Australian Government

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

2014-16 Mission-based Compact

Between:

The Commonwealth of Australia

and

RMIT University

CONTENTS

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

RMIT University

ABN 49 781 030 034

A body corporate under the RMIT Act 2010

Of

124 La Trobe Street
Melbourne Victoria 3000

(University)

CONTEXT

A. Policy Setting

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

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

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

B. The Purpose and Effect of this Compact

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

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

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

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

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

C. Establishment of the Compact

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

D. The Principles of Commonwealth Funding Support

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

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

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

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

E. The Structure of this Compact

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

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

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

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

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

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

PART ONE: FOCUS & MISSION

The Commonwealth's Focus for this Compact

The Commonwealth's ambitions for higher education include:

- providing opportunities for people from all backgrounds to participate to their full potential and be supported to do so. This includes supporting the aspirations of Aboriginal and Torres Strait Islander people through improved access and support arrangements. The Commonwealth is committed to ensuring the rate of Aboriginal and Torres Strait Islander people participating in undergraduate and higher degrees by research (HDR), as well as staffing and academic representation, reaches population parity;

- providing students with a stimulating and rewarding higher education experience;

- producing graduates with the knowledge, skills and understanding for full participation in society and the economy;

- better aligning higher education and research with the needs of the economy, and building capacity to respond to future changes in skills needs;

- increasing universities' engagement with all parties and linkages between universities and Australian businesses in particular;

- playing a pivotal role in the national research and innovation system through the generation and dissemination of new knowledge and through the education, training and development of world class researchers across a wide range of intellectual disciplines;

- improving knowledge transfer and commercialisation outcomes;

- consistent with the Asian Century policy framework, ensuring education is at the forefront of Australia's engagement with Asia; and

- being amongst the leading Organisation for Economic Co-operation and Development (OECD) countries in terms of participation and performance.

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

- developing partnerships with schools and other organisations to improve the participation of people from disadvantaged backgrounds in higher education;

- working with business, industry and Vocational Education and Training (VET) providers to provide the Australian economy with the graduates it needs;

- the suite of performance measurement tools being developed through the Advancing Quality in Higher Education initiative, work on quality in research training, and a feasibility study on research impact assessment (including the possible implementation of a mechanism, separate from *Excellence in Research for Australia*, to evaluate the wider benefits of publicly funded research);

- applying the principles and procedures required to support a continuous improvement model for intellectual property; and

- the National Research Investment Plan, including the need for a strategic outlook to address Australian Government priorities and principles at a national level.

1 THE UNIVERSITY'S MISSION AND STRATEGIC PRIORITIES

1.1 The purpose of the University's Mission

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

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

1.2 The University's Mission and Strategic Priorities

RMIT's Strategic Plan, RMIT 2015: Transforming the Future, outlines the following vision and mission.

RMIT aims to bring knowledge within reach through education and research to enrich and transform the futures of individuals, cities, industries, and nations.

RMIT's vision is to be a global university of technology and design, focusing on creating solutions that transform the future for the benefit of people and their environments.

RMIT will collaborate with partners to ensure the global impact of our education and research and we will reach out through our presence in cities across the world to make a difference.

To achieve this Mission and Vision RMIT will be:

Global in attitude, action and presence, offering our students a global passport to learning and work. We are committed to building a diverse student body with programs recognised and accredited in many countries. We will build our industry engagement across countries, and our research and teaching will address global issues and the needs of local and global labour markets. RMIT will concentrate our educational activities, industry engagement and research and our links with other universities across the globe in specific cities in Europe, Asia and the Americas.

Urban in orientation and creativity, shaping sustainable cities and drawing inspiration from the challenges and opportunities they provide. We will develop our campuses as 'urban laboratories' committed to exciting and sustainable urban design, and addressing the challenges of an urbanising world. We will integrate our delivery of education, research and services with the lives of the cities in which we operate, and create opportunities for their disadvantaged populations.

Connected through active partnerships with professions, industries and organisations to support the quality, reach and impact of our education and research. RMIT will expand the multidisciplinary and international aspects of work integrated learning and integrate it with a strong focus on graduate outcomes. We will focus our teaching and research in seven 'high impact' clusters of academic activity that reflect our strengths and will be enriched and informed by our partnerships with professions and industries.

A global university of technology and design connects with professions, industries and organisations in order to transform the future of people's lives and environments for their benefit. Technology encompasses engineering and the applied sciences, and more generally all fields that take scientific knowledge to practical application. Design encompasses conceiving and creating objects, buildings, systems and environments. In keeping with this, RMIT will engage with partners around the world and direct our education and research towards applications and solutions. We will build on our strengths in design, technology and urban form to address critical local, national and international challenges and capture opportunities presented through new technologies and other innovations.

Our academic programs will reflect our strength as an integrated tertiary institution. We offer a wide variety of programs to cater to student need and external demand from industry, from

introductory foundation programs, through vocational awards to our higher education coursework and research degrees. We design and deliver our programs with industry input to:

- Provide flexible and relevant qualifications that target industry and employer need
- Build educational opportunity through access and pathways
- Support RMIT's discipline and industry focus. This focus reflects RMIT's seven high impact areas:
  o Communication
  o Design
  o Global Communities
  o Global Business
  o Health Solutions
  o Technology
  o Urban Sustainable Futures

These link institutional strengths with external needs, and underpin our transformative vision that recognises the significance of urbanisation and globalisation.

