



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 University of Western Australia

CONTENTS

Context	4
A. Policy Setting	4
B. The Purpose and Effect of this Compact	4
C. Establishment of the Compact	4
D. The Principles of Commonwealth Funding Support	4
E. The Structure of this Compact	5
Part One: Focus & Mission	6
Part Two: Aboriginal and Torres Strait Islander Access and Outcomes	11
Part Three: Innovation and Engagement	16
Part Four: Teaching and Learning	23
Part Five: Research and Research Training	34
Part Six: General Provisions	40

This compact is between

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

The Minister for Tertiary Education, Skills, Science and Research

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

ABN 77 599 608 295

Of

Industry House

10 Binara Street

Canberra ACT 2601

And

The University of Western Australia

ABN 37 882 817 280

A body corporate under The University of Western Australia Act 1911

Of 35 Stirling Hwy, Crawley, Western Australia 6009

(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

The University is in the process of revamping its strategic and operational plans to replace the current plans which expire at the end of 2013. These new plans are being developed in consultation with a wide cross-section of the University's many stakeholders, including the University Senate, Academic Council, faculties and schools, students and alumni. It is expected that the new plans will continue the overall strategic direction articulated in the current mission and vision, and the University's commitment to achieving international excellence in teaching and research for the benefit of the local, national and international communities. The new plans will nonetheless include a range of new initiatives and revamped priorities expected to give greater impetus to delivering the University's mission and vision.

The University's Mission

The University has consistently focussed on delivering high-quality outcomes consistent with its mission:

To advance, transmit and sustain knowledge and understanding through the conduct of teaching, research and scholarship at the highest international standards, for the benefit of the Western Australian, Australian and international communities.

The University sees that it will best fulfil its role as a local and national resource, contributing towards State and Commonwealth needs and priorities and responding to its stakeholder needs, if it undertakes research and scholarship that is recognised internationally as excellent and continues to develop graduates who can contribute as culturally-aware citizens of a globalised world.

The University Aspirations

The University's vision is to "achieve international excellence" and is formally expressed as:

The University of Western Australian will be recognised internationally for its excellence in teaching and research and as a leading intellectual and creative resource to the communities it serves.

The University is committed to becoming one of the world's top 50 Universities by 2050 and a top 100 University by 2013. The University sees its future with the following defining characteristics:

- **High quality**, as the pervading criterion for all our activities;
- **Comprehensive**, with a broad teaching and research profile in the arts, sciences, and professions;
- **Selective**, within a comprehensive base, to develop particular areas of research strength and emphasis;
- **Research-intensive**, with a strong teaching and research nexus across all our disciplines;
- **Internationally focussed**, for both the content and standards of our activities;
- **Technologically innovative**, to maximise our flexibility; and
- **Responsive**, to meet the needs of the community, our students and our graduates.

The University Objectives

The University's Operational Priorities Plan (OPP) for 2009 to 2013 translates the Strategic Plan into a set of strategic objectives and associated operational objectives, strategies and actions that are designed to advance the University's vision to Achieve International Excellence, together with an extensive array of performance indicators and targets designed to measure the University's progress.

The OPP specifies the following four priority strategic objectives:

1. To improve the quality of the student learning experience;
2. To improve the quality and impact, and productivity of research and research training;
3. To improve the University's positioning and reputation, and to develop strategic relationships and community engagement; and
4. To develop our people and resources.

Relationship to the Commonwealth's Objectives

The University fully endorses the Commonwealth's objectives for higher education and will continue to give tangible support to delivering these objectives, and provides the following as examples of the ongoing support that will be given to these objectives:

(i) **Providing opportunities for people from all backgrounds to participate to their full potential and be supported to do so:** The University remains committed to recruiting and graduating a diverse student cohort of the highest quality. It will continue to offer and refine its range of equity programs that include the Aspire UWA Program, the Mature-Age Access Program, and the Broadway and Fairway Schemes, and a range of special admission provisions for Aboriginal and Torres Strait Islander students that include the Provisional Entry Scheme for Aboriginal and Torres Strait Islander school leavers, offering guaranteed places and pathways for Aboriginal and Torres Strait Islander students into the new graduate entry Masters and Professional Doctorates including Engineering, Law, Medicine and Dentistry and our new Advanced Diploma in Medical and Aboriginal Health Sciences and Advanced Diploma in Legal Studies courses designed to prepare Aboriginal and Torres Strait Islander students for entry to postgraduate professional-entry courses.

(ii) **Providing students with a stimulating and rewarding higher education experience:** The University has held a long-term unrelenting and comprehensive commitment to a providing a high-quality student learning experience both within and beyond the formal setting of classrooms, laboratories and lecture theatres and has a credible performance in delivering good higher education outcomes. A major restructure of its courses, known as New Courses 2012, is being implemented to better meet the needs of students and the communities we serve. Pursuant to its commitment to excellence in teaching and learning, the University is also undertaking a major review of its vision for education, which will see the University further enhancing the educational experiences it provides to better suit the needs of its increasingly diverse student body while making better use of technology in course delivery.

(iii) **Producing graduates with the knowledge, skills and understanding for full participation in society and the economy:** The implementation of the New Courses restructure will provide a range of courses that have been designed to better meet the future educational needs of students and of the wider community. New Courses will:

- provide pathways that enable students to make a considered choice about their focus and preferred profession or academic orientation;
- ensure that every undergraduate course has a broad base of knowledge and will develop research skills and communication skills;
- provide arrangements for students to engage with the wider community through service learning experiences; and
- enlarge opportunities and support arrangements for study abroad within undergraduate courses.

(iv) **Better aligning higher education and research with the needs of the economy, and building capacity to respond to future changes in skills needs:** While the University produces graduates in areas of short supply, such as medicine, dentistry, nursing and engineering, its new course structure will equip graduates with a broader range of knowledge and skills that will allow them to better contribute to the needs of the economy and society in general.

The University aims to undertake research across a comprehensive array of disciplines in the arts, sciences, and professions, consistent with the nexus between teaching and research that characterise high-quality higher education institutions. Nonetheless it has focussed and will continue to direct priority towards particular areas of research. These areas include the following areas of particular relevance to meeting the needs of the economy:

- Plant sciences and sustainable food production;
- Energy and minerals;
- Medicine and health;
- Economic and regional development;
- Future cities;
- Nano and bio-technologies; and
- Public and business policy.

The University continues to be responsive to the needs of industry and the community in general in developing its teaching and research programs. In 2012 the UWA Energy and Minerals Institute negotiated a \$3 million partnership with Rio Tinto to become the first university engaged in Rio Tinto's Global Education Partnerships Program; a world-wide network of leading universities to foster skills and build education capability for the resources industry. Similar close cooperation exists between the resources industry and the UWA Centre for Minerals Exploration and the UWA Centre for Offshore Foundation Systems, through various collaborative research, training and information dissemination programs.

(v) **Increasing universities' engagement with all parties and linkages between universities and Australian businesses in particular:** The University has good record of engaging with Government, industry and commerce, and in collaborating with other universities. For example, the University:

- is a partner in Cooperative Research Centres, such as the CRC for Water Sensitive Cities and the Future Farm Industries CRC;
- undertakes collaborative research projects with industry partners funded through ARC Linkage grants;
- is involved with alliances, such as the AIM-UWA Business School Executive Education;
- collaborates with other universities in undertaking teaching and/or research, such as in International Centre for Radio Astronomy Research (ICRAR) which will play an important role in the Square Kilometre Array project, the WA Energy Research Alliance, in the WA Institute for Medical Research and in the Rural Clinical School of Western Australia; and
- undertakes contract research and consultancy activities, such as those operating through the University's Co-operative Education for Enterprise Development (CEED).

(vi) **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:** The quality of the University's HDR student experience is reflected in the relatively high levels of satisfaction reported by graduates on the PREQ. The University intends to continue to deliver high-quality research training across its wide range of discipline areas, in which higher degree by research (HDR) students' work alongside staff who have credible research records. The University also intends to continue attracting significant numbers of international students and students from other Australian universities to its research training programs.

(vii) **Improving knowledge transfer and commercialisation outcomes:** The UWA Office of Industry and Innovation has been instrumental in commercialising the University's research. Intellectual property has been commercialised in areas that include advanced materials and nanomaterial products, VOIP telecommunications technologies that don't require broadband internet, hearing protection/communication devices for use in heavy industry, treatments for Alzheimer's Disease, treatments of tendon, cartilage and soft tissue injuries, magnetic resonance imaging (MRI) technology and pharmaceuticals. The University will continue to engage with industry partners in disseminating, and where appropriate, commercialising its research.

(viii) **Consistent with the Asian Century policy framework, ensuring education is at the forefront of Australia's engagement with Asia:** The University sees itself as a substantial contributor to the directions described in the Asian Century policy framework. Around one fifth of the University's students are international students from Asian countries, principally Singapore, Malaysia and China. The implementation of the University's New Courses has seen substantial increases in enrolments in Asian languages. In addition, the Confucius Institute (CI) at UWA was the first CI to be established in Australia. It is dedicated to the strengthening of links between China and Western Australia, especially in the areas of Chinese language teaching and learning and cross-cultural awareness (including business culture). UWA has strong research links with many Chinese universities, including the establishment of joint research laboratories and research projects with universities such as Nanjing and Zhejiang which have enabled staff and students exchanges (at both the undergraduate and postgraduate level).

