



Australian Government

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

2014-16 Mission-based Compact

Between:

The Commonwealth of Australia

and

Queensland University of Technology

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This compact is between

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

The Minister for Tertiary Education, Skills, Science and Research

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

ABN 77 599 608 295

Of

Industry House

10 Binara Street

Canberra ACT 2601

And

Queensland University of Technology

ABN 83 791 724 622

A body corporate under the Queensland University of Technology ACT 1998

Of

2 George Street, Brisbane, Queensland, 4000

(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

Blueprint 3, our institutional plan for 2011-2016, outlines our key priorities, strategies and targets for the period covering the 2014-2016 Compact. Over the life of the previous Compact, we have made great progress towards meeting the priorities of *Blueprint 3*. We have experienced growth in research income and outputs, been a leading player in the national awards for university teaching, appointed many new and highly productive academic staff at both senior and early-career levels, and renewed and revitalised much of our physical and virtual infrastructure. We have also extended and deepened our community and professional partnerships, as well broadened our domestic and international engagements.

The role of *Blueprint 3* is to identify major priorities, articulate broad strategies, and drive greater coherence and coordination of our efforts.

Blueprint 3 aims to guide QUT against a backdrop in which today's universities are challenged and invigorated by:

- growing public expectations for performance, accountability, quality and relevance
- increased pressures on public funding
- dynamic domestic and international economic and demographic environments
- an increasingly competitive and volatile global education and research scene
- generational change
- new cohorts of students bringing new expectations and requirements
- rapid growth of new higher education providers
- a national agenda to expand higher education access, particularly among people from low socioeconomic backgrounds and Indigenous communities
- new national regulatory arrangements
- the need to understand, adapt and transform societal responses to the challenges of sustainability
- an imperative to selectively concentrate areas of research investment
- rapid technological changes, presenting opportunities to enhance and even transform our work, but often with attendant financial and management risks.

Blueprint 3 both reaffirms and sharpens our strategic directions and recalibrates our aspirations. It also renews our commitment to the idea of an engaged university which makes a real and positive difference to its students and to people in the wider community.

Blueprint 3 sets out priorities, strategies and targets for our three spheres of activity (students, learning and teaching; research and innovation; and people, culture and sustainability), and key performance indicators (KPIs). *Blueprint 3* sets out QUT's statement of vision and values.

QUT recognises the important role it plays in the development of the community and economy of Queensland. QUT contributes to the Queensland Government's Statement of objectives for the community through courses that increase the knowledge and skills of Queenslanders and research that makes a real difference to the people of this State and their economy. In line with government objectives, QUT is committed to maintaining the financial viability of the university by achieving an appropriate underlying budget surplus.

Key priorities

Realign the composition of our student population

- Aim for a student population of up to 10 per cent higher than our current 40 000 with a particular target of at least 6 per cent of that population being higher degree research students by 2016 (compared with 4 per cent in 2009)
- Increase the share of domestic undergraduate students from low socioeconomic backgrounds to 16 per cent in 2016 (aligning with progress toward national targets set for 2020) and lift the Indigenous student representation to 1.5 per cent by 2016
- Reduce the commencing bachelor-degree attrition rate from more than 16 per cent to 14 per cent by 2016
- Retain a balanced level of international student enrolments at around 15 per cent, with an increasing share comprising international higher degree research students

Measurably strengthen our teaching quality and learning outcomes

- Improve English language proficiency for all students, aspiring for all commencing students to be at International English Language Testing System (IELTS) 6.5 by 2016; and continue to support academic staff to ensure that they have appropriate and effective levels of communication
- Extend formal teaching qualifications as a requirement for new and early-career academics
- Maintain a position in the top quartile of Australian universities for graduate employment outcomes
- Aim to ensure that 10 per cent of all graduating students by 2016 have had an international study experience
- Further develop courses and programs that capitalise on the opportunities of a deregulated market and make a difference to the real world
- Strengthen offerings in the science, technology, engineering and mathematics (STEM) areas, and in postgraduate coursework and customised education
- Refine and mainstream real-world learning that engages a diverse population of students
- Enhance opportunities for work-integrated learning and transitions into professional practice across all undergraduate programs
- Develop more comprehensive approaches to strengthening student engagement with their learning and with the University

Build QUT's reputation as a selectively intensive research university

- Establish a major and themed institute in the STEM area
- Renew focus on research potential and quality in staff recruitment
- Aim for "top-two" position in national competitive grants in at least five areas (education; creative industries; applied mathematics/statistics; information technology; and robotics, avionics and automation)
- Distinguish our health research by a focus on prevention and the use of technology for better health outcomes. In particular, aim to be a national research leader in areas of nursing, wound healing, optometry, prostate cancer, and biomedical engineering
- Aim to lead at least six nationally endorsed centres of excellence in thematic areas of strength
- Strengthen impact including through greater research-based involvement in public policy and practice
- Aim for 350 annual higher degree research (HDR) completions by 2016
- Aim for 60 per cent of QUT-published research in journals being in Excellence in Research for Australia (ERA) ranked A or A* outlets by 2016 (currently 40 per cent) (note that this item is under review following the changes made for the 2012 ERA exercise)

Develop a sustainable and high-quality workforce profile

- Enhance our recruitment and workforce development programs, including leadership development

- Strengthen QUT's position as a preferred employer
- Improve student:staff ratios to be better than national average by 2016
- Move the professional staff:academic staff ratio to the sector mid-point by 2016
- Maintain the momentum of building academic quality and achieving major demographic change by recruiting 500 people to the Early Career Academic Recruitment and Development program by 2016 and appointing 75 research-capacity professors by 2016, including appropriate proportions of women and Indigenous people

Build further QUT's sense of community

- Make the University's two city campuses extremely attractive destinations for students, staff and the wider community, combining excellent facilities for research and learning with precincts offering social spaces, services and amenities including food, sport and recreation, and entertainment venues, which are high quality, health promoting, coordinated and convenient
- Continue to develop QUT's Caboolture campus as an exciting and seamless model of educational provision, connected to the social and economic needs of that community, developing significant educational aspiration and attainment in communities between Brisbane and the Sunshine Coast
- Further develop our international and alumni networks and partnerships
- Promote a culture of community, scholarship, service and high achievement

Focus on the various dimensions of our sustainability – environmental, social and economic

- Sharpen focus on environmental sustainability through academic activities (coursework and research) and QUT's own operations, with a target reduction in energy use to 0.51 GJ/m² GFA by 2016 (from 0.57 in 2010)
- Continue to integrate information and communications technologies into our teaching, research, business support functions and infrastructure. QUT recognises that this task will require a coherent and strategic approach to the allocation of resources and deployment of new systems, developments and applications
- Strengthen and diversify our resource base to support the aims of this Blueprint and maintain the financial viability of the University by achieving an appropriate underlying budget surplus.

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

In line with the recommendations from the *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People*, QUT will pursue the strategies outlined below during 2012-2014. This effort will be supported by the implementation of the University's Reconciliation Action Plan (RAP), and will be assisted by social inclusion resources available from programs such as the Higher Education Participation and Partnerships Program (HEPPP).

QUT recognises that it needs a coherent strategy for redress and to contribute to social justice for Australia's Indigenous peoples. In *Blueprint 3*, there is an explicit undertaking to revitalise our commitment to the Reconciliation Statement we adopted in 2001. In November 2012, a QUT Reconciliation Action Plan (RAP) was adopted to revitalise that commitment.

QUT's vision for reconciliation is to be a university that values Indigenous culture and heritage and where the quality of the relationships between Aboriginal and Torres Strait Islander and non-Indigenous Australians is a source of pride and inspiration for students and staff. We aim to develop a shared understanding of how our different histories and cultures have influenced us and to use this understanding to shape our future as a modern comprehensive university in

contemporary Australia. QUT affirms its commitment to the reconciliation process through the development and implementation of the RAP.

The RAP has been developed around four elements articulated in *Blueprint 3* that confirm the University's ambitions concerning Reconciliation:

- ensuring all students have the opportunity to learn about Indigenous perspectives in their courses
- increasing the numbers of Indigenous researchers and academic staff
- ensuring all staff have sufficient understanding and knowledge of Indigenous perspectives to contribute to reconciliation in the undertaking of their duties
- significantly increasing the university's community engagement with Indigenous peoples and their involvement in decision making.

With regard to HEPPP funding, QUT allocates some of its base grant for Indigenous-specific outreach and support, and is part of a Queensland-wide Consortium involving eight public universities and the State Minister of Education which is focussed on stimulating demand for tertiary study via cooperative partnerships, including eight Indigenous outreach projects across the State. These HEPPP-funded initiatives add value to the core work of the Oodgeroo Unit and allow for a larger scale and depth of activity.

Aboriginal and Torres Strait Islander university employment strategies

In keeping with the *Blueprint 3* aim that Indigenous staff be 1.5 per cent of the workforce by 2016, the RAP includes a strategy to increase the number of Indigenous academic and research staff. QUT supports the Commonwealth's aspirational national parity target of 2.2 per cent for Aboriginal and Torres Strait Islander staff in higher education. QUT also acknowledges the findings of the *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People* that achieving parity will be a long-term goal.

QUT's recent Enterprise Agreements (for Professional Staff and Academic Staff) committed to increasing employment and development opportunities for Indigenous Australians consistent with and building upon the QUT Indigenous Australian Employment and Career Development Strategy. QUT's Indigenous Employment Strategy (IES) for 2013-2016 is currently being developed and will be informed by *Blueprint 3*, the RAP and the *National Indigenous Higher Education Workforce Strategy* (NIHEWS). This will ensure that priorities and recommendations are addressed and implemented strategically within a University-wide approach.

