



**2019 Mission Based Compact  
Between the Commonwealth of Australia and Flinders 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**

*In this section the University should refer to information on:*

- *its primary focus over the term of this compact*

Flinders University will continue to progress the objectives outlined in its strategic plan *Making a Difference – The 2025 Agenda*.

We will:

- Promote an agile, enterprising and accountable culture in which staff and students are committed to excellence and determined to make a difference.
- Engage students as partners in the co-creation of a learning experience that inspires achievement.
- Champion diversity and create a vibrant, inclusive and values-based community that makes Flinders the destination of choice for students and staff.
- Be a community of outstanding scholars engaged in world-leading research that extends the boundaries of knowledge.
- Address challenges of local, national and global significance to deliver outcomes that change lives for the better.
- Embed research and critical thinking as core skills for every Flinders graduate.
- Deliver a richly interactive and personalised approach to learning with a paramount focus on student success.
- Be an international leader in educational innovation, advanced learning technologies and learning analytics
- Develop enterprising graduates equipped with the skills required for success in the knowledge economy.
- Promote productive partnerships that mobilise our intellectual capabilities to create economic opportunities and drive positive societal benefits.
- Expand our global reach through high quality international collaborations in both research and education.
- Engage our alumni as powerful advocates for the University and as role models for current students.

*its values and aspirations, what it does and how it can best serve the interests of its students, staff and key stakeholders*

We are determined to Make a Difference.

Our Vision is to be

*internationally recognised as a world leader in research,  
an innovator in contemporary education, and the source  
of Australia's most enterprising graduates.*

Our active engagement with business, industry, government and the community is central to our mission to improve lives and to address the needs of society.

We will develop creative, enterprising, career-ready graduates prepared to become lifelong contributors to society.

Our researchers will deliver outcomes that make our world a better place.

Our people are the heart of our University and will deliver our vision and future success.

We are Student Centered and act at all times in line with our shared Values of:

Integrity  
Courage  
Innovation  
Excellence

- *how the university has responded to the French Review recommendations to adopt the Model Code on free speech and academic freedom.*

Flinders University is strongly committed to freedom of speech and academic freedom.

Intellectual freedom is enshrined in our Enterprise Agreement with staff. Flinders has reviewed the Model Code and intends to enact a policy which is consistent with the Enterprise Agreement and the Model Code. The policy will reinforce the principle that freedom of speech and academic freedom are paramount values subject only to the constraints set out in the Code.

A draft policy has been prepared which is currently undergoing final review before being provided to staff and students for consultation and feedback. Flinders intends to enact the policy before year-end.

## **TEACHING AND LEARNING**

*In this section the University should refer to:*

- *its objectives and/or priorities for teaching and learning*

Key priorities for teaching and learning are:

Development of new education pathways, including:

- strengthening delivery into regional and rural Australia through partnership with Regional University Centres
- Industry- and VET-partnered courses focussed on integration of skills and research-led education to meet workforce needs

Flinders Future Curriculum project to:

- Increase flexibility for students in what, when and how they study
- Embed employability skills across the curriculum to prepare graduates for the future of work
- Increase innovation in contemporary education through contemporary assessment, accredited microcredentials and new degree types (bachelor apprenticeship, diplomas)

Implementation of the University's Student Success and Retention Plan 2020-2025

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

Governance of teaching and learning quality sits with the University's Education Quality Committee which reports to Academic Senate and has representation from all Colleges, students and the education-related professional areas including Flinders International, as well as the PVC (Indigenous).

Flinders has an Educational Quality Framework which is premised on an evidence-based approach to continual improvement, monitoring and evaluation. The Educational Quality Framework policy document brings together the suite of policies, procedures and guidelines related to curriculum design and teaching practice.

The achievement of Educational Quality is supported by two distinct but related pillars:

- Educational Quality Assurance – robust frameworks, models, policies and processes to ensure educational offerings comply with all legislative and regulatory requirements, and reflect excellent educational practice.
- Educational Quality Improvement – a central framework and processes to support cycles of continuous improvement.

