

# 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 2021, 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

Dendright Pty Ltd  
Jetra Therapeutics Pty Ltd  
Leximancer 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

UQ positively influences society by engaging in the pursuit of excellence through the creation, preservation, transfer and application of knowledge. UQ helps shape the future by bringing together and developing leaders in their fields to inspire the next generation and to advance ideas that benefit the world. UQ strives for the personal and professional success of its students, staff and alumni.

## Our vision

UQ's *Strategic Plan 2018-2021* outlines our objectives to achieve our vision of **knowledge leadership for a better world**.

## Long-term objectives

UQ's vision has been translated into three long-term objectives:

1. Transforming students into **game-changing graduates** who make **outstanding contributions** and address complex issues with a global perspective
2. Delivering **globally significant solutions** to challenges by generating **new knowledge and partnered innovation**
3. Developing a **diverse community** of knowledge seekers and leaders who embody a One UQ culture and use **collaborative partnerships** to connect and co-create.

## Our values

### Pursuit of excellence

We strive for excellence, seeking to apply the highest standards to benefit our communities.

### Creativity and independent thinking

We welcome new ideas from our staff and students as well as from our alumni and our external partners. We support intellectual freedom, courage and creativity. We encourage the pursuit of innovation and opportunities.

### Honesty and accountability

We act with integrity and professionalism and uphold the highest ethical standards. We are committed to transparency and accountability. Our decisions ensure responsible stewardship of the University's resources, reputation and values. We lead by example in all areas, including our approaches to sustainability.

### Mutual respect and diversity

We promote diversity in the University community – through our people, ideas and cultures. We create a vibrant, inclusive environment in which ideas flourish and future generations, regardless of background, are empowered. We respect our colleagues and work together for shared success.

### Supporting our people

We ensure the safety and wellbeing of our people. We create an inclusive and supportive university community in which achievements are celebrated and rewarded. Our people have the opportunity to enrich their lives and pursue their goals.

## Queensland Public Service (QPS) values

The University of Queensland's values align neatly with the 5 Queensland Public Service values, guiding our behaviour and the way we do business:

- **Customers first**  
≈ Supporting our people
- **Ideas into action**  
≈ Creativity and independent thinking
- **Unleash potential**  
≈ Pursuit of excellence
- **Be courageous**  
≈ Honesty and accountability
- **Empower people**  
≈ Mutual respect and diversity.

## Our operating environment

### Statutory obligations

The chief purpose of the University is to provide education, research and innovation at university standard and through doing so, contribute to the public good of our community.

We have been successfully achieving this for more than a century, increasing our student cohort from 83 in 1911 to more than 56,000 in 2021, and graduating more than 307,000 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 or above. 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 discipline ranges in Australia, through our 6 faculties and 8 internationally acclaimed research institutes, with expertise in social sciences, neuroscience, nanotechnology, food innovation, and many more. We currently offer around 390 programs and 3,400 courses including tertiary preparation, non-award, undergraduate, postgraduate coursework and higher degree by research.

### Risks, opportunities and challenges

The University operates in a dynamic global environment. The COVID-19 pandemic again heavily impacted Australia's higher education sector in 2021, primarily due to the ongoing closure of Australia's international borders. This required staff to again deliver teaching in dual mode throughout the year, catering to on-campus learners as well as online and offshore students, which presented challenges in curriculum design and pedagogy, and in ensuring a sense of belonging among all students both on- and offshore.

Domestically, the university sector faced increased financial pressures, regulatory changes and changing student, industry and government expectations – all of which were brought to the fore in 2021 with the introduction of the Job-ready Graduates Package, a major, new model for Australian higher education funding.

Within this context, UQ quickly responded to position the University to remain competitive and successful in the longer

term. The UQ community worked hard to support international students, who were studying offshore and, as a result, international coursework load at UQ increased by 5 per cent in 2021 compared with pre-pandemic 2019 figures. However, much of this increase was due to students who had deferred in 2020 commencing their studies in 2021, which disguised a softening in new demand.

Operational challenges in the coming years include:

- diversifying research income to meet the true costs of the research enterprise and to respond to an increasingly competitive research funding environment
- 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
- ensuring the University's contribution to the public good is recognised through our teaching, innovation, and collaboration with partners
- 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 resilient, knowledge-based economy
- offering lifelong learning opportunities for education, training, upskilling and knowledge-sharing – in Australia and internationally – with a particular focus on online learning
- implementing world-leading energy reduction strategies and our Sustainability Strategy
- introducing sector-leading initiatives to ensure that we are positioned as an employer of choice.

### Environmental factors

As already noted, throughout 2021, the ongoing impact of the COVID-19 pandemic led to continuing uncertainty for students. This, coupled with competitor markets such as the UK, USA and Canada relaxing their border restrictions ahead of Australia, certainly deterred some students from choosing Australia as their study destination during the year. Australia's borders reopened to international students in mid-December 2021. Ensuring the return of our students is well managed, and that they can confidently travel between their home

country and Australia, will be critical to reclaiming Australia's leading position as a provider of quality international education.