QUT's commitment to building Indigenous employment includes funding six new early career academic positions in the faculties in 2013. Depending on their qualifications, these staff members will be supported to complete doctoral studies and/or to gain research and academic work experience. Other strategies will be used to support mid-career and professoriate appointments. An Indigenous traineeship scheme for professional staff is also being developed, and the 2013 Vice-Chancellor's Research Fellowship Scheme will provide for a fellowship for an Aboriginal and Torres Strait Islander person.

QUT's policies and systems support Aboriginal and Torres Strait Islander applicants and QUT's faculties and divisions regarding the recruitment and selection panel process. This ensures that cultural safety and awareness is promoted and maintained. The Indigenous Employment Coordinator supports applicants and organisational areas within QUT with the recruitment and selection process. There is provision within QUT's recruitment policy to allow applications only from Aboriginal and Torres Strait Islander people for internally advertised positions to assist with building a larger cohort of Aboriginal and Torres Strait Islander staff. QUT currently has a number of identified positions dispersed through the University and it is intended to increase the number of these positions.

QUT promotes its Sessional Career Advancement Development program to Aboriginal and Torres Strait Islander postgraduate students who have aspirations of becoming an academic. The program aims to assist participants with preparing for their future career in academia by

identifying potential skill or experience gaps and developing goals and plans to address these gaps.

QUT actively raises its profile as an employer of choice within the communities with which it engages through the Oodgeroo Unit, Indigenous Studies Research Network, Equity Services Department and the Human Resources Department. The Deputy Chair of the National Aboriginal and Torres Strait Islander Higher Education Consortium (NATSIHEC), Oodgeroo Unit Director Professor Lee Hong, is briefed about the Indigenous employment portfolio within NATSIHEC at a national level and works with Australian universities regarding Indigenous employment matters within the sector.

Aboriginal and Torres Strait Islander higher education strategies

A key aim of *Blueprint 3* is to lift Indigenous student representation to 1.5 per cent by 2016. Consistent with this aim, QUT aims to be a place of learning that addresses disadvantage for Aboriginal and Torres Strait Islander Australians through education and employment programs that are developed and delivered in partnership with the Indigenous members of our community. Other strategies and actions relating to higher education teaching and learning and research include:

- ensuring that all QUT students have the opportunity to learn about Indigenous perspectives in their courses (QUT will recruit a senior Indigenous academic position in early 2013 to lead this work)
- incorporating Aboriginal and Torres Strait Islander knowledges as an element of QUT's Course Design Framework, course accreditation and course evaluation processes
- ensuring that research training programs profile Indigenous methodologies and ways of knowing.

QUT continues its program of marketing and recruitment activities in order to increase the access, retention, and participation rate of Aboriginal and Torres Strait Islander students at QUT.

Retention Strategies

- Pre-Orientation Program (POP Week) – POP Week is an orientation experience for first year Aboriginal and Torres Strait Islander students enrolling at QUT.
- Pre-Law Program – This project seeks to increase the retention of Aboriginal and Torres Strait Islander students in university studies and support the success of first-year Aboriginal and Torres Strait Islander students through the development of a new intensive Bridging Program for Law and Justice Students (to be available to students in 2013). The Oodgeroo Unit assists the Faculty of Law to implement this program.
- Academic Advisors – The role of the Academic Advisor is to provide academic progress support for students.

Recruitment Activities

- Centralised Assessment and Selection Process (CASP) - CASP is an opportunity for Aboriginal and Torres Strait Islander applicants to gain entry into QUT via an alternative pathway. The program's aim is to increase Aboriginal and Torres Strait Islander access and participation at QUT. The Oodgeroo Unit works closely with faculties and Student Business Services to assist students with the application process, manage the interview process to determine eligibility for alternative entry, and follow up after offers are made to ensure students are correctly enrolled.
- Community Engagement – these activities range from attending annual National Aborigines and Islanders Day Observance Committee (NAIDOC) events, local sporting events, hosting Yarning Circles and community networking events, attending various schools and careers expos across Queensland.

To reduce the student attrition rate, particularly for Bachelor degree Aboriginal and Torres Strait Islander students, the Oodgeroo Unit will continue to work closely with schools and faculties to identify students 'at risk' mid semester and end of semester. In addition the Unit will continue to work with the Student Success Program from point of offer (contacting students to promote

attendance at POP week and follow up with students who do not attend POP week) and then throughout their first year (as part of the monitoring of students enrolled in first year units) to ensure the early identification of students who may indicate through their learning behaviours that they may be at risk of disengaging from their studies.

Students who are identified as 'at risk' will be invited to meet with the Academic Advisor and Learning Support Officer at the Oodgeroo Unit to develop a study plan. This plan could include Indigenous Tutorial Assistance Scheme (ITAS) support if the student does not have this already; referral to appropriate university support services; reviewing current enrolment load and if necessary reduce the number of enrolled units of study per semester.

Assisting transition of Aboriginal and Torres Strait Islander students from TAFE to QUT

QUT, the Oodgeroo Unit and Brisbane North Institute of TAFE (BNIT) share an ambition to encourage and support Aboriginal and Torres Strait Islander people to access tertiary education. Both organisations have a long established working relationship with regard to community engagement, collaboration, education and various other activities. BNIT and Southbank Institute of TAFE staff regularly invite QUT staff and careers counsellors to discuss bridging and university entry options with students who are close to the completion of their TAFE course. QUT staff actively promote the Certificate IV Adult Tertiary Preparation and UniLearn suite of programs available through BNIT to Aboriginal and Torres Strait Islander applicants who require tertiary preparation before successfully applying at a bachelor degree level. To further assist students throughout the transition from tertiary preparation to bachelor degree level QUT provides study bursaries to Aboriginal and Torres Strait Islander students who are currently studying BNIT bridging courses, such as Uni Learn, Certificate IV Adult Tertiary Preparation or a Certificate IV or Diploma in specific disciplines.

Based on this long term pre-established relationship both parties have a commitment to ensuring the success of the Tertiary Readiness and Core Skills (TRACS) Program. TRACS is a tertiary preparation program specifically designed to enable Aboriginal and Torres Strait Islander adults in the Moreton Bay Region to return to study. The activities are designed to support the students' tertiary awareness and preparation; build confidence, aspiration and capability; contribute to achievement; and provide practical supports and pathways assistance. TRACS aims to improve the following for Aboriginal and Torres Strait Islander participants:

- Build tertiary aspiration among Aboriginal and Torres Strait Islander persons within the Caboolture and surrounding regions;
- Improve access to University level study for Aboriginal and Torres Strait Islander persons;
- Develop participants' literacy and numeracy skills, specifically academic writing, referencing and research;
- Increase retention of Aboriginal and Torres Strait Islander students throughout the duration of their university studies; and
- Increase the number of successful Aboriginal and Torres Strait Islander university graduates.

TRACS aims to work in cooperation with local Job Service Australia providers, community organisations and relevant government and private sector organisations within the Moreton Bay Region to engage local Aboriginal and Torres Strait Islander adults who have expressed an interest in studying at a tertiary level. Participants must meet enrolment requirements as per TAFE Queensland legislation, particularly regarding minimum age of participants.

Professional development and cultural competency training programs

Blueprint 3 aims to ensure that all staff have sufficient understanding and knowledge of Indigenous perspectives to contribute to reconciliation in undertaking of their duties. The RAP includes developing a coordinated approach to staff development and the training of work groups and staff cohorts to increase their skills, knowledge and understanding of Aboriginal and Torres Strait Islander knowledges. Formal training experiences, role-specific training and multiple opt-in opportunities to develop knowledge, skills and understanding are included in the RAP.

QUT's approaches to cultural competency training are being informed by the *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People*, the NIHEWS and Universities Australia's National Best Practice Framework and Guiding Principles for Indigenous Cultural Competency in Australian Universities.

The Oodgeroo Unit takes a leadership role across the University in the promotion of social justice for Aboriginal and Torres Strait Islander people and is an agent for institutional change. Unit staff conduct professional development programs for faculty-based colleagues, to help support faculty staff in ownership of programs that address the cultural competency.

Student cohort support networks

The Oodgeroo Unit continues its activities in the Caboolture region through its collaborative links with the TAFENET sector. Cross-sector planning with Southbank Institute of Technology and BNIT supports the development of strategies for the implementation of the Widening Participation and Closing the Gap programs. This is consistent with QUT's strategic presence in Caboolture and its offering of degree level courses and articulation with courses offered by these TAFE institutions, particularly in Law and Justice, Education, Nursing, and the Creative Industries. QUT, in partnership with the BNIT, is leading a project that promotes and delivers a range of preparatory and bridging programs, careers advice and pathways options for Aboriginal and Torres Strait Islander adults in the Moreton Bay region. This aims to enhance Indigenous re-entry into TAFE and university.

Financial assistance

Aboriginal and Torres Strait Islander students who enter QUT via the Oodgeroo Unit are guaranteed a \$1000 bursary to assist them, as well as access to additional bursaries and scholarships. QUT aims to provide all commencing Aboriginal and Torres Strait Islander students with access to some level of financial support when they commence at QUT. QUT provides a range of scholarship and student support mechanisms through Equity Services and the QUT Business School, the Faculty of Law, and the Science and Engineering Faculty.

Career Trackers continue to meet, mentor and place Oodgeroo Unit students in work placements.

