

Operational performance

Government objectives for the community

The government’s objectives for the community are built around *Unite and Recover – Queensland’s Economic Recovery Plan*. With the underpinning principles of integrity, accountability and consultation, which are applied to carry out the activities outlined in this report, UQ contributes to the Queensland Government’s key objectives for the community:

- safeguarding our health
- supporting jobs
- backing small business
- making it for Queensland
- building Queensland
- growing our regions
- investing in skills
- backing our frontline services
- protecting the environment.

UQ contributes directly to *investing in skills* by ensuring Queenslanders have the skills they need to find meaningful jobs and set up pathways for the future; and both directly and indirectly – through its research and community liaison activities – to advance Queensland’s other priorities.

Our objectives and performance indicators

In order to achieve our vision of **knowledge leadership for a better world**, we require sustained focus and a commitment to our 3 long-term objectives.

To **transform students into game-changing graduates who make outstanding contributions and address complex issues with a global perspective**, we will go beyond ensuring that we develop graduates who can easily gain employment. UQ’s students are motivated and highly capable: we want to develop an educational experience that maximises our students’ personal and academic development. We will support them to become enterprising, independent thinkers with the leadership, creativity and problem-solving skills that empower them to create positive change within industry, academia, the workplace, and society more generally.

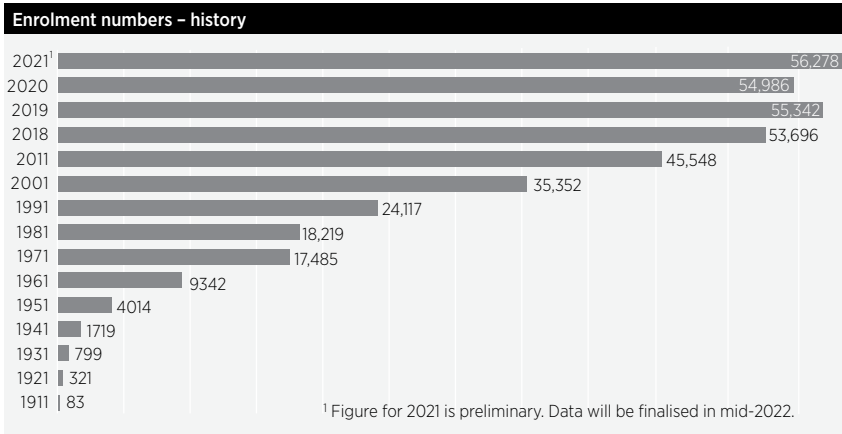
To **deliver globally significant solutions to challenges by generating new knowledge and partnered innovation**, we continue to expect that research will be undertaken at the highest academic standard with the highest ethical principles. UQ remains committed to both fundamental and translational research. However, we will be focusing on working with others – both internally through collaborations that cut across disciplinary and organisational

boundaries, and externally through partnerships and networks. We will become a hub that brings the best expertise together to creatively solve complex problems through research and innovation. This ethos will also be reflected in our approach to teaching.

To **develop a diverse community of knowledge seekers and leaders who embody a One UQ culture and use collaborative partnerships to connect and co-create**, we hope to bring together different perspectives and experiences in order to find solutions to global challenges and provide an enriched learning experience. Through a One UQ culture we can create an environment that is inclusive and collaborative, to ensure that we work together in pursuit of our strategic objectives. Universities must reflect wider society – working with and for the broader community. Through collaborative external partnerships we can create the connections and networks necessary to understand the needs of industry, government and the community, and work with others to meet those needs: this applies to both our teaching and research endeavours.

To pursue these objectives, we have developed 6 strategic focus areas, or medium-term goals, to articulate where our efforts will be prioritised throughout the life of the *Strategic Plan 2018–2021*. This report addresses these 6 areas and provides examples of initiatives adopted to meet them.

1. Transforming our **student experience** through a flexible, **integrated and partnered learning environment**
2. Enhancing our high-quality research by improving our capacity to **collaborate** to achieve greater **impact**
3. Building **engaged and strategic partnerships** with a broad range of local and global networks
4. Committing to activities that attract, support and retain a **diverse and inclusive community of high-achieving staff** and students
5. Building an **agile, responsive and efficient** University operation
6. **Diversifying our income streams** and managing our resources to establish a **sustainable financial base**.



