UQ aims to achieve the highest levels of excellence in all aspects of learning and teaching, and to secure its position as a genuinely world-class higher education institution that is the destination of choice for the very best domestic and international students. In 2016, UQ had the highest undergraduate student satisfaction in the Go8 across most scales within the Student Experience Survey— including satisfaction with the entire educational experience and quality of teaching.

### Learning: Key indicators of performance

<table>
<thead>
<tr>
<th>Learning</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share of OP 1-5 students (or equivalent rank) who have UQ as their first preference</td>
<td>44.5</td>
<td>41.9</td>
<td>40.0</td>
<td>40.0</td>
<td>39.7</td>
</tr>
<tr>
<td>Student retention (domestic commencing bachelor students)</td>
<td>81.9</td>
<td>81.5</td>
<td>82.9</td>
<td>82.6</td>
<td>na</td>
</tr>
<tr>
<td>Number of Aboriginal and Torres Strait Islander student completions</td>
<td>36</td>
<td>57</td>
<td>61</td>
<td>77</td>
<td>82</td>
</tr>
<tr>
<td>Course experience: overall satisfaction (domestic and international)</td>
<td>83.0</td>
<td>83.8</td>
<td>83.8</td>
<td>80.1</td>
<td>na</td>
</tr>
</tbody>
</table>

1. Percentages for OP 1-5 domestic, undergraduate applicants who directed their first preference to The University of Queensland. This is distinct from the table on page 22, which is based on enrollments from OP 1-5 domestic, undergraduate applicants.

#### Students

**Student Strategy**

The Student Strategy, launched in July 2016, set out four goals designed to deliver innovations and initiatives in graduate employability, personalised learning and student facilities:

- game-changing graduates
- student-centred flexibility
- dynamic people and partnerships
- an integrated learning environment.

In 2017, the focus has been on expanding employability and work integrated learning (WIL) across the faculties, and consolidating the entrepreneurship and innovation ecosystem at UQ. To achieve this, the University committed $7.1 million for the innovative ecosystem at UQ. To achieve this, the University committed $7.1 million for the implementation of projects that emphasised:

- Flexible, active learning—to transform student learning towards more personalised, active learning and specifically targeting course digitisation
- Employability—to significantly enhance student prospects with funds distributed to faculties to support discipline-focused student employability projects
- Entrepreneurship—to cement UQ’s leading reputation in entrepreneurship and innovation through direct support of lab and idea Hub, scholarships, grants, and seed funding.

Almost half of these funds ($3.2 million) were distributed to faculties for discipline-specific projects, ranging from developing online and virtual courses to expanding student-facing support services and extending WIL and peer mentoring.

#### Other student activities

##### Other initiatives in 2017 included:

- the launch of the edX MicroMasters in Business Leadership (through the Faculty of Business, Economics and Law) to increase capacity to provide student mental health services
- further developing and deploying of ePortfolio and Placement Management
- investigating alternative program schedules and academic calendars
- preparing for the establishment of a Guaranteed Accommodation scheme for new students, effective from 2018
- establishing a ‘hub-and-spoke’ team of learning designers, based in the Institute for Teaching and Learning Innovation (ITaLI), to support schools and faculties with a focus on curriculum design and the application of online and active face-to-face pedagogies in design and development of courses and associated resources.

Student evaluation of course and teaching (SECaT) trend analysis

As a way to evaluate individual courses and teachers, UQ surveys students on their perceptions of course and teaching quality. Questions—scored from 1 to 5 per response—are aggregated to report averages for each course and teacher. Analysis of SECaT results collected since moving to a fully online, confidential survey system three years ago has found incremental improvements in student satisfaction, with data showing an increase in the number of SECaT datasets (Course and Teaching surveys) that have averages for all questions above 4.25. This demonstrates a positive shift that has occurred.

Admissions

As part of UQ’s commitment to enhancing transparency in the student admissions process, relevant information products (including print publications and websites) were updated with common admission-related terms and definitions; to be adopted across the higher education sector during 2018. This will be of benefit to prospective students interested in tertiary study in 2019 and beyond. A key recommendation of the Higher Education Standards Panel in its October 2016 report improving the transparency of higher education admissions was improved consistency in describing admission-related concepts and activities.

Another task for UQ in the second phase of the admissions transparency implementation process was preparing for the Department of Education and Training’s review of institutional experience of the new ‘information sets’ for institutions and for courses, which came into effect from August.


