



Australian Government

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

2014-16 Mission-based Compact

Between:

The Commonwealth of Australia

and

The University of Sydney

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This compact is between

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

The Minister for Tertiary Education, Skills, Science and Research

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

ABN 77 599 608 295

Of

Industry House

10 Binara Street

Canberra ACT 2601

And

The University of Sydney

ABN 15 211 513 464

CRICOS Number: 0026A

A body corporate under the University of Sydney Act 1989 (NSW)

The University of Sydney 2006 NSW, Australia

(University)

A. Policy Setting

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

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

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

B. The Purpose and Effect of this Compact

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

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

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

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

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

C. Establishment of the Compact

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

D. The Principles of Commonwealth Funding Support

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

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

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

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

E. The Structure of this Compact

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

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

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

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

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

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

PART ONE: FOCUS & MISSION

The Commonwealth's Focus for this Compact

The Commonwealth's ambitions for higher education include:

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

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

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

1 THE UNIVERSITY'S MISSION AND STRATEGIC PRIORITIES

1.1 The purpose of the University's Mission

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

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

1.2 The University's Mission and Strategic Priorities

Aspirations

We will create and sustain a university in which, for the benefit of both Australia and the wider world, the brightest researchers and the most promising students, whatever their social or cultural background, can thrive and realise their full potential.

Engaged enquiry and mutual accountability

Two key values run like threads through all of the strategies we are implementing in pursuit of our strategic purpose: engaged enquiry, by which we mean that the University will be a place in which the skills of critical thinking are sharpened and exercised; and mutual accountability, by which we mean that individual members of the University, and their academic communities, are accountable to one another for their contribution to the academic and financial health of the institution. In this vision, education and research are held seamlessly together and enhance each other. While we strive for disciplinary excellence, we also seek to bring the disciplines together to solve complex real-world problems through cross-disciplinary approaches to education and research. We do this by responding to, and working with, the diverse communities of which we are a part, both in Australia and overseas.

Implementing our Strategic Plan 2011-15

In our [2011-15 Strategic Plan](#) and [2011-13 Mission-based Compact Agreement](#) we set out the 17 key strategies we identified as fundamental to ensuring our ongoing academic strength and international competitiveness. We regularly issue public reports on our progress towards the realisation of each strategy in our [Statutory](#) and [Implementation](#) reports, and through our annual Institutional Performance Portfolio reports to the Commonwealth. Our overarching strategic priority is to rediscover what it means for so large and disparate an organisation to be one university, a federation of academic communities working closely together towards shared objectives for the benefit of Australia and the wider world.

Our plans for contributing to the Commonwealth's policy objectives

Preparing global citizens

We will produce graduates who are adaptable and creative thinkers with the skills, knowledge and personal attributes to be leaders in Australia and the wider world. We will continue to embed a coherent University-wide curriculum renewal strategy, which has at its heart a commitment to provide high quality curricular and extracurricular learning experiences for our students, to foster the development of our graduate attributes. This work will be supported by the expansion of research, community and work-integrated learning opportunities in our courses both in Australia and overseas; the development of new institutional datasets on our students' learning experiences; new support for enhanced curriculum governance; and the use of standards-based 'teaching compacts' with our faculties, designed to improve teaching quality. See Sections 3.2.2 (Industry and Skills), 4.2.2 (Quality) and 5.2.2 (Research Training) for our most relevant strategies.

Widening participation

Diversifying the social and cultural background of our students and staff is core to our sense of purpose and consistent with our history. We will continue to diversify our student body, and particularly to increase the participation of students from low socioeconomic, Indigenous, rural and remote backgrounds. We will contribute to the Commonwealth's goals for social inclusion by pursuing strategies such as those summarised in Section 4.3.2 (Equity) of this compact.

Leading reconciliation

As detailed in our integrated strategy [Wingara Mura – Bunga Barrabugu](#), we have ambitious plans to increase our numbers of Aboriginal and Torres Strait Islander students and staff by 2015. We will also contribute to the Commonwealth's broader goals for reconciliation by forging a distinctive, rights-based approach to enhancing the participation of Aboriginal and Torres Strait Islander people in higher education and research. As a result, the University will be a place where Aboriginal and Torres Strait Islander culture is understood, respected and celebrated as being vital to our character as a uniquely Australian institution. See Section 2.2 (Aboriginal and Torres Strait Islander Access and Outcomes) for details about relevant strategies.

Achieving research excellence with impact

Our vision for the University's research is *disciplinary excellence that enables innovative, cross-disciplinary research of high impact*. We will realise this vision by implementing a whole-of-University framework for research management, focussing on driving and supporting disciplinary excellence as well as supporting innovative approaches that facilitate cross-disciplinary collaboration.

The strategies that we will implement to enhance the quality and relevance of our research are detailed in Section 5.1.2 (Research Performance and Research Capability) of this compact. Also highly relevant are Sections 3.1.2 (Innovation), 3.3.2 (Engagement) and 5.2.2 (Research Training). We will renew research 'compacts' with each of our 16 faculties and allocate available Commonwealth funds to support strategic initiatives that align with the [National Research Investment Plan](#) and the proposed [National Strategic Research Priorities](#). We will continue to improve our capability and capacity to use Excellence in Research for Australia (ERA) data and other information, so that our research strategies are informed by sound analysis of our strengths and weaknesses compared to international benchmarks.

Enhancing health and medical research to improve patient and public health outcomes

Both the Commonwealth and NSW governments have recently undertaken major reviews of their respective health and medical research systems. Alongside these governmental reviews, Mr Peter Wills AC has led a strategic review of the University's entire approach to health and medical research. A key priority for us commencing in 2013 will be to implement the outcomes of this review to ensure we maximise the contribution that we make to national goals for improving patient and public health outcomes.

Fostering cutting-edge science

With the assistance of \$40 million in funding from the Commonwealth, we will complete the construction of the \$110 million [Australian Institute for Nanoscience](#) by 2015. This state-of-the-art research facility will provide Australia with advanced capacity to understand and manipulate individual atoms and molecules, opening opportunities for the production of new materials with potential applications in a wide range of industries.

Renewing the nation's research workforce

Within the limits of available resources, we will continue to create and sustain a research training environment in which our research talent is supported through high quality disciplinary training, but also has access to more general training in leadership and management, skills in communication, teamwork, commercialisation, and in developing cross-disciplinary and work-based research opportunities. Section 5.2.2 (Research Training) summarises our plans to encourage co-supervision of candidates; implement a minimum supervision support policy; and grow our research degree enrolments to the extent possible given continuing funding challenges.

Delivering real-world solutions

As a research-intensive university with broad disciplinary and cross-disciplinary strengths, we recognise that we have a responsibility to contribute to national and international efforts to find creative solutions to the greatest challenges of our time, including disease, poverty, and environmental change. The scale and complexity of these challenges mean that solutions can be achieved only by governments, the private sector and universities working together. We are committed to ensuring that our brightest students and researchers play leading roles in worldwide efforts to address the most pressing challenges.

Solutions for a healthier world

Charles Perkins Centre

Like many countries, Australia faces major social and economic challenges due to the burdens inflicted by obesity, diabetes and cardiovascular diseases. The [Charles Perkins Centre](#) will turn research discoveries into solutions that transform lives around the world. Driven by uniquely broad cross-disciplinary partnerships and collaboration – within and beyond the University – the centre is building a new understanding of these metabolic conditions and the degree to which individual behaviour, culture and societal systems can contribute to or mitigate their impacts. In this way, the centre can develop strategies to improve prevention, treatment and health outcomes worldwide. Supported by the Commonwealth through its Education Investment Fund, the University is investing in a \$385 million building project that will be the research and education hub for the Charles Perkins Centre's University-wide activities. When completed in 2014, the building will provide state-of-the-art research and education facilities to support academics and students from all disciplines who are working on these leading causes of mortality and disease.

Addressing NSW's and the nation's health workforce challenges

As Australia's population ages, and expectations increase about the quality of health care we are entitled to, it is predicted that the nation will face major health workforce shortages by 2025. The University of Sydney currently produces around 30 percent of all the NSW graduates who are destined for careers as health professionals, and across what may be the broadest range of disciplines of any Australian university. We are committed to working with the Commonwealth and NSW governments and the health professions, to find innovative and sustainable ways to expand the number of highly skilled health graduates available to enter the health workforce.

Solutions for a more sustainable future

Centre for Carbon, Water and Food

Our region faces an uncertain future in the face of predicted population growth, climate change, resource depletion and environmental degradation. There is an increasing policy focus on how to find sustainable ways to meet the world's food, fibre, water and energy needs. In particular, the effective management of food supplies will be vital to preserve human health and political stability in the Asian Century. Australia has an important role to play and our [Centre for Carbon, Water and Food](#) will be at the forefront of the national effort to address complex local and regional problems. The centre will be unique among Australian research institutions in its vision and mission to enable people to thrive in rural landscapes, by working with governments, communities and industry to find innovative ways to enhance food and fibre production in an ecologically sustainable manner.

Leading Australia's educational engagement with Asia

China Studies Centre

In the Asian Century, Australia's capacity to engage with China will be critical to both countries' economic and social futures. China is already our largest trading partner and is predicted to double its GDP by 2020, potentially making it the largest economy in the world. Locally, one in eight Sydney residents is Chinese. Many Chinese students study at the University, creating the opportunity for lifelong personal and business links. The University also has one of the highest levels of research collaboration with China in the world, as measured by the number of research outputs co-authored with Chinese academics.

Through our [China Studies Centre](#) we will better coordinate and focus our considerable existing strengths in relation to China, to play a leading role in ensuring that Australia becomes more Asia-literate and capable. The centre will build on the expertise of our current 160 China specialists across 16 academic groups, with a work program focussing around three broad themes: *business development, public health and social change*. In the short to medium term our strategic focus will be on securing sustainable funding to maintain and grow the centre, enhancing our external engagement relevant to China with governments, industry and other organisations, and establishing cross-disciplinary postgraduate coursework and research programs.

Sydney Southeast Asia Centre

Alongside China, our 2009 Review of Area Studies identified Southeast Asia as a region of strategic priority for Australia in the Asian Century. It is a subject area where the University already has one of the world's largest concentrations of engagement and relevant expertise. The [Sydney Southeast Asia Centre](#) (SSEAC) was established in 2012 to build on the strengths of the more than 200 academics we have working on and in countries in Southeast Asia on real-world issues as diverse as infectious diseases, public health, fair trade, food and environmental security, migration, human rights, defence, transport and government systems. The SSEAC will use cross-disciplinary approaches to connect governments, aid organisations, communities and individuals with our experts who have the in-depth cultural and political knowledge necessary for sustained regional engagement. The centre will provide collaborative support for research students working on Southeast Asia-related issues across the University, and provide pathways for new generations of experts to be drawn from Australia and the region.

