities in driving our national innovation system, through *Powering Ideas* (available at the DIICCSRTE website).

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

- academic freedom and institutional autonomy;

- a diverse and sustainable higher-education sector;

- opportunity for all;

- access to university based on merit;

- world-class teaching and learning that advances the international standing of Australian education;

- world-class research and research training that advances knowledge, critical thinking and Australia's international standing; and

- responsiveness to the economic, social and environmental needs of the community, region, state, nation and the international community through collaborative engagement.

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

E. The Structure of this Compact

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

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

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

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

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

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

PART ONE: FOCUS & MISSION

The Commonwealth's Focus for this Compact

The Commonwealth's ambitions for higher education include:

- providing opportunities for people from all backgrounds to participate to their full potential and be supported to do so. This includes supporting the aspirations of Aboriginal and Torres Strait Islander people through improved access and support arrangements. The Commonwealth is committed to ensuring the rate of Aboriginal and Torres Strait Islander people participating in undergraduate and higher degrees by research (HDR), as well as staffing and academic representation, reaches population parity;

- providing students with a stimulating and rewarding higher education experience;

- producing graduates with the knowledge, skills and understanding for full participation in society and the economy;

- better aligning higher education and research with the needs of the economy, and building capacity to respond to future changes in skills needs;

- increasing universities' engagement with all parties and linkages between universities and Australian businesses in particular;

- playing a pivotal role in the national research and innovation system through the generation and dissemination of new knowledge and through the education, training and development of world class researchers across a wide range of intellectual disciplines;

- improving knowledge transfer and commercialisation outcomes;

- consistent with the Asian Century policy framework, ensuring education is at the forefront of Australia's engagement with Asia; and

- being amongst the leading Organisation for Economic Co-operation and Development (OECD) countries in terms of participation and performance.

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

- developing partnerships with schools and other organisations to improve the participation of people from disadvantaged backgrounds in higher education;

- working with business, industry and Vocational Education and Training (VET) providers to provide the Australian economy with the graduates it needs;

- the suite of performance measurement tools being developed through the Advancing Quality in Higher Education initiative, work on quality in research training, and a feasibility study on research impact assessment (including the possible implementation of a mechanism, separate from *Excellence in Research for Australia*, to evaluate the wider benefits of publicly funded research);

- applying the principles and procedures required to support a continuous improvement model for intellectual property; and

- the National Research Investment Plan, including the need for a strategic outlook to address Australian Government priorities and principles at a national level.

1 THE UNIVERSITY'S MISSION AND STRATEGIC PRIORITIES

1.1 The purpose of the University's Mission

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

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

1.2 The University's Mission and Strategic Priorities

CQUniversity has an exceptionally clear focus and mission - one which has been embraced by students, staff and the community alike through widespread consultation, communication and engagement.

Following a major change in leadership, management and vision in 2009, a Renewal Plan was implemented at CQUniversity that sought to:

- Achieve financial sustainability within two years;
- Become recognised as a strong regional university within five years; and
- Become recognised as a great university within 10 years

Since embarking on this ambitious renewal plan, CQUniversity is well on its way to becoming one of Australia's strongest regional universities. The University has invested heavily in new facilities, new programs and new academic and research talent, and while this has caused the University to draw on its funding reserves, these activities are an investment in the future sustainability of the University.

The momentum that was generated from the successful ongoing implementation of the Renewal Plan has led to a broader discussion with staff, students and communities about what would define a great university locally, nationally and internationally. More importantly, it was established how CQUniversity would meet its aspiration of being recognised as a great university within ten years (ie, by 2020).

It is through this process of reflection, consultation, engagement and planning that CQUniversity developed a clear charter of direction in terms of its overall mission and focus. This charter is not a departure but rather a vibrant extension of CQUniversity's traditional values, strengths and ambitions. Built into CQUniversity's mission and focus are the foundations of engagement, participation and access – vital elements for CQUniversity's relevance and future success given its social, economic and geographic context. CQUniversity's student composition is distinguished from others by having more mature-age students, more first-in-family students, more Indigenous students, more low socio-economic students, more regional/remote students, a higher proportion of international students from Asian countries, and more distance-education students than the norm for an Australian university. CQUniversity also has more campuses; a larger geographic footprint with an incomparable diversity of communities, industries and economies and a strong desire for a genuine community engagement that is unmatched in the sector.

CQUniversity's aim to become a great university by 2020 underpins its mission and focus, distinguished by seven key goals:

CQUniversity will be recognised as **Australia's most engaged university** and will support all those who have an involvement with the University, in particular: students, staff, community, Indigenous stakeholders, industry and other universities and vocational education and training (VET) providers. The University aims to have the best engagement policies, procedures and plans in the sector, and engagement will be integrated into all strategic and operational plans. All engagement activity will be recorded in the University's unique engagement database. Through evidence provided from the database the University will be able to measure the quality and

quantity of its engagement activity per staff member and per student and demonstrate its success against any other university in Australia. By partnering with its communities, CQUniversity will have a positive impact on the communities it serves, enabling them to reach their goals, and vice versa. The University will be particularly focused on engagement with Aboriginal and Torres Strait Islander communities, industry and the Asia-Pacific region. The social, cultural and economic capacities of the communities with which CQUniversity engages will have been enhanced through engagement activity, which will be measureable and recognised. Given the University's focus on health related programs in recent years, and the move towards dual-sector status, the community and VET sectors are also significant engagement partners now and in the foreseeable future. CQUniversity is also committed to valuing and engaging with its own staff, as it is every staff member's contribution to the student learning journey that will differentiate CQUniversity from the sector. CQUniversity intends to be recognised as an international leader in the field of University/Community Engagement. Engagement will be the binding feature that ensures all other aspects of CQUniversity's mission and focus of achieving greatness can be successfully pursued.

CQUniversity will provide the **highest quality student experience possible.** This will be measurable by CQUniversity cementing its presence in the top quartile of Australian universities for student satisfaction. CQUniversity intends to offer a stimulating and rewarding learning and teaching experience for its students, with a primary focus of student experience being the innovative and student-centred ways in which the University engages with its students. CQUniversity aims to set benchmarks of having among the best teaching and learning methodologies in the sector, with learning activities focused on authentic learning, which is informed by collaboration with employers and communities. CQUniversity anticipates its engagement with students will be reflected in the University's sector-leading student retention rates for regional, distance education-focused universities.

CQUniversity will be **an inclusive university** that is known for and prides itself on the types of students it embraces, rather than a university which defines its success on its elitism and exclusivity. It will continue to be proud of the diverse range of students it attracts and helps to succeed. CQUniversity will carry on measuring its success against having the highest proportion of students from low SES backgrounds within the sector, one of the highest proportions of Aboriginal and Torres Strait Islander students, or students from regional/remote backgrounds, and a high proportion of students from families who have not traditionally enrolled at university. CQUniversity's campuses will become known within its communities for welcoming people from all backgrounds, and will continue to find new ways to work with community stakeholders to further boost participation opportunities for students from disadvantaged circumstances. The University will also provide a comprehensive range of post-secondary school education and training and ensure multiple pathways are available for its students spanning from enabling, to vocational education and training (VET), to higher education. Students will be enabled to reach their full potential and have access to and clear pathways between all parts of the University. The University will be a leading provider of VET through delivery at its campuses and via distance education, forming partnerships to enable communities to meet their post-school educational and training needs. CQUniversity will be a university that celebrates all of its students' successes equally regardless of the nature of their endeavours. By being an inclusive university it will engage with the widest possible spectrum of students and will break down barriers between them. The aspiration to be a leading inclusive university will be measured by CQUniversity's position among the top Australian universities for the inclusion of student equity target groups.

CQUniversity will be one of Australia's **leading distance education providers.** The University intends to build upon its strengths in distance education, particularly into regional/remote areas, to become one of the largest providers of distance education and training in terms of student numbers, and one of the best in terms of student satisfaction. The University will develop one of the most diverse ranges of distance education offerings in the country, setting the industry standard in terms of what students expect from their distance education provider. CQUniversity

aims to be recognised as an innovator in its use of technology, capitalising fully on the rollout of the National Broadband Network (NBN). The University will not only be providing content but also a "university experience" through the use of technology, and its multiple campus and study centre locations. Highlighting an example would be the establishment of CQUniversity's Distance Education Support Centre in Cairns in 2012, as a means to remove the feeling of isolation for the hundreds of distance students in the Far North region. These distance students now have a physical study centre where they can access course materials online, engage with their lecturers and peers using video-conference facilities access CQUniversity staff and resources, and most importantly, connect with fellow distance students to provide a genuine "university experience". CQUniversity intends on building upon this successful supportive distance education model in Cairns to eventually evolve into a conventional campus location, but also to introduce the model at other CQUniversity locations. CQUniversity also intends to be a leading user of open source materials and will be one of Australia's largest international providers of distance education, with a particular focus on the Asia-Pacific. Through being Australia's leading provider of distance education, the University will be engaging with many students who would not otherwise have access to its quality education and training. CQUniversity has a clear goal of being among the top five Australian universities for distance delivery.

CQUniversity will become a **research-focused university,** understanding and exploiting its 'power of place' to contribute to stronger, more vibrant communities and local economies through the engaged research it undertakes. Research resources and expertise will be focused on areas where the greatest contributions to the community can be made, with quality research being undertaken at all campus locations. Through being a research focused university, CQUniversity will better engage with industry, the community services sector and the community to help address the many economic, social, environmental and industrial challenges they face.

Work with industry through industry collaborative ventures especially in where research centre focus activity is occurring (Mental health issues, sleep and FIFO work as examples).Research in all campuses is focusing more closely on community issues (Gladstone – FIFO and heavy industry marine investigations; Mackay – trade training; Bundaberg- agribusiness; Noosa-tourism and sustainability; and Adelaide – sleep centre etc).

CQUniversity will also seek to attract, nurture or elevate more researchers to a world-class level across a range of regionally-relevant disciplines, grow the body of new knowledge it generates and disseminates, and continue to support researchers to commercialise their research outcomes. CQUniversity has set the goal of being in the top three of Australian regional universities in terms of its research output. This goal is expanded in the part 3 on Innovation and Engagement. Through a major review of academic and research areas of the university, tighter more focused metrics for research (impact and outcomes) are being developed and rolled out from 2014. Major challenges to achieve this aspiration would be to attract focused high performing researchers by drawing on our distributed campus-system so location becomes less important.

CQUniversity will be a **recognised national university.** While CQUniversity's foundations and origins are in Central Queensland, the University will provide quality education and training in campuses and study centres right across Australia. CQUniversity has proven its adeptness to operating a multi-campus network across thin regional markets, and plans to use this expertise in providing tertiary opportunities to more underserviced communities, especially in rural/regional Australia. One particular method that will be pursued is the "Community University" model, whereby community partners assist the University in establishing a supportive distance education hub in areas of limited access to higher education. CQUniversity is already fielding multiple approaches from community partners with a keen interest in this "Bendigo Bank" method of boosting tertiary participation rates and opportunities for individuals otherwise unable to study. This Supportive Distance Education Community University model makes full use of the opportunities afforded to underserviced communities through the NBN rollout. By operating as a national university, CQUniversity will engage with communities outside of its traditional base.

Through traditional campuses and study centres to "Community University" locations, CQUniversity aims to have a presence in every Australian state and territory and be recognised as a truly national university. The University is very proud to be a member of the Regional Universities Network which further cements CQUniversity's commitment to playing a transformative role in the regions.

Finally, CQUniversity will be a **university that gives back.** The University will demonstrate a distinct moral, ethical conscience and a strong ethos of philanthropy and humanity that inspires its students, staff and communities. The University will contribute to the development of all its communities, including those overseas (particularly in the Asia-Pacific) who send their best and brightest minds to study or work at CQUniversity. The University will utilise its student, staff, physical and financial resources to make the communities it serves – both locally and globally – better places to live, work and learn. The University will focus its giving on the underserved communities; be they remote Indigenous communities, isolated rural communities, pockets of disadvantage in regional/metropolitan communities or developing communities abroad. By being a university that gives back, CQUniversity will engage with many people who are often forgotten by other avenues of post-school education. CQUniversity will ensure it meets this goal by 'giving back' a set proportion of its annual revenue base to this initiative each year.