The results of the Universities Australia—Human Rights Commission Respect. Now. Always. survey on sexual assault and harassment among university students were released, revealing that about 16 per cent of students nationally had been sexually assaulted in a university setting in 2015/2016. UQ endorsed all recommendations made by the report and continues working to ensure all recommendations are met. Initiatives are highlighted on respect.uq.edu.au and include:

- establishing a Sexual Misconduct Support Unit to provide support, a reporting point and specialist counselling
- establishing a First Responder Network to facilitate the disclosure of sexual assault and sexual harassment.

### Learning 2013–2017 SECaT trend analysis

<table>
<thead>
<tr>
<th>Year</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>36.5</td>
<td>33.6</td>
<td>36.8</td>
</tr>
<tr>
<td>Teaching</td>
<td>31.6</td>
<td>31.5</td>
<td>32.3</td>
</tr>
<tr>
<td>Course</td>
<td>30.7</td>
<td>30.5</td>
<td>31.2</td>
</tr>
<tr>
<td>Teaching</td>
<td>33.5</td>
<td>33.4</td>
<td>34.2</td>
</tr>
</tbody>
</table>

* Data only includes results for SECaT surveys with six or more responses.

### Flexible active learning

- to transform student learning towards more personalised, active learning and specifically targeting course digitisation
- enhancement employability
- flexible active learning
- learning analytics
- valuing teaching
- student life
- students as partners.

* The latest available statistics.
Student retention and enrollment

Student retention

The bar graph below shows the destination of OP 1-5 students (or equivalent rank) commencing university in Queensland in 2017. UQ attracted 39.0 per cent of first preferences from such applicants, and 41.9 per cent of all domestic undergraduate enrolments. Possible reasons negatively impacting UQ’s first preferences include the downturn in the resources sector, which led to fewer Engineering first preferences; discontinuation of certain programs; and increased OP cut-offs for several programs–including Law—which resulted in some students redirecting their preferences to other institutions as they were no longer eligible for a place. Despite the softening demand, however, the University’s market share of enrolments rose slightly.

Gender balance

The gender balance for students at UQ, overall and by faculty, is shown below. Note that female and male percentages may not add up to 100 per cent as persons classified as X (indeterminate, unspecified, intersex) are not included. As has been the case for many years, females continued to outnumber males in all subject areas in 2017, except for engineering, architecture and information technology.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business, Economics and Law</td>
<td>52.6</td>
<td>51.6</td>
<td>52.1</td>
<td>52.2</td>
<td>51.8</td>
</tr>
<tr>
<td>Humanities and Social Sciences</td>
<td>68.4</td>
<td>67.6</td>
<td>68.0</td>
<td>68.1</td>
<td>67.7</td>
</tr>
<tr>
<td>Medicine</td>
<td>51.0</td>
<td>50.9</td>
<td>51.0</td>
<td>51.0</td>
<td>50.9</td>
</tr>
<tr>
<td>Science</td>
<td>57.4</td>
<td>57.6</td>
<td>58.6</td>
<td>58.0</td>
<td>57.4</td>
</tr>
<tr>
<td>Total</td>
<td>53.4</td>
<td>52.5</td>
<td>53.1</td>
<td>53.2</td>
<td>52.8</td>
</tr>
</tbody>
</table>

| (or equivalent rank) students commencing university in Queensland, 20171
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ADU</td>
<td>Total 224 (1.9%)</td>
<td>Total 226 (1.9%)</td>
<td>Total 234 (3.2%)</td>
<td>Total 258 (5.5%)</td>
<td>Total 2427 (32.3%)</td>
</tr>
<tr>
<td>QUT</td>
<td>Total 281 (2.5%)</td>
<td>Total 292 (2.8%)</td>
<td>Total 304 (3.2%)</td>
<td>Total 315 (3.9%)</td>
<td>Total 442 (11.8%)</td>
</tr>
</tbody>
</table>

Student retention

UQ maintained similar levels of student access, participation, retention and success, relative to state and national benchmarks as in 2016 (see table above).

HEPPP funding

The University’s funding allocation for the Higher Education and Partnerships Program (HEPPP) in 2017 was $3.14 million, which supported strategies outlined in UQ’s three-year Access and Participation Plan. The allocation also reconfigured funding from the HEPPP for the 2016-17 Australian Government budget, which took effect from the 2017 calendar year.

