



Annual Report

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Annual Report 2002

COMMUNICATION OBJECTIVES

This Annual Report reviews The University of Queensland's performance in 2002 and flags our plans for the future. It answers the interests of our diverse stakeholders by documenting our progress against the aims, aspirations and commitments stated in our five-year Strategic Plan 2002-2006.

The Report outlines our operational framework and describes the highlights of our teaching and research year. It reflects our role in the community and demonstrates our efficient stewardship of public resources.

Users of this Report include members of State Parliament, members of the public, the University community (academics, administrators and students), business and media communities, benefactors and others such as Australian and international visitors, and prospective staff and students.

They will find the Report describes a range of initiatives, achievements and future plans – a sound basis for measuring our performance in 2002 and our prospects as a leader among Australia's 39 universities.

REPORT OF THE SENATE OF THE UNIVERSITY OF QUEENSLAND

For the period January 1, 2002
to December 31, 2002

In pursuance of the provisions of Section 46J(1) of the *Financial Administration and Audit Act 1997*, Senate has the honour to transmit to the Minister for Education a Report on the proceedings of The University of Queensland for the year ended December 31, 2002.



Sir Llewellyn Edwards AC
CHANCELLOR

APPENDICES (separate volume)

- A Annual Financial Statements
- B Staff Activity Overseas

This volume is available from the Office of Marketing and Communications (contact details back cover), or online at www.uq.edu.au/about/annualreport

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FRONT COVER *The University crest (right) and the coats of arms of other great universities adorn the cloistered sandstone walls encircling the 2.4ha Great Court. They are among hundreds of carvings depicting the history and tradition of higher learning.*

BACK COVER *Students soak up some sunshine in the heritage-listed Great Court.*

OPPOSITE *Our St Lucia campus... distinctive sandstone buildings at the heart of a magnificent 114-hectare riverside site just seven kilometres from Brisbane's city centre*



At a glance

In 2002, we advanced significantly towards the objectives and operational priorities outlined in The University of Queensland Strategic Plan 2002-2006* (pages 18-21) – the basis for this Annual Report.

OUR STANDING

The University of Queensland was founded in 1909 as the first university in Queensland and the fifth in Australia. Now it is known internationally as a leader among Australia's 39 universities.

We rank in the nation's top two or three institutions by most performance measures. Nationally, we are a founding member of the Group of Eight – a national coalition of leading research-intensive universities, chaired by our Vice-Chancellor. Internationally, we are one of only three Australian members of *Universitas 21*, a select alliance limited to 25 research-intensive universities dedicated to world-best practice.

OUR MISSION

Our mission is to create a community dedicated to achieving national and international levels of excellence in teaching, research and scholarship, one that makes significant contributions to the intellectual,

cultural, social and economic life of the State of Queensland and the Australian nation.

OUR AIMS AND COMMITMENTS

We aim to satisfy the needs of students, graduates, partner organisations, public bodies and the general community. We are committed to excellence and strive to:

- > enhance all outcomes;
- > exploit new technologies; and
- > develop world-class infrastructures in teaching, research, management and support services.

OUR OPERATIONAL PRIORITIES

Our critical operational priorities, backed by a Strategic Initiatives Fund, are to:

- > increase international and postgraduate student numbers;
- > attract more students from other universities to our honours and postgraduate programs;

- > develop new teaching techniques;
- > improve student satisfaction;
- > improve research productivity;
- > achieve leadership in technology transfer;
- > increase mutually-beneficial partnerships with outside organisations;
- > increase revenue from non-government sources;
- > improve information technology infrastructure;
- > improve management practices and systems; and
- > enhance the physical environments of our campuses.

*In December 2002 our University Senate approved a Strategic Plan for 2003-2007 www.uq.edu.au/about/?id=4235&pid=1056 Senate also noted revised Faculty and Central Services Operational Plans and an Asset Management Plan. These support initiatives outlined in the 2003-2007 Strategic Plan.



Vice-Chancellor's review

A competitive and complex higher education environment means we must improve continually just to maintain our place among the very best of Australia's universities. Events of 2002 show we are doing more than keeping pace. We are thriving on the challenge.



Our University is a large and dynamic organisation and we have used our resources wisely, through detailed strategic planning, increased benchmarking, quality management and modern streamlined systems. The following pages explain these inputs and chronicle outcomes such as high-achieving and employable graduates, quality research which solves problems and generates discoveries of global significance, and valuable partnerships involving the wider community.

This year we registered more enrolments (particularly for international and postgraduate students) and awarded more degrees, including a record number of PhDs, than for any other year of our history. Success at the Australian Awards for University Teaching gave us the most finalists and winners of any university since the scheme began in 1997. Teaching and learning outcomes ranged from two Rhodes Scholarships and 70 University Medallists (nine with perfect scores of 7) to continuing leadership in graduate employment.

The first year of my term as chair of the Group of Eight: Australia's Leading Universities (Go8) accentuated our dual focus on research excellence and the highest-quality teaching as the hallmarks of a truly great university. In 2002 impressive government, industry and private funding confirmed our leadership status as did diverse partnerships, valuable postgraduate work and exceptional research outcomes.

For example, we were placed first among Australia's universities for the number of patents awarded in the five-year period 1995-2000. World-firsts included our HyShot team's flight test of an air-breathing supersonic scramjet engine – an

achievement that will revolutionise rocket and satellite technology and, perhaps, international travel. Funded primarily by the University, HyShot not only beat NASA but is now the subject of take-over bids from the USA.

Staff and students contributed to communities at home and abroad through research, innovative course assessment and work placements. We welcomed public attendance at concerts, lectures and other free events on campus, and shared our teaching, cultural and leisure facilities at every opportunity.

These and other success stories show our propensity to thrive in an environment where universities depend more and more on private, rather than public, funding. This year our total operating revenue was \$814.45 million (\$71 million more than in 2001) and I am proud to say 58 percent of those funds came from non-government sources, continuing an upward trend that puts us well on the way to achieving our goal of 60 percent by 2006.

University Senators, students, staff, graduates and many other supporters contributed to this year's excellent scorecard. I believe that without their efforts, we could not have done so well, nor could we look forward so confidently to such an exciting future.

I thank them all for helping us advance our aspirations.

A handwritten signature in black ink that reads "John Hay". The signature is written in a cursive, flowing style.

Professor John Hay
VICE-CHANCELLOR

Highlights

Our Vice-Chancellor's leadership of the Group of Eight plus exceptional outcomes in all our operations reflected our standing as a leading Australian university.

TEACHING AND LEARNING



- Page 25** Overall student load exceeded projections. This included a full quota at UQ Gatton, a 54 percent increase in international students and a record intake at UQ Ipswich.
- Page 29** Our teachers continued to win Australian Awards for University Teaching, giving us the highest number of finalists and winners since the scheme began in 1997.
- Page 30** We exceeded national and state indicators for access, participation, retention and success for students with disabilities.
- Page 32** Two Rhodes Scholars, 70 University Medallists (including nine with perfect scores of 7) and other high achievers confirmed the quality of our students.

RESEARCH AND RESEARCH TRAINING

- Page 2, 34** Our HyShot Team launched a Terrier Orion rocket at Woomera to beat NASA in achieving the world's first flight test of an air-breathing supersonic scramjet engine.
- Page 37** Our university remained firmly within Australia's "Big Four" dominating major Australian Research Council funding rounds.
- Page 39** We topped Australia's universities for the number of patents awarded in the five-year period 1995-2000.
- Page 42** We conferred more PhDs than in any other year of our history.

COMMUNITY PARTNERSHIPS

- Page 45** Course assessment and work placements did double duty as community service in areas as diverse as music therapy, rural health and Indigenous culture.
- Pages 45, 47** Free public events included lectures, art exhibitions, concerts and tours of Customs House, our riverside heritage-listed CBD base.
- Pages 47-48** Tuition, translation and interpreting services at our Institute of Modern Languages ranged from customised classes for mining companies to Swahili translation and dialect coaching for the movie *George of the Jungle*.

MANAGEMENT AND RESOURCES

- Page 54** Ours was one of only 100 organisations (from a field of 2500) designated *Employer of Choice for Women* by the Federal Equal Opportunity for Women in the Workplace Agency.
- Page 54** Our OH&S Unit recorded the lowest number of time-lost injuries for the past four years.
- Page 56** Our financial operations produced a surplus of \$85 million – more than double the \$37 million achieved in 2001; and we derived 58 percent of total income from non-government sources (2006 goal is 60 percent).

2002 snapshots

Where we stand

The *Good Universities Guide* again rated us best university in Queensland with maximum five-star ratings for nine (compared with six the previous year) major categories:

- > prestige;
- > non-government earnings;
- > student demand;
- > research performance;
- > toughness to get in;
- > staff qualifications*;
- > gender balance;
- > getting a job; and
- > positive graduate outcomes.

*rating awarded to three universities in Australia



We are one of only three founding Australian members of *Universitas 21*.
www.universitas21.com

Universitas 21 is an international network of leading research-intensive universities, limited to 25 members worldwide. Collectively, it enrolls about 500,000 students, employs about 44,000 people, has a combined operating budget of US\$9.5 million, involves more than 700,000 Internet addresses and has more than two million alumni.

In 2002 the group comprised 17 members in 10 countries:

- > The University of Queensland,
- > University of New South Wales,
- > University of Melbourne (Australia);
- > University of Auckland (New Zealand);
- > National University of Singapore;
- > University of Hong Kong;
- > Peking University,
- > Fudan University (China);
- > University of Birmingham,
- > University of Edinburgh,
- > University of Glasgow,
- > University of Nottingham (United Kingdom);
- > McGill University,
- > University of British Columbia (Canada);
- > University of Virginia (USA);
- > Lund University (Sweden); and
- > Albert-Ludwigs-Universitat Freiburg (Germany).

Teaching profile

Our credentials include:

- > more finalists and winners than any other university at the Australian Awards for University Teaching (page 29);
- > three national firsts with schemes for annual Awards for Excellence in Teaching, for Research Higher Degree Supervision and for Enhancement in Student Learning (pages 29, 40);
- > high student satisfaction (page 26); and
- > high-achieving students and graduates (pages 26, 32-33).

Research profile

We remain one of Australia's "Big Four".

	1999	2000	2001*
Total research income (\$m) (includes CRCs)			
Melbourne	104.69	119.61	137.08
UQ	95.13	115.55	131.34
Sydney	98.88	105.12	119.81
UNSW	91.61	110.75	110.29
Industry and other research grants (\$m)			
Sydney	37.76	40.87	53.48
UQ	36.14	41.04	50.12
Melbourne	28.94	36.43	43.91
UNSW	27.74	33.80	40.22
National competitive research grants income (\$m)			
Melbourne	58.93	60.52	66.45
Sydney	49.76	53.52	51.24
UQ	44.85	47.64	50.79
UNSW	47.87	49.77	46.08
Other public sector research grant income (\$m)			
Melbourne	14.27	17.37	20.19
UQ	9.91	15.76	18.54
UNSW	11.95	14.52	17.69
UWA	7.39	13.63	14.35

*latest available data (source: 2002 DEST Higher Education Research Data Collection)

How we rate



Group of Eight

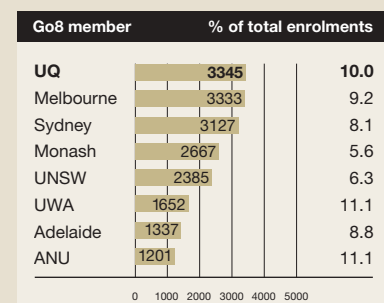
We are one of the prestigious Group of Eight*www.Go8.edu.au which includes about a fifth of Australia's 39 universities. Our Vice-Chancellor chairs the Group of Eight, which

- > produces four-fifths of internationally-cited Australian university research,
- > enrolls a third of all university students in the country,
- > has more research students than all other Australian universities combined, and
- > produces graduates who find full-time jobs sooner, start on higher salaries and are more likely to take on postgraduate studies.

*Go8 comparisons on these pages come from DEST Higher Education Statistics www.dest.gov.au/highered/index1.htm Go8 comprises University of Adelaide, Australian National University (ANU), University of Melbourne, Monash University, University of New South Wales (UNSW), University of Queensland (UQ), University of Sydney and University of Western Australia (UWA).

Research higher degree students

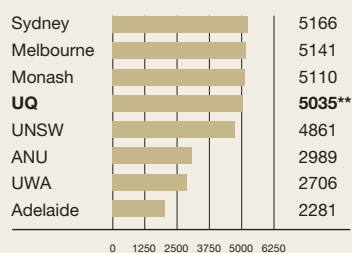
We led Australia in 2002 for this measure of a research-intensive university.



Total staff numbers 2001*

Ours was one of only 100 organisations designated *Employer of Choice for Women* by the Federal Equal Opportunity for Women in the Workplace Agency (page 54).

Go8 member



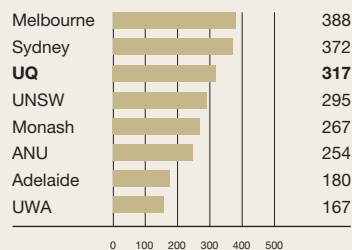
* latest data for full-time and fractional full-time staff

**35 percent of all staff working in Queensland universities

PhD completions

We maintained third place nationally for 2001* completions and this year our score reached an historic high (page 42).

Go8 member



*latest data

Our students

Of this year's 7987 graduates, 6020 attended 22 graduation ceremonies including three overseas (see page 50). We awarded

- > 1 higher doctorate,
- > 362 PhDs,
- > 1093 masters (including 110 by research),
- > 227 graduate diplomas,
- > 1438 bachelors (honours) degrees,
- > 4359 bachelors degrees,
- > 361 graduate certificates, and
- > 146 diplomas and associate diplomas.

Our graduates scored above-national-average rates for full-time employment, starting salaries and further full-time study (page 26).