(ix) **Being amongst the leading Organisation for Economic Co-operation and Development (OECD) countries in terms of participation and performance:** The University aspires to achieve international excellence, and is aiming build on its strong research performance, which sees it ranked 96th internationally on the Academic Ranking of Worldwide Universities, to be amongst the top 50 ranked universities internationally by 2050. The University sees recruiting and graduating a diverse student cohort of the highest quality as integral to achieving this aspiration, and will therefore, as outlined above, continue to develop and implement strategies to diversify its student population.

PART TWO: ABORIGINAL AND TORRES STRAIT ISLANDER ACCESS AND OUTCOMES

2 ABORIGINAL AND TORRES STRAIT ISLANDER ACCESS AND OUTCOMES

Part Two recognises the important role universities play in supporting Aboriginal and Torres Strait Islander people's personal and professional aspirations through the provision of accessible and supportive higher education programs. Increasing Aboriginal and Torres Strait Islander higher education participation and success is important given the direct benefits for Aboriginal and Torres Strait Islander individuals and communities and broader economic and social benefits for all Australians.

Universities are asked to detail their strategies and targets to improve Aboriginal and Torres Strait Islander access and outcomes over the compact period in this section. Principal Performance Indicators are compulsory and institutions may voluntarily nominate Optional Performance Indicators and targets considered reflective of individual institutional goals.

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

2.1 Commonwealth Objectives

The Commonwealth is committed to enhancing the participation and outcomes for Aboriginal and Torres Strait Islander people in higher education consistent with the Closing the Gap initiative addressing Aboriginal and Torres Strait Islander disadvantage.

In realising this objective, the Commonwealth has set an aspirational national parity target for Aboriginal and Torres Strait Islander students and staff in higher education. The parity target equates to the proportion of the population aged between 15 and 64 years which is currently 2.3%.

To help achieve this aspirational national target, the Commonwealth has introduced a new focus on Aboriginal and Torres Strait Islander reporting in the compact as recommended by the *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People*. Universities should report high level Aboriginal and Torres Strait Islander student and staffing plans and strategies in this part of the compact including performance targets for student enrolments, completions and numbers of general and academic staff. Universities may also report on Aboriginal and Torres Strait Islander initiatives under the Innovation and Engagement, Teaching and Learning and Research and Research Training parts of the compact.

2.2 University Strategies

The University is committed to the ongoing development and implementation of strategies to increase the representation of Aboriginal and Torres Strait Islander people as students and graduates, and as employees at all levels of the University workforce. These strategies are consistent with the Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People and support the Commonwealth's commitment and aspirations. UWA takes an institution-wide approach to achieve educational and employment outcomes for Aboriginal and Torres Strait Islander people. To facilitate this, UWA has established the School of Indigenous Studies (SIS) headed by a Dean, with overall responsibility for Aboriginal and Torres Strait Islander higher education across UWA and the Centre for Aboriginal Medical and Dental Health (CAMDH) in the Faculty of Medicine Dentistry and Health Sciences. UWA's Aboriginal and Torres Strait Islander governance model is highly effective in influencing university policy and strategic planning. Aboriginal and Torres Strait Islander higher education is within UWA's central reporting and accountability framework, which creates an overall sense of shared responsibility for outcomes. This has resulted in a proactive and inclusive approach to Aboriginal and Torres Strait Islander higher education matters.

Aboriginal and Torres Strait Islander Students

UWA key priorities are to ensure that Aboriginal and Torres Strait Islander people have access to and graduate from the full range of courses, particularly professional degrees such as Law and Medicine; and that Aboriginal and Torres Strait Islander school leavers and young people are engaged and supported to achieve their full higher education potential. Since 2009 UWA has also prioritised increasing Aboriginal and Torres Strait Islander enrolments in science and engineering. Strategies that are being used to achieve these priorities are described below.

(i) Outreach programs for Aboriginal and Torres Strait Islander secondary students

UWA will continue to provide a comprehensive outreach and transition program for Aboriginal and Torres Strait Islander secondary students to encourage them to see university as an achievable goal, make informed study choices and complete secondary studies. The programs have a strong regional focus, provide options from years 8 to 12, and include Aboriginal and Torres Strait Islander UWA students as role models, mentors and supervisors. Programs include Year 8 Discovery Days, The Indigenous Science, Engineering and Health Sciences Camps for Years 9 to 11, UWA Aspire Indigenous, the Year 12 Seminar for final year students, WACE (WA Certificate of Education) Revision Seminar which provides subject specific academic support for Aboriginal and Torres Strait Islander students in years 11 to 12 and a Leadership program designed to support Indigenous year 11 and 12 students with the potential to succeed at University to transition from High School to University. UWA's programs are a long-term commitment to sustained change and Aboriginal and Torres Strait Islander youth engagement, and success is evident in UWA's high proportion of Aboriginal and Torres Strait Islander students aged 21 years or under. UWA will continue to develop its outreach programs over the compact period with a planned expansion of the WACE Revision Seminars and new initiatives to increase enrolments in Business and Design courses.

(ii) Access and support programs for Aboriginal and Torres Strait Islander students

UWA will continue, as outlined below, to offer multiple entry pathways and study options for all its degree courses that enable Aboriginal and Torres Strait Islander students to tailor a program to meet their educational needs and aspirations.

- The Aboriginal Orientation Course is a full year enabling program that includes specific science streams in Physics, Maths, Chemistry and Human Biology.
- The Provisional Entry Scheme provides Aboriginal and Torres Strait Islander school leavers with direct entry to all undergraduate courses by consideration of their ATAR on an individual non-competitive basis. Non-school leaver Aboriginal and Torres Strait Islander applicants can gain direct entry on the basis of relevant work experience and previous education achievements.
- Guaranteed places for Aboriginal and Torres Strait Islander students are provided in the new Bachelor of Philosophy (Honours) course.
- Assured Entry Pathways places to postgraduate professional courses (Medicine, Dentistry, Law, Engineering) will be provided for Aboriginal and Torres Strait Islander school leavers.
- Dedicated pathways for mature-aged Aboriginal and Torres Strait Islander into professional postgraduate courses will be provided. The Advanced Diploma in Indigenous Legal Studies will commence in 2013 and the Advanced Diploma in Medical and Aboriginal Health Sciences in 2014, and further pathways will be developed for Education and Engineering from 2015.

UWA has developed a range of strategies to support its entry and pathways programs and increase the retention and success of Aboriginal and Torres Strait Islander students.

- The School of Indigenous Studies provides a comprehensive range of academic, personal and cultural support services working in partnership with UWA Faculties, mainstream student services, residential colleges and external organisations to ensure that support for Aboriginal and Torres Strait Islander students is both campus wide and course specific.
- The School of Indigenous Studies provides a culturally vibrant and active Indigenous community on campus and a culturally secure space for Aboriginal and Torres Strait Islander students. The SIS Student Services team of highly dedicated and experienced academic and

professional staff includes a Director of Student Services, an Academic Coordinator, a Law Coordinator, Student Services Officer, and Orientation Course Coordinator and an Outreach team.

- The Centre for Aboriginal Medical and Dental Health (CAMDH) provides course specific academic, cultural and professional support for Aboriginal and Torres Strait Islander Students in the Faculty of Medicine, Dentistry and Health Sciences. This includes sponsorship of Indigenous medical students to attend PRIDOC, LIME and AIDA conferences.
- SIS considers Indigenous leadership development is integral to student retention and success. The Indigenous Leadership program provides opportunities and funding for Aboriginal and Torres Strait Islander students to develop cultural, academic and professional leadership capacity through engagement as mentors, role models and ambassadors in SIS outreach programs, attending national and international conferences, undertaking international student exchange and engaging with industry and professional bodies. For example since 2009, 11 Aboriginal and Torres Strait Islander students have been on international exchange, a further 4 student are on exchange in in 2013 and the number of applications is increasing each year. UWA student have also been highly successful in gaining cadetships, with 25 Aboriginal and Torres Strait Islander students at UWA on cadetships in 2013, with a range of State and Commonwealth departments, as well as private industry groups such as Wesfarmers.
- UWA provides excellent scholarship support for Aboriginal and Torres Strait Islander students and continues to increase the number and value of Indigenous scholarships each year. (Details of these are available at: <http://www.scholarships.uwa.edu.au/students/undergrad/indigenous>). Recent new scholarships include the Indigenous Academic Excellence Awards, a number of university residential college scholarships such as the BHP Billiton Iron Ore Scholarship (5 awards each year) and the Rio Tinto Indigenous Scholarship and course specific scholarships such as the Hatch Indigenous Scholarship (Master of Professional Engineering) and the Lavan Legal Awards.
- SIS works in partnerships with UWA's residential colleges to ensure Aboriginal and Torres students have access to college accommodation and the additional support the colleges provide which contribute to increased retention and success. In 2013, more than 60 Aboriginal and Torres Strait students are in university residential colleges, all receiving some form of scholarship support.
- SIS provides a range of facilities for Aboriginal and Torres Strait Islander Students including a common room, study and tutorial rooms, computers, printers and photocopier, textbooks and course readers.
- SIS delivers the Indigenous Tutorial Assistance Scheme (ITAS) at UWA and also works with UWA Student Services and faculties to provide academic workshops and tutorial support to meet individual student needs.
- SIS provides administrative and financial support for the Western Australian Students Aboriginal Corporation (WASAC) the Indigenous student body on campus, assists with organising social and sporting activities on campus and sponsors the WASAC team to attend the National Indigenous Tertiary Student Games.

