



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

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

QUT is a major Australian university that ambitiously positions itself as a university for the real world of today and tomorrow.

Young in outlook and bold in its approach, QUT successfully combines academic excellence, capability, technology, creativity and knowledge to solve important and immediate challenges, leads change aligned to human capital and innovation needs of the economy and produces highly skilled, enterprising graduates well suited for 21st century employment and careers. In the period ahead, QUT will transform how it leads, connects, performs, inspires and innovates. These goals are reflected in QUT's real world priorities in the areas of learning and teaching, research, and people and culture. To realise its goals the University will maintain its sound budgetary position and strengthen its financial and investment base.

The most prominent characteristic of QUT is its unwavering commitment to excellence and to being relevant and connected, living up to its promise to be a university for the real world. Delivering real world solutions goes back to QUT's foundation as a university and is reflected across all its education and research activities, facilitated by local, national and international connections with graduates, practising professionals, select partners and the wider community. Achievement of its goals and priorities as articulated in *QUT Blueprint 5* (<https://www.qut.edu.au/about/strategic-ambitions/blueprint-for-the-future>) will see QUT advance with purpose and confidence, transforming itself and creating new opportunities as a university for the real world of today and tomorrow.

QUT aspires to providing outstanding real world education through physical and virtual learning environments and innovative courses that lead to excellent outcomes for graduates living in a diverse and complex environment characterised by rapid, transformative change. QUT's real world research priorities focus on being a globally leading university that delivers solutions to the challenges of today and of the future through high-impact research that spans discipline boundaries and works in partnership with end users, leveraging QUT's deep technological strengths and alignment to the human capital and innovation needs of the global economy.

Reflecting its academic ambitions and civic responsibilities, QUT will strengthen and extend partnerships with professional and broader communities to build its reputation as a source of knowledge that is applied to real world challenges.

INNOVATION

QUT's objectives and priorities for research and innovation are articulated in the QUT Blueprint and the *University Research and Innovation Strategy*. QUT's aspiration is to be a globally leading university delivering solutions to the challenges of today and of the future. Being a university for the real world, QUT's research will be aligned to the human capital and innovation needs of the economy. This requires that QUT not only looks at research capacity through the lens

of academic disciplines but also from the perspective of the relevant sectors of the economy and the professions that are enabling innovation.

Identification of the innovation needs of the economy requires that the University works in close partnership with end users. Solutions often require work across disciplinary boundaries, and as technology now impacts every sector of the economy these solutions inevitably benefit from deep technological capabilities.

National, state and international contexts

Australian Government investment in end-user driven research will be concentrated in sectors linked to Industry Growth Centres. These sectors will see increased investment in the form of Cooperative Research Centre (CRC) funding and the Australian Research Council (ARC) administered Industry Transformation Hubs and Training Centres (ITTC) programs. QUT is host to the Mining Equipment, Technology and Services (METS) Growth Centre and is actively engaged with a number of others. QUT has always been a strong participant in the CRC program and continues to engage strategically. In Round 18 QUT is participating in the bids for Food Agility, iMOVE, Cyber and Future Water, and is involved in seven bids in Round 19. QUT recently secured an ARC ITTC in Additive Manufacturing.

Australia has traditionally had an imbalance in its research funding towards medical and clinical research, while there are gaps for research that falls at the intersection of technology and clinical application – an area where QUT is especially strong and where QUT aims to be globally leading.

The focus of the Advance Queensland initiatives is on creating jobs, attracting global companies, encouraging collaboration between industry and universities and fostering entrepreneurial activity in the economy with a particular focus on regional areas. QUT is engaging strategically and successfully with these programs, as well as in key areas identified as priority sectors for which the Queensland Government is developing 10-Year Roadmaps. These priority sectors will guide the choices for QUT's research and innovation strategy and investment.

While much of QUT's research activity will be inspired by the challenges facing the state and national economy, the University's choices will always have global relevance and offer opportunities to work with leading international research groups and end users. This is pertinent for QUT's areas of research strength and priority where it will proactively partner with the world's leading institutions and corporations largely in North America, Europe and increasingly in parts of Asia. These partnerships will be critical for the quality and impact of QUT's research, for broadening the funding base and to contribute to the QUT global brand, especially via international rankings. QUT will benchmark its performance with the world's leading technology universities.

