



Australian Government

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

2014-16 Mission-based Compact

Between:

The Commonwealth of Australia

and

The MCD University of Divinity

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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

MCD University of Divinity

ABN 95 290 912 141

A body corporate under the Melbourne College of Divinity Act 1910

Of

21 Highbury Grove

Kew VIC 3101

(University)

A. Policy Setting

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

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

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

B. The Purpose and Effect of this Compact

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

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

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

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

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

C. Establishment of the Compact

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

D. The Principles of Commonwealth Funding Support

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

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

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

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

E. The Structure of this Compact

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

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

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

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

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

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

PART ONE: FOCUS & MISSION

The Commonwealth's Focus for this Compact

The Commonwealth's ambitions for higher education include:

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

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

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

1 THE UNIVERSITY'S MISSION AND STRATEGIC PRIORITIES

1.1 The purpose of the University's Mission

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

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

1.2 The University's Mission and Strategic Priorities

Background

MCD University of Divinity is unique in Australia: it is the only Australian University of Specialisation on the National Register, and it is the only collegiate university in Australia.

Founded as the Melbourne College of Divinity in 1910 by the Victorian Parliament to award degrees, diplomas and certificates in divinity and its associated disciplines, MCD became a University of Specialisation on 1 January 2012 with self-accrediting authority in the field of Philosophy and Religious Studies.

MCD is made up of ten Colleges, eight in Victoria, one in South Australia, and one in New South Wales. All academic staff and students join the University through one of its Colleges. Each College operates under the auspices or in partnership with a church or religious order, including national and international links.

MCD is a private higher education provider and receives funds from the Commonwealth principally through Research Block Grants and FEE-HELP.

Vision and Mission

In consequence of its new status, in 2012 the University's Council approved a new Vision, Mission, and Graduate Attributes, together with a series of Strategic Goals for the period 2013 - 2015, under the theme 'Strengthening our Collegiate University'.

Our vision is that 'Together we empower our learning community to address the issues of the contemporary world through critical engagement with Christian theological traditions.

Our mission specifies that 'We fulfil our vision through excellence in learning, teaching, and research; stewardship of our resources; and engagement with the churches and community in Australia and internationally.'

Our mission also affirms that 'We demonstrate how to live in unity with diversity', reflecting the unusual degree of co-operation across religious differences expressed in the collegiate structure of the University.

The Vision and Mission reflect MCD's two distinctive features: firstly, that its core business is in one broad field of education, Philosophy and Religious Studies; secondly, its collegiate structure, enabling many partners to join in one enterprise.

The Vision and Mission give renewed priority to engagement with the world beyond the University, in particular in Australia and the Asia-Pacific region. This will be achieved through strengthening existing partnerships and building new ones with churches and religious orders, and agencies associated with them, always within an ethos of service that is fundamental to the study of divinity.

Strategic Plan 2013 - 2015

The University's Strategic Plan 2013 - 2015 has ten Strategic Goals. These focus on consolidation of the University's activities in light of its new status, while adding a new emphasis on external engagement:

1. Form graduates and teachers who exemplify our graduate attributes
2. Provide outstanding learning environments for all students at each College
3. Reach new groups of students
4. Build up a new generation of theological scholars and teachers
5. Develop research partnerships that serve the churches and community
6. Increase research capacity and productivity
7. Consolidate strong and effective collegiate relationships
8. Improve financial viability throughout the University to support strategic initiatives
9. Contribute to the quality of public conversation through theologically informed argument
10. Strengthen theological education in the Asia-Pacific region, including Australia.

Achievement of these goals will enable the University to develop and resource new initiatives in a future Strategic Plan.

Key objectives

Key objectives within these goals are described below, together with an indication of how they relate to Commonwealth objectives and plans for advancement.