These goals encapsulate CQUniversity's mission and future focus towards 2020. It is ambitious but achievable, given the enormous progress CQUniversity has made since first implementing its Renewal Plan in 2009.

Woven throughout these goals are three other areas of pursuit that are vital to CQUniversity's success in realising its mission and focus – becoming a dual-sector university, responding effectively to the new student demand-driven higher education and training systems, and adapting to the changing international student market and growing influence of Asia–Pacific economies.

CQUniversity will become a **dual-sector university**, offering a diverse range of post-secondary school education options to its student cohort wherever they wish to study in various modes of delivery. The dual-sector initiative is in response to the workforce skills demands of the Central Queensland region, whose economy and growth is largely being driven by the mining boom and related resources industries. As a dual-sector university that offers education and training qualifications across the full spectrum of the Australian Qualifications Framework, CQUniversity aims to address the region's shortfall in qualified, skilled work-ready graduates to meet industry demand. Since it was first conceptualised, Central Queensland's communities and industries have championed CQUniversity's proposal to merge with CQ TAFE to achieve the dual-sector stream of post-secondary school education. Whether the merger comes to fruition or not, CQUniversity realises the importance of offering a seamless combination of VET and higher education, not just to Central Queensland but also to other pockets of the national economy, CQUniversity will therefore pursue its dual-sector goal in collaboration with business, industry and VET providers as a major component of its mission and focus. CQUniversity has already entered the VET market, through its subsidiary company Health Train – a small, private registered training provider of health, nursing and aged care programs, currently operating in Melbourne. CQUniversity plans to expand Health Train's capacity to deliver an expanded range of programs in various disciplines, from CQUniversity's metropolitan and regional campuses or via online delivery.

CQUniversity will focus on securing the pipeline funding for uncapped student places in newly introduced courses to ensure the University remains financially sustainable in the **student demand-driven system.** Much of CQUniversity's recent growth and financial strength has been a result of the rollout of many new courses of critical importance to local economies (particularly in health disciplines). These courses are yet to fill with students studying through to full completion of degrees, and the viability of these courses (and the associated new infrastructure) would be at considerable risk should caps on student places be reintroduced without allowing pipeline growth of student numbers through to completion. There is also a corresponding need for CQUniversity to secure more Commonwealth-funded postgraduate places due to the University's large growth

in undergraduate students, many of whom are studying undergraduate courses with a compulsory in-built postgraduate component. This will be a major area of CQUniversity's effort over the next triennium.

Since 2009 the Australian higher education sector has experienced a significant decline in the number of international students commencing their studies at Australian universities. Along with many other higher education providers, CQUniversity has seen its international student enrolment numbers decline significantly during this period. The deterioration of international student numbers has had a substantial impact on the University's revenue, and as a result, CQUniversity has recently made dramatic changes to the way it operates in the **international student market.** While this has vastly improved CQUniversity's reputation and reduced its risk ranking in the international sector, the University believes that the economic and policy factors that have driven this downturn in enrolments will continue to place pressure on Australia's international education sector into the future. CQUniversity will further develop and grow its engagement with the international student market in the Asia–Pacific region, and work to "internationalise" its regional domestic campuses rather than exercising a predominantly metropolitan campus focus. CQUniversity envisages a program of immersing its international students into its non-metropolitan communities in a strategic way that better prepares regional Australia for the Asian Century.

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

CQUniversity has firmly established its intent to engage more pro-actively with Aboriginal and Torres Strait Islander students, staff and communities to achieve its goal of being a great university. In early 2012, CQUniversity established a Draft Aboriginal and Torres Strait Islander Strategy, a Pro Vice-Chancellor (Indigenous Engagement) position, and the Office of Indigenous Engagement to assist in driving CQUniversity's agenda of improved engagement and service delivery to Aboriginal and Torres Strait Islanders. This office is now aligning its work with the Recommendations in the *Report of the Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People (Behrendt 2012).*

In closing the gap between Indigenous and non-Indigenous Australians, the University needed to determine whether the existing structure of CQUniversity's Indigenous Centre would meet CQUniversity's Indigenous students' and communities' needs into the future. The Office of Indigenous Engagement undertook a review of the Indigenous Centre and commenced a change management process which is now being implemented, to assist in driving CQUniversity's agenda of improved engagement and service delivery to Aboriginal and Torres Strait Islander students, people and communities. All activities in regards to Aboriginal and Torres Strait Islander education

now come under the Office of Indigenous Engagement, reporting directly to the Pro Vice-Chancellor (Indigenous Engagement). These measures will enhance the University's capacity to recruit, retain and support Aboriginal and Torres Strait Islander people wishing to complete undergraduate and post graduate qualifications, or to work at CQUniversity.

From Term 1 2013, all courses delivered by the Office of Indigenous Engagement will be delivered in distance education mode only to ensure that a balance is met between course delivery and best use of resources. This aligns with the broader direction of CQUniversity.

The Tertiary Entry Program (TEP) under the Office of Indigenous Engagement currently has provisional registration until 31 May 2013. This program seeks to improve access through preparing Indigenous students for university study. TEP is also delivered to students in correctional centres. The University is revising the program so that it better prepares Indigenous students for university study. Once re-approved, TEP will be offered in a redeveloped format and some courses will be taught through the broader university preparatory program - Skills for Tertiary Education Preparatory Studies (STEPS). Two residential blocks each Term will be included in the revised TEP program.

In 2012, CQUniversity received $1.5m from mining consortium BHP Billiton Mitsubishi Alliance (BMA) to fund a suite of Indigenous scholarships and strategic activities and to establish the BMA Chair in Indigenous Engagement – a position held by CQUniversity's Pro Vice-Chancellor (Indigenous Engagement), Professor Bronwyn Fredericks. Arrow Energy has also provided Indigenous scholarships, and the University is exploring other options with regards to scholarships for Indigenous students. Indigenous students are encouraged to apply for all scholarships.

As part of the review and establishment of the Office of Indigenous Engagement, processes around ITAS funding have improved, resulting in students having access this tutoring service much more efficiently and effectively. This improvement and additional support will no doubt help improve the retention of Indigenous students in the future. The University has also commenced a national recruitment process for tutors which has increased the discipline and geographic spread of Learning Advisors (tutors).

As the Office of Indigenous Engagement becomes more established, the following initiatives targeted at student access and retention and at Indigenous staffing will be implemented. The University will develop an Indigenous mentoring scheme, along with the Australian Indigenous Mentoring Experience (AIME model), commencing in 2013, which will encourage and support university access for Indigenous school-leavers. This will be financially supported from new external donations. The University will also focus on Indigenisation of the curriculum as it is redeveloped to make it more regionally relevant. The funding for Indigenisation of the curriculum is requested as part of the most recent CQUniversity SAF/EIF bid.

Effective engagement with internal and external stakeholders is necessary for the University to meet its goals in recruitment, retention and support. Hence the University will recruit Indigenous Engagement Officers based on the Rockhampton, Bundaberg and Mackay campuses who will work with students, CQUniversity's Higher Education and Industry and VET divisions and communities. They will additionally support the recruitment of Learning Advisors through the development and maintenance of relationships with the University's schools and the Development and Alumni Relations Office. A Business Manager position will have responsibility for overseeing the ITAS program, developing and implementing the reporting and payment systems and processes and all reporting requirements.

Growth at CQUniversity's Mackay and Bundaberg campuses demands a more responsive approach to the Indigenous students and communities at these localities. The University will increase the Indigenous-specific positions at both of these campuses from 2013. Already, the University is experiencing considerable interest in newly-advertised Indigenous positions and is confident of a rapid increase in the number of highly-qualified Indigenous staff. It is also recognised that it is important to employ Indigenous staff throughout the University and not only in the Office of Indigenous Engagement. Therefore, all positions will be advertised in Indigenous

media, which should translate into the employment of a larger number of Indigenous staff in a wider range of positions.

The University's plan is to increase its research capacity in areas of interest to Indigenous people and its ability to recruit and supervise Indigenous postgraduate research students in a culturally-appropriate manner. This will be addressed through the engagement of an Academic Level E commencing 2013–2014.

To further the outcomes for Indigenous people, CQUniversity also seeks to:
- Increase recruitment from local Year 12 graduates
- Decrease attrition rates
- Increase the number of engagement and partnership activities undertaken with Indigenous organisations and communities
- Employ more Indigenous academic and professional staff across the University (Indigenous Recruitment and Career Development Strategy to be re-developed)
- Increase the number of courses with Indigenised curriculum
- Increase the research projects that focuses on Indigenous interests
- Increase the number of Indigenous people engaged in research projects
- Increase access for Indigenous communities
- Sponsor activity-focused Indigenous reference groups
- Develop CQUniversity's Reconciliation Statement (2002) into a Reconciliation Action Plan
- Progress the Draft Aboriginal and Torres Strait Islander Strategy to full approval
- Develop an Indigenous protocols document for Indigenous activity on all of CQUniversity's campuses.

The Office of Indigenous Engagement has reviewed its processes and is committed to ensuring that it is not duplicating services which are the core business of other CQUniversity directorates. Duplication is being minimised enable staff to focus on work that is proactive, leading and strategic.

The table below demonstrates how CQUniversity is responding the Behrendt Review:

How is the Office of Indigenous Engagement aligning its work in terms of the Behrendt Review recommendations?	CQUniversity is committed to implementing the recommendations of the Behrendt Review and is working with internal and external stakeholders to develop and implement appropriate strategies. Examples of this work includes:
	Key to the work undertaken by the new Office of Indigenous Engagement is ensuring that the services it provides to Aboriginal and Torres Strait Islander students at CQUniversity are in addition to the services that CQUniversity provides to all students. The Office of Indigenous Engagement will not replicate or duplicate existing services provided by other sections of CQUniversity. (Recommendation 10)
	A significant structural and staffing change has occurred to the Indigenous Education Unit at CQUniversity. This has provided an opportunity for a renewed focus on retention and completion rates of Aboriginal and Torres Strait Islander students, increased collaboration with internal and external stakeholders and improvement in the provision of quality tutoring to students. (Recommendation 11)
	The Office of Indigenous Engagement is sharing policy and best practice information regarding ITAS-TT tutoring with other universities. This has included sourcing tutors for CQUniversity's pool of ITAS-TT tutors for Indigenous students undertaking programs at other universities. (Recommendation 14)

| How is the Office of Indigenous Engagement working across the whole University in terms of support for Indigenous students, recruitment of Indigenous staff and career development strategies? | In conjunction with being allocated Schools (internal) to liaise with, specific Office of Indigenous Engagement staff have taken lead responsibility for working with directorates and units within the university.

This was identified as a priority in the recent structural and staffing change.

In addition to this, the Office of Indigenous Engagement is working with People and Culture (internally) and other universities to determine best practice strategies in relation to recruitment, retention and career development of Indigenous staff. The Office of Indigenous Engagement will continue to work with People and Culture to implement the strategies. |
|---|---|
| Articulation strategies for CQIT Indigenous students in the event the merger with CQIT is approved. | The Office of Indigenous Engagement will work with CQIT and CQUniversity's IVET team to ensure that Indigenous students studying through CQIT have clear articulation pathways. Currently Indigenous students who have completed education and training through the VET sector, can apply for direct entry to undergraduate programs through the Office of Indigenous Engagement. If the students require skill development to improve their ability to successfully undertake study at an undergraduate level, they are able to enrol in CQUniversity's enabling programs, the Tertiary Entry Program and the Skills for Tertiary Education Preparatory Studies program. |

- CQUniversity is committed to improving its engagement and partnering with Aboriginal and Torres Strait Islander organisations and communities and believes that this is integral is improving the recruitment, retention and completion rates for students and increasing the recruitment, retention and career development of Aboriginal and Torres Strait Islander staff in professional and Academic roles.
- CQUniversity believes that Aboriginal and Torres Strait Islander people need to be engaged in all occupations and areas of the university and is committed to increasing recruitment process that target Aboriginal and Torres Strait Islander people.
- CQUniversity is keen to ensure that Marketing and all Schools within the university have specific recruitment activities that target prospective Aboriginal and Torres Strait Islander students. The Office of Indigenous Engagement is committed to working with Schools and Marketing staff to ensure that appropriate strategies are developed regarding this.
- CQUniversity is keen to ensure that staff have the necessary skills and ability to respond appropriately to the needs of Aboriginal and Torres Strait Islander people and communities. This will assist in the recruitment and retention of Aboriginal and Torres Strait Islander students and staff.

