Australian Government

Department of Education and Training

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

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

UTS is one of Australia's leading universities of technology, with a distinctive mission and model of learning, strong research performance and a reputation for leadership in engagement with industry and the professions. UTS is making progress towards achieving its vision of becoming a world-leading university of technology. This is based on our reputation for excellence and a fusion of innovation, creativity and technology. Our advantage is our learning environment and relevance of our courses, our reputation for producing highly employable graduates, our industry engagement and our global connectivity, which is embodied in our vibrant new campus and our strong network of national and international relationships.

In 2017 UTS will continue to focus on achieving our vision to be one of the world's leading universities of technology. UTS will continue to build on its world-class infrastructure, our competitive advantage through the continued pursuit of excellence and leadership in our teaching, research and connectivity.

The values that guide our performance are:

DISCOVER and share new knowledge and new ways to lead through our teaching, research, intellectual debate and use of technology;

ENGAGE and collaborate with each other, our students, alumni, partners, professions and communities, locally and internationally;

DELIVER on our obligations to each other, our students, our partners and communities while maintaining high standards and ethical behaviour;

EMPOWER each other and our students to grow, contribute, challenge and make a difference;

SUSTAIN our local and global environment, organisational health and our ability to create a positive, viable future.

In 2017 the University will commence a formal review of the UTS Strategic Plan 2009-2018. It is anticipated that this review will recommit the University to its current vision, with the new plan focusing on the updating and repositioning of objectives and strategies to achieve this vision.

INNOVATION

Innovation Strategy

UTS's Innovation, Entrepreneurship and Creative Intelligence Strategy is a university-wide approach across faculties, units,

centres and our core strategic activities. It provides focus for the creativity, entrepreneurship and innovation elements of the UTS Strategic Plan 2009-2018. Guided by UTS leadership, the strategy will support activities in four key areas:

Learning and educational experience objectives:
- Develop new innovation, entrepreneurship and creative intelligence courses, new curriculum approaches and transformative educational experiences for students in innovation, entrepreneurship and creativity (including short course or above load courses)
- Build and grow teaching capacity and capability to translate innovation and creativity into educational teaching offerings and curriculum
- Improve engagement between research and learning activities in innovation, entrepreneurship and creative intelligence strategy
- Broaden participation in innovation, entrepreneurship and creative intelligence opportunities through extra-curricular activities and internships.

Research objectives:
- Establish UTS leadership in research related to innovation and creativity (e.g. Design thinking)
- Identify and develop capacity for research around emerging innovation and creative intelligence platforms and methodologies
- Develop novel industry engagement (particular SME's) in innovation, entrepreneurship and creative intelligence research (e.g. in data visualisation)
- Develop research partnerships for innovation, entrepreneurship and creative intelligence and transdisciplinary research models
- Promote access to UTS research infrastructure for start-ups.

Precinct objectives:
- Promote and develop a dynamic innovation ecosystem in UTS precinct, enhancing the UTS reputation as leader in innovation
- Leverage the precinct and UTS infrastructure to provide unique and differentiated physical experiences for students, staff and precinct participants as a foundation for learning and research at UTS
- Develop precinct partnerships to support innovation, entrepreneurship and collaboration
- Create supported pathways to promote start-ups and entrepreneurship

Engagement and marketing objectives:
- Develop a clear and coordinated brand strategy around Innovation, Entrepreneurship and Creative Intelligence initiatives
- Provide clear communication to students, staff and our partners and collaborators about Innovation, Entrepreneurship and Creative Intelligence opportunities at UTS
- Build relationships with alumni to support and contribute to development of UTS Innovation, Entrepreneurship and Creative Intelligence Strategy and innovation ecosystem.

Research Translation and Commercialisation

A core element of UTS's research strategy is to significantly expand our engagement with Australian industry and international partners (industry and academia). UTS engages with industry through consulting, contract research, the UTS Industry Doctorate Program, the UTS Industry Researcher Development Program, Key Technology Partnerships, and the Industry Hub which offers on campus tenancies for industry to facilitate relationships and projects with UTS researchers.

UTS subscribes to the Easy Access IP model of licensing for some of our IP. For intellectual property with significant commercial value and a clear route to market, the University will continue to seek potential licensees or create a start-up company. For all other intellectual property, the University will utilise the Easy Access IP approach. Some university IP can be difficult to commercialise through traditional routes, either because it is at too early a stage in its development or because it presents too many uncertainties for companies to risk an investment. In these circumstances, such IP can be made available free of charge through our Easy Access IP Portfolio, using quick and simple one-page agreements, which

allows companies to evaluate it and put it to use quickly, with reduced risk.