The Educational Quality Framework is underpinned by the Higher Education Standards Framework (Threshold Standards) 2015 with a particular focus on the standards in Domain 3: Teaching and Domain 5: Institutional Quality Assurance.

Our Educational Quality Framework identifies measures at both the course and topic (unit) level which provide information to support strategic decision making, to review current performance and improve future performance. Together these measures provide data on how well our courses are meeting the needs of students and stakeholders. These measures are reviewed annually at course, College and University level using a risk-based framework to identify any emerging trends and allow prompt response.

Educational Quality at Flinders University promotes and supports student success through:

- relevant, engaging, inclusive and well-sequenced curriculum that is informed by the contemporary and future needs of industry, government, the community, and the aspirations of students

- excellent learning and teaching practices that are innovative and discipline-specific in their use of contemporary pedagogy, creativity and technology, and meaningful assessment that is well-suited to discipline and context, and provides timely and structured feedback to support learning development and success.

## **UNIVERSITY ADMISSIONS TRANSPARENCY**

In strengthening our Admissions Transparency the University has published Student Profile and ATAR profile data and established processes to ensure data is updated and compiled consistently over time. The University has also worked closely with external stakeholders to ensure comparability and consistency of admission-related content.

- *how the University selects students for offers without an ATAR score, as part of its admissions process*

Flinders has a long tradition of providing access to higher education for student from non-traditional backgrounds and those who may be at a disadvantage compared to peers. To support access, Flinders utilises a range of evidence-based alternate admission pathways.

Admission pathways available to non-year 12 candidates include: TAFE/VET pathways, Special Tertiary Admissions Test (STAT), Flinders Foundation Studies Program (enabling), Indigenous Admissions Scheme, Elite Athlete Admission Scheme, Military Veterans Pathway and Higher Education transfers.

Admission pathways specifically for year 12 candidates (non-ATAR based) include:

- UniTEST (exam style test assessing generic reasoning and thinking skills that underpin higher education studies)
  - School Recommendation Program (candidates can be considered on the basis of a school recommendation together with academic results)
  - Assessment Centre Pathway (candidates are required to attend an assessment centre to demonstrate the characteristics and aptitude for study at university)
  - Portfolio Entry Pathway (candidates are required to submit a portfolio demonstrating preparedness for admission to higher education, portfolio is assessed together with academic results)
- *what evaluation strategies are in place for ensuring that students admitted without an ATAR are likely to succeed in their studies.*

To ensure the University continues to admit students with the potential to succeed in Higher Education Flinders is committed to ongoing review of all admissions pathways. A range of measures are used to evaluate the success of students admitted to the University including; attrition, grade distribution, GPAs and completions.

Basis of Admission analyses using these metrics are available at course and cohort levels and are monitored and reported annually to Academic Senate. Pathways that do not demonstrate success are revised or closed.

## **UNIVERSITY RETENTION STRATEGIES**

- *strategies to reduce the proportion of students that do not complete their course (including for students from regional and remote areas)*

Flinders retention mission is to ensure that every student knows that they belong, that they can succeed, and are supported as they develop their capabilities to navigate a unique pathway to their own success.

Existing strategies to improve retention include:

- **Flinders Support Network:** targeted structured outreach support for students at risk of not progressing as identified through data analytics
- **Student Support Lounge:** one-stop pop-up lounge at multiple locations at key times in semester to highlight support services to students who may need support
- **Student progression process review:** A review of our business processes around student progression, identification and support of students at risk of poor progression.
- **Regional and Rural specific orientation and support:** Starting before enrolment, students and their families from regional and rural areas have specific advice and connection with key university staff.
- **Financial support,** including scholarships for students from low SES areas, and short-term grants for emergency needs for those who require support to remain in study.

Flinders has developed a new Student Success and Retention Plan 2020-2025 in consultation with students and staff from across the University. The plan has five objectives to support student retention:

- (1) Being a Student-Centred Community,
- (2) Develop Students Skills for Success,
- (3) Inspire and Engage Students,
- (4) Develop and Support Wellbeing, and
- (5) Provide a Responsive and Navigable Learning Environment Online and In-person.

