Australian Government

Department of Education and Training

2017 Mission Based Compact
Between the Commonwealth of Australia and the University of Adelaide

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 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 which includes that year.

MISSION

In December 2012 the University adopted a Strategic Plan, *Beacon of Enlightenment*, after consultations with its staff, students and community. This decade-long plan describes a vision for delivering the kind of university we would like Adelaide to be as we approach its 150th anniversary in 2024.

Primary focus
Learning and teaching
To deliver on our promise to make the University a beacon for learning and teaching requires that we continue to focus on offering a compelling, irresistible educational proposition: recapturing the union of teaching and research; allowing small groups of students to discover new knowledge under expert guidance; supporting it with excellent e-learning; and, inculcating an abiding sense of global citizenship in our students and staff.

Research
To make the University a beacon for research and research training requires that we continue to build our capacity to attract international researchers; nimbly adapting to major new research challenges; and, recruiting and retaining the next generation of research leaders. Increasingly that means working with a network of partners, locally and globally. Developing partnerships with business and global universities is a particular focus.

Engagement
To deliver on our plans to make the University a beacon for engagement requires a commitment to working with alumni, donors, government, industry and the wider community to make the transformative effect of a university education accessible to more people and link ground-breaking research with real-life applications.

Values and aspirations
The University is an international institution that distinctively embraces the ideal of the research university, where the excitement, vitality and passion of the search for new knowledge is one in which all students participate; an enlightened and tolerant community where able students can find support, whatever their background or circumstances; an institution which builds on its complement of internationally-focused staff able to prepare students for global citizenship in an increasingly borderless world; and a place where the Kaurna people, original custodians of the land on which the campuses now rest, are acknowledged and their culture respected.

In this context, we aspire to more fully develop:
- A student body of democratic breadth
- A staff of international distinction
- A spirit of freedom to investigate new fields
- A sense of importance to the community
- A goal to prepare educated leaders.

INNOVATION

Innovation, research translation and commercialisation

1. INDUSTRY ENGAGEMENT AND INNOVATION: translating research for economic and social benefit
   - Foster a culture that values and encourages research translation by staff and students
   - Better catalyse innovation to increase generation and translation of ideas by staff and students
   - Lift end-user utilisation and commercial exploitation of our research for greater impact
   - Enhance partnerships with industry, entrepreneurs, governments and the broader community
   - Increase leverage of our research into high-value commercial or social outcomes
   - Equip research students as 'industry confident' for a wide range of career options

2. GLOBAL PARTNERING: engagement for improved research impact and translation
   - Enhance the scale and scope of research collaborations with selected global leaders
   - Optimise the governance of our global partnerships for improved outcomes
   - Leverage our international industry and government networks for local industry
   - Provide international research opportunities and experience for our leading researchers
   - Extend the capability and capacity of our researchers through targeted global engagement

Open access
   - Establish an Innovation Hub
   - Promote an 'easy access' approach to Intellectual Property
   - Encourage researchers to make data-sets available under Creative Commons CC-BY license

TEACHING AND LEARNING

1. CURRICULUM
   - Improve program-level coherence with integration of the University graduate attributes curriculum
   - Develop an integrated approach to students' career-readiness development across all programs, connecting curricular, co-curricular and extra-curricula opportunities
   - Clearly define an 'attributes curriculum' with priority given to embedding of career-readiness, global citizenship, intercultural awareness, and digital literacy development
   - Provide more opportunities and support for undergraduates to engage in research and the scholarship of discovery within programs and the co-curriculum
   - Develop new channels for promoting and disseminating our undergraduates' research and scholarship

2. LEARNING
   - Ensure small group discovery experiences are available to all students
   - Increase the availability of blended, online and active learning approaches
   - Enhance the use digital learning tools and provide more integrated digital environment available to all students

3. ASSESSMENT
   - Provide more varied, 'authentic' and flexible assessment tasks
   - Increase e-submission and e-marking

4. TRANSITIONS
   - Improve student engagement and retention
   - Provide less complex, more streamlined and flexible, academic program structures and pathways
   - Increase flexibility in modes of delivery
   - Improve transitions to graduate employment

5. TEACHING
   - Develop an institutional framework for teaching quality and excellence
   - Increase staff confidence and expertise in teaching, including blended and online approaches
   - Enhance reward and recognition for teaching

6. COMMUNITY AND CO-CREATION
   - Strengthen students' sense of belonging to their academic community and pathway
   - Enhance the role for students as partners in: learning and teaching governance; learning and research; curriculum development and review; learning and teaching enhancement; peer support