QR National, Arrow Energy, Parsons Brinckerhoff and other industry providers offer industry sponsorship for projects, scholarships and camps, for example the Arrow Energy Indigenous Scholarship Program (six scholarships of \$5,000 each per year) and funding for the Go Further! QUT Experience Camp.

Mentoring and leadership initiatives

In conjunction with the implementation of the RAP, QUT is providing mentoring and leadership opportunities through reconstitution of the Indigenous Education and Employment Committee, to provide Aboriginal and Torres Strait Islander staff and student representatives and members of the community with recognition and an opportunity to contribute to QUT's strategies, directions and goals. Senior QUT leaders who sponsor components of the RAP will steer and guide RAP implementation across QUT and in its faculties and divisions and an Indigenous Reference Group, comprising Aboriginal and Torres Strait Islander staff and students, will guide senior managers and advise on the RAP strategies.

QUT will continue regular engagement with the Aboriginal and Torres Strait Islander community, with the aim of achieving greater community involvement in QUT's business activities and campus life. QUT will continue to build relationships with the community through events such as the celebration of National Reconciliation Action Week and the NAIDOC Week events.

Regular gatherings are held for Aboriginal and Torres Strait Islander staff to create a network for staff. This ensures that staff from across the University are introduced and are aware of other Indigenous staff throughout the University.

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	449	495	510	530	555
Number of all Aboriginal and Torres Strait Islander student completions ²	55	57	60	65	70
Number of all Aboriginal and Torres Strait Islander professional/general staff ³	37	31#	32	35	37
Number of all Aboriginal and Torres Strait Islander academic staff ⁴	9	5	12	15	17

The drop in professional/general and academic staff is associated with a review of the Oodgeroo Unit which resulted in staff changes being recorded at the 31 March Census of the Progressive Target 2013 year (as at 31 March 2012). These staff numbers increased back to baseline levels by the end of the 2012 calendar year with further growth experienced in 2013.

Optional Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Indigenous HDR student load	20	23	26	29	32
Indigenous HDR student completions	0	3	6	9	12

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

² See footnote 1 for definition

³ Refers to number by headcount

⁴ See footnote 3 for definition

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

Blueprint 3 outlines QUT's strategies for research and innovation, including major research area developments, capacity, impact, quality and culture. Research impact embraces developing a research culture attuned to commercialisation and a broader view of knowledge transfer; and increasing the number and scale of collaborations with external end-users.

Blueprint 3 includes key performance indicators for research and innovation:

- HDR student share of all students
- HDR completions
- Competitive research income
- Research income
- Licensing income per \$100 million research income.

To date, QUT has focused its research through faculty research centres shaped by the strategies of selected themes, concentration of resources in areas of strength and the successful introduction of large-scale research facilities that include the Institute of Health and Biomedical Innovation (IHBI) and the Institute for Future Environments (IFE). This approach is squarely focused on facilitating the development and growth of multi-disciplinary research expertise across faculty boundaries in areas such as creative industries, health and life sciences, security and sustainability.

In the short to medium term, QUT is re-invigorating its Science and Engineering areas through a review of course offerings, revamping organisational structures and the development of the Science and Engineering Centre. This has provided the catalyst for a recasting of research, training and commercialisation activities across the STEM areas. This is consistent with QUT's broader strategic precinct approach linking teaching, research, and infrastructure development.

The STEM initiative is characterised by:

- targeted research in areas of research strength and emerging priority areas (driven by international, national and state priorities);

- deploying internal strategies by committing resources to support a number of programs including the Research Capacity Building Professors Scheme, the Vice-Chancellor's Research Fellowship Scheme, and the Early Career Academic Recruitment and Development (ECARD) Scheme;
- up scaling and integrating research infrastructure and associated enabling technologies (digital networks, access grid, High Performance Computing, eResearch capabilities);
- a commitment to multi-disciplinary research through active collaboration and interaction with other research institutes e.g. the Translational Research Institute (TRI);
- attracting high quality domestic and international HDR students and delivering quality HDR programs;
- closer engagement with external partners which includes industry, government and the community;
- facilitating international engagement and collaborative partnerships; and
- translating research outcomes to commercial reality to enhance public good outcomes.

Further information on engagement with industry is provided in section 3.3.2.

Examples of innovation achievements since the development of *Blueprint 3* include:

- the Australian Centre for Health Services Innovation (AusHSI) was launched in October 2012. AusHSI is a partnership between the Queensland Government, QUT and the Royal Brisbane and Women's Hospital with the goal to deliver research solutions to challenges in health-care delivery through clinical engagement. The partners have contributed \$3.2 million over three years to provide funding support for projects to improve health services
- two researchers from the QUT-led Australian Prostate Cancer Research Centre – Queensland received Prostate Cancer Foundation of Australia research grants in the 2012 funding round
- two of the 15 ARC Discovery Grants awarded nationally in the field of education, went to QUT, placing the university second nationally
- QUT was awarded the only Discovery grant in the discipline of journalism and professional writing.

Improving commercialisation outcomes

The commercialisation of research emerging from relevant disciplines and fields is part of QUT's real-world focus and an important measure of the impact of research. *Blueprint 3* identifies specific activities for achieving the University's desired impact, specifically to continue to:

- develop a research culture attuned to commercialisation and a broader view of knowledge transfer including better qualitative measures of impact;
- increase the number and scale of collaborations with external end-users;
- improve QUT's research-based involvement in public policy and practice;
- develop stronger alignment and links to policy development, and improve external linkages at local, state, national and international levels.

Continuous improvement for intellectual property

QUTbluebox, established in 2006, is responsible for the management of the University's commercialisation activities and offers a range of activities to support improvement and identify intellectual property opportunities. To develop a research culture attuned to commercialisation and a broader view of knowledge transfer, the University's commercialisation strategy is to:

- continue to provide regular training, seminars and workshops as part of an educational program to inform higher degree research students, early career researchers and senior researchers about the identification, protection and commercialisation of intellectual property;
- assist faculties and institutes to update position descriptions and key performance indicators for senior staff, including Executive Deans, Institute Directors, Assistant Deans (Research) and Heads of School, to actively support commercialisation of QUT intellectual property; and

- continue to encourage QUT researchers to engage in cooperative research centres (CRCs) as research collaborations which typically have a strong commercialisation or utilisation program.

QUT will continue the Proof of Concept (POC) Fund to enable the development of QUT intellectual property and to enhance QUT's commercial goal of reinforcing its applied emphasis and securing significant commercial and practical outcomes. The University will explore a range of commercialisation models, including licensing, open source initiatives, start-up companies, and consulting service business opportunities.

Knowledge transfer

The QUT knowledge transfer initiative is integrated with the academic domains of research, scholarship and learning and teaching. QUT is involved in the delivery of a number of services, activities and programs, locally, nationally and internationally. This includes commercial research, consultancies and education activities such as international outreach. Through a number of knowledge transfer initiatives, QUT continues to engage in:

- consulting and commercial research activities that range across all faculties and include work for both the public and private sectors;
- continuing education activities, including conference management services and non-award training through professional, personal development, and corporate programs;
- international consulting and training projects as part of its outreach activities. In addition to the financial returns from these projects, the University benefits from its presence in the market through recognition and enhanced reputation. QUT has undertaken projects in most countries in the South-West Pacific and South-East Asia including Papua New Guinea, Fiji, Tonga, the Solomon Islands, the Marshall Islands, Indonesia, Malaysia, the Philippines, Thailand, Laos, Cambodia and Vietnam.

Building innovation focussed partnerships with Asia

The QUT Internationalisation Framework 2012-2016 is deliberately fashioned to engage with the international research community, prioritise initiatives and commit resources in a targeted manner to international research partnerships, including Asia. The framework is priority driven and will draw on existing and developing new initiatives. The strategic principles of the framework are:

- marketing and recruitment of international students;
- student mobility;
- research partnerships and training;
- international projects and flexible, customised and corporate education;
- enhancing the international student experience;
- learning in the global context;
- engagement, alumni and philanthropy; and
- influencing the government agenda.

3.1.3 Performance indicators and targets

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

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

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

Principal Performance Information ⁵	2012		
Number of patent and plant breeder's rights families filed, issued and held	Filed 18	Issued 7	Held 29
Number of all active licences, options or assignments (LOAs) ⁶ executed and income derived	No. 7	Value(\$) \$78,055	
Number and value of research contracts and consultancies executed ⁷	No. 505	Value(\$) \$38.18 million	
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(\$) \$3.5 million	

Note: Three large cooperative research centres will wind up over the next 12 months, which will have a short-term impact on Category 4 income.'

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	\$7.1 million	\$8 million	\$7million	\$6.5 million	\$7 million

3.2 Industry and Skills

3.2.1 Commonwealth objectives

The Commonwealth encourages universities and employers to work together so that courses meet the needs of employers, where relevant. This may include integrating work and learning, meeting professional accreditation requirements and involving employers in course development and delivery.

3.2.2 University strategies

Employers' demand for higher education graduates

QUT's faculties will continue to respond to employers demand for higher education graduates through their annual review of course offerings. Part of this process will continue to be an overview of the anticipated strategic direction of the faculty's academic programs and an indication of curriculum actions likely to occur in the following year based on: environmental scans of external and internal factors, course reports, QUT strategic planning documents and an assessment of viability and demand.

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>

Each Faculty Advisory Committee has external members who represent the interests of industry and the professions and contribute to the faculty's decisions on course development providing ideas and feedback on courses, work-readiness of our graduates and industry demand. Furthermore, faculties engage strongly with industry via applied research projects and this helps ensure that PhD graduates are industry-ready.