New approaches to industry and community engagement

Improving engagement with business and industry

Research universities underpin the national and global innovation system by advancing, developing, disseminating and applying new knowledge to enhance productivity, create new economic opportunities and address social and environmental challenges. We recognise that we can only fulfil our mission by engaging effectively with industry, governments, communities and other universities – both in Australia and internationally. Our strategies for maximising the impact of our work through enhanced engagement with our diverse stakeholders are addressed primarily in Sections 3.1.2 (Innovation), 3.2.2 (Industry and Skills) and 3.3.2 (Engagement).

Using social media to engage with our communities

Global advances in technology are creating previously unimaginable opportunities for innovation in the delivery of education and research collaboration, but also in the way that universities engage with their students, alumni and the general public. We will continue to explore and trial creative uses of social media innovations, such as our highly successful 2012 [What Matters?](#) campaign, to connect with our local, regional and international communities to understand their concerns and interests. The insights we gain will be used to guide our education, research and other activities, and to stimulate public debate. We will also partner with [TEDx Sydney](#) from 2013 to help make Sydney the Asia Pacific region's leading source of groundbreaking ideas, while continuing our highly successful [Sydney Ideas](#) series of public lectures and events.

Supporting local and remote communities

We will continue to make a substantial contribution to economic wellbeing and quality of life in communities from the heart of Sydney to some of the most remote in NSW. We will, for example, continue to develop the agreements we entered into in 2012 with the City of Sydney and Broken Hill City councils to enhance future collaboration. With the City of Sydney we will develop community-engaged learning opportunities for our students, and provide training and learning opportunities for the council's employees. Through the [China Studies Centre](#), we will continue to work with the City of Sydney, the NSW Government, and the Australia China Business Council to promote business and other linkages with China through [the Sydney China Business Forum](#).

The University has a broad footprint across regional NSW with a presence in communities including Narrabri, Moree, Lismore, Dubbo and Orange. In remote NSW, our [Broken Hill University Department of Rural Health](#) will continue to expand opportunities for our students to spend time during their studies working in partnership with the area's schools, businesses, health providers, Aboriginal and other community organisations. Our [Poche Centre for Indigenous Health](#) will also continue its engagement with communities like Bourke and Brewarrina, while will continue to engage with many other regions through our rural clinical schools and the extensive collaborative partnerships that our faculties have developed with diverse communities over many years.

Engaging our alumni and other donors in the life of the University

We recognise the important role that philanthropy plays in providing new investment opportunities across virtually every section of the University. In recent years we have seen a dramatic increase in philanthropic support, from \$32M in 2007 to \$80M in both of the last two years. We see significant potential to reach even higher, so have launched a University-wide campaign that is the largest and most ambitious ever seen in the Australian tertiary sector. [INSPIRED – the campaign to support the University of Sydney](#) has a fundraising target of \$600 million. We are seeking to encourage philanthropy by deepening the intellectual engagement of our alumni and major donors in the life of the University, and by increasing the number of annual fund supporters through the Sydney Development Fund.

Priorities for 2015 and beyond

The year 2015 will see the implementation of initiatives within the [Strategic Plan 2011-15](#) reach a conclusion, though many of our strategies will have currency beyond the life of this plan and compact. During this same period, we will embark upon a process of review and evaluation. Guided by the same principles that have underpinned our 2011-15 plan and approach, we will also begin the next phase of consultation and engagement with our community. The outcomes of this process will underpin our planning and guide the institution's evolution beyond 2015.

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

Our aspirations and major priorities for enhancing higher education access and outcomes for Aboriginal and Torres Strait Islander peoples

As Australia's first university, we have been shaped by and have helped to shape our national story and identity for more than 160 years. We have recently renewed our commitment to advancing the interests of Aboriginal and Torres Strait Islander peoples by forging a new path that makes the whole University responsible for achieving better outcomes.

Our goal is to improve higher education access and outcomes for Aboriginal and Torres Strait Islander peoples by removing entrenched barriers to participation, ensuring the richness of Indigenous culture is fundamental to our identity as a uniquely Australian institution, and by embedding Indigenous rights, knowledge and perspectives as core to everything we do.

By leaving behind the deficit view of Aboriginal and Torres Strait Islander policy, and taking an inclusive, rights-based approach, we will achieve reconciliation through thought-leadership and social justice. Aboriginal and Torres Strait Islander students, staff and community members will participate in University life on their own terms, free from assumptions about what is best for them, and with the awareness that Indigenous culture is respected and celebrated by the

University community. In this way, we will work together to make a tangible difference to individual lives and the social fabric of the nation. Our contribution will be recognised as groundbreaking and exceptional.

Our plans

Wingara Mura – Bunga Barrabugu (Thinking Path to Make Tomorrow)

Taken together, Strategy 10 of our [Strategic Plan 2011-15](#) and [Wingara Mura – Bunga Barrabugu](#) represent our integrated Aboriginal and Torres Strait Islander Strategy. We reported publicly on progress towards the achievement of our priorities for this area of activity in [August 2012](#), and will continue to do so regularly for the duration of our current plan.

Wingara Mura – Bunga Barrabugu influences all areas of the University. It makes commitments around governance and standards, teaching and learning, community and stakeholder engagement, research activities and outputs, and the cultural and built environment of the University. It comprises 86 specific initiatives, grouped under seven themes: *Successful students; Our people; Research and knowledge systems; Society and leadership; Gender; Infrastructure; and Community engagement*. Examples of the initiatives we will pursue during the life of this compact include:

Sydney in schools. We will work in partnership with local and regional schools to realise opportunities for Aboriginal and Torres Strait Islander students to make the transition to university-level study.

TAFE link. We will target a small number of TAFE colleges and institutes to develop productive opportunities for effective articulation of the student journey to higher education.

National Centre for Cultural Competence (NCCC). We will establish this centre to provide leadership, training and research and support on cultural competence in the higher education sector, industry, the public sector, government, sporting organisations, and in the wider community.

Breadwinners' project. We will develop partnerships with government, community and industry that create new opportunities for working Aboriginal and Torres Strait Islander people to study with us.

Merit appointment incentive. We will increase the number of Aboriginal and Torres Strait Islander staff employed in academic and general staff roles through a merit appointment scheme and related strategies that will build on our current talent.

Change is within our reach. We will pursue a program of internal and external communication which demonstrates the art of the possible and dispels negative beliefs that change, in the Aboriginal and Torres Strait Islander space, is too hard.

International partnerships. We will establish international partnerships that foster the advancement of Indigenous education, research, engagement, knowledge, cultural heritage and expression.

Measuring and reporting on progress

Our strategy sets a series of meaningful University-wide targets in the areas of students, staff, research and community engagement that will help us to drive and realise change. The following are some of the targets we aim to achieve by 2015:

- double the number of Aboriginal and Torres Strait Islander people studying at the University
- employ an Aboriginal and Torres Strait Islander academic staff complement of 75 and a general staff complement of 97
- lift non-Aboriginal student interest, engagement and knowledge of Aboriginal and Torres Strait Islander issues by 50 percent
- ensure that all existing and new staff undertake an approved cultural competency training program

- increase funding from all sources for research into Aboriginal and Torres Strait Islander areas by at least 25 percent.

Our Deputy Vice-Chancellor (Indigenous Strategy and Services) will lead implementation of [Wingara Mura – Bunga Barrabugu](#), with responsibility for success shared between the Senior Executive Group (SEG), its Indigenous Strategy and Services sub-committee, our divisions and each of the 16 faculties that will pursue local implementation plans. Progress will be monitored through a suite of key performance indicators and reported upon regularly, both internally and publicly, through the University’s website and other means. Our compact includes five optional performance indicators covering Aboriginal and Torres Strait Islander interest in studying with us, their success and completion rates compared to other students, and the number of Aboriginal and Torres Strait Islander academic and professional staff we employ.

2.3 Performance Indicators and Targets

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

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

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

Principal Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Number of all Aboriginal and Torres Strait Islander student enrolments (a)	280 (as at 31 Dec 2011) (e)	320	380	450	560
Number of all Aboriginal and Torres Strait Islander student completions (b)	77 (as at 31 Dec 2011) (f)	90	110	130	154
Number of all Aboriginal and Torres Strait Islander professional/general staff (c)	26 (as at 31 March 2011)	24	50	75	97
Number of all Aboriginal and Torres Strait Islander academic staff (d)	14 (as at 31 March 2011)	15	30	50	75

- (a)** Refers to total undergraduate, postgraduate and HDR students by headcount
(b) See (a) for definition of ‘number’. A completion occurs when a student meets all the academic requirements of a course.
(c) Refers to numbers by headcount.
(d) Refers to numbers by headcount.
(e) Source: <http://www.innovation.gov.au/HigherEducation/HigherEducationStatistics/Documents/Publications/11Section6IndigenousStudents.xls>
(f) Source: [http://www.innovation.gov.au/HigherEducation/HigherEducationStatistics/StatisticsPublications/Documents/2011AwardCourseCompletions\(final%20data\)v3.xls](http://www.innovation.gov.au/HigherEducation/HigherEducationStatistics/StatisticsPublications/Documents/2011AwardCourseCompletions(final%20data)v3.xls)

Optional Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Number of Aboriginal and Torres Strait Islanders applying to study at the University as their first preference through UAC	75 (UAC main round, January 2011)	86	90	115	130
Aboriginal and Torres Strait Islander student success rate, ratio and attainment rate (a)	Success rate and ratio 83.4%, 0.90 (31 December 2011) Attainment rate 0.71% (31 December 2011)	Success rate and ratio 85%, >0.90 Attainment rate 0.75%	Success rate and ratio 85%, >0.90 Attainment rate 0.80%	Success rate and ratio 85%, >0.90 Attainment rate 0.85%	Success rate and ratio 85%, >0.90 Attainment rate 0.90%
Aboriginal and Torres Strait Islander higher degree by research student enrolments and completions	Enrolments 9 (as at 31 December 2011) Completions 4 (1 April 2011 – 31 March 2012)	Enrolments 12 Completions 6	Enrolments 15 Completions 8	Enrolments 20 Completions 12	Enrolments 25 Completions 16
Number of Aboriginal and Torres Strait Islander professional and academic staff undertaking higher studies	-	-	Baseline 2013, TBA in 2014	TBA in 2014	TBA in 2014
Total student service learning hours in Aboriginal and Torres Strait Islander communities	-	-	Baseline 2013, TBA in 2014	TBA in 2014	TBA in 2014

(a) The 'success rate' is the Equivalent Full-Time Student Load (EFTSL) of units passed by Aboriginal and Torres Strait Islander students as a percentage of the EFTSL of all units attempted by these students. The reference value for the 'success ratio' is the success rate for all other domestic students. The 'attainment rate' is the number of students who completed their studies in a given year who have identified as Aboriginal and Torres Strait Islander, as a percentage of the total number of completions for all domestic students.

