



**2020 Mission Based Compact  
Between the Commonwealth of Australia and Australian Catholic University Limited**

**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**

**Our primary focus**

Our mission at Australian Catholic University (ACU) is the pursuit of knowledge, the dignity of the human person and the common good. We are a university making an impact with empathy. Our role is to inspire and equip students to make a difference – to be ethical leaders, to act empathetically and to give back to society. Founded on a long-standing Catholic intellectual tradition and as a public University open to all, ACU has emerged as major success story in Australian higher education. ACU is the English-speaking world’s largest Catholic university and top ten globally. We offer a dynamic and inclusive learning community, with an educational philosophy based on fostering human potential and creating opportunities. We offer students and staff participation in a vibrant global network of scholars, deep engagement with industry and society, and a strong ethical position that stands for those in need and causes that contribute to a better future for all. ACU is in Australia’s top three universities for overall employment outcomes, is recognised by TEQSA as an exemplar in admissions transparency, and continuously engages global cyber security expertise to ensure the security of students, staff and our information assets.

Over the term of this Compact, our core mission for knowledge, human dignity and the common good is underpinned by three key focus areas: opportunity, innovation and ethics. Each is woven into the Compact and into our own Strategic Plan, which has been redeveloped in parallel with this Compact and attuned to the Australian Government’s priorities for higher education.

**Opportunity:** our focus is to enrich lives through learning and knowledge. We believe society is advanced through learning, and that everyone should be treated with dignity. We aim to inspire and connect people, and act with empathy and courage. We foster a vibrant intellectual life for students and staff, and seek new knowledge which has a tangible impact on real world challenges. We have expanded our reach and capacity to create opportunity by establishing a new campus in partnership with Blacktown City Council. A region of remarkable diversity and growth, Blacktown is unfolding as Australia’s pre-eminent case study in civic higher education transformation. This major undertaking allows us to achieve real impact through education and in doing so to break poverty cycles, improve access, advance equity, and improve quality of life through employment and lifelong learning. Our Blacktown Campus will require significant cooperation between ACU, City Council and different levels of government and is emerging as a nationally significant model for positive socioeconomic change.

**Innovation:** our focus is to cultivate the imagination and exceed expectations. We are responsive to opportunities and challenges while maintaining our core identity and purpose. At the heart of our innovation agenda is our students – past, present and future. We will leverage innovation to meet the evolving expectations and needs of our students, socially, educationally and professionally. Our graduates will be highly-skilled, resilient and ready to embrace the challenging environments in workplaces and professions of tomorrow.

**Ethics:** our focus is to strive toward a better future for humanity. Our mission, founded in Catholic faith and tradition, makes a rich contribution to our ethical approach and provides us with a broad view of the public good. We celebrate diversity and welcome the contest of ideas through rational debate. We will continue to support, celebrate and advocate for diversity, those in need and those disadvantaged by circumstances, with impact through empathy. Inherent to this commitment is a profound reference to our desire to work for the good of the community, which point us towards the wellbeing of all persons and practices that enable the flourishing of society.

### **Our values and aspirations**

Our vision and strategic priorities are a reflection of our aspirations to make a positive difference in the communities we serve. ACU is a multijurisdictional university with fully-fledged campuses in Brisbane, North Sydney, Strathfield, Melbourne, Canberra, Adelaide, Ballarat, Rome (Italy) and a new campus in Blacktown. The breadth of our operational footprint allows us to serve diverse needs in metropolitan, regional, suburban, international and digital environments. The principles on which we operationalise this vision are respect, honesty, courage and sustainability.

**Respect:** we are guided by a fundamental concern for justice and equity and for the dignity of all persons. We are committed to creating a safe and inclusive place of work and learning, including in our teaching. ACU will sustain its wide recognition as a workplace of gender equity.

**Courage:** we are committed to the highest standards of ethical behaviour and to the effective management of our organisation and our staff. Staff and affiliates are encouraged to be proactive, seek to continuously improve and suggest new innovative approaches.

