Related achievements and initiatives
- UQ will be hosting the first ever Indo-Pacific Inclusive Knowledge Forum, focusing on inclusive access to debates and public lectures, cultural events, and UQ’s museums and libraries.
- We aim to nourish intellectual vitality through public lectures, discussions and debates during the year.
- We conducted Strategic Roundtable discussions with community leaders across the state, as part of our Regional Roadshow, to gain insights into the key regional challenges and opportunities.
- In May, Music and Country was held in the UQ Centre with didgeridoo player and composer William Barton joining the UQ Symphony Orchestra to create Bush Fire Requiem.
- In the Anthropology Museum, the Kimberley, Heart of the Channel Country exhibition provided Mihaka perspectives, recent archeological discoveries, as well as historic and contemporary photographs and artefacts.

Key performance indicators

Measures of success
4. Our global profile

It is implicit in our vision, ‘knowledge leadership for a better world’, that UQ seeks to have a global impact. In collaboration with a range of international partners, we offer our students a global educational experience, undertake development initiatives and research that has international impact, and deliver a UQ education to learners from broad and diverse backgrounds.

International partnerships
Our goal is to strengthen the University’s global impact through our network of premier international partnerships to build scale and impact across both research and education.

How we are achieving this
In 2022, we visited several countries as part of the Global Engagement Senior Executive Mission schedule, with trips to the UK, India, Vietnam and Indonesia, and specific partner visits in a number of other priority countries. In 2023, we will again expand our post-pandemic engagement including key international research collaborations in South America through SM-ICE Chile, and visits to strategic partners including TDI (India), Technical University of Munich (Germany), UNESP (Brazil), SUSTech (China), DTU (Denmark), Eater University (UK), UBC (Canada) and Emory University (USA).

Related achievements and initiatives
- We supported teaching, research and student experience at UQ through our growing international partnerships.
- The Future Students International Unit participated in 801 recruitment events in 33 countries, in both virtual and physical modes, hosted by UQ and other agencies and partner institutions. In addition, we maintained our market presence and engaged with key stakeholders through international travel to over 21 countries.
- We welcomed 365 commerce students from key international partners under a Global Connect Scholarship scheme to build student diversity.
- UQ Ventures partnered with the Vietnam Institute for Science, Technology and Innovation to develop a business model for an Innovation Centre in Hanoi. The institutions collaborated with support from the Australian Government’s AustInnovation Program, delivered by CSIRO. This collaboration increased UQ’s engagement with the Vietnamese Ministry of Science and Technology and is planned to continue in 2023, with a delegation visiting Queensland.
OUR GLOBAL PROFILE

28

– Through UQ’s enabling partnerships
QUEX and UQ–IITD
pg 26

– Our global profile
profile in the engineering sector.
Managers in Engineering) General
in Bangkok, a collaboration between UQ
Wong launched the Mekong Australia
International Health Alliance (AIHA).
Australian universities including UQ.
pre-cursor to formal study programs at
welcomed 195 participants from 8
Mongolia – Foundational Skills for Change

ANNUAL REPORT 2022

Related achievements and initiatives
The Vice-Chancellor led a Senior
Executive Mission to the UK – the first
senior international mission since the start
of the pandemic – including collaboration
with the Universitas 21 network and
University of Exeter (and QUEX Institute).
– In August, the UQ-ITD Academy of
Research celebrated its 100th PhD
student enrolment.
– The Faculty of Science continued to
support the development of the QUEX
joint master’s program as well as a
number of international articulation programs.

UQ College
We aim to expand our UQ College pathway
offerings and global scholarship programs
to provide access to a UQ education for a
diverse range of high-achieving international students.

How we are achieving this
The merger of UQTE (Institute of Continuing
and TESOL Education) and UQ College in 2021
consolidated the delivery of all UQ
pathway programs, further enhancing
the international and domestic student
experience, maximising collaboration
opportunities, and streamlining pathways for
students into UQ.

In 2022, UQ College delivered the UQ
Foundation Program, Tertiary Preparation
Program, pathway ELICOS courses, and
several Vocational Education and Training
courses. In August, TESOL- approved CRICOS
registration for UQ College for 7 years.
UQ College is working closely with TEQSA
to transition all courses to its own CRICOS
provider number for delivery in 2023 and
beyond.

