



**Australian Government**

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

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

Between:

The Commonwealth of Australia

and

The University of Queensland

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This compact is between

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

The Minister for Tertiary Education, Skills, Science and Research

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

ABN 77 599 608 295

Of

Industry House

10 Binara Street

Canberra ACT 2601

And

The University of Queensland

ABN 63 942 912 684

A body corporate under the University of Queensland Act 1998

Of

Brisbane St Lucia, QLD 4072

**(University)**

### A. Policy Setting

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

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

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

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

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

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

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

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

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

### C. Establishment of the Compact

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

### D. The Principles of Commonwealth Funding Support

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

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

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

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

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

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

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

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

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

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

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

## PART ONE: FOCUS & MISSION

### The Commonwealth's Focus for this Compact

The Commonwealth's ambitions for higher education include:

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

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

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

## **1 THE UNIVERSITY'S MISSION AND STRATEGIC PRIORITIES**

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

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

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

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

The University of Queensland, and the world in which it acts, has changed dramatically in the century since its establishment. Nevertheless, the key ideas set out in the preamble of our establishing legislation are still very relevant today – a quality learning experience, liberal and professional education, original research, application of knowledge, and equity.

In our recent history, we have achieved real success alongside rapid growth and change. We have also experienced difficult circumstances that have placed unusual pressure on the University's leadership, management capacities and governance processes. These cumulative experiences have caused us to reflect on what it is that defines our University and its aspirations.

The University of Queensland positively influences society by engaging in the ongoing pursuit of excellence through the creation, preservation, dissemination and application of knowledge. We help shape the future by creating and bringing together people who are leaders in their fields to inspire the next generation and to advance ideas that benefit the world.

UQ's aspirations and priorities are described by clear objectives set for the next decade, defined around the key themes of learning, discovery and engagement. In 2020:

- UQ will be recognised as a major global university that is developing solutions to global problems.
- UQ will attract students of the highest calibre who are destined and supported to become future leaders – locally, nationally and internationally.
- The students' learning experience at UQ will be distinguished by opportunity and choice characterised by enhanced opportunity for interactions with researchers, industry and international partners that enrich the quality of their learning; and choices amongst flexible pathways toward highly valued academic qualifications.
- A larger suite of postgraduate entry programs will cater to the needs of the modern workforce. At the same time, growth in the University's postgraduate research student population will drive our capacity for discovery. By 2020, our ambition is that our postgraduate research higher degree and coursework student population will have grown, the rate of which will be largely determined by our resource base.
- UQ will further strengthen its research capacity, focusing strategically on discovery to address global issues whilst always being mindful of our need to assist government and the community to build a stronger Queensland and Australia. It will focus on developing deep and mutually productive partnerships with leading industry, academic and government groups throughout the world. Success will be reflected in international rankings that will show UQ improving continuously and strengthening its position amongst the top 1% of universities in the world.
- UQ will engage meaningfully with the wider community, ensuring purposeful interaction with schools, prospective students, UQ students, alumni, employers, and industry and government partners. Success will be measured by recognition and reputation, by the relationship with globally significant partners, by the ability to attract philanthropic support and by contributions made to society.
- Resource priorities will be set in accordance with strategic goals. UQ's budget will be supported by philanthropy, innovative partnerships, enhanced operational efficiencies,

better and more effective asset use and a continued reliance on income from fee-paying students.

- The University's workforce strategy is based on a commitment to a high performance culture: recruiting the best staff; retaining excellent people through reward and recognition; enhancing development and performance management schemes; improving staff communication; and promoting wellness and active living. UQ will support and mentor young researchers at higher degree, postdoctoral and early career levels, and develop a suite of tools and practices that underpin an ethos of transparency, objectivity and shared expectations of performance.
- UQ is committed to delivering a campus experience that supports its people and their pursuits. Continuing development on each campus will ensure that the physical infrastructure is suited to the activities it supports and enhances the experience of the students and staff.
- UQ's four campuses each have distinctive profiles: St Lucia continues to be the primary location for the majority of staff and students; Herston focuses on the health sciences; the Gatton campus has a focus on the animal and agriculture sciences; and Ipswich is developing within a framework focused on health and allied sciences and the development of the UQ College. The Princess Alexandra Hospital site and the adjacent Pharmacy Australia Centre of Excellence (housing UQ's School of Pharmacy) and the Translational Research Institute (TRI) will provide UQ with opportunities to expand its access to dedicated and shared infrastructure close to the St Lucia campus. In an increasingly resource-constrained environment in which we are looking to increase productivity, we will continue to review the viability of our campus offerings and operations and we will act, as appropriate, on the outcomes of such reviews.
- Sustainability and efficiency considerations will be increasingly important. To fund the capital development and maintenance program in a sustainable way, the University will need to secure alternative sources of funding from philanthropy, surpluses from semi-commercial operations and partnerships with government and industry.

Further information about the strategies that UQ is employing to deliver these aspirations and outcomes is detailed in the University's strategic plan (<http://www.uq.edu.au/about/planning>).

## PART TWO: ABORIGINAL AND TORRES STRAIT ISLANDER ACCESS AND OUTCOMES

### 2 ABORIGINAL AND TORRES STRAIT ISLANDER ACCESS AND OUTCOMES

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

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

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

#### 2.1 Commonwealth Objectives

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

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

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

#### 2.2 University Strategies

The University is strongly committed to improving higher education outcomes for Indigenous Australians. UQ's efforts for the next five years will be led by the University's *Aboriginal and Torres Strait Islander Strategic Plan (the Plan)*. The plan includes a range of strategies and actions across the three themes of learning, discovery and engagement. A copy of the plan can be accessed at: <http://www.uq.edu.au/about/planning>.

The Plan represents the University's first Indigenous-specific whole-of-university strategy. It was released in 2012, following broad consultation with internal and external stakeholders. The goal of the Plan is to embed the strategy across all operations of the University (learning, discovery and engagement). A high-level strategic implementation committee, chaired by the Pro-Vice-Chancellor (Indigenous Education), has been tasked to ensure effective engagement with the Indigenous community and provide advice on the establishment of an external governance committee of Indigenous representatives to guide and oversee the University's work.

The UQ Aboriginal and Torres Strait Islander Strategic Plan recognises, and is consistent with, the Closing the Gap initiative. Despite having been developed prior to the release of the report on the *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People*, the Plan captures the key themes and recommendations of this Report.

Key areas of focus for 2014 -2016 include:

- Improving the recruitment and retention of Indigenous academics, particularly Indigenous research higher degree students and early career Indigenous researchers.
- The limited pool of Indigenous academic staff nation-wide is a key challenge for the University. Although there are signs of improvement, Indigenous students are still less likely to transition into higher degree research and academia than their peers.
- Given this, the Plan will focus on improving the participation and success of Indigenous research students by:
  - attracting and sustaining an Indigenous research workforce;
  - creating pathways for Indigenous students into research; and
  - increasing institutional support for Indigenous research students.

Since 2008, UQ's commitment to the ongoing employment of Aboriginal and Torres Strait Islander people has been documented in our employment strategy. The commitment specifically relates to recruitment and retention of Aboriginal and Torres Strait Islander staff (both academic and non-academic staff) in all areas of the University and at all levels. It has fostered successful initiatives such as the Indigenous traineeship program at UQ. However, the development of the Plan provides us with impetus to review the current employment strategy and embed new initiatives to improve the participation and outcomes for Aboriginal and Torres Strait Islander staff at UQ.

More generally, the Plan recognises our commitment to ensuring UQ is a safe, culturally embracing environment for Indigenous students, staff and the community. Initiatives include:

- enhancing competencies in cultural diversity through the University through staff training and development programs;
- developing and implementing an action plan to promulgate UQ's education principles on Indigenous matters in the curriculum; and
- reviewing, refining and promoting UQ's Indigenous studies offering.

#### **Increasing the participation of, and improving educational outcomes for, Indigenous students.**

The Plan commits to increase the participation of, and improve the educational outcomes for, Indigenous students.

UQ's Aboriginal and Torres Strait Islander Studies (ATSIS) Unit has a major responsibility for facilitating and encouraging the access, participation and retention of Aboriginal and Torres Strait Islander students at the University. In supporting student learning generally, the ATSIS Unit adopts a case management approach to student retention, progression and graduation. Staff in the Student Relations team work with the UQ community to provide a range of professional services and academic support for Aboriginal and Torres Strait Islander students from pre-enrolment through to graduation, including:

- orientation programs for new students to assist with the transition to University life and study;
- advice and support for students experiencing personal and academic difficulties;
- advice on scholarships, prizes and student support payments;
- assistance in securing professional development and career opportunities, including cadetship and training programs, and graduate employment; and
- learning support and advice, including workshops, group sessions, tutorial sessions and individual consultations, and access to the Indigenous Tutorial Assistance Scheme.

The ATSIS Unit hosts a number of social events and activities throughout the academic year.

While the data show growth in Indigenous students commencing studies at UQ, there is more work to be done in this area. UQ will expand engagement with schools and community

organisations to build higher education aspirations for Indigenous students, and strengthen successful outreach and pathway programs to increase Indigenous tertiary student numbers. Integral to this work will be successful partnerships with the Indigenous and school communities and industries. Current initiatives include the following programs:

*Aspiration Building.*

*Widening Participation: Indigenous Education Project 2 (2011 - 2014)*

This project aims to enable Queensland's eight Widening Tertiary Participation partner universities to undertake Indigenous-specific community engagement and capacity-building work to improve access, participation and success for Indigenous people in tertiary education. Continuation of this initiative is dependent on Federal funding.

*The Indigenous Youth Sports Program hosted at UQ (annually)*

The Indigenous Youth Sports Program offers a University experience to Indigenous school students, with the aim of encouraging more Aboriginal and Torres Strait Islander youth to choose tertiary study. Developed by The Institute for Urban Indigenous Health, it is run in partnership with the Inala Indigenous Health Service and Education Queensland. The camp has grown from 60 student participants in 2011 to 130 in 2013. Funding is provided by the Department of Health and Ageing, Brisbane City Council, Education Queensland and The University of Queensland.

*The InspireU Camp*

Established as part of a global education partnership between Rio Tinto and the University, the InspireU camp offers 20 Aboriginal and Torres Strait Islander high school students a week-long program of exposure to the engineering profession and associated activities.

*Creating pathways to tertiary study.*

*UQ College*

UQ College, on the Ipswich campus, provides opportunity to expand pathways into tertiary studies for Indigenous students with offerings such as the tertiary preparation program and associate degree programs. Future initiatives will involve working with industry and business to expand the range of program offerings that foster Indigenous workforce development.

*Alternative Entry*

The substantial majority of Indigenous students at UQ obtain entry on their own merit through standard entry processes, and this trend is increasing. Additionally, we offer an alternative entry pathway for eligible students interested in studying at the university.

