



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 2018 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 2009*
- the detailed requirements set out in the *Annual report requirements for Queensland Government agencies*, June 2018.

A checklist outlining the annual reporting requirements can be found at 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 and the Annual Financial Statements (Volumes 1 and 2) are available from the UQ Office of Marketing and Communications (see back cover for contact details) or online at 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:

- Consultancies
- Overseas travel.

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Cover: *The BLOOM – A UQ Jacaranda Festival event was held for the first time at the St Lucia campus from 22–26 October.*

In pursuing our vision of ‘knowledge leadership for a better world’, The University of Queensland (UQ) contributes directly to the Government’s key objective to create jobs in a strong economy, by engaging more young Queenslanders in education. In parallel, UQ’s research is tackling head-on some of the major challenges facing Queensland, and indeed the world.

Thanks

Throughout 2018, our broad range of achievements helped create a healthier, safer and more diverse community as a result of the unwavering endeavours of our staff, and the continued commitment of our partners, donors and supporters.

I also acknowledge the fine work undertaken by our 34th Senate, led by Peter Varghese, AO. With their assistance, we continue to work towards our vision.

For this, I want to say thank you.

Continuous evolution

When an Act of Queensland Parliament established The University of Queensland in 1909, it was known as ‘the people’s university’ and throughout the decades has remained so, playing a key role in the development of our state.

Today, UQ continues to focus on serving the people and advancing Queensland – but we now engage deeply with global communities and issues as well.

While the majority of our students are from Queensland, they are joined by a diverse community of more than 18,000 international students. And although many of our students remain here after graduation, contributing daily to the state’s economy and society, we also have graduates in 170 countries outside Australia, all of whom will forever include a chapter—at least—featuring Queensland.

Commercialising our innovation

Likewise, our research and innovation have huge international implications, as seen in the appetite of global pharmaceutical companies to invest in UQ startups like Spinifex and Inflazome. All are testament to the success of our outstanding researchers and UniQuest, our commercialisation entity, which this year celebrated the launch of its 100th startup company—a milestone unsurpassed by any other Australian university, raising more than \$700 million funds in the process.

Projecting Queensland globally

Like other Australian universities, we operate in a challenging and, at times, uncertain national policy and funding environment.

Pictured above right at the launch of the Reconciliation Action Plan (RAP) in December: Vice-Chancellor and President Professor Peter Høj; Chancellor Peter Varghese, AO; RAP Steering Committee Co-Chair Gaja Kerry Charlton; and Pro-Vice-Chancellor (Indigenous Engagement) Professor Bronwyn Fredericks.

VICE-CHANCELLOR AND PRESIDENT'S **REVIEW**

Being a global enterprise competing with well-resourced institutions worldwide, we must also be alert to fluctuations in international geopolitics and markets.

It is important for the future of our state and country to have a Queensland university in the top tier of the world's 10,000-plus universities. UQ has worked hard and strategically to remain ranked in the global top 50 in 2018, even though the competition for this coveted territory has intensified.

This stature is important to Queensland because it brings a range of premiums.

Economy injection

UQ has been recognised for its significant contribution to Queensland's export sector. International students attending UQ in 2018 contributed \$570 million in direct tuition fees alone. Other spending—such as retail, accommodation, entertainment and tourism—has a multiplier effect on the economy. A 2018 London Economics report found that just three international students at a Group of Eight university, such as UQ, generate \$1 million in economic impact. Moreover, the immediate and long-term cultural and social flow-on effect is profound. Many of our former students become lifelong de facto ambassadors for Queensland and Australia, paying dividends through trade, tourism, diplomacy, and future education exports.

Research towards a better future

In 2018, UQ attracted \$60.5 million in new funding from the Australian Research Council (ARC), more than any other Australian institution. We also received generous support from state and federal government and philanthropy, which allowed us, for example, to conduct pioneering research in brain sciences. A notable development has been in progressing the use of ultrasound technology for a non-invasive targeted technique that could delay the effects of dementia, a condition expected to affect almost 1.1 million Australians by 2056. Clinical safety trials will commence in late 2019.

Corporate investment and partnerships

The demand to partner with UQ remains strong, as exemplified in 2018 by the \$500 million Siemens software grant and the ongoing co-location of Boeing Research and Technology Australia on our St Lucia campus (Boeing's first such arrangement in the Asia-Pacific region). These partnerships are critical to drive sustainable economic growth for



Queensland, and ensure a workforce skilled in the jobs of the future. From a different perspective, our partnerships with alumni have seen a range of generous scholarships offered to current students.

Protecting our environment

The University is actively involved in a number of research and infrastructure projects that will ultimately create a more sustainable world for us all. For example, we are helping to protect the Great Barrier Reef by testing water that is discharged to the reef to ensure it is not toxic; developing next-generation fertilisers that reduce nutrient run-off; and recycling dead coral to promote new coral growth after cyclone damage. Closer to home, with the establishment of a \$125 million solar farm near Warwick, UQ is set to become the world's first major university to become energy neutral by 2020, completely offsetting our electricity usage through our own renewable assets.

Progressing towards our objectives

I would also like to share with you some of the notable achievements of our students, staff and alumni in 2018. They hint at progress towards UQ's Strategic Plan objectives, and reflect the specific ways that UQ serves our state's community objectives.

- UQ is the top-ranking Australian institute for research outputs in the *Nature* Index.
- We launched UQ's inaugural Reconciliation Action Plan, demonstrating the University's commitment to building respectful relationships and opportunities between Aboriginal, Torres Strait Islander and non-Indigenous peoples.

- We partnered with the Indian Institute of Technology Delhi (IITD) to jointly train scholarship-supported Doctor of Philosophy candidates who will focus on solving urgent problems facing society.
- We reached over 75 per cent of our \$500 million philanthropic target to fund students and research that will benefit our communities across the globe.
- Graduate, teacher and Master of Philosophy student **Graham Akhurst** became the first Indigenous Australian to win a coveted Fulbright WG Walker scholarship (announced in 2018 for 2019).
- The creators of a popular online criminology course won the illustrious 2018 edX Prize for Exceptional Contributions in Online Teaching and Learning.
- A team led by **Dr Jacqui Romero** and **Dr Fabio Costa** published a quantum physics paper that was named a 'Top Ten Breakthrough of the Year'.
- We continued to upgrade our facilities and services to provide a better experience for our students and researchers on campus.

In 2018, the world gained new knowledge, thanks in part to UQ. Research contributed to improving and saving lives around the world. Education lifted people out of poverty and gave new hope to families and entire communities. Progress occurred across the gamut of what some broadly call 'human endeavour'. And, by helping create such progress, UQ generated some optimism for the future.

This is a priceless gift.

Professor Peter Høj, AC
Vice-Chancellor and President

YEAR AT A GLANCE

January

- UQ ranks first in Queensland, and first in Group of Eight universities in the national Employer Satisfaction Survey
- UQx Massive Open Online Course (MOOC) program reaches 2 million enrolments
- Queensland Neurodiversity Hub opens at UQ to help students with autism gain employment
- UQ Business School has its Association to Advance Collegiate Schools of Business accreditation renewed for fourth time
- Institute for Molecular Bioscience Director **Professor Brandon Wainwright** is appointed to Australian Brain Cancer Mission advisory group
- UQ initiates partnership with The Indian Institute of Technology Delhi (IIT-Delhi) for joint research venture



Rap artist Baker Boy headlined the NAIDOC Music Culture Art Festival in August (photo supplied).

February

- More than 10,000 new postgraduate and undergraduate students are welcomed to UQ during Orientation Week
- UQ alumni **Pita Taufatofua** and **Jaclyn Narracott** compete at Winter Olympics
- Chief Student Entrepreneur **Ben Coughlin** is appointed within UQ Idea Hub
- UQ partners with Atira to offer accommodation scholarships for Young Achievers Program recipients
- School of Medicine researcher **Dr Emma Hamilton-Williams** discovers link between the gut and type 1 diabetes

UQ Brisbane city site officially opens at 293 Queen Street for MBA, postgraduate business and executive education students

March

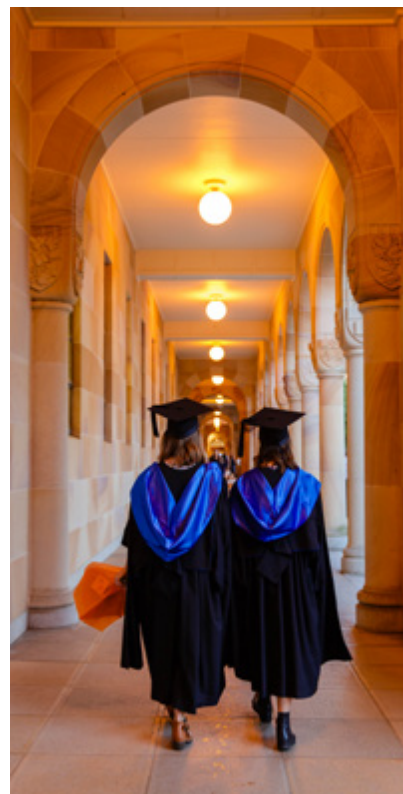
- UQ Press celebrates its 70th anniversary
- *Robert Smithson: Time Crystals* exhibition opens at UQ Art Museum
- UQ ranks in the world's top 50 in 22 subjects in QS World University rankings
- UQ Sport awards a record 59 sporting scholarships
- International Women's Day panel discussion is held during UQ's Queensland Brain Institute (QBI) networking lunch
- Professorial Chair in Ethics is established by UQ alumnus **Mark Hutchinson**

April

- Five UQ students and five UQ graduates compete in Commonwealth Games
- ARIVAL's augmented reality platform that brings fans into the match wins inaugural HYPE UQ SPIN Accelerator Global Pitch competition
- UQ alumnus **Andrew N Liveris** and wife **Paula** donate \$13.5 million to help establish the Liveris Academy and also pledge to raise an additional \$26.5 million dollars to support UQ's *Not if, when* philanthropic campaign
- UQ law students win the 2018 Philip C Jessup International Law Moot Court Competition in Washington DC, USA, for the third time
- QBI partners with the Queensland Government to trial a potential drug for treating motor neurone disease (MND)

May

- UQ Library trials a humanoid robot to provide general assistance to visitors
- UQ and Loughborough University host a Student Experience and Enterprise Symposium to share best practice on student academic experience, employability and enterprise programs
- UQ signs 20-year partnership agreement with Metro North Hospital and Health Service



Master's graduates in the Great Court cloisters after the mid-year graduation ceremony.

- Nanango State High School wins the Overall Grand Champion prize in UQ Sunflower Competition
- **Benjamin Gibson** and **Samantha Phillips** win Great Court Race at UQ St Lucia

June

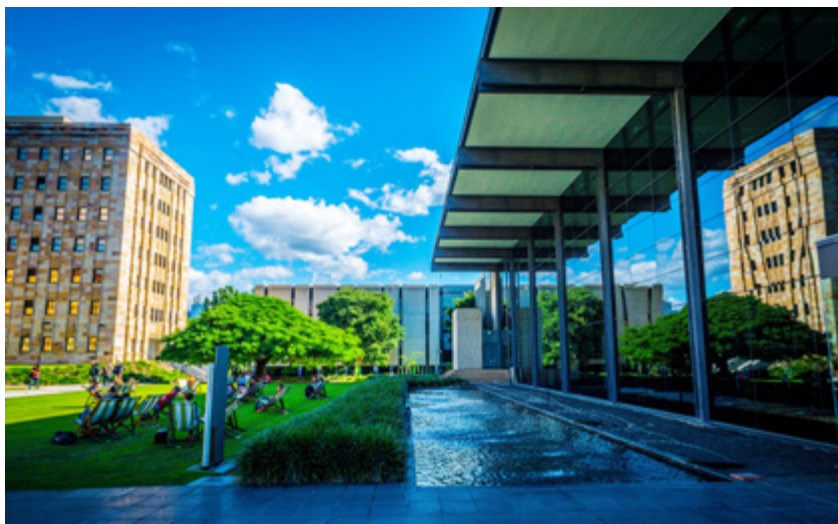
- UQ signs as partner to co-produce third season of *Food Lab* by **Ben Milbourne** television program, to be aired in 130 territories worldwide
- UQ tops the nation in *Nature Index's* annual Top Institutions table
- BiG Day In™ ICT careers conference is held



Emeritus Professor Helene Marsh was awarded UQ Alumnus of the Year at Courting the Greats ceremony.

July

- UQ goes smoke free
- UQ law students defeat University of Hong Kong to win 19th International Maritime Law Arbitration Moot Competition
- 10 graduation ceremonies are held at St Lucia with one at Gatton for more than 3000 graduates
- 82 staff honoured at UQ Staff Excellence Awards ceremony
- Academic Ranking of World Universities ranks UQ first in the world for the subject of Mining and Mineral Engineering, third for Hospitality and Tourism Management, and seventh for Biotechnology
- 274 UQ students share in \$1.23 million of federal government's New Colombo Plan mobility program funding



August

- UQ signs agreement with Newcrest Mining for education, research and training activities
- UQ researchers ranks number one in the Open Science movement
- Sustainability Week is held at UQ
- Baker Boy headlines inaugural NAIDOC Music Culture Art Festival at UQ St Lucia
- 'Jazz and shiraz' networking event is held for senior academics and student leaders
- Securing more than \$17.66 million in funding, six (of 16 nationally) UQ researchers are named Australian Research Council Australian Laureate Fellows, the most ever awarded to a single university in the scheme's history
- UQ law students win fourth annual Aboriginal and Torres Strait Islander Students' Moot in Brisbane
- Patina Restaurant opens at Customs House
- Open Days are held at UQ St Lucia and UQ Gatton, attracting 25,481 visitors

September

- Work begins on two new student recreational complexes at St Lucia following the signing of new UQ-UQ Union funding and services agreement
- Chinese Film Festival is held at UQ St Lucia
- UniQuest celebrates the creation of more than 100 startups
- **Micha Jackson** wins UQ 3MT Final
- The Ramsay Centre invites UQ to lodge an Expression of Interest for its degree in Western Civilisation
- UQ Research Week acknowledges outstanding researchers
- More than 420 UQ students and staff participate in UniSport Nationals Division 1 competition at the Gold Coast, eventually becoming Australia's top-ranked sporting university



The Heron Island Research Station became more energy efficient during the year.

November

- UQ installs Envirobank Smart Pods
- 14 Blues and 19 Half Blues are presented to UQ students at UQ Sport awards night
- Heron Island Research Station installs integrated roof top solar panels and battery storage facilities
- UQ hosts Wonder of Science Conference
- UQ Diamantina Institute leads the establishment of the Australian Cancer Research Foundation's Australian Centre of Excellence in Melanoma Imaging and Diagnosis
- UQ takes official ownership of the Warwick Solar Farm project
- Feasibility assessment commences for developing Anaerobic Digester at UQ Gatton for creating renewable energy source, new irrigation water and fertiliser
- Australian Research Council awards \$38.6 million in grants to UQ researchers (67 Discovery Project grants totalling \$27.62 million, 25 DECRA's amounting to \$9.63 million, two LIEFs totalling \$1.18 million and one Linkage Project for \$236,852)

December

The UQ Art Museum hosted the Robert Smithson: Time Crystals exhibition from March until July 2018 (photo: Simon Woods).

October

- UQ finalises its Enterprise Agreement
- UQ receives a more than \$500 million software grant from Siemens Australia
- UQ wins Education and Training category of Premier of Queensland's Export Awards 2018
- UQ launches its first 100 per cent online master's degree on global platform edX
- Construction begins on the \$160 million Andrew N Liveris Building, which will house the School of Chemical Engineering
- Courting the Greats ceremony acknowledges 2018 UQ Award recipients
- Teaching and Learning Week acknowledges outstanding UQ teachers
- The inaugural BLOOM – A UQ Jacaranda Festival celebrates the blossoming ideas, community and beauty of UQ

- UQ launches the UQ *Reconciliation Action Plan 2019–2022*
- 19 graduation ceremonies are held at St Lucia with three at Gatton for more than 8000 graduates
- Agriculture and soil scientist Dr Glen Simpson is awarded Gatton Gold Medal
- Research by UQ and Aarhus University links schizophrenia with Vitamin D deficiency
- 61 UQ projects are successful in nearly \$42 million worth of 2019 NHMRC Project Grant funding
- Phase 1 of Recreation Precinct development is completed, with four new multi-sports courts and beach volleyball court extensions
- Haystack founder and CEO **Ran Heimann** is appointed Entrepreneur in Residence for ilab Germinate PLUS accelerator program
- Coalition for Epidemic Preparedness Innovations awards \$14.7 million to UQ-led consortium to develop rapid-response vaccine testing
- QBI announces \$10 million Queensland Government funding to commence clinical trials of dementia ultrasound treatment.

2018 ROLL OF HONOUR



UQ Awards for Excellence in Teaching and Learning

UQ Award for Teaching Excellence

- Dr Kay Colthorpe – School of Biomedical Sciences

Commendation for Teaching Excellence:

- Associate Professor Kate O'Brien – School of Chemical Engineering

UQ Award for Programs that Enhance Learning

- *UQ Drama: Building Pathways to Creative Careers*: Dr Stephen Carleton (lead), Dr Bernadette Cochrane, Dr Chris Hay, Associate Professor Rob Pensalfini – School of Communication and Arts

UQ Citations for Outstanding Contributions to Student Learning

- *Clinical Science Lead Educators*: Dr Louise Green (lead), Dr Janet Clarkson, Dr Sharon Darlington, Dr Mary Kelleher, Dr Cherri Ryan, Dr Tammy Smith – Faculty of Medicine
- Dr Christopher Leonardi – School of Mechanical and Mining Engineering
- *The Everest Team*: Dr Geoffrey Greenfield (lead), Elizabeth Nicholls, Dr Gemma Irving, Associate Professor April Wright, Ross Strong, Dr Cle-Anne Gabriel – UQ Business School

Commendation for Outstanding Contributions to Student Learning:

- *Tutor Trainers in Economics Team*: Dr Bruce Littleboy (lead), Carl Sherwood, Associate Professor KK Tang, Dr Frederique Bracoud, Dr Bryan Morgan – School of Economics

UQ Teaching Fellows

- Condy Canuto – Poche Centre for Indigenous Health and Aboriginal and Torres Strait Islander Unit
- Dr Nicholas Carah – School of Communication and Arts
- Dr Justin Ridge – School of Chemistry and Molecular Biosciences
- Dr Alastair Tombs – UQ Business School
- Associate Professor Vincent Wheatley – School of Mechanical and Mining Engineering
- Dr Owain Williams – 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 Tom Aechtner – Faculty of Humanities and Social Sciences
- Dr Alison Crowther – Faculty of Humanities and Social Sciences
- Dr Joe Gattas – Faculty of Engineering, Architecture and Information Technology
- Dr Bin Luo – Australian Institute for Bioengineering and Nanotechnology
- Dr Richard Robinson – Faculty of Business, Economics and Law
- Dr Kirsty Short – Faculty of Science
- Dr Sónia Troeira Henriques – Institute for Molecular Bioscience
- Dr Sherry Wu – Faculty of Medicine
- Dr Liu Ye – 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; co-sponsored by UniQuest)

- Professor Ross McAree with partner Nigel Boswell from Caterpillar Inc (*Engineering, Materials, and Information and Communications Technology category*)
- Professor Len Gray with partners Robert Åström from Oy RAISoft Ltd and Dr Paul Varghese from Queensland Health (*Health category*)
- Professor Craig Franklin with partner Dr Terri Irwin from Australia Zoo (*Science category*)
- Associate Professor Kim Nichols and Professor Robyn Gillies with partners Tania Hall from the Queensland Museum Network, Simon Nish from Shell QGC and Dr Angela Ferguson from the Queensland Department of Education (*Social Enterprise category*)

Highly commended:

- Professor Kerrie Wilson and Dr Luke Shoo with partner Tim Robson from the City of the Gold Coast (*Science category*)
- Associate Professor Steve Kenway, Professor Paul Lant, Professor Brian Head, Amanda Binks, Julijana Bors and Associate Professor Kate O'Brien with partners Euan Hind and Damian Connell from Smart Water Fund and Francis Pamminer from Yarra Valley (*Engineering, Materials, and Information and Communications Technology category*)

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

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

- Professor Joanne Meers – Faculty of Science
- Professor Lianzhou Wang – Faculty of Engineering, Architecture and Information Technology, and UQ's Australian Institute for Bioengineering and Nanotechnology
- Associate Professor Helen Huang – Faculty of Engineering, Architecture and Information Technology
- Associate Professor Thomas Burne – Queensland Brain Institute

Emerging Adviser:

- Dr Ian Hardy – Faculty of Humanities and Social Sciences

Courting the Greats awards

(to honour and acknowledge outstanding accomplishments of UQ alumni)

Vice-Chancellor's Alumni Excellence Awards

- Sandeep Biswas
- Emeritus Professor Barry McGaw, AO
- Emeritus Professor Stuart Pegg, AM
- Raynuha Sinnathamby
- Dr Barbara Woodhouse

Distinguished Young Alumni Awards

- Cameron Bellamy
- Zoe Black
- Alborz Fallah
- Alison Rae

International Alumnus of the Year

- Professor Opha Pauline Dube

Indigenous Community Impact Award

- Dr Noritta Morseu-Diop

Colleges' UQ Alumni Award

- David Crombie, AM

Alumni Friends Awards

UQ Alumnus of the Year:

- Emeritus Professor Helene Marsh

UQ Graduate of the Year:

- Dr Bethany Holt

UQ Sport Awards

UQ Sportsman of the Year:

- Michael Mercieca

UQ Sportswoman of the Year:

- Gabrielle Simpson (pictured below)



International scholarships

2018 Rhodes Scholar

- Jordan English, BCom/BLaws (Hons)
- UQ Business School/Law School
(pictured top left, page 6)

2018 Fulbright Scholars

- Dr Anna Urbanowicz, Dr David Ireland, James Hill, Karri Neldner

Fellowships

Australia's learned academies

Four new Fellows of the Academy of the Social Sciences in Australia (ASSA) are UQ academics. One UQ staff member was elected as a Fellow of the Australian Academy of Science (AAS) and two were elected to the Australian Academy of Health and Medical Sciences (AAHMS). At present, 180 UQ staff (including honorary and adjunct appointments) and emeritus professors are Fellows of Australia's five learned academies, AAS, AAHMS, ASSA, ATSE and AAH. Professor Peter Høj was also one of only four Australians to be made a Fellow of the National Academy of Inventors (US) in 2018.

