



**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

University of South Australia

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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

University of South Australia

ABN 31 191 313 308

A body corporate under the University of South Australia Act 1990

Of

55 North Terrace

Adelaide SA 5000

**(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

UniSA was founded in 1991. It has nearly 35,000 enrolled students and 2,600 FTE continuing and fixed-term staff. UniSA doubled its annual research income between 2004 and 2011, from \$26.5 million to \$62.2 million. The university's forecast revenue for 2013 is \$560.6 million. Under its foundation Act, UniSA has a legislative responsibility to provide access to higher education for Indigenous Australians and for those groups within the community who have experienced educational disadvantage. UniSA has a strong record of working with under-represented groups.

### Horizon 2020

The university's ambitions are outlined in Horizon 2020, launched in September 2010, Horizon 2020 defines the university's aspirations for the next decade and was shaped by wide consultation with staff, students and alumni. It was endorsed by university Council and envisages that the UniSA of 2020 will be defined by:

- An outstanding student experience and exceptional graduates
- World-class research clusters and an exciting, research-intensive culture
- Innovative solutions to social, economic, political and technological challenges
- A commitment to equity and excellence, (educating the widest possible pool of talented people for Australia).

Horizon 2020 is supported by UniSA's Vision, Mission and Values.

### Vision

UniSA will be a leading contributor to Australia having the best higher education system in the world, supporting the world's best educated and most innovative, cohesive and sustainable society.

### Mission

UniSA educates professionals and citizens to the highest standards; creates and disseminates knowledge; and engages with our communities to address the major issues of our time.

### Values

*Scholarship* UniSA promotes and sustains open intellectual enquiry characterised by high standards of ethics and integrity. Academic rigour, excellence and relevance underpin our actions in research and its application, in teaching and learning and in engagement with our communities.

*Engagement* UniSA's teaching and research connect strongly with the issues of our local, national and international stakeholders—students, alumni, staff, partners, professions, government, industry, academic peers and community groups.

*Social justice* UniSA gives effect to reconciliation with Indigenous Australians and builds social cohesion by achieving equitable educational access and outcomes across our diverse student community, through research that aims to improve the quality of life and by acting responsibly as a corporate citizen.

*Sustainability* UniSA contributes to environmentally, economically, socially and culturally sustainable development, and we aim to reduce our own environmental impact.

*Innovation* UniSA anticipates change and acts quickly to seize opportunities and solve problems.

*Openness* UniSA is outward looking, welcoming diversity and the wide range of perspectives it brings, international in outlook, collaborative, creative, agile and enterprising.

### **The UniSA Action Plan 2013–2018**

In order to realise the ambitions of Horizon 2020, UniSA has developed a five year Action Plan informed by two streams of activity:

1. An environmental scan of the external realities, challenges and pressures facing higher education in Australia and globally and recognition of state and federal economic and social priorities
2. Detailed analysis of UniSA's institutional performance and consultations with students, alumni, staff, industry, business, all levels of government, research and innovation partners and members of the public received during the open online consultation, unijam.

Based upon the environmental scanning, analysis and consultations, UniSA has identified a number of specific mission-enabling actions. Over the life of this Compact 2014–2016, UniSA will advance the following:

1. Enhanced educational offerings and an outstanding student experience
2. Industry and end-user informed research supporting an industry relevant curriculum
3. Increased staffing in the classroom, increased efficiencies beyond
4. Transformational infrastructure - enriching the fabric of our institution
5. Engagement with society beyond the classroom and campus
6. A globally visible university and engaged university with international reach, collaboration, enduring relationships and leverage
7. A move towards a powerful internal and external service culture, supporting and enabling greater success.

These actions are described in more detail in the relevant sections of the Compact.

### **Indigenous Australians**

UniSA's commitment to Indigenous Australians is enshrined in its founding legislation and symbolised by its Statement of Reconciliation and by the Reconciliation Stones on each campus (refer to section 2 for more information).

### **Measuring success**

Over the Compact period 2014–2016 UniSA will reform its corporate key performance indicators and financial planning to align with the Action Plan 2013–2018. Performance indicators and targets will be linked to key actions and the delivery of targets will be incentivised across the organisation.

## 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

##### Focus, Mission and Future Actions

"UniSA's commitment to Indigenous Australians is enshrined in its founding legislation and symbolised by its Statement of Reconciliation and by the Reconciliation Stones on each campus. By 2020, this commitment will be given expression across the university's activities in the curriculum of its educational programs, in improved graduate outcomes in a range of professions where Indigenous people are currently under-represented, and in UniSA's staffing profile, where Indigenous employees will be well represented among both academic and professional staff" (Horizon 2020).

A corollary of this statement is that the university will increase:

- The number of Indigenous academic and professional staff across all broad disciplines
- The number of Indigenous students entering all broad professions and/or completing HDR study in all broad discipline areas.

Over the life of this Compact, UniSA will reshape its Indigenous Employment, Teaching and Learning and Research strategies to reflect the recommendations of the Behrendt Review and the national Indigenous Higher Education Workforce Strategy (NIHEWS).

In 2013, UniSA's Vice Chancellor was the first incoming VC in Australian history to be afforded a formal ceremonial welcome to country by the traditional custodians of the land. Fittingly, 2014 will see UniSA deliver its institutional Reconciliation Action Plan. By 2020, the university's commitment will be given expression in the curriculum of its educational programs, in improved graduate outcomes in a range of professions where Indigenous people are currently under-represented, and in UniSA's staffing profile, where Indigenous employees will be well represented among both academic and professional staff.

### **National Frameworks**

The university will further examine and respond to the recommendations of the Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People (the Behrendt Review), the National Indigenous Higher Education Workforce Strategy (NIHEWS) and the Universities Australia Guiding Principles for Developing Indigenous Cultural Competency in Australian Universities (UA Guiding Principles).

### **Reconciliation Action Plan (RAP)**

The university plans to complete the first stage of its RAP by the end of 2013. The university has established a steering committee, with Indigenous and non-Indigenous co-chairs, supported by a secretariat and a dedicated working group. The RAP will embrace students, alumni and the university's wider partners as well as staff as part of our program of strategic planning in 2013. It will also explore the development of stronger relationships with Indigenous communities, organisations and other external stakeholders.