**Honesty:** we act on the fundamental principles of honesty and integrity. We are committed to truth, truth telling and accountability. We are devoted to excellence in learning and teaching, research and service and to respecting the value and dignity of every person.

**Sustainability:** we acknowledge the importance of responsible, ethical management practice and decision making for the long-term success of the University and the protection of the environment. ACU aims to continue to benchmark and improve its position as one of the most energy and water efficient universities in Australia. With key partners across the country and the world, ACU has taken a crucial role in the eradication of modern slavery.

Leveraging our unique campus footprint across Australia and in Rome, we will drive our campus and course development based on skills gap and local workforce need priorities, provide students and staff with opportunities for increased understanding and reasoned critique of contemporary social opinions and debates.

ACU has set in motion major activity in the area of innovation including the establishment of a new Education and Innovation portfolio and a dedicated fund to seed its innovation investments, assisting in the transition from current to future states. The Vice-Chancellor and President has identified three main innovation areas:

- ② our course product portfolio, modes of delivery, life-long learning, and employment outcomes.
- ② the student lifecycle, particularly Aboriginal and Torres Strait Islander and other equity group students to optimise the learning, administrative and support services in order to best support success.
- ② innovation in academic culture, industry and partner-engaged research, and intellectual engagement for all staff.

### **Adoption of the Model Code**

As an institution that pursues knowledge, dignity and the common good, ACU has a fundamental commitment to freedom of expression and academic inquiry, underpinned by its Enterprise Agreement. ACU adopted an early and decisive stance on the French Review recommendations.

On 21 June 2019, ACU issued a press release on behalf of the University's Chancellor, The Hon John Fahey AC, and Vice-Chancellor & President, Professor Greg Craven AO GCSG, confirming that ACU will adopt the Model Code on free speech and academic freedom (the Code), adapted appropriately in light of ACU's Constitution (its governing document), Enterprise Agreement and other constituent documents. ACU acknowledges the remarkable dedication and service of our Chancellor the Hon John Fahey AC, GCSG who was loved dearly and will continue to be sadly missed.

Our approach to implementing this strategy includes the following elements:

- the Code will take the form of a University Statute (the equivalent of a by-law) to ensure the document is given weight and status of the highest order. ACU Statutes can only be made, amended and revoked by the University's Senate.
- a consultative process led by an expert panel will be used to develop the Statute for approval by the end of the year. Following its approval, a comprehensive implementation plan will be progressed which will include a review of existing University Statutes and policy suite to ensure consistency with the new free speech Statute.

*Measures: Strategic Plan key performance indicators, and reviews.*

## **TEACHING AND LEARNING**

### **Objectives and Priorities**

Our objectives and priorities for teaching and learning stem from our commitment to distinctive, inclusive, dynamic and student-centred education that provides our graduates with the skills, knowledge and confidence to realise their aspirations. ACU has made major investments in the areas of digital education, professional learning, quality of the student experience and student support services.

Specifically, we have developed learning programs that:

- are student centred, supportive and provide engaging learning experiences irrespective of student mode of study or location and develop knowledge, skills and values that equip students for work immediately on graduation and in the future.
- are research informed (with current knowledge), research based (teach students research skills) and research enhanced (both discipline and pedagogical evidence informs teaching practice).
- embed learning and teaching practices that are innovative, critical, well-informed and aligned with relevant accreditation standards.
- enhance student engagement and satisfaction through active learning in the classroom, authentic assessment and real-world experiences.
- increase opportunities for work integrated learning and industry placements to develop distinctive, career-ready graduates.
- increase inclusion of global perspectives in curriculum and opportunities for students to have an international learning experience.
- equip academic staff to utilise evidence-based strategies in the selection of content and processes for learning and teaching.