Related achievements and initiatives
Student services extended to wellbeing
and pastoral care support to include UQ
College students.
– UQ welcomed 15 Vinacomin staff to
commence a 22-week customised English
and Mining Management program
delivered by UQ College and SMI.

Student mobility programs
We aim to deliver a suite of innovative
student mobility programs, including
virtual experiences and global classrooms,
to develop global perspectives and enhance
graduate outcomes.

How we are achieving this
We continued to develop a full suite of
curricular, co-curricular, and extracurricular
opportunities for students to engage with
global opportunities and international
context.
– The QLife program, delivered by Future
Students and Ventures, provides a Virtual
Incubator program for Indian high schools
over a 4-month suite of activities.
The program engaged with 78 schools and
650 participants from more than 30 cities in
India.

Measures of success
5. Our people

Our success as a university is determined by our ability to attract and retain highly
talented, committed people who are leaders in their field. For this reason, we are intent on
embedding a supportive and inclusive culture built around UQ’s values, where the many
talents, passions and perspectives of our staff and alumni are encouraged and nurtured.

Key performance indicators

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of staff recommending UQ as a great place to work</td>
<td>74</td>
<td>76</td>
</tr>
<tr>
<td>Percentage of staff agreement that UQ demonstrates genuine commitment to diversity and inclusion</td>
<td>71</td>
<td>69</td>
</tr>
<tr>
<td>Percentage of senior positions held by women</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Percentage of academics who are women</td>
<td>34%</td>
<td>36%</td>
</tr>
</tbody>
</table>

Proportion of staff identifying as Aboriginal and/or Torres Strait Islander will reflect
representation of people identifying as Aboriginal and/or Torres Strait Islander in Queensland

<table>
<thead>
<tr>
<th>Year</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of UQ staff identifying as Aboriginal and/or Torres Strait Islander</td>
<td>1.2</td>
<td>1.4</td>
</tr>
</tbody>
</table>

Inclusive culture
We are nurturing a supportive and inclusive
culture that aligns with the University’s
values, celebrates diversity, and drives
excellence.

How we are achieving this
In 2022, we hosted the University to facilitate strategic
planning sessions, promote team culture
development, and support organisational change.

Leadership capabilities
We wish to develop the leadership
capabilities of our staff in order to empower
decision-making and support innovation.

How we are achieving this
In 2022, we finalised the UQ leadership
capability framework and provided an
in-principle endorsement for a 4-level
leadership development framework, containing 5 programs. Of these 5 programs,
2 were piloted this year. Leadership in
practice (targeted at new leaders within
2 years of commencing a leadership role)
and Learning to lead (targeted at aspiring
leaders not yet in a formal leadership role).
The Leading UQ flagships program – aimed
at Heads of School, Deputy Heads of School,
and HEW levels 9 and above – and the
specific development program for Heads of
School, Heads up, are both currently in
final design stages.

Related achievements and initiatives
– Support was provided to teams across
the University to facilitate strategic
planning sessions, promote team culture
development, and support organisational change.

See also
– See also
International partnerships
pg 30
Organisational design
pg 36

Development opportunities
2019 | 2020 | 2021 | 2022
---|---|---|---
1 in 5 alumni actively engage with the University each year | 12 | 14 | 14 | 14

Inclusive culture
We are nurturing a supportive and inclusive
culture that aligns with the University’s
values, celebrates diversity, and drives
excellence.

How we are achieving this
In 2022, we released our Annual
Performance and Development (APD)
process, policy and training packages;
continued our strong commitment to
gender equality through the UQ SAGE
Athena SWAN Action Plan; continued to
embed intersectionality across a number of
Workplace Diversity and Inclusion
(WDI) committees, councils and networks;
provided strategic direction and a planning
framework for LGBTIQ+ inclusion efforts;
continued commitments to ensuring
persons with disability are afforded equal
opportunities to participate in, excel and be
part of the University community through
our Disability Action Plan; and supported
the inclusion of culturally and linguistically
diverse staff with the development of an
action plan, endorsed by the University
Senior Executive Team (USET) and the
Senate Committee for Equity, Diversity
and Inclusion.

See also
– We hosted UQ Thanks You events at our 3
campuses to acknowledge contributions of
our staff

Our Pulse survey is part of the University’s
annual performance and development
process. The Pulse survey is conducted
every year to provide UQ staff with the
opportunity to reflect on their
professional experience and to
provide feedback on how their experience can be
improved.