2.3   Performance Indicators and Targets

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 enrolments1	237	250	270	300	340
Number of all Aboriginal and Torres Strait Islander student completions2	18	13	20	25	30
Number of all Aboriginal and Torres Strait Islander professional/general staff3	10	12	15	18	20
Number of all Aboriginal and Torres Strait Islander academic staff4	3	4	6	8	10

Optional Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Number of engagement and partnership activities undertaken with Aboriginal or Torres Strait Islander organisations and communities[1]	5	10	20	30	40
Number of staff recruitment processes that target Aboriginal and Torres Strait Islander people[2]	0	5	10	20	30
Number of marketing strategies targeting prospective Aboriginal and Torres Strait Islander students.[3]				()	
Number of staff who have undertaken cross-cultural training.[4]	0	5	30	60	90

[1] as stated in Section 2 of the Report to achieve greater success for Aboriginal and Torres Strait Islander students, university should be "building strong partnerships with Aboriginal and Torres Strait Islander communities, professional bodies, business and others to support this success within their institutions".

[2] This performance indicator addresses Recommendation 29 in the Behrendt Report.

[3] This performance indicator addresses Recommendation 9 in the Report

[4] This performance indicator addresses Recommendation 32 in the Report

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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

In line with its Strategic Plan 2012–2022, CQUniversity's continuing aim is to be one of Australia's most engaged universities – one that will undertake entrepreneurial research, knowledge development, and innovation which will provide benefits to our region, as well as internationally. In 2011 the University began a collaborative program of research and engagement activities, the Central Queensland Innovation Prospectus, (in association with Enterprise Connect, and with funding from DIISRTE) to explore and uncover innovation at all levels of the Central Queensland community (including schools, small to medium enterprises, the University) and examine opportunities and barriers to increase engagement and innovation between CQUniversity and regional business. Amongst other outcomes, the research program suggested a need to develop further training and professional development opportunities for both University researchers and regional industry in the processes of engagement to increase knowledge transfer and innovation. Consequently, CQUniversity commenced training opportunities in 2012 covering topics such as Intellectual Property Identification (workshops delivered to research higher degree candidates, and staff) and Engaging with Industry. CQUniversity will continue its professional development program into the future.

CQUniversity strives to make its research relevant to the region (its industries, businesses and the community) and to its partners nationally and globally through increased engagement with industry, funding agencies, government, regional communities and other higher education institutions. CQUniversity's applied research focus, led through its research institutes and centres, emphasises the translation and uptake of research findings to meet external stakeholder needs in areas as diverse as regional development, growth in resource industries, environmental management, issues associated with quality health care in rural and regional communities, and education delivery specifically through use of modern technology. One such example of industry-led applied research is that undertaken by the Centre for Environmental Management, which focusses on issues associated with sustainable regional development, biodiversity management, and ecosystem functional indicators of environmental performance and integrated regional monitoring. With the growing importance of the mining industry and associated export industries in the region, CQUniversity has developed important strategic relationships with coal seam gas

(CSG), coal extraction and export companies who are developing major export facilities. These relationships build upon existing long-term collaborative engagement with other major industries such as the aluminium industry, shale oil and power generation, and port development.

Several aspects of CQUniversity's research are oriented towards multiple real-world outcomes including (1) provision of high quality outcomes through translation and application of current research findings (mental health nursing, family and domestic violence, population health, education practice); (2) influencing government policy and regulatory frameworks (fatigue management in fly-in/fly-out and drive-in/drive-out long-distance commuters; land management and biosecurity frameworks); (3) and developing greater understanding of contemporary social issues and contributing to decision-making through salient advice ("Economic considerations of conflict between agrarian and resource extraction uses"). For example, the Queensland Centre for Family and Domestic Violence (QCFDV), jointly funded by the Queensland Government and CQUniversity, supports the development of policy and practice in the field of domestic and family violence prevention. It has built relationships with government and community agencies, including in rural, regional and Indigenous communities; facilitated implementation of best practice; and, in collaboration with the government and community services, has established and maintains a state-wide database of non-identifying client data. Most recently, the Centre completed a Queensland state-wide study on intimate partner abuse of women and an evaluation of the Queensland Government's Trial Integrated Response to Domestic and Family Violence in Rockhampton. QCFDV has provided specialist advice and support to 1283 agencies, policy development bodies or individuals, and contributed to the development of state and national level domestic and family violence policy.

CQUniversity's long-term partnership with the CRC for Rail Innovation and CAST CRC Rail Innovation Australia Pty Ltd (RIA), a CQUniversity Rockhampton-based company created to 'house' the intellectual property and to commercialise key technologies developed through the Rail CRC, is another example of the University's approach to innovation. Through this strategy, world-first train-related innovations have been developed and patented, with new patent applications pending in Australia and overseas. A further strategy CQUniversity will continue to adopt is in establishing partnerships with other universities that combine expertise and resources to achieve innovative outcomes in education, research and industry. To this end, CQUniversity and Charles Darwin University established the Tropical Energy and Engineering Alliance in late 2012 to align future developments in the liquefied natural gas industry. Through its long-term industry and community engagement agenda toward 2020, CQUniversity will continue to pursue mutually beneficial relationships such as these to benefit the region, the national and its international partners.

To support this engagement agenda, CQUniversity will continue to overhaul its partnership framework and associated guidelines in 2013 and beyond to achieve a paradigm shift in the formulation, ongoing management and strategic benefit of relationships, aimed at building formal, quality alliances with key institutions. To build an innovation focus into the partnership strategy, particularly in the Pacific–Asia region, a three-fold approach will be employed:

1. Leveraging and improving existing partnerships: CQUniversity will generate continuous improvement through proactive relationship management and regular review of the capabilities and services offered by key partner institutions in the region. As a result, the quality and outcomes of existing partnerships will be frequently improved, and innovative solutions from all members highlighted for operation.

2. Building new direct partnerships: Innovation often requires an organisation to be immediately responsive and adaptive to change. CQUniversity will build a partnership model that supports responsiveness and facilitates innovative and niche opportunities through the process toward formal agreements, whilst inhibiting those which do not meet CQUniversity's strategic aims

3. Enabling new partnerships through joint arrangements: As CQUniversity matures its philosophy of engagement into further practice, domestic partnership opportunities will continue to form with like institutions, as well as those from a range of other industries. CQUniversity can link the expertise of the existing partnership with its wider international relationship base (particularly in the Asia–Pacific region), providing significant synergies as the key linkage and enabler in a multi-party partnership.

Innovative partnerships can be more successfully built by taking an innovative approach to their creation. To this end, CQUniversity will utilise cross-functional teams and executive oversight in partnership development and delivery to generate ideas from a wider cross-section of the organisation, which will expose a range of CQUniversity's academic and business units to the opportunities that innovative partnerships can provide.

CQUniversity continues to strengthen its capacity to develop and commercially exploit its intellectual property. In 2012 CQUniversity revised its Intellectual Property Policy and began implementing new procedures for managing intellectual property, with further procedures to follow in 2013 as part of the University's response to its comprehensive audit of intellectual property undertaken in 2011. This was in conjunction with CQUniversity's appointment of a Research Development Manager to the Office of Research in 2011, both of which contributed to embedding a framework for IP identification and management, and supporting continuous improvement and increasing knowledge transfer to industry, communities and other end-users. The value of this framework was demonstrated through the support it provided to Associate Professor Kerry Reid-Searle, who had developed unique and innovative teaching and learning IP (Mask-Ed KRS Simulation devices), which has received widespread media and academic attention. The IP not only epitomises the nexus between CQUniversity's research and teaching, it has revolutionised the way nurses are educated at CQUniversity, and is now being adopted by Australian and overseas universities.

In 2013, CQUniversity will further strengthen its intellectual property management procedures by constituting an Intellectual Property (IP) sub-committee (reporting to Research Education Committee of Academic Board), who will oversee and support the identification, protection and exploitation of intellectual property arising from University research. It is expected that there will be one spin-off company, additional patents and registered designs and clearer protection mechanisms of the University's IP. As CQUniversity has only a few examples of commercialised products, this strategy will be an important step in developing sustainable capacity among the University's research leaders and groups for commercialising innovation.

In addition to its focus on commercialisation, CQUniversity has also implemented various strategies to increase knowledge transfer and access to its IP. One such strategy is the University's institutional digital repository (ACQUIRE), established to facilitate access to the University's research outputs. Repository records are freely available on the internet and, where available, links to the full-text version of the publication or to other forms of research output are also available. In expectation of the move towards Open Access policies (NHMRC in 2012 and ARC in 2013), CQUniversity has actively worked to encourage researchers to deposit their Author Accepted Manuscript into the repository. In 2012 the University held its inaugural Open Access Week, offering cash prizes to researchers making AAM deposits. As the incentive scheme was very successful, CQUniversity plans similar initiatives into the future. The University's proactive sponsorship of open access initiatives directly supports its aim to make research outcomes more accessible to industry, communities, and other end-users.

Commencing in 2011, CQUniversity implemented its Research Resurgence Initiative aimed at achieving a 'stepped change' to significantly strengthen the University's research leadership, capability and performance. A major recruitment campaign was implemented to appoint leading senior academics with demonstrated success in research leadership and performance. This campaign resulted in several senior appointments, including two Engaged Research Chairs, and the creation of the Appleton Institute in 2012 following recruitment of Professor Drew Dawson and his team of approximately 30 researchers. Based in Adelaide, the Institute combines

excellence in research, teaching and community engagement across a range of scientific areas including sleep and biological rhythms, applied psychology, occupational health and safety, human factors, risk management and cultural anthropology. Recruitment of prominent researchers such as these was a major coup for CQUniversity in terms of its increased research capability and the positive impact it is expected to have on future research and innovation. Given the initiative's success, CQUniversity has reviewed its workforce planning and talent management strategies to enable the University to identify and attract potential research leaders into the future.

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 3	Issued 1	Held 7
Number of all active licences, options or assignments (LOAs)6 executed and income derived	No. 0		Value($) $0
Number and value of research contracts and consultancies executed7	No. 19		Value($) $1,041,142
Investment in spin-out companies during the reporting year and nominal value of equity in spin-outs based on last external funding/liquidity event or entry cost	Investment ($) $0		Value($) $314,00

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 (,000)	103,517	1,115,000	577,300	250,000	250,000

*The Cooperative Research Centre (CRC) projects are currently winding down which will reflect a decrease in income in Category 4. The University is exploring future strategic CRC alignment opportunities.

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
No of Grants Cat 2	34	50	60	70	80
No of Grants Cat 3	44	70	80	90	100
No of Grants Cat 4*	28	30	20	20	20

*The Cooperative Research Centre (CRC) projects are currently winding down which will reflect a decrease in income in Category 4. The University is exploring future strategic CRC alignment opportunities and activities from the Recommendations will emerge following the Review of the Academic and Research Division.

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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

Recent rapid growth in mining and related industries has radically changed the Central Queensland economy, giving rise to a markedly different mix of regional higher education skills needs and school-leaver employment opportunities. Significant skills gaps have emerged in the rapidly expanding resource and construction sectors, and in essential service industries (such as health) that support growing economies. At the same time, many prospective students are bypassing higher education altogether to secure high-paying, low-skills jobs in the resources sector. CQUniversity is well located to satisfy the regional skills demand in the health and allied health sectors, and in industry involving port operations, seafarer-related and engineering-related occupations, freight handling, transport and logistics, project management, safety and related regulatory occupations. Research topics are also emerging in areas such as port operations (in particular, green ports and supply chain related issues), bulk freight, gas pipeline logistics, smart technology in supply chains and regional workforce planning.

