



Australian Government

Department of Education, Employment and Workplace Relations

Department of Innovation, Industry, Science and Research

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# Interim Agreement for Mission-Based Compacts

Between:

- Griffith University
- The Australian Government

For the period:

1 January 2010 - 31 December 2010

# SECTION ONE

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## Preamble

### Compacts

In 2010, the Australian Government and Griffith University will agree a mission-based compact commencing in 2011. Compacts will be agreements between universities and the Australian Government detailing public funding commitments and reciprocal institutional commitments. They will support universities to pursue their distinctive missions and to contribute to the Australian Government's aspirations for the higher education sector as whole.

This 2009 Interim Agreement is a transitional arrangement, pending finalisation of the first compact in 2010.

Compacts and Interim Agreements will be based on mutual respect, trust and shared goals to improve students' educational experiences and outcomes and to build research capacity and international competitiveness. As noted by the Prime Minister, compacts herald a new era for the operation and funding of Australian higher education. They will play a key role in implementing the Australian Government's reforms and in ensuring improved outcomes from increased Australian Government investment in higher education. Compacts will be underpinned by information and data provided through the Interim Agreement discussions and by other means in order to support the programs and priorities of the Department of Education, Employment and Workplace Relations and the Department of Innovation, Industry, Science and Research.

The Department of Education, Employment and Workplace Relations and the Department of Innovation, Industry, Science and Research will also look to discuss underpinning activities which might inform mission-based compacts, including those supported through the Education Investment Fund and other programs. This will enable a comprehensive analysis of the University's activities in order to drive a reformed university system that promotes excellence, sustainability, transparency, performance, collaboration, international engagement and innovation.

Compacts will facilitate:

- a focus on excellence within the mission of each university irrespective of its distinctive strategic direction;
- transparency in decision making with respect to compact agreements and provision of public funding being open to external scrutiny, and based on a fair application of consistent rules;
- accountability for outcomes, with universities and the Australian Government sharing responsibility to report publicly on performance against clear and measurable goals; and
- a strengthened funding and accountability framework, supported by appropriate and reasonable reporting requirements.

The Australian Government's ambitions for higher education and innovation

The Australian Government's vision for the higher education sector is set out in *Transforming Australia's Higher Education System*. Higher education is central to achieving the key objectives for the nation's future, including:

- **A stronger Australia** – boosting Australia's share of high skilled jobs and productivity growth will require a highly skilled workforce that can rapidly adapt to meet future challenges; and
- **A fairer Australia** – all Australians will benefit from widespread equitable access to a diverse tertiary education sector that allows each individual to develop and reach their potential. Society as a whole will benefit from the widespread application of cutting-edge research.

In supporting these objectives, the Australian Government's ambitions for higher education include:

- producing graduates with the knowledge, skills and understandings for full participation in society and the economy;
- providing opportunities for people from all backgrounds to participate to their full potential and be supported to do so;
- providing students with a stimulating and rewarding higher education experience;
- playing a pivotal role in the national research and innovation system through generation and dissemination of new knowledge and through the education, training and development of world class researchers across a wide range of intellectual disciplines;
- being amongst the leading OECD countries in terms of participation and performance.

The higher education system also plays a crucial role in supporting innovation. The Australian Government's policy statement, *Powering Ideas - An Innovation Agenda for the 21st Century* outlines its aspirations for innovation over the next decade which include:

- progressively increasing the number of research groups performing at world-class levels, as measured by international performance benchmarks;
- progressively addressing the gap in funding for indirect costs related to Australian competitive grants;
- promoting collaboration by encouraging universities to organise themselves into hubs and spokes and to pursue opportunities to undertake industry-driven research more vigorously;
- helping smaller and regional universities develop their research capacity by teaming up with other institutions; and
- significantly increasing the number of students completing higher degrees by research over the next decade.

### Principles

The principles under which Australian Government funding for higher education is provided are:

- opportunity for all, especially for those students from groups under-represented in higher education;
- access to university based on merit;
- world-class teaching and learning that advances the international standing of Australian education;

- world class research and research training that advances knowledge, critical thinking and Australia's international standing;
- responsiveness to the economic and social needs of the community, region, state, nation and the international community;
- a sustainable higher-education sector; and
- academic freedom and institutional autonomy.