The implementation strategy will:

- further develop the student academic progress support process using learning analytics to identify and assess students experiencing barriers to study;
- extend a coordinated formal distributed leadership model of student retention and success across all areas of the university;
- implement quality teaching improvements to support transition and success particularly in the first year;
- further improvements in online quality digital experience to support student success taking a holistic view of the student;
- celebrate student success, community and collaborations.
- develop a university wide student wellbeing plan that encompasses financial, psychological and physical wellbeing;

- *evaluation of these strategies, including follow-up with students who do not continue with their studies to better understand the reasons for this decision.*

Evaluation of retention and engagement strategies include through:

- The Flinders Exit Survey: Students who do not re-enrol in their studies are contacted via phone to identify reasons for departure and what the University could have done differently to assist their studies. Key findings are provided to academic and service areas to improve the student experience and retention.
- Qualitative and quantitative data from the Student Experience Survey and Course Evaluation Questionnaire are reviewed as part of Flinders' course quality processes, and key themes reviewed and reported annually to Academic Senate and Council.

## 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*

The research mission of Flinders University is encapsulated in the 2025 Agenda. To deliver on the research ambition of the 2025 Agenda, strategies are focussed on: Improving the quality of our research; increasing the scale of our research activity; enhancing research engagement and impact, strengthening our research education. In the 2025 Agenda we commit to strengthening our research capability (<https://www.flinders.edu.au/research>) and improving the quality of research outputs (<https://staff.flinders.edu.au/research/research-analytics>) by targeting research funding ([http://www.flinders.edu.au/research/researcher-support/grants-contracts/grants-contracts\\_home.cfm](http://www.flinders.edu.au/research/researcher-support/grants-contracts/grants-contracts_home.cfm)) to support research excellence, developing researchers through mentoring and leadership training (<https://staff.flinders.edu.au/research/development>), building external partnerships, supporting major funding opportunities, appointing outstanding researchers, establishing Research Themes and Research Institutes and Centres (<https://www.flinders.edu.au/research/centres-institutes>) and strengthening our research education (<https://students.flinders.edu.au/my-course/hdr>) to focus and drive research performance.

The University Research Quality Committee, a sub-committee of Academic Senate, is responsible for providing oversight of research quality and improvement across the University. This Committee monitors the University's research performance, engagement, impact and environment.

- *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.*

High quality research training (<https://students.flinders.edu.au/my-course/hdr>) is supported by a HDR policy framework backed by the centralisation of student management (<https://students.flinders.edu.au/my-course/hdr/inspire>), comprehensive supervisor training (<https://staff.flinders.edu.au/research/hdr-supervisors#development>), HDR professional development, a commitment to attracting regional HDR admissions and ensuring a quality of candidature via the digital doctorate (<https://students.flinders.edu.au/my-course/hdr/inspire>), an increased emphasis on timely completions and incorporating additional transferrable skills for HDR students through opportunities for entrepreneurship training

([http://www.flinders.edu.au/graduate-research/rest/rest\\_home.cfm](http://www.flinders.edu.au/graduate-research/rest/rest_home.cfm)), industry placements (2020 target: 15 FTE) and gaining an understanding of intellectual property.

- *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*

Flinders University has a comprehensive approach to innovation (<https://www.flinders.edu.au/about/strategy/engagement-impact>) through partner engagement, entrepreneurship training through the New Venture Institute (<https://www.flinders.edu.au/new-venture-institute>), and commercialisation (<https://www.flinders.edu.au/research#impact>) through Flinders Commercial (<https://www.flinders.edu.au/research/collaborate>). The University provides support for research translation and commercialisation through the appointment of the Pro Vice-Chancellor (Research Impact) and Research Partnership Directors in key areas to assist researchers engage with government and industry partners. Success in this area is measured by the level of local, national and international partner-funded and collaborative contract and grant-funded research and commercialisation measures (patents, licensing income, book value of spin-out companies).

