



Australian Government

Department of Education, Employment and Workplace Relations

Department of Innovation, Industry, Science and Research

Interim Agreement for Mission-Based Compacts

Between:

- James Cook University
- The Australian Government

For the period:

1 January 2010 - 31 December 2010



SECTION ONE

Preamble

Compacts

In 2010, the Australian Government and James Cook 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.

University mission

What the University is doing at present

James Cook University was established to pursue and encourage study and research, especially in subjects of importance to the people of the tropics. James Cook University is Queensland's second oldest university and through its research, graduates and industry links, is a major driver of economic growth and social change in northern Queensland. Born of the traditional university model, and stewarded by the University of Queensland in the 1960s, James Cook University has evolved into a contemporary and dynamic institution.

Its activities have a strong focus in regional Queensland but its impact and reach are international, an outcome recognised in the respected Shanghai Jiao Tong University ranking which in 2009 placed James Cook University in the top 500 research universities in the world.

Since its establishment in 1970 following vigorous advocacy from local communities, James Cook University has expanded into a multi-campus institution. Its largest campuses are in Townsville and Cairns, its footprint now extends beyond northern Queensland to include our Singapore campus which combines research and teaching and demonstrates our commitment to an important ASEAN state and to our goal of internationalisation, particularly in the tropics. James Cook University also has a campus operated by Russo Higher Education in Queensland's capital city of Brisbane.

Our Academic culture

Our goal is to position JCU as a leader in teaching and research addressing the critical challenges facing the tropics, world-wide. A defining feature of JCU is its tropical location and excellence in disciplines of particular relevance to the tropics. As a comprehensive university in the tropics, JCU is well placed to foster cross-disciplinary collaboration to meet these challenges. To this end, JCU is committed to providing shape and direction to our teaching and research by alignment to four major themes:

- *Tropical Ecosystems, Conservation and Climate Change*
- *Industries and Economies in the Tropics*
- *Peoples and Societies in the Tropics*
- *Tropical Health, Medicine and Biosecurity*

Our teaching is high-quality, innovative and engaging to students. Our approach is characterised by personal relations with students and we provide alternate modes of delivery responsive to their needs, in a contemporary learning environment, ensuring contact with teachers and other students. Over the next five years we will:

- increase our student population to 25,000 on all campuses, with 5,000 in Cairns and 4,000 in Singapore.
- develop teaching and research specialisations on our different campuses, particularly acknowledging the growth potential of Cairns.

In addition to pursuing quality teaching and learning for JCU students, in October 2009, JCU established a Teaching Academy consistent with the Vice-Chancellor's 2010 priority of "a scholarly community". The Teaching Academy provides a space and place for 'informed and respectful debate' in relation to the changing culture for teaching and learning. Furthermore, establishing such an academy is consistent with the objectives of the Academic component of the University Plan, that is, to Encourage Excellence in Teaching, most especially, to recognise and reward excellence in teaching and learning for university educators. The proposed activities of the academy would include:

- a yearly function in the form of a forum, workshop or conference,
- regular professional development seminars (as a continuation of those offered through the SDVC Seminar Series (supported by the ALTC Promoting Excellence Initiative),
- the distribution of key resources,

- the development of a website to host resources, commissioned research papers and details on up and coming events, and
- ultimately making submissions to government on teaching and learning related issues, such as, by way of example, the Australian Qualifications Framework and the standards agenda.

We are participating in the *Distributive Leadership Project* is a joint Australian Learning and Teaching Council (ALTC) project between Flinders University (lead institution), James Cook University, La Trobe University and the University of Canberra. The project outcomes are to refine and further develop the framework developed in an earlier project, *Distributive leadership for learning and teaching*, to support capacity building for leadership in higher education, and to evaluate the outcomes for faculty scholars. JCU has appointed four Faculty Scholars who are working on the following projects: expanding staff repertoires of 'fit-for-purpose' assessment practices; implementing new assessment tools for mapping Graduate Attributes and Professional Qualities; an integrated approach to assessment through considered curriculum design; and numeracy as a Generic Skill in the Bachelor of Science.

We have committed to increase our research-related income (research grants and other Commonwealth funding) by 40%. We are building on current areas of world-class excellence in JCU to achieve a strong performance in scholarship and teaching inspired by a research-enriched environment. We recognise that the University is judged not only on its quality but equally on its relevance and impact beyond academia. Accordingly we are committed to research of excellence and high impact, particularly on issues of critical importance to the world's tropics. As a regionally-based university, we recognise our obligation to engage with industry and government, commercialise our research findings and achieve critical mass through productive research partnerships with other research organisations. JCU is a site and catalyst for innovation and understanding.

