

Review of activities

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

Key performance indicators

Student experience

An increase in student engagement with external partners

Work Integrated Learning (WIL) rates				
	2019	2020 ⁴	2021 ⁵	
Percentage of coursework students enrolled in a Work Integrated Learning (WIL) course	32.1	31.5	32.9	

An increase in global engagement among our students

International exchange and short-term mobility rates				
	2018	2019 ⁴	2020 ⁴	2021
Percentage of completing undergraduates who had an international exchange or short-term mobility experience during their degree	12.3	13.1	14.7	n/a

An improvement in our global reputation

<i>Times Higher Education Academic Reputation Survey results¹</i>				
	2018	2019	2020	2021
Teaching reputation votes: UQ rank within Go8	6	4	4	5

A student satisfaction rating that is within the top 5 nationally

Student satisfaction survey results ²					
	2016	2017	2018	2019	2020
National effective rank of undergraduates (both first and last year) satisfied with the overall quality of the entire educational experience	8	6	7	8	24

An improvement in graduate employment outcomes

Normalised graduate full-time employment rates four months after graduation ³				
	2018	2019	2020	2021
Graduate full-time employment rate for domestic undergraduates 4 months after graduation	0.90	0.85	0.82	0.80
Graduate full-time employment rate for domestic postgraduates (coursework only) 4 months after graduation	0.97	0.96	0.97	0.92

¹ Source: *Times Higher Education* Datapoints; 'Votes' refers to the number of times UQ is cited by respondents as being the best in the field for teaching.

² National effective rank after accounting for statistical significance; Source: Student Experience Survey.

³ Normalised against the state full-time employment rate; Source: *Graduate Outcomes Survey* and 6202.0 Labour Force Tables (Australian Bureau of Statistics).

⁴ Figures updated that were previously preliminary.

⁵ Preliminary only – final figure available in April 2022.

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 experience 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.

The *UQ Entrepreneurship Strategy 2018–2022* ensured that more than 260 entrepreneurial activities were offered to students through a range of programs, including through the Advanced ilab Accelerator; the Curiosity, Validate, Social Enterprise, LeadHers, Startup AdVentures, and Ventures Challenge programs; and a range of hackathon and innovation challenges.

Supporting achievements and initiatives

- The Southern Queensland Rural Health (SQRH) 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 108 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 Dow Centre for Sustainable Engineering Innovation, Office of the Queensland Chief Scientist, St Baker Energy Innovation Fund, Aurecon and Tritium.
- Due to international border closures, students involved in the UQ Space Project Asteria had to defer the launch of Project Asteria 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 domestic internship and 374 participated in global, virtual short-term study experiences. This total of 583 domestic and international students compares with 419 the year before.

Supporting achievements and initiatives

- The Liveris Academy welcomed its third 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 resource to support UQ's international students, *ACE101x: Academic English*, which went on to be ranked in the edX 'Year's top 100' of 2,900 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 nation 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 Credentials 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 and builds greater international awareness of 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 (78 to 68 per cent) and at UQ, we saw a drop of 14 percentage points (80 to 66 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 revamp 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 Inspira as an option for online invigilation.
- 93 courses were digitally enhanced in 2021, through partnership with the ITaLI digital learning uplift team and School academic and learning design staff.
- The new Student Central service centre opened for business.
- Kev Carmody House, the \$94.6 million student accommodation building at St Lucia, was completed and is fully booked for 2022.

An improvement in graduate employment outcomes

According to the 2021 QILT Graduate Outcomes Survey, UQ domestic undergraduates 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 the full-time employment rate for UQ’s domestic undergraduates was 92.3 per cent in 2021, 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 careers 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 engagements 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 structures 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 7,075,301 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 theses 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 11-storey Andrew N. Liveris building, which provides innovative learning spaces for users.
- UQLife activities reverted from the mostly online offerings of 2020 to a mix of online and on-site weekly events, experiences and programs designed to keep students engaged. More discipline-based activities and opportunities for the UQ and broader Brisbane communities to connect were delivered. Major events included the BLOOM festival, NAIDOC Festival, the new Deadly Noize music connect, and the Ibis 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 Herd’s *In defence*, as part of the proppaNOW exhibition held from February.
- UQ participated in the National Student Safety Survey, formerly known as the *Respect. Now. Always.* survey.
- 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 Inspira was completed and the Teaching and Learning Committee approved it for use as a UQ-wide eAssessment system.
- The fourth UQ Chief Student Entrepreneur was appointed in 2021.

