



**Australian Government**

**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

La Trobe University

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This compact is between

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

The Minister for Tertiary Education, Skills, Science and Research

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

ABN 77 599 608 295

Of

Industry House

10 Binara Street

Canberra ACT 2601

And

La Trobe University

ABN 64 804 735 113

A body corporate under the La Trobe University Act 2009

of

Plenty Road and Kingsbury Drive

Melbourne

Victoria 3086

Australia

**(University)**

## CONTEXT

### Policy Setting

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

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

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

### The Purpose and Effect of this Compact

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

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

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

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

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

### Establishment of the Compact

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

### The Principles of Commonwealth Funding Support

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

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

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

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

### **The Structure of this Compact**

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

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

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

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

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

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

## PART ONE: FOCUS & MISSION

### The Commonwealth's Focus for this Compact

The Commonwealth's ambitions for higher education include:

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

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

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

# 1 THE UNIVERSITY'S MISSION AND STRATEGIC PRIORITIES

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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

La Trobe is a globally recognised university, transforming the lives of its students, engaging in world-class research and playing an important role in its local communities. La Trobe was the third university created for Victoria, and was established to be complementary to, but different from, the other two. Future Ready: La Trobe University Strategic Plan 2013-2017 was formally approved by Council in late 2012. This Plan sets out clear priorities for the achievement of the University's vision.

### **La Trobe Vision**

La Trobe's vision is to be amongst the best in the world in selected areas of teaching and research which address issues fundamental to the future of human societies and their environments. La Trobe will be one of the top three universities in Victoria, one of the top dozen nationally and one of the top 300 internationally.

### **Major Objectives 2013-2017**

**Excellence in the key world issues** – La Trobe will be a university known for its excellence, creativity and innovation in relation to the big issues of our time, and for its enthusiasm in providing the leadership needed to make a difference. We will lay claim to selected areas of teaching and research which address issues fundamental to the future of human societies and their environments. In such areas we will be amongst the best in the world and will attract outstanding partners to work with us.

**Outstanding students** – In the tradition of great campus universities, we will improve our attractiveness to creative and independent thinkers from diverse walks of life, cultures and backgrounds, including those with a passion for challenging the status quo and driving change. La Trobe students will choose us because we are at the centre of important social, economic, environmental, political and scientific developments; because we respect them as partners in their learning; because we are flexible and innovative in our modes of delivery; and because we equip them with an identifiably modern, globally relevant education, and send them out to be successful and to make the world a better place.

**Exceptional staff** – Our staff will be highly skilled and motivated, creative and ground-breaking, willing to act and be held accountable for results. They will be people who pursue new ideas and who want to create knowledge afresh. They will be recognized for high performance and expect high performance from those around them. We will make La Trobe an attractive place for early career academics and professional staff, and career changers with exceptional industry knowledge to build their careers. We will provide staff with the support, rewards and flexibility they need to excel. Risk-taking, creativity and innovation in teaching and research will be supported and encouraged.

**Lively connected campuses** – Our campuses will be beacons of research, learning, cultural and sporting activities that make their communities richer for La Trobe's presence. We will provide leadership in the development of Melbourne's north and Victoria's regions, and turn our campuses outwards to better engage with their communities.

**'Game-changing' partners** – Our external partnerships will transform our capacity as a teaching and research university. We will be distinctive for the quality and depth of the external

partnerships that enrich our work, transform our capacity, advance our partners' objectives, and open up opportunities to help solve the fundamental challenges of the day.

**National and international ranking** – We will regain our place as one of Australia's top twelve universities, improve our current ranking in the world's 'Top 500', and reclaim our place as unambiguously one of the top-three ranked Victorian universities.

**Sustainable and ethical** – We will continually enhance our intellectual, physical and financial resources so that future generations of scholars and students can continue the advancement of knowledge for the public good.

### **Key Elements of the Future Ready Strategy**

**Research Focus Areas** – We aim to be among the best in the world in a number of research areas that address the big social and environmental issues of our time. La Trobe will initially invest in five major University-wide, cross-disciplinary Research Focus Areas (RFAs). The RFAs that have been selected following an extensive consultation process with staff are:

- - Securing Food, Water and the Environment
- - Sport, Exercise and Rehabilitation
- - Understanding Disease
- - Building Healthy Communities
- - Population Movement and Human Security

Our selected RFAs will be expected to contribute significantly to the University's research goals and will be subject to periodic review. To ensure that we retain the flexibility and agility to respond to new trends, we will also maintain and develop the underlying disciplinary strength of existing and emerging high-performing research teams by allowing additional funding programs to be developed from the 'bottom up', funded through a venture capital-like process, with regular performance evaluation. There will be approximately 20 such programs. Over time, some of these may evolve to anchor future interdisciplinary RFAs.

**La Trobe Framework** – We will develop a new curriculum and student experiences to attract diverse, creative and independent thinkers who have a desire to make a difference to their world. The Framework comprises the following elements:

- *La Trobe Hallmark Program*: In addition to our current suite of degrees, we will develop a Hallmark Program that will address some of the nations, regions and world's most pressing issues. Being the best in these areas will simply mean studying at La Trobe, and being taught by the best teachers and researchers in the field;

- *La Trobe Essentials*: these will be required features of all La Trobe coursework degrees, either embedded in the curriculum or as required subjects, that will ensure the La Trobe graduate is equipped with the skills and knowledge that can be applied in the workplaces of today and tomorrow;

- *La Trobe Enrichment programs*: Opportunities will be provided for all students to participate in innovation and application in the workplace, study abroad, and become involved in research and development projects and enriching partnerships;

- *Design for Learning as a University-wide curriculum initiative* will continue to support the development of core graduate capabilities, including critical thinking and creative problem solving; and

- *Radical Learning Project and flexible learning*: the student experience will be redefined through a 'Radical Learning Project', which will reimagine teaching and learning at La Trobe by drawing on rich educational technologies and external partners.

**Community** – We will deepen our engagement with the regions surrounding all campuses, including Melbourne's north, and promote educational opportunity in Victoria's regions.

**Growth and Diversity** – We will grow from 26,000 to 33,000 students (EFTSL) by strengthening our course profile, increasing flexible learning, and growing the number of fee-paying and international students. We will continue to attract and support students from low socio-economic backgrounds, who are ‘first in family’ at University, to succeed at La Trobe. We will become more appealing to high-potential students, measured by ATAR scores or other means.

**Partnership** – We will form ‘game-changing’ partnerships in teaching and research, including stronger ties with government, industry, non-government organisations, philanthropists and other research institutions around the world, and better links between our campuses and schools and TAFEs.

**Strength** – We will grow stronger by improving our ability to attract and retain the best staff; capitalising on our world class infrastructure; making more efficient and effective use of resources; and enhancing our commitment to operating sustainably and ethically.

**Financial Sustainability** – We will ensure that the University is run efficiently and effectively. La Trobe’s budget strategy is aimed at ensuring the long term financial sustainability of the University, and improving our capacity to invest in our own future. The target for 2013 is for a 4% underlying operating margin, with higher targets in later years. To achieve this, the University will: increase student load overall, particularly in higher yield categories; improve the efficiency in the use of resources; improve the performance management and mentoring of staff; continue to invest in areas of internationally recognised research strength; and continue to invest in improving the physical and virtual infrastructure for our students. Future Ready contains explicit targets for increasing international and postgraduate student revenue as a percentage of underlying revenue; improving the underlying revenue earned per staff dollar, and strengthening the underlying operating margin.

#### **Alignment to Government Priorities**

##### *Excellence in Key National and Global Issues*

La Trobe University aspires to be known for its excellence, creativity and innovation in relation to the big issues of our time, and for its enthusiasm in providing the leadership needed to make a difference. The issues facing our society, and to which our courses and research must respond, include climate change, the ageing of our population, the rise of Asia’s relevance and influence, the revolution in the medical sciences, and the resilience of societies in the face of rapid change. Through its teaching and learning activities, La Trobe will provide students with an identifiably modern, globally relevant education, and send them out to be successful and to make the world a better place. La Trobe’s international and national performance is strong in both fundamental and applied research. La Trobe researchers will continue to contribute to knowledge and innovation, to generate new ideas and solve societal problems. We will focus our research effort and resources on areas of demonstrable research strength, and we will cultivate new research interests which will serve the changing needs of society. Further detail is provided in Section 5.

##### *Growth*

The purpose of La Trobe University is: "to serve the community of Victoria for the purposes of higher education, for the education, economic, social and cultural benefit of Victorians and for wider Australian and international communities ... providing access to quality higher education to those from disadvantaged communities" (La Trobe University Act, 2009). This mission is fully aligned with the Australian Government’s policy objectives for the higher education sector. La Trobe is a mid-size university located in areas of rapid population growth. To meet the needs of our communities, we have an obligation to grow further. This growth will give us the ability to cater for all of the students who are able to benefit from a La Trobe education—high achieving school graduates from across Australia, mature-aged students, career-change students, students from disadvantaged backgrounds, Indigenous students, those seeking professional degrees, and, importantly, those from the regions we serve, including the fast-growing suburbs of northern Melbourne. Further detail is provided in Section 4.

#### *Low socio-economic status Student Access and Success*

The Government has set ambitious goals to increase the national participation of people from a low socio-economic status (SES) background in higher education and to enhance their learning experience. La Trobe has a proud tradition of enrolling and retaining students from low SES backgrounds. The participation rate of low SES undergraduates at La Trobe (17.04% in 2011 using interim indicator) is higher than the Victorian State and National averages (14.13% and 14.61%, respectively). This pattern persists using the Collection District measure. In terms of the retention of low SES students, La Trobe's performance is comparable with State and National averages and with the performance of other members of the Innovative Research Universities (IRU) group. Further detail is provided in Section 4.

#### *National Productivity Agenda*

Knowledge and innovation are a key influence on productivity and La Trobe's teaching and research activities contribute directly to the National Productivity Agenda. The Productivity Commission has shown that increasing education levels are likely to increase individuals' labour productivity, as reflected in their wages. Through the La Trobe Framework, the University is equipping graduates to be 'work ready', 'world ready' and 'future ready'. The La Trobe Essentials - Global Citizenship, Innovation and Entrepreneurship and Sustainability Thinking - are to become required features of all La Trobe coursework degrees and will ensure the La Trobe graduate is equipped with the skills and knowledge that can be applied in the workplaces of today and tomorrow. Further details are provided in section 3. La Trobe's research and development activities are focused on solving global problems and improving the welfare of human societies. We are committed to providing innovative solutions to real world problems. Further detail is provided in Sections 3 and 5.

#### *Indigenous Student Access and Success*

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 and La Trobe shares this commitment. The participation rate of students identifying as Indigenous at La Trobe is slightly below the Victorian State average (0.63% compared with 0.69%, 2011). The University's new Indigenous Education Strategy is aimed to improve our performance. La Trobe is closely linked with the Aboriginal and Torres Strait Islander populations in Melbourne and regional Victoria. The University will be a Victorian and national leader in the support of Aboriginal and Torres Strait Islander education pathways and the Koorie Academy of Excellence in Melbourne's north. Further detail is provided in Sections 2 and 4.

