Australian Government

Department of Education

2019 Mission Based Compact
Between the Commonwealth of Australia and The University of South Australia

PURPOSE

This compact is an agreement between the Commonwealth and the University. Entering into a compact is one of the quality and accountability requirements, which a higher education provider must meet under the *Higher Education Support Act* 2003 (HESA) as a condition of receiving a grant. Specifically, subsection 19-110(1) of HESA requires that Table A and Table B providers must, in respect of each year for which a grant is paid to the provider under HESA, enter into a mission-based compact with the Commonwealth for a period that includes that year.

All strategies should provide qualitative and/or quantitative measures of assessment.

MISSION

The University of South Australia's (UniSA) focus for 2020 and beyond is outlined in its strategic plan *Enterprise25*: https://www.unisa.edu.au/about-unisa/strategic-action-plan/ .

Educating global learners from all backgrounds for the professions of the future; preparing our students for their careers as the future leaders, citizens, innovators and adventurers of tomorrow will remain at the core of UniSA's teaching and program development.

UniSA will continue to undertake research that is inspired by global challenges and opportunities, delivers economic and social benefits and informs our teaching.

UniSA will deliver its vision to students and stakeholders by operating through a partnered, end user and industry informed culture of teaching and research with a commitment to outstanding service, continuous improvement and sustainability.

UniSA strategic intent is underpinned by its values: Integrity and Accountability; Diversity and Social Justice; Engagement and Collaboration; Agility and Innovation; Scholarship and Excellence.

Supporting its commitment to Academic Freedom and Freedom of Expression, the University Council approved a Statement on Academic Freedom at is meeting of 22 July 2019. This Statement was informed by the *Model Code for the Protection of Freedom of Speech and Academic Freedom in Australian Higher Education Providers* and builds upon existing UniSA instruments to provide guidance to university management, staff, students and visitors, regarding: policy formation and review; decision making; conduct; and communication. UniSA will also use the Model Code as a reference point in a review of its existing policy and procedural framework to ensure ongoing alignment with the Code and our obligations under the Higher Education Standards Framework.

TEACHING AND LEARNING

UniSA programs and curriculum innovation is one of the core pillars of *Enterprise25* and builds on the already strong focus on teaching and learning innovation through UniSA's Digital Learning Strategy http://www.unisa.edu.au/digitallearning . *Enterprise25* places our academic programs at the core of what we do, how we organise ourselves and assess our performance.

UniSA's curriculum innovation and quality assurance processes, will continue to reshape and review teaching programs to ensure they are leading-edge, industry endorsed and ranked among the best in the world. UniSA will continue to draw on the best academic and curriculum expertise, and the best new knowledge from its research, from across the University to deliver high quality education.

Building on the core capabilities, all undergraduate programs integrate interdisciplinary opportunities, delivering skilled and flexible graduates to an ever-changing workforce. UniSA will continue to collaborate with its professional and industry partners to develop the highest quality and most relevant curriculum, including the provision of internships and work integrated learning, so that our students continue to graduate with above average career outcomes. http://www.unisa.edu.au/enterprise25/programs/

Annual visits to each academic unit by the Provost monitor actions against priorities and review all aspects of course, teacher and program quality. The visits are complemented by online management information reports, updated weekly, to provide continuous monitoring for academic leaders across the organisation.

UNIVERSITY ADMISSIONS TRANSPARENCY
Supported by UniSA's policy of fair and equitable selection processes for university entry (https://i.unisa.edu.au/siteassets/policies-and-procedures/docs/academic/a-18-selection-and-entry-to-programs.pdf?1569896219186), UniSA offers a range of student entry pathways:

- Completed year 12 studies where selection may be based on the ATAR or via grades-based entry in selected year 12 subjects;
- Previous incomplete or completed tertiary studies;
- Completed VET qualification at Certificate IV or above;
- Completion of a recognised foundation studies program;
- Completion of the Special Tertiary Admissions Test (STAT);
- Recognition of work and life experience.

Admission criteria also include program specific requirements (i.e. prerequisites, auditions, portfolios) to ensure commencing students have the prerequisites skills to succeed. For further information see: https://www.unisa.edu.au/Study-at-UniSA/Study-with-us/Entry-pathways/Admissions-criteria/

UniSA's approach to the admissions information and transparency has been included in the TEQSA *Good Practice Note: Making higher education admissions transparent for prospective students*

Student success and retention, including the impact of basis of admission, is systematically monitored at two levels: through the University's corporate KPI process; and as part of the curriculum innovation process described above, where, on an annual basis, the Provost reviews a range of metrics associated with each academic program.

