



**2017 Mission Based Compact
Between the Commonwealth of Australia and The University of Western 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 which includes that year.

MISSION

UWA's mission is to provide world-class education, research and community engagement for the advancement of the prosperity and welfare of our communities and we aspire to be recognised as a top 50 university by 2050. In doing so, we value and remain committed to:

- a culture of high performance and continuous improvement
- academic freedom
- equity and merit as the fundamental principles for achievement
- openness, honesty, tolerance, trust and responsibility in social, moral and academic matters
- the achievement of Aboriginal peoples' rights, aspirations and potential and the recognition of Indigenous knowledge, culture and values and
- sustainability in environmental, economic and social dimensions.

In achieving success, our goals are to:

Be recognised as a global leader in university education

Anticipating future graduate and employer expectations, 2012 saw the introduction of a differentiated course structure providing a small number of broad undergraduate qualifications and a suite of postgraduate courses to create well-rounded professionals and future leaders. This created a distinctive market position, evidenced in the changing distribution of Commonwealth-supported places. Recruitment into this new course structure, and encouraging articulation from undergraduate to postgraduate courses remains a focus for 2017. Enhancing the student experience and diversifying the opportunities for learning are key to this.

Have an international research agenda of relevance to the communities we serve

2017 will herald a renewed academic structure designed to encourage collaboration and cross-disciplinary research to better respond to the complexity of global challenges and priorities. Supporting this will be expansion of the reach and recognition of research through international networks and research outputs that will strengthen our global impact and profile. The establishment of UWA measures of research impact in 2017 will provide an indication of the relevance of this work to UWA communities and will inform future research priorities.

Contribute to the intellectual, cultural and social life of the community – locally, nationally and globally

The continued expansion into broader markets will diversify student recruitment and open the door to a world class learning experience to more students. Engaging with alumni will encourage a spirit of life-long learning, and contribution to the education experience. Focussed activity in 2017 will prioritise the establishment of deeper ties with industry to enhance the translation of research and create new research opportunities.

To deliver on these goals, we rely on our key capabilities:

Operational excellence

UWA will implement a renewed academic and administrative structure from January the 1st 2017. This change will be underpinned by a program of strengthened planning, monitoring and improvement for all operational activities – our people, infrastructure and processes.

World-class staff

Organisational change will also align staff and development more closely to strategy including recruitment of additional world class academics to augment current education and research excellence. Performance, capability and diversity remain priorities for 2017 with improved planning, development and performance management being a strong focus.

Students with outstanding potential

UWA has an enduring focus on merit based recruitment of students with the highest potential. In 2017 UWA will continue to broaden its focus into markets beyond WA, and, provide an outstanding student experience that is broad, inclusive, supportive and values diversity.

INNOVATION

UWA is extending its reach into innovation through the creation of an entrepreneurial culture within the academy. This delivers in two ways:

1. creates a new way to explore ideas and approach problem solving and
2. encourages an industry-centric mindset that allows more rapid translation or commercialisation.

In order to achieve this, a number of strategies have been employed:

- investment funding opportunities – internal and external – for projects that offer commercial/industry potential
- a calendar of events, workshops and engagements with industry and the community
- researcher incentive programmes that reward industry-centric activities
- centralisation of consultancy services to coordinate activity and maximise return
- partnerships to help promote this culture and realise its outputs.

Key to these strategies is the UWA Innovation Quarter (IQ), established to foster enterprise, industry engagement and entrepreneurship for UWA researchers, students and staff. IQ drives the innovation culture agenda by delivering projects that:

- deliver creative thinking, innovation and entrepreneurship skills development
- facilitate and champion industry engagement to identify and drive to enhance education
- develop, deliver and evaluate initiatives to stimulate innovation '(IQ prototypes') and
- celebrate UWA innovators and their success stories.

In order to increase the impact of UWA's research, novel ways to communicate publications, findings and data more broadly are being implemented. Community participation, funding and ideas for research projects are being crowdsourced through a dedicated website which provides an opportunity for direct community engagement. Expanding reach and diversity of research narratives are extended through continued optimisation of digital channels, while employing a more audience-friendly message encourages relatability.

TEACHING AND LEARNING

It is our mission to provide a world-class education and student experience that prepares our students to be contributing members and leaders of local, national and global communities. UWA activity in 2017 will see continuation of 'Education futures' initiatives (see below) in parallel with the development of a long term 'UWA Education Strategy'. Strategy development will consider an array of scope, scale, delivery and approach settings consistent with a global top-50, research led institution. This will see the introduction of new education approaches potentially including refinements to Education Futures.

