Australian Government

Department of Education, Skills and Employment

2020 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 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

In this section the University should refer to information on:
- *its primary focus over the term of this compact*
  - Future Making: A 215t Century University For Adelaide, outlines the strategic vision for the University.
  - Under the plan, the University will:
    - Realise the University's purpose as a catalyst of knowledge creation and innovation, as an engine of social advancement, and as an active participant in the local, national and global economy;
    - Will be known as a social, cultural and academic thought leader, accessible to the community and responsive to societal needs;
    - Will draw on the University's heritage as it aspires to design and build a better future for all.
- *its values and aspirations, what it does and how it can best serve the interests of its students, staff and key stakeholders*
  - Fostering and delivering greater human capital — by expanding the cohort who can benefit from the knowledge and wisdom available within the University.
  - Facilitating innovation and extracting greater social and economic dividends from our research — in support of existing and future industries, and social advancement.
  - Developing an international presence and connections — by acting as a conduit for knowledge, people and corporations, connecting our State to a globalised world.
- *how the university has responded to the French Review recommendations to adopt the Model Code on free speech and academic freedom.*
  - The University aspires to a culture founded in excellence, respect, intellectual curiosity and collegial decision-making. That culture will value:
    - Academic freedom;
    - Articulate and respectful debate;
    - Transparency, consultation and communication — the contest of ideas;
    - Informed and evidence-based decision-making.
  - A draft Academic Freedom Policy has been prepared in response to the French Review and is the subject of consultation with academic staff and management.
  - A separate statement on the University's commitment to open and active engagement both internally and with community is also being prepared. The statement will be cognizant of developing an appropriate balance between principles of freedom of speech and the duty of care to students, staff and visitors to University campuses. There will be broad consultation on the operationalisation of the statement.

TEACHING AND LEARNING

In this section the University should refer to:
- *its objectives and/or priorities for teaching and learning*
    - An expanded cohort of students from overseas, more representative of the world's cultures.
    - More University of Adelaide students choosing to study abroad.
    - New teaching partnerships with international partners in areas of priority.
    - A revitalised curriculum that expands intellectual opportunity and is matched to the future needs of students.
    - Growth in our overall student population.
    - Expansion of the proportion of our students in postgraduate programs and short courses.
    - An enriched, campus-based experience.
    - Student-focused delivery including flexible pathways, teaching periods and modes of delivery.
    - Work Integrated Learning (WIL), student internships and placements.

- *its strategies to ensure quality in teaching and learning*

    - The University will enable students to make program and course choices that are optimally aligned to their interests, abilities and expectations, and to prepare effectively for study at the University.
    - Commencing students will be provided with an excellent first year experience, inclusive of effective orientation and transition, during which they develop as engaged learners and gain a strong sense of belonging to their academic community.
    - Continuing students will be provided with an excellent on-going experience, maintaining strong engagement and sense of belonging, and developing a clear sense of their own capabilities and direction as they progress toward graduation and graduate employment.
    - The University will have strong staff capability in best educational and support practices relating to student engagement, retention and success.
    - The University will have robust systems and processes in place and in active use for early identification and intervention of students at risk of failure and withdrawal, and for re-engagement of Leave of Absence (LOA) or withdrawn students.
    - The University will undertake rigorous evaluation of key retention and success strategies at School, Faculty and Institution-level and the resulting evidence base inform ongoing improvement.
    - The University will increased its rates of student retention, achieving Institutional and Faculty targets, and improve its 'learner engagement' score on the QILT Student Experience Survey.

UNIVERSITY ADMISSIONS TRANSPARENCY
- *how the University selects students for offers without an ATAR score, as part of its admissions process*
    - Higher education study
        - Students who complete at least six months of a recognised higher education program elsewhere, or complete University Foundation studies, or a bridging or enabling program can use these qualifications to gain entry into the University.
    - Work and life experience
        - Selection using work and life experience includes a combination of factors demonstrating readiness for higher education, including professional and/or work experience (including in the Australian Defence Force), interviews, and the Special Tertiary Admissions Test (STAT).
    - University Preparatory Program
        - The University Preparatory Program (UPP) is a free one year program for anyone who wants to get ready to enter university.
    - Vocational education and training (VET) study

- Completing a TAFE or VET (vocational education and training) qualification at a certificate IV—level or higher provides entry into many University of Adelaide degrees.
  - Aboriginal and Torres Islander pathways
    - Additional programs are available for students who identify as an Indigenous Australian such as the <u>Wirltu Yarlu University Preparatory Program</u> and <u>Aboriginal and Torres Strait Islander Access Scheme</u>

- *what evaluation strategies are in place for ensuring that students admitted without an ATAR are likely to succeed in their studies.*
  - As for all student cohorts, the success of students admitted without an ATAR are systematically monitored through the Student Retention and Success Implementation Plan (see below), including outcomes for progress, retention and completion.