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

Our aspirations and major priorities for contributing to the national innovation system

We aspire to be an international leader in delivering economic, social and environmental benefits from our education and research activities. We will engage strategically with industry, government agencies and communities, providing high quality technology and knowledge transfer services focussed on maximising impacts from the work of our staff and students. We will monitor our success in contributing to innovation by measuring the revenue we generate from the adoption of our work and technology, and also by considering the diverse ways in which our activities contribute to the public good.

Our plans

Over the course of our 2014-16 compact we will focus our efforts in support of the national innovation system by pursuing strategies in four interdependent areas.

Growing our levels of technology transfer and knowledge exchange

We will create the highest possible value for our industry and other external partners by better understanding their needs, ensuring any work we undertake that has strong commercial potential is identified and assessed quickly, and by marketing our applications and inventions to prospective end-users.

We will expand the volume and variety of opportunities for university/end-user engagement by continuing to influence and shape the environment for collaboration and through professional management of the knowledge transfer process. This will serve to deepen and broaden our client relationships, facilitate understanding of perspectives and imperatives, and strengthen opportunities to develop long-term partnerships.

We will manage our intellectual property portfolio effectively, focussing our efforts on a select number of projects and opportunities assessed as having the greatest potential for commercial success. We will collaborate closely with, and leverage, the resources of funding schemes and other partners who can assist us to progress our research outputs and intellectual property towards commercial outcomes.

We will emphasise and build collaboration around industry-led research initiatives and schemes provided by the Australian Government, such as the Australian Research Council Linkage Program, the Industrial Transformation Research Program, Cooperative Research Centres Scheme, and the recently announced industry innovation precincts program (once it is established). We will leverage the work of our disciplinary and cross-disciplinary centres to develop partnerships in Asia and elsewhere in the areas that align with Australia's strategic research priorities.

Implementing policies and processes that facilitate collaboration with end-users

We will continue to reform our systems, processes and incentive structures to remove barriers to engagement between our staff, students and the end-users of research. Our integrated approach in delivering efficient and effective service to our researchers will form the platform upon which we base our collaborations with end-users. This will be underpinned by a set of complementary policies and principles.

As an example, our [Research Agreements Policy](#) provides transparency and clear direction on the threshold positions we will take in negotiations with third parties about research collaborations. To complement this policy, the University's Intellectual Property Rule is being reviewed to develop a new policy covering staff, students and visitors. The outcome will reflect changes in the intellectual property environment, and further encourage researchers to engage in collaboration with end-users.

We will build on our work in educating and training research staff to utilise these policies, and navigate the internal and external intellectual property environment to maximise the benefit to our research and society in general.

We will continue to work with our academic and industry partners to develop and harmonise our framework for intellectual property management and translation, aimed at a set of standardised and simplified contracts that will support collaboration across and between sectors.

Stimulating entrepreneurship and early stage commercialisation

At a high level, we will expand the scale of our entrepreneurial activities by targeting our available resources to support the development of the initiatives that are most likely to maximise research commercialisation and other knowledge transfer outcomes. We will, for example:

- use our [Incubate](#) program to foster the next generation of entrepreneurial leaders by providing higher degree by research students with an entrepreneurial framework in their early career development
- provide proof of concept funding to support early stage commercial development and support to the establishment of potential start-up companies
- assess the opportunity to establish at least two special purpose investment funds or innovation foundries, which will provide pre-seed and seed funding for spin-out projects in collaboration with corporate ventures, angel funders, venture capitalists and other regional, national, or international funding schemes.

As outlined in Sections 3.2 (Industry and Skills) and 5.2 (Research Training), we will encourage and facilitate our coursework and research students to undertake work-based training in industry, business, government and community settings during their studies to gain skills in entrepreneurship, commercialisation and community engagement.

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 ¹	2012		
Number of patent and plant breeder's rights families filed, issued and held	Filed 125	Issued 29	Held 186
Number of all active licences, options or assignments (LOAs) ² executed and income derived	No. 18	Value(\$) 1,490,519	
Number and value of research contracts and consultancies executed ³	No. 334	Value(\$) 34,646,643	
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 (\$) nil	Value(\$) nil	

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

Principal Performance Indicator	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Category 4 Income	\$2,799,050	\$3,100,000	\$3,500,000	\$3,800,000	\$4,200,000

Optional Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Number of invention disclosure submitted	49 (2011 data)	95	100	105	110
Ratio of completed patent applications (a)	42%	48%	55%	60%	60%
Ratio of licensed patents	40% (estimated figure, subject to data being confirmed)	42%	50%	60%	60%

(a) Level of granted patents in the IP portfolio under management

¹ 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).

² 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.

³ 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

Our aspirations and major priorities for industry and skills

Australia's future prosperity will depend largely on the knowledge and skills of its people, their capacity for innovation and lifelong learning, and their ability to adapt to the needs of industries and fill jobs that do not yet exist. We seek to produce graduates who are creative thinkers, who have the technical knowledge and skills necessary to commence careers in their chosen fields, but who also leave the University with a set of foundational skills and personal attributes that equip them to make positive contributions to society in whatever way they choose.

We are committed to working with the professions, business, industry and other employers to ensure that our graduates meet their short-term requirements, but also the nation's longer-term need for leaders and employees who can solve complex problems, work in teams and communicate with people from diverse backgrounds.

Our plans

Reforming our curriculum to enhance our graduate attributes

Our generic graduate attributes of scholarship, lifelong learning and global citizenship are firmly embedded in our undergraduate curriculum. As described in Section 4.2 (Quality) of this compact, the principle of engaged enquiry – with its emphasis on embedding engagement with research, industry and community into our teaching programs – underpins our approach to curriculum renewal. A heightened commitment to engaged learning will see many of our faculties lift their efforts over the life of this compact to enhance opportunities for undergraduate and postgraduate students to undertake internships and other forms of work-based learning.

Our new curriculum principles require all coursework students, undergraduate and postgraduate, to work collaboratively in teams, and respond effectively to complex problems in unfamiliar contexts. As outlined in Section 5.2 (Research Training), our reforms to the Sydney PhD program will see every student develop generic, disciplinary, and interdisciplinary skills, to better prepare them to make smooth transitions to careers in academia, but also increasingly outside the university sector. Through our assessment processes, student and employer surveys, and our ongoing dialogue with professional accrediting bodies and employers, we will continue to enhance our approach to evaluating the extent to which our students acquire skills that will make them sought after in the labour market.

Engaging with professional accrediting bodies

With at least 32 different agencies accrediting some 158 separate award courses offered by the University, we have arguably the largest number of professionally accredited programs in the country. We will continue to engage with these accrediting agencies and professional associations to ensure that our students have appropriate pathways into the professions, and that our graduates meet the highest standards of professional competency. We will ease the burden that accreditation places on our staff through succession planning to meet the future demands of accreditation compliance, and through the establishment of a centrally maintained control register.

Considering workforce needs when revising or developing courses

In addition to consulting with the professions, our faculties will continue to engage directly with employers to refine courses as they review content and develop new offerings. We will continue to require faculties to demonstrate employers' needs for graduates in the business cases compulsorily submitted before any new course can be approved. Proponents of new courses will continue to be required to provide data on whether there is an anticipated shortage or surplus of graduates in the area, and on the career opportunities the course will provide. A key consideration in our course planning, and negotiations with the Commonwealth over the allocation of Commonwealth Supported Places for postgraduate coursework programs, will be an assessment of the Australian workforce need, based on official projections.

Enhancing opportunities for work-integrated learning

The inclusion of work-integrated learning has long been a feature of many of our programs, particularly those that are professionally accredited. In 2012, some 5000 or approximately 10 percent of our students undertook compulsory professional training at 3610 workplaces in Australia and overseas, where they were supervised by someone other than a university employee. We will continue to enhance opportunities for our students to undertake work-based learning experiences wherever appropriate to student learning outcomes. Some examples are outlined below.

- Our Faculty of Engineering and Information Technology will continue schemes such as the Major Industrial Placement Project (MIPP) and the Summer and Research Placement Project Scholarships (SARPPS), which provide opportunities for high-achieving students to spend time in industry working on practical projects that extend their skills and knowledge.
- The Sydney Business School will grow its Industry Placement Program from the 300 students expected to participate in 2013. Under this program, students complete an unpaid 8-10 week internship with large corporates or financial institutions in Australia and overseas. They complete an assessed piece of work, for which they receive feedback from the workplace, and gain credit towards their course.
- We will build on the 'services-led learning' model exemplified by the University Department of Rural Health in Broken Hill, encouraging our non-health disciplines to expand work-integrated learning opportunities for students who go on placements to Broken Hill and surrounding communities. This model represents an integrated approach to addressing complex health, economic, justice and social issues in remote locations. Critically, the community – residents, business, schools and government agencies – will play a strong participatory role in the partnership that underpins the educational model.

Linking our students with Asia

Through other University-wide strategic initiatives such as the Sydney Southeast Asia Centre and China Studies Centre, we will grow and better coordinate our already extensive relationships with business, industry and other organisations in Asia to develop internship and other study opportunities for students. Initiatives already implemented to facilitate such opportunities include:

- In-country experiences in both Beijing and Shanghai to capitalise on the dramatic increases in student numbers in Chinese language and China studies.
- Access by our Indonesian Studies Program to the Australian Consortium for 'In-Country' Indonesian Studies (ACICIS). This program has had an enormous impact on the quality of Australian Indonesian Studies graduates.
- Access by our students to international field schools, which alternate between Indonesia and the Mekong, offering a highly effective way to enable students from Australia to develop personal relationships with colleagues in Indonesia and Vietnam.

Linking our students with employers

We will continue to collaborate with industry to assist students to develop key employability skills and contribute to positive graduate outcomes through industry-structured programs that connect our students with employers. For example:

- Through our [Graduate Edge](#) program, we will partner with leaders in industry to deliver first-year and penultimate-year workshops for students, where they will learn key employability skills and be offered first opportunity to apply for first-year cadetship and internship programs with employers. The majority of sessions will be conducted in workplaces, offering students a unique opportunity to gain insight into various business organisations and meet with senior level management.
- Through our [Univariate](#) business competition, students will have the opportunity to apply their skills to a real business issue or project.
- Through our [Careers Centre](#) and [Sydney Talent](#) we will continue to work with business, industry, public sector and other employers to enhance opportunities for students to undertake paid or voluntary work during their studies, and to open up opportunities for employment upon graduation. The Careers Centre will also continue to offer a range of programs to link higher degree by research students with potential employers.

