



Australian Government

Department of Education, Employment and Workplace Relations

Department of Innovation, Industry, Science and Research

Interim Agreement for Mission-Based Compacts

Between:

- Monash University
- The Australian Government

For the period:

1 January 2010 - 31 December 2010

SECTION ONE

Preamble

Compacts

In 2010, the Australian Government and Monash 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.

Monash University mission

What the University is doing at present

Monash University's broad directions are articulated in *Monash Directions 2025*:

"By 2025 we will be one of the best universities in the world, distinctive because our research-intensive, international focus enables us to address important and theoretical and practical challenges, and develop graduates who wish to do the same"

Monash is the largest university in Australia with over 56,000 students. It is a comprehensive university undertaking research and teaching in science and technology, engineering, health and medical sciences, humanities and social sciences, and the creative arts. Monash is recognised for its excellence in research and scholarship and as a destination of choice for students both nationally and internationally. It is a member of Australia's Group of Eight (Go8) research-intensive universities and is one of the youngest universities in the world's top 50¹.

Monash has eight campuses and two centres spanning four continents. In Victoria, Monash has three metropolitan campuses and a strong regional presence, with two outer urban campuses at Berwick and Peninsula and one regional campus at Gippsland.

Teaching and Learning

Key Facts: By 2008 Monash had: 56,573 students of whom 11,798 were international studying within Australia; income from Commonwealth Supported Places of \$352.3m and for international students \$229.1m; four Prime Minister's Teaching Awardees; the most VTAC first-preferences of any Victorian university; ranked third in the Go8 for access and participation of low socio-economic students; a seat on the board of Open Universities Australia, the only Go8 university to do so; a significant high school presence on three of its Victorian campuses.

The Monash Passport was introduced in 2008 as the educational blueprint of the University. It combines curricula and co-curricula elements and embraces programs of study, leadership initiatives, workplace internships, international mobility and volunteering opportunities with international partners such as Oxfam and World Vision. Over a quarter of Monash domestic undergraduate students are enrolled in double degrees, and a third undertake professional degrees. These studies are undertaken via conventional and flexible study modes including distance education and intensive learning modules. Today, more than 9,500 students study off-campus. Our Access Monash Program provides a range of alternative entry pathways, special admissions schemes, scholarships and bursaries for undergraduate students.

Research and Research Training:

Key facts: By 2008 Monash had: 3,600 students enrolled in research degrees; a total research grant income of \$219.1m (based on the Higher Education Research Data Collection); total weighted publications of 3,470 for the year; been awarded eight

¹ Times Higher Education-QS World University Rankings

Federation Fellows; co-located with CSIRO and other major national research facilities such as the Australian Synchrotron and the Melbourne Centre for Nanofabrication.

Monash has developed significant research strengths in areas such as regenerative medicine, stem cell science, structural chemistry, green chemistry, materials engineering and economic modelling. It has invested heavily, and has substantial capacity, in various platform technologies including proteomics and genomics, electron and medical microscopy, nanofabrication and e-Research. These platforms, together with energetic interdisciplinary interactions, have provided the foundation for strong collaborations within the University and with national and international partners. Monash has a research and innovation agenda that has the capacity and knowledge base to lead the nation in terms of utilising world class research to address both global and national challenges.

Monash's international engagement is reflected in its two campuses in Malaysia and South Africa, its centre in Italy, a joint research academy in India and comprehensive partnerships with selected institutions in the UK, USA and China. It is also reflected in the international diversity of its students and alumni.

Monash's discipline spread and multi-campus and international footprints position the University uniquely in the Australian system giving its researchers, teachers and students perspectives, experiences and resources most other universities cannot match. Monash University is nationally distinctive in terms of scale, location and discipline spread.

Monash is ideally positioned to deliver on the twin Commonwealth agendas of wider participation and social inclusion, and sustainable research excellence and innovation. With campuses in metropolitan, growth and regional areas delivering high quality graduates and research, Monash is also able to achieve State and Federal Government objectives for regional development.

