3.2 Strengthen and grow international research partnerships and collaborations to ensure we leverage the breadth of our research to make significant contributions to global research activity.

In 2019, UQ researchers published 11,262 papers, with 57 per cent having an international co-author – the top 10 source countries being the US, UK, China, Germany, Canada, France, the Netherlands, New Zealand, Spain and Japan.

International research partnerships in 2020, UQ ensured that our partnership with the Indian Institute of Technology Delhi (IITD) was strongly supported from a research and industry partnership perspective. To this end, UQ explored industry partnerships with companies and organisations, including RenewEco, Infosys, Wipro, Bosch, TCS and Boeing, and with funding bodies like the Indian Department of Biotechnology and Indian Council of Social Science Research. Advanced-stage funding has been proposed to all. UQ also nurtured flagship partnerships with the University of Exeter, Technical University Munich (TUM) and Wenzhou Medical University.

Global Development Impact Plan
UQ has one of the leading university development groups working across Africa, South and West Asia, South-East Asia and the Pacific. Providing development expertise and program support to UQ International Development (UID) builds the capacity of people, organisations and governments to achieve key development goals. In 2020, work progressed on the development of a whole-of-UQ Global Development Impact Plan, which will seek to expand the University’s work in the development sector, to promote our expertise, and to profile our impact. The Plan will ensure one UQ approach to engaging with development projects and ensure that we can leverage the capabilities across UQ and collectively advance UQ’s activities and reputation in the international development space.

3.3 Develop a University-wide and consistent approach to external and internal messaging and representation.

Brand refresh project
In late 2018, UQ launched a new brand to modernise its identity, support best practice principles and bring greater consistency across the organisation, which had historically been dominated by a proliferation of sub-brands, many of which bore no resemblance to the parent organisation. In line with the UQ Strategic Plan 2018–2022, the brand refresh adopted a one-UQ approach, to convey the University’s brand and tone of voice in a consistent, compelling and contemporary way to all stakeholders. A significant program of work was completed throughout 2019, requiring whole-of-enterprise engagement. 2020 saw the continued rollout of the masterbrand across the University, with a focus on providing individual units and controlled entities (UQ Sport and UQ Health Care) with bespoke rebranding assistance, and integrating brand compliant templates with digital asset management tools.

Rankings strategy
A Rankings Strategy Steering Group was established in 2020 to develop a strategy to support UQ’s aspiration to remain a top-ranking global university. Three plans of work were identified: Governance and leadership; organisational design and expertise; Reputation enhancement; and Academic performance. While the work associated with the development of the strategy will continue into 2021, a number of key reputation enhancement initiatives have already been introduced to ensure UQ’s position in the key global rankings are either sustained or improved in the interim.

Communication, marketing and student recruitment review
A review of how the communication, marketing and recruitment functions could better strategically support UQ’s priorities was delayed in the first half of 2020, but recommenced in the last quarter of the year with workshops established and stakeholder engagement underway.

3.4 Improve the management of future-student engagement and communications with key partners, alumni and the broader community.

Customer Experience (CX) program
The multi-year CX program involves a suite of initiatives designed to enhance UQ’s digital and CX capability. The Future Students stream is well advanced, including delivery of a new Future Student website and support extended to include higher degree by research and postgraduate coursework offerings. The Customer Relationship Management (CRM) implementation was delayed due to COVID-19 and budget constraints; however, work resumed at the end of 2020 with procurement for an implementation partner underway.

Domestic future student marketing and recruitment strategy
A whole of UQ integrated marketing and recruitment strategy was implemented in 2019 to address the smaller cohort of Queensland year 12 students entering university in 2020. This initiative was designed to drive an increase in market share among Queensland school leavers, with a focus on maximising enrolments. The Semester 1, 2020 domestic intake was strong, with UQ achieving a 2 per cent increase in market share among undergraduate Queensland school leavers with entry scores in the range considered for UQ programs. Semester 2 admissions also increased, although this was a much smaller intake for UQ due to limited program offerings. It must be acknowledged that this is in part due to counter-cyclical demand due to the pandemic and associated economic recession, but early indicators suggest this impact will continue into 2021.

Review of activities
4. Committing to activities that attract, support and retain a diverse and inclusive community of high-achieving staff and students

UQ owns its growing global reputation and successes to the strengths and achievements of all staff and students, and attracting people from a broad mix of backgrounds ensures a wide variety of perspectives and experiences. In 2020, UQ continued to address the barriers facing women in academia, people from culturally and linguistically diverse backgrounds, Aboriginal and Torres Strait Islander peoples, people with disability, members of the LGBTIQ+ community, and students from disadvantaged and remote backgrounds.