Total student numbers* increased (page 25) with a continuing trend towards full-time rather than part-time study.

	2000	2001	2002
Full-time internal	22,881	26,050	27,801
Part-time internal	5533	4450	3971
External	1303	1264	1573
Total	29,717	31,764	33,345
Percentage female	53.8	54.6	54.59

*March 31, 2002

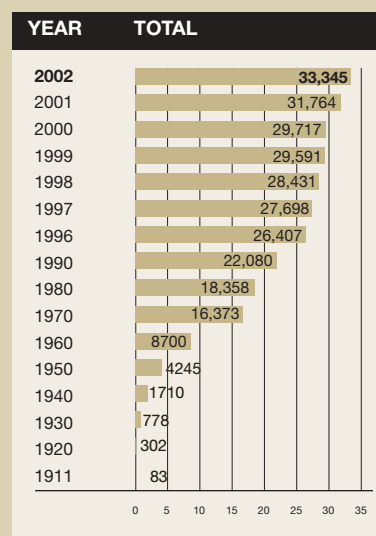
Total enrolments* continued to outstrip projections (page 25).

	2001	2002
Doctorate by research	2715	2705
Doctorate by coursework	20	33
Masters by research	683	640
Masters by coursework	2204	2706
Postgraduate/graduate diploma	366	529
Graduate certificate	534	666
Bachelors	23,913	24,776
Diploma/associate diploma	717	624
Non-award	609	666
Total	31,764	33,345

*March 31, 2002



Enrolment history



International enrolments* grew to include 4225 students from 130 countries (page 25).

	2001	2002
Doctorate by research	397	414
Doctorate by coursework	3	4
Masters by research	74	78
Masters by coursework	686	868
Postgraduate/graduate diploma	48	43
Graduate certificate	19	33
Bachelors	1794	2208
Diploma/associate diploma	2	5
Non-award	565	572
Total	3590	4225

*March 31, 2002



Five years – key statistics

	CATEGORY	1998	1999	2000	2001	2002	% Change 2001- 2002	
NUMBER OF STUDENTS	Total	28,431	29,591	29,717	31,764	33,345	5.0%	↑
	Female	52.6%	53.4%	53.8%	54.6%	54.6%	–	–
	Commencing	10,920	11,091	11,152	12,703	12,795	0.7%	↑
	Female	54.2%	55.0%	55.1%	56.4%	56.2%	-0.2%	↓
STUDENT LOAD	Total	24,383	25,164	25,372	27,505	28,953	5.3%	↑
	Undergraduate	20,298	21,163	21,264	22,846	23,483	2.8%	↑
	Postgraduate	4,085	4,002	4,108	4,657	5,470	17.5%	↑
FUNDING FOR PLACES	Commonwealth fully subsidised places	20,965	21,305	21,375	19,295	19,305	0.1%	↑
	Commonwealth Research Training Scheme	–	–	–	2,038	2,036	-0.1%	↓
	Domestic fee-paying (award and non-award)	646	807	941	1,117	1,846	65.3%	↑
	International fee-paying	2,029	2,344	2,871	3,612	4,252	17.7%	↑
	Marginally funded, unfunded and other sources	743	708	185	1,443	1,514	4.9%	↑
AWARD COMPLETIONS	Total	6,599	6,797	7,158	7,542	7,987	5.9%	↑
	Undergraduate	4,746	5,039	5,457	5,639	5,943	5.4%	↑
	Postgraduate	1,853	1,758	1,701	1,903	2,044	7.4%	↑
STAFF	Total	4,427	4,509	4,462	4,666	4,722	1.2%	↑
	Academic	1,773	1,789	1,832	1,926	1,929	0.2%	↑
	Teaching and Research	1,195	1,208	1,238	1,247	1,259	0.9%	↑
	Research Only	578	582	594	679	670	-1.3%	↓
	Non-academic	2,654	2,720	2,630	2,739	2,793	2.0%	↑
	Research Only	398	406	330	365	392	7.5%	↑
Other	2,256	2,314	2,300	2,375	2,401	1.1%	↑	
OPERATING REVENUE (\$ million)	Total	499,703	521,590	585,242	743,158	814,450	9.6%	↑
	Commonwealth Government							
	Operating purposes excluding HECS & PELS	204,280	198,043	203,732	208,857	219,003	4.9%	↑
	Teaching hospitals	679	690	702	717	734	2.4%	↑
	Capital development pool	3,101	8,770	5,087	4,781	2,401	-49.8%	↓
	HECS	70,411	82,713	86,190	88,781	95,538	7.6%	↑
	Special research assistance	34,687	38,594	41,255	40,875	44,790	9.6%	↑
	Federation fund	–	500	5,000	6,000	3,000	-50.0%	↓
	Other Research Grants and Contracts	57,846	60,488	70,902	101,530	105,978	4.4%	↑
	Tuition fees (including PELS)	30,890	37,024	46,724	58,820	78,851	34.1%	↑
	Other revenue	97,809	94,768	125,650	232,797	264,155	13.5%	↑
RESEARCH QUANTUM (RQ)/INSTITUTIONAL GRANTS SCHEME (IGS) (\$ million)	RQ (to 2001)/IGS (from 2002) amount	22,723	23,533	23,538	23,123	26,785	n/a	–
	as percentage of national total	10.4%	10.6%	10.6%	10.1%	9.9%	n/a	–
	national rank order	2	2	2	3	3	n/a	–
PROPERTY PLANT AND EQUIPMENT (\$ million)	Total	1,100,685	1,082,163	1,239,797	1,310,833	1,304,513	-0.5%	↓
TOTAL NET ASSETS (\$ million)	Total	1,225,991	1,201,992	1,391,825	1,479,247	1,473,821	-0.4%	↓

NOTES:

Number of students represents the number of students enrolling in Semester 1 as at March 31, excluding cross-institutional students.

Student load represents the sum of the load for each semester, as recorded at the official census date in each semester, expressed in Equivalent Full-time Student Units (EFTSU).

Award completions represents the number of completed degrees, diplomas and certificates. The awards data for 2002 are provisional.

Staff figures show the number of full-time

equivalent positions occupied by full-time and part-time staff members as at March 31.

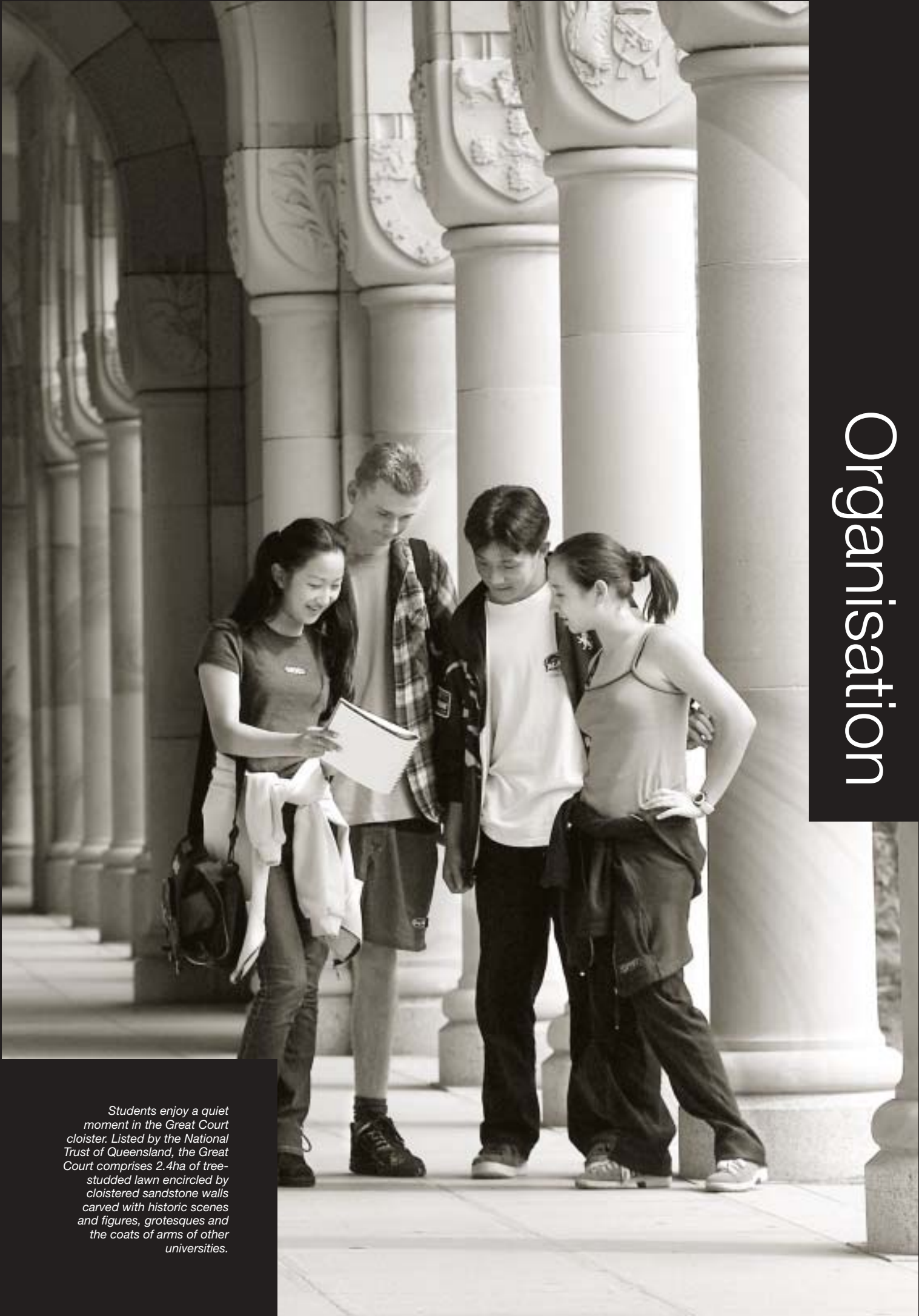
Operating revenue and **Total assets** figures are taken from the University's annual financial statements and refer only to the University itself, not controlled entities. In 2002, consistent with changes in accounting standards, other revenue (\$264.155m) includes proceeds from sale of assets (\$124.08m). In previous years only net profit on sale of assets was included as revenue. Other revenue for 2001 is shown above on the new basis, including \$100.134m from sale of

assets, in place of \$339,000 from profit on sale of assets shown in last year's report. Figures for previous years remain on the old basis.

Institutional Grants Scheme funding, provided by the Commonwealth from 2002 to support institutional research and research training activities, is distributed annually among universities under a formula which represents a measure of performance.

Institutional Grants Scheme funding replaced **Research Quantum** funding, which previously fulfilled a similar role.

Organisation



Students enjoy a quiet moment in the Great Court cloister. Listed by the National Trust of Queensland, the Great Court comprises 2.4ha of tree-studded lawn encircled by cloistered sandstone walls carved with historic scenes and figures, grotesques and the coats of arms of other universities.

Basis of authority

The original University Act was proclaimed in 1909 – the 50th anniversary of Queensland’s separation from New South Wales. In 1910 we were gazetted as Australia’s fifth university, and in 1911 we opened for business.

The University is governed by the *University of Queensland Act 1998*, proclaimed on July 1, 1998 to replace the 1965 Act. This year the Act was administered by the Honourable Anna Bligh MP, Minister for Education.

Under Sections four to six of the Act the University is constituted as a body corporate with the usual powers of a body corporate. It has a seal, and it may sue and be sued in its corporate name.

OUR FUNCTIONS

The University’s role is to:

- > disseminate knowledge and promote scholarship;
- > provide education at university standard;
- > provide facilities for and encourage study and research;
- > encourage the advancement and development of knowledge and its application;

- > provide courses of study or instruction (at levels of achievement Senate considers appropriate) to meet community needs;
- > confer higher education awards;
- > provide for the wellbeing of staff, students and others taking courses;
- > exploit commercially, for the University’s benefit, university facilities and resources such as study, research or knowledge belonging to the University (or their practical applications), whether alone or with someone else; and
- > perform other functions given to the University under this or another Act.

OUR POWERS

The University has all the powers of an individual and these may be exercised inside or outside Queensland and Australia. For example the University may:

- > enter contracts;
- > acquire, hold, dispose of and deal with property;
- > appoint agents and attorneys;
- > engage consultants;
- > fix charges and other terms for services supplied; and
- > do anything else necessary to or in connection with its functions.

OUR GOVERNING BODY

Under Sections seven to nine of the Act, the University Senate (pages 12,16) is the governing body responsible for management and control of University affairs. The Act also defines financial responsibilities and specifies matters on which Statutes can be made.



University colleges from across the lakes... two of three University lakes store reclaimed water to irrigate the sporting fields and gardens at the 114ha St Lucia campus

Controlled entities

Commercialisation of intellectual property, via dozens of independent operations established under the Corporations Law, advances our strong research tradition.

The following independent operations were established under the Corporations Law as empowered by the University Act, to benefit the University and help carry out its functions.

Each prepares a set of financial statements for audit by the Queensland Audit Office. Once approved, the figures are consolidated with those for the University to produce data showing our consolidated financial position (see annual financial statements, Appendix A – second volume of this report).

- These entities were established
- > before June 2, 1998 under ss.(5)(1)(ca) and 31C of the University of Queensland Act 1965, or
- > after June 2, 1998 under s.55(1) of the University of Queensland Act 1998.



The University crest (right), a cross surmounted by an open book, carved in sandstone in the cloister

COMQUEST GROUP

- > Comquest Pty Limited (page 40)
 - > Comquest No. 1 Pty Limited
- Companies in the Comquest Group carry out specific research and development, and commercialise the results of that research.

UQ HOLDINGS GROUP

The UQ Holdings Group is made up as follows.

UQ Holdings Pty Limited (page 42)

The company oversees and monitors the University's interests in corporations formed to exploit or commercialise University assets. It also administers and acts as trustee of The University of Queensland Foundation Trust.