Australian Government support for higher education

The Australian Government announced a 10-year reform agenda for higher education and research in *Transforming Australia's Higher Education System*. An outline of the new initiatives announced as part of that package is included at Attachment A.

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# University mission

Griffith University's mission specified in its Act is 'to provide facilities for study and research generally, and in particular, for people in the cities of Brisbane, Gold Coast and Logan'. In particular, Griffith's mission specified in its *Strategic plan 2009-2013* is to pursue:

- innovation,
- bringing disciplines together,
- internationalisation,
- equity and social inclusion, and
- lifelong learning

for the enrichment of Queensland, Australia and the international community.

In 2008 Griffith University, recognising the new government's policies on higher education, reviewed and sharpened its strategic vision and priorities. Griffith's approach reflects its distinctive orientation and the different missions of its five campuses from South Bank in Brisbane to its biggest campus on the Gold Coast. The university is responding to the educational needs of the fastest growing region in Australia by aspiring to be a university of 40,000 students by 2013, with the potential for further growth by 2020, thereby making a significant contribution to the government's higher education goals.

The university's *Strategic Plan* responds to the government's research policy by focussing on areas of distinctive capability, with excellence and quality as the main drivers of research investment. Griffith is developing a highly distinctive research profile which is unlike any other university in Australia. This distinctive profile is being shaped by eight areas of strategic investment which will be benchmarked globally to position themselves to attract leading research talent. The university's considerable investment in research will enable several of these areas to develop world-leading research capability within the term of the university's strategic plan.

Griffith seeks to be recognised as:

- one of the great universities of Australia and the Asia-Pacific region;
- innovative and engaged, intensely local and deeply international in orientation;
- a major contributor to our local, national and international communities; and
- a model of the modern, public university of the future – socially responsible and transformative.

What the University is doing at present

## *Current contribution*

Griffith University currently educates 27,000 equivalent full time students in the corridor from south Brisbane to the Gold Coast and conducts research of national relevance and international standing. Since 2004 Griffith has grown its domestic student load by almost 4,000 EFTSL (one of the biggest increases in Australia). The university has invested

heavily to create a comprehensive campus serving the Gold Coast, Australia's fastest expanding region. Griffith has added the professions of medicine, dentistry and architecture to, and grown its enrolments in, the broad range of professional programs in high workforce demand and it has invested in substantial research infrastructure across its campuses.

Within its overall mission each of Griffith's five campuses has a distinct local mission, being engaged with and contributing distinctively to its own region.

#### *Particular strengths and distinctive characteristics*

Griffith's particular strengths in research and scholarship lie in: creative arts (music, visual arts, film) at its South Bank campus; social interventions (criminology, education, psychology) at its Mt Gravatt campus; Asian studies and business, the emerging bio-sciences, the environment, public policy, quantum physics and urban planning at its Nathan campus; and biomedical and health research, the environment and sustainable tourism at its Gold Coast campus.

Griffith is ideally placed to capitalise on the main development this century, the shift of economic power to the Asia Pacific region. Griffith is located in the heart of a major long term migration to south east Queensland. It has strengths and specialisations in issues that are critical to the world this century: Asian politics, security and development; water; climate change adaption; health and chronic disease; and drug discovery and infectious diseases.

Each of Griffith's five campuses has its own strengths and distinctive features.

**Gold Coast campus:** Griffith University's Gold Coast campus is located in the heart of the Gold Coast on the route of the future Gold Coast light rail, adjacent to the Gold Coast university hospital site and six kilometres from the major business and tourist centre of Southport. The campus was established in 1990. Over the last five years the university has invested heavily in the campus. It has grown rapidly to nearly 13,000 equivalent full time students in 2009 (15,000 students) - Griffith University's biggest campus.

Griffith aims to continue developing its Gold Coast campus as a comprehensive teaching and research-intensive campus – as befitting a major city, the sixth biggest in Australia. The Queensland Government has located a \$1.7 billion teaching hospital with the campus, providing the opportunity to develop further Griffith's rapidly expanding teaching and research in health, with a particular focus on innovations in health care and drug discovery. The campus leverages its location in one of Australia's world class tourist destinations with significant strengths in sustainable tourism research and environmental issues. The Gold Coast campus forms the core of a broader knowledge precinct that will include a major university teaching hospital, clinics, professional suites, and research and commercial facilities.