CQUniversity is taking significant steps to meet industry and skills needs in the region, resulting in major growth in domestic enrolments in programs in Engineering and Built Environment, Medical and Applied Sciences, Nursing and Midwifery, and Health and Human Services (52.1% growth over three years). This has been achieved in large part due to CQUniversity's Program Renewal Strategy with the introduction of 35 new programs (funded through $20m in University funding reserves) overwhelmingly within these disciplines. This growth demonstrates the major appeal of Engineering- and Health-related disciplines to the region's prospective student base, and aligns with the high demand for skilled graduates in these areas by industry and the health services sector in the region. The University will continue its renewal strategy into the future through a process of rationalising program offerings, redesigning curriculum (including Indigenisation and internationalisation) to embed new entry and exit qualifications in all University programs, and creating new education and training programs based on the needs of industry and service sectors. CQUniversity's program renewal strategy (Curriculum Redesign to Enhance Access and Participation) forms part of its Structural Adjustment Fund (SAF) application.

Engagement with the region's industry, services sectors, and business and employers groups is vital to ensure their education, training and research needs are met. In addressing these needs, CQUniversity must also ensure that its curriculum is both fit-for-purpose and of the highest possible standards to produce high calibre, work-ready graduates in a competitive and demand driven market. CQUniversity has established the office of the Deputy Vice-Chancellor (Industry and VET) and the Queensland Centre for Professional Development (QCPD) to drive a sustained engagement agenda aimed at increased opportunities for student access and participation in employment, education and training in a way that meets the needs of industry and employers in the region. QCPD has been established as a commercial business centre of CQUniversity with a strong focus on industry engagement and partnerships to respond to the training, professional development and educational needs of industry. QCPD functions as a link between industry and employers to all areas of the University to identify and offer education and training solutions from Certificate One level to PhD, and a range of services, including workforce skills analysis and planning, short courses for continuing professional development (in high demand in the region), articulation and credit transfer negotiations, tender identification and proposal preparation, and identification of opportunities for university–industry research.

As part of CQUniversity's SAF application, CQUniversity also plans to expand QCPD's role to develop and deliver an Industry Connectivity and Engagement Strategy that will identify and strategically target industry and services sector employers and interest groups to establish business relationships and develop and maintain these relationships. This will lead to the establishment of an Industry Panel (advisory) that will input directly into curriculum redesign and will encourage consortia with industry raising the profile of CQUniversity as the preferred higher education provider partner in the CQ region and attracting industry partnership and investment into developing facilities and new programs. The panel will enable CQUniversity to consult with industry partners to identify opportunities for maximising facility usage and be encouraged to use the facilities for continuing professional development activities of their workforce and for industry to hold recruitment and taster activities attracting potential recruits and showcasing the facilities to school leavers.

Through this strategy, CQUniversity will also conduct a major survey of Central Queensland industries, service sectors and Skills Councils that will provide the most recent market intelligence to inform the University's business planning. Survey outcomes will enable CQUniversity to link market intelligence to strategic and operational level planning, and will inform program renewal, thereby ensuring future program and curriculum development are relevant to new industry standards. Over time, these strategies will support CQUniversity's staff in building their expertise in identifying and responding to competitive, commercial and developmental opportunities offered by industry and other employers.

CQUniversity's Indigenous Strategy has been initiated to create opportunities for increased education, training and employment outcomes for the region's Indigenous people, and to bring about true reconciliation within the community. Aligned with this strategy and, in partnership with BMA, CQUniversity has invested in establishing the Pro Vice-Chancellor (Indigenous Engagement) role, which also serves as the BMA Chair for Indigenous Engagement. This partnership has established the BMA Community and Indigenous Scholarship Program, offering scholarships each worth $5000 per year for the duration of each recipient's study program to assist in covering educational expenses for the regions' Indigenous students. CQUniversity's long-term commitment is to engage with industry and employers to develop innovative approaches to support the region's Indigenous people to reach their full potential in education, employment and in the community.

CQUniversity's Careers and Employment team engage with industry and employers to build sustainable relationships that lead to compulsory work placements of students and meet the University's degree requirements and produce work-ready graduates. The team also undertakes regular communication campaigns on behalf of employers to promote future employment opportunities to students and provides resources (e.g. Career Hub), work-related learning opportunities, training and information sessions to increase students' employment preparation, enabling them to meet the qualification and skills requirements sought by employers in industry, business, services sectors and government.

Work-integrated learning (WIL) is a distinctive feature of CQUniversity's approach to education delivery in meeting the needs of students and industry. For some years, CQUniversity has been extending its application of WIL across multiple disciplines and programs to equip students with real-world experience and skills for future employment. The University is currently mapping its WIL activities, which will be completed by mid-2013. Once mapped, this information will be accessible by staff, students and employers, and can be used to enhance career planning, employment opportunities, recognition of prior learning, credit and articulation opportunities, and the delivery of WIL and quality of program advisory services.

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

Purposeful engagement that leads to collaboration between the private and public sectors has the potential to bring about change. It drives innovation that serves the community, industry and the marketplace.

In Powering Ideas: An Innovation Agenda for the 21st Century, the Australian Government states that collaboration builds capacity in Australia, facilitates access to new knowledge, attracts foreign investment, and extends Australia's global influence. Collaboration also delivers important competitive advantages for Australian businesses as they strive to compete for global markets.

CQUniversity aspires to become Australia's 'most engaged' university through its Strong to Great vision. The University's strategic plan makes it clear that CQUniversity strives to be inclusive, supportive, engaged and responsive, focused on making higher education more relevant and accessible to all people. The new Vision being developed from 2014 aims to support engagement through the development of sustainable communities and through a process of social innovation. Key performance indicators are being developed around this initiative and mentioned in Part 1 of the Compact.

Following extensive work since 2010, engagement is now fully entrenched in CQUniversity's vision, mission, values, strategy and organisational structures. The focus is now shifting towards building the motivation and capacity of staff to effectively engage and collaborate to deliver on this compelling vision.

CQUniversity places a strong focus on building relationships and promoting engagement between the University, and a wide range of external partners at the local, national and international level. Processes and activities that will be continued and strengthened over the next cycle include:

- **Community Connection Forums** held annually at all CQ campuses with the aim to draw together community, industry and university representatives to discuss key regional priorities and opportunities for partnership.
- **Regional Engagement Committees** that draw on the expertise of over 60+ University and community leaders and representatives from across Central Queensland.
- **Engaged Research Chairs** initiative that directs research activity in addressing issues that impact local communities, with eight more Chairs to be appointed within a five year period to bring the total to 10.
- **Vice Chancellor's Engaged Research Initiative** that directs internal grant funding to focused multi-disciplinary research that develops and/or fosters collaborative research with external stakeholders; annual calls with specific focal areas have included flood-related research (2011) and regional sustainability (2012).
- The new **Health Collaborative Research Network** which is creating activity and opportunity within the University's research agenda to deliver better health outcomes for rural and regional areas.
- Increasing **Work Integrated Learning** opportunities for students to enhance their employability within in a very competitive labour market.

CQUniversity recognises the value of increasing the cultural competence of its students and graduates, particularly in the context of direct engagement with Asia. As a highly experienced player in the international higher education sector, CQUniversity has the capacity and capability

to foster and facilitate increased knowledge of Asian culture, economics and business philosophies. Consequently, CQUniversity will develop and deliver a significantly expanded outward mobility (study abroad and student exchange) offering, which in the Asian context will link students directly with communities, businesses and institutions from this strategically critical region.

This will require a more marketable view of the available and planned product line offered by the University, targeting in particular students who may be interested in an overseas cultural experience, but may instead decide to stay in Australia due (for example) to cost, language barriers, work and family responsibilities and/or safety factors. CQUniversity is a national university with a strong regional base, and proudly has a significant number of students from low-SES and Indigenous backgrounds, as well as having the bulk of students in regional operations studying by distance education, due in many cases to work and family responsibilities.

Tailoring offerings to meet the needs and demands of a student base which stands apart the from the 'traditional' middle class 18-24 year old city dwelling student will be the challenge for CQUniversity to overcome in order to drive a successful outbound mobility program. Measures to improve the product line toward meeting CQUniversity's market could include:

- Offering short term programs (less than six weeks), with credit into degree programs
- Courses primarily taught in English, with basic language or cultural skills availability
- Linking directly with CQUniversity programs to identify course credit upfront
- Ensuring safe, secure accommodation (including family friendly options) are made available as part of the total product offering for a given program
- Working with institutional partners to build cultural, business and tourist experiences beyond the study phase of the program
- Providing a program alumni network which will provide graduates with a marketable statement on their CVs relating to experience in Asia
- Developing opportunities which are cost-conscious, whilst also reducing price as a factor in demand elasticity through increasing overall value
- Identifying high achieving students in a given term and targeting them (with scholarships as necessary) for study opportunities in Asia

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	303	425	600	600	630
Number of active collaborations9 with industry and other partners overseas	168	175	196	218	230
Category 3 Income	$2,011,001	$1,900,000	$2,100,00	$2,415,000	$2,777,000

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
Number of projects* with external funding	173	188	203	218	233
Percentage of contactable alumni	51%	53%	55%	57%	59%
Number of alumni actively engaging** with the University	400	420	470	520	580

*scholarship and prizes only
**attending events, volunteering, involved

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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

Between 2013 and 2016, the CQUniversity's key priorities in terms of enrolment planning will be to continue to grow its enrolments in discipline areas recognised as vital to the Central Queensland region's future development, and to improve the delivery of programs across its regional and distance education footprint.

The University has invested in developing a range of new programs focusing on the Health and Engineering discipline areas – disciplines of key importance to its region given Central Queensland's focal role in Australia's mining and energy boom – and to broadening the range of program offerings across its regional campus footprint. In addition to its own considerable investment in these projects, the University has submitted substantial bids under the Structural Adjustment Fund and Education Investment Fund to assist in key infrastructure and development projects relating to these initiatives. This investment will be vital for the University continuing to develop its ability to provide quality programs across the Central Queensland region.

The University is currently implementing a range of new programs in Allied Health that will contribute to substantial, ongoing enrolment growth through the period of the Compact. The implementation of new Engineering programs to address regional needs associated with Queensland's mining and energy sectors will commence in 2014. The program suites in both Allied Health and in Engineering will be offered via a multi-campus model that will maximise access for students across CQUniversity's regional footprint, and both program suites will involve significant work-integrated learning and clinical learning experiences to ensure that the University continues to produce work-ready graduates, and to maximise the value to students of the University's strong industry partnerships. As these programs are implemented, the University is committed to examining opportunities for developing further programs with demonstrated regional demand and synergies with its existing suite of programs.

The diversity of the Central Queensland region means that the University will continue to service students from a broad range of backgrounds. A key challenge for the University in the immediate future will be to address the region's chronic low level of tertiary participation. The University has noted with concern in recent years that the region's tertiary participation rate has fallen significantly due to relatively limited access to higher education opportunities within the region, and due to very strong regional demand from the resources sector for staff with a technical and

trades background. By expanding the range of programs available across its campus network and by providing an improved range of pathways for vocational education graduates into undergraduate study, the University is making a significant investment in improving access to higher education throughout the region and to expanding the region's skills base.

Early indicators are showing that priority discipline areas for Central Queensland Aboriginal and Torres Strait Islander communities are around Engineering, Law, Education and Nursing. The Office of Indigenous Engagement is working closely with the higher education and VET divisions of the organisation to implement targeted strategies for these key growth areas.

As a leading distance education provider, CQUniversity continues to enhance the support it provides to distance education students. One strategy the University introduced in 2012 is the Distance Education Study Centre (DESC) concept. With four DESCs established at Cairns, Brisbane, Sydney and Melbourne, distance-based students have dedicated space on campus which gives them the opportunity to interact with other students and staff, access resources and use the Centre as a comfortable learning environment. With around 300 students currently enrolled via distance education in the Cairns region, and the success of the DESC, the University is very interested in ways to expand its presence in Cairns in the future.

CQUniversity has partnered with the Geraldton Universities Centre (GUC) in Western Australia since 2012. Students use the GUC as a base to study CQUniversity programs including STEPS (preparatory program), Bachelors of Accounting, Business, Psychology and Learning Management.

Another location the University is looking to further develop is its Adelaide site. The establishment of the Appleton Institute, with its focus on sleep research, human factors and safety, the University is fortunate to have a world-class facility that could allow for future growth for both UG and PG students. With the recent introduction of the Master, Graduate Diploma and Graduate Certificate of Safety Science programs to be delivered by staff of the Appleton Institute, the University is very keen to provide more offerings to the Adelaide market in the near future.