<http://www.uq.edu.au/study/?page=1099>

*Retention: Support, Scholarship, Workforce Experience and Mentorship*

UQ's success and retention rates for Indigenous students compare well to the sector, however, the base numbers are low. In 2010, the retention rate for Indigenous students was 65.5% nationally, 64.05% in Queensland and 72.94% at UQ. In 2011, the success rate for Indigenous students was 71.69% nationally, 71.62% in Queensland and 80.33% at UQ. (Source: <http://www.innovation.gov.au/HigherEducation/HigherEducationStatistics/Documents/Publications/11Appendix5EquityPerformanceData.xls>).

A whole-of-university case management model has been adopted to improve the retention and performance of Indigenous students at UQ. The model involves the monitoring of individual student performance by schools and faculties and implementing appropriate action to support those students where required with learning advice, additional tuition, etc. This is a co-ordinated effort by faculty-based working groups, which include the Associate Dean (Academic) from each faculty, and a representative from each school within the faculty and an academic staff member of the Aboriginal and Torres Strait Islander Studies Unit. From 2013 onwards, the case management model also focuses on encouraging, and providing opportunities for high-performing Indigenous undergraduate students into research pathways, as well as continuing to support the personal and academic needs of students.

Further, a growing focus of the student experience is on engaging with industry, government and community organisations to provide relevant workforce experiences for Indigenous students. We are building key relationships with industry and organisations to increase valuable internship, placement, mentoring and cadetship opportunities for Indigenous students during their studies at UQ.

### Performance Indicators and Targets

The University recognises and is supportive of the Government's aspirational national parity target for Aboriginal and Torres Strait Islander students and staff in higher education. As outlined in the *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander Report*, achieving parity will be a long term goal that requires a collaborative response across the wider education system with the support of government, business, professions and the Aboriginal and Torres Strait Islander people and communities.

The limited pool of university-ready applicants and appropriately qualified staff creates significant challenges to improving the recruitment of staff and students to UQ. We are committed to working across the sectors to achieve the goal of parity in the longer term. However, until the implications of the Report are defined in the Government's response, and it is clearer how such an agenda will be supported, we have chosen to focus on growth targets rather than on an aspirational parity target. Future policy around funding for pathway programs, aspiration building activities and programs to support the growth of Indigenous staff numbers, will impact on the University's ability to succeed in this area. Our targets have been set in reference to trend data with a commitment to improve on our previous performance.

## 2.3 Performance Indicators and Targets

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

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

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

| Principal Performance Indicators  | Baseline 2012 | Progressive Target 2013 | Progressive Target 2014 | Progressive Target 2015 | Target 2016 |
|---|---------------|-------------------------|-------------------------|-------------------------|-------------|
| Number of all Aboriginal and Torres Strait Islander student enrolments <sup>1</sup>         | 263           | 288                     | 321                     | 347                     | 372         |
| Number of all Aboriginal and Torres Strait Islander student completions <sup>2</sup>        | 37            | 34                      | 39                      | 45                      | 52          |
| Number of all Aboriginal and Torres Strait Islander professional/general staff <sup>3</sup> | 38            | 31                      | 33                      | 34                      | 36          |
| Number of all Aboriginal and Torres Strait Islander academic staff <sup>4</sup>             | 11            | 7                       | 9                       | 11                      | 13          |

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

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

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

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

| <b>Optional Performance Indicators</b>  | <b>Baseline 2012</b> | <b>Progressive Target 2013</b> | <b>Progressive Target 2014</b> | <b>Progressive Target 2015</b> | <b>Target 2016</b> |
|---|----------------------|--------------------------------|--------------------------------|--------------------------------|--------------------|
| Retention rate of undergraduate Aboriginal and Torres Strait Islander Students <sup>5</sup> | 72.9                 | 74.0                           | 75.0                           | 76.0                           | 77.1               |
| Success rate of undergraduate Aboriginal and Torres Strait Islander Students <sup>6</sup>   | 80.3                 | 81.4                           | 82.5                           | 83.6                           | 84.7               |

5 Target based on reaching parity with current domestic student retention rate at UQ by 2020.

6 Target based on reaching parity with current domestic student success rate at UQ by 2020. Success rate measures academic performance by comparing the effective full-time student load (EFTSL) of units passed to the EFTSL of units attempted.

### 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

Selected examples of UQ commercialisation success are listed on pages 15 and 16. Reference to the Department's National Survey of Research Commercialisation (2010-2011) highlights UQ's success in commercialisation. For example of the \$54 million licensing income earned by all Australian universities in 2011, \$35 million was earned by UQ; and of the \$64 million raised for start-up companies by Australian university in 2001, \$53 million was raised by UQ.

The two key factors in UQ's success in commercialisation and innovation are strong leadership and support from the University's senior management, and a strategy that reinforces translation and innovation as part of the research process. This has been consistently articulated through:

- a strong intellectual property (IP) policy, comprehensively reviewed and revised in 2011, that asserts university ownership of IP, and provides a framework for effective management of the requirements for appropriate IP protection and the academic priority to publish and promulgate new knowledge;
- a clear incentive scheme where a percentage of the net proceeds of commercialisation are distributed to the inventor and the academic organisational unit in accordance with University policy;
- public acknowledgement of commercialisation successes;
- recognition of commercialisation outcomes in faculty appraisal and promotion (e.g. granted patents given equal weight with high impact publications);
- active encouragement for appropriately resourced utilisation of university facilities and staff to undertake research directed at moving technologies and products along defined commercialisation pathways;
- internal research grant schemes that provide seed funding to support strong and effective engagement with industry; and
- strong support from academic leadership for participation in commercialisation seminars and workshops, especially by early career researchers and graduate students.

A key strategy in UQ's Discovery Strategic Plan is to advance the University's leading position in knowledge exchange and research commercialisation. This is being achieved by developing new strategies to enhance knowledge exchange and research commercialisation, entrepreneurial initiatives and support for proof-of-concepts and start-up companies. In particular, the post GFC investment environment has required stronger partnering with industry for direct investment in commercialisation to counter the contraction of venture capital investments.

UQ has been confirmed as a Core Partner in the recently announced Food, and Advanced Manufacturing, Industry Innovation Precincts (IIP). UQ is listed as a Core Partner in a further eight IIP bids submitted 5 June 2013. UQ recognises the IIPs as a new and important vehicle for extending and deepening our engagement with industry, to inform our research priorities.

UQ's Intellectual Property policy can be found at <<http://ppl.app.uq.edu.au/content/4.10.13-intellectual-property-staff-students-and-visitors>>. This policy is supported by the University's recovery of Indirect Costs Policy, which ensured the University is fully funded for the research it undertakes on behalf of industry

< <http://ppl.app.uq.edu.au/content/4.10.12-recovery-indirect-costs-research-funding-and-consultancy-contracts>>

A key aspect of the Intellectual Property Policy is the clearly articulated distribution of net returns from commercialisation that provides an appropriate level of incentive for researchers to see their research successfully translated through commercialisation.

The University's main commercialisation company is UniQuest Pty Ltd, and commercialisation of IP generated by the Sustainable Minerals Institute (SMI) is managed through JK Tech Pty Ltd. Both companies operate under the control of UQ Holdings Pty Ltd.

JK Tech offers a range of innovative solutions for the minerals industry aimed at increasing productivity and metal recovery. These specialist products and services include:

- consulting (comminution, flotation, mineralogy, mining and geometallurgy, sustainability);
- specialist software packages (JKSimMet, JKSimFloat, JKMultiBal, JKSimBlast);
- specialist equipment (ore breakage characterisation, flotation characterisation);
- laboratory services (pilot plant and metallurgical testing); and
- SMI Knowledge Transfer (training courses, professional development, workshops)

UniQuest has grown to be recognised as Australia's largest and most successful university commercialisation company. This is reinforced by the fact that six other universities and research institutes have chosen to partner with UniQuest to undertake their commercialisation activities. Sales of products using technologies licensed by UniQuest now exceed US\$5 billion annually. UniQuest comprises more than 80 staff, manages a portfolio in excess of 1500 patents, and has formed over 50 companies.

Over 30 companies that have been spun out of UQ IP are currently active, including two that have successfully listed on the Australian Stock Exchange (QRx, ASX:QRX; Impedimed ASX:IPD).

Recent examples of successful progression of UQ IP along carefully planned commercialisation pathways include:

- The launch of Vaxxas Pty Ltd with a \$15m multi-party investment to develop and commercialise the next generation of vaccine delivery—the Nanopatch—developed by Professor Mark Kendall of UQ's Australian Institute for Bioengineering and Nanotechnology (AIBN).
- Protagonist Therapeutics, Inc. recently announced the completion of a \$14 million Series B venture financing led by new investor Johnson and Johnson Development Corporation. Protagonist is a UQ spinout based on IP generated by Associate Professor Mark Smythe in the Institute for Molecular Bioscience. The new funding will support the discovery and development of Protagonist's pipeline of oral di-sulfide rich peptide therapeutics that

combine the best properties of small molecule drugs and large molecule biologics in a single chemical entity.

- Spinifex Pty Ltd, developed from pain management technology invented by UQ Professor Maree Swmith, has initiated Phase 2 clinical trials for the treatment of acute and debilitating pain arising from chemotherapy.
- UniQuest's start-up company, NeoRehab Pty Ltd, is developing and marketing the eHAB<sup>®</sup> telehealth system for allied health professionals. The system was developed over 11 years by UQ Telerehabilitation Research Unit co-directors, Dr Trevor Russell and Professor Deborah Theodoros. The eHAB<sup>®</sup> system is used to diagnose and treat patients in rural and remote areas.
- The highly successful Positive Parenting Program (Triple P) is currently available in 18 languages and used in 25 countries, with more than 62,000 professionals trained to deliver the program for the benefit of over seven million children globally.
- Biotech start-up Coridon is preparing to take its DNA vaccine for herpes simplex virus type 2, or genital herpes, into Phase 1 clinical trials. Coridon has worked with UniQuest for more than 10 years to progress the vaccine, which incorporates a patented platform technology for the next generation of DNA vaccines developed by UQ's Professor Ian Frazer.
- Nanotech start-up, TenasiTech Pty Ltd, launched a new manufacturing process allowing it to create a new nano-composite chemical, Adaptive Polyol<sup>™</sup> for use in high-end plastics. This builds on technologies developed by Professor Darren Martin in the AIBN.
- Leximancer leased version 4.0 of its pioneering text analytics platform and announced a partnership with Lexical Edge, which will resell the Leximancer text analytics solution for North and South America, as well as providing regional support for Leximancer and consulting services. Leximancer is derived from research undertaken by Dr Andrew Smith in the Institute for Social Science Research (ISSR).

UQ has two major vehicles for building innovation partnerships in Asia, Africa and the Pacific regions.