Research: MCD has a strong track record in research performance as indicated by its share of the HDR market in theological study in Australia and the Asia-Pacific, and in its receipt of a 3 in the 2010 and 2012 ERA. MCD is committed to the generation and dissemination of new knowledge at the highest standard and therefore aims to achieve a 4 in ERA 2015. It is in the process of developing a project plan to direct strategies for the achievement of this goal. Through the finalisation of a 3-year agreement with Monash University's Institute for Graduate Research, MCD will strengthen its program of training for research supervisors. The revision of the payments and fee structure (see below under 1.2.5 Support for Key Objectives) will also enable MCD to direct funds more strategically to support research activities within the Colleges, including the provision of centrally-funded research leave for academic staff by 2015.

Partnership: MCD exists because of its fundamental partnerships with churches and religious orders. These links can be strengthened to mutual benefit, extending MCD's benefit to church and community in three directions: increased engagement with existing partners, especially in increasing our targeted research and teaching programs aligned with the needs of the churches; innovation in teaching and research with new partners in the form of faith-based agencies in health, education and welfare; expansion into international partnerships including higher education providers of theology in the Asia-Pacific region building on existing, largely informal links. Two key initiatives are the roll-out of a new Graduate Certificate in 2014 in cooperation with faith-based community service agencies including Jesuit Social Services and Anglicare, and preparation of an MOU with faith-based aged-care agencies to provide articulation arrangements for a Diploma in Aged Care into MCD awards and to explore creating a new award in 2015.

Staff succession: MCD's Institutional Performance Portfolio reveals that its staff are considerably older than the national average. While members of religious orders and other staff in higher education tend to work longer than in other disciplines, staff succession planning is nevertheless a key issue for ensuring sustainability. By 2015 MCD aims to provide more opportunities for HDR students and early career academics to gain research and teaching experience. From 2014 MCD will provide University-wide professional development programs to all new staff with optional participation for existing staff.

Access: Most MCD students are over 21 years of age, and bring a variety of life experience to the classroom. MCD has a strong track record in the delivery of higher education to cohorts without previous tertiary study and individuals who are first in family to attend university. To build on this record in the next three years, MCD aims to plan new programs and support mechanisms for three groups of students: Aboriginal and Torres Strait Islander people, school-leavers seeking a liberal arts curriculum, and staff and associates of institutions associated with the churches and religious orders.

Student experience: MCD has an excellent reputation for the delivery of stimulating and rewarding courses, as seen in its consistently outstanding results on student unit evaluations and in the recent ACER 'University Experience Survey' for 2012. A challenge is to ensure this excellence is universally available to all students in each course at every College. A key objective is the roll-out of a University-wide, single Learning Management System commencing on 1 January 2014 to ensure a one-stop shop for service and course delivery.

Support for key objectives

MCD's strategic plan for 2013 to 2015 puts in place three activities that will enable its goals and objectives to be resourced.

First is greater coordination and consolidation of existing activities, especially in the area of student services and international partnerships. Identification of what MCD is already doing well and sharing that resource will free resources for other purposes.

Second is a major restructure of MCD fees and payments to ensure that both the University and its individual Colleges are appropriately resourced in sustainable ways that reward growth and foster strategic initiatives. This restructure will be implemented on 1 January 2014.

Third is focussing attention on programs to foster and support research training activities, including disciplinary seminars, supervisor training and development, and dedicated early career academic programs. This will build academic resources especially in the area of supervision to ensure MCD has the capacity to sustain and increase its HDR student load.

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

MCD's 2013-2015 Strategic Plan is the first attempt by the University as a whole to include goals about Aboriginal and Torres Strait Islander participation. MCD recognises that while its individual Colleges have varying degrees of relationship with Indigenous Australians, there is not a history of setting targets for participation for either students or staff. The outcome of this is reflected in recent Institutional Performance Portfolio results, where MCD has only 3 students of Aboriginal or Torres Strait Islander background, and no HDR students or staff.

MCD recognises that as a higher education provider in the area of theology it has a moral and ethical obligation to Aboriginal and Torres Strait Islander people as the First People of this land.

