**The University of Queensland   
Annual Report 2019**

(picture of Warwick Solar Farm)

26 February 2020

The Honourable Grace Grace MP

Minister for Education and Minister for Industrial Relations

PO Box 15033, City East Qld 4002

I am pleased to submit for presentation to the Parliament the Annual Report 2019 and financial statements for The University of Queensland.

I certify that this Annual Report complies with the prescribed requirements of the Financial Accountability Act 2009 and the Financial and Performance Management Standard 2019; and the detailed requirements set out in the Annual report requirements for Queensland Government agencies, September 2019.

A checklist outlining the annual reporting requirements can be found at [uq.edu.au/about/annual-reports](http://uq.edu.au/about/annual-reports).

Yours sincerely

**Peter N Varghese, AO**

Chancellor, The University of Queensland

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## **Public availability note**

This volume including the Annual Financial Statements is available from UQ Marketing and Communication or online at [uq.edu.au/about/annual-reports](http://uq.edu.au/about/annual-reports).

The following information is also available online at uq.edu.au/about/annual-reports and on the Queensland Government

Open Data website at [data.qld.gov.au:](http://data.qld.gov.au/)

* Consultancies
* Overseas travel.

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# **Vice-Chancellor and President’s review**

### By *engaging more young Queenslanders in education* and exposing them to entrepreneurial learning, The University of Queensland (UQ) contributes directly to the Government’s key objective *to create jobs in a strong economy*. As well, while providing $8.65 economic output for every dollar invested in our research, we continue to tackle head-on some of the major challenges facing the state, and indeed the world.

### Thanks

Throughout 2019, our broad range of achievements— conducting our research, educating our students, improving our sustainability, increasing our world rankings, empowering our staff, and exceeding our philanthropic targets—helped create a healthier, safer and more diverse community.

Our 34th Senate, chaired by Peter Varghese, AO, successfully led the way for us to deliver knowledge leadership for a better world.

We appreciate the unwavering endeavours of our staff and students, and the continued commitment of the government and our partners, donors and supporters who helped us achieve these results.

### A multinational Queensland enterprise

The immense value that UQ brings to Queensland and Australia is entwined with our global relationships and stature. As the ‘People’s University’ since 1909, we are now a truly global enterprise, competing with well-resourced institutions and subject to the influences of geopolitical forces.

We were therefore very pleased to improve our performance in several key rankings and to secure our highest ever position in the Academic Ranking of World Universities. Sitting 54th globally, this is an excellent achievement that must be considered in the context of more than 10,000 universities worldwide.

Such stature is important to Queensland and helps boost our share of Australia’s $34 billion international education market, the country’s third largest export. Additionally, it assists in attracting and retaining knowledge-based organisations in Queensland.

### Economic impact

According to London Economics, the total economic impact associated with UQ’s activities across Australia is estimated at $9.605 billion, $3.3 billion of which comes from our research—which we currently conduct with 450 institutional partners in 56 countries on more than 1400 projects.

In 2019, UQ’s 20,000 international students contributed $679 million in direct tuition fees alone. The report also states that for every three overseas students attending UQ, the economic impact for Queensland is $1 million. However, the indirect cultural and social impacts are immeasurable, bringing the profound long-term benefits of trade, tourism and diplomacy to the state, and also to our Australian students, who will be better prepared to succeed in a century where Asian economies will become increasingly dominant.

### Game-changing graduates

In 2019, UQ conferred 14,871 awards to graduates who will contribute to changes that benefit society. The QS 2020 Employability Ranking confirmed UQ graduates as the most employable in Queensland.

Mindful of the need to find new ways to remain at the forefront of teaching and research, we focused on redeveloping our largest courses in 2019 through the UQ2U blended learning initiative to deliver more flexibility and greater active learning experiences.

We also launched our Ventures program, which provides entrepreneurial opportunities for our students to test their business ideas and launch startups. Early results for student engagement, retention and learning are encouraging, particularly with the enthusiastic response to opportunities for international work experiences in startup businesses.

### Research powerhouse

The Excellence in Research for Australia 2018 assessment rated UQ 'above' and 'well above' world standard in more specialised fields of research than any other Australian university, across 93 disciplines.

In the prestigious Australian Research Council (ARC) Laureate Fellowships scheme, we secured the largest share of funding in 2019 and have now been awarded more laureates and cumulative funding ($77.7 million) than any other university across the life of the scheme. Furthermore, we became number one in the ARC’s pinnacle funding scheme, the ARC Centres of Excellence, receiving $102 million in 2019 towards three (of only nine nationally) centres—making us the most successful Australian university in this scheme since its inception in 2003.

### Commercialising our innovation

Fuelled significantly by excellent fundamental, applied and translated research, UniQuest continued to perform as Australia’s leading commercialisation company. Among its 2019 transactions was $20 million in Series A funding plus a licensing agreement for a potential therapy targeting difficult-to-treat immune system disorders such as rheumatoid arthritis.

Since 2002, UniQuest and its 100+ spin-out companies have raised more than $700 million to take university technology to market, returning $676 million in commercialisation revenue and seeing more than $32 billion in global sales of products based on UQ technology.

### Corporate investments and philanthropic partnerships

UQ’s international standing as an institution of teaching and research excellence attracted numerous new partners in 2019 and enhanced the impact of ongoing partnerships. The University formalised a partnership worth more than $50 million with the Ramsay Centre for Western Civilisation, which will fund approximately 150 scholarships, 10 academic staff and two professional staff to deliver programs in western civilisation over eight years.

We also entered into a five-year partnership with the Quandamooka Yoolooburrabee Aboriginal Corporation to undertake joint research and development projects, and plan to relaunch the Global Change Institute in 2020 with help from industry.

Alongside well-established collaborations such as those with Boeing, Siemens and the Dow Chemical Company, these partnerships will help ensure Queensland has a workforce skilled in the jobs of the future.

It is exciting that we met the $500 million target of our first comprehensive philanthropic campaign ahead of schedule.

### Protecting our environment

With the construction of the new 64 megawatt solar farm at Warwick, we are now on track to become the first major university in the world to produce 100 per cent of our power needs from our own renewable energy asset. The University now has about 252,000 solar panels generating over 70 megawatts of capacity across all sites. The 204,000 new solar panels at Warwick will commence power generation in the first quarter of 2020.

Through our research and infrastructure projects, UQ has established itself as a leader in sustainability and creating solutions in a changing climate. Our win in the 2030 Climate Action category of the 2019 Australasian Campuses Towards Sustainability Green Gown Awards is testament to this.

Our researchers continued to help protect the Great Barrier Reef by devising new methods of quantifying pesticide runoff, partnering with the Great Barrier Reef Marine Park Authority to map the reef in 3D, and helping corals adapt to rising temperatures.

The UQ-led Rapid Switch project, a collaboration with Princeton University (USA), Tsinghua University (China), IIT-Bombay and IIT-Delhi (India), is identifying potential pathways and political bottlenecks to deep decarbonisation.

### Other news

I am pleased to share with you other notable outcomes for 2019. They confirm progress towards UQ’s Strategic Plan objectives and reflect the ways that UQ serves Queensland’s community objectives. We:

• retained our position as the top-ranking Australian institution in the Nature Index

• received the Athena SWAN Institutional Bronze Award for our diversity ethos

• broke the Guinness World Record for the Largest Mindfulness Lesson (single venue)

• increased our market share of first preferences in the QTAC application process

• received Senate approval for a $206.5 million investment for a 'student-village' precinct, integrated health and fitness centre, and a new Brisbane CBD hub.

And PhD candidate Rhys Pirie became the first Australian to win Young Innovator of the Year at the world’s premier conference for research and innovation, Falling Walls Berlin.

Sadly, the University farewelled former Vice-Chancellor Emeritus Professor Brian Wilson, AO, who died in September. Our longest-serving leader (1979–1995), Brian helped transform UQ into an institution of international standing, and pioneered the search for alternative funding sources—including the establishment of UniQuest in 1984.

While protests on campus on a range of topics demonstrated our resolve to uphold the principles of academic freedom, freedom of expression and institutional autonomy, I am pleased that, by and large, we managed to disagree well.

Overall, in 2019, through our many teaching, research and knowledge translation outputs, we certainly succeeded in our vision of delivering knowledge leadership for a better world.

**Professor Peter Høj, AC**

Vice-Chancellor and President

(picture of Professor Peter Høj)

# **Year at a glance**

### January

• UQ Diamantina Institute researchers suggest that melanomas may be stopped by cutting off their blood supply

• The Coalition for Epidemic Preparedness Innovations (CEPI) provides UQ with $14.7 million funding to develop vaccines against emerging infectious diseases

• Several UQ staff are recognised in Australia Day honours list

### February

• More than 11,000 new postgraduate and undergraduate students are welcomed to UQ during Orientation Week

• Two UQ postgraduate students, Sachithrani Umanda Madugalle and Matthew Page, are named as 2019 Westpac Future Leaders Scholars

• UQ signs Memorandum of Understanding with Quandamooka Yoolooburrabee Aboriginal Corporation to undertake joint research and development projects

• Medical Research Future Fund awards UQ $7.6 million in grants for research into rare cancer

• UQ ranks first in Australia for Agriculture and Forestry, Environmental Sciences and Sports-related subjects in QS Subject Rankings

• 2018 Australian Awards for University Teaching are announced

• 'Get your Geek on' all-day event is held at St Lucia in collaboration with BrisAsia Festival and UQU eSports club

### March

• The Excellence in Research Australia (ERA) rates UQ above and well above world standard in more specialised fields of research than any other Australian university, across 93 disciplines

• Fair Work Commission approves UQ's new Enterprise Agreement 2018–2021

• UQ is the only university to receive 25 Highs and Mediums in both Impact and Approach to Impact (100 per cent), as well as 23 Highs and Mediums in Engagement, in ARC Engagement and Impact assessment

• UQ Sport awards 57 sporting scholarships

• Chief Student Entrepreneur Josh Tambunan is appointed under the UQ Ventures banner

• Spring Festival and Lantern Parade are held at UQ St Lucia to celebrate Chinese New Year and the University's commitment to safety on campus

### April

• Hand Heart Pocket Alzheimer's Gala is held at Parliament House to raise money for dementia research

• UQ Warwick Solar Farm is officially launched on site

• Artist Lara Merrett begins a 10-day outdoor studio for her High Stakes project at the UQ Art Museum

### May

• CWTS Leiden Rankings rank UQ as top university in the southern hemisphere for global research quality according to the P (top one per cent) measure

• Max Whiteoak and Jamie Hiscock win Great Court Race at UQ St Lucia

• Create Change Scholarship Match is launched to support students with financial need

• Vice-Chancellor and President Professor Peter Høj, AC announces his retirement with effect from 31 July 2020

• Reconciliation Action Plan artwork is launched

### June

• Newly refurbished food complex opens with seven food outlets

• 121 staff are honoured at UQ Staff Excellence Awards ceremony

• Academic Ranking of World Universities ranks UQ in world's top 10 in four disciplines

• UQ tops the nation in Nature Index's annual Top Institutions table, moving from 110th to 79th in the world

• UQ moves from 48th to 47th place in QS World University Rankings, and 40th place in the Performance Ranking of Scientific Papers for World Universities

• Yoga Day Festival is held at UQ St Lucia

• UniQuest partners with Pfizer's Centre for Therapeutic Innovation to develop cancer-beating drug

• UQ becomes the first university in Australia to launch a Founders Pledge

### July

• More than 4000 new students are welcomed to UQ during Mid-Year Orientation Week

• With 1417 participants, UQ breaks Guinness World Record for Largest Mindfulness Lesson (single venue)

• UQP author Melissa Lucashenko wins the Miles Franklin Literary Award for *Too much lip*

• UQ Sports Achievement Scholarship holder Ria Thompson wins Women’s Single Scull gold medal at the 2019 World Rowing Under 23 Championships

• 10 graduation ceremonies are held at UQ St Lucia for more than 5000 graduates

• UQ law students win the 20th International Maritime Law Moot

• 1000 high school students attend UQ's Experience Science program at St Lucia

• UQ Minerals Week is held at St Lucia

• UQ Volunteer Expo is attended by almost 700 students and 50 not-for-profit organisations

• Student protest activity occurs at St Lucia

### August

• UQ signs Memorandum of Understanding with the Ramsay Centre for Western Civilisation to introduce an extended major in Western Civilisation in two UQ programs

• UQ moves from 55th to 54th globally in Academic Ranking of World Universities

• UQ Innovate is launched at St Lucia

• Sustainability Week is held at UQ with tree planting, workshops and more

• UQ NAIDOC Music Culture Art Festival is held at UQ St Lucia, Gatton and Herston

• UQ partners with PNG's UNITECH to train future mining engineers

• New sporting complex for football and cricket opens at UQ St Lucia

• Open Days are held at UQ St Lucia and Gatton, attracting 24,934 visitors

• UQ receives $29.7 million in funding from the National Health and Medical Research Council for health research

### September

• R U OK Day is held

• Levels 1 and 2 of Central Library reopen

• A Taste of BIGSOUND Festival is held at UQ St Lucia

• Cody Frear wins UQ's 3MT Final

• UQ moves from 69th to 66th in the world in Times Higher Education World University Ranking

• A new 106-place childcare centre opens on the St Lucia campus

• UQ Research Week acknowledges outstanding researchers

• edX attracts 3 million registrations since inception in 2014

• Inaugural UQ Aboriginal and Torres Strait Islander Research Forum is held

• UQ competes in UniSport Nationals Division 1 championships at the Gold Coast

• UQ is awarded Athena SWAN institutional Bronze Award for gender equity

• The second Little Asia Laneway event is held at St Lucia to celebrate Asian culture

### October

• Inaugural Mental Health Symposium for students and staff is held at UQ St Lucia

• UQ holds its first Giving Day

• Brisbane Open House attracts hundreds of visitors to the St Lucia campus and Princess Alexandra Hospital precinct

• Courting the Greats ceremony acknowledges 2019 UQ Award recipients

• 25th anniversary of Customs House Restoration and Fundraising Campaign function is held

• Teaching and Learning Week acknowledges outstanding UQ teachers

• The BLOOM Festival is held to celebrate the UQ community in jacaranda season

• ARC awards eight UQ researchers future fellowships

• UQ receives $2.1 million for more than 500 UQ undergraduates in New Colombo Plan funding, its highest ever allocation

• The Australian government awards $102 million for three ARC Centres of Excellence at UQ: Children and families over the life course, Innovations in peptide and protein science, and Plant success in nature and agriculture

• Review of Australian Qualifications Framework report is released

• U.S. News ranks UQ 42nd in world

• UQ researchers receive $20 million in Series A funding to bring KB312 antibody treatment to trial

### November

• ARC Industrial Transformation Training Centre for Uniquely Australian Foods is launched at UQ

• UQ's Community Garden and All Abilities Playground are officially opened

• 32 UQ student-athletes are recognised for their sporting achievements at UQ Blues Awards Dinner

• Construction begins on the Inner City South State Secondary College at Dutton Park

• Performance funding metrics are released

### December

• UQ endorses Student Residences Project

• UQ purchases a new CBD base

• Design and business planning begins on the establishment of a new Health and Recreation Centre at St Lucia

• 17 graduation ceremonies are held at St Lucia with two at Gatton for more than 8800 graduates

• UQ graduand Jack Hill is appointed Youth Governor for Queensland 2020

• Human Capital Management Solutions is approved by Senate

• Contract cheating legislation is introduced

• 2020 ilab Accelerator program awards $20,000 each to 10 aspiring startups

• 38 UQ projects are successful in $30.6 million of NHMRC grant funding

• Professor Deborah Terry, AO is announced as new Vice-Chancellor and President, due to commence 1 August 2020.

(pictures of UQ Innovate makerspace, the Malu Kiai Mura Baul Torres Strait Islander Dance Troupe, R U OK Day, Approachable Members of Your Local Community, the World’s Largest Mindfulness Lesson, and UniSport Judo team)

## **2019 Roll of honour**

### Fellowships

**Australia’s learned academies**

– Professor Joanne Tomkins (Australian Academy of the Humanities), Professors Paul Hodges, David Reutens, Pankaj Sah and Paul Young (Australian Academy of Health and Medical Sciences), Professors Debra Bernhardt and Paul Hodges (Australian Academy of Science), Professors Peter Clarkson, Sara Dolnicar, Julie Henry and Justin Kenardy (Academy of Social Sciences in Australia), Professors Chien Ming and Neena Mitter (Australian Academy of Technology and Engineering)

**2019 ARC Laureate Fellows**

– Professors Debra Bernhardt, Sara Dolnicar, Lianzhou Wang

**2019 Churchill Fellow**

– Associate Professor Deborah Askew

**2019 Higher Education Academy Fellowships (Senior Fellows)**

– Dr Anoma Ariyawardana, Associate Professor Begoña Dominguez, Dr Jasmina Fejzic, Christopher Frost, Dr Cle-Anne Gabriel, Dr Justine Gibson, Dr Karen Hughes, Dr Amy Johnston, Tracey Langfield, Dr Debby Lynch, Dr Barbara Maenhaut, Dr Scott McCarthy, Dr Sam McKenzie, Professor Blake McKimmie, Dr Ann Peacock, Dr Louise Phillips, Dr Adam Piggott, Associate Professor Cynthia Riginos, Dr Tammy Smith, Dr Marion Tower, Eimear Vallely, Dr Eric Vanman, Dr Helen Wozniak, Associate Professor Yunxia Zhu

### Awards

**2018 Australian Awards for University Teaching (AAUT)**

– Award for Teaching Excellence (Law, Economics, Business and Related Studies): Associate Professor April Wright

– Award for Teaching Excellence (Physical Sciences and Related Studies): Associate Professor Timothy McIntyre

– Citations for Outstanding Contributions to Student Learning: Associate Professor Christine Landorf, Dr Anna Rumbach, Dr Tammy Smith

**2019 *Australian Financial Review* Higher Education Award**

– UQ Physiotherapy Standardised Patients Program team (Dr Alison Mandrusiak (lead), Katrina Williams and Dr Roma Forbes) – for Learning Experience

**2019 Australian Water Association Queensland Branch Awards**

– UQ's Advanced Water Management Centre – for Research Innovation

**2019 Australian Workplace Equality Index (Silver) Award**

– The University of Queensland

**2019 Australasian Campuses Towards Sustainability (ACTS) Green Gown Awards**

– UQ Warwick Solar Farm (for 2030 Climate Action category)

**2019 Business and Higher Education Round Table (BHERT) Awards**

– Outstanding Collaboration in Research and Development: New Enterprises (for Polynucleotide-based immunotherapies to treat chronic viral infections and associated diseases)

**2019 Clarivate Analytics Highly Cited Researchers**

– Professor Christine Beveridge, Professor Bhesh Bhandari, Professor Wendy J Brown, Professor Matthew Cooper, Professor Marcel Dinger, Professor David P Fairlie, Professor Richard Fuller, Professor Alexander Haslam, Associate Professor Genevieve N Healy, Professor Ove Hoegh-Guldberg, Professor Kendall N Houk, Professor Philip Hugenholtz, Dr Kemal Kazan, Emeritus Professor Sritawat Kitipornchai, Professor Carl J Lavie, Professor Margaret Mayfield, Professor John J McGrath, Professor John M Pandolfi, Dr Donovan Parks, Professor David L Paterson, Professor Hugh Possingham, Professor Yong Sik Ok, Professor Gene Tyson, Professor Peter M Visscher, Professor Lianzhou Wang, Professor James EM Watson, Professor Harvey A Whiteford, Professor Naomi Wray, Professor Yusuke Yamauchi, Professor Jian Yang, Professor Di Yu, Professor George Zhao, Professor Jin Zou

**2019 Queensland Literary Awards and 2019 Miles Franklin Literary Award**

– University of Queensland Press – *Too much lip* – for Queensland Premier's award for a work of state significance

