

3.2 Strengthen and grow international research 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 6,380 (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 RenewPower, 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 management leadership, UQ International Development (UQID) 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 a 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.

| ► Related initiatives for 3.2 |       |
|-------------------------------|-------|
| 2.3 UQIDAR, QUEX              | pg 24 |
| 2.4 Research partnerships     | pg 24 |
| 4.1 Indigenous engagement     | pg 29 |
| 6.1 International students    | pg 37 |
| 6.3 Enhancing capability      | pg 37 |

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 2018–2021*, 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 pillars 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 workstreams established and stakeholder engagement underway.

| ► Related initiative for 3.3 |       |
|------------------------------|-------|
| 3.4 CX program               | pg 28 |

3.4 Improve the management of future-student enquiries 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 owes 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 LGBTIAQ+ community, and students from disadvantaged and remote backgrounds.

Key performance indicators

Diverse community

Improved engagement and commitment among staff to the University’s purpose

| Passion/engagement index <sup>1</sup> |      |      |      |
|---------------------------------------|------|------|------|
|                                       | 2011 | 2015 | 2019 |
| Per cent of staff who agree           | 76.0 | 74.0 | 77.0 |

Achievement of an institutional bronze award in the Athena SWAN charter

► Also see page 42

| Per cent of senior staff who are women                |      |      |      |      |      |
|-------------------------------------------------------|------|------|------|------|------|
|                                                       | 2016 | 2017 | 2018 | 2019 | 2020 |
| Per cent of HEW10+ professionals who are women        | 47.0 | 50.7 | 47.8 | 49.4 | 46.4 |
| Per cent of Level D academics who are women           | 34.4 | 34.0 | 35.4 | 34.6 | 35.6 |
| Per cent of Level E and above academics who are women | 19.5 | 21.1 | 22.4 | 24.4 | 26.6 |

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

| UQ students from low socio-economic and regional or remote backgrounds                                                                            |      |      |      |
|---------------------------------------------------------------------------------------------------------------------------------------------------|------|------|------|
|                                                                                                                                                   | 2017 | 2018 | 2019 |
| Per cent of UQ students from a low socio-economic background (based on first address – Australian Bureau of Statistics: Statistical Area Level 1) | 11.5 | 11.1 | 10.7 |
| Per cent of UQ students from a regional or remote background (based on first address – Australian Statistical Geography Standard)                 | 17.6 | 17.5 | 17.4 |

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

| UQ Aboriginal and Torres Strait Islander enrolments <sup>2</sup>                                               |      |      |      |      |                   |                   |
|----------------------------------------------------------------------------------------------------------------|------|------|------|------|-------------------|-------------------|
|                                                                                                                | 2015 | 2016 | 2017 | 2018 | 2019 <sup>3</sup> | 2020 <sup>2</sup> |
| Participation ratio of domestic students who identify as Aboriginal and/or Torres Strait Islander <sup>3</sup> | 0.25 | 0.27 | 0.28 | 0.30 | 0.31              | 0.32              |
| Success ratio of domestic students who identify as Aboriginal and/or Torres Strait Islander <sup>4</sup>       | 0.92 | 0.92 | 0.92 | 0.91 | 0.92              | n/a               |

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.

*UQ’s RAP (Innovate) was launched in late 2018 and the years since have been spent delivering on the commitments made.*

**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. A 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 Risk to develop an entry in the Policy and Procedures Library around Indigenous protocols; and an Indigenising 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.

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 12 in 2017).

<sup>1</sup> Source: *The Voice* survey – latest figures available.  
<sup>2</sup> Figures for 2020 are preliminary. Data will be finalised in mid-2021.  
<sup>3</sup> Per cent of UQ domestic students who identify as Aboriginal and/or Torres Strait Islander as a ratio against the concentration of Aboriginal and/or Torres Strait Islanders in the state.  
<sup>4</sup> Success rate of UQ domestic students who identify as Aboriginal and/or Torres Strait Islander as a ratio against the success rate of other UQ domestic students.  
<sup>5</sup> Figures updated that were previously preliminary.

#### Cultural competency training

In 2020, funding was secured to rollout a cultural competency training program for UQ staff. The training package was launched, including an online module that will sit as part of UQ's standard suite of compulsory training, along with workshops for priority staff. Virtual and face-to-face delivery of the cultural competency training will continue throughout 2021.

#### Aboriginal and Torres Strait Islander Research and Innovation Strategy

The UQ Aboriginal and Torres Strait Islander Research and Innovation Strategy was developed in 2020 with broad input from across the UQ community, and will be launched in early 2021. The Strategy sets a framework for UQ to excel as a national and international leader in Aboriginal and Torres Strait Islander research and innovation, and to support career progression for Aboriginal and Torres Strait Islander researchers.