Our research programs are led by our four Research Institutes: Design, Global Cities, Health Innovations and Platform Technologies, which will reflect the high quality and high impact nature of the research undertaken at RMIT. While we will continue to support 'investigator-driven' research, our unique capacities and our strong relationships with research partners enable us to work collaboratively to develop new ways of understanding and innovations in technology and practice.

Our strategies and compact RMIT goals and priorities are reflected in a suite of enabling plans informing the structure and delivery of RMIT's core business, including our academic, research and Business plans. During the life of this compact, the University will refresh the Strategic Plan and its supporting priorities and strategies. We will look to Government to foster a stable and supportive policy and funding environment that minimises regulatory burden and that supports competitiveness and our ability to align institutional strategy with governmental objectives.

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

RMIT is committed to involve Aboriginal and Torres Strait Islander people in its teaching, learning, research and advancement of knowledge activities, to support Indigenous student access and attainment, and to promote wider community engagement with Indigenous issues. These commitments are expressed in our Governing Act, our Strategic Plan, Reconciliation Statement, and our Equity and Diversity and Indigenous Employment plans. Our strategies are informed by experience, stakeholder input and current and evolving practice and research, including outcomes outlined in the Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People.

The student enrolment and completion targets outlined below reflect the historical numbers of undergraduate Indigenous students at RMIT, pipeline effects and the relative proportions of Indigenous people aged between 15 and 64 years in Victoria. In particular, as recognised in the Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People, parity targets in Victoria are close to 0.6%.[1] The student enrolment and completion targets below

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[1] The Review at page 36 noted that "the proportion of Victoria's working-age (15–64 years old) population that is Aboriginal or Torres Strait Islander is only 0.6%, in contrast to 26.6% in the Northern Territory, these figures need to be looked at in this context (ABS 2012a)."

will move us significantly closer to the Victorian parity target and, importantly, also represent a 71 per cent increase in projected Indigenous completions over the period.

More broadly, we also note that "higher education" enrolment and completion targets will not fully reflect the scope of our Indigenous support and success, particularly as our access rate for VET is above the national average and as our VET delivery continues to create strong pathways to higher education for Indigenous students at RMIT. Similarly, we are proud of our track record in supporting Indigenous student retention and note that we are exceeding the national average for Indigenous success in higher education.[2]

The wide variety of programs and disciplines that Indigenous students undertake and our continued strong retention and success rates are testament to the success of RMIT's approach. We will continue to build on these achievements over the compact period. Other activities that will position the University as a preferred place of study and an employer of choice for Indigenous Australians include:

Raising Aspirations and Partnership approach. The University fosters partnerships with the Indigenous community to promote Indigenous education and employment outcomes and wider community engagement regarding Aboriginal and Torres Strait Islander issues. Further opportunities for Indigenous students will be recognised and prioritised in all outreach and engagement work and inform our approaches to partnerships. Notably, through the Ngarara Willim Centre and the Australian Indigenous Mentoring Experience (AIME), RMIT will continue to work with local high schools and other universities to increase high school progression and university admission rates through activities such as weekly homework clubs, mentoring and other aspiration-raising activities. These activities complement our very successful Schools Network Access Program (SNAP) which offers targeted access to RMIT to students who might not otherwise gain a place. This approach in turn strengthens our SNAP partnerships to support other equity cohorts, as well as other Indigenous outreach activity. (See further 4.3).

Inclusive admissions underpinned by support across the student lifecycle. The University will adopt a more integrated approach to Indigenous education and support across the University and throughout the student experience. RMIT has a strong and ongoing commitment to the Special Entry Assistance Scheme and its Aboriginal and Torres Strait Islander Access Admissions Schemes. These schemes support non-competitive selection processes to tertiary study, and are enshrined in the University's admissions policy.

RMIT's Indigenous Education Centre, Ngarara Willim, specialises in working with Indigenous students though a case management approach, underpinned by a transition and engagement strategy that recognises: cultural awareness and identity; academic preparation and skills development; material support and resources; individual learning plans and tutoring; and social and peer engagement. Support will extend before, through and after application and enrolment processes and includes actively working with community. The 2012 Review of the Ngarara Willim Centre emphasised engagement with community, building cultural competency and engagement with teaching and research within RMIT, in addition to the role of working with individual students. In particular, the University will continue to refine transition and orientation arrangements, building on the recent successes of its "Gamadji" orientation program, a two week residential program that supports students to orient themselves to Melbourne and the University, and that links students with Indigenous services. The program also covers cultural connection and academic literacies and is underpinned by regular proactive contact from RMIT to the student during each semester.

Scholarships. RMIT has a strong commitment to scholarships for Indigenous students. For example, all Indigenous students received a scholarship in 2011, across 15 categories, including

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[2] For example, RMIT was at 96.0% Indigenous Success Ratio for higher education in 2011, compared to 81% nationally. Success ratio refers to the pass rate of domestic students who self identify as Indigenous or Torres Strait Islander descent. The ratio is the EFTSL of units passed in an equity group as a percentage of all EFTSL of units attempted in that group.

laptop and study support scholarship entitlements. Accommodation support is also available for students living away from home. Further opportunities to build on scholarship support for Indigenous accommodation will be explored.