Awards

2018 edX Prize for Exceptional Contributions in Online Teaching and Learning

- For *The psychology of criminal justice* MOOC: Associate Professor Blake McKimmie (lead), Professor Barbara Masser, Professor Mark Horswill - School of Psychology

2018 Wharton-QS Stars Reimagine

Education Awards (Social Sciences - Bronze)

- *The psychology of criminal justice* MOOC

2018 Australian Museum Eureka Prize

- Optical Physics in Neuroscience team (Dr Itia Favre-Bulle, Professor Halina Rubinsztein-Dunlop, Associate Professor Ethan Scott - for *Excellence in Interdisciplinary Scientific Research*)
- CF Air team (Professor Scott Bell, Dr Tim Kidd, Dr Luke Knibbs, Professor Claire Wainwright - for *Infectious Diseases Research*)

2018 Council for Advancement and Support of Education (CASE) Awards

- Gold Award for Multimedia Campaigns category (for *Not if, when* campaign) and Bronze Awards for General News Writing and Podcasts categories

2018 Australian Water Association National Research Innovation Award

- Dr Damien Batstone and Dr Tim Hülsen, (part of the *Purple Phototrophic Bacteria for Resource Recovery from Wastewater* project team)

2018 Business and Higher Education Round Table (BHERT) Awards

- Outstanding Collaboration in Research and Development: Industry Partnership (for *Monash Program for the Food and Dairy Industries*)
- Outstanding Collaboration in Higher Education and Training (for *Indigenous Health Education and Workforce Development* project)

2018 Clarivate Analytics Highly Cited Researchers

- Agricultural Sciences: Professor Ben Hayes

- Biology and Biochemistry: Professor Philip Hugenholtz
- Chemistry: Professor Kendall N Houk, Professor Yusuke Yamauchi
- Clinical Medicine: Professor Carl J Lavie
- Cross-Field: Professor David P Fairlie, Professor Graeme L Hammer, Professor Ove Hoegh-Guldberg, Dr Damian Hoy, Professor Jeffrey Lipman, Professor Harvey A Whiteford, Professor Naomi Wray, Professor George Zhao
- Environment/Ecology: Professor Margaret Mayfield, Professor Peter J Mumby, Professor Hugh Possingham, Professor Anthony J Richardson
- Immunology: Professor David L Paterson
- Molecular Biology and Genetics: Professor David M Evans, Professor Grant W Montgomery, Professor Peter M Visscher, Professor Jian Yang
- Pharmacology and Toxicology: Professor David L Paterson
- Plant and Animal Science: Professor Christine Beveridge
- Psychiatry/Psychology: Professor Roy F Baumeister, Professor John J McGrath
- Social Sciences, general: Professor Elizabeth G Eakin, Associate Professor Genevieve N Healy
- Dr Jacqueline Romero: 2018 Queensland Young Tall Poppy Award
- Professor Halina Rubinsztein-Dunlop: Officer of the Order of Australia
- Dr Jackie Ryan: Queensland Literary Awards: Premier's Award for a Work of State Significance, History Book of the Year
- Professor Matthew Sanders FASSA: 2018 Queensland Greats Award
- Dr Kirsty Short: 2018 L'Oréal-UNESCO Women in Science Fellowship
- Professor Mark Smithers: Member of the Order of Australia
- Dr Teresa Ubide: 2018 Queensland Young Tall Poppy Award and Science and Technology Australia's Superstar of STEM program member
- Professor Brandon Wainwright: Member of the Order of Australia
- Professor Claire Wainwright: Member of the Order of Australia
- Professor Laurence Walsh: Officer of the Order of Australia
- Emeritus Professor Curt Wentrop: 2018 Leighton Memorial Medal
- Dr Renee Zahnow: 2018 Academy of the Social Sciences in Australia Paul Bourke Award for Early Career Research
- Dr Hosam Zowawi: 2018 Queensland Young Tall Poppy Award.

Individual Prizes

- Dr Nasim Amiralian: 2018 ABC Top 5 Media Residency Program
- Dr Emma Bartle: Universitas 21 Health Sciences Teaching Excellence Award
- Amy Chan: 2018 Queensland Women in STEM Prize (People's Choice Award)
- Associate Professor Jack Clegg: 2018 Prime Minister's Prizes for Science - Malcolm McIntosh Prize for Physical Scientist of the Year
- Dr Sean Coakley: 2018 Queensland Young Tall Poppy Award
- Dr Caitlin Curtis: 2018 ABC Top 5 Media Residency Program
- Dr Felicity Davis: 2018 Women in Technology Life Sciences Rising Star Award
- Jordan Debono: 2018 Women in Technology Life Sciences Young Achiever Award
- Dr Katrin Doederer: 2018 Young Water Professional of the Year Award
- Dr Marta Garrido: Australasian Cognitive Neuroscience Society Young Investigator Award
- Dr Deanne Gibbon, CSC: Officer of the Order of Australia
- Dr Jacinda Ginges: 2018 Queensland Young Tall Poppy Award
- Cecile Godde: 2018 Queensland Women in STEM Prize - Judge's Choice Award
- Philip Hennessey: Officer of the Order of Australia
- Dr Emma Hutchison: 2018 Academy of the Social Sciences in Australia Paul Bourke Award for Early Career Research
- Kathryn Kerswell: Australasian Registrars Committee Achievement Award
- Dr Sue Kildea: 2018 Research Australia Health and Medical Research Awards
- Yadan Luo: 2018 Women in Technology ICT Young Achiever Award
- Professor Lorraine Mazerolle: Thorsten Sellin & Sheldon and Eleanor Glueck Award
- Shyuan Ngo: 2018 Life Sciences Queensland Rose-Anne Kelso Commemorative Award
- Associate Professor Allison Pettit: 2018 Women in Technology Life Sciences Outstanding Award
- Associate Professor Michael Piper: 2018 ANZSCDB Emerging Leader Award
- Dr Amirali Popat: 2018 Queensland Young Tall Poppy Award

2018 Higher Education Academy Fellowships

Principal Fellows

Professor Karen Healy PFHEA, School of Nursing, Midwifery and Social Work

Professor Paul Mills PFHEA, School of Veterinary Science

Professor Polly Parker PFHEA, Faculty of Business, Economics and Law

Associate Professor Susan Rowland PFHEA, Faculty of Science

Dr Christine Slade PFHEA, Institute for Teaching and Learning Innovation

Senior Fellows

Dr Emma Bartle, School of Dentistry

Associate Professor Pierre Benckendorff, UQ Business School

Associate Professor Sally Butler, School of Communication and Arts

Dr Kay Colthorpe, School of Biomedical Sciences

Dr Leanne Coombe, Faculty of Medicine

Associate Professor Jodie Copley, School of Health and Rehabilitation Sciences

Dr Rhonda Faragher, School of Education

Dr Anne Hill, School of Health and Rehabilitation Sciences

Russell Hinchy, Law School

Associate Professor Pedro Isaías, Institute for Teaching and Learning Innovation

Dr Noriko Iwashita, School of Languages and Cultures

Michael Jennings, School of Mathematics and Physics

Dr Karyn Johnson, School of Biological Sciences

Dr Hassan Khosravi, Institute for Teaching and Learning Innovation

Associate Professor Mehmet Kizil, School of Mechanical and Mining Engineering

Dr Louise Kuchel, School of Biological Sciences

Dr Karen Luetsch, School of Pharmacy

Dr Norman Ng, Faculty of Health and Behavioural Sciences

Andrea Reid, Faculty of Health and Behavioural Sciences

Associate Professor Lisa Ruhanen, UQ Business School

Dr Daniel Schull, School of Veterinary Science

Associate Professor KK Tang, School of Economics

Jessica Tsai, Faculty of Health and Behavioural Sciences

Dr Jack Wang, School of Chemistry and Molecular Biosciences

Amy Wong, Institute for Teaching and Learning Innovation

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. Separate financial

statements are also prepared by some controlled entities and these are audited by the Queensland Audit Office.

At 31 December 2018, 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
UQH Finance Pty Ltd

University Controlled Trusts

IMBCom Asset Trust
UQ Foundation Trust

UQ Investment Trust Group

UQ Investment Trust
IMBCom Pty Ltd
IMBCom Asset Management Co 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
JK Africa Mining Solutions Pty Ltd

Other Controlled Entities

Global Change Institute Pty Ltd
UQ Jakarta Office Pty Ltd
Warwick Operationsco 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.



Conferring higher education awards is one of the University's chief functions.

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.

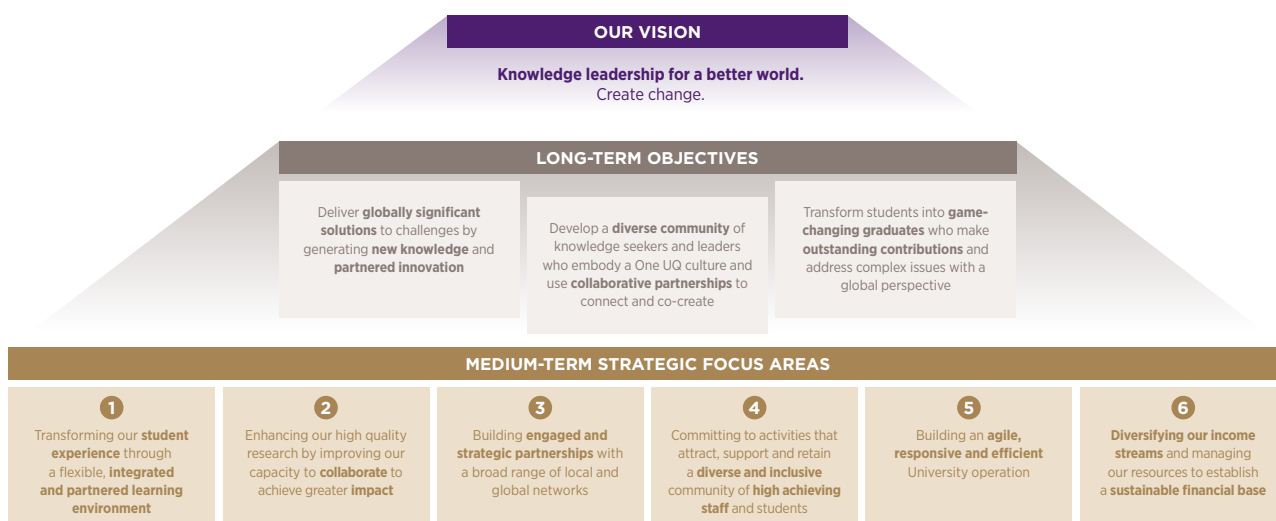
Supporting our people

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

The University of Queensland'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.



Extract from UQ's Strategic Plan showing UQ's Vision, Long-term objectives and Medium-term objectives for 2018–2021.

OUR LOCATIONS

As at 31 December 2018

Campuses

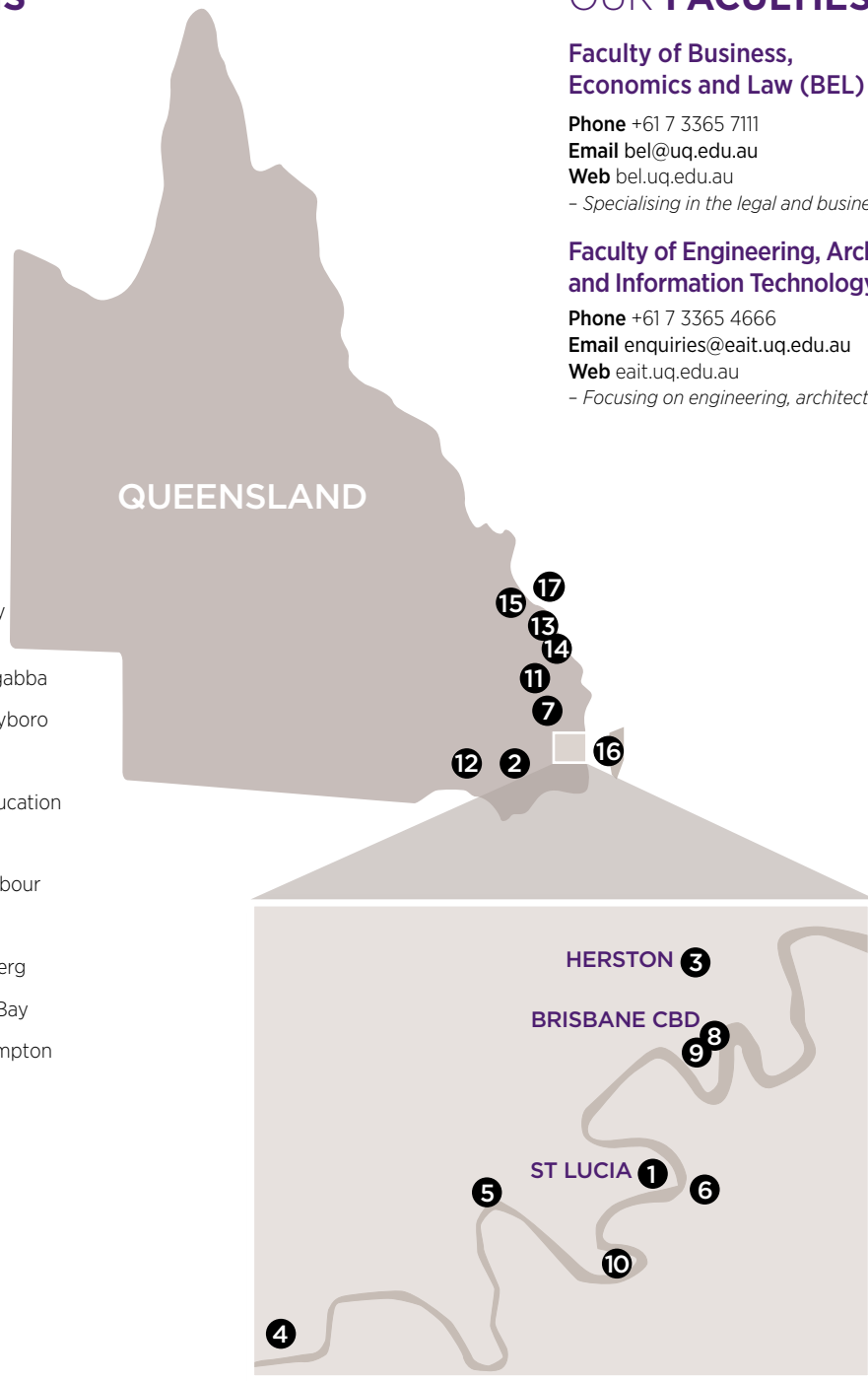
- 1 St Lucia campus
- 2 Gatton campus
- 3 Herston campus

Other locations

- 4 Pinjarra Hills
- 5 Julius Kruttschnitt Mineral Research Centre, Indooroopilly
- 6 Pharmacy Australia Centre of Excellence (PACE), Woolloongabba
- 7 Veterinary Teaching Clinic, Dayboro
- 8 Customs House, City
- 9 Business School Executive Education
- 10 Long Pocket site
- 11 Medical Teaching facility, Nambour
- 12 Boyce Gardens, Toowoomba
- 13 Rural Medical School, Bundaberg
- 14 Rural Medical School, Hervey Bay
- 15 Rural Medical School, Rockhampton

Marine research stations

- 16 Dunwich, Stradbroke Island
- 17 Heron Island



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

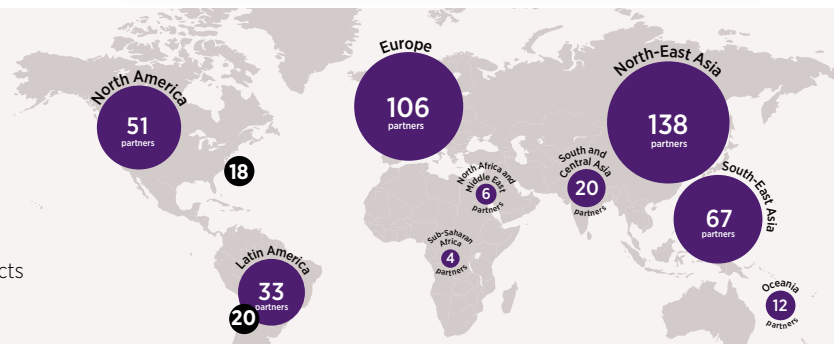
Email enquiries@eait.uq.edu.au

Web eait.uq.edu.au

- Focusing on engineering, architecture and IT.

Offshore presence

- 18 Washington, USA, office
 - 19 Jakarta, Indonesia, office
 - 20 Santiago, Chile, representative
 - 21 Hanoi, Vietnam, representative
- plus a range of international partners/contacts around the globe



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 Medicine

Phone +61 7 3365 5342

Email med.reception@uq.edu.au

Web medicine.uq.edu.au

– Exploring a range of medical specialties.

Faculty of Science

Phone +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.

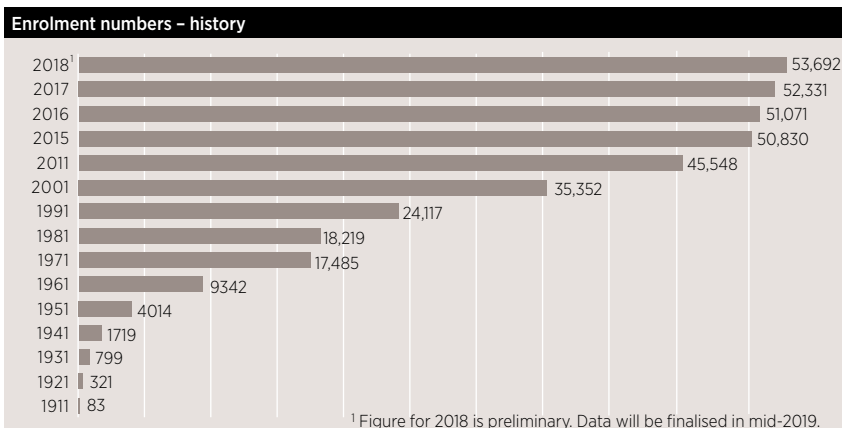
Institute for Social Science Research (ISSR)

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.



Student enrolments have been steadily increasing since the University first opened in 1911.

Mater Research Institute–UQ (MRI–UQ)

Phone +61 7 3163 2555

Email research.development

@mater.uq.edu.au

Web 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 (QAIFI)

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

– Delivering improved operational performance on mining sites through new technologies.



Students in the Global Change Institute.

OUR OPERATING ENVIRONMENT

Statutory obligations

The chief purpose of The University of Queensland (UQ) 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 53,000 in 2018, and graduating more than 264,000 in that time. Our research has also flourished. In the latest Excellence in Research in Australia (ERA) assessment, 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 in 2015 (the latest results available).

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 almost 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
- 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:

- a student housing development, which will further enhance the life of the St Lucia campus
- 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 research at a faster rate than alternative domestic sources of funding can be developed, thereby increasing reliance on international funding. 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 2019 QS Graduate Employability Rankings showing UQ ranked 48th 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. 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.