UniQuest Group (page 41, 49)

- > UniQuest Pty Limited
- > Adipogen Pty Limited
- > Antepodi Technologies Pty Limited
- > Bireme Pty Limited
- > Combinomics Pty Limited
- > Comquest No. 2 Pty Limited
- > Diabax Pty Limited
- > First Investor Pty Limited
- > Flux Enterprises Pty Limited
- > Fultech Pty Limited
- > GeneDimmer Pty Limited
- > International Coatings and Composites Pty Limited
- > Magnetica Limited
- > Magnetica Technologies Pty Limited
- > Myalgen Pty Limited
- > Resource Discovery Systems Pty Limited
- > UniQuest Indonesia PT
- > UniQuest Managed Investments Limited
- > UniSynd Pty Limited
- > Vacquel Pty Limited
- > Vascam Pty Limited

The UniQuest Group markets the University's intellectual resources and services on a commercial basis for the benefit of the University and the community.

CiTR Group

- > CiTR Pty. Limited
 - > CiTR Incorporated
- The CiTR Group has a 15-year history of professional services and bespoke software development. Over the past year the company has been evolving into a specialised software products organisation. It has successfully developed CiTR accesspoint 2.0 targeting the portal and search market, specialising in the delivery of customer services and information via the Internet and Call Centre Management. Commonwealth and State Governments are already users of the CiTR accesspoint product suite.

SARV Pty Limited

SARV holds an investment in land held for resale on behalf of The University of Queensland.

IMBcom Group

- > IMBcom Pty Limited
 - > Nephrogenix Pty Limited
 - > Mimetica Pty Limited (to July 2002)
 - > Kalthera Pty Limited
 - > Cyclagen Pty Limited
- IMBcom is the commercialisation arm of the Institute for Molecular Bioscience.

JKTech Pty Limited

The company facilitates technology transfer and strengthens client relationships with the minerals industry. It began trading in March 2001 as a subsidiary of UQ Holdings.



Corporate governance



PhD candidates gather for one of 11 graduation ceremonies held in our new UQ Centre, where facilities include a state-of-the-art lecture theatre with retractable seating for 520 people. Another 11 ceremonies were held in Mayne Hall, which will become a self-portrait gallery.

Governance

UNIVERSITY SENATE AND EXECUTIVE

Our University is governed by a Senate of 35 members (page 16) representing University and community interests. Senate is led by the Chancellor and Deputy Chancellor, elected from its ranks.

The *University of Queensland Act 1998* grants Senate wide powers to

- > appoint the University's staff,
- > manage and control the University's affairs and property, and
- > manage and control finances so as to promote the University's interests.

Senate may delegate power to a Senator, University staff member, or committee including one or more Senators. Senate can nominate members and the chair of any committee, and determine a quorum. Senate may not delegate its power to make University Statutes or Rules, adopt the University's Annual Budget, or approve spending of bequests, donations or special grants.

The Vice-Chancellor is our Chief Executive Officer and responsible to the Senate for the overall direction of strategic planning, finance and external affairs.

The Vice-Chancellor is supported by an Executive (pages 14-15) comprising a

- > Senior Deputy Vice-Chancellor,
- > Deputy Vice-Chancellor (International and Development),
- > Deputy Vice-Chancellor (Academic),
- > Deputy Vice-Chancellor (Research),
- > Secretary and Registrar, and
- > President, Academic Board.

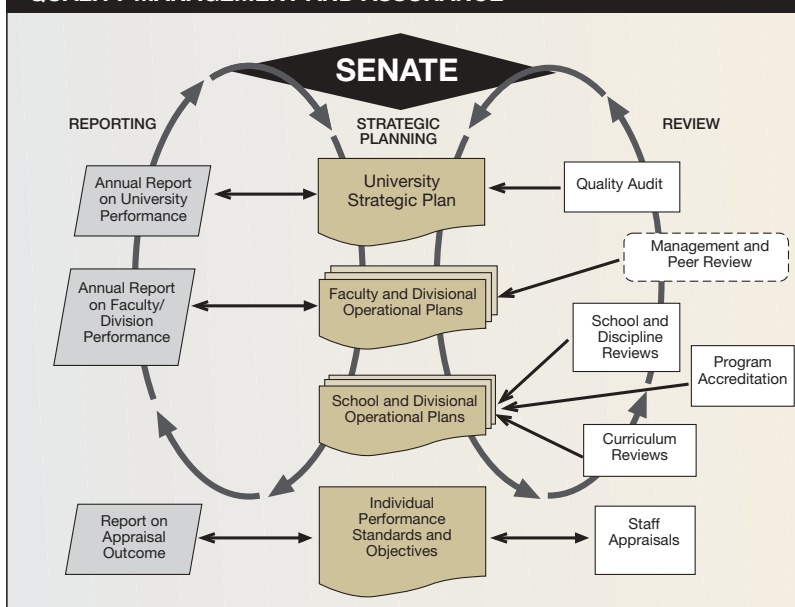
KEY GOVERNANCE AND MANAGEMENT BODIES*

Body	Composition
Senate (governing body)	35 members
official members	7
appointed members	11
elected members	15
additional members	2
Vice-Chancellor and Executive	7 members
Academic Board	125 [†] members
Faculties	7 units
Central Services and Divisions	10 units
Schools	32 units

*at December 2002

[†]may include individuals in dual roles and some vacancies

QUALITY MANAGEMENT AND ASSURANCE



Framework includes the annual, rolling strategic planning process; annual reporting on performance against Strategic and Operational Plans; and periodic reviews.

MONITORING QUALITY

We anticipated the 2003 Australian Universities Quality Agency Audit by conducting a trial audit and publishing the results as a Performance Portfolio. This identifies strengths and areas for attention, and includes action plans for improvement.

Our trial audit panel comprised Professors Phil Meade (Deputy Vice-Chancellor Academic, University of Otago), Mary O'Kane (former Vice-Chancellor, University of Adelaide) and Professor Andrew Lister (recently-retired Executive Dean, Faculty of Engineering, Physical Sciences and Architecture).

Our 30th Senate (page 16) approved an action plan for self-improvement based on a member survey on completion of our 29th Senate's three-year term in 2001. Formulated by a working party with input from the Senate Buildings and Grounds and Finance Committees, the plan includes:

- > a review of the strategic planning process (undertaken in October 2002);
- > a review of the annual budget process (undertaken in October 2002);
- > a major review in 2003 of long-term strategies;

- > earlier Senate input to issues papers;
- > a mid-term Senate retreat in 2003 to review progress on the Strategic Plan; and
- > more Senate workshops (beginning in November 2002) and informal discussions on major issues.

ETHICAL STANDARDS

Our **Code of Conduct** www.uq.edu.au/hupp/contents/view.asp?s1=1, launched in 1997, remains unchanged. We disseminate its principles through our Staff Development Program via leadership and management training courses and regular staff induction seminars.

We maintain high ethical standards for research and teaching involving animals and humans. The following three committees are executive committees reporting to the Vice-Chancellor through the Deputy Vice-Chancellor (Research).

The University **Animal Experimentation Ethics Committee** and its sub-committees determine animal welfare policy and procedures. All relevant activities must have Animal Ethics Clearance from our Animal Ethics Committee, administered by our Animal Welfare Unit. In 2002 we registered under the *Animal Care and Protection Act 2001* as a scientific user of animals (User Number 0020).

The **Biosafety Committee** reviews all

research as prescribed by the *Gene Technology Act 2000*, quarantine policy, transport and use of hazardous biological material. It is serviced through our Occupational Health and Safety Unit (pages 54-55).

The **Human Experimental Ethical Review Committee** (a registered Human Research Ethics Committee) and its sub-committees determine our policy on research and teaching involving human subjects or human-related materials. These policies are based on the *National Statement on Ethical Conduct in Research Involving Humans* (1999) and are administered by our Ethics Office.

Our Institute for Molecular Bioscience (IMB – pages 10, 37, 38, 40, 47, 56) and the Faculty of Social and Behavioural Sciences employ a director of public policy and ethics, to research and offer comment on ethical and policy issues raised by **bioscience research and biotechnology**.

WHISTLEBLOWERS

We received no complaints this year under the *Whistleblowers Act*.

INTERNAL AUDIT

Internal Audit Office staff completed 81 audits of faculties, schools, centres, IT systems and University-wide areas. Complex reviews included:

- > offshore operations;
- > Information Technology Services communications;

- > School of Dentistry IT environment;
- > consultative and other outside paid work;
- > compliance with Education Services for Overseas Students (Act) legislation;
- > UQP/Bookshop IT environment;
- > Centre for Marine Studies;
- > Revenue – GST compliance;
- > Central Administration firewall security; and
- > University Chemical Store.

Significant effort was again directed to assisting various areas with implementation of Internet payment facilities.

We continued our self-assessment questionnaire approach to increase coverage and encourage good business practice within organisational units. Self-assessment was utilised University-wide to cover

- > controlling the risk of fraud,
- > use of Internet and email facilities,
- > firewall security, and
- > compliance with policy and procedure.

RISK MANAGEMENT

We manage risk via Senate's Audit Committee (below) and a Risk Management Committee. This is convened by our Bursar and includes the Deputy Bursar, Assistant Bursar (Finance), Insurance Manager, Executive Manager Occupational Health and Safety, Security Manager, and Operations and Engineering Managers (Property and Facilities).

Our aim is to protect employees, students and the public from injury and pro-

perty damage; use our funds responsibly; and protect our assets.

We comply with requirements of the Queensland Government's *Financial Management Standard* and refer to the *Australian/New Zealand Standard for Risk Management (AS/NZS 4360)*, Queensland Treasury *Guidelines on Risk Management and Insurance* and the *Guidelines for Managing Risk in the Australian Public Service*.

This year we commissioned Price WaterhouseCoopers (PWC) to develop a Corporate Risk Profile and Management Plan to manage business risk at a strategic level, and to manage risk at all levels throughout the University.

PWC drafted a document following interviews with the Vice-Chancellor's Executive and University Senators, and a workshop for executive managers. Executive members will refine and submit the document for Senate approval in early 2003.

FREEDOM OF INFORMATION

Thirty people (19 staff, four students and seven members of the public) accessed University documents under the *Queensland Freedom of Information Act 1992*. Most staff and students sought personal information and external applicants generally sought non-personal information about our activities.

We also gave access to many documents (usually personal to the applicant) as part of routine administrative processes not subject to formal FOI procedures.

University committees

SENATE		ACADEMIC BOARD – SENIOR ACADEMIC ADVISORY	
COMMITTEE	CHAIR	COMMITTEE	CHAIR
ART COLLECTIONS	Chancellor	ACADEMIC BOARD STANDING COMMITTEE	President, Academic Board
*AUDIT	Professor Robert Wensley	ACADEMIC PROGRAMS POLICY	President, Academic Board
*BUILDINGS AND GROUNDS	Dr Mary Mahoney	ACADEMIC PROGRAMS REVIEW	President, Academic Board
CHAPLAINCY	Mr Denis Brosnan	LIBRARY	Deputy President, Academic Board
*FINANCE	Mr Norbury Rogers	POSTGRADUATE RESEARCH STUDIES	Director, Graduate School
*LEGISLATIVE	Mr Roger Byrom	RESEARCH	Deputy Vice-Chancellor/ Deputy Vice-Chancellor (Research)
OCCUPATIONAL HEALTH AND SAFETY	Dr Frederick Schubert	TEACHING AND LEARNING	Deputy Vice-Chancellor (Academic)
PROFESSORIAL PROMOTIONS	Vice-Chancellor	APPOINTMENTS AND PROMOTIONS	President, Academic Board
STANDING COMMITTEE ON STATUS OF WOMEN	Dr Mary Mahoney		
STUDENT APPEALS	Deputy Vice-Chancellor (Academic)		

*key Senate committees

Senior officers

The Chancellor and Deputy Chancellor lead the 35-member University Senate and are elected from its ranks. The Vice-Chancellor is our Chief Executive Officer. He is supported by a six-member Executive as detailed on these pages.



The Honourable Sir Llewellyn Edwards, AC

MB BS *Qld.*, Hon LLD *Qld.*, FRACMA, FAIM

Chancellor

Leads the University Senate and presides at Senate meetings

Re-elected to his fourth three-year term as Chancellor from 2002. Member of Senate since 1984. Executive consultant to Jones Lang LaSalle in commercial real estate. Director of several public companies. Former chair and chief executive officer of World Expo '88 Authority. Elected to Queensland Parliament as MLA (Lib.) for Ipswich in 1972; served terms as health minister, deputy premier and treasurer before leaving Parliament in 1983. Member of the Queensland Government's Forde Foundation Advisory Council; chair of UQ Holdings Pty Ltd 1998-; chair of the Asia Pacific Economic Forum.



Professor Robert Wensley

QC, BE(Hons), MEngSc, LLB(Hons) *Qld.*

Deputy Chancellor

Acts as Chancellor in the absence of the Chancellor or when the office of Chancellor is vacant

Re-elected to his second three-year term as Deputy Chancellor from 2002. Senate member 1978-86 and 1988-. A Queens Counsel, barrister, practising arbitrator and mediator. Adjunct Professor T.C. Beirne School of Law. Director of several University companies. Annual Appeal President 1998-99. Former chair Queensland Building Tribunal. Memberships: Institute of Arbitrators and Mediators Australia; the University's Audit, Discipline Appeals, Honorary Degrees, Honorary and Adjunct Professorial Appointments Committees; the Business, Economics and Law Faculty Board; Women's College Council.



Professor Jenny Strong

BOccThy, MOccThy, PhD *Qld.*

President of the Academic Board

Chairs and coordinates the work of the Board on policies relating to academic programs, teaching and learning, assessment, research, academic staff promotions, prizes and scholarships

Appointed President, Academic Board in 2002. Professor of Occupational Therapy since 1997. Memberships: International Association for the Study of Pain; OT Australia; Australian Pain Society; NZ Pain Society. Member of steering committee for OT Australia National Standards Scheme Accredited OT Program. Editorial board for *American Journal of Occupational Therapy* and *Occupational Therapy Journal of Research*. Former deputy chair, Occupational Therapy Board of Queensland and former director, Australian Pain Society.