### **Ensuring Quality**

In pursuit of achieving our objectives and priorities we have a range of support strategies to continue to improve teaching and learning quality including:

- course reviews that ensure rigor, fit for purpose, benchmark good practice, with industry-relevant curriculum, and consider student-related data analytics to drive satisfaction and success.
- engagement with disciplines, sector and industry to inform development of curriculum and contribute to teaching and assessment.
- professional development aligned with international benchmarks (Advance HE, UK) and an explicit career pathway (including promotion).
- support for educational design and implementation of educational technology and provision of a robust digital learning environment.
- providing development grants with a focus on innovative learning and teaching practices.
- multi-level course/unit governance supported by data and evidence to ensure rigour, fit for purpose, good practice and relevant curriculum.

### **University Admissions Transparency**

ACU delivers best practice in admissions transparency, having invested in a user experience based online environment, to design content to meet and exceed student expectations and transparency requirements. Our alternate entry options (including admission criteria and application methods) are clearly detailed on the ACU website via the 'Study at ACU' link that has been cited as an example of good practice in a TEQSA Good Practice Note (Good Practice Note: Making higher education admissions transparent for prospective students - 5 July 2019). The alternate pathways provide ways for students to demonstrate entry requirements equivalent to the ATAR admissions pathway. All entry criteria for ACU courses are approved by Academic Board (outlined in the Admission to Coursework Programs policy). Students can apply directly to ACU and be assessed against the relevant criteria. Faculties conduct regular assessment of performance of cohort and review entry criteria based on that assessment.

The University provides support to all students to assist in their transition into their courses of study. This includes students admitted without ATAR. All commencing students are encouraged to attend their course orientation, and ongoing engagement with first year students is maintained through a suite of first year transition programs and initiatives including Lecturers-In-Charge and Course Coordinators who refer students at risk to the appropriate support services as required. ACU continuously reviews its Admissions Pathway methodologies to ensure criteria are robust and pathways are benchmarked with industry best practice. Early assessment measures include progression and attrition results.

### **University Retention Strategies**

ACU has processes to monitor students identified either as *at risk*, subject to *show cause* and *termination of enrolment*. Processes have been reviewed recently and as a result changes are being implemented that include earlier intervention, consistent communication and follow up of students at risk. The following strategies are central to increasing student completions:

- a whole-of-university retention strategy targeting six focus area: pathways, admission and transition; high quality, student-centred learning and teaching; student's academic development, support and co-curricular engagement, student health, safety and wellbeing; students at risk of exiting or students who have disengaged; and evidence-based practice and continuous improvement.
- ACU offers a range of online support programs such as online literacy and numeracy programs to further prepare students for university studies.

We conduct regular surveys of students who have left or did not accept their offer to find out the reasons behind these actions. The results of these studies continue to inform a range of product, process, system and communication reviews. The following specific measures are used:

- re-engagement opportunities are provided to students who have discontinued their enrolment from the university (including students who have deferred, on leave of absence or withdrawn).
- introduction of re-recruitment processes for students who have withdrawn including contacting students due to re-enter their studies.
- the Indigenous Higher Education Unit (IHEU) staff conduct exit interviews with Indigenous students to determine reasons with at risk of failing or withdrawal and discuss plans to re-enter ACU as appropriate. There is an ongoing rapport with former students to support future conversations for returning to study.

*Measures: retention, progression, satisfaction and completion rates.*

## **RESEARCH AND RESEARCH TRAINING AND INNOVATION**

### **Excellence in research and the strengthening of research capability**

ACU has achieved remarkable success in establishing itself as a research university. Ranked equal first in ten four-digit fields of research, ACU is recognised as a provider of world-class research.

Our focus now is to build on this success and widen its impact. In addition to the continued implementation of our Research Strategy through our institutes, ACU will establish new faculty-based research centres to support research excellence and strengthen research capability in areas of strategic priority for the University. In addition, we will:

- ☐ Identify institutional priority areas of research linked with tangible, real world challenges and industry engagement.
- ☐ Internally fund large-scale research institutes and smaller school-based research centres in the priority areas that are subject to annual monitoring of performance.
- ☐ Strengthen international collaborations and partnerships with collaborators that bring intellectual capital to the Australian higher education sector.

