

Our locations

As at 31 December 2019

Campuses

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

Other locations

- 4 Pinjarra Hills
- 5 Indooroopilly site
- 6 Pharmacy Australia Centre of Excellence (PACE) and the Translational Research Institute (TRI), Woolloongabba
- 7 Veterinary Teaching Clinic, Dayboro
- 8 Customs House, City
- 9 Business School Executive Education
- 10 Long Pocket site
- 11 Medical Teaching facility, Sunshine Coast
- 12 Boyce Gardens, Toowoomba
- 13 Rural Medical School, Bundaberg
- 14 Rural Medical School, Hervey Bay
- 15 Rural Medical School, Rockhampton
- 16 Warwick Solar Farm

Marine research stations

- 17 Dunwich, Stradbroke Island
- 18 Heron Island

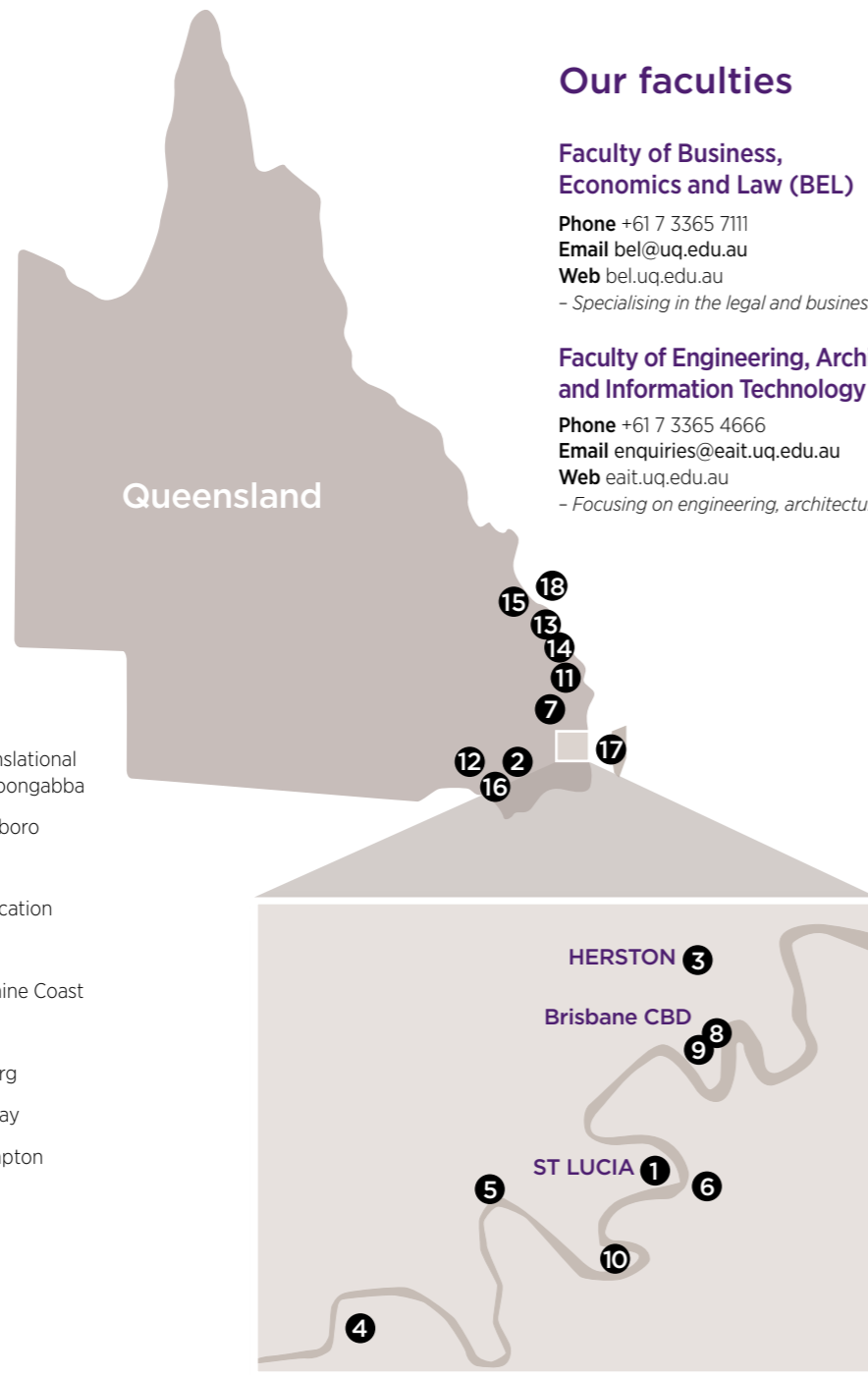
Our faculties

Faculty of Business, Economics and Law (BEL)

