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Australian Government

**Department of Education,
Skills and Employment**

2021-2023 MISSION BASED COMPACT BETWEEN THE COMMONWEALTH OF AUSTRALIA AND THE UNIVERSITY OF ADLEAIDE

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

This is time of unprecedented change. Changes to government funding mechanisms, international student mobility and specific bilateral geopolitical tensions are reshaping the University's resource base over the short and medium term. This will impact the speed and scale of initiatives but our values and mission will transcend these adjustments.

At the University of Adelaide, we embrace our role and purpose as a future-maker—for our state, our nation and our world.

We pursue meaningful change as we celebrate our proud history: applying proven values in the pursuit of contemporary educational and research excellence; meeting our local and global community's evolving needs and challenges; and striving to prepare our graduates for their aspirations and the needs of the future workforce.

Our focus is informed by the manifold changes confronting today's society, including the:

- need for economic transition—to new industries and jobs
- imperative of social transformation—demanding more accessible, lifelong learning
- impact of globalisation—making global opportunities available locally
- pervasive nature of technological disruption—redefining socio-economic constructs
- pursuit of sustainability—socially, economically and environmentally.
- The University is uniquely positioned to design and drive a prosperous, entrepreneurial future for South Australia built on knowledge, innovation and collaboration.

We're a dynamic participant in society, leading our community in leveraging change for social and economic benefit. We listen to industry. And we connect with diverse community groups far and wide to deliver education and research of the highest value and impact.

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FREEDOM OF SPEECH AND ACADEMIC FREEDOM

In December 2020, The Walker Review found the University was “mostly aligned; with some areas not aligned”. In February 2021 University Council endorsed the amendment of the Academic Freedom Policy that would provide full alignment. Following stakeholder consultation, the revised fully aligned University [policy](#) was endorsed by Academic Board and approved by Council.

IMPROVING TEACHING AND LEARNING OUTCOMES FOR AUSTRALIAN STUDENTS

We anticipate that our student experience will continue to be impacted by covid-19 but we are adapting to this new normal and anticipate student satisfaction will recover 75% of the decline experienced in 2020 as measured by overall domestic student satisfaction measured in the Student Experience Survey in 2023. Our strategies to achieve this include improved course review processes and multi-year strategic project providing targeted course design and delivery improvement and enhanced academic development support for teaching, including specific focus on assessment and feedback, and digitally-enabled approaches.

We are aiming for a 2% greater improvement in overall domestic employment on 2020 3-year aggregate, relative to state average improvement measured in the Graduate Outcomes Survey’s 3-year aggregated 2023 result. We will achieve this through expanded Work Integrated Learning across curriculum. Our NPILF program will increase internships for coursework/HDR students. Labour market outcomes will be addressed through other NPILF actions, including strengthened industry engagement, incorporating industry voice into curriculum at all levels and driving academic program/course development including micro-credentials.

Our retention goal is to improve domestic undergraduate attrition by 1% from 2020. The [Student Retention and Success Plan](#) 2022-24 will take an integrated student lifecycle approach including a strong focus on student engagement and on [mental health and wellbeing](#). New centralised student success/experience services model, with enhanced systems and business processes, will improve student support.

Face-to-face learning is central to the Adelaide experience, supported by digital content and online activities in response to student demand for flexibility. All teaching spaces will return to full capacity Semester 2 2021 with return to face-to-face activities.

The University has a continued focus on admission transparency for how we select students and make offers of admission, without an ATAR score, through our [entry pathways](#).

RESEARCH OPPORTUNITIES AND PARTNERSHIPS IN THE NATIONAL INTEREST

To build scale and focus in research, over the next 5 years the University plans to lead development on three sectors of significant, potential mid-term growth: digital and defence capabilities; raising economic value through our Waite Campus (e.g. in Agri-tech); and building biomedical impact. This will be complemented by precinct development and collaboration, e.g. [Lot 14](#), and by creating new or deeper partnerships in areas of National Priority and Sovereign Capability. Success measures are research income, joint appointments, and impactful outcomes.

To support the Government's focus, we are enhancing our commercialisation and industry engagement functions. Our scaled funding requests for nationally-collaborative Hubs in Agriculture, Food and Wine Innovation, and Information Capability, plus a Centre for Critical Minerals Research, will assist with nation building.

We will continue to attract high-performing researchers and build research in areas of significant value. This strategy includes leveraging the Global Visa scheme, focussing on nation-leading capabilities, responding to our external partners, and expanding our Industry PhD and intern program. Success will be measured by partnerships, publications, citations, research income and impact, and student enrolments.

We will continue to deliver best practice within the university sector in our collective [Integrity and National Security Obligations](#). Our new Chief Security Officer is continually improving [tools](#) for the identification, assessment and approval of foreign activities prior to the activity commencing. Measures to prevent unauthorised access to sensitive data will be strengthened. Outcome measures include foreign interference assessment figures, and accreditation within the Defence Industry Security Program.

IMPROVING STUDENT EQUALITY AND OUTCOMES

The [Student Retention and Success Plan 2019-2021](#) (SRSP) fosters a joined-up approach to the planning, implementation and evaluation of retention and success interventions and practices across the institution, to optimise outcomes for all students, including those from under-represented backgrounds. Strategies linked to Goal 2 of the SRSP set out the institutions academic support and intervention priorities for equity groups.

[Succeed@Adelaide](#), a peer-to-peer calling service, prioritises students through intervention, outreach and support at critical times in the academic lifecycle. Resources are allocated equitably to ensure support for students from LSES and ATSI backgrounds are set up for the highest chance of success.

Further, extra academic support is provided to students with ATSI/LSES background, or that have a [disability access plan](#) through an increased allocation of online, after-hours, study support.

Success is measured through engagement with the various programs and using QILT and other indicators (e.g. retention), focusing on satisfaction of support and impact of key areas e.g. improved retention, sense of belonging, and progression timelines. Monitoring and reporting occurs through the SRSP Implementation Group and the Student Retention and Success Committee, with reporting of student performance and outcomes to Academic Board.

Beyond their outreach and aspiration building programs, [Wirltu Yarl](#) provide tailored support for ATSI students through their Student Support Officers, shaped by individual Student Success Plans. Academic support is provided through an Academic Mentoring Program and free access to e-textbooks and Cultural support through dedicated Cultural Advisors. Engagement, success and completion are monitored and reported on both internally and externally.

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SIGNED for and on behalf of
THE COMMONWEALTH OF AUSTRALIA

In the presence of:

by

Dom English

Ryan Kinder

Full name (please print)

Witness (please print)

First Assistant Secretary

A/g Director

Position

Position or profession of witness (please print)

of the Department of Education, Skills and
Employment as delegate of the Minister for
Education and Youth

Signature

Signature

28/12/2021

Date

SIGNED for and on behalf of
The University of Adelaide

In the presence of:

by

Professor Peter Høj AC

Mrs Jillian Miller

Full name (please print)

Witness (please print)

Vice-Chancellor and President

Director, Vice-Chancellor's Office

Position

Position or profession of witness (please print)



Signature

Signature