



**Australian Government**

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

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

Between:

The Commonwealth of Australia

and

The University of Adelaide

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This compact is between

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

The Minister for Tertiary Education, Skills, Science and Research

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

ABN 77 599 608 295

Of

Industry House

10 Binara Street

Canberra ACT 2601

And

The University of Adelaide

ABN 61 249 878 937

A body corporate under the University of Adelaide Act (SA) 1971

Of

North Terrace, Adelaide, South Australia 5005

**(University)**

### A. Policy Setting

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

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

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

### B. The Purpose and Effect of this Compact

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

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

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

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

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

### C. Establishment of the Compact

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

### D. The Principles of Commonwealth Funding Support

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

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

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

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

#### **E. The Structure of this Compact**

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

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

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

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

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

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

## PART ONE: FOCUS & MISSION

### The Commonwealth's Focus for this Compact

The Commonwealth's ambitions for higher education include:

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

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

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

## 1 THE UNIVERSITY'S MISSION AND STRATEGIC PRIORITIES

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### 1.1 The purpose of the University's Mission

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

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

### 1.2 The University's Mission and Strategic Priorities

The University was founded in 1874, and the decade commencing in 2013 will take it to the eve of the 150th anniversary in 2024. The 2013-2018 Strategic Plan, Beacon of Enlightenment, sets out how the University wishes to be seen at its sesquicentenary - as an international institution that distinctively embraces the ideal of the research university, where the excitement, vitality and passion of the search for new knowledge is one in which all students participate; as an enlightened and tolerant community where able students can find support, whatever their background or circumstances; and as a place where the Kurna people, original custodians of the land on which the campuses now rest, are acknowledged and their culture respected.

In a rapidly changing environment, the University of Adelaide is clear about its goals and intentions. It draws strength from its founding values as it fulfils its future research and teaching aspirations. It faces resource challenges with imagination, and invites its external supporters in government, industry, the professions, its alumni and the community to share in advancing its mission.

#### **Strategic Goals: Adelaide's Opportunities**

School students are looking for a distinctive university education in which they can have confidence; and as labour-force needs for professionals of all kinds increases, there is a broadening body of prospective students beyond school leavers looking to join them. For innovative research teams the opportunities to address new fields and major global problems expand continually. The need for educated leaders in public life, the professions, business and the community is also greater than ever. In such a climate, the University's founding vision has never been more relevant, and the research university ideal it espoused never more potent. It is imperative we restore vibrancy to the unified teaching/research model which created the modern university and to the founding vision that so compelled our early students and staff and inspired the South Australian community.

#### **The Centrality of Small-Group Discovery**

The union of teaching and research, combined in a search for impartial truth, was fundamental to the modern research university ideal. A small group of students, meeting to work at the discovery of new knowledge under expert guidance, was the centrepiece of the university experience. Yet in Australian and UK universities from the 1980s, with the massive growth of university enrolments and the addition of many applied disciplines, research became increasingly detached from teaching, and a division was created that has widened ever since. Today despite oppressive research pressures on staff, research is almost wholly absent from Australian undergraduate teaching.

There is thus an opportunity for at least one Australian university to become a model of the teaching/research union, to show how universities can recapture what was once the defining characteristic of the research university. This does not mean merely inviting students to study an individual topic in depth, with initiative and creativity. In a true research university, the study of existing knowledge is secondary to the making of new knowledge. Moving away from knowledge delivery, now increasingly eroded by the universal availability of free online content, a university should focus on the essence of what research offers: the rigour of the scientific method, the search for empirical evidence, the beauty of logic and of patterns, the value of innovation, the

creativity of problem solving and the intrinsic worth of knowledge. The University of Adelaide will return research to undergraduate teaching, so that every student in every program comes to experience the scholarship of discovery as the highlight of their learning experience.

For many undergraduate students, this will take the form of an individual research project in their final year, for which the preparatory research skills and experience necessary will be built through smaller exercises in the earlier years of their course. For those students who demonstrate readiness for independent work at admission, there will be an Advanced Bachelor program in every faculty in which research projects are introduced from the first year.

As a key format for delivering undergraduate research, the university will commit to increasing the centrality of small-group learning, in which students address the scholarship of discovery with other students and a staff mentor. While content will increasingly be delivered in other formats, every student in every program should experience such small-group discovery as a key part of their learning experience. Committing to small-group discovery has implications for our course offering. Some subjects that flourish effectively without a research basis may increasingly be left to other institutions with different missions. Some specialised research interests of individual staff will thrive through individual research projects in the revised undergraduate core courses rather than through free-standing electives where few students enrol.

Crucial also to the research university idea are academic freedom and institutional autonomy. The University of Adelaide's voice will need to be heard more often in public debate when government policy or external priorities threaten to intrude into an agenda that should be driven by curiosity, originality and the development of disciplines.

### **Learning and Teaching**

To retain and enhance its attraction to students in the increasingly competitive environment ahead, the University of Adelaide needs to offer a compelling, irresistible educational proposition. An approach which recaptures the union of teaching and research features the small-group experience and offers a suite of Advanced Bachelor programs for those ready for more independent work will be key to its differentiation. But there must be more - the approach also needs a distinctive international experience, work experience, and a commitment to enhanced online resources.

Central to the research university idea is the quality of the student experience. An Adelaide Student Experience Charter will set out the kind of campus experience we shall commit to providing. This will include standards for student: staff ratios and for contact with academic guides and mentors. It will also include a clear statement of the Adelaide Graduate Attributes that sets out the values and skills employers can expect from all Adelaide graduates. These values and skills will then be embedded in every program. We will also ensure Adelaide students are ready for graduate employment through a Graduate Career Readiness Program, offering tailored work experience and career mentoring in the workplace.

Another key attribute of the Adelaide experience will be inculcating a sense of global citizenship. The Asian Century is upon us and we will seize learning opportunities arising from Asia's geographical proximity, combining all that is best from western intellectual traditions with the diverse forms of knowledge of Asia. We will foster intercultural competence, based on participation in Study Abroad or in a new Host Program for international students. Experience abroad will be deemed an essential part of the necessary breadth of skills and knowledge that defines a future leader, and understanding of indigenous issues and culture will also contribute to the sort of intercultural competence the University will aim to foster in its graduates. The Charter will commit to every student completing one of these - graduate work experience/career mentoring, study abroad, or an International Student Host Program.

Each of these innovations involves a new external engagement opportunity—developing multiple alliances with graduate employers willing to participate in the Graduate Career Readiness Program, and recruitment of a cohort of Adelaide families ready to participate in an International Student Host Program. In both of these programs alumni volunteers will be invited to provide the

core resource. For the expanded Study Abroad Program, the University will sign strategic partnerships with a small number of key universities, carefully selected in the USA, Asia and Europe to offer specific programs enabling the exchange of sizeable groups of students.

Adelaide will remain a campus university, for the scholarship of discovery involves personalised learning which happens best face-to-face. But prospective students need confidence their learning will be better supported by digital learning resources. Where high-quality content can be effectively delivered online with demonstrable pedagogical integrity it will be, to free staff time for small-group discovery where the focus can shift to learning and problem solving. Working students will greatly value the flexibility such multimodal delivery formats bring them.

Meanwhile, the University will build on its founders' commitment to creating a student body of democratic breadth. A fundraising campaign will be launched to double the number of scholarships for students of disadvantage, for students of ability from remote and regional areas or from backgrounds that would otherwise prevent their aspiring to study at Adelaide. Flexible delivery such as intensive mode and online formats will also help the University meet the needs of students unable to attend the campus for reasons of personal circumstance.

A shift towards the educational proposition described above involves obvious challenges. Creating a menu of Advanced Bachelor programs, embedding graduate career-readiness attributes, and offering small-group discovery across the university will require imaginative planning, detailed attention to disciplinary differences, and some changes to admission requirements. Resources will need redirection from less strategic uses into developing study abroad assistance, needs-based scholarships, enhanced IT and e-learning, and administering the International Student Host and Graduate Career Readiness Programs.

And over time, teaching patterns will alter. As more content becomes delivered online, staff will have more time to devote to students, especially in small-group settings. Hours of work will become more flexible as the academic calendar and timetable respond to changing content delivery modes.

### **Research and Research Training**

In its founding era, Adelaide recruited its academic staff internationally, and championed their investigation of new fields. Today, we need to recapture that boldness, the capacity to attract international research leaders, and to nimbly adapt to major new research challenges. We also need to recruit and retain the next generation of research leaders—excellent research students.

We will enhance our research capacity by adding more internationally high-impact research professors in fields of our research strength. The focus here will be on attracting high citation researchers who count amongst the top 1% in the world in their fields. High citation researchers can also be developed through research student recruitment and effective student retention strategies. The new approach, reviving research in undergraduate teaching through small-group discovery, will be most effective if leading research staff are seen in the classroom.

The State innovation agenda and national research priorities will be embraced, and we will seek to persuade business and government of the contributions we can make to their own plans. This will include an agenda to intensify collaboration between researchers and industry, to assist in translating research outcomes into increased productivity for our region, and having researchers coalesce around “wicked problems” and grand challenges, such as food security, sustainable energy, and abundant clean water. A central Interdisciplinary Research Investment Fund will be established, to facilitate nimble and adaptive responses across discipline boundaries to emerging social, economic and environmental questions of high public importance both to our region and internationally. The collaborative research environment will be enhanced by the continuing development of an open innovation approach to the sharing and transfer of knowledge. The small-group discovery model will also provide opportunities for elements of the great challenges at the international level to be included in the undergraduate curriculum.