*Measures: Excellence in Research for Australia (ERA), selected world university rankings, and institution-level monitoring of research performance for individual staff.*

### **High-quality research training, PhD industry placements**

As we roll out the development of Faculty-based Centres, we will create an environment that delivers better support mechanisms for PhD candidates and an enriched experience. The process of entry into a PhD program will continue to include an institutional selection process with minimum entry requirements and requirement of being supported by appropriately accredited supervisors. ACU will pursue joint industry funded scholarships and encourage end-user (including industry) co-supervision of Higher Degree Research (HDR) students. To support completions, candidate progress will continue to be supported through regular formal reporting of milestones but will also include measures to support employability and industry engagement.

### **Research translation and commercialisation**

ACU has a number of strategies to support the translation of knowledge into social and commercial enterprise, and as part of our mission – particularly those that affect positive change in society. We have established two key priorities in this area which are being implemented during the course of the Compact:

- ☐ translate research into economic, social, environmental and cultural impacts to advance social progress and affect positive change in our communities.
- ☐ forge strong and mutually beneficial local, national, international and industry partnerships to develop practical research outcomes that benefit the wider community.

To support these priorities, the University will:

- ☐ establish a unit to undertake and promote research in partnership with agencies and organisations that serve those experiencing disadvantage.
- ☐ develop a process and platform for collecting, reporting and promoting research engagement and impact, including formal supports for researchers to embed engagement and impact from project conceptualisation to outcome dissemination.

*Measures: attendance and feedback on events and activities to support research translation and commercialisation.*

### **Promoting Open Access**

To support open access initiatives ACU's research publication policy stipulates that meta-data and author manuscript copies of publications must be lodged in the institutional open access digital repository (Research Bank). To achieve this ACU has:

- ☐ a Research Data Management Policy that underpins sharing of research data.
- ☐ financial support to assist with article processing charges for certain high-quality open access journals.
- ☐ an online resource centre to support open access via ACU Library.

*Measures: Higher Degree Research completions, annual audit of HDR supervisor register, industry placements.*

## EQUITY

### **Improving Indigenous outcomes**

ACU has a deep commitment to Aboriginal and Torres Strait Islander reconciliation. We are implementing a range of targeted strategies to improve outcomes for Aboriginal and Torres Strait Islander students and staff, including:

- implementation of the Aboriginal and Torres Strait Islander Employment Strategy with a 3% employment rate.
- implementation of ACU's Reconciliation Action Plan.
- maintaining culturally inclusive spaces and environments that also provide support and advocacy.
- sponsoring students to enhance/develop their cultural, leadership and career opportunities including through placements, networking and professional development opportunities.
- increasing Aboriginal and Torres Strait Islander postgraduate student enrolments by drawing on and building ACU connections with Indigenous organisations and networks.
- implementation of a Building Cultural Capacity project to embed Indigenous perspectives across curricula.

*Measures: progression, success and completion rates, scholarships, placements.*

### **Supporting equity groups**

To further support the widening of participation, ACU has put in place a number of initiatives (Connect2Uni, UniStep Up and Clemente Australia) to create institutional structures and programs to enable equitable access to higher education opportunities and support of students from LSES backgrounds and other equity groups. For example, the ACU Connect2Uni program is a year-long transition program specifically to support students from low SES backgrounds, Aboriginal and Torres Strait Islanders and regional and remote areas to:

- negotiate university culture, expectations and processes.
- become comfortable with the university environment and facilities and the learning technology we use.
- connect with peers.
- become familiar with the support services offered by the Office of Student Success.
- develop an awareness of key aspects of university study – academic writing and referencing.
- access support when required.