#### *High Quality Regional Provision*

The Australian Government has observed that "sustainable higher education provision which is responsive to the specific needs of regional Australia is essential to Australia's social and economic prosperity" (Transforming Australian Higher Education System, 2009). La Trobe will continue to contribute to the sustainable growth of our professional and place-based communities in Melbourne's north, regional Victoria and in the Asia-Pacific region. La Trobe University had the largest share of regional higher education students in Victoria in 2010, providing opportunities to 23% of regional higher education students in the State. Campus-specific plans will be developed for course profiles, research strengths and community partnerships. We will support research at each of our campuses that links to our Research Focus Areas and Research Programs, including the Murray-Darling Freshwater Research Centre based at Albury-Wodonga and Mildura. Further detail is provided in Sections 4 and 5.

#### *Excellent Research*

The Australian Government has set an ambitious agenda for building Australia's research base in order to support the twenty-first century knowledge economy. As demonstrated by the ERA outcomes, La Trobe is a world-class research university and is determined to invest in, and further develop, its research. La Trobe currently has more than \$500 million of new research facilities under construction on our campuses, largely funded by targeted grants from the State and Commonwealth Governments. The Research Focus Areas (RFAs) will build on existing and

potential strengths, and address some of the most pressing questions affecting the future of human societies and their environments. We will capitalise on significant infrastructure such as the Centre for AgriBioscience (AgriBio), the La Trobe Institute for Molecular Science (LIMS), the Research and Development Park, the emerging Northern Biosciences Precinct, the Murray Darling Fresh Water Research Centre and the La Trobe Rural Health School (see sections 3 and 5). In addition to the cross-disciplinary RFAs, we will also provide support to selected specific disciplines (through Disciplinary Research Programs), where there are clear benefits to the University in doing so. Both approaches will contribute significantly to improving our research performance as defined by standard metrics. Further detail is provided in Section 5.

#### *Excellent Research Training*

The Government has signalled there is a critical need for Australia to attract greater numbers of Higher Degree by Research (HDR) students to address the shortage of research-qualified staff entering the academic labour market. La Trobe's HDR load and completions have been increasing in recent years. La Trobe will provide some of the best facilities and supervision for research students in Australia, particularly in the RFAs, including those that will best improve their future career prospects. Students will be offered supplementary coursework and specialist training, some attracting additional credit towards their postgraduate qualifications. Those higher degree students working within RFAs and in other fields where there are established links with industry partners will be offered opportunities to explore innovations and applications in the workplace. Further detail is provided in Section 5.

## 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

*Indigenous La Trobe* is a University-wide plan articulating commitments to nation building through greater engagement, participation and success for all. While the plan is yet to be finalised, the following actions are indicative of the University's current thinking which will be developed further in coming months. The University will update the Department at the time of the Compact negotiation.

##### **INDIGENOUS STUDENTS**

**Goal: Increase the Number of Aboriginal and Torres Strait Islanders undertaking study at the university**

##### **Strategies**

Indigenous Student Recruitment Plan Developed and Implemented; Faculties will establish Indigenous Student Load targets through consultation with Indigenous Student Services and the Performance and Institutional Planning Unit (PIPU). Increase Indigenous participation in pathways including VET articulation and Enabling courses as offered by the university including general academic skills and discipline specific preparation; Establish a network of Indigenous community agents to promote LTU as higher education option; Implement specific Indigenous

Outreach programs in partnership with government, community or other groups; In partnership with Victorian Institutions further develop and implement collaborations through the Toorong Marnong Agreement; Leverage study opportunities for Indigenous people connected to the university in multiple contexts (research assistants, research participants, staff in administrative or academic contexts); Develop courses and programs for specific Indigenous cohorts based upon community- identified needs and aspirations and Facilitate appropriate involvement of current student cohort in recruitment activities.

### **Achievements / Progress**

Indigenous Student Services and Future Student Centre currently developing Indigenous Student Recruitment Plan as part of the National Domestic Recruitment Plan

Outreach activities include – Toorong Marnong Activities Big Day Out, Change of Preference Hot Desk, Development of the Tracks to Higher Education Website; contributions to Indigenous specific career and education expos and events; involvement in the Dreamtime at the G Careers Expo

Indigenous Specific Cohort Courses – Grad Cert Family Therapy, Certificate IV Aboriginal Cultural Heritage Management

### **Strategies**

Development of partnerships with feeder organisations.

### **Achievements / Progress**

La Trobe has established a strong relationship with the Koorie Academy of Excellence in Melbourne's north and is encouraging study groups to use University facilities so that they become familiar with the campus. The appointment of Professor Mark Rose in May 2013 as Director Indigenous Strategy has brought significant new opportunities for links with the community

**Goal: Increase the level of participation and retention of Indigenous Students across the university**

### **Strategies**

Indigenous Student Services will implement Faculty and or course specific learning support programs in conjunction with schools and the Curriculum Teaching and Learning Centre and assign a Faculty focus to each of the Indigenous Student Services units; Increase the number of Indigenous students participating in co-curricular programs offered by Student Enrichment; Indigenous Student services will continue to offer specific bursaries aimed at retention, participation and success across all campuses for Indigenous students; Scholarships and Bursaries supporting Indigenous students will be actively promoted and effectively distributed including the revised La Trobe Indigenous Scholarship program; Support Indigenous student participation, feedback and representation in decision making mechanisms including the facilitation of their involvement in institutional, local, state and national Indigenous student networks; Support Indigenous student contribution to university and local community events and development.

### **Achievements / Progress**

- Indigenous Student Services will be reshaped with faculty specific focus in 2013
- Bursaries increased from 2012 \$45k to \$60k in 2013
- Indigenous Student representation and feedback mechanisms to occur in 2013
- Ongoing support of Indigenous student participation and contribution to community based events

**Goal: Increase Indigenous Student Success across the university**

**Strategies**

- Appoint an Indigenous services officer with specific responsibility for postgraduates including prospective student identification and tailored services supporting progression and completion in partnership with Faculties
- Identify collaboration opportunities with other institutions for retention programs
- Award five top-up scholarships to high achieving postgraduate students in receipt of a APA or La Trobe Postgraduate award
- Indigenous Student Services in conjunction with Faculties and schools to develop an program to support Indigenous honours students
- Graduating Indigenous students to be developed as potential employees through specific programs offered through Indigenous Employment and Students as Staff programs
- Establish an Indigenous alumni chapter of the La Trobe University Alumni

**Achievements / Progress**

- Indigenous Postgraduate Services Officer – to be developed
- Engagement with the ARC National Indigenous Researchers Network discussions held
- Alumni and Advancement have identified Indigenous graduates

***INDIGENOUS AUSTRALIAN STUDIES – TEACHING AND LEARNING***

**Goal: Increase the offerings of Indigenous Australian Studies across disciplines and campuses**

**Strategies**

- Develop and deliver specific courses to Indigenous Australian cohorts based on community identified need and aspirations
- Market Indigenous Australian Studies units through consolidation of current offerings in a developmental and sequenced program including the revival of the major in Aboriginal Studies as part of the Bachelor of Arts degree
- Develop On country Learning experiences as study options using a variety of delivery methods

**Achievements / Progress**

- Appointment of Professor and Director, Indigenous Strategy
- Humanities and Social Sciences undertaking work in 2013
- Ongoing delivery of on country offering

**Goal: Include Indigenous Australians in decision making for development and delivery of curriculum by establishing an Indigenous Studies Curriculum Sub-committee within the Academic governance structure**

**Strategies**

- Appoint a Professor of Indigenous Australian Studies (Teaching and Learning) to oversee Indigenous Studies curriculum development and delivery across the university
- Revive the Indigenous Studies, Teaching and Research Committee as a Sub-Committee of the Education Committee of Academic Board

**Goal: Ensure quality in teaching and learning outcomes for all students and to promote good teaching practice for Indigenous Australian studies across faculties and departments**

**Strategies**

- Identify and support Leadership within each faculty for development and engagement with Indigenous Australian Studies across the curriculum
- Establish quality teaching and learning standards for Indigenous Australian Studies curriculum development and delivery aligned to the university's academic quality standards
- Develop a system of collegial review and evaluation of Indigenous Studies units, teaching practice and assessment across disciplines through the Indigenous Studies, Teaching and Research Committee as a Sub-Committee of the Education Committee of Academic Board

- Develop the university's position of Indigenous Knowledges within the curriculum through a discipline based approaches and discussions
- Develop and implement a pre- and post-placement program for students undertaking practicum, placements and other work integrated learning opportunities within Indigenous Australian communities and their organizations
- Create opportunities for academic staff to develop research into the teaching of Indigenous Australian Studies and share information with schools and departments as part of colloquia
- Promote Curriculum and Staff exchange with other universities including the Innovative Research Universities group and international partners and Establish an award recognizing excellence and innovation in Teaching and Learning in Indigenous Studies at La Trobe

#### **Achievements / Progress**

- Appointment of the Professor and Director, Indigenous Strategy

**Goal: Produce graduates with knowledge and appreciation for Aboriginal and Torres Strait Islander peoples and their lives in past, present and future contexts**

#### **Strategies**

- Develop an Indigenous Australian pervasive for the La Trobe Curriculum Framework

#### ***INDIGENOUS STUDIES – RESEARCH***

**Goal: Increase university wide understanding and practice of Ethical Research practice with Aboriginal and Torres Strait Islander peoples, issues and themes**

#### **Strategies**

Develop an Indigenous Cultural and Intellectual Property statement for the University

#### **Achievements / Progress**

To be completed in 2013

**Goal: Increase the number of Indigenous Australians engaged in Research at the university**

#### **Strategies**

- In collaboration Faculties, Research Graduate Studies Office and Indigenous Student Services develop a report for the DVC (Research) outlining good practice in HDR models including support for research by Indigenous students and research focused on Indigenous Australian topics, appropriate engagement with Indigenous Australian knowledge systems and research methods; Develop and implement Indigenous Research Framework for the University
- The University introduced Higher Degree Research Student Equity Scholarships in late 2011 that provide for Aboriginal and Torres Strait Islander scholarships and these are to be widely promoted

#### **Achievements / Progress**

To be completed in 2013

**Goal: Support Indigenous Australian Community generated Research**

#### **Strategies**

- Provide opportunities for local Indigenous communities to engage with La Trobe researchers in generating community identified and owned research projects through implementing a series of research fairs at each campus coordinated through Campus Directors
- -Develop partnerships as support for research development within Indigenous communities and research networks
- Particular focus will be placed on developing partnerships with Indigenous health organisations and peak bodies

### **Achievements / Progress**

Community Development function within Indigenous Employment will need to occur in 2013

#### **Goal: Increase the number of Indigenous Australian Research staff**

##### **Strategies**

- Appoint a Professor of Indigenous Australian Studies (Research) to oversee Indigenous Research Development across the University
- Indigenous Employment and Faculties to develop a program which supports the participation and retention of Indigenous researchers
- In conjunction with Faculties, People and Culture investigate roles undertaken by Indigenous people as Community Liaison personnel and report to the Indigenous Employment Steering Committee with recommendations on career development and Establish a Residency/Fellowship for a noted Indigenous Australian academic or community researcher to be awarded annually
- Complete a publication to showcase Indigenous research at La Trobe