The source countries of QUT's international students also provide opportunities and networks for research linkages in areas where QUT has capacity to solve local problems. QUT will also undertake a set of activities to build research capacity and human capital in the universities and research institutions of some of QUT's near neighbours that can benefit from QUT's experience in bootstrapping from a very limited research base to world class capability in a short period of time.

Research translation and end user engagement

A number of university-wide, coordinated activities are outlined in the University Research and Innovation Strategy to incentivise, measure and reward transdisciplinary research, engagement with end users, and the use of technological capabilities. QUT will also be investing in underpinning capabilities in these areas, including capacity building, leadership development and training, coordinated approaches and supporting systems.

QUT has adopted the Australia Technology Network (ATN) Universities' Intellectual Property Policy Principles which aim to promote end-user engagement and commercialisation by end users wherever appropriate. QUT works closely with its technology transfer/commercialisation companies, qutbluebox and QUT Creative Enterprise Australia, to promote entrepreneurial activity among staff, students and alumni. QUT recently worked in partnership with the Queensland Government to secure an offering of the MIT Global Entrepreneurship Bootcamp in Brisbane in 2017.

Open access to research publications and data

The University's institutional repository, QUT ePrints (<http://eprints.qut.edu.au>) promotes QUT to a global audience by making research outputs more visible and more accessible online. In the January 2016 Webometrics World Ranking of Repositories, QUT was ranked first amongst Australian institutional repositories and 13th in the world. In the July 2016 rankings, QUT was ranked second amongst Australian institutional repositories and 14th in the world. The total number of records in the repository reached 65,643 in 2015. The QUT policy *F/1.3 QUT ePrints repository for research output* (http://www.mopp.qut.edu.au/F/F_01_03.jsp) requires the provision of an author's manuscript version of all peer reviewed papers (journal articles and published conference papers). The proportion of records with author's manuscript versions varies between faculties, with a range of 57% to 88%.

The QUT Library administers a service which offers QUT researchers financial support to cover the fees charged by some open access journals. This service is a 'safety net' for QUT-led research where no alternative source of funding is available to cover the costs and applications for support must meet the eligibility criteria.

Research Data Finder (RDF) is QUT's discovery service for research data created by QUT researchers. Since 2010, 222 records have been added to RDF with an increasing number of records being linked to open access datasets (71%). Some of the open access datasets are stored locally at QUT while others are stored externally on national infrastructure (Q-Cloud), general data repositories such as figshare or discipline-specific data repositories such as GenBank.

QUT's policy *D/2.8 Management of research data* (http://www.mopp.qut.edu.au/D/D_02_08.jsp) states that research data will be made available for access and re-use by other researchers subject to any contractual, ethical, privacy or confidentiality matters. Metadata will be made available to other researchers via open access repositories and where appropriate, research data may be made available under open access licences or by negotiated or controlled access.

TEACHING AND LEARNING

QUT's objectives and priorities for learning and teaching are articulated through the *QUT Real World Learning 2020 Vision*. QUT's vision is to enable QUT graduates to thrive in volatile environments over the long term, contribute productively as individuals and in teams and combine depth in professional knowledge with broad perspectives based on exposure to new ideas and different cultures. The QUT real world learning experience will reflect the physical and digital nature of the world in which we live and work, aligned with a learner experience that encompasses a comprehensive range of curricular and co-curricular activities. QUT's focus in 2017 will be on:

Course design and innovation

QUT is rolling out and continually refining new course design, accreditation and quality processes to realise the Real World Learning 2020 Vision and to ensure alignment with the revised Higher Education Standards being implemented from 1 January 2017. Work includes alignment of policies, new tools and resources, comprehensive professional learning programs and newly established positions to support course teams. Of particular note are strengthened approaches to blended learning, assuring learning outcomes against external reference points and greater scrutiny of course proposals through governance committees. These are expected to enable QUT to leverage anticipated investments in significant future-oriented course transformation. In 2017 QUT will continue to invest in curriculum and learning design including experimentation and expansion of blended, online, modularised, open platforms including Massive Open Online Courses (MOOCs) which leverage QUT's areas of expertise to a global market. QUT is also seeking to expand its graduate and professional education offerings. Technology will underpin the University's endeavours in creating these new and enhanced learning environments and QUT will be guided by the learning and teaching digital roadmap as it develops university-wide tools such as COMPASS: Connecting across Curriculum Learning Management Cycle. With its commitment to whole-of-course design, and guided by its Blended and Online Learning Framework, QUT will work towards all QUT units displaying the essential design features for blended learning. By 2020 all courses will incorporate an embedded blended or fully online course design consistent with course learning outcomes, discipline priorities and cohort needs; along with a systematic development of learners' digital literacies.

QUT is proud of its graduate employability track record and will continue to ensure that QUT graduates are in high demand. An important strategy will be increasing the number of Work Integrated Learning (WIL) placements and projects as QUT seeks to achieve the University's 2019 target of 90% of graduating students having experienced WIL units in their courses; the 2017 target is 75.8%. Alongside this QUT is introducing a number of online employability modules which will be made available to all students. The first launches in February 2017 through the FutureLearn MOOC platform. Titled 'Kickstart your career' it is aimed at school leavers and commencing students and is designed to help them build employability skills.

Capability building and recognition of staff

QUT recognises and values the expertise of its staff and will continue to invest in them through centrally developed programs. These programs will continue to be designed to build the capabilities required to transform academic programs and the teaching practice of all staff. A particular focus will be on early career academics, sessional staff and those involved in support for learning. These programs include the Graduate Certificate in Academic Practice, Sessional Academic Success Program, Sessional Academic Development Program, and the Real World Learning suite of workshops. All programs are informed by research and will continue to focus on the examination of work practices and emphasise the importance of collaborative team based approaches and continuous improvement of practice as professional educators and researchers. Another important focus for capability building will be on curriculum leadership and teams who will be further supported through the process of transformation with skills that allow them to fully embrace real world digital learning and its benefits to students. Through customised professional development activities, QUT will ensure that its real world approach is embedded into the student experience with authentic assessment and a clear framework for professional and academic integrity.

The QUT Academy of Learning and Teaching (QALT) and its leadership of partnership arrangements with the United Kingdom's Higher Education Academy (HEA) will continue to play an important role in building scholarship, strengthening further the quality of teaching and in the recognition of QUT staff. QUT now has more than 220 Fellows of the HEA; 12 of these are Principal Fellows (the highest category of fellowship) which places the University in the top five institutions worldwide. QUT has received accreditation for staff to claim recognition as fellows of the HEA through three streams of taught provision and through this and other pathways QUT expects to have more than 250 fellows by the end of 2017. In addition, QUT has been made an International Strategic Partner with the HEA which will enable the University to offer pathways to fellowship for non-QUT staff. A pilot will be conducted in Beijing, China in early 2017 for the Teaching Advantage: Global Program which will be offered at one of QUT's international partner institutions. QUT will build on its partnership with the HEA as the University works towards the introduction of a QUT Professional Standards Framework for Teaching and Supporting Real World Learning, aligned to the dimensions of the HEA's Professional Standards Framework.

Good teaching practice will continue to be recognised, fostered and embedded across faculties and institutional recognition and reward will be conferred via the David Gardiner QUT Teacher of the Year Awards and the Vice-Chancellor's Awards for Excellence and Performance Fund which recognise exceptional performance of teams and individuals.

Support for learning and increased focus on partnering with students

QUT will continue to foster the development of student success through the creation and implementation of the reimagined student success framework which includes a support for learning vision and framework to ensure that students receive timely, personalised support - "just enough, just in time, just for me". QUT's shared evaluation framework, including a strategy for evaluating and reporting student experience, across QUT's Support for Learning portfolios will better align programs and services with QUT's strategic priorities; improve the quality of support; and provide a coordinated, easily accessible, evidence-based reporting structure. QUT recognises the expertise of students in shaping learning environments and contributing to the future direction of the University. QUT's Student as Partner approach engages students and staff in active and equal partnerships. Through these partnerships, QUT will continue to re-imagine and re-design approaches to academic integrity, curriculum and assessment, and course transformation; and identify ways to better support student representatives on committees and create governance structures that truly capitalise on students' expertise and unique perspectives. Predictive analytics including data mining techniques, behavioural, demographic and enrolments characteristics will continue to be used to identify elements significant in

determining whether students are at risk of withdrawing from their course, so that additional assistance can be offered regarding their enrolments and in meeting their educational goals. Other strategies include developing students as leaders, strategies to encourage help-seeking behaviours, and the peer programs strategy which recognises the critical role peers play in promoting student engagement, academic success and professional development for students as participants and leaders.