### **Indigenous Knowledges**

The university will further develop its approach to Indigenous knowledges in a way that is congruent with its mission to educate professionals and citizens to the highest standards, create and disseminate knowledge and engage with its communities to address the major issues of our time.

### **Aboriginal and Torres Strait Islander Employment Strategies**

The university's triennial Indigenous Employment Strategy (IES) is Yaitya Warpulai Tappa (Indigenous Work Path). The IES sets a target for Indigenous employment of two percent of UniSA's total workforce. Achievement of the target is a corporate priority. Progress is overseen by the Indigenous Employment Working Group, which reports to the Provost through the Indigenous Participation, Education and Employment Group, and is supported by the Indigenous Employment and Development consultant. In 2010, the university had 23 Indigenous staff, approximately 0.9 percent of the current workforce and short of the target.

The university has closely examined the skill profile of the Indigenous workforce and pathways to professional employment. Strategies that will continue over the life of the Compact include:

- Ongoing support for the Indigenous Graduate Employment Program (a comprehensive two-year development program that recruits two Indigenous graduates a year)
- A professional development fund for ATSI staff (including graduate trainees). Funding is 20 percent of the employee's base salary plus on-costs at the time of appointment
- Cultural awareness training and occasional cultural responsiveness workshops to promote a working environment that is free from racism and where Indigenous culture is understood and respected. The People Development and Performance area within the HR have appointed an Indigenous staff member to take on the role of Consultant: Indigenous Employment and Development to manage and foster this activity across the university.

The IES will be reshaped during 2013 to reflect the recommendations of the Behrendt Review and the NIHEWS.

## **Cultural Competency**

While noting that there is some discomfort with the term 'cultural competency', the university acknowledges the definition in the UA Guiding Principles:

*Student and staff knowledge and understanding of Indigenous Australian cultures, histories and contemporary realities and awareness of Indigenous protocols, combined with the proficiency to engage and work effectively in Indigenous contexts congruent to the expectations of Indigenous Australian peoples.*

"Cultural competency" training is a mandatory component of a reconciliation action plan and will be reviewed during the development of the university's RAP. Additionally a key action in The Action Plan 2013–2018 is to enhance the cultural capability of our student cohort.

Students will be equipped with the knowledge of Indigenous cultures and Indigenous knowledges that they require for professional practice and ethical citizenship (Teaching and Learning Strategic Plan 2012-2015, Theme 6). The university will also engage the student body in the development of the UniSA RAP and in activities that flow from it.

## **Aboriginal and Torres Strait Islander Higher Education Strategies – Teaching and Learning**

UniSA will take meaningful steps within its Reconciliation Action Plan to strengthen its position as the University of Choice for Aboriginal and Torres Strait Islander people in South Australia and beyond.

We will create a complete and safe environment for Aboriginal and Torres Strait Islander students to grow and contribute to their communities and to Australian society more broadly.

In meaningful and respectful partnership with Aboriginal communities and organisations, we will commit to developing the pipeline from high school through to postgraduate engagement that identifies the best and brightest young Aboriginal and Torres Strait Islander people. These leaders of tomorrow in science, education and teaching will be supported through:

- The creation of an environment where the next leaders learn, grow and define the future, in a place that acknowledges, respects and learns from Aboriginal and Torres Strait Islander wisdom, and celebrates the pursuit of knowledge in all its guises
- Establishing true partnership and relationships with SA Aboriginal and Torres Strait Islander communities through which they can define what they need from the university in its teaching and research
- Equipping Aboriginal and Torres Strait Islander students with the skills and connections to compete and excel in both academia and life
- Ensuring a sustainable, university-wide commitment and adequate resourcing to support learning, teaching and research for Aboriginal and Torres Strait Islander people.

Key initiatives over the life of this Compact include:

- Enhancement of the Indigenous Content in Undergraduate Programs strategy to improve students' understanding of Indigenous cultures and social issues. In August 2005 UniSA's Academic Board adopted an Indigenous Content in Undergraduate Programs Development Plan through which Indigenous content would be a compulsory and assessable component of all undergraduate programs. The initiative continues today and is a component of the university's commitment to Indigenous education
- Continued focus on the development of pathways into the higher education sector for Indigenous students, particularly through outreach into primary and secondary schools within urban, regional and remote settings through the UniSA College where two percent of the students are from an Indigenous background and utilising the expertise in the Indigenous Support Services area
- Participation as the first South Australian institution to partner in the AIME (Australian Indigenous Mentoring Experience) program which gives UniSA students the opportunity to be a part of the educational wave of change sweeping Australia. AIME Provides a dynamic

educational program that gives Indigenous high school students the skills, opportunities, belief and confidence to finish school at the same rate as their peers

- A review of the range of all scholarships funded by both the university and external providers (including those pertaining to Indigenous students) to ensure that funding is delivered as efficiently as possible and that the levels of funding and their purpose best align with student need and our institutional objectives
- Implementation of a personal mentor program whereby every incoming UniSA student will have an identified staff mentor, drawn from across the academic and professional staff body who can assist that student whenever necessary
- Strengthening of the Indigenous Support Services in line with the actions outlined in the RAP.

A Consortium of South Australia's three public universities – The University of Adelaide, Flinders University and University of South Australia - has formed under the auspices of the SA Vice-Chancellor's Committee, to develop a program under HEPPP: Journey to Higher Education. A grant application has been submitted in the 2013 HEPPP Partnerships Competitive Grants June round. The Consortium will work in partnership with public, Catholic and independent schools, TAFE SA, government and community organisations to support low SES, Indigenous, regional and remote students; recognising that there is both value and logic in collaborating, rather than competing for these students. More information about this initiative has been provided in the Equity section of the Compact (4.3.2).

#### **Aboriginal and Torres Strait Islander Higher Education Strategies – Research and Research Education**

UniSA's research will respond to community needs, priorities, issues and aspirations (for example justice issues and responding to the social determinants of health) and will demonstrate excellence with relevance and deliver research with impact to Indigenous communities. By way of example, in 2012 the university was awarded \$650,000 in the ARC Discovery grants to undertake research into Indigenous Knowledge and the Australian Legal System.