In the next three years MCD aims to put in place frameworks that will enable greater participation. As there has not been any consultation with Indigenous Australians, nor any review of programs with a view to strategies to provide appropriate support services whether inside or outside of the classroom, the participation targets are necessarily aspirational at this point in time. Consequently, the Academic Board has committed to

designing and implementing strategies by 2015 to increase the enrolment and participation of Aboriginal and Torres Strait Islander students in coursework awards, in part through the provision of targeted scholarships.

There are three key goals:

1. Reconciliation Action Plan

Establishment of a Reconciliation Action Plan will provide a basis through engagement with Aboriginal and Torres Strait Islander people for meaningful and effective action to increase participation in theological education. This will include building on work done by individual Colleges in preparations for Reconciliation Action Plans.

In addition to work done in the various Colleges, the University's Strategic Planning Committee, reporting directly to the University's Council, will oversee the development and implementation of a University-wide Reconciliation Action Plan. This has a due date for completion of December 2014.

2. Build links with existing higher education providers

Australia has two colleges engaged in theological education by and for Aboriginal and Torres Strait Islander people (Nungalinya College and Wontulp-bi-Buya College), both substantially engaged at pre-higher education levels. MCD will build links with them primarily to support their work and secondarily to create a base from which MCD can improve its contribution to this area.

3. Improve student services

Through the previous two initiatives, it is anticipated that MCD will need to audit its student support services to ensure that, as recommended by the *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People*, Aboriginal and Torres Strait Islander current and future students receive appropriate support.

MCD is also investigating the feasibility of an aspirational target, namely the establishment of a dedicated program at graduate level for Aboriginal and Torres Strait Islander people of faith to engage in theological education with a view to equipping them to be leaders of Christian communities, and through those communities, of wider Australian society. This program would include the appointment of an Indigenous Australian director. It is tentatively envisaged that this may take the form of a Centre for Indigenous Christian Leadership. The Vice Chancellor has commenced consultation with staff at one of MCD's Colleges, where it is likely that the Centre would be hosted. However, it needs to be noted that the realisation of this goal falls outside the period of this compact.

2.3 Performance Indicators and Targets

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

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

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

Principal Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Number of all Aboriginal and Torres Strait Islander student enrolments ¹	3	6	6	10	10
Number of all Aboriginal and Torres Strait Islander student completions ²	0	1	1	2	3
Number of all Aboriginal and Torres Strait Islander professional/general staff ³	0	0	0	0	0
Number of all Aboriginal and Torres Strait Islander academic staff ⁴	0	0	0	1	1

Optional Performance Indicators	Outcome
Indicator 1: A Reconciliation Action Plan.	signed by December 2014 , including agreement on outcomes
Indicator 2: MCD will establish documented links with existing Indigenous theological providers, namely Nungalinga College (NT) and Wontulp-bi-Buya College (QLD), including targets for provision of some or all of support services in administration, staff leave and development, learning and teaching, financial support.	December 2015
Indicator 3: Student support services will be reviewed to ensure specific needs of Aboriginal and Torres Strait Islander students are being and will be met.	December 2014

¹ Refers to total undergraduate, postgraduate and HDR students by headcount

² See footnote 1 for definition

³ Refers to number by headcount

⁴ See footnote 3 for definition

PART THREE: INNOVATION AND ENGAGEMENT

3 INNOVATION AND ENGAGEMENT

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

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

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

3.1 Innovation

3.1.1 Commonwealth objectives

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

3.1.2 University strategies

As an Australian University of Specialisation in the Field of Research 22 'Philosophy and Religious Studies', MCD has no plans for commercialisation and does not expect to be in receipt of Commonwealth funds for this purpose from 2014 to 2016.

MCD does plan to expand its engagement with Asia and the Pacific through building relationships with other higher education providers and religious organisations, especially through existing contacts with former research students now in those regions, and through partnerships forged by MCD's Colleges to improve cultural and economic wellbeing in the Asia-Pacific region.

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

As a private higher education provider, MCD University of Divinity is predominantly funded by industry partners in the form of 8 Christian churches and several religious orders. It provides higher education graduates from AQF level 7 to level 10 to its industry partners through training ministers and leaders for the churches and religious orders, as well as chaplains and professionals for church-related agencies in the health, education and community service sectors.