(iii) **Aboriginal and Torres Strait Islander curriculum**

UWA is committed to increasing the number of students enrolled in Aboriginal and Torres Strait Islander units and support its Educational Principles 'to respect Indigenous Knowledge, values and culture'. UWA has had core Aboriginal and Torres Strait Islander curriculum in key areas such as Education, Social Work and Medicine for many years, and has taken the opportunity under New Courses 2012 to increase the numbers of students enrolled in Aboriginal and Torres Strait Islander units as follows:

- Indigenous Studies Essentials (ISE) is a mandatory online unit for all commencing undergraduate students from 2012. ISE complements UWA's two other online compulsory units Academic Conduct Essentials and Communication and Research Skills. More than 5,000

students completed ISE in 2012 with extremely positive feedback. ISE is a significant and innovative approach to the delivery of a foundation in Aboriginal and Torres Strait Islander cultural literacy to an entire commencing student body. In 2013 UWA will develop a similar unit for postgraduate students as well as a staff version.

- UWA introduced its first Indigenous majors in undergraduate degrees, Indigenous Knowledge, Heritage and History in the Bachelor of Arts and Aboriginal Health and Wellbeing in the Bachelor of Science.

Aboriginal and Torres Strait Islander Staff

The University is committed to increasing the number of Aboriginal and Torres Strait Islander staff employed in academic and professional positions and supports the Commonwealth's aspiration to achieve population parity in staffing.

UWA will continue to implement its strategies that have been successful in achieving Aboriginal and Torres Strait Islander academic and professional staff appointments in tenured, ongoing and fixed term appointments. The University has Aboriginal and Torres Strait Islander academics employed across the full range of Levels A-E and have a number of Professorial staff and Aboriginal and Torres Strait Islander research only staff. Aboriginal and Torres Strait Islander general staff appointments also range from HEW3 to HEW9.

The UWA Indigenous Employment Strategy 2010-2013 is consistent with the National Indigenous Higher Education Workforce Strategy. The Strategy is the joint responsibility of the Director of UWA's Human Resources Directorate and the Dean of the School of Indigenous Studies and Aboriginal and Torres Strait Islander staffing is a key performance indicator in the University's Operational Priorities Plan 2009-2013. The University employs a full-time Indigenous Employment Officer within the Human Resources Directorate to implement the Strategy's key result areas. The Strategy is available on the UWA website at www.sis.uwa.edu.au/employment. While the University is developing a new strategic plan and will update its Indigenous Employment Strategy, the University is firmly committed to increasing the number of Aboriginal and Torres Strait Islander staff employed across a wide range of academic and professional positions.

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	219	215 (prelim 2012)	226	240	250
Number of all Aboriginal and Torres Strait Islander student completions ²	20	22	24	28	32
Number of all Aboriginal and Torres Strait Islander professional/general staff ³	18	13 (actual 2012)	16	19	22
Number of all Aboriginal and Torres Strait Islander academic staff ⁴	15	14 (actual 2012)	17	19	22

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

² See footnote 1 for definition

³ Refers to number by headcount

Optional Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Number of Aboriginal and Torres Strait Islander students HDR enrolments	16	12 (prelim 2012)	13	15	18
Number of Aboriginal and Torres Strait Islander students postgraduate coursework enrolments	18	14 (prelim 2012)	15	19	22
Number of Aboriginal and Torres Strait Islander student enrolments in science ^(a)	n/a	21 (prelim 2012)	35	50	48
Engagement with Aboriginal and Torres Strait Islander Year 11 and 12 students in Leadership program	60	72	86	103	124

(a) As measured by the number of Aboriginal and Torres Strait Islander students enrolled in the Bachelor of Science (BP004)

Notes: The Bachelor of Science (BP004) did not commence until 2012.

The 2015 target takes into account the expected drop in enrolments resulting from the half cohort

The above enrolment and course completion targets are based on growth rates that are above those of other Commonwealth-supported students. The drop in the progressive enrolment target for 2013 is mainly due to the impacts of the transition to New Courses which are expected to be addressed by the provision of new advanced diplomas that will provide alternate-entry pathways into the new postgraduate professional-entry courses. The drop in some of the enrolment targets for 2016 reflects the impact of the half cohort in 2015. UWA expects to increase its non-school leaver Aboriginal and Torres Strait Islander intakes from 2014 as a result of the new advanced diplomas, and to significantly increase its Aboriginal and Torres Strait Islander postgraduate and HDR numbers from 2015 through new recruitment and support strategies. Nonetheless UWA's Aboriginal and Torres Strait Islander student catchment is constrained by the need for regional and Interstate Aboriginal and Torres Strait Islander students to relocate to Perth to study. UWA does not offer its degrees in block or distance study modes, which could attract a stronger national Aboriginal and Torres Strait Islander student cohort.

While Aboriginal and Torres Strait Islander people make up approximately 3.4% of the Western Australian population, less than 40% of Aboriginal and Torres Strait Islander people reside in Perth where UWA's main campus and majority of staff are located. The University is facing substantial challenges in attempting to increase its recruitment and retention of qualified Aboriginal and Torres Strait Islander academic and professional staff in Western Australia's extremely competitive employment market, with high salaries in mining and intense targeting of Aboriginal and Torres Strait Islander staff and graduates. While the number of Aboriginal and Torres Strait Islander academic staff remained steady in 2012, the number of Aboriginal and Torres Strait Islander professional staff decreased, bringing the overall participation down from 0.80% to 0.63%. Nonetheless UWA intends to achieve substantial sustained growth in its Aboriginal and Torres Strait Islander staff numbers over the compact period with a view to moving towards having 1.5% of the University's staff being Aboriginal and Torres Strait Islander.

⁴See footnote 3 for definition

3 INNOVATION AND ENGAGEMENT

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

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

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

3.1 Innovation

3.1.1 Commonwealth objectives

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

3.1.2 University strategies

The University sees engagement with industry and the wider community as an important aspect of delivering its mission to advance, transmit and sustain knowledge and understanding for the benefit of the communities we serve, and the development of strong links with industry and commerce as an important dimension to advancing its vision of achieving international excellence.

UWA will continue to seek to enhance its research capacity by building closer relations with industry, including international corporations, to encourage sponsorship of research through ARC Linkage-Project grants and research contracts, and through more tacit forms of knowledge transfer. UWA intends to build on the excellent base it has established in this area in past years. Linkages with industry at UWA are developed, facilitated and fostered through several key groups, namely:

- The Office of Industry and Innovation
- Research Services and the Research Development Advisors
- The Energy and Minerals Institute

Specific actions to further industry research partnerships, including those identified in the University's OPP 2009-2013 are to:

- Host industry seminars and workshops to promote UWA research opportunities.
- Build on current engagement with the Australasian Industry Research Group (AIRG) to increase interactions and research collaboration with UWA researchers.
- Increase efforts to win additional funding from Commonwealth Government schemes such as the Researcher in Business program under Enterprise Connect and Rapid Prototyping Development Evaluation (RPDE) scheme.
- Continue supporting individual researchers and research groups to prepare applications for industry funding, including ARC Linkage-Project grants.
- Undertake a major review of Knowledge Exchange and implement a series of recommendations that will both raise consciousness about the importance and need to translate knowledge into the various communities we serve, as well as change behaviours to increase research impacts and outcomes.

The University established its Office of Industry and Innovation (OII) in 2001 to enhance links with industry and promote opportunities for commercialisation of the University's research. OII provides expertise in intellectual property management and commercialisation, and provides early-stage seed funding (Pathfinder) of up to \$100,000 per project to assist with identifying and developing research with commercial potential. Some recent examples of commercialisation successes include a cash exit (\$1.1M) from spin-out company iCeutica in 2011, which has formulated nano-particled drugs which are in Phase 3 clinical trials. UWA spin-out company Sensear show-cased its noise communication head set technology at the London Olympics and has just signed an agreement with Motorola. In 2012, our Duchenne Muscular Dystrophy treatment licensed to NASDAQ-listed company Sarepta demonstrated great promise in clinical trials in the US, with this technology being awarded the WA Government's award for Innovation of the Year 2012.

UWA is continuing to build its innovation and commercial connections in Asia. Two notable examples in China are:

- Spin-out company Orthocell has just signed a significant licence agreement with Chinese public-listed company Grandhope Biotech.
- Recently joining the International Technology Transfer Network (ITTN) Beijing and attending ITTN's business to business conferences.

UWA reviewed the Office of Industry and Innovation in 2012 and has been implementing the recommendations from this review. Future priorities focus on a stronger facilitation role of the OII in building partnerships between UWA researchers and end users, and easier access to IP. The OII will expand its portfolio of activities to move beyond commercial outcomes to facilitating in addition social and environmental profits.