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 Asia Pacific region.

3.3.2 University strategies

Our aspirations and major priorities for engagement

The principle of *engaged enquiry* runs like a thread through the objects of the University's [Enabling Act](#) and the 17 strategies that comprise its current [Strategic Plan 2011-15](#). We exist, within the limits of our resources, to encourage the advancement, development, dissemination and application of new knowledge informed by free intellectual enquiry.

The University is a place where knowledge is created, preserved and transferred in diverse ways for the benefit of Australia and the wider world. We challenge our students to strive for academic excellence and to think outside the square, but also to develop strong generic skills and become adaptable, lifelong learners. We do this by providing our students with opportunities to participate in a wide range of stimulating experiences as part of, or alongside, their studies. We expect our academic staff to engage with relevant external organisations, locally, nationally and internationally, as a core part of their approach to teaching and research. They are also expected to provide thought leadership in their areas of expertise by engaging responsibly in public discourse.

We uphold the principle of free intellectual enquiry, both in relation to what is taught, and with regard to the views that our academic staff may choose to express within the University community or publicly. We value greatly the contribution that we make to the cultural and sporting life of the city of Sydney and our other local communities through the myriad of collaborations and public events that we host or support each year. We are committed to making our research, facilities and events accessible to members of the general public.

Our plans

The diversity, scale and necessarily distributed nature of our engagement activities means there can be no single model by which the University, its 16 faculties, multiple schools and centres engage with external organisations and communities. Likewise, we need to look at a variety of measures in assessing the outcomes of these connections. We will continue to focus our efforts on strengthening the impact of our engagement in the following key thematic areas.

Developing fruitful partnerships with local and regional schools and communities

Spanning school and community outreach, student placements, service delivery, mentoring, professional development and research, our engagement with communities, both locally and in the regions, is extensive, diverse and valuable. We will continue to pursue opportunities for mutually beneficial partnerships with a diverse range of external organisations, working with our faculties to maximise consistency and coordination.

The 'service led' engagement model we are implementing through the [University Department of Rural Health](#) at Broken Hill is an exemplar of our approach to community engagement in regional Australia. We will build on this approach to strengthen the contribution we make in far western NSW and other regional communities if the opportunity arises.

Our specific strategies for engaging with schools and communities to enhance equity in access and outcomes are covered in Sections 2.2 (Aboriginal and Torres Strait Islander Access and Outcomes) and 4.3.2 (Equity) of this compact.

Enhancing levels of engagement with industry, other employers and potential users of our research

These matters are covered in detail in Sections 3.1.2 (Innovation), 3.2.2 (Industry and Skills), 4.2.2 (Quality) and 5.2.2 (Research Training) of this compact. They explain how we are committed to enhancing our levels of engagement with industry and other potential end-users of research, and having more of our coursework and research students spend time developing relevant skills and knowledge in workplaces in Australia and overseas during their studies.

We will continue to pursue research collaborations with many of Australia's most innovative companies, creating technology that will improve productivity and strengthen the economy across an array of industries. For example, through the establishment of the [John Grill Centre for Project Leadership](#) we will strive to become a world leader in project leadership education, thinking and research, in order to inspire, inform and support the successful delivery of large-scale engineering and other projects in Australia and around the world.

We will make it easier for anyone outside the University to identify and make contact with our experts, by developing dedicated searchable websites for all of our academic staff, and by supporting initiatives such as [Australia's Knowledge Gateway](#), established by the Group of Eight universities to make it easier for industry in Australia and internationally to identify academics with relevant expertise.

Developing cross-disciplinary approaches to education and research in areas of strategic priority to Australia

Sections 1.2 (The University's Mission and Strategic Priorities) and 5.1.2 (Research Performance and Research Capability) summarise the key strategies we will implement to build significant cross-disciplinary centres and networks to address issues of strategic priority to the Commonwealth. We will for example, contribute to enhancing Australia's engagement with Asia through our China Studies Centre and the Sydney Southeast Asia Centre. The centres will, among other things, enhance opportunities for our students to spend time in the region as an integral part of their studies.

We will focus our international engagement in key priority countries in the region and promote student mobility through our curricula, scholarships and internships. We will build new mobility programs for our students by opening up access to internships with international businesses operating in Asia, and by encouraging students to utilise the improved OS-HELP assistance arrangements to spend time in Asia during their studies. As a result we will strengthen Australia's economic and people-to-people links with Asia, and create a new generation of graduates with the language skills and cultural understanding that will be vital to Australia's success and security in the Asian Century.

Specifically, the SSEAC will continue to strengthen its ties with key universities in the region, building on existing research relationships. Its priorities in the first instance are the National

University of Singapore, the region's premier academic institution; Chiang Mai University, arguably Thailand's leading university in the social sciences, with which Sydney has not only strong research links but a cotutelle arrangement for PhD candidates; the National University of Timor-Leste, building on a university-wide MOU, extensive engagement from the Sydney Medical School and new student mobility scheme piloted with DIICCSRTE funding in 2013. In the government sector, SSEAC will continue to develop its relationships with high-level politicians, in the first instance in mainland Southeast Asia, building on a series of visits in 2012-13 involving leading politicians from Lao PDR and Myanmar. These relationships are expected to continue to deliver benefits for Sydney researchers such as access to field sites and local support.

Making the results of our research accessible

To maximise the potential for our research to be used for the benefit of society, we will ensure our research outputs are communicated and promoted widely. We are committed to making the outputs of our publicly funded research easily accessible to potential end-users and the general public, and to encouraging our researchers to disseminate their research findings widely through academic publications and other media. We will, for example, expand our [eScholarship](#) publication and data repository, and implement other [Open Access](#) policies to the maximum extent possible given legal considerations and resource constraints. We will encourage our researchers to engage with government agencies and parliamentary processes, and contribute their expertise to public policy debates. We will promote the results of our research in the media, our website, and through events tailored to the needs of specific stakeholder groups.

Providing access to our intellectual resources and heritage

We will continue to open the doors of our museums, libraries and other cultural facilities to the general public, and offer a wide array of free public events, for example through our [Sydney Ideas](#) program, [Science Forum](#), the [Sydney Law School Distinguished Speakers Program](#), [Reconciliation Week](#), our annual [Open Day](#), and other events that provide genuine opportunities for community engagement and outreach.

Deepening engagement with our alumni and friends

We see enormous potential to build on our recent success in attracting philanthropic donations from our alumni and friends. In 2013 we launched the largest and most ambitious fundraising campaign ever seen in the Australian tertiary sector. Major gifts are invaluable, as they allow us to do things that would not otherwise be possible. We will seek to encourage philanthropy by deepening the intellectual engagement of our alumni and major donors in the life of the University, and by increasing the number of annual fund supporters through the Sydney Development Fund.

Using social media to engage with our communities

We will build on social media innovations such as our highly successful 2012 [What Matters?](#) campaign, to connect with our local, regional and international communities and understand their concerns and interests. The insights gained will be used to guide our education, research and other activities, and stimulate public debate. We will also partner with [TEDx Sydney](#) to help make Sydney the Asia Pacific region's leading source of groundbreaking ideas.

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 ⁴ with industry and other partners in Australia (a)	165	182	200	220	242
Number of active collaborations ⁵ with industry and other partners overseas (b)	47	52	57	63	69
Category 3 Income (c)	\$129M	\$106M	\$112M	\$117M	\$123M

(a) Active research collaborations with other universities and research organisations in Category 3 - Australian Industry and other research income: (i) sponsored by industry and/or (ii) with an industry partner as a chief investigator.

(b) Active research collaborations with other universities and research organisations in Category 3 - International and other research income: (i) sponsored by industry and/or (ii) with an industry partner as a chief investigator.

(c) Baseline and targets are total Category 3 income. Two large bequests were reported in 2012, explaining the drop in income for 2013.

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

Optional Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Alumni participation rate	38%	43%	45%	47%	50%
Number of people attending Sydney events	35,733	37,347	38,000	39,000	40,000
Number of donors	9,020	10,491	12,000	14,000	16,500
Total value of gifts to the University	\$79M	\$80M	>\$80M	>\$80M	>\$80M

⁴ 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.

⁵ 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

Enrolment planning

Our plans and priorities for contributing to the Commonwealth 2025 qualification target through the delivery of coursework programs are outlined below. Our plans for contributing to the Commonwealth's Aboriginal and Torres Strait Islander and low-SES higher education participation targets are covered in Sections 2.2 (Aboriginal and Torres Strait Islander Access and Outcomes) and 4.3.2 (Equity) respectively, while our plans for ensuring that our coursework and research graduates meet the nation's skills needs are summarised in Sections 3.2.2 (Industry and Skills) and 5.2.2 (Research Training).

Sub bachelor planning

We have a relatively small but targeted engagement in the use of sub-bachelor places (104 EFTSL). These places are allocated, in the main, to '*enabling courses*' that provide access for Aboriginal and Torres Strait Islander students to the higher education sector as part of our integrated approach to enhancing Aboriginal and Torres Strait Island access and outcomes. We use the remaining places to promote opportunities for students to explore academic diversity by undertaking an additional major or to acquire a second language qualification. The University offers the Diploma in Arts and the Diploma in Language Studies to support these strategies. We will expand this opportunity for students through our new Second Language Acquisition program, an initiative outlined in the Strategic Plan, for which we have requested 200 additional places from the Commonwealth from 2014.

As indicated in Sections 2.2 (Aboriginal and Torres Strait Islander Access and Outcomes) and 4.3.2 (Equity), we plan to continue to be proactive in strengthening our relationships with schools and a small number of vocational education providers to develop pathways to enhance the participation of underrepresented groups. We will also continue to consider – on their merits – innovative alternative pathway collaborations with other universities. One recent example is the pathways scheme we have established with the University of New England to advance both institutions' contributions to the Commonwealth's participation and social inclusion targets. The University no longer offers advanced diplomas or associate degrees and we do not anticipate this will change in the short to medium term.

Bachelor degree planning

The University is a large, comprehensive research-intensive institution with nearly 35,000 undergraduate students (2012 figures). Most of our undergraduate enrolments are domestic students, with an international cohort of about 18 percent. Our 16 faculties offer courses of study in a wide range of generalist discipline-based and cross-disciplinary programs, as well as qualifications that lead directly to professional practice in many fields. For example, the University currently contributes about 30 percent of health workforce graduates in NSW annually (graduates from both undergraduate and postgraduate programs), producing graduates for careers in arguably the broadest range of health professions of any university in the country.

