Review of activities

1. Transforming our student experience through a flexible, integrated and partnered learning environment

UQ is committed to the success of our students and the quality of their educational experience. We will continue to adapt to changing expectations brought about by advances in technology, increased competition, structural reform of the workforce and economy, and impacts of the COVID-19 pandemic as we prepare our students for an unpredictable future. Implementing our *Student Strategy 2016–2020* has been a key priority.

Key performance indicators
Student experience

An increase in student engagement with external partners

Work Integrated Learning (WIL) rates

	2018	2019[4]	2020[5]
Percentage of coursework students enrolled in a Work Integrated Learning (WIL) course	31.9	32.1	31.4

An increase in global engagement among our students

International exchange and short-term mobility rates

	2017	2018[4]	2019[4]	2020
Percentage of completing undergraduates who had an international exchange or short-term mobility experience during their degree	10.7	12.3	13.1	n/a

An improvement in our global reputation

Times Higher Education **Academic Reputation Survey results[1]**

	2017	2018	2019	2020
Teaching reputation votes: UQ rank within Go8	5	6	4	4

A student satisfaction rating that is within the top 5 nationally

Student satisfaction survey results[2]

	2015	2016	2017	2018	2019
National effective rank of undergraduates (both first and last year) satisfied with the overall quality of the entire educational experience	11	8	6	7	8

An improvement in graduate employment outcomes

Normalised graduate full-time employment rates four months after graduation[3]

	2017	2018	2019	2020
Graduate full-time employment rate for domestic undergraduates 4 months after graduation	0.86	0.90	0.85	0.82
Graduate full-time employment rate for domestic postgraduates (coursework only) 4 months after graduation	0.92	0.97	0.96	0.97

1 Source: *Times Higher Education* Datapoints; 'Votes' refers to the number of times UQ is cited by respondents as being the best in the field for teaching.
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).
4 Figures updated that were previously preliminary.
5 Preliminary only – final figure available in April 2021.

1.1 Expand opportunities for students to develop their employability.

Employability framework
Between 2018 and 2020, UQ invested almost $12 million in employability initiatives to empower students to create change by learning from their experiences. In 2020, the University delivered discipline-specific Career Development Learning (CDL) and Work Integrated Learning (WIL) services through discipline-specific and context-relevant experiential learning opportunities, connections with industry, and learning support to enhance employability.

In 2020, more than 10,500 students attended at least one career preparation appointment or employability event. A wide range of opportunities was delivered, with volunteering and mentoring programs, research experiences, and short-term global activities – including internships and a large, formalised Students-as-Partners program. Grants and government funding totalling $3.42 million were provided to help enable students to access these experiences. Due to COVID travel restrictions, no global experiences were offered, which resulted in an increased focus on providing more virtual and rural/remote-based experiences, with accompanying online resources prepared and delivered.

Entrepreneurship Strategy
Officially launched in 2019, the UQ Entrepreneurship Strategy seeks to expand the breadth of activities available at UQ to support formal and informal learning and entrepreneurship in practice. Strong outcomes were achieved in 2019 with entrepreneurship activities forming a cohesive set of idea-acceleration programs that aim to inspire the UQ community and empower the energy, resilience, creative problem-solving and collaboration essential to turn ideas into impact.

In 2020, due to COVID-19, all programs were moved online; however, demand continued to be high with more than 12,600 participants in programs across the course of the year. The inaugural Ventures Challenge in partnership with WaterStart was a new, showcase initiative that attracted more than 40 teams across UQ and more than 1,500 views of the final pitch event.

Employability Week reinvented
With the inaugural Employability Week cancelled due to the pandemic in early March, several online workshops and presentations were conducted across faculties and from the Student Employability Centre. To supplement this, and to provide opportunities for students to engage directly with employers, the University conducted a virtual careers fair, as well as collaborating with institutional partners on 3 other virtual careers fairs: the National Indigenous Virtual Careers Fair, National Diversity Virtual Careers Fair, and Pathways to Employability's Online Careers Fair. This was accompanied by a program of online employer presentations, workshops and presentations to help students enhance their employability and gain career-ready competencies.