### **Addressing unemployment in the regions**

To support outcomes for students in each of the regions serviced by our campuses, ACU will continue to fine-tune its approach to employability through strategies which draw on Work Integrated Learning (WIL) and to embed employability initiatives in the curriculum. Engagement with industry will continue to inform the direction and design of our courses via the course approval processes to ensure students are able to realise the best outcomes after graduation. For example, ACU's Ballarat campus makes a positive contribution and impact on regional health and educational workforce shortages, informed by ACU's links with Ballarat local stakeholders. For example, students studying physiotherapy from the regional area of Ballarat undertake community engagement and field experience, expanding their understanding of the industry and aligned with the largest employment sector in the region. ACU is also establishing a campus in Blacktown, NSW as a significant strategy in providing broader educational opportunities, particularly for youth in Western Sydney, a major growth area. The University is engaged with the Council in this endeavour and through the combination of active partnerships with the community and business, we believe significant benefits can be realised in terms of student outcomes.

### **Support for relocating students**

Each semester on-boarding events are held in each setting to ensure students are aware of the University and accommodation specific support on offer and their rights and responsibilities. On-site academic skills workshops and other specialised programs are offered to students living at ACU residences. These are part of the Living and Learning Communities program. In addition, an Indigenous student Accommodation Award exists to meet accommodation costs at approved ACU residences for Aboriginal and Torres Strait Islander students, especially students relocating from remote and regional communities.

*Measures: participation of regional, low SES students and other equity groups, graduate outcomes, employer satisfaction.*

### **Community access to university facilities**

ACU values its connectedness with its many local communities and has a number of ways in which it provides access to its facilities as part of engaging with community, industry and public partners. ACU campuses are a location of choice for a range of community activities, which also contribute to the University's civic participation and engagement. The facilities include: publicly available conference, meeting and event spaces, chapels, multifaith spaces, parklands, sporting facilities, indoor and outdoor collaborative spaces, libraries and learning commons, specialist teaching spaces, laboratories, clinical schools, medical centres, cafes and bookstores.

Other examples include our:

- 📍 Banyo (Brisbane) Campus, includes 100 hectares of parklands and is a popular space with locals.
- 📍 Melbourne campus includes The Saint Mary of the Cross Square, facing Brunswick St, Fitzroy, providing valuable green space in a busy city location.
- 📍 Strathfield, NSW campus has a FIFA-accredited artificial grass football pitch (uniquely located above an underground carpark) which is used for vacation care camps, weekly district competitions and ad-hoc bookings.
- 📍 we also offer our CBD Leadership Centres in Brisbane and North Sydney which are popular conference spaces.
- collaborate Plus program – business incubation centres in North Sydney and Strathfield, that provide support for start-up businesses.

ACU has joint venture facilities, including Clinical Schools that co-locate in partner Hospitals across Australia. These provide ACU students and staff an opportunity to learn, gain practical experience, and research in collaboration with hospital staff and facilities. ACU is a partner in the new St Vincent Hospital Melbourne – Aikenhead Centre for Medical Discovery.

ACU will increase utilisation of our facilities, including the utilisation of ACU's ninth campus in Blacktown, Western Sydney in 2021. These strategies will increase community engagement, improve community benefits, better utilise University assets, and diversify revenue.

*Measures: physical space utilisation and planning data.*

### **Strategies to increase aspirations and advice to school students on study options**

Each year ACU engages with approximately 500 schools and 400 careers markets across three metropolitan and two regional areas and across multiple states and territories. In addition to that the University holds six Open Days – one at each ACU campus, information evenings for school students and their parents, and university experience days. During all of these events/activities, ACU staff and student ambassadors provide prospective students with course information (through one-on-one and published advice to suit the interests and aspirations of prospective students, including advice on pathways into university). Through its First Peoples and Equity Pathways team, ACU offer outreach and support directly to Aboriginal and Torres Strait Islander students, parents and communities.