The International Division of UniQuest has a strong track record for the provision of short course training for business professionals from developing countries. Most recently this has included contracts with AusAID involving more than 180 delegates from 28 countries, with courses delivered by more than 30 UQ academics on topics covering Agriculture, Diplomacy, Leadership, Mining, Project Management, Public Financial Management, and Public Policy.

The University's Institute for Continuing and TESOL Education (ICTE) conducts corporate training programs for international groups designed to provide participants with opportunities to gain insights and comparisons with their own industry and professional experience through engagement with the UQ academic and professional community as well as leading Australian and international organisations.

Through both these vehicles, broad ranging contacts are made that leverage into academic collaboration and contract research that builds long term innovation partnerships. Additionally, UQ is collaborating with the University of Western Australia in the \$31 million International Mining for Development Centre, funded by the Federal Government through AusAID. This Centre provides practical advisory, education and training services to developing nations, most notably African, across mining-related issues.

### 3.1.3 Performance indicators and targets

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

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

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

| Principal Performance Information <sup>5</sup>   | 2012                       |           |                                    |
|--|----------------------------|-----------|------------------------------------|
| Number of patent and plant breeder's rights families filed, issued and held  | Filed 99                   | Issued 34 | Held 294                           |
| Number of all active licences, options or assignments (LOAs) <sup>6</sup> executed and income derived  | No. 47                     |           | Value(\$) <sup>7</sup> 35,891,571  |
| Number and value of research contracts and consultancies executed <sup>7</sup>   | No. 1486                   |           | Value(\$) <sup>7</sup> 217,765,145 |
| 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 (\$) 53,085,850 |           | Value(\$) <sup>7</sup> 38,226,000  |

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

| Principal Performance Indicator | Baseline 2012 | Progressive Target 2013 | Progressive Target 2014 | Progressive Target 2015 | Target 2016  |
|---------------------------------|---------------|-------------------------|-------------------------|-------------------------|--------------|
| Category 4 Income               | \$9,959,011   | \$10,500,000            | \$11,025,000            | \$11,500,000*           | \$12,500,000 |

\* The CRC Mining will wind up 30 June 2014, and this is a major source of CRC income for UQ.

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

| Optional Performance Indicators   | Baseline 2012 | Progressive Target 2013 | Progressive Target 2014 | Progressive Target 2015 | Target 2016 |
|---|---------------|-------------------------|-------------------------|-------------------------|-------------|
| Number of staff/research students trained in commercialisation/ contract research processes | 497           | 550                     | 600                     | 650                     | 700         |

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

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

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

## 3.2 Industry and Skills

### 3.2.1 Commonwealth objectives

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

### 3.2.2 University strategies

The University is focussed on developing graduates who are “job ready” and have the leadership skills to work on a global stage. The University's *Learning Plan 2013–2017* outlines the following actions to ensure UQ programs and students align with industry and employer requirements:

- Support a suite of opportunities and experiences that foster key skills and prepare students for future leadership roles by developing a strategy to enrich student learning experiences through further opportunities for industry placements, internships and other practical work-based experiences.
- Promote and support opportunities for students to gain international experiences and develop global and inclusive perspectives by expanding opportunities for international summer research placements for undergraduates.
- Enhance the professionalism and quality of staff development opportunities for academic and sessional staff by investigating mechanisms to incorporate industry professionals into teaching courses, particularly in professional disciplines, for example, journalism and architecture.

The University of Queensland offers more than 370 undergraduate and postgraduate degree programs. A large proportion of these programs could be considered professional qualifications, successful completion of which would lead to membership of the relevant professional association and these programs are subject to regular external accreditation. In addition, many of these professional degrees require a period of internship or placement in order to complete the requirements of the degree. These range from the health sciences (medicine, pharmacy, therapies, veterinary science) to the built environment (engineering and architecture), and the social sciences (psychology and journalism).

As well as degree-related placements and internships, UQ offers students a range of opportunities to develop their leadership and professional skills. A dedicated unit within the Division of Student Affairs, the Office of Undergraduate Education (OUE), was established in 2009 to strengthen the range of such ‘value-add’ experiences offered to our students including internships and placement opportunities. OUE provides students with information about available domestic and international internships and other professional development opportunities, such as volunteering and overseas exchanges. Domestic internships include Brisbane City Council, and international internships include AIESEC and Disney International Program.

OUE also administers the University's UQ Advantage Grants that are used to encourage undergraduate student participation in co-curricular activities to enhance their career development. In 2012, 317 UQ Advantage Grants were awarded providing support for activities such as conference presentations, internships, and volunteer programs. While these activities are not always linked directly to the student's compulsory degree requirements, they provide students with valuable experiences that will be useful in their future careers.

On the basis of our strong industry, professional, research, and international links, we are able to offer students a myriad of co-curricular activities that are a distinguishing feature of the UQ Advantage. In order to recognise students' engagement in such activities and to help students showcase their skills and experiences to potential employers, UQ has launched *the UQ Advantage Award*, which was implemented this year. The *UQ Advantage Award* program recognises student participation in activities across 3 categories: Global and Cultural Experiences; Social Responsibility and Leadership; and Research, Innovation and Entrepreneurship. Students

participating in the *UQ Advantage Award* program also access a symposium series consisting of additional training opportunities and seminars to support their academic and professional development. As of December 2012, 1265 students had registered for the UQ Advantage Award.

As well as building strong links with professional associations, industry and employers, the University also facilitates direct engagement between prospective employers and students before students graduate. The Careers and Graduate Employment Unit specialises in further developing student employability through workshops, career planning support, and opportunities to meet with potential employers. UQ hosts an annual Careers Fair, employment recruitment presentations throughout the year, and the Career Hub, an online service in which employers can advertise degree-related job opportunities and events to UQ students and graduates.

Schools also take a proactive approach towards engaging with industry and employers. Examples include:

- the Executive Shadowing Program and Tourism Regional Immersion Project through the School of Tourism;
- an internship with a professional theatre company and contributing reviews to an external website through the School of English, Media Studies and Art History; and
- a student radio station and video production services through the School of Journalism and Communication.

Each degree program (and each major in the BA or the BSc) offered by UQ undergoes a major Academic Program Review (APR) on a regular basis (five years for professional programs and seven years for generalist programs such as the BA or BSc). Engagement with employers is a key part of this review process, particularly for programs that do not undergo external accreditation. UQ will continue to work with employers through this process to better understand their needs in terms of graduate outcomes. Where an issue is identified, we are committed to making relevant changes to our curriculum, assessment and course offerings to ensure improvement in graduate outcomes.

### **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**

UQ has sustained very strong industry and business linkages underpinned by an effective engagement strategy, as demonstrated by:

- top national ranking (consistently) in Australian Research Council (ARC) Linkage Projects and Category 3 research income;
- strong involvement in Cooperative Research Centre (CRC) programs;
- establishment of a number of major industry funded centres;
- more than 20 externally funded chairs; and
- a wide range of successful commercialisation activities.

As a Tier 1 global university, UQ is attracting the attention of multinational corporations for the high quality of its graduates. The University is forging strategic industry partnerships that enhance the student experience and deliver high performing graduates to a global marketplace.

### *Collaborative Grants and Contracts Track Record*

The University's focus on collaboration has resulted in a track record of success in competitive grants with partner organisations. For the last three rounds of ARC Linkage Projects, UQ has been ranked 1st or 2nd in outcomes in relation to ARC funding, Partner Organisation contribution (cash and in-kind), and total number of projects. In the Higher Education Research Data Collection (HERDC) Category 3 research income, UQ was ranked 2nd in 2009, 2010 and 2011. The University is an Essential Participant in 11 CRCs and an Other Participant in a further six programs. Our CRC Category 4 income was the highest nationally in 2009 and 2010, and second highest 2011.

### *Research Impact*

The University submitted 17 case studies to the ATN-Go8 Excellence in Innovation for Australia (EIA) research impact assessment trial, which aimed to identify and demonstrate the contribution that high-quality research has made to the benefit of society. The final report, released in December 2012, showed that six research projects at UQ had delivered outstanding economic, social and environmental benefits of international reach and significance, and 12 others were assessed as having considerable or very considerable impact. This report is available at [http://www.go8.edu.au/\\_\\_\\_documents/go8-policy-analysis/2012/atn-go8-report-web-pdf.pdf](http://www.go8.edu.au/___documents/go8-policy-analysis/2012/atn-go8-report-web-pdf.pdf).

The establishment of major industry alliances and the demonstrable success of UniQuest, outlined on pages 15 and 16 are key components underpinning UQ's strategy for improving existing and building new innovation linkages for economic, social and environmental outcomes. UQ will further leverage from its performance over the past five years as first or second nationally in ARC Linkage Project funding and CRC funding, to expand and deepen linkages with industry. Every ARC Linkage Project and every CRC provides multiple touch points for engagement with industry that we are constantly working on expanding.

UQ is committed to involvement as a Core Partner to the two recently announced Industry Innovation Precincts (Food and Manufacturing), and is listed as a Core Partner on a further eight bids in the round that has just closed. UQ believes IIPs will be an important vehicle for increasing knowledge transfer to industry, communities and other end users.

The recently established UQ Industry Engagement Council chaired by the President and Vice-Chancellor, Professor Peter Høj, will include three high profile industry leaders and the Director General of a Queensland government department. These external members will be able to expert advice on how UQ can further enhance its strategies for increasing knowledge transfer to end users and beneficiaries.

### *Teaching and Learning Impact*

UQ is committed to teaching and learning excellence that delivers an outstanding student experience and delivers employment-ready graduates to a global marketplace. Increasingly, companies such as Rio Tinto, Arrow Energy and The Dow Chemical Company are investing in initiatives at UQ that enhance the broader student experience, provide access to high quality education for low socio-economic status students, and help the University attract and retain academic leaders who deliver high impact learning outcomes.

UQ is also committed to building key collaborations in teaching and learning. Prime examples of this commitment include the decisions to join the edX consortium, led by MIT and Harvard University, to bring the UQ experience to a broader audience of potential students; and to work with Epigeum (a spin-out company from Imperial College, London) to provide our academic staff with access to world-leading online courses to support the development of their teaching skills. In addition, UQ is considering establishing a physical presence off-shore, focusing initially on RHD studies but with potential to expand into undergraduate or online offerings.