Professor John Hay

BA(Hons) *W.Aust* and *Camb.*, MA *Camb.*, PhD *W.Aust.*, Hon LittD *Deakin*, FACE
Vice-Chancellor

CEO, responsible to Senate for overall direction of strategic planning, finance and external affairs

Vice-Chancellor and ex officio member of Senate since 1996. Previously Vice-Chancellor and President, Deakin University 1992-95; Deputy Vice-Chancellor, Monash University 1988-91; and Dean of Arts, Monash 1987, establishing National Key Centre for Australian Studies. Chair of Group of Eight; Australian Universities' Teaching Committee; and AVCC Research Advisory Committee. Memberships: Economic Development Committee, Brisbane City Council; Queensland Innovation Council; Board of Trustees, Queensland Performing Arts Trust; and Brisbane Grammar School Board of Trustees. Board member Australian Institute for Commercialisation and member Council for the Encouragement of Philanthropy in Australia. General editor of *Bibliography of Australian Literature* project.



Professor Paul Greenfield

BE(Hons) PhD *NSW*, BEcon *Qld.*, FTSE, FIChemE, FIEAust, MAIChe

Senior Deputy Vice-Chancellor

Responsible for strategic planning and overall management of faculties, IMB and Library

Appointed Senior Deputy Vice-Chancellor in 2002. Previously Deputy Vice-Chancellor 2001; Deputy Vice-Chancellor (Research) 1997-00; Executive Dean of the Faculty of Engineering, Physical Sciences and Architecture (est 1997); and Pro-Vice-Chancellor (Physical Sciences and Engineering) 1993-96. Chair of Scientific Advisory Group to the S.E. Qld Regional Water Quality Strategy 1994-; Waste Technical Working Group (Basel Convention) 1996-; and Advisory Board of I.P. Australia 1999-. Director of several University companies including UniQuest Pty Ltd.



Professor Trevor Grigg

BE (Hons) BEcon PhD *Qld.*, CPEng, MIEAust, FAIM, FAICD

Deputy Vice-Chancellor (International and Development)

Responsible for international development and policy, UQ Ipswich, fundraising and development, capital management and space planning

Appointed Deputy Vice-Chancellor (International and Development) in 2000. Previously University of Queensland Pro-Vice-Chancellor (Academic) 1997-99; Dean of Business, Queensland University of Technology 1995-97; Head, Graduate School of Management, University of Queensland 1992-94. Directorships: Brisbane Water Advisory Board; CRC for Sustainable Tourism Pty Ltd; Carisgold Pty Ltd; iTEL Community Telco Ltd; Queensland Education and Training Export Board. Chair of AVCC Committee of DVCs/PVCs (International) since 2001.



Professor Margaret Gardner

BEcon(Hons), PhD *Syd*, FAIM

Deputy Vice-Chancellor (Academic)

Oversees policies on teaching and learning, and information technology. Responsible for academic personnel matters, equity, UQ Gatton, Customs House, and marketing and communications

Appointed Deputy Vice-Chancellor (Academic) in 2002. Previously University of Queensland Pro-Vice-Chancellor (Academic) 2001; Griffith University Pro-Vice-Chancellor 1994-00. Directorships: Queensland's Biennial Festival of Music. Member of President's Advisory Committee of the Queensland Industrial Relations Commission.



Professor David Siddle

BA(Hons), PhD *Qld.*, FASSA, FAPS

Deputy Vice-Chancellor (Research)

Develops and promotes research and research training, collaborations and funding submissions

Appointed Deputy Vice-Chancellor (Research) in 2002. Previously University of Queensland Pro-Vice-Chancellor (Research) 2001; University of Sydney Pro-Vice-Chancellor (Research) 1997-01; and University of Queensland Dean, Postgraduate Studies 1993-97. Former chair ARC Social Sciences and Humanities Panel 1993-94 and deputy chair ARC Research Grants Committee 1994. Directorships: Australian Canopy Crane Research Facility, Queensland Parallel Supercomputing Foundation, Sustainable Minerals Institute and three CRCs.



Mr Douglas Porter

BA(Hons) *Durh*, FAIM

Secretary and Registrar

Leads and coordinates the work of central administrative divisions and information technology services; Secretary to the University Senate

Appointed Secretary and Registrar in 1986. Previously Deputy Registrar, University of Manchester; University Planning Officer, University of Aston, Birmingham. Directorships: QTAC Board; UniSeed Pty Ltd Board; UniQuest Pty Ltd; Comquest Group Board; SARV Pty Ltd Board; CiTR Pty Ltd; Joint Company Secretary UQ Holdings. Secretary to the University of Queensland Senate.

University Senate

2002 was the first year in the term of the 30th Senate of The University of Queensland, beginning January 1, 2002 and ending December 31, 2004. Senate met formally on six occasions in 2002.

Chancellor

- > The Honourable Sir Llewellyn Edwards, AC, MB BS *Qld.*, Hon.LLD *Qld.*, FRACMA, FAIM

Deputy Chancellor

- > Professor Robert N. Wensley, QC, BE(Hons) *Qld.*, MEngSc *Qld.*, LLB(Hons) *Qld.*

Vice-Chancellor

- > Professor John A. Hay, BA(Hons) *W.Aust.*, MA *Camb.*, PhD *W.Aust.*, Hon.LittD *Deakin*, FACE

In attendance at Senate but not members of Senate

Senior Deputy Vice-Chancellor

- > Professor Paul F. Greenfield, BE(Hons) *NSW*, PhD *NSW*, BEcon *Qld.*, FTSE, FICHEM, FIEAust, MAICHE

Deputy Vice-Chancellor (International and Development)

- > Professor Trevor J. Grigg, BE(Hons) *Qld.*, BEcon *Qld.*, PhD *Qld.*, CPEng, MIEAust, FAIM, FAICD

Deputy Vice-Chancellor (Academic)

- > Professor Margaret Gardner, BEcon(Hons) *Syd.*, PhD *Syd.*, FAIM

Deputy Vice-Chancellor (Research)

- > Professor David Siddle, BA(Hons) *Qld.*, PhD *Qld.*, FASSA, FAPS

Secretary and Registrar

- > Mr Douglas Porter, BA(Hons) *Durh.*, FAIM

Official members

Vice-Chancellor

- > Professor John A. Hay, BA(Hons) *W.Aust.*, MA *Camb.*, PhD *W.Aust.*, Hon.LittD *Deakin*, FACE

Director-General of Education

- > Mr Jim Varghese, BA(Hons) *Qld.*, BD *Qld.*, MBA *Melb.*

President of The Academic Board

- > Professor Ian D O'Connor, BSocWk(Hons) *Qld.*, PhD *Qld.* (to 21 June 2002)
- > Professor Jenny Strong, BOccThy *Qld.*, MOccThy *Qld.*, PhD *Qld.* (from 2 August 2002)

President of The University of Queensland Academic Staff Association

- > Associate Professor Kuldip Singh Bedi, BSc(Hons) *Sheff.*, PhD *Sheff.*, DSc *Sheff.* (to 31 June 2002)

- > Associate Professor George Lafferty, BA(Hons) *Griff.*, PhD *Qld.*, GCHEd *Griff.* (from 1 July 2002)

President of The University of Queensland Union

- > Mr Chris Vernon

Anglican Archbishop of Brisbane

- > The Most Reverend Dr Phillip Aspinall, BSc *Tas.*, GDipRE *BCAE*, BD(Hons) *Melb.*, C.Div., PhD *Monash*, GDipMan *Deakin*, MBA *Deakin*

Roman Catholic Archbishop of Brisbane

- > The Most Reverend John A. Bathersby, DD, STD Greg., DUniv *Griff.*

Appointed members

Eleven members appointed by the Governor-in-Council

- > Ms Eleanor Davidson, BBus *Queens*, FAIM
- > Mr G.H.(Ted) Edwards, FAICD
- > The Honourable Sir Llewellyn Edwards, AC, MBBS *Qld.*, Hon.LLD *Qld.*, FRACMA, FAIM
- > Mr David Gray, BSc *Newcastle (UK)*
- > Dr Peter Ho, BSc(Hons) *Warwick*, PhD *Qld.*, MICE, MSTRUCTE, MIEAust, MHKIE
- > Ms Rachel G. Nolan, MP, BA(Hons) *Qld.*
- > Ms Renaye Peters, BAppSc, *Qld.UT*, BArch(Hons) *Qld.UT*, GDipPMgmt *Qld.UT*
- > Mr A.E. de Norbury Rogers, AO, BCom *Qld.*, AAUQ *Qld.*, FCA, FAICD
- > Dr David J.H. Watson, MP, BCom(Hons) *Qld.*, AAUQ *Qld.*, MA *Ohio State*, PhD *Ohio State*, FCPA, FCA
- > Ms Lilla Watson, BA *Qld.*
- > The Honourable Justice Margaret J. White, LLB *Adel.*

Elected members

One member of the Academic Board

- > Professor John de Jersey, BSc(Hons) *Qld.*, PhD *Qld.*

Three members of the full-time graduate staff

- > Professor Gordon C. Grigg, BSc(Hons) *Qld.*, PhD *Oregon*, DSc *Syd.*, FRZS *NSW*, FAIB

- > Ms Jan Massey, BA(Hons) *Qld.*, MAdmin *Griff.*
- > Ms Diane J. Zetlin, BA(Hons) *Qld.*

One member of the full-time non-graduate staff

- > Ms Kay Whitfield

Two students

- > Mr Matthew S. Collins
- > Ms Juliana E. Virine

Eight members of Convocation

- > Mr Donald S. Barrett, BA(Hons) *Qld.*, MA *Qld.*
- > Mr Denis J. Brosnan, BA(Hons) *Qld.*, MLitSt *Qld.*
- > Mr John A. Desmarchelier, AM, ED, BCom *NSW*, BEcon *Qld.*, MBA *NE*, FAIM, FAICD
- > Dr John M. Fenwick, BE(Hons) *Qld.*, DPhil *Oxf.*, MIEAust
- > Dr Mary D. Mahoney, MB BS *Qld.*, GDipClinEd *NSW*, FRACGP, FAIM, FAMA
- > Professor Kay E.B. Saunders, AM, BA(Hons) *Qld.*, PhD *Qld.*
- > Dr Frederick Schubert, BSc *Qld.*, MBBS *Qld.*, BA *Qld.*, FRANZCR, FRCR, DDU, FAMA, FASMF, FAIM
- > Professor Robert N. Wensley, QC, BE(Hons) *Qld.*, MEngSc *Qld.*, LLB(Hons) *Qld.*

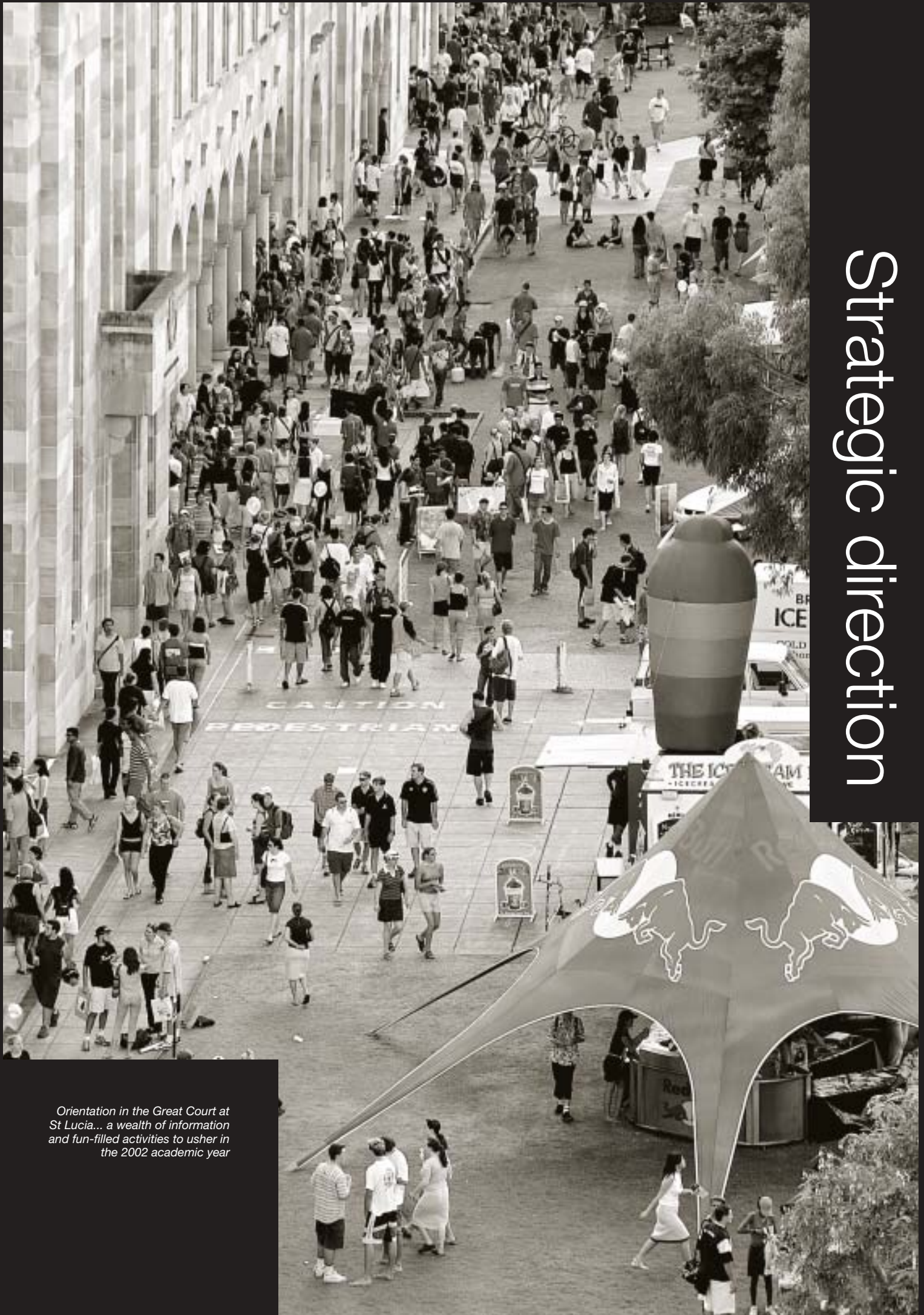
Additional members

- > Mr Peter G. Annand BA, LLB *Qld.*, BCL *Oxf.*
- > Mr Nicholas W. Stump, MAppSc *Adel.*

Changes to Senate membership during 2002

- > February: The Most Reverend Dr Phillip Aspinall joined the Senate.
- > March: Mr Peter Annand and Mr Nick Stump were elected.
- > June: Professor Ian O'Connor resigned. His successor was Professor Jenny Strong (from August). Associate Professor Kuldip Bedi retired as President of the Academic Staff Association. His successor (from July) was Associate Professor George Lafferty.
- > December: Mr Chris Vernon retired as President of The University of Queensland Union. His successor was Mr Aaron Marsham.