As a consequence of these strategies the University is expecting to increase its enrolment and graduate numbers across a range of key program areas; significantly increase its enrolment of students from low socio-economic backgrounds; and improve the skills base of a region that is vital to Australia's resources industry and future economic growth. The University believes that these goals are closely aligned with both the needs of its regional communities and the Commonwealth's teaching and learning objectives, and will be seeking the support of these stakeholders as it implements these plans in the immediate future. CQUniversity requires allowance for additional load otherwise resources invested to achieve domestic growth and financial sustainability will not be fully utilised. The University would anticipate the development of Adelaide as a campus within the triennium.

Sub bachelor planning
One of CQUniversity's strengths is providing access and participation to low socio-economic and other equity group students. The University prides itself on being inclusive and is leading the sector in equity and LSES as evidenced in the Institutional Portfolio. CQUniversity has more students applying for entry into our enabling programs than we have places. Therefore we are seeking additional load in this area which would further align the University with government initiatives and would provide a pipeline for the University of students into our undergraduate programs. Additional load in the sub-bachelor programs is needed to support the impending merger of CQUniversity with CQIT and to ensure the University can meet the needs of the communities within its footprint in the future. The University would like to increase its current allocation of sub-bachelor places over the 2014-16 Compact period as opportunities arise.

CQUniversity has developed several key strategies to increase participation through sub-bachelor programs that will position it as a leader in the research, design and development of a new educational paradigm for the higher education market. This strategy includes a progressive structural realignment of the curriculum, informed by market intelligence through strong engagement with industry, employers and the community. Initiatives include:

1. Design of a **new framework for degree courses to enable the embedding of new entry points for students** (through recognition for prior learning) and incremental sub-bachelor (diploma and associate degree) qualification outcomes. This framework will ensure education quality and seamless credit accumulation, and that industry employment outcomes are embedded into existing and new programs across all disciplines. Simultaneously, internationalisation and Indigenisation of the curriculum, including that of sub-bachelor programs, will be considered for implementation where relevant. With the necessary financial support, CQUniversity plans to renew and redesign its curriculum will have significant impact across the University's education delivery areas – the Higher Education Division and the Industry and VET Division. As part of this strategy and in response to demand, new bachelor programs to reflect the priority and sustainable growth areas in regional Australia will be developed, and this will have a flow-on effect in the development of sub-bachelor programs to offer pathways in areas such as allied health, early childhood education, transport and logistics (ports, maritime, rail and road), resources (coal, LNG), engineering and construction.

2. In partnership with CQ TAFE, the development of at least 11 unique **dual offer programs**, involving:
- two components – a TAFE diploma and a university bachelor degree
- credit towards the degree component that is clear, enabling the dual offer duration to be predetermined and marketed to students in advance of their enrolment
- a seamless transition for successful diploma students into the bachelor degree component (with a guaranteed place), with no requirement to re-apply through Queensland's Tertiary Admissions Centre (QTAC) to secure a place in the second year of a related bachelor degree program
- an interim exit point sub-bachelor qualification.

3. Acquisition of Health Train Education Services Pty Ltd trading as HealthTrain – a small, private registered training organisation (RTO) located in Melbourne – with plans for its expansion, including:

- Increasing the scope of HealthTrain to deliver sub-bachelor (diploma and advanced diploma) programs across a wider range of disciplines (than is presently the case) that will have seamless pathways to the University's bachelor degree programs, and thereby increase student access and participation
- Increasing its range of delivery across other CQUniversity campuses and by distance through online delivery
- Developing HealthTrain as the VET arm of the University, enabling it to provide responsive, flexible and holistic education and training to the community, industry and employer groups.

4. Development and implementation of a **single enabling program** to promote academic progression to undergraduate (sub-bachelor and bachelor) programs. This initiative has already begun, and will result in a consolidation of the University's four current enabling programs into one access program (Skills for Tertiary Education Preparatory Studies – STEPS). Streamlining the University's enabling programs will provide a clear pathway for those people who have not studied for a period of time or who may not meet the traditional university entry requirements to access and participate in tertiary education opportunities, in the CQ region and beyond (via on campus or distance delivery, or supported distance education through a study centre). The program will feature:
- Literacy and numeracy testing for all potential students before enrolment to establish individual student's current academic level
- An interview with the Access Coordinator to ensure students understand requirements of the program and enrol in courses that are focussed on each student's undergraduate ambitions
- Guaranteed progression to an undergraduate program on successful completion.
- From 2014, the Tertiary Entry Program for Indigenous students will be aligned with the broader enabling program, STEPS.

The University believes it has the potential to substantially expand its STEPS program and will be taking opportunities to do so as they arise.

In terms of current programs, the University is working with the Minerals Council of Australia on the development of a range of associate degree programs in mining and geosciences. These programs would form the basis of a national curriculum that could be jointly delivered by higher and vocational education providers to the mining sector. The University also expects to significantly increase its enrolments in its associate degree programs in mining, as support for these programs is expanded across a broader range of campus locations, and in aviation through new programs being introduced in 2013. The specific number of additional EFTSL required as a result of these initiatives will be dependent on the outcome of discussions with the Minerals Council and the Australian mining industry, however the University expects to require a significant increase in its sub-bachelor designated load in the coming years.

Bachelor degree planning

Since 2009 CQUniversity has experienced strong growth in its undergraduate funded load, largely attributable to strong on-going demand for programs in Nursing and the introduction of a range of new programs in Health and Law. The University expects its enrolment growth to continue through 2014-2016. While most growth will be derived from newly introduced programs in allied health, it is expected that discipline areas such as engineering, law and business will make significant contributions as well.

Between 2010 and 2013, CQUniversity has introduced a range of new health-related programs in discipline areas such as Sonography, Medical Imaging, Medical Science, Paramedic Science, Physiotherapy, Occupational Therapy, Podiatry, Chiropractic Science, Speech Pathology and Oral Health. These programs have attracted strong interest through CQUniversity's key student catchments, and regional skills shortages in many of the professions associated with these discipline areas are expected to continue to drive growth in these programs. The University expects this to contribute to continued enrolment growth in its Allied Health, Science and Medical Science discipline areas through 2014-2016, with this growth being supported by newly developed facilities across a range of locations offering improved support for both on-campus and distance education students. With the progressive introduction of these programs offering students a greater variety of discipline choice in Health, demand for Nursing is expected to stabilise in line with the recent experience of other institutions in Queensland.

Industry in the Central Queensland region continues to show a strong demand for engineering professionals, largely attributable to Queensland's on-going minerals and energy boom. To meet this demand, the University is expanding its undergraduate engineering programs, both in terms of the campuses at which programs are offered and the range of discipline areas on offer. By 2015 the University intends for its undergraduate engineering program to be available on-campus in its entirety at Rockhampton, Mackay and Gladstone (Mackay and Gladstone currently support only the first two years of the program), and to add new engineering sub-disciplines in Mechatronic Engineering and Process Engineering to cater for the demands of Queensland coal and liquefied natural gas industries. This is expected to improve regional access to programs in engineering, increase enrolments, and contribute to addressing a regional shortage of engineering professionals that is impacting on industries that are vitally important to Australia's on-going economic growth.

The University is continuing to consult with Education Queensland on the future requirements and direction for teacher education in Queensland. Education Queensland is currently in the process of reviewing proposed changes to teacher education previously scheduled for implementation in 2014. While the underlying demand for Education programs remains strong and will be boosted further as the University introduces a greater range of flexible delivery options to support programs in this discipline area, the outcome of the Education Queensland review will be an important factor in determining the University's future enrolments in this discipline area. The University is in the process of implementing a curriculum model whereby VET

competencies are embedded in all of the UG Education programs which will improve access pathways for VET graduates.

In recent years the University's business-related programs have experienced a downturn in popularity as many of the industries associated with these programs have struggled in the aftermath of the Global Financial Crisis. The pressures on the Australian tourism industry have also contributed to downturns in programs that have historically been closely linked to that industry. However, indications of an improved outlook for the global economy in 2013 are likely to see a progressive resurgence in enrolments for programs such as Property and Financial Management in 2015 and 2016, and the University is developing new majors focusing on areas of demand in Queensland's resources industry, such as occupational health and safety, procurement and logistics. The success of the University's Bachelor of Laws program will also contribute to reinvigorating enrolments in this discipline area.

The University's main challenge in achieving these goals will continue to be the relatively low levels of tertiary participation amongst school-leavers in its key catchment areas, largely attributable to the low socio-economic status of the University's core student recruitment areas and the job opportunities presented by Queensland's mining and energy boom. Community profiles generated by the Australian Bureau of Statistics show that the proportion of 20-24 year olds in the Fitzroy region who have completed a bachelor degree has fallen from 23.7% in 2001 to 15.1% in 2011, with similar falls occurring in the Mackay (from 17.3% in 2001 to 14.1% in 2011) and Wide Bay (from 16.1% in 2001 to 12.2% in 2011). The same data shows that tertiary participation in the region has fallen to less than half the national average, and QTAC data indicates that enrolments from the region across all Queensland universities have fallen by more than 15% since 2004. Studies by Deloitte Access Economics (2011) have found similar decreases in participation amongst mining-intensive regions in Western Australia. Addressing these access and participation issues will be a significant challenge for the University in the coming years.

Postgraduate planning
In 2012, the University's enrolment target for designated postgraduate funded load was 193.00 EFTSL, with this load supporting postgraduate programs in accounting, psychology and behavioural science, education and midwifery. During the period 2014–2016 CQUniversity expects to decrease its postgraduate funded load enrolments in business-related areas to generate additional capacity in other discipline areas. It will increase its load in midwifery and allied health through the launch of a re-vamped Graduate Diploma of Midwifery program in 2013, and as the first enrolments in the Graduate Diploma of Medical Sonography occur in 2014. The introduction of these programs will see a significant increase in enrolments in the health discipline area by 2014.

To meet the demand associated with Queensland's mining boom, the University is currently in the process of developing a two-year masters program in engineering to offer students a '3+2' pathway in engineering aligned internationally with the Bologna Accords, and to offer a pathway by which science and technology graduates in industry could be up-skilled into the engineering profession via an accredited degree pathway. This program is currently being developed in consultation with industry and Engineers Australia, and is scheduled for introduction in 2016.

The University is also involved in ongoing consultation with Education Queensland on the future of teacher education in Queensland. The Queensland Government had previously determined that from 2014 it would move from the current Graduate Diploma model of postgraduate teacher training to a Masters model. The Government is currently re-examining this proposed model and has delayed its implementation. However, if such a model were to be introduced for 2015 or 2016, that change together with expected increases in enrolment in health-related programs would require a significant increase in CQUniversity's postgraduate funded load to maintain the current output of graduates in the region.

The introduction of these programs is likely to see CQUniversity fully enrolled in terms of Commonwealth-supported postgraduate places by 2014, and requiring additional

Commonwealth-supported places from 2015 onwards. These places would primarily be in health and engineering-related discipline areas, and would support the development of Central Queensland's regional skills base in areas of recognised need.

While business, engineering and information technology programs are expected to continue to generate most of the University's postgraduate full-fee paying enrolments, the University will continue to develop and expand its program offerings in a range of relevant discipline areas. The University has developed the Master of Indigenous Studies, which is due to commence in Term 1, 2014. Growth is expected in full-fee paying programs in health-related discipline areas, such as mental health nursing and health professional education, and in niche discipline areas such as accident forensics and e-learning. The University expects to further grow its programs and address current issues with attrition by providing improved service and support for distance education students across a range of locations from 2013.

The University's Master of Indigenous Studies anticipates strong demand in association with the establishment of the Office of Indigenous Engagement.

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

CQUniversity is committed to providing quality learning, through activities that support its diverse student cohort. The University aims to provide a stimulating learning environment that promotes learner engagement, supported by appropriate technology, infrastructure and services, to produce work-ready, successful graduates. This is incorporated into CQUniversity's concept of 'engaged learning and teaching', focussing on real-life contexts and work-related learning activities. All the Schools have been aligned into a single Division of Higher Education which further encourages collaboration and provides a more holistic approach to learning and research activities. Specific activities focused on enhancing learning and teaching quality and outcomes are detailed below.