In return for an Easy Access IP license:

- Companies need to clearly demonstrate how they will create value for society and the economy through the use of the IP
- Companies must acknowledge UTS as the originator of the intellectual property
- Companies must report on the progress
- Companies agree that if they have not exploited the IP within three years, it will be transferred back to UTS
- There will be no limitations on UTS's use of the IP for the university's own research.

Open Access

UTS has an Open Access policy under which UTS aims to share its research and scholarship as widely as possible, enabling open, equitable, worldwide access to the research and scholarly output of UTS staff and students.

Outputs of research and scholarship conducted at UTS are collected as part of the University's research management processes and are stored and made accessible through the UTS digital repository.

TEACHING AND LEARNING

Teaching and Learning Objectives

The UTS Model of Learning provides a framework for practice-oriented learning and teaching at UTS, which links to the development of graduate attributes and curriculum design that values diversity and inclusivity and draws on implications of different ideas about learning.

The model has three distinctive features that are interrelated in the UTS student experience of practice oriented learning:

- An integrated exposure to professional practice through dynamic and multifaceted modes of practice-oriented education

- Professional practice situated in a global workplace, with international mobility and international and cultural engagement as centre piece

- Learning that is research-inspired and integrated, providing academic rigour with cutting edge technology to equip graduates for life-long learning

Building on the UTS Model of Learning, UTS will continue to implement its learning.futures strategy in 2017. learning.futures is UTS's university-wide approach to blended learning to support the UTS Model of Learning, producing the professionals of the future. It aligns future-focused curriculum with informed technology use and has been designed in tandem with a $1.5+ billion redesign of campus learning spaces to shape the future of student learning. We've matched new spaces with new learning practices across the whole university. The strategy builds on UTS's model of practice-oriented, research inspired learning for highly employable graduates in a global workplace. It promotes innovation in learning by integrating the best of online and face-to-face experiences. The learning.futures initiative won the Hybrid Learning Innovation category of the 2015 Wharton-QS Stars Reimagine Education Awards.

Teaching and Learning Quality

UTS will continue to improve the quality of its teaching and learning through the learning.futures initiative. All courses and subjects are tracked through UTS's quality management system with regular cycles of review.

Graduate Success is one of the performance domains of the UTS KPI Framework. At the next level of performance improvement, UTS has an annual course performance report that evaluates all courses across a range of measures, identifying both courses with outstanding outcomes for learning transfer to other courses and courses of concern for closer monitoring and intervention. All UTS subjects are also monitored at least annually, if not each session, across key dimensions of learning and teaching. The UTS Student Feedback Survey has been in place for many years and provides a strong improvement tool for staff and students. Key elements of subject performance from 2011 have been combined into an annual Subject Performance Report. To strengthen both the university's approach to quality management and alignment with the Higher Education Standards Framework an updated cohort performance report will be developed in 2017.
UTS also demonstrates its commitment to improving quality teaching and learning through recognition and reward for good teaching practice, academic staff development initiatives and other improvement initiatives.

UTS is committed to developing and offering highly relevant and innovative courses that meet the future and current needs of industry and the professions. The University has a very strong reputation with industry in this regard, which is monitored biennially through the Industry Reputation Survey, as a well a strong pan university network of faculty and course industry advisory committees.

RESEARCH AND RESEARCH TRAINING

Research

The UTS Research Strategy 2016–20 details an ambitious plan to support the university's growing national and international reputation as a leading university of technology, focused on research excellence and impact. UTS's overall strategic goal is to increase the intensity, excellence, impact and reputation of research to position UTS clearly within the top 10 Australian universities and the top 10 in chosen fields globally by 2020.

In 2017, UTS will further develop research activities around research focus areas of health; data science; sustainability; social futures; and future work and industry. These areas comprise a number of interrelated research disciplines, in which UTS already excels and which we will continue to grow and leverage.

While UTS will continue to recognise and support excellent research by high-performing researchers that falls outside of the Research Focus Areas, establishing the Focus Areas will help us:

- Showcase the breadth, depth and unique points of difference of UTS research to industry, government, funders, external researchers, students, and the public.
- Drive collaboration and interdisciplinary research across Faculties and Centres.
- Build scale and structure to take on larger and more challenging research problems.