New programs approved in 2021
Masters
Arts in Translation and Interpreting
Bioinformatics
Chemical Engineering (Professional)
Civil Engineering (Professional)
Electrical Engineering (Professional)
Food Science and Technology Research Extensive
Leadership and Innovation
Materials and Manufacturing Engineering (Professional)
Mechanical Engineering (Professional)
Occupational Hygiene
Occupational Hygiene / Occupational Health and Safety Science
Software Engineering (Professional)
Urban Water Engineering (Professional)
Graduate Diplomas
Agribusiness
Agricultural Science
Arts in Translation and Interpreting
Bioinformatics
Financial Mathematics
Quantitative Biology
Graduate Certificates
Arts in Interpreting
Arts in Translation
Clinical Informatics and Digital Health
Conservation Biology

- Twenty-three new programs were introduced in 2021 for commencement between 2021 and 2023, with another 63 discontinued and 36 restructured.
- UQ continued to invest in the delivery of Shorter Form Credentials (SFCs), primarily through MOOCs, which saw 10,605 verified enrolments in 2021 – including the course *AVAXX101x: Antivaccination and vaccine hesitancy*, which the Papua New Guinea government approved for broad distribution throughout its country. More broadly, the University has focused on exploring SFCs to meet the lifelong learning needs of our alumni and the community more widely, and several faculties are reviewing their offerings and the needs of industry partners to develop such offerings between 2022 and 2025.

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 ¹			
	2019	2020	2021
Research reputation votes: UQ rank within Go8	6	6	4

An increase in normalised citations

Category Normalised Citation Impact (NCI) score ²						
	2015	2016	2017	2018	2019	2020 ³
UQ's rank within Go8 for NCI score	2	4	6	6	7	7
UQ's Go8 rank on the proportion of publications that sit in the top 10 per cent globally ⁴	2	3	5	5	5	5

Rank in the top 3 in Australia on national competitive grants income

Competitive Grants Category 1 research income ⁵						
	2015	2016	2017	2018	2019	2020
UQ's national rank	2	2	2	2	1	4

Rank in the Top 65 global universities across all influential rankings

UQ's position in global university rankings						
	2017	2018	2019	2020	2021	2022
Academic Ranking of World Universities (ARWU) ⁶	55	55	54	54	51	n/a
Times Higher Education World University Ranking ⁷	=60	65	69	66	=62	=54
QS World University Ranking ⁸	=51	=47	48	47	46	47
Performance Ranking of World Scientific Papers ⁹	41	43	40	39	38	n/a
U.S. News Ranking ¹⁰	52	45	42	42	=36	36

¹ Source: Times Higher Education Datapoints.

² Source: Incites Dataset within Web of Science and is based on a rolling 6-year window; the document types included in this metric are Article, Review or Conference Paper.

³ Figures for 2020 are preliminary. Data will be finalised in mid-2022.

⁴ Based on performance around citations; source Incites.

⁵ Source: Department of Education.

⁶ Source: Academic Ranking of World Universities.

⁷ Source: Times Higher Education.

⁸ Source: Quacquarelli Symonds.

⁹ Source: National Taiwan University.

¹⁰ Source: U.S. News.

- An improvement in our global reputation – research

The *Times Higher Education* Academic Reputation Survey is an opinion survey of published academics asked to name up to 15 universities they believe are the best in their field for research. With an overall vote improvement from 137 to 149, UQ achieved fourth position within the Go8 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:
 - Stryker, a global leader in medical technology, announced it would establish its first Australian R&D facility in Queensland at the Herston Health Precinct, supported by the Queensland Government, UQ and QUT.
 - The Queensland Defence Science Alliance (QDSA) was established in 2021 to focus on sovereign collaboration and innovation to accelerate defence’s capability edge. With UQ as the host organisation, it incorporates 7 Queensland universities plus industry partners, government and defence.
 - The CSIRO-UQ Food Systems and Food Value Chains initiative commenced in 2021 through the Queensland Alliance for Agrifood Innovation (QAAFI) as a collaborative research initiative to broker, design and deliver positive outcomes for Australian food system transformation.
 - SMI has established relationships with United Nations Environmental Programme’s Global Sand Observatory, which will further develop UQ’s international reputation.