RMIT's Aboriginal and Torres Strait Islander Employment Strategy and Cultural Competencies. Our strategy articulates objectives and approaches to increase employment opportunities at RMIT, support retention and develop stronger links between RMIT and Aboriginal and Torres Strait Islander communities. In particular, the key goals are to support: effective recruitment practices; ongoing career development; enhanced community links; increased participation of Aboriginal and Torres Strait Islander staff in leadership in governance; and inclusive cultural workplace practices—including to develop and promote the cultural competency and skills of all RMIT staff. The Plan has been informed by national best practice. RMIT has appointed a Senior Employment Coordinator to drive its implementation. The employment targets below would achieve Victorian parity of Indigenous representation among the overall staff mix at RMIT by 2016.[3]

Reflecting Indigenous perspectives in our curriculum. We will continue to develop and refine our innovative Indigenous Specialisation program that embeds Australian Indigenous issues into existing programs of study through a growing range of elective courses. Our Indigenous Specialisation has experienced strong demand and we have established a Program Advisory Committee to further support its development. Consistent with our broader university strategies for specialisation, we will explore opportunities to further align Indigenous student studies and pathways at RMIT with our high impact areas and industry specialisations.

The strategies outlined in this section will be complemented by additional support and focus for our postgraduate Indigenous students. For example, we have committed to and appointed a University Coordinator for Indigenous HDR students. This is an academic appointment, who acts as an academic advisor and provides other support, including advice regarding the HDR application process and funding options. RMIT's goal to be urban in focus also supports Indigenous-themed research projects, including through our Global Studies research centre. Such approaches facilitate a more integrated and inclusive University approach to Indigenous postgraduate learning and teaching.

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[3] Based on 2011 RMIT total HE onshore staff (FTE) figures, as reported to the Commonwealth and represented in the 2012 Institutional Performance Portfolio.

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[4]	113	134	120	127	137#
Number of all Aboriginal and Torres Strait Islander student completions[5]	14	20	20	22	24#
Number of all Aboriginal and Torres Strait Islander professional/general staff[6]	18	12	13	14	15
Number of all Aboriginal and Torres Strait Islander academic staff[7]	4**	6	8	9	10

** Includes 4 VET sessional staff.
 # RMIT performance in 2016 and beyond will continue to target further growth.

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[4] Refers to total undergraduate, postgraduate and HDR students by headcount

[5] See footnote 1 for definition

[6] Refers to number by headcount

[7] See footnote 3 for definition

PART THREE: INNOVATION AND ENGAGEMENT

3   INNOVATION AND ENGAGEMENT

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

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

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

3.1   Innovation

3.1.1   Commonwealth objectives

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

3.1.2   University strategies

RMIT's research strategies position it as a highly-regarded institution with a network of domestic and international partners which are actively involved in its research and research training activities. We work with these partners to develop and apply new knowledge that is innovative, embedded in industry and focused on real-world issues. The University will be an 'urban research laboratory', using its world-class facilities to design, test, implement and showcase innovative practices.

Our approaches are focused on building and strengthening these partnerships and collaborative models and are aimed at realising our goals of being urban, connected and global. RMIT looks to foster the development and diffusion of new knowledge. We recognise the need to continuously upgrade our knowledge capabilities to meet the changing needs of stakeholders. Specific strategies which reflect these commitments and that support RMIT's contribution to the innovation system are outlined below, and complement the approaches we outline in Part 5.

Specialised focus. We will focus our research strategies on solving critical global problems affecting communities and the environment in the following areas:
* Designing the future
* Sustainability and climate change challenges
* Smart technology solutions
* The future of cities
* Improving health and lifestyle

Building global partnerships. The University will focus on expanding and deepening its relationships with diverse stakeholders both in Australia and around the world, particularly in cities where RMIT already has strong partnerships for research and education activity. To further strengthen the University's global research focus, RMIT's campuses in Ho Chi Minh City and Hanoi will provide a focus for research that seeks to address critical issues relating both to local circumstances and the global context. We are also focusing on strengthening our teaching and research activity and partnerships in Europe through establishing an RMIT site in Barcelona.

Multi-institutional research collaborations. The University will foster creativity and innovation by providing opportunities for academic staff and HDR students to collaborate with colleagues to develop new knowledge and innovative solutions to complex problems. RMIT's four Research Institutes; Design, Global Cities, Health Innovations and Platform Technologies facilitate multidisciplinary collaborations and provide opportunities for academics from many disciplines across the University to work together. This collaborative approach is evident in RMIT's current and expanding participation in Collaborative Research Centres. RMIT is also implementing plans that will enable the University to take a more active leadership role in these Centres. RMIT's focus on developing and sharing research knowledge is also evident in the way the newly opened Design Hub has also been specifically designed to facilitate research with collaborators within academia and industry. There are also considerable synergies across these focus areas which allow RMIT to benefit from collaboration and knowledge transfer.