UNIVERSITY RETENTION STRATEGIES
Supporting student success requires a multifaceted and whole of organisation approach:

- UniSA provides ongoing student support in areas such as learning advice and study skills, peer tutoring, career guidance and counselling services. These support services are heavily promoted through orientation days, online and on-campus notifications as well as information sessions from program directors and course coordinators. Orientation sessions include those designed for cohorts of students such as those from regional areas to ensure they are fully aware of the support services provided to meet their needs.

- UniSA has implemented a range of projects from learning analytics, professional development, nested courses, engagement standards and course and program reviews to better understand and support student success. In 2020, initiatives will build on earlier works such as teacher learning analytics dashboard, program centric analytics, policy development, student advisors for online learners, program sites to promote student community, online invigilated exams and personalised and scaled student learning feedback.

- Noting the retention challenges of online learning, UniSA has recently established UniSA Online for the design and delivery of high quality fully-online degrees. All UniSA online courses are designed for online learning ensuring students experience a program of study that has been specifically designed for external modes of study. This includes an online program orientation session that introduces the requirements of the course, supporting staff, communication practices, assessment processes and learning expectations. UniSA online has also introduced minimum standards for course engagement where dedicated learning advisors monitor student engagement metrics to stress the importance of engaging early and regularly in their online study.

In addition to the evaluation of specific project initiatives, UniSA also assesses the success of its student engagement and support through its course experience questionnaire which is administered each time a course is taught. The University collects information from students at the time of withdrawal and in response to the findings of a project on why students withdraw, has introduced exit awards at diploma and associate degree level to recognise the studies of students who have achieved academic success but are unable to complete their full bachelor's degree.

RESEARCH AND RESEARCH TRAINING AND INNOVATION

UniSA's research is inspired by challenges and opportunities, partnered with industry, end-users and communities, and underpinned by excellence. _http://www.unisa.edu.au/PageFiles/174315/Research%20and%20Innovation%20Strategic%20Plan%20201 6-2020.pdf_ Highlights from UniSA's Research and Innovation Strategic Plan 2016-2020 _Inspired Partnered Excellence_ include: bringing to together interdisciplinary teams to link research strengths to significant real-world challenges, responding to the needs of industry by focusing research on delivering innovative and sustainable solutions and ensuring intellectual property principles facilitate partnerships with industry and lower the barriers to commercialisation.

Research performance against University KPI's is monitored by Council and includes: research income with end users; commercialisation activities; researchers teaching into UniSA's programs; HDR completions; and PhD candidates with industry advisors (the latter has a target to achieve 40% by 2020).

Annual visits to each academic unit by the Deputy Vice Chancellor: Research and Innovation monitor research translation and commercialisation, research outputs, and open access compliance (https://i.unisa.edu.au/policies-and-procedures/university-policies/research/res-20/). Individual academic staff development and performance is supported through the University's Research Benchmark Framework.

UniSA has taken a leadership role in transforming the PhD to improve graduates' employment opportunities outside academia and into industry with expertise and skills that will meet the needs of industry. The _Transformed PhD_ (https://www.unisa.edu.au/research/degrees/tphd/) will continue to:

- integrate industry in the scoping PhD research projects and in taking active roles in supervision, advising, and mentoring;
- develop employability of students via a portfolio of business and transferable skills of relevance to our knowledge-based enterprise economy;
- broaden students' focus on entrepreneurship, innovation and connection to research that reflects state and national priorities.

Under the *Transformed PhD*, approximately 15% of UniSA's PhD students have a formal (HEIMS WIL definition) placement in industry. This is in addition to increasing the number of industry representatives on student supervisory panels enabling students to spend time in industry with their supervisor, or who are undertaking an industry-based PhD through, for example, the various CRC's associated with UniSA.

UniSA Ventures is the technology commercialisation and investment management company of UniSA https://www.unisa.edu.au/unisa-ventures/ It works with UniSA researchers to maximise the outcomes of intellectual property generated through research. Success measures include the creation of over 30 spin out companies with approximately $250m in capital secured for spinouts. Other commercialisation outcomes include over 140 executed licence deals, 50-70 invention disclosures p.a. and 310 active patents.

UniSA full supports and encourages the sharing of research outputs and findings through its Open access policy: https://i.unisa.edu.au/policies-and-procedures/university-policies/research/res-20/ . UniSA's *Research Outputs Repository* can be found at: https://find.library.unisa.edu.au/primo-explore/search?sortby=rank&vid=ROR&lang=en_US and staff are supported to contribute to the Repository through university library resources and guides: https://guides.library.unisa.edu.au/oa . The Senior Management Group of the University monitors this activity through quarterly updates from the University's Chief Information Officer.