We have identifiable strength in almost all our undergraduate offerings, both generalist and professional courses. This is evidenced by the high ATAR course cut-offs and strong demand in many courses from high quality international students.

Due to infrastructure constraints, our geographic location, base funding and workplace learning constraints in some fields, we see few opportunities for major overall growth in our domestic non-research student enrolments over the compact period. There is, however, scope to realise some CSP growth in undergraduate courses in those areas where we have demand and capacity, particularly in generalist degrees in the Faculty of Arts and Social Sciences and the Faculty of Science, and in response to fluctuating demand from international markets.

Since 2007 our long-term strategy has been the incremental, and cost-neutral to the Commonwealth, shift of courses from undergraduate to postgraduate level. This is particularly important in those disciplines where a master's-level qualification is becoming the expected requirement for entry to a profession. This load shift has already occurred incrementally in teaching, architecture, law and some health areas (including dentistry, psychology, nutrition and dietetics, nursing, pharmacy, physiotherapy, occupational therapy, speech pathology, nuclear and radiation therapies), where there has been an academic and professional advantage to do so. Following this trend, we will shift the Sydney Medical Program (currently MBBS) to postgraduate level (the Doctor of Medicine) from 2014, as outlined below. We will continue this strategy by changing the delivery of our veterinary science program to postgraduate level from 2014, plans for which are outlined below, and closing permanently the current Bachelor of Veterinary Science.

Postgraduate planning

We will continue with our structured program of course review across all faculties, ensuring collaboration within and between our divisions and faculties. This process, and the complementary processes of curriculum reform and new course design, is occurring with due regard for the needs of Commonwealth and state agencies, the economy and employers. We contribute significantly to the nation's health workforce, through course offerings at both undergraduate and postgraduate levels, and through active engagement with accrediting bodies, the Department of Health and Ageing (DOHA), Health Workforce Australia, the NSW Ministry of Health, Local LHDs, community care and private sector health care providers.

The University has a cohort of postgraduate coursework students, of which approximately 25 percent are CSP load (2012 figures). Our use of our allocated CSP load is consistent with the criteria for allocation of Commonwealth supported postgraduate places in that, almost entirely, the places support students enrolled in professional entry courses. A small number of places are drawn from the University's historical grandfathered allocation (approximately 5 percent of total postgraduate CSP-designated places). These are applied strategically to support new initiatives in social science disciplines and for advanced learning courses in science disciplines. This internal use of places is currently under review.

As outlined in relation to our plans for undergraduate programs above, we will continue our long-term strategy to offer places in professional courses at postgraduate level, and close the current undergraduate equivalent courses, to meet emerging expectations of the professions and of the applicant market. The closure of the Bachelor of Veterinary Science and the introduction of the

new Doctor of Veterinary Medicine in 2014 is likely to be the last required change of level of course delivery from undergraduate to postgraduate level. Our teacher education program has been offered at graduate entry level for over 20 years and is now offered at master's level exclusively. Commencing enrolments have been consistently strong (270 commencing students) and we plan to increase commencing enrolments by 40 places from 2014 to meet increased applicant demand in the Master of Teaching (Asian Languages Stream) and Master of Teaching (Early Childhood Stream), as outlined in our current request to the Department.

In addition we propose to increase commencing enrolments in the University's successful postgraduate nursing program from 2014 (55 commencing places) to meet current unmet applicant demand for the Master of Nursing (graduate entry) and the Master of Nursing (Nurse Practitioner). Both these courses meet the Commonwealth's criteria for allocation of postgraduate CSP, are accredited by the Nurses and Midwives Board (NSW) and are each a recognised entry pathway to the respective profession. Again, this increase is being considered by the Department in the current allocation round.

We continue to experience strong demand for postgraduate professional entry courses. However, due to infrastructure, staffing and work-based training constraints, any growth in these areas is likely to be modest. On the other hand, we are exploring potential to grow full fee paying enrolments in advanced learning courses. A structural review is underway to determine how best to maximise any potential growth in this area from both domestic and international markets.

Medical planning

We have been in discussion with DIICCSRTE since 2011 about plans for development of the long-standing and successful Sydney Medical Program, currently an undergraduate MBBS structure. Due to the changing expectations for course delivery and graduate outcomes in medical courses, the Sydney Medical School has developed a new Doctor of Medicine (MD), which will be offered to commencing students from 2014. There is no intention to vary the target number of domestic annual completions under the new MD and plans are in place to ensure completion numbers will be consistent with the current enrolment cap by completion of the first cohort of MD students.

In 2012 DIICCSRTE approved the introduction of the MD and the allocation of 227 places annually from 2014 as Designated Postgraduate Medical places with steady state to be achieved in 2017. Development of the MD in compliance with the AQF and in accordance with the requirements of the Australian Medical Council is reaching its conclusion.

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 that 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

Our aspirations and key priorities for enhancing teaching and learning quality

We aspire to produce flexible and creative thinkers – leaders for Australia and the wider world. To do this, we need to provide an enriching university experience that equips our graduates with enquiring minds and essential life skills in critical thinking and communication. Our students must have excellent opportunities to participate in co-curricular activities if they wish to do so, and have access to high quality infrastructure and support services. To maintain and build on our success in these areas, our short- to medium-term priorities will focus on three complementary areas.

Our plans

Renewing our curriculum and learning environments

We will continue to implement our curriculum renewal strategy by pursuing a coordinated University-wide process of reform of our courses. At the heart of this strategy lies a commitment to providing an 'engaged enquiry' learning experience for our students, in order to strengthen the development of our graduate attributes. Such learning experiences reflect the University's reputation for both research and community engagement. They are consistent with our students' expectations as learners and our staff as teachers. 'Engaged enquiry' provides the vehicle by which we will focus on further enhancing the research and inquiry learning outcomes that are central to our graduate attributes. We are currently mapping students' reports of research-enriched learning experiences, and working with our Engaged Enquiry Scholars networks to identify and disseminate examples of approaches that foster effectively the development of research skills by our undergraduate students.

The second aspect of our 'engaged enquiry' curriculum strategy is the embedding of community-engaged learning, including work-integrated learning (WIL), in our curricula. This commitment will involve professional disciplines in particular, in further strengthening the engagement of employers in our teaching and curriculum development, and in further developing our pedagogical expertise in this area to inform curriculum renewal. One example of how we are pursuing this agenda is seen in the establishment of a new WIL research group in the Faculty of Health Sciences.

Our approach to curriculum renewal will continue to be both holistic and sustainable. We will use University-wide agreed principles to link our faculties' curriculum renewal work explicitly to the need for responsiveness to external drivers. These include employer needs, accreditation and regulatory accountabilities, changes in student and employment market needs, and the renewal of our physical and virtual teaching infrastructure outlined in Section 4.4.2 (Teaching and Learning Infrastructure) of this compact. Building on the findings of recent Office for Learning and Teaching (OLT) projects we will seek, through implementation of our new assessment policy, to develop our assessment practices to provide better direct evidence of student achievement of our graduate attributes.

Our unit and course evaluation processes will provide clear accountability mechanisms to assist in monitoring students' development of graduate attributes, including generic skills. During the next phase of reform we will implement a systematic process of faculty-led curriculum reviews, and support faculties to refine their understanding of how research-enriched and community-engaged pedagogies can deliver an engaged enquiry experience for students in different disciplines. This pedagogical work will build on the substantial body of excellent practice already in place in many parts of the University. It will also respond to the outcomes of relevant OLT projects, and will be supported by the development of new institutional datasets on our students' experiences of the development of graduate attributes through engaged enquiry. There will also be new support for enhanced curriculum governance and review through our central teaching and curriculum committees.

We will initiate new strategic curriculum projects and establish additional Teaching Scholars Networks to develop agreed curriculum benchmark standards and foster curriculum and teaching expertise across the faculties. Through collaboration between disciplines and faculties, our curriculum renewal projects will generate new resources and benchmark standards for use in future curriculum reviews and professional development for our staff.

Enhancing teaching quality, support and recognition

Alongside and supporting the process of curriculum reform is our work on enhancing and further valuing the high quality of teaching and curriculum across the institution. Following consistent improvements over the past five years in our performance against measures of student experience of their courses (Student Course Experience Questionnaires) we recently developed and introduced the first stage of a new University-wide strategy to enhance the quality of our students' experiences in all units of study.

Through compacts on faculty teaching standards, we will continue to use a University-agreed teaching standards framework to help faculties address teaching quality issues. This process will be supported by new institutional data reporting processes. Each year, faculties will be required to negotiate improvement targets aligned to University-agreed standards and their own strategic priorities, and will be supported to identify and address quality issues.

Longer term, we will embed these compacts in an annual cycle of planning, reporting and monitoring. We will extend the scope of our faculty teaching compacts to draw on a broader range of data than that relating to units of study, and will include additional institutional standards in relation to other institutional teaching priorities, such as engaged enquiry.

During the life of our 2014-16 compact, we will extend this support to individual teachers through the rollout of the new Academic Planning and Development process for teaching, as well as through research and ongoing enhancements to our range of professional development opportunities for University teachers and research higher degree supervisors. This will complement the University's enhancement and support for the career opportunities for teachers through the University's new academic promotion process. It will also allow us to develop further the University and faculty teaching award and grants schemes.

We will build institutional recognition for our talented teachers by engaging them in our curriculum renewal process, connecting them with each other through the establishment of additional Teaching Scholars Networks and by providing opportunities for their further professional development. Recognition of the importance of excellence in teaching will also be supported by the annual Sydney Teaching Colloquium, a successful initiative launched in 2011, which brings together the university teaching community to celebrate their achievements, critically debate key educational initiatives and share their expertise and exemplary practice.

Improving the student experience

Our Teaching and Learning strategies recognise that student wellbeing and the general quality of their experience while at university must underpin our efforts to improve teaching and learning. During the timeframe of our 2014-16 compact, we will deliver a greater coherence across all aspects of the student experience. This will include improvements in priority areas such as:

- enhancing the student enrolment and ongoing administration process by completing the Sydney Student project
- providing specialist services and resources to support the emotional and mental wellbeing of students, such as personal counselling and psychological resilience resources
- establishing early identification systems for students, particularly those from underrepresented groups and international students, who may be struggling in the early phase of their studies
- developing and expanding existing formal and informal support networks through consistent mentor training and staff development programs
- collaborating with our student representative organisations, to ensure that income from the Student Services and Amenities Fee (SSAF) is used effectively to enhance access to amenities

- such as sports and cultural activities, the social dimensions of clubs and societies, and also to improve the quality and affordability of food and beverages available on campus
- endeavouring to maintain the high ratings we have received from the National Union of Students for our approach to involving students in decisions about the allocation of SSAF funds
- expanding affordable accommodation options around our campuses.