The Australian Government's Job-ready Graduates Package, introduced in 2021, provided a level of funding certainty across the sector. The impact of the changes has been mitigated by the transition fund, which will remain in place until the end of 2023. However, to position UQ for the future, considerable growth in enrolments will be necessary across the intervening years.

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, through the strong focus on employability and enterprise, as the best means of futureproofing the value of a UQ degree. This is starting to show results, with the 2022 QS Graduate Employability Rankings placing UQ 63rd in the world's 500 leading universities – first in Queensland and sixth in Australia. Student and industry partnerships, career development learning, and authentic assessment will remain important to ensure strong graduate outcomes in the future, and will remain key strategies at UQ over the coming years.

We have also continued to invest in learning technologies, maintained a significant footprint in edX and further enhanced our Massive Online Open Courses (MOOCs). By mid-December 2021, UQx enrolments had reached 4,228,127, allowing us to increase our exposure to global markets.

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 as UQ seeks to position itself as a provider of high-quality lifelong learning to meet the changing needs of our alumni and the broader community.

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 benefited from an additional \$100 million of Research Support Program funding, representing 10 per cent of the national total, and has been relatively successful in attracting industry funding, there is still a critical need to continue to diversify our research funding sources and partnerships.

These partnerships will be critical to addressing major global challenges, which will mean a reskilling of our research strategy and our research management policies, procedures and systems.

## Key initiatives

See our **Summary of Activities** on pages 18–31.

## Summary

The landscape of higher education in Australia is rapidly evolving as the Commonwealth places greater emphasis on employment outcomes, national priorities, and an innovation-led approach to our future 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, and it's critical that we equip our graduates with the transferable skills that will enable them to be leaders across a range of industries.

\* [education.gov.au/national-innovation-and-science-agenda](https://education.gov.au/national-innovation-and-science-agenda)

Enrolment by program				
	2018	2019	2020	2021 <sup>1</sup>
Doctorate by research	4,173	4,169	4,091	4,285
Doctorate by coursework	36	29	24	22
Master's by research	418	390	390	375
Master's by coursework	12,353	13,736	14,693	15,383
Postgraduate/Graduate Diploma	380	369	288	290
Graduate Certificate	1,260	1,246	1,265	1,352
Bachelor	33,655	34,029	33,262	33,877
Associate Degree	141	113	51	21
Diploma/Associate Diploma	212	191	211	283
Enabling Course	269	315	341	142
Non-Award Course	799	718	334	148
TOTAL	53,696	55,305	54,950	56,278

<sup>1</sup> Figures for 2021 are preliminary. Data will be finalised in mid-2022.

## Looking ahead

The University has just released its *Strategic Plan 2022–2025*, which articulates our mission to 'deliver for the public good through excellence in education, research and engagement with our communities and partners, local, national and global'. This reflects UQ's core mission and highlights our commitment to delivering for the public good, and the connection between UQ and our community and partners. These will be key elements of our direction in the coming 4 years.

The coming year is likely to see the gradual shaping of a post-pandemic economy, and in this context, the University must provide leadership in education, research and innovation.

The competition for high-achieving students continues to increase, so we must also continue to adopt a student-centric focus that positions our graduates for future success. We will need to diversify the student body, explore new pathway opportunities for international students, and provide globally competitive education and opportunities for domestic students. This will require us to keep considering 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 2022, 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 equipping the next generation of research leaders with the innovation and research capabilities needed to satisfy Australia's demand for highly skilled labour and knowledge leadership. The focus on research translation and impact remains critical to our economic recovery from the pandemic, and UQ is committed to working with partners to respond to emerging economic and workforce needs and to contribute to ensuring a sustainable future for our communities.

2022 will also see our focus move to embedding Reconciliation further into the daily operations of UQ, with the goal of preparing to become a Stretch RAP organisation by 2025. Further, through our *Queensland Commitment* and closer engagement with regional centres – for example, through the delivery of two end-to-end regional medical education programs – we will demonstrably expand our role as the University for Queensland.

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 2021, and we will work to ensure that UQ continues to attract this calibre of talent for the future.

