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 for our students for an unpredictable future. Shifting our Student Strategy to ‘business as usual’ was a key priority during the year.

Review of activities

An increase in student engagement with external partners

During 2021, the Faculties continued to progress Work Integrated Learning (WIL) within their curricula. For example, the Faculty of Business, Economics and Law leveraged the recent curriculum review process to ensure that all students commencing an undergraduate program from 2021 would have WIL opportunities during their studies. The Student Enrichment and Employability Development (SEED) team enabled the efficient management of WIL across the University, as well as the allocation of funding to students experiencing financial hardship as a result of their WIL placement costs.

The importance of student engagement with external partners is highlighted by UQ’s commitment to grow the percentage of students enrolled in WIL experiences to 40 per cent by 2024 as part of the University’s response to the new National Priorities and Industry Linkages Funding (NPILF) submission.

An improvement in our global reputation

Times Higher Education Academic Reputation Survey results

Graduate full-time employment rate for domestic undergraduates 4 months after graduation

<table>
<thead>
<tr>
<th>Year</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate full-time employment rate for domestic undergraduates 4 months after graduation</td>
<td>0.98</td>
<td>0.85</td>
<td>0.82</td>
</tr>
</tbody>
</table>

An improvement in graduate employment outcomes

Normalised graduate full-time employment rates four months after graduation

<table>
<thead>
<tr>
<th>Year</th>
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<th>2020</th>
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<tbody>
<tr>
<td>Graduate full-time employment rate for domestic undergraduates (normalized rate) 4 months after graduation</td>
<td>0.97</td>
<td>0.96</td>
<td>0.97</td>
</tr>
</tbody>
</table>

Supporting achievements and initiatives

- The Southern Queensland Rural Health (SPQRH) Extended Rural Experiences framework was established to develop immersive rural and remote training for students enrolled in nursing and allied health professional programs. During 2021, work was undertaken to support students with an identified interest in rural health in these disciplines to have access to an extended regional placement.
- The Ventures Industry Challenge, focusing on accelerating renewable energy transition, attracted 1,081 student participants, enabling them to work with industry-defined problems, develop their entrepreneurial capabilities, and deepen connections with UQ’s industry partners — including the UQ Centre for Sustainable Engineering Innovation, Office of the Queensland Chief Scientist, St Baker Energy Innovation Fund, Aurecon and Triumvir.
- Due to international border closures, students involved in the UQ Space Project Astera had to defer the launch of Project Astera until mid-2022.

An increase in global engagement among our students

Due to travel restrictions, global experiences were offered as virtual opportunities only in 2021, in addition to a broader range of domestic engagement opportunities. In 2021, 209 students took part in a virtual or in-person internship and 316 participated in global virtual short-term study experiences. This total of 583 domestic and international students compares with 419 the year before.

An increase in global engagement among our students

- An increase in student engagement with external partners
- An increase in global engagement among our students
- An improvement in our global reputation

Supporting achievements and initiatives

- The University of Queensland welcomed its first cohort of Scholars and extended its online lecture series, featuring high-calibre international speakers, to the broader UQ community.
- Two Singapore virtual Startup AdVenture programs were delivered in June and November.
- A new MOOC was developed for release in July 2021 as a support initiative for UQ’s international students, ACEDx30: Academic English, which went on to be ranked in the top 100 ‘Year’s Top 100’ of 2,000 new courses.

An improvement in our global reputation – teaching

The Times Higher Education Academic Reputation Survey is an opinion survey of senior, published academics asked to name up to 15 universities they believe are the best in their field for teaching. UQ’s target was to improve its Group of 8 ranking by 2021 and this was achieved, improving from sixth in 2018 to fifth in 2021.

Supporting achievements and initiatives

- In February 2021, UQ topped the national award in the Australian Awards for University Teaching (AAUT) for the second year in a row with Associate Professor Jack Wang winning both the 2020 Australian University Teacher of the Year award, and the Award for Teaching Excellence (Biological sciences; health and related studies).
- An Alternative Shorter Form Credit Awards framework and policy was launched in 2021.
- Several resources and workshops focusing on hybrid teaching were developed, and Professional Learning programs were made available to uplift teaching capabilities in the digital space.
- A joint Master of Global Environmental Futures is currently being developed through the UQ-Exeter Alliance with input from the Faculty of Science. This initiative expands the alliance for the second year and builds greater international awareness at UQ’s teaching strengths.