From a research perspective, tight fiscal conditions and proposed 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, it is becoming increasingly difficult to attract external fellowships and the uncertain economic climate 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](#) on pages 16–37.

Overview

The landscape of higher education in Australia is rapidly evolving as the Commonwealth seeks to manage the effects of a demand-driven system for undergraduate degrees, and 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'¹—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 academic calendar 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 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.

¹ education.gov.au/national-innovation-and-science-agenda

Enrolment by program				
	2015	2016	2017	2018 ¹
Doctorate by research	4017	4064	3957	4168
Doctorate by coursework	68	47	37	36
Master's by research	523	509	479	418
Master's by coursework	7299	8327	10,142	12,353
Postgraduate/Graduate Diploma	747	707	704	380
Graduate Certificate	1146	1095	1151	1260
Bachelor	35,402	34,898	34,384	33,656
Associate Degree	102	103	123	141
Diploma/Associate Diploma	222	225	240	212
Enabling Course	336	335	307	269
Non-Award Course	968	761	807	799
TOTAL	50,830	51,071	52,331	53,692

¹ Figures for 2018 are preliminary. Data will be finalised in mid-2019.

KEY STATISTICS

Key statistics						
Number of students	2013	2014	2015	2016	2017	2018 ¹
TOTAL	48,804	50,749	50,830	51,071	52,331	53,692
% Female ²	55.4	55.2	55.0	54.5	54.9	55.1
Commencing	17,649	18,395	17,426	17,805	18,802	19,424
% Female ²	56.8	57.0	56.4	55.8 ⁷	57.1	57.1
International	11,513	12,195	12,664	13,338	15,431	18,071
% International	23.6	24.0	24.9	26.1	29.5	33.7
Enrolments by campus	2013	2014	2015	2016	2017	2018 ¹
St Lucia	41,737	43,599	44,474	45,128	46,536	47,843
Ipswich ¹⁴	1731	1931	878	410	136	34
Gatton	2088	2089	2092	2061	2200	2260
Herston	3248	3130	3386	3472	3459	3555
Student load (EFTSL) ³	2013	2014	2015	2016	2017	2018 ¹
TOTAL	38,416	39,963	40,029	40,214	41,198	42,201
Undergraduate and non-award ⁷	30,203	31,382	30,710	29,960	29,293	28,623
Postgraduate coursework	4920	5224	5829	6752	8481	10,102
Postgraduate research	3129	3164	3283	3290	3216	3298
Student load by funding type (EFTSL) ³	2013	2014	2015	2016	2017	2018 ¹
Commonwealth funded ^{4,7}	27,177	28,190	27,966	27,490	27,030	26,011
Domestic full fee paying	1797	1849	1777	1743	1714	1591
International fee paying	9258	9802	10,196	10,912	12,384	14,510
Award completions ⁵	2013	2014	2015	2016	2017	2018 ¹
TOTAL	11,042	11,617	12,079 ⁷	12,045	12,580	12,558
Undergraduate	6947	7220	7609 ⁷	7678	7890	7338
Postgraduate coursework	3338	3562	3721	3543	3927	4570
Postgraduate research	757	835	749	824	763	650
Staff (FTE) ⁵ as at 31 March ⁶	2013	2014	2015	2016	2017	2018
TOTAL	6892	6816	6791	6703	6607	6613
Academic						
Teaching and research	1265	1240	1207	1145	1134	1173
Research focused	1438	1436	1452	1460	1455	1441
Teaching focused	156	179	149	139	150	175
Other	24	28	26	28	27	26
SUB-TOTAL	2883	2883	2834	2772	2766	2814
Professional						
Research focused	633	593	547	490	486	483
Other	3376	3340	3410	3441	3354	3316
SUB-TOTAL	4009	3933	3957	3931	3841	3799
Operating revenue (\$'000)	2013	2014	2015	2016	2017	2018
Commonwealth Grant Scheme grants ⁸	298,314	304,775	309,946	322,135	308,478	301,797
HECS-HELP and HECS-HELP student payments ⁸	207,614	220,301	215,801	215,643	212,602	209,807
FEE-HELP and course fees and charges ⁹	322,446	358,041	388,106	431,488	518,038	618,452
Research block grants ¹⁰	157,756	163,229	171,054	176,587	184,525	187,266
Other government revenue ¹¹	296,593	307,144	290,023	257,907	251,545	319,377
Consultancy and contract revenue ¹²	180,405	148,796	170,865	152,973	156,872	156,135
Other revenue ¹³	208,443	186,387	167,017	194,377	196,296	176,520
TOTAL	1,671,571	1,688,673	1,712,812	1,751,110	1,828,356	1,969,354

¹ Figures for 2018 are preliminary. Data will be finalised in mid-2019.

² There has been a reassessment of how gender figures have been classified. As such, the data has been recomputed to reflect these changes retrospectively. Female and male percentages may not add up to 100 per cent as persons classified as X (indeterminant, unspecified, intersex) are not included.

³ EFTSL figures will not add up due to the exclusion of Enabling load from the detailed rows. EFTSL = equivalent full-time student load.

⁴ Commonwealth funded load comprises Commonwealth Grant Scheme (CGS) load, Research Training Program (RTP) load and extended domestic postgraduate research load. Note that RTP now includes load that was previously classified under the Research Training Scheme (RTS).

⁵ FTE = full-time equivalent. Data excludes casuals. Note that Total Staff FTE (including estimated casuals) for 2018 is 7589 and is preliminary.

⁶ The staff classifications shown here align with the reporting of data to the Department of Education.

⁷ There may be slight changes in historical data due to improvements made in UQ's reporting systems.

⁸ Revenue received for the teaching of the undergraduate student load.

⁹ Revenue received from fee-paying students.

¹⁰ Revenue consists of funding through the Research Training Program and Research Support Program.

¹¹ Revenue includes capital grants and research funding from Australian Research Council and National Health and Medical Research Council.

¹² Revenue includes non-government competitive grant research funding.

¹³ Revenue includes investment income, donations and scholarships, other fees and charges, and sales of goods and services

¹⁴ UQ transferred its Ipswich campus to the University of Southern Queensland (USQ) on 7 January 2015.

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, The University of Queensland 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.

Helping protect the Great Barrier Reef is something the University is actively involved with—for example, through the work of UQ Civil Engineering and Biological Sciences researchers, who are working with engineering, science and technology consultancy BMT to investigate creating coral-filled net structures to turn unstable rubble into coral structures known as 'bommies' and so limit future damage to the Reef.

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**.

Measures of success against UQ <i>Strategic Plan 2018–2021</i> : Key Performance Indicators		
Goal	Metrics	See page
An improvement in graduate employment outcomes	UQ's normalised graduate full-time employment rate for domestic undergraduates four months after graduation	16
	UQ's normalised graduate full-time employment rate for domestic coursework postgraduates four months after graduation	16
An increase in student engagement with external partners	<i>Student engagement metric to be developed in 2019</i>	n/a
An increase in global engagement among our students	<i>Global engagement metric to be developed in 2019</i>	n/a
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	16
An increase in normalised citations	UQ's category normalised citation impact (CNCI) ranking within the Group of Eight universities	21
	UQ's ranking within the Group of Eight universities based on the proportion of publications that are within the top 10 per cent on citations	21
Rank in the top 65 global universities across all influential rankings	UQ's position in the following international rankings: Academic Ranking of World Universities, <i>Times Higher Education</i> World University Ranking, QS World University Ranking, National Taiwan University Ranking, <i>U.S. News</i> Ranking	21
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	25
Rank in the top three universities in Australia on national competitive grants income	UQ's national position for attracting national competitive grants research income	21
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	25
	UQ's rank in the Group of Eight universities based on the percentage of publications with a non-academic co-author	25
Improved internal collaboration	<i>Research collaboration metric to be developed in 2019</i>	n/a
	The proportion of staff who agree that there is good communication across all sections of UQ	32
	The proportion of staff who agree that there is cooperation between different sections of UQ	32
An improvement in our global reputation	<i>Times Higher Education</i> Academic Reputation Survey – Teaching Reputation Votes	16
	<i>Times Higher Education</i> Academic Reputation Survey – Research Reputation Votes	21
Growth in philanthropic income to \$500 million	Aligning with the <i>Not if, when</i> campaign, philanthropic income will grow to \$500 million	35
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)	28
	The percentage of domestic students who come from a regional or remote background (based on their first address – Australian Statistical Geography Standard)	28
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	28
	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	28
An improvement in source country diversity among our international students	Proportion of UQ's international students from a single source country	35
Achievement of an institutional award in the Athena SWAN charter	The representation of women among HEW10+ professional staff	28
	The representation of women among Level D academic staff and among Level E academic staff	28
Sustainable financial performance in line with our strategic ambitions	UQ EBITDA as a percentage of revenue	35
	The statutory accounting result for UQ	35
Improved engagement and commitment among staff to the University's purpose	The staff response to the passion/engagement index from <i>The Voice</i> survey	28

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.



UQ's reputation for global student exchange helped attract 62 Australia Awards – Endeavour Scholarships and Fellowships for 2018, the most of any university in Australia.

1.1 Expand opportunities for students to develop their employability.

Entrepreneurship and Innovation (E&I) Strategy

During 2018, UQ developed a new *Entrepreneurship Strategy 2018–2022*, with more than 840 people sharing their views during the consultation process. The strategy seeks to build on the range of entrepreneurial and employability activities at UQ, with strategic objectives to inspire and empower ideas that create change, embed entrepreneurship across UQ, and foster enterprising partnerships.

In October, UQ's Dow Centre for Sustainable Engineering Innovation invited students to submit innovative ideas with a tangible engineering focus that address global sustainability issues through the production and use of energy and materials. Thirty-three students received a share of the \$57,500 Sustainability Innovation Student Challenge Award prize money. First prize went to business and IT student Ashley Baxter and chemical engineering student Ashley Chiam, who pitched a unique composting system that can turn 100 kilograms of organic waste into 10 kilograms of fertiliser a day.

Ashley Baxter also took part in the UQ Idea Hub Startup Adventure to Shanghai, a fully funded global internship program. More than 40 students took part in this program in Shanghai and Tel Aviv, with plans to expand to San Francisco and Singapore in 2019. UQ Idea Hub also had 615 participants in its six-week extracurricular core program, including sessions tailored for PhD students; the LeadHers program for women; and the UQ Weekend of Startups. Applications rose by 68 per cent between 2017 and 2018.

KEY PERFORMANCE INDICATORS

STUDENT EXPERIENCE

A student satisfaction rating that is within the top 5 nationally

Student satisfaction survey results²

	2013	2014	2015	2016	2017
National effective rank of undergraduates (both first and last year) satisfied with the overall quality of the entire educational experience	6	11	11	8	6

An improvement in graduate employment outcomes

Normalised graduate full-time employment rates four months after graduation³

	2016	2017	2018
Graduate full-time employment rate for domestic undergraduates four months after graduation	0.86	0.87	0.90
Graduate full-time employment rate for domestic postgraduates (coursework only) four months after graduation	0.93	0.93	0.97

¹ Source: *Times Higher Education* Datapoints.

² National effective rank after accounting for statistical significance; Source: Student Experience Survey.

³ Normalised against the state full-time employment rate; Source: *Graduate Outcomes Survey* and 6202.0 Labour Force Tables (Australian Bureau of Statistics).



Ashley Baxter and Ashley Chiam, Sustainability Innovation Student Challenge Award winners.

Through UQ's ilab startup incubator, 41 startups were supported, while a HYPE UQ SPIN Accelerator program pitch event was held during the Commonwealth Games to encourage sports innovation.

Employability framework

Between 2018 and 2020, UQ is investing almost \$12 million in employability initiatives. In 2018, initiatives conducted included:

- Global mobility opportunities to support more than 1200 students to access global experiences that enhance their intercultural competencies and employability through experiential learning and professional development. Activities supported included study abroad, volunteering, internships, rural and remote placements, and presentation of research outcomes at global conferences. A number of hardship grants also enabled students with limited financial resources to access opportunities otherwise beyond their reach.
- Through an embedded collaborative model in partnership with faculties, student clubs and societies, and industry partners, the Student Employability Centre delivered discipline-specific career development learning and work integrated learning services for staff, students and employers. To ensure that this service was responsive to needs and fit-for-purpose, collaborative agreements were developed with faculties, enabling this model to be sustainable, scalable, and context-relevant across a comprehensive university.

Siemens software grant

In November, UQ received a software grant of more than \$500 million from Siemens Australia to give students and researchers from many disciplines access to advanced technology—building their skills in digital and data-driven industries and preparing them for an evolving workforce.

The grant includes licences for the Product Lifecycle Management software platform, which digitally tracks a product's life from its design inception through to manufacture,

use, maintenance and disposal, and is part of Siemens' commitment of more than \$1 billion in advanced software grants to selected universities nationally.

The announcement was linked to the recommendations and work of the Industry 4.0 Advanced Manufacturing Forum—an industry-led group established to support improved collaboration between Australia and Germany on preparing industry for the fourth industrial revolution.

Siemens has previously collaborated with UQ on projects such as medical imaging and health.

Dandelion Work Experience Program

University students with a range of neurodiverse traits boosted their employability through a three-week paid work experience program designed to help them break down barriers, gain skills in robotics, and make vital connections to potential employers. Specifically targeted at students with autism spectrum disorders, the Dandelion Work Experience Program was launched in mid-2018 and offered through UQ's Neurodiversity Hub, which was established in partnership with DXC Technology in 2017 to support students with diverse needs.

Career Development Framework (CDF)

UQ aims to develop well-rounded and capable higher degree by research graduates who understand their personal strengths and have gained the graduate attributes that link to building a career and contributing to society. UQ's CDF provides candidates with opportunities to engage in development workshops and experiences that provide a range of transferable, professional and research skills, fully integrated into their research program. Year-on-year participation has increased by 10 per cent with high satisfaction from participants.

International exhibition

In collaboration with Monash University, and with the support of the Terra Foundation for American Art and the cooperation of the Holt-Smithson Foundation, the UQ Art Museum exhibited *Robert Smithson: Time Crystals* from 10 March until 8 July 2018. Drawing together key works of sculpture, film, photography, drawing, prints and texts from the Smithsonian Institution's Archives of American Art, the exhibition attracted large crowds to view artworks, personal papers and preparatory sketches by one of the most influential artists of the 20th century, much of whose work had never been seen in Australia.

UQ students from multiple disciplines—including physics, information technology,

earth sciences, literature, art history, museum studies and philosophy—immersed themselves in the experience. Students were involved in industry-specific training and practice, using the exhibition and its accompanying events as focal points for analysis and inquiry.

▶ Related initiatives for 1.1

1.4 Students as Partners	pg 19
2.4 Dow Centre partnership	pg 22
4.6 ilab	pg 31

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

Student Strategy

Building on the 2017 Student Strategy initiatives, the implementation of the Student Strategy expanded further in 2018 with an additional investment of \$7.99 million allocated towards the 2018 Tranche initiatives of:

- blended learning
- professional learning
- enhancing employability
- Students as Partners
- Program Architecture Review – Phase 1.

To oversee the ongoing implementation of these initiatives, a Student Strategy Governance Group was established to provide strategic guidance and oversee the investment of Student Strategy funding. This group was supported by a Blended Learning Steering Group and a Student Employability and Engagement Steering Group to oversee the implementation of related Student Strategy initiatives.

Assessment integrity

UQ continues to work hard to embed a culture of academic integrity through educating students and staff to build an institutional ethos of integrity that encourages a code of honesty.

In 2018, a locally developed, revised Academic Integrity Tutorial, housed on the UQx platform, was introduced more widely, and a trial of Authorship Investigation, a TurnItIn tool aimed at identifying contract cheating, was undertaken.

Learning Space Roadmap

High-quality learning space is critical to the University's mission. To address the current and projected undersupply of informal and collaborative formal learning space, the development of a Learning Space Roadmap was commissioned in 2018.



Bush foods of Australia is just one of the many exciting courses on offer to UQ students, including those who have travelled to the University from overseas on Study Abroad experiences.

This will support the increased use of on-campus learning space that will underpin changes in curriculum towards more active and collaborative pedagogy. The Roadmap was developed by a working party comprising academics, professional staff and student representatives, who undertook broad consultation. The draft Roadmap has been endorsed for further development.

Integrated learning environments

Since 2013, UQ has doubled informal learning spaces at St Lucia, Gatton and Herston to 5280 seats. With the majority of seats available in UQ libraries, these spaces are an intrinsic part of UQ's commitment to create integrated learning environments for our students. The Library continued its refurbishment program in 2018 in both the Dorothy Hill Science and Engineering Library (DHSEL) and the Social Sciences and Humanities (SSAH) Library. Work is currently underway to refurbish Levels 1 and 2 of the SSAH Library, to continue our investment in better learning environment for students.

► Related initiatives for 1.2

- | | |
|--|-------|
| 1.4 Students as Partners | pg 19 |
| 1.7 Program Architecture Review | pg 20 |

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

Blended Learning

The Blended Learning program commenced in 2018, with the initial phase of the program aiming to redevelop the student learning experience across more than 60 of UQ's largest courses by 2021. The work is a collaboration between faculty course coordinators and teaching teams, students, and the Course Design and Development Group in the Institute for Teaching and Learning Innovation. The teams are

developing courses with blended learning formats that feature a combination of high-quality online and on-campus active learning experiences to provide our students with greater flexibility to personalise their learning and enjoy a more engaging learning experience.

Seventeen courses were completed in 2018 for delivery in 2019, including two courses for which a collaborative agreement was signed with Monash University to co-develop online teaching resources.

Digital Essentials

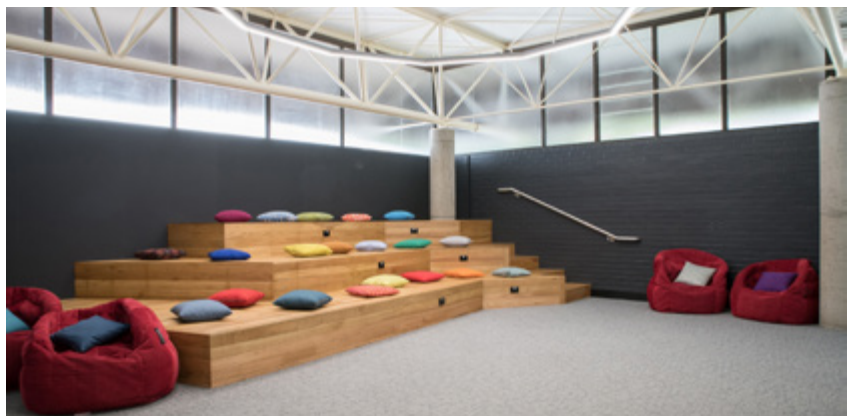
Through its Digital Literacy Taskforce, the Library created Digital Essentials, a series of online modules designed to help students develop and test their digital skills, which UQ schools have begun integrating into their programs. The four basic modules—*UQ systems*, *Digital citizenship*, *Internet essentials* and *Communicate and collaborate online*—precede a range of advanced units.

Other important teaching capability improvements included a full review of the Virtual Learning Environment, the Bring Your Own Device (BYOD) policy, the eAssessment project, a pilot of an Authorship Investigation tool, direct SI-net grades transfer capability, and an in-course help tool for students. Groundwork was also laid for the deployment of an in-class active learning tool 'ALP' for all courses during 2019, further enhancing classroom interactions.

IT capital investment

Throughout the year, UQ's Information Technology Services (ITS) worked in partnership with internal stakeholders to provide innovative solutions aimed at enabling a personalised experience, tailored to the individual needs of students, academics and alumni. Several initiatives were introduced to fulfil UQ's ambition of providing the best network and personalised experience in the Australian higher education sector:

- **Class sign-on**, a critical process for UQ students at the start of each semester, involves selection of specific lectures and tutorials. ITS released significantly improved class sign-on functionality for Summer Semester, delivering a mobile-friendly capability for enrolment and class sign-on, significantly enhancing the student experience. Future enhancements will offer alternatives to the current competitive class allocation process, and provide richer functionality for students to manage their classes.
- **WiFi coverage** increased substantially with the deployment of more than 3390 indoor access points across UQ campuses. Outdoor accessibility is also being improved with the deployment of 132 outdoor access points completed at St Lucia, and 24 at Gatton. The increase in access points provides a seamless transition between classroom and outdoor environments, while the underlying wireless infrastructure is also enhancing students' digital experience with the ability to deliver more media-enriched applications across the wireless network.
- The **Analytics Data as a Service** initiative aims to deliver both a technical platform and practices to support an advanced analytics capability across UQ. IT has delivered a variety of relevant upstream data sources, the curation and storage of pertinent datasets in a Data Lake environment, and distribution of key datasets to downstream stakeholders engaged in a variety of analytics programs. Data Analytics will facilitate the transformation of data assets into useful information to support University decision-making and business performance analysis.
- A five-year program commenced in 2018 to replace dated and unsupportable **audio visual equipment** in teaching and meeting spaces across all campuses, with modern digital high-definition systems to improve the learning environment and interactivity for students.



