

Our locations

Campuses

UQ St Lucia

Address University Drive, St Lucia, Queensland, Australia, 4072
Phone +61 7 3365 1111
Email admissions@uq.edu.au
Web uq.edu.au

UQ Gatton

Address 5391 Warrego Highway, Gatton, Queensland, Australia, 4343
Phone +61 7 5460 1201
Email gatton.director@uq.edu.au
Web gatton.uq.edu.au

UQ Herston

Address 11 Wyndham Street, Herston, Queensland, Australia, 4006
Phone +61 7 3365 5342 or +61 7 3346 4922 (student enquiries)
Email med.reception@uq.edu.au
Web campuses.uq.edu.au/herston

Faculties and institutes

Australian Institute for Bioengineering and Nanotechnology (AIBN)

Phone +61 7 3346 3877
Email reception@aibn.uq.edu.au
Web aibn.uq.edu.au

Faculty of Business, Economics and Law (BEL)

Phone +61 7 3365 7111
Email bel@uq.edu.au
Web bel.uq.edu.au

Faculty of Engineering, Architecture and Information Technology (EAIT)

Phone +61 7 3365 4666
Email enquiries@eait.uq.edu.au
Web eait.uq.edu.au

Faculty of Health and Behavioural Sciences (HABS)

Phone +61 7 3365 7487
Email habs@uq.edu.au
Web habs.uq.edu.au

Faculty of Humanities and Social Sciences (HASS)

Phone +61 7 3365 1333
Email hass@uq.edu.au
Web hass.uq.edu.au

Faculty of Medicine

Phone +61 7 3365 5342
Email med.reception@uq.edu.au
Web medicine.uq.edu.au

Faculty of Science

Phone +61 7 3365 1888
Email enquire@science.uq.edu.au
Web science.uq.edu.au

Global Change Institute (GCI)

Phone +61 7 3443 3100
Email gci@uq.edu.au
Web gci.uq.edu.au

Institute for Molecular Bioscience (IMB)

Phone +61 7 3346 2222
Email imb@imb.uq.edu.au
Web imb.uq.edu.au

Institute for Social Science Research (ISSR)

Phone +61 7 3346 7471
Email issr@uq.edu.au
Web issr.uq.edu.au

Mater Research Institute–UQ (MRI–UQ)

Phone +61 7 3163 2555
Web materresearch.org.au/About-us/
 Contact-us; materresearch.org.au

Queensland Alliance for Agriculture and Food Innovation (QAAFI)

Phone +61 7 3346 0550
Email qaafi@uq.edu.au
Web qaafi.uq.edu.au

Queensland Brain Institute (QBI)

Phone +61 7 3346 6300
Email qbi@uq.edu.au
Web qbi.uq.edu.au

Sustainable Minerals Institute (SMI)

Phone +61 7 3346 4003
Email smi@uq.edu.au
Web smi.uq.edu.au

Other Queensland sites

Boyce Gardens

Address 6 Range Street, Toowoomba
Phone +61 7 5460 1489
Email boycegardens@uq.edu.au

Brisbane City

Address 293 Queen Street, Brisbane (UQ Executive Education)
Phone +61 7 3346 7100
Email brisbanecity@uq.edu.au

Address The Chambers, 308 Queen Street, Brisbane

Address The Tower, 88 Creek Street, Brisbane

Customs House

Address 399 Queen Street, Brisbane
Phone +61 7 3365 8999
Email info@customshouse.com.au

Julius Kruttschnitt Mineral Research Centre

Address 40 Isles Road, Indooroopilly
Phone +61 7 3365 5999
Email jkmrc@uq.edu.au

Long Pocket site

Address 80 Meiers Road, Indooroopilly
Phone +61 7 3346 7471
Email issr@uq.edu.au

Marine Research Stations

Address Heron Island, via Gladstone
Phone +61 7 4978 1399
Email hirs@uq.edu.au

Address 37 Fraser Street, Dunwich, Stradbroke Island, Moreton Bay
Phone +61 7 3409 9839
Email mbrs@uq.edu.au

Pharmacy Australia Centre of Excellence (PACE) and the Translational Research Institute (TRI)

Address 20 Cornwall Street, Woolloongabba
Phone +61 7 3346 1900
Email pharmacy@enquire.uq.edu.au

Pinjarra Hills Research Facility

Address John Francis Drive, Pinjarra Hills
Phone +61 7 3346 5623
Email pinjarrahills@uq.edu.au

