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Australian Government

Department of Education,
Skills and Employment

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

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

Macquarie's purpose is to serve and engage students and staff through transformative learning and life experiences; and to serve and engage the world through discovery, dissemination of knowledge and ideas, innovation and deep partnerships. Under the strategic framework, [Our University: A Framing of Futures](#), Macquarie has set key outcomes, aligned with the [Macquarie University Operating Plan 2020-24](#):

- 1) Putting students first, focussing on their education and success. Driving excellent experiences and outcomes in every dimension of student experience. Decisions regarding education and student experience will first consider the perspective of students and their success. To foster academic achievement and success, we will prioritise and balance the size and composition of our student body, coursework suite, support of students' learning and experience, research capabilities, higher degree research program and resources. Measured by student satisfaction, completion rates, graduate employment and employer satisfaction.
- 2) A more efficient, targeted suite of courses for the future under a renewed curriculum architecture will enhance the attractiveness and sustainability of our [coursework suite](#). Focussing on achieving student success and providing exceptional quality in our courses, teaching and student engagement, we will match modes of engagement with the needs and expectations of contemporary students. Measured by demand metrics, percentage of courses with work-integrated learning and student satisfaction and success.
- 3) Focussed investment in strategic research and training – based on excellence, performance and growth – aligned with our [10-year Strategic Research Framework](#). Accelerated growth and diversification in sources of external income to support our research mission. Reputation and renown for the University will be drawn from a focus on quality, excellence and impact. Measured by institution and discipline rankings, Higher Degree by Research completions, external income and publication and promotion metrics.

These outcomes are supported by work across the 'Our People', 'Ways of Working' and 'Digital Transformation' work streams.

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FREEDOM OF SPEECH AND ACADEMIC FREEDOM

Professor Walker found that the University was one of fourteen that 'have policies that are mostly aligned [with the Code], with a small number of areas of non-alignment'.

In response, Macquarie combined its *Academic Senate Statement on Academic Freedom* and policy on *Freedom of Speech* into one overarching document.

The University is also addressing two further suggestions from Professor Walker.

The first is the finding that the *Academic Senate Statement on Academic Freedom* sets an inappropriate limit on academic freedom by referring to 'standards of scholarship', 'professional competence' and 'professional standards'. Professor Walker suggested that this limit be described as 'an expectation' with failure to meet the expectation 'not sanctionable'. Academic Senate agreed to these changes to the *Senate Statement* at its meeting of July 2021.

The second suggestion is that Macquarie ensure that all other University policies are aligned with the Code. A review of all University policies will be conducted so that the University will be able to confirm alignment as part of its 2021 annual report.

To continuously reinforce the importance of freedom of speech and academic freedom, the University will also in 2021 take up Professor Walker's suggestions about including briefings as part of the induction of new students and staff as well as new members of Academic Senate and University Council.

IMPROVING TEACHING AND LEARNING OUTCOMES FOR AUSTRALIAN STUDENTS

Performance targets and KPIs for learning and teaching outcomes are described in the [Macquarie University Operating Plan 2020-2024](#). The Plan commits to the delivery of education and services that are relevant to the needs of students, graduates, and employers. Three targets are:

- 1) Enhancing graduate employability;
- 2) A coursework suite that addresses employer needs; and
- 3) Increasing student success relative to external benchmarks.

Staff and students' return to campus commenced mid-2020 driving innovation in our curriculum, teaching delivery and assessment to meet their needs in a post COVID-19 environment.

Innovation is underpinned by improved policy frameworks and services. Wellbeing support for students and staff and flexible work arrangements have been implemented with polices under constant review.

Following a program of coursework suite transformation, continuous improvement to course design ensures awards are centred around employability outcomes. Our [Learning and Teaching Strategic Framework](#) is complemented by a comprehensive strategy for graduate success and a digital strategy enabling innovative teaching in flexible modes of delivery.