Consideration of Australian workforce needs in the development and revision of courses

QUT values the contributions of business, industry, and the professions in curriculum development. Curriculum Development teams will continue to provide evidence of input from a range of external sources appropriate to the scope and risk of the curriculum initiative. For example, new or extensively revised large scale discipline offerings will continue to include comprehensive evidence of rigorous external review by authoritative sources. Depending on the scale and risk, evidence of input may be gained through any or all of the following:

- faculty advisory committees
- surveys of industry professionals
- discussions with professional bodies and/or industry representatives
- peer review by relevant faculty staff or independent external assessors
- specially commissioned panels.

Input from external stakeholders may range from:

- helping to ensure that the faculty is attuned to professional and community trends
- identifying needs and opportunities in teaching in response to changes in industry, the professions or the community
- early input and advice on particular curriculum initiatives in terms of industry relevance and professional practice
- detailed review of the academic aspects and pedagogical approaches of the curriculum initiative.

Consideration of Australian workforce needs in deciding the number of students the University admits to each course including priority disciplines for Aboriginal and Torres Strait Islander students

QUT has a strong commitment to meeting workforce needs and a commitment to strengthen offerings in the science, technology, engineering and mathematics (STEM) disciplines which is evident in the development of QUT's \$230 million Science and Engineering Centre.

QUT has identified STEM disciplines as priority disciplines for Aboriginal and Torres Strait Islander students.

QUT's considerations in determining the number of students admitted into courses is reviewed each year through the student load planning process. Further information on student enrolment planning is provided in section 4.1.2.

Consultation arrangements with employers and employer involvement in student learning and teaching

QUT will continue its engagement with industry and community partners by providing students with work integrated learning (WIL) opportunities such as work placements, industry projects and community engaged learning. Over 15,000 WIL activities are undertaken by students each year and the university is investing in the development of a university wide WIL information management system to embed efficient business practices for managing WIL.

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

Engagement, collaboration and partnerships

QUT is a leading Australian university which aims to serve the community and strengthen its distinctive national and international reputation by combining academic strength with practical engagement with industry, government and the broader community.

The university defines Engagement as involving “the application of the University’s intellectual, virtual and physical assets to working with external partners on local and global issues and priorities to achieve mutually beneficial outcomes”. External partners (or community) can be identified in the broadest sense, as including business, industry, government, non-government organisations and broader community groups, which are local, national and international.

QUT’s Engagement Strategy (2011-2016) supports *Blueprint 3* by providing the strategic intent for the practice of engagement across the university.

QUT has identified target countries suitable for the recruitment of international HDR students and potential research collaboration. This has been informed by internal international reference groups, as well as research group to research group collaborations. The University has established a number of international collaborations, which are described below.

QUT has established collaboration with India’s Department of Biotechnology to facilitate the development of a research partnership aimed at developing new strains of bananas in an effort to address iron-deficiency anaemia in India, a major cause of maternal death during childbirth. The four-year project, led by Professor James Dale, Director of the Centre for Tropical Crops and Biocommodities, is funded by the Indian Government and draws on Professor Dale’s work in Uganda funded by the Bill and Melinda Gates Foundation.

The QUT Faculty of Education and Beijing Normal University (BNU) have a long history of collaboration spanning the last two decades. Since 2006, the Faculty has hosted annual Doctoral Workshops in alternate years with BNU. This will continue until 2015. During this time, three BNU staff/students have undertaken their PhDs at QUT. In 2011, the partnership developed further exchange visits with Deans of each faculty; QUT training for BNU academics and students; the commencement of joint research in early childhood mathematics; the award of a QUT-BNU Australian Leadership Award Fellowship; the award of a BNU Honorary Professorship to Prof Carmel Diezmann; and planning for a 2012 Australian Research Council Discovery grant on research capacity building with a BNU partner investigator. In 2012, the Faculty of Education received Australia China Science Research Funding to enable Faculty researchers (academics and HDR students) to travel to Beijing Normal University to take part in a five-day program titled “Partnering to Enhance STEM Education in the Asia Pacific Region”.

QUT also has a special initiative to fund the establishment and operation of a research centre at the Hue College of Medicine in central Vietnam, with support of The Atlantic Philanthropies. The programme has a number of population mental health projects aimed at producing locally relevant research.

Student opportunities

QUT has identified target countries suitable for the recruitment of international HDR students and potential research collaboration and partnerships. These countries include many in Asia (e.g. China, India, Bhutan, Sri Lanka and Vietnam).

QUT continues to build its relationship with the China Scholarship Council (CSC) to attract high quality PhD students into the University’s areas of research strength. QUT has been involved with more than 70 China Scholarship Council supported students since 2005. The CSC Fair is held each year in October to inform and attract prospective students to QUT. Students complete an

expression of interest form on-site at the Fair and these are used to identify potential supervisors who will assist the student to prepare their research proposal.

Engagement with industry

The university is involved in the current round of CRC bids with interest in five of the nine submissions (Resilient Regions CRC, CRC for Living with Autism Spectrum Disorders, Safeguarding Biodiversity CRC, Prostate Cancer CRC and CRC for Cell Therapy Manufacturing).

QUT has a number of collaborative projects and co-funded research facilities and partnerships with other universities and research intensive organisations. For example the TRI, which is a collaboration between QUT, University of Queensland, the Mater Medical Research Institute and Metro South Hospital and Health Service, opened in late 2012. The TRI is Australia's newest biomedical research facility co-located with a Queensland tertiary hospital. It accommodates world class researchers and has the capacity to bring basic biomedical discoveries made in the laboratory into real patient treatments. With an on-site biopharmaceuticals manufacturing facility service, and access to early phase clinical trials facilities, this collaboration is a true model of translation research which will reap commercial, social and economic benefits for the community, the research sector and industry.

The university prides itself on its 'real world' connections with industry and this is exemplified in its relationships with leading corporations and government agencies as part of the Chief Executive Officer forums. These forums are run by faculties to seek input into the direction and outputs of the university's work and to build and strengthen real two way partnerships. Chief Executive Officers of internationally recognised organisations such as Boeing, Brisbane Airport Corporation and Queensland Motorways participate in these regular forums and share their insights to inform the University's teaching and research and provide pathways for students beyond university.

Impact

QUT has committed to undertaking high impact research with external end-users and has developed significant research and knowledge-transfer relationships with Federal and State Government departments, hospital services, local companies such as Brisbane Airport Corporation as well as global companies such as Microsoft, SAP, Boeing, Shell and Infosys.

During 2012 QUT, as part of the Australian Technology Network (ATN), participated in the ATN/Group of Eight Excellence in Impact for Australia trial. The university submitted 14 case studies for assessment spanning defence, economic development, society and environment. The results which were released in late 2012 will be analysed by an internal working party with a view to developing an internal strategy around the identification, capture and presentation of high quality case studies. These case studies will be available for inclusion in the proposed 2015 ERA/Impact assessment cycle as well as for external marketing purposes. The university's Research Activity Database (RAD) has already been modified to capture and make assessable evidence of research impact.

QUT's Oodgeroo Unit continues its program of marketing and recruitment activities to increase the access, retention, and participation rate of Aboriginal and Torres Strait Islander students at QUT.

Outbound mobility and engaging with Asia

A key priority of *Blueprint 3* is to aim to ensure that 10 per cent of all graduating students by 2016 have had an international study experience. Semester-long and short-term outbound mobility experiences are the means by which QUT plans to achieve these targets, and over the 2014- 2016 triennium the University will foster new institutional partnerships and leverage existing agreements with a particular emphasis on Asia. In 2012, 7.67 per cent of the graduating cohort undertook an international study experience, 35.6 per cent studied at an Asian destination.

This will be underpinned by an expanded student mobility program that will continue to grow its share of competitive Commonwealth funds including access to the new Asiabound grants, the Study Overseas Short-Term Mobility Program and the International Student Exchange Program

(ISEP). In addition, QUT will continue to contribute substantially to the University's Mobility and Student Exchange function via funding bursaries and scholarships.

QUT, with an established student exchange track record across parts of Asia, will continue to expand its footprint through a broadening of collaborations with high-quality Asian exchange partners; through active promotion of Asian destinations and targeted institutions via promotional seminars and use of student exchange ambassadors; via preferential allocation of mobility funding for Asian destinations; and through the establishment of a target percentage of growth to be Asia-focused (as a percentage of the entire mobility program) across the 2014-2016 period. In 2012, 62.2 per cent of short-term outbound students chose an Asian destination.

QUT aims to expand internationalisation of research including engagements with global research centres and in countries such as China, India and emerging Asian economies

Fostering philanthropic endeavours through connections with alumni and collaboration with industry partners

A key strategy of the University is to connect Alumni and Philanthropic Donors with its learning, teaching and research activities. This will be achieved via:

- alumni being involved in learning and student support activities i.e. the use of practitioners in teaching, involvement in QUT's career mentor scheme, guest lectureships (particularly Outstanding Alumni Award winners), and participation in faculty/school committees and review panels. QUT's career mentor scheme provides key connections between students and industry representatives which provide benefits for both. Industry has the opportunity to shape the next workforce and students gain practical insights into the real world that provides critical context for their academic learnings
- providing opportunities for alumni and donors to connect with students, academics and researchers through formal and informal activities - particularly those associated with the new Science and Engineering Centre (SEC) and future Creative Industries Stage 2 facilities, and via showcases and exhibitions
- showcasing specific research, student support and/or teaching-related outcomes directly related to philanthropic support such as the University's Learning Potential Fund which has supported more than 14,000 students since its inception in 1998. The fund provides for students suffering from financial hardship and offers scholarships and bursaries on an annual basis. Philanthropic support for the fund is increasing and in 2012 the university hosted its highly successful L Block Brick Campaign signifying the demolition of the old Engineering building, by selling 100 special bricks in aid of the Learning Potential Fund.