What the University aspires to be

The vision outlined in *Monash Directions 2025* has been in effect since 2005 and will be essentially retained. This has been reinforced by the recent decision of Council, and the affirmation of the Vice-Chancellor:

"Monash University's commitment to the community is to make a central contribution to educational, social and economic advancement by:

- addressing the most pressing problems such as health, sustainability, productivity and innovation, and social cohesion;
- cultivating alliances with industry and government to support existing and emerging industries;
- educating a new generation of graduates who can meet the demands of their era, both through their readiness for the workforce and their engagement with the world around them; and
- developing a tailored approach to education, research and engagement activities that is engaged with, and responsive to, the needs of the diverse communities in which we are located."

Monash will continue to:

- embrace opportunities for double degrees and early research exposure and global engagement and travel will continue to be a special part of the Monash experience.

Monash will consolidate outstanding undergraduate degrees with a disciplinary focus articulating with world class Masters in a model with some alignment with the European Bologna model;

- increase postgraduate research education with the development of PhD programs in the areas of global grand challenge to complement the outstanding doctoral training opportunities already available across the University; and
- develop and roll-out its ambitious Research and Innovation agenda that seeks to lead the nation in terms of utilising world class research to address both global and national challenges.

As part of our mission and commitment to our communities, Monash University is particularly focused upon changes, including structural changes, which align with key elements of the Federal Government's vision for the sector.

Increased participation and social inclusion

In line with the Commonwealth's agenda of attracting 40% of young people to participate in tertiary education by 2025 and increase the proportion of students recruited from lower socio-economic status (SES) backgrounds, Monash is committed to growth, as and where demand, resources and capacity permits. To deliver both excellence and wider participation, Monash will pursue a differentiated model.

This approach will enable Monash to differentiate its offerings at its campuses to align with community and industry needs and demand and to work with government and external parties to meet regional needs. This will translate into our outer suburban and regional campuses offering distinctive educational courses tailored to the needs of their local communities and industries. As Monash moves in this direction, the campuses will develop greater differentiation akin to the University of California and the University of Toronto.

Research, innovation and collaboration

The Monash University Research Strategy will position Monash as a research intensive university whose international focus enables it to address important theoretical and practical challenges of our time and to develop high-calibre graduates who will do likewise.

There will be increasing focus around defined programs in areas of national and international need where Monash has or will develop critical mass. These areas will cover challenges in sustainability, health, innovation and job creation and global citizenship. They will be multidisciplinary bringing together academic strengths from across the University and will be carried out in partnership with Federal, State and local Government, industry and other partners.

Monash aims to achieve impact through research excellence and connectivity. The key components of the strategy are: discipline excellence; world-class enabling research platforms and facilities; cross-disciplinary linkages; national and international collaborations; regional engagement; industry partnerships and commercialisation.

The University's plans for supporting its aspirations

In order to capitalise, and deliver, on our Academic Excellence agenda, Monash will undertake restructuring and development along themes outlined below. Monash has already established working groups around these themes to plan the actions required to achieve the alignment of the University's aspirations with the new directions of the Federal Government. These working groups will be reporting during 2010 with details of how the University's aspirations will be met and these will be incorporated into a new Academic Plan for the period 2011-2015. Changes in the Academic Plan will then be reflected in the well-established system of university-wide monitoring of key indicators of performance and success.

1 Academic strengthening

Monash will establish Monash Advanced Studies Institute spanning all campuses, for research active staff to develop and foster Higher Degrees by Research training, research collaboration and enhancement. It is anticipated that this initiative will accelerate the academic strengthening agenda by connecting academics and fostering collaborative research and development.

Attraction and retention of leading researchers is in part dependent on the provision of world-class infrastructure and research facilities. Continued investment in shared research platforms to support priority scientific research in life sciences, biomedicine, physical sciences and engineering is required to compete globally for motivated and high performing scientists. Wherever possible, this investment will be made in collaboration with other universities, publicly funded research agencies, industry and government.

To strengthen the quality of our unit and course offerings, staff will be given clear and measurable targets for performance in the area of Teaching and Learning, as well as opportunities for continuing development in this area throughout their career. Academic strengthening must occur in the context of stimulating educational environments and effective staff development in the use of educational technologies.

Monash will continue to have selective partnerships with a small number of like-minded universities with a clear articulation of the benefits that such partnerships bring.