Notwithstanding the major recent expansion of the Gold Coast campus, the region's higher education participation rate remains well below the national average. The demand for university places on the Gold Coast is likely to continue to increase faster than the rest of Australia. The Australian Bureau of Statistics (2003) projects that Queensland's population in the university participation age groups will increase by about double the national rate to 2011 and thereafter, when the national population falls,

Queensland's population will continue to increase, although at a somewhat lower rate. Much of this growth will be in the Gold Coast, the fastest growing region in Australia.

Between 2004 and 2009 Griffith has invested \$220 million to expand the Gold Coast campus to cater for the region's fast growing population. The state government has invested \$43.5 million to establish an upper secondary smart state academy. A further \$200 million is already identified in future planned capital works. Griffith will need substantial additional investment to develop the infrastructure and resources to provide for its future growth.

**Logan campus:** Griffith University's Logan campus is located in Logan City which is 25 kilometres south of Brisbane's central business district and strategically well-placed midway between Brisbane and the Gold Coast. The Logan campus admitted its first students in 1998 and now has 1,700 equivalent full time students. Logan is Griffith's dedicated community campus committed to community engagement, educational innovation and the promotion of social inclusion in higher education.

Logan City is an underserved outer metropolitan region with relatively low secondary school achievement and post-compulsory educational attainment. Only 7.5% of Logan residents have bachelor or higher qualifications compared with 17.1% for Brisbane. Griffith University's Logan campus offers programs in arts, business, education, human services, information technology, nursing and social work. It is on a spacious site about one kilometre from the Loganlea campus of Metropolitan South Institute of Tafe, with which the university has very strong links and articulation arrangements. Some of these programs involve joint teaching and sharing facilities.

The Logan campus presents some specific challenges for Griffith. With only 1,700 equivalent full time students the campus does not have the scale to offer students a vibrant campus life nor to provide a comprehensive range of business services. Griffith is exploring options for integration with the Metropolitan South Institute of Tafe's Loganlea campus to provide seamless vocational and higher education pathways in the Logan region and to achieve economies of scale in physical facilities, staffing, and administration and support services.

**Mt Gravatt campus:** Griffith University's Mt Gravatt campus is located six kilometres south of Brisbane's central business district adjacent to Toohey Forest and the university's Nathan campus. The campus was established in 1969 as Mt Gravatt Teachers' College and now has 3,200 equivalent full time students in criminology and psychology as well as education. The Mt Gravatt campus focuses on prevention and intervention in critical social issues and is the base for Griffith's concentration in criminology with a focus on prevention. It is home to the ARC Centre of Excellence in Policing and Security, the Australian Institute for Suicide Research and Prevention, the Griffith Institute for Educational Research and the Key Centre for Ethics, Law, Justice and Governance.

The Mt Gravatt campus will deepen its focus on social intervention and responsibility in teaching and research in criminology, education and psychology, and will seek to strengthen its postgraduate coursework and research programs.

**Nathan campus:** The Nathan campus is located seven kilometres south of Brisbane's central business district adjacent to Toohey Forest and the university's Mt Gravatt campus. It is close to the QE11 Hospital, the Queensland Sport and Athletics Centre and

the Coopers Plains food science precinct. The campus admitted its first students in 1975 and now has 9,000 equivalent full time students. The Nathan campus reflects Griffith's historical multi-disciplinary strengths in Asian studies, the environment, corporate sustainability, climate change adaptation and the emerging bio-sciences. It is the base for the university's concentration in Asian politics, trade and development. Significant opportunity exists on the Nathan campus for the university to develop a major aggregation of interdisciplinary research around the theme of sustainable futures by engaging its researchers from areas including sustainable urban design and transport, corporate sustainability, international development, management of urban ecosystems, water, climate change adaptation, public policy and social inclusion. The sustainability agenda is being focussed around the development of an innovative solar-hydrogen powered building (the Sir Samuel Griffith Centre) currently under consideration through the education investment fund (EIF) process. The Centre is a keystone component of redevelopment of the Nathan campus.