Indigenous students

Completion rates for Indigenous Australian students at UQ have increased significantly since 2011, well exceeding the University’s strategic key performance indicator for 2016 (77 completions; the target was 46). UQ has experienced significant improvement in the progression and success of its Indigenous students, seventh in the country in 2016–up from 21st in 2013. The Aboriginal and Torres Strait Islander Studies (ATIS) Unit continued to provide a range of support services for Indigenous students, including tutoring and learning support via a team of learning advisors and tutors, engagement with faculties, schools and central units in the case management of students, and a range of scholarships, including scholarships specifically for Indigenous HDR students.

International students

UQ is a university of choice for international students, attracting the University’s high global rankings and many teaching awards. Preliminary results for 2017 suggest 11,491 international enrolments from 185 countries, an increase of 30 per cent of UQ’s student population, provided that enhanced learning and cultural experiences for all UQ students and the broader community. International enrolments are projected to generate $471.3 million in income for the University, including $220.6 million from international undergraduate students, $202.0 million from postgraduate students, $71 million from non-award students, $71.9 million from HDR students, and $29.7 million from the Institute of Continuing and TESOL Education.

The export business UQ generated in 2017 supported the local economy, providing both important income and a richer cultural life for Queensland. Fellow UQ students also benefited from the diverse perspectives offered in work and classroom, enhancing their learning.

International students at UQ have a retention rate of 96 per cent, and their success rate (pass rate) is 94 per cent.
Learning environment
UQ renewed its commitment to online learning, with strategic funding for UQ’s edX collaboration, for a further three years (2018-2020). Achieving more than two million enrolments in 2017, UQ’s edX courses, to thesis and design projects, to the AAUT Award winner Dr Vincent Wheatley teaches large first-year undergraduate statistics course.

MicroMasters
UQ launched two new MicroMasters in 2017 - Business Leadership and Leadership in Global Development, designed to allow learners everywhere to try master-level coursework from UQ before committing to a full master’s degree.

Virtual exchange program
At the 2017 Global Forum held in Canada in December, UQ signed an agreement with eight international partner universities that will allow students to study selected first-year subjects at their host universities. The agreement is part of a broader master’s and PhD exchange program that will allow students to study selected first-year subjects at their host universities.

Enhancing graduates
Infrastructure
UQ is currently investigating options to redevelop the student union complex on the St Lucia campus with the goal of creating a world-leading infrastructure that will deliver Student Strategy Goal 4, an integrated learning environment. Creating a Student Hub in this location will be a flagship project for UQ that aims to transform the campus experience by integrating a range of services for students in highly visible and easily accessible spaces, and providing innovative and engaging learning spaces that support flexible study options.

New and enhanced programs
Several new programs and study options were introduced in 2017:
- Bachelor of Advanced Humanities (Honours)
- Bachelor of Biomedical Science (Honours)
- Bachelor of Clinical Exercise Physiology (Honours) (the only Honours undergraduate clinical exercise physiology program in Australia)
- Bachelor of Criminology and Criminal Justice (Honours)
- Bachelor of Politics, Philosophy and Economics (Honours)
- Graduate Diploma in Psychological Practice
- Master of Business Psychology
- Master of Data Science
- Master of Engineering
- Master of International Relations / Master of International Law
- Doctor of Veterinary Clinical Science.

Some existing programs underwent changes to improve employability or offer more flexible study options:
- Bachelor of Advanced Science (new Biomedical Science major)
- Bachelor of Biomedical Science (new three years, providing a shorter pathway to other health programs)
- Bachelor of Communication
- Bachelor of Engineering (Honours) (mid-year commencement option)
- Bachelor of Equine Science and Bachelor of Wildlife Science (online study options introduced)
- Bachelor of Information Technology (new User Experience Design major)
- Bachelor of Journalism
- Bachelor of Science (new Public Health major).

Graduate employability
UQ ranked 49th in the world and fourth in Australia in the QS Graduate Employability Rankings 2018 released in September 2017. These results were an improvement from the previous year, despite more universities being ranked in the top five indicators of employer reputation, alumni outcomes, partnerships with employers, employer-student connections and graduate employment rate.