UNIVERSITY RETENTION STRATEGIES
- *strategies to reduce the proportion of students that do not complete their course (including for students from regional and remote areas)*
  - 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 regional and remote areas) and the University.
  - The strategies of the SRSP are as follows:
    - Nested Targets
      - Establish annual faculty and program retention targets, aligned to the University's overall retention performance target, and learner engagement targets (QILT SES). We will regularly monitor and report on progress to Planning and Budgeting Committee and Academic Board.
    - Student Wellbeing, Progression and Targeted Support
      - Implement a personalised student outreach scheme across the University, with referral advice as required, to all students at all levels of UG and PGCW study. This will include specific outreach support to all pre-census commencing students, to enable them to finalise program and course choices that are optimally aligned to their interests, expectations and abilities, and to access support as needed for ongoing study.
      - Establish a consistent timetabled annual suite of targeted support interventions for identified at-risk groups and individuals across the University, including low SES students, encouraging and supporting ongoing maintenance of at least 3 units of load where appropriate. Interventions will include automatic review of the enrolment of all students who have not engaged to an agreed level by the census date and establishment of a consistent timetabled annual suite of re-enrolment support interventions.
      - Improve provision of program/course advice on entry and as required throughout students' studies, including review of the effectiveness of the existing distributed support infrastructure for student advice on program and course choices.
      - Establish a consistent institution-wide Leave of Absence (LOA) policy and procedure, and implement streamlined and targeted re-engagement campaigns for deferred, inactive, approved LOA and withdrawal students.
      - Investigate the benefit and feasibility of providing personalised career and employability development support including employability skills assessment (diagnostic) for all commencing UG students from pre-census S1.
      - Ensure large courses with high-fail rate and retention issues are always paired with PASS
      - Extend out-of-hours online academic skills support to make this available to all students.
      - Establish an institution-wide inclusion and diversity strategy and implementation plan which covers at-risk student groups.

- o Establish an institution-wide mental health strategy and implementation plan.
  - o Academic Orientation and Curriculum
    - o Establish academic staff leads for retention and success in all schools, and specific retention and success plans for academic programs, including a priority focus on programs with high continuing student attrition.
    - o Implement extended UG Orientation-Transition throughout at least semester 1 for commencing students, embedding into the academic experience and providing a) enhanced interaction between students and academic staff and b) opt-out peer mentoring for the whole of the first year, as features of the program. The program will target specific cohort needs, including midyear entry, part-time and mature age commencing students.
    - o Embed engagement, retention and success strategies into the institutional curriculum design project 2019 onward.
    - o Embed retention and success initiatives into the next Strategy for Learning, Teaching and Assessment (SLTA).
  - o Information
    - o Establish University-wide tools for effective and targeted student communication, including the establishment of a web portal, a regular all-student newsletter, and enhancement of the mobile app UA Student.
    - o Develop a revised service model across all faculties, Ask Adelaide and all central service areas, including delivery locations and times; service standards; CRM training and usage. We will pilot a personalised digital assistant for students.
  - o Co-curricular and Extra-curricular Opportunities
    - o Enhance promotion and support for co-curricular activities that provide opportunities for interaction between students and academic staff.
    - o Enhance promotion and support for extra-curricular activities through the Union, clubs, societies and sports.
  - o Data and Systems
    - o Improve institutional student data and learning analytics capability, accessibility and use.
    - o Continue to run a suite of surveys collecting relevant student data.
  - o Student Partnerships
    - o Include student partnership in the development, improvement and delivery of retention and success initiatives, including provision of student leadership opportunities and piloting of a faculty-based student partnership program that will enable student-led partnership projects focused on retention and success outcomes.
  - o Evaluation
    - o Establish and implement an impact evaluation plan for retention and success initiatives and services in DASE and faculties, reporting to the Student Retention and Success Committee.
    - o Create a central point of web based information for staff on services, initiatives and impact evaluation related to the implementation of this Plan.

- *evaluation of these strategies, including follow-up with students who do not continue with their studies to better understand the reasons for this decision.*
  - o The *Student Retention and Success Implementation Plan* (SRSIP) outlines the actions, measures, timeline and accountability to the high-level retention and success strategies set out in the SRSP.
  - o It is a collation of actions that represent the combined efforts of faculties, divisional areas, and key stakeholders to plan, implement, and evaluate the interventions and best practices that will best deliver success and retention outcomes for University of Adelaide students.
  - o Follow-up with students who do not continue their studies, or are at risk of doing so, is included under the strategies in the SRSP.

- o This strategy provides for the development of a consistent institution-wide Leave of Absence (LOA) policy and procedure, and the implementation of streamlined and targeted re-engagement campaigns for deferred, inactive, approved LOA and withdrawal students.

RESEARCH AND RESEARCH TRAINING AND INNOVATION

In this section the University should refer to or provide information on:
- *strategies to ensure excellence in research and the strengthening of research capability*
  - A significant injection of new, world-class academic talent aligned with priorities
    - o The 'Investing in Top Talent' scheme will attract a cohort of new high-performing researchers over a period of 12-18 months (2019-2020), with a focus on Level D and E appointments.
    - o Various domains have been selected where recruitment can have a transformational impact in driving a culture of research excellence, maximising sustainable research revenue uplift, and boosting internal capacity in high-priority areas for external engagement.
    - o As of October 2019, 4 new academics have been appointed and recruitment is being finalised for another 12 appointments.
    - o These new academic leaders will create and/or boost research teams which will be able to attract the more competitive, larger-scale funding that is shared across multiple investigators, multiple institutions and multiple years.
    - o Current areas of appointment include Health Equity, Cyber Security, Wine Business, Business Analytics, Critical Minerals, Quantum Materials, Machine Learning and Drylands Agriculture.
  - Increased research investment driving scale and focus
    - o Continued support for the six existing University Research Institutes which showcase and strategically support some of the finest talent in pursuit of multi-disciplinary, large-scale research and innovation outcomes. Contestable funding will be increased commensurate with KPIs (and performance reviews occurring in the second half of 2019). A business case is also under development for the potential creation, in 2020, of a seventh Research Institute in the general Social Sciences area.
    - o New University Research Centres will be created in areas of emerging challenges and compelling strategic value. Thus far, 2019 has seen the approval of:
      - o Centre for Radiation Research, Education and Innovation: focused on delivery to industry of radiation-related services, notably to the mining and medical sectors, and of tertiary courses in radiation biology and chemistry, engineering and management;
      - o Centre for Sustainable Planetary and Space Resources: focused on meeting the challenge of finding a sustainable way to use resources, and make long-term space exploration viable with In-Situ Resource Utilisation. The Centre will work with the Australian Space Agency.
  - New international research partnerships in areas of priority
    - o Development and investment in strong, focused partnerships with a limited number of high-profile research institutions to enable highly visible flagship initiatives.
    - o Further development of jointly conferred HDR awards with international universities. Agreements have been signed thus far with the University of Nottingham, University of Freiburg, Nagoya University, University Paris-Est, University of East Anglia and the University of Hamburg.
  - Go8 agreement with China
    - o Along with the Group of Eight, the University will be signing a memorandum of understanding with 11 top Chinese research universities
    - o The agreement will help boost:
      - o Cooperation in innovation and entrepreneurship;
      - o Research collaboration;