Doctor of Medicine curriculum review
In 2019, the Faculty of Medicine began a major review of its Doctor of Medicine (MD) program, revisiting its values, purpose, structure, graduate capabilities, learning, teaching, assessment principles and methods. Building on the curriculum transformation already underway in the current MD, the review is designed to create an integrated, innovative experience to prepare doctors for a career in 21st century healthcare. In 2020, work commenced on graduate attributes, clinical experiences, assessment strategies, transition to internships, and the rural and regional contextualisation of the program.

Work Integrated Learning (WIL) embedded in program design
During 2020, the faculties progressed WIL within their curricula. The Faculty of Business, Economics and Law revised programs to move from extracurricular employability activities to a WIL focus. Staff were supported in curriculum innovation and broad-based assessment frameworks. WIL has been central to the mapping of graduate attributes. In the Faculty of Engineering, Architecture and Information Technology, a *Year in industry* opportunity for Engineering Honours students was explored; and in the Health and Behavioural Sciences Faculty, an industry placement team worked with industry partners, staff and students to ensure greater streamlining of placement activities and flexibility for students. The Student Employability Centre supported systems and process improvements to enable

the efficient management of WIL across the University, as well as allocating funding to students experiencing financial hardship as a result of their WIL engagement.

▶ Related initiatives for 1.1	
1.4 Students as partners	pg 20
4.6 Mobility and leadership opportunities, Ventures, Indigenous student leadership	pg 32

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

Student Strategy
The Institute of Teaching and Learning Innovation (ITaLI) continued implementing the *Student Strategy 2016–2020* throughout the year, which included ongoing work on blended and active learning via the UQ2U program, shorter-form credentials, professional learning, digital learning strategy, learning analytics, student employability, entrepreneurship education, and student–staff partnerships. With the current Student Strategy drawing to a close, work began on evaluating the outcomes and benefits of the current initiatives to provide insights and recommendations for future strategic development of UQ's student experience.

Learning spaces
High-quality learning space is critical to the University's mission. Extensive work was carried out in 2019 to provide new contemporary formal and informal learning spaces as well as a major refurbishment of the new Central Library. A new temporary teaching and learning facility, 'ModWest', became operational for the start of Semester 2, 2020. Work also continued on improving the quality and quantity of learning spaces in library branches, as these became important student hubs throughout 2020, including when on-campus teaching was largely suspended due to COVID-19. Outdoor learning spaces were introduced to provide an opportunity for teaching staff to take learning outside the confines of the classroom and provide a COVID-safe learning environment.

UQ CBD base
Following the purchase of a new CBD base in 2019, 2020 saw the Queen Street site becoming UQ-branded and the master plan for the building completed for UQ to fully occupy the building from June 2023. Stage 1 of the works commenced in late 2020 and the School of Architecture will be the first to occupy the building, with their teaching spaces opening in Semester 1, 2021.

▶ Related initiatives for 1.2	
1.1 Employability framework	pg 18
1.3 Digital learning strategy, Learning analytics	pg 19, 20
1.4 Science precinct, Students as Partners	pg 20
1.5 Vibrant campuses	pg 20
1.6 Program Architecture 2	pg 22
1.7 UQ2U blended learning	pg 22
5.4 Space management policy, ModWest	pg 35

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

Digital learning strategy
The Digital Learning sub-committee was formed by ITaLI in early 2019 to oversee significant improvements to the digital experience for UQ students. This resulted in a number of new centrally supported capabilities being introduced, including a real-time virtual classroom and a move towards eAssessment. In 2020, a proposed *Digital Learning Capability Roadmap 2020–2023* was developed to improve existing practices and platforms, to experiment with emerging digital learning technologies, and to better align the UQ virtual learning environment with the future world of work. This was supported by updates to the digital literacy strategic framework and a revamp of *Digital Essentials*, along with a staff survey to support skills development activities.

Assessment
Assessment continued to be a focus for ITaLI in 2020. The eAssessment initiative identifies electronic assessment options that facilitate improved pedagogical practices and address existing administrative issues. In 2020, a small-scale pilot was implemented in 16 courses across all faculties, with 1,766 students and more than 115 assessment items. The aim was to test how well the solutions aligned to assessment practices, as well as to provide insights into future support, business processes, and teaching and learning opportunities the platform offers and will extend into 2021.