Rural Clinical Schools

Address Bundaberg Hospital, Bourbong Street, Bundaberg
Phone +61 7 4130 1900
Email uqracs.bundaberg@uq.edu.au

Address 2–4 Medical Place, Uraween, Hervey Bay
Phone +61 7 4194 4800
Email uqrs.herveybay@uq.edu.au

Address Cnr Cambridge and Canning Streets, Rockhampton
Phone +61 7 4999 2999
Email uqrs.rockhampton@uq.edu.au

Address 152 West Street, South Toowoomba
Phone +61 7 4633 9700
Email rcsassist@uq.edu.au

Veterinary Teaching Clinic

Address 125 McKenzie Street, Dayboro
Phone +61 7 3425 1544
Email dvs@uq.edu.au

Warwick Solar Farm

Address Sladevale, via Warwick
Email warwicksolar@uq.edu.au

UQ also operates a network of seismographs across the state for detecting earthquakes, mine blasts and other signals; and medical students complete training rotations in clinical units located in hospitals across Brisbane, Ipswich and the Sunshine Coast.

Offshore representatives

UQ has representatives in China, Singapore, Indonesia, Malaysia, Colombia, India, Hong Kong, Vietnam, Chile and Europe, plus a range of international partners and contacts around the globe (48 partners in North America, 27 in Latin America, 106 in Europe, 2 in Sub-Saharan Africa, 8 in North Africa and the Middle East, 19 in South and Central Asia, 148 in North-East Asia, 60 in South-East Asia, and 20 in Oceania).

Online presence

Facebook
facebook.com/uniofqld

Twitter
twitter.com/uq_news

Instagram
instagram.com/uniofqld

LinkedIn
linkedin.com/school/university-of-queensland

Snapchat, WeChat
uniofqld

YouTube
youtube.com/user/universityqueensland

Our operating environment

Statutory obligations

The chief purpose of the University 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 about 55,000 in 2020, and graduating more than 287,300 in that time.

Our research has also flourished. In the latest Excellence in Research in Australia (ERA) assessment in 2018, we were assessed in 98 4-digit Fields of Research, with 100 per cent rated at world standard. UQ was rated above world standard in more specialised fields of research than any other Australian university.

Nature and range of operations

UQ offers study and research opportunities across one of the widest range of disciplines in Australia, through our 6 faculties and 8 internationally acclaimed research institutes, with expertise in social sciences, brain health, nanotechnology, food innovation, and many more. We currently offer about 390 programs and 3,400 courses from undergraduate diploma to postdoctoral level.

Risks, opportunities and challenges

The University operates in a dynamic global environment. The COVID-19 pandemic impacted on Australia's higher education sector in 2020, primarily due to the closure of Australia's international borders and the partial shutdown of campuses. Many of UQ's international students were unable to travel to Australia, which resulted in a reduction in revenue from international student fees. Moreover, the University had to rapidly make unprecedented changes to workplace practices and pedagogical approaches to comply with public health measures implemented in response to the pandemic.

Domestically, the university sector faces increased financial pressures, regulatory changes, and changing student, industry and government expectations. These challenges were also brought to the fore in 2020, with the Australian Government

introducing the Job-ready Graduates Package, a new model for Australian higher education funding taking effect from 2021.

Within this context, UQ responded with agility to position the University to remain competitive and sustain success in the longer term.

Operational challenges in the coming years include:

- responding to the accelerated change in pedagogical delivery methods and post-pandemic student expectations
- maintaining our campuses and facilities with continued demands for the rejuvenation of teaching and research spaces and technologies
- addressing the need to continuously invest in core enterprise, IT and cyber-security systems.

Considerable opportunities include:

- refreshing UQ's programs, majors and courses, through the Program Architecture initiative, to ensure they are sustainable, meet student and market expectations, and optimise the student experience
- translating and commercialising our exceptional research and innovation capabilities
- offering online learning to provide opportunities for education, training, upskilling and knowledge-sharing – in Australia and internationally
- implementing world-leading energy reduction strategies
- introducing sector-leading initiatives to become an employer of choice.

Environmental factors

The Australian Government's Job-ready Graduates Package, introduced a year after the performance-based funding framework was implemented, brings a level of funding certainty across the higher education sector.

Simultaneously, UQ faces disruption arising from social, economic and technological changes, which have been intensified by the ongoing pandemic and necessitate continued fiscal restraint.