But with the huge cost of research infrastructure necessary to addressing many of today's major research problems, no university can work alone. It is vital that our researchers have access to major national and international research facilities. Partnerships, which bring together research teams of equal strength, across university, government and business organisations and across international boundaries, can magnify the work of any single university. And by being part of a global collaboration, we can also ensure our researchers are able to access the best facilities in the world.

The University will commit to a policy of forming research partnerships where it can find partners of equal or better strength, and where the whole partnership is demonstrably greater than the sum of the parts. As the first step, a Working Party will advise on developing high-profile international research networks with front-rank partners abroad for its key research concentrations. Some of these may leverage the strategic alliances being built for the enhanced Study Abroad program. The networks will be supported by a Staff Mobility Scheme, to facilitate international movement of staff between partner institutions.

The University has all the elements of a global partnership at its Waite campus, where research departments, research institutes, and the R&D arms of government and business in the agricultural, food and wine field are co-located. A Waite consortium will be proposed, which will likely become one of the most powerful concentrations of agricultural, food and wine research in the world.

The rising importance of national performance assessments and international rankings around the world, including the ERA in Australia, has led to accelerating demand and greater competition for highly talented staff and students. As such, steps will be developed to ensure that our research strengths are fully recognised in the ranking tables. As well as recruitment of research leaders, there will be incentive funding for more strategic publishing, enhanced grant writing support, individual staff development and more effective goal setting at the school and individual level. By the end of the decade this will enhance both our ERA ratings and our international standing in the ARWU (Shanghai Jiao Tong) ranking tables.

### **Enablers and Supporters**

Small-group discovery will set the university on a path of improved quality rather than growth in the coming decade. Successful transformation in a university requires imaginative, skilled people, innovative thinking in our processes, responsive services and resources, effective systems that encourage relevant measurement, and a productive partnership between central administrative units and academic divisions. It also requires that we inspire and engage our external supporters. Becoming a beacon for small-group discovery will mean many challenges for university services and resources. Most critically, success will depend on the capability of our people. Whilst we must develop recruitment practices that strive for excellence, we must also develop our people to adapt to the new ways of working and lead the transformation required.

We will need to find ways of recognising and rewarding staff who wish to contribute more to teaching than research. With their supervisors, staff will need to be able to set their work objectives on a continuum between research and teaching, and be appraised accordingly. Moreover, we will need to address the makeup of our staff and the conditions in which they work. Adelaide has a number of challenges in the gender balance, diversity and age profile of its workforce, and also in human resources systems and procedures not optimal for a leading Go8 university. The University will set targets for addressing these progressively across the planning period.

We will need to rethink the way we timetable and allocate space, and the way we populate the academic calendar. Seminar rooms will be in much greater demand, often in evening or other non-traditional hours. Lecture theatres may be needed for core teaching only in certain weeks, freeing them up for an expansion of teaching in intensive mode, blended mode or other innovative delivery methods. Once the Beacon of Learning Taskforce finishes its work in 2013, a

University working party on academic timetabling, space allocation and calendar planning will need to rethink the University's use of space.

We will also need to reanimate and re-energise the support the University has traditionally enjoyed from external stakeholders. We will enhance participation of our large and ever-growing alumni through more intentional communications, events, and benefits. A major philanthropic campaign will be launched to mark the 140th anniversary in 2014, seeking to double our donation income and treble the endowment from our alumni and those in the community who wish to advance our cause. We will also develop a coordinated Stakeholder Management Plan aimed at engaging better with leaders of government, business and the community. This will also help communicate our research discoveries and capabilities to the community, and create a climate in which government and business might support our capital program more actively.

We will take a fuller part in the national policy debate about higher education, to seek to remove the constraints that prevent leading universities in Australia competing with their peers abroad. These include moderation of the increasing government intervention in planning, course design and academic standards.

The new Adelaide educational proposition and recovery of the founding vision will also mean revisiting our current and successful brand campaign to align it with the new narrative. Part of this will involve featuring the qualities Adelaide city offers to students who come here, as one of the most appealing university towns in the world. Rebranding and enhanced marketing will also contribute to our retention of a student profile of high international student enrolment and expanding graduate fee-paying coursework enrolment.

The University is already undertaking rigorous reviews of its administrative units and rolling out a more transparent budget model. It will commit to ongoing regular benchmarking and optimisation of its administrative organisation and systems. To ensure we achieve our goals, we need a balanced score card, which will set out clearly the targets to be achieved and who will be accountable.

The University budget will also require a willingness to evaluate and innovate in the coming decade. As well as planned expenditure on IT and e-learning, introducing new research scholarships, international research staff recruitment, and an interdisciplinary research fund, we plan to build a number of new facilities, most urgently a new integrated medical, nursing and dental school, developed in partnership with our clinical titleholders, to relocate our clinical schools to the new Royal Adelaide Hospital precinct at the western end of the CBD. We will need new development on campus, new leasing off campus, and the intensification of use of existing space. These aspirations will require more capital works funding over the next Plan period than current forecasts predict we will have. Several of the initiatives mentioned above will contribute to expanding our resource base, but we will also review our investment policy, our approach to cost containment, to debt financing, and other ways of funding our aspirations.

### **Adelaide Shining**

Australia's third oldest university commits to a distinctive approach which recaptures the ideal of the research university, and seeks an internationally-focussed staff and a tolerant, progressive student mix which will prepare students for global citizenship in an increasingly borderless world. It will be a university true to its historical roots, yet passionately committed to its role in producing graduates destined to play leading parts in the Asian Century. To succeed in the coming decade we will need to recapture the combination of teaching and research excellence with civic engagement, of local enlightenment with international renown which animated the University's early days, so that it becomes by 2024 no less than Australia's most distinctive university, set in Australia's most civilised of cities.

## 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

The 2013-2023 Strategic Plan, Beacon of Enlightenment, is committed to Aboriginal and Torres Strait Islander Education. We intend to increase Indigenous staff and students to 2% parity representation across the University.

The University has four essential programs across the institution to support access, retention, and completion of Indigenous staff and students:

- Wilto Yerlo Unit;
- Faculty of Health Sciences: Yaitya Purruna Indigenous Health Unit;
- Centre for Aboriginal Studies in Music;
- Aboriginal and Torres Strait Islander Employment Program.

To improve workforce and education access and support, in 2013 a 'Tarrkarri Tirkka Integrated Aboriginal and Torres Strait Islander Education Strategy 2013-2023' will be embedded across the University of Adelaide. This strategy will be the primary planning and implementation document regarding Indigenous Education and will set Principal Performance Indicators through 22

recommendations including expected proportional growth over the term of the compact for each target: Research, Teaching and Learning, Increasing Indigenous Staff and Students.

This strategy is aligned to objectives of the following documents:

The University of Adelaide

- The 2013-2023 University's Strategic Plan, 'The Beacon of Enlightenment';
- 2013 Aboriginal and Torres Strait Islander Employment Strategy;
- 2003 The University of Adelaide's Reconciliation Statement.

Commonwealth Government National Priorities

- 'Closing the Gap' on Aboriginal and Torres Strait Islander peoples' disadvantage;
- 1990 National Aboriginal and Torres Strait Islander Education Policy;
- 2006 Indigenous Workforce Plan (IHEAC);
- 2008 Review of Australian Higher Education (Bradley Review);
- 2011 Universities Australia National Best Practice Framework for Indigenous Cultural Competency in Australian Universities;
- 2012 Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People (Behrendt Review).

### **Strategic priorities**

Seven key priority areas from the above benchmarking reports and are embed in the University of Adelaide's 2013-2023 Tarrkarri Turrka Integrated Indigenous Education Strategy recommendations:

- Student Services.
- Indigenous Employment and University Governance.
- Teaching and Learning.
- Research.
- Human Resources.
- Community Engagements.
- International.

### **Indigenous Education and Employment Objectives and Strategies**

*Student Objective:*

Achieve Indigenous undergraduate and postgraduate student enrolment rates that are reflective of state population parity to 2% of total students by 2024.

*Student Strategies:*

- A regional outreach Indigenous Enabling Program at Port Augusta;
- Indigenous Student Retention, Recruitment/Support and Outreach Committee formed;
- Early identification of Indigenous students at risk and case management;
- Increase scholarships and financial support from corporate/industry;
- Faculty strategies and Indigenous student Mentor;
- Increase student uptake of Indigenous Tutorial Assistance Scheme.

*Staff Objective:*

Achieve Indigenous staff employment rates to 2% of total staff cohort by 2024.

*Staff Strategies:*

- Implement aims of Aboriginal and Torres Strait Islander Employment Strategy;
- Faculty embed Indigenous staff targets;
- Implement cadetships;
- Cultural Competency Induction training.

*Teaching Objective:*

Develop courses with Indigenous content and embed cultural awareness and competency training for staff.

#### *Teaching Strategies:*

- Implement an Aboriginal Studies Major within Bachelor of Arts that includes interdisciplinary broadening electives;
- Competitive grants for faculty pilot projects to increase Indigenous content into curriculum;
- Cultural Competency and awareness staff training.

