



Australian Government
Department of Education and Training

**2018 Mission Based Compact
Between the Commonwealth of Australia and the University of the Sunshine Coast**

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.

MISSION

USC's vision is to be a university of international standing, a driver of capacity building in the Sunshine Coast and broader region, and an unsurpassed community asset.

To advance this vision, USC is currently focussed on developing into a comprehensive, multi-campus university of 20,000 students by 2020; consolidating its expanded geographic footprint; and being positioned in the global tertiary education community as a top-100 university under 50 years of age. This involves continued growth in student enrolments while also improving student success; continued development of USC's research profile, performance and culture; leveraging the distinctive features of USC's campuses to ensure that USC is not only sustainable in the long-term, but is responsive to local needs and opportunities; ongoing organisational development to improve institutional effectiveness; playing a leadership role in increasing the economic, social and environmental sustainability of the region; and strengthening USC's engagement with its local, national and international communities.

<https://www.usc.edu.au/explore/vision/strategy-quality-and-planning/strategic-plan-2016-2020>

TEACHING AND LEARNING

USC is committed to providing learning and teaching at international standards, delivering benefits and opportunities to students, graduates and the region. We work with outstanding teachers who understand our students' needs and work hard to create an environment where every learner can flourish. We are placed 2nd in the SES "Quality of the entire educational experience" provisioned through active, learning-centred experiences across multiple campuses, supported by blended approaches to augment deep learning. The current priorities are the first-year experience, blended learning, employability and embedding Indigenous knowledges and perspectives in the curriculum guided by our curriculum design principles. Strategies to ensure the quality of learning and teaching include a distributed leadership approach and capacity building throughout the workforce overseen by the members of Learning and Teaching Committee and Academic Board who adhere to TEQSA standards. Quality curriculum and the advancement of learning and teaching is a key executive deliverable of the Deputy Vice-Chancellor (Academic).

<https://www.usc.edu.au/explore/vision/learning-and-teaching-at-usc>

RESEARCH AND RESEARCH TRAINING AND INNOVATION

USC's research development strategy is based on research capacity building, development of demonstrable research strengths, achievement of academic excellence, and knowledge transfer to business/government.

The current focus for research development is increasing the quantity and quality of higher degree by research (HDR) students; expanding USC's focused research capacity (increased research income); improving academic excellence (increased ERA world standard or higher rating); intensifying applied and translational research through local, national and international collaboration (increased end-user research income); developing health research in line with the establishment of the Sunshine Coast University Hospital, and the Sunshine Coast Mind and Neuroscience-Thompson Institute.

Applied research dominates USC's developing research areas, such as forestry, aquaculture, horticulture and sustainability, and translational research is the model for the development of research in key areas such as health, particularly through establishment of the Sunshine Coast Health Institute and the Sunshine Coast Mind and Neuroscience-Thompson Institute.

<https://www.usc.edu.au/explore/structure/executive/office-of-the-deputy-vice-chancellor-research-and-innovation>

EQUITY

USC's equity strategies are based on a commitment to self-determination and social mobility for the individuals and communities of the USC regions. This translates into a focus on increasing access to higher education and ensuring students experience success, including those traditionally not well represented in higher education. Initiatives that will advance equity outcomes include development of pathways to USC from school, vocational education and training, the workforce and the community into USC; enhancement of transition and bridging programs; development of flexible study options and online, development and implementation of the Student Engagement and Retention Blueprint with an emphasis on access, diversity and student success. In addition, different strategies exist for access, participation and success of equity students and the access, participation and success of Indigenous Students.

The current emphases of USC's equity programs are the strengthening of pathways into study at USC including the introduction of pathway diplomas; increasing the flexibility of study options and program durations; development of sustainable relationships with schools and community groups.

<https://www.usc.edu.au/explore/vision/strategy-quality-and-planning/widening-participation-in-higher-education>

Pathways for Indigenous students are strengthened by outreach, building relationships with primary and secondary students through their schools and communities, staff engagement with Elders and community group, developing an Indigenous Engagement Strategy. Access is also supported by a direct entry scheme (IDEAS), while success is supported through personal tutoring, culturally safe spaces, events that recognise cultural heritage and identity of Indigenous peoples, and continuing to embed Indigenous perspectives in curriculum.

<https://www.usc.edu.au/learn/student-support/australian-aboriginal-and-torres-strait-islander-student-assistance>

SIGNED for and on behalf of

In the presence of:

THE COMMONWEALTH OF AUSTRALIA

by

DOM English
Full name (please print)

Cate Hutchinson
Witness (please print)

Group Manager
Position

Policy Officer
Position or profession of witness (please print)

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

DOM English
Signature

CB Hutchinson
Signature

9/12/15
Date

SIGNED for and on behalf of

In the presence of:

UNIVERSITY
Professor Greg Hill

Noela Burton

Full name (please print)

Witness (please print)

Vice-Chancellor and President

EA to Vice-Chancellor and President

Position
GHill
Signature

Position or profession of witness (please print)
MBurton
Signature