2018 saw the refurbishment of the JK Murray Library at UQ Gatton, which included a new auditorium.

▶ Related initiatives for 1.3

1.4 Students as Partners	pg 19
5.4 Website updates	pg 34

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

Teaching and Learning Plan

Development of a Teaching and Learning Plan to underpin the UQ Strategic Plan and to provide research-led direction for implementing a suite of revised Teaching and Learning policies was undertaken in 2018. A draft Plan was released for comment and further development continues to be informed by university-wide consultation via committee networks. The Plan is a companion piece to the Student Life Plan and will, in turn, be supported by subsidiary roadmaps in the areas of learning space, professional development, and eLearning.

Students as Partners

The Students as Partners initiative provided valuable opportunities for students and staff to partner in the enhancement of the UQ student experience. Around 300 student partners, 100 academics, and 50 professional staff collaborated on more than 110 projects across the University. These ranged from co-designing curriculum content and developing digital learning modules, to developing inclusive career learning pathways and contributing to University strategy. UQ hosted a Student-Staff Partnerships Showcase in October with 114 delegates from 18 universities attending.

Professional Learning

Work continued during the year on this initiative, which aims to support a transformed approach to the student experience through the expansion of continued professional learning of university educators through a range of diverse pathways. These will be underpinned by the development of a Teaching Expertise Framework and Professional Learning Roadmap.

Higher degree by research (HDR) placements

In 2016, the Australian Council of Learned Academies review of research training in Australia emphasised the importance of producing graduate researchers equipped with broad skills and abilities for a variety of careers, and recognised the value of industry placements for HDR students. In support of this finding, the Graduate School facilitates industry experiences



Third-year journalism students Kirsten Slemint and Shi Pui Ng participated in the Students as Partners project pilot Co-creation and evaluation of FutureLearn materials in COMU1120, which aimed to reposition students and staff as active collaborators in the process of teaching and learning enhancement.

to enable HDR students to gain current practice experience and develop networks while demonstrating and strengthening their skills and capabilities. In 2018, UQ's Graduate School organised more than 70 placements, offered through partnerships with government, industry and the not-for-profit sector.

▶ Related initiatives for 1.4

1.3 Digital Essentials	pg 18
1.5 Student Life Plan	pg 20
2.2 Research networks	pg 22
3.3 Brand refresh	pg 26
3.4 CX implementation	pg 26
5.4 Grievance process	pg 34
6.2 Research pipelines	pg 36

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

Student Hub

The University is continuing to investigate the development and construction of a new integrated, multi-functional, purpose-built Student Hub complex that will house the student union, clubs and societies, retail outlets, formal and informal learning spaces, student services areas, as well as student commons. It is envisaged that the facility will provide students and staff with a sector-leading facility, underpinning the University's academic purpose.

In line with the Student Hub program, development work is continuing to investigate a new high-quality Fitness and Wellness Centre on the St Lucia campus. The objective for such a facility would be to complement the Student Hub, promoting the mental and physical wellness of students and staff. A Fitness and Wellness Centre would be the cornerstone of a Recreation Precinct, which could include an outdoor gym/circuit, five-kilometre running track, additional outdoor basketball courts, an educational playground, a community garden and barbecue areas.

Campus facilities

Work began during the year on the refurbishment of two time-honoured complexes at the St Lucia campus.

A new food court to replace the existing Physiology refectory is due to open in Semester 1, 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.

The UQ Union is set to operate enhanced student leisure activities and services from Building 41 (the old Staff Club). The building will be redeveloped to include the student bar (the Red Room), indoor and outdoor dining, along with function and conference spaces. It will overlook the Natural Amphitheatre, which will also be upgraded to include an outdoor stage with permanent audio and lighting equipment, and capacity for a large audience.

The refurbishments are part of UQ's commitment to enhance campus facilities and services and make pivotal changes to the way higher education is imagined and experienced.

Student Residences Project

Through extensive market research and analysis, it was confirmed that the University is in need of developing additional on-campus, purpose-built student accommodation to supplement the current offerings and provide students with further accommodation choices. The project is currently in the feasibility stage and it is anticipated that a final business case will be available during the second half of 2019 for consideration by Senate.

Student Life Plan

Preparing graduates for life's uncertainties defines the student experience at UQ—graduates who embody curiosity, passion and a hunger for learning throughout their lives. A Student Life Plan seeks to help students engage with that experience by improving accessibility, services and opportunities, fostering wellbeing, and engendering a sense of belonging with UQ and its community.

The University has embarked upon the process of adopting a UQ Student Life Plan, which will act in tandem with a UQ Teaching and Learning Plan. Together, these two plans will guide enhancement of the UQ student experience, and support UQ's Strategic Plan and Student Strategy. The *UQ Student Life Plan 2018–2021* will be where UQ records its goals, approaches, and actions that guide 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. It will naturally highlight areas for development and improvement, but also capture the tremendous efforts already made by staff and students.

▶ Related initiatives for 1.5	
1.1 Employability framework	pg 17
1.2 Student Strategy	pg 17
1.4 Teaching and Learning Plan	pg 19
4.2 Childcare	pg 29

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

Online master's degree

In October 2018, UQ launched a fully online postgraduate coursework program through the edX platform, the Online Master's Degree (OMD) in Leadership in Service Innovation. This program adopts a cross-disciplinary perspective aimed at developing the transformational mindset needed for leaders in a rapidly changing world. The program is a natural progression to UQ's activities in the eLearning space, following the popularity of its MOOCs and four MicroMasters, which have achieved more than 2.5 million course registrations.

New and enhanced programs

In 2018, UQ introduced several new programs in response to local and international demand:

- Bachelor of Advanced Business (Honours)
- Bachelor of Computer Science
- Graduate Certificate in Magnetic Resonance Imaging and Positron Emission Tomography
- MicroMasters in Sustainable Energy, and Corporate Innovation (via UQx)
- Master of International Relations/ Master of Peace and Conflict Studies
- Master of Entrepreneurship and Innovation
- Master of Development Economics/ Master of Economics and Public Policy
- Master of International Economics and Finance/Master of Commerce.

The Bachelor of Engineering (Honours)/ Master of Engineering became accessible from first year; the Master of Engineering and Master of Engineering Science offered majors for the first time, including in Fire Safety Engineering; and a Mining Leaders Program, a blended learning professional development program offering credit and pathways towards the existing Graduate Certificate in Executive Leadership and MBA qualifications, was launched.

▶ Related initiative for 1.6	
5.4 HDR administration	pg 34

1.7 Explore opportunities to make our academic calendar more flexible.

Program Architecture Review

The Program Architecture project, launched in 2018, aims to enhance the UQ student experience by reviewing and simplifying program structures and teaching-related policies and procedures. This will enable a more flexible and sustainable approach to program design in order to foster greater responsiveness to a changing world and greater interdisciplinary collaboration. It will be achieved through the delivery of a streamlined portfolio of programs and courses underpinned by rules and policies that are enabling, consistent and transparent. In addition, the work undertaken will examine the extent to which a simplified program architecture can be designed to enable a more agile program structure with an increased potential for interdisciplinarity, including the possible integration of cross-cutting courses and other kinds of innovative learning activities.

Expected benefits include:

- improving retention and progression
- improving timetabling and facilitating the transition to a flexible academic calendar
- improving the quantity and quality of student interaction with staff
- fewer student appeals based on administrative error
- more timely and accurate responses to student enquiries
- automated advice based on consistent policies
- greater support for complex learning needs and mental health
- greater emphasis on program learning outcomes that equip students with core skills vital for future success.

▶ Related initiative for 1.7	
1.6 Online master's degree	pg 20



Work began on the development of two new student recreational complexes at the St Lucia campus in 2018.

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 enabling healthy ageing, ensuring food security, supporting a resilient environment, developing technology for tomorrow, and positively transforming society, we will be outwardly focused, while at the same time working across disciplines internally.

KEY PERFORMANCE INDICATORS

RESEARCH IMPACT

An improvement in our global reputation

Times Higher Education Academic Reputation Survey results¹

	2016	2017	2018
Research reputation votes: UQ rank within Go8	5	4	5

An increase in normalised citations

Category Normalised Citation Impact (CNCI) score²

	2012	2013	2014	2015	2016	2017 ³
UQ's rank within Go8 for CNCI score	2	2	2	2	6	6
UQ's Go8 rank on the proportion of publications that sit in the top 10 per cent globally ⁴	2	2	2	2	2	4

Rank in the top 3 in Australia on national competitive grants income

Competitive Grants Category 1 research income⁵

	2012	2013	2014	2015	2016	2017
UQ's national rank	3	2	2	2	2	2

Rank in the Top 65 global universities across all influential rankings

UQ's position in global university rankings

	2014	2015	2016	2017	2018	2019
Academic Ranking of World Universities (ARWU) ⁶	85	77	55	55	55	n/a
Times Higher Education World University Ranking ⁷	63	65	=60	=60	65	69
QS World University Ranking ⁸	43	=43	=46	=51	=47	48
Performance Ranking of World Scientific Papers ⁹	56	45	43	41	43	n/a
U.S. News Ranking ¹⁰	-	47	52	52	45	42

¹ Source: Times Higher Education Datapoints.

² Source: Incites Dataset within Web of Science and is based on a rolling six-year window; the document types included in this metric are Article, Review or Note.

³ Figures for 2018 are preliminary. Data will be finalised in mid-2019.

⁴ Based on performance around citations.

⁵ Source: Department of Education.

⁶ Source: Academic Ranking of World Universities.

⁷ Source: Times Higher Education.

⁸ Source: Quacquarelli Symonds.

⁹ Source: National Taiwan University.

¹⁰ Source: U.S. News.

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

Research infrastructure model

In 2018, UQ transformed how internal and external researchers identify and access research infrastructure. For increased strategic operations and greater visibility, the University's research infrastructure was centralised and renamed as Central Research Platforms, a framework able to support future high-end research infrastructure and equipment. UQ is currently in the process of selecting a software solution that will give researchers and external collaborators ease of access to UQ's research infrastructure resources.

Transferring research data

A tangible step-change in supporting the research community is the reduction in time to transfer data generated by our research community. In 2018, UQ became the first university in Australia to install a 100 gigabit per second network switch, which will enable our Lattice Light Sheet Research Project to handle the large volumes of data expected to be generated by a revolutionary new microscope being installed at the Institute for Molecular Bioscience. The Lattice Light Sheet Microscope data collection—a new modality for 4D imaging of live biological specimens, ranging from individual molecules to small organisms—is expected to generate up to seven terabytes of imaging data per day. To move one terabyte of data at the present rate (one gigabit per second) can take approximately two hours; however, the upgraded links will reduce that transfer time to just over one minute.

▶ Related initiatives for 2.1

1.3 IT capital investment pg 18

5.2 IT governance pg 32

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. These global grand challenges increasingly require multi-disciplinary, multi-institutional, multi-sector solutions.

In 2018 the University Senate approved a new type of organisational entity, the research network. Research networks facilitate collaborative multi-disciplinary research that has a direct societal benefit. Members of a research network share a common research goal but come from various faculties and institutes, facilitating collaboration across disciplines and bringing diverse perspectives. The resulting entities will profile the research strengths of the University in an accessible and visible way that will be easily discoverable to potential collaborators and partners.

► Related initiatives for 2.2

- 3.4 CX implementation** pg 26
- 4.3 Early Career Researcher development** pg 29

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

The University of Queensland – Indian Institute of Technology-Delhi College of Research (UQIDAR)

In September 2018, UQ signed an agreement with the Indian Institute of Technology-Delhi College of Research (IITD) to establish the Academy of Research (UQIDAR), which aims to leverage shared 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. UQIDAR scholars will typically spend three years at IITD and one year at UQ, although some students will spend three years at UQ and one year at IITD. The Academy is expected to graduate more than 360 students within the next 10 years, with approximately 50 due to begin their programs in 2019.

UQ–University of Exeter (QUEX)

The UQ and University of Exeter partnership, through the QUEX Institute, has progressed significantly since the agreement was signed in June 2017. The first cohort of the joint PhD program commenced with five students at each of the universities, while another 10 students have been awarded places in the 2019 round. A QUEX Institute

Board was formed to guide the strategic direction of the partnership and act as a selection committee for QUEX Institute grant programs, including the Initiator Grants Scheme and Professional Services Fellowship Scheme. The *QUEX Institute Partnership Implementation Plan 2018–2020* was also developed and endorsed.

Joint doctoral supervision

UQ signed new joint doctoral supervision agreements with The Technical University of Munich, Germany, during the year and with Sao Paulo State University (UNESP), Brazil, as important mechanisms to support increased research collaboration with these key partners. UQ has been selected as one of UNESP’s strategic partners for the Print-CAPES, a new funding program for the internationalisation of Graduate Programs and Research in Brazil. The focus of the program is on the mobility of PhD students and faculty to foster the impact of the research produced in the country. The implementation of the Print-selected projects began in November 2018, with a running time of four years.

In April 2018, the Universidade de Sao Paulo (USP) also invited UQ to be a key strategic partner for the CAPES–Print Program, and an agreement is currently being drawn up.

► Related initiatives for 2.3

- 1.1 Siemens software grant** pg 17
- 3.1 New partnerships committee** pg 25
- 6.3 Enhancing capability** pg 36



UQ Vice-Chancellor and President Professor Peter Høj and IITD Director Professor V Ramgopal Rao signing the historic UQID-CoR agreement in Delhi, formalising a mutual goal to build diverse and sustainable partnerships across the Indian Ocean.

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

Dow Centre partnership

Thanks to a \$10 million investment by The Dow Chemical Company, the University established the UQ Dow Centre for Sustainable Engineering Innovation in 2014, creating a hub of excellence for collaborative research, with three flagship programs: Rapid switch, Low carbon dioxide iron making, and Low carbon dioxide hydrogen and fuels.

Throughout 2018, the Dow Centre made strong progress across these three programs, and also advanced important research to develop next-generation fertilisers that decrease environmental degradation; develop thin, flexible printed batteries for use in everyday products; and explore affordable, reliable



Siemens Australia Chairman and CEO Jeff Connolly, Queensland Premier Annastacia Palaszczuk and UQ Vice-Chancellor and President Professor Peter Høj announcing the Siemens-UQ partnership at UQ St Lucia.

and sustainable energy systems to effect change in impoverished communities in developing nations.

The Dow Chair in Sustainable Engineering Innovation, a prestigious research and teaching position in the School of Chemical Engineering, was also created. The Centre also received a \$1.5 million donation from the Trevor and Judith St Baker Family Trust to fund the Tritium Visiting Fellow, a postdoctoral research position that will focus on advancing the performance, economics and uptake of electric mobility.

Industry 4.0 Energy Testlab

In December 2018, UQ was advised it had been successful in applying for an Industry 4.0 Energy Testlab. Industry 4.0 refers to the fourth industrial revolution involving the connection of the physical world with the digital world and its impact on industry. The Testlab is to be one of six across Australia—an initiative of the Industry 4.0 Advanced Manufacturing Forum funded by the Australian Government and hosted by the Australian Industry Group. Each Testlab is focused on a particular industry sector and will provide a physical space where businesses and researchers can trial, explore and showcase Industry 4.0 technologies.

▶ Related initiatives for 2.4	
1.1 Entrepreneurship and Innovation (E&I) Strategy	pg 16
1.1 Siemens software grant	pg 17

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.

Industry Cohort PhD Program

The Graduate School provides strategic HDR scholarships to facilitate greater connectivity and involvement with industry and end-user 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. The partnership with Boeing, which resulted in the establishment of the Boeing Research and Technology–Australia Technology Centre at St Lucia, is an example of this. The main features of this strategy include advisory teams that feature staff from the industry end-user, collaborative funding arrangements, and placement opportunities for HDR students.

HDR oral examination implementation

UQ is committed to producing high-quality, adaptable research graduates and leads the sector with its implementation from 2018 of mandatory oral examinations (Viva Voce). HDR candidates at UQ now participate in an oral examination with two expert external advisers, in addition to an examination of a thesis, to ensure that UQ graduates not only produce quality research outputs but also communicate their knowledge and contribution to research.

▶ Related initiatives for 2.5	
1.1 Career Development Framework	pg 17
5.4 HDR administration	pg 34

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)

This project within the Research Management Business Transformation program is providing UQ researchers and higher degree by research students with a platform to securely store, share, re-use, collaborate on, and manage their projects’ research data.

UQ commenced the expansion, augmentation and consolidation of storage services through the ‘One Storage’ service, which enables UQ to future-proof research and corporate storage requirements, while reducing the hardware footprint with a simplified technology stack. High-speed corporate storage is now in place, alongside high-speed research cache storage used by the UQRDM service.

▶ Related initiative for 2.6	
5.3 Research Management Business Transformation Program	pg 33



In July 2018, Dow Chair in Sustainable Engineering Innovation’s Professor Chris Greig commenced two years as the Andlinger Visiting Fellow in Energy and Environment at Princeton University, representing UQ to lead the Rapid switch initiative.

2.7 Develop flexible models to effectively utilise the institution's intellectual property.

UniQuest

UniQuest is Australia's leading university commercialising entity, managing UQ's intellectual property. It consistently benchmarks in the world's top five per cent for university-based technology transfer offices.

Since 1984, UniQuest has built, commercialised and managed an extensive intellectual property portfolio, including more than 1500 patents and 100 companies resulting from university-based discoveries. In August, UniQuest celebrated 100 startups with an award ceremony at Customs House.

Since 2002, UniQuest and its spin-out companies have raised more than \$700 million to help take UQ technologies to the market. More than \$625 million in commercialisation revenue has been generated by UniQuest for UQ. Gross sales of products using UQ technology licensed by UniQuest total more than US\$17 billion since 2007.

Among others, UniQuest was responsible for commercialising the HPV vaccine Gardasil®,

the Triple P – Positive Parenting Program, the image correction technology used in most of the world's MRI machines, and a potential new treatment for pain through spin-out company Spinifex Pharmaceuticals Pty Ltd—a biopharmaceutical company acquired recently in one of Australia's largest ever biotech deals. At present, UniQuest has four molecules and two devices in clinical trials.

JKTech

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

Significant activities and achievements during 2018 included:

- JKSimMet software increasing its client numbers to more than 60 per cent of the global market
- JKTech's team completing client work in more than 17 countries
- executing a substantial Rio Tinto global contract covering 17 mine sites to roll out a new blast movement model (Value Based Ore Control) that JKTech is commercialising from SMI research.



The prestigious 2018 Clarivate Analytics 'Highly Cited Researchers' list featured UQ researchers 28 times, with one UQ researcher, Professor David L Paterson, featuring twice. This placed the University second in Australia and on par with prestigious international institutions such as California Institute of Technology and Princeton University. Researchers on the list—including Professor Naomi Wray from UQ's Institute for Molecular Bioscience and Queensland Brain Institute, pictured above—have been identified as the world's most influential and impactful scientists and social scientists through consistently producing top-cited papers within Essential Science Indicators research fields.



UQ's Triple P – Positive Parenting Program has been delivered in 28 countries around the world, in 22 languages – including Farsi, Japanese and Mandarin (photo: Getty Images/GlobalStock).

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.



Research is a vital aspect of the University’s business—pictured here is Associate Professor Yasmina Sultanbawa from the Queensland Alliance for Agriculture and Food Innovation working on the commercial potential of food preservation through the Kakadu Plum.

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

New partnerships committee

In 2018, UQ introduced a new Partnership Framework that adopts a ‘One UQ’ approach to the development of strategic industry partnerships. 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 to each partner’s unique needs. Under the new framework, a Strategic Engagement and Partnerships Committee was established to help coordinate activity related to UQ’s strategic industry partnerships. The Committee includes senior representatives from UQ’s research, teaching and engagement portfolios to ensure broad representation and connectivity between all functional areas.

KEY PERFORMANCE INDICATORS

PARTNERSHIPS

Rank first in Australia for attracting research income from industry

UQ research income¹

	2012	2013	2014	2015	2016	2017
UQ’s national rank on research income from industry	1	2	1	2	2	1

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

UQ publications with external co-authors²

	2012	2013	2014	2015	2016	2017 ³
UQ’s rank within the Go8 for the percentage of publications with an international co-author	4	6	5	6	6	4
UQ’s rank within the Go8 for the percentage of publications with a non-academic co-author	7	7	7	7	5	5

¹ Industry includes research income from the following sources: non-Commonwealth schemes, rural R&D, Australian and international organisations, and Cooperative Research Centre (CRC) R&D income received from non-government sources.