In response to the pandemic, face-to-face exams were transitioned online and an online proctoring service was implemented. However, 81 per cent of Semester 1 assessments were able to be redesigned so that they did not require online invigilation. For the remaining assessments, online invigilated exams were needed for students to retain the academic

integrity of their studies, particularly where required by accrediting bodies and particularly as many students were not in the country at the time. Moves to strengthen academic integrity accelerated and a revised academic integrity module will be mandatory for incoming students from 2021.

Learning analytics
In 2020, ITaLI continued to support the development and use of learning analytics. The primary aim of the UQ learning analytics agenda is to improve learner experiences and outcomes through the provision of meaningful data that can be acted upon before, during, and after the course life cycle. In 2020, the University continued to enhance and promote 2 platforms: the 'Course Insights' dashboard that provides data and trends on filterable segments of the student cohort as well as suggestions for interventions; and 'RiPPLE', an adaptive system that recommends personalised learning activities to students, based on their knowledge state, from a pool of crowdsourced learning activities generated and evaluated by educators and students. In addition, the RiPPLE platform is designed to match students together to form study groups based on learning needs and preferences.

Enhancements to support teaching
To further extend and enable a more personalised digital experience for students, staff and alumni, several new service models for learning resources were developed and trialled in 2020. More than 1,300 staff attended 136 eLearning workshops to support the transition to online learning; and more than 500 staff attended professional learning workshops that supported hybrid teaching. With the traditional on-campus Teaching and Learning Week being reimagined as a virtual experience in 2020, more than 700 staff registered to attend – another example of the reward and recognition opportunities afforded them.

Digital library access
Initiatives were undertaken during 2020 to support faculties and schools, and to enable adjustments made as a result of the COVID-19 travel ban. This included negotiating with publishers for better deals and access to more digital content to help students continue to study online, together with working alongside academics to identify and purchase digital alternatives to print textbooks so that students had access to key learning resources for their courses. In addition, AskUs service hours were extended, an upgraded reading list system was implemented, and the success of Library frontline services was leveraged to provide a 'first-stop-shop' experience for students.

To support UQ research, the Library provided a priority retrieval service for researchers and HDR and Honours students who required access to print materials. Librarians continued to support HDR students to reach their milestones and offered tailored online training and consultations to help with creating a structured thesis, setting up their ORCID, and accessing and using UQ Research Data Manager.

Laptop loan scheme
To ensure students had access to a computer or laptop to continue their studies, the Library worked with ITaLI and Information Technology Services to identify 420 campus laptops that could be diverted to student use. The Library administered the laptop loan scheme and provided access to laptops for 373 students.

▶ Related initiatives for 1.3	
1.4 Students as Partners	pg 20
1.7 UQ2U blended learning	pg 22
4.4 HEA Fellowships	pg 31
2020 Honour roll	pg 8

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

The University was successful in maintaining high teaching quality, with 80 per cent of students in 2019 satisfied with the overall quality of their educational experience.

Students as Partners
The Students as Partners initiative continued to provide valuable opportunities for students and staff to partner to enhance the UQ student experience. In 2020, more than 384 student-partner and 370 staff-partner engagements took place across the University through the formalised Student–Staff Partnership Program. The program also supported more than 350 student representative engagements, where the student voice directly influenced decision-making across UQ. This provided opportunities for students to develop the key skills necessary in these roles and build a community in which peer mentoring and guidance can thrive. A culture of partnership continues to grow across the institution.

Health and behavioural sciences
Providing work integrated learning opportunities in the health field continued in 2020, with negotiations taking place to create formal partnerships with the aged care sector, the expansion of the UQ Healthy Living Centre, and involvement with the Logan Health Hub.

Student-built rocket
In a world first, UQ could soon be the first university to fly a student-built rocket and scientific payload into space. Having commenced in 2019, the UQ Space team spent 2020 designing and building 'Project Asteria', a rocket that will zoom past the Kármán Line, 100 kilometres above sea level, reaching speeds greater than Mach-5. Despite delays caused by the COVID-19 pandemic, the team anticipates the rocket will be launched in 2021.