- o Establishment of new research laboratories;
- o Training high-level researchers;
- o Initiation of discussions between policy specialists and think tanks within Go8 and the Chinese universities;
- o Enhancement of the dialogue around building world-class research universities through joint thematic research forums, and teaching and learning symposiums.
- Enhanced partnerships with key industry sectors and a stronger role in the creation of new industries
  - o Deep strategic partnerships provide the potential for a major uplift in the scale and relevance of University research.
  - o A key aspect of the University's Strategic Plan is enhanced partnerships with key industry sectors and a stronger role in the creation of new industries.
  - o This includes the creation of five broad Industry Engagement Priorities (IEPs):
    - o Defence, Cyber and Space;
    - o Agri-food and Wine;
    - o Health and Biotech;
    - o Energy, Mining and Resources;
    - o Creativity and Culture.
  - o The IEP, supported by Industry Advisory Boards (IAB), will act as a conduit to industry, connecting compelling external opportunities with outstanding internal capability, and addressing major societal and technological challenges.
  - o Work is also progressing on expand new and existing partnerships with key regional and national R&D organisations.
  - o A Research Alliance Agreement is expected to be finalised by the end of 2019, which is expected to increase research income to the State, improve University rankings, improve productivity and services to primary industries, improve strategically important infrastructure and achieve economies of scale, and reduce duplication of research infrastructure.
  - o Partnerships are being formalised with other key regional and national R&D organisations and end users including:
    - o The South Australian Museum;
    - o South Australian Hospitals;
    - o CSIRO;
    - o R&D Corporations.
  - o A significant example of this approach is with the South Australian Research and Development Institute (SARDI), with which the University has an Affiliate Agreement, to advance our respective interests in relation to primary industries research and to explore greater collaborative opportunities.
  - o Key to the partnership strategy are:
    - o Joint appointments;
    - o Co-funding of projects;
    - o Co-location;
    - o Embedding key staff members between the partner organisations;
    - o Shared facilities and infrastructure.
- Research programs that adapt to transformational and formative change
  - o Three IABs have been established:
    - o Defence, Cyber and Space;
    - o Agri-food and Wine;
    - o Health and Biotech.
  - o Two further IABs will be established in 2020:
    - o Energy, Mining and Resources;
    - o Creativity and Culture.
  - o Examples of IAB outcomes in Defence, Cyber and Space includes:
    - o Silanna/DST investment in Molecular Beam Epitaxy;

- o Master of Marine Engineering (with ASC) increasing student numbers and strengthening relationships with industry, Defence and the NSC;
    - o Dassault Systemes 3DExperience introduced to engineering courses;
    - o Executive Education's Professional Certificate in Defence Industry Leadership.
  - o As part of the IEP strategy, the University is creating a pool of common resources for Business Development, Bid development, Relationship Management and Project Management.
  - o A recent example of a partnership to strengthen research capability is the University-led ARC Industrial Transformation Training Centre for Integrated Operations for Complex Resources with total funding of $12.5M from research, government and industry organisations.
  - o The aim of the Centre is to deliver enabling tools and train the next generation of scientists and engineers in advanced sensors, data analytics and artificial intelligence to increase value in mining and processing of complex resources.

- *strategies for the provision of high quality research training, including measures to encourage PhD industry placements. This information should identify the expected number of industry placements.*
  - Scholarship investment increase to lift the annual intake of high-quality international and domestic HDR students, and maintain the student pipeline to completion
  - Recruitment targeted at, and capacity built in, strategically prioritised areas of research strength and exciting, emerging research areas
  - Expand and diversify PhD programs to include more Industry PhDs, more short-term industry placements, and new professional doctorates focused on innovation
  - Provision of training for HDR students to become more effective and well-rounded researchers and prepare for careers both within and outside academia
  - Generation of a robust pipeline of students into PhD programs via MPhil or Honours programs through targeted promotion of research degrees to existing student cohorts
  - Expansion of support for the Aboriginal Research Development Program to encourage more Indigenous students to continue their higher education beyond undergraduate level
  - Creation of a more efficient system for recruitment of HDR students, the University has established online enrolment for domestic and international students, and is looking to implement an on-line scholarships systems as well.
  - Career and Research Skills Training
    - o As part of the research training provided to Higher Degree by Research (HDR) students, the University developed Career and Research Skills Training (CaRST) as a specialised training and development program.
    - o CaRST was introduced in 2017 to broaden the research training experience and prepare HDRs for a wide range of careers both within and outside academia.
    - o The program aims to facilitate a quality, in-depth research training experience for all HDRs and has been designed to meet the needs of our diverse researcher community.
    - o Participation extends from enrolment to thesis submission and is compulsory for all PhD and Master of Philosophy students.
    - o In second semester 2019, a number of modules for Early-Career Researchers were introduced to CaRST on a pilot basis.
  - Industry Higher Degree Partnerships
    - o As part of the strategic value the University places on industry partnerships, the University-CSIRO Industry PhD (iPhD) program was launched in 2018.
    - o This 4-year PhD program, which is designed in collaboration between our two institutions and an Industry Partner, includes joint supervision from all parties and a six-month industry placement leading to an enhanced opportunity for students.