The University's Renewal Plan has supported development a suite of programs that are relevant to the community's needs and have a clear focus on authentic/contextual learning (e.g. in Allied Health and Law). A portion of the current round of SAF/EIF bids has been earmarked for curriculum renewal and course development. Programs are currently being. developed to make best use of contemporary learning technologies; as an example, the Bachelor of Laws program is using iTunesU as an innovative approach to open delivery that also enables prospective students to view the course materials. Similar initiatives are being developed for selected open online courses using Moodle.

The University recognises that it needs to improve the retention and success of its students, since it performs poorly against benchmark universities (Institutional Performance Portfolio 2012). A whole-of-University approach to reducing attrition and increasing retention/success is currently in progress, with a focus on providing first-year students with stimulating and engaging learning materials and activities, together with staff support and peer-to-peer activities, sustained through Higher Education Participation and Partnership Project (HEPPP) funding. This will continue to be an ongoing focus of the University in the next few years, especially in relation to retention and success of distance education (DE) students, through a strategic initiative entitled the DE Enhancement Project (DEEP). This initiative emphasises the importance of moving from the traditional print-based model of DE delivery to a more engaging online model, involving greater student–staff and student–student interaction. The move to online delivery of all learning materials and online submission/return of student assignments across all courses from Term 1 2013 provides a further stimulus to this process. The use of internal and external benchmarking of performance at course and program level is supported by current developments in annual reporting through a custom-built IT system, termed Nexus, that brings together data for student performance and satisfaction; annual reports have an enhancement focus, with ongoing annual follow-up on any issues.

The University also recognises that it needs to address the satisfaction of its graduates with overall teaching quality and generic skills provision, since these are ranked lower than most other universities in the Course Experience Questionnaire (CEQ) of the Australian Graduate Survey (AGS) – this is linked to ongoing development and delivery of core graduate attributes across all programs, and to greater visibility of these aspects within all courses. CQUniversity's aim is to improve its CEQ performance to rank in the top 20 Australian universities for good teaching, generic skills and overall satisfaction, based on feedback from graduates. Academic dashboards have been developed to provide feedback on these measures across all courses and programs, to better inform staff across the University.

Graduate outcomes are monitored through the Graduate Destinations Survey (GDS) of the AGS. CQUniversity graduates continue to perform strongly in terms of employment and starting salaries, with employment rates more than 10% higher than the national average, and 100% employment for graduates from the engineering co-op program. Despite these outstanding results at undergraduate level, the University is aware that it needs to increase the number of students enrolling for a higher degree by research, as part of its research agenda. The establishment of a Graduate School of Research in 2012 provides a strategic focus on research training and other activities designed to increase the number of students enrolled in research degrees (Masters and PhD), as detailed in section 5.1.3. It also connects RHD students across the University footprint through its extensive and mature videoconferencing system.

The University is developing early indicators of student engagement and performance, including analysis of student use of the online learning management system, information from the Student Readiness Questionnaire, and the development of 'early warning' systems for students and staff, supported by appropriate technology and academic analytics. This strategic project also forms part of CQUniversity's SAF application for funding.

The University developed a set of principles and standards for online delivery in 2012, focussing on active and collaborative learning. The Vice-Chancellor has recently approved an initiative that will implement staff development workshops in DE enhancement based on these principles, operating during 2013 and involving all academic staff across the University. An additional initiative is the requirement that all new staff and all teaching scholars without a formal HE teaching qualification will attend a single course on 'the Nature of Learning and Teaching', to improve their practice. Following this course, staff will be encouraged to complete the Graduate Certificate in Tertiary Education (GCTE). This is part of an ongoing focus on improving the teaching capability of staff, alongside discipline-specific professional development activities, supported by the University's allocation of 2% of salaries to staff development.

The University has a two-tier internal awards scheme that recognises and rewards good practice and outstanding achievement in learning and teaching. The scheme was revised in 2012 to provide greater support for staff to engage in this process and to develop a successful application. The internal awards system also prepares staff for the national awards in learning and teaching operated by the Australian Government's Office for Learning and Teaching. The University has been successful in 100% of its applications for citations over the past three years, and this remains an area of ongoing focus.

CQUniversity has had considerable success in improving the response rates of its online student surveys of courses, with an increase in response rate from 4% in 2010 to 48% in 2012. This, in turn, enables the University to use student feedback to identify and disseminate good practice and to address courses where students identify aspects that need improvement. Student feedback is analysed at School and University level to identify broader themes to be addressed. As an example, the University recently revised the layout of its online courses in Moodle in response to student and staff feedback. Use of student feedback from internal surveys (course evaluation) and external surveys (e.g. University Experience Survey) will continue to play a central role in further developments to teaching practice.

Having established an effective system for student evaluation of courses, the University introduced a 'student voice' award in 2012, based on the overall satisfaction score of each student cohort. This initiative now enables the University to learn from the good practices of its staff, through the dissemination of information in video and text formats, plus workshops and seminars to showcase good practices. Two specific initiatives introduced in 2012 were (i) Ten Top Tips one-page help sheets and (ii) Great Guides to Learning and Teaching; these will be used to communicate and disseminate good practice.

The University's academic promotion scheme was revised in 2012 to strengthen the position of teaching performance and the scholarship of learning and teaching within the promotion process. CQUniversity has 80 staff who have chosen a teaching-focused ('teaching scholar') role and 2012 saw the first promotion of a member of staff to Professor, based on performance and scholarship in learning and teaching. Feedback from students is also used within the promotion process, through the University's Moodle-based online student surveys (course evaluations).

The University has established and supported Communities of Practice in a broad range of areas of learning and teaching, including work-related learning, simulation, teamwork, and education for sustainability. Currently 200 staff are active members of a Community of Practice, an initiative that enables staff to share good practice and disseminate/showcase outcomes. The Teaching Scholars have formed a Community of Practice (aligned with the Office of Learning and Teaching) to work on fostering and disseminating good teaching practice across all campuses.

CQUniversity's Learning and Teaching Education Research Centre (LTERC), established in 2009, is developing a leadership position in applied research into learning and teaching issues, determined by the contextual conditions of the University, in terms of cultural diversity and multi-modal delivery. Representation of LTERC on academic and governance committees across the University ensures that there is an effective nexus between scholarship and practice. LTERC's Special Interest Groups (SIGs) have a membership of 136 staff, covering specific disciplines (e.g. Engineering, Teaching, Health) and broader areas (e.g. Inclusive Education, Educational Technologies, International Education).

The University has developed descriptors for its core graduate attributes at undergraduate, postgraduate and access levels and is currently involved in mapping the alignment of these attributes across all courses and programs. On a similar basis, academic staff have mapped their program learning outcomes to all of the elements of the AQF qualification type descriptors to ensure compliance. These processes form part of an in-house IT system, termed Nexus, which supports effective academic governance and accreditation of courses and programs in line with TEQSA's Higher Education Standards Framework. Other aspects of the Nexus system are currently in development, including the five-yearly review of programs and courses. Quality issues are also

addressed through Nexus and teaching evaluations as part of 'closing the loop' quality improvement processes.

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

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
Teaching scholar positions (focus on scholarship of learning and teaching and enhancement of teaching practice)	80	83	85	88	90
Staff involved in Communities of Practice and Special Interest Groups relating to HE teaching	200	220	240	250	260
Staff completing LTERC training in Research Methods for the Scholarship of Learning and Teaching (cumulative number)	25	50	74	100	130
Research-active staff in LTERC Research Centre	19	21	23	25	27
Scholarly publications in Higher Education (peer-reviewed journal articles and books/chapters)	10	15	20	28	35

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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.

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

CQUniversity remains committed to facilitating student access, participation and success through academic offerings and targeted support services.

The Student Equity and Social Inclusion Management Plan 2013–2015 operationalises the University's strategic plan and emphasises the importance of providing innovative access programs, effective transition practices and support systems that embed inclusive practices in learning and teaching to ensure long-term academic engagement, retention and success. Outcomes of this plan will be reported on to the Student Equity Advisory Committee, with recommendations for action to the Vice-Chancellor's Advisory Committee for approval.

The Student Equity Advisory Committee drives the equity agenda and provides strategic leadership to the University on issues and matters relating to access, participation, retention and support of students from underrepresented backgrounds.

Building on progress made since implementing new access initiatives and programs in the last Compact cycle, the CQUniversity's Widening Participation Strategy articulates a clear focus on support for low Socio Economic status (low SES) students. Research indicates that socioeconomic status is a significant factor that explains the difference between participation rates of metropolitan and regional/rural students in tertiary education. The Widening Participation Strategy aims to reduce this difference by:

- Aspiration raising programs that build awareness of higher education and options for tertiary study
- Assisting school students to maintain a strong connection with their learning while at school to enable greater choice of study and career options later
- Preparing for further education through careers information, university information sessions, and university skills preparation
- Developing and articulating pathways between school, TAFE and university including alternative entry and access schemes
- Preparing prospective students with pre-tertiary skills (including literacy and information literacy)

- Assisting new students to transition effectively into higher education and succeed in their learning

Programs that will continue to support the Widening Participation Strategy include:
- Implementation of programs to 38 cluster high schools and 109 primary schools in targeted low SES communities within the Central Queensland region using activities and experiences that include film making, campus visits, school-based careers workshops, the Mobile Education Trailer and academic literacy development.
- Implementation of Indigenous specific programs that go deeper in places of need.
- Partnerships between community groups and the University to implement widening participation programs, e.g. the partnership with Creative Regions and the Department of Communities.
- Continuation of the Start Uni Now (SUN) program that enables year 11 and 12 cluster high schools students to take selected first-year degree courses free of charge, with support and guidance
- A program of research that focuses on strengthening access and awareness of higher education for low SES students in the Central Queensland region. These projects build up evidence that shows ways to resource aspirations to improve participation of low-SES people in higher education. The program includes a joint research project between CQUniversity and Deakin University which aims to identify the aspirations of Central Queensland school students (participating in widening participation programs) and what influences these aspirations. A second research project focuses on building better literacy outcomes for students in designated cluster schools through education and training of teacher aides, parents and community members.

As highlighted in the previous CQUniversity Compact, attrition remains an important issue for CQUniversity. A clearly articulated Student Experience Strategy that addresses both curriculum-based and co-curricular experiences will assist the University to respond to the diverse student cohort.

Commencing in 2013, this strategy will review and identify the HEPPP-funded strategies, programs and initiatives that have improved the learning experiences and academic outcomes of targeted student cohorts and develop a framework of practices and principles to reduce student attrition. The framework will be implemented across CQUniversity in 2014 and evaluation of the strategy will occur annually. Examples of initiatives that will be reviewed include the CQUniversity's Science Learning and Computing Centres (established in 2012–2013 to offer additional academic learning support services to students), the compulsory Student Readiness Questionnaire (completed at enrolment to detect students at risk of failing), and the Student Readiness Profile, which provides appropriate support and referrals for students deemed at risk.

The Student Experience Strategy will promote a whole of institution, multi-pronged and sustainable approach to curriculum design and delivery with targeted and "just in time" student service support.

CQUniversity recognises that outcomes for internal and distance students from underrepresented groups can only improve as teaching and professional support staff increase their awareness and responsiveness to the diverse needs of these cohorts. To improve outcomes for students from underrepresented backgrounds, the University will:
- Ensure that academic staff have opportunities to build understanding of the learning and social contexts of students from under-represented backgrounds through presentations and discussions as part of the Foundations program for new academic staff
- Include specific information and activities to build awareness of students from under-represented backgrounds and relevant issues through coursework in the mandatory Graduate Certificate in Tertiary Education
- Implement the Inclusive Practices Disability Plan 2012 - 2015, which will be overseen by the Inclusive Practices Disability Committee to improve staff knowledge of legislative

requirements, inclusive practices, rights and responsibilities of education providers and resource accessible teaching, learning and service delivery

- Monitor and track the academic outcomes from under-represented backgrounds and use qualitative and quantitative feedback from students to report on trends, concerns and issues to staff through regular update bulletins/ "temperature checks". Data includes feedback received from surveys including the Scholarships Survey, Disability Survey, Orientation Survey, Student Readiness Questionnaire, Non Re-enrolment Survey and information collected through the Monitoring Academic Progress process.