**2019 Savour Australia Restaurant & Catering Awards for Excellence**

– UQ Gatton Dining Hall – for Best site/industrial caterer award (Queensland and Northern Territory)

**2019 *The Australian* Stars of Research**

– Professors Neal Ashkanasy, Roy Baumeister, Sara Dolnicar, Ben Hayes, Ove Hoegh-Guldberg, Grant Montgomery, Peter Visscher, Yusuke Yamauchi – Lifetime Achievers

– Sahil Garg; Drs Muchazondida Mkono, Nik Steffens, Jian Yang – Early Achievers

**2019 UN Sustainable Development Solutions Network Award of Excellence**

– Critical Development Perspectives edX Massive Open Online Course

**2019 Wharton–QS Stars Reimagine Education Awards**

– BEL-SET team (Best University-Employer Award – Gold)

**Individual Prizes**

– Professor David Abramson: 2019 Pearcey Medal (for Lifetime Achievement)

– Dr Rebecca Ananian-Welsh: 2019 Academy of the Social Sciences in Australia Paul Bourke Award for Early Career Research

– Professor Peta Ashworth, OAM: Medal of the Order of Australia

– Associate Professor Jo Bowles: 2019 ANZSCDB Emerging Leader Award

– Professor Victor Callan, AM: Member of the Order of Australia

– Amy Chan: Women in Technology Life Sciences Young Achiever award

– Professor Bhagirath Chauhan: Best in the world in Pest Control and Pesticides; and Plant Pathology research (The Australian)

– Dr Yanni Chin: 2019 Science and Technology Australia's Superstar of STEM program member

– Adjunct Professor Sandra Creamer, AM: Member of the Order of Australia

– Dr Caitlin Curtis: 2019 Queensland Young Tall Poppy Award

– Dr Felicity Davis: 2019 Metcalf Prize

– Dr Melissa Day: 2019 Academy of the Social Sciences in Australia Paul Bourke Award for Early Career Research

– Professor Mark Dodgson, AO: Officer of the Order of Australia

– Dr Laura Fenlon: 2019 Queensland Young Tall Poppy Award

– Associate Professor Alexander Forrest, AO: Officer of the Order of Australia

– Emeritus Professor Richard Fotheringham, AM: Member of the Order of Australia

– Professor Ian Frazer AC: PHAA Lifetime Achievement award

– Professor Bronwyn Fredericks: PHAA Aboriginal and Torres Strait Islander Public Health award

– Professor Mary Garson, AM: Member of the Order of Australia

– Dr Sarah Herke: 2019 Queensland Young Tall Poppy Award

– Kathy Hirschfeld, AM: Member of the Order of Australia

– Professor Peter Høj, AC: 2019 Council for Advancement and Support of Education (CASE) Asia-Pacific Leadership Award; Companion of the Order of Australia

– Dr Sebastian Kaempf: 2019 ISA Deborah Gerner Innovative Teaching Award

– Dr Priyakshi Kalita-de-Croft: 2019 Life Sciences Queensland Rose-Anne Kelso Commemorative Award

– Dr James Kesby: 2019 Queensland Young Tall Poppy Award, 2019 Brain and Behavior Research Foundation Outstanding Achievement Prize

– Dr Danette Langbecker: PHAA Public Health Mentor of the Year award

– Emeritus Professor Alasdair McDowall, AM: Member of the Order of Australia

– Professor John McGrath: 2019 Brain and Behavior Research Foundation Outstanding Achievement Prize

– Professor Neena Mitter: 2019 India Australia Business and Community Award for Science, Research and Development

– Dr Bradley Norman, AM: Member of the Order of Australia

– Rhys Pirie: Falling Walls 2019 Young Innovator of the Year

– Professor Michael Reade, AM: Member of the Order of Australia

– Professor Linda Richards, AO: Officer of the Order of Australia

– Dr Jacqui Romero: 2019 L’Oréal-UNESCO International Rising Talent award

– Dr Carlos Salomon: 2019 Queensland Young Tall Poppy Award

– Associate Professor Kate Schroder: 2019 Merck Research Medal

– Emeritus Professor Maree Smith, AC: Companion of the Order of Australia

– Professor Sarah Strasser, AM: Member of the Order of Australia

– Verity Taylor: Engineers Australia DN Foster Award

– Professor Karen Thorpe: *Australian Financial Review's* 100 Women of Influence Award

– Emeritus Professor Graeme Turner, AO: Officer of the Order of Australia

– Dr Teresa Ubide: 2019 Science and Technology Australia's Superstar of STEM program member

– Peter Varghese, AO: Sir Edward 'Weary' Dunlop 2018 Asialink Medal

– Daniel Venturato: Australian Water Association (Qld) Student Water Prize

– Professor Zhiguo Yuan, AM: Member of the Order of Australia

### International scholarships

**2019 Rhodes Scholar**

– Nicholas Salmon, BEng (Hons)/Meng

**2019 Fulbright Scholars**

– Graham Akhurst, Liam Brownlie, Sam Cree, Dr Paul Harpur, David Klyne, Hyab Mehari Abraha

**2019 Crown Princess Mary Scholarship**

– Shi Pui Ng, BJ

**2019 Governor Phillip Scholarships**

– Kye Allen, BA (Hons); Rohan Watt, BA/BLaws (Hons)

**2019 New Colombo Plan Scholarships**

– Zachary Frazer, Jemima Kang, Anastasia Laczko, Kaelan Lockhart, Han Tang

UQ Awards **Courting the Greats awards**

(to honour and acknowledge outstanding accomplishments of UQ alumni)

Vice-Chancellor’s Alumni Excellence Awards

– Christa Davies

– Jackie French, AM

– Rowena Orr, QC

– John Wylie, AM

Distinguished Young Alumni Awards

– Clare Brown

– Dr Jordan Cory

– Associate Professor Andrew Mallett

– Dr Paula Parker

International Alumnus of the Year

– Emeritus Professor Dato' Dr Sai Kit Lam

Indigenous Community Impact Award

– Dr Lilla Watson

Colleges’ UQ Alumni Award

– The Honourable Justice Martin Daubney, AM

Alumni Friends Awards

UQ Alumnus of the Year:

– Dr Paul Eliadis

UQ Graduate of the Year:

– Jason Lejcak

UQ Sport Awards

UQ Sportsman of the Year:

– Justin Cridland

UQ Sportswoman of the Year:

– Lakeisha Patterson

**UQ Awards for Excellence in Teaching and Learning**

UQ Awards for Teaching Excellence

– Associate Professor Rowland Cobbold – School of Veterinary Science

– Associate Professor Jodie Copley –School of Health and Rehabilitation Sciences

– Dr Allyson Mutch – School of Public Health

– Dr Lynda Shevellar – School of Social Science

– Dr Jack Wang – School of Chemistry and Molecular Biosciences

Commendations for Teaching Excellence

– Associate Professor Saiied Aminossadati – School of Mechanical and Mining Engineering

– Associate Professor Jane Johnston – School of Communication and Arts

UQ Awards for Programs that Enhance Learning

– EAIT Student Employability Team: Laura Jeffress, Tara Cronin, Lynda Murphy, Kathryn Reid, Abbey Davidson, Lauren Barker, Jo Macdonald, Carrie Beddis, Marlin Othman – Faculty of Engineering, Architecture and Information Technology

– UQ ePortfolio Project: Professor Sarah Roberts-Thomson, Sam Harris, Jessica Tsai, Elizabeth Wardrop, Ailsa Dickie, Nathan La Burniy, Victor Ho, Dr Sam McKenzie – Faculty of Health and Behavioural Sciences, and Institute for Teaching and Learning Innovation

UQ Citations for Outstanding Contributions to Student Learning

– CHEE2001 Teaching Team: Beverley Coulter, Associate Professor Steven Pratt, Professor Paul Lant, Dr Paul Jensen – School of Chemical Engineering

– MECH2305 Teaching Team: Dr Michael Bermingham, Professor Matthew Dargusch – School of Mechanical and Mining Engineering

– Associate Professor Marco Faravelli – School of Economics

– Dr Sarel Gronum – UQ Business School

– Dr Anna Hatton – School of Health and Rehabilitation Sciences

– Associate Professor Lisa Ruhanen – UQ Business School

Commendations for Outstanding Contributions to Student Learning

– Tim Barlott – School of Health and Rehabilitation Sciences

– Dr Ian MacKenzie – School of Economics

– Dr Rebecca Olson – School of Social Science

– Dr Jie Wang – UQ Business School

UQ Teaching Fellowship Scheme

– Associate Professor Stephen Anderson and Dr Kay Colthorpe – School of Biomedical Sciences

– Dr Frederique Bracoud – School of Economics

– Associate Professor Rowland Cobbold – School of Veterinary Science

– Dr John Drayton – School of Nursing, Midwifery and Social Work

– Professor Kristen Lyons – School of Social Science

– Associate Professor Stephen Pratt – School of Chemical Engineering

– Associate Professor Linda Selvey – School of Public Health

**UQ Foundation Research Excellence Awards**

*(recognising demonstrated excellence and promise of future success in research, and the leadership potential of individual early- and mid-career researchers)*

– Dr Yang Bai – Australian Institute for Bioengineering and Nanotechnology

– Dr Sarah Bennett– Faculty of Humanities and Social Sciences

– Dr Lee Hickey – Queensland Alliance for Agriculture and Food Innovation

– Dr Tom Rufford – Faculty of Engineering, Architecture and Information Technology

– Dr Leanne Sakzewski – Faculty of Medicine

– Dr Teresa Ubide – Faculty of Science

– Dr Hongzhi Yin – Faculty of Engineering, Architecture and Information Technology

**UQ Partners in Research Excellence Awards**

*(to recognise outstanding industry–UQ collaborations that have benefited industry and the community)*

– Professor Barbara Masser and the Australian Red Cross Blood Service (Leading healthy lives)

– Professor Neena Mitter, Dr Alice Hayward, Dr Jayeni Hiti Bandalarage, Christopher O'Brien, Dr Madeleine Gleeson, Professor Christine Beveridge and Professor Bernard Carroll with Anderson Horticulture Pty Ltd, Jasper Farms, Delroy Orchards, Ausavo Corporation and the Donovan Family Investments Trust, MACKAYS and Collins Farms (Growing the bioeconomy)

– Professor Longbin Huang with Rio Tinto and Queensland Alumina Ltd (Achieving resilient environments and livelihoods)

– Professor Warwick Bowen, Dr Christopher Baker and Dr Rachpon Kalra with Lockheed Martin and NASA Glenn Research Centre (Designing technology for tomorrow)

– Professor Lorraine Mazerolle, Dr Sarah Bennett, Dr Emma Antrobus, Elizabeth Eggins and Dr Stephanie Cardwell with the Queensland Department of Education and the Queensland Police Service (Transforming societies)

– Professor Darren Martin, Dr Nasim Amiralian, Dr Pratheep Kumar Annamalai, Dr Celine Chaleat and Dr Alireza Hosseinmardi and the Dugalunji Aboriginal Corporation (Indigenous partnerships and engagement in research)

– Associate Professor James Vaughan and Dr William Hawker with Pure Battery Technologies Pty Ltd (UniQuest commercial deal of the year)

**UQ Excellence in Higher Degree by Research (HDR) Supervision awards**

*(to recognise outstanding performance in supervising, mentoring and training HDR candidates)*

– Associate Professor Katie Makar – Faculty of Humanities and Social Sciences

– Dr Alexander Scheuermann – Faculty of Engineering, Architecture and Information Technology

– Associate Professor Irina Vetter – Institute for Molecular Bioscience

– Professor Andrew Whittaker – Australian Institute for Bioengineering and Nanotechnology and Faculty of Science

Emerging Adviser

– Associate Professor Michael Piper – Faculty of Medicine and the Queensland Brain Institute.

(picture of BHERT Award-winning team)

# **Role and functions**

## **Basis of authority**

The University is a body corporate governed by the University of Queensland Act 1998, as amended (the ‘Act’). The University was founded in 1910.

### Functions

The University:

* disseminates knowledge and promotes scholarship
* provides education at university standard
* provides facilities for and encourages study and research
* encourages the advancement and development of knowledge and its application
* provides courses of study or instruction (at levels of achievement Senate considers appropriate) to meet community needs
* confers higher education awards
* provides facilities and resources for the wellbeing of staff, students and others taking courses at the University
* exploits commercially, for the University’s benefit, university facilities and resources such as study, research or knowledge belonging to the University (or their practical applications), whether alone or with someone else
* performs other functions given to the University under the Act or another Act.

### Powers

The University has powers outlined more fully in the Act.

## **Controlled entities**

In accordance with the University of Queensland Act 1998, the University has established controlled entities that further the University’s educational and research aims.

They are included as part of the consolidated result in the University’s annual financial statements.

At 31 December 2019, the University operated the following controlled entities:

**UQ Holdings Group**

JKTech Pty Ltd

UniQuest Pty Ltd

UQ College Limited

UQ Health Care Limited

UQ Holdings Pty Ltd

UQ Sport Limited

**University Controlled Trusts**

UQ Foundation Trust

**UQ Investment Trust Group**

UQ Investment Trust

IMBCom Pty Ltd

**UniQuest Group**

Dendright Pty Ltd

Leximancer Pty Ltd

Neo-Rehab Pty Ltd

Symbiosis Pty Ltd

UWAT Pty Ltd

**JKTech Group**

SMI-ICE-CHILE SpA

Other Controlled Entities

Global Change Institute Pty Ltd

UQ Jakarta Office Pty Ltd.

## **Our mission**

UQ positively influences society by engaging in the pursuit of excellence through the creation, preservation, transfer and application of knowledge. UQ helps shape the future by bringing together and developing leaders in their fields to inspire the next generation and to advance ideas that benefit the world. UQ strives for the personal and professional success of its students, staff and alumni.

**Our vision**UQ’s Strategic Plan 2018–2021 outlines our objectives to achieve our vision of knowledge leadership for a better world.

### Long-term objectives

UQ’s vision has been translated into three long-term objectives:

1. Transforming students into game-changing graduates who make outstanding contributions and address complex issues with a global perspective

2. Delivering globally significant solutions to challenges by generating new knowledge and partnered innovation

3. Developing a diverse community of knowledge seekers and leaders who embody a One UQ culture and use collaborative partnerships to connect and co-create.

**Our values**

Pursuit of excellence We strive for excellence, seeking to apply the highest standards to benefit our communities.

### Creativity and independent thinking

We welcome new ideas from our staff and students as well as from our alumni and our external partners. We support intellectual freedom, courage and creativity. We encourage the pursuit of innovation and opportunities.

### Honesty and accountability

We act with integrity and professionalism and uphold the highest ethical standards. We are committed to transparency and accountability. Our decisions ensure responsible stewardship of the University’s resources, reputation and values. We lead by example in all areas, including our approaches to sustainability.

### Mutual respect and diversity

We promote diversity in the University community—through our people, ideas and cultures. We create a vibrant, inclusive environment in which ideas flourish and future generations, regardless of background, are empowered. We respect our colleagues and work together for shared success.

### Supporting our people

We ensure the safety and wellbeing of our people. We create an inclusive and supportive university community in which achievements are celebrated and rewarded. Our people have the opportunity to enrich their lives and pursue their goals.

### Queensland Public Service (QPS) values

UQ’s values align neatly with the five Queensland Public Service values, guiding our behaviour and the way we do business:

* Customers first ≈ Supporting our people
* Ideas into action ≈ Creativity and independent thinking
* Unleash potential ≈ Pursuit of excellence
* Be courageous ≈ Honesty and accountability
* Empower people ≈ Mutual respect and diversity.

(picture of extract from UQ’s Strategic Plan showing UQ’s Vision, Long-term objectives and Medium-term focus areas for 2018–2021)

## **Our locations**

Campuses1 St Lucia campus2 Gatton campus3 Herston campus

Other locations4 Pinjarra Hills5 Indooroopilly site6 Pharmacy Australia Centre of Excellence (PACE) and the Translational Research Institute (TRI), Woolloongabba

7 Veterinary Teaching Clinic, Dayboro

8 Customs House, City

9 Business School Executive Education

10 Long Pocket site

11 Medical Teaching facility, Sunshine Coast

12 Boyce Gardens, Toowoomba

13 Rural Medical School, Bundaberg

14 Rural Medical School, Hervey Bay

15 Rural Medical School, Rockhampton

16 Warwick Solar Farm

### Marine research stations

17 Dunwich, Stradbroke Island

18 Heron Island

Offshore presence 19 Washington, USA, office 20 Jakarta, Indonesia, office 21 Santiago, Chile, representative22 Hanoi, Vietnam, representativeplus a range of international partners/contacts around the globe

(map of Queensland and the world showing UQ locations)

## **Our faculties**

Faculty of Business, Economics and Law (BEL)Phone +61 7 3365 7111

Email bel@uq.edu.au

Web bel.uq.edu.au

– Specialising in the legal and business fields.

Faculty of Engineering, Architecture and Information Technology (EAIT)Phone +61 7 3365 4666

Email enquiries@eait.uq.edu.au

Web eait.uq.edu.au

– Focusing on engineering, architecture and IT.

Faculty of Health and Behavioural Sciences (HABS)Phone +61 7 3365 7487

Email habs@uq.edu.au

Web habs.uq.edu.au

– Investigating behavioural and biological aspects of health.

Faculty of Humanities and Social Sciences (HASS)Phone +61 7 3365 1333

Email execdean@hass.uq.edu.au

Web hass.uq.edu.au

– Discovering social science, arts and humanities.

Faculty of MedicinePhone +61 7 3365 5342

Email med.enquiries@uq.edu.au

Web medicine.uq.edu.au

– Exploring a range of medical specialties.

Faculty of SciencePhone +61 7 3365 1888

Email enquire@science.uq.edu.au

Web science.uq.edu.au

– Covering a wide range of scientific disciplines.

## **Our institutes**

Australian Institute for Bioengineering and Nanotechnology (AIBN)Phone +61 7 3346 3877

Email reception@aibn.uq.edu.au

Web aibn.uq.edu.au

– Developing world-class technology at the nano-scale with a focus on translational research.

Global Change Institute (GCI)Phone +61 7 3443 3100

Email gci@uq.edu.au

Web gci.uq.edu.au

– Finding solutions to the global challenges increasingly facing us all.

Institute for Molecular Bioscience (IMB)Phone +61 7 3346 2222

Email imb@imb.uq.edu.au

Web imb.uq.edu.au

– Advancing scientific knowledge and delivering new health and industry applications.

Institute for Social Science Research (ISSR)Phone +61 7 3346 7471

Email issr@uq.edu.au

Web issr.uq.edu.au

– Undertaking social science research for public value and to contribute to public interest.

Mater Research Institute–UQ (MRI–UQ)Phone +61 7 3163 2555

Web materresearch.org.au/About-us/Contact-us; materresearch.org.au

– Turning scientific discovery into the best possible treatment, care, and outcomes for patients and the broader community.

Queensland Alliance for Agriculture and Food Innovation (QAAFI)Phone +61 7 3346 0550

Email qaafi@uq.edu.au

Web qaafi.uq.edu.au

– Leading agriculture and food science research in subtropical and tropical production systems.

Queensland Brain Institute (QBI)Phone +61 7 3346 6300

Email qbi@uq.edu.au

Web qbi.uq.edu.au

– Understanding the development, organisation and function of the brain.

Sustainable Minerals Institute (SMI)Phone +61 7 3346 4003

Email smi@uq.edu.au

Web smi.uq.edu.au

– Developing the people, and the transformative approaches and technologies to ensure sustainability for the future.

(table showing how UQ enrolments have been steadily increasing since 1911)

## **Our operating environment**

### Statutory obligations

In summary, UQ's chief purpose is to provide education at university standard and to promote scholarship through study and research. We have been successfully achieving this for more than a century, increasing our student cohort from 83 in 1911 to more than 55,000 in 2019, and graduating more than 276,000 in that time. Our research has also flourished. In the latest Excellence in Research in Australia (ERA) assessment in 2018, we submitted in all broad fields—confirming UQ as one of Australia’s most comprehensive universities—and 100 per cent of our research was evaluated at world standard or above.

