

# 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.

At 31 December 2022, 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

UQ Residences Limited

### University Controlled Trusts

UQ Foundation Trust

### UQ Investment Trust Group

UQ Investment Trust

IMBCom Pty Ltd

### UniQuest Group

Carsinosa Pty Ltd

Cassowary Pharmaceuticals Pty Ltd

Frontier Inflammasome Therapeutics Pty Ltd

Jetra Therapeutics Pty Ltd

Liperate Therapeutics Pty Ltd

Neo-Rehab Pty Ltd

Symbiosis Group Pty Ltd

### JKTech Group

SMI-ICE-CHILE SpA

### Other Controlled Entities

UQ Jakarta Office Pty Ltd.

## Our mission

Our core purpose is to deliver for the public good through excellence in education, research and engagement with our communities and partners: local, national and global.

## Our vision

UQ's *Strategic Plan 2022–2025* outlines our objectives to achieve our vision of **knowledge leadership for a better world**.

## Our values

### What we strive for

#### Creativity

We apply our creativity as a way of seeking progress. We value new ideas, seek fresh perspectives and pursue game-changing innovations and opportunities.

#### Excellence

We strive for excellence in everything we do. We apply the highest standards to our work to achieve the greatest impact for the benefit of communities everywhere.

### Central to what we do

#### Truth

Truth is central to all that we do as a university. We seek truth through our focus on the advancement and dissemination of knowledge, and our deep commitment to academic freedom and freedom of expression.

### How we work together

#### Integrity

We always act with integrity. As stewards of the University's resources and reputation, we are honest, ethical and principled.

#### Courage

We are courageous in our decision making. We are ambitious, bold and agile. We demonstrate moral courage, so that we are always guided by a sense of what is right.

#### Respect and inclusivity

We provide a caring, inclusive and empowering environment for all. We engage respectfully with one another and promote the value that our diversity brings to our whole community.

## Queensland Public Service (QPS) values

The 6 UQ values align well with the 5 QPS values, which encourage creativity, diversity, accountability and collaboration:

- **Customers first = Integrity**  
Know your customers; deliver what matters; make decisions with empathy
- **Ideas into action = Creativity**  
Challenge the norm and suggest solutions; encourage and embrace new ideas; work across boundaries
- **Unleash potential = Excellence**  
Expect greatness; lead and set clear expectations; seek, provide and act on feedback
- **Be courageous = Truth, Courage**  
Own your actions, successes and mistakes; take calculated risks; act with transparency
- **Empower people = Respect and inclusivity**  
Lead, empower and trust; play to everyone's strengths; develop yourself and those around you.

## Our operating environment

### Statutory obligations

The *University of Queensland Act 1998* outlines UQ's many functions and general powers, including its primary function, 'to disseminate knowledge and promote scholarship'.

And our mission, as defined in the *UQ Strategic Plan 2022–2025*, is 'to deliver for the public good through excellence in education, research and engagement with our communities and partners: local, national and global'.

As a University, we have a long and proud history of delivering on this purpose. From an initial intake of 83 students in 1911, UQ has grown to the point that we enrolled more than 55,000 students in 2022. Over the past 111 years, more than 318,600 students have graduated from UQ and our research has contributed new knowledge and innovation across a diverse range of disciplines.

### Nature and range of operations

UQ is a comprehensive university offering study and research opportunities across 6 faculties and 8 internationally acclaimed research institutes with specialised expertise in neuroscience, molecular bioscience, bioengineering and nanotechnology, agriculture and food innovation, sustainable minerals, medical science, and social science. We currently offer 392 programs and 3,140 courses including tertiary preparation, non-award, diploma, undergraduate, postgraduate coursework and higher degree by research.

### Opportunities and challenges

The University operates in a complex and dynamic global environment. Over the past few years, the landscape of higher education in Australia has been rapidly evolving – impacted by COVID-19, geopolitical issues, economic factors and the Australian Government's greater emphasis on employment outcomes, national priorities and research commercialisation.

During 2022, the COVID-19 pandemic continued to impact the higher education sector and, while there have been signs of recovery following the re-opening

of Australia's international border to international students on 15 December 2021, the sector is yet to fully recover.

Demand for higher education reduced during 2022, after growth in 2021. Some international students continued to face barriers travelling to Australia due to lockdowns, travel restrictions and limited commercial flights. Student visa processing delays also had an effect.

To enable international students to study at UQ, staff again delivered teaching in dual mode to cater for both on-campus and offshore students.

Demand among domestic students softened in 2022, with the greatest drop among non-school leavers. This follows a significant spike during the pandemic, related to economic uncertainty. With strengthening economic conditions and unemployment declining to levels not seen in decades, it is likely that potential university applicants chose to work rather than study in 2022. However, within this environment of softening demand, UQ was able to grow its market share of undergraduate applications.

Economic, geopolitical and environmental factors – including February's floods in South East Queensland – affected the operations of higher education institutions during 2022. Rising costs, inflation and supply chain issues necessitated continued fiscal restraint at UQ. This has required the re-evaluation and prioritisation of capital needs, and a targeted focus on value-generating initiatives to both grow revenue and improve effectiveness and efficiency.