4.1 Develop and implement a Reconciliation Action Plan (RAP) that ensures UQ builds respectful relationships and opportunities between Aboriginal and Torres Strait Islander peoples and the broader Australian community.

Indigenous engagement
During 2020, the focus for UQ’s (Innovate) RAP shifted to greater engagement with those areas of the UQ community responsible for ensuring the completion of actions and deliverables within assigned timeframes. The Reconciliation Action Plan Overview Committee (RAPOC) was established and began meeting monthly. Work also started on UQ’s first formal cycle of reporting to Reconciliation Australia, although the ‘National Barometer’ reporting was deferred until 2021. The Office of the Pro-Vice-Chancellor (Indigenous Engagement) (PVC(IE)) commenced work with Governance and Risi to develop an entry in the Policy and Procedures Library around Indigenous protocols; and an Indigenerising Curriculum Working Party was established as a subcommittee of the Teaching and Learning Committee to support the project. Planning also commenced towards the next iteration of UQ’s RAP, due to be implemented in 2023.

In working in partnership with the Office of the PVC(IE), the Graduate School continued to fund the Aboriginal and Torres Strait Islander Scholarship, seeing further growth in the cohort to reach 42 (up from 34 in 2017).

Key performance indicators

<table>
<thead>
<tr>
<th>Diverse community</th>
<th>Improved engagement and commitment among staff to the University’s purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position engagement index</td>
<td>2017</td>
</tr>
<tr>
<td>Per cent of staff who agree</td>
<td>76.0</td>
</tr>
</tbody>
</table>

Achievement of an institutional bronze award in the Athena SWAN charter

<table>
<thead>
<tr>
<th>Per cent of staff who agree</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per cent of HDR†1 professionals who are women</td>
<td>47.0</td>
<td>50.7</td>
<td>47.8</td>
<td>49.4</td>
<td>46.4</td>
</tr>
<tr>
<td>Per cent of Level D academics who are women</td>
<td>36.4</td>
<td>34.0</td>
<td>35.4</td>
<td>34.6</td>
<td>35.6</td>
</tr>
<tr>
<td>Per cent of Level E and above academics who are women</td>
<td>19.5</td>
<td>21.1</td>
<td>22.4</td>
<td>24.4</td>
<td>26.6</td>
</tr>
</tbody>
</table>

An increase in the proportion of students who come from low socio-economic or regional/remote backgrounds

<table>
<thead>
<tr>
<th>Per cent of students from low socio-economic or regional/remote backgrounds</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per cent of UQ students from socio-economic background (based on first address) - Australian Bureau of Statistics: Statistical Area Level 1</td>
<td>11.5</td>
<td>11.1</td>
<td>10.7</td>
</tr>
<tr>
<td>Per cent of UQ students from a regional or remote background (based on first address) - Australian Statistical Geography Standard</td>
<td>17.6</td>
<td>17.5</td>
<td>17.4</td>
</tr>
</tbody>
</table>

An increase in the representation of Aboriginal and/or Torres Strait Islander students within UQ

<table>
<thead>
<tr>
<th>Per cent of Aboriginal and/or Torres Strait Islander students</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation ratio of domestic students who identify as Aboriginal and/or Torres Strait Islander</td>
<td>0.25</td>
<td>0.27</td>
<td>0.28</td>
<td>0.30</td>
<td>0.31</td>
</tr>
<tr>
<td>Success ratio of domestic students who identify as Aboriginal and/or Torres Strait Islander</td>
<td>0.92</td>
<td>0.92</td>
<td>0.92</td>
<td>0.92</td>
<td>0.92</td>
</tr>
</tbody>
</table>

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

| Footnotes | 2 | Figures for 2020 are preliminary. Data will be finalised in mid-2021. |
|-----------| 3 | Figures for 2020 are preliminary. Data will be finalised in mid-2021. |
| Figures | 4 | Figures for 2020 are preliminary. Data will be finalised in mid-2021. |
| Figures | 5 | Figures for 2020 are preliminary. Data will be finalised in mid-2021. |
4.2 Significantly improve the representation and diversity within the workforce at all levels, within all disciplines and organisational areas.

Women comprise 56 per cent of UQ’s workforce but remain under-represented in senior academic and professional positions. The University is making gradual progress towards gender parity, with the number of female academics in very senior roles steadily increasing – from 19.5 per cent in 2016 to 26.8 per cent in 2020.

4.3 Invest in the capacity of our researchers, further prioritising the development of our high-performing early-career and middle-career academics.