Graduate Outcomes Survey
In 2016, a national Graduate Outcomes Survey (GOS) was developed as part of the Quality Indicators for Learning and Teaching (QILT) survey suite, replacing the Australian Graduate Survey. In its second year, the Graduate Outcomes Survey is designed to measure graduates’ post-study success and satisfaction. The proportion of UQ’s domestic bachelor graduates employed full-time within Australia increased from 72.7 per cent in 2016 to 75.9 per cent in 2017, with the median annual salary increasing from $57,196 to $60,000. The most recent survey also recorded an 80 per cent satisfaction rate for graduates across all program levels.

Employer Satisfaction Survey
With an 87.6 per cent employer satisfaction score, UQ ranked sixth in Australia and was the highest ranked Go8 university in the 2017 Employer Satisfaction Survey (EIS)—part of the new QILT survey suite launched in 2016.

Innovative teaching practices
Australian Awards for University Teaching (AAUT)
In 2017, UQ staff were honoured in the Australian Awards for University Teaching (AAUT), which recognise high-quality teaching and teachers, as well as outstanding contributions to student learning.

- Professor Anthony Cassimatis, TC Beirne School of Law for leadership, innovation, scholarship and the creation of a global network of international lawyers to guide and inspire students to achieve excellence and career success
- Dr Lisa Fitzgerald, School of Public Health for challenging and supporting public health students through a learning journey to gain a deeper understanding of the local determinants of health
- Dr Poh Wah Hillock, School of Mathematics and Physics for a mathematics support program that improves student success by building confidence and fostering hard work and perseverance through participation in a community of practice.

AAUT Awards for Teaching Excellence (Law, Economics, Business and Related Studies)
Carl Sherwood, School of Economics

AAUT Awards for Teaching Excellence (Physical Sciences and Related Studies)
Dr Vincent Wheatley, School of Mechanical and Mining Engineering

AAUT Awards for Programs that Enhance Learning (Innovation and Flexibility in Curricula, Learning and Teaching)
First Year Chemistry Program, School of Chemistry and Molecular Biosciences; Associate Professor Joanna Blanchfield, Dr Danaka Adams, Dr Andrew Atkinson, Dr Bruce D’Arcy, Professor Mary Garson, Dr Efrahina Kirtsoniai, Associate Professor Gwendolyn Lawrie, Professor, James De Voss, Associate Professor Mark Ridley and Dr Philip Sharp

AAUT Citations for Outstanding Contributions to Student Learning
- Professor Anthony Cassimatis, TC Beirne School of Law for leadership, innovation, scholarship and the creation of a global network of international lawyers to guide and inspire students to achieve excellence and career success
- Dr Lisa Fitzgerald, School of Public Health for challenging and supporting public health students through a learning journey to gain a deeper understanding of the local determinants of health
- Dr Poh Wah Hillock, School of Mathematics and Physics for a mathematics support program that improves student success by building confidence and fostering hard work and perseverance through participation in a community of practice.
Teaching Innovation Grants awarded in 2017

