Australian Government

Department of Education, Skills and Employment

2021-2023 MISSION BASED COMPACT BETWEEN THE COMMONWEALTH OF AUSTRALIA AND THE UNIVERSITY OF SOUTH 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 that includes that year.

All strategies should provide qualitative and/or quantitative measures of assessment.

MISSION

The University of South Australia's (UniSA) focus for 2021 and beyond is outlined in its strategic plan *Enterprise25*: https://www.unisa.edu.au/about-unisa/strategic-action-plan/ . Key outcomes for the planning period 2021 – 2023 include:

- UniSA will be ranked among the very best nationally for student satisfaction and graduate employment rates.

- UniSA's top programs will rank among the very best in Australia and feature on Top 100 subject listings internationally.

- We will be placed within the Top 8 institutions nationally for research excellence and known as the sectors most industry-engaged university.

HOW WILL THIS BE ACHIEVED?

In 2021, UniSA launched its Academic Enterprise Plan 2021 -2025, https://www.unisa.edu.au/about-unisa/strategic-action-plan/academic-enterprise-plan/ an integrated teaching and research plan of the strategic priorities, actions and projects that will deliver on the above and other strategic objectives of *Enterprise25*. Oversight for implementation of the Plan rest with UniSA's Enterprise Leadership Team and a governance committee drawn from UniSA's academic and research management committees. This includes annual review processes to assess performance against KPIs.

HOW WILL THIS BE MEASURED?

UniSA's corporate performance is monitored by University Council on a quarterly basis and is a combination of QILT measures for teaching quality, student satisfaction and student outcomes, augmented by UniSA's internal Corporate KPIs. Key measures include:

- Good teaching - % agreement of the course overall satisfaction item for undergraduate and postgraduate programs and % of courses with satisfaction over 75% in UniSA's internal course experience questionnaire.

- Graduate employment – % in full time employment (GOS)

- Educating professionals - % of graduates in full time employment in professional occupations (GOS)

- Subject areas listed in world and national Times Higher Education and QS rankings

- HERDC research income and Category 2-4 research income as a proportion of total research income.

FREEDOM OF SPEECH AND ACADEMIC FREEDOM

The following measures are in response to the Walker Review (2020). The measures have been endorsed Academic Board (July 2021) and will be submitted to Council for approval in August 2021. Once implemented they will ensure that UniSA is in alignment with the Principles and key Operations and Objects of the Model Code.

1. **DRAFT University of South Australia Policy Framework**
   - The Framework requires that University policies align with the principles of the Model Code.
   - The Framework affirms that UniSA will have regard to the Principles of the Model Code when drafting and reviewing its policies and procedures *(Model Code, Operation 1)*.
2. **DRAFT UniSA Statement on Academic Freedom**
   - Aligns with the definition of academic freedom in *Section 1, Schedule 1 of the Higher Education Support Act 2003 (Cth)*.
   - **DRAFT Freedom of Speech Policy**
     - Affirms *Model Code, Object 1* and *Operation 1*.
     - Incorporates *Principles 1, 2 and 5*, and the definition of '*speech*' from the Model Code.
3. **DRAFT Public Statement Procedure**
   - Sits under the Freedom of Speech Policy and provides guidance for staff and students when making public comment.
4. **APPROVED in 2020: Hire of University Facilities Policy**:
   - Incorporates *Principles 6 and 7 of the Model Code*.
5. **PLANNED in 2021**
   The *Staff Code of Ethical Conduct* and *Student Code of Conduct* will be revised to ensure their alignment with the principles of the Model Code. Clause 22: Intellectual Freedom from the UniSA Enterprise Agreement 2019 will be reviewed as part of the enterprise bargaining process in 2021.

IMPROVING TEACHING AND LEARNING OUTCOMES FOR AUSTRALIAN STUDENTS

UniSA's teaching and learning objectives and performance targets are set out in its Academic Enterprise Plan 2021-2025 (AEP). Key elements of the AEP, including how they will be achieved and measured, are summarised below.

HOW WILL THIS BE ACHIEVED?

Industry engagement and enhancing labour market outcomes
- The Authentic Assessment Project *(AEP Strategic priority 2.2)* will be launched in 2021 and will ensure that student assessment is relevant to industry and validated against employer and professional requirements.
- The Work Integrated Learning (WIL) Project *(AEP Strategic priority 3.3)* will accelerate UniSA's national leadership in career-ready education and extend WIL opportunities to coursework and research degree students.
- All Academic Units will have external advisory groups *(AEP Strategic priority 3.4)* to advise on curriculum and authentic assessment strategies, helping to ensure the professional relevance of our programs.