▶ Related initiatives for 1.4	
1.2 Student Strategy	pg 19
1.3 Digital learning strategy	pg 19
1.5 Student Life Plan	pg 21
2.4 Research partnerships	pg 24
3.4 CX program	pg 28

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

Student Complex
The construction and completion of the proposed 2018 Student Hub concept will not proceed as originally conceived. UQ is committed to redeveloping the site and is progressing a revised program that will acknowledge the Forum's tradition of fostering debate about a range of social issues.

Andrew N. Liveris building
Construction continued on the 11-storey Andrew N. Liveris Building at UQ St Lucia, scheduled for fit-out in early 2021 and due for completion in May 2021. This building will primarily meet the School of Chemical Engineering's long-term teaching and research accommodation needs and directly address serious laboratory safety concerns in the School's current home, the Don Nicklin Building. The Liveris building will also provide significant, innovative, generic teaching and learning spaces, creating environments for an 'open' and collaborative relationship between students, teachers, researchers and the wider industry.

St Lucia campus facilities
The proposed Health and Recreation Centre approved by UQ Senate in December 2019 was delayed and its design and location reviewed. The new Centre will replace the old gymnasium building and will include a musculoskeletal and sports injuries clinic, as well as a UQ Wellness space. Work to firm up the cost of the updated design will continue in 2021. Construction is pending future decisions about capital investments.

Science Precinct
In 2020, due to the impact of COVID-19, the Science building and Seddon site projects were paused. However, work continued on critical projects such as additional PC3 laboratories and a new plant growth facility.

Gatton and Herston campuses
UQ Gatton saw $4.6 million worth of new campus grounds work introduced in March; and the Mayne Medical building at UQ Herston had a full refurbishment of Levels 2–4, at a cost of $7 million, to boost teaching and research facilities.

Virtual campus and sense of belonging
The effect of the pandemic on UQ students was unprecedented. In light of the COVID-19 restrictions, UQ's campus activation program moved online in Semester 1, with a slate of over 178 online activities delivered across UQLife's social media accounts and the introduction of the Virtual Village – a platform designed to create communities, share information and deliver support in response to emerging needs and challenges. Activities covered a range of interest areas and modes of delivery, from online dance, fitness and cooking classes, to virtual panel discussions, workshops and performances – with multiple opportunities for students to not only connect with each other, but also to contribute to the content being delivered. The Virtual Village provided opportunities for students to engage with each other, both from a mentoring perspective and for shared interests, and to engage with staff for guidance and support.

In Semester 2, campus activation was delivered both on-campus and online, with major events including the BLOOM Festival, NAIDOC, 3x3 UQ Slam and the inaugural Ibis International Film Festival. A key online engagement activity in Semester 2 was the introduction of the student-led and delivered weekly web series, *From the couch*, which gave a core group of students the opportunity to share the on-campus experience with those unable to attend in-person themselves.

Student residences project
The student residences building commenced construction in early 2020, in preparation for opening in Semester 1, 2022. The 610 ensuite rooms will offer high-quality, affordable on-campus accommodation for students from a range of backgrounds. The building will be operated by a UQ-owned company, to be established in early 2021. UQ is also restoring Cairngorm House, which was constructed in the early 1900s and has been home to the UQ Alumni Association for more than 25 years, as a space for students to meet and relax.

Misconduct prevention
In 2020, work continued on the prevention of various forms of misconduct, particularly sexual misconduct. Adopting a trauma-informed approach in awareness, prevention and support provision, UQ reviewed existing policies and created a new online training module, *UQ respect: sexual consent, ethical bystanding and compassionate response*, for students, and promoted a staff-facing module in collaboration with UA. A sector-wide national survey was postponed until 2021.

Work is currently underway to implement the outcomes of a review of student general and academic misconduct policy and procedures. This will be underpinned by a new Student Code of Conduct due to go through the approval process in 2021. In addition, the new Academic Integrity modules will be mandated for commencing students from Semester 1, 2021 along with implementation of an enterprise-wide complaints management system that will support consistent practice for misconduct matters across the University.

Student Life Plan
Working in tandem with the *Teaching and Learning Plan 2018–2021*, the *Student Life Plan 2018–2021* seeks to help students make the most of their time at university. Areas of focus include accessibility, sense of belonging, health and wellbeing, services improvement, and opportunities to become more employable.