- *strategies to promote open access to research publications and data.*

The University uses an institutional open access (<https://libraryflin.flinders.edu.au/researchers/statistical-tools-and-services#open>) research publications and data repository.

## EQUITY

*In this section the University should refer to information on:*

- *strategies for improving Indigenous outcomes and related targets*

Flinders University commits to the increased participation of Indigenous students and aims to take a whole-of university approach to achieve common goals to advance Indigenous success in higher education. Indigenous student participation is a key performance indicator monitored by Council. Our enterprise Agreement includes targets for Indigenous employment and these are monitored by the university and unions joint consultative committee.

During 2019, the University has developed a Reconciliation Action Plan in consultation with the whole university community. This is awaiting endorsement from Reconciliation Australia.

The plan includes progressing recommendations from the *Universities Australia Indigenous Strategy 2017-2020*, and the *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People*.

The Office of Indigenous Strategy & Engagement (OISE) led by the Pro Vice Chancellor Indigenous (PVICI) has University wide responsibility for leading and implementing the strategic direction of the Indigenisation of its programs, and the recognition of Indigenous knowledges and perspectives. This includes the promotion of teaching and research in Indigenous studies, Aboriginal and Torres Strait Islander recruitment, support and completions of Indigenous students, and community engagement with Indigenous nations/communities. With the development of an Indigenous Governance Mechanism with membership from across all levels of the institution and community, the University ensures that it works inclusively embedding

Indigenous perspectives into core business.

The University offers several Indigenous support programs with a focus on recruitment, transition, academic support and completion. The Yunggoorendi Student Engagement Program focusses on Indigenous student recruitment, support, and completions. Support staff provide academic advocacy and skill development, cultural support, professional counselling, and acts as a referral service to other University and relevant external services. The Yunggoorendi Tutorial Program is available to Indigenous students across all campuses of the University.

Yunggoorendi Student Engagement works with a range of government and non-government services to provide Cadetship opportunities for students, including Career Trackers and AFL Sportsready (including the Commonwealth and state cadetship program).

The PSCI also works with other areas of the University that have a core focus on improving Indigenous outcomes including the Poche Centre, Flinders Rural Clinical School and the Northern Territory Medical Program.

- *strategies for achieving equity for regional and remote students, for low socio economic students and students from other equity groups*

Flinders University is committed to increasing participation and fair access for students from low socio economic, regional, rural and remote backgrounds. Flinders has designed and implemented a number of strategies, programs and initiatives to raise aspirations and increase participation in higher education. These interventions mean students from all backgrounds may view tertiary education as attainable and desirable. Strategies in place include:

- New Admissions Pathways
- Access Scholarships introduced by the University to positively promote financial inclusion as an enabler of participation in higher education
- Partnerships with regional communities and regional education providers
- Successful Transition to University through a range of orientation activities for new students including Transition Events specifically designed for this cohort and their immediate family to help educate and strengthen their support networks
- Employability support

The University has developed strong partnerships with other education providers and community groups including:

- TAFE SA – increased articulation/credit arrangements to encourage students to continue their education at University.
- Dual Offer and Dual Award courses with TAFE SA
- Foundation Studies.
- AFL SportsReady – exclusive university partner providing guaranteed entry pathways and credit transfer arrangements for students competing VET qualifications
- The Smith Family – focus on raising educational aspiration for disadvantaged students and scholarship families, primarily from the southern Adelaide region, but also from the Northern and Western Adelaide and Upper Spencer Gulf regions.
- Regional Study hubs
- Development of new online courses and flexible delivery options



Flinders offers a range of equity based admission pathways. The rural and remote admission subquota applies to most Health programs and significantly increases opportunity for admission to health professional degrees.

Flinders participates in the Universities Equity Scheme which results in higher selection ranks for applicants from a range of regional and remote schools and for low socio economic candidates.

