



Australian Government

**Department of Education,
Skills and Employment**

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

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

UQ's current [Strategic Plan](#) finishes at the end of this year (2021) and so the University is currently in the process of developing a new Strategic Plan for the 2022–2025 period. The key goals, strategies and KPIs are yet to be finalised and approved by the University's Senate but a range of focus areas are emerging under three core pillars.

- **Learning and student experience**

UQ will enhance our vibrant on-campus experiences by using seamless digital integration to provide students with greater flexibility to engage in their learning in ways that suit their needs. The University will also develop fully online programs to expand our provision of postgraduate and lifelong learning opportunities. In doing this we recognise our role in developing Australia's skills and workforce to meet the challenges of the future.

- **Research and Innovation**

Ensuring UQ's research is of the highest quality and integrity underpins our priority to build and maintain close research partnerships with industry and government that address emerging challenges, helps grow our economy and advances our society. We will further develop research and innovation precincts in order to foster collaboration and provide access to state-of-the-art research infrastructure at the same time as facilitating easier career transitions between industry and academia. Through large-scale mission-directed partnerships we will work to help address the world's most pressing challenges.

- **Enriching our communities**

UQ's work must contribute to the public good. Through our education and research endeavours we will prioritise the needs of our communities in the post-pandemic social and economic recovery. Our commitment to Queensland will be demonstrated through a range of initiatives to break down financial and geographical barriers to a UQ education.

FREEDOM OF SPEECH AND ACADEMIC FREEDOM

The [Walker Review](#) found on 9 December 2020 that UQ was one of nine Australian universities to have fully aligned their statutory frameworks to adopt the recommendations of the French Model Code.

In response to the [French Review](#), on 25 February 2020, the University Senate adopted the UQ Model Code for the Protection of Freedom of Speech and Academic Freedom as a Schedule to [PPL 1.00.01 UQ Governance and Management Framework \(UQGMF\)](#). The hierarchy of UQ's policy framework establishes the Governance Framework as an overarching University policy.

The UQGMF provides a commitment to upholding the Principles of the Model Code.

- The Principles apply to the members of UQ's governing bodies (including the Senate), staff and UQ's decision-making organs.
- The UQGMF requires UQ to have regard to the Principles in the drafting, review or amendment of any policy.

UQ established a Freedom of Speech Implementation Group (FSIG) to [assess the compatibility](#) of all new or amended policies with the Principles. This process, requires a [Statement of Compatibility](#) for policies and/or procedures. Where agreement on the compatibility a policy or procedure cannot be met with FSIG, the matter is referred to the University Senior Executive Team for consideration.

Resources have been developed to assist staff with the review and development of UQ policies and procedures, including the [Tip Sheet & FAQ – Freedom of Speech and Academic Freedom](#).

Principles of intellectual and academic freedom are also embedded in Section 23 of [The University of Queensland Enterprise Bargaining Agreement 2018–2021](#), which will be reviewed as part of the regular Enterprise Bargaining process.

IMPROVING TEACHING AND LEARNING OUTCOMES FOR AUSTRALIAN STUDENTS

The learning and student experience pillar of UQ's next Strategic Plan is expected to include a focus on:

1. Growing postgraduate enrolments through the development of fully online postgraduate programs that are closely aligned with labour market needs;
2. Improving the quality of digital learning for coursework students, achieved by the setting and monitoring of new threshold standards and a digital uplift of capacity and capabilities; and
3. Improving overall student satisfaction through a focused sense of belonging campaign, refurbishment of formal and informal learning spaces, and enhanced personal enrichment opportunities including rural and remote placements.

Success will be measured through student satisfaction surveys, growth in postgraduate enrolments and engagement in co-curricula programs.

UQ will continue to have strong industry engagement in the design and teaching of programs, including in the workplace. UQ's [Employability Framework](#) is well embedded and already over 30% of students have a WIL experience. Our Schools have industry advisory boards, and our professional programs are taught in partnership with industry leaders. Our admissions policies are routinely reviewed and refined to improve community understanding and our admissions information and [website](#) has been aligned with TEQSA's 2019 Good Practice Note.

UQ has also recently implemented a [Retention Strategy](#), and a [Mental Health Strategy](#) and students have been able to attend campus for well over a year. Libraries remain open for students in need of space or quality internet connection. The University is offering on campus, flexible and external offerings where available, with approximately 90% of bachelor's level courses in Semester 1, 2021 including an on-campus component. Some Australian students are choosing external study, however UQ has contacted students with local addresses encouraging them to return to campus.