- o Successful candidates are provided with scholarships of $40k p.a. alongside projects support funds of $10,000 p.a., and a tailored program of coursework and skills development.
- o Four students participated in the first year, and the University is currently (October 2019) advertising five new projects.
- o In addition, 2019 saw the launch of the University **of Adelaide Industry PhD (UAiPhD).**
- o This is a 4-year program which includes completion of a 6 month industry placement.
- o PhD students are given the opportunity to work on an industry problem, while being supported by a University of Adelaide supervisor and an industry supervisor for the duration of the program.
- o In the initial round, three projects are being advertised with two industry partners, Maptek and the South Australian Equal Opportunity Commission.

- *strategies to encourage research translation and commercialisation, including collaboration and engagement with industry and other end users, and the measures of success that the university monitors in this area*
  - Leverage intellectual capital by translating new knowledge for economic and societal benefit.
  - Increased investment in the Commercial Accelerator Scheme and the creation of a larger dedicated pool of funds for IP protection.
  - Provision of experiential entrepreneurship educational opportunities for students and staff giving participants the opportunity to interact with industry partners and entrepreneurship mentors, enabling an increase in the number of start-up companies founded by our graduates and staff.
  - Commercialisation
    - o Adelaide Enterprise, the University's commercial development unit, has developed a series of information guides to assist in this space.
    - o As an example, in 2019 the Inventor's Guide to Technology Transfer was released which outlines the essential elements of technology transfer at the University of Adelaide.
    - o Adelaide Enterprise (and other parts of the University) provide support for the creation of start-up companies.
  - ThincLab
    - o One of the key objectives of the 2016-2018 Research Strategic Plan was to enhance partnerships with industry, entrepreneurs, governments and the broader community.
    - o This included building on the work of the Entrepreneurship Commercialisation and Innovation Centre (ECIC) by the establishment of an Innovation Hub designed to facilitate a collaborative and entrepreneurial community, attract diverse members and mentors with diverse knowledge and experience, facilitate creativity and collaboration, stimulate an entrepreneurial culture, and link to other innovation precincts both internal and external.
    - o ThincLab Adelaide was launched on 6 July 2017.
    - o With over 100 registered occupants, ThincLab Adelaide includes a TechLab with advanced 3D printers, vision equipment, etc., and is part of a distributed network model (ThincNet). Internationally, two ThincLab Nodes have been established - one in the Singapore Biopolis Innovation Precinct, and one in the French town of Chalons-en-Champagne.
    - o In September 2019, the University's new ThincLab node at the Waite campus was launched, focussing on supporting start-ups in the agriculture, food and wine sector it will be a valuable connection for South Australian startups with the AgTech ecosystem of the world.

- In July 2019, the Innovation and Commercial Partnerships Branch was created, incorporating Adelaide Enterprise, Research and Business Partnerships and other commercial development staff.

- *strategies to promote open access to research publications and data.*
    - The *University Open Access Policy* was approved in March 2019 committing the University to generating world-class research with tangible outputs of global significance and engaging with the community to make the transformative effect of education and research accessible to more people.
    - The Policy mandates the deposit of University Research Outputs to the Institutional and/or appropriate Discipline Based Repositories, and encourages the use and creation of Open Educational Resources as University Teaching Materials.
    - The *Intellectual Property Policy* also promotes open access to and dissemination of knowledge, and encourages staff and students to share their findings. This has a broad benefit for society, while providing valuable recognition for the University.
    - The *Authorship Policy* reminds staff that peer reviewed journal publications arising from support by a public funding body must be deposited in an open access repository.
    - The *Research Data and Management Policy* encourages the open access of data-sets via the use of Creative Commons licencing.

EQUITY

In this section the University should refer to information on:
- *strategies for improving Indigenous outcomes and related targets*
    o Based on a foundation of merit, access and equity the University actively supports its current and future Aboriginal and Torres Strait Islander staff and students through a range of programs such as Wirltu Yarlu Aboriginal Education, Karnkanthi and the Aboriginal and Torres Strait Islander Employment Strategy.
    o With overwhelming support from our University community, the aspirations and passion for reconciliation are defined in our Reconciliation Action Plan 2019-21 under the three pillars; respect, relationships and opportunities. Greatest emphasis is on fostering the University's contributions to Aboriginal and Torres Strait Islander empowerment and self-determination. The core message is that reconciliation is an outcome of recognition, inclusion and representation in every part of university life and decision-making.
    o In 2013, the University of Adelaide formally launched its Tarrkarri Tirrka (Future Learning) Integrated Aboriginal and Torres Strait Islander Education Strategy.
    o A revised and updated Strategy is due for final approval in October this year. It includes implementation of the Aboriginal Research Development Program to facilitate and support the pipeline to Higher Degrees by Research for Indigenous students across the University
    o Targets to improve Indigenous outcomes are included in the Reconciliation Action Plan