The university will continue to expand and broaden opportunities for Indigenous students to undertake HDR study. UniSA currently has a number of PhD students studying in health-related fields. The recent (June 2013) announcement of federal support for The Centre for Cancer Biology will form part of the university's significant health and biomedical footprint in the North Terrace hospital precinct and will be housed in a new facility currently being planned. UniSA's collaborative relationships fostered through the South Australian Health and Medical Research Institute (SAHMRI) provide a strong platform upon which to extend UniSA's expertise in research, healthcare and education. Collectively these initiatives present opportunities to encourage Indigenous PhD recruitment in areas such as population health, health management and cultural studies. SAHMRI has positioned Aboriginal Health as one of its primary research themes. The theme leader, Professor Alex Brown has his primary academic appointment in the UniSA School of Population Health.

The university will continue to follow national protocols for the evaluation of research proposals involving Indigenous people, culture or artefacts and is open to discussions about the appropriate involvement of Indigenous Elders in developing culturally sensitive approaches to research.

## 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.

<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 all Aboriginal and Torres Strait Islander student enrolments <sup>1</sup>	329	335	338	340	345
Number of all Aboriginal and Torres Strait Islander student completions <sup>2</sup>	60	53	55	57	60
Number of all Aboriginal and Torres Strait Islander professional/general staff <sup>3</sup>	12	12	12	13	14
Number of all Aboriginal and Torres Strait Islander academic staff <sup>4</sup>	11	11	12	13	13

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<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

### 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

UniSA is proud of its research trajectory, fuelled by the expertise, drive and commitment of its researchers and those who support them. In 2010 the university spun out two new companies. Ceridia Pty Ltd and Lased Technologies Pty Ltd develop innovative breakthroughs made by UniSA researchers in the pharmaceutical and desalination industries respectively. The university is also represented on five company boards resulting from commercialised research and development.

In 2012 the university released Excellence with Relevance, a framework for research and innovation covering the period 2013–2020, which has a clear focus on delivering research of high quality with the capacity to deliver world-class innovative solutions to our partners.

UniSA was a driving participant in the first impact assessment exercise (Excellence in Innovation, Research Impacting our Nation's Future – assessing the benefits 2012) and will continue to work collaboratively with the sector to develop reasonable metrics for the assessment of research impact, which will measure the innovation dividend of research generated by Australian universities. UniSA's commitment to research with impact is evidenced in the Australian Technology Network of Universities' (ATN) 50 Solutions that Count released 27 June 2013 before the first meeting of the ATN Research Impact Industry Advisory Board. The seven UniSA case studies illustrate the diversity and relevance of UniSA's world-class, quality research.

UniSA's Action Plan 2013–2018 fosters industry informed research informing an industry relevant curriculum. Actions include measures to further enhance collaboration with regional, national and international end users and a focus on 'grand research challenges' that align with national and international priorities.

Over the life of this Compact, UniSA's key innovation activities will include:

- The development of an open innovation framework to foster and stimulate meaningful collaboration between industry and the university;
- A review of the university's Intellectual Property Policy

- The adoption of an open-access publication policy and a complementary open data policy – placing UniSA’s research in the hands of potential collaborators and underpinning successful knowledge transfer
- Leveraging emerging and long-established partnerships to build on and improve our success in Category 3 and Category 4 research. UniSA will do this through ‘research challenge workshops’ where industry, business and UniSA researchers can break down some of the traditional barriers and to ensure the research undertaken has high end-user value.
- Creating cohorts of researchers with critical mass, with measured credibility and standing in their fields aligned to the grand research challenges to address socio-economic needs locally and globally
- Identification of UniSA’s research focus linked to unmet need and which align to state and national priorities including areas such as: Integrated Health and Successful Living, Energy Independence and Energy Security, Sustainable Cities, Water Security and Water Futures, and Advanced Manufacturing
- An renewed and expanded role for ITEK Pty Ltd, the wholly owned commercialisation company of UniSA, to develop the university’s research with commercial potential including the formation of spin-off companies, licensing and the sale of intellectual property
- Continued support for research concentrations housed in joint facilities with the presence of researchers from other universities and publically funded research agencies.
- The establishment of a dedicated public outreach initiative on science and technology, specifically targeting 15-22 year olds and the wider public. This facility will be located in the city, providing a public interface for the university’s research and innovation activities as well as hosting rotating exhibitions, events and workshops facilitated by UniSA PhD students and staff and our network of collaborators – scientific, artistic and cultural – and supporting the state’s STEM Strategy.

### 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 7	Issued 1	Held 49
Number of all active licences, options or assignments (LOAs) <sup>6</sup> executed and income derived	No. 3	Value(\$) 108,096	
Number and value of research contracts and consultancies executed <sup>7</sup>	No. 303	Value(\$) 27,761,785	
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 (\$) 2,967,360	Value(\$) 3,377,000	

*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	9,463,029	8,500,000	9,700,000	9,900,000	10,000,000

<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

Horizon 2020 reinforces UniSA's goal to be defined by its 'graduates' readiness for work, their adaptability and their contribution as global citizens.'

UniSA's Action Plan 2013–2018 commits to a number of initiatives that firmly link its programs with the needs of industry and employers. Actions relevant to the life of this Compact include:

- An extensive review of program offerings with a significant emphasis on: national workforce priorities, responding to state skills needs and projections (including STEM skills), strengthening key disciplines that align both teaching and research with a view to providing work-ready graduates (refer also section 4.2.2 of the Compact)
- Working with employers in business and industry to expand work-based learning opportunities and competitive internships
- Expert Advisory Boards - UniSA will review and streamline the existing range of advisory board structures to ensure that every academic discipline in the university is informed by and responsive to external industry members who are experts in their field. The Advisory Boards will ensure relevance of the curriculum beyond any legislative or professional accreditation requirements, facilitating closer links with industry, professional bodies and directly influencing the relevance of our research
- Leveraging domestic and global industry connections to increase participation and success in the Australian Research Council (ARC) Industrial Transformation Research Program (ITRP) and ARC Linkage Project Schemes as well as international grant programs such as those operated by the NSF, NIH and NHMRC and the European Union Collaborative Research Grants
- The development of an open innovation framework to foster and stimulate meaningful collaboration between industry and the university in both its teaching and its research.

## 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

A Consortium of South Australia's three public universities – The University of Adelaide, Flinders University and University of South Australia - has formed under the auspices of the SA Vice-Chancellor's Committee, to develop a program under HEPPP: Journey to Higher Education. A grant application has been submitted in the 2013 HEPPP Partnerships Competitive Grants June round.