² Source: Incites Dataset within *Web of Science* and is based on a single full year only; the document types included in this metric are Article, Review or Note.

³ Figures for 2018 are preliminary. Data will be finalised in mid-2019.

► Related initiatives for 3.1

1.1 Entrepreneurship and Innovation Strategy	pg 16
1.3 IT capital investment	pg 18
2.5 Industry cohort PhD program	pg 23
5.3 ExCom business transfer from UniQuest	pg 33
6.2 Research pipelines	pg 36

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.

Development of collaborative PhDs with key partners

Research training is a key aspect of many international partnerships and agreements and provide higher degree by research candidates with a global experience as well as facilitate a deeper research relationship with key partners for UQ. 2018 saw the second intake of the prestigious QUEX Joint PhD program, a joint initiative of the University of Exeter and The University of Queensland.

New initiatives in 2018 also included joint supervision agreements signed with Technical University Munich and the launch of a new Joint Research Academy, UQID-CoR, between UQ and the Indian Institute of Technology-Delhi, featuring a joint PhD program to commence in January 2019.

▶ Related initiatives for 3.2	
2.2 Research networks	pg 22
2.3 UQID-CoR	pg 22
2.3 Joint PhDs	pg 22
6.1 International students	pg 35
6.3 Enhancing capability	pg 36

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

Brand refresh project

In October 2018, UQ launched a refresh of its brand. This was a significant program of work focused on developing a contemporary brand for the University and bringing consistency to the way UQ is presented to its many diverse audiences. A consultative committee with representation from across UQ helped inform the direction of the new corporate identity, along with market research insights and concept testing with key audiences.

Extensive brand guidelines were released in October to provide clear direction for the consistent application of the brand and all the visual identity elements. While implementation commenced in late 2018, it is expected to take more than 12 months to fully roll out the new brand.

Own the Unknown

In addition to the refresh of UQ's corporate identity, we also launched a new creative campaign to support student recruitment activity in 2018. *Own the Unknown* delivered a clear point of difference, challenging the belief that the future is predictable or that career paths are linear. It reinforced that the skills UQ has championed for more than 100 years—creativity, critical thinking and problem-solving—will be more important than ever. The new campaign launched in July across a range of media, including television, cinema, radio, outdoor, digital and social.

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

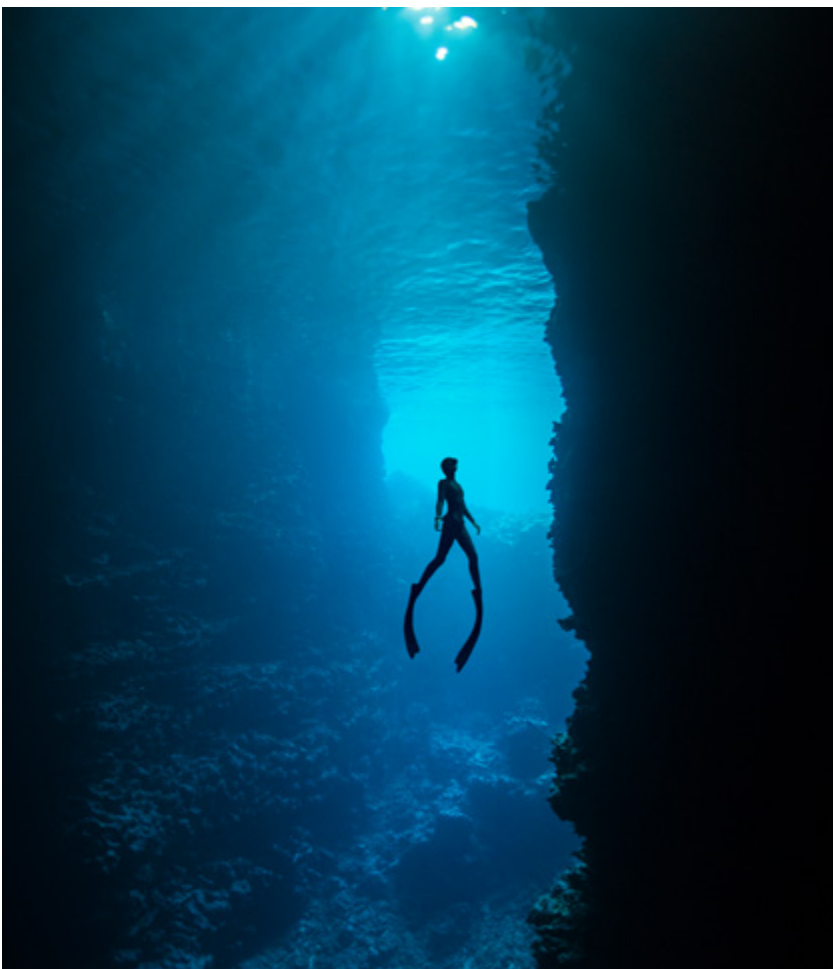
Customer Experience (CX) implementation

The CX program commenced in 2018 and aims to deliver a host of benefits to UQ through the provision of technology platforms, policies and processes to enable an enterprise-wide, coordinated and personalised engagement experience for all UQ's key stakeholder groups. The tangible benefits can be broken down into three main categories: uplift in stakeholder experience, increased effectiveness of marketing and communications, and streamlined operations.

Future student journey—mapping

In 2018, the Domestic Student Recruitment team began mapping the future student journey—from first point of contact to application at UQ. This mapping will contribute to a better understanding of students and highlight the complexities and challenges involved in dealing with UQ.

The project will continue in partnership with the Office of Marketing and Communications and International Marketing, Recruitment and Admissions. Its overall aim is to create a pain-free and seamless future student experience that will enhance student satisfaction and influence student choice for UQ. Further mapping is to be completed in the future.



Imagery used in the *Own the Unknown* student recruitment campaign.



More than 25,000 people attended UQ Open Days to explore different facets of university, from programs and career options to student life, including taking part in student ambassador-led campus tours.

A cultural legacy: UQP 70th anniversary celebrations

2018 was a particularly significant year for UQP as it marked 70 years of publishing great Australian writing. To celebrate this milestone, UQP delivered a range of special activities:

- limited edition anthology *Reading the Landscape: A Celebration of Australian Writing*, a unique collection of fiction, poetry and memoir featuring new work from 25 authors who share a publishing history with UQP
- a Gala Event at UQ's Customs House with publishing industry peers, UQ representatives, arts and cultural leaders, past and present authors and staff, and literary media gathering
- a launch event for *Reading the Landscape* at the State Library of Queensland, with literary editor of *The Australian* Stephen Romei convening a panel of UQP authors, Julie Koh, Melissa Lucashenko and Matthew Condon, to discuss their unique writing careers, the challenges and pleasures of writing across form, and their publishing relationship with UQP
- UQ's annual Fryer Lecture featuring UQP author Nicholas Jose, who charted UQP's history across Australia's cultural and publishing landscape—this coincided with the Fryer Library's exhibition of UQP memorabilia
- a social media campaign with weekly 'flashbacks' to significant moments in UQP's history.

UQP authors and books received significant recognition in national literary and specialist awards, with an additional 26 short-listings. Award highlights for 2018 included:

- Samuel Wagan Watson (Patrick White Literary Award)
- Peter Carnavas (QLA: Griffith University Children's Book, and CBCA Children's Book of the Year Award shortlist for *The Elephant*)
- Pip Harry (CBCA Children's Book of the Year Award shortlist for *Because of You*)
- Jackie Ryan (QLA: Queensland Premier's Award for a Work of State Significance and QLA: University of Southern Queensland Queensland History Book Award for *We'll Show the World*).

UQP authors were invited guests at national and international literary festivals and conferences. Staff attended Frankfurt Book Fair to promote UQP books to an export market, and negotiations continued on film and television options for a number of UQP titles.

The year concluded with a dynamic 2019 publishing list and planning underway for a website redevelopment, to future-proof UQP's digital sales platform.

► Related initiatives for 3.4

4.1 NAIDOC Music Culture Art Festival	pg 28
6.4 Philanthropic support	pg 37



Longstanding UQP author David Malouf, UQP Publishing Director Madonna Duffy, and former UQP Managing Director Laurie Muller (1983–2003).

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 so it is imperative that we attract people from a broad mix of backgrounds. Diversity is essential to providing a wide variety of perspectives and experiences. In 2018, UQ continued to address the barriers facing women in academia, Aboriginal and Torres Strait Islander peoples, and students from disadvantaged and remote backgrounds.

KEY PERFORMANCE INDICATORS

DIVERSE COMMUNITY

Achievement of an institutional bronze award in the Athena SWAN charter

▶ Also see page 50

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

Passion/engagement index ¹		
	2011	2015
Per cent of staff who agree	76.0	74.0

Per cent of senior staff who are women

	2014	2015	2016	2017	2018
Per cent of HEW10+ professionals who are women	46.2	47.0	47.0	50.7	47.8
Per cent of Level D academics who are women	30.5	32.0	34.4	34.0	35.4
Per cent of Level E and above academics who are women	19.8	19.3	19.5	21.1	22.4

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

UQ students from regional or remote backgrounds

	2016	2017
Per cent of UQ students from a low socio-economic background (based on first address – Australian Bureau of Statistics: Statistical Area Level 1)	12.2	11.5
Per cent of UQ students from a regional or remote background (based on first address – Australian Statistical Geography Standard)	17.8	17.6

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

UQ Aboriginal and Torres Strait Islander enrolments²

	2013	2014	2015	2016	2017	2018 ²
Participation ratio of domestic students who identify as Aboriginal and/or Torres Strait Islander ³	0.22	0.23	0.25	0.27	0.29	0.31
Success ratio of domestic students who identify as Aboriginal and/or Torres Strait Islander ⁴	0.88	0.89	0.92	0.92	0.92	0.92

¹ Source: *The Voice* survey, which is conducted periodically. Not measured in 2018. The next iteration is currently planned for 2019.

² Figures for 2018 are preliminary. Data will be finalised in mid-2019.

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.

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.

Reconciliation Action Plan

Following extensive consultation with University executive, staff and students, and representatives from Aboriginal and Torres Strait Islander communities, UQ's inaugural Reconciliation Action Plan (RAP) was officially launched in December. The RAP provides UQ with a framework to realise our vision for reconciliation between Aboriginal and Torres Strait Islander peoples and the broader Australian community, through practical actions built on relationships, respect and opportunities. At the second stage 'Innovate' level, the RAP enables UQ to both pilot new endeavours and build on existing strategies.

NAIDOC Music Culture Art Festival

Indigenous rapper Baker Boy headlined UQ's inaugural NAIDOC Music Culture Art Festival held at the St Lucia campus in August. Hosted by UQ academic **Dr Chelsea Bond** and featuring several Aboriginal and Torres Strait Islander performers, artists and dancers—including 98.9FM's Wild Black Women—the festival acknowledged the theme of 'Because of her we can' and recognised the culture and history of Aboriginal and Torres Strait Islander peoples. Food trucks, art, crafts, the screening of Aboriginal filmmaker Trisha Morton-Thomas's *Occupation: Native* film, and the *Defying Empire: 3rd National Indigenous Art Triennial* exhibition, held at the UQ Art Museum, were other highlights that honoured Indigenous culture.

4.2 Significantly improve the gender and cultural balance within the workforce at all levels, within all disciplines and organisational areas.

Childcare

Providing quality, affordable childcare as a measure to assist families to return to and remain in the workforce is a recognised community issue. Similarly, access to affordable outside-school hours and vacation care is a key factor that impacts the career paths and career options available for many parents, but particularly women. UQ is committed to providing support and facilities for staff and students to enable them to manage childcaring responsibilities while pursuing their careers and/or studies. UQ aspires to be an active sector leader in this area and to be a recognised employer of choice. A new 106-place childcare centre on the St Lucia campus will open in early 2019, replacing an existing 72-place centre. The new centre will also have Outside School Hours Care and Vacation Care facilities for 60 children—a first for UQ.

▶ Related initiative for 4.2
UQ's Human Resources: SAGE pg 50
Pilot of Athena SWAN program

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

Early Career Researcher development

The Postdoc Training Career Success Program pilot commenced in mid-2018, giving 50 UQ early-career researchers access to online workshops, forums, mentors and membership within a virtual cohort. The program provides tools and resources to complement existing internal resources available to early-career researchers.



Providing high-quality childcare facilities on campus is important for staff and students who are also parents.

November saw the inaugural Early and Mid-Career Researcher (EMCR) symposium themed 'Leading Change'. This symposium was supported by the Pro-Vice-Chancellor (Research Training) and organised by the newly created Early and Mid-Career Researcher Committee group. The symposium was well received by UQ executives and the EMCR community, and the University plans on leveraging from this success for additional events and engagement in 2019.

Internal research schemes

The University continued to build research capacity and capability through investing in a range of internal research support schemes. Those with funding commencing in 2018 included:

- **UQ Early Career Researcher Grants Scheme:** 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-FAPESP Strategic Research Fund:** supported scientific and technological cooperation between UQ researchers and researchers from the State of Sao Paulo, Brazil.
- **UQ Foundation Research Excellence Awards:** recognised demonstrated excellence and promise of future success in research and the leadership potential of individual young researchers.
- **UQ Major Equipment and Infrastructure Grants:** supported the acquisition of major research infrastructure and equipment items, particularly where there was demonstrable collaborative gain through its use, and access to similar equipment is limited.
- **UQ Research Facilities Infrastructure Grants:** supported existing major research facilities within UQ, promoting sound planning strategies for the replacement and upgrade of infrastructure, and maintaining a competitive advantage in research capability through greater utilisation of existing major research infrastructure within the University.



More than 50 UQ staff, students and friends spelled out the word 'Sorry' during National Reconciliation Week in May, a week of celebration that promotes and argues for reconciliation and the strengthening of relationships between Aboriginal, Torres Strait Islander and non-Indigenous Australians.

- UQ – Universities Australia/DAAD Australia-Germany Joint Research Cooperation Scheme: fostered research collaboration of the highest quality between Australian and German researchers.
- The UQ Advantage Office’s Summer and Winter Research Programs, supported more than 650 undergraduate students to gain valuable research experience alongside UQ academics.

► Related initiative for 4.3
 2018 Roll of Honour pg 6

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)

Work began in 2018 on the development of an online tool that will provide academic staff with high-quality benchmarking data, which will enable them to reflect on their performance relating to the goals set out in the *Strategic Plan 2018–2021*. This online tool is expected to support an improvement in the University’s approach to personal development and feedback. New dashboards for organisational units (schools, faculties, institutes) are also being developed for adoption in 2019, and will replace the old school and institute performance-based frameworks.

Retention and career development of externally funded fellows

The *Amplify* and *Amplify Women’s Academic Research Equity (AWARE)* programs were launched in September 2018 to proactively support recruitment, retention and the career development of externally funded early- and mid-career fellows. The *Amplify* program has positioned UQ more competitively by coordinating and unifying the University’s investment by providing for a fixed-term contract at UQ following the conclusion of a researcher’s externally-funded Fellowship. The *AWARE* program supports the careers of primary caregivers by lessening the impact of periods of parental leave on UQ researchers who were successful in obtaining an externally funded research Fellowship.

Valuing teaching

In the 2017 national Student Experience Survey, an 83 per cent result on the measure of Overall Teaching Quality placed UQ fourth nationally and first among the Go8 on this measure.

UQ’s membership of the Higher Education Academy (HEA) Fellowship scheme was approved in 2018, and the University received Advance HE accreditation for the Graduate Teaching Associates (GTA) and HEA@UQ programs.

The Valuing Teaching Steering Group, a working party to review the Qt-index and teaching metrics, was set up by the Teaching and Learning Committee. The working party’s report will provide timely information to the ‘People, Planning, Performance’ working group.

► Related initiative for 4.4
 UQ’s Human Resources: SAGE pg 50
 Pilot of Athena SWAN program

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

The UQ Young Achievers Program celebrated its 10th year of operation in 2018 and in December welcomed its 100th graduate from UQ. The program has seen almost 1000 students welcomed, 300 of whom are studying at UQ and a further 250 in the at-school component of the program. Through the generous support of donors, each Young Achiever student receives a \$7000 scholarship per year 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.

Now in its fifth 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 600 participants since its inception. In 2018, six camps were held for 72 participants.

Outreach

A particular focus of UQ’s outreach and engagement program in 2018 was on building relationships with Aboriginal and Torres Strait Islander communities in regional and remote Queensland. UQ’s outreach and engagement team from the Aboriginal and Torres Strait Islander Studies Unit (ATSISU) met with communities throughout Central, North and Far North Queensland; Wide Bay Burnett; and the Darling Downs regions to promote opportunities at UQ. The Student Relations team in the ATSISU continue to work with communities to promote study



June saw the appointment of several senior UQ leaders as executive champions and allies of the UQ Ally Network, in recognition of their commitment to advancing inclusion and diversity at UQ. The executive champions and allies represent a range of priority areas for the University and will support the efforts of the network to advocate, develop and maintain an inclusive environment for people who identify as lesbian, gay, bisexual, transgender, intersex, asexual, and queer (LGBTIAQ+).

opportunities at UQ, and administer an alternative entry scheme for Aboriginal and Torres Strait Islander applicants. UQ provides a range of scholarship opportunities for Indigenous students to assist with start-up costs and for relocation from regional and remote areas, and also to encourage participation in disciplines of strategic priority.

4.6 Attract and develop a high-achieving cohort of students through enriched learning and personal development experiences.

Scholarship strategy

UQ's scholarship strategy is currently being redeveloped to align with the strategic goals and ambitions of the University. Our aim is to attract and support all high-performing students from different socio-economic and cultural backgrounds who align with and champion UQ's values of pursuit of excellence, creativity and independent thinking, honesty and accountability, mutual respect and diversity, and supporting our people.

Global Scholars

The Global Change Scholars Program is an initiative designed to produce research leaders and encourage interdisciplinary interaction and experiences. Graduates of the program possess deep understanding of global trends, the challenges and opportunities they present, and an awareness of how to drive the changes necessary for building a sustainable future. Learning side-by-side with students from other disciplines, Global Change Scholars are exposed to the latest thinking on global change from internationally renowned academics as well as captains of industry, and political and societal leaders. 2018 saw the second cohort of Global Scholars commence.

ilab

Offering a range of hands-on programs to give young entrepreneurs the skills, connections and seed funding required to create a startup, UQ's ilab program has attracted more than \$57 million from investors since its inception in 2001.

2018 saw the continuation of its pitch nights, collaborative workspaces, Entrepreneur in Residence, and summer and winter internships, as well as extending the Germinate Startup Accelerator program.

▶ Related initiatives for 4.6	
1.5 Student Hub	pg 19
3.3 Brand refresh	pg 26
3.4 CX implementation	pg 26



UQ Business School alumnus and founder of iPLAN Consulting, Shane Chidzzey, (pictured above) established a prize to encourage budding UQ entrepreneurs to pursue their dreams, with an annual award of \$5000 to be given to the best performing startup in UQ's ilab Germinate startup accelerator program. The 2018 inaugural prize was won by PhD student Michael Mersiades, founder of Chatloop, an app for connecting people from a refugee background to trained volunteers through a messaging system for convenient language practice.



Attending an InspireU camp is a great way for Aboriginal and Torres Strait Islander students in Years 9–12 to 'test drive' UQ. Pictured here are students participating in 'a day in the life of a scientist' at the QIMR Berghofer Medical Research Institute, Herston.

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.

UQ2U

UQ2U aims to support the development of high-quality online and high-value on-campus active blended learning experiences that meet the needs of students.

In 2018, a team of specialists in course design and development, including those with experience in UQx, was established to begin the UQ2U program of work. A schedule for implementation across a number of courses in late 2018 and throughout 2019 has been established.

The UQ2U program will benefit academic staff by providing support for course renewal, increased flexibility in the modes and timing of teaching activities, and

will provide staff with the opportunity to demonstrate leadership in education innovation and research, together with the opportunity to work in partnership with students.

▶ Related initiatives for 5.1	
1.1 Siemens software grant	pg 17
1.3 Blended learning	pg 18
2.1 Research infrastructure model	pg 21

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:

- developing an updated IT Project Management Framework to enable a transparent, efficient and consistent approach to the management of IT projects, while still facilitating flexibility in delivery methods
- implementing a project reporting system to provide greater oversight of projects and initiatives within the Chief Operating Officer's portfolio, designed to improve reporting capabilities and promote transparency of investment initiatives at UQ
- developing a Benefits Framework and Register to effectively measure the benefits delivered by projects following completion

- developing a Cyber Risk Management Framework and Cyber Risk Register to record, monitor and manage mitigation strategies to protect UQ's critical assets
- revising all information and communications technology (ICT) policies and procedures—significantly improving the clarity of expectations, processes and responsibilities, with the development and publishing of seven new procedures
- developing an ICT Procurement Framework to standardise ICT procurement and contracts across the University: this includes rolling out UQeMarket to ICT suppliers to create a faster, more seamless purchasing experience for the UQ community
- developing the Cloud, Application Rationalisation, Integration and Information Management strategies to establish clear roadmaps and future goals for IT across UQ
- composing the Application Portfolio mapping of all known software applications to UQ's business capabilities
- developing multiple local operation procedures (e.g. Change Management, Incident Management, System Patching Management and Cyber Incident Management) to standardise processes for IT staff across UQ, providing greater oversight and governance of IT.