- *strategies for achieving equity for regional and remote students, for low socio economic students and students from other equity groups*
    o Regional and Remote
    o The University's Open Music Academy is directly aligned with the State's Music Education Strategy and will provide access for regional school students to the Elder Conservatorium
    o Regional students will be offered opportunities to access teaching, instrumental and ensemble
      resources with stimulating music experiences tailored to suit beginner to advanced students.
    o 116 students have enrolled in the Academy following a successful trial in 2018

- o Disability
  - o All planning and evaluation processes will consider implications for people with a disability
  - o 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.
  - o 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.

- o Adelaide Compass
  - o Adelaide Compass offers online resources for school teachers to download and use as in-class activities.
  - o These resources have been developed for school teachers, by school teachers, using content previously delivered in-class by Adelaide Compass education staff.
  - o Science, Technology, Engineering and Maths (STEM) teaching and learning plans and resources are linked to Australian curriculum and are available free to primary school teachers.
  - o Resources have been developed with a STEM focus by staff at the University of Adelaide with the hope of sharing research and the concept of university through fun and interactive educational activities.
  - o Activities are specifically developed with low socioeconomic schools in mind by increasing familiarity with universities to change perceptions about the relevance and accessibility of higher education study

- o Low SES
  - o The University will seek to increase the number and performance of under-represented student cohorts.
  - o Through Children's University Australia (CUA) the University will build 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.
  - o The Children's University will 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.

- o Gender Equity
  - o The University believes strongly in equal opportunity for women, and has a long history of championing the rights of women in higher education.
  - o Moving forward, a continued focus will be maintained on strengthening leadership capability and accountability, building an empowered workforce and growing and strengthening the talent pipeline.
  - o The Dornwell Framework was launched in 2015 and its implementation guided by annual Dornwell Action Plans.
  - o The Women in STEM Careers (WiSC) Program connects high-achieving female STEM students with industry partners.
  - o WiSC provides professional development opportunities to female students, while acting as a talent identification pipeline program for participating organisations.
  - o Through industry partnership, the program promotes diversity and inclusion in the workplace. This program enables early identification of future talent for graduate employment opportunities.

- *strategies for reducing unemployment in the regions serviced by institutions, including youth unemployment rates*
  - As noted by the Australian Bureau of Statistics, regional SA has the poorest educational attainment of any State regional population and it is clear that a university education directly leads to better employment outcomes
  - With over 11% of graduates running their own businesses 3 years after graduation, our graduates don't just get jobs, they create jobs.
  - Regional recruitment is therefore a key focus area of the University's Domestic Recruitment Plan 20192020, to ensure rural and remote students have the same opportunities as metropolitan graduates to help spur employment growth in their home towns.
  - With 117 Schools in regional South Australia, the University is committed to delivering a cost-effective regional strategy for country schools. This includes those interstate Schools that perceive Adelaide to be their `closest' City, particularly areas such as Broken Hill and Mildura.
  - In addition to regular school visits, recruitment strategies include:
    - Attracting school leavers and adults through country fairs, shows and major events (including Regional Agricultural Shows and the Royal Adelaide Show);
    - Offering MOOCs and other short online courses as tasters that can be credentialed into selected programs;
    - Attracting career changers and career enhancers in regional areas to upgrade their skills through PGCW programs, particularly where we can offer online, blended or intensive delivery options.
  - Outcomes targeted over the 2019-20 period include achieving 40% of 1^{St} preferences from regional schools and 750 regional student enrolments
  - Roseworthy Campus
    - Established as the first agricultural college in Australia and 50 kms from Adelaide, Roseworthy is recognised by the agricultural industry as the premier teaching facility for the sector and is an immensely valuable resource for regional students wanting to continue to develop their family's links to the land.
    - With a student complement of over 700 students and 100 staff, Roseworthy plays a crucial role in creating regional and rural employment opportunities.
    - It has further entrenched its position as a centre for regional development with the creation of South Australia's only veterinary school and veterinary teaching hospital
    - Three 24-7 veterinary clinics have been established which service both the local area and provide students with vital skills and experience, preparing them for a rewarding career in animal-related industries.
    - A new Veterinary Technology program has recently been developed, and will be offered from semester 1 2020, providing opportunities for students to step into high-level animal-care roles in a wide range of industry settings such as imaging or anesthesia services for a veterinary hospital or clinic.
  - Potential Barossa Valley Campus
    - Opportunities are being explored with regard the viability of developing a campus in the Barossa which would provide support for first year students in Viticulture and Oenology, Agricultural Science and Food and Nutrition Sciences
  - Rural Background Entry Pathway to Medicine
    - Students from a rural or remote background (with 5 consecutive or 10 cumulative years spent in an ASGC-RA 2.5 area) wishing to student medicine can apply for entry through a special pathway with a minimum of 42 places in the MBBS reserved for qualifying students
  - Adelaide University Rural Health Alliance (AURHA)
    - The AURHA is a student club that celebrates rural health and is part of a network of "rural health clubs" around the country making up the National Rural Health Students' Network (NRHSN), an organisation administered as a consortium by the Rural Workforce Agencies.
    - Membership is open to anyone with an interest in rural health.