### **Achievements / Progress**

This is still a goal – no further discussion has taken place

#### **Goal: Increase Support for Researchers and Students working in Indigenous Australian projects**

##### **Strategies**

- Faculties to develop pathways and programs encouraging high achieving undergraduates to pursue HDR study
- Implement a teaching fellowship model for the HDR students as preparation for academic work
- Develop a program to support the preparation of HDR students entering the University from industry, community experience or alternative admission criteria
- Implement targeted support programs for Indigenous postgraduate students; Including expansion of Indigenous research hubs
- Coordinate networked grants development workshops with major Indigenous Research funders
- Develop a suite of resources aimed at promoting effective supervision of Indigenous HDR students and Indigenous HDR projects
- Conduct biennial forum showcasing Indigenous research across the university
- Develop the research collaboration between Indigenous units and programs within the IRU institutions
- Highlight La Trobe activities and Researchers through regular communication via an annual report
- Establish an award recognizing excellence and innovation in Research in Indigenous Research at La Trobe
- An Indigenous Support Officer position has been created within the Research Services Division to directly support Indigenous researchers

### **Achievements / Progress**

Work has begun in Faculty of Health Sciences – Indigenous Postgraduate Hub

## **INDIGENOUS EMPLOYMENT**

**Goals: Secure LTU as an Employer of Choice: create an environment that is culturally inclusive, competent and secure, and one that empowers Aboriginal & Torres Strait Islander peoples**

### **Strategies**

- Increase the level of Aboriginal & Torres Strait Islander employment within faculties and divisions across identified and mainstream roles
- Develop a Cultural Competency program On country in consultation with local Indigenous communities and deliver through Indigenous Employment

### **Achievements / Progress**

Competency Program identified as focus of Indigenous Employment Steering Committee for first quarter 2013

**Goal: Retain Talent: provide appropriate mechanisms and a supportive environment to retain Aboriginal & Torres Strait Islander staff**

### **Strategies**

- All Indigenous Australian staff actively participate in the Performance Development Framework and annual Indigenous Staff Forum
- Increase the visibility of Aboriginal and Torres Strait Islander cultures and people in the life of the University
- Develop and implement an Indigenous Australian Governance Statement
- -Establish protocols and procedures for seeking Indigenous representation on university governing bodies, Boards and Committees
- -Establish an Elders Committee with representation from each of region, traditional owners group or local community with the purpose of providing advice for Indigenous education development at the University through a revised committee structure supporting Indigenous La Trobe

### **Achievements / Progress**

- Ongoing training and development of Indigenous Australian staff
- Community Development function of Indigenous Employment needs to occur

**Goal: Partnerships**

### **Strategies**

Establish and implement specific partnerships supporting Indigenous La Trobe including where required memoranda of understanding and other agreements with Indigenous community organizations, institutions and peak bodies

### **Achievements / Progress**

As required and ongoing

## 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>	157 [note 1]	185 EFTSL [note 4]	213 EFTSL	241 EFTSL	269 EFTSL
Number of all Aboriginal and Torres Strait Islander student completions <sup>2</sup>	36 [note 2]	40	45	50	55
Number of all Aboriginal and Torres Strait Islander professional/general staff <sup>3</sup>	13 [note 3]	23	27	31	35
Number of all Aboriginal and Torres Strait Islander academic staff <sup>4</sup>	3 [note 3]	7	10	15	20

1. 2012 census Jan to Dec with revisions to 31 March 2012 excluding concurrent enrolments, international students whose permanent address is overseas and students enrolled in enabling, cross-institutional, non-award and open learning courses

2. Based on final 2012 completions file excluding international students and students completing enabling, cross-institutional, non-award and open learning courses

3. Based on full year 2011 data, including casuals

4. EFTSL targets based on contribution to national parity target of 2.2% as outlined in the Behrendt Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People. Calculation based on the Aboriginal and Torres Strait Islander population (aged 15-64 years) as at the 2011 Census for Victoria (22,795, which equates to 0.9% of the State population)

<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

## PART THREE: INNOVATION AND ENGAGEMENT

### 3 INNOVATION AND ENGAGEMENT

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

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

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

#### 3.1 Innovation

##### 3.1.1 Commonwealth objectives

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

##### 3.1.2 University strategies

La Trobe commissioned a review of Knowledge Transfer and Commercialisation in 2011 and the outcomes of this review have largely been implemented. A draft Knowledge Transfer and Commercialisation Strategy has been developed and externally reviewed by international consultancy company Battelle. The strategy, yet to be formally ratified, commits the University to better resourcing for commercialisation including patent filings, review of existing and emerging intellectual property, greater support for 'proof of concept' and commercialisation applications, and increasing leverage from the University's Research and Development Park over a 10 year planning horizon. Reviews have commenced of existing products and technologies to ascertain market potential and stage of development that will inform future investments by the University. Resourcing to support researchers and commercialisation was doubled during 2012 and further increases in resources are planned for both 2013 and 2014. A pilot six month commercialisation training program has been completed in the Faculty of Health Sciences and a suite of commercialisation workshops for staff has been developed. As a multi-campus university with a strong regional base in Victoria and in northern Melbourne where urban growth is one of the fastest in Australia, La Trobe has a unique role to play in productivity and innovation, including knowledge transfer and commercialisation. We act as a major leader in Melbourne's north and in regional communities and play an increasingly central role in the economic well-being and social vibrancy of those regions.

Substantial investment has been made in building the University's capacity to respond to the needs and demands of the regions in which we work. The University has a strong user-driven focus to research and extremely strong links into the communities with which we work. The University has collaborated with State and Commonwealth Governments in the designation of the Northern Biosciences Precinct. The Precinct draws on the Centre for AgriBioscience, a joint venture between La Trobe and the Victorian Department of Primary Industries, the La Trobe Institute for Molecular Science, and the University's Research and Development Park. The emerging Northern Biosciences Precinct is a major initiative, based around La Trobe fields of research that are rated at ERA 5 which will drive significant investment and business activity in the north of Melbourne.

Future Ready sets out key goals to incubate new businesses in Melbourne's north, to increase the number of partnerships regionally, and with TAFE Institutes, and to redevelop the La Trobe hospital site (Bundoora) as a commercially sustainable hub.

In the regions the Murray-Darling Freshwater Research Centre and the La Trobe Rural Health School, together with our campus and research presence, bring innovation and productivity to regional areas and businesses. Mechanisms are in place to promote regional engagement including Regional Advisory boards which provide linkages between regional communities, business and the University, and active involvement in NORTHLink, a business network and regional development partnership representing Melbourne's northern region.

The designation of five university-wide Research Focus Areas (RFAs) will facilitate resourcing and concentration of research into cross-disciplinary areas that are aimed at addressing the most pressing national or international issues facing communities in the coming decades. These RFAs will facilitate the development of stronger, 'game-changing' partnerships with business in particular.

The University continues to be engaged with research partnering activities including government and Innovative Research Universities group trade missions and through the La Trobe China Small Grants Program.

The Research Plan (2013-2017), together with Faculty Research Operational Plans, identify the priority actions that will be implemented to increase research quality and quantity Particular strategies are:

1. developing an Industry Engagement / Partnership Strategy including the appointment of dedicated positions to support partnership development and commercialisation for each RFA (where appropriate);
2. developing a Precincts Strategy for the Northern BioSciences Precinct and related initiatives to engage with all levels of government, local industry and the community.

### 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 4	Issued 0	Held 6
Number of all active licences, options or assignments (LOAs) <sup>6</sup> executed and income derived	No. 0	Value(\$) 0	
Number and value of research contracts and consultancies executed <sup>7</sup>	No. 207	Value(\$) \$26,901,887	
Investment in spin-out companies during the reporting year and nominal value of equity in spin-outs based on last external funding/liquidity event or entry cost	Investment (\$) 0	Value(\$) 0	

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

Principal Performance Indicator	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Category 4 Income	3.4	3.5	4.7	5.5	6.1

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

Optional Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
FTE of continuing or fixed term staff in commercialisation team	1.5	4.5	6.0	7.0	8.0
Number of professional staff trained in commercialisation and contract research processes	5	10	12	14	16
Number of academic staff trained in commercialisation and contract research processes	30	50	75	100	125
Number of HDR research students trained in commercialisation processes	25	35	45	55	65

<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>

## 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

#### **Employers' Demand for High Quality Graduates**

As articulated in *Future Ready*, we want students to choose La Trobe because our distinctive and high quality degrees will best equip them to understand and engage with the global issues of today and embark on the most interesting and rewarding careers available. Our graduates will be renowned for their employability, for their deep understanding of the most pressing challenges facing the global community, and for their ability to address those challenges intelligently and decisively. Our academic activities will increase the capabilities and choices of future generations and prepare them to be ethical global citizens.

The distinctiveness and employability of La Trobe graduates will be enhanced by curriculum development of the (assessed) La Trobe Essentials which all students will undertake, in three vital areas of contemporary life and problem-solving: Sustainability Thinking; Global Citizenship; and Innovation and Entrepreneurship. In addition to the course-rich content of their major field/s of study, all students will develop skills and knowledge in these three domains. Most importantly, exposure to the Essentials will require students to become agile in the application of knowledge, in a style highly suited to the needs of a productive workplace in the twenty-first century. The Essentials address directly Australia's need for high quality and adaptable graduates. By the middle of 2013, the mechanisms for embedding the La Trobe Essentials in all undergraduate degrees will be elaborated, and then prepared for implementation from 2014.

The Radical Learning Project – a component of the La Trobe Framework – recognises the need for La Trobe to provide increased depth and scale of partnerships and collaborations, with new learning opportunities for learners, both locally and globally. The Radical Learning Project will focus on the following objectives:

- extending learning beyond La Trobe's enterprise systems, including third party and cloud-based learning resources into subject design;
- engagement with mobile learning and new technological innovations to assist learning;
- assessment of future physical learning environments in line with 'Radical Learning' principles;
- broadening the depth and extent of collaboration and personalisation in teaching and learning; and
- creating a teaching and learning future-thinking design team centrally to support Faculty-based teaching and learning teams in design.

The Radical Learning Project will be implemented from 2013 onwards.

The *Design for Learning* Program, which commenced in 2008, is reviewing and, where necessary, redesigning the curriculum to ensure that each La Trobe award program is relevant to the learning needs of students and leads to clear career pathways. *Design for Learning* is based on the adoption of agreed graduate capabilities plus faculty or course specific capabilities for all undergraduate programs; the definition of explicit learning outcomes for each graduate capability at first year, mid-point and final year level and the development of agreed standards and assessment criteria for achievement of graduate capabilities at first year, mid-point and final year. The adoption of explicit standards of achievement, and the design of curriculum to ensure that agreed learning outcomes are taught, and students are provided with feedback and assessment each year, will allow La Trobe to establish benchmarks, to track student progress over three to four years, and to design further curriculum and teaching improvements to raise standards over

time. The outcome will be students, parents and employers will be able to see the standards against which all La Trobe graduates have been assessed.

### **Responding to Australian Workforce Needs**

The University undertakes a comprehensive strategic course review annually, through the Course and Load Planning Sub-Committee. This considers the core metrics of course performance including Graduate Destination Survey data on the employment status of graduates. This process also considers the areas of potential future course development, taking into account national workforce needs and skills shortages, changes in professions and industry requirements, the University's strategic direction and the needs of our local communities. The outcome is a three year rolling Student Load Plan that identifies, for every course, the student load targets.