The university has embarked on a major precinct planning project undertaken by Cox Rayner with a view to creating a knowledge corridor or precinct linking its Mt Gravatt and Nathan campuses, and the nearby QE2 Hospital, CSIRO and the food for life and forensic precinct. Cox- Rayner has also completed a master plan for the reinvigoration of the Nathan campus – to which over \$20 million has been committed. This knowledge precinct will be created from a partnership with state and local governments, the education community, the private sector and the general public.

**South Bank campus:** The South Bank campus is embedded within Brisbane's major arts and cultural precinct which includes the Queensland Art Gallery, Gallery of Modern Art, State Library of Queensland, Queensland Performing Arts Centre and Queensland Museum. The campus was built between 1995 and 2004 to enable the relocation of the two oldest parts of the university, the Queensland College of Art (founded in 1881) and the Queensland Conservatorium (founded in 1957) in Queensland's cultural precinct. The campus also includes a graduate centre and the largest dedicated film school in Australia, which is housed in the heritage-listed former South Brisbane library building. The campus has 2,200 EFTSL.

South Bank will remain a niche campus for Griffith, maintaining its excellence in the creative and performing arts and its close integration with the South Banks arts and cultural precinct. It will develop through its graduate centre postgraduate programs taught intensively and those that benefit from the centre's proximity to the central business district.

#### *Addressing the Australian Government's ambitions*

Griffith addresses the Australian Government's ambitions for higher education by growing strongly to meet the government's participation and qualifications targets, serving currently under-served regions, and by conducting international-quality research related to Australia's national priorities. Griffith increased its Commonwealth supported load by almost 4,000 EFTSL from 2004 to 2009, one of the largest increases of all universities. Griffith serves the currently under-served regions of Logan and the Gold Coast. Only 7.5% of Logan residents and 9% of Gold Coast residents have bachelor or higher qualifications compared to 17% for Brisbane. Griffith's proportion of students from high socio economic status backgrounds is 15%, significantly below the sector average of 34%.

In its pursuit of equity and social inclusion goals, Griffith has developed an excellent track record in the recruitment, retention and success of students from Indigenous and low SES backgrounds, and for those with a disability. The university's Indigenous participation, retention and success rates are strong and in 2008 were stronger than both the State and the sector averages. In 2008 Griffith had an Indigenous students access rate of 2.3% and almost a quarter of the state's graduating Indigenous students. Similarly, in 2008 the participation ratio of low SES students (under 25 years) which compares the proportion of students from low SES backgrounds with that of high SES students is very high at Griffith (0.89) compared with the averages for the state (0.71) and the sector (0.41). These figures have remained consistently strong over the last five years. Given its track record and location, particularly its campus serving the Logan region, Griffith is ideally placed to contribute to the Government's social inclusion policy.

Griffith is responding to the country's needs for health professionals through its rapid growth of a comprehensive suite of health programs. It has 5,000 students contributing to the health workforce of tomorrow.

Griffith's research contributes to the national research priority of an *environmentally sustainable Australia* through National Climate Change Adaptation Research Facility, the Australian Rivers Institute (which comprises more than 120 scientists and research students, making it the biggest concentration of university-based water researchers in Australia) and its Queensland Smart Water Research Facility, and the planned Sir Samuel Griffith Centre. Griffith supports the national research priority *to promote and maintain good health* through the Griffith Institute for Health and Medical Research and the Australian Institute for Suicide Research and Prevention, with a focus on innovations in the delivery of health care, and early intervention and prevention of chronic diseases.

Griffith's contributions to the national research priority of *frontier technologies and transforming Australian industries* occur through its Eskitis and Glycomics institutes which lead international research in the new science of natural product and carbohydrates-based drug discovery (these activities also support national health priorities), and the Queensland Micro- and Nanotechnology Centre through advanced materials science. Griffith is strongly involved in the priority of *safeguarding Australia* through its Asian Politics, Security and Development research program and its Australian Research Council Centre of Excellence in Policing and Security.