### Nature and range of operations

UQ offers study and research opportunities across a wide range of disciplines, from science and sustainability to health and humanities—as well as business, education, engineering, law and more. We currently offer around 400 programs and around 4000 courses from associate diploma to postdoctoral level. UQ is also home to eight internationally acclaimed research institutes, with expertise in social sciences, nanotechnology and food innovation, among others.Risks, opportunities and challenges

The University operates in a rapidly changing environment within a global marketplace, where institutional excellence is a critical driver of reputation. Domestically, all Australian universities face increased financial pressures, regulatory changes, reputational pressures and changing student, industry and government expectations, and UQ is no exception.

Within this context, we are reviewing our services to ensure that we remain competitive and sustain success in the longer term. Continuous improvement is essential.

UQ faces a number of operational challenges in the coming years, including:

* maintaining an ageing campus with continued demands for more teaching, research and office space to service changing pedagogical delivery methods and research technologies
* facing increasingly sophisticated and voluminous information security threats
* addressing the need to upgrade or replace core enterprise systems.

However, we have considerable opportunities, for example:

* implementing a university-wide Program Architecture initiative to ensure UQ’s programs, majors and courses are sustainable, meet student and market expectations, and optimise the student experience
* implementing world-leading energy reduction strategies
* introducing sector-leading initiatives to become an employer of choice.

### Environmental factors

The Australian Government is substantially reducing university revenues for teaching and non-medical research at a faster rate than alternative domestic sources of funding can be developed, thereby increasing reliance on international funding. The recent introduction of a performance-based funding framework continues this trend by effectively reducing the number of fully funded domestic students the University can enrol and ending demand-driven undergraduate education. Simultaneously, UQ faces uncertainties arising from significant social, economic, and technological disruption.

The impact of these disruptions and their impact on the future workforce has resulted in the UQ Student Strategy focusing strongly on employability and enterprise as the best means of 'future proofing’ the value of a UQ degree. This direction is starting to show results, with the 2020 QS Graduate Employability Rankings showing UQ ranked 57th out of the world’s 500 leading universities, and first in Queensland and fourth in Australia for graduate employability.

We have also invested strongly in learning technologies, and maintain a significant footprint in edX in terms of learner registration numbers and the popularity and quality of our MOOCs. To December 2019, UQx enrolments reached 3,079,766. Being part of edX has allowed us to grow our brand globally and increase our exposure to international students. We continue to expand our sphere of influence in the online learning environment, with the development of Virtual Exchange Program, X-Series and MicroMasters programs, all of which show potential for diversifying UQ's income sources if overseas interest in the University increases as a result.

Most importantly, through our involvement in edX, UQ has expanded its understanding of how to use online courses to engage students, and gained access to emerging technologies, rich sources of data and collaborative insights from consortium members. This, in turn, has supported innovation among our academic staff and helped enrich the student learning experience through initiatives such as UQ2U.

From a research perspective, tight fiscal conditions and government funding reforms are increasing the competition for research income; rapid technological and economic change is affecting the nature of jobs; and the challenges facing society are increasingly complex. While UQ has been relatively successful in attracting industry funding, the uncertain economic climate, coupled with reduced government funding, will present challenges to support the ongoing costs of the many facilities we host.

International multi-disciplinary, multi-institutional, multi-sector solutions—or partnerships—will be needed to solve these challenges, which will mean a reskilling of our research workforce and the continued development of our research management policies, procedures and systems. We will need to transition from a predominantly paper-based, highly devolved research support system to one that is supported by enterprise systems and a smaller number of expert staff. Significant resource investment, both human capital and funding, will continue to be required over the next few years to fully realise a research management structure that meets the University's needs.Key initiatives See our Summary of Activities.

### Overview

The landscape of higher education in Australia is rapidly evolving as the Commonwealth moves away from a demand-driven system for undergraduate degrees, places greater emphasis on employment outcomes through the performance-based funding mechanisms, and seeks to develop a strategy to promote innovation in the economy.

The National Innovation and Science Agenda has stated that 'we need to embrace new ideas in innovation and science, and harness new sources of growth to deliver the next age of economic prosperity in Australia’ (according to the National Innovation and Science agenda)—which has major implications for research and research training.With a focus on efficient service delivery to all parts of UQ, our staff will ensure our success and it is important that we acknowledge this.

### Looking ahead

We have no room for complacency. The competition for high-quality students continues to increase and so we must consider the 'size and shape' of the University, encourage development of interdisciplinary programs and develop a student-centric focus that makes the best use of resources (both people and place).

We will need to diversify the student body, introduce pathway options for international students, and continue to provide world-class education and opportunities for domestic students. This will require a consideration of factors such as location, flexible and digital delivery, and more contemporary program options.

We will continue to diversify our funding through our Not if, when philanthropic campaign, and commit to building a University operation that is agile and efficient, and which allows us to direct our resources to ensuring the continued quality of our teaching, research and global impact.

Research-wise, we will endeavour to improve our administrative systems and ensure we have a proactive strategic approach to developing partnerships. We must also ensure that, through our higher degree by research programs, we are training the next generation of leaders with innovation and research capabilities to satisfy Australia’s demand for high-skilled labour.

(tables of Enrolment by program and Key Statistics)

# **Operational performance**

## **Government objectives for the community**

With the underpinning principles of integrity, accountability and consultation, which are applied to carry out the activities outlined in this report, UQ contributes to the Queensland Government’s key objectives for the community:

* create jobs in a strong economy
* give all our children a great start
* keep Queenslanders healthy
* keep communities safe
* protect the Great Barrier Reef
* be a responsive government.

UQ contributes directly to creating jobs in a strong economy by engaging more young Queenslanders in education; and both directly and indirectly­—through its research and community liaison activities—to advance Queensland's other priorities.

## **Our objectives and performance indicators**

In order to achieve our vision of **knowledge leadership for a better world**, we require sustained focus and a commitment to our three long-term objectives.

To **transform students into game-changing graduates who make outstanding contributions and address complex issues with a global perspective**, we will go beyond ensuring that we develop graduates who can easily gain employment. UQ’s students are motivated and highly capable: we want to develop an educational experience that maximises our students’ personal and academic development. We will support them to become enterprising, independent thinkers with the leadership, creativity and problem-solving skills that empower them to create positive change within industry, academia, the workplace, and society more generally.

To **deliver globally significant solutions to challenges by generating new knowledge and partnered innovation**, we continue to expect that research will be undertaken at the highest academic standard with the highest ethical principles. UQ remains committed to both fundamental and translational research. However, we will be focusing on working with others—both internally through collaborations that cut across disciplinary and organisational boundaries, and externally through partnerships and networks. We will become a hub that brings the best expertise together to creatively solve complex problems through research and innovation. This ethos will also be reflected in our approach to teaching.

To **develop a diverse community of knowledge seekers and leaders who embody a One UQ culture and use collaborative partnerships to connect and co-create**, we hope to bring together different perspectives and experiences in order to find solutions to global challenges and provide an enriched learning experience. Through a One UQ culture we can create an environment that is inclusive and collaborative to ensure that we work together in pursuit of our strategic objectives. Universities must reflect wider society – working with and for the broader community. Through collaborative external partnerships we can create the connections and networks necessary to understand the needs of industry, government and the community and work with others to meet those needs: this applies to both our teaching and research endeavours.

To pursue these objectives, we have developed six strategic focus areas, or medium-term goals, to articulate where our efforts will be prioritised throughout the life of the Strategic Plan 2018–2021. This report addresses these six areas.

1. Transforming our **student experience** through a flexible, **integrated and partnered learning environment**

2. Enhancing our high-quality research by improving our capacity to **collaborate** to achieve greater **impact**

3. Building **engaged and strategic partnerships** with a broad range of local and global networks

4. Committing to activities that attract, support and retain a **diverse and inclusive** community of **high-achieving staff** and students

5. Building an **agile, responsive and efficient** University operation

6. **Diversifying our income streams** and managing our resources to establish a **sustainable financial base**.

(picture of Great Barrier Reef coral spawning)

### **Measures of success against UQ Strategic Plan 2018–2021: Key Performance Indicators**

Goals and Metrics:

**An improvement in graduate employment outcomes**

UQ’s normalised graduate full-time employment rate for domestic undergraduates four months after graduation

UQ’s normalised graduate full-time employment rate for domestic coursework postgraduates four months after graduation

**An increase in student engagement with external partners**

Percentage of coursework students enrolled in a Work Integrated Learning (WIL) course (interim indicator)

**An increase in global engagement among our students**

Percentage of completing undergraduates who had an international exchange or short-term mobility experience during their degree (interim indicator)

**A student satisfaction rating that is within the top five nationally**

UQ’s undergraduate student satisfaction with the overall quality of the entire educational experience results in the federal Department of Education and Training’s Student Experience Survey

**An increase in normalised citations**

UQ’s category normalised citation impact (CNCI) ranking within the Group of Eight universitiesUQ’s ranking within the Group of Eight universities based on the proportion of publications that are within the top 10 per cent on citations

**Rank in the top 65 global universities across all influential rankings**

UQ’s position in the following international rankings:

Academic Ranking of World Universities*, Times Higher Education* World University Ranking, QS World University Ranking, National Taiwan University Ranking, *U.S. News* Ranking

**Rank first in Australia for attracting research income from industry**

UQ’s rank among the Group of Eight Universities for attracting research income from industry

**Rank in the top three universities in Australia on national competitive grants income**

UQ’s national position for attracting national competitive grants research income

**An increase in the proportion of our publications that are co-authored with external international or industry partners**

UQ’s rank in the Group of Eight Universities based on the percentage of publications with an international co-author

UQ’s rank in the Group of Eight universities based on the percentage of publications with a non-academic co-author

**Improved internal collaboration**

Research collaboration metric to be developed in 2020

The proportion of staff who agree that there is good communication across all sections of UQ

The proportion of staff who agree that there is cooperation between different sections of UQ

**An improvement in our global reputation**

*Times Higher Education* Academic Reputation Survey – Teaching Reputation Votes

*Times Higher Education* Academic Reputation Survey – Research Reputation Votes

**Growth in philanthropic income to $500 million**

Aligning with the Not if, when campaign, philanthropic income will grow to $500 million

**An increase in the percentage of our students who come from low socio-economic, or regional or remote backgrounds**

The percentage of domestic students who come from a low socio-economic background (based on their first address – Australian Bureau of Statistics: Statistical Area Level 1)

The percentage of domestic students who come from a regional or remote background (based on their first address – Australian Statistical Geography Standard)

**An increase in the representation of Aboriginal and/or Torres Strait Islander students within UQ**

The percentage of domestic students at UQ who identify as an Aboriginal and/or Torres Strait Islander as ratio against the concentration of Aboriginal and/or Torres Strait Islanders in the state

The success rate of domestic students who identify as an Aboriginal and/or Torres Strait Islander as a ratio of the success rate of other domestic students

**An improvement in source country diversity among our international students**

Proportion of UQ's international students from a single source country

**Achievement of an institutional award in the Athena SWAN charter**

The representation of women among HEW10+ professional staff

The representation of women among Level D academic staff and among Level E academic staff

**Sustainable financial performance in line with our strategic ambitions**

UQ EBITDA as a percentage of revenue

The statutory accounting result for UQ

**Improved engagement and commitment among staff to the University’s purpose**

The staff response to the passion/engagement index from *The Voice* survey

# **Review of activities**

# **1. Transforming our student experience through a flexible, integrated and partnered learning environment**

### The success of our students and the quality of their educational experience is very important to UQ. We will continue to adapt to changing expectations brought about by advances in technology, increased competition, and structural reform of the workforce and economy as we prepare our students for an unpredictable future. Implementing our Student Strategy 2016–2020 is a key priority.

(table showing Work Integrated Learning rates, International exchange and short-term mobility rates, Times Higher education Academic Reputation Survey results, Student satisfaction survey results, and Normalised graduate full-time employment rates four months after graduation)

### **1.1 Expand opportunities for students to develop their employability.**

**Employability framework**

Between 2018 and 2020, UQ is investing almost $12 million in employability initiatives to empower students to create change by learning from their experiences. In 2019, the University delivered discipline-specific Career Development Learning (CDL) and Work Integrated Learning (WIL) services through context-relevant experiential learning opportunities, connections with industry, and learning supports to enhance employability.

More than 10,700 students attended at least one career preparation appointment or employability event. A wide range of opportunities, including volunteering and mentoring programs, short-term global activities­—including internships and the largest Students as Partners program in the world—were delivered, with grants and government funding totalling almost $7.5 million to support them. Specially developed online resources were also made available.

Through Student Strategy funding, the number of students participating in short-term global employability experiences tripled.

As a specific example of the range of opportunities developed for students, a leadership training program for all science students was launched in May 2019. As well as online leadership training modules, the program provides links to all leadership opportunities available.

**Entrepreneurship Strategy**

The UQ Entrepreneurship Strategy, Ventures, commits to providing every student with the opportunity to experience entrepreneurial learning and to develop an entrepreneurial mindset­—empowering them to be creative, adaptable, tolerant of ambiguity and risk, and able to learn from failure.

In 2019, there were more than 4000 student engagements with extracurricular events and activities such as the Social Enterprise Program and the Global Startup Adventures—which added two new destinations and have two more planned. More than 80 staff were part of the Entrepreneurship Community of Practice that provides a space to share and collaborate for best practice in entrepreneurial education.**Doctor of Medicine curriculum review**

In 2019, the Faculty of Medicine commenced a major review of its Doctor of Medicine (MD) program. This initiative involved revisiting the values, purpose, structure, graduate capabilities, learning, teaching, assessment principles and methods of the MD program at UQ. Building on curriculum transformation already underway in the current MD, it will create an integrated, innovative experience to prepare doctors for a career in 21st century healthcare where they can meet rapidly changing patient and population needs, wherever in the world they practise. The first stage, engaging more than 800 colleagues, students and interested stakeholders in more than 30 interactive workshops across Brisbane, Queensland and at our United States campus in New Orleans, is now complete. The next stage is finalising graduate outcomes and program structure prior to detailed curriculum planning over the next year.

### **1.2 Configure our pedagogies, assessment and learning spaces to encourage active and collaborative learning.**

**Student Strategy**

Implementation of the Student Strategy continued in 2019 with an allocation of $15.08 million for several major projects including UQ2U, Student employability, Students as Partners, Digital learning strategy and Learning analytics.

**Learning spaces**

High-quality learning spaces are critical to the University’s mission and the Learning Space Roadmap continued to address this issue in 2019. A refurbishment program of teaching space continued to be rolled out across the campuses. Notable developments included new contemporary formal and informal learning spaces in two buildings (67 and 69) at St Lucia, and a major refurbishment of the new Central Library (formerly Social Sciences and Humanities Library), which opened in September to provide 24/7 access to more than 600 study spaces (group and individual), meeting and presentation rooms, and a tiered lecture-style indoor amphitheatre.

**New CBD base**

The University purchased a new CBD base, The Chambers at 308 Queen Street and The Tower at 88 Creek Street, to further connect with partners, business and government, and to meet increased demand for postgraduate and executive education courses.

### **1.3 Expand online and digitised delivery to provide students with flexibility to engage with learning in a way that suits their personal needs.**

**Digital learning strategy**

The Digital Learning sub-committee was formed in early 2019 to oversee significant improvements to the digital learner experience for UQ students. A number of new centrally supported capabilities were introduced, including ePortfolio, a real-time virtual classroom, interactive functions for all lecture and desktop recordings, as well as a move towards eAssessment. In addition, several initiatives to improve the digital learning experience commenced, including optimisation of the Learning Management System, a new platform to support micro-credentials, better customisation options for setting up blended learning approaches and improved data integration. In 2020, these improvements will provide the foundation for digital learning innovations across all disciplines, as well as extended use of the technologies used in the workplace.

**Digital Essentials**

Digital Essentials, a series of online modules designed to help the UQ community develop and test their digital skills, expanded its range of offerings in 2019 with three new advanced units added in response to academic feedback and identified student need: Artificial intelligence, Confidentiality and images and Writing for the web.**Learning analytics**

The primary aim of the UQ Learning analytics agenda is to improve learner experiences and outcomes through the provision of meaningful data that can be acted upon before, during, and after the course life-cycle. In 2019, two platforms were made available: the 'Course Insights’ dashboard that provides data and trends on filterable segments of the student cohort as well as suggestions for interventions; and ‘RiPPLE’, an adaptive system that recommends personalised learning activities to students, based on their knowledge state, from a pool of crowdsourced learning activities that are generated and evaluated by educators and the students themselves. In addition, the RIPPLE platform is designed to match students together to form study groups based on learning needs and preferences.

(picture of students interacting on-site and online simultaneously)

**Enhancements to support teaching**

Work was also undertaken to extend and enable a more personalised digital experience for students, staff and alumni. Notable enhancements included a pilot of an end-to-end curriculum management system to improve management and governance of the curriculum and improve transparency for students, as well as a new Timetable Allocation platform.

### **1.4 Strengthen partnerships between students, researchers, industry and alumni to create a more collaborative approach to teaching and learning.**

**Students as Partners**

The Students as Partners initiative continued to provide valuable opportunities for students and staff to partner to enhance the UQ student experience. In 2019, more than 660 student-partner and 530 staff-partner engagements took place across the University. The program also supported more than 300 student representative engagements serving in governance groups by providing opportunities to develop the key skills necessary in these roles, and by building a community in which peer mentoring and guidance can thrive.

**Science Precinct**

The construction of a new Science Precinct was considered in 2019 and deemed feasible. This potential investment will substantially lift the capacity of UQ Science to create value and impact, through transforming the student experience, expanding collaborative partnership opportunities and developing globally significant solutions to challenges. Design development will continue in 2020.

### **1.5 Develop our campuses to create a more vibrant learning environment that integrates on-campus learning, community engagement and student life.**

**Student Hub**

Investigations continued on the development and construction of a new Student Hub complex to house the student union, clubs and societies, formal and informal learning spaces (with around 3000 new seats), student services areas, retail outlets, a performance space, an entrepreneurship studio, as well as student commons. However, progress was substantially delayed by an application to heritage-list UQ's existing complex under a process set out in the Queensland Heritage Act 1992. The Queensland Heritage Council rejected the application in late 2019. Interim arrangements are now to be considered in order to not halt the transformation of our teaching and learning approach.

**St Lucia campus facilities**

A new food court, Phizz, which replaced the former Physiology refectory, opened in June 2019 with seven food outlets, a self-service food preparation kitchen with microwaves, more indoor and outdoor seating, and improved access for people of all abilities.

Construction continued on the Andrew N Liveris Building due to open in May 2021. This building will house the School of Chemical Engineering’s long-term teaching and research accommodation needs. The Liveris Building will also provide significant, innovative, generic teaching and learning spaces creating environments for an ‘open’ and collaborative relationship between students, teachers, researchers and the wider industry.

Design and business planning began on the new Health and Recreation Centre that will replace the old gymnasium building and include a musculoskeletal and sports injuries clinic, as well as a UQ Wellness space.

The refurbished Central Library opened in October, offering more than 300 additional seats, all with data and power and available 24/7. A new coffee shop also features.

**Student Residences project**

After the release of further in-depth market analysis confirming the demand for more quality, affordable on-campus accommodation for students from different backgrounds, construction began in December on a $94.6 million student residence that will offer 610 ensuite rooms across 16 storeys. Located off Walcott Street at St Lucia, residents will be accepted from Semester 1, 2022.

**Public art initiatives**

The UQ Art Museum is in the process of developing and rolling out a series of public art initiatives, which will encourage access to our campuses and enrich the local community through cultural learning and events. A committee was established, which includes the Pro-Vice Chancellor (Indigenous Engagement), to oversee the plan, establish process pathways, and invite the first three artists to submit proposals.