Full academic review of courses occurs on a rolling five year cycle. These reviews, involving experts external to La Trobe including from business, tertiary education and the professions, are a broad, in-depth appraisal of a course to ensure its alignment to the principles of Design for Learning as articulated above, continuing academic quality and appropriate academic standards, viability, relevance, compliance with University policies and compatibility with the University's strategic directions as well as effective use of resources. The extent to which the course is meeting demand from students in terms of student enrolment, from employers in terms of graduate outcomes and the delivery of professional and industry-ready graduates are all considered.

The University aims to build upon growth in Aboriginal and Torres Strait Islander participation in its Faculty of Health Sciences and plans to implement tailored support for discipline specific cohorts across the institution. Work Integrated Learning and Professional Practicum experiences for all students within Aboriginal and Torres Strait Islander communities, businesses and organisations will be supported through focused relationship management, pre-experience training, post-experience support for students and hosting organizations.

See also 'Meeting Skills Shortages' section 4.1.2.

### **Consultation Mechanisms with Employers**

La Trobe is committed to having all courses informed by appropriate and highly qualified Course Advisory Boards drawn from relevant industries and professions, so that our graduates are well prepared for the world of work. The Course Advisory Boards, comprising a majority of external members from industry, tertiary education and the professions, are responsible for providing advice on the development of new courses, with particular focus on industry/profession and community needs; monitoring the continued appropriateness and relevance of the content and delivery of relevant courses; advising the University on directions in the discipline, research and industry/profession that have an impact on the design and objectives of the course; and providing input into strategic and academic course reviews.

Regular external accreditation processes conducted by professional or other bodies ensures that our professional and vocational awards are meeting the needs of the relevant professions.

### 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

##### **Engaged Research**

The University Research Plan 2013-2017 sets a framework for the University to deliver high quality research that makes a difference with partnership and engagement as both a driver and an outcome.

The University proposes to use Commonwealth funding to invest in five La Trobe Research Focus Areas (RFAs), namely:

- Securing Food, Water and the Environment
- Sport, Exercise and Rehabilitation
- Understanding Disease
- Building Healthy Communities
- Population Movement and Human Security

Key goals of these RFAs are to:

- increase cross-discipline collaboration within the University;
- forge strategic collaborations with external partners;
- attract and retain high calibre researchers and research students; and
- promote La Trobe University research and researchers to the broader community.

The University's Strategic Plan, *Future Ready*, commits to building 'game-changing' external partners that will transform the institution's capacity as a teaching and research university. The University aims to be distinctive for the quality and depth of the external partnerships that improve the University's responsiveness to community and partner needs and that advance partners' objectives. The major partnerships will build from existing relationships but will also require new partners, and will be centred around the RFAs. Noting the nature of our partnership with the Victorian State Government's Department of Primary Industries in the Centre for AgriBioscience, the University seeks similar partnerships and will appoint appropriately talented people to support partner and commercialisation roles in each RFA.

The La Trobe University Research Plan together with Faculty Research Operational Plans set out clear partnership goals to complement the University's Strategic Plan commitments.

The University's plan for Internationalisation in research is focused on strong partnerships with a limited number of universities which will contribute to high quality research, as well as building strategic alliances for mutual benefit. Careful attention will be paid to the possibility of networking with other universities to improve performance in these areas.

##### **Outreach activities that support Aboriginal and Torres Strait Islander access and outcomes**

The University in partnership with State Government departments, community organisations and other higher education providers will continue to deliver outreach activities focused on Aboriginal and Torres Strait Islander access and outcomes. These include continued support for the Koorie Academy of Excellence in the Northern Metropolitan Region (Department of Education and Early Childhood Development) and further development of opportunities through the Toorong Marnong Accord.

### **Opportunities for Australian students to study in Asia**

La Trobe is attuned to the opportunities associated with the rise of Asia. *Future Ready* acknowledges the rise of Asia as important in future development of the Australia and to which La Trobe's courses and research must respond. *Future Ready* commits to the development of an Asia Plan outlining La Trobe's connection with, and contributions to, the Asia-Pacific Region. The Asia Plan will redevelop La Trobe's reputation for Asian expertise so that La Trobe becomes the 'go to' university on Asia engagement in Victoria; helps our students and staff better navigate this changing world; and better positions the University to fulfil its core purpose in a world increasingly dominated by Asia's states and societies.

The University offers a range of courses in Asian Studies and Asian Languages (Chinese, Indonesian, Japanese, Hindi) and La Trobe's Centre for China Studies, in conjunction with the La Trobe Confucius Institute, provides a focal point in Australia for both individual and collaborative research in China Studies, for the development of business and training opportunities in a period of rapidly increasing bilateral links, and for the promotion of Chinese language and culture in Australia. The Centre for China Studies has established close links with a number of leading Chinese universities to introduce and facilitate a range of joint degree programs at both undergraduate and postgraduate levels. These programs cover the areas of international relations, media studies, English Literature, Commerce, Business, Health Information Management, Nursing and Education.

The University provides opportunities for all La Trobe students to develop the skills and knowledge to operate effectively in a global environment. In 2012, La Trobe Abroad achieved a 9.4% increase in the number of 'out-bound' students undertaking an international experience as a part of their studies compared with 2011 levels (628 student compared with 574 in 2011). In relation specifically to the opportunities for Australian students to study in Asia, approximately 50% of all students who registered their international experience with La Trobe Abroad in 2012 undertook this experience in Asia. A total of 33 students undertook a semester or full year exchange in Asia, with 280 other students undertaking shorter term programs.

The Australia-China Student Forum is a reciprocal exchange program between La Trobe University and Peking University established in 2007. The four week program sees students from Australia and China engaging in a dialogue around a given theme and gaining a deeper intercultural understanding and respect for one another's countries.

### **Philanthropy and Industry Investment**

The University historically has not been engaged in philanthropic fundraising but in 2012 approved a plan for attracting increased philanthropic support to underpin the achievement of *Future Ready*. The five Research Focus Areas and the La Trobe Framework address major current social, economic, technological and political issues and therefore have high potential to attract philanthropic funding. La Trobe has a cohort of very successful and significant alumni who are passionate about these issues, and about the University. The 50th Anniversary of the University in 2017 is an opportunity to publicly seek funding for our key initiatives.

### **Improving the Quality of Engagement**

Engagement with communities locally, regionally, nationally and internationally is critically important to the achievement of the objectives in *Future Ready* and the University is currently refreshing its corporate Engagement Framework.

La Trobe is situated in Melbourne's north, an area that is being transformed by the combination of accelerating population expansion and rising demand for higher education. The University has initiated the *Melbourne's North: Now and Tomorrow Regional Community Summit* for the northern metropolitan and rural region of Melbourne. The Summit will be co-hosted by Northern Melbourne Regional Development Australia, NORTHLink and La Trobe University, and is planned to be held on campus at La Trobe on 23-24 July 2013. The aim of the Summit is to promote effective regional leadership, discussion and collaboration between government, community, industry, health, and education sectors in Melbourne's north. The Summit will address issues that

are of critical importance to the liveability, health and prosperity of the region now and in the future.

As part of its contribution to its metropolitan region, the University is hosting Australia's first *Peri-Urban Conference* to focus national attention and bring international perspectives on this increasingly important research, policy and practice agenda.

### 3.3.3 Performance indicators and targets

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

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

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

Principal Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Number of active collaborations <sup>8</sup> with industry and other partners in Australia	76	61	83	105	127
Number of active collaborations <sup>9</sup> with industry and other partners overseas	5	3	5	7	9
Category 3 Income	20.0	21.4	27.2	31.7	35.3

<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

###### La Trobe Student Load Planning

La Trobe's Strategic Plan, Future Ready 2013-2017, commits the University to the following student enrolment targets by 2017:

- increase total student load to 33,000 EFTSL
- increase the number of students at regional sites to 7,300 EFTSL
- increase the proportion of domestic, fee-paying postgraduate coursework students to 6% of total load
- increase the proportion of postgraduate coursework students to 17% of total load
- increase the total number of onshore international students to 6,000 EFTSL
- increase the range of source countries of international students such that no more than 35% of international students are from any single country and at least an additional four countries each represent 10% or more of the international cohort
- increase the proportion of domestic undergraduate students from low socio-economic backgrounds to 20%
- increase the proportion of Indigenous domestic undergraduate students to 0.9%

In 2012 La Trobe is seeing the first fruit from a number of new partnership programs and pathways aimed at removing barriers to access for students from under-represented groups.

These include:

- introducing Tertiary Enabling Programs as pathways to degree courses at all campuses, some of which are operated in conjunction with TAFE partners;
- introducing diploma courses as pathways to degree courses at regional campuses;
- expanding articulation arrangements and discussing other potential linkages with TAFE institutes, in both regional Victoria and the Melbourne metropolitan area; and
- developing early intervention partnerships (beginning in Year 9) with selected secondary schools to improve transition rates.

###### Planning Strategies

The Student Load Plan 2013-2015 has been based on these strategic growth objectives. The process of building this load plan includes two main steps:

- a strategic course review which considers the health of each coursework program based on a range of indicators including demand, entry standards, load, retention, progress, student satisfaction and employment / further study outcomes; and
- a detailed round of load planning meetings in which proposed intakes for each course in the coming three years are presented and reviewed by the Course and Load Planning Subcommittee.

The process is designed to ensure that intakes into existing and new courses are sustainable, based upon sound assessment of demand from prospective students along with consideration of internal and external constraints, such as the availability of specialised teaching facilities and clinical or other industry placements.

#### *The Course Profile: Financially Sustainable*

In order to contribute to a sustainable base for ongoing University operations and future initiatives, La Trobe's course profile will move towards a more financially favourable mix. This will require growth of existing courses and development of new courses in market segments and disciplines which feature healthy demand. Opportunities for courses which meet these criteria will be based on thorough and comprehensive market analysis and intelligence, and assessments of financial viability.

### **La Trobe Contributions to Commonwealth Objectives**

#### *Expanding Access and Equity*

As noted in section 1.2, La Trobe's largest campus is located at Bundoora in Melbourne's rapidly growing north; this location allows and obliges us to expand our intake. Melbourne's northern corridor includes the local government municipalities of Hume, Whittlesea, Nillumbik, Moreland, Darebin, Banyule and Yarra. These localities cover over 1,593 square kilometres on the northern urban fringe of Melbourne with a population of over 750,000 residents. The population in the region is set to increase markedly, with well in excess of 25% of Melbourne's population growth (forecast population of 5 million) targeted for Melbourne's north, particularly Hume and Whittlesea. It is a highly diverse region, with the inner areas transitioning to a knowledge economy while the more northerly locations of Hume, Whittlesea and Nillumbik retain some rural characteristics.

Participation in tertiary education in Melbourne's north and in the regions serviced by La Trobe's regional campuses is at relatively low levels compared with the State average. La Trobe intends to increase its Melbourne campus load by 6,000 EFTSL and its regional campus load by 1,800 EFTSL in the five years to 2017.

La Trobe's student load objectives will contribute to the achievement of the Government's ambitions to increase access to education, to increase the participation of low socio-economic and Indigenous students, and to provide high quality education to regional Victoria.