Establishing research nodes. RMIT will leverage existing relationships and develop new relationships in emerging markets to establish 'research nodes' in key cities, with each node serving as a base for research and research training. These research nodes will provide opportunities for our academic staff and HDR students to undertake research projects/programs alongside partners in other countries. Each of RMIT's research nodes will be firmly embedded within the host city and focus on specific problems. Through these nodes, RMIT will be able to expand our collaborations with key industry partners in areas such as engineering and design, which will ensure that our research is relevant to industry needs and that the outcomes are translated into benefits for our partners and the global community. RMIT policy will provide a strong framework for the establishment and growth of research nodes (see further 3.3 and Part 5).

Disseminating outcomes. RMIT has a long history of working directly with industry on applied research, therefore the University will continue to support the dissemination of research outcomes in high quality academic outlets, through effective pathways for knowledge transfer and commercialisation. RMIT's Partnership Value Proposition articulates a partner-centric approach which supports our industry partners to commercialise outcomes. This approach enables RMIT and its partners to better share strategies, align principles and resources, and agree on long term mutually beneficial objectives.

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[8]	2012		
Number of patent and plant breeder's rights families filed, issued and held	Filed = 8	Issued = 0	Held = 17
Number of all active licences, options or assignments (LOAs)[9] executed and income derived	No. = 3	Value($) 9,255	
Number and value of research contracts and consultancies executed[10]	No. = 239	Value($) 19,681,000	
Investment in spin-out companies during the reporting year and nominal value of equity in spin-outs based on last external funding/liquidity event or entry cost	Investment ($) $1,179,000	Value($) $1,340,750	

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	$2,322,315	$2,426,960	$2,753,446	$3,349,197	$4,354,511

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[8] 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).

[9] 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.

[10] 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

RMIT is a responsive and industry-linked institution. We design and deliver our programs with industry input to provide flexible and relevant qualifications that target industry and employer need and support RMIT's discipline and industry focus. Our goal to be 'connected' is expressed through strategies across the breadth of our activity, including activities outlined at Engagement, Teaching and Learning, Innovation and Research Performance.

Other specific mechanisms that promote responsiveness include:

Specialised focus. RMIT's seven high impact areas link institutional capability with external needs. RMIT will continue to focus on five broad industry sectors that complement technology and design disciplines. These are: Media and Communication; Health and Community Services; Aerospace and Aviation; Built Environment; Construction; and Infrastructure and Automotive, Transport and Logistics.

Industry input. RMIT will continue to actively seek industry involvement in the pursuit of its goals, such as program and skill development, work placements, applied research and consultancies. RMIT will engage with industry in a variety of ways including:

- Annual industry forums for our priority industries. These high-level forums are chaired by the Vice-Chancellor and comprise representatives from major enterprises, government and peak bodies. The forums are a key source of industry intelligence on issues such as trends in skills formation, changing professional entry requirements, and research needs.
- Industry and professional representation in initial program development processes and on dedicated Industry Advisory Committees to guide program development. Through these Committees our key industry partners can contribute their real-world insights to directly shape the form and content of RMIT's programs. This helps to ensure that our programs reflect the latest industry developments and that our graduates gain the skills and experience that potential employers value.

Coordinated collaborative networks and funding applications such as Cooperative Research Centres, Centres of Excellence and Australian Research Council Linkage Projects.

Linking students with industry. Our candidates are supported to transition to the workforce and develop the skills desired by industry through activity such as:

- Ensuring Work Integrated Learning opportunities across our disciplines, to enable our students to apply acquired knowledge and develop professional attributes appropriate to work and organisational settings.
- Attracting industry practitioners to participate further in the University, including through a new RMIT Industry Practitioner staffing category.
- Developing a globally focused careers and employment service and incorporating a career development learning perspective in programs.
- Supporting student English language and communication skills.
- The RMIT international industry experience and research program (RIIERP)
- ATN Industry Doctoral Training Centre in Mathematics and Statistics and future proposed Doctoral Training Centres aligned with industry.

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

RMIT's goals are achieved by building deep and wide partnerships both in Australia and abroad with industry, research bodies, counterpart universities and the community. We engage with our stakeholders across our delivery and operations, including responding to labour market needs and research priorities (see further Industry and Skills, Innovation and Part 5). Our international activity is brought into alignment with strategic priorities through RMIT's Internationalisation Plan 2011-2015. The Plan identifies priority areas and associated strategies to build RMIT's capacity for engagement around the world, maintaining and building our reputation as a quality provider of education and research with global presences in key cities in Asia, Europe and Latin America. RMIT is committed to a comprehensive approach to international education which encompasses global mobility for students and staff and globalised teaching and research. For example, RMIT will continue to support the development of international research links and contextualised learning and teaching to meet the requirements of students and the communities in which RMIT operates, and apply measures to increase HDR student mobility. We have over 220 academic and research collaborations with institutions outside Australia and have established research nodes in key cities which will further support HDR student mobility and research (see further 3.1 and Part 5). This focus will continue to be underpinned by activity to manage and monitor the breadth of our engagement activity including through enhanced IT systems for relationship management.

Other specific activities and approaches to note include:

RMIT's physical presence. The University continues to develop our campuses as permeable zones linked to the life of the city. This permeability connects RMIT to the urban landscape and helps us to actively involve our industry and community partners in education, research, and research training. As noted in Innovation, we will increasingly use these facilities to showcase our research and innovative practices.