The Consortium will work in partnership with public, Catholic and independent schools, TAFE SA, government and community organisations to support low SES, Indigenous, regional and remote students; recognising that there is both value and logic in collaborating, rather than competing for these students. More information about this initiative is provided in section 4.3.2 of the Compact.

Excellence with Relevance prioritises the strengthening and further development of productive research relationships, partnerships and collaborations. The university will continue to invest and implement a framework that provides opportunities for interdisciplinary, multi-divisional and cross-institutional dialogue and research collaboration to address thematic issues of concern to government, business and industry, and the wider community. In 2012 the university was a lead or partner in 12 Cooperative Research Centres (CRC) with our industry and research partners and in 2013 was named as the lead in the CRC for Cell Therapies with funding of \$59 million including \$20 million of Federal Government support collaborating with 14 industry and organisational partners.

UniSA continues to invest in infrastructure to house concentrations where education and research opportunities can be harnessed to address complex issues that are inspired by the most pressing problems of the day. Recent examples include the Centre for Environmental Risk Assessment and Remediation (\$20 million in 2009), the Mawson Institute (\$14 million in 2010), the Materials and Minerals Science Learning Research Hub (\$50 million in 2010) and, the \$95 million Participate@UniSA project, which includes an \$85 million learning centre with \$30 million of Commonwealth support. This approach is consistent with UniSA's broad focus on engagement, with many of these facilities also used by members of the public.

In June of 2013, UniSA was awarded \$40 million in federal infrastructure funding and a new site for development from the state in support of its delivery of a new biomedical research facility to accommodate the Centre for Cancer Biology (CCB). Joining UniSA from SA Pathology, the CCB ranks among the top three cancer research institutes in Australia and is globally renowned for the excellence and impact of its patient focused research. The new CCB infrastructure will be delivered alongside the new Royal Adelaide Hospital and SAHMRI as part of the South Australian Health Precinct.

During the life of the Compact the university will:

- Develop new policies and procedures for PhD thesis evaluation including video-linked defences of submitted theses, drawing participation from international thought leaders globally. Other reforms to HDR study will include the migration towards a structured PhD, inculcating relevant coursework and transferable skills, industry engagement and broader supervisory panel arrangements.
- Develop an international network of peer institutions to afford semester study opportunities for our undergraduate student body in China, Singapore, Europe, South America and the United States – and these will be underpinned by research partnerships and staff exchanges
- Develop enhanced engagement with our global alumni to harness their connectivity and build networks in support of UniSA's institutional priorities
- Develop strategic partnerships in Asia and across the world, for example:
  - o The university has developed a significant partnership with Tianjin University, to establish the joint China-Australia Centre for Sustainable Urban Development (CAC\_SUD). The aim of the Centre is to build a world-class multidisciplinary research-intensive centre that will focus on sustainable urban development.
  - o In a similar vein the university has also entered into an agreement Shandong University to establish a China-Australia Centre for Health Sciences Research and with Beijing Normal University to advance cooperation in the domain of business and commerce.

Such partnership is part of a broader strategy to develop close research and educational links with top universities in China, with a view to establishing a sustainable engagement for UniSA in a country that is becoming increasingly important in science, health, technology and design – key elements for Australia's success in the Asian Century.

- Commit to expanding important services such as the Mobile Allied-Health Clinic, which travels to a variety of locations such as schools, aged care facilities and homeless shelters, to provide health assessments. During the Compact period UniSA will establish interprofessional community clinics for students, staff and the community. The clinics will involve a range of the university's disciplines and professions and offer initiatives and

support across therapeutic, organisational, personal, behavioural, social, legal and community development and preventative work

- Progress the establishment of an accessible, open and valued university-wide volunteering program that will engage with, and benefit, the communities we serve
- Commit to the creation and delivery of the first of three new regional learning hubs across South Australia over the next five years – linking our metropolitan education programs beyond the city through technology and practice to underpin excellence in the communities we serve.

UniSA College undertakes a number of engagement activities – these are discussed in more detail in section 4.3.2 of the Compact.

### 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	501	510	515	525	532
Number of active collaborations <sup>9</sup> with industry and other partners overseas	53	62	66	70	74
Category 3 Income	11,970,583	11,500,000	11,200,000	11,300,000	11,400,000

<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 – 2014-16 period

UniSA has the largest student population of the universities in South Australia. The UniSA College's highly successful Foundation Studies program and three pathway diploma programs are forecast to contribute to student growth. Growth is also planned for health disciplines particularly with the establishment of the new School of Population Health, introduction and building on of new programs to meet state and national workforce needs (e.g. Dietetics, Clinical Exercise Physiology) and plans to establish an innovative medical school.

UniSA's ability to meet its growth ambitions through access and pathway programs in the College is currently constrained by Commonwealth policy settings in caps on enabling and sub-bachelor places. Similarly, uncertainties around Commonwealth Grants Scheme (CGS) designated places for non-research postgraduate places also make it difficult to plan.

Whilst growth opportunities for fee paying overseas students are uncertain, the university will seek to be competitive in the global market by offering innovative programs that attract international students without compromising domestic student access to programs in high demand disciplines. Fee increases will (and must) be underpinned by cost indexation.

###### Sub-bachelor planning – 2014-16 period

UniSA College's one year Foundation Studies program is offered to adults eighteen years of age and over is one of a number of strategic initiatives to improve access and participation in higher education. Current enrolments (2013) in Foundation Studies have already achieved the 2017 projected enrolment, testifying to the success of this strategy. However, further growth will be constrained by current limitations on Commonwealth funding for enabling load in the university.

Fifty seven percent of 2011 Foundation Studies students completed the program in twelve months and have successfully continued to undergraduate study. Five percent of 2011 Foundation Studies students elected to study the second year of a diploma program with an intention to continue with undergraduate study upon completion. These results demonstrate the willingness of students to access and progress their university studies via the Foundation pathway.

In 2012 UniSA College introduced a Diploma of Arts and a Diploma of Science and Technology. Students with an ATAR of 50 or above, a STAT score or a VET Certificate III are able to enrol in the diploma programs. Upon successful completion of a diploma, students progress to the second year of a number of identified degrees including STEM-based degrees. The College will continue to explore additional diplomas with guaranteed entry to identified degrees.

