Australian Government

Department of Education, Skills and Employment

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

Drafting instructions: please limit your submission to 5 pages.

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 to specify (Max 250 words):
- *its three key outcomes it will achieve over the length of the compact period, including how they will be achieved and measured*

UWA's mission is to provide world-class education, research and community engagement for the advancement of the prosperity and welfare of our communities.

We are continuing our UWA Strategic Plan 2020-25, with a focus on transitioning our efforts to the priorities and strategies that will enable our 2030 vision of *creating the next generation of global leaders through experience-rich education and world-leading, trustworthy research.* The priorities are addressing our:

- Education strategies and actions
- Research and innovation strategies and actions
- Global partnership strategies and actions
- Sustainable environments enabling strategies and actions
- People and culture enabling strategies and actions
- Effective and sustainable operations enabling strategies and actions

The implementation of these institutional priorities are continually refined in light of external events, such as the global COVID pandemic. The key strategic priorities that are being addressed within the scope of this compact period are:

- **Financial sustainability** – addressing a financial structural deficit of $70m; greater organisational efficiency will indicate our success in managing this issue
- **Student enrolment** – increasing the number of students enrolled at UWA; greater diversification of course / learning offerings and provision of highly skilled graduates will seek to increase student load to over 21,000 EFTSL.
- **Excellent student experience** – through strong industry engagement ensuring students are industry ready, enhancing graduate outcomes; improving student experience outcomes to ensure that graduates are increasingly positive about their on-campus and online experiences; multiple initiatives to improve student experiences will be monitored through Student Experience Survey results, with the University aiming to be in the top 50% of both Group of Eight and WA universities by this metric

FREEDOM OF SPEECH AND ACADEMIC FREEDOM

In this section the University to specify (Max 250 words):
- *its response to the recommendations of the Walker Review on the adoption of the Model Code on Freedom of Speech and Academic Freedom.*
- *links to relevant policies and implementation strategies that demonstrate the formalised adoption of the Model Code on Freedom of Speech and Academic Freedom*

On 7 December 2020, the Senate adopted the UWA Code for the Protection of Freedom of Speech and Academic Freedom (**UWA Code**) as part of the Commonwealth Government's mandate to Australian universities to adopt the Model Code recommended by the Hon. Robert French AC in his 2019 Review of Freedom of Speech in Australian Higher Education Providers. The UWA Code aligns with the Model Code and demonstrates the University's commitment to freedom of speech and academic freedom as being fundamental to the conduct of a democratic society and to the quest for intellectual, moral and material advance in the human condition.

As part of the implementation strategy, the University:

(1) has established a Freedom of Expression Panel, including detailed guidelines and processes that provide a mechanism by which the Vice-Chancellor can seek advice about the use of the University's facilities by visiting speakers;

(2) is currently reviewing its codes, policies and principles for alignment and consistency with the UWA Code; and

(3) will be aligning its reporting obligations with the government's proposed amendment to the Model Code.

Those amendments will require the Senate to prepare an annual attestation statement regarding freedom of speech and academic freedom that must be published in the university's annual report. The UWA Code informs the University's decision-making on the application of rules and policies that may sanction, or impose restrictions on, expressive conduct falling within the freedom of speech principle or the academic freedom principle.

IMPROVING TEACHING AND LEARNING OUTCOMES FOR AUSTRALIAN STUDENTS

In this section the University to specify (Max 250 words):
- *its three key teaching and learning performance targets, including how they will be achieved and measured. Strategies for engaging with industry must be included and admissions transparency, retention strategies, student and staff mental health policies, labour market outcomes, student return to campus strategy and other relevant areas should be considered. Provide relevant links.*

1. **Overall student experience as measured by Student Experience Survey (QILT)**
   The Experience UWA 2025 plan delivers a holistic program throughout the student experience cycle, including:

   - Mentoring (UniMentor, Connect Conversations, Career Mentor Link)
   - Student Leadership (Student Ambassador, Guild Leadership)
   - Co-curricular learning opportunities (UWA Student Guild clubs, Study Area Clubs, Service Learning, Innovation and Entrepreneurship)
   - Engaging digital student interfaces (UWAapp, askUWA, academic support, after hours study help, new online learning system, LinkedIn Learning)
   - Exposure of students to internationalisation and cross-cultural competencies via formal and informal curriculum within the domestic learning environment (Internationalisation@Home Strategy pillar)

2. **Overall teaching quality as measured by Student Experience Survey (QILT)**
   - Fostering an environment of teaching excellence and best practice through programs such as Communities of Practice and the globally recognised Academy Fellowships Scheme
   - The Education Enhancement Unit provides support for educators to meet the evolving needs of learners through pedagogical support in learning design and educational technologies. Staff also have access to LinkedIn Learning and Coursera courses for continual professional development.
   - The UWA Student Evaluation of Learning and Teaching (SELT) promotes continual improvement in student learning and informs professional development for educators.
   - Industry engagement and contribution to the curriculum and programs (advisory groups, CEED WA, iPREP Biodesign)
   - Increased engagement with industry to further meet their needs through teaching and research

3. **Graduate outcomes as measured by the Graduate Outcome Survey (QILT)**
   - Financial and academic support for high school students completing UWA units
   - New courses designed to meet student and industry demands
   - Introduction of employability plus priorities and Industry Linkage oriented Minors
   - Lifelong learning (micro badging, UWA Plus, Children's University)
   - Employability initiatives / employability in the curriculum Internships/Work Integrated Learning/Service Learning/Grand Challenges
   - Careers support (Careers and Employability Award, Career Action Plan)
   - Connecting to industry and alumni (Grand Challenges, Service Learning, Alumni Networks and Ambassadors)

Requested Additional Information

Admissions transparency – the University provides <u>clear information in relation to our admission pathways</u>, including for <u>non-standard pathway entry</u>.