Since its introduction in 2018, good progress has been made towards achieving the Plan's goals and actions. The COVID-19 pandemic adversely affected that progress in 2020, and in some cases caused a need to rebuild or accelerate mitigating initiatives. The full impact of the pandemic is expected to emerge in 2021, along with consideration of future arrangements.

Summer in Queensland
The Summer in Queensland program was introduced in partnership with Allianz Global Care to encourage international students to remain in Queensland between Semester 2, 2020 and Semester 1, 2021 due to COVID-19 travel and mobility restrictions. The 3-month program featured a variety of activities, workshops, social experiences and opportunities to engage with and receive mentoring from staff. The program attracted approximately 1,200 registrations.

Public art initiatives
The UQ Art Museum is in the process of developing and rolling out a series of public art initiatives, which will encourage visitors to our campuses and enrich the University and external communities by enhancing the campus and stimulating cultural learning. The first project, a major Indigenous commission, is being developed in consultation with the Office of the Pro-Vice-Chancellor (Indigenous Engagement) in response to the goals and spirit of the Reconciliation Action Plan, which addresses Aboriginal and Torres Strait Islander people. Financial constraints due to the pandemic delayed the project during 2020; however, the project is progressing with the support of restricted funds and is expected to be realised in 2021.

UQ BLOOM Festival
The third annual UQ BLOOM Festival was held at the St Lucia campus from 17 October to 1 November with the theme of *Celebrate - Innovate - Illuminate*. Participants celebrated at a number of events and activities that brought the UQ community together; discovered a variety of innovative projects, collaborations and achievements produced by UQ students; enjoyed light and sounds displays illuminating UQ Lakes; and immersed themselves in outdoor spaces and exhibits on display throughout the festival. The Ibis International Film Festival, showcasing the filmmaking talents of UQ students, was also held for the first time.

▶ Related initiatives for 1.5	
1.1 Employability framework	pg 18
1.2 Student Strategy	pg 19
4.1 NAIDOC	pg 30
5.4 ModWest, Supporting students facing hardship, Outdoor event space	pg 35

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

Program Architecture 2 (PA2)
PA2 delivers outcomes that enable the sustainability and relevance of UQ's portfolio of offerings to provide maximum value for students; staff, employers and the broader UQ community. A significant undertaking across all faculties, PA2 will enable a streamlined framework that facilitates the continuous evolution of UQ offerings to deliver quality programs that maximise graduate outcomes and employability.

Furthermore, the simplification of UQ's program structure and associated processes, policies and procedures aims to improve the student experience, knowing that some students can find current policies and rules complex and difficult to navigate. This process was implemented in accordance with the ongoing Australian Qualifications Framework review and will be extended to postgraduate programs in 2021.

PA2 has developed and implemented a management dashboard tool for reviewing and analysing offerings; and new program and course design policies enabling a consistent university-wide review of offerings. Resultant curriculum changes are designed to deliver the best possible graduate outcomes in response to the changing needs of the future workforce and to make it easier for students to identify learning opportunities and efficiently plan their study.

The successful implementation of a new curriculum management system, Jac, provides a single information source about programs, plans and courses. By sharing data with other systems, Jac will prevent double entry of information, enable automation of several downstream processes, and improve governance and management efficiency.

PA2 will continue to enhance the student experience in 2021, with further work planned to provide opportunities for updating the electronic course profile system, automating program planning, checking progression, and processing credit.

New and enhanced programs
In 2020, UQ introduced several new programs in response to local and international demand, including:
– Bachelor of Biotechnology
– Bachelor of Biotechnology (Honours)
– Bachelor of Computer Science (Honours)
– Bachelor of Computer Science/Bachelor of Business Management
– Bachelor of Computer Science/Bachelor of Commerce
– Bachelor of Computer Science/Bachelor of Laws (Honours)
– Bachelor of Computer Science/Master of Cyber Security
– Bachelor of Computer Science/Master of Data Science
– Bachelor of Design
– Bachelor of Engineering (Honours)/ Bachelor of Design
– Bachelor of Environmental Science
– Bachelor of Environmental Science (Honours)
– Graduate Certificate in Mental Health Nursing
– Graduate Diploma in Mental Health Nursing
– Master of Urban Development and Design.

