



Australian Government

Department of Education and Training

**2017 Mission Based Compact
Between the Commonwealth of Australia and the University of New England**

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

The University of New England (UNE) is a regionally based, globally networked university that is renowned for the quality of its student experience and the excellence of its research. UNE was founded with a mission to provide access to education and research for the regional community. Through this enduring partnership the University continues to contribute to the region's economic, social and cultural development and innovation.

Our role is to develop individual aspirations, potential and capability and to enhance the future of our communities through quality research, fostering innovation and delivering a formative educational experience. Our heart is our single campus embedded in the community of the New England. The magnitude of our research and student participation is global. We will connect with students for life. We will build enduring global partnerships with industry, professions, business and government.

Our values:

- Creative, innovative, willing to change and take calculated risks
- Respectful, approachable and helpful
- Sustainable, robust and dependable
- Ethical, honest, accountable and authentic

Our strategic priorities:

- Deliver excellent research with high impact
- Deliver an outstanding student experience
- Diversify and grow income
- Digital dominance
- Improve operational resilience
- Create a bold and innovative culture

INNOVATION

The University of New England (UNE) seeks to engage in the creation, development and application of knowledge; it is the discovery and creation of new knowledge in all forms that distinguishes us as a research university. We aim to influence the future through excellence in research in all our chosen fields, to inspire new generations of students and to excel in articulating and implementing ideas that contribute to solving the problems facing our society and global communities.

The University's approach to innovation encompasses:

- the development of a framework to provide guidance on the requirements and practices of the University with respect to intellectual property to maximise the benefits to the University and the individual, while also identifying and managing risk
- the preparation of indicative impact narratives illustrating the contribution of UNE research to rural and regional innovation and economic development
- an ongoing commitment to stakeholder engagement to monitor the specific cultural, economic, social and environmental requirements of key communities, and
- the promotion of UNE's areas of world strength to attract new partners internationally.

Strong relationships with key Government bodies and active involvement in collaborative nationally-focused research centres is core to UNE's innovation strategy. UNE will continue to pursue strategies to strengthen its stakeholder engagement, and the associated communication activities, with the aim of achieving improved alignment of research priorities and the effective transfer and dissemination of knowledge. Strategies to leverage the University's existing intellectual property (IP), to seek opportunities to translate UNE research, and to work closely with industry groups are in place. UNE typically engages with a range of research agencies and companies including, for example, the Agricultural Business Research Institute (ABRI), which is a fully-owned entity that commercialises livestock genetic knowledge to primarily benefit the cattle industry; and the Australian Centre for International Agricultural Research (ACIAR) which translates UNE research into international development outcomes, working with Australian R&D corporations where grower-based levies are used in industry-driven research projects.

The University recognises that open access to research data is an important principle that underpins the conduct of research. Accordingly, research data and materials are appropriately managed at UNE to ensure their security and integrity, to allow for the potential of further research, to allow claims made in published research to be verified, and to honour any confidentiality, contractual or intellectual property agreements. The University has developed the *Open Access to Research Publications and Data Policy and related Procedures*, which are supported by its institutional repository for research outputs. The Library actively seeks versions of submitted research publications that can be hosted in the repository, or will provide links within the repository to open access versions on publisher sites as applicable. Open access versions of research publications hosted in the institutional repository are harvested by Trove and exposed globally. The University has recently developed and implemented a service (Chute) to harvest research publications from Scopus and other sources using author IDs such as ORCID. In conjunction with the upcoming launch of this new service to the University academic and researcher community in late 2016, the opportunity will be taken to reinforce the value of open access to maximise research impact. The Library routinely advocates open access through its resources, personal engagement and the library website, and periodically through promotional activities, including activities associated with international open access week.

The University has also developed the *Management and Storage of Research Data and Materials Policy*. The University established a registry for research data in 2016 which can be harvested for publishing in Research Data Australia. The research registry is ready for population of metadata for research data sets, which will include metadata relating to sharing and re-use of data. Centrally supported storage is provided for archiving research data on completion/publication of research. A template and checklist for preparing a research data management plan have been developed which include consideration of data sharing. Training in research data management has commenced with higher degree by research students as the first cohort. Promotion of research data management and sharing and re-use of research data will be extended to other groups in 2017.

TEACHING AND LEARNING

The University of New England seeks to achieve 'digital dominance' within Australia's higher education market through the provision of a high-quality, standards-based formative educational experience that is aligned to meeting student needs and expectations, but with a particular emphasis on the external (or online) market. The University maintains an ongoing commitment to the continuous improvement of its courseware through the systematic monitoring and evaluation of courses and units against minimum standards, through a focus on enhancement. Annual monitoring provides the opportunity to respond promptly to both positive and negative student feedback, to changes in the student profile or disciplinary environment, and to make changes that are in line with the University (and School) strategic priorities.