Strategic direction



Orientation in the Great Court at St Lucia... a wealth of information and fun-filled activities to usher in the 2002 academic year

Strategic plan 2002–2006

The mission of The University of Queensland is to create a community dedicated to achieving national and international levels of excellence in teaching, research and scholarship, one that makes significant contributions to the intellectual, cultural, social and economic life of the State of Queensland and the Australian nation.

STRATEGIC AIMS, ASPIRATIONS AND COMMITMENTS

Throughout its history of almost a century, The University of Queensland has shared with the world's great universities the enduring values of creating and transmitting knowledge, the passionate and disinterested pursuit of truth, maintenance of the highest standards of teaching, research and scholarship and the enhancement of society's core values.

As Queensland's first and pre-eminent university, The University of Queensland is one of only three Australian foundation members of the multi-national *Universitas 21* group of world-class, comprehensive and research-intensive universities, committed to benchmarking all aspects of its operations against the highest international standards of practice.

While committed to maintaining a diverse and principled scholarly community of outstandingly able and ethical staff and students, the University's operations are informed constantly by dynamic and intelligent change. In a context of unprecedented competitiveness, uncertainty and change, The University of Queensland seeks to

identify and develop new and appropriate strategic priorities in teaching and research, in the development, management and diversification of our resource base and in the use of new technologies to provide world-class infrastructures for our teaching, research, management and support services. The University's Strategic Initiatives Fund is playing an increasingly crucial role in helping achieve new priorities across a wide range of activities by leveraging very significant sources of new funding.

New, world-class research institutes and centres, the continuing development of innovative new programs, courses and pedagogies and an abiding commitment to enhanced levels of quality assurance and accountability reflect some of the ways in which The University of Queensland seeks to honour its responsibilities both to its own community and to the wider communities with which we interact.

KEY OPERATIONAL PRIORITIES

All actions will be influenced by the pressing need to attract substantially greater amounts of income from sources apart from the Commonwealth Operating Grant, in

order to overcome prospective funding difficulties, provide adequate remuneration to staff and remain dynamic and responsive to changing opportunities and demands into the future. The University's long-term strategic objectives and immediate operational priorities for each of its key areas of activity are set out in full in later sections. However, the University Senate has determined that the most critical operational priorities for the immediate future are to:

- > increase the numbers of international and postgraduate students;
- > increase the number of students attracted from other universities into honours and postgraduate programs;
- > develop new teaching modes and approaches;
- > achieve improvements in student course experience satisfaction;
- > improve research productivity, focusing on areas of existing or emerging strength;
- > achieve leadership in the transfer of technology;
- > increase engagement in mutually beneficial partnerships with outside organisations;
- > increase revenue from non-government sources;
- > improve information technology infrastructure;
- > improve management practices and systems; and
- > enhance the physical environment of the University's campuses.

Strategic initiative funds will be applied preferentially in support of these priorities.

TEACHING AND LEARNING

Strategic objectives

As the preferred university of the great majority of Queensland's most highly qualified students, whether school leavers, mature-age students or graduates returning for higher-level studies, as well as of a rapidly increasing number of outstanding international students, The University of Queensland is committed to excellence of learn-



Vice-Chancellor Professor John Hay and graduate Peter Beattie, Premier of Queensland, celebrate the opening of the Centres for Health Research at Princess Alexandra Hospital. The \$33 million complex houses 140 scientists engaged in world-class research such as the development of vaccines against cervical cancer and genital warts.

- ing experiences and outcomes and will:
- > provide rewarding educational experiences that develop in graduates capacities for independence and creativity, critical judgement, effective communication and ethical and social understanding as well as in-depth knowledge of a field of study;
 - > deliver an international focus through curricula and through exposure of students to educational and cultural experiences at this University and overseas;
 - > recognise the relationship between excellence in teaching and learning and research and reinforce a commitment to the distinctiveness of a research-based culture for teaching and learning;
 - > review and enhance postgraduate programs to renew and increase postgraduate profile;
 - > increase the number of postgraduate students to achieve, over time, a student body at least 25 percent of which is at postgraduate level;
 - > deliver an enhanced and flexible approach to learning that is applied appropriately to meet curricula and pedagogic objectives;
 - > ensure effective, structured evaluation of teaching and learning quality and outcomes, enlightened by feedback from students, scholars, professions, industry and community;
 - > enhance the teaching and learning environment, particularly in relation to provision of high quality infrastructure for flexible learning;
 - > recruit, develop and retain staff who provide high quality teaching and learning; and
 - > support improved access by students from disadvantaged backgrounds.

Operational priorities

- > Ensure that graduate attributes are mapped into all programs in 2002.
- > Seek opportunities for enhanced collaboration and strategic partnerships in teaching and learning with other institutions, particularly overseas.
- > Ensure that the teaching quality assurance component of faculty budgets and the staff promotion process and other incentives, reward school and individual achievement in teaching and learning excellence.
- > Increase the use of flexible learning approaches and the appropriate use of information and communications technologies in educational programs, particularly postgraduate programs in the University.
- > Gather and use information about the quality of teaching and learning and monitor the provision of curriculum and assessment that encourages and reinforces learning as specified in University policy.
- > Improve guidance and advice to students about program and course selection and maintain ways to seek and respond to student feedback about the teaching and learning environment.
- > Develop strategies to encourage more students from other universities to seek entry to the University's honours and postgraduate programs.
- > Develop a program to enhance infrastructure to support teaching and learning.
- > Widen recruitment to increase the participation of adjunct staff and provide staff development to support understanding of new approaches to teaching and learning.

- > Review the effectiveness of programs to enhance access for students from disadvantaged backgrounds.

RESEARCH AND RESEARCH TRAINING

Strategic objectives

The University of Queensland is one of Australia's premier, comprehensive research-intensive universities. The University aims to achieve international excellence in all types of research and research training, from fundamental, curiosity-driven work that adds to the stock of knowledge through to applied research resulting in commercial innovation.

The University considers that excellence in research underpins both excellence in teaching and the ability to develop depth in its community partnerships. Its commitment to research training has resulted in the establishment of The University of Queensland Graduate School.

In seeking to develop its international reputation for research excellence the University will:

- > promote the importance and benefits of research to the wider community and champion the leadership role that the University plays in research and research training activities;
- > achieve international distinction across a significant number of strategically prioritised areas of research;
- > develop major research collaboration with government agencies, industry and the international community;
- > increase research funding from all state, national and international sources; and
- > enhance the University's role as one of Australia's major providers of

Student load 2000-2006	RECORDED			PROJECTED				% INCREASE 2001>2006	% SHARE IN 2006
	2000	2001	2002	2003	2004	2005	2006		
BY PROGRAM TYPE									
Higher Degree Research	2525	2670	2800	2875	2950	3025	3100	16%	10.4%
Postgraduate Coursework	1591	2159	2300	2700	3200	3800	4300	99%	14.4%
Undergraduate and non-award	21257	22847	22574	22684	22885	22590	22500	-2%	75.3%
Total	25373	27676	27674	28259	29035	29415	29900	8%	
BY FUNDING SOURCE									
HECS-based, RTS & Other	21560	22776	22000	21750	21750	21650	21600	-5%	72%
Domestic Fee Paying	941	1257	1465	1692	1920	2165	2450	95%	8%
International Fee Paying	2871	3644	4208	4817	5365	5600	5850	61%	20%

The table shows actual student load for the full year in Equivalent Full-time Student Units (EFTSU).

research training by providing innovative and flexible programs at honours, masters and doctoral levels.

Operational priorities

- > Improve the University's standing in the leading group of Australian universities in research performance at an international standard and among the leading three universities in terms of overall research income and outcomes and research higher degree completions.
- > Benchmark research and scholarship in all faculties, schools and centres against the highest international standards of practice.
- > Identify and direct support to priority areas.
- > Recognise and reward the very best research and research supervision performance.
- > Provide opportunities for all staff to develop and enhance their research strategies, performance and supervisory skills, with targeted support for early career researchers.
- > Encourage all new staff to develop an active, externally-focused research profile and to improve their supervision skills.
- > Provide appropriate support structures and facilities that foster a collegial environment at both higher degree and postdoctoral levels to improve the training and broaden educational experiences of all those involved in research training and early career researchers.
- > Integrate the major research centres into the research, postgraduate teaching and community service activities of the University.
- > Develop and maintain an excellent research infrastructure capability to meet the needs of researchers and develop world-class facilities for graduate and research students in purpose-built facilities.
- > Seek to maximise through licensing, research collaboration with industry and capital gains from startups and spin-offs from the commercial development of intellectual property.

COMMUNITY PARTNERSHIPS

Strategic objectives

Recognising that its activities and resources represent a remarkable state and national resource, the University will:

- > develop closer and more numerous links with the wider community of which it is a part;

- > establish strategic partnerships and identify priorities that mutually serve the interests of the University and its stakeholders;
- > collaborate in strategic activities for community benefit with industry, business and professional groups and with instrumentalities at city, state, national and international levels;
- > champion the role of education and research in underpinning the economic health and social wellbeing of local, state, national and international communities;
- > provide staff with the opportunity to contribute to the community while achieving educational and personal development outcomes;
- > build on the University's strengths in the services it is able to offer the community, helping to find and promote innovative and sustainable solutions to community challenges; and
- > maintain the University's role as a provider of specialist services to the community through its libraries, museums, clinics, collections and other specialised scientific, cultural and public performance facilities.

Operational priorities

- > Play a leading role in stimulating intellectual debate within the community on cultural, economic and social issues, for the advancement of Queensland.
- > Increase recognition within Queensland and the wider national and international communities of the excellence of the University's educational programs and research through a comprehensive community information program.
- > Ensure that the University's graduates are well-informed on the activities, aims, aspirations and commitments of the University as a basis for establishing and maintaining enduring long-term relationships between the University and its alumni.
- > In partnership with communities, business, government and non-profit organisations, identify community needs which the University is well placed to service.
- > Facilitate community involvement in University decisions affecting the community.
- > Expand the professional contributions of staff in their specialised fields to the needs of government, business, health, rural and community organisations.

- > Maintain and extend activities in continuing professional education, as part of the mainstream teaching responsibilities of the University, by offering post-tertiary courses which reflect the latest developments in their fields and, wherever possible, are articulated to award courses.
- > Enhance relationships with the University's alumni through the development of a domestic and international alumni strategy.

MANAGEMENT AND RESOURCES

Strategic objectives

The University of Queensland will:

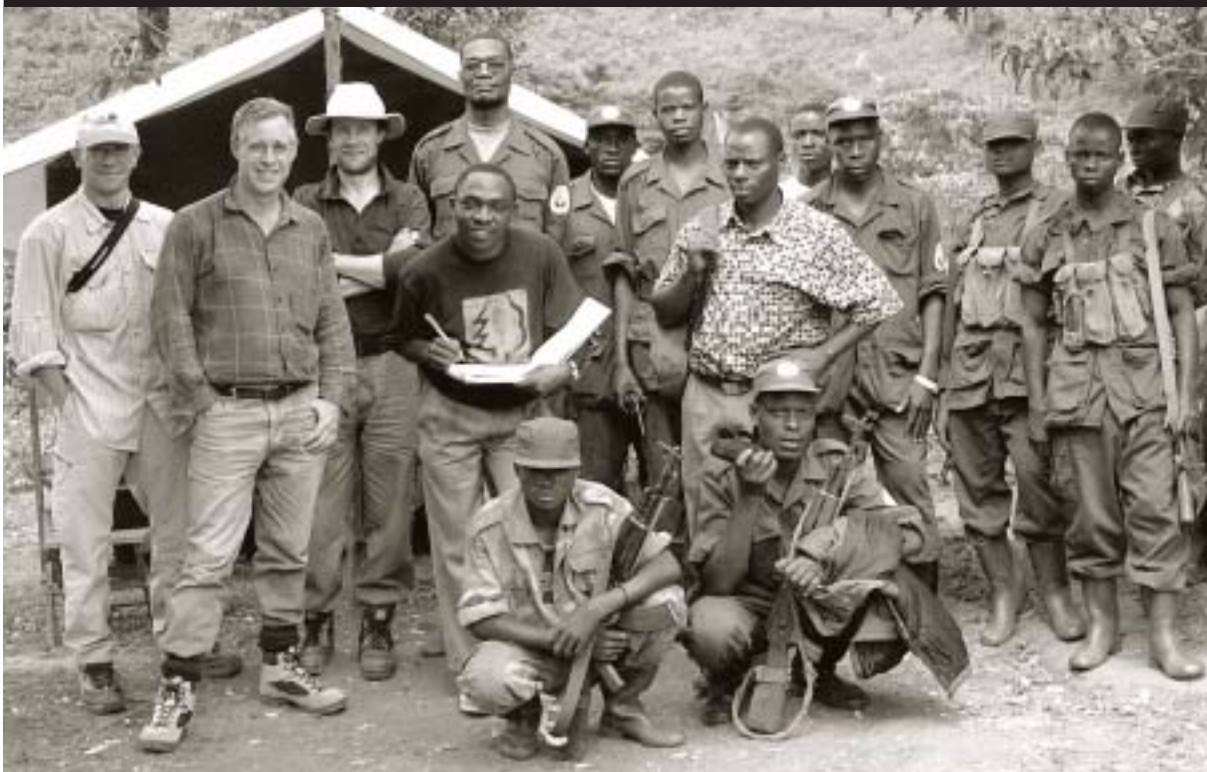
- > ensure that its academic aims and aspirations are supported by effective management structures, policies, practices and systems and that all aspects of the University are administered in a professional and client-focussed manner;
- > ensure that the seven academic faculties, their schools and centres, and the key academic support and administrative services take responsibility for translating University-wide aims, aspirations and commitments into appropriate strategic objectives and operational priorities;
- > devolve the management of resources to the most effective level;
- > encourage and support all parts of the University in efforts to attract an increasing proportion of funding from non-government sources;
- > provide an appropriate physical environment and maintain it to high aesthetic, functional and safety standards;
- > provide high-quality teaching facilities with particular attention to the needs of students, and improve utilisation by better management;
- > maintain leading edge information technology support services and infrastructure;
- > ensure that the capital budget framework supports sound strategic management of and planning for the University's capital assets; and
- > build and strengthen its profile and relationships with prospective students and staff, business, government, the professions, its alumni and the community at large through coordinated University-wide marketing, communication and development programs and activities.