**Student Life Plan**

In tandem with the Teaching and Learning Plan 2018–2021, the *Student Life Plan 2018–2021* was introduced to guide goals, approaches and actions in our collective commitment to helping our students with life during their studies.

The Plan focuses on aspects of student life that have the highest impact for large numbers of students, highlighting areas for development and improvement, but also capturing the tremendous efforts already made by staff and students. Its aim is to prepare graduates for life's uncertainties and make the most of their time at university with better accessibility, services and opportunities, while engendering a sense of belonging with UQ and its community.

### **1.6 Adjust our approach to the development of educational offerings so that there is a greater focus on the whole program.**

**Program Architecture 2 (PA2)**

PA2 is designed to be a key enabler in support of UQ’s Strategic Plan and Student Strategy. It will help facilitate UQ’s ambition to increase its attractiveness to students in national and international markets by ensuring that the portfolio of offerings continue to deliver maximum value to students, employers and communities.

A critical component delivered in 2019 was the Management Dashboard tool for analysing programs, majors and courses to ensure their sustainability for UQ and their attractiveness to the market. This was supported by new Program Design and Course Design policies that delivered for the first time a consistent methodology for the creation of programs, majors and courses.

This work was bolstered by a number of technological innovations, including the implementation of a Curriculum Management System and a range of automated functionality that will allow the University to realise consistency and improve the student experience. A refresh of policies and procedures underpinned the work on PA2, with the intention of creating a more streamlined, functional and consistent approach to supporting and nurturing our student cohort.

**New and enhanced programs**

In 2019, UQ introduced several new programs in response to local and international demand, including:

* Bachelors of Agribusiness/Agricultural Science
* Bachelor of Agricultural Science
* Bachelor of Humanities
* Bachelors of Humanities/Laws (Honours)
* Graduate Certificate in Quantitative Biology
* Master of Leadership in Service Innovation (UQ's first fully online master's program, delivered via UQx)
* Master of Quantitative Biology.

Several programs introduced new study majors, 15 programs were discontinued, and the Master of Leadership in Global Development was suspended temporarily.

**Mental health strategy**

Delivering on the objectives of the UQ Mental Health Strategy (2018–2020), October saw the inaugural Mental Health Symposium for students and staff being held at St Lucia as part of the stepped-care model that aims to change culture, build on the strengths of UQ's community, and tailor support to individual requirements.

**1.7 Explore opportunities to make our academic calendar more flexible.** **UQ2U blended learning**

UQ2U supports the development of high-quality online and high-value on-campus active blended learning experiences that meet the needs of students, offering greater flexibility and personalised learning. In 2019, UQ2U courses had more than 33,300 student enrolments and work progressed on the redesign of 78 courses, focused on developing genuine partnerships between academics, tutors, students, eLearning designers, project managers, eLearning officers, learning advisers and librarians. Learning analytics, staff professional development, learning spaces and student activities are also being developed to support this initiative.

**Short courses**

The Sustainable Minerals Institute delivered two mining-related short courses to approximately 120 (mostly industry) attendees as part of the North West Mineral Province New Discovery Program. Showcasing the WH Bryan Mining and Geology Research Centre and the Julius Kruttschnitt Mineral Research Centre's capabilities, these were the first of a portfolio of short courses/workshops proposed for launch in 2020, which aim to attract higher degree by research (HDR) candidates in the mining and minerals industry.

**Alternative (shorter form) credentials**

In 2019, UQ established an Alternative Credentials Working Party (ACWP), which completed preliminary investigations into UQ's significant activity in this area (Phase 1). After presenting its findings to a number of university committees, the AWCP commenced Phase 2, which is moving to develop an Alternative Credential framework for governance, a system for delivery that will provide a seamless interface for stakeholders, and a collaboration that aims to increase the global recognition of UQ’s offerings.

(pictures of newly refurbished Central Library and students interacting on-campus)

# **Review of activities**

# **2. Enhancing our high-quality research by improving our capacity to collaborate to achieve greater impact**

### While rightly proud of our research excellence, over the coming years we need to ensure that our research remains collaborative and continues to achieve great impact. To succeed in our focus areas of leading healthy lives, building better bioeconomies, achieving resilient environments and livelihoods, designing technology for tomorrow, and transforming societies, we will be outwardly focused, while at the same time working across disciplines internally.

(tables showing Times Higher Education Academic Reputation Survey results, Category Normalised Citation Impact scores, Competitive Grants category 1 research income, and UQ’s position in global university rankings)

### **2.1 Build a One UQ approach to acquiring, maintaining and utilising research infrastructure.**

**Research infrastructure and project management framework**

Following the establishment of the Central Research Platforms in 2018, and the research framework for supporting high-end infrastructure and equipment, a Project Governance and Management Framework was created in 2019 to provide governance, assurance, monitoring and oversight of UQ’s project portfolio. To date, a plan has been developed to improve research infrastructure with a focus on Physical Containment Level 3 laboratories, clean rooms, bioproduction and accreditation of services. A 'One UQ' Research Infrastructure Investment Scheme was launched to encourage the purchase of equipment that will be used collaboratively. UQ Gatton also had a redevelopment plan drawn up that will allow a range of new assets to be incorporated, such as research cropping field equipment and two crop-testing fields.

**Research Capability Showcase**

2019 saw the launch of a unique platform where UQ research capabilities were showcased with their leading-edge research initiatives, services and impacts. The day included 11 themes, more than 50 presentations, 20 infrastructure facility tours and workshops, and dozens of capability displays. The day was instrumental in attracting industry partners and stakeholders to UQ.

### **2.2 Actively encourage internal collaboration between researchers from different disciplines and organisational units.**

**Research networks**

Greater collaboration across and between different disciplines and organisational units allows our researchers to better tackle the increasingly complex challenges facing society and requiring multifaceted solutions. In 2019, under the newly revised UQ Institutes, centres and research network policy, the frameworks for Transdisciplinary Impact Research Networks and Capacity Research Networks were advanced.

The October addition of research networks to the People, Planning, Performance dashboard has facilitated UQ-affiliated academics who have not yet collaborated to connect with each other based upon their shared interests. The tool uses a topic modelling algorithm to build interactive visualisations of UQ’s existing and potential research collaboration networks.

**Research Week**

2019 Research Week provided an opportunity to celebrate and connect UQ researchers and showcase their research achievements. Highlights included the:

* Research Awards Night, which recognised high-calibre researchers for their outstanding contributions to research excellence, partnerships and HDR supervision
* Research Capability Showcase
* inaugural Aboriginal and Torres Strait Islander Research Forum, which featured an expert panel discussion on the topic of ‘Partnering for Impact’
* launch of UQ Industry Connect
* UQ Three Minute Thesis competition.

### **2.3 Actively pursue strategic and high-quality international collaborations in research and education.**

**The University of Queensland – Indian Institute of Technology Delhi Academy of Research (UQIDAR)**

In 2018, UQ and the Indian Institute of Technology (IITD) formally established the Academy of Research (UQIDAR), with the aim of leveraging shared capabilities, resources and expertise across industry, government and academia between nations. The key feature of the partnership is a joint PhD program involving all UQ faculties and research institutes, with scholars spending time at each institution. In 2019, UQ worked with schools, institutes and the Graduate School to enrol UQIDAR’s second and third PhD student cohorts (now 30 students in total), who are undertaking research in multidisciplinary areas including exploring the potential of health-tech startups in India, the impacts of changing flood characteristics on river morphology, and the health benefits of air-pollution mitigation.

**UQ–University of Exeter (QUEX)**

UQ continued working with the UK's University of Exeter to develop postgraduate study and collaborative research opportunities. Working under the overarching banner of ‘Global Sustainability and Wellbeing’, the Institute focused on three interdisciplinary themes in 2019: environmental sustainability, healthy ageing, and physical activity and nutrition. In 2019, the partnership funded eight new QUEX Initiator and four new Accelerator grants (bringing the totals to 18 and eight respectively), 10 new PhD scholarships (bringing the cohort to 20), and 10 Professional Services Fellowships. UQ also hosted the QUEX International Symposium: Fostering global sustainability and wellbeing in July.

**2.4 Actively encourage researchers to partner with industry, government and the community both within Australia and internationally.**

**Research partnerships**

UQ’s flagship research partnerships include Boeing, The Dow Chemical Company, Siemens, Baosteel, Rio Tinto, HBIS and Pfizer. In 2019, UQ worked closely with the Academy of Humanities, Wageningen University Research, CSIRO Agriculture and Food, KPMG, Reef Restoration and Adaption Program, Mining3, Mining Equipment Technology and Services (METS) and the Agrifood/Energy/Advanced Biomanufacturing: Toowoomba Innovation Precinct.

**Launch of UQ Industry Connect**

This new initiative was launched during Research Week 2019 and created a pathway for creating strategic industry-UQ partnerships by ensuring that industry has access to a simple, coordinated entry point to support collaboration discussions and interaction with UQ’s wide range of expertise and infrastructure.

**Dow Centre partnership**

Throughout 2019, the UQ Dow Centre continued to make strong progress across its research themes, which span energy transitions, low-carbon energy and materials, and the circular economy, including multiple collaborative research projects with the Fight Food Waste Cooperative Research Centre (CRC), the Future Fuels CRC, the Flexible Printed Batteries CRC-P, and the Andlinger Center For Energy And Environment at Princeton University to progress our Rapid Switch project. The UQ Dow Centre also appointed the inaugural Tritium Fellow in E-Mobility, a prestigious research position focusing on advancing the performance, economics and uptake of electric mobility.

(picture of staff who received awards during Research Week)

### **2.5 Develop a more consistent approach to higher degree by research (HDR) training with a focus on ensuring students build research, transferable and professional skills.**

**UQ Industry PhD partnerships**

The Graduate School provides strategic HDR scholarships to facilitate greater connectivity and involvement between HDR candidates and industry partners. Projects are designed in partnership with industry and involve a cohort of students working on projects that are aligned with the interests of the industry partner and are consistent with an engagement and impact agenda. Building on the existing partnership with Boeing, further partnerships with Newcrest, CSIRO and Ecotourism Australia were developed this year, providing HDR candidates with the opportunity to work on a program of industry-led research with associate advisers from industry, collaborative funding arrangements, and opportunities for placement and embedded experiences.

**Career Development Framework (CDF)**

The CDF was expanded in 2019 to include research development activities for enhancing the project design/data analytical capabilities of students. This was designed in partnership with faculties, institutes and HDR candidates.

**Higher degree by research (HDR) industry placements**

2019 was a big year for HDR placements with a considerable increase in demand from candidates. The Graduate School organised more than 76 placement opportunities, including five under a new partnership with APR Intern this year. Placements were undertaken within government, industry and the not-for-profit sectors and provided HDR candidates with an opportunity to further develop and translate their transferable skills.**Career development mentoring**

The purpose of the HDR Career Development Mentoring Program is to provide HDR candidates with the opportunity to engage with professionals working in diverse industries (including academia) to investigate career pathways and gain exposure to different perspectives and advice when considering their broader professional and career development. The initial pilot ran over 12 weeks in two phases and included 15 pairs. After revising the pilot's report form, further iterations of the program will be run in 2020 after some adjustments have been made.

**Three Minute Thesis (3MT)**

2019 saw the 3MT competition continue to grow with African nations Uganda and Zambia joining the 3MT family, along with the first West Indies country, Saint Kitts and Nevis. 3MT is now at more than 600 universities in more than 85 countries globally. UQ’s own competition was strongly contested in 2019, its twelfth year. Medical student Cody Frear won with his presentation Negative pressure wound therapy in paediatric burns: no-no or Noo-Noo. Cody also won first place in the Universitas 21’s 3MT competition. Another 3MT competitor, Rhys Pirie, went on to win the Falling Walls competition in Berlin.

**2.6 Invest in the development of systems and processes for the storage and publication of research data, including the capability for this to benefit future researchers.**

**UQ Research Data Manager (UQRDM)**

Sustained growth continued in the world-leading UQRDM project, part of the Research Management Business Transformation program. UQRDM integrates working data storage, and delivers researchers and HDR students an automated platform to appropriately and securely store, share, re-use, collaborate on, and manage their projects’ research data. Key progress indicators included the launch of Digital Research Notebooks and delivery of a pilot-completed integrated Datasets feature into UQ’s publications repository, UQ eSpace.

### **2.7 Develop flexible models to effectively utilise the institution’s intellectual property.**

**UniQuest**

UniQuest continued to impress in 2019 as Australia’s leading university technology transfer company.

A potential therapy targeting difficult-to-treat immune system disorders such as rheumatoid arthritis will progress to clinical trials in 2020, after securing $20 million in Series A funding from UniQuest's licensing of the intellectual property rights.

UniQuest also negotiated a licence agreement with Australian Stock Exchange-listed environmental management technology firm Envirosuite for the SeweX technology, developed by researchers from UQ's Advanced Water Management Centre.

**JKTech**

As the technology transfer company for the University’s Sustainable Minerals Institute (SMI), JKTech provides technical consulting and training services in drill and blasting, geometallurgy and minerals processing, laboratory services, specialist testing equipment, specialised ore characterisation tests and simulation software products.

Significant activities and achievements during 2019 included:

* JKTech's team completing client work in more than 15 countries
* rolling out of a new blast movement model (JK Value Based Ore Control) across 18 Rio Tinto global mine sites: JKTech is commercialising this model from SMI research
* JKTech team members working within the CRC ORE (Cooperative Research Centre – Optimising Resource Extraction) team to co-develop Grade Engineering® as a commercial product: JKTech aims to commercialise this technology after the conclusion of CRC ORE II
* JKTech being finalists in two categories at the 2019 Premier of Queensland Export Awards (Professional Services, and Mining, Energy and Related Services).

(picture of student researcher)

# **Review of activities**

# **3. Building engaged and strategic partnerships with a broad range of local and global networks**

### Engaging and collaborating with the community, industry, government and other research innovators is critical to UQ’s capacity to meet the rapidly changing needs of society. We aim to enhance our approach to external engagement with a partnership framework, customer relationship management system, deeper international connections, diverse income sources and ongoing commercialisation interests.

(table showing UQ research income and UQ publications with external co-authors, followed by picture of UQ representatives visiting the University of British Columbia in Canada)

### **3.1 Build a centralised resource to support, develop and manage significant partnerships guided by a clear partnership framework.**

**Partnerships Committee**

Following the introduction of a Partnership Framework that adopts a ‘One UQ’ approach to the development of strategic industry partnerships, work continued in 2019 on its refinement. Building on the current Partner Engagement Strategy for international higher education institutions, the new framework seeks to ensure a more coordinated approach to building and strengthening collaborations with industry partners and ensuring that UQ maximises opportunities for the whole institution. For UQ’s valued industry partners, the framework will streamline the process of engaging with UQ (particularly with first contact), support delivery of services, and ensure that UQ provides a comprehensive, consolidated offering to match each partner’s unique needs. Under the new framework, a Committee was established to help coordinate activity related to UQ’s strategic industry partnerships.

**Hospital and health services**

The Faculty of Medicine began a dedicated campaign to strengthen its relationships with Queensland Health across the state to explore mutually beneficial avenues for supporting clinician research.

**Research partnership model**

The research partnership model (RPM) has been very successful in supporting UQ to lift its performance in securing industry funding. However, the model is under strain due to its high workload and so work began in 2019 on the development of a new model to augment existing resources.

**HDR administration**

In 2019, the delivery of HDR programs at UQ was reviewed in order to assess the outcomes of the organisational change in delivering a 'One UQ' approach with efficient and high-quality administrative processes, the partnerships required and to ensure UQ is responding to national expectations of research training performance and quality. With endorsement of the structure and a strong partnership approach to HDR programs, HDR candidates will benefit from high-quality and consistent experiences and increased opportunities for development and industry engagement, positioning UQ as a leader in meeting evolving national expectations for research training.

**UQ Founders Pledge**

In an Australian first, the UQ Founders Pledge was launched in 2019. With a growing number of UQ alumni undertaking successful ventures, the Pledge provides an opportunity for founders to give back to the UQ community in a meaningful way. To join, founders make a non-binding commitment to make a philanthropical gift in support of a cause at the University, at a time that is right for them—such as after the sale of their venture or an Initial Public Offering.

There is no minimum amount, no formal contract, and founders can give to whichever cause they have an affinity with at the time of their donation, whether for medical research, scholarships, or even entrepreneurial programs.

The UQ Founders Pledge is open to anyone wishing to participate and UQ will provide entrepreneurs with networks and support to accelerate their aspirations. In 2019, 15 founders pledged their support.

### **3.2 Strengthen and grow international research collaborations to ensure we leverage the breadth of our research to make significant contributions to global research activity.**

**International research partnerships**

In 2019, UQ ensured that our partnership with the Indian Institute of Technology, Delhi (IITD) was strongly supported from a research and industry partnership perspective. To this end, UQ explored industry partnerships with companies and organisations including RenewPower, Infosys, Wipro, Bosch, Tata Consultancy Services and Boeing, and with funding bodies like Indian Department of Biotechnology and Indian Council of Social Science Research. Advanced stage funding proposals have been proposed to all of the above. UQ also nurtured flagship partnerships with the University of Exeter, Technical University Munich (TUM) and Wenzhou Medical University.

**Collaborative PhDs and research projects with key partners**

Research training is a key aspect of many international partnerships and agreements and provides HDR candidates with a global experience as well as facilitating a deeper research relationship with key partners for UQ. 2019 saw further growth in the Joint PhD partnerships of UQIDAR and QUEX.

**Sustainable Minerals Institute–International Centre of Excellence (SMI–ICE) Chile**

Funded by BHP, AMSA, CAP, Codelco and other industry partners, the SMI–ICE–Chile has enabled internships in Chile for several prospective UQ HDR students, as well as forging links for developing the Clean Technology Initiative, Corfo Circular Economy Centre, and the Corfo Water and Tailings project.

**3.3 Develop a University-wide and consistent approach to external and internal messaging and representation.**

**Brand refresh project**

UQ launched a new brand in October 2018 to modernise the identity, support best practice principles, and bring greater consistency across the organisation, which had historically been dominated by a proliferation of sub-brands. The new brand was rolled out throughout 2019, with all faculties, institutes and central portfolios now largely aligned to the UQ Masterbrand. An audit of sub-brands was completed and work is now underway to reduce the number, while ensuring those that remain are aligned with UQ’s brand policy and approved guidelines.

**Reconciliation Action Plan artwork**

Following the successful launch of UQ's first Reconciliation Action Plan (RAP) in 2018, the RAP artwork, A guidance in time, was revealed in May 2019. Designed by Quandamooka artists Casey Coolwell and Kyra Mancktelow, the triptych recognises UQ's three major campuses, and champions a strong sense of belonging and truth-telling about Aboriginal and Torres Strait Islander histories, as well as ongoing connections with Country, culture and kin. The artwork reinforces the University's commitment to building respectful relationships and opportunities between Aboriginal, Torres Strait Islander and non-Indigenous peoples.

**Rankings strategy**

In an increasingly competitive international university sector, even maintaining UQ’s current position within the top 100 global universities on all major rankings (and the top 50 on several) is a challenge, let alone improving it. A key opportunity, however, is to increase awareness of UQ and its exceptional research impact and outcomes by improving our brand recognition and international reputation in a range of disciplines and geographies.

To achieve this, during 2019, UQ’s Marketing and Communication team launched a campaign with major rankings organisations and industry publications, who offer significant international audience reach, to promote UQ research through an integrated suite of advertorials, videos and general marketing and promotional assets.

### **3.4 Improve the management of future-student enquiries and communications with key partners, alumni and the broader community.**

**Customer Experience (CX) program**

The multi-year CX program involves a suite of initiatives designed to enhance UQ’s digital and CX capability. Throughout 2019, work continued on the provision of technology platforms, policies and processes that will facilitate an enterprise-wide, coordinated and personalised engagement experience for all UQ stakeholders.