Central to the strategy is accelerating our focus on and engagement with industry. We are constantly aligning with, and responding to, the expectations of industry to build unique, long-lasting relationships as the research partner of choice. UTS is extending its international relationships, particularly in China. For example, agreements and Memorandums of Understanding have been signed recently with each of the following:

- **Shanghai University** to establish a new Joint Engineering and Innovation Institute, based in Shanghai, to focus on engineering and innovation research, teaching and engagement.
- **BroadLink,** a leading Chinese smart electronics company, to jointly fund 50 PhD scholarships for collaboration to expand joint research in artificial intelligence and the internet of things (IoT). Valued at $17million.
- **Southern University of Science and Technology,** to jointly fund 30 PhD scholarships for collaboration in the disciplinary area of information technology. Valued at $4.2 million.
- **China Electronics Technology Group Corporation** (CETC), one of 26 state-owned high-tech enterprises, to collaborate for a further five years on research projects, led by UTS. This extends the collaboration commenced in February 2016 to develop high-temperature superconductor high-data-rate receiver technologies. UTS's collaboration with CETC is worth a total of $10million and is based at the CETC Research Institute on Smart Cities.

UTS is now working with more than 40 Chinese universities, companies and government bodies to foster strong relationships between Australia and China, enhancing opportunities for Chinese and Australian innovation and technology to solve complex issues and enhance their lives.

Increasing the diversity of the research workforce continues to be very important strategy to build academic capability. Recruitment, retention and development of women and Indigenous researchers and HDRs across Faculties remain priorities.

Research Training

UTS provides research training under the UTS Framework for Doctoral Education. The framework supports the development of advanced disciplinary knowledge and research skills and practices. It includes a range of study modules in the following areas:

- Modules in introductory and advanced disciplinary knowledge
- Research methodologies and methods, including modules on designing questionnaires and interdisciplinary research
- Research practice, which covers areas such as ethics, intellectual property and commercialisation, conference presentations, grant writing and journal writing skills etc.

UTS links its research training to industry through the core requirements of the Framework for Doctoral Education, the Industry Doctorate Program (IDP), Industry Research Development Program (IRDP) and opportunities with our Key Technology Partners (KTP) overseas.

The IDP is a PhD program that aims to prepare students for a research career outside academia and to help increase the innovation capacity of industry. The IDP comprises a number of features:

- 3–4 year full-time research project, where a UTS PhD candidate is typically based in the partner organisation investigating an industry problem.
- Academic environment with access to world class researchers, research facilities and infrastructure, in the heart of Sydney's innovation hub.
- A specialised Industry Researcher Development Program to support your research and to help develop the professional skills needed to further your career.

The IRDP provides knowledge and skills to effectively create, plan, negotiate outcomes and deliver on industry projects. It aims to develop strong researchers who are collaborative, enterprising, strategic and entrepreneurial.

Facilitated by a range of research and industry experts, the IRDP will be offered in block mode to enable candidates to work within supportive cohorts. The commitment is approximately 15–20 days per annum, allowing uninterrupted time to be spent on your industry research project.

Following orientation of the UTS research environment, a suite of Business and Professional Modules will be delivered throughout the period of candidature:

- Collaboration and relationship building
- Business management
- Innovation, commercialisation and entrepreneurship
- Industry engagement/awareness
- Career planning and management

Opportunities for HDR students to gain international and intercultural experiences during their degree are provided by the collaborative doctoral degree agreements with 12 Key Technology Partners, including the new opportunities with Chinese partners mentioned above.

EQUITY

Indigenous Outcomes

The UTS Indigenous Education and Employment Policy is sector leading, setting out a comprehensive and embedded approach to addressing Indigenous higher education. As part of this UTS has an Indigenous Education Strategy and Wingara Indigenous Employment Strategy which set out the University's specific commitments to improving outcomes for Indigenous students and staff.

Indigenous Education Strategy

In developing and delivering Indigenous education and employment, UTS aims to:

- achieve Indigenous undergraduate and postgraduate student enrolment rates that are at least reflective of State population parity

- achieve Indigenous undergraduate and postgraduate progression and completion rates that are equal at least to those of other undergraduate and postgraduate students at UTS

- ensure that all courses specifically offered to Indigenous students are of a high quality, appropriately supportive, academically rigorous, and are aligned to the expectations of students, Indigenous community and requirements of potential employers

- develop Indigenous competency amongst its students by striving to create an environment in which all UTS students have the opportunity to gain knowledge of Indigenous Australians

- ensure that all UTS graduates have a professional capacity to work with and for Indigenous Australians

- develop and promote Indigenous research across UTS

- encourage acts of Indigenous cultural affirmation and raise the status and visibility of Indigenous people and culture across UTS

- encourage the internationalisation of Indigenous education

- achieve Indigenous staff employment rates that are at least reflective of state population parity, and Indigenous retention rates are at least equal to those of UTS non-Indigenous staff

- offer Indigenous staff appropriate professional development opportunities to enable them to fully realise their potential within their discipline or profession.