Feedback from students through surveys and questionnaires remains essential in measuring the impact of targeted CQUniversity programs and initiatives.

For CQUniversity, the most important indicators of progress are increasing the numbers of students who access and participate in tertiary education from traditionally under-represented backgrounds in higher education and decreasing their attrition rate.

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

Reviewing Existing Facilities

CQUniversity will continue to be responsive to the changing needs of students and contemporary program delivery. Planning of facilities requirements will be interdependent with the operational plans of University business units – particularly those involved with the direct delivery of teaching and ancillary services to students. Present-day learning styles require a mix of physical environments which differ from those which were operated by the University 10 – 20 years ago. A focus on collaborative learning, group/social engagement, access for student-owned mobile devices, audio-visual requirements and the fast pace of technological change is contributing to a noticeable challenging shift in the types of facilities the University needs to provide.

Programs and research areas are being developed by the University in disciplines which in many cases require specialist spaces and equipment for technically-oriented course delivery. Innovative approaches will continue to be developed where specialist requirements in like disciplines can be grouped together, technologies can be implemented for remote access and future or changing requirements can be accommodated on an as-needs basis with little difficulty. CQUniversity will regularly seek student, staff and community feedback both in a holistic (University wide) manner, as well as relating to individual projects and key associated cohorts. This collaborative approach to facilities review and project delivery will continue to ensure the contemporary expectations of all stakeholders are met in a balanced manner.

A strategic view of facilities planning will be undertaken at the management level of the University through the executive committee structure, continued master planning at campus level and the implementation of a comprehensive Strategic Asset Management Framework and Plan (SAMF/P). In combination with academic input these will drive a suitable mix of facilities at all locations including metropolitan and regional operations. Renewal and capital delivery will therefore be driven by the availability of funding resulting from the University's program changes and grant applications including Structural Adjustment.

Daytime Space Utilisation Rates

CQUniversity will have an infrastructure, systems and policy driven approach to space management, which will drive efficiencies in utilisation across the campus portfolio. CQUniversity understands that the provision of capital infrastructure either by new build or refurbishment is an expensive exercise, and any surrounding decisions need to be made in a strategic manner. Consequently, a triangulated response (being that of systems, infrastructure and governance principles) to the issue of space utilisation and management will ensure that CQUniversity is best positioned to utilise its existing facilities in the most efficient and effective manner possible.

- **Systems** – CQUniversity will in 2013 finalise its implementation of the Online Room Booking and Integrated Timetabling (ORBIT) project. Among other advantages, the project will create a streamlined approach to planning and scheduling processes for timetabling across the University, as well as provide useable historical and forecast data relating to space utilisation. It will be a substantial improvement upon current systems, delivering the Syllabus Plus Enterprise Framework across all campuses.
- **Infrastructure** – New and refurbished space commissioned at CQUniversity will employ flexible approaches to space design, layout and functionality. Such spaces will better reflect cohort size, program design and curriculum delivery methods; providing a balance between the specialist requirements of technically-focused programs, with the flexibility needed to deliver a wide range of courses. Additionally, innovation will be built into the provision and utilisation of infrastructure through increased stakeholder involvement at the design stage, regular reporting and justification of business need.
- **Governance Principles** – Space is considered a valuable asset of the University, and will continue to be managed under a range of key principles enshrined at the organisational level. A centralised approach to space development and utilisation will ensure that the needs of all

business units and the student cohort can be met – with any departures from these principles formally justified and approved.

Given the growth in gross floor area (GFA) from 131,000m2 in 2010 to 149,000m2 in 2012, experience from the successful completion of realignment, refurbishment and renewal projects during 2012 and prior years will be used to guide further achievement in the above areas. This will be supported by high demand programs, continued realignment of the location of business units to optimise utilisation and regular, less formal assessments of usage across the campus portfolio to resolve issues as early as possible.

Backlog Maintenance

CQUniversity will continue to proactively manage backlog maintenance by employing strategies for ensuring planned maintenance activity, prioritising need within existing budget frameworks, and strategically undertaking capital refurbishment once estate assets have reached close to the end of their current-stage useable life. In combination, these elements will lessen the requirement for more expensive unplanned/breakdown maintenance, thereby optimising resource utilisation. CQUniversity operates a large building infrastructure portfolio and consequently undertakes significant maintenance activity through the use of in-house staff and contract procurement arrangements.

Further innovative approaches will also be taken across the maintenance task load. The possibility of achieving synergies and improved value by leveraging the size of the estate against procurement outcomes will be investigated for its effectiveness in reducing more of the overall backlog, for similar or reduced time and cost.

Given that backlog maintenance has already reduced from $63m in 2010 to approximately $35m in 2013, the University will additionally seek to reduce the pipeline of incoming backlog maintenance over time (as a relative measure) by employing maintenance-friendly strategies into new builds and refurbishments. This reduction in backlog has been achieved in part through Commonwealth funding and through CQUniversity's renewal plan, which has seen the complete rebuild of its engineering facilities in Rockhampton and renovation of numerous existing spaces to allow for the introduction of a range of allied health programs.

Ensuring continued achievements in the reduction of backlog maintenance will require a focus on improving routine planned maintenance, fine tuning corporate contracts and the effectiveness of CQUniversity's annual capital development program.

In combination with the staged implementation of the Strategic Asset Management Framework/Plan (SAMF/P) and upgrades to the Computerised Maintenance Management System (CMMS), such activities will improve the overall quality of the estate and contribute to a reduction in backlog maintenance for University assets.

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

CQUniversity has embarked on a strategy to create a 'research resurgence' across the University through a stepped change in its research profile. CQUniversity aims to be ranked in the top 25 Australian universities for overall performance and amongst the top universities for performance in specific areas of industry-related research, population health intervention research, and innovative education research. The University's priority areas have substantial regional relevance and include engineering, food production systems and health fields. The University has undertaken a review of the Division of Academic and Research to ensure that its activities are strategic and meet future needs of its students, stakeholders and communities and well as rejuvenate this space. Also the 2012 Enterprise Agreement has developed five academic categories of employment that focus and target academic staff in the research and teaching spectrum of activities.

CQUniversity exhibited the greatest improvement between ERA2010 and ERA2012 across all universities. In the ERA 2012 assessment, three 2-digit and four 4-digit fields of research were deemed to be at or well above World Standard, with two 2-digit and three 4-digit fields of research at the highest ERA rank. These rankings will allow more staff to concentrate their energies into those research spaces. As well the University will be directing strategic research in Schools to the areas of ERA strengths. In 2012 CQUniversity was awarded with more than $2 million by the ARC and NHMRC to lead and participate in collaborative research projects that will improve the health of Australian adults and children through developing methods to increase physical activity; improve split work–rest cycles in shift workers; increase natural disaster preparedness and survival through animal attachment, and establish an Aboriginal and Torres Strait Islander Researchers' Network which aims to establish a significant cohort of skilled, qualified Indigenous researchers.

The long-term Research and Innovation vision for CQUniversity is to be a leading Australian university for research achievements and industry partnerships in its priority areas of research. The University will be known for its expertise in and contribution to innovations for and solutions to the issues that confront community health and social viability, particularly in rural and regional areas; engineering particularly rail engineering; natural resource management and resources industries including food and water security; and education across the range of higher education delivery modes, particularly distance education.

The University has focused its research efforts to increase the scale of research and support trans-disciplinary collaborations through its research-oriented institutes and centres – the Institute for Resource Industries and Sustainability; the Institute for Health and Social Science Research; the Learning and Teaching Education Research Centre; and most recently, the Appleton Institute in South Australia. These key institutes and centres inform the targeted recruitment of high-profile research teams and form the basis for internal researcher development.

The Appleton Institute was established at the beginning of 2012 with the recruitment of the University's first Engaged Research Chair. Professor Dawson and his team of approximately 30 researchers represent the most dynamic sleep and fatigue focused research group in Australia and join an already existing research capability on fly-in/fly-out (FIFO) and drive-in/drive-out (DIDO) work-related safety issues. Demonstration of its research excellence is seen in receiving an ARC Discovery Early Career Researcher Award (DECRA) and an ARC Discovery Project Grant in its first year of operation, despite the challenge of institutional relocation. It should be noted that this group was recruited after the ERA2012 census date, but will substantially contribute to ERA2015 in Psychology and Sociology fields of research.

The second Engaged Research Chair appointment was Professor Brenda Happell, the Director of the Institute for Health and Social Science Research. As part of its growth agenda, and in recognition of local needs, CQUniversity identified the need for strong linkages between its allied health teaching programs and relevant research. More than 30% of academic staff in the health disciplines are currently research active. This priority area for enhancing CQUniversity's research profile and performance led to the successful bid for the Health Collaborative Research Network (Health CRN) with University of Queensland, Queensland University of Technology and Curtin University. These collaborative partnerships have already provided incentives for CQUniversity staff to increase research activity, participate in collaborations and access special assets at partner institutions.

The activities under the Health CRN have included staff exchanges and secondments to and from the partner institutions to establish collaborative relationships; mentoring and other support for postdoctoral and early career researchers; appointment of professorial research fellows to build research capacity and performance; and a variety of initiatives for enhanced training and development of HDR students and supervisors. The CRN is proving a very successful capacity-building model.

Engineering research has focused on rail engineering, electrical engineering and network systems. Expertise in rail engineering is focused on heavy-haul trains, an issue of increasing relevance to Australia and the Central Queensland region. This research quality is demonstrated by our continued engagement with both Rail CRC iterations, the Rail Innovation Australia spin-off company, and long-established relationships with end-users, and by Category 2 and 3 income streams. The University has secured Queensland State government funding for heavy-haul draft gear units for $960k over three years and recently commenced a research program in the power engineering space focusing on electricity distribution systems. The Centre for Intelligent Networked Systems (CINS) achieved an ERA2012 rank of 5 in Mathematic Sciences (01) and Applied Mathematics (0102) – one of only two universities in Australia to achieve a ranking of 5, or well above world standard, for its research output in Applied Mathematics. The CINS focuses on the research and development of intelligent networked control systems and the contribution and application of computational intelligence, networks, data mining and agent-based systems to such systems. Led by Professor Qing-Long Han, the University has made a range of adjunct

appointments with several Chinese universities, developed a number of international research partnerships, and developed a mentoring and research training relationship in this field with a number of universities internationally.

CQUniversity has recently developed the Tropical Energy and Engineering Alliance with Charles Darwin University to align efforts with significant LNG developments.

CQUniversity has a diverse focus on natural resource management and resources industries, largely focused on food security, water security and biosecurity and based in the Centre for Plant and Water Science and the Centre for environmental management, but also aligned with the re-invigoration of the Bachelor of Science degree. A sustained research focus on precision land management for animal and plant production systems achieved an ERA2012 rank of 5 in Agricultural and Veterinary Sciences (07) and Agriculture, Land and Farm Management (0701). Environmental Management improved its ERA2012 ranking to 2 (below World Standard), but further investments are required to comprehensively lift the research activity to world-class assessment. Recent successes have included an Australian Coal Association Research Program on improving mine site management through biological tools to detect the effect of mining on aquatic ecosystems specific to Central Queensland and a Queensland State government fellowship to establish a biological foundation for seagrass rehabilitation and restoration in the face of industrial expansion in ports. CQUniversity has established the Gladstone Waters Research Partnership with Griffith University and the University of Queensland to foster collaboration and increase depth of research in marine and coastal ecology.

Lastly, CQUniversity is focused on improving its approach to and research on scholarship of education across the range of higher education delivery modes, particularly distance education. The Learning and Teaching Education Research Centre (LTERC) has been established, with special interest groups to enhance learning across the University. In early 2012 more than 30% of academic staff chose to align their focus with Teaching Scholarship, resulting in a need to substantively enhance support for learning and teaching scholarship. ERA2012 results (well below World Standard) are indicative of the legacy of previous years, but are also in alignment with the sector as a whole. Current investments, along with clearer strategies, have begun a resurgence in this arena. The Director of LTERC brings a focus on pedagogical research, specifically around evaluating the effectiveness of teaching aids (e.g. homework, textbooks, websites). With continued investments, research in this field will improve substantially over the next years. In this vein the University is discussing a formal alignment with the University of Sydney's Centre for Research on Computer-Supported Learning and Cognition.