**Collaboration with Queensland Government for new secondary college**

In collaboration with the Queensland Department of Education, UQ has been developing an innovative curriculum for the Foundation Year 7 students at the new Inner City South State Secondary College at Dutton Park. Due to open in Term 1, 2021, the school will service the growing communities in and around Brisbane's inner south, and will sit within the Brisbane Knowledge Corridor as an integral part of the leading education, health, research and hospital precinct.

(pictures of Dr Gurion Ang, RAP artwork, ‘Own the Unknown’ advertising banner and Inner City South State Secondary College ‘sod-turning’ event)

# **Review of activities 4. Committing to activities that attract, support and retain a diverse and inclusive community of high-achieving staff and students**

### UQ owes its growing global reputation and successes to the strengths and achievements of all staff and students, and attracting people from a broad mix of backgrounds ensures a wide variety of perspectives and experiences. In 2019, UQ continued to address the barriers facing women in academia, Aboriginal and Torres Strait Islander peoples, and students from disadvantaged and remote backgrounds.

(table showing UQ’s passion/engagement index, per cent of senior staff who are women, UQ students from regional or remote backgrounds, and UQ Aboriginal and Torres Strait Islander enrolments)

### **4.1 Develop and implement a Reconciliation Action Plan that ensures UQ builds respectful relationships and opportunities between Aboriginal and Torres Strait Islander peoples and the broader Australian community.**

**Indigenous engagement**

Following the launch of UQ's (Innovate) RAP in December 2018, several initiatives were implemented during the year, including:

* launching UQ's inaugural Indigenous Alumni Network and a program of future engagement
* holding a number of events with a reconciliation focus across the University
* conducting the Aboriginal and Torres Strait Islander Research Capability Showcase during UQ's Research Week
* launching UQ's Indigenous Employment Strategy 2019–2022, which incorporated a number of high-level appointments including Associate Deans (Indigenous) in the Faculties of Medicine and Humanities and Social Sciences
* appointing Reconciliation Action Coordinators and/or faculty committees to ensure RAP outcomes are delivered
* continuing InspireU outreach activities
* signing a Memorandum of Understanding with the Quandamooka Yoolooburrabee Aboriginal Corporation to continue studying humpback whales at Minjerribah (Stradbroke Island)
* establishing regular institute and faculty meetings to discuss RAP progress and to consider training and activities such as research scholarships, academic pathways programs, and regional science and neuroscience outreach events
* offering a new range of scholarships and other support mechanisms for Indigenous students
* displaying Aboriginal and Torres Strait Islander flags
* developing a list of Indigenous suppliers
* producing a standard template for Acknowledgement of Country words.

**UQ NAIDOC Music Culture Art Festival**

The second NAIDOC Music Culture Art Festival was held at the St Lucia campus in August. Featuring several Aboriginal and Torres Strait Islander performers, artists and dancers—including Yirrmal, Balairi and Ziggy Ramo—the festival acknowledged the theme of ‘Voice. Treaty. Truth. Let's work together for a shared future.’ and recognised the culture and history of Aboriginal and Torres Strait Islander peoples. Art, crafts, language and writing workshops, the screening of *Blue Water Empire*, and the *Weaving the way* exhibition, held at the UQ Art Museum, were other highlights that honoured Indigenous culture. The event included an academic program of discussions and panels. Events were also held at UQ Gatton and Herston.

**4.2 Significantly improve the gender and cultural balance within the workforce at all levels, within all disciplines and organisational areas.** **Gender and cultural balance**UQ has managed to increase the percentage of Level E and above academics who are female from 19.3 per cent in 2015 to 24.4 per cent in 2019. The number of full-time and part-time Indigenous staff overall has also risen, from 50 in 2015 to 89 in 2019.

**AWEI Silver Employer Award**

Following an annual audit of all LGBTIAQ+ inclusion work undertaken in the previous year, UQ was awarded Silver Employer status in the Australian Workplace Equality Index (AWEI), a national LGBTIAQ+ inclusion benchmarking process led by Pride in Diversity. As well as hosting several events to raise awareness of LGBTIAQ+ days of significance, UQ ran Ally workshops, trained senior managers on LGBTIAQ+ inclusion, and refined several organisational policies and procedures to be more inclusive of UQ’s sex, gender and sexuality diverse communities, including the UQ Guide to gender affirmation in the workplace and UQ Guide to inclusive language documents. In addition, the UQ Ally Network grew from 170 in August 2018 to 476 over the course of 2019, and now represents roughly seven per cent of the UQ staff cohort.

**Child care**

A new 106-place childcare centre on the St Lucia campus opened in September 2019, replacing the existing 72-place Playhouse centre. It also provides Outside School Hours Care and Vacation Care facilities for 60 children—a first for UQ. UQ has now completed three new childcare centres since 2012.

**Gender equity in STEMM**

UQ received the Athena SWAN Institutional Bronze Award in September as part of the Science in Australia Gender Equity (SAGE) initiative. A range of activities aimed to improve gender equity and implement the SAGE Action Plan at UQ in 2019. This has included the establishment of a UQ Gender Steering Committee, made up of 23 members who reflect UQ's diversity. The Institute of Molecular Bioscience ensured a 50:50 male/female ratio for Group Leader position interviewees. The Queensland Brain Institute (QBI) established an Equity and Diversity Committee to consider initiatives such as child-friendly meeting spaces and times, structured mentorship programs, carer’s budget, mobility grants, 'independence fellowships', grant-writing support, and increasing the proportion of females participating in QBI events.

(picture of UQ staff at Fulbright Scholar award ceremony)

### **4.3 Invest in the capacity of our research workforce by prioritising the development of our high-performing early-career and middle-career academics.**

**Researcher development program**

Alongside existing professional development and training offerings, 2019 initiatives included:

* a series of workshops on Reproducibility and Responsible Research Conduct
* funded career training for 50 UQ early- career academics through the Postdoc Career Success program
* the UQ Early and Mid-Career Researchers Committee delivered events that recognised research achievements, facilitated network building, and drove engagement with university leadership. The committee also launched a career development support Roadmap and Action Plan for 2019–2021.

**Internal research schemes**

The University continued to build research capacity and capability through investing in a range of internal research support schemes, including:

* UQ Laureate Fellowships Scheme: which was established to leverage investment and incentivise continued commitment towards attracting Australian Laureate Fellowships
* UQ Early Career Researcher Grants Scheme: which encouraged research by new members of staff, provided limited seed funding as a means of generating external research support, and supported high-quality projects of modest financial cost from early-career researchers
* UQ Foundation Research Excellence Awards: which recognised demonstrated excellence and promise of future success in research and the leadership potential of individual young researchers.
* One UQ Research Infrastructure Investment Scheme: which supported the strategic acquisition of research infrastructure
* UQ Amplify and Amplify Women's Academic Research Equity (AWARE): which proactively supported the recruitment, retention and career development of externally funded early- and mid-career fellows through providing fixed-term contracts and lessening the impact of parental leave
* UQ's Student Employability Centre's Summer and Winter Research Programs, which supported 591 undergraduate students to gain valuable research experience alongside UQ academics.

### **4.4 Improve the mechanisms for assessing, developing, recognising, rewarding and improving high performance among academic and professional staff, with a focus on performance in areas of strategic importance.**

**People, Planning, Performance (P3)**

UQ’s current Strategic Plan commits the University to developing and improving academic staff performance. To achieve this objective, the P3 project has developed Individual Activity Profiles for academic staff. With the first data release (May) academic staff were invited to reflect on their performance across a range of indicators associated with research, HDR supervision, teaching and learning contributions, and grants. The second release (October), included new datasets in both teaching (course coordination) and research (collaboration networks) domains. It was also communicated to staff that from 2020 there will be an expectation that colleagues refer to their Profiles in appraisals and other performance conversations.**Fellowships**

In 2019, two UQ staff members were elected as Fellows of the Australian Academy of Science (AAS), four to the Academy of Social Sciences in Australia (ASSA), two to the Australian Academy of Technology and Engineering (ATSE), one to the Australian Academy of the Humanities (AAH) and four to the Australian Academy of Health and Medical Sciences (AAHMS). At present, 189 UQ staff (including honorary and adjunct appointments) and emeritus professors are Fellows of Australia’s five learned academies: AAS, AAHMS, ASSA, ATSE and AAH.

**HEA Fellowships**

In 2019, the HEA@UQ Accredited program was reviewed by the governing body, Advance HE. This milestone was required for ongoing accreditation. Following the review, a change to UQ governance arrangements was approved to reduce the time between assessment of an application and award of a fellowship and to align UQ governance processes with arrangements at other universities. HEA Fellowship provides a measure of success in teaching that is recognised internationally. Since joining the HEA Fellowship program in 2017, UQ has now accredited more than 270 HEA Fellows.**Secondments, sabbaticals and awards**

A number of units within the University arranged for staff to participate in industry secondments—including with the Department of Natural Resources, Mines and Energy—or invited international academics to enjoy sabbaticals at UQ to pass on expertise. Visitors came from the University of Eastern Finland and the European Centre for International Political Economy, among others. The Faculty of Business, Economics and Law launched a new research awards scheme in September.

**Focus on Institute staff**

Following the release of a service framework for staff in the Queensland Brain Institute, Institute for Molecular Bioscience and the Australian Institute for Bioengineering and Nanotechnology, all unit heads and floor managers attended mental health first aid courses to boost their resilience. This was the first in a series of training workshops to develop professional and managerial skills.

### **4.5 Significantly increase the representation of students from under-represented backgrounds, including those from rural, regional and interstate locations as well as those facing socio-economic disadvantage.**

**Scholarships**

For many talented students, the cost of attending university prevents them from pursuing their higher education goals. To inspire donors to support these aspiring students needing to transform their lives, UQ is investing $15 million to match donations over $50,000, dollar for dollar, when directed towards the creation of a needs-based endowed scholarship.

The UQ Young Achievers Program celebrated its 11th year of operation in 2019 and in December welcomed its 125th graduate from UQ. The program has welcomed more than 1200 students since 2009, 300 of whom are studying at UQ and a further 250 in the at-school component of the program. 50 UQ students are recruited every year as voluntary mentors to support Young Achievers through the program. Through the generous support of donors, each Young Achiever student receives a $7000 per year scholarship for up to four years during their studies at UQ. QTAC and college application fees are also paid. Atira Student Living generously sponsored many Young Achievers by providing both discounted and complimentary accommodation places, and many residential colleges provided part-funded accommodation grants. Young Achievers is open to 55 state schools, most of which are located in regional and remote locations of Queensland, and all students are either financially disadvantaged, are first in family, or identify as Indigenous or from the Torres Strait.

Working in partnership with the Office of the Pro-Vice-Chancellor (Indigenous Engagement), the Graduate School continued to fund the Aboriginal and Torres Strait Islander Scholarship, seeing further growth in the PhD cohort to reach 34 (up from 12 in 2017).

**Outreach**

UQ’s Outreach and Engagement team from the Aboriginal and Torres Strait Islander Studies (ATSIS) Unit met and connected with schools, Community and state government throughout Central, North and Far North Queensland; Wide Bay Burnett; and the Darling Downs regions to promote opportunities at UQ and the ATSIS Unit services and outreach and engagement programs, including InspireU. The Student Services team in the ATSIS Unit continues to connect, build relationships and work with Community to promote study opportunities at UQ, and administers the Admissions Pathways program for Aboriginal and Torres Strait Islander applicants seeking entry to undergraduate programs or the Doctor of Medicine. UQ provides a range of scholarship opportunities for Indigenous students to help make university experiences more affordable.

The scope of UQ’s general outreach engagement program extends to low SES, regional and remote cohorts through the Queensland Widening Participation Consortium. Consortium-coordinated school outreach activities involve UQ working with a cluster of local low SES schools, focusing on activities with Year 6–12 students including demystification and awareness-raising, on-campus experiences, curriculum enrichment, career development, and information on access, scholarships and financial support.

**InspireU**

Now in its sixth year of operation, InspireU is a tertiary aspiration-building program for Aboriginal and Torres Strait Islander secondary school students. The program involves a series of residential camps themed around the professional disciplines of Engineering, STEM, Health Sciences, Business, Law and Education, and has had more than 600 participants since its inception. In 2019, four camps were held for 68 participants.

**Student retention and success**

In 2019, UQ re-articulated its student retention initiatives through the UQ Student Retention and Success Strategy 2019-2021. Drawing from both the Teaching and Learning Plan and the Student Life Plan, the strategy brings the addition of an Early Recognition System to help students at risk of attrition. **4.6 Attract and develop a high-achieving cohort of students through enriched learning and personal development experiences.**

**Ventures**

Following the launch of UQ's *Entrepreneurship Strategy 2018–2022*, Ventures was introduced in March to bring together UQ’s entrepreneurship initiatives including Idea Hub (Grow your idea), the Startup Academy (Test the market) and ilab (Make it a reality).

Ventures provides extracurricular programs, networking opportunities, 24/7 secure space, and mentoring to enable students to think and act like entrepreneurs – from idea generation through to market validation, and from launching a startup or social enterprise to scaling it up. Highlights include the Startup Adventures program, which provides a unique experience for UQ students to be based at some of the world's leading startup hotspots­—including Shanghai, Tel Aviv, San Francisco and Singapore—and also, the ilab accelerator program, which provides intensive support for entrepreneurs to grow a startup or social enterprise, including equity-free grants, seminars, tailored mentoring and introductions to investors.

UQ's Chief Student Entrepreneur and Ventures entrepreneurs-in-residence are available to provide support, and a wide range of hackathons, competitions and challenges are held throughout the year. Ventures programs support the next generation of entrepreneurs to challenge convention and thrive through times of change, either within existing organisations, or in the creation of new ones.

**Western Civilisation**

A Memorandum of Understanding and a philanthropic agreement were signed with the Ramsay Centre for Western Civilisation in August, enabling a major in Western Civilisation to be introduced in two programs, specialist staff to be appointed, and a range of new student scholarships to be offered.

(pictures of sports scholarship winner, Ventures market day stall, and signing of Memorandum of Understanding with Ramsay Centre for Western Civilisation)

# **Review of activities**

# **5. Building an agile, responsive and efficient university operation**

### UQ is committed to ensuring that our operations and professional services are responsive to the needs of the University, built on a One UQ approach that drives service improvements and creates efficiencies—particularly in the student administration area. Streamlining and automating business processes, and building professional, advisory and technical skills in our workforce are key priorities.

**5.1 Proactively build the capacity and capability of our workforce to achieve our strategic goals. Enhancing UQ policies and procedures**

With the aim of better governance and improved discipline on strategic and operational matters, by year's end the majority of UQ governance policies and a significant number of operational and research policies had been reviewed and updated to enable clarity of objectives, roles, responsibilities and accountabilities. This review also extended to teaching and learning policies as part of the Program Architecture 2 Project.

**Conflict of Interest**

At UQ, we are committed to upholding the highest ethical standards in relation to integrity, transparency and accountability.

In accordance with these values, in 2019 the University built and successfully piloted a Conflict of Interest online disclosure tool that staff will be required to complete in early 2020. The new policy and procedures enable supervisors to have a clear line of sight to effectively manage one of the University’s significant risks. Work is now being done to further develop the tool to cover secondary employment and sensitive research. An effective disclosure and management of interest framework will benefit staff and the University in aligning individual choices with the public good.

**Code for responsible conduct of research**

UQ conducted a major review of internal policy and procedures to align its Responsible Conduct of Research Policy, and associated procedures, with the 2018 Australian Code for the Responsible Conduct of Research and its accompanying investigation guide.

**Class timetabling**

In 2019, Allocate+ (used in more than 20 universities across Australia and New Zealand) was selected to replace UQ's existing Class Sign-on functionality. A decision was also made to switch to a preference-based allocation model for class sign-on, moving away from the existing ‘first-in-first-served’ model. To accommodate Allocate+ and the new allocation model, current structures and processes will be reviewed. The replacement system should improve the student experience significantly.

### **5.2 Enhance IT governance to ensure that UQ’s information technology aligns with the University’s strategy and priorities, appropriately considers risk and provides maximum value.**

**IT governance**

During the year, Information Technology (IT) governance at UQ was enhanced through:

* the development of key Enterprise Architecture Services and the IT Change Management Framework: both will support IT investment initiatives in delivering identified benefits
* the identification of key IT investment portfolios supported by a strategic vision that aligns to UQ priorities, and an investment roadmap that will deliver on the IT Strategy
* the publication of new IT Policies and Procedures, including the identification of UQ’s Information Stewards and Custodians: the new policies and procedures will reduce UQ’s risk position and ensure UQ is able to leverage its information assets for value creation
* further development of IT project management practices with the inclusion of new tools and templates. UQ created and hosted project manager forums providing valuable learnings for all attendees, as well as having more than 60 project managers attend the new formal IT project manager induction training that will help ensure best practice is being applied to all IT projects at the University
* the 2019 Cyber Security Improvement Program, which delivered the following controls and artefacts that have reduced UQ’s risk position to cyber threats:
* cyber security awareness and training
* multi-factor authentication for all UQ employees
* a computer hard drive encryption proof of concept and subsequent rollout
* an endpoint security upgrade
* the commencement of new firewalls (to be completed in 2020)
* the commencement of a new data protection capability (to be completed in 2020)
* security incident event monitoring
* a software application security assessment and enhancements to the application security standard
* enhancements to the Cyber Security Framework including:
  + a Cyber Security Travel Standard
  + a Network Controls Standard
  + a Secure Software Development Standard
  + third-party risk management.

Vice-Chancellor and President Peter Høj, AC was a member of the federal government’s University Foreign Interference Taskforce Steering Group and Chief Information Office Rob Moffatt, AM was on its Cybersecurity Working Group.

### **5.3 Simplify, streamline, standardise and automate administrative process and work flows across the University.**

**Accounts payable and accounts receivable automation (APARA)**

The APARA project’s primary objective is to centralise, standardise, streamline and automate Accounts Payable and Accounts Receivable processes at UQ. In 2019, an optical character recognition (OCR) system was implemented, which enabled automatic invoice payments and an opportunity to future streamline and improve business processes. Work is now focused on optimising and resolving operational issues in order to leverage the benefits of this new technology platform.

**Contract and grants financial management**

Following recommendations made to improve the more than 35 processes involved in contract research and grants financial management, a new streamlined process went live on 1 July 2019. The new process complements the new Research budget management system, MyBalance, implemented in late 2018. Work is also well underway to review the policies, procedures and related processes for consultancies and secondary employment.

**HR transformation**

Human Resources is currently redesigning how it supports UQ, with the aim of making it easier to find HR information online, and to find the right person to talk to at the right time. In addition, staff prepared for the 2020 implementation of a world-class HR system, Human Capital Management Solution (HCMS), that will support all aspects of the employee life cycle. HCMS will replace manual or paper-based activities with simplified and automated workflows for quicker and more consistent service delivery. Other benefits expected include:

simplified business processing and authorisations; reduced manual processes with minimal duplication; an easily accessible, improved user interface; and a comprehensive, single and accurate view of employees

high-quality, trusted data supplied in real time

support for a high-performance culture and future growth, promoting a diverse culture and enabling employees to take control of their career pathways through consistency of recruitment, on-boarding and staff development, and direct access for individuals and leaders to the right information to perform in their role.

**Research Management Business Transformation program**

The Research Management Business Transformation program is an interconnected set of initiatives enabling UQ to retain and build on its competitive positioning in research and research training into the next decade. This is a long-term initiative spanning eight major business functions­—HDR training, research partnerships, research funding management, research ethics and compliance, research integrity, research infrastructure, research data management, and research performance monitoring.