Phone +61 7 3365 7111
Email bel@uq.edu.au
Web bel.uq.edu.au
 – Specialising in the legal and business fields.

Faculty of Engineering, Architecture and Information Technology (EAIT)

Phone +61 7 3365 4666
Email enquiries@eait.uq.edu.au
Web eait.uq.edu.au
 – Focusing on engineering, architecture and IT.



Faculty of Health and Behavioural Sciences (HABS)

Phone +61 7 3365 7487
Email habs@uq.edu.au
Web habs.uq.edu.au
 – Investigating behavioural and biological aspects of health.

Faculty of Humanities and Social Sciences (HASS)

Phone +61 7 3365 1333
Email execdean@hass.uq.edu.au
Web hass.uq.edu.au
 – Discovering social science, arts and humanities.

Faculty of Medicine

Phone +61 7 3365 5342
Email med.enquiries@uq.edu.au
Web medicine.uq.edu.au
 – Exploring a range of medical specialities.

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.

Institute for Molecular Bioscience (IMB)

Phone +61 7 3346 2222
Email imb@imb.uq.edu.au
Web imb.uq.edu.au
 – Advancing scientific knowledge and delivering new health and industry applications.

Institute for Social Science Research (ISSR)

Phone +61 7 3346 7471
Email issr@uq.edu.au
Web issr.uq.edu.au
 – Undertaking social science research for public value and to contribute to public interest.

Mater Research Institute-UQ (MRI-UQ)

Phone +61 7 3163 2555
Web materresearch.org.au/About-us/Contact-us; materresearch.org.au
 – Turning scientific discovery into the best possible treatment, care, and outcomes for patients and the broader community.

Queensland Alliance for Agriculture and Food Innovation (QAAFI)

Phone +61 7 3346 0550
Email qaafi@uq.edu.au
Web qaafi.uq.edu.au
 – Leading agriculture and food science research in subtropical and tropical production systems.

Queensland Brain Institute (QBI)

Phone +61 7 3346 6300
Email qbi@uq.edu.au
Web qbi.uq.edu.au
 – Understanding the development, organisation and function of the brain.

Sustainable Minerals Institute (SMI)

Phone +61 7 3346 4003
Email smi@uq.edu.au
Web smi.uq.edu.au
 – Developing the people, and the transformative approaches and technologies to ensure sustainability for the future.

Our operating environment

Statutory obligations

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

Nature and range of operations

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

Risks, opportunities and challenges

The University operates in a rapidly changing environment within a global marketplace, where institutional excellence is a critical driver of reputation. Domestically, all Australian universities face increased financial pressures, regulatory changes, reputational pressures and changing student, industry and government expectations, and UQ is no exception. Within this context, we are reviewing our services to ensure that we remain competitive and sustain success in the longer term. Continuous improvement is essential.

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

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

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.

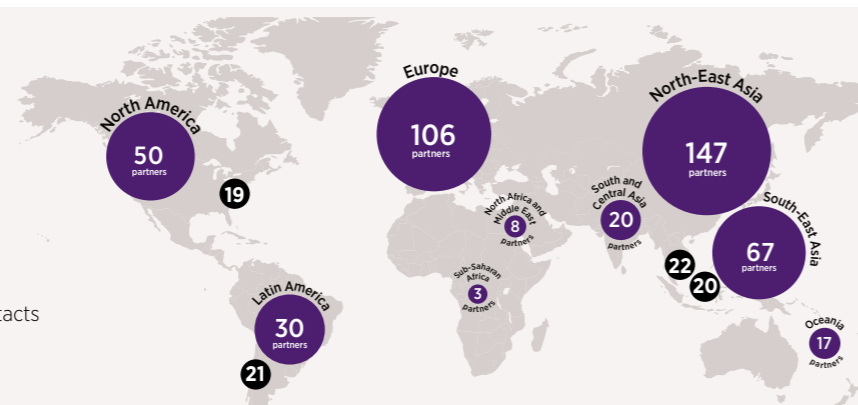
Global Change Institute (GCI)

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.