- *strategies for increasing student support for relocating students (potentially including specialised on-boarding programs)*
  - Opportunities are being explored to develop a range of bundled products for regional and remote students. Supports being considered under the Regional Student Support and Success Package include:
    - 1st Year Scholarships ($15,000 in value — up to 100 available) containing:
      - $3,000 cash grant to assist the move to Adelaide;
      - $1,500 assistance program in the form of sporting and social club memberships (University of Adelaide clubs);
      - $500 assistance in the form of local transport package (metro tickets);
      - $5,000 discount at one of the North Adelaide residential colleges;
      - $5,000 fee discount on first year fees.
    - Support network of regular social events and academic support activities specifically for regional students
    - Regional peer mentoring program specifically for new regional students to be mentored by 3rd and 4th year regional students
    - Specific O'Week events for regional students to meet fellow regional students
    - New "Open Colleges" Scheme to enable regional students not staying in Residential Colleges to access the college community, sporting, social and support systems.

- *strategies to increase community access to university facilities*
  - Our location, and the ecosystem that's grown around us over more than a century, provides a unique opportunity to engage with the life of the city, and bring together learning, research, culture, entertainment and sport in Adelaide's heart.
  - More than any other Adelaide institution, the University builds and nurtures connections between our next generation of leaders, industry collaborators, world-class teachers and researchers, sporting bodies, and major cultural and entertainment events.
  - A new long-term Public Realm strategy aims improve the quality of the North Terrace campus public realm to make it more welcoming and pedestrian focused, with a consistent approach to design and materials that speaks to both the University's 140 year history and to contemporary use by staff, students and the general public.
  - Specific strategies include:
    - Reinvigorated, welcoming campuses that engage staff, students, affiliates, alumni and the broader community;
    - Development of a year-round community events program to engage our communities in our campuses' social and intellectual life;
    - New, world-class infrastructure to accommodate expanded student cohorts and research programs;
    - An ecosystem that includes co-investment and shared infrastructure with corporate and research partners co-located on our campuses and associated precincts;
    - A representation on our physical campuses of the University's and Kaurna people's historical narrative.

- *strategies to increase aspirations and advice to school students on study options.*
  - The University has an extensive outreach program designed to increase the level of aspiration amongst potential students
  - Extensive visits to the 121 Schools in the metropolitan area are regularly undertaken and our relationships with Principals and School Counsellors are very strong.
  - For 2019-2020 the Domestic Recruitment Team will focus on:
    - Ongoing attendance at careers fairs and education expos in South Australia;
    - Focus of direct student contacts
      - Jobs of the Future and Adelaide Options (Year 12's)
      - The Adelaide Experience (Year 11's and 12's)
      - Campus Experience, Support Services, Facilities, Sport, Clubs
      - Onshore International Students (Year 12's)
      - One-to-one counselling on degree choices (Year 12's)

- - Research Skills Workshops (Year 11's)
    - Career Guidance Workshops (Year 10's)
    - Making the right subject choices (Year 10's)
  - Engagement on Campus, including specific activities with faculties;
  - Increasing attendance at the traditional top-30 University of Adelaide feeder schools to see at least 55% or more of their cohort coming to Adelaide;
  - Increasing year-on-year share of Year 12 students in middle 40 feeder schools (31— 70) to at least 45% of the cohort;
  - Building specific early-offer mechanisms for high-performing International Baccalaureate (IB) students based on predicted results, aimed at ensuring we capture 50% of 1st preferences from IB students;
  - Providing hands-on in-school support for selected schools around science, mathematics and research project with Faculty support;
  - Expansion of the Andy Thomas Scholarship.
- Better targeting of specific schools and developing a more focused approach to working with separate cohorts of schools and students will also be adopted to ensure that every effort is taken to 'influence the influencers'. This will include:
  - Creating "listening post" opportunities for school principals, counsellors and staff to provide feedback to the university;
  - Attendance at established school forums for Independent, Catholic and Government School networks;
  - Developing and running free CPD programs for school principals, deputy principals and career counsellors;
  - Developing and running free CPD programs for selected teacher groups (i.e. science teachers, research project teachers, etc.);
  - Managing twice-annual Principle and Career Counsellors forums;
  - Working with Faculties to develop and disseminate online resources that can be used by teachers in schools;
  - Enabling small group discussions between the University and selected schools;
  - Development of improved parent information — online and in brochures;
  - Development of parent sessions (school based and/or region based) to deliver to parents the information they need to advise their children.
- Marni Wingku is an immersive on-campus program for Aboriginal and Torres Strait Islander high school students, run by Wirltu Yarlu Aboriginal Education.
  - Both students and teachers participate in innovative, enquiry-based workshops from a range of University disciplines, designed to reinforce to students that university is a realistic goal that will enrich their lives; and empower within them the confidence and direction to pursue their ongoing education and career aspirations.
  - Over 350 indigenous students visited in 2019
- As noted under the Equity section, Children's University Australia is specifically designed to help build 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.
- University of Adelaide has joined forces with Sony Shark Tank and MIE Lab to deliver the eChallenge in local, regional, public and private schools across the State.
  - The program teaches students to think creatively and develop solutions to real world problems, while prototyping their ideas and pitching and presenting these to a panel of experts.
  - By equipping students with the skills, knowledge, understanding and personal capabilities to participate and successfully compete in a fast-paced global society, the students of today can build their own futures for tomorrow.
  - The program is open to Year 10 and 11 students, delivered in school, but with opportunities to interact with the University, the wider public, and Shark Tank personnel. Each module in the program is designed as an engaging step-by-step innovation process which ensures that students are actively engaged in their own learning.