### *Major Industry Partnerships*

Examples of UQ's major industry partnerships are as follows:

- Dow Chemical Company: In March 2012, the CEO of Dow Chemical Company, Dr Andrew Liveris (UQ Alumnus) announced the Dow Centre for Sustainable Engineering Innovation at UQ.
- Rio Tinto UQ Education Partnership: A five year investment including 39 scholarships, two academic appointments, a new bachelor's degree in geotechnical engineering, and initiatives to increase female and Indigenous engineering enrolments.
- Medtronic: US based medical technology manufacturer Medtronic has funded the establishment of the Asia Pacific Centre for Neuromodulation
- Baosteel Ltd: The Baosteel-Australia Joint Research and Development Centre is a world-first venture between Baosteel (China) and four Australian universities. Capacity Building and Thought Leadership

A wide range of capacity-building initiatives and strategies have been set in place by UQ to strengthen external engagement and collaboration, including:

- internal funding schemes to seed support for researcher engagement with industry (UQ First Link, Collaborative and Industry Engagement Fund, Pathfinder Proof of Concept fund);
- establishment of the UQ Energy Initiative, to profile UQ's expertise in sustainable energy production and storage, and to inform government policy and industry deployment;
- establishment of the UQ Water Initiative, with similar objectives in the water space;
- introduction of Industry-Academia forums, aimed at increasing researcher capacity in industry engagement and to showcasing UQ research expertise to industry partners;
- a restructure of the UQ Research and Innovation Portfolio to include the establishment of the Research Partnerships Office. Responsibilities include development of strategic research partnerships, particularly with industry and government;
- launch of the USA strategy to raise the University's reputation and profile to support institutional, industry and philanthropic relationships, supported by UQ's Washington DC based office and the UQ in America Foundation; and
- establishment of an Industry Engagement Council, chaired by the Vice-Chancellor, to further develop strategies and action plans to strengthen relationships with major companies and not-for-profit organisations in Australia and overseas.

### *Relationships in Asia*

UQ continues to build connections and partnerships internationally. In particular, UQ as a meaningful relationship with Asia, as demonstrated by growing co-publications with Asian partners by 55% between 2008-2012. UQ is the number one co-publisher in Indonesia and has increased co-publications with countries such as China, Japan, South Korean and Indonesia, Thailand, Vietnam and Singapore.

UQ has maintained a long-term bilateral relationship with China, in particular within the scientific community, and currently has more than 100 formal research and academic agreements with 58 institutions in the country.

UQ's key engagement initiatives with China are multifaceted and include:

- a partnership with the Shanghai-based Baosteel Group (as mentioned above). Based at UQ, the Centre conducts research that will ultimately lead to the more sustainable production of steel;
- collaboration between UQ's Diamantina Institute, the Queensland Brain Institute, and the Shanghai Changzheng Hospital of the Second Military Medical University, to create the Joint Sino-Australian and Neurogenetics Laboratory. This facility is dedicated to uncovering the genes that cause, or make people susceptible to, certain neurological and mental illnesses, including motor neuron disease, schizophrenia and epilepsy;
- an alliance with Hanban/Confucius Institute Headquarters and Tianjin University that has established the UQ Confucius Institute. The Institute aims to promote Chinese language and

culture and to build collaborative relationships with China in the field of Science, Engineering and Technology. The Centre plays a key role in facilitating student mobility programs between UQ and its Chinese partners;

- discussions with Tianjin University, China to establish the “International Centre for the Exploitation of Subsurface Fires”, which are well underway; and
- discussions with the State Grid Corporation of China, to investigate a collaborative research partnership in electric energy transmission and storage area.

#### *Small and medium sized industry*

UQ has a solid track record of successfully engaging with small and medium size industry partners. Eighty percent of UQ's ARC Linkage Projects partners are in the small and medium enterprise sector and are from a wide variety of industries.

Collaborations with UQ in schemes such as the ARC Linkage Projects also provides Australian small and medium sized enterprise (SMEs) with the opportunity to collaborate with international SMEs, as well as large national and international corporations; for example, Mongovan and Breckenridge Physiotherapy and Associates are collaborating with UQ and GE Healthcare through this scheme. UQ is also an active participant in 16 Cooperative Research Centres, which provide vehicles for engagement with literally dozens of SMEs.

Graduates of UQ represent a key component of our success as a University, and of the approximately 140 companies participating in our Careers Fairs each year, a significant proportion would be classified as SMEs and not-for-profits. This provides a very important platform for engagement that leads to many other contacts with faculties and institutes, for example volunteer and internship programs with more than 100 organisations.

#### *Alumni and Community Relations and Fundraising*

The University is strategically focused on harnessing the full potential of its alumni body and community support through volunteerism, engagement and investment. Initiatives include:

- The Global Leadership Series, an internationally recognized alumni and community engagement program to generate thought leadership on key themes of importance to the wider community. <http://www.uq.edu.au/news/?article=23889>;
- partnership with the Australian Indigenous Education Foundation through collegiate scholarships that create pathways to university for Indigenous Australians
- attracting leaders in government, industry and community as volunteers through advisory boards supporting faculties, institutes, schools and centres;
- seed funding through donor support of the innovative UQ Young Achievers Program that fosters leadership and ambition for higher education among young Queenslanders from low SES, regional and rural communities and/or first-in-family households. Since its establishment in 2009, the program has welcomed over 350 students from state high schools across Queensland; and
- increasing fundraising income from \$9,959,859 in 2009 to \$35,321,922 in 2012, comprising philanthropy, sponsorship and industry partnerships.

### 3.3.3 Performance indicators and targets

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

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

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

| Principal Performance Indicators   | Baseline 2012 | Progressive Target 2013 | Progressive Target 2014 | Progressive Target 2015 | Target 2016   |
|--|---------------|-------------------------|-------------------------|-------------------------|---------------|
| Number of active collaborations <sup>8</sup> with industry and other partners in Australia | 183           | 190                     | 200                     | 210                     | 220           |
| Number of active collaborations <sup>9</sup> with industry and other partners overseas     | 36            | 40                      | 50                      | 60                      | 70            |
| Category 3 Income  | \$87,361,557  | \$94,000,000            | \$102,000,000           | \$110,000,000           | \$119,000,000 |

# As the DIICSRTE definition of collaborations specifically excludes contract research, the numbers reflect the total number of industry partners with currently active ARC Linkage projects plus major centre alliances (eg Dow Centre for Sustainable Engineering Innovation; Anglo American Centre for Sustainable Comminution). The 'In Australia' partners include the Australian branch of international organisations (eg Veolia, RioTinto, Vale, Boeing, BHP Mitsubishi Alliance, Pfizer).

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

| Optional Performance Indicators                                  | Baseline 2012 | Progressive Target 2013 | Progressive Target 2014 | Progressive Target 2015 | Target 2016  |
|--|---------------|-------------------------|-------------------------|-------------------------|--------------|
| Number of adjunct appointments                                   | 833           | 874                     | 917                     | 962                     | 1010         |
| Fundraising Goals  | \$35,321,922  | \$38,000,000            | \$42,000,000            | \$46,000,000            | \$50,000,000 |
| Category 3 income per Research Active Academic FTE <sup>10</sup> | 81,524        | 87,000                  | 94,000                  | 102,000                 | 110,000      |

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

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

### 4 TEACHING AND LEARNING

#### 4.1 Student enrolments

##### 4.1.1 Commonwealth objectives

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

The main objectives of the Commonwealth are to ensure that:

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

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

##### 4.1.2 University strategies

###### *University student enrolment planning*

UQ ranks as one of the top 100 universities in the world on all major international university rankings systems. In support of the Government's ambition that 10 of Australia's universities be in the world's top 100, as outlined in the *Australia in the Asian Century White Paper*, the University is committed to further improving its strong culture of producing high quality research.

To increase both the quantity and quality of the University's research activity would require substantial investment in the development and ongoing maintenance of infrastructure. To support this investment, the University has recently increased its undergraduate domestic student numbers as a mechanism not only to meet demand but also to ensure a sustainable funding base.

UQ is also committed to growing its postgraduate coursework and research student body. In the case of our Commonwealth funded postgraduate coursework offerings, the University wishes to support the needs of professional bodies where increasing demands and expectations necessitate a higher and more complex level of study than can be provided at the undergraduate level. Our focus is therefore on the provision of postgraduate Commonwealth Support places (CSPs) in courses that are accepted as entry-level professional qualifications, or where there is a strong academic argument that a generalist degree followed by a specialised postgraduate degree provides the graduate outcomes that are required to meet workplace demands.

###### *Sub-bachelor planning*

The sub-bachelor courses currently offered by UQ can be categorised into three distinct groups:

- an Associate Degree in Business (AD Bus);
- the Tertiary Preparation Program (TPP); and
- a series of diplomas undertaken concurrently by students enrolled in Bachelor's degrees or by students who have completed a bachelor's degree and wish to extend their knowledge.

Both the AD Bus and the TPP are offered through UQ College (a company wholly owned by the University) at our Ipswich campus. These programs commenced in 2011 and are designed to improve academic preparedness and provide an alternative pathway into university. Located in an area with comparatively high levels of socio-economic disadvantage, these programs are a key

part of UQ's strategy to improve access to university among under-represented groups. To date, 58% of students that have enrolled at UQ College have come from a low SES background (postcode measure), while 4% are from an Aboriginal and/or Torres Strait Islander background.

In 2013, it is expected that over 200 students will commence in one of these pathway programs. The University has plans to grow these UQ College programs further we anticipate being constrained in the future because of limits to the availability of sub-bachelor load funding.

UQ's diploma programs play a strategically important role in supporting the Government's agenda to improve knowledge in the areas of science, mathematics and languages. As outlined in the *Australia in the Asian Century White Paper*, the performance of Australia's education system in these areas falls behind that of many other OECD nations. In order to successfully participate in a future global economy that will be firmly centred around Asia, we need to strengthen our education in the areas of science and mathematics, and improve our proficiency in languages other than English. UQ's diploma programs support this by encouraging students to study science and languages as an add-on to their substantive degree programs either concurrently or after graduation. This means that a student in an Engineering degree, for example, can also learn Chinese through the concurrent Diploma of Languages course. Alternatively, a qualified teacher who wishes to expand their skills into the area of science and mathematics can do so through the Diploma of Science without having to undertake a whole new bachelor's degree.

Although for administrative purposes these programs are considered to be sub-bachelor, they are not truly at this level. Students are not able to enrol in them without also being enrolled in a bachelor's degree or without having already completed a bachelor's degree. Therefore, these programs are actually at a bachelor's level and are more akin to an additional major within a bachelor's program.

Demand for these courses has increased in recent years and UQ would like to continue to grow in this area. Again, we anticipate being constrained in the future in by the limited availability of sub-bachelor load funding.

#### *Bachelor degree planning*

In 2013, the University increased its bachelor's degree intake substantially by approximately 10%.

While UQ plans to grow undergraduate places across the board, we are also aware of the importance of supporting Australia's economic development by responding to the needs of industry. Over the past few years we have quickly reacted to the growth in Queensland's resources sector by substantially increasing our intake into our Engineering degrees. The \$137 million investment in the new state-of-the-art Advanced Engineering Building will support this growth and ensure that we produce high quality graduates who are equipped to make an immediate contribution to the industry and respond to future needs. Similarly, it is clear that the nation will require a larger workforce of allied health professionals to support the health sector as it responds to the demands of an ageing population. With excellent capabilities in the area of health sciences and medicine, the University is well placed to expand in this area.