The University is implementing the following innovation initiatives to enhance the capacity and quality of our research:

- A continued strong focus on collaborative research and involvement in CRCs and, more recently, the Marine and Tropical Sciences Research Facility (MTRSF);
- Building powerful collaborations with CSIRO, AIMS and the Queensland government to build critical mass for research capacity in the region;
- Developing world class research facilities (Australian Tropical Forest Institute, Australian Tropical Science and Innovation Precinct, the Queensland Tropical Health Alliance, and the Cairns Institute);
- Continue to provide support for specialist research facilities on campus.

We produce research graduates with the expertise and intellectual curiosity required for sustainable development of our communities, and we conduct research to provide the knowledge and understanding needed to meet the challenges facing northern Australia and the tropics world-wide. The university aims to recruit a commencing load of ~100 research students (EFTSLs) per year, of which ~30% will be international students. To support our research students, a comprehensive Research Skills Program is coordinated by the Graduate Research School. Participation in the Program is voluntary but is discussed with each candidate through the Confirmation of Candidature and Annual Reporting processes.

Our engagement - locally, nationally and globally

JCU is a contemporary and dynamic institution and a major driver of economic growth and social change in northern Queensland, as well as having international impact and reach. JCU recognises its "power of place" and engages with all its communities and industry to promote a sustainable region which is socially inclusive. JCU continues to be a good corporate citizen having clear civic responsibility, interacting in a mutually beneficial way to ensure that the region grows and prospers in a sustainable manner. JCU is a partner and advocate, integral to the social, cultural and intellectual life of its community. Likewise, by attracting students, staff and visitors from within and outside the tropics, we promote understanding and advocacy of this region.

In preparing our students for a global environment, they are exposed to global perspectives in a number of different ways; through the curriculum, their fellow students and educators. During their time at JCU students are provided opportunities to travel and study overseas through exchanges, short courses or study aboard. Our international students are a great asset and we engage with these graduates by facilitating international alumni groups and developing ways in which they can meaningfully contribute to the internationalisation of JCU. We also recognise the contribution made by international staff, and Australian staff with international experience.

More on People, Place and Culture

The JCU experience is about igniting and supporting a passion for learning and engagement that makes a difference for our lives and our work, our communities, and life in the tropics, world-wide. We are an international community of scholars and professionals, with a global outlook, working for the best interests of the University. Our size is an advantage in being able to encourage more opportunities for interaction among staff, students, and our communities. We support the total student experience, understanding that learning does not only take place in the classroom and that students' time spent at the University is about a whole range of experiences.

Our students come from many backgrounds. We are also enriched by having both of Australia's indigenous populations, Aboriginal and Torres Strait Islanders located in our region of northern Queensland. Indigenous Australians have a special spiritual relationship with the land and sea. At JCU, our campuses reflect the diverse landscapes, people, place and cultures. Our locations are our laboratories, and enliven and enrich the way in which the University operates.

In 2008 the University made a commitment to the Aboriginal and Torres Strait Islander people through the launch of the Reconciliation Statement (combined with the renaming of the Eddie Koiki Mabo Library at an event on 21 May 2008 attended by the Hon Jenny Macklin), Mt Isa, Cairns and Thursday Island. We believe that a commitment to the ongoing process of reconciliation is vital to the attainment of a better future for all Australians and all members of the JCU community.

JCU historically has performed well on equity measures of access and participation, exceeding the Queensland and Sector average for students from low socio economic backgrounds, students from regional and remote locations, and students with disabilities. Also, the University has, since 2007, performed above the sector on teaching performance measured by the CEQ Good Teaching scale.

JCU has an excellent history of Indigenous education. In particular, our Indigenous health and education initiatives (eg RATEP) are recognised for providing pathways for students. We have the third highest proportion of Indigenous students of Australian universities, behind the Batchelor Institute and Charles Darwin University. We wish to continue to build on this by providing a model which will see the University grow into the 'University of choice' for Indigenous peoples regionally, nationally and internationally. We recently commissioned a review of Indigenous Education and Support, the results of which have been received and are under consideration.

Our long term sustainability

The Higher Education sector in Australia is being confronted by new challenges and opportunities, both domestically and internationally. As a major Australian exporter, the higher education sector is sensitive to international events. Domestic student demand tends to be counter-cyclical to economic performance. Changing Government policy and funding arrangements influence universities, and JCU is mindful of the changing external environment, while remaining true to our strategic intent, and serving the needs of our region. The University is in an investment phase as part of the next stage of JCU's development. Investment decisions are informed by the University's strategic intent. We are reprioritising University resources in order to deliver on the strategic intent and objectives expressed in the University Plan, and creating the capacity for the University to continue to invest in its future. Having a sustainable physical and virtual environment enhances the university's reputation as a provider of high quality education and world class research. Increasing the range and quality of infrastructure will inspire our students and staff and foster wider business, industry, government and community engagement.