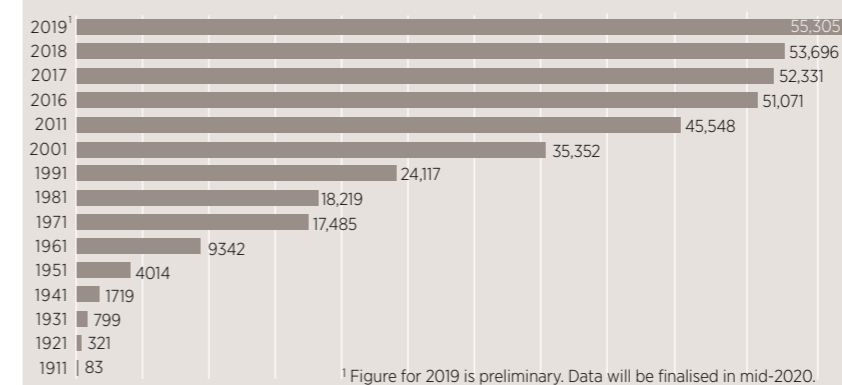
Offshore presence

- 19 Washington, USA, office
- 20 Jakarta, Indonesia, office
- 21 Santiago, Chile, representative
- 22 Hanoi, Vietnam, representative

plus a range of international partners/contacts around the globe



Enrolment numbers – history



¹ Figure for 2019 is preliminary. Data will be finalised in mid-2020.

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

However, we have considerable opportunities, for example:

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

Environmental factors

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

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

We have also invested strongly in learning technologies, and maintain a significant footprint in edX in terms of learner registration numbers and the popularity and quality of our MOOCs. To December 2019, UQx enrolments reached 3,079,766. Being

part of edX has allowed us to grow our brand globally and increase our exposure to international students. We continue to expand our sphere of influence in the online learning environment, with the development of Virtual Exchange Program, X-Series and MicroMasters programs, all of which show potential for diversifying UQ's income sources if overseas interest in the University increases as a result.

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

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

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

Enrolment by program	2016	2017	2018	2019 ¹
Doctorate by research	4064	3957	4173	4169
Doctorate by coursework	47	37	36	29
Master's by research	509	479	418	390
Master's by coursework	8327	10,142	12,353	13,736
Postgraduate/Graduate Diploma	707	704	380	369
Graduate Certificate	1095	1151	1260	1246
Bachelor	34,898	34,384	33,655	34,029
Associate Degree	103	123	141	113
Diploma/Associate Diploma	225	240	212	191
Enabling Course	335	307	269	315
Non-Award Course	761	807	799	718
TOTAL	51,071	52,331	53,696	55,305

¹ Figures for 2019 are preliminary. Data will be finalised in mid-2020.

Key initiatives

See our [Summary of Activities](#) on pages 16–33.

Overview

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

The National Innovation and Science Agenda has stated that 'we need to embrace new ideas in innovation and science, and harness new sources of growth to deliver the next age of economic prosperity in Australia'—which has major implications for research and research training.

With a focus on efficient service delivery to all parts of UQ, our staff will ensure our success and it is important that we acknowledge this.