University retention strategies

- UniSA continues to provide ongoing student support in areas such as learning advice and study skills, peer tutoring, career guidance and counselling services. These support services are widely promoted through orientation days, online and on-campus notifications and via information sessions from program directors and course coordinators. Orientation sessions are also designed for particular cohorts of students such as those from regional areas.
- UniSA's most recent Performance-based Funding submission (June 2021) provided an update on three key student success projects in 2020/2021: online delivery retention and success; supporting Aboriginal learners; and supporting other at-risk student cohorts. The project targeted online retention and success and was expanded and introduced University-wide in early 2020 following the temporary move to online delivery of all programs in response to COVID-19. A second project used similar methodology to help identify at-risk international students, particularly those studying offshore and online. These will continue as needed over the term of this Compact.
- In 2021, UniSA introduced a learning analytics-based engagement reporting tool to identify and support at-risk Aboriginal students. This tool provides metrics to assess student engagement with learning resources and completion of assessment tasks. Students are benchmarked against peers within their course, allowing for normalisation of a student's engagement data, and therefore risk of failure. This reporting tool will be refined over the coming years.

HOW WILL THIS BE MEASURED?

- As described in *Mission* above, UniSA's Enterprise Leadership Team and Executive Deans will oversee the implementation of the AEP.
- Student success and retention, including the impact of basis of admission, is systematically monitored at two levels: through UniSA 's corporate KPI process; and as part of the annual Curriculum Innovation Process (CIP). The CIP is a series of annual data-informed discussions with Academic Units on their programs and courses, aimed at enhancing student engagement and satisfaction, graduate outcomes, and teaching-research alignment.
- UniSA's corporate performance reporting process also measures graduate outcomes and employer satisfaction and benchmarks these against universities in South Australia and nationally.

UNIVERSITY ADMISSIONS TRANSPARENCY

- UniSA's Selection and Entry to Programs Policy ensures transparent, fair and equitable selection processes for admission into UniSA's undergraduate and postgraduate course programs, including enabling programs. Entry requirements for bachelor honours programs are explained in the Bachelor Honours Degree Programs Policy, and for higher degree by research applicants in the Research Degrees Policy.
- Program-specific admission requirements (i.e. prerequisites, auditions, portfolios, etc) ensure commencing students have the prerequisites skills to succeed. For further information: https://www.unisa.edu.au/Study-at-UniSA/Study-with-us/Entry-pathways/Admissions-criteria/
- UniSA continues to meet its obligations under Admissions Transparency having fulfilled both Stage 1 and Stage 2 implementation requirements. UniSA's approach has been included in the TEQSA *Good Practice Note: Making higher education admissions transparent for prospective students.*

STUDENT AND STAFF SUPPORT

UniSA will continue to provide a full range of student support services including access and inclusion services, counselling, career services, legal advice and tailored support for particular cohorts such as international students, regional students and Aboriginal students. Full details are on the Student Support Services website and Wellbeing at UniSA (students) website.

UniSA also provides a range of support services for staff. These are detailed on the staff Wellbeing@UniSA website and include initiatives focusing on mental, career, physical, relationship, community and financial wellbeing.

STUDENT RETURN TO CAMPUS STRATEGIES

While University campuses did not close completely in 2020 during the pandemic, there was a significant impact on teaching and learning. Since early 2020, UniSA has offered a range of support services to mitigate the effects of the pandemic. Libraries have remained open throughout to provide access to computer barns and study areas for students unable to study from home. Further details are on the Student Support (COVID-19) webpage and the Coronavirus Updates website (for students and staff). Online examinations will continue to be offered via UniSA's LearnOnline site. UniSA held graduation ceremonies (modified to ensure COVID-19 safety restrictions were met) in April 2021 and is planning similar in September 2021. Orientation and UniSA Sport activities have continued with appropriate COVID protocols in place. UniSA student lounges and prayer rooms across all campuses are open with social distancing requirements in place.

Lectures will continue to be delivered online in 2021. Since July 2020, tutorials, studios, workshops and practicums, where possible, are being delivered on campus with appropriate social distancing and safety protocols in place. External student placements continue in alignment with placement provider requirements.