In 2019, the Non-Traditional Research Outputs project, Candidature Management System project, ORCID project and the Impact Tracker pilot were completed, with benefits realisation underway. Ongoing projects include Digital Research Notebooks, Research Infrastructure Management System, Research Management System, Research Data Manager, and Policy Review.**5.4 Review our delivery model for student services and administration to maximise effectiveness and efficiency and enhance the student experience. Location analytics**

Following the guidelines set by the Space Optimisation Working Group, a set of tools and dashboards was created to better manage the use of the University's physical spaces. To date, the dashboards, mainly focused on teaching spaces, have been well received and continue to improve accuracy and extend into other space types such as laboratory use. This tied in with the new Space Management Policy that was drafted during the year and which is currently in consultation phase. Its aim is to develop and implement best practice office space policy.

**UQ Spaces**

UQ Spaces, an online app designed to help students find study spaces near them or their next class, began development phase mid-year. Students were asked to try the prototype and to give feedback on its look, feel and usability.

**Student administration**

The UniTask student administration project continued to make progress in enhancing business processes for students. To December 2019, the project team had delivered 18 digitised forms (15 processes and three processes with multiple versions) and 14 significant system enhancements, including Extension of Assessment Due Date, Extend Studies and New Confirmation of Enrolment, Removal of Financial Liability, Student Fee Refund, and Change of Personal Details. More than 62,000 student submissions have been received.

(table showing proportion of staff who agree there is good communication across all sections of UQ and proportion of staff who agree there is cooperation between different sections of UQ, followed by picture of students trying out the new UQ Spaces app)

# **Review of activities**

# **6. Diversifying our income streams and managing our resources to establish a sustainable financial base**

### Competing in a world market where government funding is declining in relative terms, UQ needs to achieve a more sustainable financial base to pursue our strategic agenda. We are doing this by opening up more places for international students, increasing non-government research funding from industry and international sources, boosting income from philanthropy, and improving our management of costs with a stable financial budget.

(table showing proportion of international students from a single source country; philanthropic income 2013–2020 aligned with Not if, when campaign; and UQ financial performance)

### **6.1 Increase our international student revenue.**

**Lead acquisition for diversity**

A digital strategy aimed at improving UQ’s acquisition of prospective international students through targeted digital marketing campaigns progressed through its second year of implementation in 2019. This three-year strategy will see increased campaign activity in key diversity markets and is aimed at raising brand awareness of UQ and its programs, particularly in Singapore and Canada in 2019 and Vietnam and Indonesia in 2020. It also aims to generate prospective student leads for nurturing through to enrolment, with a shorter lead time from enquiry to application. The campaigns promoted a diverse range of programs to spread the international student enrolment base across different study areas.

**International students**

UQ continues to pursue our long-term priorities of growing diversity markets and programs. Our commitment to India further developed with inroads being made on increasing UQ’s brand reputation and attracting high quality students. The India-based team, supported by the Brisbane office, is delivering on the India Strategy implementation plan and was supported with a high-level delegation in September 2019.

South East Asia continued to be a high-priority market for attracting international students. Highlights for 2019 included UQ 'Open Days' and targeted faculty-specific development activities. A strong focus of sustaining the China market was on increasing our social media presence and developing digital communication channels. In 2019, UQ ranked number one in audience engagement of all Australian universities on Weibo and we increased our WeChat followers by 46 per cent.

In December, the first UQ Scholarship Strategy, led by the Deputy Vice-Chancellor (External Engagement) was approved. The strategy is comprehensive with one of the focuses being on international student recruitment. Phase 1 of the strategy will commence in 2020.

**6.2 Increase research funding from industry.** **New opportunities**

UQ is currently exploring sector-focused partnerships at scale, pursuing partnerships that span multiple faculties and institutes, and aiming to host another major industry partner on campus. In 2019, work was ongoing in developing partnerships with Stanwell, Field Orthopaedics, Siemens, Cisco, Telstra, Newcrest, ANSTO and other partners. The partnership with IITD solidified and other opportunities are emerging. Formal agreements with national research agencies were also put in place, particularly with the CSIRO, Queensland Government, and Defence Science and Technology. The CSRM Social Aspects of Mine Closure Consortium was established and attracted six industry partners. Opportunities to boost the Centre for Water in the Minerals Industry were also identified.

### **6.3 Increase research funding from international sources.**

**Enhancing capability and performance in international research funding**

Following the establishment in 2018 of a specialist team within the Office of Sponsored Research to focus on international competitive funding in response to the fluctuations in the competitive research income stream, work continued with a US consultancy firm, submitting a US negotiated rate proposal, broadening UQ’s submissions to US agencies and developing enhanced researcher training programs.

### **6.4 Build philanthropic support through a dedicated campaign.**

**Giving Day**

UQ’s first Giving Day took place on 23 October, bringing together 1395 donors—more than half of whom were first-time donors. The day served as a clear demonstration of the goodwill of the University community, who together more than doubled the $1 million goal to raise $2.176 million in support of student scholarships, research programs and innovation in teaching and learning. Following this success, in 2020 the University will hold its second Giving Day with a renewed focus towards building on our international network of alumni and community members.

**Philanthropic support**

Progress was made against all initiative targets for the Not If, When – The Campaign to Create Change philanthropic campaign, with $108,526,467 raised over the course of the year. The target was $60 million. Although the $500 million threshold has now been met, the campaign will continue until the end of 2020 to support UQ's many important causes, particularly for needs-based scholarships. Significant gifts to the campaign in 2019 included the Ramsay Centre for Western Civilisation, and support for research into stroke, Motor Neurone Disease (MND) and scholarships.

**6.5 Manage our resources through a capital asset plan and sustainable budgeting. UQ Solar Farm**

Construction of the 64 megawatt Warwick Solar Farm project progressed well during the year with lead contractor Lendlease achieving mechanical completion in October 2019—a milestone that represents the installation of all plant and equipment including trackers, panels and inverters. This included more than 31,000 piles across the 150 hectare site, as well as almost 2500 single-axis trackers (rows) and more than 204,000 solar panels, plus 220 kilometres of underground and 300 kilometres of above-ground electrical cabling. The project remains on track to begin generation in the first quarter of 2020.

**UQ Unwrapped**

The University stopped more than 100,000 plastic items per month from going to landfill through an initiative targeting single-use plastic on campus. An Australian university first, UQ Unwrapped is reducing the University's 'plastic footprint' by encouraging UQ retailers, events and markets to adopt reusable or compostable alternatives. As well as collecting several tonnes of organic waste to become rich compost, the initiative included the installation of drink container refund bins—with money generated being allocated to the Student Green Fund­—and the rollout of Green Caffeen, a 'swap and go' coffee cup service. Staff desk bins were also removed, saving 500,000 plastic bin liners each year. The impact of this last initiative alone resulted in the University's recycling rate almost tripling from 10 per cent in 2018 to 27 per cent in 2019.**Student admissions**

In order to mitigate the anticipated reduction in demand among domestic students for an undergraduate university place in 2020—as a result of the 28 per cent drop in Year 12 school leavers in 2019—an integrated marketing and recruitment strategy was implemented to coordinate all efforts across the University. The results of this concerted effort were pleasing, with UQ increasing its overall market share—driven largely by an increase in market share among both Queensland and interstate school leavers.

Discussions continued around the future of pathways programs, and the operating models for UQ College and the Institute of Continuing and TESOL Education.

**Major procurement contracts**

UQ’s procurement strategy was revised during the year, with a Procurement Strategic Plan for 2019–2022 nearing completion and the Procurement Operating Model clearly articulated. The Procurement Policy framework was reviewed and enhanced to enable increased focus on strategic procurement and value for money, better governance and risk management, as well as process efficiency.

**UQP online sales platform**

UQP developed a new website to connect diverse Australian communities with award-winning stories, including works from Aboriginal and Torres Strait Islander authors and emerging writers, across multiple genres. The website is due to be launched in the first quarter of 2020.

**UQ art collection conservation**

In 2018, the UQ Art Museum began a comprehensive conservation assessment of UQ's art collection, currently valued at $50 million and rising. Several major works were identified as needing conservation and some storage areas were noted as requiring improvements. In 2019, the most at-risk projects were conserved, including a mural by Arthur Murch in St Lucia's Forgan Smith tower and several works on paper and canvas. Assuming the supply of philanthropic funding and the availability of specialist conservators, work is planned to continue in 2020.

# **Summary of Human resources**

### We fuel success through a positive and supportive culture that attracts and retains high-quality staff in diverse, inclusive, welcoming, safe and progressive workplaces. We design engaging learning experiences and recognise high performance and innovation; and we endorse sound business decisions and streamlined processes that incorporate change management knowledge and capability across the business.

## **University staff**

### **Recruitment and selection**

UQ externally advertised 1570 jobs for 2019 and placed 518 academic and 1191 professional staff positions, along with an additional 556 direct appointments. The University received 48,653 applications. The primary medium for recruitment was the *UQ Jobs* e-recruitment website, with several externally hosted recruitment websites also used extensively, particularly SEEK, UniJobs and Global Academy Jobs. From 31 March 2018 to 31 March 2019, the University’s continuing and fixed-term workforce increased to 6962 FTE, with a retention rate of 95.76 per cent and a separation rate of 4.24 per cent for 'continuing' staff members.

All new recruits were invited to attend a formal induction program in addition to on-the-job orientation.

The Aboriginal and Torres Strait Islander Employment Strategy continued to be widely promoted by Human Resources. In 2019, ten trainees were recruited into the Indigenous Traineeship Program. From the 2018 program, four of the eight were retained post-traineeship. 2019 also saw the launch of the new Vice-Chancellor's Indigenous Graduate Program, recruiting six graduates.

(table showing University staffing FTE by function as at 31 March 2019)

### **Remuneration and benefits**

In the 2018/19 financial year, more than 20,000 ATO Income Statements were issued via the ATO's new Single Touch Payroll – MyGov system, with overall payroll, superannuation, payroll tax and ATO outgoings of just over $1 billion.

### **Academic promotions**

During the year, 180 academic staff members were promoted, comprising 39 promotions to Level B, 58 to Level C, 53 to Level D and 30 to Level E.

### **Staff support**

Our Workplace Psychologist continued to provide general assistance, referrals and case management support to staff members with, or at risk of having, mental health issues. Where possible, assistance was also provided in managing the rehabilitation and return to work of staff with non-mental health injury or illness (not covered by a work injury management claim). Approximately 120 staff were assisted in 2019, with 57 being case-managed via rehabilitation and return-to-work activities, short-term assistance in responding to work and personal issues, and crisis management.

The Employee Assistance Program counselling services (provided by Best You by Benestar) continued to be well accessed, increasing from 6.9 per cent in December 2018 to 9.4 per cent in October 2019. This 2.5 per cent increase represents higher proactive early help-seeking by staff, protecting their mental health and promoting wellbeing. UQ's usage remained above the 'Education' industry rate of 2.7 per cent as at December 2018. The main presenting issues were mental health and personal relationships, mainly for personal rather than work-related reasons.

The University’s accredited Mental Health First Aid program continued in 2019, with 18 courses offered at St Lucia and Gatton. During 2019, 330 staff completed Mental Health First Aid Accreditations, with 290 staff completing the two-day standard accreditation and 40 completing the three-yearly accreditation refresher.

A Mental Health Strategy coordinator commenced mid-year to implement staff-related initiatives aligned with the UQ Mental Health Strategy 2018–2020. Designed to enhance the mental health and wellbeing of both staff and students, the strategy outlines six key framework areas, ranging from policy and planning, mental health awareness, early intervention, supporting recovery staff with mental health concerns and ill health, and crisis management. A staff action plan was developed to enhance all six areas of the strategy, and initial delivery focused on benchmarking and the promotion of national mental health awareness campaigns, including the inaugural UQ Mental Health Symposium, World Mental Health Day, Safe Work Month, Mental Health Awareness Week, and R U OK? Day—collectively attracting 1800 staff participants.

### **Organisational and leadership development**

In line with UQ’s *Strategic Plan 2018–2021*, a strong focus was placed on enhancing leadership and career development, including the Early-Career Academic Development program and workshop for program alumni. The Career Progression for Women and Career Advancement for Senior Academic Women programs continued to support our academic women to gain promotion. Of the past participants in the Career Progression for Women program, nine applied for promotion to level D in 2019 and eight were successful, and from the Career Advancement for Senior Academic Women program, five participants applied for professorial promotion with all achieving promotion to level E in 2019.

The suite of leadership development programs continued to be well attended, with more than 82 participants ranging from HEW3 to heads of schools—including 20 senior leaders—in the Leading UQ program.

Overall, the Staff Development Program coordinated the delivery of 781 courses to 7859 University staff and affiliates in 2019. These programs were largely driven by strategic priorities, with the notable introduction of Project Management at UQ, which was launched in recognition of a large but previously unconnected project management community. There has been an increasing appetite for mental health training courses and diversity-related programs such as the UQ Ally training.

Support was also provided to teams across the University to facilitate strategic planning, promote team culture development, and work through organisational change.

### **UQ Awards for Excellence**

For five consecutive years, the University has hosted an annual UQ Awards for Excellence program, with nominations steadily increasing each year. In 2019, 412 staff members were nominated for individual and team nominations. Across the five categories, 121 staff members received an award or commendation (six team and four individual winners, 10 team and 11 individual commendations). In 2019, two categories were strengthened to align with the University’s strategic priorities—the UQ Award for Excellence in Community, Diversity and Inclusion, and the UQ Award for Excellence in Mental and Physical Health, Safety and Wellness. By acknowledging and celebrating the achievements and behaviours of staff across all levels of the University, regardless of position, the Awards reflect and support UQ's values.

### **Workplace relations**

The Workplace Relations team continued to deliver and provide significant and strategic advice, representation and advocacy during 2019 on a range of matters predominantly relating to organisational change and restructuring, business transfers, performance and conduct. In addition, the team continued to provide general workplace relations advice, internal consultancy services, and advocacy before external tribunals and courts on a range of employment issues and matters.

Workplace Relations continued to support the implementation of UQ’s new 2018–2021 Enterprise Agreement, which came into effect on 19 March 2019 and sets out the conditions and entitlements relevant to the employment of staff covered by the Agreement. Several education sessions were delivered to UQ staff about key changes in the new Agreement.

Workplace Relations also continued to support the work of the Human Resources Policy and Strategy team in streamlining and enhancing all existing HR policies and procedures; and provided supporting tools and templates to enable the development of new high-quality, principle-based policies and procedures.

### **HR policy review**

In accordance with the requirement of the Streamlining and Enhancing Policies and Procedures (SEPP) Program Management Plan, in 2019 Human Resources reviewed more than 160 documents in the Policy and Procedure Library (PPL). During this process, several policies were simplified and streamlined. This work is well advanced and the consultation and approval stages will commence in 2020.

### **Workplace diversity and inclusion**

In 2019, the Workplace Diversity and Inclusion team delivered several strategies and plans in support of the University's stated diversity and inclusion goals, including the SAGE Pilot of Athena SWAN Gender Action Plan, Disability Action Plan, Aboriginal and Torres Strait Islander Employment Strategy, Ally Action Plan, and overarching inclusion framework. Programs initiated in 2019 included the Vice-Chancellor's Aboriginal and Torres Strait Islander Graduate Program, *Unconscious Bias* online training, the Warm Welcome Program, as well as initiatives to support Culturally and Linguistically Diverse staff. Some existing programs were refreshed in 2019, including the *Promoting Women's Fellowship* scheme, Indigenous Trainee Scheme, and *Vision Australia* trainee program; and the WDI Team also delivered a range of new staff development offerings, including Managing Diverse Teams, Disability Inclusion workshops and Unconscious Bias facilitator training.

The University continued to support the Promoting Women Fellowships, which have demonstrated improved promotion outcomes for attendees in terms of timeframes for promotion and success rates.

UQ was once again deemed compliant with the *Workplace Gender Equality Act 2012* after submitting the 2018/19 report.

The University continued to provide more opportunities for Aboriginal and Torres Strait Islander peoples and to make UQ a safe, culturally embracing environment. 2019 data shows that the number of Aboriginal and Torres Strait islander staff at UQ has doubled since 2017; and this upward trajectory should continue in 2020. This success has been enabled by strong leadership and advocacy, targeted employment pathways, a strengthened Indigenous Staff network and delivery of UQ’s Reconciliation Action Plan.

Excellent progress was made in the area of disability employment, with achievements including the establishment of a Disability Inclusion Group; new training addressing disability inclusion; improved accessibility of UQ systems; and improved guidance to support recruitment, selection and onboarding processes for people with disability. A new travel fund to support staff with disability was also launched in November 2019.

**SAGE Pilot of Athena SWAN**

UQ received the Athena SWAN Institutional Bronze Award in September as part of the Science in Australia Gender Equity, a national program promoting gender equity and gender diversity in science, technology, engineering, mathematics and medicine (STEMM). The award required the University to collect and analyse data to determine barriers and challenges impacting women’s STEMM careers and develop an Action Plan to mitigate or remove the known barriers. Targeting multiple career stages, the Plan focuses on increasing diverse women’s representation in leadership roles and addressing the gender pay gap. It also aims to improve the retention of mid-career researchers, enhance support for early- career academics, and increase the number of Aboriginal and Torres Strait Islander women STEMM academics.

### **Voice survey**

UQ’s fourth all-staff engagement survey was launched in April 2019 in conjunction with our external provider, the Voice Project. The survey achieved an excellent 72 per cent response rate, eclipsing 2015's rate of 65 per cent and topping the average response rates for both Go8 universities (63 per cent) and all Australian universities (69 per cent). Relative to 2015, the University’s performance improved in 21 of the categories measured, remained steady in five and dropped in 13. Overall focus areas identified for action across the University included Cross unit cooperation and Change. Action planning at both the University and local level is ongoing.

### **HR staff training and support**

Human Resources (HR) staff continued to be regularly updated and trained throughout 2019, with HR systems and procedures continuously enhanced to improve service delivery and client experience. A new page was created on the HR SharePoint site to support training requirements for HR staff and included a training calendar for upcoming HR systems training, training materials, HR communication emails, and quick-tip emails.

The HR systems, Aurion (HR information system) and UQ Jobs (recruitment system), were upgraded and refreshed during 2019, necessitating training for new HR staff, and refresher training for existing HR staff. Email quick tips on efficient use of Aurion and UQ jobs were periodically distributed and made available on HR SharePoint.

The HR Client Services team began releasing Aurion workforce reports for supervisors and managers through the employee self-service portal (MyAurion) to facilitate leave, payroll and HR insights about direct-reporting staff— based on real-time live data from Aurion.

The Systems Training Hub was upgraded to move the training web-portal from a superseded 'Drupal' module to the new information hierarchy module ‘Compendium’, making it consistent with the University’s Current Staff website and enhancing its functionality to help staff achieve more.

### **Work/life balance**

The UQ Wellness Program, part of the Health, Safety and Wellness Division, facilitates events, activities and services to support and promote staff health and wellbeing across the key areas of psychological wellbeing, physical health, lifestyle factors and UQ community engagement. This continued in 2019 with:

**Modifiable risk factor clinics**

More than 1560 staff participated in a range of health check clinics to receive education and early intervention for modifiable health risks, such as heart and skin health. Thirty-five were referred to their GP for further assessment.

**Staff influenza vaccination program**

Staff flu program participation increased by approximately 12 per cent in 2019, with 5700 staff members receiving the vaccination (compared to 5037 in 2018). A comprehensive evaluation of the annual on-site program confirmed that staff value this service highly.

**UQ Wellness and UQ Healthy Living pilot**

A holistic health and wellbeing pilot program for those aged 55 and over was again offered in 2019, providing a comprehensive interprofessional health and wellness assessment with individualised action plans and reviews to the more than 60 staff members who participated.

**Fitness Passport**

To encourage staff to engage in regular exercise, the UQ Fitness Passport program provides an opportunity for staff and their immediate families to attend a range of health facilities for one cost-effective fee. Membership increased by 11 per cent from January to November 2019, with 1550 membership cards now in circulation.

Australasian University Health Challenge Twelve universities across Australia and New Zealand participated in the inaugural six-week walking challenge, which attracted more than 2100 participants and was proposed and coordinated by UQ Wellness.