Looking ahead

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

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

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

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

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

Key statistics

Key statistics						
Number of students	2014	2015	2016	2017	2018	2019 ¹
TOTAL	50,749	50,830	51,071	52,331	53,696	55,305
% Female ²	55.2	55.0	54.5	54.9	55.1	54.8
Commencing	18,395	17,426	17,805	18,802	19,443	19,820
% Female ²	57.0	56.4	55.8 ⁷	57.1	57.1	56.7
International	12,195	12,664	13,338	15,431	18,074	20,213
% International	24.0	24.9	26.1	29.5	33.7	36.5
Enrolments by campus	2014	2015	2016	2017	2018	2019¹
St Lucia	43,599	44,474	45,128	46,536	47,847	49,546
Ipswich ⁴	1931	878	410	136	34	15
Gatton	2089	2092	2061	2200	2260	2310
Herston	3130	3386	3472	3459	3555	3434
Student load (EFTSL) ³	2014	2015	2016	2017	2018	2019¹
TOTAL	39,963	40,029	40,214	41,198	42,200	43,701
Undergraduate and non-award ⁷	31,382	30,710	29,960	29,293	28,622	28,865
Postgraduate coursework	5224	5829	6752	8481	10,102	11,292
Postgraduate research	3164	3283	3290	3216	3297	3333
Student load by funding type (EFTSL) ³	2014	2015	2016	2017	2018	2019¹
Commonwealth funded ^{4,7}	28,190	27,966	27,490	27,030	26,012	25,626
Domestic full fee paying	1849	1777	1743	1714	1591	1516
International fee paying	9802	10,196	10,912	12,384	14,510	16,460
Award completions³	2014	2015	2016	2017	2018	2019¹
TOTAL	11,617	12,079⁷	12,045	12,580	12,558	13,904
Undergraduate	7220	7609 ⁷	7678	7890	7338	7200
Postgraduate coursework	3562	3721	3543	3927	4570	5865
Postgraduate research	835	749	824	763	650	839
Staff (FTE)⁵ as at 31 March ⁶	2014	2015	2016	2017	2018	2019
TOTAL	6816	6791	6703	6607	6613	6962
Academic						
Teaching and research	1240	1207	1145	1134	1173	1199
Research focused	1436	1452	1460	1455	1441	1468
Teaching focused	179	149	139	150	175	165
Other	28	26	28	27	26	22
SUB-TOTAL	2883	2834	2772	2766	2814	2854
Professional						
Research focused	593	547	490	486	483	504
Other	3340	3410	3441	3354	3316	3604
SUB-TOTAL	3933	3957	3931	3841	3799	4108
Operating revenue (\$'000)	2014	2015	2016	2017	2018	2019
Commonwealth Grant Scheme grants ⁸	304,775	309,946	322,135	308,478	301,797	305,325
HECS-HELP and HECS-HELP student payments ⁸	220,301	215,801	215,643	212,602	209,807	211,093
FEE-HELP and course fees and charges ⁹	358,041	388,106	431,488	518,038	618,452	726,417
Research block grants ¹⁰	163,229	171,054	176,587	184,525	187,266	182,284
Other government revenue ¹¹	307,144	290,023	257,907	251,545	319,377	275,769
Consultancy and contract revenue ¹²	148,796	170,865	152,973	156,872	156,135	174,701
Other revenue ¹³	186,387	167,017	194,377	196,296	176,520	318,567
TOTAL	1,688,673	1,712,812	1,751,110	1,828,356	1,969,354	2,194,156

¹ Figures for 2019 are preliminary. Data will be finalised in mid-2020. Also, see note on page 37.

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.

³ Female and male percentages may not add up to 100 per cent as persons classified as X (indeterminant, unspecified, intersex) are not included.

⁴ EFTSL figures will not add up due to the exclusion of Enabling load from the detailed rows. EFTSL = equivalent full-time student load.

⁵ 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).

⁶ FTE = full-time equivalent. Data excludes casuals. Note that Total Staff FTE (including estimated casuals) for 2019 is 7579 and is preliminary.

⁷ The staff classifications shown here align with the reporting of data to the Department of Education.

⁸ There may be slight changes in historical data due to improvements made in UQ's reporting systems.

⁹ Revenue received for the teaching of the undergraduate student load.

¹⁰ Revenue received from fee-paying students.

¹¹ Revenue consists of funding through the Research Training Program and Research Support Program.

¹² Revenue includes capital grants and research funding from Australian Research Council and National Health and Medical Research Council.

¹³ Revenue includes non-government competitive grant research funding.

¹⁴ Revenue includes investment income, donations and scholarships, other fees and charges, and sales of goods and services.

¹⁵ UQ transferred its Ipswich campus to the University of Southern Queensland (USQ) on 7 January 2015.