MCD does not receive Commonwealth funding to support these outcomes which contribute to the spiritual, cultural, and economic well-being of Australia. (MCD students are, however, supported through the FEE-HELP loan scheme.)

MCD continues to work closely with its industry partners through its Colleges in the development of graduate attributes and course outcomes that meet the needs of its partners. Apart from general theological qualifications this is especially true of dedicated programs at Graduate Certificate and Graduate Diploma levels in the fields of Religious Education and Pastoral Care.

The 2013-2015 Strategic Plan includes objectives for the development of new programs in collaboration with at least one faith-based community services agency targeting issues of identity, mission and values.

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

In the next three years MCD aims to strengthen and formalise existing partnerships and to establish at least three new partnerships, in each case with external organisations to build collaborative research activity in areas of mutual interest. This will build MCD's capacity as a University of Specialisation to apply theological knowledge and methodology to contemporary situations, whether through interdisciplinary research or applied research in conjunction with another agency. This will be supported through quarantining 20% of internal research grants to staff for projects building partnerships.

A key strategy is establishing media and community awareness of the University and its work. This will be undertaken through outreach activities to bring MCD's researchers into public conversation. To assist this, two partnerships with public think-tanks or research institutes will be established to foster the dissemination of high quality public theology by 2015. Negotiations have already commenced with the Yarra Institute for Religion and Social Policy, which has expressed its hope of being incorporated as the University's dedicated public policy research institute, and with the Christian Research Association. Other partnerships are being considered, and contact has been initiated. The Strategic Planning Committee of MCD's Council has been given responsibility for initiating and developing these relationships.

MCD also commits to providing leadership in theological education within Australian and the Asia-Pacific region. Philanthropic support will be sought to facilitate greater participation with developing colleges and universities in the region. This will consolidate and expand our connections with the Asia-Pacific region, building on an existing record of service in Papua New Guinea, Pacific island nations, and south-east Asia in particular. For example, MCD already has strong relationships with the Malua Theological College in Samoa, and has a well-established program of training academic staff from that college to doctoral level and returning them to Samoa to take up leadership positions. In particular, the University will, by December 2015, have programs in place to support at least 4 members of academic staff per year providing minimal or no-cost teaching to smaller regional theological colleges in the Asia-Pacific.

MCD's educational aspirations also include a centre to support graduate study of theology by Aboriginal and Torres Strait Islander people. The Finance and Investment Committee of the University has been given responsibility for funding, by December 2015, at least two coursework scholarships and/or bursaries for students from indigenous or Asian-Pacific backgrounds. MCD will seek philanthropic support for these initiatives from new sources, to provide access opportunities for new groups of students.

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 ⁵ with industry and other partners in Australia	0	0	1	2	3
Number of active collaborations ⁶ with industry and other partners overseas	0	0	1	3	5
Category 3 Income	\$2162023	\$2358421	\$2430000	\$2500000	\$2575000

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

Optional Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Number of articles in general media authored by university staff	0	2	6	12	12

⁵ 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.

⁶ 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

University student enrolment planning

MCD offers courses in a single field of education, Philosophy and Religious Studies, under its accreditation as a University of Specialisation. It has no plans to expand beyond this in the 2014 to 2016 period.

MCD is not funded through the Commonwealth Grant Scheme for non-research student enrolments.

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

MCD's commitment to quality is being significantly advanced in 2013 and 2014 through the roll-out of agreed reforms to governance and executive staff. This will enable improvements to be identified and rewarded, and future strategies to improve learning and teaching to be targeted to the areas where they are most needed.

In 2012 MCD University of Divinity completed a major OLT grant on 'Transforming Theology' as the lead institution of a team of theological higher education providers. MCD now plans to improve the quality of its learning and teaching through a range of strategic initiatives based on the outcomes of this grant.

Prime among these is implementation of the new Graduate Attributes through revision of all course and unit learning outcomes to ensure the new Attributes are embedded in the curriculum and achieved. This will include implementing recommendations from the OLT grant completed in 2012.