**UQ 21-day Wellness Challenge**

Based on the principles of positive psychology, a 21-day 'challenge' to promote physical, social and emotional wellbeing was conducted in 2019. A popular initiative, more than 800 staff and students participated. Evaluation showed that the challenge helps participants make ongoing and sustainable health behaviour changes to enhance wellbeing.

**Health and wellbeing seminars**

UQ Wellness provides a broad range of health and wellbeing seminars annually. Focus areas include resilience, financial wellbeing, parenting, burnout/stress, sleep, work/life balance, healthy communication, self-care and nutrition. Seminars and workshops in alternative areas of wellbeing with proven positive impacts on stress, relaxation and morale were also provided, and included Laughter yoga, African drumming and Unplugged (device-free relaxation).

**Mind-body programs**

Ongoing 'mind-body' classes, including yoga, pilates and tai chi, continued to be popular—with consistent participation of approximately 200 people across the classes.

**Psychosocial risk management**

A range of resources was produced, including training modules in the areas of:

* managing compassion fatigue (primarily aimed at staff working with animals)
* psychosocial hazards
* occupational violence and aggression
* meeting toolbox talks in the areas of wellbeing and psychological safety
* leadership.

(picture showing woman using gym equipment)

# **Our governance**

## **University governing body**

The governing body of the University is the Senate, as constituted by the University of Queensland Act 1998. Senate has 22 members, comprising official members, appointed members, elected members and additional members.

Members serve a four-year term, except student members who serve for two years. The 34th Senate began its term on 1 January 2018 and will expire on 31 December 2021. Senate met seven times during 2019. Student member Ziggy Turner commenced on 25 February, filling the casual vacancy created by the resignation of Zachary Taylor in October 2018. Kathy Hirschfeld, AM and Dr Zelle Hodge, AM resigned from Senate with effect from 31 December 2019.

The University complies with the Voluntary Code of Best Practice for the Governance of Australian Public Universities.

### **Senate achievements**

In 2019, UQ Senate:

* under the Seal of the University, conferred 14,871 awards to 13,687 students—including 764 PhD candidates
* unanimously agreed to appoint Professor Deborah Terry, AO as the University’s Vice-Chancellor and President from 1 August 2020, in terms of Section 32 of the *University of Queensland Act 1998*
* established a UQ Freedom of Speech Implementation Group to consider how best to implement the Model Code for the Protection of Freedom of Speech and Academic Freedom in Australian Higher Education Providers
* approved a business case for the Student Residence program
* approved a business case for the Health and Recreation Centre program
* approved a business case for the Human Capital Management Solution program
* approved a proposal for a CBD campus
* invited one nominee to receive a Gatton Gold Medal.

### **Financial reporting**

The financial statements are general purpose financial reports prepared in accordance with prescribed requirements. UQ is a statutory body and is audited by the Queensland Audit Office.

See also: uq.edu.au/about/year-ended-december-31-2019.

(picture of UQ Senate members)

### **Senate membership**

**Official members**

Chancellor Peter N Varghese, AO, BA (Hons), H.DLitt Qld (leads the University’s governing body, the Senate)

Vice-Chancellor and President, Professor Peter Høj, AC, MSc, PhD Copenhagen, DUniv (Honoris Causa) Copenhagen, Adelaide and S.Aust, FTSE, FNAI (US)

President of the Academic Board, Professor Peter Adams, BSc (Hons), BComm, PhD Qld

**Members appointed by the Governor-In-Council**Timothy B Crommelin, BCom Qld, AdvMgmtProg Hawaii, FSIAJulieanne Alroe, BEc Qld, GAICDPhilip Hennessy, AO, BBusAcc QUT Dr Zelle Hodge, AM, MBBS Qld, FRACGP, FAMA, FAICD (resigned 31 December 2019)

Jamie Merrick, BA, MSc

Grant Murdoch, BCom, MCom Cant, FCA, FAICD

Dr Sally Pitkin, LLB, LLM QUT, PhD Qld

Cecile Wake, BEcon, LLB (Hons) Qld, ExecDevptProg Wharton

**Elected members**

One member of the Academic Board, Professor Greg Hainge, BA (Hons), MA, PhD Nott, GCELead Qld, FAHA, SFHEA

One member of the full-time or part-time academic staff of the University, Associate Professor Tony Roberts, BSc (Hons I), MComm Qld, PhD ANU, FAustMS

One member of the full-time or part-time general staff of the University, Rebecca Hurst, BA (Hons) Griffith One postgraduate student, Thomas Mackay, BSc, GCBusLead, MPH QldOne undergraduate student,

Ziggy Turner (replaced Zachary Turner 25 February 2019)

**Three (elected) graduates of the University**

Associate Professor Douglas Cavaye, MBBS Qld, FRACS

Adjunct Associate Professor Dimity Dornan, AO, DipSpTh, BSpTh PhD Qld, HonDUniv USQ, FSPAA, FTSE, CpSp, LSLS Cert AVT

Kathy Hirschfeld, AM, BE (Chem) Qld, FTSE, FIChemE, Hon FIEAust, FAICD (resigned 31 December 2019)

**Appointed by Senate**

Anne Cross, AM, BSocWk, MSocWk Qld, FAICDDeputy Chancellor Tonianne Dwyer, BJuris (Hons), LLB (Hons) UWA, GAICD (acts as Chancellor in the absence of the Chancellor, or if the office of the Chancellor is vacant) Michelle Tredenick, BSc Qld, FAICD.

(tables showing Senate remuneration and Senate meeting attendance, followed by picture of graduates attending graduation ceremony)

## **Executive management**

While the Chancellor and Deputy Chancellor lead the University Senate, the Vice-Chancellor and President is the University’s Chief Executive Officer, responsible to Senate for overall strategic planning, finance and external affairs direction.

The Vice-Chancellor\* is supported by the Senior Management Group to whom the University’s organisational units report:

* Provost and Senior Vice-President\*
* Deputy Vice-Chancellor (Academic)\*
* Deputy Vice-Chancellor (External Engagement)\*
* Deputy Vice-Chancellor (Research)\*
* Chief Operating Officer\*
* President of the Academic Board
* Pro-Vice-Chancellor
* Pro-Vice-Chancellor (Advancement)
* Pro-Vice-Chancellor (Future Students)
* Pro-Vice-Chancellor (Indigenous Engagement)
* Pro-Vice-Chancellor (Research)
* Pro-Vice-Chancellor (Research Infrastructure)
* Pro-Vice-Chancellor (Research Partnerships)
* Pro-Vice-Chancellor (Research Training) and Dean, Graduate School
* Pro-Vice-Chancellor (Teaching and Learning)
* Director, Australian Institute for Bioengineering and Nanotechnology
* Director, Institute for Molecular Bioscience
* Director, Queensland Alliance for Agriculture and Food Innovation\*\*
* Director, Queensland Brain Institute
* Director, Sustainable Minerals Institute
* Executive Dean, Faculty of Business, Economics and Law
* Executive Dean, Faculty of Engineering, Architecture and Information Technology
* Executive Dean, Faculty of Health and Behavioural Sciences
* Executive Dean, Faculty of Humanities and Social Sciences
* Executive Dean, Faculty of Medicine
* Executive Dean, Faculty of Science
* Chief Financial Officer
* Chief Human Resources Officer
* Chief Marketing and Communication Officer.

\* Members of the Vice-Chancellor’s Committee.

\*\* Member since 26 June 2019.

(picture of Vice-Chancellor’s Committee members)

**Vice-Chancellor and President**

Professor Peter Høj, AC

MSc, PhD Copenhagen, DUniv (Honoris Causa) Copenhagen, Adelaide and S.Aust, FTSE, FNAI (US)

– Chief Executive Officer (CEO), responsible to Senate for UQ’s strategic direction, performance and external affairs.

**Provost and Senior Vice-President**

Professor Aidan Byrne

BSc, MSc Auck, PhD ANU

– Standing deputy to the Vice-Chancellor and President of the University, providing leadership for the University’s overall strategic planning, academic quality, and budget. Provides executive leadership for the academic, research and financial performance of six faculties and four research institutes.

**Deputy Vice-Chancellor (Academic)**

Professor Joanne Wright

BA Joint Honours Kent, MLitt Aberdeen, PhD ANU, GAICD

– Responsible for preserving the University’s commitment to high-quality learning and teaching; promoting a culture of excellence across the student experience; leading initiatives aimed at student success and retention, and integration of services for students; blended learning, program architecture and quality standards.

**Deputy Vice-Chancellor (External Engagement)**

Rongyu Li

MA City UK

– Responsible for the strategic leadership of the University's overall external engagement strategy—inclusive of its global strategy, its internationalisation and future students’ objectives plus entrepreneurship, Indigenous and advancement aspirations—while spearheading the development and management of the University’s strategic partnerships with government, industry, community and academic institutions.

**Deputy Vice-Chancellor (Research)**

Professor Bronwyn Harch

BSc (Hons) Griffith, GradDipTeach(Sec) QUT, PhD Qld, FTSE, FQAAS, GAICD

– Responsible for enhancing the University’s performance and reputation in research, research training, and research collaboration with external stakeholders, nationally and internationally.

**Chief Operating Officer**

Greg Pringle

BA, LLB, GradDip (Industrial Relations) Natal, MBA Qld, Advanced Management Program Harv

– Coordinates management of the University’s finance, human resources, information technology, legal, governance and risk, property and facilities, health, safety and wellness, investigations, sport and recreation and commercial operations' functions. Advises the Senate on governance, and is the University's Public Officer.

**President of the Academic Board**

Professor Peter Adams

BSc (Hons), BComm, PhD Qld

– Oversees the business of the Academic Board and its committees and provides independent advice to the Vice-Chancellor and President and Senate on matters relating to the academic functions of the University.

**Pro-Vice-Chancellor (Office of the Provost)**

Professor Tim Dunne

BA (Hons) East Anglia, MPhil, DPhil Oxford, FASSA

– Provides leadership on academic performance and strategic planning. Responsible for aspects of employee relations and is the standing Deputy for the Provost.

**Pro-Vice-Chancellor (Advancement)**

Jennifer Karlson

BSc Wisconsin-Madison, MSc Nebraska Methodist, CFRE

– Responsible for the University’s philanthropic agenda that incorporates extensive donor, community and alumni engagement.

**Pro-Vice-Chancellor (Indigenous Engagement)**

Professor Bronwyn Fredericks

DipT (Sec) BCAE; BEd, MEd QUT; MEdSt Tas; PhD CQU; JP (Qual); CertIV (TAE) GTC; CertIV (CS) CCB

– Responsible for leading the implementation of UQ's Indigenous strategy and strengthening leadership within the University in relation to Indigenous Engagement, as well as building links with the community.

**Pro-Vice-Chancellor (Research)**

Professor Mark Blows

BSc, PhD La Trobe, FAA

– Responsible for research ethics and integrity, and supporting the University’s research performance.

**Pro-Vice-Chancellor (Research Infrastructure)**

Professor Joe Shapter

BSc (Hons) Memorial Newfoundland, PhD Toronto

– Provides strategic leadership to the University’s research infrastructure (including eResearch)—operations, development and financial sustainability, as well as supporting large-scale new purchases.

**Pro-Vice-Chancellor (Research Partnerships)**

Professor Mohan Krishnamoorthy

BSc Bangalore, MSc Delhi and Imperial, PhD Imperial

– Ensures a strategic approach to the stewardship of the University’s research partnerships, supporting the development of research relationships with industry, government and other institutions.

**Pro-Vice-Chancellor (Research Training) and Dean, Graduate School**

Professor Alastair McEwan

BSc (Hons) Leeds, PhD Birmingham

– Provides leadership for the direction, development and improvement of the University’s higher degree by research program, and oversight of researcher development and training for all research-engaged staff.

**Pro-Vice-Chancellor (Teaching and Learning)**

Professor Doune Macdonald

BHMS (Ed) (Hons) Qld, PhD Deakin, FNAK, FAIESEP, GAICD

– Responsible for achieving teaching and learning objectives, including innovation in teaching and learning, digital learning, development and recognition of excellent teaching, quality assurance and enhancement, curriculum reform and renewal, and research in teaching and learning centring on improving student learning.

**Director, Australian Institute for Bioengineering and Nanotechnology**

Professor Alan Rowan

BSc, PhD Liverpool, FRSC, ALF

– Oversees a team of 400 research and professional staff working in an integrated, multidisciplinary research institute at the interface of biology and nanomaterials that brings together world-class researchers and cutting-edge technology with a focus on translational research in Advanced Nano-Structured Materials, Precision Nanomedicine and Biomanufacturing.

**Director, Institute for Molecular Bioscience**

Professor Brandon Wainwright, AM

BSc (Hons), PhD Adel

– Responsible for advancing IMB’s research initiatives; strengthening its global connections; and leading its 500 scientists, postgraduate students and support staff in order to achieve IMB’s mission of advancing scientific knowledge and delivering new health and industry applications.

**Director, Queensland Alliance for Agriculture and Food Innovation**

Professor Robert Henry

BSc (Hons) UQ, MSc (Hons) Macquarie, PhD La Trobe, DSc UQ

– Leads the Institute, which delivers high-impact science for sustainable agriculture and food – across crops, horticulture, animals, and nutrition and food sciences.

**Director, Queensland Brain Institute**

Professor Pankaj Sah

BMSc, MBBS UNSW, PhD ANU

– Leads and administers the Institute, which works to understand the development, organisation and function of the brain.

**Director, Sustainable Minerals Institute**

Professor Neville Plint

BSc (Hons), MDP, MBA, PhD Witwatersrand

– Responsible for the Institute’s delivery of research, training, and postgraduate education across mineral processing, geology, health and safety, social science and environmental science in order to advance mining’s role in global sustainability.

**Executive Dean, Faculty of Business, Economics and Law**

Professor Andrew Griffiths

BA (Hons) Griffith, PhD UNSW

– Oversees academic and administrative matters in the Faculty’s schools of business, economics and law.

**Executive Dean, Faculty of Engineering, Architecture and Information Technology**

Professor Vicki Chen

BSc MIT, PhD Minnesota

– Leads the Faculty, defines its academic direction and strategy, and ensures all aspects are well managed.

**Executive Dean, Faculty of Health and Behavioural Sciences**

Professor Bruce Abernethy

BHMS (Ed) (Hons) Qld, PhD Otago, FAAKPE, FASMF, FESSA

– Responsible for the academic and administrative leadership of the Faculty.

**Executive Dean, Faculty of Humanities and Social Sciences**

Professor Heather Zwicker

BA (Hons) Alberta, PhD Stanford

– Has overall responsibility for the academic and administrative leadership and management of the Faculty’s seven schools, and its research centres and institutes, to achieve the goals of the Faculty and to further the mission and strategic aims of the University.

**Executive Dean, Faculty of Medicine**

Professor Geoff McColl

MBBS, PhD, MEd Melb, FRACP

– Leads the Faculty, which combines medical education with two research-intensive schools, three clinical medical schools and five hospital-based institutes and centres.

**Executive Dean, Faculty of Science**

Professor Melissa Brown

BSc (Hons), PhD Melb, GAICD

– Responsible for the Faculty’s academic leadership and management; accountable for all aspects of academic programs (teaching and research), staff management and resource allocation for faculty schools and centres; as well as representation role to the wider community.

**Chief Financial Officer**

(1 January–5 July 2019)

Andrew Betts

BCom, MBA (Advanced) Qld, CA, GAICD

(from 29 July 2019)

Andrew Flannery

BBus USQ, FCA

– As Head of Finance, provides financial management services to the University, with direct reports including Corporate Finance, Financial Planning and Analysis, Financial Operations, and the Finance Professional Service teams for the faculties, institutes and central divisions.

**Chief Human Resources Officer**

Dr Alister Jury

BSc (Hons), PhD Qld

– Responsible for providing strategic leadership to consolidate Human Resources Services as a provider of professional advice and planning on a broad range of matters, together with the implementation of HR strategy and policy that supports the strategic direction of the University.

**Chief Marketing and Communication Officer**

Kelly Robinson

BBus (Comn), MBA QUT

– Leads UQ’s marketing and communication function responsible for increasing domestic and global awareness and stakeholder support for the University.

(picture of UQ organisational chart)

## **Public Sector Ethics Act 1994**

In terms of its obligations under the *Public Sector Ethics Act 1994*, the University has a Code of Conduct that sets out the expectations for University staff in relation to professional conduct. All continuing and fixed-term staff are required to complete an assessable online course to learn how the Code of Conduct applies to them; casual staff are also strongly encouraged to complete the course.

The training is consistent with the University’s obligations under the *Public Sector Ethics Act 1994*, which requires the University to provide appropriate education about public sector ethics. Given the high profile of the Code of Conduct, administrative procedures and management practices across the University reflect the objectives and requirements set out. It is also referenced in position descriptions and offers of appointment, forms part of employee induction programs, and is incorporated into relevant training and development programs.

## **Risk management**

The University has a Senate Risk and Audit Committee that assists Senate in discharging its risk management, and internal compliance and control oversight responsibilities.

The role of this committee is to oversee the University’s governance, risk and compliance frameworks, including policies, procedures, information systems, and systems of internal control surrounding key financial and operational processes. The Committee also provides oversight of the leadership and direction in terms of organisational culture and ethical behaviour.

The Committee receives advice and assurance from senior management across the following functions and activities:

* Enterprise Risk
* Occupational Health and Safety
* Governance
* Compliance
* Internal Audit
* Integrity and Investigations
* Research Integrity.

All members of the Senate Risk and Audit Committee are appointed by Senate. The Committee met four times during the 2019 financial year and the members were:

* Grant Murdoch, BCom Cant, MCom Cant, FCA, FAlCD (Chair)
* Professor Peter Adams, BSc (Hons), BComm, PhD Qld
* Anne Cross, AM, BSocWk, MSocWk Qld, FAICD, FIML
* Philip Hennessy, AO, BBusAcc QUT (as Chair of Finance Committee)
* Kathy Hirschfeld, AM, BE (Chem) Qld, FTSE, FIChemE, FIEAust, GAICD
* Michelle Tredenick, BSc Qld, FAICD
* Peter N Varghese, AO, BA (Hons) Qld, H.DLitt Qld (Chancellor, ex officio).

No members were remunerated for their attendance apart from Grant Murdoch, who received $10,000 in his role as Chair.

UQ’s key risk management governance instruments are the Senate approved Enterprise Risk Management Framework and the Senate’s Risk Appetite Statement.

The Enterprise Risk Management Framework is built on and supported by five ‘pillars’:

* Senate’s expectations and risk appetite
* Management/ leadership commitment and support for risk management function, organisational culture and relationships
* External compliance obligations relating to risk management
* Risk management objectives, strategies, delegated authority and accountabilities
* Risk management resources, plans, processes and activities.

The University has adopted a ‘three lines of defence’ assurance model as part of its governance, risk and compliance frameworks.

During 2019, the Committee provided direction and oversaw the following key initiatives:

* Top risks: Reporting continued on the University’s top academic and non-academic risks, including its insurance status and progress reporting on the implementation of proposed new risk treatments.
* Key risks to the Strategic Plan: The key risks to achieving the objectives of the new Strategic Plan 2018–2021 were assessed and reported.
* Emerging risks: UQ’s key emerging risks were reported, including those risks that have not yet occurred but are at an early stage of becoming known and/or are expected to grow greatly in significance
* Top inherent risks: These were identified for the University's activities and operations.
* Specific risk exposures: Reports were provided on specific risk exposures requested by management and/or the Senate Risk and Audit Committee. Of particular importance is the continued reporting on cybersecurity risk management.
* Key Risk Indicators (KRIs): These were identified for monitoring each Risk Appetite Statement (RAS), including an assessment of the status of the current KRI level against the RAS as well as the KRI’s development trend over time. Relevant strategic KPI metrics and targets were also cross-referenced to the RAS.
* Reporting: Risk management maturity self-assessment and Internal Audit reports were completed.
* Organisational resilience: A maturity assessment and program of work to further improve were conducted.
* Health, safety and wellness: There was a continued focus on health and safety risk management and culture, including the identification of the university’s Top 10 Enterprise Safety risks.
* Research Integrity: In 2019, work focused on strengthening management of conflict of interest management and clinical trials compliance.
* Cybersecurity: There was a continued focus on cybersecurity risk management, in particular on strengthening the University’s controls framework to mitigate this high-risk exposure.

