Australian Government

Department of Education and Training

2017 Mission Based Compact
Between the Commonwealth of Australia and Swinburne University of Technology

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PURPOSE

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.

MISSION

Swinburne University of Technology's Vision is to be a world class university creating social and economic impact through science, technology and innovation.

This Vision encompasses our history as an entrepreneurial technical institution, and builds on our strengths as an innovative and engaged University, integrating a scientific approach, the application of technology, and strong industry-engagement throughout our teaching and research.

We continue to build our research and educational programs across the sciences, social sciences, health sciences, design, law and business disciplines, emphasising quality without elitism, and our initiatives embrace sustainability, cross-cultural partnerships and equal opportunity. Swinburne has consistently worked to provide educational opportunities to capable students wherever we find them, through leadership and innovations in global and digital education.

In recent years, Swinburne has continued to progress its achievements as a globally-ranked, highly recognised University. We have twice been recognised as one of the Times Higher Education's 'Top 100 Universities under 50', and remain within the top 3% of Universities in the world as assessed by the Academic Ranking of World Universities (ARWU). Swinburne is also one of the ARWU's top 100 Universities in the field of physics, one of only two Australian universities to achieve this recognition.

We continue to advance and build on our multi-dimensional partnerships and collaborations with industry, our communities and other Universities within Australia and internationally, and use these networks to collaboratively achieve outcomes that maximise strong positive social and economic impacts in education and research.

The University strives to provide the best experiences and outcomes for all learners through our excellent, industry-engaged and student-centred education and training programs, while also shaping lives and communities and transforming industries through quality, impactful research.

To achieve these aims, Swinburne has committed to the realisation of outcomes that are broadly categorised into three key result areas:
1. Future-ready learners who are:
   - Confident and enterprising learners who create social and economic impact;
   - Learners prepared to find and solve complex problems;
   - Adaptive learners equipped for careers of the future; and
   - Learners as global citizens.

2. Research with impact that:
   - Transforms industries, shaping lives and communities;
   - Drives innovation built on excellence in science and technology; and
   - Is global in action, presence and reputation

3. An innovative enterprise that is:
   - Agile, resilient and market-responsive;
   - Flexible, with state-of-the-art spaces and infrastructure;

- Connected with business, industry and community;
- Sustainable, inclusive and diverse; and
- Globally capable.

These key result areas align our past with our future, growing on our strengths and furthering our ability to deliver positive economic and social impact through being an innovative and efficient operation to create rewarding work environments that foster and support creative thinking, open communication, accountability and respect.

We will attract and retain talented staff by supporting excellence and providing opportunities to work with outstanding teams within Swinburne and through our national and international partnerships and networks. We recognise that good teams are strengthened by strong individual contributions, and we aim to be an employer of choice for high-performing people: celebrating and enriched by diversity and individual difference, with a focus on trusted performance and continuous development.

Swinburne remains focused on being public-spirited, providing a trusted source of expertise and thought leadership in science, technology and innovation. Our global impact will be enhanced through our international engagements in education and research and through the mobility of our students and staff. We wish to be known as the most user-friendly and connected university in Australia, focusing on the needs of our stakeholders and partners.

INNOVATION

An important element of Swinburne's Research and Innovation Strategy is the creation of a vibrant innovation ecosystem to amplify our social and economic impact and increase research translation. The ecosystem emphasises the linkages throughout the university and the importance of collaboration and capability to maximise the impact of our research. The following are key elements:
- The Innovation Precinct will act as a critical gateway for external organisations to access the University's research and innovation capabilities. Together with the Swinburne Research Institutes, the Precinct will stimulate an innovative, interdisciplinary and entrepreneurial culture amongst the research community.
  Several key actions commencing in the Innovation Precinct during 2017 include:
    - Launching the start-up and acceleration programs:
      - Rollout of the Swinburne Accelerator, CSIRO ON and other partnered Accelerators
      - Establishing and hosting start-up and new companies on campus
    - Enabling the Swinburne Innovation Experience for staff and students
      - Engaging undergraduate students in our new Innovation Minor to drive entrepreneurship and innovation through all educational levels
      - Encouraging student participation in Precinct activities including the SwinburneVenture Cup, Ideas Jam, NEXT and Hackathons.
      - Encouraing staff participation in Precinct activities through the availability of Fellowships andIndustry mentoring schemes.
- Further strengthen industry engagement and research relevance through the establishment of the Swinburne Research Institutes, the Digital Innovation Lab andthe Industry 4.0 Testlab in the Factory of the Future. Major industry-sponsored centres will also be established to address challenges for Australian industry in key sectors such as manufacturing and technology, the digital economy and health.
- Continue to increase Swinburne's engagement with industry through leveraged funding programs such as CRCs, Innovation Connections, ARC Linkages and ITRPs.
- Swinburne will also support innovation, industry collaboration and impact Internationally through:
    - Increasing industry collaboration in key economies in the Asia-Pacific region including India, China and Hong Kong with a focus on ICT, design and manufacturing.
    - Growing the University'sresearch collaboration in Data Science with Tel Aviv University, Israel.