EQUITY

Through its founding Act, UniSA has demonstrated an ongoing commitment to equity and Aboriginal engagement as demonstrated in Figure 1 below. In the 2020 Good Universities Guide, UniSA received a five-star rating for first in family (First Generation) and is ranked number one in South Australia for First Generation.

UniSA's aims to be the University of Choice for Aboriginal People. Professor Irene Watson, the University's inaugural Pro Vice Chancellor: Aboriginal Leadership and Strategy and David Unaipon Chair has led the development of UniSA's second Reconciliation Action Plan (RAP). At its core, the Stretch RAP (https://www.unisa.edu.au/About-UniSA/Aboriginal-education/) is centred around Aboriginal voices and knowledges. UniSA is currently evaluating Aboriginal content in its undergraduate programs, bringing together a broad range of UniSA academic staff, both Aboriginal and non-Aboriginal, to work collaboratively and respectfully together to deliver complex, strategic projects and outcomes for students.
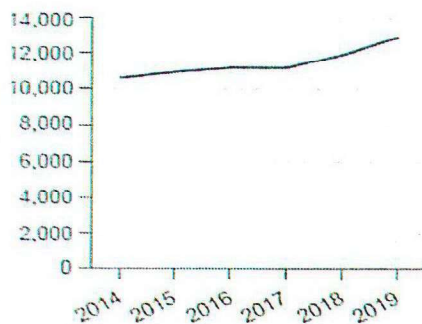
Number of Equity Students Trend

2014	2015	2016	2017	2018	2019
10,635	10,954	11,193	11,190	11,908	12,946

Figure 1: Number of domestic students belonging to one or more of the following equity groups: Aboriginal, regional, remote, non-English speaking, low SES, disability

The Wirringka Student Services team provides information, advice and assistance to potential and current Aboriginal students at UniSA. Through their activities Wirringka Student Services encourages the enrolment and progression of Aboriginal students, administers the Aboriginal Tutorial Program (ATP) at UniSA, and facilitates a number of events on campus and in the community, including A Day in the Life of a Uni Student Program, on campus university tours for local and interstate schools, and local visits to schools to provide information on pathways to university.

UniSA College will continue to provide access to higher education for those with low prior educational attainment, especially low-socio-economic status students, through Foundation and Diploma programs. These pathway programs are specifically designed to prepare students for university by building their study skills, knowledge and confidence, and thereby, aimed at improving the completion and progression rates from Foundation programs to university study.

UniSA will continue to provide a range of tailored and targeted services which are aimed at enhancing student success for students from equity groups. These services include: language and learning services, flexible and inclusive learning environments, access to new technologies, dedicated online tutors and student advisers and financial assistance through equity scholarships. For students relocating to a metropolitan campus the university provides a comprehensive accommodation support service: https://i.unisa.edu.au/students/student-support-services/student-accommodation/ UniSA also provides an extensive Orientation program at all its campuses: https://i.unisa.edu.au/students/newstudents/start/

UniSA will continue to offer the Aboriginal Pathway Program, Foundation Studies and a range of degree programs to students in Mount Gambier, Whyalla, Port Lincoln, Ceduna, the APY Lands and surrounding regional centres. In 2018, 16.6% (n=1,719) of UniSA's commencing undergraduate students were from regional or remote areas, this is an increase of 36.9 percent from 2017. UniSA will continue to provide a range of of support services for equity students enrolled at our regional campuses. http://www.unisa.edu.au/Business-community/Regional-Engagement/Regional-Engagement-Framework/

Our regional campuses are closely connected with local communities and work collaboratively with local industry to provide student internship and placement opportunities. UniSA will continue to provide placement grants to support students who chose to relocate to undertake a placement in a remote or rural location or at a disadvantaged community, or to support students from a remote or rural location required to relocate to a metropolitan placement: https://i.unisa.edu.au/students/scholarships/unisa-grants/placement-grants/

Our extensive secondary schools outreach program across metropolitan and regional South Australia combines on campus visits/tours for school students with outreach into schools through programs such as UniSA Connect (https://www.unisa.edu.au/Education-Arts-and-Social-Sciences/school-of-education/UniSA-Connect/) and STEM Girls (https://www.unisa.edu.au/Education-Arts-and-Social-Sciences/school-of-education/UniSA-Connect/stem-girls/). We understand the need to provide early career advice; UniSA provides prospective students with a range of early career planning resources both directly and in collaboration with secondary schools: https://i.unisa.edu.au/students/student-support-services/career-services/students-graduates/prospective-students/

Consistent with our mission, UniSA provides a range of community engagement activities from the provision of community clinics (health, law, psychology), through to public lecture series, art and science galleries, and planetarium. https://www.unisa.edu.au/Business-community/#community-engagement . UniSA also makes its facilities available to the public through the hiring of its facilities: https://i.unisa.edu.au/policies-and-procedures/university-policies/corporate/c-13/ .