#### *Research Objective:*

Develop and promote Indigenous research across the University

#### *Research Strategies:*

- Scope Indigenous Research Ethics sub-committee;
- Increase scholarships and financial support from corporate/industry;
- Establish an Indigenous Research Committee;
- HDR Supervisor Indigenous cultural competency induction.

#### **Key enabling strategies**

##### *Engagement with the Elders*

The University of Adelaide has a long association with local Kurna Elders who provide crucial guidance on the educational needs of the aboriginal community. For example, the Kurna Warra Pintyandi (KWP) committee was established in 2002 by the Elders, Dr Lewis Yerloburka O'Brien and Dr Alitya Wallar Rigney with a focus on the reclamation and revival of the Kurna language. This committee is hosted by the Discipline of Linguistics, School of Humanities and the University.

##### *Port Augusta University Preparation Program*

A new University Preparation Program (UPP) is being scoped by the Wilto Yerlo Indigenous Unit for delivery in rural Port Augusta. This innovative regional pathway to tertiary studies will help build capacity for indigenous and low SES students in the upper Spencer Gulf region. The UPP is directly aligned with the University's equity and democratic diversity agenda with the objective of building long term, respectful, engaging and collaborative partnerships with local schools, organisations and peoples of the region.

##### *School Engagement*

Collaborative school partnerships have been developed across the State by Wilto Yerlo and the Office for Future Students. The indigenous and non-Indigenous programs help to develop lasting post-school aspirations for students, increasing engagement in learning and adding value to school curricula. Activities include cultural and/or learning programs at the University, university experience days and in-school programs and activities supported by University staff and students.

##### *HEPPP Consortia*

In response to a call from Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education (DIICCS RTE), the University of Adelaide has submitted a bid for Higher Education Participation and Partnership Program (HEPPP) competitive funding. The bid has been developed in collaboration with Flinders University and University of South Australia with the funding designed to support partnership activities with schools, families and communities (particularly Indigenous) who do not traditionally consider higher education as a viable or realistic option.

The joint submission, Journey to Higher Education, utilises existing strengths and successes of each university's student outreach and provides a full suite of programs to engage and support students from early primary through to senior secondary school. This is articulated through the three key themes of Aspire, Support and Achieve and is further supported by a strong focus on community engagement and co-creation.

As a collective, the programs offered by the consortium universities unlock the higher education ambitions and potential of low SES and Indigenous students through mentoring, leadership training and additional tuition to address skills and knowledge gaps. The University of Adelaide is the lead university for this program and, should the bid be successful, will drive the implementation and ongoing collaboration with the other two universities to ensure positive and sustainable outcomes are achieved.

## 2.3 Performance Indicators and Targets

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

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

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

Principal Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Number of all Aboriginal and Torres Strait Islander student enrolments <sup>1</sup>	188	190	190	202	214
Number of all Aboriginal and Torres Strait Islander student completions <sup>2</sup>	31	33	38	43	48
Number of all Aboriginal and Torres Strait Islander professional/general staff <sup>3</sup>	15	17	19	22	24
Number of all Aboriginal and Torres Strait Islander academic staff <sup>4</sup>	7	8	11	13	16

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

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

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

<sup>4</sup> See footnote 3 for definition

### 3 INNOVATION AND ENGAGEMENT

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

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

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

#### 3.1 Innovation

##### 3.1.1 Commonwealth objectives

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

##### 3.1.2 University strategies

The University of Adelaide sees itself as playing a key role in a broader innovation system, and values an appropriate balance of industry led activity alongside curiosity led fundamental research. Effective knowledge transfer is not a one way process from University to business and government. In reality many of the most successful approaches involve ongoing partnerships and a mutual exchange of knowledge and insight. Much is to be gained from learning of problems and challenges posed by industry. Older uni-directional pipeline models of commercialisation are not reflective of the reality of successful engagement and translation. The University, through its commercial arm Adelaide Research & Innovation Pty Ltd (ARI) and strong Faculty interactions, is focussing more on ensuring that it has clarity on market requirements and is addressing the key needs of its major stakeholders in industry and government.

The University believes that increasing the level of engagement with industry, communities and other end-users is fundamental to increasing effective knowledge transfer. The University is proud of its achievements in this regard. University academics engage with hundreds of clients in the private and public sector locally, nationally and internationally and this work has grown strongly since 2006. Examples of significant industry clients include: Australian Orthopaedic Association Limited, Viterra Ltd, MOS Holdings Inc, Ovid Technologies Inc, Telstra Coporation Limited and ANCAP Australasia Ltd. However, the University is convinced that additional effort to reach out and understand the needs of these sectors is a key strategy to further improve engagement and lay the ground for additional knowledge creation and transfer that will make a real impact on people's lives and improve economic, social and environmental outcomes.

The University invests in areas of research strength where it can make the greatest differential impact. It also aims to invest in an effective and efficient way in those mechanisms that can stimulate interaction with the community, across a range of modes of interaction, from philanthropy to industry engagement. One example of an area of strength is the Waite and a broad spectrum of agricultural research, the subject of very recent and substantial additional investment by the University (\$50m). This investment will be used in tandem with approaches to grow the existing level of industry engagement-- which already reaches from local businesses to the most significant agbiotech (DuPont, Vilmorin, Syngenta amongst others) , fertiliser (Mosaic

Inc), breeding and seed businesses around the globe (AGT Pty Ltd, Viterra, and partnerships with end clients such as Sapporo, Heineken, etc). We are pursuing a deepening relationship with appropriate international research partners (including North Carolina State University - situated in close proximity to the highest concentration of agbiotech industry on the planet; and institutions in China), as well as Federal agencies such as the Grains R&D Corporation.

The University pursues innovation less for its immediate commercial return to the institution and more for its broader return to society and the economy. Commercialisation must be approached in a professional manner, from appropriate selection of partners through forging and maintenance of solid and longer lasting partnerships. Ultimately we will be judged on the broader acceptance in the community of the impact of innovation by our staff and students. These entail personal stories of human impact-- beyond simpler metrics of revenue or total value of products sold and people employed.

Compelling strategies for innovation and engagement must have a global perspective and dimension. The University's strategic plan includes the implementation of 5 new international research partnerships. Asia is at the forefront of University considerations, alongside the United States. These partnerships will be focussed in areas of strength where the University can leverage strong complementary research, infrastructure and paths to market internationally. Just one recent example that will be implemented during the 2014-16 period is the University's partnership in China involving the School of Molecular & Biomedical Science together with Shanxi College of Traditional Chinese Medicine and the Shanxi Zhendong Group. The Zhendong Centre based in Adelaide will investigate the mode of action of Traditional Chinese Medicine using the rapidly growing field of Systems or Network Biology. This collaboration is a good example of linkage not only with research institutions but also with industry, to effect translation to impact. The University is also building on strong relationships with other international institutions including Shanghai Jiao Tong and North Carolina State University (and associated members of the "Research Triangle" area).

The University also hosts the peak sector body for commercialisation from Universities and research agencies in Australia and New Zealand, namely Knowledge Commercialisation Australasia Inc (KCA). The University will co-operate with efforts of that association and other industry associations and government agencies such as Austrade in order to promote innovation and engagement nationally and internationally. A specific example is the international event AUTM Asia, which is a US University initiative to support commercialisation activity in Asia. KCA has secured the right to run this regional event in Australia in 2015, and the University will be represented (and at the 2014 event to be held in Taipei).

It is important that the University also critically review and improve the means it uses to achieve effective translation of intellectual property into innovation in the market and the community. This requires an appropriate blend of approaches that fit the context of each project. Public good oriented projects are more likely to have an emphasis on dissemination and education rather than monetisation, whereas commercial projects are more likely to rely on proprietary IP positions, but actually most projects require a judicious blend of these strategies. Responsibility for cultivating appropriate understanding and effecting implementation on these matters rests with the University's subsidiary Adelaide Research & Innovation Pty Ltd, working in partnership with Faculty and also with partners in business and government. ARI has already set a goal to become a national leader in relation to open innovation approaches across the period of the compact. This entails a greater focus on collaborative R&D while attending to user and community needs. Whatever path engagement takes in a particular context - be it collaborative, contract, commercialisation or other - open innovation involves more transparency and earlier engagement with users and other providers in a "co-creation" model. This applies at all points in the development chain, from sourcing need, through early engagement into ongoing partnership management, and engagement with networks working together to solve problems. ARI already promotes technology opportunities through open innovation portals including the 'iBridge' network created by the Kauffman Foundation (which aims to drive transparency and access to

university developed innovations). ARI is also using open innovation approaches to elicit more actionable intelligence about business needs – through partnering events such as its Building the Future and Innovation Journey programs, which have used an open innovation approach to shape their focus and content.

ARI is also constantly engaged in evaluating international developments in innovation and engagement approaches in Europe, the US and Asia, and adapting relevant improvements in a continuous fashion (ARI's Managing Director now chairs the peak sector body KCA and so also has a sector wide role to improve practice in Australia and New Zealand).

Finally, another area of development for the University is to give greater emphasis in its innovation and engagement approaches to harnessing its graduate student and alumni cohorts. Internationally, tremendous innovation has recently emerged from the work of University students rather than only staff. As such, the University is piloting approaches to provide a greater level of commercialisation support to its graduate students. It is also incumbent on the University to better leverage its outstanding alumni for their connections, mentoring and ability to translate research to impact in support of these innovation and engagement strategies.