7. ANALYTICS AND EVALUATION
   - Improve the use of data to support learning and teaching, engagement and retention, and inform enhancement strategy
   - Improve mechanisms for student feedback on program, course and teaching quality
   - Improve evidence base on student and staff experiences of learning and teaching at the University, including of SGDE and blended and online learning
   - Improve impact evaluation of learning and teaching developments and innovations

RESEARCH AND RESEARCH TRAINING

1. RESEARCH EXCELLENCE: delivering world-class research in our selected endeavours
   - Build key strengths to achieve scale and focus in selected endeavours
   - Invest in new research fields with high potential and relevance
   - Address global challenges and national priorities with interdisciplinary teams
   - Attract and retain the finest researchers and research students
   - Develop a more robust and diverse external research funding base

2. HIGH-PERFORMANCE CULTURE AND CAPACITY: supporting our people with operational excellence
   - Ensure a pervasive culture of world-class research excellence, innovation and leadership
   - Align recruitment, career development and succession planning with research priorities
   - Achieve best practice gender equity and diversity in our research workforce
   - Meet the highest standards of integrity, ethics and compliance in research and training
   - Provide researchers with top quality support, infrastructure and services

3. RESEARCH TRAINING
   - Equip research students as 'industry confident' for a wide range of career options
   - Expand PhD programs, including more industry-linked scholarships and placements
   - Utilise supervisors' quality index to ensure highest-quality training opportunities

EQUITY

1. INDIGENOUS OUTCOMES AND TARGETS
   - Achieve Indigenous undergraduate and postgraduate student enrolment and completion rates that are reflective of state population parity to 2% of total students by 2024.
   - Develop and enhance Indigenous research across the University and increase the number of Indigenous researchers.
   - Develop and support the internationalisation of Indigenous Education.
   - Achieve Indigenous staff employment rates to 2% of total staff cohort by 2024.
   - Develop Indigenous courses and programs with content including Indigenous perspectives, histories, and cultures applicable across a range of curricula.

- Embed cultural awareness and competency training for staff.
- Increase the visibility and recognition of Indigenous cultures across all campuses through community engagement.

2. EQUITY STRATEGIES

Children's University Australia
- Build attainment and aspiration within selected low-SES school communities, showing students from early primary through to secondary school that university study is possible, practical and achievable for them.
- Provide activities which showcase university staff and facilities and are designed to be innovative and engaging with links to school curriculum, community learning and future study pathways.

Succeed@Adelaide
- Improve retention rates of undergraduate commencing students, particularly those from low SES, Indigenous, Rural and non-traditional backgrounds.
- Undertake early identification and intervention of first year students potentially at risk of disengaging, failing and/or withdrawing.
- Continually support, track and engage students as they complete their first semester at the University of Adelaide.
- Improve data capture necessary to inform proactive engagement with students potentially at risk of disengaging, failing and/or withdrawing
- Student centric service delivery.

Disability
- Ensure planning and evaluation processes consider implications for people with a disability
- Identify relevant policies and strategies aligned with the University's strategic directions, relevant legal obligations and the intent of the University's Disability Action Plan.
- Create and maintain a learning experience that is inclusive of the needs of students with a disability and optimises the participation, retention and success of students with a disability through accessible and equitable enrolment, learning, teaching, assessment and research practices.
- Enable equitable access to information and communication resources for students and staff with a disability including ICT, Library services, and information published by the University.
- Create and maintain an inclusive physical environment that enables the safe and equitable participation of people with a disability.
- Ensure employment and development policies and procedures are free of discrimination toward people with a disability and that they enable their recruitment and development in an equitable and inclusive manner.

SIGNED for and on behalf of

THE COMMONWEALTH OF AUSTRALIA

by

DOM ENGLISH
Full name (please print)

GROUP MANAGER
Position

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

[signature]
Signature

_18/12/17_
Date

In the presence of:

Cate Hutchinson
Witness (please print)

Policy Officer
Position or profession of witness (please print)

[signature]
Signature

SIGNED for and on behalf of

UNIVERSITY

WARREN BEBBINGTON
Full name (please print)

VICE-CHANCELLOR AND PRESIDENT
Position

[signature]
Signature

In the presence of:

JILLIAN MILLER
Witness (please print)

DIRECTOR, OFFICE OF THE VICE-CHANCELLOR
Position or profession of witness (please print)

[signature]
Signature