QUT will promote its capabilities and achievements to a broad audience through 'public' events and programs including:

- open days for industry and community at research facilities (for example, IHBI and SEC) and satellite research and teaching hubs (for example, Samford Ecological Research Facility, Banyo Pilot Plant Precinct) where possible
- programmed campus events to engage current and potential students, schools, employers, industry partners and the general community (for example: Careers Fair, Orientation week, Courses and Careers Day, school visits and on-campus educational competitions)
- exhibitions of student and academic work, research showcases, public lectures, workshops, seminars and laboratory demonstrations
- rich cultural program at precincts including QUT Art Museum, Gardens Theatre, Kelvin Grove Precinct, Old Government House, SEC
- access to QUT Health Clinics and services.

The University will continue to identify and support opportunities for meaningful student engagement with industry, the professions and the community through work integrated learning (WIL) programs and transition into professional practice across undergraduate programs.

Further engagement with industry partners will continue across the 2014-2016 period via a continuation of the University's Engagement Innovation Grant scheme, whereby QUT's faculties

and institutes will work with industry partners to bid for funding to seed collaborative projects that will deliver measurable benefits to QUT, its partners and the broader community.

QUT will enhance the quality of engagement with its external community by:

- strategically partnering with, and contributing to, external organisations and events at local, state, national and international level which complement and contribute to the achievement of QUT's vision, mission, strategic priorities and goals
- continuing to develop Caboolture Campus' connections to the social and economic needs of that region through strategic outreach programs aimed at developing significant educational aspiration and attainment in local communities
- exposing staff to global developments in engagement practice through an international visiting scholars program and opportunities to attend and present at international conferences
- establishing and strengthening strategic links with peak engagement bodies and networks locally, nationally and internationally to remain at the forefront of trends and developments in engagement practice.

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	145	72	73	75	77
Number of active collaborations ⁹ with industry and other partners overseas	34	38	39	42	44
Category 3 Income	\$27.3million	\$28million	\$24million	\$24.5million	\$25million

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
% of graduating cohort undertaking an international study experience	7.3%	8.0%	8.7%	9.3%	10%
Income from philanthropy or other industry or community investment	\$15.74 million	\$10.2 million	\$11.3 million	\$12.4 million	\$14.3 million

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

⁹ See footnote 8 for a definition of collaboration.

PART FOUR: TEACHING AND LEARNING

4 TEACHING AND LEARNING

4.1 Student enrolments

4.1.1 Commonwealth objectives

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

The main objectives of the Commonwealth are to ensure that:

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

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

4.1.2 University strategies

Sub bachelor planning

QUT does not have Commonwealth supported sub-bachelor student enrolments, and has no plans in this area.

Bachelor degree planning

As demand remains strong for QUT's undergraduate Commonwealth supported courses, the University will continue its recent growth, although at a lower rate to maintain and improve entry standards. The University will balance its student load profile with the resources it needs to deliver courses of high quality, and the work needs of employers, future employers and graduates. In this effort, QUT has several capital projects in the pipeline as an investment for expected growth in several key disciplines and to accommodate the progressive space requirements into the future.

Blueprint 3 highlights some expected areas of growth, such as:

- developing new pathways for capable low-SES school leavers and adults; and
- growing the Caboolture campus and more directly addressing the community's learning needs.

In response to the expectations and priorities of the Commonwealth and Queensland Governments, QUT continues to emphasise multidisciplinary approaches in its course offerings. This reflects the substantial investment in research and teaching infrastructure for the STEM disciplines.

While the University does not anticipate significant shifts in core teaching activities, it does aspire to strengthen current programs and explore opportunities within existing disciplines. *Blueprint 3* aspires to:

- explore offerings associated with climate change, the need for infrastructure, sustainability, social and demographic change, and health while addressing economic skills supply matters, and applying knowledge to encourage innovation in the economy;
- reposition and refresh STEM courses including the development of new learning approaches, which can be deployed across the University;

- strengthen the opportunities for cross-faculty undergraduate program linkages;
- refine and mainstream real-world learning that engages a diverse population of students;
- enhance opportunities for work-integrated learning and transitions into professional practice across all undergraduate programs;
- aim to ensure that by 2016, 10 per cent of all graduating students will have had an international study experience;
- further develop courses and programs that capitalise on the opportunities of a deregulated market and make a difference to the real world; and
- expand work placement and professional experience, with an initial focus on school leavers and high-profile undergraduate programs.

Postgraduate planning

QUT has appointed a new Deputy Vice-Chancellor (Corporate Programs and Partnerships) who is developing a whole-of-University approach to reinvigorate QUT's postgraduate coursework and corporate education programs and ensure that the needs of future employers and graduates are met.

For Commonwealth supported coursework postgraduate courses, QUT will maintain its current suite of course offerings and looks forward to working with the Commonwealth to put in place an ongoing solution to the issue of equitable funding and support for Australian students in these courses.

QUT expects that enrolments in 2013 for coursework postgraduate from Commonwealth supported students will be within one per cent of the 2013 Funding Agreement. Over time, it will become increasingly difficult to contain the growth of the enrolments in the current suite of courses due to the demand from qualified Australian applicants and the pipeline of students moving into the second and later years of enrolment in their courses. QUT expects the increased demand for Commonwealth supported postgraduate places to continue. The University will seek opportunities to increase its current allocation of postgraduate places as they arise.

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

Measurably strengthening the quality of learning and teaching across QUT will continue to be a fundamental part of Blueprint 3 and this will be pursued over the life of this compact through a series of inter-related strategies. These focus on:

- further strengthening our approach to course design and accreditation through a ‘whole of course’ design and re/accreditation process;
- building joined up processes, systems and reporting to increase the capacity of staff and students to map and track progress towards course level learning outcomes;
- more fully harnessing technology to connect, engage and support learners throughout their study in both face to face and virtual learning environments;
- a more sophisticated approach to the evaluation of learning, teaching, units and courses through the roll out of Reframe: QUT’s evaluation framework;
- a continuing commitment to staff capability building and to the recognition and reward of teaching excellence;
- a continuing commitment to student success and retention that increasingly utilises learning analytics; and
- increasing our connection to industry through, amongst other things, the roll out of WILIS (the work integrated learning information system).

Further strengthening our approach to course design and accreditation through a ‘whole of course’ design and re/accreditation process

QUT’s real world positioning will be the foundation of an institutional approach to purposely transform our academic programs and practice. This commitment to transformation is, in part, a response to rapid technological advances which have changed the educational needs and expectations of students and which demand new capabilities of all academic staff. To achieve transformation we will view everything through the lens of ‘whole-of-course’ so that students’ learning outcomes and experiences are purposefully and thoughtfully considered, structured and delivered.

The Course Design Framework (CDF) has been developed as the platform to design these new courses and learning experiences across the university. Still in its first calendar year of implementation, the CDF is ensuring the currency and quality of our courses through its team based whole-of-course mapping processes. These processes have been successful in clearly articulating how and in what ways learning outcomes are achieved throughout the course and in embedding course specific Threshold Learning Outcomes, graduate attributes and AQF Levels and Standards.

New curriculum design and re/accreditation processes have been developed for implementation from mid 2013. These processes, which include the introduction of a five-year accreditation cycle, focus greater scrutiny on the quality of courses and their viability.

Building joined up processes, systems and reporting to increase our capacity to map and track student progress towards course level learning outcomes

We recognise the need to regularly review the currency and performance of our courses. Building on our well-developed annual course performance model, QUT will continue to develop a suite of comprehensive generational reports, including: the Consolidated Courses Performance Report, Individual Course Reports, Individual Unit Reports, Academic Analytic Profiles and the Strategic Faculty Courses Updates. We will develop prototype course lifecycle reports, and in consultation with course teams, lead the forensic analysis of data for courses deemed underperforming within the Course Quality Cycle. QUT is investing in the development of Learning Analytic systems that aggregate, monitor and report on the progress of student learning towards the achievement of course learning outcomes. At the same time COMPASS: Connecting across the Curriculum-Learning Management Cycle will be developed to identify a solution for connected, meaningful and enterprise curriculum and learning management at QUT. The tools developed, and being developed, are designed to support decision making and are intended to be meaningful and

efficient for students, unit coordinators, course coordinators and academic managers and leaders, so that they can make timely decisions and take proactive action.

Harnessing technology to connect, engage and support learners throughout their study in both face to face and virtual learning environments

QUT is investing an initial \$10 million over three years into a Learning Transformation Fund. The Fund will embed agile Transformation Teams within faculties to complement and extend existing faculty based resources. Through collaboration with and capability building of academic teams QUT plans to strategically and deliberately transform thinking and practice in the design and delivery of high quality educational experiences which focus on student learning outcomes and respond to the impacts of disruptive technologies. The Transformation Fund's principles are: a whole of course focus; achieving transformational and sustainable learning and teaching practices; ensuring collaborative partnerships across faculties and divisions; and an alignment with QUT's Real World philosophy. The Fund's emphasis will be ensuring that courses and learning materials are based on pedagogically-sound theory, contemporary standards and future oriented learning design practices and technologies in both face-to-face and virtual learning environments.