▶ Related initiatives for 5.2	
1.3 IT capital investment	pg 18
3.4 CX implementation	pg 26

KEY PERFORMANCE INDICATORS

AGILE OPERATIONS

Improved internal collaboration

Proportion of staff who agree there is good communication across all sections of UQ¹

	2011	2015
Per cent	32.0	30.0

Proportion of staff who agree there is cooperation between different sections of UQ¹

	2011	2015
Per cent	39.0	37.0

¹ Source: *The Voice* survey, which is conducted periodically. Not measured in 2018. The next iteration is currently planned for 2019.

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

UniForum

In 2018 UQ was recognised as a stand-out performer in the annual UniForum benchmarking exercise, with the biggest improvement in the sector for the year. UniForum conducts a deep and extensive operational efficiency benchmarking exercise annually—covering universities in Australia, New Zealand, and the Russell Group in the UK—to exchange data, insights and best practices in a moderated forum setting. UniForum advised that UQ's result was the most impressive observed in recent history. Most of the improvements came from UQ's corporate services areas and align closely with the areas the University has been focusing on.

Accounts payable and receivables

A key strategic focus for UQ's Finance Division is to improve the effectiveness and efficiency of transactional processing, which led to the establishment in 2018 of the Accounts Payable and Accounts Receivable (APARA) project. Its main objective is to standardise and streamline accounts payable and accounts receivable transactional functions, in order to reduce or eliminate manual processing.

Accounts Payable (AP) is focusing on the introduction of an optical character recognition (OCR) system. By providing greater visibility of the AP cycle, the automated system will deliver efficiencies for the AP function, and will also act as an enabler to ensure that new business processes are followed. Accounts Receivable is delivering PeopleSoft (UQ's financial system) enhancements that improve oversight and control, as well automatically generating a request to invoice form, which will support a future state-centralised trade billing model.



UQ staff and students had access to excellent facilities, including the Herston Health Sciences Library.

These initiatives are expected to deliver:

- improved processing time and reduced operating costs
- improved customer service
- improved compliance and increased control and oversight
- reduced overdue trade debt and improved cash flow.

In parallel to the APARA Project, UQ Finance is focused on raising awareness of and educating stakeholders on compliance with existing UQ procedures. As a result of the communication sent to suppliers in July, the number of purchase orders raised after an invoice has been processed has already decreased significantly.

Contract and grants financial management

The design of improved processes for financial management of contracts and grants is substantially complete, in order to achieve the objectives of improved transparency, efficiency, risk management and clarification of roles and responsibilities. Implementation of the new processes will commence in early 2019 and will complement the recent introduction of the MyBalance budget management and financial reporting system for researchers.

MyBalance is a collaborative tool that enables the finance function to work with researchers to budget in the way researchers prefer. It enables Finance to manage research expenditure in a consistent manner, more easily exposing funding agency requirements to the researcher and other staff.

The researcher's project finances are up-to-date, easily visible, and include overheads, margins and collaborative payments in a manner that can be more easily understood.

Financial reporting and forecasting

Under the new operating model for the finance function, UQ established a financial performance review process in 2018, which provides a greater level of assurance regarding financial performance and accountability, and resulted in improved forecast accuracy and financial planning.

HR services and solutions

Following the success of the automated workflow trial for Change of Hours and Days in late 2017, the new system was released to the wider University community in early 2018. The Casual Academic Hire and Payment project, which supports 'Payment-by-Schedule', and which had also been trialled in late 2017, was released across UQ around the same time. In February, the second iteration of the Fixed-term Appointment Expiry workflow was launched, providing easy access to upcoming appointment expiry and enabling school managers to lead the renewal process online.

ExCom business transfer from UniQuest to UQ

UniQuest's Expertise Commercialisation (ExCom) unit was transferred to UQ in September 2018. The transfer created a simplified pathway for UQ research consulting and contract research, streamlining the process for researchers, collaborators and industry partners. The unit was renamed Consulting and Research Expertise and offers the same services as ExCom but as an internal UQ organisational unit.

UQ eSpace

In 2018, the Library redesigned the UQ eSpace system, developing a new interface for UQ researchers, higher degree by research (HDR) students, and public users. For researchers and HDR students, this interface offers a fresh user experience that simplifies the task of maintaining a complete profile for research outputs. This includes improved open access reporting and thesis submission, streamlined publication harvesting from external sources, and improved researcher identifier integration for UQ authors.

Non-Traditional Research Outputs (NTROs) Collection Development

The NTRO Collection Development project recommended enhancements to the institutional repository, UQ eSpace, which will result in a more comprehensive collection of UQ's non-traditional research outputs. This will benefit the academic portfolios of UQ researchers and will ultimately feed into their internal and external profiles. Collection of NTROs in this ongoing way allows for advanced organisational planning and institutional reporting and allows UQ to promote the full breadth of its diverse research activities.

Research Management Business Transformation (RMBT) Program

The Research Management Business Transformation Program is an interconnected set of initiatives required for 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—higher degree by research (HDR) training, research partnerships, research funding management, research ethics and compliance, research integrity, research infrastructure, research data management, and research performance monitoring.

In 2018, a number of significant milestones were reached. The ORCID project was fully operationalised, integrating a researcher's unique identifier across UQ systems and providing opportunities to re-use data throughout the research lifecycle. The Library continues to support this activity with workshops and other resources to

increase ORCID uptake by HDR candidates and academic staff.

Progressing towards conclusion, the HDR Candidate Management System project made candidate requests fully automated and online. This resulted in HDR candidates and advisers having greater visibility over requests, applications, approvals, milestones and submissions, and with accelerated timeframes for administrative processing.

The UQ-designed Research Data Manager is an integrated data management system providing accessible, secure, collaborative data storage, designed to support the entire research data lifecycle. Following a thorough stakeholder engagement process, the Research Data Manager system had strong uptake by researchers in 2018, resulting in more than 3000 active users. Work continued on other RMBT projects, with timelines staggered to ensure appropriate resourcing, including investigations relating to the Research Management System, Research Infrastructure Management System, and Digital Research Notebooks.

▶ Related initiative for 5.3

3.3 Brand refresh pg 26

5.4 Review our delivery model for student services and administration to maximise effectiveness and efficiency and enhance the student experience.

Student administration

A collaboration between central administration, schools and faculties, this project aims to improve the student experience and reduce staff effort by digitising a number of paper-based forms and processes around student administration. Following a delayed start midway through 2017, progress accelerated in 2018 with additional strategic funding provided. To date, 13 student administration processes have been digitised and are available to students, with more than 22,000 student submissions lodged through the system. User feedback has been largely positive and processing times have decreased. The current focus is on enhancing integration with other university systems such as SI-net and the data warehouse in order to further automate some aspects of some processes and to develop reporting tools. This will further decrease processing times for the benefit of students and will provide UQ policymakers with useful data.

Implement change to HDR administration

In 2018, a ‘whole of institution’ approach to research training was adopted at UQ. This transformation was driven by the desire to provide high-quality and consistent support to all higher degree by research (HDR) students and their advisers across the University. Clear and consistent roles for staff were introduced to improve efficiency and deliver best practice in HDR administration, and HDR Liaison Officers were created. Along with the reorganisation of administrative staff into portfolio teams, a stronger focus on student support and efficiency gains was enabled, with a partnered approach to administration and advisory functions.

These changes have positioned UQ as a leader in the sector for research training. Its professional and coordinated approach to HDR administration enables effective facilitation of candidate development and industry engagement, as well as the ability to respond to changing national expectations.

Website updates

Workflow automation and consolidating siloed websites into two primary digital assets—the my.UQ and Current Staff web portals—provided tangible outcomes, while aligning with UQ’s principles of Accessible Value, Personalisation and Context.

2018 delivered new and upgraded core UQ websites—including Future Students, Starting at UQ, and Teaching and Learning—to support accessibility, and make best use of the newly designed information architecture and visual style.

UQ’s Information Technology Section continued to partner with the Human Resources, School Administration, Finance and Student Administration units to apply a systems approach across all identified student and staff-related processes. The workflow automation program delivered major upgrades and integrations for 30 existing processes and delivered 17 new processes. Unitask processed 38,000 requests in 2018.

Overhauling legacy web content also continued throughout 2018 to make the University’s online services clear, accessible and well maintained. Content from legacy web pages was updated and migrated into the my.UQ and Current Staff websites, and the Customer Relationship Management (CRM) system was used to provide contextual support information on these new pages. The CRM was also used to manage page-level enquiries; students and staff can now submit questions to the most relevant service queue directly from the relevant content page. The consolidation of service information with support information and inquiry management

pointers provides a clear pathway for users to find the information they need and will improve the user experience.

Review of student disciplinary proceedings

At the request of UQ’s Senate, a review of student disciplinary proceedings was undertaken in June 2018, with an expert panel comprising senior academic and professional staff (external to UQ), a representative of the Administrative Appeals Tribunal Brisbane Registry, and a UQ student representative. The report of the review panel is under consideration.

Academic Integrity and Grievance Management System

Replacement of the current, obsolete system commenced in 2017, with the aim of supporting a critical part of the University’s quality assurance. The new system and database was introduced in three phases, with Releases 1 and 2 focusing on student grievances and appeals, and Release 3 focusing on student misconduct. Release 1 became available from July and requires central processes to check and test basic configuration of forms, and the initial process-flows to decision-makers. Release 2 became available in mid-November, and Release 3 is due early 2019.

Strategic Program Office (SPO)

The Strategic Program Office was established in 2018 with enhanced capability to deliver a fit-for-purpose framework to identify, maximise and safeguard value for strategic programs within SPO’s portfolio.

Key programs currently within its scope include feasibility of the Student Residence Program, Student Hub, Fitness and Wellness Centre, and Human Capital Management System programs. The primary aim of the value framework is to evaluate opportunities and ensure their effective implementation.

Stewardship through a structured stage-gate process clearly defines the value, cost and benefits of initiatives and ensures that investments made are aligned with the University’s long-term strategic goals.

Significant progress has been made with all programs and will continue to progress to final business cases and approval in 2019.

▶ Related initiatives for 5.4

1.7 Program Architecture Review pg 20

3.4 CX implementation pg 26

4.2 Childcare pg 29

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.



International students comprised 33.7 per cent of the University's student population in 2018, with the three top source countries being China, Malaysia and Singapore.

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 first year of implementation in 2018. 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. It also aims to generate prospective student leads for nurturing through to enrolment. India was the first campaign to launch, followed by Canada and Singapore. The campaigns also promoted a diverse range of programs to spread the international student enrolment base across different study areas.

International students

In September, a historic agreement was signed with The Indian Institute of Technology-Delhi (IIT-D) to launch their first international joint PhD program through the establishment of The Academy of Research (UQIDAR).

A four-member strong, India-based team was recruited to enhance UQ's on-ground representation that delivers recruitment and marketing activities in India, supported by a Brisbane-based India-focused development role.

Market research was undertaken to understand program demand and inform future program development for the Indian market. The research provided insights into top programs of interest for Indian students, taking into account industry employment trends and government priority areas.

KEY PERFORMANCE INDICATORS

SUSTAINABLE FINANCES

An improvement in source country diversity among our international students

Proportion of international students from a single source country

	2013	2014	2015	2016	2017	2018 ¹
Per cent	29.1	29.4	30.9	36.1	42.5	49.2

Growth in philanthropic income to \$500 million

Philanthropic income 2013–2020, aligned with *Not if, when* campaign

	2013	2014	2015	2016	2017	2018
Cumulative philanthropic income (\$million)	61	121	210	256	325	379

Sustainable financial performance in line with our strategic ambitions

Financial performance

	2013	2014	2015	2016	2017	2018
Underlying EBITDA as a percentage of underlying revenue	8.3%	7.8%	8.1%	7.4%	11.4%	9.8%
Statutory accounting result (\$million)	116.285	42.646	35.550	-12.124	51.318	74.500

¹ Figures for 2018 are preliminary. Data will be finalised in mid-2019.

The second UQ in India Week was held, targeting prospective Indian students and their influencers in Delhi and Mumbai. Initiatives included agent training workshops, school guidance counsellor professional development seminars, relationship-building initiatives with partner institutions, industry workshops, and UQ Open Day fairs.

New activities aimed at diversifying Chinese student enrolments across programs were rolled out, including faculty in-country workshops and online streaming to introduce new UQ programs and academic lectures. Institutional collaboration and cohort recruitment remained at the forefront of the China recruitment strategy with a focus on programs of diversity.

Steps to improve UQ's digital accessibility in China were made through conducting research on the student journey and identifying the digital asset requirements that will deliver cut-through in a very competitive market. This will build UQ's brand awareness among prospective Chinese students and promote specific study areas of expertise.

Through increased school recruitment initiatives, increased activity with the onshore recruitment market was also conducted, together with faculty representatives profiling the diversity of programs available to students and guidance officers.

6.2 Increase research funding from industry.

New opportunities

During 2018, UQ explored new opportunities and reviewed existing partnerships to further attract research funding from industry partners and collaborators. The ability to engage with external partners was also emphasised in the recruitment, appraisal and promotion of research staff. A review of consultancy management is now underway to ensure this research work is supported and rewarded. One outcome was the Queensland Government awarding 16 Advance Queensland industry research fellowships of \$180,000 or \$300,000 each to UQ researchers in the fields of agriculture, engineering, mining, electronics and health management.

Building research-industry scheme application pipelines

UQ used a number of mechanisms to strengthen its pipelines of research-industry applications. This included using internal Expression of Interest processes to identify prospective applications for multiple forthcoming rounds. UQ expanded its suite of supporting information sessions, workshops, and strategy panels to bolster the quality of research-industry proposals, and launched new materials to assist in early-stage partner engagement. This included the *Partnering with UQ* brochure

series on ARC Linkage Projects and the ARC Industrial Transformation Research Program, alongside helpful troubleshooting resources on the Innovation Connections industry scheme.

▶ Related initiative for 6.2
1.3 IT capital investment pg 18

6.3 Increase research funding from international sources.

Enhancing capability and performance in international research funding

This three-year initiative was implemented in response to fluctuations in the international competitive research income stream. In 2018, a specialist team was appointed within the Office of Sponsored Research to focus on international competitive funding. This team offers tailored presentations, individual coaching sessions and online resources to support researchers in their funding applications. Additionally, a US grants consultancy firm was engaged to grow the funding pipeline of US Federal international proposals and increase the success rate and income generated from international competitive grants.

▶ Related initiative for 6.3
2.3 UQID-CoR pg 22



UQ alumnus Andrew N Liveris (pictured at right alongside Vice-Chancellor and President Professor Peter Høj) and wife Paula donated \$13.5 million to help establish the Liveris Academy in the University's Faculty of Engineering, Architecture and Information Technology (EAIT), as well as pledging to raise an additional \$26.5 million dollars to support UQ's Not if, when philanthropic campaign.

6.4 Build philanthropic support through a dedicated campaign.

Philanthropic support

In 2017, UQ officially launched *Not If, When – The Campaign to Create Change*, its first comprehensive philanthropic campaign, with the aim of raising \$500 million between 2013 and 2020. The campaign seeks to attract support for empowering student success, transforming teaching and learning, and driving discovery and impact.

Following a successful launch, the goal for 2018 was to establish and implement a comprehensive public phase strategy, build momentum through the major gifts program, and raise \$60 million over the course of the year. These objectives were achieved, with a total of \$65.82 million being raised, of which \$43.15 million went towards driving discovery and impact, \$8.32 million towards empowering student success and \$14.35 million towards transforming teaching and learning.

During the year, the University also sought to steward and recognise major donors and key philanthropic partnerships around the world, which was achieved as part of the extended public rollout of the *Not if, when* campaign across major international and domestic locations.

More than 75 per cent of the total \$500 million target has been achieved to date. Gifts recognised in 2018 included:

- a \$13.5 million gift from UQ alumnus **Andrew N Liveris**, and **Paula Liveris**, with a pledge to raise an additional \$26.5 million (see photo on page 36)
- a gift of more than \$2.5 million from the estate of **John Dugald Adams**, which will go towards accommodation scholarships for talented students in need of financial assistance and housing—particularly those from rural and regional areas
- a \$1.5 million gift from the **Trevor and Judith St Baker Family Foundation** to establish a visiting fellowship in environmentally friendly transport options known as ‘e-mobility’ at UQ
- a gift of \$1 million and commitment of significant time and expertise towards establishing a Professorial Chair in Ethics at UQ from global business leader **Mark Hutchinson**
- a \$1 million gift from leading funds manager and alumnus **Matt McLennan** to provide students with collaborative learning spaces in the UQ Law School
- a gift of \$500,000 from the **John and Myriam Wylie Foundation** to continue the Rodney Wylie Eminent Visiting Fellowship program, which has brought world-leading researchers, a Nobel Laureate and other distinguished business leaders to UQ since 2009.



Professor Ian Frazer, AC, and his wife, Caroline, are the patrons of UQ's Not if, when philanthropic campaign.

▶ Related initiative for 6.4

3.4 CX implementation pg 26

6.5 Manage our resources through a capital asset plan and sustainable budgeting.

UQ Solar Farm

The University of Queensland is set to become the first major university in the world to offset 100 per cent of its electricity usage through its own renewable energy asset. UQ will be energy neutral by 2020 with the establishment of a \$125 million solar farm near Warwick to offset its annual electricity needs.

The 64 megawatt solar farm will provide research, teaching and engagement



An artist's impression of the Warwick Solar Farm that the University took official ownership of in November.

opportunities in addition to its environmental and financial benefits.

UQ is already the largest solar generator among Australian universities and this initiative will complement the 50,000 existing solar panels on our campuses.

The project will leverage UQ's existing clean energy strengths and provide the potential to venture into emerging research and industry partnerships.

Construction will commence in early 2019 with completion expected in early 2020.

▶ Related initiatives for 6.5

2.1 Research infrastructure model pg 21

Financial information pg 38

SUMMARY OF

FINANCIAL INFORMATION

As per the financial statements, the University recorded a consolidated surplus of \$72.7m for 2018. This compares to a consolidated surplus of \$47.6m in 2017.

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 39.

UNIVERSITY FINANCES

Underlying EBITDA

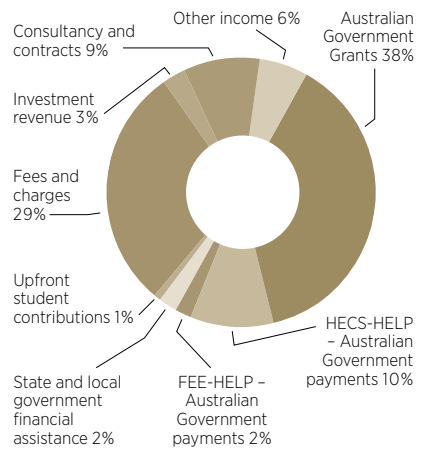
The underlying consolidated EBITDA moved from a surplus of \$207.0m in 2017 to a surplus of \$192.7m in 2018. The fall of \$14.3m is largely due to a decline in the value of the University's investment in the Queensland Investment Corporation Growth Fund.