#### UQ Library Reconciliation implementation

The Library commenced a broad implementation plan for the RAP in 2020 with the appointment of a project coordinator and graduate trainee. This initiative will extend to encompass the visibility of collections and acknowledgement of research data, events and exhibitions, and ongoing work to support embedding Indigenous knowledge in the curriculum.

#### NAIDOC

The third UQ NAIDOC Festival was held online and on all 3 campuses in August, and featured several Aboriginal and Torres Strait Islander performers, artists and dancers; art, weaving and lolly-making workshops; exhibitions; virtual tours, and an academic program of discussions and panels. In November, a range of cultural heritage discussions, exhibitions and tours was held as well as a book swap. Both events acknowledged the theme, *Always was, always will be*, and recognised that First Nations people have occupied and cared for this continent for more than 65,000 years.

#### ► Related initiative for 4.1

**1.5 Vibrant campuses**

pg 20

### 4.2 Significantly improve the gender and cultural balance 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 26.6 per cent in 2020.*

#### AWEI Silver Employer Award

Following an annual audit of all LGBTIAQ+ inclusion work undertaken in the previous year, UQ was awarded Silver Employer status in the Australian Workplace Equality Index (AWEI), a national LGBTIAQ+ inclusion benchmarking process led by Pride in Diversity. As well as hosting several events to raise awareness of LGBTIAQ+ days of significance, UQ ran Ally workshops, trained senior managers on LGBTIAQ+ inclusion, and developed and updated several organisational policies and procedures to be more inclusive of UQ's sex, gender and sexuality-diverse communities, including the *UQ guide to LGBTIAQ+ recruitment* and *UQ guide to inclusive language* documents. In addition, the UQ Ally Network grew from 476 in 2019 to 640 staff in 2020, and now represents almost 9 per cent of the UQ staff cohort (FTE).

#### Gender equity in STEM

In 2020, the UQ Gender Steering Committee (GSC) worked on a range of activities aimed to improve gender equity and to implement the UQ SAGE Athena SWAN Action Plan. This included becoming a STEM Decadal Plan Champion, introducing the Merle Pledge (to substantially improve women's representation in public and professional forums), staff entry and exit survey data collection, staff video testimonials, commencement of the Cultural Inclusion Council, and improved annual equity, diversity and inclusion training. The GSC also carefully monitored the impact of COVID-19 on women and STEM women in particular. The early-mid career research (EMCR@UQ) network worked to advocate for early-mid career researchers at UQ, undertaking research and producing a roadmap for progress. The *Women in science* podcast also successfully raised the profile of STEM women at UQ through the promotion of women's career stories.

#### ► Related initiatives for 4.2

**2.7 UQP Quentin Bryce Award**

pg 26

**UQ's Human Resources: Gender**

pg 42

### 4.3 Invest in the capacity of our research workforce by prioritising the development of our high-performing early-career and middle-career academics.

#### Researcher development program

A research leadership staff development initiative was developed in 2020 to build leadership capacity and competency within the Research portfolio, initially with the senior leadership team and then building frameworks to cascade these learnings and foster positive culture throughout the portfolio. Framework development is underway but was significantly slowed due to the pandemic driving focus elsewhere.

#### 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, Future and Discovery Early Career Researcher Award Fellowships Scheme**, established to leverage investment and incentivise continued commitment towards attracting and retaining quality researchers at UQ
- **Advance Queensland Industry Research Fellowships Scheme**, leveraged funding into the Queensland State Government Fellowships scheme to support UQ's ambition to build industry relationships and invest in partnered research for innovation and impact for Queensland
- **UQ Amplify and Amplify Women's Academic Research Equity (AWARE)**, to proactively support the recruitment, retention and career development of externally funded early- and mid-career fellows through providing fixed-term contracts and lessening the impact of parental leave
- **UQ-Universities Australia/DAAD Australia-Germany Joint Research Cooperation Scheme**, to foster research collaboration of the highest quality between Australia and Germany
- UQ's Student Employability Centre's **Summer and Winter Research Programs**. Through 605 engagements, 573 students were supported in 2020 to gain valuable research experience alongside UQ academics.

The UQ Foundation Research Excellence Awards, One UQ Research Investment Scheme and UQ Early Career Researcher Grants Scheme were temporarily put on hold due to the pandemic.