A student satisfaction rating within the top 5 nationally

The impact of the COVID-19 pandemic on the student experience was very significant as teaching moved online and many students studied offshore due to border closures. The 2020 Student Experience survey results showed that, nationally, overall satisfaction with the educational experience dropped 10 percentage points (79 to 69 per cent) and at UQ, we saw a drop of 14 percentage points (83 to 69 per cent).

Analysis showed that universities with a concentrated on-campus delivery model were more heavily impacted than universities with well-developed online offerings — which partly explains why satisfaction among UQ students was more pronounced than elsewhere.

In 2021, the COVID-19 pandemic again caused a great deal of disruption to UQ’s educational offerings and student services. Although a range of planned initiatives could not proceed, no disruption to the delivery of teaching occurred and efforts quickly shifted to managing the uncertain circumstances arising from lockdowns, social distancing requirements and border closures.

Supporting achievements and initiatives

- Implementing the UQ Mental Health Strategy was an ongoing priority for managing student and staff wellbeing.
- New and evolving learning models and pedagogies were closely considered and applied as teaching and learning moved online. The Digital Learning Roadmap 2020–2023 assumed greater importance and featured updates to the digital literacy strategic framework as well as a review of the Library training course, Digital Essentials.
- In response to the pandemic, some exams transitioned to online with a proctoring service, and revised academic integrity modules became mandatory for all incoming students.
- Work continued on delivering improvements in academic integrity, supporting academic staff in the development of authentic assessment, and piloting Inspire as an option for online invigilation.
- 93 courses were digitally enhanced in 2021, through partnership with the IATL digital learning uplift team and School academic and learning design staff.
- The Student Central service centre opened for business.
- Kav Cammady House, the $194 million student accommodation building at St Lucia, was completed and is fully booked for 2022.

Key performance indicators

Student experience

An increase in student engagement with external partners

Work Integrated Learning (WIL) rates

<table>
<thead>
<tr>
<th>Year</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of coursework students enrolled in a Work Integrated Learning (WIL) course</td>
<td>31.5</td>
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</tr>
</tbody>
</table>

An increase in global engagement among our students

International exchange and short-term mobility rates

<table>
<thead>
<tr>
<th>Year</th>
<th>2018</th>
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<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of completing undergraduates who had an international exchange or short-term mobility experience during their degree</td>
<td>12.5</td>
<td>15.2</td>
<td>14.7</td>
</tr>
</tbody>
</table>

An improvement in our global reputation

Times Higher Education Academic Reputation Survey results

<table>
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<tr>
<th>Year</th>
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<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching reputation: UQ rank within Gulf</td>
<td>6</td>
<td>4</td>
<td>4</td>
</tr>
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</table>

A student satisfaction rating that is within the top 5 nationally

Student satisfaction survey results

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<th>2020</th>
</tr>
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<tbody>
<tr>
<td>National effective rank of undergraduates (both first and last year), satisfied with the overall quality of the entire educational experience</td>
<td>8</td>
<td>6</td>
<td>7</td>
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</tbody>
</table>

An improvement in graduate employment outcomes

Normalised graduate full-time employment rates four months after graduation

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STUDENT EXPERIENCE

THE UNIVERSITY OF QUEENSLAND ANNUAL REPORT 2021

THE UNIVERSITY OF QUEENSLAND ANNUAL REPORT 2021

18

19
An improvement in graduate employment According to the 2021 QILT Graduate Outcomes Survey, UQ domestic undergraduate graduates achieved a full-time employment rate of 71.4 per cent 4 months after graduation, compared with 69.2 per cent across all other universities. Three years after graduation on the full-time employment rate for UQ domestic undergraduate graduates was 92.3 per cent, the highest result in Queensland (Graduate Outcomes Survey - Longitudinal 2021). Between 2018 and 2021 UQ invested almost $12 million in employability initiatives such as Career Development Learning (CDL) and Work Integrated Learning (WIL) services through SEED. This ensured relevant experiential learning, industry connections, and other opportunities including career preparation workshops and career fairs for more than 10,500 students, which continued in 2021.