### 3.1.3 Performance indicators and targets

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

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

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

Principal Performance Information <sup>5</sup>	2012		
Number of patent and plant breeder's rights families filed, issued and held	Filed 21 of which 18 prov patents and 3 PBRs	Issued 8 families of which 7 patents and 1 PBR	Held 90 of which 50 patent family rights and 40 PBRs (includes live applications not granted to date)
Number of all active licences, options or assignments (LOAs) <sup>6</sup> executed and income derived	No. 27		Value(\$) \$5,021,406
Number and value of research contracts and consultancies executed <sup>7</sup>	No. 936		Value(\$) \$60,387,829
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 (\$) (from any source) SNAP Network Surveillance Pty Ltd: \$0 in 2011 from Trans Tasman Commercialisation Fund Muradel Pty Ltd: \$780,000 from SQC Pty Ltd		Value(\$) (of ARI or UofA equity stake) SNAP: \$490,000  Muradel: \$700,000

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

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

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

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

Principal Performance Indicator	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Category 4 Income	\$2.5M	\$4.4M	\$4.5M	\$4.2M	\$4.3M

## 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

#### Graduate attributes sought by employers

The proposed Adelaide Student Experience Charter will include a clear statement of Adelaide Graduate Attributes, that set out the values and skills employers can expect from all Adelaide graduates. These values and skills will be demonstrably embedded in every program offered by the University.

The University aims to deliver a specific type of graduate, characterised by the attitudes and skills needed by employers, and who are clearly recognised for their:

- knowledge and understanding of content and techniques of their chosen discipline at advanced levels;
- ability to locate, analyse, evaluate and synthesise information from a range of sources;
- ability to apply effective, creative and innovative solutions, independently and cooperatively to current and future problems;
- skills of higher order in interpersonal understanding, teamwork and communication;
- proficiency in appropriate use of contemporary technologies;
- commitment to continuous learning and capacity to maintain intellectual curiosity;
- commitment to highest standards of professional endeavour and ability to take a leadership role in the community; and
- an awareness of ethical, social and cultural issues in a global context.

New approaches to course and program design in support of this type of graduate will be implemented through projects such as the:

- Curriculum Design review;
- Small Group Discovery experience;
- Enhanced IT learning support and e-learning;
- Graduate Career Readiness program;
- Sense of Global Citizenship; and
- Adelaide Student Experience Charter.

#### Graduate career readiness

Every academic program at the University of Adelaide goes through a program development and approval process at the point of its introduction and subsequently if it is revised or deleted. This process requires the provision of evidence of student/employer demand for the program, which may include consultation with major employer groups, professional associations, community sources, government agencies, students, schools, other institutions, overseas agents, or employers.

The University will strengthen this engagement through the development of multiple alliances with graduate employers willing to participate in the Graduate Career Readiness Program. This program will provide students with a seamless transition to employment and build on more opportunities for work-based learning and internships. By 2015 career advice and internship options will be available in all faculties.

All able students should have the same level of opportunity to build the skills they need for future employment. To ensure this occurs the University will undertake a major fundraising campaign to double the number of scholarships for students of disadvantaged backgrounds, remote and regional areas or from backgrounds that may otherwise prevent them from studying at Adelaide and finding successful future careers.

### **Workforce needs**

The majority of the University's growth over the last decade has been in Health Sciences (Nursing, Dentistry and Medicine) and Engineering. This has been a direct response to workforce shortages in these areas.

The Australian Council of Engineering Deans predicts ongoing shortfalls in the engineering workforce in future years. This is borne out by the significant rate of employment amongst our graduates however the decline in demand for specialist maths and physics at the secondary level continues to hamper our ability to recruit further in this area.

The Faculty of Science continues to work closely with local South Australian Schools and teachers to both temper this decline and assist in the transition of secondary school students to University. A range of resources are made available to teachers through the Adelaide Science Partnering in Research and Education (ASPIRE) website. For example, the University's e-Science magazine offers interactive feature articles specifically designed for teachers written by our researchers.

In Health Sciences the limiting factor in meeting current and future workforce demands is infrastructural capacity. The University is in the advanced planning stages to move all health-related teaching and research activities adjacent the new Royal Adelaide Hospital and SAHMRI precinct. This is required to safeguard and strengthen the reputation of our clinical teaching and research programs however the infrastructure challenges are significant and noted in Section 4.4.2.

The University is also undertaking a review of the School of Education to ensure the best fit of its programs with the accreditation requirements of the Australian Qualification Framework (AQF) and the Graduate career stage of the Australian Professional Standards for Teachers.

### **Employer consultation and involvement in student learning and teaching**

The program review process is an integral part of the University's quality assurance system and provides the opportunity to directly align our programs with workforce needs. All coursework programs offered by the University are subject to review as part of a five year cycle. An important part of the review process is the inclusion of both industry/professional representatives and students as stakeholders that are invited to make written submissions to the Review Panel. Industry/professional representatives and students are also routinely invited to be interviewed by the Review Panel.

The University recognises that external accreditation of its programs by professional bodies is an important component of a quality assurance framework and ensures that graduates from specific undergraduate programs are professionally qualified and competent. The professional accreditation of programs offered by the University is conducted by a variety of accrediting bodies such as the Institute of Chartered Accountants Australia, Engineers Australia and the Australian Medical Council. The University has no influence over the accreditation process and fully recognises the independence of the accrediting bodies. However, the University has established certain procedural practices to ensure that all instances of accreditation are recorded, that a schedule of impending accreditations is maintained and that issues identified through accreditation are formally addressed by the University. Over half of the University's CGS load is in

accredited professional entry programs in Medicine, Dentistry, Oral Health, Nursing, Engineering, Architecture, Accounting, Teacher Training and Veterinary Science. In each of these programs there is deep engagement with the employers through the accrediting bodies and professional societies.

In addition to the process of accreditation, the University recognises the value of work based learning and has established a number of successful internship programs, most particularly in Health Sciences (where placements are mandated for completion of the degree) but also in the Faculty of Professions (for Business and Law students as well as via teacher practica) and that of Humanities and Social Sciences (most particularly in Politics). These internships are underpinned by relationships built with prospective employers and industry partners and result in work-based learning outcomes as well as career opportunities for the students involved.

### **3.3 Engagement**

#### **3.3.1 Commonwealth objectives**

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

#### **3.3.2 University strategies**

The University Strategic Plan 2013-2023 includes a number of specific objectives pertaining to University engagement, with the first tranche of initiatives to be implemented over the next 3 years. The development of these initiatives is the responsibility of the newly established Beacon of Research Taskforce.

With the huge cost of research infrastructure necessary to addressing many of today's major research problems, no university can work alone. The University is committed to a policy of forming research partnerships where it can find partners of equal or better strength. Some of these may leverage the strategic alliances being built for the enhanced Study Abroad program. The networks will be supported by a Staff Mobility Scheme to facilitate the international movement of staff between partner institutions.

The University has all the elements of a global partnership at its Waite campus, where there is co-location of research departments, research institutes, and the R&D arms of government and business in the agricultural, food and wine fields. During 2013-2015, the University will seek to develop further the relationship with these organisations and selected international partners into a Waite consortium, which will enhance what is already one of the most powerful concentrations of agricultural, food and wine research in the world.

The specific actions already foreshadowed by the Taskforce that are relevant to engagement include:

- Identification of a shortlist of desirable international research partnerships and associated strategies for supporting their development, with the aim of having at least five in place by 2015. One of the immediate priorities will be the development of a 'Waite Consortium';
- Implementation of an international scholarship strategy that is linked to a number of existing international partnerships; and,
- Development of an internal high priority target list that seeks to expand existing research links into formal partnerships.

Our researchers are already engaged externally through a mix of joint appointments, secondments, 'Researcher in Business' appointments, affiliations and other mechanisms - the challenge for 2014-16 will be to introduce new ways to support, recognise and grow this engagement. This may be undertaken in conjunction with international partnering activities,

focussing on partnerships with other research institutions and also network arrangements that include business links.

Philanthropic and industry investment will also receive renewed attention. In part this will be implemented through a renewed and extended Office of Engagement (just created) which brings together Development, Alumni and Community Engagement functions. Adelaide Research & Innovation Pty Ltd will also work in a complementary fashion with broader stakeholder management to increase industry linked activity.

### **Research Partnerships**

Prominent research concerns addressed within the University of Adelaide include food security, sustainable energy, environmental well-being, a healthy population, and the like. These global concerns engender strong research partnerships. Within the University of Adelaide we have considerable strengths in each of the areas identified above, and we are increasingly seeing fascinating examples of new collaborative work across disciplines. Indeed, the University's Research Institutes are charged with promoting activity of precisely this kind. It is anticipated that such collaborations will lead to the development of national and international partnerships and this will be facilitated by ICT infrastructure supporting collaboration tools and data sharing.

By way of example, the University provides support and financial co-investment in major externally funded research centres, such as the Australian Centre for Plant Functional Genomics (ACPFPG) and the ARC Centre of Excellence for Plant Cell Walls, that include high quality research relationships with international partners. For example, the Centre of Excellence involves major research and industry partners in Scotland, Sweden, Germany and the United States, and the ACPFG works closely with both DuPont Pioneer and Dow in the USA.