The election of a new federal government in May 2022 signalled a reset for the sector. The government has an ambitious reform agenda, with several reviews established in 2022 including the Australian Universities Accord process, which aims to build a long-term plan for Australia's higher education system; and the ARC Review, which is considering the broad governance and focus of the ARC within the national research system so it can meet current and future needs. A renewed focus on educational equity was exemplified by the government's one-off investment in 20,000 additional Commonwealth-supported places for students commencing in 2023 and 2024, of which UQ received 379. We are looking forward to working with the government to help develop a higher education and research sector that best meets Australia's future economic and social needs.

In summary, operational challenges in the coming years include:

- rebuilding our international student demand and diversifying our international source markets in a competitive environment as governments around the world recognise the substantial impact international students have on the economy and workforce
- maintaining our reputation as a university of choice in the local market
- diversifying research income to meet the true costs of the research enterprise and respond to the increasingly competitive research funding environment
- responding to the changes in pedagogical delivery methods and student expectations with increased demand for scaffolded, blended, and digital learning experiences and assessment
- ensuring the University's contribution to the public good is recognised through our teaching, innovation, and collaboration with partners
- maintaining our campuses and facilities in the context of 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 for the future include:

- translating and commercialising our exceptional research and innovation capabilities to help build a more resilient, knowledge-based economy - and to contribute innovative solutions to our shared global challenges
- offering lifelong learning opportunities for education, training, upskilling and knowledge-sharing - in Australia and internationally
- creating long-term solutions for educational inequality in Queensland and embedding 2-way partnerships with Queensland communities through the UQ Queensland Commitment
- actively participating in the Australian Universities Accord process to help develop a sustainable university sector that can meet Australia's current and future needs
- continuing to build our cultural capital and reputation as a trusted, collaborative and solutions-focused partner committed to enriching our community
- harnessing the innovation, leadership and creativity of our talented and diverse workforce.

## Key initiatives

See our [Measures of success](#) on pages 20–32.

## Looking ahead

The global higher education outlook for 2023 continues to be uncertain and challenged by a number of external factors including the ongoing impacts of COVID-19, geopolitics and the economy. We will need to be adaptive and responsive as we continue to navigate this period of unprecedented change. In this context, we must provide leadership in education, research and innovation, and leverage the foundational work completed during the first year of the *Strategic Plan 2022–2025*.

We are committed to working with our many partners - across government, industry, academia and community organisations - to respond to emerging societal, economic and workforce changes. We are well placed to meet changing expectations in a rapidly changing world. However, to support our aspirations of broadening our societal impact, we will need to continue to grow our research funding, increase the enrolment of higher degree research students, grow our research base, and maintain first-class infrastructure and resources.

We are focused on empowering researchers to excel broadly and contribute collaboratively to our strategic agenda, strengthening our research systems, and maturing our proactive approach to developing strategic partnerships.

We must also continue to adopt a student-centric focus that positions our graduates for future success. Our priorities in this area include building capability in our digital and physical environments; continuing to enhance student connection, enrichment and wellbeing; refreshing curriculum, assessment and pedagogies; expanding educational partnerships; and maturing lifelong learning and postgraduate opportunities.

Through The Queensland Commitment, we will focus on growing UQ's endowment fund to enable all students who seek to study at UQ - regardless of personal, financial or geographic barriers - to pursue their passion.

We will continue to diversify our funding through greater philanthropic endeavours and industry partnerships, and seek opportunities for further efficiency across UQ's operations so that we are in a position to maximise investment in our teaching, research, community engagement and global impact.

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

Enrolment by program	2019	2020	2021	2022 <sup>1</sup>
Doctorate by research	4,169	4,091	4,271	4,422
Doctorate by coursework	29	24	22	23
Master's by research	390	390	372	376
Master's by coursework	13,736	14,693	15,380	14,579
Postgraduate/Graduate Diploma	369	288	288	241
Graduate Certificate	1,246	1,265	1,346	1,260
Bachelor	34,029	33,262	33,956	33,428
Associate Degree	113	51	20	-
Diploma/Associate Diploma	191	211	280	209
Enabling course	315	341	141	102
Non-award course	718	334	149	374
<b>TOTAL</b>	<b>55,305</b>	<b>54,950</b>	<b>56,225</b>	<b>55,014</b>

<sup>1</sup> Figures for 2022 are preliminary. Data will be finalised in mid-2023.

