

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

UQ's target to be ranked within the top 4 in the Go8 for the percentage of publications with an external international co-author was achieved.

From 2016 to October 2021, UQ's international co-publications proportion increased from 53 to 63.6 per cent, reflecting the University's growing emphasis on global partnering. This indicator is sourced from InCites and is based on the proportion of an institution's publications that have an international co-author – including articles and reviews. The most recent complete year for publication data is 2020.

For the proportion of publications co-authored with external international industry partners, this increased from 41.9 per cent in 2016 to 43 per cent in 2021, moving UQ to fifth position in the Go8.*

Supporting achievements and initiatives

- Flagship partnerships with University of Exeter, IIT Delhi and Technical University Munich were nurtured, with significant increases in co-publication numbers.
- A UQ Global Development Impact Plan was launched to bring together the diverse range of development expertise and connections, allowing UQ to actively use its expertise to solve some of the world's critical development challenges; and UQ was involved in a successful partnership bid with Deloitte to provide a 4-year Pacific Justice Program.
- The Graduate School provided strategic HDR scholarships to boost connectivity with industry, offering industry-relevant projects that would build networks and increase collaboration. This aligns with national priorities to ensure graduates have direct experience with industry during their higher degree enrolment.
- Key research training was conducted for HDR candidates through the Career Development Framework that saw 103 topics offered in 177 workshop sessions for 7,579 attendees.
- The 3MT competition continued to grow globally – now being held in 900 universities across more than 85 countries worldwide – and attracted 340 PhD students in 2021 at UQ alone.

General activities enabling the building of engaged and strategic partnerships with a broad range of local and global networks

- UQ's global connectedness continued to expand through a suite of agreements, partnerships and funding schemes, including with IIT-Delhi and the University of Exeter, along with the hosting of online workshops and webinars.
- The IBM@UQ Centre of Excellence became fully established in 2021, developing training materials and other support strategies for researchers in the health, manufacturing and environmental sciences on how to deal with the challenges of storing and accessing vast amounts of information.
- UQ continues to invest in research, particularly through the new Knowledge Exchange and Translation (Kx&T) internal funding scheme for early-career researchers.
- The implementation of a new CRM and marketing automation platform commenced, to support student recruitment efforts.
- SMI and the Graduate School developed a standard HDR Student and Industry Collaborative Research Agreement to make it easier for industry stakeholders to work with UQ. Standardised Research Service Agreements were also developed to protect intellectual property and to improve the responsiveness of UQ when working with potential industry partners.
- Several faculties are working with the Research and Innovation portfolio to nurture major partnerships, particularly through the use of business development managers.
- Relationship managers were appointed to build strategic partnerships with key partner schools.

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: attracting people from a broad mix of backgrounds ensures a wide variety of perspectives and experiences. In 2021, UQ continued to address the barriers facing women in academia, people from culturally and linguistically diverse backgrounds, Aboriginal and Torres Strait Islander peoples, people with disability, members of the LGBTIAQ+ community, and students from disadvantaged and remote backgrounds.

Key performance indicators Diverse community

Improved engagement and commitment among staff to the University's purpose

Passion/engagement index¹

| | 2011 | 2015 | 2019 |
|-----------------------------|------|------|------|
| Per cent of staff who agree | 76.0 | 74.0 | 77.0 |

Achievement of an institutional bronze award in the Athena SWAN charter ▶ Also see pages 26 and 35

Per cent of senior staff who are women

| | 2017 | 2018 | 2019 | 2020 | 2021 |
|---|------|------|------|------|------|
| Per cent of HEW10+ professionals who are women | 50.7 | 47.8 | 49.4 | 46.4 | 49.1 |
| Per cent of Level D academics who are women | 34.0 | 35.4 | 34.6 | 35.6 | 38.0 |
| Per cent of Level E and above academics who are women | 21.1 | 22.4 | 24.4 | 26.6 | 28.6 |

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

UQ students from low socio-economic and regional or remote backgrounds

| | 2018 | 2019 | 2020 ⁵ |
|---|------|------|-------------------|
| Per cent of UQ students from a low socio-economic background (based on first address – Australian Bureau of Statistics: Statistical Area Level 1) | 11.1 | 10.7 | n/a |
| Per cent of UQ students from a regional or remote background (based on first address – Australian Statistical Geography Standard) | 17.5 | 17.4 | n/a |