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

Principal Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Number of active learning and teaching projects supported by the PELTHE6 program where the University is the lead institution (a)	11	11	11	11	11
Number of active learning and teaching projects supported by the PELTHE7 where the University is a partner institution (a)	14	14	14	14	14
Number of citations for outstanding contributions to student learning (b)	7	7	7	7	7
Number of awards for teaching excellence (b)	1	1	1	1	1
Number of awards for programs that enhance excellence (b)	0	>0	>0	>0	>0

(a) Number of active learning and teaching projects supported by the PELTHE program where the University is the lead or partner institution

There are difficulties in relying on the number of currently funded Office for Learning and Teaching (OLT) projects as an indicator of the overall teaching quality at a given university and for target setting. For example, PELTHE projects are not always activities that lead to improvements in student learning at the university that is a lead or partner in the project. Projects can be sector-wide and can benefit other institutions more than they benefit any particular institution. Moreover, the outputs of OLT funded projects are of variable quality and rigor. The 'number of grants' gives no indication of the quality of outcomes or impact of these activities on student learning at a given institution. As the grant schemes themselves change from year to year, both in terms of scope, number awarded, and extent of competition, using the number of such grants as an indicator of quality and their reliability for target setting, is of questionable value.

(b) Number of citations and awards for outstanding contributions to student learning

The numbers of citations and awards for learning and teaching excellence are also of questionable value as indicators of the overall teaching quality at a given institution and for target setting. Even if a large university such as Sydney were to win all of its possible citations and more than its share of teaching awards, this would still represent a very small proportion of the university's thousands of academic staff. Moreover, the difference in 'quality' between teachers who apply and are unsuccessful and the individuals who win awards is negligible, yet the indicator would create an illusion of a meaningful difference. The difference between an award-winning teacher and an unsuccessful applicant is often the quality of the application – not a meaningful difference in the quality of the student learning experience. It is important for the University of Sydney that the indicators in this compact support and reinforce our identified teaching and learning priorities and strategies. We therefore offer below a selection of alternative, and we believe more robust, indicators and standards that we use to monitor and improve the quality of our teaching and learning, such as Student Course Experience Questionnaire (SCEQ) results.

⁶ 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.

⁷ See footnote 10 for definition.

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

Optional Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Percentage of units of study above the University's defined high quality standard (>80% of the students in the unit in agreement with overall quality, SCEQ Overall Quality Scale)	67% of the University's units of study surveyed will be above the standard	69%	71%	73%	75%
Percentage of students in broad agreement for overall satisfaction about their degree program (SCEQ Overall Satisfaction Scale)	93% of students in broad agreement (no survey in 2012 so 2011 baseline)	94%	no survey	95%	no survey
Percentage of students in broad agreement with the quality of teaching on their degree program (SCEQ Good Teaching Scale)	81% (no survey in 2012 so 2011 baseline)	82%	no survey	83%	no survey

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

Our aspirations and major priorities for improving equity of participation

Attracting promising students, whatever their social background, is core to our sense of purpose and consistent with our history. We are committed to diversifying our student population, and particularly to increasing the participation of students from low socioeconomic backgrounds, Aboriginal and Torres Strait Islander students and those from regional and remote areas.

Our work in this area has two key complementary elements. The first is our engagement with schools and communities to improve the preparation, aspiration and achievement of students from backgrounds that are currently underrepresented in higher education, so they are able to make informed and real choices about their educational options. The second is our focus on ensuring that, once at university, these students have access to the support and services necessary to maximise their success.

We have made considerable gains in both of these areas over the life of the 2011-13 compact, implementing initiatives under Strategies 4 and 11 of our Strategic Plan to build a strong foundation for our ongoing work. Most notably, this includes the strong and enduring partnerships we are building with schools and communities in low-SES areas in metropolitan Sydney and regional NSW, the excellent rates of retention and success that students from these cohorts are achieving, and the ways in which our faculties have engaged with this agenda.

Our plans

Building aspiration and pathways to higher education

Evaluation of our [Compass – find your way to higher education](#) program tells us we are starting to make a real difference in how younger school students from low-SES backgrounds perceive tertiary education. Since its launch in 2009, Compass has built valued relationships with 25 schools in Sydney and Southwest Sydney regions, and increased levels of engagement in schools and communities in regional areas such as Broken Hill, Dubbo, Forbes and Port Macquarie. During 2012 we had over 12,000 engagements with school students through the Compass program, and over 1000 engagements with their parents and teachers, either on campus or in schools. We also continue to partner with the [Australian Indigenous Mentoring Experience \(AIME\)](#), the Smith Family and the Future Directions Network to reach a broader group of students. Over the next three years we will build on these partnerships and activities as part of the [Bridges to Higher Education](#) collaboration with four other Sydney-based universities.

Increasing access

We recently launched the University's first principals' recommendation scheme to all NSW schools. [The Early Offer Year 12 Scheme \(E12\)](#) is targeted at students from low socioeconomic backgrounds and Aboriginal and Torres Strait Islander students. E12 does not rely solely on the ATAR as a measure of potential but also looks at students' other skills and achievements, as well as their motivation and enthusiasm for particular subject areas. The program provides an early conditional offer to the University (later confirmed if the student meets the specific E12 ATAR cut-off for their preferred course), financial help in the form of a scholarship, and additional support in the first year of study. For the 2013 intake we have E12 places available across 16 courses; this will increase to 25 courses in 2014. This program joins our other successful pathway programs including the [Broadway Scheme](#) (for applicants who have experienced long-term educational disadvantage) and the [Cadigal Program](#) designed to enhance access for Aboriginal and Torres Strait Islander students. We will continue to refine and develop our pathway programs to encourage the access of students from underrepresented groups.

Enhancing support services

We are committed to ensuring that students have access to appropriate assistance and support. We have more than 700 scholarship schemes and each year we allocate over \$65 million in merit and equity-based scholarships (not including prizes or college and sporting scholarships). In recent years we have increased our equity scholarships and bursaries to expand the coverage of financial support available to students. For example, we have doubled the number of Robert Maple Brown

scholarships, which provide funds to financially disadvantaged students for core learning materials and living expenses. We have also increased the number of Sydney Access Scholarships. We will reassess our scholarship program during 2013-14 to ensure we are making the best use of it to attract and support the most promising students.

In June 2013, the University of Sydney Disability Action Plan 2013–2018 was lodged with the Australian Human Rights and Equity Commission. Through the development of this, our third such plan, we have undertaken significant review of existing access and support programs for staff and students with disabilities. Implementation of this plan will see increased support and transition seminars for students with visual impairments, as well as orientation, transition, communication skills and group work skill development sessions for students with Asperger's Syndrome. We will continue to support students through expanded assistive technology resources, while the work and expertise of our [Centre for Disability Research and Policy](#) will inform our thinking about how to make the campus a healthy and accessible place for all students.

Improving learning outcomes

We are proud of the tertiary-level success achieved by our students from low socioeconomic backgrounds and are committed to continuing our excellent rates of retention and performance. Our programs strive for early identification of students who need assistance, so they can have the best chance of doing well in their time at the University. This includes a comprehensive first year orientation and transition program to ensure early and timely engagement with learning, and personal support to maximise individual unit of study success rates and improve overall completion and retention for all students. Some examples of our new initiatives include:

- embedding early alert systems into the first year experience to enable students from specific demographic groups to obtain targeted assistance if they are showing signs of being at academic risk
- moving our student-focussed resources online to ensure timely access to materials beyond face to face, one-on-one or workshop sessions
- rolling out comprehensive peer mentor training across the largest undergraduate student faculty cohorts to expand formal and informal networks of students who are knowledgeable about, and skilled referrers to, the support and resources offered by faculties and central service units
- increasing online and workshop support for parents of students from key target groups to improve their understanding of the tertiary sector, to assist in guiding their children in skills development and appropriate adjustment to the university environment.

Evaluating progress

We will know we are successful when:

- our equity programs and activities are well recognised and highly valued by our partner schools and communities
- our programs are sustainable and result in shifts in higher education participation
- we attract an increasingly diverse cohort of students to the University
- our participation rates for students from low socioeconomic communities continue to improve, and our retention and success rates continue to be well above sector averages.

In addition to the compulsory equity indicators included below, our compact includes four optional indicators as examples of the measures we will use to monitor performance against our goals for diversifying our student body.

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	-	-	-

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

Optional Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Number of students enrolled at the University from NSW Disadvantaged Schools (a)	444 (As at 31 December 2011)	600	675	750	850
Number of strong and active partnerships maintained with NSW Disadvantaged Schools (a)	25-30 Sydney-based 5-10 Regionally based	25-30 Sydney-based 10 Regionally based	25-30 Sydney-based 10 Regionally based	25-30 Sydney-based 10 Regionally based	25-30 Sydney-based 10 Regionally based
Number of commencing students who are the first in their family to attend higher education (b)	648 (As at 31 December 2011)	650	700	750	800
Number and average value of equity scholarships allocated by the University	Number (2011) 1284 Average value \$2,472	Number 1496 Average value \$2,775	Number 1600 Average value \$2,860	Number 1700 Average value \$2,945	Number 1800 Average value \$3,030

(a) NSW Disadvantaged Schools

Schools in NSW officially identified as disadvantaged by the NSW and Australian Governments.

(b) First in family

Commencing Australian students admitted on the basis of secondary education to a Bachelor (Pass) degree where the highest attainment of neither parent/guardian has been reported as a post-secondary qualification.

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

Our aspirations and major priorities for learning and teaching infrastructure

The University has an integrated learning space strategy for its learning and teaching infrastructure, which forms a key component of the University's Campus Improvement Program. The purpose of this strategy is to leverage the benefits of virtual learning space for students and teachers, and augment the usefulness of physical teaching space.

Shaped by the University's strategic goal of engaged enquiry, we will develop new metrics to monitor and improve the quality of our physical and virtual learning spaces, and implement a standardised approach to the provision of facilities in both physical and virtual learning environments.

Our integrated learning space strategy provides a holistic context in which to shape the quality of learning in teaching spaces in our transformational capital projects, funded in part by the Education Investment Fund. These works include the Charles Perkins Centre, the Australian Institute of Nanoscience, and the Abercrombie Business School Building. Together, these buildings are adding over 70 new learning and teaching spaces to the University's inventory.