What the University aspires to be

To give effect to Griffith's mission, the core elements of the university's strategy are to further deepen and project its areas of excellence in research and learning, and to focus its campuses to ensure that each is distinctive and serves the needs of its communities. Griffith has aligned its strategic planning, capital and recurrent expenditure with this vision.

Griffith has two key strategic foci over the next four years:

- 1 to develop its network of five campuses from south of the Brisbane River to the Gold Coast, each with its distinctive character and range of teaching and research specialisations;
- 2 to focus its research by a tiered concentration of investments from a base of research staff, through research centres, to achieve distinct areas of international excellence in eight areas of strategic investment:

- water science;
- drug discovery and infectious diseases;
- Asian politics, security and development;
- climate change adaptation;
- criminology and crime prevention;
- music, the arts and the Asia Pacific;
- sustainable tourism; and
- health and chronic diseases.

The areas were chosen on the strength of performance data that demonstrated that Griffith already had considerable strength in that area, in which a major regional or national priority was being served, in which Griffith's expertise or approach is distinctive nationally, and in which Griffith has a realistic potential of being within the top three in Australia and within the top 20 in the world within a decade.

Griffith aspires to be a leading research-intensive university in Australia and in the Asia-Pacific region with several world-class areas of research excellence. The university has a core foundation of academic groups, schools and departments that foster a comprehensive range of research. Thirty-eight research centres and institutes provide a robust framework for focussed research, while the university's commitment to its areas of strategic investment underpins its aspirations for world-leading research.

The University's plans for supporting its aspirations

#### *Campuses*

University Council has endorsed the strategic direction of each of the campuses, and the academic, research and capital management plans are aligned with the campus strategies.

#### *Research excellence*

The university has four key research objectives for the period 2009–2013, to:

- build world-class research strength through its selected areas of strategic investment;
- demonstrate research of international standing and excellence in all its disciplines;
- develop a culture of research quality and performance that is well supported by infrastructure (physical and electronic) and resources (financial and human); and
- maintain Griffith's core commitments as a university to innovation, bringing disciplines together, and undertaking socially relevant research which provides demonstrable community benefit.

Griffith is investing \$40 million over five years in its areas of strategic investment. Each area will benchmark itself against a leading institution in a relevant field and report on performance annually.

The university will invest a further \$27.5 million in its research centres over the five year

period 2009-2013 to ensure that excellence is maintained across all broad disciplines. Development of a culture of research quality and performance will be supported by the capital management plan and \$34 million from the vice chancellor's strategic development fund to support the recruitment of leading researchers. All researchers at Griffith will continue to be provided with a research environment that best accommodates their individual research needs. More than 70% of academic staff are affiliated with 38 research centres and institutes and/or the eight areas of strategic investment. The needs of the other 30% are met through academic group and school structures.

The university has submitted a proposal for round 3 of the EIF for a Sir Samuel Griffith centre, an innovative teaching and research building at Griffith's Nathan campus that would be rated 6 green stars. The centre would cap Griffith's 35 year history in leading environmental sciences (5,600 graduates to date) which integrated business, engineering and environmental science disciplines in teaching and research in sustainability.

### *Academic plan 3: learning and teaching*

In learning and teaching Griffith aims to offer its students a high-quality learning experience to equip them to be the global citizens of the future, to challenge orthodoxies and create new solutions to shape the global community positively. The university aims to do this by providing curriculum that engages with global issues and perspectives and by providing opportunities to integrate learning with work or engagement with our communities. Griffith supports staff to provide an excellent learning environment for its students and rewards and celebrates its excellent teachers.

Griffith has a very clear academic plan, with specific goals to enhance its learning and teaching quality and to improve its student retention and graduate outcomes. Academic Plan 3 and succeeding @griffith guide the strategies that are being implemented to enhance outcomes in these areas. Underpinning these programs is a cycle of planning, implementation, review, and improvement for quality enhancement which operates at the levels of university, group, school, program, course, and individual staff member. The academic plan also specifies targets for embedding work integrated learning experiences and internationalised content within the curriculum. In addition, it drives the use of blended learning to increase the use of information technology in teaching and course delivery.