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

UQ Aboriginal and Torres Strait Islander enrolments²

| | 2016 | 2017 | 2018 | 2019 | 2020 ⁵ | 2021 ² |
|--|------|------|------|------|-------------------|-------------------|
| Participation ratio of domestic students who identify as Aboriginal and/or Torres Strait Islander ³ | 0.27 | 0.28 | 0.30 | 0.31 | 0.32 | 0.35 |
| Success ratio of domestic students who identify as Aboriginal and/or Torres Strait Islander ⁴ | 0.92 | 0.92 | 0.91 | 0.92 | 0.87 | n/a |

¹ Source: *The Voice* survey – latest figures available.

² Figures for 2021 are preliminary. Data will be finalised in mid-2022.

³ Per cent of UQ domestic students who identify as Aboriginal and/or Torres Strait Islander as a ratio against the concentration of Aboriginal and/or Torres Strait Islanders in the state.

⁴ Success rate of UQ domestic students who identify as Aboriginal and/or Torres Strait Islander as a ratio against the success rate of other UQ domestic students.

⁵ Figures updated that were previously preliminary.

⁶ Data not available due to a delay with the national data sets.

Improved engagement and commitment among staff to the University's purpose

During 2021, a new 'Pulse Check' survey was developed, which will be used to gain regular staff feedback and embed a strong, values-led culture. Seventy-three per cent of UQ staff responded positively on their intention to stay, 71 per cent recommended UQ as a great place to work, and 74 per cent were satisfied overall with their job.

Additionally, 74 per cent responded that UQ demonstrated a genuine commitment to diversity and inclusion, 68 per cent felt their team enacted the UQ values, and 73 per cent experienced an inclusive culture. As well, 76 per cent of respondents felt they were kept informed on happenings at UQ, 80 per cent felt supported by their direct supervisor, and 73 per cent felt changes to the way UQ operates associated with COVID-19 were managed well.

Supporting achievements and initiatives

- The People, Planning, Performance (P3) Project framework became formally entrenched in the new Workday HR program, to support better and more effective performance conversations across the University.
- Virtual and face-to-face delivery of cultural competency training continued throughout the year.
- In 2021, 90 Higher Education Academy (HEA) Fellowships were awarded to professional and academic UQ staff.
- From more than 420 nominations, staff excellence awards and commendations were bestowed upon 112 staff at a ceremony in October.

▶ Related performance indicators

2021 Honour roll pg 8

2021 Staff Excellence Awards pg 34

* Data sourced from InCites. Dataset updated November 2021. Includes Web of Science content indexed through 31 October 2021. The filter 'Organisation type' excludes Academic and Academic System.

Achievement of an institutional Bronze Award in the Athena SWAN charter

Women now comprise 56 per cent of UQ's workforce but are under-represented in senior academic positions. The University is, however, making gradual progress towards gender parity, with the number of female academics in very senior roles slowly increasing.

In 2020, UQ achieved its 25 per cent target of women among Level E and above academics and in 2021, the rate was 28.6 per cent. The target of 38 per cent representation of women among Level D academics was achieved in 2021, a significant increase over the 2016 figure of 34.4 per cent.

UQ has hovered around the 50 per cent target of women represented at HEW 10+ professional staff for some years, and in 2021 reached 49 per cent – largely due to lower representation in central administrative roles.

UQ received an institutional Bronze Award in the Athena SWAN charter in 2019 and is currently working towards silver accreditation for 2024.

Supporting achievements and initiatives

- The UQ Amplify and Amplify Women's Academic Research Equity (AWARE) programs proactively supported the recruitment, retention and career development of early- and mid-career research fellows through fixed-term contracts and lessening the impact of parental leave.
- The confidence-building Ventures LeadHers program for female-identifying students, staff and alumni across all disciplines at UQ saw 683 attendees in 2021.
- Two guides were developed to address mechanisms to improve pay equity.
- Strategic plans for Disability Inclusion, Ally Action, Gender Pay Equity, Gender Inclusion, and Cultural Inclusion were developed, and governance frameworks were reviewed in a number of areas (Science, QAAFI, AIBN) to ensure equity, diversity and inclusion practices were embedded in their operations.