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Investigator(s)</th>
<th>Lead Unit</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation of the Higher Education Learning Framework to improve teaching and learning practice at UQ</td>
<td>Professor Annette Forrest, Professor Parakeet Dahu, Dr Robyn Mathews, Dr Hassan Noorani, Professor Julie Dunk, Professor Peter Adams, Associate Professor Susan Rowland, Dr Greg Biriki, Professor Polly Parker, Professor Ross Conning, Associate Professor Simon Reid</td>
<td>School of Education</td>
<td>$18,000</td>
</tr>
<tr>
<td>Game-changing educators: Teaching Indigenous health in a culturally safe, transformative learning environment</td>
<td>Dr Chelita Bond, Lynell Argue, Dr Leanne Corruble</td>
<td>Office of the Provost-Dean (Indigenous Engagement)</td>
<td>$8,000</td>
</tr>
<tr>
<td>Teaching@UQ: Developing professional practice to enhance the student experience</td>
<td>Associate Professor Lydia Kasvaih, Professor Julia Dunk, Professor Peter Adams, Dr Cameron Searrey</td>
<td>Educational Technology and Information Systems</td>
<td>$13,000</td>
</tr>
<tr>
<td>Pilot of an integrated e-exams software solution for exam creation, delivery and feedback in the Arts</td>
<td>Dr Tammy Smith, Dr Leanne Corruble, Kim Ormiston, Sharron Bowker</td>
<td>Office of Medical Education</td>
<td>$10,000</td>
</tr>
<tr>
<td>Taking the Circus teaching and learning platform beyond the humanities and into the Australian platform</td>
<td>Kerry Kilner, Dr Natalie Collie</td>
<td>School of Communication and Arts</td>
<td>$20,000</td>
</tr>
<tr>
<td>A computer adaptive testing (CAT) platform for discipline-specific English, science and language tests to identify linguistically at-risk students</td>
<td>Dr Stephen Walker, Associate Professor Lydia Kasvaih, and Matheson</td>
<td>Institute of Continuing and TELD, School of Science, and Philosophy</td>
<td>$41,000</td>
</tr>
<tr>
<td>Integrating digital argument mapping into contemporary pedagogy</td>
<td>Associate Professor Deborah Brown, David Kinkead, Peter Ellerton</td>
<td>School of History and Philosophy</td>
<td>$25,000</td>
</tr>
<tr>
<td>CLIPS at Work: Expanding an existing UQ website to help science students communicate for the workplace</td>
<td>Associate Professor Susan Rowland, Dr Louise Kuchel, Dr Gaye lithgow</td>
<td>School of Chemistry and Molecular Biosciences</td>
<td>$71,000</td>
</tr>
<tr>
<td>Authentic, active and inspired learning: Transforming large course learning</td>
<td>Dr Vincent Wheatley, Professor Ross McKenna, Professor David March, Professor Paul Mair, Dr Ruth Kinchla, Dr Greg Biriki</td>
<td>School of Mechanical and Mining Engineering</td>
<td>$65,000</td>
</tr>
</tbody>
</table>

1 UQ is committed to developing contemporary and comprehensive programs of professional development to support and enhance teaching and learning performance and facilitate career progression. As part of this commitment, the University completed a successful HEA Fellowship pilot program between October 2016 and May 2017. The Higher Education Academy fellowship scheme is an expected standard for academic educators in the US and is increasingly being adopted worldwide, including by several Australian universities. Engaging with the HEA fellowship is another way that UQ complies with the Australian Higher Education Standards Framework (AHESF) for Teaching and Learning (T&L). UQ academic teaching staff having ‘hearts’ in contemporary teaching, T&L, is enshrined in this academic development principles (Part A Section 2.2).

Fellowships, awards and grants

A key initiative of the Student Strategy is to provide meaningful opportunities for staff professional development and recognition (as part of Goal 3: dynamic people and partnerships). Following a successful pilot conducted between October 2016 and May 2017 in which 22 staff were successfully supported to apply for fellowship status, UQ moved to consolidate its participation as a Partner in the UK-based Higher Education Academy (see table on page 27 for those awarded fellowships).

UQ staff received a number of other fellowships, awards and grants in teaching and learning in 2017:

2017 UQ Teaching Fellows
- Dr Greg Birkett, School of Chemical Engineering
- Dr Emily Enright, School of Human Movement and Nutrition Sciences
- Dr Lisa Fitzgerald, School of Public Health
- Dr Eve Kline, School of Music
- Dr Louisa Kuchel, School of Biological Sciences
- Dr Alyson Mutch, School of Public Health
- Dr Kelly Phelan, UQ Business School
- Associate Professor Andrew Rowland, School of Chemistry and Molecular Biosciences
- 2017 UQ Early Career Scholarship of Teaching and Learning
- Dr Anna Rumbach, School of Health and Rehabilitation Sciences
- $13,000 awarded for her project: Innovative work-integrated learning experiences and authentic assessment to support pathway psychology students’ development in management of voice disorders

Finally for the 2017 edX Prize for exceptional contributions in online teaching and learning -
- Professor Rosslyn Petelin for WRITE 101x: English Grammar and Style Massive Open Online Course (MOC)

UQ Awards for Excellence in Teaching and Learning

UQ’s annual Awards for Excellence in Teaching and Learning celebrated the University’s excellent teaching and teachers, for developing high-quality teaching practices and creating inspirational learning environments for students.