RESEARCH OPPORTUNITIES AND PARTNERSHIPS IN THE NATIONAL INTEREST

UniSA's priorities for research and research training and innovation are set out in its Academic Enterprise Plan 2021-2025 (AEP). The strategies described below will create opportunities for UniSA staff and students to work with industry and with research leaders globally to solve real-world problems, develop work-ready graduates and help to drive research commercialisation and economic activity.

HOW WILL THIS BE ACHIEVED?

1. Enterprise Hub / industry engagement

The UniSA Enterprise Hub to be launched in 2021 will establish a 'one stop' virtual and physical shopfront for industry, businesses and the community to engage with UniSA and vice-versa *(AEP Strategic priority 3.1)*. It will bring industry partners together with UniSA researchers, educators and students on activities that solve real problems, drive progress and shape business and community prosperity in South Australia and beyond. It will support start-ups and entrepreneurs to develop and grow ideas, and help to unlock the commercial potential of research by bridging the gap between researchers, industry and investors.

2. Project-based research degrees

UniSA is introducing a new approach to research degrees where students work on projects in collaboration with UniSA supervisors and industry or community partners across South Australia, Australia and abroad. *(AEP Strategic priority 3.2)*.

3. Visiting research fellows

Commencing in 2021, UniSA's Visiting Research Fellowship Scheme (VRFS) will see UniSA hosting 500 visiting research fellows (100 per annum) with a view to promoting and building on UniSA's research excellence. This will include up to 15 Australian Aboriginal researchers and researchers from DFAT aid-assisted countries in the Indo-Pacific *(AEP Strategic priority 4.1)*. COVID-19 restrictions mean that only domestic fellows are currently being offered fellowships.

HOW WILL THIS BE MEASURED?

- Performance review framework for research institutes, centres and concentrations aligned with UniSA strategic priorities.
- UniSA's Corporate Performance Report (CPR) benchmarks UniSA's position relative to the sector on key research performance indicators including citation impact, research degree enrolments and completions, research commercialisation income, and research publications.
- External measures including ERA, E&I, university ranking methodologies (e.g. THE, ARWU), Research Block Grant funding and HERDC income.

CYBERSECURITY AND FOREIGN INTERFERENCE MEASURES

- In 2020, UniSA conducted an internal audit of its controls and risk management processes to ensure it manages foreign interference risk appropriately and complies with the Defence Trade Controls Act 2012, the Foreign Influence Transparency Scheme Act 2018, and Autonomous Sanctions Act 2011.
- UniSA is currently reviewing its contract due diligence processes to take account of legislation covering modern slavery, foreign interference and influence, foreign arrangements and Defence trade controls and sanctions.
- UniSA has met its obligations under the Foreign Relations (State and Territory Arrangements) Act 2020. It is currently finalising business and due diligence processes to ensure ongoing compliance with this Act.
- UniSA is currently undertaking an internal audit of cyber-awareness and training. Our Information Strategy and Technology Services Department conducts regular *secret shopping*-style assessments of staff awareness of phishing emails and other potential cyber threats. These assessments inform training requirements.
- UniSA has an Information Security Policy (updated in May 2021) to ensure that UniSA's information systems are managed to ensure their integrity, security and availability. - https://i.unisa.edu.au/siteassets/askit/ists/it-policies/information-security-policy.pdf
- UniSA has a staff information page covering UN and Australian Autonomous Sanctions - https://www.unisa.edu.au/research/degrees/how-to-apply/un-and-australian-autonomous-sanctions/ and one for the Defence Export Controls self-assessment process - https://i.unisa.edu.au/staff/research/biosafety-and-permits/defence-export-controls/

IMPROVING STUDENT EQUALITY AND OUTCOMES

Through its Act of establishment, UniSA has responsibility for the provision of education to people who have experienced some form of educational disadvantage.

HOW WILL THIS BE ACHIEVED?

Over the period of this Compact, UniSA will continue to provide a range of tailored and targeted services to enhance access and success for students from equity groups. These services include: pathway programs, language and learning services, flexible and inclusive learning environments, access to new technologies, online tutors and student advisers, and financial assistance through equity scholarships. Some specific initiatives are outlined below.