Education Futures is UWA's current strategy for achieving educational excellence. It has six core elements:

Transformative teaching: Teaching practices designed to engage, challenge and transform students throughout their courses by facilitating proactive student engagement.

Evidence-based teaching: UWA's teaching staff draw on scholarly evidence and systematic enquiry from their students to continually improve the education experience and maximise student outcomes.

Integrated research experiences: UWA graduates benefit from the integration of research into the teaching and learning experience. Having well qualified and experienced scholars in their fields teach at UWA allows our graduates to be at the forefront of their field, with demonstrated research literacy enabling them to be lifelong learners.

Experiential learning: The nexus of research and education is solidified by experiential learning providing engagement with problem solving in different environments and contexts– field, laboratory, workplace and community – to broaden skill sets and deepen the learning experience.

Optimised resources: A balanced and blended learning experience sits at the forefront of the UWA education experience. The deployment of various learning technologies, innovative spaces and facilities and resources to support both formal teaching and students' self-directed learning. A vibrant campus environment is key to this.

Global citizenship and leadership: UWA prepares its students to be contributing members and leaders of local, national and global communities, by creating an environment of inclusion and acceptance and offering opportunities to engage in social issues as part of their learning experience.

RESEARCH AND RESEARCH TRAINING

A number of strategies are in play to maintain high performance in research:

Strategic focus

UWA is refining its research priority themes offering greater strategic focus, and developing industry, international and private sector funding streams to ensure ongoing funding for these. Fresh investment in infrastructure and facilities optimisation will support the highest quality research by attracting and retaining high quality staff.

Industry engagement

The creation of a new centralised Business Development (BD) function will have a more structured engagement with industry and support a more agile response. Incentivising greater engagement between academics and industry will enhance the identification of community relevant research and inform prioritisation. The BD function will contribute to the development of research partnerships, identifying globally-relevant research and sourcing funding to support more HDR research students. Research partnerships provide the basis for intelligence sharing and create places for PhD students in industry.

Continuous improvement

Peer review and performance data remain critical elements of academic appraisal for the individual research academics and the University. UWA targets are established for publications, citations, research outputs and income achieved to reflect University-wide expectations. A recent restructure of UWA's academic structure was undertaken to enhance performance through collaboration, and streamline activity. Improved incentives and a Supervision Register for HDR supervision will further improve our HDR outcomes, ensuring a pipeline of quality academics.

EQUITY

UWA's suite of pathway, entry and support programmes promote access, continued participation and success for low SES, Indigenous, regional and remote, and migrant and refugee students.

Aspire engages with high school students who wouldn't normally consider university an option to encourage them to see the benefits and opportunities a university education offers. By partnering with schools in regional and remote regions and low socio-economic status (SES) metropolitan areas, the primary beneficiaries are students from Indigenous students, regional and remote students, low SES and migrant and refugee communities.

Broadway supports our access targets for some equity student groups. High school students from low ICSEA[^], regional and remote, Schools of Isolates and Distance Education and Aspire schools receive a pre-determined adjustment to their ATAR to increase their opportunity to be offered a place at UWA and in their selected course.

Fairway supports year 12 students to perform at their potential, grants access to participating students with a concessional ATAR score and supporting them through their time at UWA. The programme targets students in year 11 and 12 demonstrating financial or other hardship that prevents them from performing to their true potential.

UWA's **School of Indigenous Studies (SIS)** has programmes to stimulate entry for Indigenous students and support for Indigenous students at UWA to promote continuation and success. These include an outreach programme that engages with Indigenous students to encourage their consideration of university and application to UWA, offering access for students who do not meet standard admission requirements, scholarships and an Aboriginal orientation course. To encourage mature age Indigenous students seeking pathways into Law, Medicine, Dentistry and Pediatric Medicine, SIS offers two Advanced Diploma courses.

Special consideration for a number of circumstances is also offered through the **UWay** programme.

UniAccess provides services for UWA students wishing to disclose a disability or medical conditions and request assistance to support the continuation and completion of these students.

These access pathways are supported by a suite of support services aimed at improving continued participation and completion and success outcomes. These focus on transition, numeracy, academic skills, mentoring and health.

**Target

Aboriginal and Torres Strait Islander student enrolments for 2017: 260
(includes undergraduate, postgraduate coursework and HDR, by headcount)

**Target

Engagement with Aboriginal and Torres Strait Islander year 11 and 12 students in Leadership Program for 2017: 140

[^]Index of Community Socio-Educational Advantage