Supporting achievements and initiatives - The Faculty of Medicine completed the major review of its Doctor of Medicine program.
- Employability Week was held in March, which involved a series of workshops, career advice and mentoring sessions, plus networking functions.
- The Student-Staff Partnerships initiative continued to be popular, attracting 421 student partners and 317 staff partners engaged in Projects, and 150 student engagements in representation activities and other student opportunities, capturing 842 student voices.
- The Program Architecture 2 project focused on postgraduate coursework offerings in 2021 to help streamline program structure and embed more flexibility in program delivery. The Business, Economics and Law Faculty also used this opportunity to embed Career Development Learning across all master's programs, extending the work already completed at undergraduate level in earlier years.
- Enrolments in the integrated Bachelor of Engineering (Honours)/Master of Engineering continued to grow. This program incorporates a significant industry-embedded project that enables students to investigate and find solutions to authentic, real-world industry problems. Overwhelmingly positive feedback from industry partners and students confirmed the need to maintain these industry-based experiences, even as the cohort grows.

General activities enabling the transformation of our student experience through a flexible, integrated and partnered learning experience - UQ Library continued to support online and on-campus teaching and learning, reinventing existing services and delivering new ones. Use of digital resources in 2021 was up from the previous year, with over 18 million resources accessed and 7075,101 searches performed. Laptop loans continued to be popular, with 590 loans. Work continued on the Aboriginal and Torres Strait Islander initiatives to create a referencing guide, and a cultural audit of these is currently underway. Six open textbooks were published, with another 15 in development, and online modules aimed at developing students’ digital, media and information capabilities continued to be developed and are widely viewed.
- Staff and students in the School of Chemical Engineering gradually began occupying the Flinders Andrew N. Liveris building, which provides innovative learning spaces for users.
- UQ’s activities relating to the monthly online offerings of 2020 to a mix of online and on-site weekly events, experiences and programs designed to help students engage more. Discipline-based activities and opportunities for the UQ and broader Brisbane community to connect were also delivered. Major events included the BLUWOOD Festival, NADCC Festival, the new Deadly Noise Music connect, and the Gis Film Festival.
- Several networking events were held in India and China to enhance the UQ student experience for offshore students.
- The UQ Art Museum commissioned a major Indigenous artwork with the installation of Jennifer Mar’s in defence, as part of the projectKnow exhibition held from February – March.
- The recommendations of the Review of student disciplinary policy and processes including in relation to the management of sexual misconduct complaints at the University of Queensland were fully implemented in preparation for 2022.
- A new Student Code of Conduct was released to replace the former Student Charter.
- The pilot of Inspera was completed and implemented in preparation for 2022.
- A new Student Code of Conduct was released to replace the former Student Charter.
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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

<table>
<thead>
<tr>
<th>Year</th>
<th>Research reputation votes UQ rank within UG</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>6</td>
</tr>
<tr>
<td>2015</td>
<td>6</td>
</tr>
<tr>
<td>2016</td>
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<td>2017</td>
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An improvement in our global reputation - The Times Higher Education Academic Reputation Survey is an opinion survey of published academics asked to rank up to 15 universities they believe are the best in their field for research. With an overall 9 per cent improvement from 137 to 149, UQ achieved fourth position within the UG in 2021, up from sixth in 2019.

Supporting achievements and initiatives - By providing quality infrastructure and support, UQ continued its long-term strategy to attract and retain leading international researchers.
- Strategic research capabilities focusing on international imperatives such as food security, medical technology, defence and the environment were identified and developed, including:
  - Skyrora, a global leader in medical technology, announced it would establish its first Australian R&D facility in Queensland at the Hotton Health Precinct, supported by the Queensland Government, UQ and QUT.
  - The Queensland Defence Science Alliance (QDSA) was established in 2021 to focus on sovereign capability and innovation to accelerate defence's capability edge. With UQ as the host organisation, the alliance has 7 Queensland universities plus industry partners, government and defence.
  - The Centre for Nutrition, Food Systems and Food Value Chains initiative commenced in 2021 through the Queensland Alliance for AgriFood Innovation (Q4AFI): a collaborative research initiative to broker, design and deliver positive outcomes for Australian food system transformation.
  - SM has established relationships with United Nations Environmental Programme’s Global Sand Observatory, which will further develop UQ's international reputation.