Students are able to access enrolment into popular Division of Health Science programs through the Diploma of Science and Technology and from 2013 also through a Diploma of Allied Health. UniSA College 2013 diploma enrolments are up 187 percent on 2012 year to date figures, clearly indicating increasing student demand for these programs. However, UniSA's ability to meet its growth ambitions is currently constrained by current Commonwealth policy settings.

The sub-bachelor programs will continue to provide pathways for those students who would otherwise not participate in tertiary education to enrol in bachelor degree programs across the university including Health, Engineering and Information Technology. The university looks forward to working with the Commonwealth to ensure funding agreements are put in place to support these important initiatives.

#### **Bachelor degree planning – 2014-16 period**

UniSA has experienced strong demand for health programs, which is expected to continue through to 2016 and beyond. To meet state and national workforce needs and cater for the strong demand for health programs, the university has established a new school (School of Population Health) and has developed innovative programs such as the Bachelor of Clinical Exercise Physiology, which commenced in 2013. Commonwealth policy settings and limited clinical placements for students may constrain UniSA's ambitions to grow in the health discipline.

As commented in section 3.2.2, the university will be undertaking an extensive review of program offerings with a significant emphasis on: national workforce priorities, responding to state skills needs and projections (including STEM skills), strengthening key disciplines that align both teaching and research, viability, quality and efficiency and with a view to providing work ready graduates.

#### **Postgraduate planning – 2014-16 period**

UniSA recognises the need to further increase postgraduate enrolments as a result of:

- The need to professionalise the future workforce, increase the skills base and respond to South Australian population demographics
- Strong demand for health, engineering, information technology, education, and architecture and building-related programs
- Movement in the sector for certain professional specialisations to shift to the 3+2 'Bologna' model.

Within the postgraduate enrolments category, demand for CGS supported places is expected to grow in discipline areas where fee-paying places are a deterrent to demand (e.g. health). The health profession currently has skills shortages in many discipline areas, including nursing and allied health, and is increasingly working towards models of interdisciplinary and advanced practice in order to support the evolving health needs of the growing Australian population. The university is committed to developing innovative programs to meet areas of demand and provide graduates with entry into professions, such as the Master of Dietetics, which commenced in 2011.

In 2008 the university added a number of postgraduate programs into its load in order to meet demand for a higher skill base in public sector agencies, including nursing, allied health and social care, and encourage students from disadvantaged backgrounds to progress through to postgraduate level.

The ability of the university to continue to provide programs that meet workforce skill demands that are accessible to students from diverse backgrounds is constrained by the Commonwealth's capping of CGS-funded postgraduate load, uncertainty in the eligibility criteria of CGS-funded

postgraduate load and doubt as to whether new programs will receive Commonwealth-supported funding.

The university also recognises the need to maintain a broad revenue base and is committed to developing and growing programs to attract fee-paying domestic students where it is financially viable but will put measures in place (see section 2.2 and the review of scholarships) to ensure students from disadvantaged backgrounds are not excluded from obtaining postgraduate degrees and entry into professions.

#### **Medical planning (where appropriate) – 2014-16 period**

In its Horizon 2020 vision document, UniSA has expressed an ambition to establish an innovative medical school with a focus on communities where participation in medical training has historically been low. Our immediate ambition, in the timeframe of this compact, is to explore novel relationships with other universities in the areas of medical research and training, while at the same time building a formidable 'in-house' research capability in key areas of medical science and public health. As mentioned in sections 4.4.2 and 5.1.2 a \$40 million investment from the Commonwealth, underpins a new partnership between the university and SA Pathology to deliver a new Centre for Cancer Biology Relationships such as this, will open new opportunities for UniSA students and staff in the health and biomedical arena.

Further partnerships with universities that offer medical training, both in Australia and overseas, will be examined over the 2014–2016 period.

## **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**

Horizon 2020 articulates UniSA's ambition to deliver an outstanding student experience. This ambition will be realised through:

- A curriculum that provides students with stimulating and rewarding learning
- Innovative environments that support active learning experiences
- Renewal of UniSA's seven Graduate Qualities and their quantifiable application to practice through incorporation into the curriculum, to produce graduates with the knowledge, skills and understanding necessary for full participation in society and the economy
- Preparing students for university study through the UniSA College providing pathways and appropriate preparation for students aspiring to participate in higher education

- Adopting excellence, equity and diversity as core priorities to support people from all backgrounds to participate to their full potential in higher education.

The university's Action Plan 2013–2018 will ensure UniSA students' competitiveness on the global stage and their positioning as work ready business aware graduates, versed in leading and relevant research-informed curriculum and enabled as individuals to contribute successfully to our future society, both through their learning and their extra-curricular engagement.

During the life of this Compact the university will review its programs with a significant emphasis on: national workforce priorities, responding to state skills needs and projections, strengthening key disciplines that align teaching and research, viability, quality and efficiency. UniSA will build on its existing set of graduate qualities and review and transform its curriculum to ensure that all students acquire measureable transferable skills for employment and life. Through curricular reform and the provision of new content and support services, upon graduation a UniSA student will be:

- Globally Capable
- Industry Capable
- Creatively Capable
- Innovation Capable
- Digitally Capable
- Culturally Capable
- Societally Capable.

The university will continue to assure and enhance the quality of teaching and learning through its academic policies, corporate processes, systems and governance structures. The university's teaching and learning committees are subject to terms of reference aimed at enhancing the ownership and validation of academic standards via analysis of data and external benchmarking. Student participation on committees will continue and will be one of several mechanisms to provide feedback to and obtain feedback from students.

The university is committed to ensuring that academic staff have access to comprehensive staff development opportunities in support of teaching and learning. This engagement is formalised through a continuing program of professional development activities and resources.

The university recognises the contribution that its staff make to the quality of teaching and learning and offers a number of rewards and incentives for quality performance. Over the period of the Compact, the university will revise its recognition and reward processes to ensure that performance is optimally aligned to university objectives in the area of teaching and learning quality.