## Key statistics

Key statistics						
Number of students	2016	2017	2018	2019	2020	2021 <sup>1</sup>
TOTAL	51,071	52,331	53,696	55,305	54,950	56,278
% Female <sup>2</sup>	54.5	54.9	55.1	54.8	54.7	55.0
Commencing	17,805	18,802	19,443	19,827	18,706	18,968
% Female <sup>2</sup>	55.8 <sup>7</sup>	57.1	57.1	56.7	56.3	56.2
International	13,338	15,431	18,074	20,213	20,378	20,982
% International	26.1	29.5	33.7	36.5	37.1	37.3
Enrolments by campus	2016	2017	2018	2019	2020	2021 <sup>1</sup>
St Lucia	45,128	46,536	47,847	49,546	49,340	50,679
Ipswich <sup>15</sup>	410	136	34	15	10	6
Gatton	2,061	2,200	2,260	2,310	2,193	2,183
Herston	3,472	3,459	3,555	3,434	3,407	3,410
Student load (EFTSL) <sup>3</sup>	2016	2017	2018	2019	2020	2021 <sup>1</sup>
TOTAL	40,214	41,198	42,201	43,698	42,786	44,074
Undergraduate and non-award <sup>7</sup>	29,960	29,293	28,623	28,863	27,846	28,355
Postgraduate coursework	6,752	8,481	10,102	11,291	11,392	12,273
Postgraduate research	3,290	3,216	3,298	3,333	3,320	3,351
Student load by funding type (EFTSL) <sup>3</sup>	2016	2017	2018	2019	2020	2021 <sup>1</sup>
Commonwealth funded <sup>4 7</sup>	27,490	27,030	26,011	25,624	25,253	25,433
Domestic full fee paying	1,743	1,714	1,591	1,516	1,513	1,491
International fee paying	10,912	12,384	14,510	16,459	15,928	17,065
Award completions	2016	2017	2018	2019	2020	2021 <sup>1</sup>
TOTAL	12,045	12,580	12,558	13,865	13,112	14,853
Undergraduate	7,678	7,890	7,338	7,160	6,657	7,213
Postgraduate coursework	3,543	3,927	4,570	5,866	5,645	6,972
Postgraduate research	824	763	650	839	810	668
Staff (FTE) <sup>5</sup> as at 31 March <sup>6</sup>	2016	2017	2018	2019	2020	2021
TOTAL	6,703	6,607	6,613	6,962	7,208	6,917
Academic						
Teaching and research	1,145	1,134	1,173	1,199	1,233	1,127
Research focused	1,460	1,455	1,441	1,468	1,527	1,538
Teaching focused	139	150	175	165	173	174
Other	28	27	26	22	24	25
SUB-TOTAL	2,772	2,766	2,814	2,854	2,957	2,864
Professional						
Research focused	490	486	483	504	534	577
Other	3,441	3,354	3,316	3,604	3,717	3,476
SUB-TOTAL	3,931	3,841	3,799	4,108	4,251	4,053
Operating revenue (\$'000)	2016	2017	2018	2019	2020	2021
Commonwealth Grant Scheme grants <sup>8</sup>	322,135	308,478	301,797	305,325	312,535	339,659
HECS-HELP and HECS-HELP student payments <sup>8</sup>	215,643	212,602	209,807	211,093	211,461	198,244
FEE-HELP and course fees and charges <sup>9</sup>	431,488	518,038	618,452	726,417	700,379	699,240
Research block grants <sup>10</sup>	176,587	184,525	187,266	182,284	183,472	287,800
Other government revenue <sup>11</sup>	257,907	251,545	319,377	275,769	283,269	289,649
Consultancy and contract revenue <sup>12</sup>	152,973	156,872	156,135	174,701	176,640	189,168
Investment revenue <sup>13</sup>	40,682	48,819	10,315	143,991	86,332	217,123
Other revenue <sup>14</sup>	153,695	147,477	166,205	174,576	165,547	164,117
TOTAL	1,751,110	1,828,356	1,969,354	2,194,156	2,119,635	2,385,000

<sup>1</sup> Figures for 2021 are preliminary. Data will be finalised in mid-2022.

<sup>2</sup> 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.

<sup>3</sup> EFTSL figures will not add up due to the exclusion of Enabling load from the detailed rows. EFTSL = equivalent full-time student load.

<sup>4</sup> 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.

<sup>5</sup> FTE = full-time equivalent. Data excludes casuals. Note that Total Staff FTE (including estimated casuals) for 2021 is 7,869 and is preliminary.

<sup>6</sup> The staff classifications shown here align with the reporting of data to the Department of Education.

<sup>7</sup> There may be slight changes in historical data due to improvements made in UQ's reporting systems.

<sup>8</sup> Revenue received for the teaching of the undergraduate student load.

<sup>9</sup> Revenue received from fee-paying students.

<sup>10</sup> Revenue consists of funding through the Research Training Program and Research Support Program.

<sup>11</sup> Revenue includes capital grants and research funding from Australian Research Council and National Health and Medical Research Council.

<sup>12</sup> Revenue includes non-government competitive grant research funding.

<sup>13</sup> Revenue includes interest, dividends, and fair value gains/(losses) on the medium and long-term investment portfolios.

<sup>14</sup> Revenue includes investment income, donations and scholarships, other fees and charges, and sales of goods and services.

<sup>15</sup> UQ transferred its Ipswich campus to the University of Southern Queensland on 7 January 2015.