Researcher development program
A research leadership development program that was developed in 2019 to build leadership capacity and competency within the Research portfolio, initially with the senior leadership team and then extending frameworks to cascade these learnings and foster positive culture throughout the portfolio. Framework development was underway but was significantly slowed down due to the COVID situation.

Co-leveraging to build research capacity and capability
The University continued to build research capacity and capability through investing in a range of competitive funding opportunities, including:
- ARC Laureate, Futures and Discovery Early Career Researcher Award Fellowships Scheme, aimed at fostering innovative research projects and initiatives.
- Australia Awards for Excellence in Teaching and Learning, which aim to support innovative teaching and learning practices.

4.4 Improve the mechanisms for recognising, rewarding and improving high performance among academic and professional staff, with a focus on performance in areas of strategic importance.

People, Planning, Performance (P3)
UQ currently has a framework for UQ to develop and improve academic performance. To strengthen this objective, the P3 project developed Individual Activity Profiles (IAPs) to provide academic staff with data about their performance across a range of indicators. In 2020, IAPs became available for use in appraisals and other performance conversations. Towards the end of 2020, there was a first release of dashboards designed for organisational areas to assist the decision-making of Heads of School, Executive Deans and Institute Directors. Throughout 2020, the P3 project team was engaged in a re-design of the academic performance appraisal process for release in the new human capital management system in mid-2021. Its aim is to support better and more effective performance conversations across the University.

HEA Fellowships
HEA Fellowships provide a measure of success that can be promoted profitably internationally. Since joining the HEA Fellowships program, UQ has welcomed more than 87 new HEA Fellows. These new HEA Fellows joined the 120 existing HEA Fellows, bringing the total number of HEA Fellows at UQ to 207.

Create Change Scholarship Match
For many talented students, the cost of attending university prevents them from pursuing their higher education goals. To inspire donors to support these aspiring students in greater numbers, UQ established the Create Change Scholarship Match, committing up to $15 million over the course of 2019–2020 to match donations of $50,000 or more, dollar for dollar, when directed towards the creation of financial need-based endowed scholarships. To date, 136 scholarship fund commitments have been made to establish matched scholarships at UQ.
4.6 Attract and develop a high-achieving cohort of students through enriched learning experiences and personal development experiences.

UQ attracted 40.3% of OP-1 first preferences in 2020 and was first in the state for OP-12s. In 2019, UQ also retained 83.8% of commencing domestic bachelors, the highest rate in Queensland.

Mobility and leadership opportunities

Despite the impacts of the pandemic, many mobility and leadership opportunities were provided to students, including:
- Student-Staff Partnerships
- Representation and Voice
- Mentoring programs such as Get Set, Virtual Village – UQ Mates and UQ Chats
- Year writing mentor program
- Volunteering
- Student-Staff Partnership projects
- Summer in Queensland program leaders and volunteers
- Student Success Program
- Employability award
- Summer and Winter Research programs
- Careers workshops
- Virtual and domestic internships programs
- Student advisory groups (for programs - e.g. health promotion, international students, Student-Staff Partnerships, student employability)
- Student casual employment (safety stewards, student concierge, UQlife student casual – event staff, student engagement student casuals - marketing and communication, student events network, coach crew for UQ Life’s From the couch).

Ventures

At UQ, Ventures reflects the entrepreneurial spirit of our community, providing a suite of entrepreneurial programs, networking opportunities, 24/7 secure space, and mentoring to enable students to think and act like entrepreneurs - from idea generation through to market validation, and from launching a startup or social enterprise to scaling it up.

A key objective of the UQ Entrepreneurs Strategy is to embed entrepreneurial learning across all disciplines, and to continue deepening engagement with local and global partners.

Highlights for the year included the launch of the inaugural Ventures Industry Challenge, Virtual Hackathon and remote global Startup Adventures, as well as the i4 Accelerator program, which provides intensive support for entrepreneurs to grow a startup or social enterprise. To enhance student success, Ventures delivered all programs online, enabling participation of students who are located locally and globally. UQ’s Chief Student Entrepreneur, Ventures’ Entrepreneurs-In-Residence and the Venturists were also available to provide support and inspiration.

Indigenous Student Leadership program

This program focuses on a number of existing and new activities to embed leadership programs for Indigenous students at UQ. The program’s centrepiece was planned to include a 2-day leadership conference, but this was postponed in 2020 due to COVID-19. Despite the pandemic, Indigenous Summer and Winter research program intakes were delivered, and work continued on additional strategies such as financial support for students to attend leadership and professional development events, internship and mentoring opportunities, and career planning services.