The University's Teaching and Learning plan encompasses innovation and leadership in teaching and learning supporting the delivery of high quality undergraduate and postgraduate degrees – accredited where appropriate, on and off campus and on-line. Underlying support plans will assist with further development of digitally enhanced on-line delivery models combined with retention plans aimed at improving the enrolment, retention and success of disadvantaged groups, from low SES and rural backgrounds and Indigenous students.

RESEARCH AND RESEARCH TRAINING

The University of New England has a proud history of undertaking high quality research and producing valuable research outcomes. UNE is dedicated to identifying and delivering innovations of value to society and industry, in Australia and internationally, with a particular emphasis on inter-disciplinary research for tackling complex problems in rural and regional Australia. This research involves extensive engagement in large-scale collaborations within UNE, nationally and internationally.

UNE is dedicated to identifying and delivering innovations of value to society and industry, in Australia and internationally, with a particular emphasis on interdisciplinary research for tackling complex problems in rural and regional Australia. This research involves extensive engagement in large-scale collaborations within the university, nationally and internationally, and is underpinned by five thematic research priorities:

1. Australia's future food and water security: smart science, smart technology
2. Climate change and environmental sustainability: protecting biodiversity, effective policies
3. Health and wellbeing in rural communities: social exclusion, health inequity, mental health, social policy
4. Our communities, our neighbours: regional and rural development, sustainability, prosperity, governance and peace
5. Our past, present and future: documentation, protection and promotion of cultural heritage, history, memory and identity in Australia and internationally

The University will implement a Research Leadership strategy to ensure excellence in research and the strengthening of its research capability. The strategy will exploit opportunities for UNE to continue to grow its success with competitive grant applications, with a focus on grants from the Australian Research Council (ARC) and the National Health and Medical Research Council (NHMRC). One of the aims is to increase the University's number of highly competitive grant applications, in particular from the upcoming rounds of ARC Discovery and NHMRC project grants. In response to the Watt Review, the university will actively manage its research submissions processes to ensure that only high quality submissions are developed by competitive researchers. A number of associated initiatives will be undertaken to ensure that research submissions meet the highest quality standards. The University will also review and benchmark against the strategies being applied by other universities to filter and strengthen the quality of research grant submissions.

The University will implement a range of strategies to support high quality research training. The University will provide HDR candidates with structured opportunities for professional capability and skill development through offering an expanded range of value-adding, professional development programs that are available via a suite of online information and interactive specialist research training resources. UNE will assist HDR students with the identification of transferrable skills and areas of employability, and provide enhanced and accessible opportunities for research communication and professional profile development for each HDR candidate's research and their supervisors.

The University will develop and conduct regular supervisory development programs to expand the University's supervisory capacity and to support all supervisors to develop and maintain supervisory skills. Tailored supervisor training programs will also be provided to develop excellence in the supervision of Indigenous HDR candidates. The University will review and quality assure the UNE Supervisor Register in 2017 and continue to develop the suite of online and other resources which support supervisor excellence. More broadly, the University will continue the development of the Doctor of Industry and Professions as a key mechanism through which UNE engages with Industry and industry based innovation: locally, regionally, nationally and internationally. The University will measure the level of industry engagement occurring within higher degrees by research, particularly in relation to UNE's research priorities and develop an industry placement program, tailored for UNE, based on IPREP and AMSI Internships.

EQUITY

The University of New England aims to improve the participation, retention and success of students from disadvantaged groups in Australian society with a particular emphasis on three targeted equity groups: Aboriginal and Torres Strait Islander students, students from low socio-economic status (SES) backgrounds, and students from rural and remote locations.

Key strategies include an expansion of our outreach liaison activities to grow enrolment numbers from the identified equity groups within specified disciplines; the active provision and facilitation of effective academic and personal support services to first year students from identified equity groups; and the development of aspirational educational pathways that provide for university study as an educational option. The University will also provide dedicated support for Aboriginal and Torres Strait Islander students in medical and allied health programmes and embed Indigenous knowledge and pedagogy into curricula whilst also providing a welcoming and culturally safe space for both Aboriginal and Torres Strait Islander students and staff.

Over the period 2015-2017, the University aims to:

- Increase the access rate for commencing students from targeted equity groups.
- Increase the UNE student progression measure for commencing cohorts of equity group students.
- Increase the number of Aboriginal and Torres Strait Islander (ATSI) students successfully progressing in the UNE Joint Medical program.
- Increase the progression and completion rate of coursework postgraduate ATSI and low SES students.
- Increase the number of ATSI and students from other equity groups participating in all disciplines.

SIGNED for and on behalf of

In the presence 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.

[Signature]
Signature

19/12/2017
Date

Cate Hutchinson
Witness (please print)

Policy Officer
Position or profession of witness (please print)

[Signature]
Signature

SIGNED for and on behalf of

In the presence of:

UNIVERSITY

Professor Annabelle Duncan
Full name (please print)
Vice-Chancellor & CEO
University of New England

Position

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Signature

AMY O'TOOLE
Witness (please print)

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