UWA was one of 12 universities that participated in the 2012 trial to measure the impact of Australian university's research; the joint ATN/G08 Excellence in Innovative for Australia (EIA) initiative. All 13 UWA case studies submitted for review by expert panels were rated as having considerable impact on the economic, social or environmental wellbeing of Australia, the region and the world. In particular, two case studies were identified as having the highest rating of 'outstanding' impact: MRI technology (Ferriscan) to replace liver biopsy to accurately measure iron-overload disease; and the introduction of folate into bread to ensure that pregnant mothers have an adequate pre-natal diet for the development of the foetus.

3.1.3 Performance indicators and targets

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

Principal Performance Information ⁵	2012		
Number of patent and plant breeder's rights families filed, issued and held	Filed 17	Issued 3	Held 58
Number of all active licences, options or assignments (LOAs) ⁶ executed and income derived	No. 11	Value(\$) 1,327,609	
Number and value of research contracts and consultancies executed ⁷	No. 118	Value(\$) 29,100,000	
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(\$) 2,850,000	

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	\$1.6M	\$1.7M	\$1.8M	\$1.9M	\$2.0M

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

Optional Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Expenditure on commercialisation/ contract research office	\$1.5M	\$1.5M	\$1.5M	\$1.5M	\$1.5M
Number of staff/research students trained in commercialisation/ contract research processes	95	110	140	170	200

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.

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

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

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

3.2.2 University strategies

The University is committed to continuing to providing a high-quality student learning experience that produces graduates who can contribute as culturally-aware citizens of a globalised world. The University produces graduates who are well-equipped to embark on careers in many of the major professions, and intends to continue producing graduates that meet the needs of industry and the wider community, especially in key professions.

In revamping the University's courses, UWA engaged in extensive consultations with a wide cross-section of the University's stakeholders ranging from the University Senate, Academic Council, Faculties and Schools, staff and students through to external bodies including educational authorities and schools, employer bodies and representatives of professional bodies. The resultant New Courses regime is therefore designed to better meet the needs of these key stakeholders, including producing graduates that will have a much broader range of knowledge and skills while still possessing the prerequisites to enter key professions. As indicated below, the University will be reviewing its postgraduate courses with a view to possibly developing further new courses and refining existing courses to better meet the needs of the communities the University serves. Particular priority will be given to developing, in consultation with relevant industries and professional bodies, courses to address areas of workforce shortage and the provision of advanced training to allow previous graduates to further enhance their skills.

The University will ensure that its programs continue to be aligned with the needs of the commercial and public sectors through a range of initiatives including having a suitably-broad membership of its Senate and appropriate representatives, including those from industry and professional groups, on faculty and course advisory boards, and through regular professional accreditation of its courses. For example, the Business School Board, which comprises 12 external members who hold senior positions in major private and public corporations plus the Dean and Deputy Dean, has had a major role in revamping the University's Master of Business Administration course to better meet the needs of business, and has overseen the University entry into a Global Education Partnership agreement with Rio Tinto to provide courses and the professional development for their senior staff. The new Masters of Professional Engineering course also benefits from direct input from the Faculty of Engineering, Computing and Mathematics Industry Advisory Board and the teaching incorporates contributions from many leading international engineering companies.

UWA has established key priorities for Aboriginal and Torres Strait Islander students in professional degrees such as Medicine, Dentistry, Law and Engineering as well as Science degrees including those that are mining related.

The School of Indigenous Studies has a strong focus on linking Aboriginal and Torres Strait Islander students with industry and potential employers. Examples of these links include:

- In 2012, 30 Aboriginal and Torres Strait Islander students were on cadetships with government and industry groups including Rio Tinto, Wesfarmers, the Attorney-General's Department, the Australian Bureau of Statistics, WA Health, Department of Human Services, Department of Innovation, Industry, Science and Research and St John of God Health Care. A number of Aboriginal and Torres Strait Islander Law students undertake law clerkships;
- The Advanced Diploma in Indigenous Legal Studies (which commenced in 2013) for Aboriginal and Torres Strait Islander students seeking to enter the Juris Doctor degree includes practicums with law firms and government agencies; and
- The UWA Business School has developed an annual conference on Aboriginal and Torres Strait Islander Business, Enterprise and Corporations, which includes significant Aboriginal and Torres Strait Islander speakers and communities from throughout Western Australia and nationally.

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

UWA sees collaboration and engagement with the external partners, including other local and international universities, industry and, community groups, and Governments, as important elements in enabling the University to deliver its mission and to advance its vision of achieving international excellence. The University intends to build further on its range of partnerships described below.

In recent years the University has established the following research institutes in priority areas of both the State and the nation:

- Minerals and Energy
- Agriculture
- Oceans

This is in addition to the University's substantial contribution to the establishment and operation of the State's medical research institutes, including the Lions Eye Institute (LEI), the Western Australian Institute of Medical Research (WAIMR) and the Telethon Institute for Child Health Research (TICHR).

The particular role of UWA Research Institutes is to manage relationships and engage with industry and government to support research and research training aimed at providing solutions for profitable and sustainable industries. The institutes run regular and focused end-user engagement workshops to help guide the research of the University, as well as facilitate cross-disciplinary and deep disciplinary research dialogues.

The University has also developed targeted programs to expand collaborative research activities, including:

- Developing a joint research agenda between UWA and the University of Queensland (UQ) through a targeted strategic research fund to build collaborations. This fund has significantly increased joint research activity and has resulted in the establishment of the AusAID funded (\$30 M) International Mining for Development Centre (IM4DC) in 2012. This Centre provides practical advisory, education and training services to developing nations on mining-related issues.
- Strengthening strategic relations with CSIRO, which in 2012 was recognised as UWA's second most significant research partner and vice versa. The Executives of UWA and CSIRO met in late 2012 to agree on pathways to further expand collaboration and partnerships with industry in the resources, agriculture, marine and biodiversity sectors. There are also plans to link UQ collaborations with those of CSIRO for further national benefit.
- Continuing involvement in the World Universities Network (WUN), which has now developed to a point where major international projects focused on the early origins of health and disease, as well as adapting to climate change, are underway and substantial international funding is targeted over the next five years. UWA leaders and research staff are key components of Steering Committees committed to driving these international partnerships. The University has established strong research links with the Chinese WUN members - Zhejiang University and Nanjing University through the establishment of joint research laboratories (for example in regenerative medicine, water management, and plant sciences in Zhejiang) and through long-standing bilateral exchanges in medical research with Nanjing. In addition, we are building on our existing links with the new WUN partner, the Chinese

University of Hong Kong. Outside of WUN, UWA has a strategic partnership with USTC in the hosting a regular group of high-performing undergraduates with our key research groups, and this programme has recently been extended to include students from Nanjing and Zhejiang as well. In specific discipline areas, we have long-standing teaching and research partnerships (for example with Lanzhou University in Agriculture, or with Dalian University in Engineering).

- The University is engaged in collaborative research with Kobe University in the area of regenerative medicine. This work is undertaken through a trilateral agreement between UWA, Kobe University and Zhejiang University, based on a trilateral sister state arrangement. Workshops are held every two years in one of the partner universities, and collaborations are fostered through prioritising these partners through our Research Collaboration Awards.

The University's ability to collaborate with the world's leading R&D universities and agencies is facilitated by the growing number of adjunct appointments with key researchers from other sectors (for example, with shared appointments with the CSIRO, shared appointments with the Spanish equivalent, CSIC, and a number of shared appointments with top universities globally in our areas of strength (for example in Plant Sciences). Industry placements and staff and student exchanges are also key factors in fostering collaboration. Such placements and exchanges are facilitated through our Research Collaboration Awards, which prioritise sustainability by demanding the participation of research students and early career researchers in mobility programs.

UWA has a long standing commitment to outbound student mobility, with the 2011 Australian Universities International Directors' Forum (AUIDF) survey on Outgoing Mobility of Australian Students showing that 18% of UWA's undergraduate graduating cohort participated in an overseas study experience, compared with 11.5% as the national average. Over the past five years UWA has increased the number of short-term and long-term programs available to students in Asia, particularly China and South Korea.

The University's commitment to engaging with Asia, and in particular China, is reflected in UWA hosting the first Confucius Institute established in Australia. It opened in 2005, and is dedicated to the strengthening of links between China and Western Australia, especially in the areas of Chinese language teaching and learning and cross-cultural awareness (including business culture).

Since 2009 UWA has hosted the 'In the Zone' conference as part of its external and community engagement strategy. The conference provides a strategic meeting point for the Australian and wider international community to engage, think about and plan for the future of the time zone we inhabit with the bulk of the world's population. Through dialogue and collaboration In the Zone strives to deepen the policy, trade, diplomatic and investment relationships that are critical in the new Asian Century.

UWA is currently considering options for the establishment of a research and education facility in the Pilbara to support its engagement with this vital region on issues of local, national and international significance such as biodiversity, Aboriginal and Torres Strait Islander rock art and regional development. Funding for a feasibility study has been provided by the State Government's Royalties for Regions initiative.

The University makes a major contribution to the cultural life of Western Australia through the Perth International Arts Festival (PIAF), a creative partnership between UWA and the community. The 'Festival of Perth' was founded in 1953 by Professor Fred Alexander, Dean of the Faculty of Arts, and remains one of the most exciting arts festivals in our nation, and the world, and is the oldest international arts festival in Australia. The 2013 PIAF saw 750 artists from Australia and the world joined hundreds of Western Australia's most talented artists in a program that included three world premieres, 31 Australian premieres, 25 Australian exclusives, three commissions, 5 co-commissions and more than 820 events and 250 film screenings.