UQ Awards for Teaching Excellence
- Dr Chris Landorf, School of Architecture
- Dr Barbara Maenhout, School of Mathematics and Physics
- Associate Professor Timothy McIntyre, School of Mathematics and Physics

UQ Awards for Programs that Enhance Learning
- BIELE (LIT) (Faculty of Business, Economics and Law): Rehe Jahn, Ken Lai, Jacqueline Niblett, Ryan Webb, Joanne Buchan, Catharina Lam, Caleb Clifford, Debbie Hathaway, Carline Kirvan, Lucy Kennedy, Cassandra Vickers
- Knowledge-Making in the Arts, Humanities and Social Sciences (Lead: Faculty of Humanities and Social Sciences: Inge Matt, Professor Julia Dunk, Professor Fred D’Alessandro, Associate Professor Deborah Brown, Shirley More, Chris Fris, Nicole Yates, Dr David Rowland, Farhaad Safdar, Ian Graham)

Quality assurance

Developed collaboratively by the Division of Student Affairs, UQ International and UQ Legal, the University introduced an international student supervision program policy to support international students and to define the conditions under which UQ will accept responsibilities for approving the accommodation, support and general welfare of those international students under the age of 18.

Academic Services Division began the task of incorporating the University Rules (general award, enrolment and progression, fees and admissions) into the University’s Policy and Procedures Library (PPL), making it easier for students and staff to find information. UQ websites, systems and communication resources across the University are being progressively updated to reflect the change.

Academic Services Division also collaborated with Information Technology Services to transfer a number of high-volume, paper-based student transactions to an online, automated solution in order to improve both the student experience and administrative efficiency. Phase I included digitising certain processes to improve visibility for students, tracking the progress of forms, collecting data, and assessing required workflow changes. The original approach evolved to focus efforts on establishing minimum standards, digitising certain processes to improve both the student experience and administrative efficiency. Phase II included capturing certain processes to improve visibility for students, tracking the progress of forms, collecting data, and assessing required workflow changes. The baseline reduced complexity will enable more processes to be digitised. This baseline reduced complexity will enable more processes to be digitised.

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the development of the ANZ My eQuals qualifications register, which was launched in April and enables graduates to digitally access their academic qualifications and create digital copies of their transcripts and certificates from all universities in Australia and New Zealand. The University of Queensland joins other universities that have already implemented this solution.

Cultural competencies

New Colombo Plan Mobility Program

In the 2017 round of the Australian Government’s New Colombo Plan Mobility Program, UQ received $1,040,862 to support 284 students to participate in semester-length and short-term study experiences in China, India, Indonesia, Japan, Malaysia, Myanmar, Nepal, South Korea, Thailand, Timor-Leste and Vietnam. Seven UQ students were also selected as recipients for the prestigious New Colombo Plan scholarships to study in Cambodia, Fiji, Indonesia, Japan, Singapore and South Korea.

Australia Awards Scholarships

In 2017, UQ welcomed 17 new Australia Awards students with a total of 278 students from 43 countries completing studies at UQ under the Australia Awards program. UQ Global Engagement managed approximately $16.5 million in funding for Australia Awards scholarship expenses in 2017.

Endeavour mobility grants

With total funding of $351,500 (an increase of 50 per cent on 2016), in 2017, UQ secured funding for 11 projects that allowed 97 students to undertake mobility experiences. Students participated in programs in Austria, Brazil, China, France, Hong Kong, India, Indonesia, Japan, Nepal, Switzerland, UK, US and Vietnam.

Other scholarships

In 2017, UQ welcomed students from nine new sponsorship bodied from eight countries—Bahrain, Bhutan, Indonesia, Malaysia, Singapore, Tuvalu and the UK. Overall, almost 8,630 sponsored students from 71 countries were enrolled at UQ in 2017.

Institute of Continuing and TESOL Education (ICTE-UQ)

In 2017, ICTE-UQ delivered training at the St Lucia and Gatton campuses, as well as online, to more than 7054 students and professionals from more than 100 countries. Often collaborating with other UQ faculties, schools, institutes and central divisions, ICTE-UQ’s key achievements included:

- UQ English language pathway program training for 1724 students from non-English speaking backgrounds; English language training for a further 5292 students and professionals, and the expansion of the Bridging English Program (BEP) to include BEP Advantage, Standard and Extension, as well as increased entry points.

- Concurrent English language support programs for 1946 UQ students from non-English speaking backgrounds, including customised, discipline-specific programs.

- Teaching methodology training for 409 teachers and academics.

- Customised English language and Continuing Education training programs for more than 1966 students and professionals.

- More than 20 International Development short courses to 530 participants.