One component of fulfilling the University's mission on international research partnerships is building on our existing Asian engagement strategies. There are significant social, political and economic transformations underway in the region, and developing Australia's future role is supported both by partnerships and increasing awareness of the transnational challenges facing our region. There are many potential benefits: wealth generation, access to new ideas, technologies and infrastructure, new commercial opportunities, and strengthening one of our core objectives of developing 'global citizens of the future' in our student base. The University's research relationships in Asia are already many and varied and include all faculties. One recent example is the establishment of the Zhendong Australia China Centre for Traditional Chinese Medicine: a unique partnership with the Zhendong Pharmaceutical Company and the Shanxi College of Traditional Chinese Medicine, focused on understanding traditional Chinese medicine at the molecular level and integrating it with Western medicine. Another example is Indian corporate funding to support the University 'spinout' company Muradel Pty Ltd. Such examples provide excellent models for future engagement. Reaching out to engage the less advantaged in our remote communities is also important, and our Dean of Indigenous Education has just entered into a research partnership with Telstra to help support these objectives. Others working in the language and anthropology areas also have a strong record in partnering with indigenous communities.

The University has also made a financial commitment to enhance further our overseas research engagement through new agreements for HDR students to move into and out of international partner institutions. This will enhance the international engagement of our research students, while at the same time bringing additional new skills and ideas to the solution of research problems. Other examples of successful partnerships include:

- Adelaide Airport Ltd - to research clean energy systemic solutions for the airport and reduce its carbon footprint. The University's Centre for Energy Technology is also working with the Airport on a model that encompasses the Airport Terminal's heating, ventilation and air-conditioning systems. Once validated, this model will be the first in Australia to be successfully used for such a large and complex building.

- Mosaic Fertilizer Technology Research Centre - a joint commercial venture with Mosaic Fertilizer LLC aims at increasing the efficiency of uptake of nutrients in crops.

As stated in the University's Strategic Plan, we are making a strong commitment to expand our collaborative research agenda through the development of new research partnerships and networks. One of the expected advantages of this strategy is to increase the number of collaborative outcomes (as per the table in 3.3.3), in line with the more general growth in the quality and quantity of the publications produced by our researchers.

#### **The South Australian Research and Development Institute (SARDI)**

As part of strengthening our research alliance with SARDI, an Agricultural Research Consultative Group has been formed to ensure a closer alignment of strategic interests between the State and the University, and to promote South Australia as a world-class centre for agricultural and related research.

#### **The South Australian Health and Medical Research Institute (SAHMRI)**

Backed by the support of the Federal and State Governments, and the three South Australian universities, SAHMRI is intended to foster collaborative partnerships to position itself at the forefront of international medical research. The University of Adelaide is a founding member of SAHMRI.

The University has numerous, highly effective research partnerships with other external organisations. For example, some of our main partners include:

- Dept. Environment and Heritage
- Dept. of Health and Ageing
- SA Department of Health
- SAHMRI
- DSTO
- CSIRO
- SARDI /PIRSA
- SA Museum
- Viterra Ltd
- Santos
- Mosaic (MOS Holdings Inc)
- Cook Medical
- Ovid Technologies Inc
- SA Water
- Telstra

The University has in excess of 2,400 titleholders performing a range of critical teaching and research activities spread across the Faculties of Health Sciences (67%), Sciences (13%), Humanities (11%), ECMS (5%) and Professions (3%).

#### **Cooperative Research Centres**

The University is a core partner, supporting participant or associate in 11 CRCs.

### 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.*

<b>Principal Performance Indicators</b>	<b>Baseline 2012</b>	<b>Progressive Target 2013</b>	<b>Progressive Target 2014</b>	<b>Progressive Target 2015</b>	<b>Target 2016</b>
Number of active collaborations <sup>8</sup> with industry and other partners in Australia	2,492	3,170	3,490	3,840	4,225
Number of active collaborations <sup>9</sup> with industry and other partners overseas	3,850	5,000	5,500	6,050	6,655
Category 3 Income	\$35.3M	\$35.2M	\$38.1M	\$39.3M	\$40.5M

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

<sup>9</sup> See footnote 8 for a definition of collaboration.

### 4 TEACHING AND LEARNING

#### 4.1 Student enrolments

##### 4.1.1 Commonwealth objectives

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

The main objectives of the Commonwealth are to ensure that:

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

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

##### 4.1.2 University strategies

After an 8-year period of sustained growth the University is not planning further broad-based expansion in commonwealth supported commencing load. We anticipate some modest further growth in continuing load as the pipelines fill but beyond that we will be responding to demographic drivers which may amount to 1% per year.

###### Sub-Bachelors Load

The University of Adelaide has a limited portfolio of sub-bachelor programs amounting to 182 EFTSL in 2012. The Funding Agreement is fully subscribed in this area.

The University offers 4 enabling programs of roughly similar size.

- Engineering Enabling offers a pathway into the Bachelor Engineering for students with insufficient training in Mathematics.
- The University Preparatory Program is a general studies pathway program which is designed for those who have never been to university or have not studied for a long period of time.
- Wilto Yerlo Preparatory Program is a general foundation studies program for ATSI students
- Centre for Aboriginal Studies in Music foundation studies program is a program catering for ATSI students that are preparing for entry to one of our sub-bachelor programs in Music.

The University anticipates further demand for Foundation and Enabling programs during the Compact period from students of non-traditional backgrounds.

The remainder of the University's sub-bachelor load is comprised of a Diploma and Advanced Diploma in Aboriginal Studies in Music and a Diploma in Languages. The Diploma in Languages is designed to be a companion degree giving student in other bachelors programs to add language studies to their program.

###### Undergraduate Load

Over the next 3 years, intakes of commonwealth supported students will remain relatively flat responding to demographic drivers which in South Australia are likely to amount to a growth in the applicant pool of possibly 1% per year. The continuing load growth will plateau early in the planning period. The distribution of load between clusters is not planned to change materially over the next 3 years.

Cluster	2014	2015	2016
Law, accounting, administration, economics, commerce	18%	17%	17%
Humanities	6%	6%	6%
Mathematics, statistics, behavioural sciences, social studies, education, computing, built environment, other health	19%	19%	19%
Education	2%	2%	1%
Clinical Psychology, Allied Health, Foreign Languages, Visual and Performing Arts	13%	13%	13%
Nursing	3%	3%	3%
Engineering, Science, Surveying	27%	27%	27%
Dentistry, Medicine, Veterinary Science, Agriculture	13%	13%	12%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

The School of Education is currently reviewing their teacher training programs with one possible outcome being that we exit the undergraduate teacher training market to focus on a redevelopment of the postgraduate program.

#### **Postgraduate Coursework**

The current funding agreement allows for a total CGS funding load of 864 EFTSL in postgraduate coursework programs. This year it is anticipated that we will report 650 EFTSL. In part this allows the University to manage our current medical overload situation while remaining below the maximum grant amount for designated programs. 95% of current load is in programs that have been specifically approved in the last few years along with the long standing Graduate Diploma in Education. All were granted under the professional entry criteria with the exception of a suite of specialist nurse training programs that were granted workforce shortage provision. The shortage of specialist nurses remains, especially in regional areas.

The Doctor of Veterinary Medicine program will reach its target enrolment of 150 next year one year later than originally planned. This is the result of graduate start up in the undergraduate portion of the program several years ago. Nursing programs are at or near targets. The University is currently experiencing what is believed to be a transient downturn in demand for the built environment suite of programs which tends to follow the health of the local building industry. The University is currently substantially below the funding agreement targets in the teacher training program. While demand remains strong the availability of practicum placements is currently the limiting factor. Currently this program is competing with the undergraduate teacher training program for placements. As mentioned in the previous section we are currently reviewing teacher training programs. If we choose to exit the undergraduate market we will expand the postgraduate program back to the levels of 2010 approximately 175 EFTSL. It is also likely that to meet the new standards for teacher training this program will be transitioned to 2 year Masters program. The implementation of this transition is also subject to the current review, as such the timing is not clear. It is likely that the first intake into a Masters program will be in 2015 which will mean that additional load will be required in 2016 as these students enter their second year of the programs. The additional load required will be in the order of 150 EFTSL in the education cluster.

The University continues to offer a suite of postgraduate coursework programs for fee based enrolments. Total load is similar in scale to commonwealth supported load and has remained relatively flat for a number of years. The availability of similar programs on a commonwealth supported basis at other local universities makes attracting enrolments to many of these programs challenging.

### **Medical Load**

The University is currently managing an unplanned over-enrolment in the undergraduate medical program with 869 EFTSL of load enrolled against the funding agreement target of 804 EFTSL. As agreed with the Commonwealth last year the University will restrict its intake into the program to 115 EFTSL per year until this over-enrolment is cleared. Current modelling shows the University's steady state intake to achieve target is 137 EFTSL. The University now has effective controls in place to limit the intake of students and this year has enrolled 114 EFTSL of commencing load in the medical program. Under current conditions the overload will be cleared in 4 years.

During discussions with the Commonwealth it was also agreed that the University would shift a small amount of load from the undergraduate medical program to an innovative postgraduate medical program where the bulk of the clinical training will take place in America. It was originally anticipated that this program would start with 10 EFTSL of CGS load in 2015 with a total load transfer of 60 EFTSL when the pipeline is full. It is now likely that this transfer will begin in 2016.