In 2013 the University will celebrate its Centenary and has embarked on a major fundraising campaign to raise \$250 million to support UWA's vision for the next 100 years. Of the \$72 million

already received towards this goal, \$29 million has been secured from corporate philanthropy and sponsorships. Recent corporate donations include \$5 million received from Wesfarmers in March 2013 to fund a Chair in Australian history. In order to reach the final goal the University will continue to encourage corporate philanthropy as well as strengthen community engagement as it embarks on another century of discovery.

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 ⁸ with industry and other partners in Australia	227	238	250	263	276
Number of active collaborations ⁹ with industry and other partners overseas	18	18	20	21	22
Category 3 Income	\$50,191,391	\$50.9M	\$53.5M	\$56.1M	\$58.9M

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 adjunct appointments	1,157	1,291	1,356	1,423	1,494
Percentage of undergraduate student graduating cohort who participated in study abroad programs	18%	19%	20%	20%	20%
Income from philanthropy or other industry or community investment	\$6.329M	\$5.3M	\$13.7M	\$9.7M	\$10.0M

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

⁹ See footnote 8 for a definition of collaboration.

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

(i) University Student Enrolment Planning

The University's overall enrolment strategy is to achieve targeted growth consistent with its mission to conduct teaching, research and scholarship at the highest international standards, for the benefit of the Western Australian, Australian and international communities, and to support its vision for a future as a high-quality, research-intensive, internationally-focused university with a broad range of disciplines in the arts, sciences and the professions. The University therefore does not intend to sacrifice the quality of its student intakes for the sake of achieving substantially increased student enrolments but will nonetheless seek targeted growth with priority given to:

- increasing enrolments in an enhanced range of postgraduate coursework degree courses;
- providing increased opportunities for under-represented groups, such as low SES, Aboriginal and Torres Strait Islander and other applicants, to gain admission to undergraduate courses; and
- further developing onshore international student enrolments with a view to increasing enrolments in courses with low proportions of international students.

The restructure of the University's courses, which saw the first cohorts of students commence in New Courses in 2012, will have major impact on the University's load profile. The replacement of previous Bachelor degree course offerings with five Bachelor degree courses that will articulate with postgraduate courses designed to meet entry requirements to various professions, will see load progressively shift from undergraduate to postgraduate coursework.

Priority will be given to delivering outcomes consistent with undertakings given to the Commonwealth Government in negotiating funding for New Courses 2012. This includes undertakings to:

- Maintain the supply of domestic graduates in the major professions; and
- Constrain growth in annual domestic undergraduate intakes in line with Western Australia's demographic trends, except for any additional intakes of domestic undergraduates who are from a low socioeconomic status background.

Consistent with the University's strategic direction, Commonwealth Government policies as expressed in the Higher Education Support Act 2003 and the associated administrative guidelines, and specific undertakings given to the Commonwealth Government, the major factors that will be considered in formulating and subsequently administering the University's annual enrolment plans (i.e. Admission and Quota Plans) for 2014 to 2016 will be the quality of applicants, the demand for places, the maintenance of an appropriate balance of disciplines, the capacity to handle the enrolments and equity considerations. Particular priority will be given to initiatives to improve the access and participation of low-SES background students, students from regional and remote areas, and Aboriginal and Torres Strait Islander students (especially in professional-entry programs).

(ii) Half Cohort Strategy

It is estimated that the 2015 domestic school-leaver intake will be 62% of the intake in the previous year, which equates to a drop in the University's load of around 1,500 EFTSL in 2015. However load in new postgraduate developed under the restructure of the University's courses is expected to offset around 300 EFTSL of this drop in load in 2015. While the University will be attempting to offset this drop in load by further increasing its international student recruitment efforts and in developing further fee-paying postgraduate courses, the resultant loss of income in 2015 and pipeline impacts over the next couple of years are nonetheless of concern and will set back the University's progress towards achieving its vision of international excellence.

(iii) Sub-Bachelor Degree Courses

The University will continue to offer a limited number of Commonwealth-supported places to domestic students in undergraduate advanced diploma, diploma and enabling courses, and for cross-institutional enrolments.

The provision of enabling courses is an important part of the University's strategy to diversify the student population. The University will therefore continue to offer the Aboriginal Orientation Course, the Mathematics Enabling Course, and the Enabling Programme (Uni Smart Start).

The University will offer places the Advanced Diploma in Indigenous Legal Studies which was introduced in 2013 and the Advanced Diploma in Medical and Aboriginal Health Sciences from 2014 to provide an important alternate pathway for Aboriginal and Torres Strait Islander students to gain admission to postgraduate professional-entry medical and law courses.

The University will continue to offer places in the Diploma in Modern Languages which is provided for UWA undergraduate students who wish to study a language major alongside their current Bachelor degree. Students will study either Chinese (Mandarin), Indonesian, Japanese, French, Italian or German. This course is valuable in the context of increasing globalisation in providing a further means of enhancing the language and cultural awareness of the University's graduates.

The University will also continue to offer a limited number of places in the Diploma in Arts and Diploma in Science courses. These courses provide a cost-effective means for graduates to either extend their previous undergraduate studies within a particular discipline, or complete a major from an entirely new area. They provide a cost-effective alternative for graduates who wish to pursue a new career direction rather than having to complete another Bachelor's degree.

Domestic students from other Australian public universities will be permitted to enrol as Commonwealth-supported students on a cross-institutional basis in units that are credited towards an award course at their home institution. This arrangement allows students from other universities the opportunity to access teaching in disciplines that are not offered by their home institution, and contributes to more efficient use of scarce resources across the higher education sector.

(iv) Bachelor Degree Courses

As indicated above, the implementation of the University's new course structure will see load progressively shift from undergraduate to postgraduate coursework. In particular, the phase out of superseded Bachelor degree courses together with the impact of the half cohort will cause the Bachelor degree enrolments and load to progressively decline each year from 2015 to 2017 before increasing.

While the University plans to essentially continue to offer its current range of majors, the roll out of the new course structure will be accompanied by some discipline shifts. These shifts will be due to the greater flexibility allowed under the new degree structure and the impact of broadening requirements of New Courses. The significant increase in 2012 in the numbers of students studying foreign languages is expected to be at least maintained over the duration of this Compact, while Bachelor's degree load in Medicine, Law and Engineering disciplines will decline as load in these disciplines will shift to postgraduate degrees.

(v) Postgraduate Courses

Under its new course structure, the University is replacing its undergraduate professional-entry pathway courses with postgraduate coursework professional-pathways that will articulate with the five new Bachelor courses. These new postgraduate courses include the Doctor of Medicine, Doctor of Dental Medicine, Doctor of Podiatric Medicine, Juris Doctor, Master of Professional Engineering and Master of Teaching. The University also will continue to offer initial professional-entry courses that include the Master of Social Work, Master of Pharmacy and Master of Psychology. Subject to the outcomes of Commonwealth policy directions and internal reviews, the University intends offering Commonwealth-supported places to all domestic students enrolled in these initial professional-entry courses.

In recognition of the labour-market shortages of engineering graduates, the University will be offering a Master of Professional Engineering Preliminary course to provide an alternate shorter professional-entry pathway into engineering for graduates who have completed degrees in other fields. Domestic students will be offered Commonwealth-supported places in this course.

In addition, the University will be offering a range of postgraduate courses mainly in agriculture, health and sciences to meet the need for advanced courses in priority areas. Commonwealth-supported places will be offered to students in the Master of Infectious Diseases, Graduate Diploma in Neurological Rehabilitation, Master of Agricultural Science, Master of Biological Science, Master of Environmental Science, Graduate Diploma in Environmental Science, Master of Science (Genetics & Breeding), Master of Hydrogeology, Graduate Certificate in Hydrogeology, Master of Urban and Regional Planning, Graduate Diploma in Science and Master of Physical Science.

The University will continue to offer a range of other postgraduate courses on a fee-paying basis, including courses in business, journalism, international relations, journalism, law, education, advanced dentistry and podiatry, public health and audiology.

The University will be reviewing its range of postgraduate coursework offerings with a view to possibly developing further new courses and refining existing courses to better meet the needs of the communities the University serves. Priority will be given to developing courses to address areas of workforce shortage and the provision of advanced training to allow previous graduates to further enhance their skills.

(vi) Medical Places

While the number of clinical placements presents particular challenges, careful planning has been undertaken to ensure the transition to the new postgraduate medical course will not disrupt the number of medical graduates produced annually by the University. The University is committed to at least maintaining the annual number of domestic completions from its medical courses at the record level that will be achieved in 2014. It is recognised that the number of medical places allocated in the Funding Agreement will need to be adjusted appropriately to support this objective.

4.2 Quality

4.2.1 Commonwealth objectives

A focus on teaching and learning quality underpins the Commonwealth's vision for Australia to be one of the most highly educated and skilled nations in the world.