#### *Meeting Skills Shortages*

La Trobe is producing high-quality graduates that meet the nation's skills needs. The Department of Education, Employment and Workplace Relations Skills Shortage List 2011-12 identifies 21 professional and para-professional areas of national skill shortage in engineering, science, health sciences and education. La Trobe offers courses in 11 of these areas including civil and electrical engineering, agriculture, occupational therapy, physiotherapy, audiology, oral health, nursing, midwifery and early childhood education.

Rural and regional Australia has substantially fewer primary health professionals compared to major cities - per head population comparisons significantly distort the issue of accessibility to primary health care but even in times of a national oversupply of doctors, rural and remote shortages have always persisted. The rural and remote health workforce is also ageing. La Trobe is committed to redressing these issues. Key health science programs, such as Dentistry and Pharmacy, are offered from the Bendigo campus. As outlined below, the University has a proposal with respect to development of a new medical program.

The workforce needs of Australian agriculture for graduates are not being met. Less than 300 graduates in agriculture are entering the national workforce annually, to meet the demand for more than 4,000 positions. La Trobe University is committed to the long-term provision of high quality agricultural-based undergraduate degrees and PhD programs. The University has made a substantial investment, with the Victorian Government, in the new \$288 million AgriBio Centre at the Melbourne campus. AgriBio will be a leading national agricultural research facility and will allow an additional 300 scientists from the Department of Primary Industries to co-locate with La Trobe staff to undertake research that will support Australian agriculture.

La Trobe's National Centre for Prosthetics and Orthotics offers the only course of its type in Australia. Prosthetists serve the amputee community in Australia. The Australian Orthotic Prosthetic Association reports that there are more than 20,000 amputees currently living active lives and 2,500 new amputees per annum in Australia. Orthotists care for a large and diverse group of Australians. Orthoses may be provided for all parts of the body, ranging from complex spinal braces following road trauma, to conditions requiring the application of foot orthoses. Orthotists serve a population of approximately 275,000 Australians requiring assistance in daily life. Notwithstanding its critical national contributions, La Trobe is actively considering options for this course given the significant costs in its continued provision and would like to discuss this matter with the Commonwealth during Compact negotiations.

In addition to our current suite of degrees, La Trobe intends to develop a Hallmark Program that will address some of the nation's, regions and world's most pressing issues. Being the best in these areas will simply mean studying at La Trobe, and being taught by the best teachers and researchers in the field. The Hallmark Program will be closely aligned to a Research Focus Area addressing significant global problems and will be creative, bold and distinctive in its focus and curriculum. The Program will be in high demand from prospective students and be highly selective, but also use innovative selection criteria to identify students with high potential from a diversity of backgrounds.

### **Sub bachelor planning**

The University's offerings at sub-bachelor level will be primarily focused on offering people in the community, whether they are able school leavers or adults in employment, successful pathways into degree programs. These will be offered in conjunction with major partners such as regional and metropolitan partner TAFEs and other Registered Training Organisations. Diploma and enabling courses will be sustainable and provide a significant pool of applicants for La Trobe's degree programs.

La Trobe's Tertiary Enabling Program (TEP) will continue to play a role in providing an alternative entry pathway. This Program is a non-AQF award accredited by the Academic Board of La Trobe University and has been running at the Albury-Wodonga campus of La Trobe University since 1990. It is intended to provide students who wish to undertake further education with academic skills and experience. These skills improve their chances of success in higher education thereby increasing their chances of completing an award program at either TAFE or University. In addition to the existing Albury-Wodonga delivery, the TEP was extended in 2012 to Bendigo, Mildura, Shepparton and Broadmeadows. In these new locations, the program operates in partnership with the local TAFE institute; students are enrolled in the enabling program as La Trobe University students and the TAFE institute delivers the program under contract, with La Trobe University undertaking quality assurance processes. This course was awarded a grant from the Victorian Government's Regional Partnerships Facilitation Fund for 2012 and was fully subscribed in 2012, except for the new Broadmeadows site which attracted 8 students against the targeted 25. The program is currently run in the second half year, in order to allow students who successfully complete this enabling program to apply to enter tertiary study in semester 1 of the following year. The University has indicated its intentions to the Department for additional places in order to offer the program in the first half of the year as well.

La Trobe offers a small number of undergraduate diploma courses in Arts, Business and Health Sciences. These are offered at the regional campuses and are designed as pathways for students

who do not meet the entry requirements for the corresponding Bachelor degree, or who do not wish to commit to enrolment in a three-year bachelor's degree course. Enrolments in these courses are planned to remain generally steady over the period 2013-5 at around 90-100 EFTSL, with slight growth in load in the Diploma of Arts anticipated as the course, which was introduced in 2012, builds to a full pipeline.

La Trobe's other diploma course is the Diploma of Languages. This course is designed to be undertaken concurrently with an undergraduate bachelor's degree and is designed to allow students to complete a foreign language major as a complement to their studies in a discipline outside the humanities. Although enrolments are small (around 30 EFTSL per year) and are planned to remain at this level, the steady stream of enrolments in this course help to keep a number of languages at sustainable levels.

La Trobe has made a renewed request to the Commonwealth in relation to sub-bachelor places.

### **Bachelor degree planning**

La Trobe University's Bachelor level courses will include niche Hallmark, professionally focused and generalist degrees. They share common attributes that will position the University as an acknowledged leader in the sector.

Commencing targets for Commonwealth-supported load in bachelor degree courses for 2013 have been set at close to the same level as 2012 (provisional data). However this overall figure hides some significant upward and downward movements by discipline which are a result of the demand and supply considerations noted above in relation to the overall approach for load planning at La Trobe.

Between 2014 and 2016, moderate to strong growth rates (+3% per year) are proposed for domestic student intakes in the following fields:

- business, accounting, economics and law
- teaching and outdoor education
- civil engineering, electronic engineering, information technology
- psychological sciences

These increases stem from the restructure of the business Faculty and establishment of the La Trobe Business brand, including renewal of undergraduate courses and introduction of a number of new course offerings during the last 1-2 years. In education, the planned growth builds on the successful introduction of a range of new teaching courses in Melbourne and Bendigo in 2011 along with a rationalised offer for 2013 in the fields of outdoor and environmental education. These changes are expected to allow La Trobe to increase its market share of applicants in the relevant fields.

Commonwealth-supported places (CSP) in bachelor course intakes are proposed to stay steady or grow only modestly between 2014 and 2016 in the following fields:

- allied health
- nursing
- social work
- humanities and social sciences

While demand has been reasonably strong for most allied health courses, there are considerable constraints on clinical placements in most courses which restrict the University's ability to rapidly increase intakes in response to demand. For the other disciplines on this list, the lack of growth is largely in response to static or declining demand.

Intakes are planned to stay generally steady throughout the period 2013-2016 in the following disciplines:

- science

The lack of growth is made in the context of a trend of decreasing demand across some of LaTrobe's science courses in recent years. In response, the University is intending to reposition its undergraduate courses in this area and deliver a suite of courses with more selective intakes and stronger links to the University's research efforts in these key disciplines.

The strong growth in Commonwealth- supported undergraduate commencing load recorded between 2009 and 2012 means that the pipeline of load from continuing students has increased in 2012 and will continue to do so for the next 2 years in most Faculties. Overall CSP bachelor degree load is projected to grow by around 5% per year between 2012 and 2015.

### **Postgraduate planning**

By 2017 La Trobe fee paying postgraduate course portfolio will position the University amongst the top three Victorian Universities. This is challenging target since in domestic fee-paying postgraduate courses, La Trobe was sixth out of eight for commencing enrolments and for all load in 2009, down from fifth in 2005. Similar patterns have been observed in international enrolments. The 2017 goal will be attained with significant focused development of the postgraduate coursework offerings across all faculties. The University will develop a mechanism to provide appropriate co-ordination and support of this program of work.

The University's Load Plan for 2013-2015 includes CSP postgraduate load targets which are designed to fill but not exceed the current allocation of places (1,061 EFTSL). During the next three years, La Trobe will also be transitioning its integrated Bachelor and Masters courses in a range of allied health disciplines to separate Bachelor's degree and Masters' degree courses taken in sequence which will require revised funding arrangements, as detailed to the Department in the Bachelor/Masters transition plan.

La Trobe continues to place importance on improving its performance in attracting domestic fee-paying students to postgraduate courses. Strong growth (10% to 25% per year) is planned in each year from 2013 to 2015 in domestic full fee-paying postgraduate load. This growth will be facilitated by the establishment of the new Melbourne city teaching facility in 2013 and is expected to be initially concentrated in business courses.

La Trobe requires additional postgraduate places to support the lengthening of graduate entry initial teacher education courses at Melbourne, Bendigo and Shepparton campuses to a 2-year full-time equivalent duration, as detailed to the Department.

Total load in higher degrees by research (HDR) is projected to remain within 3% of forecast 2012 levels during the next three years. Domestic HDR load is projected to remain steady in 2013 before resuming growth at around 3% p.a., while international HDR load is projected to decline in 2013 as the number of completing students outweighs the number of new students.

### **Medical planning**

Charles Sturt University and La Trobe University, in collaboration with other medical and education partners, propose to establish a joint regional based multi-campus medical school located in Orange, Bendigo and Wagga Wagga.

Subject to Ministerial approval, the Murray Darling Basin Medical School will deliver a 6 year undergraduate curriculum across three primary campuses, with medical study centres established in collaboration with Local Health Districts (Networks) and health service providers in other locations including smaller rural and remote areas of New South Wales and Victoria.

The curriculum is being designed to integrate the medical education and training program with nursing and allied health disciplines, to establish Australia's first comprehensive inter-professional health and medical program.

At least 80 per cent of enrolments will be students from a rural, regional or remote area, or Indigenous students, with all students required to demonstrate through a structured interview process a commitment to long term rural and regional practice.

Students will elect in Year 4 to undertake a Rural Generalist Stream or General Medical Stream, with students selecting the Rural Generalist Stream undertaking an intensive program in disciplines such as Obstetrics, Paediatrics, Anaesthetics, General Surgery and Mental Health.

There is no plan to offer a postgraduate mode as part of the establishment of the program.

The University acknowledges that Australian Government approval would be required prior to funding being provided for any new medical school places.

## **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**

La Trobe University is committed to providing a high quality learning experience for students and has a comprehensive quality management system that monitors and assures the achievement of appropriate academic standards. This section focuses particularly on the topics specified above by the Commonwealth.

#### **Excellent Teachers**

High quality teaching at La Trobe is expected, recognised and rewarded.

#### *Staff Development Initiatives*

The Curriculum, Teaching and Learning Centre supports and assists La Trobe University's academic staff and managers in designing, developing, and providing curricula, teaching, assessment, and feedback that are effective and efficient in order to promote high quality student learning and academic success.

In support of student learning and the La Trobe Framework, the University requires all continuing academic teaching staff to complete the three day 'Effective Teaching for Higher Learning' workshop; requires and supports centrally the training of all sessional teachers, with specific preparation of first year tutors for the re-designed first year; and provides incentives for staff to complete the fully redesigned Graduate Certificate in Higher Education. Training is available to support staff using technologies such as the Learning Management System, the ePortfolio or 'Personal Learning System', the Blackboard Collaborate 'virtual classroom' and Audio-Visual Systems.