The University is also redeveloping its repository and publications management systems to ensure appropriate functionality to enable open access to research publications and data and continues to proliferate the knowledge created at the University through seminars and workshops, including on the theme of publication quality and strategy.

TEACHING AND LEARNING

By 2025, Swinburne will be a world-class University and a global leader in online, digital and life-integrated learning and environments that extend access to Swinburne's learning experience to the greatest number of learners.

The student experience will focus on personalised, student-centric and immersive learning, delivered through innovative teaching and defined by all students integrating their learning with their lives and a variety of outcomes, whether they be for careers, further study, or research. The University is focused on producing future-ready learners with highly transferable

core skills that are able to solve complex problems and adapt to careers of the future. The outcomes of Swinburne's learning and teaching approach will be:

During 2017, the learning and teaching vision remains focused on engaging our students in quality, personalised, innovative and flexible education. Swinburne will continue to engage students by recognising each student's individual needs and motivations, and aim to have a positive impact through student-centred learning and teaching; flexibility with e-technology applications; and effective and efficient support services, processes and systems. The consistently high quality of the Swinburne education will ensure that students achieve learning outcomes that meet their expectations as well as industry and community needs.

Swinburne has a robust quality assurance and improvement process demonstrated through standards-based approaches and benchmarking with key measures. In this way, Swinburne ensures that the quality of the learning experience within study units is continually improved through obtaining and acting on student, peer and professional body feedback. These measures include:
- implementation of Swinburne's framework for academic quality that supports the University's Vision and the requirements of the external regulatory environment has been developed.
- commencement of the Academic Quality Enhancement Process (AQEP), which replaced the Course Performance and Unit Review and improvement processes, and aims to ensure that the quality of courses, majors and units is constantly improved to ensure that Swinburne maintains its competitive edge in course quality
- introduction of a standards-based approach to course design, assessment, moderation and reporting that are enabled and supported by technology-enabled systems have been introduced.
- Regular review of the stakeholder feedback and surveys framework, including revisions to ensure feedback appropriately informs planning and drives continuous improvement in teaching, learning, research and the student experience.

Swinburne University is aware that load for sub-bachelor level courses is capped. However, given the significant demand, Swinburne maintains that the cap on nested sub-bachelor courses is constricting our ability to provide effective pathways for students and to grow delivery in skills shortage areas identified by both the State and Federal Governments. Swinburne will be seeking to negotiate an expansion of our sub-bachelor CSP allocation for the 2018 funding agreement in order to offer increased access and pathway opportunities for prospective students.

RESEARCH AND RESEARCH TRAINING

As set out in the Research and Innovation Strategy 2016-2020, Swinburne's research goals are to Transform Industries, Shape Lives and Communities. This will be achieved through 4 key objectives:
1. Increasing capacity for sustained excellence and world-leading research in science and technology
2. Driving economic and social impact through translational research and innovation
3. Developing globally competitive higher degree research graduates for rewarding careers within and beyond academia
4. Extending the reach, scale and reputation of research through deep international partnerships

The Swinburne Research Ecosystem is focused on collaborative interdisciplinary research in high impact areas built on advanced capabilities and excellence in select discipline areas. The pinnacle of the ecosystem is Institutes in key focus areas:
- Data Science
- Health Innovation
- Smart Cities
- Social Innovation, and
- Manufacturing Futures

The University's focus for 2017 in relation to strategies to <u>ensure excellence in research and the strengthening of research capability</u> include:
- Improving the performance of researchers
  - Workforce of the future: recruiting, retaining and developing researchers in line with the research focus areas
  - Improving research quality through researcher development: creating a stimulating research environment and providing opportunities for researchers and HDR students to develop the skills required to develop successful careers within and outside academia.
- Developing world-renowned research concentrations
  - In 2017, Swinburne will operationalise the five recently formed Swinburne Research Institutes in Future Manufacturing, Smart Cities, Health Innovations, Social Innovation and Data Science. These Institutes will

focus on externally-relevant and industry-engaged interdisciplinary research. The University will continue to support Research Centres which focus on disciplinary concentrations and establish Research Groups in areas of emerging strength.