How researchers connect across the university is through the videoconferencing system. Researchers are generally school-based and connect within the schools across this distributed campus system. With the appointment of the Dean of the Graduate School, the aim is to connect both supervisors and RHD students across the university utilising its technology e.g. the Access Grid connecting multiple campuses, other institutions and students together.

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)	2	3	5
Number of disciplines, as defined by four-digit FoR, performing at world standards or above (3, 4 or 5)	1	4	5

Disciplines the University commits to demonstrating substantial improvement in as defined by two-digit FoR and/or four-digit FoR	Disciplines nominated in 2011–13 Compact	Disciplines nominated in 2014–16 Compact
	2 digit FoR: 13 **4 digit FoR:** 18	**2 digit FoR:** 5 FoR 05, FoR 09 FoR 11, FoR 14 FoR 17 **4 digit FoR:** 5 FoR 0502, FoR 0913 FoR 1110, FoR 1402 FoR 1702

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

Principal Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Category 1 income	$1,321,925	$1,659,000	$1,900,000	$2,185,000	$2,513,000
Category 2 Income	$2,843,555	3,271,000	3,761,000	4,325,000	4,974,000
Number of joint research grants in Australia	23	45	50	60	70
Number of joint research grants overseas	6	22	24	26	30
Number of jointly supervised PhD students in Australia12	57	75	85	90	100
Number of jointly supervised PhD students overseas13	2	8	12	20	30

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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).

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
The share of joint publications co-authored with researchers from other Australian institutions	120	160	170	185	202
The share of joint publications co-authored with researchers internationally	45	55	65	75	85
No and EFSL International HDR	70(59.5)	82 (70.5)	95 (83)	108 (94)	126(106)
No and EFSL Indigenous HDR	2 (1.5)	4 (3)	6 (5)	8 (7)	10 (9)

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

CQUniversity is focused on making higher education and research more accessible and relevant to all people, especially those who live and work in the Central Queensland region and beyond. Academic and student researchers undertake world-class research at CQUniversity in the areas of community health and social viability, engineering, natural resource management and resources industries, and education. The University's personalised learning support and collaborative partnerships provide pathways for people from all walks of life, life stages and different learning styles to engage, thrive and succeed.

CQUniversity is committed to the growth of higher degree by research (HDR) enrolments through strategic and operational research and innovation plans. CQUniversity has undertaken a significant restructure of its research and research training administration, strengthening dedicated services to the recruitment, retention and timely completion of HDR students by establishing the role of Dean of Graduate Research to support the Pro Vice-Chancellor (Research), and creating a School of Graduate Research to facilitate the growth of research capacity and to provide a transparent and consistent approach to HDR management across the University.

The School of Graduate Research provides:

- centralised coordination of HDR administration to ensure consistency in quality and delivery including the approval, management and training of supervisory staff
- a diverse range of professional development and training opportunities for HDR students aimed at enhancing the research higher degree experience with a focus on the development of research skills that are essential for the timely completion of a HDR at CQUniversity as well

- as professional skills that are crucial for securing excellent employment opportunities and developing an internationally competitive research workforce
- offering compulsory professional development for research supervision
- directing RHD students and strategic research scholarships to areas of ERA strengths
- a range of professional development and training opportunities to academic staff in support of high quality supervision ensuring high quality research training
- coordination with the various CQUniversity functions to incorporate HDR-relevant aspects into their activities, such as marketing, international and development, IT services, and community engagement;
- a strategic approach to HDR cohort growth and investment including University-wide policy for minimum resource standards (space, IT, support), and
- a mechanism to enable the HDR cohort to grow in an appropriate fashion.

HDR load for 2011 continued to show an upward trend both for load and completions. The University has revised growth targets for a substantive increase in HDR load by 2020. HDR completions still fluctuate from year to year corresponding with HDR loads and study loads associated with the relevant entry years. It is anticipated that completions will increase as the cohort of increased HDR students move through the pipeline, supported by low attrition rates for HDR candidates.

CQUniversity is committed to increasing the proportion of HDR candidates completing on time and early. This will be addressed from the outset of the HDR journey with increased emphasis on completion during orientation and a more structured/phased approach to confirmation during (full-time) year one of the program. All new HDR students are provided a University-wide 'Orientation' during the two primary terms. During the first year, confirmation procedures have been improved to clearly articulate expectations leading to successful development of a program of study and achievement towards the dissertation. Students are provided the opportunity to deliver public presentations on the progress of their research with expectations that students and supervisors will engage to create an engaged and supporting atmosphere. It is this early emphasis which will deliver sustained improvement in timely completion in the long term. However, this action will by its nature not deliver immediate improvements. A program of remedial intervention with near-completion candidates will be developed to deliver short-term improvements in on-time completions. Revisions to the orientation and confirmation processes will assist in the development of a culture of research training where timely progress and publication during candidature become increasingly the norm.

The majority of CQUniversity HDR entries do not come from the CQUniversity undergraduate cohort; less than 5% of HDR students are derived from CQUniversity Honours or Masters degrees. In 2012 and 2013, the School of Graduate Research has developed strategies to encourage greater uptake through offering vacation scholarships to encourage students to gain experience and publication opportunities. Internal progression to HDR is an area where CQUniversity has identified significant capacity for growth; given the relatively high level of engagement of Indigenous students in CQUniversity's undergraduate programs, initiatives targeted at internal progression will also contribute to growth the number of Indigenous HDR candidates. The University is are simultaneously revising the scholarship process and in 2012 moved to a year-round entry system for HDRs. The University has directed its RTS income to the support of HDR candidates (largely through the School of Graduate Research), either through candidate support mechanisms or by enhancing supervisor skills and capacity. The University also provides a suite of scholarship Australian Postgraduate Awards to both domestic and international HDR students. To attract high-quality students, CQUniversity continues to offer Strategic Research Scholarships valued at $45,000 per annum which are awarded to applicants of outstanding merit in areas of designated research strength.

The Health Collaborative Research Network (CRN) has a major emphasis in improving research training through access to more training programs, including the development of a specific training program in collaboration with other Health CRN participants, and greater research

project and research facility access opportunities through collaborations across the Health CRN institutions. The Health CRN will improve supervisor skills through the proposed mentoring program, staff exchange opportunities and collaborative supervisory roles.

CQUniversity engages its HDR students with industry where possible and industry also provides support through stipends. In 2012, CQUniversity received seven scholarships for HDR students from external organisations – two were funded by the public sector, two by industry and three through the CRC.

CQUniversity acknowledges that its numbers of Aboriginal and Torres Strait Islander HDR students needs to increase and has in place strategies to support Indigenous students to progress from undergraduate to HDR. The Office of Research, Office of Indigenous Engagement and School of Graduate Research will include this as a specific focus for 2013–2016.

All Indigenous HDR students are encouraged to participate in CQUniversity's research training and capacity-building programs, and the University will identify how these can be strengthened for the specific needs of Indigenous HDR students and provide broader understanding to non-Indigenous HDR students. For example, at CQUniversity's 2012 commencing HDR orientation, informal mentor support was provided by a senior Indigenous researcher, which the University aims to formalise for future orientations.

CQUniversity has a range of postgraduate awards on offer for HDR students, including Indigenous students. CQUniversity has one Indigenous Australian Postgraduate Research Award (IAPRA) which is offered annually in addition to a suite of other scholarships. In 2013 the Health CRN will launch numerous additional PhD Postgraduate Scholarships for students to enrol at CQUniversity and be co-supervised through the Health CRN partner institutions. As part of this suite of scholarships there are Indigenous Health PhD Postgraduate Scholarships for which Indigenous HDR students are strongly encouraged to apply. Also in 2013, an annual $10,000 bursary for Indigenous HDR students as part of the Health and Wellbeing Node of the National Indigenous Researchers and Knowledges Network (NIRKN) will be established. CQUniversity is working towards the development of a small cohort of Indigenous health researchers that will complement the increase in health researchers to work with the region's communities.

With the projected increase in Indigenous HDR students and researchers, it is recognised that some CQUniversity researchers may need to develop their knowledge and skills in working with Indigenous individuals and communities. CQUniversity also needs to develop a pool of co-supervisors with appropriate skills and plans to offer a workshop for supervisors of Indigenous HDR students which would complement the University's supervisor workshops. This would address Recommendation 20 from the Report of the Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People (Behrendt 2012). Workshops will also be offered focusing on Indigenous research methodologies and research with Indigenous communities. Where possible these will be run in partnership with the National Indigenous Researchers Knowledge Network to enable CQUniversity greater access to researchers with such expertise.

In 2012 the first application round of the Health CRN short-term exchange program resulted in an Indigenous PhD candidate recipient. The successful applicant has since been included in two successful research grant applications with CQUniversity researchers. While there are no specific Indigenous targets set for the Health CRN, its exchange and grants programs through CQUniversity is flexible enough to include family, cultural and study considerations. In seeking to increase health-related outputs through the Health CRN, CQUniversity is also seeking to increase its Indigenous health-related outcomes, and thereby increase the number of Indigenous applicants to the Health CRN support schemes.

In 2012 CQUniversity had an increase in the number of applications submitted to internal grant schemes that included Indigenous researchers as chief investigators. This is expected to increase from 2013–2016. In addition, the number of external grant applications and commercial research projects which include Indigenous researchers is expected to increase as is the number of cross-

institutional grant applications. CQUniversity will focus on including Indigenous HDR students where possible on projects to develop their capacity as researchers.

CQUniversity also offers an annual public lecture held in NAIDOC week. To complement this lecture, CQUniversity implemented an Indigenous research seminar series in 2012 to showcase research of interest to Indigenous communities and to transfer knowledge and understanding. Seminars are broadcast live via CQUniversity's ISL network to allow for maximum participation and recorded for future use. The annual lecture seminar series will continue, offering six such public events a year with presentations by Indigenous and non-Indigenous researchers who research in the field of Indigenous Studies.

The University has a chief investigator, node leader and network member of National Indigenous Research and Knowledges Network (NIRKN). Administered through the Queensland University of Technology (QUT), NIRKN was awarded funded of $3,198,392 through the ARC. The Network will be established as a multidisciplinary 'hub and spokes' model of Indigenous researchers at various stages of their career from over 24 collaborating universities and five partner organisations, along with the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS), of which CQUniversity is a collaborating institution. The partner organisations include the United Nations University, the Aboriginal and Torres Strait Islander Healing Foundation, the National Congress of Australia's First Peoples, Ninti One Limited, and Waminda Indigenous Women's Organisation. The aim of the Network is to establish a coterie of skilled, qualified Indigenous researchers, creating pathways from undergraduate to postgraduate studies to establish a regenerative pipeline of new researchers, across institutions and fields of critical research importance. CQUniversity will be directly involved in the health and wellbeing node activities and wherever possible not only support NIRKN's activities but also facilitate access to these activities for Indigenous HDR students.

The University plans to increase its research capacity in areas of interest to Indigenous people and its ability to recruit and supervise Indigenous postgraduate research students in a culturally-appropriate manner. This will be addressed through the engagement of an Academic Level E commencing 2013–2014.

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	221	230	240	250	275
HDR student completions by masters	13	15	18	22	26
HDR student completions by doctorates	32	30	35	40	50

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

Optional Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
HDR student publication rates;	22%	25%	27%	30%	33%
No and EFSL Indigenous HDR	2 (1.5)	4 (3)	6 (5)	8 (7)	10 (9)

PART SIX: GENERAL PROVISIONS

6   GENERAL PROVISIONS

6.1   Compact Review

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

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

6.2   Privacy and information sharing

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

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

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

6.3   Changing the Compact

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

6.4   Notices

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

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

6.4.2   The Representatives are:

a.   University Representative
Professor Scott Bowman
Vice-Chancellor and President
CQUniversity Australia
Building 1 Yaamba Road
North Rockhampton Qld 4702
PH: 07 4930 9752   FAX: 07 4930 9018
EMAIL: vc@cqu.edu.au

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

OR

compacts@innovation.gov.au

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 Central Queensland University ABN 39 181 103 288

Signed for and on behalf of the Central Queensland University

by

…………………………………………….. …………………………
Signature   Date

Professor Scott Bowman
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

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

In the Presence of:

....

WITNESS

....

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