When ATARs/HSC results are released in December, ACU hosts a range of 'Know your Options' events on each campus at which prospective students can obtain further information about courses and pathway options. In addition to these face to face opportunities, ACU's website provides course and study information at <https://www.acu.edu.au/study-at-acu> as well as admission pathways information at <https://www.acu.edu.au/study-at-acu/admission-pathways>

To support the work of high schools to provide advice to students, we also hold a series of Advisory Conferences for Careers Advisors and teachers keeping them informed of the latest study, support and engagement opportunities for their students at ACU. An early offer process for year 11 and 12 will also be developed.

*Measures: attendance at carers markets, open days, experience days and student feedback.*

## LABOUR MARKET OUTCOMES

### **Addressing skills gaps**

A strategic priority for ACU is to strengthen industry and community engagement in each of its regions to inform initiatives to support tangible outcomes for our students. ACU has in place a range of mechanisms to identify skills gaps, which ensure courses are market relevant and enhance graduate employability, as well as providing an academically robust education that is centred on students' integral human development. For example, ACU's academic leadership is strongly connected to industry through membership of industry stakeholder bodies, external Consultative Committees and Faculty Advisory Boards. ACU has well-established and strong partnerships with industry leading providers, such as St Vincent's Public and Private Hospital, and regularly engages with industry to ensure current and future skills needs are mapped into our curricula. These alliances ensure that ACU's curriculum and teaching and course approval is informed by industry skill requirements. Faculties are also linked closely to relevant Professional and Accrediting bodies (both domestic and international), to ensure industry competency standards are embedded into curriculum and teaching, so courses are assessed to meet accreditation requirements. These alliances assist in ensuring ACU is attentive to current and predictive skill gaps. The formal course approval processes include analysis of national and international data sets to identify skills gaps in priority areas supported by ACU's own qualitative and quantitative research. In an extension to its connectedness with industry, ACU undertakes executive education utilising a specific B2B strategy that engages executives of external organisations to collaboratively identify gaps and to develop bespoke professional learning programs to address such gaps. Work Integrated Learning (WIL) also features in ACU's courses including clinical and school placements, and Pro Bono legal experience which provide rich industry application for learning in a real-world context. ACU undergraduates undertake the Core Curriculum, providing students with the opportunity to reflect on major social and ethical issues with empathy and confidence and undertake community engagement activities. These experiences aim to enhance the dignity and wellbeing of communities, as well as offering transformative experiences for ACU students.

### **Local, regional and national labour market priorities**

ACU's national footprint across eight campuses (including the additional of Blacktown) in both metropolitan and regional locales, facilitates strong connections to local, regional and national priorities. For example, ACU students in the health and education disciplines are required to undertake a rural or regional placement which often leads to enhanced migration outcomes for the regions. ACU works with industry partners who engage students directly in 'live' industry projects, such as providing IT Mentorship or providing virtual internship opportunities, honing not just job requirement skills, but job creation skills to meet market priorities. Authentic entrepreneurial projects enable students to link with industry at local, national and international levels. Course accreditations are national in focus but embed jurisdictional differences in courseware (law and education degrees) to enable local market priorities. ACU's Ballarat campus and the new Blacktown campus are based around strong collaborations with local stakeholders which have been and will continue to be central to ACU's approach to delivering industry relevant courses that make a positive contribution to those communities.

### **Work-ready graduates, admissions, enrolments and course offerings**

ACU maps graduate attributes to learning outcomes and assessment tasks in each unit in the curriculum. Graduate attributes are then mapped across the whole curriculum to ensure each is being covered and students provided with opportunities to demonstrate achievement through capstone units, WIL, simulated placements and embedding work search skills in the final year units. The University is in the process of updating its graduate attributes which will provide better coverage of the generic and specific learning outcomes expected in our graduates.

ACU will continue to manage its admissions and enrolments to courses in-line with its discipline strengths and its capacity to support employability initiatives throughout the degree. The information that informs the continued delivery of a course takes into account a range of measures of success including student and graduate feedback. The resulting places on offer in each course combined with a range of embedded and industry supported employability initiatives, are able to support students in achieving positive outcomes. The data measuring graduate outcomes continue to show that ACU graduates experience positive employment outcomes. All courses proposed for offer by ACU also go through a rigorous process of approval and must be accompanied by course proposal documentation. This documentation includes a range of detailed market insights data.