The impact of these disruptions on the future workforce was anticipated by the UQ Student Strategy, which focuses strongly on employability and enterprise as the best means of futureproofing the value of a UQ degree. This direction is starting to show results, with the 2021 QS Graduate

Employability Rankings placing UQ 57th out of the world's 500 leading universities – first in Queensland and fourth in Australia.

We have also invested in learning technologies, maintained a significant footprint in edX and further enhanced our MOOCs. By the end of December 2020, UQx enrolments had reached 3,711,446. UQ's participation in 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.

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. The ongoing importance of quality flexible delivery is now more critical than ever, particularly in the area of microcredentialing.

From a research perspective, tight fiscal conditions and government reforms are increasing the competition for funding, making it challenging to meet the ongoing costs of our research and facilities. While UQ has been relatively successful in attracting industry funding, these factors, along with the financial impact of the pandemic, have highlighted the need to continue to diversify research funding sources and partnerships.

These 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.

Key initiatives

See our [Summary of Activities](#) on pages 18–38.

Summary

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, and seeks to develop a strategy to promote innovation in the economy.

The National Innovation and Science Agenda states, '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.

Staff will be an essential part of UQ's success as we focus on continuing to deliver high-quality service to all members of our UQ community in coming years.

Looking ahead

The coming year is likely to see the gradual shaping of a post-pandemic economy, and in this context, the University must provide leadership. The competition for high-achieving students continues to increase, so we must continue to adopt a student-centric focus that makes the best use of resources, while encouraging the development of interdisciplinary programs.

We will need to diversify the student body, introduce pathway options for international students, and continue to provide globally competitive education and opportunities for domestic students. This will require us to consider factors such as location, flexible and digital delivery, and more contemporary program options that ensure our graduates are adaptable and prepared for any future possibilities in their careers.

In 2021, we will continue to improve our research 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 with innovation and research capabilities to satisfy Australia's demand for highly skilled labour and knowledge leadership.

We will continue to diversify our funding through greater philanthropic endeavours, and further develop 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. Our staff have proven themselves to be dedicated, adaptable and innovative in response to the challenges of 2020, and we will work to ensure that UQ continues to attract this calibre of talent for the future.

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

| Enrolment by program | | | | |
|-------------------------------|---------------|---------------|---------------|-------------------|
| | 2017 | 2018 | 2019 | 2020 ¹ |
| Doctorate by research | 3,957 | 4,173 | 4,169 | 4,092 |
| Doctorate by coursework | 37 | 36 | 29 | 24 |
| Master's by research | 479 | 418 | 390 | 390 |
| Master's by coursework | 10,142 | 12,353 | 13,736 | 14,708 |
| Postgraduate/Graduate Diploma | 704 | 380 | 369 | 289 |
| Graduate Certificate | 1,246 | 1260 | 1,246 | 1,261 |
| Bachelor | 34,384 | 33,655 | 34,029 | 33,280 |
| Associate Degree | 123 | 141 | 113 | 51 |
| Diploma/Associate Diploma | 240 | 212 | 191 | 212 |
| Enabling Course | 307 | 269 | 315 | 340 |
| Non-Award Course | 807 | 799 | 718 | 339 |
| TOTAL | 52,331 | 53,696 | 55,305 | 54,986 |

¹ Figures for 2020 are preliminary. Data will be finalised in mid-2021.

