



2025-2026 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 and Strategic Planning

UQ's mission is to deliver for the public good through excellence in education, research and engagement with our communities and partners: local, national and global. Our current strategic plan, [The University of Queensland Strategic Plan 2022-2025](#), outlines how we will continue to fulfil this mission as we seize new opportunities and meet the challenges of the future. We measure our success using performance indicators. The University Senior Executive Team and Senate monitor progress against our performance indicators. We report publicly on progress against our strategic plan and key performance indicators via our [annual report](#).

UQ is currently developing its 2026–2029 strategic plan. As a values-led organisation, we remain deeply committed to delivering for the public good. Our new plan will emphasise this commitment through our pillars of:

- local, national and global impact: delivering for the public good
- teaching and learning: equipping leaders for our future
- research and innovation: from discovery to impact
- people and sustainable operations.

We continue to prioritise developing skilled graduates to support Australia's economic prosperity, breaking down barriers to education, creating solutions for significant global challenges through world-class research and innovation, and translating this research through commercialisation and collaboration. Our work is guided by the [Learning and Student Experience Roadmap](#), [Research Roadmap](#), [The Queensland Commitment Roadmap](#), and the [UQ Stretch Reconciliation Action Plan](#).

As outlined in our [Sexual Misconduct Prevention and Response Policy](#), UQ is committed to promoting and fostering a University environment that is safe, respectful and free from all forms of Sexual Misconduct. This commitment is reflected in our [Strategic Framework and Action Plan for Sexual Misconduct Prevention and Response](#). The [Detailed 2024-2027 Action Plan for Sexual](#)

Misconduct Prevention and Response sets out how we are working to ensure our campuses remain safe and respectful places for everyone.

UQ's Foreign Influence Disclosure Procedure requires all academic staff to disclose any registrable activities which fall under the *Foreign Influence Transparency Scheme Act 2018* (Cth). The foreign influence disclosure is part of a suite of disclosure and management of conflict interest registers, which also includes the Sensitive Research Register, the Secondary Employment Disclosure, and the Conflict of Interest Disclosure. These disclosures are connected to policies and procedures designed to manage the interests of UQ staff effectively, ensure UQ meets community standards and expectations, and comply with all applicable laws.

Actions to counter foreign interference and support trusted research practice and compliance are reinforced through strong cybersecurity risk management. UQ's Cyber Security Strategy (2025–2028) outlines our approach to building a robust, secure system that enables innovation and collaboration. By leading in security practices and risk management, we safeguard academic, research, and operational activities while strengthening trust across the University.

UQ's commitment to freedom of speech and academic freedom is outlined in the Freedom of Speech and Academic Freedom Policy. The University of Queensland Enterprise Agreement 2021-2026, which came into effect on 25 January 2024, reaffirmed the University's commitment to academic freedom.

Strategies for Improving Equality of Opportunity in Higher Education

The Queensland Commitment is a core UQ strategy. This commitment aims to uplift educational attainment for the most underrepresented groups. Through The Queensland Commitment, we aspire to have:

- 30 per cent of our domestic undergraduate students come from a low socio-economic, regional, or remote background. This is based on population parity of Queensland applicants with a selection rank of 70 or above
- The proportion of domestic students identifying as Aboriginal and/or Torres Strait Islander will reflect the representation of people identifying as Aboriginal and/or Torres Strait Islander in Queensland.

The Queensland Commitment Roadmap outlines 58 strategic actions that we will take towards more equitable access to education by 2032. Our commitment to equity aligns with the Australian Universities Accord and its vision for transformative reform in our sector. Our Stretch Reconciliation Action Plan outlines specific deliverables aimed at increasing the representation of Aboriginal and Torres Strait Islander students in higher education.

UQ already has an extensive portfolio of initiatives that support students throughout every phase of study, from pre-access to attainment. Examples include:

- **Pre-access:** InspireU provides enriching experiences for Aboriginal and/or Torres Strait Islander secondary school students through week-long on-campus camps. Working closely with selected schools in the South-East and South-West Queensland, and in collaboration with Country University Centres (CUC), the Outreach Program nurtures students' educational ambitions to increase tertiary education participation and success for underrepresented students. The Regional Communities Outreach program expands participation activities in South-West Queensland through partnerships with schools, study hubs, and community engagement.
- **Access:** The Young Achievers Program (YAP) supports the aspirations of senior secondary school students with academic potential from underrepresented groups. Participants benefit

from mentoring, on-campus experiences, financial assistance during senior secondary school, and a scholarship and priority learner support program when they enrol in a UQ undergraduate program. From 2026, [The Queensland Commitment Scholarship](#) will provide an annual scholarship of \$7,000 and five adjustment ranks to all new domestic undergraduate students who have experienced financial hardship.