Global engagement. RMIT has teaching, research or industry engagement presences in a variety of countries and regions, including Vietnam, China, Hong Kong, Malaysia, Sri Lanka, Laos, Singapore, India, Indonesia, Belgium, Spain and the Americas. RMIT will continue to focus on strengthening and expanding our global engagement to leverage capability from RMIT campuses, transnational education programs and research activities in many parts of the world. RMIT's campuses in Ho Chi Minh City and Hanoi provide a focus for our engagement in the region, including with our growing alumni community of almost 300,000 living in 130 countries around the world. This also includes large networks across Asia. RMIT's global presences focus on partnerships that align with RMIT's vision and will help build our reputation as a global university of technology and design. Activities to build our global network include:

- Supporting global mobility for our students and staff, making particular use of RMIT's Vietnam campus and other offshore presences. For example, we have mobility arrangements linked to transnational education delivery with staff travelling to teach, visit partners and deliver training and development sessions with our partners. These include staff research leave programs and RMIT Foundation Staff Travel Fellowships, as well as HDR Candidate mobility programs such as the RMIT International Experience and Research Program (RIIERP) and European Union Centre RMIT Travel Assistance Grants. In Vietnam we are strengthening research efforts by delivering research symposia, co-supervision and research mentoring.
- Regularly communicating with our alumni and supporting a full calendar of global events and opportunities.

- Building relationships with governments, education institutions and industry in chosen cities and regions. Our strong relationship with the city of Tianjin in China is one example, leveraging the City of Melbourne's presence in this city. Similar relationships have been formalised through the Games and Experimental Entertainment Laboratory (GEELab) in Karlsruhe, Germany and the Innovating Cities Programme in Porto Alegre, Brazil.
- Developing new partnerships, particularly in Asia, to further internationalise education through program delivery offshore, collaborative research training agreements, 'twinning' arrangements and industry placements.
- Establishing a site in Europe (based in Barcelona) in June 2013 to leverage partnerships and develop new collaborative activities focused on research and postgraduate coursework delivery.
- Establishing a new partnership for developing education and research in Jakarta, Indonesia. Teaching began in June 2012.

Philanthropy. RMIT continues to actively secure philanthropic support from alumni, corporates and foundations for scholarships, research and capital projects. In building engagement with alumni, including members of the philanthropic community, RMIT will achieve long term growth in its philanthropic income. Specifically, drawing upon over 280,000 alumni based in Australia and internationally, RMIT will facilitate greater engagement through communication and event programs, volunteering and career development opportunities. These will be offered both in Australia and offshore through a variety of networks.

Community engagement and outreach. The relationships that we build with schools and communities will continue to underpin our approaches to outreach and our engagement with equity cohorts, such as our tertiary taster "I Belong" program (refer to item 4.3 for our strategies to support equity cohorts). RMIT will continue to engage with the community more broadly through activities such as:
- Informing student choice and public engagement through RMIT University Open Day.
- Supporting cultural activities and events, such as the RMIT Gallery and public lecture events

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[11] with industry and other partners in Australia	697	731	768	806	847
Number of active collaborations[12] with industry and other partners overseas	203	220	230	280	350
Category 3 Income	$21,338,819	$21,267,100	$22,782,801	$25,548,563	$30,215,707

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[11] 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.

[12] See footnote 8 for a definition of collaboration.

PART FOUR: TEACHING AND LEARNING

4 TEACHING AND LEARNING

4.1 Student enrolments

4.1.1 Commonwealth objectives

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

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

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

4.1.2 University strategies

RMIT will continue to build on its strong reputation as a university of technology and design while continuing to develop and deliver quality, viable and relevant programs that support graduates' employability. Specifically, RMIT's seven high impact areas represent current and emerging RMIT strengths linking institutional capability with external needs. The high impact areas are: Communication; Design; Global Communities; Global Business; Health Solutions; Technology; and Urban Sustainable Futures (see Part 1.2). Our specialisation also further supports our engagement with industry and community (refer 3.2). While much of our student profile is concentrated in our high impact areas they are also aligned with RMIT's research strengths (see further Part 5).

We will continue to review the quality, relevance and viability of our programs annually to refine our load strategies and discipline-focus. We will maintain a focus on smoothing the pathways between RMIT programs and locations, through the refinement of program curriculum, and through delivery and service models that remove unnecessary barriers to student pathways and maximise the benefits of RMIT's broad range of internationally and professionally recognised programs.

To achieve our global aspirations, we will build load and points of presence offshore. New opportunities for campuses and third party arrangements will support our offshore presence, and deliver our onshore load.

Further detail on growth plans for sub-bachelor, undergraduate and postgraduate delivery is outlined below. We look to the Commonwealth to provide clear and early direction regarding funding policies and processes to support institutions to plan for enrolments over the period.

Sub-bachelor. As part of RMIT's integrated approach to tertiary delivery, the ongoing development and refinement of the RMIT Associate Degree strategy continues to be a focus for the University. RMIT's Associate Degree programs span our strengths in design and technology, such as engineering, information technology and health sciences and programs that leverage RMIT's industrial design capacity. Core technology and design disciplines require the support of

fields such as business and legal studies, to provide an integrated approach to capacity building and to meet the changing needs of individuals, industries and society.