Based on evidence that engagement with a variety of academic and non-academic activities improves both retention and performance for most students, UniSA has developed a major student engagement initiative called Experience Plus. In line with its equity mission, the university provides all students with opportunities to enhance their social capital and life skills. Experience Plus will continue to provide opportunities for students to engage in a range of activities that promote and build social networks and provide leadership skills. Experience Plus is the mechanism through which students articulate the skills and experiences that they have acquired and demonstrate how these are transferable into academic, employment and community settings. Added to this, as part of the university Action Plan 2013–2018 UniSA will:

- Work to ensure that all students have access to comparable learning and social facilities as part of a strategy to create campus villages with a wider range of social, cultural and community experiences
- Invest in new sports facilities and club supports.

UniSA has developed a systematic approach to identifying students who may need English language support and a range of English language proficiency interventions are now offered.

In 2012 the university undertook detailed analysis of student withdrawals and course and program drop outs. This analysis formed the basis for the development of Business Intelligence tools that provide for daily and weekly tracking of students and load. During the life of this Compact, UniSA will continue to refine its metrics to identify students at risk of academic failure through the use of learning analytics. This project will integrate data elements available via learnonline (maximising UniSA's investment in its \$11 million Personal Learning Environment) and will refine this existing processes to feed into early intervention strategies to improve academic outcomes and retention.

UniSA's Associate Professor Shane Dawson and Dr Abelardo Pardo, partnering with The University of New South Wales, The University of Sydney, The University of British Columbia (Canada), and Athabasca University (Canada) were recently awarded a grant from the Office for Learning and Teaching to explore the use of video annotation software to develop student self-regulated learning. This project includes the use of learning analytics to evaluate student engagement and teaching and learning practices.

Lastly, UniSA will commit to ensuring that there is parity of service delivery to students across all of its campuses and program offerings. During 2014–2016 the university will undertake a comprehensive review of its service provision to students and a whole-of-institution staff development program, centred on a culture of high quality service and pastoral care for its students.

*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	1	2	4	4	5
Number of active learning and teaching projects supported by the PELTHE11 where the University is a partner institution	4	5	5	6	8
Number of citations for outstanding contributions to student learning	3	4	6	7	8
Number of awards for teaching excellence	0	1	1	1	1
Number of awards for programs that enhance excellence	0	0	1	1	1

\* source=MyUniversity 2011 results, ^ 2011 ALTC <http://www.olt.gov.au/grants-and-projects/programs-and-applications>

<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

UniSA's equity mission is given shape in Horizon 2020 in the ambition that UniSA will be known for its "commitment to equity and excellence", educating the widest possible pool of talented people for Australia.

UniSA remains steadfast in its commitment that students with previous educational or other disadvantage will be on a par in terms of academic achievement and employability with the rest of their cohort. This is mirrored in the Equity theme in UniSA's Teaching and Learning Strategic Plan 2012–2015.

The university has a long history of supporting access by under-represented groups and is particularly well regarded for its activities in the northern suburbs of Adelaide, which include areas with high levels of social disadvantage. Horizon 2020 sets out our ambition to expand and focus these activities through the UniSA College.

UniSA College, established in 2011, is an enactment of the founding legislation of the University of South Australia. The College:

- Has a mandate to enable more South Australians of 'non-traditional' backgrounds as higher education learners to gain entry to tertiary education and to be the mechanism for engagement with schools and the community
- Is responsible for the university's pre-degree and pathway programs for Australian students
- Conducts a range of awareness raising activities aimed at students who, for a variety of reasons, have not previously pursued university studies
- Implements the university's Participation Strategy, aimed at increasing the number of students from a low socio-economic background enrolled in the university
- Improves access to and preparation for university study for people who have aspirations for university entry, but who do not have traditional entry credentials.

UniSA College brings Awareness, Access and Achievement together and has raised awareness through outreach activities run by the Pathways team within the College. The College will

continue to provide a range of interactive experiential secondary school programs, student focussed career awareness programs and teacher professional development. The outreach activities build student knowledge of and ambition for further study and the transition provided in the College through the Foundations Studies and Diploma programs provides a supportive pathway into higher education.

UniSA College will continue to offer a combination of academic and community engagement programs for Australian students who have the capacity to take on tertiary studies but have not yet entered university. Ongoing priorities include:

- Academic programs that support students and prepare them for degree-level study
- Pathways for under-represented and disadvantaged groups including Indigenous students
- Student focussed career awareness programs
- Workshops linked to the secondary school maths and science curriculum
- Skill building programs connected with schools, the community and industry
- Professional staff development on the use of contemporary and engaging methodologies.

Under the leadership of the UniSA College, the Mawson Science and Maths Centre provides opportunities for school students to maintain their interest in, and capacity to study, science and mathematics to Year 12 and beyond. The Centre will continue to provide a range of experiential education programs that will expose students to, and engage them with, maths and science resources not available in their high schools and will complement and support the development of a dedicated public outreach initiative Science | Creativity | Education (SciCEd) in the city (see section 3.1.2)

UniSA will continue to offer a revised set of scholarships (a review of scholarships is a priority flagged in the Action Plan 2013–2018, see also section 2.2 of the Compact) to support under-represented or disadvantaged students and will highlight special initiatives and improve the student experience. The scholarship fund will:

- Support student placements in rural and remote communities and in disadvantaged communities
- Alleviate the significant financial burdens and barriers for students from Indigenous, low socio-economic and/or rural backgrounds
- Support students involved in programs such as the Aboriginal Power Cup South Australian Certificate of Education Leadership, subject to transition into university.

UniSA acknowledges that although there is congruence between the low SES and Indigenous equity groups and the challenges they face, there are particular issues affecting Indigenous students that must be addressed through a separate and complementary policy approach.

The university's commitment to Indigenous reconciliation is based firmly on the acceptance that educational institutions have a particularly valuable contribution to make to the process of reconciliation by educating the Australian community about the cultures, languages, history and contemporary experiences of Australia's Indigenous peoples. By virtue of its founding Act, UniSA has a special responsibility to provide leadership in the areas of Indigenous research and education. In line with this responsibility, and as referenced in section 2.2 of this Compact, UniSA College is coordinating the university's relationship with Australian Indigenous Mentoring Experience (AIME). AIME pairs university students (Indigenous or non-Indigenous) with Indigenous Year 8 to 12 high school students to provide one-on-one tutoring, university-based activities and access to an after school Learning Centre. UniSA College has formed partnerships with eight northern high schools to deliver the program in the period 2013–2016.