- More than 560,000 enrolments since its 2015 launch in the ICTE-UQ facilitated UQ-ELTS Academic Test Preparation course—ELTSX—making it one of UQ’s most popular online courses.

UQ student mobility

The UQ Employability Office supported around 1000 UQ students to participate in a global experience such as student exchange, short-term programs or an international program at one of 200 exchange partner universities.

Key programs and achievements included:

- Almost 600 students participating in the student exchange program.

- Just over 400 students participating in one of more than 100 short-term programs during their university break.

- 233 students being supported through the UQ Employability Grant program to participate in international extracurricular activities such as volunteering, internships, competitions and conferences.

- Five students representing UQ at U21 conferences in Edinburgh and Ecuador.

Research performance

International recognition

International university rankings highlight the excellence of the University’s research performance. In 2017, UQ maintained its 55th rank globally in the prestigious Academic Rankings of World Universities (ARWU). UQ is one of only two Australian universities to be included in the global top 60 of more than 10,000 universities worldwide.

UQ was also ranked as one of the top 50 universities in the world in the QS World University Ranking (47), the CWTS Leiden Ranking (38), the Performance Ranking of Scientific Papers for World Universities (44) and the U.S. News Best Global Universities Rankings (45).

UQ placed well within the top 100 in the Times Higher Education World University Rankings (65).

Research funding

Research income remained strong, with UQ receiving $368 million in research funding income in 2016, the second-highest total research income for the year to be received by an Australian institution. This total includes Australian competitive grants, industry funding, Cooperative Research Centres and other public sector research funding—a strong indication of the commitment and quality of UQ researchers. Governments, industry and private benefactors are acknowledged for sharing in the University’s vision for research excellence and its success in attracting research funding.

Australian Research Council (ARC) funding

The University continued to perform well in attracting ARC funding commencing in 2017, despite the declining amount of ARC funds being awarded through the major Discovery Projects and Linkage Projects programs.

Discovery Projects

The University received $21.8 million in new funding for Discovery Projects, ranking fourth nationally. The total number of new projects awarded was 55, with UQ maintaining its cumulative number one ranking in total dollars awarded over the last five rounds. In addition, the University secured $975,000 for two Discovery Indigenous Projects.

ARC Discovery Projects

The University received $368 million in new funding for Discovery Projects, ranking fourth nationally. The total number of new projects awarded was 55, with UQ maintaining its cumulative number one ranking in total dollars awarded over the last five rounds. In addition, the University secured $975,000 for two Discovery Indigenous Projects.

<table>
<thead>
<tr>
<th>Discovery</th>
<th>2015</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Higher Degree by Research completions (Count)</td>
<td>757</td>
<td>815</td>
<td>769</td>
<td>824</td>
<td>705</td>
</tr>
<tr>
<td>Total research income1 ($ million)</td>
<td>381.8</td>
<td>377.3</td>
<td>369.0</td>
<td>367.9</td>
<td>na</td>
</tr>
<tr>
<td>ARC income (Cat. 1 received)2 ($ million)</td>
<td>98.3</td>
<td>99.4</td>
<td>82.5</td>
<td>77.9</td>
<td>76.0</td>
</tr>
<tr>
<td>NHMRC income (Cat. 1 received)2 ($ million)</td>
<td>76.6</td>
<td>72.6</td>
<td>72.2</td>
<td>64.1</td>
<td>8.0</td>
</tr>
<tr>
<td>Industry income2 ($ million)</td>
<td>122.1</td>
<td>125.0</td>
<td>151.5</td>
<td>139.9</td>
<td>na</td>
</tr>
<tr>
<td>International income4 ($ million)</td>
<td>283</td>
<td>35.6</td>
<td>43.9</td>
<td>53.6</td>
<td>na</td>
</tr>
</tbody>
</table>

1 Measured by the impact indicator (top 10 per cent).
2 This data is preliminary based on strategies 491 targets.
3 This data is preliminary based on strategies 491 targets.
4 In 2015, statistics on Higher Education Research Data Collections points for publications were included. As this is no longer measured, it has not been included this year.

The University of Queensland is one of Australia’s top research-intensive universities, addressing many of the cultural, economic and social challenges facing the world today. UQ continually builds on its global reputation in key areas such as energy, sustainability, water, health, food security and social equity through an emphasis on high-quality, interdisciplinary global collaboration with public and private organisations.