The University is also in the early stages of planning a major revision to the 6-year undergraduate program which may result in the program being split into a 3-year undergraduate program followed by a 3-year postgraduate program. This is likely to occur in 2016. Therefore there will be a need to transfer some undergraduate medical load to the postgraduate level in 2019.

## **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**

The University of Adelaide's Learning and Teaching Strategy is underpinned by the following key principles:

#### *Learner Focus*

Learning outcomes are delivered when students take an active role as participants in the education process. The University must engage students and staff in co-creating their education experience.

#### *Quality*

The quality of the student experience is key to the reputation of the University of Adelaide and to attracting and retaining our students. Delivering quality learning and teaching is at the heart of that experience. Quality learning outcomes demonstrate students' progression in their learning

and the design of assessment methods should clearly demonstrate the achievement of those outcomes.

#### *Flexibility*

This will increase flexibility and offer opportunities for students to make choices about how, when and where they learn. Contemporary technologies will be used to add value to the on-campus experience and support the provision of rich engaging learning.

#### *Access and participation*

The University will continue its commitment to widening participation in Higher Education and support students from diverse backgrounds and Aboriginal and Torres Strait Islander communities. New approaches to course and program design and the use of technologies to support learning will be assessed for their impacts on different groups of students, particularly those at entry level, so that the efficiencies, enhancements and transformations we make do not impede recruitment, retention and progression.

#### **Learning and Teaching Objectives**

Recognising the skills and experiences that students bring with them, and their need to operate in an increasingly technology-rich, culturally diverse, digital and globalised world, the University of Adelaide aims to:

- provide the best possible learning experience for our students;
- create a high quality learning environment that stimulates, challenges and engages learners;
- enhance the shape of the University of Adelaide's offer and broaden educational opportunities; and,
- promote and support opportunities for students to gain international experiences and develop global and inclusive perspectives.

#### **Enabling Strategies**

In order to deliver on its learning and teaching aspirations, and create graduates who reflect our values and ethos, the University recognises the need for the following supporting strategies as enabling prerequisites:

- implementing a coordinated approach to staff development that models flexible learning, teaching and student support practices in a digital environment;
- encouraging excellence and professionalism in teaching;
- Enabling flexible, open and global access by providing content and services in a way that can be accessed via a range of user platforms;
- providing systems that generate and enable the analysis of data about utilisation and effectiveness of learning systems, teaching, and student learning;
- achieving a coordinated approach to the development, and use of, multi-channel assets appropriate to learning and teaching; and,
- by demonstrating quality processes and outcomes through the implementation of online student feedback and successful re-registration in 2015 as an Australian University.

In February 2013, the University released the new Promotions Procedure (Academic Staff and Titleholders). The new procedure upholds the integrity of the academic promotions process; it preserves concepts of excellence in teaching and research but also introduces a new system giving academics applying for promotion an opportunity to assign weightings to specify the relative emphasis to be placed on duties they undertake. Although maintaining recognition of the vital role research performs, the procedure also now reflects the need expressed in the Beacon of Enlightenment "... to find ways of recognising and rewarding staff who wish to contribute more to teaching than research."

The University has made significant efforts in recent years to increase awareness of and participation in awards and grants programs at both the University and national level. We consider this an important strategy towards staff development in quality learning and teaching, as teaching awards and grants not only recognise quality, they support the development of quality. To assist staff, the University employs a full-time Teaching Awards and Grants Officer, who

provides a centralised point of contact and support, as well as acting as a conduit for information to and from the Office for Learning and Teaching (OLT).

### **Grants**

The University has consistently offered internal funding for learning and teaching projects, targeted towards key areas of strategic priority. In December 2012, for example, \$75,000 was provided to fund six small scale projects in the area of e-Learning. We are committed to supporting innovation and development at the University, and consider the internal financial support of learning and teaching initiatives a valuable investment. We will continue to offer internal funding opportunities as appropriate.

We are currently working to increase awareness of and participation in OLT grants programs, as well as further streamlining our internal support processes. Successful strategies that will continue to be developed include: information sessions and targeted workshops leading up to each OLT funding round; increased support and feedback to potential applicants to ensure high quality applications; and encouragement of applications that will support University strategic goals in regards to quality learning and teaching.

We are also committed to providing opportunities for dissemination of University and OLT projects, including: inviting project leaders to present to relevant University committees; showcase events such as the annual Festival of Learning and Teaching; and informal lunchtime sessions dedicated to sharing innovation and good practice.

### **Awards**

The University has offered the Stephen Cole Awards for Excellence in Teaching since 1991, and they continue to be our top level award for academic teaching staff. Each Faculty also offers their own awards for teaching excellence. In recent years, the University has also introduced two new top level awards, for programs and professional staff, as well as a new 'entry-level' award, the Commendations for Excellence in Support of the Student Experience. The suite of awards has been specifically designed to complement the OLT Citations and Awards, thus creating clear pathways through the various University and national awards. We are planning to keep our awards congruent with OLT, and refine or adapt as necessary.

The University is currently further developing our professional development strategies to increase awareness of teaching awards from diverse areas of the University (including professional staff working in student support and academic staff development roles), as well as offering targeted support to potential applicants. For example, in early 2013, a small number of staff was invited to a teaching awards writing retreat, which provided the opportunity to dedicate two days to developing Citation or Award application under the guidance of experienced assessors. We have received very positive feedback from both participants and facilitators, and will follow up with participants to monitor future outcomes. It is likely that this retreat will provide a successful model for future events.

The writing retreat was part of a broader strategy to encourage and develop leadership among our existing teaching award recipients, in order to increase their confidence and ability to provide support and advice to their peers. Also part of this strategy is the development of greater variation in the membership of internal teaching awards selection panels. Participating in a selection panel is viewed as a valuable staff development opportunity and assists in fostering an on-going cycle of potential staff leaders in this area.

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	5	7	5	5	5
Number of active learning and teaching projects supported by the PELTHE11 where the University is a partner institution	7	7	7	7	7
Number of citations for outstanding contributions to student learning	2	2-3	2-3	2-3	2-3
Number of awards for teaching excellence	1	1	1	1	1
Number of awards for programs that enhance excellence	0	0	0	1	1

### 4.3 Equity

#### 4.3.1 Commonwealth objectives

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

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

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

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

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

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

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

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

### 4.3.2 University strategies

A new outreach model has been developed for the University's Office for Future Students, tailored to address the specific needs of individuals, communities and schools. The model takes into account location, resources and the need for ongoing support. This is aided by recruitment of local student volunteers to assist in delivery of outreach and engagement activities and has included the development of Career Workshops and individually tailored information sessions.

A number of specific strategies have been identified to facilitate increasing access to the University for all able students:

#### **Northern Regions engagement**

The northern suburbs of Adelaide are amongst the fastest growing areas in the nation but with one of the poorest records for participation in post-secondary study. We are in the midst of a comprehensive, long-term engagement strategy to develop effective and accessible pathways for prospective students to successfully attend the University.

This includes a close partnership with Mark Oliphant College (MOC), a Birth-12 government school classified as amongst the most disadvantaged in the state. This partnership allows us to pilot programs and ensure they appropriate for the students we are targeting prior to more extensive roll out.

Further development of student learning opportunities is underway on the Roseworthy campus, with a Scientist in Residence program put in place to connect Roseworthy with local schools. This program was piloted in 2013 and will be expanded further from 2014

A targeted aspiration raising and engagement program in Port Augusta and the Spencer Gulf is also being developed. This is a regional area of low educational attainment and economic disadvantage, and with a large indigenous population. Extensive community consultation is being undertaken through 2012-13 which will determine the exact nature of programs which will be offered, including assessing demand for a locally run University Preparatory Program.

The Adelaide Compass program has been initiated after adaptation from the successful program run at the University of Sydney. This program helps facilitate engagement with students in the primary years of schooling and commences from year 1, recognising that earlier intervention can produce more long lasting and sustainable impacts. The program is currently being piloted in the Playford Council and Port Augusta regions, with a more extensive roll out planned from 2014. Independent, external evaluation of the program is currently underway.

Increased use of virtual classroom and e-learning environments will increase access to those in regional and remote areas, as well as those who, due to individual circumstances such as work, family or lack of finances, would otherwise find it difficult to attend university.

A Master of Education program, offered at reduced rate and via an intensive study option, is also being developed for teachers based in the northern suburbs of Adelaide.

#### **Foundation, preparatory and early intervention programs**

Programs are under development that will focus on facilitating the transition to University, for non-traditional students, by providing orientation, study skills and bridging courses, the successful completion of which will permit direct entry to undergraduate programs.

A year 8/9 program has also been developed to ensure continued engagement with this particular cohort of students, known to disengage from study. Piloted with selected low-SES schools in 2013, a further roll out is planned from 2014.

#### **Collaboration and outreach**

Collaborations with The Smith Family, Playford Council, Northern Connections and Dept of Education and Child Development, are supporting projects designed to increase the aspirations of those in disadvantaged communities in the Northern Adelaide and the Spencer Gulf areas;

A further collaborative partnership with Flinders University and University of South Australia, to provide complementary programs, recognises that sharing knowledge and resources can achieve more far-reaching and effective change than working in isolation.