Candidates from selected low socio economic schools are invited to apply via the Assessment Centre pathway. Candidates attend an assessment centre to demonstrate the characteristics and aptitude for study at university which may result in a conditional offer to a range of programs.

The Flinders Foundation Studies program provides an admission pathway for candidates that have not followed a traditional education pathway. Upon successful completion students are guaranteed admission to a range of degrees.

The Indigenous Admissions Scheme provides an alternative pathway for Aboriginal and Torres Strait Islander people who may not have been able to gain entry to university by traditional means.

Flinders is a strong supporter of the Regional Study Hub/ Regional University Centres strategy with partnerships with all SA sites.

- *strategies for reducing unemployment in the regions serviced by institutions, including youth unemployment rates*

#### Education focused on workforce needs

Flinders is currently in discussion with BAE systems, ASC, and TAFE SA to develop and deliver a Diploma focussed on retaining workers in employment who are able to transition into jobs to support shipbuilding in South Australia. The three-way partnership between industry, VET and higher education has resulted in a highly productive partnership which has the potential to transform the way education and skills are delivered, especially for workers who require re-skilling, up-skilling or new skill development in a rapidly changing, increasingly digital workplace.

The resulting Diploma is anticipated to align with new qualification types in the AQF, whilst still meeting current requirements. The Diploma will integrate skill sets, research-led education and work-based learning supported by the employer.

The capacity to deliver such a program is constrained by our current allocation of sub-bachelor places. Flinders is seeking an increase in these places. BAE Systems has indicated that it needs to put 100 workers through the Diploma in 2020, with a continued delivery in future years, including for supply chain.

Similar programs are in development which focus on areas of health and aged care and which have the potential to support the need for up-skilling of aged care workers, including in regional areas.

#### Programs of study/delivery in areas with lower employment, including regional areas

Flinders University has a broad range of entry pathways for people who are non-school leavers and who may need additional skills to fully participate in university education. This includes our enabling program, Flinders Foundation Program. This program operates in the Adelaide metropolitan area but also is delivered in conjunction with TAFE SA for delivery in regional areas

across South Australia (i.e. Nuriootpa, Berri, Kadina, Mt Barker, Mt Gambier, Murray Bridge, Port Augusta, Port Lincoln, Port Pirie, Victor Harbor, Whyalla). The University is also expanding the offering of Foundation Studies in the City of Playford (Northern suburbs of Adelaide) an area with high youth unemployment.

Flinders students are able to undertake work integrated learning experiences in a variety of programs in regional and rural areas which can assist those from these areas to remain closer to or return home while studying as well as addressing labour shortages in regional and remote areas.

We are also working on innovative approaches to curriculum development in conjunction with the NT Department of Health and the NT community which incorporates place-based learning across a range of health education disciplines. While at an early stage of development, this model offers opportunities to attract and retain students to programs and the sector and to better meet the needs of regional and remote community healthcare.

Flinders offers dual offers in partnership with TAFE SA where students can undertake either the first year equivalent of their University degree or in a mixed mode delivery study a VET Diploma/ Degree in a low SES and also in rural, regional and remote areas. These are offered in a range of areas including business, nursing, disability and information technology.

Flinders New venture Institute runs eNVision in the Limestone Coast and Barossa, Yorke and Mid North regions. eNVision provides small to medium businesses and the founders behind them with the tools they need to grow locally and globally.

- *strategies for increasing student support for relocating students (potentially including specialised on-boarding programs)*

We support relocating students by targeting students who are relocating have access to the following:

- Flinders Access Scholarships for financial support
- Uni Hall Accommodation and support services
- Specialised Transition event for regional, rural and remote students transitioning to Adelaide

The Student Success and Retention Plan 2020-2025 includes a focus on our orientation programs and induction programs for all students, including those moving location, to improve retention and belonging.