What the University aspires to be

Statement of Strategic Intent

Having a 5-10 year outlook, this strategic intent has the power to effect a distinctiveness for the University across the humanities and social sciences as well as the sciences, in education and research.

Our Intent: A brighter future for life in the tropics worldwide

- We will focus our energies on advancing northern Queensland, northern Australia and Asia Pacific region, while looking for our work to benefit the tropics world-wide
- We will work with business, industry, government and the community to create lasting intellectual, cultural, social, health, environmental and economic benefits for our region and beyond
- We will produce graduates with the expertise and intellectual curiosity required for sustainable development of our communities, and we will conduct research to provide the knowledge and understanding needed to meet the challenges facing northern Australia and the tropics world-wide
- We will embrace the communities we serve and engage with them at all levels, sharing a sense of pride in the University's achievements.

Our Purpose: Graduates and discoveries that make a difference

- Our staff, students and alumni are proud of James Cook University's reputation as a provider of high quality teaching and learning and world-class research
- Our key responsibility is to our students. We aim to inspire them to make a difference in their fields of endeavour and in their communities
- Discoveries derived from high quality and high impact research are the hallmark of our endeavours
- We offer our students a comprehensive range of courses and opportunities to work with world-class researchers and teachers in areas of special relevance to the tropics.
- Our University is about people and place, and we adopt new methods, new approaches and new technologies to help our students develop the skills, abilities and knowledge base they need to succeed.
- We bring a diverse array of knowledge, skills and experience through our staff and the broader community to fulfil the potential of our University.

Refer <http://cms.jcu.edu.au/about/strategic-intent/index.htm> for James Cook University's full Statement of Strategic Intent.

The University's plans for supporting its aspirations

Strategies and targets are articulated against each of the objectives of the University Plan below. We are happy to share the entire plan with the Department on a confidential basis.

1. The University Plan

The University Plan gives life and substance to the Strategic Intent for the whole of the JCU community, establishing the high-level framework within which Faculty and Divisional plans are developed. The University Plan has a five year outlook and articulates high level objectives and strategies to realise the Strategic Intent aspirations which incorporates the following domains: Academic (which focuses on Teaching & Learning, and Research & Innovation); People and Culture; Physical and Virtual Infrastructure; International and Engagement; and Finance and Resources.

1.1 Academic Plan

Objectives:

- Enhance our tropical focus
- Enhance the quality of our teaching courses
- Deliver appropriately skilled graduates who will make a difference
- Offer a socially inclusive learning environment
- Enhance research excellence
- Enhance research impact
- Enhance research commercialisation

1.2 International and Engagement Plan

Objectives:

- Enhance Internationalisation of JCU
- Enhance the degree to which JCU is engaged with its communities
- Promote inclusion within the region

1.3 People and Culture Plan

Objectives:

- University Experience - Create a culture of scholarship and innovation and promote an inclusive and welcoming learning community for staff and students.
- Diversity - Develop a culturally appropriate environment which recognises and celebrates the diverse multi-cultural communities in which the University resides.
- Future Readiness and Success - To create a culture with the capacity, capability and resilience to anticipate and respond to the future including changes in the workforce, and to advance and transfer knowledge.
- Leadership and Management - To recognise that the University requires good leadership at all levels and a strong management culture to be an employer of choice.

1.4 Physical and Virtual Infrastructure Plan

Objectives:

- To transform our campuses into places of international renown which enhance university life and prosperity through precincts of inspiration, reflection and social engagement.
- As Australia's research university for the tropics, we provide welcoming, sustainable and fit-for-purpose facilities and spaces that reflect our unique locations, value our connection to place, and enable our quality teaching and research.
- To provide a safe and secure University environment where students and staff are able to work and pursue their educational goals.
- Provide robust virtual environments that foster teaching and research and builds a sense of community.
- To be a global leader in environmentally sustainable infrastructure development and operation in the tropics.

1.5 Finance and Resources Plan

Objectives:

- Manage resources in a financially responsible way to support the strategic intent and supporting high level plans as the University moves into its next stage of development.
- Realise capabilities to achieve a consistent financial management framework with stronger accountabilities.
- Adopt a continuous improvement culture which seeks to enhance productivity and ensure value for money.
- Integrate planning and performance frameworks within University business cycles.