LABOUR MARKET OUTCOMES

In this section the University should refer to information on:

- *strategies for identifying skills gaps within the relevant student and business catchments*
    - As noted as part of the Research Capability section, the University has developed 5 Industry Engagement Priorities (IEP), supported by Industry Advisory Boards (IAB), with the objective of:
        - Fostering a culture that values and encourages industry engagement and research translation by our staff, students and partners;
        - Deepening our relationships with industry;
        - Broadening the skills of our staff and students as they seek to develop, and join, tomorrow's workforce;
        - Acting as a conduit to industry, connecting compelling external opportunities with outstanding internal capability, and addressing major societal and technological challenges.
    - Skills gaps will be addressed by the IABs whose membership will be predominantly drawn from the senior ranks of industry, the University and government departments
    - In cooperation with the Australian Institute for Machine Learning, in 2020 the University will be offering new programs at the Graduate Certificate, Graduate Diploma and Masters level in Machine Learning. These complement existing programs in Cyber Security, Data Science and Software Engineering.
    - In addition, the School of Computer Science has a number of industry-relevant majors and minors for undergraduate students including:
        - [Artificial Intelligence](#)
        - [Computer Science](#)
        - [Cybersecurity](#)
        - [Data Science](#)
        - [Defence Systems](#)
        - [Distributed Systems and Networking](#)
        - [Entrepreneurship](#)
        - [Smart Technologies](#)
- *strategies for meeting labour market priorities at a local, regional and/or national level*
    - The University-level IABs will help shape industry specific engagement strategies, with a particular focus on outcomes, strategic advice, and strengthening partnerships that will address workforce challenges of the future.
    - Programs addressed by IABs as labour market priorities under the IEPs
        - Defence, Cyber and Space
            - Approximately 7 new education program offerings developed through ECMS
            - Information Advantage project
        - Agri-food and Wine
            - Student internship
            - Continuing Professional Development program
            - Survey of industry to understand skills gaps, training/education needs
        - Health and Biotech
            - Developing the health workforce of the future
        - Energy and Mining (IAB to be established in Q4 2019)
            - Major project to be developed with industry to arrest the decline in student numbers in mining engineering
        - Creativity and Culture (IAB to be established in 04 2019)

- *strategies to address employability and graduate attribute skills gaps to ensure students are work-ready*
    - Broaden the skills of our staff and students as they seek to develop, and join, tomorrow's workforce.
    - Connect research and business development activities right across the University, and encourage staff, students and entrepreneurs to integrate discovery research with downstream research translation and commercialisation.
    - Implement Work-integrated Learning (WIL) in all programs, including by making industry internships available to all students as part of the curriculum.

- Authentic assessments reflecting professional practice, along with projects shaped by community or industry partners.
- Internships will be radically scaled up as part of an institution-wide program.
- Provide enhanced co-curricular, personalised career development support.
- All students will benefit from holistic careers, employability and program advice, informed by diagnostic skills assessments.
- The Adelaide Graduate Award, which provides support for, and formal recognition of, employability development through students' extracurricular activities, will grow to match expected student numbers.
- Involve industry and community routinely as partners in curriculum design, to create experiential learning opportunities and engage students with real-world projects and problems throughout their studies.
- Ingenuity is a unique example of an event that provides an opportunity for students to engage with government, industry, alumni and the public, share in their experiences, and deliver a collective showcase of student projects, information displays and achievements. Five cross-disciplinary themes are used to demonstrate the relationship between areas of engineering, computer science and mathematics in real-world situations:
  - Healthy Society;
  - Future Energy and Resources;
  - Securing our Future;
  - Transforming Technologies;
  - Our Built and Natural Environments.
- As the largest event of its kind in South Australia, Ingenuity 2018 welcomed more than 300 industry representatives, nearly 3,000 primary and high school students, and around 700 exhibiting tertiary students.

- *the application of these strategies to admissions and enrolments*
  - Implementing subject based admission standards encouraging high school students take STEM
    - The Subject-based pathway allows students to choose subjects at year 11 and 12 with the knowledge that they will have the best preparation for the careers of the future.
    - Applicants who have not achieved a competitive Selection Rank (ATAR plus any applicable adjustment factors) required for selection to range of programs may be selected for any remaining places based on their grades in selected year 12 subjects and subject-based entry criteria.
  - Engineering Pathways
    - The Engineering Pathway program provides an opportunity for students who have not completed high-School Specialist Math, Physics or Chemistry. Applicants who have an entry rank of 70 or above and have completed Mathematical Methods (or equivalent) are helped by Faculty staff to select the right combination of preparatory courses to ensure a successful transition to a specialist degree after 12 months.
    - A flexible entry option allows students who haven't decided on their specialisation a 12 month program of foundation courses and electives prior to transfer into their chosen field in second year.
  - TAFE Articulation
    - Students that have studied at either TAFE SA or other Registered Training Organisations (RTOs), most Certificate IV Courses (including former Advanced Certificates or equivalent) meet the minimum entry requirements for a wide range of our undergraduate degrees.
  - Recognised Prior Learning (RPL) or 'advanced standing' is granted for previous studies depending on the relevance the degree. 'Unspecified Credit' is granted in a number of degrees, for Certificate IV to Advanced Diploma level qualifications regardless of the study area.

how labour market strategies are taken into account in developing course offerings.