There are currently 289 pathways from TAFE SA to the University: 266 based on learning outcome equivalencies; 21 based on the attainment of an AQF level 4, 5 or 6 qualifications; and 2 guaranteed admission pathways. Under a renewed Head Collaboration Agreement, TAFE SA and the University have committed to:

- increasing the number of pathways from AQF level 5 and 6 qualifications which articulate into AQF level 7 qualifications;
- developing conditional guaranteed admission arrangements for international students and guaranteed entry arrangements for domestic students;
- co-developing curriculum which maximises the utility of TAFE SA's specialised infrastructure in areas such as food and nutrition and graphic design and media. This will increase opportunities for students to access state-of-the-art equipment and will facilitate the development of relationships between students of each sector;
- undertaking extensive research to identify and resolve transition and retention issues for students entering via a TAFE/VET pathway; and,
- reviewing entry pathways and bonus point schemes, including establishing Faculty specific pathways, to ensure equitable access and transparency of process for all students regardless of background

#### **Children's University Australia**

Establishing the Australian license for the UK developed Children's University (CU), developing CU activities with a range of schools and community groups, promoting the benefits of study outside the classroom to students aged 7-14 years and linking CU activities to further study opportunities.

#### **Equity**

The University is strongly of the view that the recruitment of greater numbers of students from low-SES backgrounds, and other recognised equity groups, should not be limited to VET or less research intensive institutions. We have a strong track record in this respect: the Fairway scheme pioneered access and equity for low-SES students and is now over 20 years old.

#### **Transition and retention support**

All students and particularly those considered at risk are supported by on-campus services that support transition and retention with the University committed to:

- strengthening an engaging and encouraging culture on campus;
- solidifying the reach and impact of transition programs;
- providing group-based and individual support for those students who otherwise may not access services, thereby encouraging/enabling participation in university transition programs and services;
- peer mentoring based on a centralised Hub and Spokes Model;
- transition and support services tailored to the specific needs of low-SES students; and
- increased resources for counselling services in acknowledgement of the need to support a more diverse and complex student body.

All commencing first year students are given access to the Smoothstart program to help them in their transition from high school to university. It is specifically designed for students from rural, interstate and metropolitan schools that have not traditionally sent large numbers of students on to tertiary study.

The University actively monitors the recruitment, retention and progress of students from equity cohorts and a new monitoring process is being contracted to an external partner to identify students at risk who can then be referred to the University's counselling services. This trial program will be rolled out more extensively if it proves as successful as anticipated.

### 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

To meet our aspirations it is vitally important that the quality of our facilities, laboratories, teaching spaces and technology are of the highest standards possible.

In recent years the University has invested in a major capital program, with financial assistance from the Commonwealth that has delivered the following successful projects:

- Hub Central: the award-winning student heart of the North Terrace campus, revolutionising student space on the site of the former Hughes Plaza;
- Ingkarni Wardli: the \$100M first 6-Star Green Star education building in Australia;
- The Braggs (\$100M): The state-of-the art research and teaching facility in the heart of the North Terrace science precinct; and,
- School of Animal and Veterinary Sciences: the home of SA's first veterinary program and its teaching and animal hospital facilities, located at the Roseworthy campus.

In technology, initiatives include:

- Unified: the single sign-on, online student and staff hub for essential University services and information;
- Common Teaching Area (CTA) upgrades: the installation of state-of-the-art learning and teaching technologies in shared usage lecture theatres; and,

- New staff collaboration tools: upgrading the University's staff email and calendar to a dramatically improved service offering.

In order to guide the University in its approach to future infrastructure planning with respect to both facilities and technology, the University of Adelaide's Infrastructure Strategy 2013-2017 has been developed. This provides the University with the roadmap that identifies the major facilities and technology challenges and opportunities that it must embrace in order to accommodate the changing needs and expectations of its students, academics, and researchers.

We are aware that current and prospective students are increasingly consumer-oriented, highly networked, and technology driven and expect an experience that is customised to their particular needs and wants. This has required a paradigm shift in the way we think about infrastructure provision. 'The campus' can no longer be treated as a purely physical construct if it is to support the educational experience that requires access to learning and teaching resources and services at any time and any place, and research that relies on secure and borderless collaboration in order to be both sustainable and competitive.

The transformative capabilities delivered by technology are therefore considered an integral to the way in which the University conceptualises and plans for its campuses.

To achieve this, the strategy outlines the following priorities over the next five years:

- Ensure a consistently high quality, competitive on-campus experience for students and staff by investing in a program of identified refurbishments to improve the functionality and quality of existing spaces, addressing deferred maintenance and continuing the investment in the satellite hub program in order to improve the on-campus student experience and contribute to the vibrancy of institutional life.
- Extract more value from physical facilities to improve utilisation rates and accommodate the approximately 11,000m<sup>2</sup> of additional space required to meet its requirements out to 2017.
- Establish a major new building (est \$200M) adjacent to the New Royal Adelaide Hospital (NewRAH) to locate the University close to the new quaternary hospital and the South Australian Health and Medical Research Institute, and safeguard and strengthen the reputation of its clinical teaching and research programs.
- Invest in bringing older assets up to standard through an increased investment in deferred maintenance.
- Accommodate strategically-valuable new research opportunities through the creation of space to accommodate and capitalise on ad-hoc, strategically-valuable new research opportunities as they arise.
- A major step increase in the University's technology investment strategy recognising technology as a key enabler of the University's distinct mission.
- A focus on technology that supports the digital experience, including the creation of high-quality student, research, and support environments that will provide an experience customisable to the wants and needs of students and staff, supported 24/7 from any device and enable higher and more flexible utilisation of the University's infrastructure, together with a strong commitment to resourcing the enhancement of online learning in order to support flexibility in learning and teaching.

The University faces significant challenges in funding the infrastructure challenges, including the substantial backlog of maintenance identified in the strategy and investment prioritisation based on alignment to our strategic objectives is continuing.

In addition to the major works program, ongoing refurbishment projects and planned technology investments to improve the student experience, key priority considerations for the coming year will include:

- Addressing the infrastructure challenges associated with the small group discovery experience, requiring the development of small group learning environments, which will place different demands on the University's existing learning and teaching spaces and have new implications for the use of seminar rooms and lecture theatres.

- Teaching spaces master-planning and timetabling review to capitalise on the spare capacity in these facilities and improve utilisation. This review will be undertaken in conjunction with strategic initiatives outlined in Beacon of Enlightenment relating to academic timetabling, space allocation, and calendar planning.
- Responding to the outcomes of the University Learning and Teaching Strategy, the Beacon of Learning Taskforce, and the need for enhanced digital technologies that will be integral to and transform the future delivery of education.

### 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

###### Supporting world-class research

The University of Adelaide continues to perform well in supporting our researchers to deliver outcomes of benefit to the community. The quality of our research was confirmed in the 2012 ERA results, with 90% of our assessed sub-disciplines achieving a rank at or above '3' (or 'world standard'). We intend to follow a similar strategy of continual performance improvement as undertaken during the previous Compact period. The University Strategic Plan 2013-2023 includes a number of specific strategies, primarily to be implemented over the next 3 years, which are aimed at enhancing our research capacity and international reputation.

One major initiative will be the recruitment, over the period 2013-2015, of at least ten targeted research 'stars', with a focus on excellence and research leadership. This will assist us in maintaining and revitalising areas of existing research strength (for example, Agricultural Sciences), as well as building capability in new research areas such as Bioinformatics.

To complement this initiative, we are also establishing a targeted international research student scholarship strategy to complement our existing programs (refer to section 5.2), and are planning to provide new fellowships or career pathways for early career researchers.

The University is also committed to fostering a supportive research environment. Part of this continuing strategy is to provide quality research equipment and facilities, and support for growing capability in critical areas of analytical expertise. For example, we are investing approximately \$4M to expand Adelaide Microscopy, a unit which offers a broad range of the most technologically advanced instrumentation for microscopy and microanalysis.

We are also continuing to provide significant strategic investment into our five Research Institutes (in the areas of agriculture, the environment, mineral and energy resources, health, and photonics), as well as a large number of Research Centres spread across the University's disciplines. As described in more detail in section 3.3 on 'Engagement', the University is a highly

collaborative institution, working closely with government, industry and community partners, and this is a crucial component of our research success. Our Institutes and Centres help to provide productive collaborative platforms and remain a strong focus of our research endeavours.

Another initiative arising from the Strategic Plan is the development of an Interdisciplinary Research Fund to promote further research capability across traditional boundaries. The Fund is likely to support proposals linked to some of the world's 'grand challenges' (e.g. food security, sustainable energy, healthy populations, etc.) as well as national research priorities and the State innovation agenda.

### **ERA 2012 and beyond**

Following a strong performance in the 2010 ERA process, the University achieved an improved performance in the 2012 ERA. The outcome confirmed many of our fundamental research strengths in areas including geology, evolutionary biology, cardiology, paediatrics, nursing, nutrition, physics, chemistry, horticulture, performing arts, artificial intelligence and image processing, demography, philosophy, psychology, law and economics. We increased our proportion of sub-disciplines assessed at '4' or '5' from 44% to 58%, and at '3' or better from 80% to 90%.

