– Australia Awards South Asia and Mongolia – Foundational Skills for Change Agents – International Development welcomed 195 participants from 8 countries for the online program as a pre-cursor to formal study programs at Australian universities including UQ.

– UQ delivered the Twinning Partnership Program to 'Strengthen Primary Health Care in Ethiopia' funded by the Gates Foundation through the American International Health Alliance (AIHA). UQ School of Public Health academics travelled to Ethiopia to contribute to capacity building of the Institute of Primary Health Care in order to achieve recognition as a collaborating centre for the World Health Organization.

– Senator The Honourable Penny Wong launched the Mekong Australia Partnership Short-term Awards program in Bangkok, a collaboration between UQ and Chulalongkorn University.

– We hosted the TIME (Top International Managers in Engineering) General Assembly to elevate the University's profile in the engineering sector.

– Through UQ's enabling partnerships scheme, we established 2 new program articulations for a small number of nursing and pharmacy students, which may be extended in 2023.

QUEX and UQ–IITD

We aim to broaden the scope and impact of our partnerships with the University of Exeter and the Indian Institute of Technology Delhi (IITD).

How we are achieving this

We met in-person with staff from the IITD and the University of Exeter to strengthen the partnerships and explore ways to expand collaboration further. The joint initiatives are paving the way for students, researchers, and industry to partner on projects addressing some of the most pressing global challenges.

Related achievements and initiatives

– The Vice-Chancellor led a Senior Executive Mission to the UK – the first senior international mission since the start of the pandemic – including collaboration with the Universitas 21 network and University of Exeter (and QUEX Institute).

– In August, the UQ–IITD Academy of Research celebrated its 100th PhD student enrolment.

– The Faculty of Science continued to support the development of the QUEX joint master's program as well as a number of international articulation programs.

Offshore offerings

We plan to establish targeted offshore offerings in order to expand our reach and diversify our international student cohort.

How we are achieving this

Working with Austrade, and Trade and Investment Queensland, we are exploring transnational education opportunities with strategic institutional partners in key markets.

Related achievements and initiatives

– With support from the Australia-Japan Foundation, UQ Ventures successfully delivered the entrepreneurial-mindset 'Discovery' program to 10 high schools in Japan.

– The QLabs program, delivered by Future Students and Ventures, provides a Virtual Incubator program for Indian high schools over a 4-month suite of activities. The program engaged with 78 schools and 650 participants from more than 30 cities in India.

UQ College

We plan to expand our UQ College pathway offerings and global scholarship programs to provide access to a UQ education for a diverse range of high-achieving international students.

How we are achieving this

The merger of ICTE (Institute of Continuing and TESOL Education) and UQ College in 2021 consolidated the delivery of all UQ pathway programs, further enhancing the international and domestic student experience, maximising collaboration opportunities, and streamlining pathways for students into UQ.

In 2022, UQ College delivered the UQ Foundation Program, Tertiary Preparation Program, pathway ELICOS courses, and several Vocational Education and Training courses. In August, TEQSA approved CRICOS registration for UQ College for 7 years. UQ College is working closely with TEQSA to transition all courses to its own CRICOS provider number for delivery in 2023 and beyond.

Related achievements and initiatives

– Student Services extended its wellbeing and pastoral care support to include UQ College students.

– UQ welcomed 15 Vinacomin staff to commence a 22-week customised English and Mining Management program delivered by UQ College and SMI.

Student mobility programs

We aim to deliver a suite of innovative student mobility programs, including virtual experiences and global classrooms, to develop global perspectives and enhance graduate outcomes.

How we are achieving this

We continued to develop a full suite of curricular, co-curricular, and extracurricular opportunities for students to engage with global opportunities and international context. This included physical as well as virtual opportunities, with more than 430 different experiences commenced during 2022.

Related achievements and initiatives

– We expanded the Startup AdVentures program to incorporate new global entrepreneurship experiences, including to Singapore, San Francisco and Vietnam.

– Across the whole of UQ, more than 250 students undertook a global mobility experience (60% virtual) – including international virtual experiences for those studying offshore.

Measures of success

5. Our people

Our success as a university is determined by our ability to attract and retain highly talented, committed people who are leaders in their field. For this reason, we are intent on embedding a supportive and inclusive culture built around UQ's values, where the many talents, passions and perspectives of our staff and alumni are encouraged and nurtured.