Key statistics

| Key statistics | | | | | | |
|--|------------------|-------------------|------------------|------------------|------------------|-------------------------|
| Number of students | 2015 | 2016 | 2017 | 2018 | 2019 | 2020¹ |
| TOTAL | 50,830 | 51,071 | 52,331 | 53,696 | 55,305 | 54,986 |
| % Female ² | 55.0 | 54.5 | 54.9 | 55.1 | 54.8 | 54.6 |
| Commencing | 17,426 | 17,805 | 18,802 | 19,443 | 19,827 | 18,713 |
| % Female ² | 56.4 | 55.8 ⁷ | 57.1 | 57.1 | 56.7 | 56.3 |
| International | 12,664 | 13,338 | 15,431 | 18,074 | 20,213 | 20,382 |
| % International | 24.9 | 26.1 | 29.5 | 33.7 | 36.5 | 37.1 |
| Enrolments by campus | 2015 | 2016 | 2017 | 2018 | 2019 | 2020¹ |
| St Lucia | 44,474 | 45,128 | 46,536 | 47,847 | 49,546 | 49,370 |
| Ipswich ⁴ | 878 | 410 | 136 | 34 | 15 | 10 |
| Gatton | 2,092 | 2,061 | 2,200 | 2,260 | 2,310 | 2,193 |
| Herston | 3,386 | 3,472 | 3,459 | 3,555 | 3,434 | 3,413 |
| Student load (EFTSL) ³ | 2015 | 2016 | 2017 | 2018 | 2019 | 2020¹ |
| TOTAL | 40,029 | 40,214 | 41,198 | 42,201 | 43,698 | 42,937 |
| Undergraduate and non-award ⁷ | 30,710 | 29,960 | 29,293 | 28,623 | 28,863 | 27,966 |
| Postgraduate coursework | 5,829 | 6,752 | 8,481 | 10,102 | 11,291 | 11,422 |
| Postgraduate research | 3,283 | 3,290 | 3,216 | 3,298 | 3,333 | 3,321 |
| Student load by funding type (EFTSL) ³ | 2015 | 2016 | 2017 | 2018 | 2019 | 2020¹ |
| Commonwealth funded ^{4,7} | 27,966 | 27,490 | 27,030 | 26,011 | 25,624 | 25,338 |
| Domestic full fee paying | 1,777 | 1,743 | 1,714 | 1,591 | 1,516 | 1,523 |
| International fee paying | 10,196 | 10,912 | 12,384 | 14,510 | 16,459 | 15,983 |
| Award completions | 2015 | 2016 | 2017 | 2018 | 2019 | 2020¹ |
| TOTAL | 12,079 | 12,045 | 12,580 | 12,558 | 13,865 | 5,465 |
| Undergraduate | 7,609 | 7,678 | 7,890 | 7,338 | 7,160 | 2,281 |
| Postgraduate coursework | 3,721 | 3,543 | 3,927 | 4,570 | 5,866 | 2,430 |
| Postgraduate research | 749 | 824 | 763 | 650 | 839 | 754 |
| Staff (FTE)⁵ as at 31 March ⁶ | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
| TOTAL | 6,791 | 6,703 | 6,607 | 6,613 | 6,962 | 7,208 |
| Academic | | | | | | |
| Teaching and research | 1,207 | 1,145 | 1,134 | 1,173 | 1,199 | 1,233 |
| Research focused | 1,452 | 1,460 | 1,455 | 1,441 | 1,468 | 1,527 |
| Teaching focused | 149 | 139 | 150 | 175 | 165 | 173 |
| Other | 26 | 28 | 27 | 26 | 22 | 24 |
| SUB-TOTAL | 2,834 | 2,772 | 2,766 | 2,814 | 2,854 | 2,957 |
| Professional | | | | | | |
| Research focused | 547 | 490 | 486 | 483 | 504 | 534 |
| Other | 3,410 | 3,441 | 3,354 | 3,316 | 3,604 | 3,717 |
| SUB-TOTAL | 3,957 | 3,931 | 3,841 | 3,799 | 4,108 | 4,251 |
| Operating revenue (\$'000) | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
| Commonwealth Grant Scheme grants ⁸ | 309,946 | 322,135 | 308,478 | 301,797 | 305,325 | 312,535 |
| HECS-HELP and HECS-HELP student payments ⁸ | 215,801 | 215,643 | 212,602 | 209,807 | 211,093 | 211,461 |
| FEE-HELP and course fees and charges ⁹ | 388,106 | 431,488 | 518,038 | 618,452 | 726,417 | 700,379 |
| Research block grants ¹⁰ | 171,054 | 176,587 | 184,525 | 187,266 | 182,284 | 183,472 |
| Other government revenue ¹¹ | 290,023 | 257,907 | 251,545 | 319,377 | 275,769 | 283,269 |
| Consultancy and contract revenue ¹² | 170,865 | 152,973 | 156,872 | 156,135 | 174,701 | 176,640 |
| Other revenue ¹³ | 167,017 | 194,377 | 196,296 | 176,520 | 318,567 | 251,879 |
| TOTAL | 1,712,812 | 1,751,110 | 1,828,356 | 1,969,354 | 2,194,156 | 2,119,635 |

¹ Figures for 2020 are preliminary. Data will be finalised in mid-2021.

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 load, Research Training Program load and extended domestic postgraduate research load. Note that RTP now includes load that was previously classified under the Research Training Scheme.

⁵ FTE = full-time equivalent. Data excludes casuals. Note that Total Staff FTE (including estimated casuals) for 2020 is 8,362 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 on 7 January 2015.