A 'next generation approach' to the evaluation of learning, teaching, units and courses through Reframe: QUT's evaluation framework

Through Reframe: QUT's Evaluation Framework, launched in 2013, individuals and teams now have access to more contextualised and customisable tools, support and reporting to meaningfully reflect upon, review and improve teaching, student learning and courses. Now in its first generation, the framework brings together unit and course teams to consider and respond to student and peer feedback through the Pulse, Insight and Exit surveys. The framework takes a multifaceted approach and moves away from the previous evaluation model that was heavily reliant on student surveys as the sole source of feedback and which focused primarily on the unit and the individual academic. Features now include: mechanisms to gather student, peer and course team feedback; the development of a personal evaluation strategy through PPR-AS, and the use of peer review, instant response and existing data to inform decision making.

A continuing commitment to staff capability building and to the recognition and reward of teaching excellence

Investing in developing the capability of our staff through centrally delivered development programs – including, but not limited to, the Sessional Academic Development Program, the Sessional Academic Success Program, the Graduate Certificate in Academic Practice (for all Early Career Academics) – QUT will support staff and teams to build the capabilities needed to transform academic programs and practice and to use the systems and tools being developed to support decision making. These programs, informed by research, will continue to focus on examination of work-based practices and emphasise the importance of collaborative team based approaches and continuous improvement of practices as professional educators and researchers.

New and renewed approaches to learning in new spaces will continue to be an important focus engaging and building the capacity of academic staff to develop and deliver high quality and innovative learning experiences via the Learning and Teaching in Collaborative Environments (LaTICE) project. The LaTICE project's focus is on developing strategies to integrate a range of scalable, transformative and sustainable models for learning and teaching in new physical and virtual environments.

Good teaching practice will continue to be recognised, fostered, shared and embedded across faculties. A central initiative which supports this is the QUT Learning and Teaching Grants scheme. The scheme embeds improved student learning outcomes; builds the capacity of QUT academic staff; promotes and supports strategic change; develops mechanisms for embedding good practice in learning and teaching; and leverages opportunities to scale up QUT Learning and Teaching Grants to national projects. Likewise QUT's systematic and sustainable approach to achieving recognition and successful outcomes in national Office for Learning and Teaching awards, grants and fellows will continue to build the capacity of our staff, identify talent and

profile excellence. Institutional recognition and reward for good teaching practice will continue through the Vice-Chancellor's Awards for Excellence and Performance Fund which recognises exceptional performance of teams and individuals.

The QUT Promotions Historic Trend Data Reports, developed in 2012, have illustrated that QUT's approach to promotion is consistent and equally achievable for both research and teaching. Further work will be undertaken to ensure the alignment of performance, probation and promotion through: clearly articulating the learning and teaching elements of PPR-AS in the promotions guidelines; a framework to inform teaching quality across all areas; annual reporting of promotions outcomes to facilitate better understanding of the process; and enhancement to the first generation Academic Analytic Profiles which consolidates a wide range of teaching data into an individual profile.

A continuing commitment to student success and retention that increasingly utilises learning analytics

Understanding the complex patterns of learner behaviour and how these patterns impact learning outcomes will become increasingly sophisticated with the investment in QUT learning analytics. These analytics will provide critical information for course review and improvement and will contribute to the existing work of the Student Success Program (SSP). The SSP is a University-wide student engagement and retention initiative that focuses on the systematic early identification of students at-risk of disengaging from their studies or university, followed by proactive purposeful interventions which provide information, advice and referrals to existing life and learning support services for the contacted students. This program is critical to the university targets for retention and is one of a range of integrated strategies for student success and retention. Other strategies include targeted transition and orientation programs and the Peer Programs strategy which recognises the critical role peers play in promoting student engagement, academic success and professional development for students as participants and leaders.

A continuing commitment to work integrated learning and increasing our connection to industry through, amongst other things, the roll out of WILIS (the work integrated learning information system)

QUT is committed to expanding opportunities for students to engage in quality work integrated learning (WIL) experiences such as workplace internships, placements and projects with industry and community partners. The WILIS Project is implementing a comprehensive university-wide system to better facilitate stakeholder partnerships, embed efficient WIL business processes and manage WIL risks. Through WILIS a deeper institutional understanding of employer and industry needs and how these can be effectively integrated into academic and practice based professional learning experiences will be developed alongside a clearer understanding of areas of strengths in approaches to real world learning and gaps in student learning and skills. Through WILIS QUT will have a more cohesive presence to industry and greater real world learning opportunities for students, including inter-faculty and interdisciplinary engagement with industry and community partners.

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

4.3 Equity

4.3.1 Commonwealth objectives

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

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

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

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

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

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

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.

4.3.2 University strategies

Overview

As indicated in the 2011-2013 Compact, QUT's goals and commitments to student equity are encoded in *Blueprint 3*; the University has a strong 20-year record of activity on both outreach and retention of equity groups; and Higher Education Participation and Partnerships Program (HEPPP) funding has been used to support a significant lift in the scale and innovation of program activities.

The outreach and retention plans for students from low-SES backgrounds and other equity groups continue to be based on the four major strategies outlined in the last Compact - Stimulating demand for tertiary study; Reviewing admissions policy; Growing the Caboolture campus; and Improving retention. Sitting under these broad strategies are nearly 45 program elements, which are summarised on pages 38 and 39 of the draft 2012 Institutional Performance Portfolio (IPP), and are not repeated here, in the interests of brevity.

Since 2011, all program elements have grown in scale and depth, with a particular emphasis on outreach programs. In both the schools and adult outreach strategies, partnerships with educational institutions and community groups have strengthened significantly. These partnerships are going from strength to strength – something that will aid their sustainability.

In terms of outcomes, QUT's strength continues to be in retention rather than recruitment.

As well as the positive retention outcomes that are reported in the IPP, our own attrition data indicates that all equity groups again improved in 2011-2012 and are at their lowest ever attrition levels.

In terms of recruitment/enrolment, QUT's percentage share has improved a little, but not enough to reach the target for reward funding. The target for 2011 was 11.04 per cent and QUT reached 11.01 per cent. The 2012 outcome using the interim indicator is unknown at this stage, but is not likely to reach the target of 11.44 per cent required for reward funding in 2013. Pleasingly, the enrolment share for commencing low-SES students has risen in both the 2012 and 2013 intakes, which will have a positive effect on the overall percentage.

Effort vs outcomes

The University's efforts in both outreach and support are not motivated or modified by the existence of reward funding. It has been the existence of the Partnership Guidelines and the flexibility of the HEPPP funding that have incentivised and enabled the expansion of our outreach programs in particular.

The University has always been of the view that immediate and steady rises in enrolment share are not the likely pattern of improvement arising from the HEPPP-funded expansion of effort. As indicated in the 2011-2013 Compact, we believe "in terms of the pace of change... the experience of the United Kingdom suggests that there may only be small changes for some years before any steady rise can be expected to take place across the country".

This view seems to have been borne out by recent experience with QUT enrolment share rising a little in 2010 and only marginally in 2011, despite an increase in high-quality outreach efforts. Our 2011 commencing intake was in fact below that of 2010 in percentage terms. We continue in the view that the impact of outreach programs across Queensland will not be discernible in the enrolment share for a couple more years.

Taking into account the following factors, QUT believes that the low-SES targets mandated by the Commonwealth are unlikely to be reached, but will continue to make all efforts to increase its enrolment share as much as possible, nevertheless:

- the all-Queensland effort to stimulate demand, with a particular focus on middle school (see State-wide Memorandum of Understanding (MOU)), and the likely effects of QUT's own program activity particularly in the Caboolture area
- low levels of unmet demand in Queensland

- the three to five year time lag between building aspiration in middle-school students and their post-school decisions
- the overall size of the University (nearly 45,000 students) and its likely growth, including the growth of our outer-urban campus
- the relatively strong retention of the low-SES cohort.

With regard to another under-represented group, QUT will continue efforts to recruit Aboriginal and Torres Strait Islander students. Taking into account the successful rises in enrolment share which have occurred over the last two years; the low level of unmet demand amongst Indigenous school-leavers and adults; the likely impact of the outreach strategies; and the overall growth of the University, the targets mandated by the Commonwealth will be challenging.

Indicators for measuring progress

In the last Compact (see pages 21 and 22), we indicated three measures for tracking progress:

1. The scale, depth and efficacy of partnerships, and the extent to which program activity “stimulates demand” as measured by evaluation instruments focussed on shifts in aspiration and awareness.
 - In terms of outcomes, we have gathered considerable survey data and undertaken some tracking of subsequent decision-making behaviours, from cohorts involved in many of our programs. All early signs of impact are positive, with discernible shifts in both engagement and aspiration, although we are still in the process of whole-of-program evaluation.
2. The percentage of year 12s in our target schools engaged in university or higher vocational education and training studies six months after leaving school.
 - An all-Queensland data-tracking exercise is underway looking at application / offer/ destination data for the 255 target high schools of the State-wide MOU.
3. The number of people per 1,000 population who are domestic commencing higher education students by target area. Currently this figure is 4-6 and we hoped to see shifts upwards over time, as more adults and school-leavers in target communities enrolled for tertiary study.
 - This measure is no longer trackable due to changes in the data-gathering of the Australian Bureau of Statistics.

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

Renewing existing facilities to meet contemporary teaching and research needs and student expectations

QUT operates on a five-year infrastructure plan. This plan is revised on a yearly basis to identify major physical and virtual project expenditures that are integral in achieving the goals of the University as detailed in *Blueprint 3* and the QUT Master Plan 2033.