A subcomponent of Griffith's academic plan is its internationalisation strategy. This includes several elements; (a) to ensure recruitment of high quality international students, to maintain the current proportion of 25%, from a diverse range of countries, studying within a broad range of academic areas; (b) to provide excellent support to international students during their Griffith experience, particularly in English language skills, (c) to enhance the transcultural skills of Griffith staff and students, (d) internationalise the curriculum to prepare graduates to be global citizens, including (e) to provide all students with the opportunity to have an international experience during their studies.

### *Monitoring progress and measuring success*

Griffith will assess its research strategy by conducting a substantial review of each area of strategic investment after four years. The reviews will involve national and international referees in each area's field. The university's investment in areas of

strategic investment has been too recent to affect Excellence in Research for Australia assessments, which in any case will be analysed and reported nationally by discipline which will not support national comparisons by the multi disciplinary and problem based fields of Griffith's areas of strategic investment. The university will continue, adapt or reconstitute each area in the light of its substantial review.

Griffith will monitor its expansion of its Gold Coast campus with standard measures of regional participation rates, shares of student preferences, cut off scores, student load, student:staff ratios, student:space ratios and its financial gearing. The integration of vocational and higher education at Logan depends on discussions with the Queensland Government.

The university has set specific targets at university, group and school levels for learning and teaching outcomes and social participation that are monitored annually and which feed into its budget and strategic/operational planning cycle. There are budget incentives for academic units to meet their strategic key performance indicators.

#### *Infrastructure development*

Over the past decade Griffith University has grown rapidly, investing significantly in research and teaching facilities across its five campuses. It has undertaken detailed capital planning to support its developing research and teaching programs. Over \$566 million has been expended with \$111 million received from external sources (\$33 million from Capital Development pool and \$35 million in recent Commonwealth capital funding). The rest has been funded from internal and external borrowings. Unlike other universities, Griffith received minimal capital funding to supports its new medical and dental schools, or the rapid expansion of domestic places on its campuses in areas of low provision. Griffith is currently planning its capital development for period 2010 to 2012. The university will be cautious in further borrowings – rapid development of the campuses for increased student load in areas of low provision will require support with capital from the Government through EIF, HHF and other processes.

See Griffith University's University's Strategic Plan and Associated Documents for elaboration. <http://www.griffith.edu.au/about-griffith/plans-publications>

## SECTION TWO

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### Teaching and Learning

The Commonwealth Grant Scheme funding agreement of December 2009 will remain in effect throughout the period of this Interim Agreement. Where eligible, other funding for 2010 will be delivered through a range of new and existing Australian Government teaching and learning programs.

The University and the Department of Education, Employment and Workplace Relations agree to work co-operatively to enable the Department to:

- finalise the framework for mission-based compacts during 2010; and
- develop a framework for performance funding, including appropriate teaching and learning performance indicators, which will be used to set targets for performance funding in the 2011 compact.

No funding is contingent on the teaching and learning component of this Interim Agreement.

# SECTION THREE

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## Research and Research Training

Funding under the Higher Education Support Act 2003

In 2010, the Department of Innovation, Industry, Science and Research (Department of Innovation) will provide the University with funding from a suite of research block grant programs including the Research Training Scheme (RTS), Australian Postgraduate Awards (APA), International Postgraduate Research Scholarships (IPRS), Research Infrastructure Block Grants (RIBG) and Joint Research Engagement (JRE). These grants form the basis of this agreement. The Department of Innovation will also look to discuss how research collaboration, participation, engagement and excellence, supported by a broader range of the portfolio's programs, might inform mission-based compacts – see Attachment B.

The University and the Department of Innovation agree to work co-operatively to enable the Department to:

- finalise the framework for mission-based compacts during 2010; and
- develop performance indicators and targets to be used within the 2011 compact.

As part of this agreement, the Department may identify priority areas of research which align with the University's strengths and mission.

Sustainable Research Excellence in Australia (SRE)

The Department of Innovation has established the Sustainable Research Excellence in Universities (SRE) program, which supports excellence and contributes to a more sustainable University research sector, by ensuring that adequate funding is available to allow competitive grants for research to be effectively utilised.