Our plans

Renewing existing facilities

In addition to enhancing learning and teaching space through our transformational projects, the University Campus Improvement Program will address the renewal of existing learning and teaching facilities. A recent audit identified around 1000 rooms across the University's campuses that are currently used for learning and teaching. These are being systematically reviewed for sustainability, quality of fabric and technologies, location, and use. To add robustness to use measurements, key categories of inventory of teaching space will be physically audited for use to inform planning. A sustainable program of improvement is being developed over the medium term to renew these facilities incrementally, in ways that dovetail effectively with broader campus improvement planning, and draw on student and teacher perspectives.

Using needs analysis to build outstanding teaching and learning infrastructure

We will continue to engage in needs analysis, both internally and with reference to appropriate international standards, to inform the continual refinement of our approach to providing learning, teaching and research infrastructure. Students, teaching and research staff will be surveyed regularly for needs analysis activities to determine requirements for improved facilities. Some of the recent innovations resulting from this approach are listed below.

- We have developed two new state-of-the-art learning hubs, strategically located around campus, that offer a coherent set of learning and student services to students from all faculties. The hubs contain facilities for individual, pair and group work, integrated with appropriate technologies to serve the needs of students in all disciplines. These will be complemented by two additional new learning hubs to improve the quality of services to students. Construction on the first of these as part of the Abercrombie Business School development commenced in July 2013 and will be completed for the 2015 academic year.

Construction on the second learning hub will commence in late 2013 and will be complete for the commencement of the 2014 academic year.

- There has been design and testing of new formal teaching spaces known as 'learning studios'. These are flat-floor seminar-type rooms with from 30 to 90 seats, designed with innovative configurations of seating and technologies. New standards for these rooms provide different levels of computing intensity. The type of standard deployed in different precincts around campus depends on the requirements of the students and teachers who use the facilities.
- We are continuing to renew our enterprise eLearning technologies, their tool-sets and support services in order to provide a sustainable and coherent student experience in the virtual learning space. A recent audit of virtual learning space at the University identified that seven enterprise eLearning systems offer more than 60 online learning tools, which provide more than three million learning objects, and are used by students in more than five million eLearning sessions a year. This use of virtual learning space is designed to elaborate, enhance and augment the experiences of learning that the students experience in the physical learning and teaching space.
- An improved design of research facilities in existing and transformational buildings is underway. These developments are being informed by our experience of infrastructure improvement in our learning and teaching spaces. Where the end-users of the technologies in research spaces align to those in teaching spaces, we are able to leverage our experience and knowledge to provide and/or share infrastructure solutions for staff and students involved in research activities.

Improving space utilisation

To improve our management and use of learning and teaching spaces, we will continue to centralise all provision, use, flexibility and integration metrics of space. These metrics will help to describe how much space is provided, how much it is used, what space is allocated to each student seat and what technologies are available in the classroom to access virtual learning space. Such data will enable us to set improved utilisation goals for our learning and teaching space in line with national benchmarks.

Remedying backlog maintenance

There is a significant backlog in the maintenance of our learning and teaching infrastructure, which mirrors broader backlog maintenance demand. The University has a comprehensive backlog maintenance register and is seeking to achieve annual operating margins to realise funds to support investment in existing and new infrastructure. A physical audit of all University assets was undertaken in late 2012, with a nominal rate applied to quantify the cost of each piece of required work.

The University's current backlog maintenance liability is \$360 million Net Present Value (NPV), down from the \$385 million reported in our 2011-13 compact. With an Asset Replacement Value (ARV) of \$2.9 billion, the backlog liability represents 12.4 percent of its ARV. The benchmark for universities is to have a backlog liability of less than 3 percent of ARV. At planned funding levels the backlog is expected to be 11.8 percent of ARV by the end of 2016. The University is overlaying its backlog maintenance program with the Campus Improvement Program to ensure synergies are achieved in remedying the backlog. Given current and anticipated financial constraints, the immediate focus of works is on meeting statutory requirements and critical WHS issues. Once these are completed, the University will progress the non-statutory and aesthetic issues.

Evaluating progress

As part of our approach to learning and teaching space management, we have established an annual evaluation cycle to look at key aspects of the learning and teaching space development continuum. The outcomes of these evaluations are fed back into Campus Improvement Program processes, and enable us to evaluate improvements, both from the point of view of students and teachers, and in terms of effective and efficient learning and teaching infrastructure maintenance and improvement.

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

Our aspirations and major priorities for research performance and capability

The University of Sydney is a comprehensive research-intensive university with a breadth and depth of research excellence across the disciplinary range. In the 2012 Excellence in Research for Australia (ERA) initiative, all of the two-digit fields of research for which we submitted portfolios were rated at or above world standard. We aim to maintain our ERA 2012 result of having 100 percent of our disciplines rated at or above world standard, while we will continue to increase the share of our fields of research rated 'above' or 'well above' world standard.

In broad terms, our 'one university' vision for research is disciplinary excellence that enables innovative, cross-disciplinary research of high impact. Fundamental changes in the research environment, both in Australia and internationally, require new approaches to achieve and sustain research excellence in Australia's universities. While our researchers must remain free to pursue the research path they choose, strategic focus is needed to enhance the quality and impact of both our disciplinary and cross-disciplinary work. We will build upon our existing research strengths and respond to community priorities, ensuring our research has the needed scale, scope, and sustainability required to be globally competitive.

Our plans

Our [2011-15 Strategic Plan](#), [White Paper](#) and [2011-13 Compact Agreement](#) set out our vision and objectives for the University's research agenda. We have made considerable progress since our 2011-13 compact and have reported on this regularly. Over the course of the 2014-16 compact we will continue to implement an integrated package of strategies focussed on enabling us to sustain disciplinary excellence, while developing new multidisciplinary approaches to address important societal problems.

Fostering disciplinary excellence

While our ERA 2012 results are strong and improved significantly between the 2010 and 2012 exercises, there remains room for improvement. We will continue to enhance the quality of our disciplinary research through strategies that include the following.

Transforming our overall approach to research management and support. We will build on the major reforms we have made to our Research Portfolio over the last four years toward implementing a whole-of-University framework for research resource and infrastructure planning, management and support.

Promoting focus and excellence in our faculties. We will use our 'research compacts' with each of our 16 faculties to provide customised packages of additional services and funding designed to assist each faculty to focus and strengthen its research strategy, while also fostering research excellence across the university. We will monitor and review performance through the compacts.

Targeting Commonwealth resources. We will invest Commonwealth research block funding so as to reward excellence. For example, most Sustainable Research Excellence (SRE) funding will be distributed to faculties through a formula similar to that used by the Commonwealth to distribute these funds to institutions. A proportion will be held for distribution to faculties through the compact process in order to build or focus excellence in agreed priority areas, including potential emerging strengths.

Taking a more strategic approach to major bid development. We will continue to take a more strategic approach to the development of bids for major Commonwealth research grant and infrastructure schemes, and ensure that our bids align with institutional and national strategic priorities as set out in the National Research Investment Plan and Strategic Research Priorities.

Enhancing our data management capacity. Our research strategies and decisions will be underpinned by an enhanced capacity to capture, manage and report ERA and other research performance data, so that our approach is based on robust evidence of our strengths and weaknesses compared to international benchmarks.

Focussing our effort and resources. We will seek to enhance the scale, efficiency and impact of our disciplinary research effort by delivering strategic initiatives such as the Australian Institute for Nanoscience and by implementing reforms in response to the [Wills Review of our Health and Medical Research](#) activities undertaken in 2012-13.

Fostering the highest standards of research integrity. All of our strategies are underpinned by a commitment to constant improvement of our research practice and processes, for example through the comprehensive suite of face-to-face and online professional development programs we offer in research integrity, research management and other fields.

Promoting cross-disciplinary excellence

To have visible impact in addressing the complex problems facing our nation and the world, we must harness our disciplinary expertise by providing structures and incentives for cross-disciplinary research and education. We will create an environment that promotes and facilitates cross-disciplinary collaborations of high social impact, and groundbreaking new research and teaching programs, through clear governance structures, and targeted and transparent investment in visionary initiatives.

For example, [the Charles Perkins Centre](#) will address the individual and societal burden of obesity, diabetes and cardiovascular disease, for which we have demonstrable research strength across many relevant disciplines. The centre is building a new understanding of these metabolic conditions and the degree to which individual behaviour, culture and societal systems can contribute to and mitigate their impacts. In this way, the centre can develop strategies to improve prevention, treatment and health outcomes worldwide.

Our [China Studies Centre](#) will be a vehicle through which the University's considerable disciplinary strengths relevant to China can be focussed, coordinated and mobilised strategically to enhance engagement and understanding between Australia and our most important trading partner.

Our [Sydney Southeast Asia Centre](#) will bring together university expertise to understand and engage with Southeast Asia. This work is increasingly important, given the region's vital importance to Australia, in geopolitical and strategic terms, for our economic and environmental wellbeing.

Our [Centre for Carbon, Water and Food](#) will focus on basic and applied research, especially the long-term research, needed to underpin sound policy for management of rural land – both public and private – to ensure environmentally sustainable food security.

Through our planned Sydney Environment Institute, we will bring together sustainability researchers from across the University, with a focus on understanding and enabling the positive adaptation of people and societies to environmental change.

These new cross-University initiatives will build on the experience of established collaborative centres and networks such as the [Brain and Mind Research Institute](#), the [United States Studies Centre](#), the [Centre for Disability Research and Policy](#), our [Cancer Research Network](#), and the [Sydney Health Policy Network](#). See Section 1.2 (The University's Mission and Strategic Priorities) and the links above for further details about some of our new cross-disciplinary centres.

Supporting cross-disciplinary networks

In addition to establishing a small number of dedicated cross-disciplinary centres, an important part of our strategy is to support the potential next generation of centres through our [Sydney Research Network Scheme](#) (SyReNS). We currently support six networks through the scheme, collaborating around the themes of social justice; climate change and society; infectious diseases and biosecurity; sciences and technologies of learning; health and work research; and energy storage.

Each network is required to demonstrate its potential to develop critical mass to transform its area of research to create a medium to large-scale, cross-faculty, multidisciplinary collaborative program of research and research training. Over the course of the compact we will build on the early successes of SyReNS to strengthen existing networks and seed new collaborations.

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) (a)	24 (100%)	22 (100%)	22 (100%)
Number of disciplines, as defined by four-digit FoR, performing at world standards or above (3, 4 or 5) (b)	94 (92%)	99 (100%)	99 (100%)

(a) Number of disciplines at two-digit FoR performing at world standard or above.