Associate Degrees have been developed in close consultation with industry partners and provide learning experiences and outcomes that combine academic discipline with the needs of industries. Such degrees are particularly important in being able to respond in a flexible and timely way to evolving industry needs driven by technological change and competitive market pressures, and to support pathways into further study and work. Additionally, many of these programs are directly linked to current or emerging skills shortage areas.

These programs have continued to deliver strong outcomes for industry and RMIT students. However, the ongoing viability of these offerings is threatened by caps to the sub-bachelor market. This limits opportunities for us to prioritise vocationally-relevant qualifications that also support the achievement of the Commonwealth participation and attainment targets. Further Commonwealth support in this area would enable us to build load in our current programs and discipline strength with a particular focus on programs linked to our high impact areas of Design and Communication.

Undergraduate. At the undergraduate level, RMIT plans to maintain Commonwealth-supported load over future years, with only moderate growth. Opportunities to further strengthen articulation pathways from RMIT VET and Associate Degree offerings into these undergraduate programs are also being implemented.

Postgraduate. RMIT will continue to focus delivery in areas of demand and discipline strength of the University. Ongoing opportunities to further build capacity and delivery in our postgraduate offerings is being constrained by limited Commonwealth Supported Places at the postgraduate level. Future postgraduate Commonwealth supported growth would be highly aligned with RMIT's specialisation and research strategies. For example, growth is projected for postgraduate coursework and research students, with particular attention to enhancing RMIT's research base. Furthermore, consistent with Commonwealth criteria for the use of postgraduate Commonwealth Supported Places, proposed areas of postgraduate growth are informed by extensive industry input and advice, reflect the needs of the labour market, including changing professional entry standards (see further Industry and Skills at 3.2), and are frequently aligned with areas of national and/or state skills shortage lists.

Additional CSP load would be focused in areas such as education and the built environment. Consistent with Commonwealth funding criteria, these areas draw on RMIT's strengths and address the more stringent professional entry requirements associated with the professions from these disciplines.

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

RMIT aspires to achieve international excellence in curriculum and pedagogy supporting high quality, high impact programs. We seek to develop programs that transform the lives of our students through pathways and other support that encourage successful completions and transition to the workforce. We support professional development programs, a dedicated central Learning and Teaching unit that provides a wide range of services and resources for use by teaching staff, as well as a learning and teaching website that also highlights good teaching. We are committed to a continuous improvement model to drive quality across our delivery, underscored by an external benchmarking approach that draws on a wide range of information including outputs from the Office of Learning and Teaching.

Other activity that supports our high-quality focus includes:

Global perspective. We will refine our processes to monitor and ensure quality and comparability across our range of qualifications and varied locations. Programs will be in place at all campus locations that support home country students to understand and interact with foreign students, and to integrate with the global community.

Supporting student engagement. Our students will have access to services and orientation programs that will support the transition to RMIT. We will build, implement and refine models to support the University's vision to create a student experience characterised by achievement, excitement and a sense of belonging. New technologies and innovative practices will be adopted to enhance the learning outcomes of all students. Academics and teachers will be supported to use the new physical and virtual learning spaces to develop a vibrant student cohort experience, improved learning outcomes and higher levels of student satisfaction.

Enhancing programs and student outcomes. We will continue our annual program review processes, and use evidence of program quality, viability and relevance, student feedback and student outcomes to refine our offerings and to inform our delivery methods. We will maintain our focus on work integrated learning to ensure that our programs support our students to develop the work-ready skills and outlook that will help them transition into the workforce, including developing enhanced university-wide consistent business processes and systems to support this focus. We will develop coordinated global support services for student communication skills and English language proficiency. To support students to understand how study links to learning outcomes, all new and updated program guides will include information on the alignment between the program and AQF level learning outcomes, and graduate attributes.

Transforming the academic workforce and recognising success. We will continue to recognise and support our academic workforce. We will draw on a full range of tools and strategies to encourage and disseminate best practice in curriculum and teaching, as well as recent RMIT projects focused on clarifying and promulgating academic expectations and the importance of student satisfaction. For example, to support our teaching staff to enhance their educational practice and maintain the currency of their industry and professional knowledge, teachers have access to general and discipline specific resources, interactive tools and training. RMIT will also maintain its dedicated learning and teaching website which includes links to resources, professional development activities, and opportunities for staff to apply for learning and teaching awards and grants. RMIT offers up to 20 teaching awards annually with a total of $90,000 distributed to award recipients to enhance teaching. Our promotion processes will be based upon outstanding performance in the areas of Teaching, Leadership and Research and Scholarship, and be guided by evidence such as student feedback and research outcomes. Peer review of teaching commenced this year for RMIT teaching awards and will be introduced in 2015 for academic promotions.

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

Principal Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Number of active learning and teaching projects supported by the PELTHE[13] program where the University is the lead institution	4	2	2	2	2
Number of active learning and teaching projects supported by the PELTHE[14] where the University is a partner institution	2	2	3	3	3
Number of citations for outstanding contributions to student learning	4	5	5	5	5
Number of awards for teaching excellence	0	1	1	1	1
Number of awards for programs that enhance excellence	0	1	1	1	1

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.

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[13] Promotion of Learning and Teaching in Higher Education - the program providers learning and teaching grants, awards and fellowships and is administered by the Office for Learning and Teaching.

[14] See footnote 10 for definition.