A Consortium of South Australia's three public universities – The University of Adelaide, Flinders University and University of South Australia - has formed under the auspices of the SA Vice-Chancellor's Committee, to develop a program under HEPPP: Journey to Higher Education. A grant application has been submitted in the 2013 HEPPP Partnerships Competitive Grants June round.

The Consortium will work in partnership with public, Catholic and independent schools, TAFE SA, government and community organisations to support low SES, Indigenous, regional and remote students; recognising that there is both value and logic in collaborating, rather than competing for these students.

*Journey to Higher Education has three themes:*

**Aspire:** Develop lasting post-school educational aspirations in low SES and Indigenous students, showing them that university study is possible, practical and achievable. This will be achieved by:

- Curriculum-based and on-campus learning experiences
- Developing connections between families, communities and university staff and students
- Ensuring intervention starts in Junior Primary School, where increased familiarity with universities and their campuses can change perceptions about the relevance and accessibility of university.

**Support:** Provide low SES and Indigenous students with support at key transition points in their educational journey. This will be achieved by:

- Face-to-face, group and e-Mentoring
- Experiential, on-campus learning
- Awareness of career and study pathways.

**Achieve:** Provide low SES and Indigenous students opportunities to attain skills and knowledge and build capacity to succeed in further study. This will be achieved by:

- Authentic and sustainable connections to the Australian Curriculum and SA Certificate of Education (SACE)
- Utilising university expertise to provide teacher professional learning, resource development and support
- Developing the skills, knowledge and understanding needed to access university.

During 2012 and 2013 UniSA undertook an extensive review of its Disability Action Plan. The Plan and recommendations were approved in June 2013 and operationalisation of the plan will commence in the second half of 2013. The Plan continues to focus on improving support for students and staff with a disability, enhanced collection and reporting of data and improved governance.

#### 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

UniSA's ambitions, strategic direction and priorities have been encapsulated in Horizon 2020, Teaching and Learning Strategic Plan and Excellence with Relevance Strategic Research Framework, all of which have guided UniSA's Capital Investment Strategy to 2020. This Strategy will be further refined and prioritised through completion of the University Action Plan, 2013–2018

Broadly, the Capital Investment Strategy is aimed at improving UniSA's financial sustainability, enabling targeted growth, improving participation and enhancing the student experience. It also allows for improving the functionality and space utilisation of the existing facilities (leveraged through the review of programs cited in section 4.2.2 and a focus on blended learning highlighted in the Action Plan 2013–2018), bringing function and form into line with modern learning, teaching and research requirements. UniSA's maintenance backlogs will in part be addressed by the transformational infrastructure strategies cited in the Action Plan 2013–2018 and elaborated on below. Each of these strategies involves refurbishment and/or replacement of several sites currently logged for maintenance.

#### *Consolidation of Education on one campus*

UniSA will revolutionise the discipline of education through the proposed consolidation of all of its education offerings in a new education campus to be delivered at Magill (East of the Adelaide C.B.D). Advanced in cooperation and partnership with both South Australian and Local Government, UniSA intends transformation of the provision of education training through accommodation of early childhood learning from birth and public schools from reception to year 12 on one site in Magill. These schools will provide a laboratory of learning for our education students and researchers and will cement our relationship with the local community for generations to come. This initiative supports the state government priority "Every Chance for Every Child", and specifically, the strategic direction of "Brighter Futures".

#### *Infrastructure to support Science, Technology, Engineering and Mathematics*

UniSA will invest \$5 million over three years to refresh and refurbish undergraduate teaching equipment and laboratories for STEM education at its Mawson Lakes campus. This investment will be targeted to support areas linked to the proposed Defence and Manufacturing Precincts and to enhance the linkage between the undergraduate curriculum and research activities underway at Mawson Lakes in the Ian Wark Research Institute, Mawson Institute, the Institute for Telecommunications Research and the Defence and Systems Institute. UniSA will, in parallel, deliver a dedicated science outreach initiative, targeting 15-22 year old participation in STEM. The UniSA science outreach initiative has the support of both RIAus and Questacon as well as other local cultural and research organisations such as the South Australia Museum.

#### *Enabling Research Growth in the Health Sciences*

The emergence of a Health and Biomedical Precinct in Adelaide's West End presents a unique opportunity for UniSA to join a world-class cluster of excellence in research, healthcare and

education. This opportunity sees the university fostering collaborative relationships with strategic partners such as the new Royal Adelaide Hospital (nRAH) and South Australian Health and Medical Research Institute (SAHMRI). With the support of a \$40 million investment by the Commonwealth, UniSA also proposes to develop an interprofessional health clinic within the health precinct, coincident with the new cancer research facility in a development of scale.

#### *Regional Engagement*

UniSA provides regional areas with access to higher education through on-campus delivery (at Whyalla and Mt Gambier), online delivery and blended delivery. UniSA's Centre for Regional Engagement, based at Whyalla campus and with a Mt Gambier satellite site, is a locus of this activity. In November 2012 the Minister for Tertiary Education announced that UniSA was successful in its bid and had secured \$18 million in funding from the Federal government's Regional Round of the Education Investment Fund.

UniSA's 'Regional Connections' project involves the construction of:

- A new \$12.5 million Learning Centre at TAFESA's Mount Gambier campus (including the refurbishment of existing teaching space) to provide innovative and flexible learning spaces for regional students
- \$7.5 million fibre optic cables to connect both Whyalla and Mount Gambier to the existing Australian Research Education Network (a high speed internet network), enabling innovative and flexible delivery of UniSA programs.

The project aims to expand UniSA's capacity to deliver quality learning and employment outcomes for regional, low SES and disadvantaged students. The project is also likely to contribute to the trial of online delivery mechanisms and the assessment of associated costs as part of the university's overall online education strategy.

### 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

UniSA has demonstrably improved its absolute and relative performance and is now ranked 13th of Australian universities for research performance based on total research income. UniSA was awarded \$62.5 million in research income from competitive grants and other contestable sources in 2011. UniSA's national competitive grant income (HERDC category 1 income) was \$18.9 million in 2011, more than double the 2005 figure of \$8.4 million.

The university's Excellence with Relevance framework are focused on delivering the key ambition expressed in Horizon 2020, for UniSA to emerge as a major force in the Australian research landscape. Priorities and objectives align with the Commonwealth's Research Performance and Research Capability objectives.