1. Aboriginal and Torres Strait Islander support and engagement

As reported in the previous Compact (2018-21), UniSA aims to be the University of Choice for Aboriginal People. UniSA's second Reconciliation Action Plan (the Stretch RAP), Aboriginal Research Strategy (2019-2025) and Aboriginal Employment Strategy (rolling strategy) are all centred around Aboriginal voices and knowledges. Full details of these strategies and other engagement initiatives are available here: https://www.unisa.edu.au/About-UniSA/Aboriginal-education/ . Our Aboriginal Content in Undergraduate Programs (ACUP) initiative will continue to ensure that teaching staff incorporate culturally appropriate learning materials within our programs *(AEP Strategic priority 2.3)*. UniSA is intending to develop an Innovation RAP as its next Reconciliation Action Plan.

The Wirringka Student Services team provides information, advice and support services to potential and current Aboriginal students at UniSA. Wirringka administers the Aboriginal Tutorial Program (ATP) at UniSA and facilitates events on campus and in the community.

UniSA's Aboriginal Employment Pathway Initiative is a collaboration with SYC Ltd's youth services division, HYPA (Helping Youth People Achieve), that provides paid student internships and graduates employment pathways for Aboriginal students studying psychology, social work or human services.

UniSA also has a long-standing relationship with the APY Lands. UniSA's study centre at Ernabella supports students accessing UniSA from the APY Lands across a range of programs.

2. Regional and remote students

Over the term of this Compact, UniSA will continue to encourage and support rural and regional students entering university study. Both the Whyalla and Mount Gambier campuses are adjacent to TAFE SA campuses, providing articulation pathway opportunities. The location of a new high school at Whyalla, immediately adjacent to both UniSA's campus and the TAFE SA campus, provides more opportunity for regional student pathways from school to tertiary education as well as integrated teaching and learning opportunities across the three providers. UniSA provides student counselling (including urgent assistance support) and academic support services at its Whyalla and Mount Gambier campuses (see: Regional Student Services: https://i.unisa.edu.au/students/student-support-services/regional-student-services/).

UniSA will continue to provide placement grants to support students who choose to relocate during a placement in a remote or rural location or at a disadvantaged community, and to support students from a remote or rural location required to relocate to a metropolitan placement: https://i.unisa.edu.au/students/scholarships/unisa-grants/placement-grants/

UniSA will continue to provide a range of support services for equity students enrolled at our regional campuses as part of its Regional Engagement Framework.

3. Students with disabilities

UniSA's Disability Hub provides and promotes disability-related information, procedures and services to UniSA community Student access plans help students to negotiate reasonable adjustments with University staff so they can study successfully at UniSA.

4. UniSA College

UniSA College provides access to higher education for those with low prior educational attainment, especially low-socio-economic status and regional students. These programs prepare

students for university by building their study skills, knowledge and confidence. Students can choose to study a two-year diploma, a one-year Foundation Studies program or the 18-month Aboriginal Pathway Program (which is delivered in Adelaide, Ceduna, Mount Gambier, Port Lincoln and Whyalla). After completing the diploma, regional students can study a degree offered at our regional campuses, relocate to study in Adelaide or study through UniSA Online. Introductory videos give prospective students a taste of the courses offered through UniSA College.

5. Community outreach

UniSA's extensive secondary schools outreach program across metropolitan and regional South Australia combines on-campus visits for school students with outreach into schools through programs such as UniSA Connect (https://study-test.unisa.edu.au/unisa-connect). UniSA also provides prospective students with a range of early career planning resources both directly and in collaboration with secondary schools: https://i.unisa.edu.au/students/student-support-services/career-services/students-graduates/prospective-students/

Consistent with our mission, UniSA provides a range of community engagement activities from the provision of community clinics (health, law, psychology), through to public lecture series, art galleries and science museum, and planetarium.

HOW WILL THIS BE MEASURED?

As part of its Corporate KPIs, UniSA tracks the number of domestic students belonging to one or more of the following equity groups: Aboriginal, regional, remote, non-English speaking, low SES and disability.

SIGNED for and on behalf of

THE COMMONWEALTH OF AUSTRALIA

by

Dom English
_____

Full name (please print)

_____
First Assistant Secretary

Position

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

_____

Signature

28/12/21
_____

Date

In the presence of:

Ryan Kinder
_____

Witness (please print)

A/g Director
_____

Position or profession of witness (please print)

_____

Signature

SIGNED for and on behalf of

The University of South Australia

By **Professor Allan Evans**

_____

Full name (please print)

Acting Vice Chancellor

Position

_____

Signature

In the presence of:

Rita Linnane

_____

Witness (please print)

Executive Assistant to the Vice Chancellor

Position or profession of witness (please print)

_____

Signature

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