The University is in the process of setting teaching quality targets with the Executive Dean of each faculty, based on CEQ and internal survey data, benchmarked to national IRU and State results for all Fields of Education. Those targets will be revised in detail each year for relevance and to confirm that they are contributing to reaching the goals in Future Ready.

### *Recognition and Reward for Good Teaching Practice*

Through the Design for Learning Project, La Trobe has systematically embedded good teaching practice through professional development for course review and re-design in all faculties over the past four years. The Learning and Teaching Plan 2013 - 2107 includes collection and analysis of internal feedback data eg. student feedback on subjects and teaching for the purposes of benchmarking and quality improvement, and action from CEQ and UES results so that quality is monitored over time.

Academic staff selection procedures focus on evidence of a strong track record in both teaching and research. For all academic staff 'Career Success @ La Trobe' is an integrated framework to support career management and performance development. The framework links a series of conversations about career aspirations, work requirements and workloads plan allocations, performance goals, core capabilities and development opportunities, and academic promotions. These conversations cover how staff keep up to date with the base knowledge of their discipline. The Academic Staff Promotions Policy encourages promotion based on excellence in teaching, and provides detailed guidelines and examples of acceptable evidence of good practice for applications at each academic level. Academic staff can apply for OSP to incorporate both research and teaching, including opportunity to engage in innovation in their discipline.

A wide range of events and workshops are held to foster and celebrate high quality teaching. The centrepiece of this is the annual Curriculum, Teaching and Learning Colloquium which provides valuable opportunities for staff to meet and engage with colleagues from across the University on important issues surrounding teaching and learning. Over 250 staff attended the Colloquium in 2012.

The La Trobe Community of Teaching practice locates, celebrates and harnesses the diverse expertise, skills and experience of both academic and professional staff from across the University's faculties and divisions to collaborate and achieve transformative change for teaching and learning, approaches and curriculum. La Trobe also engages with national teaching and learning developments through involvement with the Innovative Research Universities (IRU) group, and the creation of a network of Senior Teaching and Learning academics for the purpose of sharing practice and collaborating to improve the quality of teaching and learning at La Trobe. La Trobe is participating in the IRU Calibration Project to benchmark selected disciplines from 2014.

La Trobe also supports teaching and learning through a range of awards and provides support for staff to apply for externally-funded teaching awards, grants and fellowships. These university awards are designed to link in with the Australian Government's Office for Learning and Teaching award programs. The University awards up to ten citations annually to members of academic or professional staff who have made outstanding contributions to student learning over a sustained period. Each year, up to three Vice-Chancellor's Awards for Excellence in Teaching are awarded to either individuals or teams who have shown excellence in their teaching and have made outstanding contributions to enhancing the quality of learning and teaching at La Trobe University.

*Future Ready* signals the development of a Teaching Scholar career pathway for outstanding teachers who wish to provide significant leadership in teaching and research, to support our culture of teaching excellence. This new career pathway will be developed in the second half of 2013 and aims to have a robust scheme for teaching scholars operating in all faculties by 2017.

The Learning and Teaching Plan emphasises the importance of La Trobe staff being well-informed about learning futures through comprehensive communications using a variety of media and technologies. From 2013 there will be additional professional development and support for academic staff to facilitate blended and online learning to meet the University's target in this area.

Where the outcomes of Office for Learning and Teaching (OLT) projects are considered useful, well-evidenced and conducive to improvements, their reflection on policy and practice will be

considered on a case by case basis by the Deputy Vice-Chancellor (Academic) centrally, and Associate Deans (Academic) locally. La Trobe University hosts OLT activities and presentations to ensure dissemination of good practice to staff (such as Professor Belinda Probert's recent findings on the academic workforce).

### **Teaching Informed by Research**

La Trobe is committed to developing research-informed teaching by engaging both students and staff in research activities. This includes curriculum design, and professional development for teachers that encourages:

- including the latest discipline-based research into learning activities and assessments in course design;
- referring to research findings and outcomes as part of teaching and learning, including illustrations of principles, theories and concepts based on research; and
- encouraging academic staff to share their own research findings within teaching.

Evidence of La Trobe's commitment to research-informed teaching is also evident in the La Trobe Hallmark program. This program will be taught by the best teachers and researchers in the field, and closely aligned to a Research Focus Area addressing significant global problems. La Trobe students will be deeply involved as researchers within this program, and exposed to research as a core feature of this curriculum.

### **Student Engagement**

A successful learner is one who is able to find connections between formal and informal knowledge, and build pathways to life-long learning. The time and energy students spend on furthering their knowledge through educationally based experiences is the best indicator of their ability to succeed in their academic and personal goals. Engagement and success is also strengthened when institutional resources and values are directed to enriching the educational experience of students. La Trobe monitors a wide range of student performance, retention and satisfaction measures for quality assurance and improvement purposes.

Student engagement mechanisms include:

- La Trobe offers a variety of *University-wide Orientation and Transition Strategies* to assist students to engage with the University and the learning process;
- *Cornerstone subjects*; developed as part of the *Design for Learning project*, to embed academic skills, early feedback and identification of students at risk from first semester;
- *Student Orientation Policy and Procedures* which recognise Orientation as the official start to the academic year;
- *Ready4Uni online resource* that incorporates videos, blogs, and FAQs to better inform and support students through their transition;
- *Connect Mentor program*; over 650 later year students trained to provide advice, support and social connections to students over the first 6 weeks of semester;
- *Student2Student Learning Advisors*; approximately 40 students in the five campus libraries as Student-to-Student Learning Advisors who assist other students with more elementary academic issues such as understanding assignments, referencing and exam preparation; and
- *Just in Time communications strategy*; utilising a range of mediums, the JIT strategy delivers timely prompts and important information to students over the first six weeks of semester. This is designed to avoid overwhelming students with too much information.

La Trobe students are also encouraged and rewarded for their participation in co-curricular programs. Several of these are designed to enhance students' sense of belonging, to provide opportunities to engage with students from different cultural backgrounds, and to build practical skills and knowledge for their futures. For example:

- *The Infinity Leadership Program* is for students and recent graduates of La Trobe aspiring to leadership roles and provides an opportunity for participants to utilise and develop their knowledge of leadership and to extend their skills and experiences by putting leadership into

practice. It also gives more opportunities for students to engage with La Trobe alumni, industry and community professionals and La Trobe University staff.

- *The La Trobe Award* rewards students who are committed volunteers in the local community or University community by providing the opportunity for these students to access free training. Students are awarded a La Trobe Award in Community Engagement, University Leadership, or Sustainability, and the Award is recognised on their official transcript.
- *The Student Career Mentoring Program* links penultimate and final year students with qualified industry professionals, La Trobe University staff and alumni for a career mentoring relationship. Mentors volunteer their time to share their knowledge and experience to assist the mentee with career development.
- *Connect Mentor Program* in 2013 will include approximately 650 later year students across all campuses trained and deployed to offer incoming students support from Orientation. Connect Mentors work with a group of new students, providing campus tours, 'ice breaker' activities, and continue to engage in online and face to face meetings for up to the first 6 weeks of semester. All new students (including mid-year intake) are assigned a Connect Mentor group.

### **Student Outcomes**

As has been described in section 3.2.2, *Design for Learning* is a comprehensive response to ensuring the development and assessment of graduate attributes. *Design for Learning* will ensure that every Bachelor-level course at La Trobe will make clear to staff and students alike:

- what all students are expected to know and be able to do at the beginning, middle and end of their course (i.e., the intended learning outcomes);
- how, when and where students will learn and develop intended skills and knowledge;
- what standards student learning will be assessed and evaluated against, and when and how students will be provided with any feedback needed for improvement; and
- what academic support and enrichment activities are available to students.

Since the advent of *Design for Learning*, much research and work has been completed around the First Year Experience and the need to provide timely assistance to our students to enable them to stay at University and be successful. There is a great body of evidence showing that experiences during the first few weeks of the First Year have a critical influence on students' engagement, retention and overall success. Therefore, it makes sense for La Trobe to invest in a management process that will provide useful tracking data and enable 'at risk' students, that is, those students identified as being under prepared or not engaged to be assisted in a timely manner. A pilot project to Academic Early Warning System was conducted by La Trobe in Semester Two, 2012. The next phase of this work will be informed by the evaluation of the pilot.

Building on the foundation laid through the Design for Learning project, the new La Trobe Framework includes programs to ensure that La Trobe graduates are work-ready, world-ready and future-ready. The new Hallmark Program, the development of online research subjects and the development of the Research Focus Areas will strengthen opportunities for La Trobe students to develop their research skills and apply those skills in work-related experiences. Learning enrichment programs also include work-readiness in curriculum and co-curriculum experiences. The recent introduction of work-ready Arts and Science degrees, for example, has strengthened student understanding of how their knowledge and skills can be applied in the workplace.

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	0	0	2	4	5
Number of active learning and teaching projects supported by the PELTHE11 where the University is a partner institution	0	1	3	5	7
Number of citations for outstanding contributions to student learning	3	7	11	15	19
Number of awards for teaching excellence	0	0	1	2	2
Number of awards for programs that enhance excellence	0	0	1	2	2

### 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

#### **Access and Achievement**

The focus of La Trobe's plans to increase the proportion of disadvantaged students who enrol at the University is on pathways, school achievement, and selection for target groups. Over the life of the compact this will include:

- strengthening of our school partnerships program, including the establishment of intensive relationships with selected low SES and regional/rural secondary schools (including in Shepparton, Albury-Wodonga, Mildura, Bendigo). School partnerships will include structured engagement with parents, casual relief teacher funding, sponsorship of attendance at VCE summer school, revision lectures, and La Trobe outreach programs, access to University facilities and resources, scholarships, and engagement with community partners. Central to the school partnerships program is a robust evaluation and research process, including the establishment of a longitudinal study;
- development of the Curriculum Bridges Project (co-funded by the Victorian Department of Education and Early Childhood Development) with one regional and two low SES secondary schools. The Project involves the development of alternative VCE curricula designed to keep students engaged through theme-based learning, and is focussed on achievement in the sciences and social sciences;
- expansion of the successful Albury-Wodonga Tertiary Enabling Program to other La Trobe campuses;
- expansion of Schools Access La Trobe, an alternative entry scheme for under-represented schools using early conditional offers; membership of Tertiary Aspirations Network; maintenance of a regional bonus scheme;
- deeper engagement with local Indigenous communities through curriculum development and delivery in On Country units of study;
- Indigenous recruitment strategies, including LTU Alternative Entry Policy for Indigenous students; participation in the Aurora Project's 'The Aspiration Initiative' which focuses on providing opportunities for high achieving Indigenous school students;
- investment in faculty outreach initiatives including homework clubs, mentoring, discipline workshops, In2Science;
- collaboration with partner TAFEs to develop pathways (diplomas, enabling programs) for under-represented students; to share facilities and resources and undertake joint appointments where appropriate; and
- increased use of new technologies and flexible delivery models to expand the range of offerings available to regional students.

#### **Participation and outcomes for students from under-represented groups**

Specific targets have been set to increase participation of under-represented groups. Essential to this is *Design for Learning* which will ensure that these students are provided with early diagnostic assessment of academic preparation (eg numeracy, academic literacy) and relevant, embedded support, as well as the same feedback on progress against achievement standards each year for graduate capabilities.