- *strategies to increase community access to university facilities*

Flinders has placed a strong emphasis on increasing access to the campus and its facilities for the community in recent years. This includes:

- The redevelopment of Flinders University Museum of Art and gallery space at Bedford Park for exhibitions from its collections as well as touring works. The Gallery serves to attract visitors and schools to the campus and elevate teaching engagement through object-based learning.
- Campus activation including
  - concerts on campus oriented to community interests

- Spring Fest – a day of family oriented activities and events focussed on creative arts and STEM
  - Oaklands wetlands area which has been developed and opened to the public for community-based environmental research and activities.
  - Access to campus facilities for community group events on a regular basis
  - Close liaison with the four local councils around our main Bedford park campus to identify and support access to facilities for the councils and their residents.
- *strategies to increase aspirations and advice to school students on study options.*

The University places a heavy focus on aspiration raising of equity groups as well as ‘normalising’ higher education through a range of outreach activities that are aimed at school students from Year 6 through to Year 12, as well as those across other provider sites and adult learners.

Outreach activities include:

- Inspire Mentoring – an early intervention program designed to match disengaged school students with current university students to establish a positive mentoring/role model relationship. The program is focussed on providing support and encouragement, to school students so that they remain engaged and succeed at school, considering higher education a viable option in the future.
- River Journey – focussed on the career development needs of students from Year 6/7 through to Year 12. This program consists of both in school and on campus activities introducing students to concepts of university and university study to normalise articulated pathways and enhance realisation that higher education is a valid option.
- Regional Roadshow – delivered in region providing a targeted experience with students participating in practical learning activities, in their preferred study disciplines from a broad range of University learning areas.
- Enrichment Program - provides interactive, practical learning experiences for secondary school students and opportunities to access information that will inform their career, subject and study choices
- Expos
- School Engagement including Career Development (informing employment and subject choices) and Targeted Admissions Outreach including the provision of information regarding pathways to higher education, career choices, resume preparation and mock interviews, options for your future planning sessions, links with school curriculum requirements and leadership capabilities.
- Flexible Learning Options (FLO) Program for students identified as being at risk of disengaging from learning
- Parent and Caregiver Engagement - provides information and support to parents/caregivers from low SES backgrounds. This additional support has proven valuable in raising aspirations, particularly in situations where parents/caregivers have not undertaken tertiary studies.

## 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*
- *strategies for meeting labour market priorities at a local, regional and/or national level*
- *strategies to address employability and graduate attribute skills gaps to ensure students are work-ready*
- *the application of these strategies to admissions and enrolments*
- *how labour market strategies are taken into account in developing course offerings.*

New qualifications are developed to meet local and national labour market needs.

Labour market strategies are incorporated into the development and revision of course offerings in a variety of ways. This includes broader strategic university engagement with government and industry as well as engagement at local disciplinary levels.

At a disciplinary level industry are engaged with course development and design in several ways including through Course Quality Advisory Group (CQAG) and Industry Reference Groups.

The University undertakes regular market scans to identify labour market gaps at a national, state and regional level. Undergraduate and Postgraduate course opportunities are investigated and a business case prepared.

This utilizes Commonwealth and State data and Labour market research, advice from RDA's and local government, from industry and professional bodies and from our Educational partners.

A key part of the course approval process is a market demand assessment including information on how the course meets labour market need and information on career/employment opportunities. This advice is prepared independently of the College instigating the course proposal.

Examples of broader strategic engagement include senior representation on industry workforce groups (e.g. Defence Industries Education Skills Consortium) Applied Technologies (Industry 4.0), Aged Care) engagement with professional bodies and with our industry partners. Flinders NT and Flinders Rural Health have strong partnerships in regional, rural and remote areas.

Additionally, academic and professional staff regularly engage with industry through processes related to the establishment and further development of work integrated learning opportunities for our students. This information is fed back through to CQAG and discipline leaders to be addressed via course improvement or development.

The University has Industry based pathways in areas such as postgraduate Nursing, from the military through our Military Veterans pathway and in our TAFE SA SA Dual offers and awards.