The Commonwealth has made a commitment to provide more autonomy to universities through the removal of funding caps on Commonwealth supported bachelor level places. In turn, the Commonwealth requires the University to participate in the higher education quality arrangements which are overseen by the Tertiary Education Quality and Standards Agency. The arrangements are designed to support academic autonomy while ensuring that the achievement of standards can be demonstrated and that there is a strong focus on enhancing the quality of teaching and learning while expansion of the higher education system meets national participation ambitions.

The Commonwealth's commitment to quality is demonstrated through initiatives such as the Office for Learning and Teaching, which provides a suite of grants, awards and fellowships to recognise quality and promote innovations in learning and teaching.

The University also has obligations under the quality and accountability requirements in Division 19 of HESA. This compact does not change those obligations.

4.2.2 University strategies

The University is committed to producing graduates who are held in high regard internationally, and to providing a high quality educational experience for its students. The University aims to provide courses of study and a learning environment at the highest possible quality to meet individual, local (state), and national needs at internationally recognised standards.

As indicated in section 1.2.3, "To improve the quality of the student learning experience" is currently one of the University's four priority strategic objectives. Underpinning this objective are the following five primary strategies:

- To recruit and graduate a diverse student cohort of the highest quality;
- To improve the University's courses;
- To extend high-quality teaching approaches and improve learning outcomes;
- To further develop the links between teaching, learning and research; and
- To improve student engagement in a high-quality campus community.

Success in these strategies is monitored on an annual basis with the review and update of key performance indicators and target schedules at both Faculty and University levels. Indicators of performance include student satisfaction (SURF, CEQ), course completion rates, student pass rates, graduate outcomes, University Experience Survey, share of first preferences of school leavers, access, participation, retention and success rates of designated equity groups, and undergraduate load linked to study abroad.

2013 is a significant year for UWA, in addition to being its centenary year it is also an important year for future strategic and operational planning. A number of recent new appointments including Vice Chancellor, Deputy Vice-Chancellor (Education) and Dean of Coursework Studies will have a substantial impact on the strategic direction of the University's teaching and learning portfolio, as it builds on the outstanding success of its New Courses framework, implemented in 2012. The key features of the University's New Courses, are that they: encapsulate educational breadth as well as disciplinary depth of study; explicitly include research skill development; explicitly include teaching in communication skills; incorporate formal learning in Aboriginal and Torres Strait Islander issues, and ethical scholarship; and integrate into our courses community engagement through service learning. In particular the Bachelor of Philosophy (Honours) is a challenging and prestigious program for high-achieving students and features an intensive research focus, extensive teamwork and communication skills development, support for an overseas study experience, and on-campus residency.

New Courses were launched in 2012 and at the same time the University recorded its highest ever undergraduate enrolment; gained an increased share of Western Australian school leavers and other applicants; and increased its share of high achieving students who scored 95 or higher in their tertiary admissions rank (ATAR). The success of New Courses will continue to be closely monitored, assessed, reviewed and improved during the compact period with the first cohort of students graduating in 2014 and 2015.

The next phase of New Courses, which will take place over the life of the compact, will include the development of a new and improved postgraduate program of Masters degrees, Graduate Diplomas and Certificates. The University also commenced in 2013, the UWA Education Futures project to address how its educational programs and teaching and learning practices should respond to the technological advances in digital communications, such as the Massive Open Online Course (MOOC) movement, which is rapidly developing internationally, and changes in the demographics of learning. The findings of this project will be implemented over the life of this Compact.

As indicated above, UWA sees its future as research-intensive institution with a strong teaching and research nexus across all our disciplines as one of its defining characteristics, and sees the further development of the links between teaching, learning and research as an important strategy in improving the quality of the student learning experience.

The benefits of the University's commitment to an active research environment for student learning include:

- developing an awareness of how knowledge is generated, and the current state of knowledge in a discipline;
- developing an undergraduate culture in which students see themselves as enquirers rather than simply as receivers;
- developing research expertise – e.g. through critical analysis of publications; and
- providing practical research experience (including methodology and technical aspects).
- UWA has a range of measures to further strengthen the links between teaching and research. For example:
 - With the introduction of New Courses all new majors are required to demonstrate how enquiry-based learning and research skills, through direct engagement with the research culture of the relevant discipline, will be embedded in the course prior to its approval.
 - A range of UWA schemes enhance the nexus by requiring staff and students to teach and undertake scholarly activities within their area of research, present at university and local teaching and learning forums and publish the outcomes of their work. Such schemes include the Postgraduate Teaching Internship Scheme, the Teaching Fellowship Scheme and Introduction to University Teaching.
 - The University Policy on Establishment and Review of UWA Research Centres requires "... that staff in UWA Research Centres will be given the opportunity to engage in undergraduate teaching".
 - The University has in place cyclical reviews of its schools, a component of which is consideration by the Review Panel of "the coordination and collaboration achieved between teaching and research areas in the school..."
 - The University requires the formulation by all academic staff of an Academic Portfolio, which is an integral component of annual professional development and application for promotion or tenure. The Portfolio covers teaching, research and service. For the teaching and learning section, staff are required to provide evidence of research-led teaching in curriculum design and teaching practice.

In addition the UWA Education Futures Project is considering a number of aspects which characterise a UWA education, including the research-teaching nexus and how this characteristic may evolve into the future.

At the individual level, the University will continue to promote and attain high quality teaching and learning with staff development initiatives that include paid postgraduate student teaching internships, sessional staff and tutor training, peer mentoring and a mandatory Foundations of Teaching program for all new academic staff. Recognition and reward of good teaching takes place through a network of internal evidence-based awards at all levels (school, faculty, section and University-wide) culminating in nomination to the national teaching awards program (OLT).

The University's ongoing commitment to academic promotion encompassing high quality teaching and high academic standards is informed by the UWA teaching criteria framework which has six areas of activity, six areas of core knowledge and six professional values. The framework underpins the teaching component of the academic portfolio, which is a requirement for promotion at all levels, and, for example, evidence is required to demonstrate the following areas of activity:

- Success in teaching that influences, motivates and inspires students to learn;
- Successful development of curricula and resources that reflect a command of the field;
- Successful assessment and feedback approaches that foster independent learning;
- Demonstrated scholarly activities that have influenced and enhanced learning and teaching; and
- Demonstration of activities that show respect and support for the development of students as individuals.

Academic staff can also seek promotion to Professorial Fellow (Teaching and Learning) by demonstrating exceptional distinguished scholarly achievements and by recognition as an eminent international authority in the discipline.

Complementing teaching quality strategies is a commitment to ongoing development of support for student learning through, for example:

- New learning management system (LMS) rolled out in 2012;
- New lecture capture system introduced in 2012;
- Enhanced learning, language and research skills support programs (STUDYSmarter);
- Student mentoring (UniMentor); and
- Orientation and transition support programs in Student Services.

Other strategies that will be the focus of strategic and operational planning for the next three to five years within the education portfolio include further development of:

- The University campus facilities and services (including residential colleges) with the explicit intention of enhancing the learning environment and opportunities for students;
- Structures for personalised mentoring and academic support for all students, particularly first year, to enhance their engagement with the learning opportunities provided by the University;
- The study abroad program, with the goal of doubling the participation of undergraduate students by 2020; and
- Scholarship and bursary schemes, in particular to ensure continued support for the equity and access goals of the University.

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

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

Optional Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
% of students satisfied with their course on the Overall Satisfaction Item on the CEQ	84.1%	84.6%	85.0%	85.5%	86.0%
% of students satisfied with their course on the Good Teaching Scale items on the CEQ	63.5%	62.4%	64.0%	65.0%	66.0%
% of students satisfied with their units on the UWA Student Unit Reflective Feedback survey	84.9%	84.1%	85.0%	85.5%	86.0%
% completions per separation	73.4%	74.0%	74.5%	75.0%	75.5%
<p>Note: % of students (including Internationals) satisfied in the CEQ is the % of non-blank responses that were 4 or 5 on the 5-point scale; in the Student Unit Reflective Feedback survey it is the % of total non-blank responses that were 3 or 4 on the 4-point scale. The % completion per separation is the % of course separations (i.e. students not enrolling for two successive years) that were due to successful completion of a course (excluding HDR)</p>					

¹⁰ 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.

¹¹ See footnote 10 for definition.

4.3 Equity

4.3.1 Commonwealth objectives

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

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

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

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

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

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

4.3.2 University strategies

The University was founded as a free university and has a long history of encouraging access and participation in its courses. The University's Strategic Plan states as one of the core values that underpin its activities a commitment to "Equity and merit as the fundamental principles for the achievement of the full potential of all staff and students". (p3)[1] The University's long held commitment to equity is reflected in the operational objective "To recruit and graduate a diverse student cohort of the highest quality" and associated implementation strategies articulated in the OPP 2009-2013, (p13)[2] and in the commitment of substantial funds, , including Higher Education Participation and Partnerships Program (HEPPP) funds, to implement a comprehensive equity strategy.

Post Bradley[3], the focus in national policy has concentrated on access for students from low socioeconomic status (SES) backgrounds. In response, the University endorsed the Commonwealth's focus on low SES as a key indicator of disadvantage, recognising that financial disadvantage often underpins other forms of disadvantage, and realigned and expanded its equity initiatives to prioritise access for this equity group whilst still maintaining a broad strategy with an integrated approach that includes access, participation, retention and success.