- **Participation:** The Priority Learning Support Program provides wraparound support to students with a The Queensland Commitment Scholarship, those from the Young Achievers Program, and Refugee and Humanitarian Award students. The [Aboriginal and Torres Strait Islander Studies \(ATSIS\) Unit](#) supports Indigenous students from pre-enrolment through to graduation by providing academic assistance and advice on employment, scholarships, financial support, and social, sporting and professional events. UQ's [Accessibility and Welfare Team](#) provides advice, support, referrals, and assistance to students who have a disability, as well as those with significant responsibilities caring for a person with a disability. The [Neurodivergent Hub](#) hosts a range of programs and events.

A project is underway to design an institutional transition framework that will enhance the student learning experience and improve student success outcomes across UQ.

UQ's Equity Plan outlines that the \$122,000 additional HECG funding will be utilised for UQ Res Student Accommodation Scholarships. The scholarship program extends existing supports to students from low socio-economic, rural and regional backgrounds, providing an additional six spaces for each of 2026 and 2027 (i.e., 12 extra in total). There is emerging evidence that supportive residential programs encourage the ongoing participation of low socio-economic, rural and regional students in higher education, particularly where students must relocate to access campus-based learning experiences.

Strategies for Improving Teaching and Learning

UQ has a long-standing reputation for excellence in teaching and learning, consistently recognised through national awards and positive student feedback. UQ has won more Australian Awards for University Teaching than any other university in the country. QILT Student Experience Survey results also place UQ among the nation's top five universities for teaching. In the 2024 survey, 78.1% of undergraduate students rated UQ's Overall Teacher Quality positively, giving UQ a national statistical rank of 5. While for the Teaching Quality and Engagement Scale, UQ had a national statistical rank of 2, with 81.5% of UQ undergraduates responding positively.

The [Learning and Student Experience Roadmap](#) outlines our priorities and focus areas for learning, teaching, and student support, experiences, and engagement through to 2032. Key themes include:

- an inclusive and vibrant student community
- an enriching educational experience
- transformative curricula, pedagogies and assessment
- outstanding, purpose-designed learning environments and systems
- recognising and rewarding innovation, and supporting staff and partners.

Our 2032 measures of success for teaching and learning, as set out in [The University of Queensland Strategic Plan 2022-2025](#), are:

- No. 1 in Queensland for graduate employment outcomes three years after completion
- Top 5 in Australia for sense of belonging, overall quality of teaching, overall student experience among undergraduate students (as measured in the national Student Experience Survey)

- 50 per cent of bachelor's graduates will have completed an entrepreneurship, global, volunteering or leadership experience
- Double our domestic postgraduate coursework commencements to 5,000
- 10,000 participants per year completing an executive education or short course offering
- 45% market share of domestic undergraduate first preferences for students with an ATAR rank above 90.

UQ is currently developing its 2026–2029 strategic plan and will update its teaching and learning objectives, strategies and performance measures. We remain committed to developing highly sought-after graduates who are ready to succeed in the workforce through diverse, future-focused educational experiences.

To proactively support students at risk of disengaging, UQ launched the Early Intervention Support Initiative (EISI) 2021, refining it in 2024 to align with the *Higher Education Support Act 2023*. Inspired by Georgia State's predictive analytics model, EISI aims to:

- Use data to identify students facing academic challenges and contact them before census to connect them with relevant support and help them make informed study decisions.
- Implement initiatives to improve student outcomes, reduce academic progression warnings, and prevent unnecessary fees.
- Analyse data to refine methods and report outcomes.

UQ has developed a whole-of-institution approach to enabling AI readiness and resilience: [Lead through Learning: UQ's AI Education Action Plan 2025–2027](#). The plan is shaped by four strategic priorities: preparing learners for an AI-shaped future; enabling educators to teach with AI; innovating curriculum and assessment; and leading change through collaboration across the sector.

To address Accord recommendation 31—'Improve workforce capability and capacity, through professional learning and teaching standards for academics and minimum teaching qualifications for higher education teaching roles'—UQ offers a Graduate Certificate in University Teaching Practice. The program, provided at no cost to all UQ staff with teaching responsibilities, models personalised and flexible approaches to supporting student learning. It is accredited to meet the requirements for recognition as a Higher Education Academy Associate Fellow or Fellow.