4.3.2   University strategies

RMIT has a long standing commitment to the participation of students from disadvantaged backgrounds. The University's Strategic Plan focuses on raising participation and attainment in education amongst disadvantaged groups, including immigrant and Indigenous populations. Our support for students to access and achieve in tertiary education is informed by RMIT's core values of being creative, connected, fair, passionate and committed to making a difference. These commitments are reflected in RMIT activity including:

Institutional priority supported by annual target setting. RMIT's Equity and Social Inclusion Plan and a suite of implementation plans and statements frame priorities and actions that will advance RMIT's deep commitment to equity and inclusion. Our Business Plan will continue to set targets for participation and attainment among targeted equity groups. Within this compact RMIT will agree to annual targets for participation of low SES students and students from a non-English speaking background.

Raising aspirations and supporting access. RMIT's School Network Access Program (SNAP) will continue to be RMIT's flagship equity program, a schools-based program which enables RMIT to look at a range of factors other than Australian Tertiary Admissions Rank in the selection of Australian students.

Since the first compact was signed, RMIT has expanded this network, through innovative partnership activities significantly increasing the depth and breadth of low SES school to university opportunities. Evidence of the expanded scope includes a 39% increase in demand for access to RMIT through SNAP from 2011 to 2012.

We will foster, refine and consolidate partnerships with SNAP schools, students and communities to raise aspirations to support access, participation and completions. SNAP partnerships will underpin our access and outreach activities and inform continued activity to refine our entry and support processes. For example, through our I Belong scheme, we work with SNAP secondary schools to bring middle-years students from disadvantaged schools and communities onto campus for applied learning and tertiary-taster experiences. We will look to build and refine this scheme to provide innovative experiences and to deliver discipline-specific workshops and industry context. Further, we will continue to support inclusive admissions including simplified access mechanisms for Year 12 students at SNAP schools across metropolitan Melbourne and in Gippsland.

Inclusive service models. Inclusive practices will be exemplified in our approach to learning, teaching and assessment practices and institutional behaviours. We will develop and refine learning support and academic literacy models to support all students to achieve in higher education. Our skills in innovative design will deliver integrated student services and leading library facilities, and provide highly visible, flexible services that cater for the full range of student needs.

Provision of academic and other support. Scholarships growth and accommodation support will be focused on cohorts for whom access to urban education has additional barriers. Models to support academic success and retention will be developed and refined. Our equity cohorts will be supported to access the full range of RMIT opportunities.

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

RMIT has committed to learning and teaching strategies through strong governance plans for its built environment. This is reflected in the University's Infrastructure Plan – Property which provides the vision and guidelines for the development of RMIT's built environment to support learning, teaching and research over the next few years. The Plan outlines priorities for each of our campuses including new builds and projects to renew existing spaces. It is updated annually after extensive consultation across the university.

RMIT's strong reputation for design excellence and innovation is central to our identity. Both expansion and maintenance activity exemplify best-practice, in terms of architectural and urban design, sustainability, and excellence in spaces for teaching, learning and research. RMIT's built environment represents leadership in sustainable urban futures and is focused on urban renewal. Our campuses integrate with urban environments and therefore support liveable cities. New developments are permeable and provide the critical infrastructure to extend our engagement with industry.

Our global aspirations are supported by the development of our campuses in Australia and abroad, including the Saigon South campus, Ho Chi Minh City and Hanoi campus, Vietnam as well as the establishment of strong research precincts focused on urban issues (see further Part 5 and Innovation). Innovative use of ICT underpins our approaches, supporting our status as a university of technology.

Specific actions and targets to achieve these goals include:

- Implementing space management strategies that are underpinned by established space standards; continuing development of sophisticated facilities data systems; annual physical utilisation audits of all teaching space; inclusion of functionality and condition assessments in space planning; and a University-wide class timetabling system.

- Improving the utilisation of general teaching space across each of the campuses by 40-50 per cent in the short to medium term.

- Adopting 'best practice' in environmentally sustainable design.

- Reducing greenhouse gas emissions by 25 per cent by 2020.

- Addressing backlog maintenance through a Capital Development Program, including infrastructure upgrades, major refurbishments and replacement of low quality building stock.

The backlog challenge the University faces is in the order of $300 million. The University would seek funding to meet this challenge should further opportunities through EIF or other programs arise. While backlog maintenance is being managed and reduced, without significant additional funding in the short to medium term, a reduction to below 3 per cent of asset replacement value (ARV) within the next five years is not considered possible.

PART FIVE: RESEARCH AND RESEARCH TRAINING

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

RMIT's performance in the 2012 Excellence in Research for Australia (ERA) reflects our focus on achieving international excellence in particular fields which are concentrated by theme and discipline. We will continue to pursue distinction in areas such as Built Environment, Design and Planning, Engineering, Medical, Health, Applied and Social Sciences, and Communications and Visual Art which are closely linked to our five research focus areas, four Research Institutes and formal Research Centres, and aligned to our global network of partnerships, industries and cities in the following ways:

- Our research will continue to be solution-oriented and end-user focused, and concentrated on developing a greater understanding of the urban age and its impacts on individuals and communities. RMIT will be the global 'urban laboratory'. Our campuses will serve as sites for designing, testing and implementing innovative solutions to critical problems, including addressing issues of urban liveability, building community resilience, and developing effective responses to the causes and effects of climate change. RMIT's four Research Institutes and Research Centres will continue to play a critical role in leading excellence and innovation in design sustainability.
- RMIT will seek to increase the quality, scale and impact of research and research training by supporting cross-disciplinary teams to work with partners from universities, industries, organisations and community to address complex problems. For example, we will continue to establish new, develop existing and leverage our 'research nodes' in key cities, with each node serving as a base and site for research and research training. These nodes continue to be firmly embedded within the host city and focused on specific problems. This approach is integral to supporting our offshore research activities as well as providing opportunities for our research staff and students to engage in research collaborations with partners across the globe. Our Research Institutes and Centres will continue to facilitate and support cross-disciplinary collaborative research activity, both within and externally to the University.