- Strategic infrastructure framework
  - Swinburne will develop a strategic approach to research infrastructure on and off-campus, particularly in the context of NCRIS capabilities and off-campus infrastructure shared in collaboration with other organisations.
- Diversifying research funding to increase research income
  - The University will also strengthen research capability by increasing the funding base, especially through funding diversification (i.e. non-Cat 1 funding) and through the establishment of research partnerships, collaborations and joint ventures with external organisations.
- Expanding international profile in key countries
  - In 2017, Swinburne will continue to support the Sarawak campus, particularly growing and strengthening the collaborative research activities in key areas of physical sciences, engineering and manufacturing research. The University will develop joint research centres in China and India which will grow the HDR student base and expand the potential for industry-relevant research.

The strategies for the <u>provision of high quality research training, including measures to encourage PhD industry placements</u> include:
- In 2017 Swinburne will launch the Graduate Certificate of Research & Innovation Management for all commencing PhDs (2017). This will provide students with a foundation in entrepreneurship and innovation will prepare them for careers in academia as well as in industry, business, government and the not-for-profit sectors. The Graduate Certificate will ensure that all Swinburne PhD students develop practical research management skills with opportunities for industry placements during their study.
- The University will also deliver professional research supervisor training to HDR supervisors (100% trained by 2018) and ensure that they are accredited according to new TEQSA standards and EU quality in supervision framework
- A suite of industry placement opportunities for HDR students will be developed including:
  - Industry placements as an elective in the Graduate Certificate of Research & Innovation Management
  - AMSI internships
  - Joint Research Centre industry partner placement

EQUITY

Swinburne remains committed to making a substantial contribution to improving educational access, participation and outcomes of all equity groups. Key initiatives and strategic plans are in place to provide the foundation by which the University engages with its students, staff and communities.

Reconciliation Action Plan
Swinburne continues to support the Reconciliation Action Plan that formalises the University's commitment to Indigenous access and outcomes in areas such as education, research and employment. Under the plan, the vision for Swinburne and its relationship with Aboriginal and Torres Strait Islander peoples and their communities is:

- an inclusive and welcoming university culture and learning environment, that values Aboriginal and Torres Strait Islander peoples' identity, cultures, traditions, and that appreciates 'two-way' knowledge and learning
- increased levels of participation and achievement across all areas of the University
- educational programs that meet the expectations and needs of individuals and communities, with appropriate delivery models and support services
- relevant research across a broad range of domains, conducted consultatively and in a culturally appropriate manner
- attractive employment, professional development and career opportunities
- capacity building at community and regional level in line with the aspirations of individuals and communities

The existing plan is nearing completion and a new plan with increased targets is nearing completion and going through the approvals process for implementation in 2017.

Swinburne's Access and Participation Plan 2015-2017
Swinburne's Access and Participation Plan 2015-2017 has been developed within the context of Swinburne's 2020 Plan to increase access, participation and success for people in the six key equity groups: low SES, NESB, ATSI, people from rural and remote areas, people living with disability and women in non-traditional areas of study. Five key priority areas of relevance have been identified with measurable outcomes for each priority area to ensure that the actions are clearly articulated, communicated and actioned. These priority areas and associated objectives are:

1. Engaged learning
   - To provide opportunities for students to participate in engaged learning by creating industry, research, community and international experience, and will take advantage of new educational technologies to ensure that students are well supported in their learning.
   - Students will experience enrichment through opportunities to improve their learning, development and advancement.
2. Innovative teaching
   - To support innovative teaching and personalised learning to meet the changing needs of students. The University's teaching will be founded on evidence-based curriculum design and teaching pedagogies that apply the latest innovations in good teaching practice and transformative approaches that incorporate new technologies.