The next phase of UniSA's development as a contemporary research-intensive institution will: foster academic research leadership, deliver value through deeper engagement including strengthened relationships with international world-class research partners, increase the number of research concentrations performing at a world-class level (as defined by international measures of research quality and innovation), and generate an increase in the number of high-quality research outputs and HDR graduates.

Over the Compact period 2014–2016 UniSA will:

- Commence on its five year trajectory to employ 100 new academic staff at levels D and E compared to its 2013 staffing
- Promote practical strategies to build the internationalisation of research careers in its Early Career Research Programs and Research Leadership Development Programs
- Utilise externally benchmarked measures of disciplinary excellence (e.g. ERA, international benchmarks) to inform and support academic performance review and career development
- Organise its research into coordinated themes, cross-cutting its structures so as to best leverage maximum participation within the university to address research areas of global significance and national importance. The UniSA Research Themes will cross-cut schools and

institutes to best leverage maximum participation within the university. The Themes will create a critical mass with measured credibility and standing in their field, they will link to core disciplinary strengths (as identified by ERA 2012) and will be brought forth by researchers themselves

- Maximise the \$40 million investment from the Commonwealth, underpinned by a new partnership between the university and SA Pathology to deliver a new Centre for Cancer Biology Relationships such as this, will open new opportunities for UniSA students and staff in the health and biomedical arena
- Propose research themes including: Integrated Health and Successful Living, Energy Independence and Energy Security, Sustainable Cities, Water Security and Water Futures, and Advanced Manufacturing and support state economic priorities including “Growing Advanced Manufacturing” and “Creating a Vibrant City”
- Map these themes onto the Commonwealth’s recently announced strategic research priorities - living in a changing environment, promoting population health and wellbeing, managing our food and water assets, securing Australia's place in a changing world, and lifting productivity and economic growth.

### 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	16
Number of disciplines, as defined by four-digit FoR, performing at world standards or above (3, 4 or 5)	25	32	40

Disciplines nominated in the 2011-2013 Compact		
2 digit FOR	Baseline	Target 2013
08 Information and Computing Sciences	2	3
09 Engineering	3	4
20 Language Communication and Culture	3	4
4 digit FOR	Baseline	Target 2013
1106 Human Movement and Sports Science	2	3
1505 Marketing	2	3
1903 Journalism and Professional Writing	n/a	2/3
2002 Cultural Studies	3	4

Disciplines nominated in the 2014–2016 Compact		
2 digit FOR	Baseline	Target 2016
11 Medical and Health Science	3	4
18 Law and Legal Studies	2	3
20 Language, Communications and Culture	3	4
4 digit FOR	Baseline	Target 2016
0906 Electrical and Electronic Engineering	3	4
1115 Pharmacology and Pharmaceutical Science	3	4
1501 Accounting, Auditing and Accountability	2	3

*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	18,910,912	20,000,000	23,000,000	27,000,000	32,000,000
Category 2 Income	22,180,699	22,000,000	23,000,000	25,000,000	28,000,000
Number of joint research grants in Australia	117	*	*	*	*
Number of joint research grants overseas	81	*	*	*	*
Number of jointly supervised PhD students in Australia <sup>12</sup>	130	135	140	145	150
Number of jointly supervised PhD students overseas <sup>13</sup>	21	30	40	50	60

\* These targets will be informed by a research and development plan detailing the scope and nature of UniSA's grand research challenges. The plan will contain strategies to inform research collaboration and innovation and industrially-supported research activities.

International activities will be scoped in the international development plan. These plans are due to be presented to Council at the end of 2013.

## **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**

The university's Excellence with Relevance framework includes an explicit focus on fostering academic research leadership and delivering world-class postgraduate research outcomes.

UniSA has implemented a register of active research supervisors that requires supervisors to meet defined criteria in relation to research activity, supervisory experience and participation in ongoing professional development activities. UniSA will continue to monitor factors that affect completion rates noting that our current average time to completion (around four years) is consistent with comparator national data.

UniSA aims to retain high-achieving students from undergraduate programs and transition them into research degree programs. UniSA will actively encourage students to consider a research

<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).

degree by providing opportunities to engage in research and critical thinking activities during their undergraduate career through internships or vacation work in Research Centres and Institutes. Extensive promotion of UniSA research strengths will highlight the pathways for students. The university will develop a suite of rewards for undergraduate high achievers, including scholarships, awards and accelerated completion, and incentives for those going onto postgraduate study, and enhance systematic tracking of high grade point average students to target invitations to encourage research degree aspirations.

During the life of this Compact, UniSA will ensure that the majority of its postgraduate research students are supervised in research concentrations in ERA areas of disciplinary strength. Supervision and training programs will be further enhanced to ensure HDR students acquire transferable skills and have the opportunity to engage with potential employers during their candidature.

UniSA will put in place practice-based dissertation committees in support of our PhD students' endeavours. All HDR students will engage in video defences of their submitted thesis, drawing participation from international thought leaders globally as part of the commitment to assist in the successful completion of our HDR students.

UniSA is a strong contributor to the ATN proposal for the establishment of an ATN Industry Doctoral Training Centre in the area of Mathematics and a supporter of the ARC Linkage Research Training Awards Scheme (LRTAS), part of the Government's Clean 21 initiative, which will embed 200 of Australia's best and brightest research students in industry settings.

### 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	877	879	904	931	1108
HDR student completions by masters	17	17	*	*	*
HDR student completions by doctorates	141	159	168	192	199

*\* These targets will be informed by a research and development plan detailing the scope and nature of UniSA's grand research challenges. The plan will contain strategies to inform research collaboration and innovation and industrially-supported research activities. International activities will be scoped in the international development plan. These plans are due to be presented to Council at the end of 2013. Additionally, the Provost and DVC: Research and Innovation will undertake comprehensive School-based reviews in the second half of 2013. As discussed in section 4.2.2 this activity is likely to reshape UniSA's program offerings and provide an enhanced research-informed curriculum.*

## 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 David Lloyd  
Vice Chancellor and President  
University of South Australia  
GPO Box 2471  
Adelaide SA 5001  
David.lloyd@unisa.edu.au  
T: +61 8 8302 0500 F: +61 8 8302 0501

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 South Australia ABN 37 191 313 308.