Strategies for Improving Research, Research Training, and Innovation

UQ's [Research Roadmap 2023-2032](#) outlines UQ's decadal ambition to create change across the varied dimensions of research and innovation. The Roadmap identifies priorities and actions to enhance UQ's research leadership and impact across four pillars:

1. **Researchers and Research Culture:** UQ's success is built on the talent and creativity of its staff. Our development programs support academic researchers and research professionals in growing their capabilities, enabling them to capitalise on new opportunities. Truth and inclusivity are critical elements of UQ's values, and we build on UQ's commitment to research integrity and data management to develop our responsible research culture and commitment to open research. We continue to embed UQ's Academic and Development Framework, which emphasises that academic success can be gained through a variety of pathways, including industry engagement and commercialisation.
2. **Research and Innovation Enabling Capabilities and Commercialisation:** UQ is recognised for the impact of its research and has had outstanding success in commercialisation. Our Research Roadmap emphasises high-quality research, knowledge exchange and end-user impact. As a leading public research university, UQ also plays a significant role in collaborating at the state and national levels to address the complex challenges facing Australia. An impact focus

enables researchers to engage productively with partners to develop research collaborations, co-create new knowledge and solutions, and translate ideas into products.

3. **Research Infrastructure, Systems and Precincts:** To ensure that UQ stays at the leading edge in research, we must provide our researchers with the tools, systems, and support they need to excel. We will build and maintain integrated and sustainable research infrastructure and digital platforms that meet the needs of UQ and Queensland. We will support the skilled research specialists who manage our research infrastructure through clear career pathways and development opportunities. In addition to NCRIS facilities, we will continue to strengthen our Collaborative Research Platforms, which are professionally managed, state-of-the-art facilities available for shared use across UQ and with external partners.

UQ is committed to building our translational research capabilities and industry partnerships through leadership and participation in innovation precincts. During 2024, we expanded our translational partnerships at Dutton Park campus to underpin the Queensland Government's vision for the Boggo Road Innovation Precinct.

4. **Research Investment and Cross-disciplinary Collaboration:** UQ has one of the most comprehensive discipline profiles of any university within Australia. This positions us exceptionally well to deliver cross-sectoral, mission-driven research that aligns with industry, government, and community priorities, as well as the UN Sustainable Development Goals. The implementation of our new [Research Centres and Research Networks Policy](#) incentivises cross-disciplinary collaboration.

Our 2032 measures of success for research, as set out in [The University of Queensland Strategic Plan 2022-2025](#), are:

- Top 50 in the Aggregate Ranking of Top Universities
- Number 1 nationally in commercialisation and top 5 per cent globally for commercialisation of university IP.

UQ is currently developing its 2026–2029 strategic plan and will update its research and innovation objectives, strategies, and performance measures. We remain committed to leveraging the breadth and depth of our research capabilities and vibrant precincts to address the world's most pressing challenges.

Strategies for Engaging with Industry

UQ seeks to build partnerships with industry that incorporate long-term research programs, higher degree by research (HDR) student supervision, staff exchange, and teaching programs. These partnerships seek to drive value (impact) into our industry, government, and community partners.

UQ's recently established Strategic Partnerships function drives significant research partnerships and supports further development of demand-driven research at UQ. It does this through the development of major portfolios of work across discipline areas, building partnerships with industry, government, and other universities, and major initiatives such as the Trailblazer, AEA, and CRC programs. Portfolios of work include minerals and resources, defence, national security and space, advanced manufacturing technologies, food and agriculture, health and medical sciences, energy transitions, climate change and the environment, humanities and social sciences, and the Brisbane Games 2032 (Olympics and Paralympics).

UQ is implementing new tools, reporting, and training to support better cross-organisational collaboration with industry partners. We have implemented a client management system for

industry partnerships, enabling business development professionals across the University to collaborate more effectively and strengthen our research engagement with industry.

UQ is well positioned to recognise the entrepreneurial and industry-engaged activities of higher degree by research students and researchers. Data from [UniQuest](#) on invention disclosures and the progress of commercialisation projects is being integrated into an academic's electronic portfolio of achievement.

Our 2032 measures of success for research partnerships with industry, as set out in [The University of Queensland Strategic Plan 2022-2025](#), are:

- Attract at least 10 per cent of national funding for priority driven research and double industry and philanthropic research funding
- 75 per cent of HDR graduates to complete a career development experience or industry placement
- Lead the development of 10 new research partnerships that provide at least \$10 million of investment per year.

UQ is currently developing its 2026–2029 strategic plan and will update its research and innovation objectives, strategies and performance measures. We remain committed to being a trusted and agile partner, and widely regarded as a leader in entrepreneurship, knowledge exchange and commercialisation.

SIGNED for and on behalf of
THE COMMONWEALTH OF AUSTRALIA
By

Jessica Mohr

Full name (please print)

First Assistant Secretary

Position
of the Department of Education

Signature

01/12/2025

Date

SIGNED for and on behalf of
THE UNIVERSITY OF QUEENSLAND
by

Deborah Jane Terry

Full name (please print)

Vice-Chancellor and President

Position

Signature

In the presence of:

Rachel Searl

Witness (please print)

Executive Officer

Position or profession of witness (please print)

Signature

In the presence of:

Sarah Thomas

Witness (please print)

Executive Assistant

Position or profession of witness (please print)

Signature