*Measures: graduate outcomes, employer satisfaction, WIL placement data, student satisfaction.*

## SECURITY MEASURES

### Cyber Security

ACU has developed and continues to implement a comprehensive program of cyber security controls. Cyber security is a standing item at our ACU Audit and Risk Committee and a priority in its new Strategic Plan. ACU conducts cyber security active threat simulations with PricewaterhouseCoopers' and has recently completed two internal audits to test the robustness of its approach. While ACU exercises continual vigilance and improvements, no system is completely impervious to the global risks in cyber. The University continues to collaborate with peers across the sector to learn from experience and share better practice methods to detect and deter cyber attackers. ACU has a positive risk culture and proactive reporting approach with its regulators in this regard, including the Office of the Australian Information Commissioner (OAIC) and TEQSA, to assist in sharing knowledge which may assist in strengthening the sector's response to such matters.

ACU performed an assessment against the National Institute of Standards and Technology (NIST) Cyber Security Framework, and has an active program in place to strengthen controls and reduce residual risks. For example, this program includes multifactor authentication, privileged access management, patching and log management, security awareness training, cyber risk tracking software, regular critical incident training and scenarios among other actions.

ACU has implemented an incident response process and supporting play books to cover common scenarios such as account compromise, a website defacement or a data breach. The following policies and procedures document the requisite processes in the case of a cyber security incident or data breach:

- Critical Incident Management Policy and Procedures.
- Privacy Policy and Data Breach Procedure and Response Plan.

In addition, contractual provisions are included in IT agreements where data is being stored by third parties (to the extent commercially feasible) for example, data security provisions, data breach notification and cooperation provisions and audit rights. The Business Continuity Policy and Procedures are currently being finalised and will also be of relevance to mitigation in the case of a breach. Disaster Recovery for key systems is also planned to be tested to ensure system dependability and robustness.

ACU's coverage of the controls recommended by the Australian Cyber Security Centre's (ACSC) "Strategies to mitigate cyber security incidents" document, have been adopted and are at various stages of implementation. The University is committed to ensuring all relevant controls and mitigation strategies are put in place to protect university data and ensure protection against cyber threats. ACU has several policies and procedures that set out the processes to be followed by ACU staff if ACU experiences a data breach or suspects that a data breach has occurred. Policies will be amended to reflect any changes to approach resulting from the continued assessment of ACU's status against its own readiness measures and cyber security best practice.

*Measures: National Institute of Standards and Technology (NIST) Cyber Security Framework, cyber security post-incident reviews, ACSC strategies.*

### Foreign interference

ACU is committed to complying with its legal obligations under the *Foreign Influence Transparency Scheme Act 2018* (Cth) to the extent that the relevant obligations apply to ACU. Due to the nature of its operations, ACU has not yet identified any registrable activities that would need to be entered on the Attorney-General's Department [Transparency Register](#). A more detailed risk assessment will include development of a risk assessment questionnaire to assist units within the University to identify any registrable activity.

*Measure: Monitoring of the Transparency Register.*

**SIGNED for and on behalf of**

THE COMMONWEALTH OF AUSTRALIA

by Danielle Donegan, Acting First Assistant Secretary, Higher Education Division of the Department of Education, Skills and Employment as delegate of the Minister for Education.

**Signed by**

Danielle Donegan

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**Date:** 17 December 2020

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**In the presence of:**

**Signed by**

Sabrina Kim

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**Position of witness**

Policy Officer

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**SIGNED for and on behalf of  
Australian Catholic University**

**Signed by**

Professor Gregory Craven

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**Position**

Vice-Chancellor and President

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**In the presence of:**

**Signed by**

Ewa Kluk

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**Position or profession of witness**

Executive Officer

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