## SECURITY MEASURES

*In this section the University should refer to information on:*

- *actions being taken to ensure the safety of data against cyber attack*

Flinders University implements several elements to ensure safety against cyber attack;

- Centralised cyber security policies that are formal guides for all our cyber security measures. These policies define which security controls should be executed for various systems such as physical security, access management and network security.
- We employ a risk-based approach to our cyber protection all risks are identified and assessed in terms of cost and prioritised according to operational criticality and we provide multiple layers of protection across our networks, server, email and end point protection.
- We classify our assets to define the appropriate level of protection necessary. We log and monitor our environment and have also provided two-factor authentication as an additional layer of security.
- We implement information system assessments and authorisation to ensure that any new systems adopted are properly protected we also design and implement standards to improve our security posture.
- We continue to raise employee awareness through training and phishing campaigns. We employ the ASD Essential 8 and NIST framework.

At a national level, Flinders University are CAUDIT members and as such we are partnering with AusCERT and AARNet, in an initiative known as the Australasian Higher Education Cybersecurity Service (AHECS). This initiative is aimed at proactively helping universities safeguard their intellectual property and reputation of by providing fit for purpose services and proactively supporting the adoption of practices designed to mitigate risk and counter ever-increasing cybersecurity threats.

The AHECS cybersecurity framework maps both existing and proposed services across 4 key focus areas – engagement, advocacy and advisory, support and operations, and training and is mapped to the NIST framework.

Australian universities also participate in a healthy Cybersecurity Community of Practice supported by CAUDIT. This provides a means of sharing good practice in a confidential, trusted environment.

- *mitigation strategies in the case of a breach of security*

In case of a breach Flinders University;

- Have an expert response team across the university that will implement our cyber incident playbooks and secure physical and logical areas
  - We have the ability to perform forensic investigations and implement service recovery plans
  - We have recovery strategies that provide communication both internally and externally
- *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>)*

At Flinders University we implement the 'essential 8' strategies;

1. Application Whitelisting/Blacklisting
2. Perform regular patching of our applications to secure against known vulnerabilities
3. Configure Microsoft Office to block execution of untrusted macros
4. Control applications by hardening the user applications
5. Restrict administrative privileges and monitor and log privileged users
6. Patch operating systems and upgrade our systems to the latest versions
7. Implemented Multi-Factor Authentication (MFA)
8. Perform daily backups of our systems to ensure integrity of data in-case of a breach, these are stored for 3 months offsite

- *measures in place to enhance the identification and deterrence of foreign interference activities including actions to ensure compliance with relevant legislation.*

At a national level AHECS will provide a number of services including fast access to appropriate services, negotiated pre-breach, along with good practice guides, templates and talent pool available to assist in the mitigation strategies and a community of practice across the sector with expertise in cybersecurity.

The University will review the draft *Guidelines to Counter Foreign Interference in the University Sector* developed recently by the University Foreign Interference Taskforce to identify strategies to further strengthen our defences against foreign interference. Any additional legislative requirements will be implemented as necessary and monitored under our legislative compliance framework.

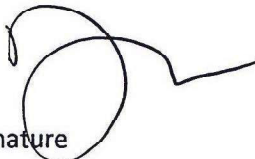
SIGNED for and on behalf of  
THE COMMONWEALTH OF AUSTRALIA

by

DOM ENGLISH  
Full name (please print)

Branch Manager  
Position

of the Department of Education as delegate of  
the Minister for Education.

  
Signature

23/12/14  
Date

In the presence of:

Drew Menzies McVey  
Witness (please print)

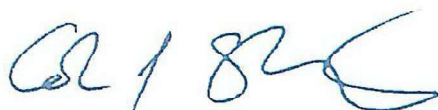
Branch Manager  
Position or profession of witness (please print)

  
Signature

SIGNED for and on behalf of  
FLINDERS UNIVERSITY

Professor Colin J Stirling  
Full name (please print)

President and Vice-Chancellor  
Position

  
Signature

In the presence of:

Kelly Smith  
Witness (please print)

Executive Officer  
Position or profession of witness (please print)

  
Signature