MCD will also institute a program for rewarding staff teaching performance, including re-examination of its academic staff classification and promotions policy (adopted in 2012), and to ensure that academic staff are equipped to nominate successfully for OLT citations and awards for learning and teaching.

MCD expects to be a partner institution on one OLT grant application in 2013, and aims to increase its participation in OLT grants as both a lead and a partner institution over the next three years.

Each of these goals will be the responsibility of a new full-time senior staff position, the Director of Learning and Teaching, who reports directly to the Vice-Chancellor (the appointee, Dr John Capper, commenced work in this role in April 2013). This new post has responsibility for motivation of innovation in teaching and establishing programs to improve the quality of learning and teaching.

Student outcomes will be the focus of the new Academic Quality and Standards Committee of Academic Board commencing operation in 2013, which has a brief to develop, monitor and improve MCD's benchmarking not only in its standards as compared to other Universities, but also in the achievement of graduate outcomes and acting on student and alumni feedback.

The University expects that the Office for Learning and Teaching (OLT) will follow up with the University's Director of Learning and Teaching in 2014 on these learning and teaching initiatives.

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 PELTHE7 program where the University is the lead institution	1	0	1	1	2
Number of active learning and teaching projects supported by the PELTHE8 where the University is a partner institution	0	0	1	1	2
Number of citations for outstanding contributions to student learning	1	0	1	1	2
Number of awards for teaching excellence	0	0	0	0	0
Number of awards for programs that enhance excellence	0	0	0	0	0

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.

⁷ 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.

⁸ See footnote 10 for definition.

4.3.2 University strategies

MCD is committed to making its privately-funded resources in learning and teaching available to a wide pool of students. It has three strategies to increase access.

First, a comprehensive proposal for a new undergraduate degree aimed specifically at school leavers will be prepared.

Second, the roll-out of a new University-wide Learning Management System will enable expansion of MCD's online distance education program, including the development of hybrid units taught online with local face-to-face tutorial support. This will continue to improve MCD's outreach into non-urban communities in Australia.

Third, the University will seek to establish a new scholarship program for non-research students from low socio-economic backgrounds in Australia and the Asia-Pacific region to remove economic disincentives to study.

In 2013 a new committee of Academic Board was formed, the Student Services Committee, with a specific brief to monitor and develop policies and practices that support students inside and outside the classroom. In 2013 and 2014 the Committee will implement new processes to support students with a disability, and to provide high quality academic skills training resources to all students in both face-to-face and online formats. These strategies aim to improve access for students to MCD courses, and to facilitate successful completion of courses by at risk students.

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

MCD's physical facilities are owned and administered by its Colleges. The University monitors the capacity, standard, and renewal of facilities through its Campus Master Plan. In the period 2014 to 2016 three of the ten Colleges will either significant rebuild, move, or build a new campus.

In 2013 the University has commenced two new projects to improve University-wide facilities in online study.

The first, a central digital library portal for access to electronic resources, will replace existing College-based facilities. This project will be launched in 2013 and expanded in 2014.

The second, a University-wide Learning Management System, ensures that, wherever a student is studying, access is available to a consistent learning platform including lodgement of assessment and facilitating ease of communication with teachers and peers. This project will be launched on 1 January 2014 taking over existing College-based LMS resources, and will be used by all units and courses offered by the University by 2016.

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

Over the term of this compact the University will consolidate the performance and productivity of its academic staff and HDR students in seven specific areas:

1. Strengthening its doctoral programs

MCD has recently completed a review of its doctoral programs and is currently conducting consultations with the Colleges regarding the recommendations. Specifically, the University is considering a rationalisation of its doctoral awards to offer only the PhD. It is also considering a further review of the strength of its pre-PhD education pathways, in particular at graduate diploma and master by coursework and research levels. It is envisaged that this review will extend into 2014.

2. Improving supervisor training and development

MCD is committed to expanding the size and capacity of its pool of HDR supervisors and to improve training. It has entered into a 3-year agreement with Monash to provide tailored supervisor training programs at the Monash Institute of Graduate Research including at least one 2 day program per year for 3 years. By 2016 MCD will have 15 new research supervisors who have received training and commenced supervisions.