Capital works projects within QUT are funded by a mix of internal and external sources. External funding sources include the Commonwealth Government, through programs such as the Education Investment Fund; the Queensland Government through the Innovation Building Fund; and other sources such as donations and external loans.

QUT has numerous programs to facilitate the constructing of new infrastructure and to maintain both the existing physical and virtual infrastructure, in order to meet the contemporary needs of teaching and research as well as the expectations of students. These programs are regularly reviewed to ensure they are meeting the goals and objectives of the University. These programs include:

- Major Building Program (internally and externally funded) – for the construction of new buildings and major refurbishment of existing buildings;
- University Minor Works (internally funded) – for the refurbishment and upgrading of centrally bookable teaching facilities and common areas;
- General Maintenance Program (internally funded) – for ongoing maintenance and statutory compliance costs of existing buildings;
- Equity of Access Program (internally funded) – provides enhanced access to all existing QUT buildings;
- Virtual and Information Program (internally funded) – includes central IT infrastructure such as equipment, software, IT maintenance, contract maintenance and development activities and library resources; and
- Strategic Major Equipment Program (internally funded) – for the acquisition and replacement of significant items of specialised and technical equipment.

To strengthen the quality of learning and teaching, QUT plans to transform thinking and practice in the ways we design and deliver high quality educational experiences. At the forefront of this is the repositioning and refreshing of STEM courses which focus on the development of new learning approaches and environments. These approaches, in concert with the range of contemporary and future thinking learning and teaching initiatives, detailed in Part 4 of this Compact, will inform pedagogical and learning space best practice across the University.

The experiences gained in the recent building of the Science and Engineering Centre at the Gardens Point campus will inform future developments, specifically Creative Industries Stage 2 and O Podium. It will endeavour to ensure that QUT environments and support processes are consistent with national and international best practice in the sector and that support services are

provided in a customer-centric and efficient manner, including a strategy to support greater levels of staff and student self-service around IT assistance in line with growing student expectations in this regard. These goals will be accomplished through:

- the exploration of new learning space models and the development of a learning spaces community of practice for academics which will inform research into staff and student attitudes to new spaces being undertaken on a regular basis;
- the development of a set of integrated resources to assist the dissemination of best practice use of new learning spaces and learning space tools;
- a roll out of a range of online tools for use in physical classrooms including GoSoapBox and Blackboard Collaborate;
- the implementation of a university-wide enterprise lecture capture solution in central tiered lecture theatres;
- the implementation of Virtual Desktop Infrastructure in student labs to increase student access to necessary software and systems;
- the investigation and further deployment of a range of self-service technologies and services that will improve access to IT/Library support;
- the establishment of a “Bring Your Own Device” (BYOD) strategy to enable students and staff to use their own equipment to interact with the university;
- a roll out of an enterprise level digital signage solution across the university; and
- the development of a series of strategies with respect to Enterprise Architecture, Cloud, Mobility and Information Security which will underpin and guide the implementation of QUT’s information technology initiatives.

These activities will also align with the University’s plan to formulate and articulate a blended and online learning strategy within the context of QUT’s intentions to reconsider and reform its offerings, particularly those in the postgraduate marketplace. This will also be informed by a planned review of the current virtual learning environment.

In order to support the University’s ambition to build a reputation as a selectively intensive research university, QUT will leverage the new facilities in its Science and Engineering Centre to enable closer interaction with national and state research infrastructure projects (e.g. ANDS, RDSI, NeCTAR and QCIF). It will also upgrade the campus data centre facilities on both major campuses in order to improve the efficiency and failover capabilities for all critical services, including research data storage. In addition it will also deliver a research skills training program in line with staff and student expectations which will enable better utilisation of the new facilities as they are developed.

Improving daytime space utilisation rates

QUT’s strategy for improving daytime space utilisation rates in line with Tertiary Education Facilities Management Association (TEFMA) targets comprises the following audit and assessment activities:

- annual planned (timetabled) utilisation data for all centrally timetabled teaching spaces is extracted from the University’s central timetabling system (Syllabus Plus)
- actual utilisation data is captured through physical audits typically undertaken in week 10 of semester every three years.

Based on results of the investigations, strategies for improvement include:

- re-organisation of room bookings to maximise usage of the smallest number of rooms required to accommodate the University’s teaching and learning program
- re-purposing of teaching rooms surplus to the teaching program for other areas of strategic growth including research and innovation.

Achieving good practice in relation to the cost of remedying the backlog maintenance of facilities

QUT has undertaken comprehensive, five-yearly, Level 3 facilities condition surveys on its built assets and infrastructure since 1995. QUT uses the Facility Condition Index (FCI) to monitor the condition of its assets.

QUT has aimed for, and substantially met, its “good practice” FCI target of 0.97, as recommended by Professor McKinnon et al in their *Benchmarking: A Manual for Australian Universities* (February 2000, Department of Education, Training and Youth Affairs, p54). QUT’s FCI has averaged 0.971 over the period 2001 to 2011. This has been possible as a result of significant investment in refurbishment works over the period and the provision of an annual capital renewal budget to manage backlog maintenance.

QUT also risk assesses its backlog liabilities as part of its condition surveys and establishes annual programs to address any high risk issues which might impact on the University’s normal business activities.

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

Improving research performance

Blueprint 3 continues its focus on developing critical mass and infrastructure in areas where it has a comparative advantage or unique domain knowledge. The University's review of research performance identified a number of corporate level research strengths. This has informed the establishment of the Institute for Future Environments (IFE) as well as a number of Tier 2 research faculty-based research centres including:

- Crime and Justice Research Centre
- Health Law Research Centre
- Centre for Emergency and Disaster Management

These strengths will be reviewed in light of the recent Excellence in Research for Australia (ERA) outcomes and modified as appropriate. This approach focuses squarely on facilitating the development and growth of multi-disciplinary research expertise across faculty boundaries.

The Science and Engineering Centre located at the Gardens Point campus has provided the catalyst for a recasting of research, training and commercialisation activities. Embedded within the Centre is the Institute for Future Environments (IFE), a high impact interdisciplinary research institute focused on investigating how our built and virtual environments interact, change and converge to make them more sustainable, secure and resilient. IFE undertakes research in the following areas:

- Mathematics, Computation, Simulation and e-Research
- Future Energy Systems and Clean Technologies
- Secure and Resilient Infrastructure
- Intelligent Systems and Clean Technologies
- Healthy Ecosystems and Adaptive Communities
- Sustainable Tropical and Subtropical Production
- Geosystems and Resources.

Blueprint 3 aims for QUT to lead at least six nationally endorsed centres of excellence in thematic areas of strength. National research centres in 2012 included:

- NHMRC Centre of Research Excellence in Reducing Healthcare Associated Infections
- Wound Management Innovation CRC
- NHMRC Centre of Research Excellence in Sun and Health
- Australian Prostate Cancer Research Centre - Queensland
- ARC Centre of Excellence for Creative Industries and Innovation

Strategies to support Aboriginal and Torres Strait Islander students and researchers

QUT has been awarded \$3.19 million in funding from the Australian Research Council to support the development of a National Indigenous Research and Knowledges Network, a hub and spokes model network of indigenous researchers at various stages of their career from over 24 collaborating universities, including the Australian Institute of Aboriginal and Torres Strait Islander Studies.

Led by Professor Aileen Moreton-Robinson, the aim of the network is to establish a group of skilled and qualified Indigenous researchers, creating pathways from undergraduate to postgraduate studies to establish a regenerative pipeline of new researchers, across institutions and fields of critical research importance. The network will provide a platform for new Indigenous multi-disciplinary research and the establishment of a critical mass of multi-disciplinary, qualified Indigenous researchers to meet the compelling research needs of our communities.

Excellence in Research for Australia

QUT's 2012 ERA submission highlighted significant growth in journal articles (from 6,500 to 8,350), three-year research income (from \$165 million to \$213 million) and patents (from 6 to 37). Based on the outcomes released in late 2012, QUT performed strongly in Cycle 2 with 94.74 per cent of its two-digit assessable areas rated world standard or above and 88 per cent of its four-digit assessable areas rated world standard or above. It is important to note that QUT had 20 of its four-digit assessable areas ranked at four compared to nine in the previous round. This outcome represents a significant improvement in research quality for QUT, and confirms that the University's strategy of selection and concentration has yielded dividends. In addition, QUT improved its performance in Ophthalmology and Optometry (1113), Psychology (1701), Marketing (1505) and Accounting (1501) as well Architecture (1201) and Design (1203) with these disciplines moving from a rating of two to three. In the 2012 round QUT identified nine new assessable areas of which 66 per cent were rated world standard or above.

During 2013, QUT will review its performance across the 2010 and 2012 rounds of ERA with a view to improving its performance in the next round scheduled for 2015. Importantly, QUT will:

- seek to improve its performance in areas where it received a rating of two (particularly criminology, civil engineering, urban and regional planning and the computing codes where the University has made a significant investment in either capacity or infrastructure, or both)
- conduct an internal review of a number of assessable areas that have been ranked at four across both assessment cycles with a view to elevating their rating to five in the next cycle
- put strategies in place to maintain current five ratings.