In the 2012 Excellence in Research for Australia Initiative (ERA) 21 of the 22 two-digit fields of research (FoR) for which we submitted portfolios were rated 'above' or 'well above' world standard. Long term, we aim to maintain our performance with no ERA disciplines below world standard.

The drop in the number of two-digit areas scoring 3-5 from 2010 to 2012 signals improving excellence within disciplines previously assessed at two-digit FoR, and is due to concentration and focus on areas of strength. Within the 22 assessed FoRs in 2012, 21 were at 4-5 (only one 3). Between 2010 and 2012, the number of 5s increased from four to nine, 4s from 10 to 12, and 3s dropped from nine to one.

(b) Number of disciplines at four-digit FoR performing at world standard or above

The improvement in disciplines at two-digit FoR noted at (a) is due to improvements at the four-digit FoR level. The number of four-digit areas ranked 4-5, 'above' or 'well above' world standard, went from 59 fields (58%) in 2010 to 74 fields (75%) in 2012. We will maintain the number of disciplines at four-digit FoR rated 3-5, while striving to increase the share rated 5 'well above world standard'.

Disciplines the University commits to demonstrating substantial improvement in as defined by two-digit FoR and/or four-digit FoR	Disciplines nominated in 2011–13 Compact	Disciplines nominated in 2014–16 Compact
The University's long-term goal is to have all research disciplines rated at world standard or above, and to increase the proportion of disciplines rated 'above' or 'well above' world standard	Goal was to maintain overall ERA performance	0201 Astronomical and Space Sciences 0503 Soil Sciences 2201 Applied Ethics

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

Principal Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Category 1 income	\$182,369,806	\$191,000,000	199,000,000	\$212,000,000	225,000,000
Category 2 income	\$38,195,337	\$40,000,000	\$42,000,000	\$44,100,000	\$48,600,000
Number of joint research grants in Australia (a)	511	535	535	535	535
Number of joint research grants overseas (b)	210	210	210	210	210
Number of jointly supervised PhD students in Australia ⁸ (c)	Not available	1232	1232	1232	1232
Number of jointly supervised PhD students overseas ⁹ (d)	23	23	23	23	23

(a) Includes Category 1, Category 2 and Category 3 - Australian Grants (excludes contracts, and donations, bequests and foundations), and Category 4.

(b) Includes Category 1, Category 2 and Category 3 - International A: Competitive, Peer-reviewed research grant income (excludes other income).

'Joint research grants' include research grants administered by the University, where one or more Chief Investigator listed on the grant was from another university or research organisation, for HERDC categories listed above. These categories collect data for 'research grants' with competitive application and peer-review processes, but exclude HERDC categories likely to include fee-for-service and consultancies, donations etc.

(c) The margin of error for reconciling multiple supervisor data sources more than 12 months old is high. The baseline is therefore PhD candidates as at 31 August 2012 with an external supervisor who is not a paid employee or honorary position holder at the University. The University does not record data on supervisors by organisation and does not differentiate between Australian and overseas supervisors. The University does not regard the number of external supervisors as a meaningful measure of supervision quality, and therefore declines to set targets against this indicator.

(d) The University does not record data on supervisors by organisation and does not differentiate between Australian and overseas supervisors. The University of Sydney has a small number of students in formal cotutelle agreements with overseas institutions. We intend to maintain approximate numbers.

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

Optional Performance Indicators	Baseline 2012	Progressive Target 2014	Progressive Target 2015	Target 2016
Share of University HERDC publications listing two or more Fields of Research	30% (average of 2006-2011 HERDC University publications)	31%	32%	33%
Share of Category 1 research grants with an Australian or overseas chief investigator	30%	31%	32%	33%

8 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).

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

5.2 Research training

5.2.1 Commonwealth objectives

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

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

5.2.2 University strategies

Our aspirations and major priorities for research training

We will create and sustain an environment in which our research talent is supported through disciplinary training, but also in more general training in research leadership and management, in skills in commercialisation and communication, and in developing cross-disciplinary research capabilities. We will achieve our goals for research training by pursuing key strategies such as:

- enhancing the PhD by providing methodological, interdisciplinary and generic skills training, where appropriate
- developing clearer pathways to the PhD from honours and other prior programs
- establishing discipline-specific guidelines and training for supervisors, including provision for co-supervisors
- giving the Graduate Studies Office an enhanced role in developing policy, procedure and monitoring practise, while leaving faculties largely responsible for the administration of candidature
- developing a transparent model for the allocation of income from research students, consistent with the University Economic Model
- pursuing targeted mentoring and scholarship strategies under our [Wingara Mura – Bunga Barrabugu](#) University-wide Aboriginal and Torres Strait Islander strategy.

Our plans

Renewing and expanding the Australian research workforce

We will increase the number of students completing higher degrees by research over the next decade through a steady increase in student load, consistent with the sustainable growth of our load over the past decade. As one of the largest providers of higher degree by research graduates in Australia, consistent growth represents a significant number of the total number of graduates entering the Australian research workforce each year. Our new emphasis on skills training for research careers will prepare graduates better than ever for careers in the Australian research workforce.

Enhancing the quality and relevance of our research training

The key strategies we will pursue to enhance the quality of our research training are to prepare students better for higher degrees by research, improve the quality of research supervision and increase the focus on research and generic skills training within our higher degrees by research, especially the Sydney PhD.

We will continue to work closely with the Group of Eight (Go8) universities to develop a new model of postgraduate degree to prepare graduates for research training. In conjunction with our strong honours programs, an improved pathway to the PHD will provide excellent preparation for students wishing to complete a higher degree by research.

From 2013, we will require every commencing PhD student to undertake a Research Training Needs Analysis with his or her supervisor/s, to direct the student to broader and deeper training, including career building and employability skills training. The analysis will be tailored to the experience, skills and needs of individual candidates. Essential skills training will involve

disciplinary and cross-disciplinary, generic (communication, team-building and leadership), and career building skills for roles in industry or higher education. Students will have the opportunity during their candidature to engage in career-development activities, including networking with peers and industry partners. They will receive training around issues to do with commercialisation, intellectual property, research leadership and professional development more generally. Training will be sourced either from within existing provision through less formal training activities and experiences, such as online learning platforms, seminars or workshops.

The development of a transparent model of Research Training Scheme (RTS) allocation, including a transfer pricing model for cross-faculty unit of study enrolments, will allow faculties to prioritise and support the provision of training by using existing resources efficiently. We will measure the increase in higher degree by research students enrolled in formal units of study, and the expected impact on improved outcomes for research students, including improved completion rates and student satisfaction with their experience.

We have reviewed all of our policies on supervision, and will launch a new Supervision of Higher Degree by Research Students Policy in 2013. This policy will improve the quality of supervision by ensuring minimum standards of qualification and training for supervisors, encouraging excellence in supervision through more advanced development activities, and making available more flexible models of supervision, such as co-supervision and supervisory panels. These types of flexible supervision arrangements will be increasingly important in our various new cross-disciplinary education and research centres such as the Charles Perkins Centre, the China Studies Centre and the Sydney Southeast Asia Centre. We will measure the quality of our supervision using the Student Research Experience Questionnaire (SREQ) results for supervision, and will encourage current and potential supervisors to participate in training activities.

Improving our higher degree by research completion rates

We will achieve a higher proportion of on-time completions and lower attrition rates for our higher degree by research students. We will do this through improved supervision practices and an increased emphasis on providing the training required for the completion of the degree and preparation for a research career. Another key factor that will contribute to improved completion rates is the 2012 review of the mandatory Annual Progress Report, which reduces bureaucratic load and increases the focus on review and planning for the degree. This new Annual Progress Report was successfully trialed in 2012 and will be rolled out across the University during 2013-14. We expect that the focus on review and planning, together with Research Training Needs Analysis, will improve completion times and reduce attrition rates.

Increasing our numbers of Aboriginal and Torres Strait Islander higher degree by research students and their success rates

We will support access to higher degree by research and success outcomes for Aboriginal and Torres Strait Islander students by increasing scholarship support and creating excellent and supportive mentoring and research climates. Our broader Aboriginal and Torres Strait Islander strategy is discussed in Section 2.2 (Aboriginal and Torres Strait Islander Access and Outcomes) of this compact. We do not envisage quarantining a proportion of Research Training Scheme (RTS) funding, or setting a defined number of Australian Postgraduate Awards (APAs) for allocation to Aboriginal and Torres Strait Islander candidates. Many promising Aboriginal or Torres Strait Islander students may not fit the specific Commonwealth criteria for an award of an APA, so we will use philanthropic income to support specific scholarships tailored to the needs of these students.

All initiatives under [Wingara Mura – Bunga Barrabugu](#) will, however, be supported by a strategic levy imposed on faculties, from external sources and philanthropy. A levy of 0.15 percent of RTS funding will continue to be used to support relevant University-wide strategies, while faculties will continue to use RTS funds to provide research training and support services to Aboriginal and Torres Strait Islander students at the local level. We will review our scholarship schemes in 2013-14, including the APA scheme and those available specifically to support Aboriginal and Torres Strait Islander students.

Improving our research training linkages with industry

Much of the work we will do to enhance industry engagement is described in Sections 3.2 (Industry and Skills) and 3.3 (Engagement) of this compact. We currently have 134 higher degree by research students receiving scholarships from external, non-government sources, indicating the strength of our research training links with industry and other external partners. As described in Section 3.2 (Industry and Skills), our Careers Centre will provide many industry-led programs in 2013, targeted at higher degree by research students.

5.3 Performance indicators and targets

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

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

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

Principal Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
HDR student load	3576	3648	3720	3795	3871
HDR student completions by masters	203	207	211	215	220
HDR student completions by doctorates	587	599	611	623	635

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

Optional Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Student satisfaction: Supervision (SREQ)	79	No survey	81	No survey	83
Student satisfaction: graduate attributes (SREQ)	80	No survey	82	No survey	82
Student satisfaction: overall satisfaction (SREQ)	81	No survey	82	No survey	83
HDR student enrolments in units of study	1220	1281	1345	1480	1627

PART SIX: GENERAL PROVISIONS

6 GENERAL PROVISIONS

6.1 Compact Review

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

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

6.2 Privacy and information sharing

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

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

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

6.3 Changing the Compact

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

6.4 Notices

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

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

6.4.2 The Representatives are:

- a. University Representative

Ms Sandra Harrison
Director, Planning and Information
The University of Sydney 2006 NSW
Ph: 02 9114 1182, email: sandra.harrison@sydney.edu.au, fax: 02 9351 7301

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

OR

compacts@innovation.gov.au

6.5 Dictionary

In this compact, unless the contrary intention appears:

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

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

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

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

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

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

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

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

‘University’ means the University of Sydney, ABN 15 211 513 464