#### *Postgraduate planning*

In the past few years it has become clear that the level of knowledge and expertise required in some professional workforces is beyond that which can be provided at the undergraduate level. Additionally, international developments in higher education have resulted in a shift towards a framework that incorporates a generalist undergraduate degree followed by professional studies at the postgraduate level.

In light of these developments, in 2010, the University outlined its strategy to grow postgraduate student numbers and negotiated an increase in its CSP postgraduate load allocation to enable the growth of its postgraduate offerings in the areas of allied health (e.g., psychology, physiotherapy, nursing), architecture, and education.

UQ is incrementally growing its postgraduate CSP offerings in order to meet this new allocation of 1228 EFTSL. However, since 2010, the University has further developed its plans in this area in

response to the changing requirements of industry and their professional bodies. These plans include an anticipated shift from undergraduate to postgraduate offerings in veterinary science, physiotherapy, occupational therapy, and speech pathology.

In the case of veterinary science, these plans are partly due to financial considerations. As outlined in the *Higher Education Base Funding Review*, current funding levels for these two programs do not meet the high costs of delivering the courses. The financial viability of these areas of study are no longer sustainable, a situation that is forcing us to reconsider the future delivery of these essential skills. We must turn to innovative models of education delivery to develop more flexibility in, and new opportunities for, resource management and income sourcing. This is a critical issue for the University, one that would improve by moving into a postgraduate model of teaching. UQ is also planning to introduce a Masters of Teaching (Primary) and a Masters of Teaching (Secondary) as a replacement to the current Graduate Diploma of Education. This proposal is in response to the Australian Institute of Teaching and School Leadership (AITSL)'s Accreditation of Initial Teacher Education Programs in Australia (Standards and Procedures) — which all Education Ministers endorsed in 2011.

In order to enact these plans, UQ will need to renegotiate its current postgraduate load allocation as the current cluster distribution will not support this move. To facilitate negotiations, we would support a more flexible funding agreement model that allows undergraduate load to be converted to postgraduate load within an overall funding envelope.

#### *Medical planning*

The University is currently undertaking preparations to replace the current Bachelor of Medicine, Bachelor of Surgery (MBBS) course with a Doctor of Medicine (MD) in 2015. The MD will be a four year program (as is the current MBBS) but will require a three year bachelor's degree as the minimum requirement for entry.

The MD gives us the opportunity to further strengthen our medical program, incorporating a stronger research component and providing medical training that is more competitive internationally.

The University has recently formally requested the Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education transfer the University's medicine CSPs places from undergraduate to postgraduate, to enable UQ to enact these plans.

## **4.2 Quality**

### **4.2.1 Commonwealth objectives**

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

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

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

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

#### 4.2.2 University strategies

The University is committed to ensuring and improving the quality of its teaching and learning, supporting high levels of student engagement, and achieving excellent student outcomes. Our focus on quality teaching and learning is embedded in the distinctive experience that the University offers to its students – referred to as the UQ Advantage – as well as the dedicated support provided to our academic teaching staff. UQ's overriding educational goal is to graduate individuals who are well-placed to take leadership roles in an increasingly globalised workforce and who have the fundamental skills required to thrive in the 21st century.

UQ will continue to distinguish itself by leveraging the strengths that underpin the objectives of the *Learning Plan 2013 - 2017*. The *Learning Plan* commits UQ to a number of targeted and specific strategies focused around three overarching themes: delivering on the UQ Advantage, attracting and retaining excellent teachers, and enhancing the learning environment.

The UQ Advantage can be characterised as ensuring that opportunity and choice genuinely describe the student lifecycle at the University. This will be achieved by delivering a unique experience that engages students fully in the learning experience and develops their 'job readiness' and leadership skills. We support a suite of opportunities and experiences that foster key skills and prepare students to take their place on a local, national, and global stage. As noted, we have introduced the UQ Career Advantage Award which is a formal program that captures the range of co-curricular activities and training opportunities undertaken by students to enhance their employment and build a more well-rounded tertiary experience.

One such activity is our summer research program that provides eligible undergraduate students with an opportunity to work alongside leading researchers on short-term research projects, and has attracted participants from interstate and overseas universities. In the 2012-13 summer research program, 545 students participated. To complement this highly successful initiative, the 1st winter research program was launched in 2012 and attracted 45 students.

The quality of our teaching is of particular importance in shaping the UQ student experience and forms a key goal of the *Learning Plan 2013 - 2017*. The continuing professional development of our academics is critical in order to be able to educate and engage meaningfully with our students. Our objectives are focussed on attracting and retaining high quality teaching staff through supporting and rewarding teaching excellence, and raising the professionalism, visibility and status of teaching and learning at UQ.

UQ continues to recognise and reward excellent teachers and teaching through its UQ and faculty teaching awards. The UQ Awards for Excellence in Teaching and Learning are aligned to the national Australian Awards for University Teaching (AAUT) and we strongly encourage and support University teaching award winners to consider nominating for national awards. In 2012, UQ received 1 Award for Programs to Enhance Learning and 3 Citations for Outstanding Contribution to Student Learning in the national AAUTs, bringing the total number of national teaching and learning awards won by UQ teaching academics to 89 since the awards were introduced in 1997. In addition, the Vice-Chancellor's Awards for Internationalisation now include a category to recognise outstanding contribution towards internationalisation of the curriculum.

The University's Teaching and Educational Development Institute (TEDI) is focussed on enhancing the professionalism and quality of staff development opportunities for academic and sessional staff and provides support to academics to develop their teaching expertise. In 2012, 37 UQ academic staff were enrolled in the Graduate Certificate of Higher Education (GCHE) and 61 participated in the Certificate of University Teaching Practice (CUTP). In addition, a University-wide tutor training program was developed in collaboration between TEDI and faculties. UQ also continues to support ResTeach, a program that helps to expose coursework students to leading researchers by providing resources to enable research-only staff to participate in teaching. In late 2012, UQ also signed a development agreement to join the Epigeum consortium, a world-leading provider of online courses, to collaborate on a set of high-quality online courses to our teaching staff to further enhance their teaching skills.

UQ supports the scholarship of teaching and the development of innovative teaching practices that improve student outcomes through providing UQ and faculty strategic teaching and learning grants. Staff are supported to develop applications for Office for Learning and Teaching (OLT) Grants and, in 2012, UQ academics won 10 grants, 5 as lead organisation and 5 as partner organisation. UQ was also successful in receiving one of only 4 OLT Senior National Teaching Fellowships awarded in 2012. The DVC (Academic) also funds a small number of UQ Teaching Fellowships annually to enable emerging academic leaders to undertake a program of activities that will advance teaching and learning and develop their educational expertise and leadership skills.

OLT and other teaching projects are publicised to the wider UQ academic community or to targeted audiences such as School Teaching and Learning Chairs through workshops, showcases and seminars, often organised by TEDI and on occasion co-hosted by UQ's Deputy Vice-Chancellor (Academic). In addition, project outcomes often serve to inform University policy, where those projects have value to UQ. A recent example is in the area of assessment policy, where much of the groundwork for the review of the University's policy was driven in part by the outputs of assessment-related Australian Learning and Teaching Council grants.

At the level of individual academic staff, the University's academic performance criteria sets out the expected level of contribution and performance in teaching, research or scholarship of teaching and learning, and service/ engagement for teaching-focussed and teaching and research appointments. The development of excellent teachers and good teaching are supported by TEDI, through a focus on the scholarship of teaching and learning, effective use of educational technologies, and the evaluation of teaching and learning. The activities of TEDI also serve to inform teaching academics of developments in teaching practice through networks, online resources, and regular workshops and other forums.

UQ has four academic categories and in three of these, teaching performance features strongly in the criteria for confirmation of appointment and promotion. Teaching-Focussed (T-F), Clinical Academic (CA), and Teaching and Research (T-R) academic staff are expected to contribute principally to teaching and scholarship of teaching and learning (T-F academics), clinical teaching (CAs) or research (T-R academics). Depending on the academic's level (A through E), the quality of teaching may be indicated by approved student surveys, evidence of teaching innovation, responsibility for preparing and delivering courses including curriculum design or course coordination, and effective supervision of honours and RHD students. At the more senior Levels D and E, academics would also be expected to demonstrate a record of excellence in scholarly leadership. The criteria for academic performance are set out in detail in the University's Policy and Procedures Library (<http://ppl.app.uq.edu.au/content/5.70.17-criteria-academic-performance>). The inclusion of teaching indicators in the 'Q index' is expected to further increase the importance of teaching quality when considering academic performance appraisal, away from an almost exclusive focus on research outcomes.

To ensure that quality assurance and enhancement processes for teaching and learning are effective, UQ has established a robust quality assurance framework. Teaching and course evaluations are completed by students each time a course is offered. In addition, UQ participates in a number of national surveys, including the Australasian University Survey of Student Engagement (AUSSE), the University Experience Survey (UES), the Australian Graduate Survey (AGS), and the International Student Barometer and Student Barometer (ISB/SB), to measure student perceptions and learning outcomes. These and other relevant data around enrolments, attrition, student-staff ratio, entry scores, etc. are collected and presented in dashboard-format to enable annual tracking of UQ's progress towards achieving these goals.

The University's teaching and learning quality assurance processes also include regular reviews of academic programs (linked, where relevant, to external accreditation processes) and the annual Curriculum and Teaching Quality Appraisal (CTQA) process. As part of the latter process, schools are required to develop purposeful strategies and timelines for improvement where high, University-set standards are not achieved, e.g., where the AGS's Course Experience Questionnaire

(CEQ) data indicate that programs in the school's areas are not in the top-three of Go8 universities on any one of the focal CEQ scales. Both the CTQA and 5-yearly Academic Program Review process require consideration of data around student demand, retention, and success.

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

| <b>Principal Performance Indicators</b>  | <b>Baseline 2012</b> | <b>Progressive Target 2013</b> | <b>Progressive Target 2014</b> | <b>Progressive Target 2015</b> | <b>Target 2016</b> |
|--|----------------------|--------------------------------|--------------------------------|--------------------------------|--------------------|
| Number of active learning and teaching projects supported by the PELTHE10 program where the University is the lead institution | 5                    | 4-5                            | 4-5                            | 4-5                            | 4-5                |
| Number of active learning and teaching projects supported by the PELTHE11 where the University is a partner institution        | 5                    | 5                              | 5                              | 5                              | 5                  |
| Number of citations for outstanding contributions to student learning  | 3                    | 4                              | 5                              | 5                              | 6                  |
| Number of awards for teaching excellence   | 0                    | 1                              | 1                              | 1                              | 1                  |
| Number of awards for programs that enhance excellence  | 1                    | 1                              | 1                              | 1                              | 1                  |

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

| <b>Optional Performance Indicators</b>      | <b>Baseline 2012</b> | <b>Progressive Target 2013</b> | <b>Progressive Target 2014</b> | <b>Progressive Target 2015</b> | <b>Target 2016</b> |
|---|----------------------|--------------------------------|--------------------------------|--------------------------------|--------------------|
| Number teaching-focused appointments (FTEs) | 171.21               | 174.6                          | 178.0                          | 181.5                          | 185.1              |

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

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

## 4.3 Equity

### 4.3.1 Commonwealth objectives

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

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

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

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

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

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

### 4.3.2 University strategies

The University of Queensland is committed to improving access and outcomes in undergraduate education for people from under-represented groups; its performance indicators in the 2011-2013 compact focussed on low socio-economic status (SES) and Indigenous students.