Key components of the University's equity strategy include:

(i) **Aspire UWA**

The University is working with 31 Aspire UWA partner schools in the Kimberley, Pilbara, Gascoyne and Mid-West regions of Western Australia, reaching schools that have had very little opportunity previously to engage closely with a university community, as well as 20 disadvantaged metropolitan Perth schools, to raise aspirations for higher education. The program has seen intakes at UWA from these schools grow steadily from 123 in 2009 to 220 in 2013.

The University's investment in the Aspire program is reflected in the good performance of students from Aspire schools, which has been at least comparable with the students from other schools, even though students from Aspire schools have lower median ATARs than students from other schools. For example, Aspire students have had first-year retention rates equivalent or

higher than other students; 92% versus 88% for the students commencing in 2010, 88% for both groups for the 2011 cohort and 90% versus 86% for the 2012 cohort.

(ii) Alternative Entry Pathways

The University has extended its suite of alternative entry pathways to improve access for students whose academic performance has been impacted by lack of resources in their school and/or home environment. Broadway UWA is a scheme whereby students from a range of low-SES schools, identified primarily on the basis of an ICSEA score, with an ATAR of between 75 and the University's standard admission cut-off of 80, are made an offer and provided with additional supports to ensure their successful transition. In 2012, the University made 98 Broadway offers in the first year of the scheme; in 2013 187 admission offers have been made.

The Fairway UWA program selects students from schools throughout Western Australia who are facing financial and other forms of disadvantage that make aspiring to higher education a particular challenge. The inaugural cohort completed the program in 2012 attending an on-campus residential Summer School (with all reasonable costs including travel covered by UWA); completed online study skills modules to complement their Year 12 studies and engaged with a UWA student mentor. All participants were provided with additional resources, educational and financial, to enable them to make the most of their potential. Those achieving an ATAR of 70 or above together with a WA Certificate of Education have been made an offer of admission into their choice of one of the University's new three-year undergraduate degrees and will participate in an extended support program to better ensure their successful transition to tertiary study.

The University also offers its UWay and Special Consideration processes for any student who has encountered disadvantage in their Year 12 studies. Applications are reviewed by committee on a case-by-case basis with students admitted by this pathway also offered a comprehensive support program on enrolment. Likewise, support is provided to students admitted through the Mature-age Access pathway, open to students without prior tertiary education experience. There has been steadily increasing interest in access by this pathway since its inception in 2008 which provides a second-chance at tertiary education via provisional entry until students have successfully completed 24 credit points of their degree.

All students admitted by any of the alternative entry pathways are selected on their potential to succeed and a substantial range of student support services are provided. This approach is reflected in the good outcomes achieved by students from equity groups as evident in the success and retention ratios that show in most instances that these students pass units and are retained at rates comparable to other students.

(iii) New Courses

In 2012, UWA launched the first of its New Courses with significant implications for enhanced equity including guaranteed places and pathways for Aboriginal and Torres Strait Islander students into new graduate-entry Masters and Professional Doctorates including Engineering, Law, Medicine and Dentistry and reported increased enrolments from low-SES students in line with the targets established in the University's first Mission-Based Compact. It is also developing and implementing advanced diplomas in Medical and Aboriginal Health Sciences and in Legal Studies to prepare Aboriginal and Torres Strait Islander students for postgraduate professional education.

(iv) Student Accommodation

The construction of 1,000 new affordable student accommodation dwellings under the National Rental Affordability Scheme is expected to make a useful contribution to the participation of students from regional and remote areas. The first tranche of 500 studio and one bedroom apartments at University Hall opened in 2013. Further dwellings under construction at St Catherine's College are scheduled to be ready for occupancy in 2014 and detailed planning underway for additional accommodation to be built under NRAS at St Thomas More College.

(v) Centenary Campaign

In line with the celebration of its Centenary in 2013 and in recognition of the University's founding mission to "...advance the prosperity and welfare of the people...."[4] the University is continuing to develop its equity initiatives. The size of the 2013 Fairway UWA cohort, for example, has doubled to 100 students and ambitious fundraising targets have been set for the Centenary Campaign in order to continue the expansion of the University equity scholarships program and other financial supports.

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 University recognises the importance of maintaining and enhancing its infrastructure in enabling it to successfully deliver its mission and in advancing its vision of achieving international excellence. The provision of appropriate infrastructure, including buildings and information technology, are key elements of advancing the University's goal of maintaining and extending approaches to teaching and learning that will secure excellent learning outcomes for students. This importance is reflected in substantial investments made by the University in capital works and IT over recent years. The University will, as outlined below, continue to make further substantial investments in its infrastructure, albeit moderated by the University's capacity to fund these works and other strategies, such as improved utilisation, that will reduce demand for space, and other priorities.

(i) Backlog Maintenance

The University has had a long and growing list of backlog maintenance that was the subject of a paper to Senate (the University's governing body) in 2012. The paper listed backlog maintenance tasks which were detailed and prioritised based on a 5x5 risk matrix, with the most critical and overdue tasks highlighted as highest priority and a 10 year plan including moderate increase in the Facilities Operating budget to reduce the list to zero.

The implementation of this plan commenced in 2013 and during 2014-16, a significant portion of the existing UWA backlog maintenance tasks will be addressed. At the same time, a specialist building condition assessment also commenced which will outline a comprehensive maintenance plan for the institution with cost estimates for forward budget purposes. This approach is expected to deliver a robust plan to progressively reduce backlog issues within available resources.

(ii) Facility Renewal

The existing building stock at UWA represents a broad range of architectural and teaching paradigms, some of which are still highly useful and some which are no longer as relevant. The priority of building renewal will be based on value for money and capacity for growth, and underpinned by assessments of the condition of buildings.

Priority capital works over the 2014-16 period include providing up to date teaching facilities in key disciplines, such as Medicine, Sciences and Engineering. The design of upgraded teaching spaces will be informed by the UWA Education Futures project, and by discussions with other institutions, both nationally and abroad. It is expected that these projects will provide spaces that foster innovative teaching practices and improved learning outcomes for students, by improving access to technology and information, providing teaching staff with flexibility to use interactive teaching methods and in group sizes, and allowing more collaborative, experiential learning.

(iii) Facility Utilisation

Considering the research intensive nature of UWA activity, the University performs relatively well against the TEFMA benchmarks and other GO8 members in terms of area per EFTSL and utilisation of teaching space.

Nonetheless the University regularly monitors the utilisation of its teaching spaces, including hours occupied and group sizes across semesters, with a view to identifying opportunities to improve increased utilisation. It also has a policy of not increasing space until there is evidence that existing space is being or will be effectively utilised in the near future. This approach has allowed an increased proportion of funds to be directed towards improving functionality and effectiveness of existing spaces with a primary goal of making the most of the existing built environment.

Utilisation improvements are expected to flow from the investment by UWA in the Syllabus Plus Enterprise platform for generation of more efficient timetables that reduce venue clashes and better match venues to user requirements across the teaching week. This project is underway and expected to be complete to allow the formulation of the 2014 timetable using the new system.

(iv) Information Technology

The University is undertaking a \$44.9M project to substantially upgrade its IT infrastructure, which includes upgrades to its backbone fibre network, file servers, network printers and wifi facilities, and software. This investment, together with investments in hardware and the University's, Moodle Learning Management System (LMS) software to record and disseminate lectures and relating teaching materials, is expected to further enhance the student experience.

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

UWA aspires to be a world-class university recognisable by its research-intensive culture, its ability to engage actively in the international processes of learning and discovery and its partnerships with the wider community that assist the economic, social and cultural development of the nation through the uptake of its research outcomes. The University is committed to the achievement of high quality research and research training, by international standards, across the entire spectrum of its disciplines with the development of special research concentrations in selected areas of particular strength, importance and opportunity. UWA's research priorities encompass the disciplinary strengths identified in the 2012 Excellence in Research for Australia (ERA), its investments in world-class infrastructure, and its strategic advantages offered by place and time.

The University has determined six strategic research areas and several emerging and seed priorities to provide appropriate focus and direction of its activities.

Strategic Research Priorities:

1. Plant sciences and sustainable food
2. Ecology, evolution, and the environment
3. Energy and minerals
4. Indigenous knowledge
5. Medicine and health
6. Mind and the nervous system

Emerging and Seed Priorities:

1. Australian literature and post-colonial cultures
2. Bio-engineering and bio-sensing
3. Economic and regional development
4. Future cities
5. Measurement sciences

6. Medieval and early modern studies
7. Nano and bio technologies
8. Organisational behaviour
9. Public and business policy
10. Radio astronomy
11. Science, engineering and mathematics education
12. Theory and practice of education
13. World economic growth and the role of the Asian region

The outcomes of the 2012 ERA showed that UWA is performing at world standard or above in each of the 62 four digit Field of Research (FORs) that met threshold. It is the University's intention to grow the proportion of FORs that are performing at above or well above world standard (currently 61%) by using strategies identified in the University's OPP 2009-2013 to enhance UWA's research capacity, including:

- Building closer relationships with industry, including international corporations, to encourage sponsorship of research through ARC Linkage-Project grants and research contracts.
- Building closer research partnerships with universities and research institutes which are ranked highly in the Shanghai Jiao Tong world ranking.
- Support for Nobel Laureates and Fields Medallists and to prosper support for future winners.
- Develop research initiatives within the World-wide Universities Networks (WUN).
- Create effective participation in the European Molecular Biology Laboratory (EMBL) in both Europe and Australia.
- Position UWA research groups to win major ARC Centres of Excellence and NHMRC Program Grants.
- Mentor early career researchers and postdoctoral research fellows in developing their track record and winning external research grants.
- Developing and implementing a proactive staff recruitment strategy, particularly targeting highly cited researchers in areas of strategic research priority.