2 Research on global challenges

Monash will establish a small number of internationally renowned multidisciplinary research foci in Sustainability; Health and Wellbeing; Social Inclusion; Productivity and Innovation; and Culture and Heritage. Internationally competitive scale and impact of these will be achieved through national and international collaborations with academic institutions and end users, supported by faculty and campus research and recruitment plans.

Monash will establish, in partnership with CSIRO, a major site for research translation as part of the South East Melbourne Innovation Precinct. Co-location of Monash and CSIRO with major national research facilities such as the Australian Synchrotron and the Melbourne Centre for Nanofabrication offers Monash unique opportunities to play a leadership role in the Commonwealth's innovation agenda. An example is Green Chemical Futures which is at the core of one of Monash's current EIF proposals and

builds on Monash and CSIRO's strengths to deliver new green technologies to chemical and biotechnology companies. The imaging and fabrication infrastructure at the Clayton campus can support world leading bioengineering and imaging research. The precinct has the potential to develop as a world class centre for medical device, diagnostic and therapeutic innovation. The development of the Imaging Technologies Laboratory collocated with the Synchrotron is critical to the realisation of this vision.

Monash has the largest humanities and social science and creative arts academic cohort in the country and is well placed to support research into social inclusion and culture and heritage through industry and community partnerships.

Monash's national leadership position in e-Research is widely acknowledged. All faculty clusters and research foci will be supported with e-Research tools and capabilities. This capability will provide Monash with a competitive advantage in contributing to the research agenda that will be afforded by the roll out of the National Broadband Network, in relation to, for example, e-Health innovation.

Monash will centre its international focus on advancing research programs with international partners that bring scale and complementary capabilities to global and national challenges.

3 Campus differentiation and enhancement

The major structural change will be made through expanding the size and capacity of our outer suburban Berwick and the Gippsland regional campuses, dependent on student demand and funding models, and in line with the federal government's 20/40 agenda. This may be considered for the Peninsula campus.

These campuses would have greater operational autonomy empowering campus leaders to cater even more to local student, community, industry and government needs. New models of delivery and improving pathways between higher education and vocational education and training sectors will be examined.

Monash will consolidate and increase provision of clear and appropriate admissions pathways with Monash College, schools, TAFE and other Higher Education providers, and online entities such as Open Universities Australia. Current and potential new alternative admission routes and pathways to university will be analysed and explored.

4 The Monash Passport and curriculum renewal

A process of curriculum review and renewal will involve the identification of educational strengths across the University and the establishment of educational priorities for each campus. The number of existing units will be reduced (an initial target of 10% has been set for 2010) in order to make space for new curriculum in trans-disciplinary areas such as sustainability, ethics, critical thinking, health and wellbeing.

Curriculum strengthening will also mean the expansion of education opportunities for domestic and international students. Internationalising our students' experience by joint teaching and research with key partners will equip them to operate and communicate across national boundaries.

Monash will align more with the Bologna process, setting out explicitly the underlying principles for our pedagogy with early exposure to discipline-specific material at undergraduate level, further concentration of knowledge at masters level and aligned PhD programs. A suite of embedded Honours programs will be available to the most able undergraduate students, and research-track degrees introduced in all faculties.

5 Improving efficiency and quality of the University processes

Monash has already commenced structural academic strengthening and inter-disciplinarity by developing a cluster model for faculties. This will be supported and enhanced by a review and consolidation of services and processes within faculties and support services.

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

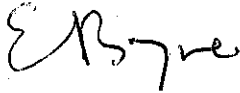
The Collaborative Research Networks (CRN) program will assist smaller and regional universities to adapt to a research system driven more strongly by performance outcomes. From 1 July 2010 regional and smaller universities will be invited to make submissions which support areas of national importance.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



Signature

EDWARD BYRNE
VICE CHANCELLOR

Name and position

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

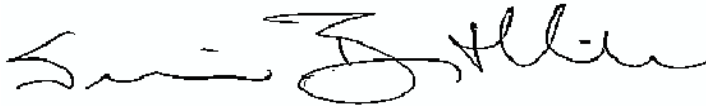


Signature

Fiona Buffinton
Group Manager,
Higher Education Group

Name and position

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



Signature

Jessie Borthwick
Head of Division
Research Division

Name and position

ATTACHMENT A

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>108 325</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,	52

	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
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		
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				
	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 indexation 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**