The University has also established an Access and Achievement Research Unit to: evaluate internal projects such as outreach, school partnership activities, and the expansion of sub-degree offerings; propose policies to increase the access, achievement and outcomes of under-represented students, based on evidence and analysis; and raise the profile of under-represented students within and beyond the University. La Trobe has a number of projects underway to better understand and respond to the needs of students from under-represented groups. For example, a project has been conducted to explore the impact of disclosure on academic outcomes for students with mental illness. This found that students who were female, part-time, and mature-aged were found to be more likely to make use of the University's Disability Support Service. Evidence was found that joining the Service assisted students' academically. Students' course-weighted average in the year following registration with the Service was approximately 10

percentage points higher when compared to their results in the year prior to their joining the Service. Retention rates for these students were also higher on average than the University's average retention rate. Another project has examined whether students with double disadvantage (Low SES, Indigenous, and/or disability) impacted on retention and attrition rates. Preliminary findings suggest that students with double disadvantage do not appear to have poorer retention and attrition rates when compared to students with one disadvantage only.

La Trobe is a partner in the HEPPP-funded Learn Experience Access Professions (LEAP) Program and has some specific involvement in the 'LEAP into Engineering' project, in addition to supporting delivery across all LEAP activities. LEAP seeks to encourage secondary students from low SES communities to consider higher education as a future option through a focus on the professions, by offering access to a range of university campus, workplace and school-based activities along with online resources.

#### 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

The La Trobe University Capital Project Program (hereafter the Capital Plan) has been structured to support the University's strategic objectives as outlined in *Future Ready*. The University seeks to offer a contemporary, technology-rich, well-designed and equipped campus environment that has a positive influence on staff and student performance and satisfaction. Planned growth in student and staff numbers will place higher demands on University infrastructure that will need to be addressed within a context of constrained capital funding.

The clear implication and overriding theme of the Capital Plan is that the University must adaptively reuse existing infrastructure effectively and efficiently. The working guidelines are to:

- REDUCE: optimise effective use of floor space by consistent application of the Space Planning Guidelines;
- REUSE: adaptive reuse of existing building stock for a similar function in preference to constructing new stock, thereby reducing churn; and
- RECYCLE: where necessary, adapt existing building stock for new uses rather than building new.

Existing infrastructure is planned to be maintained and refurbished in a manner that maximises utilisation and ensures it can respond to the changing needs of users. All new infrastructure projects will be designed to address gaps in existing capabilities, optimise value for money, and demonstrate clear alignment with La Trobe's strategic priorities.

Planned changes to curriculum, along with more flexible timetabling and increasing diversity in modes of course delivery, are consistent with the goal of increased utilisation of existing facilities. The Capital Plan is designed to be more flexible in servicing and supporting existing facilities to permit this increased use. The Capital Plan will also ensure that future flexibility is built into all refurbishment and new construction projects. This approach will also address the University's sustainability goals. Adopting a strategy based on refurbishments enabling improved energy efficiency while minimising new construction and retaining the embodied energy of existing building stock, will significantly reduce the University's carbon footprint per EFTSL.

Due to a range of operational and financial issues, La Trobe University invested only 1% into backlog maintenance between 2011 and 2012. The consequence of this is that the University's backlog maintenance liability is approximately 9.90% of Asset Replacement Value (ARV), significantly below the 3% ARV backlog maintenance liability sector benchmark. With more prudent financial management by the University and the introduction of the backlog strategic framework, the infrastructure backlog liability will be reduced to a more sustainable level. The benefit of federal funding for capital works enables the University to continue reducing its liability however significant investment in refurbishment and adaptive reuse programs will be required. The continuation of significant levels of government assistance will assist in achieving this goal.

##### **10 Year Capital Development and Space Master Plan**

The University has completed a 10 Year Capital Development and Space Master Plan (10CDP). This Plan formalises space and capital development planning in accordance with projected student load increases, enables more intensive and effective use of the University's building assets and will also systematically address the University's maintenance and refurbishment backlog.

The Master Plans seek to achieve a number of goals including:

- the creation of a competitive advantage for La Trobe University through the differentiation of the campus, cost leadership and by focus on geographic and historical strengths;
- making the campus a better place to learn, teach, research, work, and live.
- consolidation of activities to the campus core to improve efficiency, add to vibrancy and reduce travel times between locations;
- the better integration of the campus with the local community by facilitating pedestrian access routes into the campus and attractive development of peripheral lands;

- reduction of La Trobe University carbon emissions with the ultimate goal of making the campus carbon-neutral and maximisation of the use of existing buildings and infrastructure; and
- improvement of the external presentation of the campus.

Key goals for future development of the Melbourne campus are to improve the integration of the core campus area with the Research and Development Park, allow expansion of the number of beds in the residential precinct and create some memorable buildings and spaces. Key goals for future development of the Bendigo campus are to improve the integration of the Campus Core with the Residential Precinct, through the creation of improved pedestrian routes; to enhance the public domain in the Campus Core and its landscaping; to expand the number of beds in the Residential Precinct; to create a small number of feature buildings and spaces and to move towards carbon neutrality. The formation of a Campus heart in the form of a new 'Campus Green' is central to the Master Plan.

### **Major Projects**

#### *La Trobe Pathways Building*

A 7,000 m<sup>2</sup> teaching building on the Melbourne campus to enable the expansion of the La Trobe Melbourne pathways college and house La Trobe International, the University's international student recruitment division.

To commence operation in early 2014

#### *City Campus*

New premises in the heart of Melbourne (360 Collins St) equipped with the latest innovations in educational design and learning and teaching technology. The Business School will offer its MBA and a range of postgraduate courses as well as bespoke Executive Education courses from this campus. Other faculties will also begin to offer courses from the city location.

Opened in 2013

#### *10CDP Adaptive Re-Use Program*

Following detailed space planning from the 10CDP project and utilising space liberated by decanting into the completed AgriBio and LIMS buildings, a program of substantial building adaptive reuse and fit out to meet the University's needs.

#### *Workplace Improvement Program*

Progressive program of adaptive reuse of existing office space to produce more amenable, productive and space-efficient workspaces

Series of projects to be delivered annually from 2014

#### *Teaching and Learning Transformation Program*

Continuation of existing program of consolidation and adaptive reuse of floor space to provide updated learning and teaching spaces throughout the campuses. This program centres predominantly on the flat floor teaching spaces where current utilisation rates are below Tertiary Education Facilities Management (TEFMA) target rates. The transformations will allow greater flexibility in use for up to 60 seat collaborative learning environments to be accessed, thereby improving utilisation of what were formerly didactic only spaces. Lecture Theatres are also being upgraded to assist utilisation efficiencies, where only the larger lecture theatres have traditionally aligned closely with the TEFMA utilisation benchmark. All of the above initiatives are being supported by new timetabling policy and procedures promulgated in 2012.

Series of projects to be delivered annually from 2014

## **Planned Major Projects**

### *PS3 Adaptive Reuse Proposal*

Following the completion of the La Trobe Institute of Molecular Sciences (LIMS) project, a large portion of PS3 occupants will decant to the new LIMS building leaving an oversupply of wet labs. The 4 storey PS3 building refurbishment will transform unallocated facilities into much needed quality central teaching spaces which are currently in under-supply across campus. Adaptive reuse of this existing building will assist the University's strategy to improve its laboratory bookings rate against the TEFMA utilisation benchmarks. The scope of PS3 ADP project will include two 100 seat lecture theatres, a suite of 25-30 seat flexible teaching spaces with options to combine into larger teaching spaces, and informal learning spaces and supporting amenities.

Subject to funding and final Council endorsement, to commence in 2014

### *Student Accommodation Facilities*

Subject to funding support, a further increase of the student residential accommodation facilities of approximately 200 beds on two La Trobe University regional campuses.

Subject to funding and final Council endorsement, to commence operations in 2014

### *New Building at Bendigo Campus*

As outlined in the Bendigo Campus Masterplan, construction of a new building at the Bendigo campus to allow for the consolidation of Science and Engineering and staged building refurbishment as part of a program to consolidate academic accommodation in the campus core.

Subject to funding and final Council endorsement, to commence in 2015

### *Bendigo Learning Commons Development*

Through adaptive reuse of existing building stock, refurbish and relocate the library on the Bendigo campus to be accessible from the ground level from the proposed 'Campus Green' and provide flexible and functional learning space for the University and local community.

Subject to funding and final Council endorsement, to commence in 2017

## **Indicators for Measuring Progress**

- Completion of Capital Projects listed above (i) on time; (ii) on budget; (iii) to required functionality
- Reduction in backlog maintenance liability

### 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

###### La Trobe's Research Goals

*Future Ready's* research-related objectives for the period 2013-2017 are elaborated in the Research Plan 2013-2017.

The Research Plan sets a framework for the University to deliver high quality research that makes a difference.

La Trobe will invest in five major University-wide, cross-disciplinary Research Focus Areas (RFAs). The RFAs will be expected to contribute significantly to the University's research goals and will be subject to periodic review, as mentioned elsewhere in this document. RFAs will play a role in developing research careers and staff wishing to increase their research activity will align with a relevant RFA. There will be up to 15 La Trobe Postgraduate Research Scholarships offered, targeted to the five RFAs.

The criteria for Established Productive Researchers (EPRs) will be reviewed to better align with research expectations of benchmark universities. Researchers who are not yet EPR will have a rolling plan with measurable goals, as part of the reasonable objectives set at performance appraisal, for becoming an EPR within an agreed timeframe.

La Trobe aims to double research income by 2017, to \$84m, with at least two-thirds of the research income to be derived from RFAs.

La Trobe also aims to increase cross-disciplinary research collaborations. The performance measure will be at least 2 major successful Co-operative Research Centre or Centre of Excellence bids led by La Trobe researchers by 2017. The research objectives are outlined below.

### **A. Improve research quality and impact**

We will do this by focused investment in our research strengths through RFAs and Disciplinary Research Programs (DRPs) to raise the quality, impact and volume of research activity across all campuses and to increase research income and to further enhance the international reputation of the University. We will give maximum possible support to our staff in the development of their research careers. Specific strategies include:

- (i) developing a Research Leadership Retention and Succession Strategy by December 2013 to attract and retain teaching-and-research staff who are outstanding researchers including ECRs;
- (ii) implementing at least five RFAs during 2013 that engage researchers in all campuses in cross-disciplinary research;
- (iii) developing a tailored plan by July 2013 for each assessable Field of Research (FoR) to ensure that ERA performance is maintained or improved in the 2015 ERA round;
- (iv) reviewing the criteria for EPRs to better align with research expectations of benchmark universities; and
- (v) implementing a Knowledge Transfer and Commercialisation Strategy in 2013 to focus investment and to maximise returns.

### **B. Identify, develop and implement strategically important research partnerships**

La Trobe will develop game-changing partnerships for its RFAs and other programs to broaden the range of avenues for collaboration, funding support and to transform our research scope, scale and capability.

La Trobe will also develop a limited number of partnerships with international institutions that have similar research, teaching and community profiles as La Trobe's for benchmarking and collaboration purposes.

We will continue to foster and grow collaborations with our existing partners, with a particular focus on engagement with regional Victoria and Melbourne's northern suburbs, including the Northern BioSciences Precinct.