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)	17	18	18
Number of disciplines, as defined by four-digit FoR, performing at world standards or above (3, 4 or 5)	36	44	49

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
	<p>Two-digit FoR 17 – Psychology and Cognitive Sciences 12(HCA) – Built Environment and Design</p> <p>Four-digit FoR 0905 – Civil Engineering 1113 – Optometry and Ophthalmology 1201 – Architecture 1203 – Design Practice 1501 – Accounting 1505 – Marketing 1701 – Psychology</p>	Civil Engineering (0905) Computer Software (0803) Urban and Regional Planning (1205) Criminology (1602)

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	\$21.5million	\$24.9 million	\$26.1 million	\$27.4 million	\$28.8million
Category 2 Income	\$19.8million	\$24 million	\$18 million	\$19.2million	\$21.5million
Number of joint research grants in Australia	185	225	235	245	250
Number of joint research grants overseas	95	105	110	115	120
Number of jointly supervised PhD students in Australia ¹²	237	286	290	300	310
Number of jointly supervised PhD students overseas ¹³	20	26	30	34	38

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

Optional Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
the share of joint publications co-authored with researchers from other Australian institutions	32%	32%	33%	34%	35%
the share of joint publications co-authored with researchers internationally.	28%	27%	28.5%	29%	29.5%

5.2 Research training

5.2.1 Commonwealth objectives

The Commonwealth encourages excellence in the provision of research training. Particular objectives are to:

- support research excellence and develop an internationally competitive research workforce in Australia through high quality research training;
- develop an internationally competitive research workforce in Australia through high quality research training; and
- significantly increase the number of students completing higher degrees by research over the next decade.

5.2.2 University strategies

High Quality Research Training

One of the key priorities in *Blueprint 3* is to realign the makeup of our student population by:

- aiming for a student population of up to 10 per cent higher than our current 40,000 with a particular target of at least 6 per cent (2460) of that population being HDR students by 2016; and

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).

- retaining a balanced level of international student enrolments at around 15 per cent with an increasing share comprising international HDR students.

To achieve these priorities, QUT will use its Research Training Scheme funding to:

- grow supervision capacity and quality through the recruitment of research active and research intensive staff, and through implementing research capability development programs;
- further improve its research training efficiency (e.g. time to completion, attrition) through effective candidature management;
- increase attention to and tracking of generic capabilities, employability skills and evaluation of graduate career outcomes;
- further develop new doctoral fields such as Creative Industries and Nursing with significance for the national labour force;
- strengthen Honours programs and demonstration of Honours 1 Equivalence and other pathways to HDR study
- further develop funding partnerships with international agencies such as the China Scholarships Council and Indian Research Agencies; and
- increase contribution to future research workforce in STEM disciplines through growth and re-balancing load.

Increasing HDR Enrolments and Completions

QUT has identified a number of measures to support the research training experience and timely HDR completions including:

- a structured candidature management approach;
- the appointment of a senior professor as Director of International Graduate Research to further ensure quality pastoral and academic support for International HDR students;
- course monitoring at two-digit and four-digit FORC, against 10 key criteria
- awarding 10-12 Outstanding Doctoral Thesis Awards per year;
- use of the 10 key elements contained in the Research Training Quality Assurance System (RTQAS) including admission standards, supervision development, infrastructure provision and central management of examination processes; and
- active review of Annual Progress Reports.

In the 2011-2013 Compact, QUT outlined the aim to strengthen Honours programs and other pathways to HDR study. The University's Academic Board has appointed a Working Party to review our Honours programs in light of the new Australian Qualifications Framework. A clear set of parameters for determining the expectations and content of "End on Honours" (one year) and "Embedded Honours" (four years) were developed and approved by the Board. Additionally, the University, through the Research Degrees Committee, undertook an extensive review of the process it uses to determine First Class Honours Equivalence for the awarding of scholarships and a new form was developed and implemented. QUT had very strong demand for scholarships and some 100 applicants with First Class Honours missed out on obtaining one of the 150 scholarships offered from QUT's central funding sources. The quality of both domestic and international students seeking to undertake HDR study at QUT has risen exponentially over the past two years and demand now significantly exceeds supply.

Enrol HDR students in high quality research environments

QUT has developed supervisor accreditation arrangements that focus attention on supervisor qualifications and the requirement for ongoing skill development within a planning context of increased student numbers. Attendance at Quality in Postgraduate Supervision (QIPS) and online Supervisor Solutions modules continues to be strong, with faculty events complementing these key central offerings. These initiatives will continue.

In order to build research productivity, QUT seeks to expand the contribution of the HDR cohort. The University's goal of growth in HDR enrolments aligns with national research workforce policy directions, the important role of research students in the life and culture of the University, and

QUT's intention to intensify the institutional focus on research. QUT has supported this growth by the employment of a dedicated HDR Recruitment Officer, additional QUT funded domestic scholarships, and activities to connect undergraduate students with research (including the Vacation Research Experience Scholarships and the undergraduate College of Excellence).

QUT is also working to boost high quality international HDR enrolments. This involves the need to ensure that the University has appropriate and adequate supervision, adequacy of space, facilities, funding as well as support for HDR students to achieve a good educational experience. Current initiatives to achieve higher quality international HDR students include targeting the development of MOUs with government agencies and identifying partners to leverage QUT Tuition Fee Sponsorships (examples of these include China Scholarship Council; Thailand's Office of the Civil Service Commission; Royal Bhutan Civil Service; Vietnam - Project 165; Indonesia – DIKTI; DAAD, Germany; and Ministry of Higher Education, Sri Lanka).

QUT will continue to map and monitor its supervision and infrastructure capacity in areas of research strength and these data will be used to inform the development of an effective international HDR recruitment strategy. Initiatives implemented by QUT to encourage increased completions include an emphasis on scoping projects for a three-year completion, tight control of scholarship extensions, refining approaches to management of candidature milestones, achieving efficiencies in examinations processing, and strengthening rewards and recognition for supervisors.

A recent mapping of supervision capacity across QUT found that almost two thirds of 1092 supervisors on our register have a supervisory load less than 2 EFTSL. Also 3.7 per cent of academics have a supervisory load more than 6 EFTSL. Some 45 per cent of our students are located in the Science and Engineering Faculty (SEF) which is our major area research strength, 25 per cent are in the Faculty of Health and 10 per cent are in the Creative Industries Faculty. We are actively recruiting HDR students from targeted countries like China and India into SEF and Health areas where we have new state of the art infrastructure in the Institute for Future Environments and Institute of Health and Biomedical Innovation, and where our mapping show we have spare supervisory capacity.

QUT HDR students are provided with a variety of training experiences which are offered and organised both centrally and within Institutes. The Institutes and formally recognised structures play a significant role in organising discipline-relevant training and development activities. Some 80 per cent of our HDR students are in our areas of Research Strength as determined by their affiliation with the Institute for Future Environments (45 per cent), the Institute of Health and Biomedical Innovation (25 per cent) and the Centre of Excellence in Creative Industries and the Creative Industries Faculty (10 per cent), and each offers workshops, training events and an extensive seminar series. The central training workshops coordinated by the Research Students Centre focuses around informing students about milestones events. We offer international students around six workshops per year through the International Student Support organisation and an International Research Student Induction workshop is held twice each year.

Equipping HDR students with generic skills and capabilities

QUT leads the e-Grad School (Australia) in collaboration with its four Australian Technology Network (ATN) partners. This is an ATN-funded online resource bank that provides postgraduate students, their supervisors and universities with access to resources and activities relevant to the provision of high quality on-line research training.

The e-Grad School (Australia) provides QUT HDR students with access to moderated modules under the Learning Employment Aptitudes Program (LEAP) and Modules on Research Education (MORE) programs. Up to 150 QUT HDR students per year are involved in taking their selection of LEAP and MORE modules. LEAP offers short flexible and fully online modules that provide professional skills for PhD and Masters students to improve employment opportunities, career advancement and professional networks. The modules are Entrepreneurship, Leadership and Communication, Research Commercialisation, Project Management, Public Policy and Global

Sustainability. The time commitment is really up to each student however we would suggest that students aim for three to four hours per week over the five week module. Students completing the module will receive a certificate of participation. MORE modules are offered for Ethics, Risk Management, Critical Writing, Critical and Creative Thinking and Practice-Led Research. The flexible online delivery is seen as a plus by students who can access the module at any time and interact with people from other universities and fields of study. Students from other universities within Australia complete the modules thereby enabling QUT students to communicate with fellow students across Australia.

Support Strategies for Aboriginal and Torres Strait Islander people

QUT promotes and encourages Indigenous research through the Indigenous Studies Research Network (ISRN) and the provision of a named and targeted scholarship. The ISRN uses its network to facilitate collaboration within indigenous communities, between institutions and through international collaborations; and issues a twice-yearly e-journal - the *International Journal of Critical Indigenous Studies*. Other activities include master classes, symposiums and seminars.

QUT provides two scholarships per year through the Oodgeroo Noonuccal Scholarship scheme for Higher Degree Research students with a living stipend with duration of two years for Masters studies or three years for Doctoral studies. Research Training Scheme funds are used to support these students and to provide the annual stipend. Currently QUT has no Australian Postgraduate Awards that are held by Indigenous students.

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	1455	1560	1660	1760	1860
HDR student completions by masters	77	91	95	100	105
HDR student completions by doctorates	217	211	223	234	245

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
International HDR student share of total HDR	32.7%	33%	33%	33%	33%
HDR students share of all students	5.33%	5.5%	5.7%	5.9%	6%

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
Stephen Pincus
Executive Director, Finance & Resource Planning
Queensland University of Technology
Level 1 88 Musk Avenue
KELVIN GROVE QLD 4059
Email: s.pincus@qut.edu.au Phone: (07) 3138 2161 Fax: (07) 3138 1954

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 Queensland University of Technology, ABN 83 791 724 622