3. Collaborative partnerships

Individual MCD staff are presently involved in several research collaborations, such as the International Syriac Language Program, and an ARC Linkage Project with Monash, UWA, and the Dominican and Franciscan Friars. The University aims to strengthen existing research partnerships and develop at least three new partnerships by 2016. It is likely that at least some of these will emerge from the University's commitment to exploring public policy engagement (see above, 3.3.2). Therefore, collaborative research partnerships may be with non-government social welfare agencies and social policy research institutes, rather than necessarily with universities. In some

instances, MCD may build into these partnerships a limited number of PhD placements, and use industry collaborators as external supervisors.

4. Improve the availability of research resources

MCD will launch a central digital library portal in 2013 providing on-campus and remote access to a wide range of relevant digital resources to all staff and students.

5. Postdoctoral Fellowship

The University recognises the need to develop opportunities for early career academic development. It aims by 2016 to have at least one full-time postdoctoral researcher in place, whether funded by the University, through philanthropy, or external competitive grants.

6. Excellence in Research for Australia

MCD has performed strongly relative to size in the first two ERA rounds being rated in both 2010 and 2012 at 3 - at world standard - in the one 4-digit FoR in which it has been assessed (2204). It has set itself a target of achieving a 4 in ERA 2015, and believes that to be an important statement of intent as a University of Specialisation. MCD does not pursue research in areas outside of the FoR Philosophy and Religious Studies (22). With an emerging concentration in Philosophy, MCD also aims to be assessed in FoR 2203 in the next ERA round. Academic staff will be assisted in maintaining and improving MCD's ERA performance through provision of research leave for one staff member per semester through central funding, in addition to College-based arrangements.

The University is not responsible for the appointment of academic staff, which is left to the Colleges and their sponsoring churches and religious orders to determine according to need. Therefore, the University is not immediately engaged in directing staffing resources towards new academic staff hires with ERA 2015 in mind. However, Catholic Theological College in particular has been intentionally hiring in the area of Philosophy, to build its research strength in that FoR. The addition of a new research-active College to the University since the census date for ERA 2012 will also bring additional strength in key research areas for 2015.

While MCD is aiming for a 4 in the next ERA round, it is important to note that ERA does not drive the University's research strategy. Therefore, internal allocation of research funds, including for HDR students, will be determined primarily according to Colleges' needs and the needs of their partners.

7. Competitive Research Grants

MCD received an Office of Learning and Teaching Grant in 2012, which can now be counted as Category 1 income. It also expects to be a participant in an OLT project in 2013. Given the size and structuring of the University's academic staff, we are likely to be able to compete successfully for another OLT grant, but will need at least a year between the completion of one project and the start of another.

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

Disciplines the University commits to demonstrating substantial improvement in as defined by two-digit FoR and/or four-digit FoR	Disciplines nominated in 2011–13 Compact	Disciplines nominated in 2014–16 Compact
	Two-digit: History and Archaeology (21); Philosophy and Religious Studies (22). Four-digit: Historical Studies (2103); Philosophy (2203); and Religion and Religious Studies (2204).	Two-digit: Philosophy and Religious Studies (22). Four-digit: Philosophy (2203); Religion and Religious Studies (2204).

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	0	1	1	0	1
Category 2 Income	0	0	0	0	0
Number of joint research grants in Australia	1	1	2	2	3
Number of joint research grants overseas	1	1	1	1	1
Number of jointly supervised PhD students in Australia ⁹	4	5	7	7	8
Number of jointly supervised PhD students overseas ¹⁰	4	5	5	4	4

As per (7) Competitive Research Grants above, MCD anticipates participating in an OLT project again in 2013, and expects further success in future years, adding to category 1 income success

⁹ 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).

¹⁰ Please provide the number by headcount of jointly supervised HDR students enrolled in your institution who have a supervisor from an external overseas organisation (examples include someone from a government organisation, hospital or another university).