The Senate Risk and Audit Committee has operated effectively as per its charter and had due regard to Treasury’s Audit Committee Guidelines.

### **Integrity and Investigations Unit**

The Integrity and Investigations Unit is responsible for the management and conduct of investigations into breaches of policies, activities directed against the University and/or its people, misuse of public money and public interest disclosures. The Unit also leads the delivery of misconduct prevention strategies, including training, information and advice.

The Associate Director, Investigations and Integrity, reports administratively to the Chief Operating Officer and has direct access to the Vice-Chancellor and President, Chair – Senate Risk and Audit Committee, and Chancellor, as required.

### **Internal Audit**

The Internal Audit function adds value by assisting Senate and University management with the effective execution of their responsibilities by providing assurance on the effectiveness of governance, risk management and internal controls. Internal Audit also assesses and provides assurance on the quality of financial, managerial and operating information, and whether resources are acquired economically, used efficiently and managed effectively.

Internal Audit operates under an Internal Audit Charter, last reviewed and approved by the Senate Risk and Audit Committee in February 2019. As per this Charter, the Internal Audit function is independent of management and, as such, has no direct responsibilities for, or authority over, any of the activities it audits.

Internal Audit functionally reports to the Senate Risk and Audit Committee and has direct access to the Vice-Chancellor and President, Chair – Senate Risk and Audit Committee, Chair – Vice-Chancellor’s Risk and Compliance Committee, and Chancellor.

Internal Audit activities take into account applicable legislative requirements, such as the *University of Queensland Act 1998*, the *Financial Accountability Act 2009*, *Financial and Performance Management Standard 2009* and *Tertiary Education Quality and Standards Agency Act 2011* (TEQSA Act). Internal Audit activities also consider the Queensland *Treasury Audit Committee Guidelines 2017*.

An annual risk-based planning process is undertaken in consultation with management and the Annual Audit Plan is approved by the Senate Risk and Audit Committee.  
During 2019, Internal Audit completed 14 engagements across the University, including assurance services, grant certifications, advisory services and ongoing review of several large programs and projects.

## **External scrutiny**

Court hearings are pending for two former employees and a former academic title holder following investigations by the Crime and Corruption Commission (Queensland) and the Queensland Police Service relating to fraud during their employment at the University. UQ maintains a zero tolerance attitude towards fraud.

### **Information systems and recordkeeping**

The University continues to promote compliance with the *Public Records Act 2002*, *Information Standard 18 (2018)* and the *ISO27001* information security management system.

In 2019, UQ made the following improvements to recordkeeping and information systems:

* developed and communicated an Information Governance and Management Framework encapsulating the whole of University’s strategic intent for information governance, including the broader delegations of responsibility across organisational units
* consolidated various instruments to support information accountability, including the placement of record keeping and records lifecycle management under the broader and inclusive information governance program commensurate with the above, renewed and communicated:
* Information Management Policy
* Information Management Procedure
* Disposal of Records Procedure
* Cyber Security Policy
* Information Security Classification Procedure
* completed a major review and refresh of the Electronic Document and Records Management System (eDRMS) including a system upgrade
* positioned the eDRMS as the University’s preferred system for the capture and full lifecycle management of vital, high risk and high value records
* achieved a comprehensive tuning of the eDRMS configuration, resulting in improvements to system performance, access control management and everyday useability
* consolidated the application of the new business classification scheme in the eDRMS which included the provision of education and awareness sessions to more than 100 organisational units
* introduced the Record Keeping Focus Group to improve organisational engagement with record keeping issues and to give organisational units a voice to contribute to continuous improvement
* doubled the number of people using the eDRMS on an everyday basis, attributed to all of the above initiatives
* migrated more than one million records into the eDRMS from a decommissioned information system
* expanded integration events channelled through the University’s customer service help system with automated records capture into the eDRMS
* continued the application of the records disposal freeze on any records that are, or may be relevant to, allegations of child sexual abuse, following recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse.

(pictures of staff at the Staff Excellence Awards ceremony and a client services officer advising a student)

# **Summary of Financial information**

### As per the financial statements, the University recorded a consolidated surplus of $127.8m for 2019. This compares to a consolidated surplus of $72.7m in 2018.

While the financial statements reflect a true and fair view of the financial position of the University and its consolidated entities in accordance with the applicable accounting standards, the University believes that the more relevant financial result is the underlying consolidated EBITDA (earnings before interest, tax, depreciation and amortisation). This represents the total funding available for debt servicing, major capital projects, and operational property, plant and equipment.

A breakdown of the items adjusted for as part of the underlying consolidated EBITDA is contained in the table Reconciliation of operating result to underlying EBITDA on page 45.

## **University finances**

### **Underlying EBITDA**

The underlying consolidated EBITDA moved from a surplus of $192.7m in 2018 to a surplus of $256.3m in 2019. The rise of $63.6m is largely due to an increase in the value of the University’s investments (excluding the portion related to endowments).

### **Underlying income**

The University’s underlying consolidated income increased by $206.7m (or 11 per cent). This can be attributed to:

* An increase in course fees and charges of $107.4m (or 18 per cent). The number of full-fee paying domestic and international students rose by 11.6 per cent from 16,101 EFTSL in 2018 to 17,976 EFTSL in 2019. Also contributing to the rise were price increases.
* An increase in the combined funding through the Commonwealth Grant Scheme (CGS), the Higher Education Loan Program (HELP), and HELP student contributions of $4.8m (or 1 per cent). The number of Commonwealth-funded students fell by 1.5 per cent from 26,012 EFTSL in 2018 to 25,626 in 2019.
* A decrease in research block grant funding of $5.0m (or 3 per cent) due to a small drop in the University’s share of total research funding across higher education providers.
* An increase in tied research, scholarship and other major project revenue of $41.2m (or 11 per cent). As the underlying result does not recognise such revenue until it is expended, this rise is due to a related increase in expenditure.
* An increase in investment revenue of $57.6m. This gain is largely unrealised and relates to an increase in the fair value of investments (excluding the portion related to endowments) during the year.
* An increase in the remaining revenue categories of $0.7m due to a number of small factors.

### **Underlying expenditure**

The University’s underlying consolidated expenditure increased by $143.1m (or 8 per cent). This can be attributed to:

* An increase in employee expenses of $86.6m (or 8 per cent). This was largely driven by the following movements within the parent entity: a 5.3 per cent rise in the number of full-time equivalent (FTE) staff, and salary and wage increases of 1.9 per cent that occurred on 28 February 2019 in accordance with the University’s Enterprise Bargaining Agreement.
* An increase in non-employee expenditure on tied research, scholarship and other major project income of $27.3m (or 7 per cent).
* An increase in the remaining expenditure categories of $29.2m (or 9 per cent). Contributing to the increase were rises in commission payments (due to increased international student numbers), scholarship payments to students, software and licences, and library electronic materials.

(charts showing Underlying EBITDA, UQ revenue parent 2018 and 2019, UQ expenditure parent 2018 and 2019, and Reconciliation of operating Result (Income Statement in Published financials) to underlying EBITDA); followed by picture of student working in the field)

## **Capital expenditure**

The University has continued to invest in major infrastructure. The total amount capitalised on property, plant and equipment and intangibles during 2019 was $311.7m (2018: $152.9m).

Major capital projects in 2019 included the construction of a solar farm in Warwick, construction of a new chemical engineering building at St Lucia, refurbishment of existing buildings at St Lucia, and the acquisition of additional premises in Toowong and Brisbane City.

### **Investment Portfolio**

**UQ Investment Fund**

The University has a total of $306.5m in a long-term investment portfolio, known as the UQ Investment Fund, that is for (1) external endowments received by the University, and (2) internal co-contributions towards those endowments. Most endowments are held in perpetuity but a small number are held until fully spent. The endowed funds are invested and the earnings distributed to the purposes specified by the donors.

The UQ Investment Fund is managed by external specialist fund managers who are required to operate within designated asset allocation benchmarks. Each has responsibilities for investments in cash and fixed interest, listed property, Australian shares, overseas shares, tactical asset allocation, and private equity.

The investment strategy of the UQ Investment Fund is to achieve a long-term return of the Consumer Price Index plus an additional 6 per cent. The portfolio produced a positive return of 27.5 per cent for the year to 31 December 2019.

**UQ Socially Responsible Investment (SRI) Green Fund**

The University has a total of $4.4m in another long-term investment portfolio managed by external fund managers. Known as the UQ Socially Responsible Investment (SRI) Green Fund, this fund was established in 2016 and provides an alternative to those providing donations and bequests.

The fund managers are required to operate within designated asset allocation benchmarks and each has responsibilities for investments in cash and fixed interest and Australian shares. The fund will not invest in companies involved with tobacco, armaments, gaming or pornography as they are not deemed socially responsible investments. Further, the fund will not invest in companies excluded from the FTSE

All-World ex Fossil Fuels Index.

The investment strategy of the UQ Investment Fund is to achieve a long-term return of the Consumer Price Index (CPI) plus an additional 6 per cent. The portfolio produced a positive return of 30.2 per cent for the year to 31 December 2019.

**CFO Statement**

In preparing the financial statements, the UQ Chief Financial Officer has fulfilled the reporting responsibilities as required by the Financial Accountability Act 2009. He has provided the accountable officer with a statement that the financial internal controls of the University were operating efficiently, effectively and economically in accordance with section 57 of the Financial and Performance Management Standard 2019.

(tables showing UQ Investment Fund performance and UQ Socially Responsible Investing Green Fund performance; followed by picture of workers installing solar panels at Warwick Solar Farm)

# **Annual Financial statements for The University of Queensland and Controlled Entities for the year ended 31 December 2019**

## **Foreword**

The financial statements are general purpose financial reports prepared in accordance with prescribed requirements.

The financial statements comprise the following components:

* Income Statements
* Statements of Comprehensive Income
* Statements of Financial Position
* Statements of Changes in Equity
* Statements of Cash Flows
* Notes to the Financial Statements
* Management Certificate
* Independent Auditor's Report.

Within the above components, the financial statements have been aggregated into the following disclosures:

University (as an entity in its own right and to which the remainder of this Annual Report refers) – column headed Parent Group (University and controlled entities: refer to Note 26 for a listing of these entities) – column headed Consolidated.

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### **Management Certificate**

### **Independent Auditor's Report**

(tables of UQ’s financial performance, followed by picture of joey in Not if, when campaign)

# **Glossary**

**3MT** Three Minute Thesis

**AAH** Australian Academy of the Humanities

**AAHMS** Australian Academy of Health and Medical Sciences

**AAS** Australian Academy of Science

**AIBN** Australian Institute for Bioengineering and Nanotechnology

**ANZSCDB** Australia and New Zealand Society for Cell and Developmental Biology

**APARA** Accounts payable and accounts receivable

**ARC** Australian Research Council

**ARWU** Academic Ranking of World Universities

**ASSA** Academy of the Social Sciences in Australia

**ATO** Australian Taxation Office

**ATSE** Australian Academy of Technology and Engineering

**ATSIS Unit** Aboriginal and Torres Strait Islander Studies Unit

**BHERT** Business Higher Education Round Table

**CDF/L** Career Development Framework/Learning

**CFO** Chief Financial Officer

**CORFO Production Development Corporation**— a Chilean government initiative

**CPI** Consumer Price Index

**CRC ORE** Cooperative Research Centre –Optimising Resource Extraction

**CRM** Customer relationship management system

**CSIRO** Commonwealth Scientific and Industrial Research Organisation

**CSRM** Centre for Social Responsibility in Mining

**CWTS** Centre for Science and Technology Studies

**E&I** Entrepreneurship and innovation

**EBITDA** Earnings before interest, tax, depreciation and amortisation

**edX**—an online learning destination and MOOC provider, offering high-quality courses from the world’s best universities and institutions to learners everywhere

**EFTSL** Equivalent full-time student load

**ERA** Excellence in Research in Australia

**FEE-HELP**—a federal government loan scheme that assists eligible fee-paying students to pay all or part of their tuition fees

**FTE** Full-time equivalent

**FTSE** Financial Times Stock Exchange

**Go8** Group of Eight—a coalition of leading Australian universities intensive in research and comprehensive in general and professional education

**GP** General practitioner

**HASS** Humanities and Social Sciences

**HCMS** Human Capital Management Solution

**HDR** Higher degree by research—PhD, MPhil, DBiotech, DVCSc

**HEA** Higher Education Academy, a fellowship scheme to recognise outstanding teaching

**HECS–HELP** Higher Education Contribution Scheme–Higher Education Loan Program

**HEW** Higher Education Worker (professional staff classification level)

**HR** Human Resources

**ICT** Information and communications technology

**IITD** Indian Institute of Technology–Delhi

**IMB** Institute for Molecular Bioscience

**InspireU**—a tertiary aspiration-building program for Aboriginal and Torres Strait Islander secondary students, involving a series of residential camps

**ISA** International Studies Association

**IT** Information Technology

**KPI** Key performance indicator

**KRI** Key risk indicator

**LGBTIAQ+** Lesbian, gay, bisexual, transgender, intersex, asexual and queer/questioning

**METS** Mining Equipment Technology Services

**MND** Motor Neurone Disease

**MOOC** Massive Open Online Course

**MRI–UQ** Mater Research Institute–UQ

**NAIDOC** National Aborigines and Islanders Day Observance Committee

**NHMRC** National Health and Medical Research Council

**OCR** Optical character recognition

**ORCID**—an alphanumeric code to uniquely identify scientific and other academic authors and contributors

**P3** People, Planning, Performance project

**PAYG** Pay as you go

**PHAA** Public Health Association of Australia

**QAAFI** Queensland Alliance for Agriculture and Food Innovation

**QBI** Queensland Brain Institute

**QS** Quacquarelli Symonds (World University Rankings)

**QTAC** Queensland Tertiary Admissions Centre

**QUEX** Queensland University/Exeter University

**R&D** Research and development

**RAP** Reconciliation Action Plan

**SAGE** Science in Australia Gender Equity

**SMI** Sustainable Minerals Institute

**SRI** Socially Responsible Investment

**STEM/STEMM** Science, technology, engineering and mathematics/and medicine

**SWAN** Scientific Women's Academic Network

**T&L** Teaching and Learning

**The Act** University of Queensland Act 1998

**U21** Universitas 21—an international alliance of research-intensive universities

**UQ** The University of Queensland

**UQP** University of Queensland Press

**UQRDM** UQ Research Data Manager

**UQU** University of Queensland Union

**UQx**—UQ’s participation in edX, developing MOOCs, researching online learning, and collaborating with partner institutes

**WDI** Workplace Diversity and Inclusion**WIL** Work-integrated learning**YAP** Young Achievers Program—a program that supports the tertiary study and career aspirations of motivated secondary school students from low-income families**Qualifications/Honorifics**

AC Companion of the Order of Australia, Adel Adelaide, AdvMgmtProg Advanced Management Program, ALF Australian Laureate Fellowship, AM Member of the Order of Australia, ANU Australian National University, AO Officer of the Order of Australia, AStat Accredited Statistician, Auck Auckland, BA Bachelor of Arts, BBus (Comn) Bachelor of Business (Communication), BBusAcc Bachelor of Business (Accountancy), BCAE Brisbane College of Advanced Education, BCom Bachelor of Commerce, BComm Bachelor of Communication, BE Bachelor of Engineering, BEc/BEcon Bachelor of Economics, BEd Bachelor of Education, BHMS Bachelor of Human Movement Studies, BJuris (Hons) Bachelor of Jurisprudence (Honours), BMSc Bachelor of Medical Science, BSc Bachelor of Science, BSocWk Bachelor of Social Work, BSpTh Bachelor of Speech Therapy, CA Chartered Accountant, Cant Canterbury, CCB Creative Connections Brisbane, CertIV (TAE) Certificate 4 in Training and Assessment, CertIV (CC) Certificate 4 in Community Culture, CFRE Certified Fund Raising Executive, Chem Chemistry, CpSp Certified Practising Speech Pathologist, CQU Central Queensland University, DipSpTh Diploma of Speech Therapy, DipT (Sec) Diploma of Teaching (Secondary), DLitt Doctor of Letters, DPhil Doctor of Philosophy, DSc Doctor of Science, DUniv (Honoris Causa) Doctor of the University (honorary degree), Econ Economics, Ed Education, ExecDevptProg Executive Development Program, FAA Fellow, Australian Academy of Science, FAHA Fellow, Australian Academy of the Humanities, FAICD Fellow, Australian Institute of Company Directors, FAIESEP Fellow, International Association for Physical Education in Higher Education, FAMA Fellow, Australian Medical Association, FASMF Fellow, Sports Medicine Australia, FASSA Fellow, Academy of the Social Sciences in Australia, FAustMS Fellow, Australian Mathematics Society, FESSA Fellow, Exercise and Sports Science Australia, FIChemE Fellow of the Institution of Chemical Engineers, FIEAust Fellow of the Institution of Engineers Australia, FIML Fellow, Institute of Managers and Leaders Australia and New Zealand, FNAI (US) Fellow, National Academy of Inventors (USA), FNAK Fellow, National Academy of Kinesiology (USA), FQAAS Fellow, Queensland Academy of Arts and Sciences, FRACGP Fellow, Royal Australian College of General Practitioners, FRACP Fellow of the Royal Australasian College of Physicians, FRACS Fellow of the Royal Australasian College of Surgeons, FRSC Fellow of the Royal Society of Chemistry, FSIA Fellow of the Securities Institute of Australia, FSPAA Fellow, Speech Pathology Australia, FTSE Fellow of the Australian Academy of Technological Sciences and Engineering, GAICD Graduate Member of the Australian Institute of Company Directors, GCBusLead Graduate Certificate in Business Leadership, GCELead Graduate Certificate in Leadership, Grad Dip Graduate Diploma, GradDipTeach(Sec) Graduate Diploma of Teaching (Secondary), GTC Gladstone Training College, H/Hon Honorary, Harv Harvard, Hons Honours, JP Justice of the Peace, LLB Bachelor of Laws, LLM Master of Laws, LSLS Cert AVT Listening and Spoken Language Specialist Certified Auditory-Verbal Therapist, MA Master of Arts, MBA Master of Business Administration, MBBS Bachelor of Medicine/Bachelor of Surgery, MCom Master of Commerce, MComm Master of Communications, MDP Master of Development Practice, MEd Master of Education, MEdSt Master of Education Studies, Melb Melbourne, MIT Massachusetts Institute of Technology, MLitt Master of Letters, MPH Master of Public Health, MPhil Master of Philosophy, MSc Master of Science, MSocWk Master of Social Work, Nott Nottingham, PhD Doctor of Philosophy, Qld Queensland, QUT Queensland University of Technology, S.Aust South Australia, SFHEA Senior Fellow Higher Education Academy, Tas Tasmania, UK United Kingdom, USA United States of America, USQ University of Southern Queensland, UWA University of Western Australia

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## **Interpreter service statement**

The University of Queensland (UQ) is committed to providing accessible services to people from all culturally and linguistically diverse backgrounds. If you have difficulty understanding this 2019 Annual Report, please contact UQ’s Institute of Modern Languages on +61 7 3346 8200 to arrange an interpreter to effectively communicate this report to you.

## **Feedback**

If you have any suggestions about how we can improve this annual report, please complete the feedback form at [uq.edu.au/about/year-ended-december-31-2019](http://uq.edu.au/about/year-ended-december-31-2019).

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