Wingara Indigenous Employment Strategy

Objective 1: Provide equitable employment opportunities for Indigenous candidates
Initiative: Facilitate increase in applications for and positions held by Indigenous candidates in positions targeted and not targeted as 'Indigenous specific' at UTS in professional and academic roles.
Success Indicators:
By 2018, each of the faculties and the Graduate School of Health will have recruited:
- three full-time equivalent (FTE) professional staff, either directly recruited or appointed through the transitioning of cadets or trainees into FTE positions
- one Academic of the Future candidate
- two Indigenous interns
- one new general academic
- one academic leader
- at professorial or associate professorial level.
By 2018, each of the divisions will have recruited three professional staff.

Objective 2. Provide retention and career progression opportunities for existing Indigenous employees at UTS
Initiative: Support Indigenous staff to undertake further education, training and development
Success Indicator: Increased numbers of Indigenous staff undertaking staff development opportunities in programs in the community, vocational education and training or higher education sectors.

Initiative: Professional and academic staff collegial support programs
Success Indicators:
- Development of a database which records Indigenous-themed research taking place across UTS, to promote greater research opportunities for Indigenous researchers.
- Indigenous professional staff network meetings to promote collegial mentoring and cross-University information sharing.
- Annual Indigenous professional and academic staff forum to promote skills development and acknowledge excellence in Indigenous research, student support and education.
- Development of an Indigenous academic writing retreat to promote academic skill development.

Initiative: Indigenous Staff Network programs
Success Indicator: Increased participation in Indigenous Staff Network.

Objective 3. Develop Indigenous competency amongst non-Indigenous staff
Initiative: Embed 'understanding of Indigenous perspectives' as key element in recruitment of UTS staff
Success Indicators:
- Job advertisements and selection criteria state Indigenous commitment
- Online resources made available to demonstrate UTS commitment to Indigenous employment
- Question relating to understanding of Indigenous perspectives in interview for senior positions
- Induction pack with Indigenous content developed for new senior staff (both professional and academic)

Initiative: Embed 'understanding of Indigenous perspectives' as key element in core business of UTS
Success Indicator: Development of communication initiatives to share Indigenous perspectives.

Objective 4. Increase Indigenous economic engagement
Initiative: Embed Indigenous engagement initiatives into major UTS projects
Success Indicators:
- Indigenous employment is a key element of tender documents
- Contractors increasing Indigenous participation in UTS-related business
- Indigenous employment participation in projects

Equity

UTS is developing an innovative and Australian first university Social Impact Framework to help measure our social impact as a university, and to guide our efforts in future. The ultimate goal of the Framework is to ensure that as the University continues to grow its reputation as a world-leading university of technology, our historic focus on social justice is not lost.

The UTS Widening Participation Strategy (WPS) provides a whole-of-university approach to increase the number of students from low socio-economic (low SES) and Indigenous backgrounds successfully completing university study.

The WPS recognises that raising aspiration and enrolling students from disadvantaged backgrounds into university is just the first step. Students must also be supported in their transition to university study to equip them for success and graduation.

1. Building Educational Aspiration and Attainment - Encourage aspiration for university study, well before the point of enrolment, through an integrated suite of programs developed in partnership with targeted schools, TAFEs and communities. Our school outreach programs focus on high school students who attend priority schools in South West

Sydney or are from an Indigenous background. We also aim to inspire teachers through professional development programs.

2. Widening Access - Expand admission pathways into UTS for school leavers and mature aged students to assist low SES and Indigenous students gain access to university.

3. Transition, Retention and Success - Enhance UTS academic and personal support programs to promote retention and success of enrolled students and actively respond to the changing needs of an increasingly diverse student community.

    *   The First Year Experience Project aims to further develop practice, community and resources for enhancing a student's first year experience at UTS.

    *   UPASS Tutoring has senior UTS students facilitating study sessions in subjects perceived as difficult or with historically high failure rates.

    *   Schools Recommendation Scheme (SRS) Transition Support provides individual learning plans, brokered referrals, mentoring and subsidised tutoring for SRS students to support their retention and success in their first year at UTS.

    *   Financial support and enhanced access to technology are available to low SES and remote students.

4. Inclusive Community - Promote the importance of delivering inclusive community programs and policies that contribute to building a university community in which students from diverse backgrounds can thrive.

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

Professor Peter Booth

Full name (please print)

Provost and Acting Vice-Chancellor

Position

_____
Signature

In the presence of:

Michelle Coleman

Witness (please print)

Executive Assistant.

Position or profession of witness (please print)

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Signature