2. Planning and Performance Management

A suite of performance measures has been developed for use by Management and Governance Committees, to focus Management on the achievement of the performance targets, and to enable Governance Committees to more effectively monitor and assess the University's performance. Challenging but attainable targets are set each year as part of the University's planning process. These performance targets are acquitted at the end of each year. A JCU Performance report is prepared annually, incorporating the University's performance against these targets.

The performance measures are stratified into three categories: Key Performance Indicators (KPIs) are monitored by Council, Key Performance Measures (KPMs) monitored by Committees of Council, and Operational Performance Targets (some of which are also KPIs or KPMs to) are monitored by Management.

There are a number of performance measures in place that directly link to the Government's reform agenda. Examples of these are:

- Teaching Performance:
 - CEQ Overall Student Satisfaction (KPI/OPT)
- Participation/Attainment/Social Inclusion
 - Student retention (KPI/OPT)
 - Indigenous participation (KPI/OPT)
 - % Indigenous staff (KPI)
 - Commencing Low SES enrolments (KPI/OPT)
- Research
 - Research income (KPI/OPT)
 - Publications (KPI/OPT)
 - HDR Load (KPI)
 - HDR Completions (KPI/OPT)

Targets have been identified for all OPTs, KPIs and KPMs. Again, we would be happy to share these with the Department on a confidential basis.

SECTION TWO

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

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

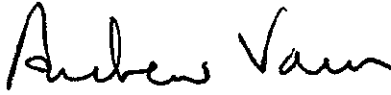
The Collaborative Research Networks (CRN) program will assist smaller and regional universities to adapt to a research system driven more strongly by performance outcomes. From 1 July 2010 regional and smaller universities will be invited to make submissions which support areas of national importance. 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 James Cook University



Signature

PROF. ANDREW VANN
ACTING VICE-CHANCELLOR

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

Anne Baly
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"> ▪ Partnerships ▪ Student loading 	<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"> ▪ Partnerships activities ▪ Student loading <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</p> <p>325</p>
Demand driven entitlement system for domestic higher education students	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.	491
Higher Education Loan Program (HELP) repayment reduction for education and nursing	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.	83
Increase in the maximum annual student contribution amount for education and nursing	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.	33
Indexation	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.	578
Sustainable Research Excellence in Universities	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.	512
Joint Research Engagement	Replaces the Institutional Grants Scheme to encourage and support engagement with the end users of research.	-
Collaborative Research Networks	Networks to encourage institutions, particularly those in regional Australia, to form partnerships with universities with already established research strengths, relevant to their mission and profile.	52
Excellence in Research for Australia	Funding will be provided for establishment of a framework for Excellence in	36

(ERA)	Research for Australia (ERA).	
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
Savings measures		
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		
	Improved targeting of income support New student scholarships Australian Postgraduate Awards stipend increase				
Student income support	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 in student contribution for nursing and teaching; removal of OS-HELP loan fee				
Education Investment Fund	Rounds 1, 2 & 3 and Sustainability Round				
	Sustainable Research Excellence (Incremental increase to 2013)				
Research initiatives	Joint Research Engagement				
	Collaborative Research Networks				

Enhanced Research Funding System

<p>Collaboration</p> <p><i>Collaborative Research Networks program</i></p> <p><i>Co-operative Research Centres</i></p> <p><i>Infrastructure collaboration</i></p>	<p>Participation</p> <p><i>Increased Aust. Postgraduate Awards</i></p> <p><i>Super science fellowships and other Aust. Research Council fellowships</i></p> <p><i>Research Training Scheme</i></p>
<p>Engagement</p> <p><i>Joint Research Engagement</i></p> <p><i>Co-operative Research Centres</i></p> <p><i>ARC Linkage program</i></p>	<p>Excellence</p> <p><i>Sustainable Research Excellence</i></p> <p><i>Excellence in Research for Australia</i></p> <p><i>Improved indexing of Block Grants</i></p>

Compacts with universities will provide a framework for the Government's reform agenda

Dual system of core funding:
Existing formula-based Research Block Grants and Competitive Research Grants (ARC, NHMRC etc)

<i>Infrastructure funding programs</i>	<i>National Collaborative Research Infrastructure Strategy</i>	<i>Education Investment Fund - SuperScience Package</i>
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Reformed university research system that:

- **Drives Excellence**
- **Builds Sustainability**
- **Provides transparency**
- **Improves performance**
- **Promotes collaboration & responsiveness**
- **Engages Internationally**
- **Promotes innovation**