- o Curriculum across all programs will be richly industry-engaged, paying special attention to alignments with our IEP.
- o Curriculum will be redesigned across new and existing programs and courses, aided by implementation of a new Curriculum Mapping system, providing a strong foundation of employability development.
- o Students will be provided with the option to progress to a professional honours year that adds further value through additional skills and training for immediate employment outcomes, as an alternative to a research honours year that provides additional discipline content and a path to further study.
- o To cater both to mature-age students and diverse international cohorts, we will increase dramatically the range of postgraduate coursework programs offered in areas of demonstrable demand.

SECURITY MEASURES

In this section the University should refer to information on:

- *actions being taken to ensure the safety of data against cyber attack*
  - o The University has developed a Cybersecurity and Digital Identity Roadmap in 2019 that includes a gap analysis between current state and desired future state capabilities as well as a collection of 25 initiatives over 3-5 year timeframe to close the identified gaps. Four of the initiatives have commenced in 2019.
  - o In particular, the "Foundational Security Governance" initiatives will set out to refresh the University's ISO27001-aligned Cyber Security Framework. This framework will ensure risk-based approach to implementation of countermeasures to protect University data from malicious cyber-attacks and other threats.
  - o Recognising that security "hygiene" practiced by staff plays an important role in protecting data, the University requires all staff to undertake security awareness training. Simulated phishing emails are also sent regularly to gauge improvement as well as to provide just-in-time learning.
  - o The University has the IT Acceptable Use and Security Policy that sets out the organisational requirements for cyber security both from the perspective of end users and custodians of University information systems. (https://www.adelaide.edu.au/policies/2783/)

- *mitigation strategies in the case of a breach of security*
  - o The University has an existing process for reporting data breaches in accordance with the Notifiable Data Breach Notification Scheme, where there is breach of personal data.
  - o A Cyber Security Incident Response Plan is currently being developed that includes formation of a Computer Security Incident Response Team (CSIRT), annual simulated response exercise, and engagement of external incident response and forensics experts based on a retainer contract.
  - o The University has also held a Cyber Security Insurance policy with AIG for the past several years to cover costs associated with quickly mitigating a breach of security.

- *how the University complies with the Australian Cyber Security Centre's "Strategies to mitigate cyber security incidents" document (https://www.cyber.gov.au/publications/strategies-to-mitigate-cyber-security-incidents-mitigation-details)*
  - o The University already complies with most of the ACSC strategies, including the Essential Eight, to varying degrees of maturity.
  - o As part of the ISO27001-aligned Cyber Security Framework, the Information Security Manual (ISM) controls will be mapped to the ISO27001 controls to assist tracking of compliance level with the ACSC strategies. The status of and progress of compliance is reported on a monthly basis to senior management.

- *measures in place to enhance the identification and deterrence of foreign interference activities including actions to ensure compliance with relevant legislation.*
  - The University is committed to meeting its obligations to protect and secure the integrity of its systems, its propriety right in research discoveries and the national interest and actively resist potential interference by foreign agents.
  - The University adopts a number of measures to support the identification and deterrence of foreign interference, including:
    - Implementing a conflict of interest procedure procedure which requires all personnel to immediately disclose any actual or perceived conflict and mandates an annual declaration as a part of individual performance review processes;
    - Issuing of an *Academic Board Statement on Undue Influence* to affirm the University's academic independence and its principled approach to teaching, research, business and administration as being fair, objective and unbiased.
    - Requiring researchers to adopt and adhere to:
      - the *Australian Code for the Responsible Conduct of Research 2018* which requires researchers to manage actual, potential or perceived conflicts of interest - Responsible Conduct of Research Policy;
      - *National Interest Test* requirements for all Commonwealth funding grant applications to include a statement of national benefit;
      - National Principles of Intellectual Property Management for Publicly Funded Research requiring the University to take every reasonable effort to gain benefit for Australia from IP developed —Intellectual Property Policy.
    - Elevating approval of any potentially sensitive research contracts to the Deputy Vice-Chancellor (Research);
    - Ensuring compliance with Defence Trade Controls legislation.
  - Promoting a culture of integrity and public accountability by setting an expectation that statutory obligations related to the national interest, including foreign influence and interference legislation, must be observed.
  - Increasing awareness of *Foreign Influence Transparency Scheme* obligations by providing guidance, resources and assessment tools and taking pro-active steps to identify and evaluate programs which have funding sources from overseas.
  - Maintaining academic and student recruitment processes that facilitate compliance with Australian migration law and international sanctions obligations.
  - Ensuring that the Members of the University's governing body — the University Council — are informed of the risks of foreign interference and the measures adopted to manage those risks.
  - Security Operations capabilities are being uplifted with investment in detective tools such as:
    - Security information and event management system (SIEM);
    - Increasing the head count of the operational security team;
    - Future consideration for a security operations centre (SOC).
  - These initiatives will help to detect anomalous behaviour within the organisation, including potential foreign interference activities.
  - Once the guidelines from the University Foreign Interference Taskforce are distributed, the University will develop further concrete plans to become fully comply with the guidelines.

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

Date: 17 December 2020

In the presence of:
Signed by
Sabrina Kim

Position of witness
Policy Officer

SIGNED for and on behalf of
The University of Adelaide

Signed by
Professor Michael Brooks

Position
Interim Vice-Chancellor and President

In the presence of:
Signed by
Jillian Miller

Position or profession of witness
Director, Office of the Vice-Chancellor and President