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

Optional Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Number of fully funded postdoctoral fellowships	0	0	0	0	1

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

MCD is committed to enhancing the experience and performance of its HDR students through the following strategies.

1. Student representation

From 2013 the Academic Board will have an HDR student member elected by HDR students. This will enable research students to have a direct voice in the academic governance of the University and will facilitate improved communications of responsibilities and rights between students and University.

2. Indigenous HDR outcomes

As foreshadowed above (2.2) MCD recognises that it has a moral and ethical obligation to Aboriginal and Torres Strait Islander people as the first people of this land, and that therefore it needs to boost its efforts to increase the participation of indigenous researchers. The establishment of the proposed Centre for Indigenous Christian Leadership may be able, in time, to provide a hub for indigenous theological research. However, this aspiration is not achievable within the period of this Compact. RTS and APA funding sources may be used to facilitate greater access for indigenous researchers, however, the size of any potential pool of Aboriginal and Torres Strait Islander doctoral candidates in areas relevant to MCD's mission first needs to be established through an environmental scan before any targets for directed funding can be set.

3. Access to research resources

MCD's new digital library portal will provide on-campus and remote access to a wide range of relevant resources including research databases to staff and students. This will be launched in 2013 and further developed in 2014.

4. Conference and travel grants

MCD HDR students are eligible to receive up to \$2500 for international travel and up to \$750 for domestic travel during candidature to present research at scholarly conferences or to conduct field work or archival research.

5. Supervisor training

Research supervisor training will be significantly improved through the partnership with Monash University noted above. This will expand the pool of potential research supervisors and ensure supervisors are equipped with best-practice in supervision. Over 3 years, a total of 36 members of MCD academic staff will attend the Monash supervisor training workshops, which have been

tailored to MCD's purposes. Selection of participants takes into consideration disciplinary need, as well as the need to balance training for early career and experienced academics.

Built into the project plan for this venture is an assessment matrix, which will identify the extent to which MCD's total number of active research supervisors is growing as new supervisors begin taking on candidates. Consolidated assessment over the first two years of the program, taken from feedback from participants and from the involvement of the Director of Research in the running of the workshops, will also help identify what resources MCD will need to put into place to be able to run its own supervisor training program at the expiration of the 3-year agreement.

6. Generic skilling for HDR students

MCD is conscious that its research student cohort tends to be mature-age and part-time, with only a small percentage of research candidates intending to train for the academy. However, the University is cognizant of its obligation to develop the broader skill sets of its HDR students, including communication skills. Therefore, by December 2013 a sustainable program of University-wide postgraduate research seminars will be in place, and by 2014 MCD will have developed and implemented a program for providing research students with teaching experience.

7. Semesterisation of HDR courses

In 2012 the Academic Board approved a proposal to semesterise all HDR courses with implementation from January 2013. This aims to foster the establishment of a more coherent cohort of HDR students, building research culture, including through provision of dedicated HDR orientation programs. From 2013 this will also enable the introduction of relevant coursework components to the PhD to support student research programs.

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	57	59.09	60	62	65
HDR student completions by masters	2	6	7	7	7
HDR student completions by doctorates	6	8	8	8	9

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

Optional Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Number of supervisors attending training & accreditation programs	0	0	12	12	12
Number of new supervisors commencing research supervisions			2	10	15
Number of PhD students receiving teaching experience				5	7

PART SIX: GENERAL PROVISIONS

6 GENERAL PROVISIONS

6.1 Compact Review

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

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

6.2 Privacy and information sharing

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

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

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

6.3 Changing the Compact

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

6.4 Notices

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

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

6.4.2 The Representatives are:

- a. University Representative
Professor Peter Sherlock
Vice Chancellor
MCD University of Divinity
21 Highbury Grove
KEW VIC 3101
e: vc@mcd.edu.au t: 03 9853 3177 f: 03 9853 6695

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

OR

compacts@innovation.gov.au

6.5 Dictionary

In this compact, unless the contrary intention appears:

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

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

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

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

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

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

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

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

‘University’ means MCD University of Divinity and ABN 95 290 912 141