#### ► Related initiative for 4.3

**2020 Honour roll**

pg 8

### 4.4 Improve the mechanisms for assessing, developing, 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's current Strategic Plan commits the University to developing and improving academic staff performance. To achieve 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 Fellowship provides a measure of success in teaching that is recognised internationally. Since joining the HEA Fellowship program in 2017, UQ has now accredited more than 325 HEA Fellows. During the second half of 2020, new pathways to professional learning were designed to help teaching staff navigate professional learning opportunities available. Recognition of teaching expertise through the HEA Fellowship will be further consolidated through the provision of online resources such as the HEA@UQ Commons. UQ's accredited HEA Fellowship program awarded 65 Fellowships in 2020 to professional and academic staff.

#### Teaching awards and Teaching Innovation Grants

UQ's Awards for Excellence in Teaching and Learning were postponed in early 2020. However, given the importance of continuing to recognise the University's excellent teachers, expressions of interest were called for Teaching Excellence, Program Awards and Citations mid year. Engagement remained strong with a total of 40 expressions of interest (compared with 42 in 2019), of which 17 were invited to full submission. Selection of the awards is ongoing and 2020's recipients of UQ Awards for Excellence in Teaching and Learning will be announced on 15 March 2021. The University's internal preparation for applications to the Australian Awards for University Teaching was unimpeded and

nominations were submitted in September. Results are expected to be announced by Universities Australia in February 2021. In order to provide both current and recently awarded (late 2019) projects with an opportunity to proceed as proposed, a Teaching Innovation Grant round was not held in 2020.

#### ► Related initiative for 4.4

**UQ's Human Resources: Gender**

pg 42

**2020 Honour roll**

pg 8

### 4.5 Significantly increase the representation of students from under-represented backgrounds, including those from rural, regional and interstate locations as well as those facing socio-economic disadvantage.

*The University adopted several measures to increase the number of students from under-represented backgrounds; however, the rate of domestic students from a low-SES background dropped from 12.2 per cent in 2016 to 10.7 per cent in 2019. Similarly, the number of domestic students from a regional/remote background dropped from 17.8 per cent to 17.4 per cent in the same period.*

#### 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.

#### Young Achievers Program

The Young Achievers Program celebrated its 12th year of operation in 2020 and in December saw its 153rd graduate from UQ. The program has welcomed more than 1,200 students since 2009, 264 of whom are studying at UQ and a further 230 progressing through the high school component of the program. 50 UQ students are recruited every year as voluntary mentors to support Young Achievers. Through the generous support of donors, each Young Achiever student receives a \$7,000 scholarship per year for up to 4 years during their studies

at UQ. QTAC and college application fees are also paid. Student accommodation is supported via scholarships from private accommodation providers, UQ residential colleges and donors. The Young Achievers Program is run in 60 state schools across Queensland, most of which are located in regional and remote locations. Participating students must demonstrate academic potential and leadership qualities, as well as being financially disadvantaged, first in family, or identifying as Indigenous or from the Torres Strait.

#### Culturally and Linguistically Diverse (CALD) student support

As part of the Student Strategy, in 2020 the CALD working party completed its report, and implementation of the recommendations commenced, having been reframed to reflect available resourcing.

#### Outreach

In 2020, UQ's Outreach and Engagement teams met and connected with schools, community and state government throughout Central, North and Far North Queensland; Wide Bay Burnett; and the Darling Downs regions to promote opportunities at UQ, including ATSiS Unit services, outreach and engagement events, and activities and programs such as InspireU and the Young Achievers Program. As a result of COVID, the teams adapted and engaged with schools, community and key stakeholders using Zoom, Microsoft Teams and virtual workshops, and by conducting a webinar for Q&A series. Although a different form of engagement, it was received well and had positive feedback with the general consensus: "it allowed us to stay connected". The scope of UQ's general outreach engagement program extends to low-SES, regional and remote cohorts through the Queensland Widening Participation Consortium. Consortium-coordinated school outreach activities involved UQ working with a cluster of local low-SES schools, focusing on activities with Year 6 to 12 students – including demystification and awareness-raising, on-campus experiences, curriculum enrichment, career development, and information on access, scholarships and financial support. The pandemic also restricted these activities.

#### InspireU

Now in its seventh year of operation, InspireU is a tertiary aspiration-building program for Aboriginal and Torres Strait Islander secondary school students. The program involves a series of residential camps themed around the professional disciplines of Engineering, STEM, Health Sciences, Business, Law and Education, and has had more than 600 participants since its inception. However, because of the pandemic, no camps were held in 2020.