Key performance indicators

80% of staff recommend UQ as great place to work[1]		
	2021	2022
Percentage of staff willing to recommend UQ as a great place to work as per staff 'Pulse check' survey	71	69

85% of staff agree that UQ demonstrates genuine commitment to diversity and inclusion		
	2021	2022
Percentage of staff agree that UQ demonstrates a genuine commitment to diversity and inclusion as per staff 'Pulse check' survey	74	76

50% of senior positions held by women				
	2019	2020	2021	2022
Percentage of HEW10+ professionals who are women	49.4	46.4	49.1	52.1
Percentage of Level D academics who are women	34.6	35.6	38.0	38.0
Percentage of Level E and above academics who are women	24.4	26.6	28.6	29.6

Proportion of staff identifying as Aboriginal and/or Torres Strait Islander will reflect representation of people identifying as Aboriginal and/or Torres Strait Islander in Queensland				
	2019	2020	2021	2022
Percentage of UQ staff identifying as Aboriginal and/or Torres Strait Islander	1.2	1.2	1.4	1.4

1 in 3 alumni actively engage with the University each year				
	2019	2020	2021	2022
Percentage of alumni actively engaged with the University each year	11.5	16.0	13.6	13.1

[1] Source: UQ Pulse survey. The survey commenced in 2021.

Inclusive culture

We are nurturing a supportive and inclusive culture that aligns with the University's values, celebrates diversity, and drives excellence.

How we are achieving this

In 2022, we released new Annual Performance and Development (APD) process, policy and training packages; continued our strong commitment to gender equality through the UQ SAGE Athena SWAN Action Plan; continued to embed intersectionality across a number of Workplace Diversity and Inclusion (WDI) committees, councils and networks; provided strategic direction and a planning network for LGBTQIA+ inclusion efforts; continued commitments to ensuring persons with disability are afforded equal opportunities to participate in, excel and be part of the University community through our Disability Action Plan; and supported the inclusion of culturally and linguistically diverse staff with the development of an action plan, endorsed by the University Senior Executive Team (USET) and the Senate Committee for Equity, Diversity and Inclusion.

Related achievements and initiatives

– We achieved gold accreditation in the Australian Workplace Equality Index awards, placing UQ in the top 10% of employers in Australia.

– We delivered a UQ-wide Pulse survey to map our workplace culture – with a 74% completion rate (including casual staff)

– We worked on an Academic Enhancement Program that will commence from Semester 2, 2023.

– The APD process went live.

– We hosted *UQ Thanks You* events at our 3 campuses to acknowledge contributions of our staff.

Leadership capabilities

We wish to develop the leadership capabilities of our staff in order to empower decision-making and support innovation.

How we are achieving this

In 2022, we finalised the UQ Leadership capability framework and provided an in-principle endorsement for a 4-level leadership development framework, containing 5 programs. Of these 5 programs, 2 were piloted this year: *Leadership in practice* (targeted at new leaders within 2 years of commencing a leadership role) and *Learning to lead* (targeted at aspiring leaders not yet in a formal leadership role). The *Leading UQ* flagship program – aimed at Heads of School, Deputy Heads of School, and HEW levels 9 and above – and the specific development program for Heads of School, *Heads up*, are both currently in final design stages.

Related achievements and initiatives

– Support was provided to teams across the University to facilitate strategic planning sessions, promote team culture development, and support organisational change.

Development opportunities

We are investing in our staff through development opportunities and providing meaningful feedback to support their career aspirations and to recognise the diverse ways in which they demonstrate excellence.

How we are achieving this

During the year, we began embedding APD, a new performance framework and criteria for academic performance into our processes for probations, confirmations, and promotions; and also revised the Academic staff special studies program (the new Academic Enabler Program). We relaunched the annual performance discussion process for academic, professional and executive staff, including additional learning being designed and delivered with the aim of supporting our people to effectively lean into or lead this process.

Related achievements and initiatives

– In 2022, Workday Learning recorded more than 74,000 course completions (digital and instructor-led training).
– HR's Learning and Development team produced periodical newsletters that were used to update content creators and learning partners on improvements and changes in Workday Learning.
– Equivalencies were created for several courses in Workday, with a focus on continuous improvement to functionality.
– For the eighth consecutive year, we hosted the annual UQ Awards for Excellence program, receiving nominations for 425 staff (including 50 teams) and bestowing 119 staff members with individual or team awards or commendations.
– As part of implementing APD, approximately 2,500 staff engaged directly in APD information sessions; 1,800 trained in development sessions; and 485 completed online modules.
– New guides, engagement sessions, policies and procedures, websites, webinars, video content and resources were developed for the launch of the end-to-end APD process for staff, with 4 separate learning offerings being designed and deployed during the year.