Operational priorities

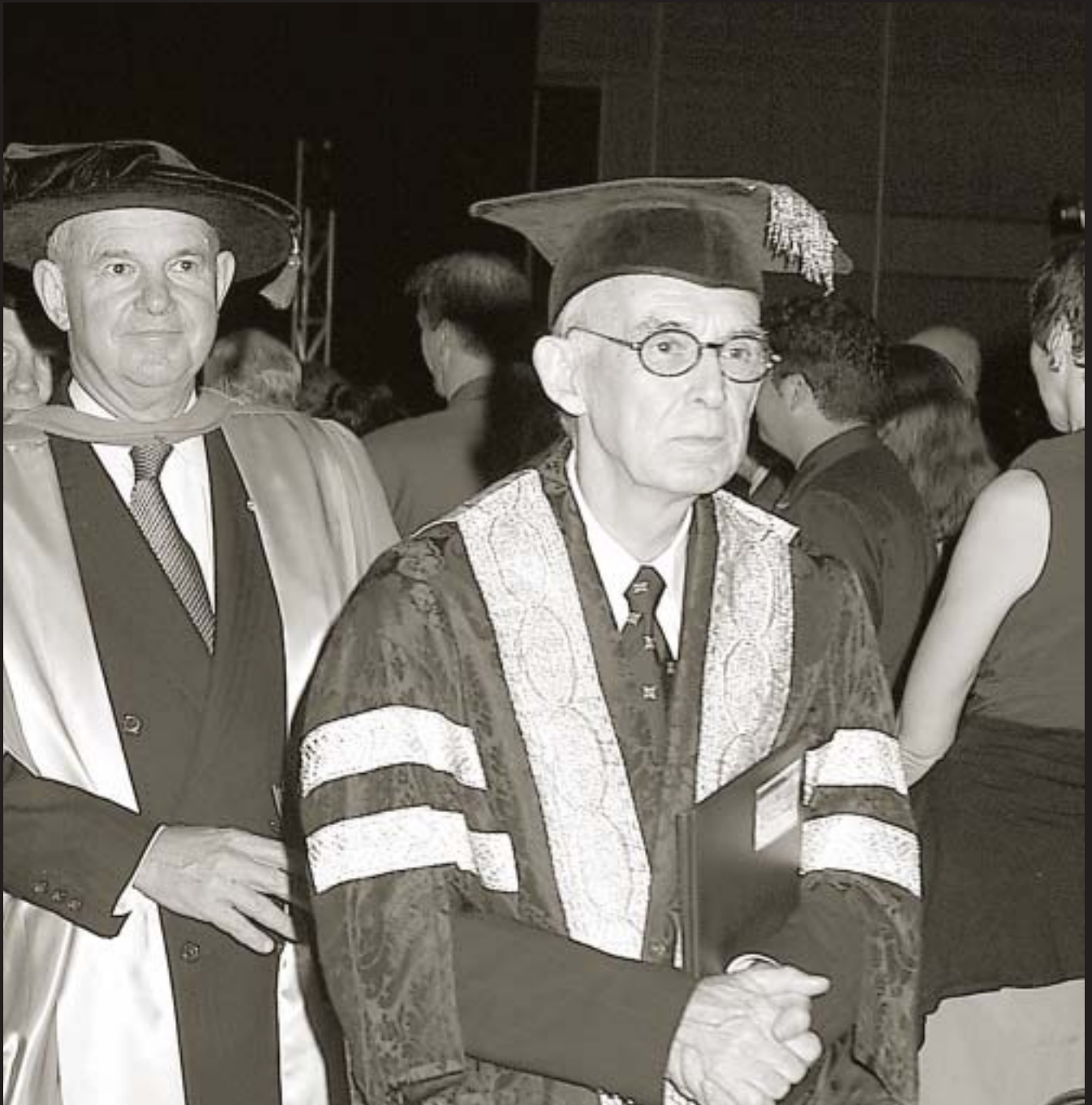
- > Implement modern systems in support of teaching, learning and administration and provide access to these systems in flexible user-friendly ways, particularly to connect students and staff with their learning environments and to provide timely management information for institutional performance measurement and quality assurance and control.
 - > Provide development and training opportunities to assist staff in their professional development and to improve the University's organisational efficiency and effectiveness.
 - > Promote equality of opportunity through a pro-active equity and diversity program.
 - > Ensure that faculties, central services and the central administration develop and maintain five-year operational plans.
 - > Ensure that faculties, central services and the central administration demonstrate their management effectiveness by operational benchmarking.
- > Rationalise activities to allow support to be provided for growth and development of strategic strengths and to ensure that the University's resources are used as effectively as possible in support of its strategic objectives.
 - > Ensure that faculties prepare business plans for all new major academic activities, particularly those associated with the internationalisation of teaching and research endeavours, to demonstrate projected financial returns and resource commitments.
 - > Secure development funds from external sources of at least \$100 million in the period 2002-2006 for projects based on sound business plans and associated with the University's strategic objectives.
 - > Increase the proportion of the University's income which is additional to the Commonwealth Government operating grant to 60 percent of total income by 2006, from the 2000 level of 53 percent.
 - > Review the ongoing appropriateness of the current budget framework for the management of the University's capital assets.
- > Develop, implement and maintain a comprehensive development plan for the University.
 - > Develop, implement and maintain a comprehensive marketing and communications plan.



Environmental management lecturer Marc Hockings (second left) trains rangers at the Bwindi Impenetrable National Park in Uganda (home to half the world's mountain gorilla population) as part of a four-year US\$2 million world-wide collaborative environmental initiative (page 40).



Review of activities



From the Chancellor

One of our graduates, His Excellency Major General Peter Arnison AC CVO, Governor of Queensland (above left), opened our \$20.6 million UQ Centre in September. His Excellency received an honorary degree at the gala ceremony, and we presented our annual UQ Foundation Research Excellence Awards in celebration of Research Week.

You will find a wealth of other activities and outcomes reviewed in the following pages. Annual reporting is a very exacting task, but also very satisfying when it generates a document of record such as this one.

It has been a privilege to lead the University Senate through the first year of my fourth term as Chancellor. Our University has excelled in 2002, with every prospect of continuing success; and I sincerely thank the Vice-Chancellor, his Executive, our Senators and staff for having helped achieve such splendid results.

Sir Llewellyn Edwards AC
CHANCELLOR





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Review of activities



Twenty final-year marine science students and five staff combined the adventure of sailing with hands-on research experience during an inaugural two-week College at Sea on the Great Barrier Reef. The Centre for Marine Studies initiative gave students unparalleled theoretical and practical experience in marine ecology and oceanography.

Teaching and learning

The Deputy Vice-Chancellor (Academic) and the Academic Board's Teaching and Learning Committee drive our quest for excellence in teaching and learning. Our Teaching and Learning Enhancement Plan, structured evaluation of inputs and outcomes, and student feedback provide direction.

OUR STUDENTS

Enrolments

We have an impressive long-term student completion rate of 70 percent and 2002 Department of Education Science and Training (DEST) statistics show above-national-average rates for student retention (80 percent) and student progress (90 percent).

This year we enrolled 33,345 students (1581 more than in 2001) with significant increases in bachelors and coursework masters degrees, postgraduate/graduate diplomas and graduate certificates (chart page 5).

Overall student load for 2002 exceeded projections by 1279 and Equivalent Full-time Student Units (EFTSU) reached 28,953 (1449 up on the previous year).

Queensland Tertiary Admissions Centre data show these included Queensland's best school-leavers, such as:

- > 343 (68 percent) of the State's Overall Position (OP)1 students, primarily enrolled in science (97 students), law (79) and engineering (64); and
- > 1046 (58 percent) of students with OP scores of 1-3. Over the past five years we have attracted 65 percent of these students – the top five percent of school leavers, and more than three times the number attracted to the next most popular institution.

UQ Ipswich had a record intake of 1875 students, 418 more than in 2001, and is right on target to achieve the **2004** EFTSU projection of 2350 with steadily-increasing numbers of international and postgraduate students. More than 220 students enrolled in the Behavioural Studies program, making it the biggest program both at UQ Ipswich and within the Faculty of Social and Behavioural Sciences.

UQ Gatton enrolments increased for the second year in a row to fill a quota of 2165 students, with highlights including higher OP scores across the board and a 39 percent increase in international students.

International and postgraduate numbers

Increasing international and postgraduate enrolments signified progress in line with key operational priorities (page 18).

A record **international** enrolment of 4225 students from 130 countries (12.7 percent of our overall load, and double the 1998 figure) included 2208 undergraduates, 868 coursework masters and 414 research PhDs (see chart page 5).

Our 2002 **postgraduate** profile showed enrolment growth for

- > postgraduate coursework (26 percent over 2001; and 9.8 percent of overall student load),
- > domestic fee-paying postgraduate student load (6.4 percent of overall load) linked to the Commonwealth Government Postgraduate Education Loans Scheme (PELS),
- > research higher degree students (9.1 percent of overall load), and
- > overseas students (a third of all international students are postgraduates).

Introduction of PELS sharply increased demand for postgraduate coursework programs (particularly for the Juris Doctor) and our total postgraduate enrolment was 7281, an 11.6 percent increase on the previous year. This outstripped our projected postgraduate EFTSU for 2002 by 350.

Our 3345 higher degree research students represented more than 10 percent of the student body and included 2705 PhDs (15 percent international students) and 640 research masters (12 percent international students).

Postgraduates now represent 21.8 percent of all students. This puts us well on the way to achieving our target of a student body including at least 25 percent postgraduates.

Graduate outcomes

We continued to lead Australian universities in graduate employment. DEST statistics show that our graduates achieved

Objectives

- > to equip our graduates for successful careers by providing rewarding educational experiences which develop independence and creativity, critical judgement, effective communication and ethical and social understanding
- > to recognise and nurture the distinctiveness of a research-based culture for teaching and learning
- > to raise our postgraduate profile
- > to enhance teaching and learning environments through flexible delivery, effective evaluation, quality infrastructure and quality staff

Key outcomes

- > overall student load exceeded projections
- > exceeded national and State indicators for access, participation, retention and success for students with disabilities
- > record postgraduate and international enrolments
- > graduate attributes mapped for all first-year undergraduate courses

Outlook for higher education sector

- > increasing international focus
- > more emphasis on postgraduate research
- > encouragement for excellent teaching

Our year ahead

- > development of Student Learning Portfolio
- > extended flexible learning
- > enhanced postgraduate programs

- > full-time employment rates averaging 88 percent over the past five years (compared with a national figure of 78 percent), and
- > above-average starting salaries.

Figures for graduates in further full-time study were also substantially higher than the national average, with 39.5 percent of our graduates continuing studies compared to 24.1 percent nationally.

GLOBAL REACH

World-wide classrooms

We signed 38 new agreements with institutions in 24 countries in 2002. Our 217 agreements with more than 190 universities in 40 countries include:

- > twinning programs;
- > staff and student exchange agreements;
- > research and academic collaborations;
- > offshore programs; and
- > scholarships.

International agents recruit more than 60 percent of our international students and we appointed 14 new agents this year in strategic target markets.

Student exchange agreements had 212 international students joining us from 72 partner institutions in 18 countries including Canada (46 students), the USA (36), the U.K. (22) and Japan (19).

Conversely, more than 180 University of Queensland students studied at 55 exchange institutions in 16 countries. Most popular were Canada (49 students), the USA (24), Japan (23) and the U.K. (23).

A Foundation Program delivered by International Education Services Ltd prepares overseas school leavers for entry to our undergraduate programs. This year's enrolments of 260 exceeded the 2003 target of 250, and included more than 40 academically-selected students funded by governments of countries such as Botswana, Oman, the United Arab Emirates, Papua New Guinea and Malaysia.

Nearly 200 international delegations of senior academics, advisors and government personnel visited us this year, compared with 125 in 2001.