Based in Macquarie Park Innovation District (MPID), the University has deep, established connections with companies across a range of industries. We aim to attract >75% of companies/organisations within the MPID as formal partners of the University by 2024, including hosting students on formal work-integrated learning placements. The University's [Deputy Vice-Chancellor \(Engagement\) Portfolio Strategic Framework 2019–2023](#) (p.9) sets out our approach to fostering meaningful industry collaboration.

Student success is at the centre of institutional quality assurance. Ongoing active interrogation of benchmarked QILT data, government aggregated data sets and internal sources by student cohort, course and admission pathway focusses on student experience, retention, success, and labour market outcomes. These findings drive interventions which support retention and success.

RESEARCH OPPORTUNITIES AND PARTNERSHIPS IN THE NATIONAL INTEREST

Macquarie will focus on implementing [research](#) strategies and achieving targets set out in the *Macquarie University Operating Plan 2020-2024* and *Research Strategy 2025*, including focused investment in research, accelerating world-leading research performance, preparing world-ready Higher Degree by Research candidates, engaging as a collaborator of choice, and producing [research with impact](#). This will be achieved while adhering to the principles of [responsible research](#), diversity, [integrity](#), [safety](#), and equity, countering foreign interference, and in compliance with relevant external frameworks, guidelines, and legislation.

High quality [graduate research training programs](#) are a key foundation of Macquarie's research strategy and in 2021 we will establish a Graduate Research Academy that will deliver distinctive programs supporting progressive academic and professional skills development. We will develop distinctive, connected and career-focused training to meet individual researcher needs and support employability through enhanced opportunities for internships and innovative industry linked graduate research programs. Our objective is to build doctoral training that delivers an exceptional candidate experience aligned with world standards to optimally prepare our graduate researchers as future leaders in the professions and the academy.

To achieve innovation and impact beyond the Academy, and build a profile with external partners as a sought-after collaborator, we will establish a Research Partnerships team to provide easier navigation points for external research partners; support researchers in their efforts to form meaningful [research collaborations](#) with [industry](#), government and the community; coordinate and manage large cross-disciplinary research bids; and facilitate the [commercialisation](#) and real-world adoption of knowledge and IP arising from our research programs.

IMPROVING STUDENT EQUALITY AND OUTCOMES

Macquarie [entry pathways](#) and [pathway degrees](#) encourage participation by students from diverse backgrounds and abilities. We aim to provide an inclusive learning and work environment that enables everyone to thrive.

Macquarie's *Framework for [Whole of University Approach to Indigenous Higher Education](#)* identifies and outlines each strategy, policy and plan - with embedded key performance indicators - initiated by the University to continue to increase participation and outcomes for Aboriginal and Torres Strait Islander students and expand Aboriginal and Torres Strait Islander engagement across the University. The Framework is grouped around three pillars 'Aspire', 'Discover' and 'Evolve' in alignment with the [Macquarie University Indigenous Strategy 2016-2025](#).

[Our Widening Participation Strategic Framework 2018–2023](#) describes our framework for sustainable, coordinated action underpinned by the principles of collaboration, agency, best practice, and agility. Community outreach, pathways, ongoing support and equity scholarships are leveraged for low-SES regional and remote areas and Indigenous students through a series of internal and external partnerships. The [Widening Participation Unit](#) works to meet the University's commitment to the national widening participation agenda by designing and delivering initiatives that engage disadvantaged and underrepresented students with enriching educational opportunities that encourage them to realise their learning potential and employability goals.

The [Macquarie Access and Inclusion Plan 2020-2023](#) describes our aspiration to enable an accessible environment, whether online or physical. By removing structural and other barriers, students and staff with disability are empowered to participate and succeed. The plan focuses on culture, access, learning and teaching, and employment with specific, measurable actions.

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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
MACQUARIE UNIVERSITY**

In the presence of:

by

S Bruce Dowton

Jennifer Evans

Full name (please print)

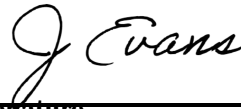
Witness (please print)

Vice-Chancellor

Executive Assistant

Position

Position or profession of witness (please print)



Signature

Signature