## Key statistics

Key statistics						
<b>Student load (EFTSL)<sup>1</sup></b>	2017	2018	2019	2020	2021	2022 <sup>2</sup>
<b>TOTAL</b>	41,198	42,201	43,698	42,786	43,929	42,341
Undergraduate and non-award <sup>3</sup>	29,293	28,623	28,863	27,846	28,235	27,690
Postgraduate coursework	8,481	10,102	11,291	11,392	12,264	11,072
Postgraduate research	3,216	3,298	3,333	3,320	3,335	3,493
<b>Student load by funding type (EFTSL)<sup>1</sup></b>	2017	2018	2019	2020	2021	2022 <sup>2</sup>
Commonwealth funded <sup>3,4</sup>	27,030	26,011	25,624	25,253	25,342	24,679
Domestic full fee paying	1,714	1,591	1,516	1,513	1,480	1,246
International fee paying	12,384	14,510	16,459	15,928	17,026	16,346
<b>Number of students</b>	2017	2018	2019 <sup>5</sup>	2020 <sup>5</sup>	2021	2022 <sup>2</sup>
<b>TOTAL</b>	52,331	53,696	55,305	54,950	56,225	55,014
% International	29.5	33.7	36.5	37.1	37.3	37.7
% Woman	54.9	55.1	54.8	54.7	55.0	54.7
% Man	45.0	44.8	45.0	45.2	44.8	45.0
% Non-binary/other	0.1	0.1	0.1	0.2	0.2	0.3
<b>Enrolments by campus</b>	2017	2018	2019	2020	2021	2022 <sup>2</sup>
St Lucia	46,536	47,847	49,546	49,340	50,629	49,564
Ipswich <sup>6</sup>	136	34	15	10	5	1
Gatton	2,200	2,260	2,310	2,193	2,179	2,097
Herston	3,459	3,555	3,434	3,407	3,412	3,352
<b>Award completions</b>	2017	2018	2019	2020	2021	2022 <sup>2</sup>
<b>TOTAL</b>	12,580	12,558	13,865	13,112	14,849	13,918
Undergraduate	7,890	7,338	7,160	6,657	7,213	6,692
Postgraduate coursework	3,927	4,570	5,866	5,645	6,968	6,458
Postgraduate research	763	650	839	810	668	768
<b>Staff (FTE)<sup>7</sup> as at 31 March<sup>8</sup></b>	2017	2018	2019	2020	2021	2022
<b>TOTAL</b>	6,607	6,613	6,962	7,208	6,917	7,410
<b>Academic</b>						
Teaching and research	1,134	1,173	1,199	1,233	1,127	1,111
Research focused	1,455	1,441	1,468	1,527	1,538	1,728
Teaching focused	150	175	165	173	174	191
Other	27	26	22	24	25	27
SUB-TOTAL	2,766	2,814	2,854	2,957	2,864	3,057
<b>Professional</b>						
Research focused	486	483	504	534	577	520
Other	3,354	3,316	3,604	3,717	3,476	3,832
SUB-TOTAL	3,841	3,799	4,108	4,251	4,053	4,353
<b>Operating revenue (\$'000)</b>	2017	2018	2019	2020	2021	2022
Commonwealth Grant Scheme grants <sup>9</sup>	308,478	301,797	305,325	312,535	339,659	329,718
HECS-HELP and HECS-HELP student payments <sup>9</sup>	212,602	209,807	211,093	211,461	198,244	202,731
FEE-HELP and course fees and charges <sup>10</sup>	518,038	618,452	726,417	700,379	699,240	682,454
Research block grants <sup>11</sup>	184,525	187,266	182,284	183,472	287,800	191,683
Other government revenue <sup>12</sup>	251,545	319,377	275,769	283,269	289,649	297,245
Consultancy and contract revenue <sup>13</sup>	156,872	156,135	174,701	176,640	189,168	195,572
Investment revenue <sup>14</sup>	48,819	10,315	143,991	86,332	217,123	(204,813)
Other revenue <sup>15</sup>	147,477	166,205	174,576	165,547	164,117	181,923
<b>TOTAL</b>	<b>1,828,356</b>	<b>1,969,354</b>	<b>2,194,156</b>	<b>2,119,635</b>	<b>2,385,000</b>	<b>1,876,513</b>

<sup>1</sup> Equivalent full-time student load (EFTSL) figures will not add up due to the exclusion of Enabling load from the detailed rows.

<sup>2</sup> 2022 figures are preliminary and will not be finalised until mid-2023.

<sup>3</sup> There may be slight changes in historical data due to improvements made in UQ's reporting systems.

<sup>4</sup> Commonwealth funded load comprises Commonwealth Grant Scheme load, Research Training Program load (including load that was previously classified under the Research Training Scheme) and extended domestic postgraduate research load.

<sup>5</sup> Gender figures may not add up due to rounding.

<sup>6</sup> UQ transferred its Ipswich campus to the University of Southern Queensland on 7 January 2015.

<sup>7</sup> FTE = full-time equivalent. Data excludes casuals. Note that Total Staff FTE (including estimated casuals) for 2022 is 8,452 and is preliminary.

<sup>8</sup> The staff classifications shown here align with the reporting of data to the Department of Education.

<sup>9</sup> Revenue received for the teaching of the undergraduate student load.

<sup>10</sup> Revenue received from fee-paying students.

<sup>11</sup> Revenue consists of funding through the Research Training Program and Research Support Program.

<sup>12</sup> Revenue includes capital grants and research funding from ARC and NHMRC.

<sup>13</sup> Revenue includes non-government competitive grant research funding.

<sup>14</sup> Revenue includes interest, dividends, and fair value gains/(losses) on the medium and long-term investment portfolios.

<sup>15</sup> Revenue includes investment income, donations and scholarships, other fees and charges, and sales of goods and services.