3. Reaching more students
   - To continue to lead in the development of online and blended learning. Swinburne will be inclusive, accessible and supportive, ensuring that every student has opportunities for success through access to high-quality academic development programs and support services.
   - To enable an inclusive, accessible and supportive institution, providing opportunities for students to develop their level of knowledge and the skills they require for success.
   - To boost participation and success for students from diverse backgrounds, in both Vocational Education and Higher Education.

4. Outstanding graduate outcomes
   - To produce graduates who are forward thinkers and able to adapt to global challenges and technological advances. They will reflect Swinburne's values: innovation, integrity, accountability, diversity, teamwork and sustainability.

5. Foster strategic alliances
   - To establish and foster strategic alliances that advance Swinburne's standing and that of its partners, both locally and globally.

AccessAbility Action Plan 2020
The Access*Ability* Action Plan (AAP) has a clear vision with clear goals, actions and that are implemented across Swinburne's Australian campuses to identify and change any practices that could be discriminatory, and that might prevent staff and students living with disability, carers, and visitors to the university from learning and working with the University. Swinburne has identified six key pillars with an accountability framework.

1. Culture
2. Student Support and Engagement
3. Education
4. Employment and Staff Support
5. Communication and Administration
6. Facilities

Science in Australia Gender Equity (SAGE)
In connection with Swinburne's Gender Equality Strategic Action plan 2015-2016, Swinburne is actively participating in the Science in Australia Gender Equity (SAGE) pilot program that aims to address the underrepresentation of women in the science, technology, engineering, maths and medicine (STEMM) disciplines. Through this initiative, the University will

- Collect and analyse data to identify gender and diversity issues within Swinburne
- Consult broadly with STEMM academics, staff and students to identify gaps between policy and practice
- Prepare an action plan describing long term improvements to retain/promote women in STEMM and leadership positions.
- Implement the action plan to improve gender equity and diversity at Swinburne.

Pride @ Swinburne Strategic Action Plan
To achieve Swinburne's 2020 vision, within the context of the University's 2020 Plan, the Culture & Capability Strategy was introduced to focus on establishing and nurturing an optimal organisational culture characterised by the values identified, and on building the University's capability. The overarching strategy is supported by four major themes including Diversity as a key focus area as he University recognises the value in enabling the development of the skills and talents of all members of its community. This is achieved through the Pride @ Swinburne Strategic Action Plan identifies initiatives for implementation intended to help create a more diverse and inclusive culture by promoting greater visibility and awareness of LGBTIQ issues that staff and students experience.

Cultural Diversity Strategic Framework
Swinburne University is developing a Cultural Diversity Strategic Framework that will apply universally to the university. The Framework will underpin Swinburne's commitment to place cultural diversity at the centre of the university life and create a culture and strategy which respects, values and actively pursues the benefits and synergies of cultural diversity at the University. Over the course of the next few years, Swinburne will launch a series of plans, programs and initiatives across all university sectors that will promote and translate the University's cultural diversity principles, objectives and intentions into practice. Among key initiatives are:

- Launch of Cultural Diversity Charter and Objectives;
- Establish and launch staff cultural diversity competency and capability training programs;
- Establish and initiate students' cultural diversity engagement and induction programs
- Create a website dedicated to cultural diversity knowledge, learning and interaction.
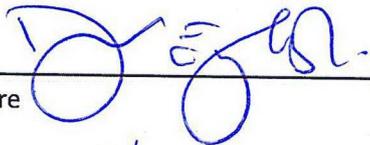
SIGNED for and on behalf of

THE COMMONWEALTH OF AUSTRALIA

by

Dom English
Full name (please print)

Group Manager
Position

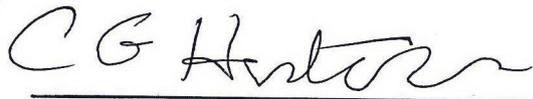of the Department of Education and Training as
delegate of the Minister for Education and
Training.

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Signature

_14 / 12 / 2017_
Date

In the presence of:

Cate Hutchinson
Witness (please print)

Policy Officer
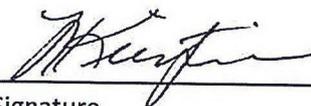Position or profession of witness (please print)

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Signature

SIGNED for and on behalf of

UNIVERSITY

LINDA J. KRISTJANSON
Full name (please print)

VICE-CHANCELLOR
Position

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Signature

In the presence of:

CHRISTOPHER HENNESSY
Witness (please print)

GOVERNMENT RELATIONS MANAGER
Position or profession of witness (please print)

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Signature