Liviers Academy for Innovation and Leadership

In 2020, this newly created academy appointed its inaugural Director Professor Peta Adworth (OAM), welcomed its second cohort of Liviers Academy Scholars, and hosted inaugural Summer and Winter intensive programs - welcoming a number of distinguished speakers including business leaders from BHP, Mastercard, Unilever, McKinsey, the International Trade Union Confederation, as well as the Academy’s Founding Director, Andrew N Liveris AO. Professor Andrew N Liveris AO’s understanding of teaching to develop skills in leadership, cognitive agility, innovation, emotional intelligence, and entrepreneurship. 2021 will see rapid expansion in the growth and impact of the Academy, and the opening of the Academy’s new home in the Andrew N Liveris Building.

New major in Western Civilisation funded by the Ramsay Centre

Following the signing of an Agreement with the Ramsay Centre for Western Civilisation in 2019, an extended major in Western Civilisation was introduced in the Bachelor of Advanced Humanities (Honours) and the Bachelor of Humanities/Bachelor of Laws (Honours) programs in 2020. Seven specialist teaching staff and 2 professional staff were appointed to the University’s Centre for Western Civilisation, directed by Professor Alastair Bankhead (who holds the Paul Eladiis Chair of Classics). The Agreement provides generous funding for 33 Ramsay Scholars a year and for at least the next 5 years.

5.1 Proactively build the capacity and capability of our workforce to achieve our strategic goals.

Enhancing business processes and systems

During 2020, undergraduate program rules were extensively reviewed and realigned with the new Program Design policy, a key component of the Program Architecture 2 Initiative.

Operationally, a pilot for the centralisation of assessment of postgraduate coursework applications was implemented, further recommendations resulting in student disciplinary proceedings were implemented, and the Library adopted evidence-based methodologies to review processes and deliver improved services for students and greater additional value from Library special collections.

A social experiment with a service robot was also trialled in conjunction with a Business, Economics and Law Doctor of Philosophy candidate.

Enhancing UQ policies and procedures

UQ continued the review of its policies and procedures in 2020 to ensure clarity of objectives, roles, responsibilities and accountabilities. Processes were also implemented to ensure both new policies and procedures, and amendments to existing policies and procedures, have adequate regard to the principles for the protection of freedom of speech and academic freedom, and are compatible with human rights.

The major review of internal research policies and procedures continued in 2020, resulting in a number of revised university documents in the domains of intellectual property, research management, human and animal ethics, and clinical trials. Work also began on a review of policies and procedures relating to open access, research data management, which will be finalised in 2021.

Disclosure and management of interests

In line with changing public expectations around the need for transparency and good governance, UQ developed a suite of new policies and tools to manage and align the interests of individual staff members to the good of the University as a whole.

For managers to have line of sight over the activities of UQ staff, the University released new policies, procedures, and disclosure tools in 2020 covering the following: Conflicts of interest, Secondary employment,Sensitive research, and Foreign influence. Consistent with UQ policy and State and Commonwealth legislative obligations, eligible staff are required to complete one or more of the 4 online tools. A high-level working group, chaired by the Provost, was also formed to manage the responses flowing through from the disclosure processes. Feedback from other Australian universities indicates that UQ’s approach to these complex issues is now sector leading.

Clinical trials management

This initiative provided a supportive approach and framework to discussions and subsequent engagement with the University. It enabled the establishment of a centralised approach to clinical trials, which includes procedures for the registration of clinical trials in Australia and internationally, and the management of data for clinical trials. This approach then allows the collection of data against the UQ Clinical Trials Procedure to ensure appropriate management of risks and benefits associated with clinical trials, and to ensure that the University is in compliance with all applicable laws and regulations.

Review of activities

5. Building an agile, responsive and efficient university operation

UQ is committed to ensuring that our operations and professional services are responsive to the needs of the University, built on a One UQ approach that drives service improvements and creates efficiencies – primarily in the student administration area. Streamlining and automating business processes, and building professional, advisory and technical skills in our workforce are key priorities.

Key performance indicators

Aglie operations

Improved internal collaboration

<table>
<thead>
<tr>
<th>Proportion of staff who agree there is good communication across all sections of UQ</th>
<th>Per cent</th>
<th>2011</th>
<th>2015</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5 Student Complex</td>
<td>32.0</td>
<td>31.0</td>
<td>32.0</td>
<td></td>
</tr>
<tr>
<td>3.3 Rankings strategy</td>
<td>39.0</td>
<td>31.0</td>
<td>40.0</td>
<td></td>
</tr>
<tr>
<td>3.4 CK program</td>
<td>39.0</td>
<td>31.0</td>
<td>40.0</td>
<td></td>
</tr>
</tbody>
</table>

* Source: The Voice survey – the latest figures available.