- We will continue to transform our academic workforce in order to foster a high performance research culture, with strategies including:
  o Further recruitment of world-class academics.

  o Continuing support for our academic staff through professional development to build research capability and leadership to deliver high quality ethical research outcomes.

  o Retaining current staff through a focus on rewarding and recognising our staff achievements.

  o Continuing use of the annual workplanning process to set expectations of academic performance
- Building a higher degree by research student profile to support the University's research and innovation agenda. We will continue to support our workforce through further investment in world-class research infrastructure, including systems and technologies.

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)	10	13	14
Number of disciplines, as defined by four-digit FoR, performing at world standards or above (3, 4 or 5)	24	34	36

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
Four-digit FOR	Clinical Sciences Materials Engineering Architecture	Communications & Media Applied Economics
Two-digit FOR	Engineering Medical & Health Sciences Studies in Human Society	Engineering

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

Principal Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Category 1 income	$13,363,327	$13,965,488	$15,844,188	$19,272,330	$25,057,221
Category 2 Income	$12,514,325	$13,078,230	$14,837,572	$18,047,916	$23,465,281
Number of joint research grants in Australia	48	50	53	56	58
Number of joint research grants overseas	20	25	30	35	40
Number of jointly supervised PhD students in Australia[15]	110	86	100	110	120
Number of jointly supervised PhD students overseas[16]	11	8	12	15	20

5.2   Research training

5.2.1   Commonwealth objectives

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

- support research excellence and develop an internationally competitive research workforce in Australia through high quality research training;

- develop an internationally competitive research workforce in Australia through high quality research training; and

- significantly increase the number of students completing higher degrees by research over the next decade.

5.2.2   University strategies

High quality research training is essential for leading edge research outcomes. Complementing the approaches outlined above at 5.1, RMIT will further enhance the breadth, quality and delivery of Higher Degree Research (HDR) programs, and support our HDR candidates to complete their studies and to ensure that they have the skills to forge successful research careers both within and outside of the tertiary sector.

Central to RMIT's research training and capability approach is the availability of, and access to, multi-disciplinary research teams. These teams collaborate to solve complex problems and build on schemes that offer international industry experience as a key part of research training. This approach prepares HDR candidates for the research workforce through initiatives that embed RMIT research in an industry-based context. By ever-extending the reach of these partnerships, the approach also strengthens the global focus of the University and increases future opportunities for our candidates and the next generation of researchers to work globally.

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[15] 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).

[16] 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).

Through the RMIT PhD Project, we will adopt an approach to research training which sees a research thesis as only one of the outcomes of its HDR programs. Research-informed curriculum will assist candidates to develop the capacity to lead research and innovation across public and private sectors, within and beyond academe. We will continue to benchmark RMIT programs against other institutions nationally and internationally.

RMIT will also continue to build and sustain a supportive environment that contributes to a high performance and collaborative culture. Initiatives will build skills and a sense of community for HDR candidates and staff. Our HDR candidates and early-career academics will have access to tailored support to build and sustain their research careers, including: skills support and careers counselling; support for career interruption while research is published; transition to the Australian research funding system; and for transition from industry to academia. We will foster a culture of recognition and celebration. Targeted support will be available to our research teaching workforce to assist our academic staff to balance their research, teaching and leadership responsibilities, with ongoing training opportunities around HDR supervision, mentoring and candidature management.

For information about initiatives towards Indigenous Higher Degrees by Research see Section 2.2.

5.3   Performance indicators and targets

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

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

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

Principal Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
HDR student load *	1,215	1293	1300	1352	1406
HDR student completions by masters	58	46	53	53	53
HDR student completions by doctorates	173	189	198	211	227

*EFTSL

PART SIX: GENERAL PROVISIONS

6 GENERAL PROVISIONS

6.1 Compact Review

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

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

6.2 Privacy and information sharing

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

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

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

6.3 Changing the Compact

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

6.4 Notices

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

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

6.4.2   The Representatives are:

  a. University Representative
      University Secretary and Vice President
      RMIT University
      124 La Trobe Street
      Melbourne Victoria 3000

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

OR

compacts@innovation.gov.au

6.5 Dictionary

In this compact, unless the contrary intention appears:

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

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

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

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

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

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

'TEQSA' means the Tertiary Education Quality and Standards Agency.

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

'University' means RMIT University (ABN 49 781 030 034)

Signed for and on behalf of the RMIT University

by

…………………………………………………..   …………………………

Signature   Date

Professor Margaret Gardner

the 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)