RESEARCH AND RESEARCH TRAINING

Human capital is the most important contribution that universities make to the innovation system. QUT seeks to transform its research training programs to produce graduates who are agents of change, entrepreneurial and capable of participating more broadly in society.

In response to a commissioned review of its research activities in 2016, QUT identified the need to refresh its higher degree by research (HDR) programs, and in particular its Masters by Research offerings. As a consequence of a broad consultative process QUT will be introducing a centralised Master of Philosophy in semester two 2017 to replace previous faculty-based offerings. The award has been developed to respond to the University's vision by providing students with opportunities for close partnership with end users, research that crosses disciplinary boundaries, with deep technological capabilities, and coursework and placement options that will build graduates who can be entrepreneurial agents of change. The incorporation of shared milestones is intended to improve rates of successful and timely completion. This activity will be supported by targeted scholarship support.

QUT is also reviewing its student and supervisor research training offerings in light of the review and in response to feedback and recommendations provided by the Australian Council of Learned Academies (ACOLA) Review of Research Training. While QUT has a strong history of delivering transferable skills through its involvement in the ATN eGrad School Australia over the past 12 years, there is a commitment to ensure that this and QUT-based offerings reflect current best practice in the sector and identified areas of need.

Engagement across the University is supporting the review of current research training related business processes and consideration of new technological solutions to better support provision of high quality research training. This includes review of the current Research Management System and consideration of the development of a Research Training application.

QUT is considering options to enable HDR students to have international and industry experiences that will complement their research training aspirations and build their transferable skills and preparation for transition to the world of work. It is anticipated that there will be capacity to collect data to report internally and externally to articulate QUT's research training profile. This will involve taking a holistic approach that begins the student journey at point of recruitment and continues through to the potential contribution that graduates can make as part of the alumni in building a rich and vibrant research training community.

EQUITY

The University's strategies for equity groups in 2017 are a continuation of its existing strategies. Consistent with its *2015-2017 Access and Participation Plan*, QUT's strategies focus on the areas below. All numerical targets relating to equity strategies are from QUT Blueprint 5 (<https://www.qut.edu.au/about/strategic-ambitions/blueprint-for-the-future>).

Access

QUT aims to build the aspiration and interest of all equity groups towards tertiary study. QUT's target is to increase low socioeconomic status (SES) domestic undergraduate participation rates to 14.5% by 2019.

QUT's access strategy builds on existing collaborative partnerships with low-SES schools, TAFE Queensland (Brisbane), other Queensland universities (through the Queensland Widening Tertiary Participation Consortium), multiple Indigenous community organisations, the Pasifika community, The Smith Family, and the Country Education Foundation.

QUT is partnering with 34 low-SES schools (Years 6 - 12) in North Brisbane and Caboolture to provide widening participation (WP) programs (<https://www.qut.edu.au/about/equity/widening-participation>) as part of the Queensland Widening Participation Consortium arrangements, plus another 30 low-SES secondary schools. WP Programs include Explore Uni on-campus days/camps, in-school curriculum enhancement activities, career development services, teacher professional development, encouragement awards for Years 10 - 12, Australian Tertiary Admission Rank (ATAR) bonuses and guaranteed scholarships.

Longitudinal tracking of Year 12 students' university applications undertaken by the Queensland Widening Tertiary Participation Consortium demonstrate increased application rates from QUT target schools. Between 2010/2011 and 2013/2014, applications calculated as a proportion of Year 12 completers increased by 4.9%. This compares with 3.4% for all Queensland schools. More recent data shows further improvements.