The strategies outlined in UQ's *Learning Plan 2013 - 2017* around recruitment, transition and retention are aimed at supporting clear pathways to tertiary study and ensuring students from under-represented groups are successful and continue with their tertiary studies. Our aim is to build a richer, more diverse student cohort and embed cultural change within the University.

In recent years, as a consequence of overall growth, we have increased our numbers of students from a low SES background. Increasing our low SES participation rate has proven more challenging and is compounded by the fact that our data show that in Queensland the concentration of low SES students among university applicants has dropped slightly.

To respond to this challenge, UQ continues to build on a number of strategies and initiatives to improve participation among under-represented groups while still ensuring that quality is maintained. The Organisational Units of Office of Prospective Students, Scholarships and Student Equity, Division of Student Affairs, the Pro-Vice-Chancellor (Indigenous Education), and the Aboriginal and Torres Strait Islander Studies Unit are key in delivering these initiatives from five different angles:

- Aspiration Building
- Admissions schemes that compensate for educational disadvantage
- Alternative pathways to improve academic preparedness
- Financial support
- Transition support.

#### *Aspiration Building*

A dedicated unit within the DVC (Academic) portfolio, the Office of Prospective Students, Scholarships and Student Equity, has been established to drive a number of key aspiration building initiatives. The work of this unit is particularly focussed on building links with schools and young people in the Ipswich and Lockyer Valley area but also out into South Western Queensland.

As a member of the Queensland widening participation Consortium, the University has developed and implemented programs to increase broad tertiary awareness, with emphasis on students in under-represented schools. Activities include in school visits and campus experience days.

The University also runs a program called UQ Young Achievers that was established in 2009 with the aim of building the tertiary aspirations of disadvantaged year 11 and year 12 students. To be considered for the program, students must be experiencing financial hardship; have the potential to transition to and succeed at university on completion of Year 12; have a supportive family environment; and have a school attendance rate of at least 85%. The student's leadership potential and/or demonstrated school and community involvement may also be taken into consideration in the selection process.

The Young Achievers are selected in year 10 in collaboration with their school principal and remain in the program for two years. Throughout this time, they are mentored by UQ student volunteers and receive valuable advice on careers, pathways and study options. On-campus experiences are an important means of building aspiration, establishing mentoring relationships and providing opportunities for social and academic growth. As part of the Program, Young Achievers attend residential camps at the UQ St Lucia campus in Years 11 and 12. These experiences are closely supervised by UQ staff and student mentors. During residential camps, UQ Young Achievers gain confidence, make new friends, and learn about university life.

The first cohort of students were admitted in 2012, and of these 83 students, 81 Young Achievers completed Year 12 and 63 students (77%) subsequently received an offer of a place at UQ. Providing they meet entrance requirements, participants are guaranteed a place at UQ on completion of their senior schooling and receive a scholarship of \$6000 per year while studying at the University.

This program is supported through a substantial philanthropic donation. To date, more than 350 students have participated in the program, and given its current success we plan to continue this program into the future. We will also continue to seek additional philanthropic sources for funding for similar initiatives.

#### *Admissions schemes that compensate for educational disadvantage*

University students are predominantly selected according to their prior academic achievement in either Year 12 or a previous tertiary program at TAFE or university. While this is an appropriate way of choosing students according to merit, it has the effect of selecting a student body that is socially skewed towards students from affluent backgrounds. Research has shown that Year 12 results in particular may under-represent the true academic potential of students who have experienced educational disadvantage as a result of their financial circumstances.

In light of this, the University has introduced the UQ-Link Access Program which gives bonus admission points and a \$500 start-up bursary to school leaver applicants who have experienced financial hardship. The University plans to continue this scheme but will also monitor the academic performance of these students to examine the success of the program in recruiting higher numbers of low SES students but also to review whether or not the amount of bonus points awarded has been set at the correct level.

#### *Alternative pathways to improve academic preparedness*

The University of Queensland has also embarked on the development of alternative pathway programs to improve access to university by providing students with an opportunity to further develop their academic skills. This activity has been focussed at the UQ Ipswich campus with the establishment of UQ College and the co-location of Bremer High School on UQ Ipswich campus.

UQ College commenced operations at the UQ Ipswich campus in 2011 with the goal of providing alternative pathways and opportunities for tertiary study, particularly for prospective students living in the Ipswich region. UQ College currently offers the Tertiary Preparation Program and the Associate Degree in Business. Successful completion of the Associate Degree in Business can be

used to gain admission to the fourth semester of the Bachelor of Business Management at UQ. The University plans to grow both of these programs into the future.

#### *Financial Support*

In recognition of the fact that there can be financial barriers to university study for low SES students, UQ has three key scholarship programs:

- the UQ-Link Access Scholarship which is a \$3,000 a year scholarship for a selected number of UQ Link students including those who are part of The Smith Family's Learning for Life Program;
- the UQ Young Achievers scholarship of \$1,000 a year for year 11 and year 12 and \$6,000 a year during the first four years of study at UQ; and
- the UQ Academic Scholarships (ranging from \$6,000 to \$12,000 a year) of which \$100,000 is reserved for high achieving applicants who have also experienced educational disadvantage due to financial hardship or geographic isolation.

#### *Transition Support*

The University is mindful of the importance of not only recruiting under-represented students but also ensuring their academic success. We are therefore committed to also improving the retention rates of low SES and Indigenous students.

To drive this work, the new Division of Student Affairs was established in 2012 whose responsibilities include providing effective and robust student-facing support services and coordinating and enhancing student experiences at UQ.

A key part of this unit's work is the Jump Start Academic Preparation Program (JSAPP) and Thrive@UQ programs. These support and transition programs, provide academic and social enrichment opportunities, monitor at-risk students and provide peer mentoring. In 2012, more than 1,000 students attended a JSAPP and 3,000 students were supported by Thrive@UQ.

In addition to the Thrive@UQ scheme, student progression is also monitored at a more systematic level. For example, if a student's grade point average for the semester falls below 3.5, he or she will be sent an "academic progression warning" email and advised to seek academic advice from their faculty, contact the Division of Student Affairs for learning support, or attend an interview/advice session at their faculty. The Division of Student Affairs also recently employed a metrics officer, part of whose role will be to analyse data around success and retention across cohorts and faculties, with a view to formulating further strategies to identify "at risk" students and provide effective and targeted support services.

### 4.3.3 Participation and Social Inclusion Targets

#### Proportion of domestic undergraduates who are from a low SES background

Baseline for improvement target: To be determined

| Principal Performance Indicators | 2014 Reward Payment (target for 2013 students) | 2015 Reward Payment (target for 2014 students) | 2016 Progress target (target for 2015 students) |
|----------------------------------|--|--|---|
| Excellence Target                | To be determined                               | To be determined                               | To be determined                                |
| Improvement Target               | To be determined                               | To be determined                               | To be determined                                |
| Outcome                          | -  | -  | -   |

#### Proportion of domestic undergraduates who are from another underrepresented group

Baseline for improvement target: x% (Either 2009 or average of 2008 and 2009 data)

| Principal Performance Indicators | 2014 Reward Payment (target for 2013 students) | 2015 Reward Payment (target for 2014 students) | 2016 Progress target (target for 2015 students) |
|----------------------------------|--|--|---|
| Improvement Target               | To be determined                               | To be determined                               | To be determined                                |
| Outcome                          | -  | -  | -   |

## 4.4 Teaching and Learning Infrastructure

### 4.4.1 Commonwealth objectives

The Commonwealth is committed to the development of world class higher education infrastructure. A contemporary, technology rich, well designed and equipped campus environment has a positive influence on staff and student performance and satisfaction.

While the responsibility for capital infrastructure development and maintenance rests with the University, the Commonwealth's commitment is demonstrated through programs such as the Education Investment Fund. Universities also utilise Commonwealth Grant Scheme funding for capital works and maintenance.

The Commonwealth will monitor the University's infrastructure performance, through the Institutional Performance Portfolio/CAMS.

### 4.4.2 University strategies

The University of Queensland has a purposeful teaching and learning infrastructure strategy that recognises a richer learning environment for students is enhanced through the physical infrastructure, supported by blended learning with effective and fit-for-purpose technology. The University's eLearning strategy committee has developed a blueprint to provide a framework for academics to deal with and respond to changes in technology that is consistent with good teaching practices and high impact student learning activities. Our activities in 2014 - 2016 will focus on implementing the recommendations of the blueprint, which are focussed on supporting academics in course and program design and delivery.

A key element of the University's teaching and learning infrastructure strategy is its commitment to a dedicated internal teaching and learning quality funding allocation, as reflected in the *Learning Plan 2013-2017*. A significant component of this funding is coupled with contributions from the University asset management plan and funds from philanthropy and other sources to ensure a strong program of building replacement and rehabilitation.

Although funding constraints limit the University's capacity to meet demand for innovative new teaching spaces and to upgrade teaching and learning infrastructure as frequently as would be desirable, a number of projects were completed in 2012: The Learning Innovation Building became operational in 2012 and houses the Teaching and Educational Development Institute (TEDI), the Centre for Educational Innovation and Technology (CEIT), the Centre for Innovation and Professional Learning (CIPL), and the Office of Undergraduate Education (a unit of the Division of Student Affairs). The co-location of these units within one building located in close to the geographic centre of UQ's St Lucia campus has added to the level of collaboration across the University in relation to teaching and learning and enhancement of the student experience.

Other completed infrastructure projects include:

- New large lecture theatres have been completed at Ipswich and Gatton campuses to provide for the expanding cohorts of students at these campuses. Their impact on the built environment has also been recognised with external awards.
- The University has also built a number of informal student learning spaces across its campuses. The latest of these, in the Forgan Smith Building of UQ's St Lucia campus, was opened in early 2012. The space is designed to provide informal and flexible work areas to enhance peer-to-peer learning and student interaction and collaboration.
- The redesign and refurbishment of the Michie Building was finalised mid-year, delivering a substantial number of upgraded teaching spaces, including relocating the Antiquities and Anthropology Museums in expanded, purpose-built spaces. These museums are used by students and staff on a daily basis and also serve an important community function, attracting thousands of visitors each year, including school groups.
- Through the Phoenix project, wireless networks have been extended to high priority teaching spaces and student areas, and key public spaces including the Brisbane City Council ferries.
- A number of Advanced Concept Teaching Spaces (ACTS) and Collaborative Teaching and Learning Centres (CTLCS) have been developed.