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

UQ is committed to improving opportunities available to students from low socio-economic, disadvantaged, and regional/remote backgrounds. The most recent data shows that in 2019, 10.7 per cent of UQ students came from low socio-economic backgrounds, only slightly below the target of 11 per cent. Although striving to increase the proportion of regional/remote students to 19 per cent, in 2019, 17.4 per cent of the UQ student population was from these locations.

Supporting achievements and initiatives

- The Young Achievers Program – a scholarship and learning opportunities scheme for secondary school students in low SES/regional/remote communities – celebrated its 13th year of operation and welcomed its 225th graduate from UQ in December 2021.
- A 2-rank adjustment for a range of programs was added to the entry scores of applicants from regional and remote areas.
- Two new Regional Medical Pathway programs were launched to facilitate the training of doctors in the Wide Bay/Central Queensland and Darling Downs/South West Queensland. These new programs will increase students' access to end-to-end medical training within their own communities.
- Improved access to extended regional placements was also introduced across a range of allied health programs.
- Increased online program delivery enabled students to have more flexibility for paid employment.
- UQ's outreach engagement program continued to grow, supporting low socio-economic and regional/remote cohorts through the Queensland Widening Participation Consortium.
- Philanthropic funds raised for scholarships increased from \$8.7 million in 2020 to \$9.4 million in 2021, enabling equity-based distribution of scholarships to more students than in previous years.

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

The participation ratio divides the participation rate of Aboriginal and/or Torres Strait Islander students at UQ by the concentration of Aboriginal and/or Torres Strait Islander persons within the state: a figure of 1 would therefore denote parity. Currently aiming for 0.35, UQ has been steadily increasing its participation rate – from 0.27 in 2016 to 0.35 in 2021.

The success rate goal is for Aboriginal and Torres Strait Islander students to be on par (1.0) with other UQ domestic students. In 2020, it was 0.87, a slight drop over the past few years.

Supporting achievements and initiatives

- UQ's Reconciliation Action Plan continued to provide a framework for Indigenous engagement across the University, and a RAP Network was established to share ideas and to begin preparation of the 2023 Reconciliation Action Plan.
- The Aboriginal and Torres Strait Islander Studies Unit continued to provide a range of opportunities including special entry schemes, scholarships and the InspireU program – although camps were still not held during the year due to COVID-19.
- NAIDOC Week festivities were held across the University with the theme of *Heal Country, heal our nation*.
- Indigenising the curriculum was a focus in a number of faculties, with the establishment of working parties and curriculum-mapping exercises.
- The Graduate School provided a dedicated staff member to deliver a program of retention and mentoring for Indigenous HDR students; and the Research Office Ethics and Integrity unit appointed dedicated staff to support Indigenous researchers and Indigenous-led research.
- Employment strategies to encourage more representation of Aboriginal and Torres Strait Islander people among UQ staff were implemented.
- *A framework for Aboriginal and Torres Strait Islander design at The University of Queensland* was finalised.

General activities enabling the commitment to activities that attract, support and retain a diverse and inclusive community of high-achieving staff and students

- A Tertiary Transition Toolbox was launched in 2021 to ease the transition to university for students diagnosed with Autism Spectrum Disorder.
- A range of measures to support Culturally and Linguistically Diverse students became available throughout the year.
- The 2020 UQ Awards for Excellence in Teaching and Learning were announced in March (see page 11), followed by the 2021 Awards in November.
- The Liveris Academy for Innovation and Leadership officially opened in the new Andrew N. Liveris building.
- Work continued on the development of the Alumni Court restaurant and events venue as well as the UQ Amphitheatre project at St Lucia.
- UQ College and the Institute of Continuing and TESOL Education officially merged under new UQ College branding with a focus on enhancing the student experience and streamlining access to pathways into UQ. In doing so, UQ College will become the globally renowned pathway provider for UQ, building on years of teaching and learning experience.
- Several Regional Roadshows were conducted to celebrate the impact of UQ students, alumni and partners on their communities, and to consider options for UQ to have greater impact in regional Queensland in the future.