LABOUR MARKET OUTCOMES

UniSA academic programs are strongly tied to industry – through teaching and research. Since its establishment, UniSA has ensured it is closely connected to industry through a network of industry-based advisory committees (https://i.unisa.edu.au/siteassets/policies-and-procedures/docs/academic/a-38-advisory-structures.pdf?1569913732700). The majority of our undergraduate programs have some form of professional accreditation/recognition and the University's internal program accreditation and evaluation processes require evidence of industry consultation and industry demand. It is this robust industry-based framework, combined with close monitoring of graduate outcomes, that ensure UniSA programs remain both relevant and responsive to emerging industry needs.

Our curricula blend disciplinary knowledge with work experience to provide students with frequent opportunities to apply their understandings in practical and workplace settings. The University has recently reviewed all its undergraduate programs to ensure appropriate coverage of work integrated and practice-based learning opportunities. Over 95% of all programs included opportunity for students to participate in a practice-based learning or work integrated learning experience as part of their studies. UniSA will continue to work closely with industry to provide students with a range of work-based experiences.

UniSA has created a suite of Career Development Learning modules that can be embedded in existing curriculum to complement the discipline knowledge taught in our programs. The quality of these career support resources is reflected in UniSA receiving the Best Practice award in 2018 from the National Association of Graduate Careers Advisory Services.

UniSA's approach to admissions considers industry need/professional requirements. As evidenced by UniSA's responsible growth trends over time, particularly during the demand driven system, UniSA's approach to student recruitment and admissions is appropriately controlled and academic standards for entry are maintained.

The quality of our academic program development, work-based curricula and relationship with industry are demonstrated through the University's high graduate employment rates.

SECURITY MEASURES

UniSA's framework of controls to reduce risk of Information and Cyber Security breach is informed by the ISO 27001, NIST (National Institute of Standards and Technology) and the ASD Essential 8 Cyber Security frameworks. These controls are continuously reviewed, refined and adjusted in connection with intelligence gained from various organisations (i.e. Auscert, Cert, ASD, ASIO, multiple Cyber Security Communities of Practice and Industry Partners) and through various management, internal and external audits (e.g. PWC and Auditor General).

UniSA continuously reviews its compliance with relevant legislation, ensuring that existing controls are appropriate and new controls are developed as required. As an example, additional measures and controls were created in 2018 to comply with GDPR and NDB regulations.

UniSA's commitment is demonstrable through its investment into information and cyber security capabilities, providing dedicated human and technology resources. These resources are utilised to ensure a safe environment and mitigate against cyber-attack.

The University of South Australia's framework centres on:

1) Prevention
2) Analysis
3) Detection
4) Response
5) User Education
6) Policy
7) Audit and Compliance

This framework and associated controls form a holistic and strategic approach to mitigating against a breach of security. In the event of a breach, incident response processes exist and are regularly reviewed and tested. A number of these controls mitigate against risks identified within the Australian Cyber Security Centre's *Strategies to mitigate cyber security incidents*. The University complies with these controls through many active measures such as regular patching across IT servers and devices, email and web content filtering, network segmentation and vulnerability scanning and assessment.

The University is actively engaged with sector partners, such as Aarnet and AusCert, to create, enhance or improve identification and deter foreign interference activities through a joint ISAC (Information Sharing and Analysis Centre) capability, while also participating in the early establishment of a joint sector SOC (Security Operations Centre).

University staff and senior leaders of the University (Deans, Heads of School, Directors and Division Managers) have been informed regarding the *Foreign Influence Transparency Scheme Act* and their associated responsibilities, and regular reminders will be disseminated. In addition, all new researchers are advised of this compliance obligation during the biannual researcher induction sessions. At all times, if relevant matters are identified, appropriate actions will be undertaken by the University and affected individuals to ensure compliance with the legislation.

SIGNED for and on behalf of

THE COMMONWEALTH OF AUSTRALIA

by

Dom Brenlisit
Full name (please print)

Group Manager
Position

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

Signature

Date 23/12/14

In the presence of:

Drew Menzies-McVey
Witness (please print)

Branch Manager
Position or profession of witness (please print)

Signature

SIGNED for and on behalf of

UNIVERSITY

DAVID LLOYD
Full name (please print)

VICE CHANCELLOR
Position

Signature

In the presence of:

MICHELLE TRIMBOLI
Witness (please print)

PROJECT OFFICER: OFFICE OF THE VICE CHANCELLOR
Position or profession of witness (please print)

Signature