Apart from 2020, when the COVID-19 pandemic hit, student enrolments have been steadily increasing since the University first opened in 1911.

Measures of success against UQ <i>Strategic Plan 2018–2021</i> : Key Performance Indicators			
Goal	Metrics	Met	Details: see page
An improvement in graduate employment outcomes	UQ's normalised graduate full-time employment rate for domestic undergraduates 4 months after graduation	No	18, 20
	UQ's normalised graduate full-time employment rate for domestic coursework postgraduates 4 months after graduation	Yes	18, 20
An increase in student engagement with external partners	Percentage of coursework students enrolled in a Work Integrated Learning (WIL) course (<i>interim indicator</i>)	No	18, 19
An increase in global engagement among our students	Percentage of completing undergraduates who had an international exchange or short-term mobility experience during their degree (<i>interim indicator</i>)	<i>n/a</i>	18, 19
A student satisfaction rating that is within the top 5 nationally	UQ's undergraduate student satisfaction with the overall quality of the entire educational experience results in the Australian Department of Education, Skills and Employment's Student Experience Survey	No	18, 19
An increase in normalised citations	UQ's category normalised citation impact (CNCI) ranking within the Group of Eight universities	No	21, 22
	UQ's ranking within the Group of Eight universities based on the proportion of publications that are within the top 10 per cent on citations	No	21, 22
Rank in the top 65 global universities across all influential rankings	UQ's position in the following international rankings: Academic Ranking of World Universities, <i>Times Higher Education</i> World University Ranking, QS World University Ranking, National Taiwan University Ranking, <i>U.S. News</i> Ranking	Yes	21, 22
Rank first in Australia for attracting research income from industry	UQ's rank among the Group of Eight universities for attracting research income from industry	No	23
Rank in the top 3 universities in Australia on national competitive grants income	UQ's national position for attracting national competitive grants research income	No	21, 22
	UQ's rank in the Group of Eight universities based on the percentage of publications with an international co-author	Yes	23, 24
An increase in the proportion of our publications that are co-authored with external international or industry partners	UQ's rank in the Group of Eight universities based on the percentage of publications with a non-academic co-author	No	23, 24
Improved internal collaboration	<i>Research collaboration metric yet to be developed</i>	<i>n/a</i>	<i>n/a</i>
	The proportion of staff who agree that there is good communication across all sections of UQ	Yes	28, 29
	The proportion of staff who agree that there is cooperation between different sections of UQ	Yes	28, 29
An improvement in our global reputation	<i>Times Higher Education</i> Academic Reputation Survey – Teaching Reputation Votes	Yes	18, 19
	<i>Times Higher Education</i> Academic Reputation Survey – Research Reputation Votes	No	21
Growth in philanthropic income to \$500 million	Aligning with the <i>Not if, when</i> campaign, philanthropic income will grow to \$500 million	Yes	30, 31
An increase in the percentage of our students who come from low socio-economic, or regional or remote backgrounds	The percentage of domestic students who come from a low socio-economic background (based on their first address – Australian Bureau of Statistics: Statistical Area Level 1)	No	25, 26
	The percentage of domestic students who come from a regional or remote background (based on their first address – Australian Statistical Geography Standard)	No	25, 26
An increase in the representation of Aboriginal and/or Torres Strait Islander students within UQ	The percentage of domestic students at UQ who identify as an Aboriginal and/or Torres Strait Islander as ratio against the concentration of Aboriginal and/or Torres Strait Islanders in the state	Yes	25, 26
	The success rate of domestic students who identify as an Aboriginal and/or Torres Strait Islander as a ratio of the success rate of other domestic students	No	25, 26
An improvement in source country diversity among our international students	Proportion of UQ's international students from a single source country	No	30
Achievement of an institutional award in the Athena SWAN charter	The representation of women among HEW10+ professional staff	No	25, 26
	The representation of women among Level D academic staff and among Level E academic staff	Yes	25, 26
Sustainable financial performance in line with our strategic ambitions	UQ EBITDA as a percentage of revenue	Yes	30, 31
	The statutory accounting result for UQ	Yes	30, 31
Improved engagement and commitment among staff to the University's purpose	The staff response to the passion/engagement index from <i>The Voice</i> survey	Yes	25