Chemistry, a pivotal discipline, was a stand-out area of improvement for the University, with gains in most areas and new '5' ratings for Inorganic Chemistry, and Macromolecular and Materials Chemistry. This followed a sustained effort in which new young talent was hired, research equipment facilities were upgraded, and attention was given to succession planning.

Areas of Computer Science, Mathematical Sciences and Engineering saw very pleasing improvements. This follows on from a conscious decision, preceding the 2010 ERA results, to make a significant number of new appointments to revitalise these areas. We also began to see the impact of this strategy in Veterinary Science, an area also nominated for improvement in the previous Compact document. While it was still too early for the results to flow through fully to ERA 2012, this is an important and successful long-term strategy. It is expected that the appointment of the ten research 'stars' mentioned above, along with the research teams they will create, will contribute to this positive development. In fact, it is one of the goals listed in the University Strategic Plan to have at least 80% of our research fields ranked at '4' or '5' in the ERA by the end of this decade.

While the University did have a small number of sub-discipline results with a rank below '3', it was noteworthy that we reduced our number of '1' rated sub-disciplines from six to one. While a considerable amount of time was spent on fostering a much-improved research culture in the area of business and commerce, the results were somewhat disappointing. However, we will continue to work on a long-term strategy to assist the area. It is worth noting that we have recently established a Beacon of Research Taskforce to implement aspects of the Strategic Plan, and one of its goals is provide effective discipline-specific strategies to improve research performance in areas with an ERA ranking below '4'. We have provided detailed information to senior managers in our Faculties and Schools to assist them in developing strategies for managing research performance in their areas, and will be continuing with our post-ERA 2010 strategies of renewal, support and investment in facilities. This is in addition to broader strategies for supporting research excellence across the University.

### 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)	19	19	21
Number of disciplines, as defined by four-digit FoR, performing at world standards or above (3, 4 or 5)	60	60	63

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
	Chemistry Veterinary Science Mathematics Minerals processing Population health	Agricultural and Veterinary Sciences Biological Sciences Engineering Business and Management

*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	\$91.6M	\$91.7M	\$90.6M	\$98.7M	\$102.2M
Category 2 Income	\$40.7M	\$41.3M	\$42.3M	\$43.6M	\$44.8M
Number of joint research grants in Australia	135	137	139	141	143
Number of joint research grants overseas	61	62	63	64	65
Number of jointly supervised PhD students in Australia <sup>12</sup>	300	309	318	327	336
Number of jointly supervised PhD students overseas <sup>13</sup>	8	10	12	15	18

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

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

## 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

The University of Adelaide sees the training of a large cohort of outstanding Higher Degree by Research (HDR) students as an essential critical component of being a research-intensive university.

In 2009, the University undertook a detailed survey of the factors that influence the successful completion of HDR programs. Since that time the University has directed significant resources to adopting outcomes from the survey that it as an institution can influence. This has built upon an existing solid foundation of training and reporting both for supervisors and students which is documented at length in the annual Research Student Handbook (<http://www.adelaide.edu.au/graduatecentre/handbook/>) and is integrated into the research student management module of our Operational Research Business Information Tool (ORBIT) (<http://www.adelaide.edu.au/rb/orbit.html>).

The University has a commitment to offering high quality HDR training and will be introducing a number of features to enhance further the quality of our offerings and the selection of students. For example, the scholarship ranking processes will be amended to include a face-to-face video assessment of students, and this will be evaluated together with the formal electronic application. This is a deliberate strategy to overcome activities which can over-rate student achievements in their home institutions.

As mentioned in Part 2 above, the University's ATSI Integrated Education Strategy includes a number of actions to encourage and support Indigenous HDR students. This includes a potential increase in the number of Indigenous postgraduate scholarships.

Effective supervision is another important component in HDR support. The University has for the last 7 years had a register of HDR supervisors, approved at different levels according to their experience. Principle supervisors must have successfully undertaken one of two training programs before they are able to gain this status. It is planned over the next twelve months to introduce a third, on-line alternative to the present programs. The University is committed to ensuring that students are supervised by high-quality staff who are working in high-quality research. The University intends to ensure these two outcomes by associating each supervisor with outcomes based indices for the quality of supervision and the research environment.

The research training section of the new University Strategic Plan 2013-2023 places an emphasis on recruiting and retaining excellent research students, and particularly attracting more front-rank PhD students internationally. We will implement two main strategies to realise this goal.

- Firstly, we will increase responsiveness to international applicants. The University has built a new on-line application system with associated workflow so that it can provide quick responses to applicants and, at the same time, identify high quality students we wish to recruit. It is anticipated that by the end of 2013, 90% of all PhD applications will be managed on-line and this will rise to 98% by the end of 2014.
- Second, we will double the number of overseas scholarships by 2018. This is part of our commitment to offering HDR students the opportunity to study overseas as part of their doctorate and, conversely, to offer international students the opportunity to study in

Adelaide. For 2013 there are five new domestic scholarships and 10 new international scholarships, to be utilised in a targeted and strategic fashion, taking into account our more developed international partnerships. The domestic scholarships will be valued at the normal rate but be augmented with a \$5K overseas allowance. The first round of new international scholarships will focus on students willing to undertake an exchange with international partners using a cotutelle or joint degree model.

It is worth noting that the China Scholarship Council (CSC) and the University jointly offer postgraduate research scholarships to students from China to undertake a research degree at the University of Adelaide. As at March 2013, the University had 87 CSC students currently enrolled in higher degrees, confirming that this has grown into a remarkably successful research training partnership.

The University, like several of its Go8 partners, wishes to move towards a Bologna style 3+2+3 HDR model, and to provide a wider range of experience for graduates who do not wish to enter the academy. The current funding model does not make this an easy outcome to achieve. We believe it would be beneficial to have negotiations to achieve a limited degree of funding flexibility, reportable annually, to open up the now long overdue overall of HDR training. The University has engaged in the academic debate, determined a course of action and now simply requests the facilitation of this issue.

#### **Support for HDR Degrees by research completions**

The University of Adelaide, like the rest of the Go8, is presently evaluating the effectiveness of pre-doctoral training, with a view to adjusting this to compensate for changes occurring in the undergraduate curriculum which are aimed at broadening undergraduate education. Present evaluations are focussing on the Bologna Model which, if adopted, would enhance overseas mobility as well as offering a greater depth of pre-doctoral research and learning. Whilst doctoral completions are influenced by many--often unrelated--factors, maturity of research experience is one identifiable component. In addition, this review of doctoral training provides the opportunity to reflect upon international views of the changing PhD and to provide components of the doctoral experience currently lacking in Australia. It is anticipated that current models being evaluated will be subject to final approval by June 2013, with the adoption of changes to be phased in over the period 2014-2016.

Over the next 12 months, the University will examine ways of impacting scholarship rankings to reflect the research environment, research excellence and the supervisory track record. The aim is to ensure that there is an appropriate balance between ERA evaluated research excellence and the ability to manage completions. The opportunity to explore algorithms to combine student quality with the research environment is a direct consequence of the University's previous development of ORBIT, which can combine data from the existing supervisor register with data pertaining to research excellence.

#### **Providing HDR students with generic skills and innovation capabilities**

The University has long regarded the inclusion of generic skills as a key part of HDR training and has a special Researcher Education Group tasked with this role. In 2012 they provided 185 workshop sessions for supervisors and students. To date the major focus has been on language for international students, communication, presentation skills, IT skills (particularly around high level word processing for thesis writing) and data management, statistical and entrepreneurial skills. These have been augmented by offerings associated with the various forms of research compliance codes.

These areas will continue to be reinforced both in pre-doctoral training and doctoral training and by 2015 students will be required to demonstrate formally a record of participation in generic skills through a portfolio of activities. However, the complexity of the modern world suggests that there is now a need to expand generic skills to include matters such as self-awareness, resilience and leadership and these will be the focus of new offerings to be introduced from 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.*

<b>Principal Performance Indicators</b>	<b>Baseline 2012</b>	<b>Progressive Target 2013</b>	<b>Progressive Target 2014</b>	<b>Progressive Target 2015</b>	<b>Target 2016</b>
HDR student load	1,489	1,511	1,657	1,678	1,718
HDR student completions by masters	44	39	42	43	43
HDR student completions by doctorates	250	262	280	287	289

## PART SIX: GENERAL PROVISIONS

### 6 GENERAL PROVISIONS

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#### 6.1 Compact Review

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

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

#### 6.2 Privacy and information sharing

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

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

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

#### 6.3 Changing the Compact

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

#### 6.4 Notices

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

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

**6.4.2** The Representatives are:

- a. University Representative  
Director, Planning and Performance Reporting  
The University of Adelaide  
North Terrace, Adelaide, South Australia, 5005

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

OR

[compacts@innovation.gov.au](mailto:compacts@innovation.gov.au)

## 6.5 Dictionary

In this compact, unless the contrary intention appears:

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

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

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

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

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

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

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

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

‘University’ means The University of Adelaide (ABN 61 249 878 937)

Signed for and on behalf of The University of Adelaide

by

.....  
Signature Date

Professor Warren Bebbington  
the Vice-Chancellor and President

In the Presence of:

.....

WITNESS

.....

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

SIGNED for and on behalf of  
THE COMMONWEALTH OF AUSTRALIA

by

.....  
Signature Date

Mr David de Carvalho  
the Head of Division  
of Higher Education Division  
of the Department of Industry, Innovation, 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)