Underlying income

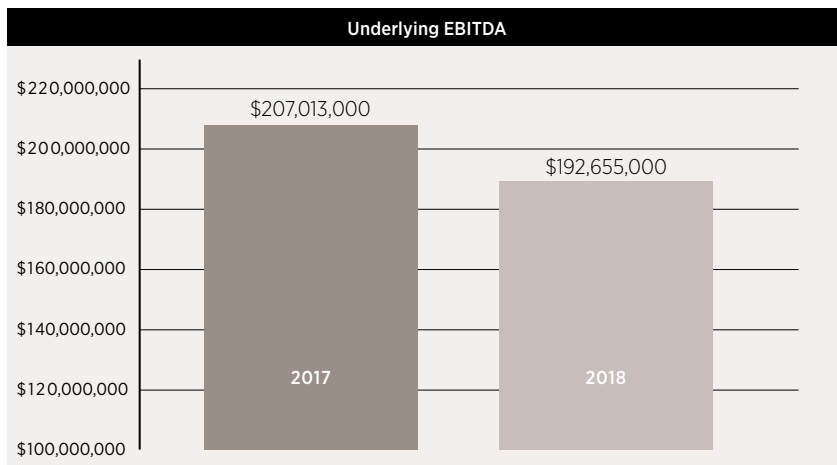
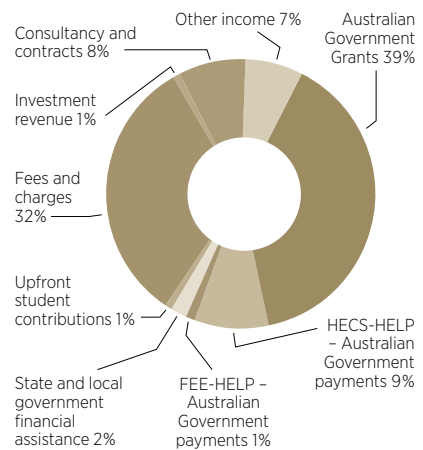
The University's underlying consolidated income increased by \$98.7m (or 5 per cent). This can be attributed to:

- An increase in course fees and charges of \$100.3m (or 21 per cent). The number of full-fee paying domestic and international students rose by 14.2 per cent from 14,098 EFTSL in 2017 to 16,101 EFTSL in 2018. Also contributing to the increase were price increases.
- A decrease in the combined funding through the Commonwealth Grant Scheme (CGS), the Higher Education Loan Program (HELP), and HELP student contributions of \$9.5m (or 2 per cent). The number of Commonwealth-funded students fell by 3.8 per cent from 27,030 EFTSL in 2017 to 26,011 in 2018.

Revenue: University of Queensland parent 2017



Revenue: University of Queensland parent 2018



- An increase in tied research, scholarship and other major project income of \$13.2m (or 4 per cent). As the underlying result does not recognise such revenue until it is expended, this increase is due to a related increase in research expenditure.
- A decrease in non-tied investment revenue of \$18.0m related to fall during the year in the University's investment in the Queensland Investment Corporation (QIC) Growth Fund.
- An increase in the remaining revenue categories of \$12.7m (or 3 per cent) due to a number of small factors.

Underlying expenditure

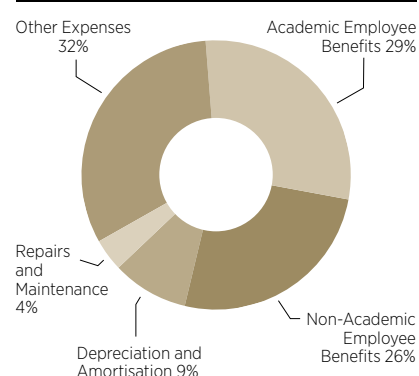
The University's underlying consolidated expenditure increased by \$113.0m (or 7 per cent). This can be attributed to:

- An increase in employee expenses of \$53.9m (or 5 per cent). This was largely driven by the following movements within

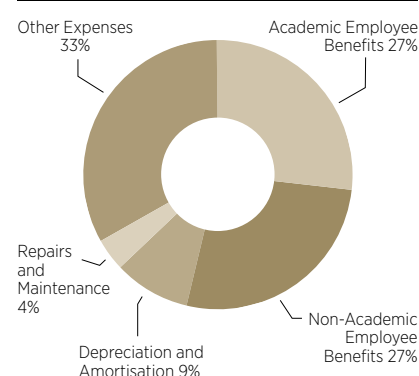
the parent entity: a 1.8 per cent rise in the number of full-time equivalent (FTE) staff, and salary and wage increases of at least 2.0 per cent that occurred on 1 April 2018 in accordance with the University's Enterprise Bargaining Agreement.

- An increase in non-employee expenditure on tied research, scholarship and other major project income of \$4.3m (or 3 per cent).
- An increase in repair and maintenance expenditure of \$6.4m (or 9 per cent) due to additional works performed to help reduce the backlog of deferred maintenance.
- An increase in the remaining expenditure categories of \$48.4m (or 12 per cent). Contributing to the increase were rises in commission payments (due to increased international student numbers), information technology projects, software and licences, and library electronic materials.

Expenditure: University of Queensland parent 2017



Expenditure: University of Queensland parent 2018



Reconciliation of Operating Result (Income Statement In Published Financials) to Underlying EBITDA

	Consolidated 2018 \$'000	Consolidated 2017 \$'000	Variance \$'000
Net operating result before income tax as per University's published financial statements ¹	72,704	47,611	25,093
Income tied to major capital projects ²	(3)	(2367)	2364
Movement in unspent research, scholarship and major project income ³	(65,579)	2726	(68,305)
Fair value gain on TRI Investment	(94)	734	(828)
Endowed donations to be held in perpetuity ⁴	(7816)	(3,980)	(3836)
Unspent investment portfolio losses/(gains) ⁴	7783	(14,476)	22,259
UNDERLYING OPERATING RESULT BEFORE INCOME TAX	6995	30,248	(23,253)
Depreciation and amortisation expense	168,302	163,736	4566
Loss/(gain) on disposal of property, plant and equipment	12,835	11,504	1331
Donated assets	(416)	(751)	335
Interest revenue	(10,829)	(9584)	(1245)
Interest expense	12,000	11,767	233
Income tax expense	3768	93	3675
UNDERLYING EBITDA	192,655	207,013	(14,358)

¹ This is the net operating result of the consolidated entity as per the University's statutory financial statements.

² This category represents funding provided by governments and other sources for specific major capital projects. This funding is not available for the general operating expenditure of the University.

³ In accordance with Australian Accounting Standards, the majority of the University's tied research, scholarship and major project income is recognised as received (as opposed to when it is spent or earned). This mismatch can create significant fluctuations in the operating result. The increase/decrease in unexpended tied research, scholarship and major project income is therefore excluded from the underlying operating surplus as it is not available for the general operating expenditure of the University and must be refunded if not spent or earned in future years.

⁴ The majority of funds invested in the managed investment portfolio are restricted funds set aside for endowed donations and bequests earmarked for purposes specified by the giver. Such donations are not available for the general operating expenditure of the University nor is the unspent increase/decrease in the fair value of the portfolio.

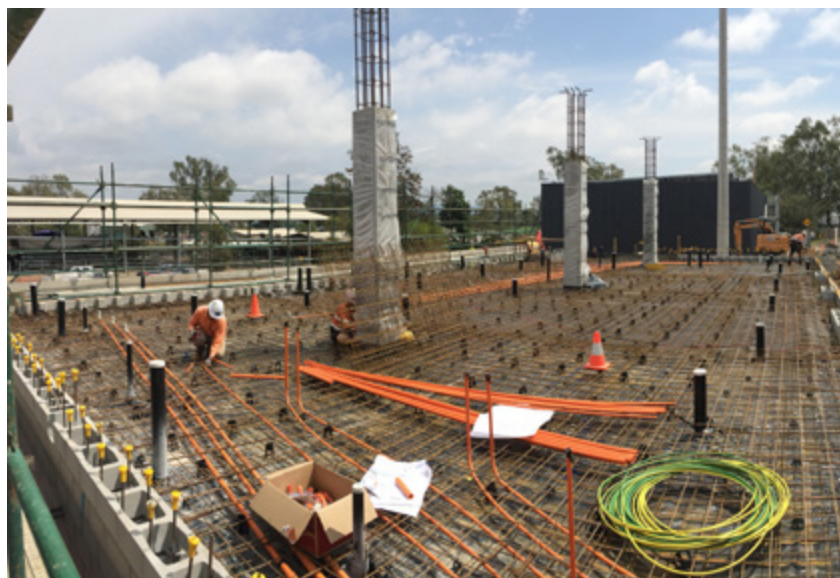
Capital expenditure

The University has continued to invest in major infrastructure. The total amount capitalised on property, plant and equipment during 2018 was \$152.9m (2017: \$92.1m).

Major capital projects commenced in 2018 include the construction of a solar farm in Warwick, a new chemical engineering building and new childcare centre at St Lucia, and a central chiller station at Gatton.



Architectural rendering of the Andrew N Liveris (chemical engineering) building at UQ St Lucia.



Construction of the new substation and chiller plant at UQ Gatton began during the year.

UQ Investment Fund Performance			
	Return Of Portfolio	Average CPI plus 6%	Above/(Below) Target
Return over past year	(2.13%)	7.93%	(10.06%)
Return over past 3 years	5.15%	7.71%	(2.56%)
Return over past 5 years	7.52%	7.82%	(0.30%)
Return over past 7 years	12.16%	7.90%	4.26%

UQ Socially Responsible Investing (SRI) Green Fund Performance			
	Return Of Portfolio	Average CPI plus 6%	Above/(Below) Target
Return over past year	(8.06%)	7.93%	(15.99%)

Investment Portfolio

UQ Investment Fund

The University has a total of \$224.3m in a long-term investment portfolio that is managed by external specialist fund managers. Known as the UQ Investment Fund, it holds portfolio trust and bequest funds received in past years.

The fund managers are required to operate within designated asset allocation benchmarks and 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 (CPI) plus an additional 6 per cent. The portfolio produced a negative return of 2.1 per cent for the year to 31 December 2018.

UQ Socially Responsible Investment (SRI) Green Fund

The University has a total of \$3.4m 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 University contributed \$3m towards the establishment of this fund.

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 SRI Green Fund is to achieve a long-term return of the Consumer Price Index (CPI) plus an additional 6 per cent. The portfolio produced a negative return of 8.1 per cent for the year to 31 December 2018.

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 Standards 2009*.

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. A casual vacancy arose on 2 October 2018 following the resignation of the undergraduate elected member. The 34th Senate began its term on 1 January 2018 and will expire on 31 December 2021. Senate met seven times during 2018.

The University complies with the *Voluntary Code of Best Practice for the Governance of Australian Public Universities*, as amended at the Universities Australia and University Chancellors Council joint meeting on 15 May 2018.

Senate achievements

In 2018, UQ Senate:

- under the Seal of the University, conferred 13,902 awards to 12,692 students—including 578 PhD candidates
- approved the *Reconciliation Action Plan 2019–2022*
- participated in the University's brand refresh
- adopted the revised version of the *Voluntary Code of Best Practice for the Governance of Australian Universities*
- approved the UQ Governance and Management Framework, UQ Senate Charter, and updated UQ Standing Orders
- concluded the changes required as a consequence of the passing of the *University Legislation Amendment Act 2017*, in particular the updating of the Senate and Academic Board Elections Policy

- noted the *Mental Health Strategy 2018–2020* and the *Mental Health Implementation Plan 2018*
- invited eight nominees to receive an honorary doctorate from UQ and one to receive a Gatton Gold Medal.

Financial reporting

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

Remuneration

The option of remunerating members was introduced in 2018 by way of the University's Policy on Senate Remuneration and due to the passing of the *University Legislation Amendment Act 2017*. See also: uq.edu.au/about/year-ended-december-31-2018.



2018 UQ Senate

Front row, from left: Professor Greg Hainge; Anne Cross, AM; Professor Peter Høj, AC (Vice-Chancellor and President); Peter N Varghese, AO (Chancellor); Toniaanne Dwyer (Deputy Chancellor); Professor Peter Adams; Julieanne Alroe. Back row: Philip Hennessy, AO; Dr Sally Pitkin; Grant Murdoch; Michelle Tredenick; Adjunct Associate Professor Dimity Dornan, AO; Associate Professor Douglas Cavaye; Thomas Mackay; Timothy Crommelin. Absent: Kathy Hirschfeld; Dr Zelle Hodge, AM; Rebecca Hurst; Jamie Merrick; Associate Professor Tony Roberts; Cecile Wake.

Senate remuneration**Approved fees**

The Chancellor is eligible to receive \$80,000 per annum; the Deputy Chancellor \$40,000; all other members \$25,000. An additional fee of \$10,000 may also be paid to the Chairs of the Finance Committee, the Risk and Audit Committee, and the Campus Infrastructure Committee.

Senate members can choose whether or not to accept full or part payment of fees and/or pay them to a scholarship or other University philanthropic fund; UQ staff Senate members can also salary sacrifice their fees or pay them to their UQ School.

Actual fees received

Official members: \$80,000
Appointed members: \$170,000
Elected members: \$193,886
Additional members: \$90,000

Out of pocket expenses paid

\$2639.72

Senate meeting attendance

Position	Name	Meeting attendance
Chair	Peter N Varghese, AO (Chancellor)	7 of 7
Deputy Chair	Tonianne Dwyer (Deputy Chancellor)	7 of 7
Member	Professor Peter Adams	7 of 7
Member	Julianne Alroe	5 of 7
Member	Associate Professor Douglas Cavaye	6 of 7
Member	Timothy Crommelin	4 of 7
Member	Anne Cross, AM	6 of 7
Member	Adj Associate Professor Dimity Dornan, AO	7 of 7
Member	Professor Greg Hainge	7 of 7
Member	Philip Hennessy, AO	5 of 7
Member	Kathy Hirschfeld	6 of 7
Member	Dr Zelle Hodge, AM	6 of 7
Member	Professor Peter Høj, AC	7 of 7
Member	Rebecca Hurst	4 of 7
Member	Thomas Mackay	6 of 7
Member	Jamie Merrick	3 of 7
Member	Grant Murdoch	3 of 7
Member	Dr Sally Pitkin	5 of 7
Member	Associate Professor Tony Roberts	7 of 7
Member	Zachary Thomas	4 of 7
Member	Michelle Tredenick	4 of 7
Member	Cecile Wake	5 of 7

Senate membership**Official members**

- Chancellor **Peter N Varghese, AO**, BA (Hons), H.D.Litt *Qld* (leads the University's governing body, the Senate)
- Vice-Chancellor and President, **Professor Peter Høj, AC**, MSc, PhD *Copenhagen*, DUniv (Honoris Causa) *Copenhagen* 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*, FSIA
- **Julianne Alroe**, BEc *Qld*, GAICD
- **Philip Hennessy, AO**, BBusAcc *QUT*
- **Dr Zelle Hodge, AM**, MBBS *Qld*, FRACGP, FAMA, FAICD
- **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, GCEBusLead, MPH *Qld*
- One undergraduate student, **Zachary Thomas** (resigned on 2 October 2018)

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, LSL Cert AVT
- **Kathy Hirschfeld**, BE (Chem) *Qld*, FTSE, FICHEM, Hon FIEAust, FAICD

Appointed by Senate

- **Anne Cross, AM**, BSocWk, MSocWk *Qld*, FAICD, FIML
- Deputy 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.

2018 Vice-Chancellor's Committee

Professor Aidan Byrne, Provost and Senior Vice-President; Professor Bronwyn Harch, Deputy Vice-Chancellor (Research); Professor Peter Høj, Vice-Chancellor and President; Professor Joanne Wright, Deputy Vice-Chancellor (Academic); Greg Pringle, Chief Operating Officer; and Rongyu Li, Deputy Vice-Chancellor (External Engagement).

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*
- 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 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
- President of the Academic Board
- Chief Financial Officer**
- Chief Human Resources Officer**
- Chief Marketing and Communication Officer**
- Deputy Chief Operating Officer.

* Members of the Vice-Chancellor's Committee.

** Members from 1 August 2018.

Vice-Chancellor and President

Professor Peter Høj, AC

MSc, PhD *Copenhagen*, DUniv (Honoris Causa) *Copenhagen* 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 and quality standards.

Deputy Vice-Chancellor (External Engagement)

(Acting from 12 March–27 November 2018, appointed from 28 November 2018)

Rongyu Li

MA *City UK*

(1 January–22 March 2018)

Professor Iain Watson

BA (Hons), MSc, PhD *Ulster*

- Responsible for leading the University's overall student recruitment and engagement strategy, with a particular focus on expanding the quality and scale of engagement, both nationally and internationally, with prospective students, industry, government, alumni, and Aboriginal and Torres Strait Islander communities.

Deputy Vice-Chancellor (Research)

(from 16 July 2018)

Professor Bronwyn Harch

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

(1 January–29 June 2018)

Professor Robyn Ward, AM

MBBS (Hons 1), PhD *UNSW*, FRACP, FAHMS

- 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, business, human resources, legal, governance and risk, property and facilities, health, safety and wellness, investigations, internal audit and information technology functions. Advises the Senate on governance, and is the University Secretary and its Public Officer.

Pro-Vice-Chancellor (Office of the Provost)

Professor Tim Dunne

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

- Provides executive leadership with a particular focus on strategic and operational planning, employee relations, and general academic and research performance.

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 (Future Students) (8 January–27 November 2018)

Rongyu Li

MA *City UK*

- Responsible for the recruitment of domestic and international coursework students, developing and overseeing UQ's strategy for engagement with secondary schools across Australia, and determining the pathway offerings provided by UQ.

Pro-Vice-Chancellor (Indigenous Engagement) (from 23 April 2018)

Professor Bronwyn Fredericks

DipT (Sec) *BCAE*, BEd, Med *QUT*, MedSt *Tas*, PhD *CQU*, JP, CertIV (TAE) *GTC*

(1 January–22 April 2018)

Shane Drahm (Acting)

- Responsible for leading the development, implementation and monitoring of the University's approach to Indigenous learning, discovery and engagement.

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)

(from 26 February 2018)

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 500 research and professional staff working in an integrated, multi-disciplinary research institute that brings together world-class researchers and cutting-edge technology with a focus on translational research.

Director, Institute for Molecular Bioscience

Professor Brandon Wainwright, AM

BSc (Hons), PhD *Ade*

– 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 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*

– Delivers improved operational performance on mining sites by developing and implementing new technologies, while establishing a global network of research professionals in academic institutes, mining companies and research organisations.

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

(from 1 August 2018)

Professor Vicki Chen

BSc *MIT*, PhD *Minnesota*

(24 February–27 July 2018)

Professor Michael Brünig (Acting)

Dipl.-Ing, Dr.-Ing. (PhD) *RWTH-Aachen*

(1 January–2 March 2018)

Professor Simon Biggs

BSc (Hons), PhD *Bristol*

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

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

(from 2 October 2018)

Professor Heather Zwicker

BA (Hons) *Alberta*, PhD *Stanford*

(1 January–1 October 2018)

Professor Julie Duck (Acting)

BA (Hons), DipEd, PhD *UNE*, GChEd *UQ*,

PFHEA

– In partnership with the faculty's organisational unit heads, 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

(from 30 June 2018)

Professor Geoff McColl

MBBS, PhD, MEd *Melb*, FRACP

(1 January–29 June 2018)

Professor Robyn Ward, AM (Acting)

MBBS (Hons 1), PhD *UNSW*, FRACP, FAHMS

– 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*

– Responsible for 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.

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.

Chief Financial Officer

Andrew Betts

BCom, MBA (Advanced) *Qld*, CA, GAICD

– 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 support for the University.

Deputy Chief Operating Officer

(1 January–9 November 2018)

Saveria Dimasi

BA (Econ) (Hons), LLB, LLM *Melb*

– Supports the Chief Operating Officer in managing the University's professional services and implementing the capital planning framework and transformation processes; also coordinates and oversees teams to plan and deliver major strategic cross-divisional projects.