The program will have three funding components:

- a Base component whereby 20 per cent of the funding provided will be allocated on the basis of the existing Research Infrastructure Block Grants (RIBG) formula, i.e. on the basis of the relative success of the institutions in attracting competitive research funds as calculated from schemes in the Australia Competitive Grants Register;
- A Threshold One funding component whereby up to 13 per cent of available SRE funding in any one year will be available to those universities participating in Transparent Costing and the Excellence in Research for Australia (ERA) initiative; and
- A Threshold Two component whereby 67 per cent of available SRE funding in any one year will be available for those universities participating in Transparent Costing and ERA and who meet specified performance targets.

The University acknowledges that its participation in SRE will be governed by this agreement and by processes administered by the Department of Innovation as part of this agreement. The University acknowledges that participation in both Transparent Costing and ERA is a prerequisite for receipt of funding under the Threshold 1 and Threshold 2 elements of SRE.

The University commits in this Agreement to working cooperatively with the Department of Innovation to finalise its Transparent Costing and ERA participation status based on the SRE framework set out in the SRE Guidance Paper, Transparent Costing Specification, SRE Conditions of Grant and any other related documents or processes published by DIISR.

## Collaborative Research Networks program

The Collaborative Research Networks (CRN) program will assist smaller and regional universities to adapt to a research system driven more strongly by performance outcomes. From 1 July 2010 regional and smaller universities will be invited to make submissions which support areas of national importance. Funding will be made available to successful universities from 1 January 2011. CRN funding and the research activity it will support are therefore outside the scope of this Interim Agreement, but will be addressed in the compacts to be negotiated with universities in 2010.

The University agrees to work with the Department of Innovation on developing the framework for the CRN program.

# Interim Agreement

This interim agreement covers the period from 1 January 2010 to 31 December 2010. It may be amended, if agreed in writing by all the parties

Signed on behalf of **Griffith University**



Signature

Professor Ian O'Connor  
Vice Chancellor and President

Name and position

Signed on behalf of the **Department of Education, Employment and Workplace Relations**

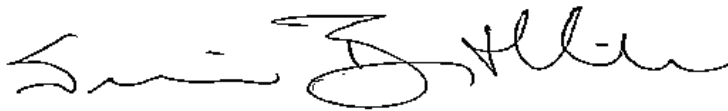


Signature

Fiona Buffinton  
Group Manager,  
Higher Education Group

Name and position

Signed on behalf of the **Department of Innovation, Industry, Science and Research**



Signature

**Jessie Borthwick**  
**Head of Division**  
**Research Division**

Name and position

## Summary of budget initiatives

Initiative	Description	Funding 2009-10 to 2012-13 \$m
<p>Funding to support the low SES participation targets</p> <ul style="list-style-type: none"> <li>▪ Partnerships</li> <li>▪ Student loading</li> </ul>	<p>In 2010 funding to support the low SES participation targets will be about 2 per cent of teaching and learning grants, and will increase to about 3 per cent in 2011. By 2012, equity funding will be broadly in line with the recommendation of the Bradley Review to increase it to 4 per cent of teaching and learning grants.</p> <ul style="list-style-type: none"> <li>▪ Partnerships activities</li> <li>▪ Student loading</li> </ul> <p>The funding will support the government's ambition to increase higher education enrolments of students from a low socio economic background to 20 per cent by 2020. This includes \$394 million new funds, plus existing Equity Support Program funding.</p>	<p>108 325</p>
<p>Demand driven entitlement system for domestic higher education students</p>	<p>Public funding will be provided for each undergraduate student eligible for a university place. Universities will continue to set their own entry standards, including entry requirements such as pre-requisite subjects, and make strategic decisions about course provision and their ultimate size.</p>	<p>491</p>
<p>Higher Education Loan Program (HELP) repayment reduction for education and nursing</p>	<p>Repayments for the Higher Education Loan Program (HELP) for eligible education and nursing graduates will be reduced if they work in a teaching or nursing profession. This proposal is aimed at addressing the skills shortages in both professions.</p>	<p>83</p>
<p>Increase in the maximum annual student contribution amount for education and nursing</p>	<p>The maximum annual student contribution amount for education and nursing will be increased, providing a direct increase in revenue to institutions offering these vital courses.</p>	<p>33</p>
<p>Indexation</p>	<p>Revised indexation for higher education funding will be introduced from 2012, with transitional arrangements for teaching and learning in 2011. The increase in indexation will provide funding security and certainty for institutions to support improved student-to-staff ratios and greater student engagement.</p>	<p>578</p>
<p>Sustainable Research Excellence in Universities</p>	<p>Increase in funding for the indirect costs of research, currently funded through the Research Infrastructure Block Grants (RIBGs). This will ensure resources are allocated rationally and used efficiently.</p>	<p>512</p>
<p>Joint Research Engagement</p>	<p>Replaces the Institutional Grants Scheme to encourage and support engagement with the end users of research.</p>	<p>-</p>
<p>Collaborative Research Networks</p>	<p>Networks to encourage institutions, particularly those in regional Australia, to form partnerships with universities with already established research strengths,</p>	<p>52</p>