Retention strategies – UWA already <u>has a very strong student retention rate</u> that is being reinforced by the implementation of the <u>Experience UWA strategy</u> and reinforcement of life-long learning through <u>UWA Plus</u>.

Mental health policy and programs - The University has a combined <u>Staff and Student Mental Health Policy</u> with a Mental Health and Wellbeing Framework in development, for implementation in 2021. Work continues to progress in the provision of innovative, low barrier, early intervention mental health services, such as <u>The Living Room</u>.

Return to campus – The University provided <u>clear return to campus information and processes</u> to assist staff and students manage the COVID-19 impact within Western Australia.

RESEARCH OPPORTUNITIES AND PARTNERSHIPS IN THE NATIONAL INTEREST

In this section the University to specify (Max 250 words):
- *its three key priorities for research and research training and innovation, including how they will be achieved and measured. Include industry engagement strategies and consider research commercialisation, countering foreign interference, including cybersecurity measures and compliance mitigation strategies, and other relevant areas. Provide relevant links.*

UWA is a Top-100 University (top 0.5% on the global stage; ARWU & QS). Our research teams address real-world challenges, make basic research discoveries and contribute to humanity. UWA has strategic priorities for continuous improvement. Three priorities of relevance to highlight here are:

- Research excellence through world-leading collaboration, especially industry engagement and partnerships with Medical Research Institutes;
- Develop research infrastructure and associated expert staff; and
- Increase HDR student satisfaction and completions.

Measures of success for these areas include, respectively:

- Research income and joint research outputs (with industry and MRIs);
- Success in ARC LIEF, participation in NCRIS, and use of our Research Infrastructure Centres; and
- Improved PREQ scores and HDR completions (% within 4 years).

The expected impacts of our strategic initiatives are outlined in an implementation plan, which includes responsibilities and measures of success. Our research performance is monitored against institution-wide KPIs reported in the Annual Report.

Our research excellence will be facilitated also by initiatives to improve gender equity, develop leaders, make our research accessible (e.g. open access and researcher profiles), and IP management for research commercialisation. In addition, our newly-established Research Data Committee will ensure our data management systems and cybersecurity. The University has established a Foreign Interference Advisory Committee to oversee governance and process to manage risks and for oversight of training to increase diligence of our staff and research students as we engage internationally as appropriate, to enhance research and research training opportunities for Australia and partners.

Requested Additional Information

IP management for research and commercialisation – the University's Intellectual Property Policy covers this area.

Research Data Committee - there is no publicly accessible link for this committee. It is referenced on UWA List of Committees.

Foreign Interference Advisory Committee – although there is no specific public link to the FIAC directly, it has been involved in developing materials that are publicly visible.

IMPROVING STUDENT EQUALITY AND OUTCOMES

In this section the University to specify (Max 250 words):
- *its three key priorities to support students from under-represented backgrounds, including how they will be achieved and measured. Consider student equity, support for Aboriginal and Torres Strait Islanders, low SES students, students with disability, student and community outreach, and any other relevant areas. Provide relevant links.*

UniAccess supports students with disability to stay healthy during their studies and perform at their academic best, no matter if the condition is ongoing, temporary, or episodic. In addition to the provision of access and reasonable adjustment arrangements, UniAccess provides Specialist mentoring Program in partnership with the School of Psychological Sciences for students on the Autism Spectrum. Student Equity – a strategic approach at UWA. Impact is measured through student attitudes to university, academic results, retention and success, and graduate outcomes, and reported annually to DESE.

Student Equity provides widening participation activities and supports the access, transition, participation, and success of students from equity cohorts (with particular focus on LSES, RRR (NB. draft Regional Strategy in consultation phase), NESB, FiF, WiNTA and ATSI cohorts). The suite of programs (including Aspire UWA, Children's University, Fairway UWA and Girls in Engineering) supports students in these cohorts at all stages in the student life cycle, from primary school through to graduation and alumni. Impact is measured through student attitudes to university, academic results, university offers and enrolments, retention and success, and graduate outcomes, and reported annually to DESE.

Multiple entry pathways offered by UWA provide students with less-advantaged educational backgrounds alternative methods of accessing and studying at UWA. Students from equity cohorts have access to numerous support programs and services, including a pre-Orientation program (Immerse U), staff mentoring (Connect Conversations) and progress monitoring (i.e. Fairway UWA, MAP, Broadway, and data-driven (i.e. Early Intervention Pilot). Impact is measured through student feedback, enrolments, retention and success, and graduate outcomes.

Requested Additional Information

Supporting Indigenous student outcomes – the University provides a range of Indigenous education pathways and programs to achieve positive student outcomes. The UWA Indigenous Strategy includes goals for improved Indigenous student access, participation and experiences, among other outcomes. UWA is very well represented through the Universities Australia DVCA network and the Pro Vice-Chancellors Indigenous network. Universities Australia provides, via its Indigenous Strategy, the framework through which UWA approaches supporting Indigenous student outcomes.

SIGNED for and on behalf of

THE COMMONWEALTH OF AUSTRALIA

by

Dom ENGLISH

Full name (please print)

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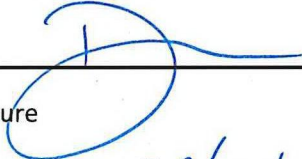
Position

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 WESTERN AUSTRALIA

by

Professor Amit Chakma

Full name (please print)

Vice Chancellor

Position
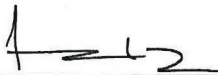
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In the presence of:

Witness (please print)

Sonya Redmond

Position or profession of witness (please print)

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