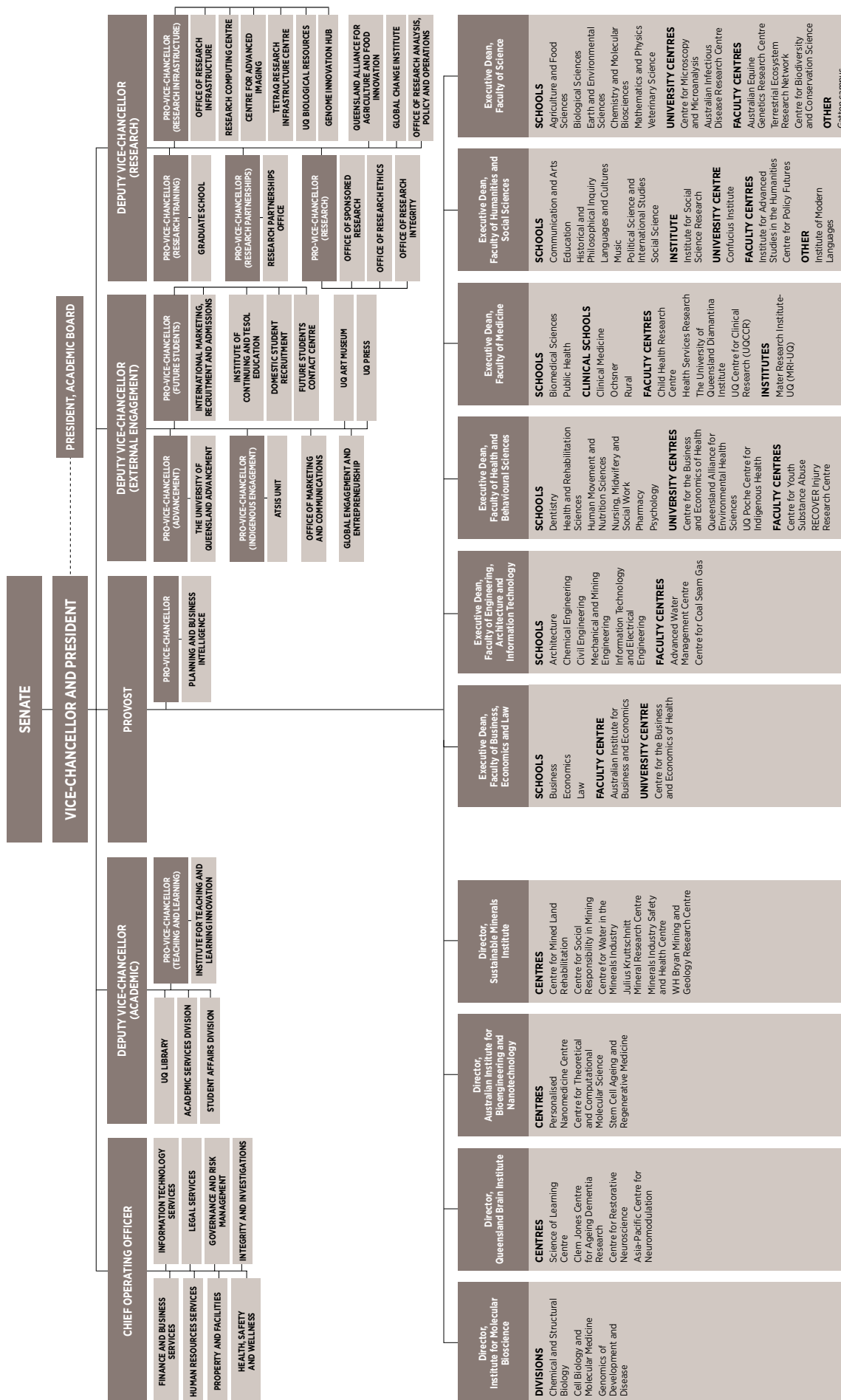
ORGANISATIONAL STRUCTURE / LINES OF RESPONSIBILITY

Issued by the Office of the Chief Operating Officer

uq.edu.au/about/docs/org-chart

As at November 2018

As at November 2018



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 exercise oversight of 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.

To assist the Senate Risk and Audit Committee gain further insights into the operational risks of the University, senior managers attend committee meetings on a rotating basis to discuss specific risks faced within their areas of responsibility.

All members of the Senate Risk and Audit Committee are appointed by Senate. The Committee met on four occasions during the 2018 financial year and the members were:

- **Grant Murdoch**, BCom *Cant*, MCom *Cant*, FCA, FAICD (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**, BE (Chem) *Qld*, FTSE, FICHEM, FIEAust, GAICD
- **Michelle Tredenick**, BSc *Qld*, FAICD
- **Peter N Varghese**, AO, BA (Hons) *Qld*, H.D.Litt *Qld* (Chancellor, ex officio).

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

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

During 2018, the committee provided direction and oversight of the following key initiatives:

- **top risks:** reporting continued on the University's top academic and non-academic risks, including their insurance status and follow-up of the timely implementation of proposed 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
- **faculty, institute and controlled entity risk profiles:** all faculties, four research institutes and five controlled entities self-assessed and nominated their top risks, consistent with the new Enterprise Risk Management Framework
- **specific risk exposures:** reports were provided on specific risk exposures requested by management and/or the Senate Risk and Audit Committee. Of particular importance was the cybersecurity risk assessment undertaken during the year
- **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
- **Risk Appetite Statement (RAS):** the Senate-approved RAS was reviewed and updated to ensure continued relevance, alignment with the new *Strategic Plan 2018-2021*, and improvement through innovation
- **Enterprise Risk Management Framework:** the Senate-approved framework was reviewed and updated to improve practicality in implementation, re-alignment with updated RAS, and innovation via continuous improvement
- **Incident Management Framework:** a new enterprise incident management framework was developed to aid and guide management in its response to and recovery from disruptive incidents impacting the University
- **Compliance Assurance Program:** a new program was implemented and assurance provided on key compliance obligations
- **safety:** continued focus on safety risk management and culture.

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 June 2017. 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 2018, Internal Audit completed 18 engagements across the University, including assurance services, grant certifications, advisory services and ongoing input into several projects.

EXTERNAL SCRUTINY

In 2017, a former employee of the Global Change Institute and a former academic title holder were charged with fraud relating to their employment with the University. Their case had been referred to the Crime and Corruption Commission (Queensland) following an internal investigation and is still being processed in the court system.

In 2018, another fraud case relating to a former administration officer was referred to the Crime and Corruption Commission (Queensland) and is also being dealt with by the courts. The University of Queensland maintains a zero tolerance attitude towards fraud.

Three health researchers were investigated for academic misconduct; no misconduct finding was made.

Following the release in August 2017 of the HR Commission's *Change the course: National Report on Sexual Assault and Sexual Harassment at Australian Universities (2017)*, UQ developed a Sexual Misconduct Policy (outlined at respect.uq.edu.au) and established a Sexual Misconduct Support Unit and First Responder Network. In 2018, UQ continued its commitment to fostering a safe and respectful environment on all campuses, developing strategic prevention techniques that included improved education campaigns and updated training initiatives, such as the Consent Matters online training module.

On 16 May 2018, the Queensland Audit Office tabled in Parliament its *Education: 2016–17 results of financial audits—Summary Report 15: 2017–18*, in which it reported being satisfied that entities (including UQ) were preparing financial statements in accordance with legislative requirements and standards, and that financial statement results could be relied on.

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 2018, UQ made the following improvements to recordkeeping and information systems:

- developed and communicated an Information Management Policy and Procedure to support effective accountability and governance of UQ information
- developed a new Cyber Security Policy and Information Security Classification Procedure to support the confidentiality, integrity and availability requirements of UQ information
- developed a procedure to support the destruction of physical source records following their conversion to an appropriate digital format
- completed a significant review of the electronic Document Management and Records Management System configuration to improve performance
- applied a 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
- transferred more than 700 boxes of records (dating from 1970 to 2001) to the custody of Queensland State Archives for ongoing management and public accessibility.

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 1046 professional and 486 academic staff positions in 2018. 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 2017 to 31 March 2018, the University's continuing and fixed-term workforce remained steady at 6613 FTE, with a retention rate of 94.97 per cent and

a separation rate of 5.03 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 2018, eight trainees were recruited into the Indigenous Traineeship Program. Of these, six were retained post-traineeship.

The table below shows University staff numbers as at 31 March 2018.

Remuneration and benefits

In the 2017/18 financial year, more than 18,000 ATO PAYG payment summaries were issued, with overall payroll, superannuation, payroll tax and ATO outgoings of just under \$1 billion.

A team of independent specialists was commissioned to undertake a review of payroll arrangements across the University. This included an assessment of payroll processes, risks, controls, structure, and legislative requirements, including a detailed analysis of how the suite of pay codes is applied. Payroll, Human Resources staff

University staffing FTE by function as at 31 March 2018¹

Continuing and fixed-term staffing		2016		2017		2018	
		FTE	% of all FTE	FTE	% of all FTE	FTE	% of all FTE
Academic	Teaching and research	1145	14.9%	1134	15.0%	1173	15.5%
	Research-focused	1460	19.0%	1455	19.2%	1441	19.0%
	Teaching-focused	139	1.8%	150	2.0%	175	2.3%
	Other	28	0.4%	27	0.4%	26	0.3%
ACADEMIC FTE		2772	36.0%	2766	36.5%	2814	37.1%
Professional	Research support	490	6.4%	486	6.4%	483	6.4%
	Other	3441	44.7%	3354	44.2%	3316	43.7%
	PROFESSIONAL FTE	3931	51.1%	3841	50.7%	3799	50.1%
CONTINUING AND FIXED-TERM FTE ²		6703		6607		6613	
Casual staffing		2016		2017		2018 ³	
		FTE	% of all FTE	FTE	% of all FTE	FTE	% of all FTE
Academic		446	5.8%	451	5.9%	451	5.9%
Professional		544	7.1%	525	6.9%	525	6.9%
CASUAL FTE		990		976		976	
Total university staffing		2016		2017		2018	
		FTE	% of all FTE	FTE	% of all FTE	FTE	% of all FTE
Academic		3218	41.8%	3217	42.4%	3265	43%
Professional		4475	58.2%	4366	57.6%	4324	57%
ALL FTE (CONTINUING, FIXED-TERM, CASUAL)		7693		7583		7589	
Unpaid appointments		2016 Headcount		2017 Headcount		2018 Headcount	
Honorary/Adjunct appointments		2211		2387		2465	
Academic titles		3653		3826		4152	
Conjoint appointments ⁴		139		147		159	
ALL UNPAID APPOINTMENTS		6003		6360		6776	

¹ The staffing function shown here aligns with the reporting requirements of data for the Department of Education. There may be slight changes in historical data due to improvements made in UQ's reporting systems.

² FTE represents full-time equivalent throughout table. University staffing as headcount (excluding casuals) as at 31 March 2018 is 7233. Total payment summaries produced in 2018 is 18,617.

³ The projected Casual FTE for 2018 is the 2017 actual figure as per Department of Education estimate. Actual Casual FTE for 2018 will be available 30 June 2019.

⁴ Conjoint appointments are clinical academics jointly appointed by the University and an external health partner, with only one of the partners having an employment relationship with the appointee. While recorded as unpaid appointments in University systems, UQ contributes towards the cost of the appointment in cases where the external health partner is the employer.

and client groups across the University participated in the review, sharing their knowledge and experience. The review also included a broader assessment of the payroll function's organisational design, based on advanced design principles and contemporary practices in other major organisations. One of the outcomes included changes to the team structure with a more centralised delivery model. As a result, the People Services Unit was formed, bringing together Payroll, Superannuation, Employee Benefits and all HR Transactional staff into one physical area as the Employee Services team.

Academic promotions

During the year, 152 academic staff members were promoted, comprising 38 promotions to Level B, 48 to Level C, 42 to Level D and 24 to Level E.

Staff support

Our workplace psychologist continued to provide general assistance, referrals and case management support to staff members who have, or are 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). The number of staff assisted in various ways was around 100 in 2018, with half being case-managed—encompassing rehabilitation and return-to-work activities, short-term assistance in responding to work and personal issues, and in crisis management.

The Employee Assistance Program counselling services (provided by Best You by Benestar) continued to be well accessed. The main presenting issues were mental health and partner relationships, and were mainly for personal rather than work-related reasons.

The University's accredited Mental Health First Aid program continued in 2018, with courses being run at St Lucia and Gatton. To date, 226 University staff have participated in the two-day training, with most becoming accredited to recognise and support mental health issues in their immediate workplaces.

A mental health awareness campaign was again held in October during national Mental Health Week, with sessions well attended by both staff and students. R U OK? Day events were organised in local areas by local HR and OHS staff.

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 2018 with 100 per cent success rate, and from the *Career Advancement for Senior Academic Women* program, eight participants were successful and two were unsuccessful in achieving promotion to level E in 2018.

The suite of leadership development programs continued to be well attended, with more than 120 participants ranging from HEW3 to heads of schools—including 19 senior leaders—in the *Leading UQ* program.

Overall, the staff development program provided 751 courses to 8357 University staff and affiliates in 2018. Programs were driven by strategic priorities, with new courses focused on supporting both staff and students with mental health concerns and further supporting the development of the First Responders Network.

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 four consecutive years, the University has instituted an annual UQ Awards for Excellence program, with nominations steadily increasing each year. In 2018, 250 staff members were nominated as part of 89 individual and team nominations. Across the five categories, 82 staff members received an award or commendation (six team and six individual winners, four team and seven individual commendations). 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 provide significant advice, representation and advocacy during 2018 on a range of matters predominantly relating to organisational change and restructuring, business transfers, performance and conduct. In addition, the Workplace Relations team undertook general workplace relations advice, internal consultancy services on employment issues, and advocacy before external tribunals and courts.

The University's workplace psychologist continued to undertake early intervention, support and return to work services for staff suffering mental health issues.

The Workplace Relations team and workplace psychologist coordinated or presented targeted training in areas such as workplace relations and Mental Health First Aid. Training for senior staff and executives on issues associated with dealing with difficult workplace behaviour was also facilitated twice in 2018.

Workplace diversity and inclusion

In 2018, the Workplace Diversity and Inclusion (WDI) team delivered a number of strategies/plans in support of the University's stated diversity and inclusion goals, including a new Disability Action Plan, Aboriginal and Torres Strait Islander Employment Strategy, Ally Action Plan, and overarching inclusion framework. New programs initiated in 2018 included the Vision Australia Trainee program, Vice-Chancellor's Aboriginal and Torres Strait Islander Graduate Program, and several initiatives to support culturally and linguistically diverse staff. Some existing programs were also refreshed in 2018, including the Promoting Women's Fellowship Scheme, Indigenous Trainee Scheme and a range of staff development offerings delivered by the WDI team.

In addition to the *Career Progression for Women* and *Career Advancement for Senior Academic Women* programs, the University continued to support the Promoting Women Fellowships. Evaluations demonstrate that this program enables recipients to successfully apply for promotion faster than non-recipients.

UQ was once again deemed compliant with the *Workplace Gender Equality Act 2012* after submitting the 2017/18 report.

The University continued to provide more opportunities for Aboriginal and Torres Strait Islander peoples and to make UQ a safe, culturally embracing environment. The Indigenous-specific temporary employment service continued to provide opportunities for employing Indigenous Australian people at all levels across the institution.

Excellent progress was made in the third year of the *UQ Disability Action Plan 2016–2018* with achievements including the establishment of a Staff and Student Disability Consultative Group; development and delivery of the *Supporting Students with Disability* workshop for staff; review of recruitment, selection and onboarding processes for disability inclusion; enhanced web accessibility; and an audit on rooms with hearing assistive technologies.

SAGE Pilot of Athena SWAN

UQ continued to conduct research to support its participation in the Science in Australia Gender Equity (SAGE), a national program promoting gender equity and gender diversity in science, technology, engineering, mathematics and medicine (STEMM). The Self-Assessment Team reflected on UQ's practices, policies and processes to apply for a bronze award in the SAGE Pilot of Athena SWAN (Scientific Women's Academic Network) Institutional Awards, which focuses on identifying and mitigating barriers and challenges for academic women in STEMM disciplines. The action plan developed for the SAGE Pilot of Athena SWAN will drive UQ's gender equity efforts for the next four years.

HR staff training and support

Human Resources (HR) staff continued to be regularly updated and trained throughout 2018, and HR systems and procedures were continuously enhanced to improve service delivery. 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 material, HR communication emails, and quick tip emails.

Specific training initiatives included the reinstatement of Aurion (HR information system) and UQ Jobs (recruitment system) training for new HR staff, with refresher training for existing HR staff; and quick tips on efficient use of Aurion and UQ jobs being sent out to all HR staff fortnightly. Both Aurion and UQ Jobs were upgraded and refreshed during the year.

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 Current Staff website and enhancing its functionality to help staff achieve more.

Work/life balance

Smoke-free UQ

Smoke-free UQ was successfully implemented on 1 July 2018. Support to quit options were offered to all staff, students and contractors, and by year's end, 44 staff, 36 students and three contractors had taken advantage of the quit smoking options, which are being offered until end June 2019.

Modifiable risk factor clinics

Modifiable risk factor clinics were offered across several UQ sites, including St Lucia, Herston, Gatton, Long Pocket and Woolloongabba. In 2018, 422 staff members received a body health check, which included an assessment of blood pressure, cholesterol, biodata (height/weight/waist) and lifestyle factors (smoking, nutrition, alcohol, physical activity, obesity and sedentary behaviour); following assessment at the clinic, more than 20 individuals were referred to their local health professional. A comprehensive skin check was received by 654 staff members, with several individuals being referred for further assessment.

Flu program

Staff Influenza Vaccination Program participation increased by approximately 12 per cent in 2018, with 5037 staff members receiving a flu vaccination (compared to 4438 in 2017).

UQ Wellness and UQ Healthy Living collaborative pilot

UQ Wellness and UQ Healthy Living joined together to facilitate a holistic health and wellbeing pilot program for those aged 55 and over. The program offered a comprehensive interprofessional health and wellness assessment (60 minutes, provided by supervised students from a range of disciplines) and a review appointment, which included an individualised client health action plan (30 minutes).

Fitness passport

Membership in the UQ Fitness Passport Program increased by 15.5 per cent from December 2017 through to the end of December 2018, with 1224 membership cards currently issued.

UQ community 10,000 steps challenge

Approximately 1000 staff and students participated in a six-week 10,000 Steps Team Challenge, with the vast majority of teams noting an increase in activity during the challenge period.

Seminars

UQ Wellness also actively supported R U OK? Day, World Mental Health Day, Mental Health Awareness Week and Safe Work Month, through the provision of several seminars, which were attended by approximately 600 staff members.

Additionally, throughout 2018, UQ Wellness continued to encourage participation in walking groups and mind-body health programs such as meditation, pilates and yoga. Mind-body health programs had consistent participation of approximately 100 people across the classes.



UQ Gatton staff taking advantage of the aquatic facilities on campus.

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

AP Accounts payable

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 Technological Sciences and Engineering

ATSIS Unit Aboriginal and Torres Strait Islander Studies Unit

CBCA Children's Book Council of Australia

CDF Career Development Framework

CEO Chief Executive Officer

CFO Chief Financial Officer

CO-ADD Community for Open Antimicrobial Drug Discovery

CPI Consumer Price Index

CRM Customer relationship management system

Cwth Commonwealth

CWTS Centre for Science and Technology Studies

DECRA Discovery Early Career Researcher Awards

DHSEL Dorothy Hill Science and Engineering Library

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

EMCR Early and Mid Career Researcher Committee

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

HDR Higher degree by research—PhD, MPhil, DBiotech, DVCS

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

IT Information Technology

KPI Key performance indicator

KRI Key risk indicator

LIEF Linkage, Infrastructure, Equipment and Facilities (ARC grant)

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

NTROs Non-traditional research outputs

OCR Optical character recognition

OHS Occupational health and safety

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

PAYG Pay as you go

QAAFI Queensland Alliance for Agriculture and Food Innovation

QBI Queensland Brain Institute

QLA Queensland Literary Awards

QS Quacquarelli Symonds (World University Rankings)

R&D Research and development

RAP Reconciliation Action Plan

RAS Risk Appetite Statement

SAGE Science in Australia Gender Equity

SMI Sustainable Minerals Institute

SRI Socially Responsible Investment

SSAH Social Sciences and Humanities [Library]

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

SWAN Scientific Women's Academic Network

T&L Teaching and Learning

TEQSA *Tertiary Education Quality and Standards Agency Act 2011*

The Act *University of Queensland Act 1998*

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

UNESP Sao Paulo State University, Brazil

UQ The University of Queensland

UQP University of Queensland Press

UQRDM UQ Research Data Manager

UQX—UQ's participation in edX, developing MOOCs, researching online learning, and collaborating with partner institutes

WDI Workplace Diversity and Inclusion

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, 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, CertIV (TAE) Certificate 4 in Training and Assessment, CFRE Certified Fund Raising Executive, Chem Chemistry, CpSp Certified Practising Speech Pathologist, CQU Central Queensland University, DipEd Diploma of Education, Dipl.-Ing Master of Engineering, DipSpTh Diploma of Speech Therapy, DipT (Sec) Diploma of Teaching (Secondary), DLitt Doctor of Letters, Dr.-Ing. Doctor of Engineering, DPhil Doctor of Philosophy, DUniv (Honoris Causa) Doctor of the University (honorary degree), Econ Economics, Ed Education, ExecDevptProg Executive Development Program, FAA Fellow, Australian Academy of Science, FAICD Fellow, Australian Institute of Company Directors, FAIESEP Fellow, International Association for Physical Education in Higher Education, FAHA Fellow, Australian Academy of the Humanities, FAHMS Fellow, Australian Academy of Health and Medical Sciences, 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, FICHEM 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 (United States), 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, GCEBusLead Graduate Certificate in Business Leadership, GCELead Graduate Certificate in Leadership, GCHEd Graduate Certificate in Higher Education, Grad Dip Graduate Diploma, GradDipTeach(Sec) Graduate Diploma of Teaching (Secondary), GTC Gladstone Training College, H 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 MSc Master of Science, MSocWk Master of Social Work, PhD Doctor of Philosophy, PFHEA Principal Fellow Higher Education Academy, Qld Queensland, QUT Queensland University of Technology, S.Aust South Australia, SFHEA Senior Fellow Higher Education Academy, Tas Tasmania, UNE University of New England, UNSW University of New South Wales, USQ University of Southern Queensland, UWA University of Western Australia



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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 2018 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-31-2018.

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