UQ's [employment outcomes](#) are on par with national averages.

RESEARCH OPPORTUNITIES AND PARTNERSHIPS IN THE NATIONAL INTEREST

UQ enables ambitious research of exceptional quality that delivers knowledges, technologies and practices that benefit the economy, environment, and society. The Research and Innovation pillar of UQ's next Strategic Plan is expected to include a focus on:

1. Maintaining research quality, impact and scale
2. Research partnerships and industry engagement
3. Supporting the next generation of researchers

UQ will strengthen our delivery of trusted high-quality research enabling discovery, translation and commercialisation of research outcomes. Complementary investment in research functions and systems will enable the research enterprise to grow sustainably. Success will be evident in national competitive grants schemes outcomes; the ERA and EI assessments; and in our recruitment and retention of a diverse and high-achieving research workforce.

UQ will grow research and innovation investment via industry-research partnerships. We will develop and manage collaborative research precincts and research infrastructure and deliver impactful research through large-scale mission-directed partnerships.

UQ will attract and grow diverse research talent with opportunities for authentic career pathways and industry-based careers across research and innovation. A renewed emphasis on industry placements for HDR students will build upon our existing record of HDR-end-user engagement. A tailored researcher development framework will support staff success across all career stages.

These priorities are underpinned by commitment to research integrity. Actions to counter foreign interference and support trusted research practice and compliance include:

- [Foreign Influence Disclosure](#), [Sensitive Research Register](#) and Conflict of Interest Disclosure requirements for staff. Regular meetings of an International Safeguards Advisory Group.
- Refreshed research policies and procedures in [Human Research Ethics](#), [Animal Ethics](#) & [Clinical Trials](#).
- Strengthened [cybersecurity risk management](#) and controls framework.

IMPROVING STUDENT EQUALITY AND OUTCOMES

UQ provides a range of [scholarships](#) and [admissions schemes](#) to help attract Aboriginal and Torres Strait Islander students, students from under-represented groups, and those experiencing financial hardship. For example:

- The [UQ Link Scholarship](#) provides an annual scholarship of \$3,000 and five adjustment ranks to all new domestic undergraduate students who have experienced educational disadvantage as a result of financial hardship.
- The [YAP](#) supports study and career aspirations of senior secondary school students from disadvantaged backgrounds through on campus experiences and in-school. Accommodation and financial support is provided to assist their transition to university, with ongoing welfare support provided through [orientation](#) and a range of [workshops](#) coordinated by [Student Services](#).
- The [InspireU Program](#) is designed to engage and inspire young Indigenous high school students to further their studies at university and broaden their career possibilities. Students participate in on-campus residential camps to explore future career and study options. Ongoing support for indigenous students is coordinated by the [Aboriginal and Torres Strait Islander Studies Unit](#). UQ has made steady gains in Aboriginal and Torres Strait Islander student participation, progressing steadily to a participation ratio of 0.32 in 2020 up from 0.27 in 2016. UQ is mid-way through its [2019-2022 Reconciliation Action Plan](#), and is preparing for the next phase of its Reconciliation Action Plan in consultation with [Reconciliation Australia](#).

It is anticipated that the new Strategic Plan will place additional emphasis on our commitment to breaking down financial and geographical barriers to a UQ education. This will include:

1. Improving retention in our [Young Achievers Program \(YAP\)](#) by implementing recommendations from a recent research-based review of the program;
2. Enhancing our presence and connection to the Queensland regions to increase enrolments from outside South-East Queensland; and
3. Leveraging philanthropic donations to invest in pathways, provide additional needs-based scholarships and support students from under-represented groups through holistic interventions that enhance educational success and retention.

OFFICIAL

SIGNED for and on behalf of

In the presence of:

THE COMMONWEALTH OF AUSTRALIA

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

28/12/21

Date

SIGNED for and on behalf of

In the presence of:

<UNIVERSITY NAME>

by

PROFESSOR DEBORAH TERRY AO

SUSAN ALLEN

Full name (please print)

Witness (please print)

VICE-CHANCELLOR & PRESIDENT

EXECUTIVE ASSISTANT JP (QUAL)
911413

Position

Position or profession of witness (please print)

Signature

Signature