– To help reduce staff stress, SMI employed a physiotherapist to deliver breathing, sleeping and movement workshops.
– HABS developed a suite of activities and resources to support and empower early career academics.
– We held an Early-career Researcher Symposium for Life Sciences in May.
– We redesigned the professional learning program to address a broad range of teaching and learning development for teaching staff.

Career pathways

We are developing and strengthening career pathways and roles that support our strategic priorities in digital education, industry engagement, and research translation.

How we are achieving this

After reviewing the academic employment categories and supporting professional staff roles, 2022 saw us establish Industry Professor and Industry Affiliate roles to support education, research translation and deeper connections with industry.

Related achievements and initiatives

– EAIT created several academic positions to appoint staff with strong industry experience.
– The Faculty of Medicine reviewed all teaching roles with the aim of balancing workloads and steering career pathways, particularly for academic title holders.

Alumni engagement

We aim to deliver alumni engagement programs that build affinity, connection and partnership to extend the value of the UQ experience and strengthen our community.

How we are achieving this

In July, we launched the global ChangeMakers Platform, an online community that builds on the UQ ChangeMakers program, for alumni to connect, provide or seek mentoring support; volunteer in a local chapter or alumni board; share job opportunities; and host or attend meet-ups and flagship events around the world. It also offers business discounts, networking opportunities and access to special-interest groups, and provides general news about the University's activities and achievements. For the first time this year, the program included a Back to UQ reunion as part of the St Lucia Open Day, offering free talks, tours, meet-ups and sunset drinks for UQ alumni.

Related achievements and initiatives

– The 2022 UQ Alumni Book Fair welcomed 4,393 people to the St Lucia campus, raising $129,098 for UQ student scholarships and researchers.
– The Faculty of Business, Economics and Law developed a suite of programs to encourage creative engagement with its alumni community including a Commerce Alumni celebration, Finance roundtable series, and a faculty-wide volunteer thank-you event.
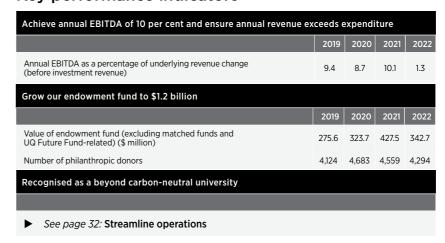

Measures of success

6. Securing our future

To achieve our mission of 'delivering for the public good', we need to first ensure that UQ is securely positioned for the future. That involves diversifying the University's revenue base, building an endowment fund, and investing purposefully in the infrastructure, systems, people and partnerships that will enrich the student experience and broaden the impact of our research.

Key performance indicators

Achieve annual EBITDA of 10 per cent and ensure annual revenue exceeds expenditure

	2019	2020	2021	2022
Annual EBITDA as a percentage of underlying revenue change (before investment revenue)	9.4	8.7	10.1	1.3

Grow our endowment fund to $1.2 billion

	2019	2020	2021	2022
Value of endowment fund (excluding matched funds and UQ Future Fund-related) ($ million)	275.6	323.7	427.5	342.7
Number of philanthropic donors	4,124	4,683	4,559	4,294

Recognised as a beyond carbon-neutral university

Diversified revenue base

We aim to diversify and increase our revenue base by increasing domestic postgraduate enrolments, recruiting students from a broader range of international markets, and attracting greater investment in translating our research.

How we are achieving this

By implementing a new operating model within the International Admissions team, we were able to sharpen our focus on enhancing efficiencies, and effectively managing business continuity and compliance risks. We saw improved and specialised service models for diverse priority markets and maintained an immigration risk rating of one or below. These efforts, including a refinement of the University's recruitment strategy, resulted in a 7.5 percentage point increase in the proportion of commencing international students coming from diverse markets between 2021 and 2022.

The University is successfully targeting commercial development contracts to secure customised training programs and long-term global development projects, which bring direct revenue through a range of donors and funders including the Department of Foreign Affairs and Trade, the New Zealand Ministry of Foreign Affairs and Trade, and the private sector.

Related achievements and initiatives

– In the domestic space, we achieved 93% of the combined undergraduate and postgraduate student admission target.
– We achieved 111% of the 2022 international student admission target, with 41.6% of commencing international students from diversity markets.