The University has recognised the role of its Institutes and Centres in adding value to UWA's research performance in terms of competitive grants won, highly cited research publications produced, and high quality PhD graduates; by providing a competitive advantage when recruiting high quality research staff and HDR students, and attracting research investment from the private sector; and maintaining the vitality of UWA's research by ensuring meaningful research collaborations with other universities, research institutes and centres across the globe.

The University's School of Indigenous Studies is a focal point of Aboriginal and Torres Strait Islander student recruitment and engagement. The University is implementing a number of strategies to further build Aboriginal and Torres Strait Islander researcher capacity and Aboriginal and Torres Strait Islander research leadership at all levels in the University as follows:

- As indicated above, Indigenous Knowledge is identified as one of UWA's six strategic research areas;
- UWA has appointed a number of Aboriginal and Torres Strait Islander professorial staff to provide research leadership in SIS and CAMDH. In 2012, this included two Aboriginal and Torres Strait Islander research fellows;
- A Research Development Advisor for the School of Indigenous Studies has been appointed to help support and mentor early career researchers in developing their track records and sourcing external research funding;
- UWA supports early career Aboriginal and Torres Strait Islander academics to gain postgraduate qualifications, engage in research centres and present at national and international conferences;
- UWA has Aboriginal and Torres Strait Islander representation on its Human Research Ethics Committee and in 2013, will further develop Aboriginal and Torres Strait Islander research protocols; and

- Each year the University sets aside one full University Postgraduate Award (UPA), valued at \$24,653 per annum, for HDR applicants who are Aboriginals or Torres Strait Islanders. In addition, each year the University allocates one full UPA for applicants with special circumstances, which have affected their previous academic performance. Further, the University guarantees a special top up scholarship of \$10,000 per annum to any holder of a UPA or Australian Postgraduate Award (APA) who is an Aboriginal or Torres Strait Islander.

UWA has a strong commitment to the responsible practice of research and has now appointed Research Integrity Advisors in each faculty. Research Integrity Advisors are experienced researchers with a good understanding of accepted practices in research who actively promote UWA's commitment to ethical research conduct. Researchers are encouraged to consult with the Advisors to obtain confidential information about the publication and dissemination of research findings, authorship, conflicts of interest, and the management of research data and primary materials.

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)	20	21	21
Number of disciplines, as defined by four-digit FoR, performing at world standards or above (3, 4 or 5)	64	62	62

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
	FoR 16 FoR 18	FoR 01 FoR 04 FoR 06 FoR 07 FoR 17

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	\$92,157,711	\$99.3 M	\$104.3 M	\$109.5 M	\$115.0 M
Category 2 Income	\$52.407M	\$55.0M	\$57.8M	\$60.7M	\$63.7M
Number of joint research grants in Australia	339	356	374	392	412
Number of joint research grants overseas	218	229	240	252	265
Number of jointly supervised PhD students in Australia ¹²	371	375	380	385	390
Number of jointly supervised PhD students overseas ¹³	159	165	170	175	180

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
Total research income	\$197.1M	\$217.2M	\$228.1M	239.5M	\$251.4M
Research income from ARC Centres of Excellence and NHMRC Program grants	\$12.4M	\$12.8M	\$13.4M	\$14.2M	\$16.8M
International research income	\$10.4M	\$10.8M	\$11.3M	\$11.9M	\$12.5M
Number of articles published in ISI indexed journals	2,647	2,731	2,950	3,200	3,500
Number of articles published in Nature and Science	7	9	10	11	12

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.

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

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

5.2.2 University strategies

UWA will seek significant growth in its HDR student load and completions consistent with its overall strategy to grow enrolments and load. The restructure of the University's coursework degrees, known as New Courses 2012 provides pathways that are expected to increase domestic HDR student enrolments, in addition to significantly growing postgraduate coursework degree enrolments.

The University will be developing and implementing a strategy to improve the recruitment of HDR students with a view to increasing the number, quality and diversity of students admitted to HDR programs. UWA has made a commitment to increase enrolments from China and India and, in addition to building cooperative relationships with particular institutions (especially in China), commits significant resources to recruit HDR students from these countries and provides generous scholarships (tuition fee and partial stipends) to support them. In addition the University will be targeting increased HDR intakes from a number of other countries.

While survey results, such as those obtained from the Postgraduate Experience Questionnaire, suggest the University offers a good research training experience, the University is committed to enhancing the quality of its research training. The University introduced a new policy on Graduate Research Training in 2011 which, among other things, clearly defines the responsibilities of enrolling schools and of research supervisors, and which mandates co-supervision of all HDR students. Under this policy:

- All HDR candidates must satisfactorily complete a first year of Confirmation of Candidature, including where necessary additional coursework, as well as obligatory verbal and written presentations.
- Generic skill training is provided by our team of dedicated Graduate Education Officers.
- The Dean of Graduate Research and Postdoctoral Training takes formal responsibility for the career development of all HDR students and all Early Career researchers.

The University will be further reviewing its HDR courses as the final phase of its restructuring of the curriculum. This will involve the progressive development of named Graduate Research Programs (GRPs) — organised by field of research — within each of which a suite of HDR courses (PhD, MPhil, etc.) will be offered. GRPs will have identified outcomes, and HDR courses within these programs will be taught to an explicit curriculum that delivers outcomes and identified graduate attributes. In addition to the support of the primary research project, these curricula will be designed to explicitly develop transferable skills and interdisciplinary perspectives in UWA HDR graduates. It is anticipated that the formal learning/coursework elements within the curricula of particular GRPs will provide various streams to align with the intended career pathways of students; e.g. streams for those intent on seeking an academic career and other streams for those who intend applying their research skills in industry. This review will also consider international trends, such as the 3+2+3 model used in North American and European universities. The University is already offering two-year Master's programs that prepare students to undertake HDRs in Mathematics and Physics.

The development of GRPs aligned with existing areas of research and research training excellence is expected to increase enrolments in these areas, in a virtuous cycle. That is, the development is aligned with ERA and is expected to increase the number of HDR students enrolled in areas of demonstrated strength. It is also proposed that ERA results (along with research input and completions data) will be used as a formal component in the scoring of research training environments when ranking HDR scholarship applicants.

The University is also aiming to build on the strengths of its research training program to increase the number, quality and timeliness of HDR completions. This will be achieved by the following strategies:

- Continuing the award of Completion Scholarships for deserving candidates who are within 20 weeks of completion but no longer on stipend.

- Improving the monitoring of HDR student progress with a view to improving the proportion completing within one year of the DIICCSRTE time-limit;
- Ensuring that HDR students are enrolled in areas of strategic research priority;
- Extending skill development programs for HDR students, including in academic writing, presentation of research and project management; and
- Developing further programs to enhance the quality of research supervision, with particular emphasis on disseminating good practice and supporting academic staff who are new to supervising HDR students.

In addition, the University will continue to provide dedicated support and targeted programs for international students.

Future growth in HDR student numbers at UWA will be supported by further investment in scholarships for domestic and international students, and strategic investment in cooperative research training partnerships with leading Australian and international institutions.

The University intends to grow HDR enrolments of Indigenous people, and will continue to set aside each year one full University Postgraduate Award (UPA) plus Safety Net top up, currently valued at \$28,153 per annum, for HDR applicants who are of Aboriginal or Torres Strait Islander descent. In addition, each year the University will continue to allocate one full UPA plus Safety Net top up for applicants with special circumstances which have affected their previous academic performance, and will continue to guarantee a special top up scholarship of \$10,000 per annum to any holder of a UPA or Australian Postgraduate Award (APA) (or equivalent) who is of Aboriginal or Torres Strait Islander descent.

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	1,635	1,640	1,660	1,710	1,770
HDR student completions by masters	65	54	55	55	55
HDR student completions by doctorates	246	271	275	280	285

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
PREQ overall satisfaction - % agreement	84%	89%	90%	90%	90%
Internal HDR Student Satisfaction Survey – Q15 - % agreement	88%	87%	90%	90%	90%
Time-limit load (EFTSL)	137	98	95	95	95
Domestic HDR students average time to completion (EFTSL):					
Doctorate by Research	4.4	4.3	4.2	4.1	4.0
Masters by Research	2.3	2.1	2.0	2.0	2.0

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
Mr Robert McCormack
Director, Planning Services
The University of Western Australia
Mail Bag M452
35 Stirling Highway
CRAWLEY WA 6009
robert.mccormack@uwa.edu.au

OR

- 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 The University of Western Australia, ABN 37 882 817 280.

Signed for and on behalf of The University of Western Australia

by

.....
Signature Date

Professor Paul Johnson
Vice-Chancellor

In the Presence of:

.....

WITNESS

.....

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

SIGNED for and on behalf of
THE COMMONWEALTH OF AUSTRALIA

by

.....
Signature Date

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

In the Presence of:

.....

WITNESS

.....

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