As well as building new teaching spaces, trialling new generation teaching spaces, and revitalising existing spaces, the University will evaluate their impact on learning to ensure that we continue to make the best use of limited physical spaces, particularly on the St Lucia campus. A review of centrally-controlled innovative and collaborative teaching spaces conducted by a working party of the eLearning strategy committee found that these spaces are highly valued by staff, but indicated there could be greater use of these spaces. The implementation of a new class timetabling system, Syllabus Plus, from 2013, should assist in using these spaces more effectively. Our focus will be on improving utilisation of these spaces and refurbishment with a view to developing more effective use of teaching space and resourcing for virtual teaching spaces. In addition, all undergraduate courses now have a Blackboard presence.

Annual space utilisation audits are conducted to assess daytime space utilisation and in particular teaching space. Reports generated from the audits are reviewed by the University Executive to assist in improving space utilisation. A corporate space management system, Archibus, has been implemented which provides detailed information on University space to assist with improving space utilisation.

UQ has a Strategic Asset Management Plan in place that requires annual facilities audits to be undertaken. An annual Backlog Maintenance program (approximately \$5M per annum) is in place to reduce the University's facility backlog liabilities.

Looking to the future, we will invest in the infrastructure to provide a critical digital foundation for a technology-enabled learning environment where Blackboard, as the main learning management system, is enhanced by specialist tools and products. The goal is to proactively design courses that combine the best elements of on-campus, off-campus (such as work-integrated learning or placements), and online learning environments and to use the technology to deliver activities seamlessly across these different domains.

Massive Open Online Courses (MOOCs) are a major contemporary focus for elite universities around the world. It is clear that MOOCs project brand consciousness, offer insights into how to scale learning, and serve as test beds for developing new technologies. Given that a cornerstone of the UQ Advantage is grounded in the quality and diversity of our physical infrastructure which is designed for world-class teaching and research, our aim is to support increasing enrolments and more diverse learners by looking at online course delivery and its ability to enrich place-based learning. UQ will therefore develop a number of MOOCs in order to open up access to a wider potential audience of learners to the quality of a UQ education. We see MOOCs helping us more fully understand how students learn and it is critical for leading Australian universities to be part of this exciting new agenda. If we choose to be a spectator the chances are that in two years' time we will have to play catch-up at a time when MOOCs are currently signalling we are at a tipping point in higher education.

As a demonstration of UQ's capacity to take a leadership role in this rapidly developing area, UQ has become a member of edX — the MOOC consortium led by MIT and Harvard. Membership of edX will enhance our institutional positioning and strengthen opportunities for collaboration, as well as help to drive change in our campus-based deliveries. It will also profile our strengths and enhance reach and impact of our teaching efforts.

The University will also continue to develop physical teaching and learning infrastructure that is fit-for-purpose. Major infrastructure projects due for completion in 2013 include the Advanced Engineering Building (AEB) at St Lucia, and the Oral Health Centre at Herston. The AEB, a 5-star Green Star rated building, will provide purpose-built facilities for the engineering discipline where student intake has increased significantly. The Oral Health Centre will provide for the expansion and relocation of the School of Dentistry.

UQ has defined the following set of principles to guide the prioritisation to infrastructure projects generally. UQ will:

- align infrastructure and resource decisions with strategic priorities in learning, discovery and engagement;
- focus the capital development program on state-of-the art teaching and learning spaces (including virtual spaces) and high-quality research infrastructure;
- harness infrastructure development opportunities at the state and national level where they are consistent with UQ's strategic priorities;
- maximise the utilisation of current assets and landholdings including adaptive reuse of space;
- identify and consider the true cost of projects, including operating and life-cycle costs, when determining priorities for infrastructure development;
- manage debt carefully and strategically and seek alternative sources of funding to leverage UQ's investment in future capital development projects, focussing on productive partnerships with government and industry, philanthropy and the exploration of viable commercial funding models; and
- incorporate sustainability principles in resource decisions.

### 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

The University of Queensland has a strong and internationally focussed research culture and an enviable track record in research translation and commercialisation. UQ currently ranks in the top 100 world universities in all major international University rankings systems and is determined to improve its ranking within the world's top 100 and to be ranked across a wide variety of indicators in the top three universities in Australia.

UQ has established a distinctive structure with a number of research institutes and large research centres that complement its faculty structure. The institutes help to facilitate the University's pursuit of excellence and to integrate teaching and research by building critical mass, providing major research infrastructure and by attracting internationally-recognised academics and high-standing visitors from around the world.

In partnership with government, industry and donors, UQ has developed eight globally-recognised Research Institutes:

- Australian Institute for Bioengineering and Nanotechnology (AIBN);
- The University of Queensland Diamantina Institute (DI);
- Institute for Molecular Bioscience (IMB);
- Institute for Social Science Research (ISSR);
- Queensland Brain Institute (QBI);
- Sustainable Minerals Institute (SMI);
- Global Change Institute (GCI); and
- Queensland Alliance for Agriculture and Food Innovation.

By combining modern infrastructure with a culture that champions research excellence, the Institutes have attracted a community of more than 1500 scientists, social scientists and engineers. This community also includes a strong base of staff and students from other initiatives, such as the UQ Centre for Clinical Research.

Institutes are today's flagships of a tradition of research leadership at UQ, where highlights include:

- the discovery of a vaccine for cervical cancer;
- a new technology that has the potential to revolutionise targeted drug delivery;
- contributing to and promoting conflict prevention around the world;
- the identification of a protein that could lead to treatments for serious liver diseases such as hepatitis;
- a much-needed new approach to treating brain tumours; and
- the development of a framework to monitor and report on the community engagement strategies of mining companies.

However, UQ faces ongoing challenges to:

- address the problem of uneven research performance that characterises various sectors within UQ;
- leverage our investment in the research institutes and infrastructure to enhance our performance and reputation; and
- ensure continued support for the recruitment and retention of high performing researchers.

While UQ has a large number of highly successful researchers, its internally-developed composite research performance measure (Q-index) still points to a skewed profile, suggesting that research performance is dependent upon high-performing groups and individuals who represent a lower than acceptable fraction of our staff. UQ is determined to build greater depth in its research profile.

UQ will continue to invest strategically to maintain its premier research facilities, to attract the best researchers, to significantly increase its research performance, and to undertake internationally-competitive research. This will enable growth in the number of research groups performing above or well above world standard.

UQ has successfully utilised external fellowship schemes to attract and retain high quality researchers to its faculties and institutes, aiding the increase in the number of groups performing at world standard. However, the major competitive schemes available to support researcher salaries are diminishing in number and uneven in their coverage. A key scheme that has enabled the recruitment and retention of many high quality research only academics is the Australian Research Council Future Fellowships. With this scheme now terminating, and no suitable alternatives available to support researchers that were targeted by this scheme, the University faces significant budget stress to maintain the ongoing employment of these quality researchers.

The 2012 National Research Investment Plan (NRIP) provides a strong framework to lead future investment in Australian research. It highlights the fundamental elements that provide research capacity; that of publicly funded research, a strong and renewable research workforce, world-class research infrastructure, research collaboration (domestic and internationally), and business investment in research; all of which align with UQs research strategies and are well-placed to support the Commonwealth's implementation of NRIP.

The improvement in overall research performance at UQ will be achieved through four key strategies:

- The global recruitment of high-quality research higher degree students and researchers, the provision of a distinctive learning experience for research higher degree students focusing on high impact research, commercialisation training, industry and business engagement and mobility.
- The continuing provision of first class research environments including both physical infrastructure and a culture that supports excellence and enhances collaboration.
- The benchmarking of research performance to encourage increased grant success, high-quality publication output, collaboration, and more effective research higher degree supervision and completion.

- Attention will also be paid to lifting research quality and performance where unrealised potential exists.

The 2012 ERA confirmed UQ's critical mass in internationally significant research areas, and highlighted the diversity of research being undertaken in the University's faculties and institutes. At UQ, no single Field of Research (FOR) is based solely on contributions from a single faculty or institute. The 2010 ERA assessed 97 of 101 four-digit FORs at or above world standard, which improved with 100% (96 four-digit FORs) assessed at or above world standard in 2012. These outcomes highlight the comprehensive nature and broad spread of research excellence throughout the University.

UQ will maintain support in research areas of demonstrated excellence to increase the number of research fields rated above and well-above world standard. It will continue, through strategic investments and interdisciplinary global collaboration, to build a global reputation in key areas of national and international significance such as energy, sustainability, water, health, cultural and social research.

The University has utilised the outcomes of the 2012 ERA to help inform the development of a list of UQs top 30 research strengths. The profiling of these research strengths will support the work of the Vice-Chancellor's Industry Engagement Council in developing strong links with key industry partners. Subject to further consultation with the University community they may also help inform strategic decisions by the university on investment in areas of current and emerging strengths. The research strengths will be profiled through brochures and/or websites will assist potential RHD students, industry and community groups accessing this information.

UQ will actively pursue opportunities to strengthen our reputation and increase our national and international ranking. The University will remain responsive to government initiatives and focused on areas of national and international importance, building key strategic collaborations to exploit new opportunities. Continued strategic support of research and research infrastructure will ensure UQ maintains its premier facilities, continues to attract the best researchers, increases significantly its research performance, and is able to undertake internationally-competitive research.

UQ will not be complacent about its success in Australian Competitive Grant schemes. It will continue to diversify its research funding sources beyond these schemes to other business, international and non-government sectors through productive research partnerships.

To improve research impact and ranking UQ will, through a focussed global strategy, augment its linkages and collaborations with leading international universities and research institutions, and develop strategic partnerships with institutions where there is:

- recognised science and technology leadership (e.g. US, UK and Europe);
- complementary State and/or national research interests (e.g. Latin America, Canada and South Africa);
- a need to build strategic trade and technological relations (e.g. China, India, Japan); and/or
- a need to build regional relationships (e.g. Singapore, Indonesia, Thailand, Malaysia, Vietnam).

These goals will be achieved through strategic investment:

- Research Infrastructure Block Grant funding will be used to support new research infrastructure in strategically important research fields, and support the ongoing costs of running the existing world-class facilities already located at UQ;
- Sustainable Research Excellence funds will support the ongoing needs of research funded through the Australian Competitive Grants schemes by supporting high quality researchers, and by assisting to meet the growing needs of sustaining cutting-edge research infrastructure;

- internal competitive schemes, sourced from the University's operating budget, to continue to develop the international competitiveness of our researchers and further develop collaborations between researchers, industry, government and community groups;
- centrally held strategic funding, sourced from the University's operating budget, will also enable the University to remain responsive to new initiatives as they arise; and
- stronger links with regional Australian institutions will be developed through involvement in Collaborative Research Networks. The University is currently involved in networks with Central Queensland University, Southern Cross University, Bond University, and Edith Cowan University. The collaborations build on established research strengths at UQ, including health, and social, economic and environmental sustainability.