GLOBAL PARTNERSHIPS

English language training and testing (page 48) and other initiatives boosted international partnerships. Highlights included:

- > specialist library training for practising librarians visiting our Cybrary (page 28) from countries such as Fiji, Laos, Saudi Arabia, Vietnam, Japan, Germany and Indonesia;
- > selection of nine Rotary World Peace Scholars from Cambodia, Canada, the USA, the Philippines and Sweden



Natural systems and wildlife student Luke Fletcher (third from right) with the people of Nangi Village, Nepal... part of a four-month industry placement teaching children and helping with plant cultivation

to begin our inaugural two-year Master of International Studies (Peace and Conflict Resolution) in 2003 (program offered through our Rotary Centre for International Studies, one of only seven in the world);

- > increased participation in scholarship schemes supported by overseas governments such as Oman and Iran;
- > our first undergraduates enrolled under twinning programs with Universitas Indonesia (17 arts [psychology] students) and Universiti Brunei Darussalam (14 biomedical sciences students);
- > 24 continuing students from the first cohort of our twinning program with Bjorknes Privatskole, Norway (due to graduate Bachelor of Journalism from The University of Queensland in mid-2003);
- > welcoming 12 academic staff and 43 students from leading Vietnamese universities under a scholarship scheme funded by a donor organisation (an extra \$10 million funding in 2003 will sponsor 90 more masters coursework and 36 more doctoral development scholarships);
- > increased MBA enrolments including our second intake of 40 students in Beijing; and
- > accreditation in Singapore from early

2003 following negotiations this year under the Singapore/Australia free trade agreement, enabling the top 30 percent of our Singaporean Bachelor of Laws (LLB) graduates to practise in Singapore.

EVALUATION

Student feedback

In line with our commitment to student satisfaction, we continued teaching and course evaluation through our Teaching and Educational Development Institute (see page 28) and improved Cybrary services via regular user surveys (see page 28).

We also analysed a comprehensive Student Experience Survey administered in late 2001 to every enrolled first-year and final-year undergraduate, honours and postgraduate coursework student.

Results www.uq.edu.au/teaching_learning/download/StudentExperienceSurvey.pdf showed high satisfaction with teaching and with physical and social environments; and relatively high satisfaction with

- > learning facilities and resources, and
- > development of discipline-specific knowledge plus communication and problem-solving skills.

Respondents also commented positively on the enthusiasm and expertise

of lecturers and relevance of courses.

The research findings provide valuable feedback as to what is working well and in which areas we need to make changes to enhance students' experiences.

Reviewing and renewing

Ongoing processes for review and improvement maintain quality and relevance in our degrees. Typically four to six schools are reviewed annually and this year we reviewed the Schools of: Agriculture and Horticulture; English, Media Studies and Art History; Education; and Information Technology and Electrical Engineering.

Other activities included:

- > preparing benchmarking statements for faculties to determine high, medium and low performance for teaching;
- > revising our Teaching Quality Appraisal (TQA) process for use from 2003;
- > revising our Teaching and Learning Enhancement Plan www.uq.edu.au/teaching_learning/index.html?id=7958 to produce a 2003-2007 Plan for Senate approval in 2003;
- > launching a three-step (annual, triennial and septennial) curriculum review process www.admin.uq.edu.au/AcadBoardOffice/policy/Curriculum_Review.pdf formulated in 2001;
- > establishing minimum requirements for all future course profiles following a profiles content review (implementation by early 2003 and including policy statements on course objectives, staff availability, resources required, plagiarism, assessment and support for students with disabilities);
- > transferring all law teaching to our T.C. Beirne School of Law following a program review in the Faculty of Business Economics and Law; and
- > launching a single MBA program (delivered in conjunction with Mt Eliza Business School) in Beijing and Melbourne, following a curriculum review.

INNOVATION

An eye to the future

Schools identified and documented graduate attributes for each program and incorporated attributes in assessment for all first-year courses. We aim to map all other undergraduate courses by the end of 2004.

Other activities included the following.

- > We launched the Reportal, an online repository of data for internal and external users <http://reportal.mis.jdstory.uq.edu.au>

It includes data on student surveys, progression rates, entry, attrition and completion, for quality-assurance use by schools and faculties.

- > We published a set of teaching and learning indicators on the Reportal.
- > We developed a new quality assurance and control process for assessment, for implementation in 2003.
- > We designed a Programs and Courses website www.uq.edu.au/study/courses (www.uq.edu.au/myadvisor) for launch in January 2003. It brings together in one site information about degree programs, specialisations, courses, career and further study opportunities.
- > First-year science undergraduates piloted an electronic Student Learning Portfolio for students to document their academic progress and development of graduate attributes. We plan to expand the pilot in 2003 and implement it University-wide in 2004.
- > We piloted an Alumni Mentoring Program devised by the Development Office (page 50) and Student Support Services (page 31) for launch in 2003. The six-month, semi-structured program for final-year social work, economics and arts students includes one-on-one workplace visits, professional networking and job shadowing.
- > An Academic Board working party looked at ways to strengthen the teaching and learning framework for postgraduate coursework programs, and will make recommendations in early 2003.

Adjunct staff

Adjunct academic staff appointments strengthen our links with industry, the professions, government and the wider community.

This year, 179 adjunct professors (including 18 new appointments) and 50 honorary professors helped with teaching and research. These appointments are limited to a period of service and extended to people of great distinction and international standing.

IT-based and flexible learning

The Academic Board approved *Academic Guidelines for Flexible Learning* for use in developing programs and courses. An e-learning working party established in 2001 continued to advise on IT infrastructure support, including the University's commitment to WebCT.

For the first time, Strategic Initiative

Graduate attributes include

- > in-depth knowledge of the field of study
- > effective communication
- > independence and creativity
- > critical judgement
- > ethical and social understanding

Funds supported postgraduate coursework flexible learning in

- > Graduate Certificate in Biotechnology/Graduate Certificate in Technology Management,
- > Information Skills for Researchers and Postgraduates program,
- > Social Work/Social Policy and Governance and Public Affairs,
- > Writing, Editing and Publishing, and
- > Australian Studies.

The next round of funding is planned for early 2003 and another \$1 million from the Strategic Initiative Fund is committed over the next three years (2002-2004) to developing distance program learning resources in the Faculty of Natural Resources and Veterinary Studies (NRAVS).

New courses and programs

Total offerings now number more than 360 programs and 5000 courses.

Our Australian Centre for Complementary Medicine Education and Research developed its first course, the Graduate Certificate in Complementary Medicine (Pharmacy), for offer from 2003 in conjunction with our School of Pharmacy and Southern Cross University.

New postgraduate degrees this year included a Master of Business to train recent graduates (in any discipline) in marketing, e-business and other management disciplinary sequences.

Undergraduate initiatives included the following.

- > The Faculty of BEL partnered with the College of Tourism and Hospitality and Southbank Institute of TAFE to launch a high-demand Bachelor of International Hotel and Tourism Management (also a dual degree with the Bachelor of Arts).
- > The Faculty of Health Sciences sought funds for a Bachelor of Nursing program and piloted a series of multi-professional learning projects for integration with program curricula from 2003.

From 2003, UQ Ipswich will offer a masters degree, graduate certificate and graduate diploma in Social Science (Public Relations); and bachelors degrees in Multimedia Design and in Behavioural Studies (honours).

New dual degrees in business management/electronic commerce and business communication/arts boosted our dual degree options to 64.

INFRASTRUCTURE

Physical environment

We are committed to providing quality teaching space through a continuing process of building and refurbishment on all campuses (see page 58).

Our Information Technology Services upgraded audiovisual equipment in 56 locations on all campuses, including rooms, lecture theatres and laboratories.

Other initiatives boosted our Library:

- > a new \$9 million Resource Centre at UQ Ipswich (pages 51, 58); and
- > refurbishment of the Dorothy Hill Physical Sciences and Engineering Library, using funds from Emeritus Professor Dorothy Hill's estate as well as capital management funds. Work included a conference room, researchers' study area and a meeting place for researchers and industry partners.

Our Library

www.library.uq.edu.au

Our Library, known as the Cybrary, is the largest in the State with a collection of more than two million items in a unique combination of real and virtual information. Its 5500 rewritten Web pages recorded more than 21 million hits from about 400,000 individual computers around the world.

More than three million visitors borrowed 1.6 million real items and used another million items on site – a decrease on previous years reflecting growing use of online journals. More than 46,000 clients attended training classes on effective Cybrary use.

We added 24,000 new printed book titles to our collection. Print journals contracted to 10,000 titles while eJournals expanded to 16,000 – twice as many as the previous year. Collections of eBooks reached 145,000, online databases 450 and videos 24,000.

The gift of a Ray Crooke painting (used as the cover of Xavier Herbert's *Poor Fellow My Country*) from Ken Wilder, former Managing Director of Collins Publishers, boosted holdings in Fryer Library, our special collections section. The painting complements Fryer holdings of Xavier

Herbert papers, and a Ray Crooke portrait of the author held by the University Art Museum.

We expanded Cyberschool, a school-to-university transition initiative (page 46) to help students access online resources and develop research skills, and by the end of the year 111 schools were using more than 240 databases, with 221 subscriptions.

Nationally, we digitised photographs from our collection for the National Library of Australia database Picture Australia www.pictureaustralia.org and contributed as lead partner to ongoing ARC-funded national collaborations on the following major gateways:

- > the Australasian Virtual Engineering Library (AVEL), relaunched as AVEL Sustainability Knowledge Network www.avel.edu.au
 - > WebLaw, a list of authoritative websites in law www.weblaw.edu.au and
 - > AustLit, a biobibliographical online guide to Australian literature www.austlit.edu.au
- Regular client surveys helped us assess and improve services, for example by:
- > introducing courtesy reminder emails for loan returns;
 - > replacing 600 client computers to upgrade the desktop standard operating environment;
 - > buying (with Development funds) 100 extra computers for eZones;
 - > establishing a Recreational Reading Collection (launched by author Bryce Courtenay) at UQ Gatton;
 - > installing stationery vending machines;
 - > introducing direct request facilities with the Canadian Institute for Scientific and Technical Information to streamline document delivery demands; and
 - > providing free, searchable access to our research output through www.library.uq.edu.au/database/eprints.html

QUALITY TEACHING

TEDI – teaching our teachers

www.tedi.uq.edu.au

Our Teaching and Educational Development Institute (TEDI) is an Australian leader in the development of learning resources. This year's highlights included:

- > joining (by invitation, as the only Australian member) the Centre for Planning and Management Learning Technologies in Higher Education at the University of British Columbia;
- > winning a National Australian Award for Excellence in Educational

Publishing (Best Tertiary Website category) for the Virtual Power Plant website www.tedi.uq.edu.au/virtualpowerplant developed in

- > conjunction with the School of Mechanical Engineering; and
- > leading a second national project funded by a \$150,000 Australian Universities Teaching Committee (AUTC) grant. Teams from TEDI and Queensland University of Technology developed guidelines, resources and case studies suggesting ways for university staff to support sessional teachers working at university, school and course coordinator levels.

TEDI ran 167 courses for 1662 participants on teaching, learning and research for academic staff. Courses included:

- > *Introduction to Teaching and Learning*, a compulsory four-day program for academics new to teaching (30 participants);
 - > *Orientation for new Academics* (40 participants);
 - > multimedia workshops (130 participants); and
 - > school programs on improving or reviewing teaching and curricula.
- Seventeen academics completed the Graduate Certificate in Higher Education via Staff Development Committee scholarships.
- Other TEDI activities included:
- > processing 125,151 student evaluations to provide 3761 teaching evaluations for 1257 teachers, and processing 1045 course evaluations for 761 courses (Evaluation Services);
 - > helping teachers develop more than 150 e-learning courses, and hosting workshops on the use of websites, CD-ROMs and other computer-based learning materials in individual courses (Educational Multimedia Services); and
 - > developing print-based resources for 273 courses designed for flexible delivery at UQ Ipswich and UQ Gatton (Learning Resources Development Unit).

Rewarding good teaching

We recruit the best staff and develop their talents via training, evaluation, incentives and recognition. Since 1997 we have run a Teaching Quality Appraisal scheme tying funding to teaching quality, whereby faculties distribute five percent of their teaching funds to encourage improvements or reward achievement.

Our inaugural Enhancement in Student Learning Awards for teams, programs and organisational units gave us a third national first in the teaching award arena. Worth

\$20,000 each, these Awards went to

- > the Catalyst Centre, School of Engineering for an undergraduate site-learning program, and
- > the Community Service and Research Centre (page 49) for innovative educational partnerships involving University and community.

This initiative complements two other pioneering schemes:

- > our annual Awards for Excellence in Teaching, supported by The Alumni Association of The University of Queensland Inc (page 50); and
 - > our Awards for Excellence in Research Higher Degree Supervision, a joint initiative of the Graduate School (page 40) and The University of Queensland (Student) Union.
- Awards for Excellence in Teaching, worth \$10,000 each, went to:
- > Associate Professor Ian Cameron (Engineering) for inspirational and dedicated teaching and contributions to the chemical engineering curriculum and learning environment;
 - > Dr Simon Cool (Biomedical Sciences) for curriculum design and teaching of human anatomy and for making traditional teaching methods contemporary, informative and exciting;
 - > Associate Professor Jay Hall (Social Science) for innovative teaching, strong mentoring skills, and development of a unique archaeological teaching site;
 - > Dr Debra Henly (Molecular and Microbial Sciences) for exceptional planning and presentation skills and for contributions to curriculum and teaching in biochemistry and molecular biology; and
 - > Dan O'Neill (English, Media Studies and Art History) for being a committed and inspirational teacher with a thorough understanding of traditional literary scholarship, its philosophical implications and relevance to contemporary living.

Sharing good practice

Forums for sharing teaching expertise included our:

- > fourth annual *Sharing Good Practice* – one-day events at St Lucia, UQ Gatton and UQ Ipswich; and
- > inaugural Teaching and Learning Week (complementing Research Week – page 46) including a public forum on the future of schooling, a Teaching Innovation Showcase and presentation of our Excellence in Teaching Awards (above).