	relevant to their mission and profile.	
Excellence in Research for Australia (ERA)	Funding will be provided for establishment of a framework for Excellence in Research for Australia (ERA).	36
Education Investment Fund	Australia's tertiary education and research sectors will benefit from a capital injection from the Education Investment Fund (EIF).	2,985
National body for regulation and quality assurance	The national agency will be established from 2010 to underpin a robust quality assurance framework for Australian higher education, and to drive improved standards of teaching and learning for students.	57
Performance funding	From 2012, new performance funding will reward institutions that meet agreed targets in key areas such as improving the quality of teaching and learning and the outcomes for students from low socio economic backgrounds.	206
New arrangements for student income support	Provides comprehensive changes to the student income support system to remove the financial barriers to the participation of students from low socio economic backgrounds and Indigenous students. This supports the Government's ambition to increase higher education enrolments of students from a low socio economic background to 20 per cent by 2020.	-
Postgraduate Research Student Support	Raises the stipend in the Australian Postgraduate Award to \$22,500 from 2010.	52
Removal of the OS-HELP loan fee	The loan fee on OS-HELP Loans will be removed in 2010. This will encourage Australian students to study overseas during their higher education courses, enhancing their student experience and learning outcomes.	17
Structural Adjustment Fund	Funding will be provided to support significant structural change across the sector, which could include the creation of new models of higher education institutions and collaborations between higher education and vocational education and training providers.  Total funding of \$400m includes \$64 million from the existing Diversity and Structural Adjustment Fund, and \$200 million for the capital components of structural adjustment to be funded from the EIF.	402
<b>Savings measures</b>		
Learning and Teaching Performance Fund	This program will be discontinued. Performance funding will provide incentives for institutions to improve learning and teaching quality.	-324
Workplace Productivity Program	This program will be discontinued.	-78

PACKAGE ELEMENTS	2010	2011	2012	2013	2014 and beyond
	Transition period		New student centred funding system		
Student entitlement funding	Transition to student centred funding model		Student centred funding model		
Increased indexation		Conditional funding (equivalent to improved indexation on T&L grants)	Increased indexation of teaching and learning and research HESA grants		
Performance funding			New performance funding of 2.5% of current teaching and learning grants		
Quality and regulatory framework	Tertiary Education Quality and Standards Agency				
Funding to support low SES participation	2% of T&L funding in 2010	3% of T&L funding in 2011	4% T&L funding from 2012 onwards		
Student income support	Improved targeting of income support New student scholarships Australian Postgraduate Awards stipend increase				
	Independence age reduced to 24 years	Independence age reduced to 23 years	Independence age reduced to 22 years		
		Personal Income Threshold increased to \$400 per fortnight	Income support for all Masters by Coursework programs		
Structural adjustment funding	Structural Adjustment Funding				
Higher Education Loan Program	Higher Education Loan Program reforms: Reduction in HELP repayments for nursing and teaching; increase to student contribution for nursing and teaching; removal of OS-HELP loan fee				
Education Investment Fund	Rounds 1, 2 & 3 and Sustainability Round				
Research initiatives	Sustainable Research Excellence (incremental increase to 2013)				
	Joint Research Engagement				
		Collaborative Research Networks			

## Enhanced Research Funding System