### 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) | 24<br>(100% of assessed FoRs) | 22<br>(100% of assessed FoRs) | 100% of assessed FoR |
| Number of disciplines, as defined by four-digit FoR, performing at world standards or above (3, 4 or 5)                    | 97<br>(96% of assessed FoRs)  | 96<br>(100% of assessed FoRs) | 100% of assessed FoR |

| 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 |
|---|--|--|
| The ERA assessed UQ as performing at or above world standard in every one of the 24 broad and 96 specialised Fields of Research (FORs) in which it was assessed in 2012. It also showed us to be amongst the most comprehensive research universities in the country. Our goal is to maintain our comprehensive footprint to continue to develop and support our multidisciplinary capability. In ERA our objective is to increase our average performance across all disciplines in which we are active. We have not singled out specific disciplines that require substantial improvement in either the two-digit or four-digit FoRs. | nil                                      | Nil                                      |

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

| <b>Principal Performance Indicators</b>                              | <b>Baseline 2012</b> | <b>Progressive Target 2013</b> | <b>Progressive Target 2014</b> | <b>Progressive Target 2015</b> | <b>Target 2016</b> |
|--|----------------------|--------------------------------|--------------------------------|--------------------------------|--------------------|
| Category 1 income (~10% increase per annum)                          | 166,457,230          | 180,319,697                    | 198,300,000                    | 218,200,000                    | 240,000,000        |
| Category 2 Income (~7% increase per annum)                           | 74,785,617           | 78,974,803                     | 84,500,000                     | 90,400,000                     | 96,700,000         |
| Number of joint research grants in Australia                         | 539                  | 550                            | 560                            | 570                            | 580                |
| Number of joint research grants overseas                             | 279                  | 290                            | 320                            | 350                            | 380                |
| Number of jointly supervised PhD students in Australia <sup>12</sup> | 492                  | 528                            | 520                            | 512                            | 504                |
| Number of jointly supervised PhD students overseas <sup>13</sup>     | 147                  | 161                            | 165                            | 169                            | 173                |

The university's ability to attract Category 2 income is affected in particular by government organisations ability to provide support, which given recent budget restrictions has seen a number of schemes withdrawn. Access to Queensland government support has reduced in recent years and is unlikely to increase substantially in the next few years. The targets for category 1 and 2 income reflect UQs intention of growth, while taking into consideration the external funding environment. This will ensure we remain vigilant in our pursuit of excellence.

UQ has well developed national relationship resulting in high number of joint research grant success. The ability to increase the number of joint research grants in Australia is limited by the restrictions on the number of grants a researcher can hold with our major national funding bodies. Overseas targets for joint research grants reflect our desire to increase our international collaboration. The university is committed to increasing collaboration both nationally and internationally with industry, community organisations and other higher education providers as outlined.

Traditionally joint PhD supervision per annum varies substantially. The trend over the past few years has informed the targets outlined above. Joint PhDs are discussed in section 5.2.2.

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

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

## 5.2 Research training

### 5.2.1 Commonwealth objectives

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

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

### 5.2.2 University strategies

Consistent with its strategic orientation, UQ will continue to invest in enhancing its reputation as an internationally recognised leader in the delivery of high quality research training. The commitment to the research training experience is one of the central pillars of UQ's discovery platform. This commitment is focused on both improving the quality of the research training experience and increasing the number of students completing higher degrees by research (HDRs). Accompanying this agenda is the continuing focus on improvement of the HDR experience through the delivery of training that will further develop the skill set expected of a globally engaged research workforce; cultivate excellence in research supervision; encourage strong collaboration and relationship with industry and with international partners; and provide access to high quality infrastructure and research facilities. Investment into support mechanisms, including scholarships, will ensure we attract high calibre HDR candidates both domestically and internationally.

UQ remains committed to increasing the number of student completions through initiatives such as enhanced HDR supervisor training, the inclusion of widened development and entry pathways that better prepare students to undertake a PhD. However, the current government funding structures are not supportive of UQ's aspirations to double the number of completions. Within this constrained environment, UQ will concentrate on ensuring it recruits high quality, high potential applicants and provide them with support mechanisms in order to improve UQ's completion rates.

In 2013, UQ will implement the UQ Career Advantage PhD program. The model is underpinned by the principles of opportunity and choice. The program focuses on preparing candidates for their chosen careers, and is designed to stimulate greater interaction between students, industry, alumni and potential employers, producing more globally aware and mobile graduates. Students who participate in the UQ Career Advantage PhD Program will be provided with mechanisms to accelerate their career development, benefit from cross-disciplinary dialogue and collaboration, and enhance their employability.

The UQ Career Advantage PhD program is unique in Australia, and responds to the diverse career paths of the PhD cohort. UQ is a leader in higher education teaching, research commercialisation, international collaborations, and industry engagement. The program capitalises on these strengths, offering PhD students advanced training across a range of career paths. Primarily, the program focuses on 3 key areas – Higher Education Practice and Leadership, Research Innovation, Translation and Commercialisation and Global Collaborations. The program will be expanded in 2014 with a stronger focus on equipping HDR graduates with the skills to take on a diverse range of careers and will include a stronger focus on research governance, communication, impact & influence as well as transferrable and professional development skills. In recognition of the uniqueness of this program, UQ has been asked by DIICCSRTE to participate in its study on research training modules.

Further student support will be provided through the UQ Graduate School's training program focusing on the development of skills necessary to ensure successful completion of a HDR

program. UQ highly values its HDR cohort and will continue to develop its HDR Student Charter to align with our aim of providing a quality HDR experience. UQ is also currently reviewing its concurrent English Language training for HDR candidates so that the necessary support is available to students from non-English speaking backgrounds.

UQ will further develop programs to HDR students to actively participate in the collaborative research agenda.

Key areas of focus to achieve this goal will be:

- Joint PhDs: In 2012, UQ had 17 active international Joint PhD/Cotutelle agreements in place. In 2013, UQ will begin a program to identify researchers with active collaborations in areas where it has existing agreements e.g. China, Germany and Denmark and with Universitas 21 and Go8. From 2013, UQ will develop a similar program to identify key partners in emerging markets with a view to develop new joint PhD opportunities in areas of existing strength. UQ's approach will be to work with its partners to develop a holistic program of PhD training that enhances the research training experience rather than the more traditional joint supervision focus. Elements of the program would include training in research governance, professional and career development and transferrable skills. It is envisaged that this approach will involve engagement with fewer, but result in long-term, high quality partnerships.
- The University will seek to enhance the number of HDR students with external Australian based supervisors by strengthening the interaction with co-located CSIRO Divisions (e.g. Plant Industry, Animal, Food and Health Sciences, Ecosystem Sciences), working more collaboratively with local Universities (e.g. USQ and USC) on focussed areas of mutual interest (particularly in the Agriculture and Natural Resources sector), building on recent collaborations with QIMR (e.g. Australian Centre for Infectious Disease Research) to foster co-supervision, and developing mechanisms to include more associate advisors from the private sector where appropriate.
- Research Exchange and Study Abroad: In 2012, approval was granted by Academic Board to develop a research focused program in this area. Currently, HDRs can only undertake study at another institution informally or via a Joint PhD arrangement. This program will focus on encouraging 2-way research mobility and allow students to participate in a formal program at UQ or another institution for up to 12 months. The initiative will allow UQ to proactively build and strengthen relationships in markets where research training programs do not naturally align e.g., in USA. The program will also allow UQ HDRs to strengthen their research and career outcomes by building research networks, take part in professional development and have access to a wider range of resources.
- Industry Engagement: UQ plans to increase the number of students engaged with industry over the next 4 years. This will primarily be achieved as an integrated component of the UQ Career Advantage PhD program with internships, industry placements and work experience features of the program.

UQ will commence development of an Advisor accreditation program to refresh the knowledge of existing supervisors, assist early career researchers wishing to take on an advisory role and providing a pathway for new UQ staff to become familiar with UQ's expectations in this area. It is anticipated that the new scheme will be implemented from 2014 and will assist in equipping UQ's advisory workforce to successfully select high quality students and manage them to completion.

In line with its agenda to attract quality research students, UQ will continue its strategic investment in postgraduate research scholarship programs, in addition to existing Commonwealth funded scholarships. Additionally, a strong focus will be placed on engagement with key international scholarship bodies and industry partners to improve scholarship offerings and to promote UQ as a destination of choice.

UQ has allocated 4 APA scholarships per year to provide financial support to Indigenous students who wish to undertake HDR studies. UQ also provides a support network for Indigenous

candidates through the Postgraduate Meeting Place and the ATSI Studies Unit. The Graduate School will continue to work with enrolling units and the ATSI Studies unit to promote these scholarships and increase participation.

UQ is a comprehensive university and the Excellence in Research for Australia survey attests that UQ is above or well above world standard in a broad range of disciplines. UQ is thus well placed in a variety of areas to provide outstanding research training opportunities for 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                      | 3069          | 3095                    | 3214                    | 3344                    | 3486        |
| HDR student completions by masters*   | 57            | 67                      | 59                      | 58                      | 56          |
| HDR student completions by doctorates | 496           | 548                     | 569                     | 591                     | 615         |

\* Note: There has been a steady decline in commencements and completions in the Master of Philosophy. It is anticipated that this trend will continue as the MPhil is not an attractive option for students as a stand-alone degree due to the research-only nature of the program. The predominant reason for undertaking an MPhil is as an upgrade pathway to a PhD and therefore completions are low. The Australian Deans and Directors of Graduate Studies are currently developing proposals for alternate options, including a Masters by Research that would include coursework options (e.g. Macquarie University model). It is believed that the alternate model would attract larger cohorts both from a stand-alone degree perspective as well as a pathway to a PhD.

## PART SIX: GENERAL PROVISIONS

### 6 GENERAL PROVISIONS

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#### 6.1 Compact Review

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

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

#### 6.2 Privacy and information sharing

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

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

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

#### 6.3 Changing the Compact

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

#### 6.4 Notices

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

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

**6.4.2** The Representatives are:

- a. University Representative  
Professor Peter Høj  
President and Vice-Chancellor  
The University of Queensland  
Brisbane QLD 4072 Australia  
[vc@uq.edu.au](mailto:vc@uq.edu.au) +61 7 336 51300

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

OR

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

## 6.5 Dictionary

In this compact, unless the contrary intention appears:

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

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

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

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

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

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

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

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

‘University’ means The University of Queensland, ABN 63 942 912 684

Signed for and on behalf of The University of Queensland

by

.....  
Signature Date

Professor Peter Høj  
President and Vice-Chancellor

In the Presence of:

.....

WITNESS

.....

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

SIGNED for and on behalf of  
THE COMMONWEALTH OF AUSTRALIA

by

.....  
Signature Date

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

In the Presence of:

.....

WITNESS

.....

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