Twenty-two programs ranging from associate degree to higher doctorate level were also discontinued.

UQx, the University's provider of Massive Open Online Courses (MOOCs), launched several new programs, including the one-year Professional Certificate in Foundations of Modern Mining, which was developed in collaboration with industry and Curtin University and designed for mining workers. UQx's MOOCs attracted a record 17,420 verified enrolments in 2020.

UQ's first shorter form credentials policy was endorsed in 2020 with a number of system changes ready for early 2021 enrolment.

Mental health strategy
Delivering on the objectives of the *UQ Mental Health Strategy (2018–2020)* saw the promotion of the wellbeing of students and staff in a 'whole of university' approach to supporting the UQ community. The well-established framework, with practical measures to assist, ensured UQ was able to respond to 2020's unprecedented challenges, helping guide resources and early-intervention measures to maximise capacity to respond to psychological distress and crises as the year progressed. Evaluation of the strategy also commenced.

Embedding Aboriginal and Torres Strait Islander culture into the curriculum
Delivering on the Reconciliation Action Plan saw the University's Teaching and Learning Committee establish a working party to progress more widespread embedding of Indigenous knowledges and perspectives into the curriculum.

1.7 Explore opportunities to make our academic calendar more flexible.

UQ2U blended learning
UQ2U supports the development of high-quality online and high-value on-campus active blended learning experiences that meet the needs of students – offering greater flexibility, improved outcomes and personalised learning, while simultaneously uplifting the capability and capacity of UQ's academic community. In 2020, due to the COVID-19 pandemic's impact, the UQ2U program team extended its support and expertise in digital course design and learning technologies to the broader UQ academic community while maintaining existing project engagements. UQ2U courses currently reach more than 30,000 student enrolments through the redesign of more than 70 courses, and focus on developing genuine partnerships between academics, tutors, students, eLearning designers, project managers, eLearning officers, learning advisers and librarians.

Shorter form credentials
Following preliminary investigations in 2019, UQ developed an Alternative Credential framework for governance, a system for delivery that will provide a seamless interface for stakeholders, and a collaboration that aims to increase the global recognition of UQ's offerings.

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 leading healthy lives, building better bioeconomies, achieving resilient environments and livelihoods, designing technology for tomorrow, and transforming societies, 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 results[1]

	2018	2019	2020
Research reputation votes: UQ rank within Go8	5	6	6

An increase in normalised citations

Category Normalised Citation Impact (CNCI) score[2]

	2014	2015	2016	2017	2018	2019[3]
UQ's rank within Go8 for CNCI score	2	2	4	6	6	7
UQ's Go8 rank on the proportion of publications that sit in the top 10 per cent globally[4]	2	2	2	3	5	5

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

Competitive Grants Category 1 research income[5]

	2014	2015	2016	2017	2018	2019
UQ's national rank	2	2	2	2	2	1

Rank in the Top 65 global universities across all influential rankings

UQ's position in global university rankings

	2016	2017	2018	2019	2020	2021
Academic Ranking of World Universities (ARWU)[6]	55	55	55	54	54	n/a
Times Higher Education World University Ranking[7]	=60	=60	65	69	66	62
QS World University Ranking[8]	=46	=51	=47	48	47	46
Performance Ranking of World Scientific Papers[9]	43	41	43	40	39	n/a
U.S. News Ranking[10]	52	52	45	42	42	=36

[1] Source: *Times Higher Education* Datapoints.
[2] Source: Incites Dataset within *Web of Science* and is based on a rolling 6-year window; the document types included in this metric are Article, Review or Conference Paper.
[3] Figures for 2019 are preliminary. Data will be finalised in mid-2021.
[4] Based on performance around citations; source *Incites*.
[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 and project management framework
Following the establishment of the Central Research Platforms in 2018; and a Project Governance and Management Framework in 2019; governance, assurance, monitoring and oversight of UQ's infrastructure portfolio was further effected in 2020. The main achievement was the presentation of a Plant Growth CRP proposal, and the continued work on drafting industry engagement plans.