Specific strategies include:

- (i) developing an Industry Engagement / Partnership Strategy including the appointment of dedicated positions to support partnership development and commercialisation for each RFA where appropriate;
- (ii) identifying partnerships based on aligned values and priorities and potential for joint funding; work with those partners to identify large-scale grant applications and consortia proposals; and
- (iii) developing a Precincts Strategy for the Northern BioSciences Precinct and related initiatives that engage with all levels of government, local industry and the community.

### **C. Increase cross-disciplinary research collaborations**

The main mechanism for cross-disciplinary research will be the RFAs. RFAs will address pressing national or global problems and attract game-changing external partners enabling a credible claim of strong competitive research advantage by La Trobe. The target for 2017 is for at least 3 major CRCs or Centre of Excellence bids to be led by La Trobe researchers.

Specific strategies include:

- (i) supporting RFAs through targeted resourcing, including through performance-based funding and targeted HDR scholarships. The University and faculty central budget models will continue to underpin RFA support;
- (ii) annually reviewing governance, leadership and support for each RFA to ensure complementarity with Faculty research objectives and to ensure timely and tailored support by administrative and professional functions; and
- (iii) engaging appropriate internal and external expertise to assist each RFA to lead a CRC or Centre of Excellence bid.

#### **D. Double total research income (from baseline 2010)**

The University is committed to doubling research income from a baseline (2010) by 2017 with a high proportion of income generated within RFAs. Faculties with strengths in particular categories of research income will focus on building on these strengths as well as doubling research income overall.

Specific strategies include:

- (i) setting clear targets in Faculty and RFA Operational Plans for research income growth in line with a doubling of research income by 2017;
- (ii) creating a coordinated Research Budgeting and Resourcing Plan for the University and faculty-level budget and block grant allocation and management; and
- (iii) attracting more external applicants into ARC/NHMRC-funded fellowships through timely and strategic support of fellowship grant proposals and provide a framework for such appointments to progress into continuing appointments.

#### **E. Ensuring that up to 60% of EPRs are located in RFAs to create a strong, confident research culture that will encourage researchers to grow research quality and income across all categories of income.**

La Trobe is committed to improving the HDR experience and to creating a supportive research culture for ECRs. We will ensure that internal structures and processes are consistent with research training benchmarks and standards that are unequivocally at the highest professional level.

Specific strategies include:

- (i) fostering a stronger research culture by considering establishment of a Graduate School to streamline and strengthen the administrative and infrastructure support for HDR students across the University. This will include education and training tailored to the needs of HDR candidates, ECRs and supervisors and the development of distinctive coursework-rich higher degrees;
- (ii) expanding the range of training and support functions to supervisors and ECRs across all campuses with a view to improving participation and completion rates for all HDR candidates; and
- (iii) continuing to ensure high quality supervision by careful selection, professional development and regulation of supervisor load; ensure that each supervisory panel includes an established, productive researcher.

#### **F. Improve La Trobe's international research-based institutional ranking**

There is clear evidence that the growth in universities in the Asian region together with stronger research performance internationally is having an impact on the nature and shape of research globally and importantly, on the rankings of institutions. There is an imperative to develop capability to build on the historically high quality of research and teaching conducted at La Trobe.

Specific strategies include:

- (i) implementing the University Rankings Strategy;
- (ii) fostering an underlying culture of targeting publications towards high quality journals and introduce incentives for highly cited papers and quality books;
- (iii) distributing 80% of block grant funding towards researchers and research teams demonstrating high performance including attracting national competitive grant income and/or producing high quality outputs, as determined by faculties against University-wide criteria; and
- (iv) identifying 2-3 international institutional partners with which to develop research, teaching and outreach collaborations; commence negotiations regarding formal institutional level benchmarking partnerships with potential candidates in 2014.

### Excellence in Research for Australia

The Research Plan takes account of the information 2012 ERA has provided on research excellence in the University. It details actions to sustain and further develop research excellence at La Trobe University, particularly strategies to:

1. Maintain and develop underlying disciplinary strength of existing and emerging high-performing research teams by creating up to 20 DRPs with 2 to 5 Programs implemented in 2013;
2. Develop a tailored plan by July 2013 for each assessable FoR to ensure that ERA performance is maintained or improved in the 2015 ERA round; and
3. Foster an underlying culture of targeting publications towards high quality journals and introduce incentives for highly cited papers and quality books.

The University's results for the 2012 ERA assessment show a significant improvement over the 2010 results. Assessments were made across 22 Broad fields of Research (2 digit codes) and 157 Specific Disciplines (4 digit codes). The number of fields of research, at the 4 digit level, that were rated at world standard or above has risen from 29 in 2010 to 38 in 2012. The number of fields of research where La Trobe ranked at well above world standard (ERA 5) increased from 3 to 9.

The fields of research, at the 4 digit level, that have risen over 2010 ratings include: 0301 Analytical Chemistry (moved from 3 to 5), 0605 Microbiology (4 to 5), 0606 Physiology (3 to 4), 0608 Zoology (2 to 4), 1110 Nursing (3 to 5), 1402 Applied Economics (2 to 3), 1502 Banking, Finance and Investment (2 to 3), 1503 Business and Management (2 to 3), 1601 Anthropology (2 to 3), 1608 Sociology (2 to 3), Journalism and Professional Writing (2 to 3), Archaeology (4 to 5), and Historical Studies (4 to 5).

The results included several fields of research that were not assessed in 2010, including: 0707 Veterinary Sciences (5), 0801 Artificial Intelligence and Image Processing (3), 0806 Information Systems (3), 1199 Other Medical and Health Sciences (5), and 1507 Transportation and Freight Services (3).

### 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)	12	14	16
Number of disciplines, as defined by four-digit FoR, performing at world standards or above (3, 4 or 5)	29	38	44

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
	3	4

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	11.3	13.9	22.6	28.2	33.3
Category 2 Income	8.1	9.5	11.4	13.1	14.8
Number of joint research grants in Australia	59	61	63	64	66
Number of joint research grants overseas	2	2	3	3	4
Number of jointly supervised PhD students in Australia <sup>12</sup>	141	146	151	156	161
Number of jointly supervised PhD students overseas <sup>13</sup>	0	0	1	3	4

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

Optional Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Increase number of Established and productive Researchers	393	412	433	454	477
Increase number of Early Career Researchers	235	242	249	256	264
Increase cross disciplinary research via successful CRC or Centre of Excellence bid led by La Trobe researchers in each RFA	0	1	2	3	4

## 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

We will foster a stronger research culture by considering establishment of a Graduate School to streamline and strengthen the administrative and infrastructure support for HDR students across the University. This will include education and training tailored to the needs of HDR candidates, ECRs and supervisors and the development of distinctive coursework-rich higher degrees.

<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).

The Research Plan sets out a goal to develop procedures to assess Higher Degree by Research (HDR) student skills and learning needs at the beginning of their candidature.

Students will be provided with training for those identified needs either through postgraduate level coursework specifically provided for HDR students, through other existing postgraduate courses, through seminars and intensive training programmes or through other services such as the Academic Language and Learning Unit and Library research support.

La Trobe has established the Research Education and Development (RED) Unit to extend research education and support HDR students and their supervisors, as well as early career researchers and other researchers. The RED Unit and faculties will conduct specific education and development initiatives to support and embed cross-disciplinary research, particularly for ECRs across all campuses. Recognising the strong growth in HDR numbers (especially in regional campuses), the planning and monitoring growth to balance supervisor workload with growth in HDR numbers will be a key task. There is an upper limit on the number of HDR students that can be supervised by a principal supervisor as part of workload discussions, with a recommendation that a supervisor should not normally supervise more than eight full-time equivalent (FTE) students (or more than 12 individual students in total).

La Trobe has also introduced a requirement for Research Progress Panels (RPPs) to support each HDR student's research, especially their planning and evaluating of progress. RPPs consist of the student's supervisors and another staff member who chairs the meeting and is not a supervisor. RPPs also provide a resource for addressing any issues or problems the student may encounter, are a mechanism for monitoring supervision and provide information to assist in the central administration of HDRs.

La Trobe wishes to be recognised for its research environment and culture and to build a reputation as an institution that is not only a research leader, but also as a leader in the support it provides for researchers.

La Trobe will develop a pipeline of young academic talent by attracting more postgraduate research students and Early Career Researchers (through the post-doctoral program), and by creating more opportunities for secure employment of young researchers. This pipeline will be centred around the Research Focus Areas.

The University aims to provide tailored support for HDR discipline cohorts including facilitated networks both across the university and other higher education providers. The University will distribute APA and RTS funding to Aboriginal and Torres Strait Islander HDR students through general and specific application processes. This includes targeted invitations to all La Trobe indigenous honours students, promotion of La Trobe equity scholarships and a requirement for RFAs to explicitly plan for increased support for indigenous HDR students in the RFAs. A focus in specific HDR student support by faculties and central Indigenous Student Services will include access to bursaries and other in kind assistance.

In terms of the quality of the La Trobe research training environment, 70% of students offered scholarships in 2011 and 2012 at La Trobe are studying in areas of research strength.

Of the scholarship recipients at La Trobe commencing in 2012, 72% are supervised by staff in fields of research with ERA ratings of 3, 4 or 5 (or unassessed).

The La Trobe Research Plan sets out a goal to develop coursework for HDR students that will include generic skills and knowledge.

The Strategic Plan goal is to improve the student satisfaction as measured by the Postgraduate Research Experience Questionnaire. The measure of success will be that La Trobe is ranked in the top 12 nationally in 'overall student satisfaction' in each Field of Education by 2017.

### 5.3 Performance indicators and targets

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

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

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

Principal Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
HDR student load	1128.14 [Note 1]	1150 (Note 3)	1160 (Note 3)	1170 (Note 3)	1180
HDR student completions by masters	28 [Note 2]	23	24	25	26
HDR student completions by doctorates	157 [Note 2]	165	170	176	182

1. 2012 census Jan to Dec with revisions to 31 March 2012

2. Based on final 2012 Jan to Dec completions

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

Optional Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Student satisfaction with quality of research training experience such as the Postgraduate Research Experience Questionnaire	52.2% [Note 1]	54	56	58	60
HDR student publication rates	745	770	796	823	850
Externally sponsored HDR candidates	197 [Note 2]	208	215	222	229
Supervisor development indicators	41% of supervisors are EPRs [Note 3]	42%	42%	42%	43%
	EPRs supervise 72% HDR students	74%	76%	78%	81%

1. Data source PREQ survey 2011 (completions during calendar year 2010)

2. Data source: SISON as at 3 June 2013

3. Established and Productive Researchers have either had success in a national competitive grant in the last three years or have been judged by their Head of School, on receiving advice on the performance profile over the last six years, that they are established and productive.

## 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:
- must do so by sending it to the other Representative set out in clause 6.4.2; and  
must, if a response is required to the notice, set out the time in which the response is to be given;
- 6.4.2** The Representatives are:
- a. University Representative  
Robyn Harris  
Director, Planning and Institutional Performance  
Office of the Vice-Chancellor  
La Trobe University  
Bundoora 3086  
Fax 03 9479 1891 Phone 03 9479 2103

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

OR

[compacts@innovation.gov.au](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 La Trobe University, ABN 64 804 735 113