QUT's access target and strategy also focus on low-SES adults returning to study. QUT's strategies include supporting adult learners (<http://www.bridgetostudy.com.au/>) in TAFE and Secondary College bridging pathway courses, providing career development services, bursaries, learning support, transition-in services, and ATAR bonuses and scholarships.

Participation

QUT aims to improve low-SES and Indigenous student retention through an inclusive curriculum, timely access to support, and building a sense of belonging. The University's targets include reducing commencing bachelor-degree attrition to 14.9% by 2019, and continued development/inclusion of Indigenous Knowledges within the curriculum.

QUT will continue to embed WP strategies and support equity and Indigenous groups through:

- Student Success Program activities (significant First Year Experience and Peer Programs);
- student support services including Academic Skills Support, Counselling and Welfare Disability Services, and the Equity Scholarships Scheme (<https://www.qut.edu.au/study/fees-and-scholarships/scholarships-and-prizes/equity-scholarships-scheme>);
- the Oodgeroo Unit provides dedicated support for Aboriginal and Torres Strait Islander students including Indigenous Scholarships, learning support and cultural support;
- Student Engagement Strategy (<http://www.studentsupport.qut.edu.au/services/forstaff/studentengagement.jsp>) aimed at improved retention; and
- continuing to focus on inclusive curriculum design including embedding Indigenous Knowledges.

Transition out

With respect to preparing and assisting graduates to find employment, QUT aims to develop a stronger focus on employment outcomes for equity students, especially students with a disability. QUT's target is for equity-cohort employment outcomes to be on a par with overall outcomes.

QUT's strategies to encourage equity cohort participation in employment-related capacity-building activities include: developing graduate capabilities in curriculum (e.g. capstone courses); accessing to Work Integrated Learning (financial support); career development services including career mentoring scheme; and leadership development programs including peer leader roles.

Aboriginal and Torres Strait Islander students

QUT's target is to increase the share of domestic undergraduate students who are Aboriginal and Torres Strait Islander people to 2.0% by 2019. The University's activities towards this target include school visits, community engagement,

Centralised Assessment and Selection Program (CASP), Pre-Orientation Program, and Indigenous Scholarships. Complementary WP activities include Murri pathways, career development (dedicated Indigenous Career Counsellor), Indigenous school staff professional development, and ensuring all WP programs are Indigenous-inclusive.

The Keystones of Success: Supporting our Future Leaders program will continue to be delivered by the Oodgeroo Unit in partnership with key QUT, community and industry stakeholders. The program will focus on supporting current Aboriginal and Torres Strait Islander students at QUT through activities to achieve academic success through to graduation and transition to employment or continuing to postgraduate studies by:

- continuing the QUT specialised academic extension program centred on tutorial assistance;
- providing a group work academic skills program; and
- establishing one-to-one individual academic advising and faculty liaison support.

The University will continue its coordination of activities to help ensure retention of the University's Aboriginal and Torres Strait Islander students with a holistic framework for both recruitment and student support strategies which focuses on the entire Student Success and Retention of Aboriginal and Torres Strait Islander students which begins with the CASP in November of each year.

First year commencing Aboriginal and Torres Strait Islander students who enter QUT via Queensland Tertiary Admissions Centre application or via the Oodgeroo Unit's CASP are guaranteed at the minimum a \$1500 bursary to assist with the costs of commencing study in addition to being eligible to apply for additional bursaries and scholarships through targeted applications processes (e.g. mail-outs, emails and one-to-one discussions with enrolling students). At both selection process and during Orientation week QUT aims to provide all commencing Aboriginal and Torres Strait Islander students with access to some level of financial support when commencing at QUT. Scholarships continue to support students in need with evidenced impact to the retention of students. In 2015, the retention rate by equity target group and scholarship holders was 86.59% across all QUT students; 88.61% for all scholarship holders; and 87.75% for all Indigenous student scholarship holders.

SIGNED for and on behalf of

In the presence of:

THE COMMONWEALTH OF AUSTRALIA

by

Don ENGLISH
Full name (please print)

Sarah Naughton
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GROUP MANAGER
Position

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

[Signature]
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S. Naughton
Signature

22/12/17
Date

SIGNED for and on behalf of

In the presence of:

UNIVERSITY

PROFESSOR PETER LOADRACE
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