Student retention

Following the rearticulation of its student retention initiatives in 2019, UQ continued its focus on the learning data analytics-based Early Recognition System to help students at risk of attrition. Retention rates improved from 82.88 per cent in 2015 to 83.83 per cent in 2019. Student withdrawal rates in 2020 were generally higher than in 2019. Withdrawals increased in Semester 2, 2020 with 2.59 per cent of students withdrawing without academic penalty from all courses, compared to 1.01 per cent in Semester 2, 2019. It is likely that at least a portion of this increase can be attributed to the challenges faced by students as a result of the pandemic, coupled with an extended due date to withdraw without academic penalty in recognition of this.

Student Success Program

In July 2020, immediately before Semester 2, UQ ran a 3-week Student Success Program to retain and support international students directly impacted by the COVID-19 pandemic. New and returning international UQ students were provided with a suite of activities to prepare them for academic and employability success in 2020 and beyond. The program was split into 2 streams, with commencing students engaged in the Academic stream, and returning students in the Employability stream. The program saw a total of 521 student registrations across both streams with 113 (33 per cent) attending 80 per cent or more of all academic sessions, and 73 (41 per cent) completing 80 per cent or more of the employability activities.

Regional Medical Pathway

In 2020, UQ partnered with CQUniversity Australia, Wide Bay Hospital and Health Service, and Central Queensland Hospital and Health Service to instigate the delivery of a Regional Medical Pathway program. Talks continued throughout the year to launch the program that will see students complete a 3-year Bachelor of Medical Science (Pathway to Medicine) course with CQUniversity, before moving into UQ's 4-year MD program. Planned to commence from Semester 1, 2022, students will complete both education programs locally in Bundaberg or Rockhampton, meaning aspiring doctors will no longer have to leave the regions to complete their studies.

|                                 |
|---------------------------------|
| ► Related initiative for 4.5    |
| 4.1 Indigenous engagement pg 29 |

4.6 Attract and develop a high-achieving cohort of students through enriched learning and personal development experiences.

*UQ attracted 40.3 per cent of OPI-5 first preferences in 2020 and was first in the state for OPI-12s. In 2019, UQ also retained 83.8 per cent 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
- Peer 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 internship 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 casuals – event staff, student engagement student casuals – marketing and communication, student relations network, couch 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 Entrepreneurship 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 ilab 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 and guest speakers located locally and globally. UQ's Chief Student Entrepreneur, Ventures' Entrepreneurs-in-Residences and the Ventures team were also available to provide support and inspiration.

Indigenous Student Leadership program

This project focuses on a number of existing and new activities for a leadership program 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 elements such as financial support for students to attend leadership and professional development events, internship and mentoring opportunities, and career planning services.

Liveris Academy for Innovation and Leadership

In 2020, this newly created academy appointed its inaugural Director, **Professor Peta Ashworth OAM**; welcomed its second cohort of Liveris Academy Scholars; and held inaugural Winter and Summer intensive programs – welcoming a number of distinguished speakers including business leaders from IBM, Mastercard, Unilever, McKinsey, the International Trade Union Confederation, as well as the Academy's Founding Donor, **Andrew N Liveris AO**. Scholars undertook training 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 Blanchard** (who holds the Paul Eliadis Chair of Classics). The Agreement provides generous funding for 30 Ramsay Scholars a year and for at least the next 5 years.

|                               |
|-------------------------------|
| ► Related initiatives for 4.6 |
| 1.5 Student Complex pg 20     |
| 3.3 Rankings strategy pg 28   |
| 3.4 CX program pg 28          |

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 – particularly in the student administration area. Streamlining and automating business processes, and building professional, advisory and technical skills in our workforce are key priorities.

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 to 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 relating to student disciplinary proceedings were implemented, and the Library adopted evidence-based methodologies to review processes and deliver improved services for students and greater strategic 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 new and 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 universities in Australia indicates that UQ's approach to these complex issues is now sector-leading.

Clinical trials management

This project involved a review of resources and improvement of clinical trials management. This includes the provision of proper training (Good Clinical Practice) to those UQ researchers/clinicians conducting clinical trials, and aims to ensure that UQ can account accurately for all clinical trials in its purview and can monitor accordingly in order to meet all legislative requirements.

During 2020, a website was established that provided resources for researchers, a Clinical Trials Risk Register was established, a register of approvals for human research studies (including clinical trials) was established to support insurance coverage, and a new Clinical Trials Procedure was drafted in consultation with a range of stakeholders and then published in December 2020.

|                                   |
|-----------------------------------|
| ► Related initiatives for 5.1     |
| 1.2 Student Strategy pg 19        |
| 1.6 Program Architecture 2 pg 22  |
| 1.7 UQ2U blended learning pg 22   |
| 2.1 Research infrastructure pg 23 |
| 6.5 Sustainable budgeting pg 38   |
| Human Resources pg 39             |

<sup>1</sup> Source: *The Voice* survey – the latest figures available.