EQUITY AND DIVERSITY

Women students

This year 18,204 women represented nearly 54.6 percent of all students – 860 more than in 2001.

Proportions of women enrolled in doctorates, masters (by research and coursework) and postgraduate diplomas increased.

- > We exceeded Federal indicators for access and participation rates for women in engineering and architecture (source: DEST Equity Plan 2003-05), and
- > retention and success rates by students from non-English speaking backgrounds, and by students from rural and isolated areas (source: our 2002 student equity report to DEST).

Our Catalyst Centre won a University Affirmative Action Award for diversifying the working, learning and research culture in the School of Engineering.

We reviewed this annual recognition scheme, to be known from **2003** as the UQ Vice-Chancellor's Equity and Diversity Awards.

Leading the field*

2002 Australian Awards for University Teaching...

- > Professor Peter O'Donoghue (School of Molecular and Microbial Sciences) – joint winner Prime Minister's Australian Award for Individual University Teacher of the Year, and winner Biological Sciences and Related Studies category
- > Professor Stephen Gray (School of Business) – winner Economics, Business and Related Studies category
- > Dr Nan Bahr (School of Education) – finalist Social Sciences category
- > Community Service and Research Centre, UQ Ipswich – finalist institutional awards category

*Our University has scored the greatest number of AAUT finalists and winners since the scheme began in 1997.

FEMALE ENROLMENTS BY PROGRAM LEVEL*

	2000 %	2001 %	2002 %
Doctorate by research	44.3	44.8	45.2
Doctorate by coursework	60.0	60.0	57.6
Masters by research	49.4	46.6	47.2
Masters by coursework	51.9	52.9	54.8
Postgraduate/graduate diploma	57.4	55.5	56.5
Graduate certificate	54.0	56.9	56.2
Bachelor	55.3	56.0	55.7
Diploma/associate diploma	45.5	49.2	49.0
Non-award	58.1	61.1	58.6
TOTAL	53.8	54.6	54.6

FEMALE ENROLMENTS BY FACULTY*

	2000 %	2001 %	2002 %
Arts	66.7	67.0	66.7
Biological and Chemical Sciences	59.4	54.1	53.7
Business, Economics and Law	50.7	52.1	51.7
Engineering, Physical Sciences and Architecture	23.2	24.3	24.1
Health Sciences	61.1	63.5	64.3
Natural Resources, Agriculture and Vet Science	54.4	58.6	58.7
Social and Behavioural Sciences	75.1	76.1	74.7

*as at March 31, 2002

STUDENT/TEACHER RATIOS BY FACULTY	
	Student/staff ratios
Arts	19.35 to 1
Biological and Chemical Sciences	21.74 to 1
Business, Economics and Law	24.09 to 1
Engineering, Physical Sciences and Architecture	17.17 to 1
Health Sciences	11.95 to 1
Natural Resources, Argiculture and Vet Science	19.17 to 1
Social and Behavioural Sciences	23.93 to 1

*as at March 31, 2002

Equity Office (pages 42, 54) initiatives included establishing

- > a Cultural and Linguistic Diversity Taskforce (for student and staff issues),
- > the UQ Ipswich Equity and Diversity Committee,
- > a Taskforce on Financially Disadvantaged Students, and
- > a brochure on equity and diversity initiatives for current and prospective students.

The Equity Office also supported the Faculty of NRAVS in establishing the Dow Agrosciences Scholarship for Women.

Indigenous students

Our Strategic Plan (pages 18-21), Statement on Reconciliation www.atsis.uq.edu.au/reconciliation.html and Indigenous Education Strategy reflect our commitment to Aboriginal and Torres Strait Islander education.

Our Aboriginal and Torres Strait Islander Studies (ATSIS) Unit (page 45) noted a 57 percent increase in Internet traffic this year, from 71,803 hits in 2001 to 124,089 hits in 2002.

Indigenous student numbers increased by 8.3 percent, from 229 in 2001 to 248 this year. About 55 percent (137) were women. Students were enrolled in all faculties and 305 students completed Unit-taught courses as part of our interdisciplinary Aboriginal and Torres Strait Islander Studies program.

Our Indigenous Health Program is one of the nation's most successful health degrees with a continuing high retention and enrolment rate for Indigenous students. Enrolments in Brisbane range from 60 to 90 percent and in North Queensland are more than 90 percent.

Current retention rates of 90 percent in this program equate to retention rates for all students in university study in Aus-

tralia. (DETYA statistics for 1997 showed a national retention rate for Indigenous university students of 32 percent.) All but six of the 52 graduates surveyed in 2001 were either working in the health system or pursuing further study.

Overcoming disability

www.sss.uq.edu.au

At enrolment 1316 students (compared with 1400 the previous year) advised of disabilities such as medical, mobility and learning problems, hearing or vision impairment.

Our retention rates for this group have improved steadily since 2000, and this year's enrolment data show we have exceeded national and state indicators (source: DEST Equity Plan 2003-05) for access, participation, retention and success for students with disabilities.

Advisors saw 755 students, compared with 708 in 2001. Use of our Alternative Print Service, Peer Note-taking Program, Participation Assistance and equipment increased proportionately.

The Alumni Association (pages 29, 50) used some of the proceeds from its 2001 Book Fair to add two mobility scooters, worth nearly \$7000, to the six already in use on our three major campuses. The Association donated two of these in 2001. We also:

- > continued implementing individual Student Access Plans (Disability);
- > reviewed the Disability Action Plan and related information sessions and seminars for faculties, schools and departments;
- > completed another access audit by Property and Facilities and updated our Access Directory; and
- > upgraded specialist computer equipment and software.

Overcoming socio-economic disadvantage

www.uq.edu.au/student-services/index.html?id=1205

Our Student Equity Plan 2003-2005, submitted to DEST, shows that for students from low socio-economic backgrounds, those aged under 25 have better access, participation, retention and success rates than those aged over 25.

Our recently-established Taskforce on Financially Disadvantaged Students is developing strategies to improve these performance indicators.

This year we enrolled 102 students via UQ-Link, our special-entry program for talented students from socio-economically-disadvantaged backgrounds. This brought total enrolments to 438 (15 more than last year).

We offered four Group of Eight merit-based scholarships to students from financially-disadvantaged backgrounds.

We also gave 20 new students scholarships totalling \$80,000 to cover half their first-year accommodation costs, and continued initiatives such as:

- > distribution (by lottery) of super-seeded staff computers to students;
- > a free four-day residential orientation camp for 72 first-year students;
- > access to counselling; and
- > 10 one-hour-per-week peer-assisted study sessions plus lunch-time and sporting activities to encourage friendships and support networks.

This year 62 UQ-Link undergraduates and postgraduates completed programs including veterinary science, physiotherapy, occupational therapy and education.

STUDENT SERVICES

Personal and academic support

www.sss.uq.edu.au

Student Support Services (SSS) offered individual consultations and group workshops including evening and weekend options. These focused on careers and graduate employment, personal counselling and learning assistance. Activities included:

- > work with faculties and colleges to provide peer support, tutor and mentor training;
- > research for initiatives such as *Bright Minds* (page 46); and
- > involvement in the Alumni Mentoring program (page 27).

The number of individual students consulted (some at more than one campus) was: St Lucia 5366, UQ Ipswich 560, UQ Gatton 414, Herston/Dental School 43 and COTAH 11.

SSS staff helped international students with academic preparation programs,

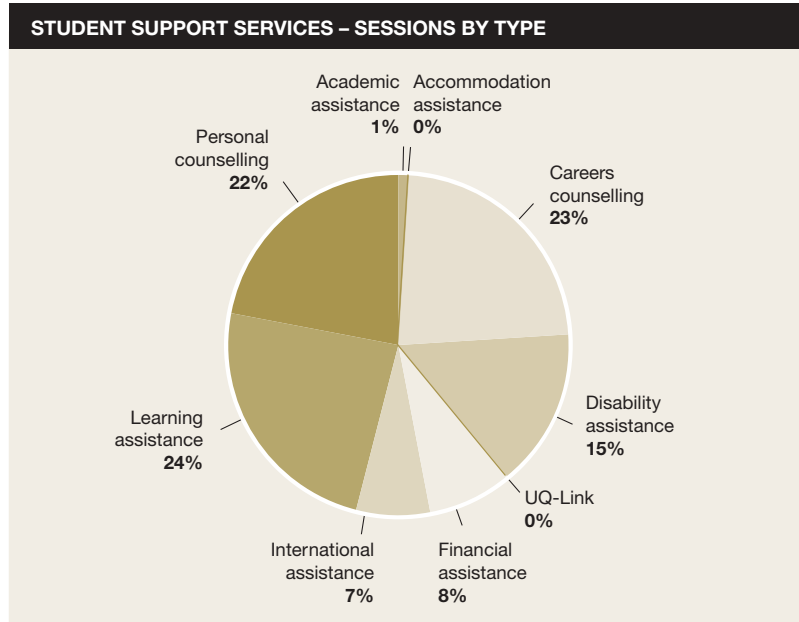
group workshops and individual support.

A record number of AusAID-sponsored students enrolled for our Introductory Academic Preparation program and for the first time we ran a separate program at UQ Gatton. External evaluation by ACNielsen was again very positive, with AusAID students rating Student Support Services “outstanding”.

Our Health Service www.uq.edu.au/healthservice offered preventive and treatment services for illness, injury and stress. These included support under the Staff Assistance Scheme, vaccination programs (including influenza), occupational health and safety programs and policy advice.

Medical practitioners attended 44,614 consultations at St Lucia, UQ Gatton and UQ Ipswich. Most (38,363) were at St Lucia, where international students and their dependents represented 28 percent of all presentations and 40 percent of new patients. Staff also coordinated *Drinksmart*, a Queensland Health-funded alcohol harm minimisation scheme, on all campuses.

Chaplaincy counselled and supported staff and students on religious and personal issues and again supported the Cult Information Service via literature and a telephone hotline. Religious services were



conducted for the University community throughout the year and the Family Friendship Program continued introducing international students to Australian families to build friendships and understanding.



Third-year social science students (from left) Joy Glover, Guy Rowlingson, Cindy Habib and Bev Seaman celebrate their win in a poster competition – part of their assessment for research on current social issues.

THE YEAR 2003

- > From 2003, all programs will be subject to internal curriculum review to ensure quality, scope, focus, outcomes and ongoing improvement.
- > We will implement a new quality assurance and control process for assessment.
- > Employers will be surveyed to gauge their opinions of our graduates.
- > We will launch a Programs and Courses website detailing major areas of specialisation, courses, career and further study opportunities.
- > A new Alumni Mentoring Program will include one-on-one workplace visits, professional networking and job shadowing.
- > We will continue mapping graduate attributes for undergraduate courses in a project scheduled for completion by the end of 2004.

Academic honours

Two Rhodes Scholarships for study at Oxford continued a long-standing tradition for our University. Queensland Rhodes Scholar Kateena O'Gorman (final-year arts/law) plans a PhD examining domestic legal systems and human rights abuse. Arts/law graduate and 2001 University Medallist Ben Juratowitch, one of only three Australia-at-Large Rhodes Scholars, plans to research aspects of Australian constitutional law.

We recognised our best first-class honours graduates with University Medals, awarded only to those with Grade Point Averages (GPAs) of 6.55 or higher from the maximum 7. Nine of this year's 70 medallists had perfect 7s.

Other students who earned State, national and international recognition included the following.

- > Emelie Watson (first-year engineering) won one of five national Ford Australia Women in Engineering Scholarships worth \$32,000 over four years.
- > Nathan Woolford (honours, anthropology/archaeology) won the second Neville Bonner Scholarship, worth more than \$17,500 and established to honour the first Indigenous member of Federal Parliament.
- > Paula Johnson (master of philosophy) will study Latin in Rome as winner of the \$4000 Betty Fletcher Memorial Travelling Scholarship, an award commemorating one of the University's earliest graduates.
- > Anthony Benedetti (PhD in religious studies) won the Queensland Child Protection Award (Public Sector Category) for contributions to preventing child harm.
- > Maksymilian Leskiewicz (honours, English/philosophy) won a scholarship to the University of Lublin, Poland as winner of an essay competition.
- > Jamie Madden (honours, information environments) attended the World-wide Developers Conference in San Jose, California as one of 16 Apple University Consortium Scholarship winners Australia-wide.
- > Chantelle Brittain and Rachel Gee (PhDs in southern European languages) won the only two French Government Postgraduate



From left: Lisa Nissen (PhD in pharmacy) and Geraldine Moses (doctor of clinical pharmacy) were named Young Pharmacist and Pharmacist of the Year by the Pharmaceutical Society of Australia. Each won a \$10,000 Schering-Plough Travelling Fellowship and commemorative medal.

Scholarships offered in Australia and will complete the postgraduate Diplome d'Etudes Approfondies in France.

- > Phung Tien Cong (first-year science) placed third in the Intelligence of Vietnam competition in Hanoi for designing a multimedia player with MP3 karaoke capability.
- > Fiona Hamilton and Tanya Moore (final-year journalism) were named Most Outstanding Journalism Student and Best Cadet/J1 Journalist respectively at the Queensland Media Awards.
- > PhD students Shinta Singgih (natural and rural systems management) and Leong Wai Yie (computer science and electrical engineering) were among 40 delegates chosen world-wide to take part in the first DRAGON 100 Young Chinese leaders Forum in Hong Kong and Shanghai.
- > Nicholas Lingard (honours, Japanese studies) won the National Japanese Speech Contest held in Sydney.
- > Jason Hoogland (PhD in aerospace engineering) was one of two Queensland Young Professional Engineers of the Year selected by the Institution of Engineers Australia (Queensland). He is a member of the Mars Gravity Biosatellite Project involving students from this University, Massachusetts Institute of

Technology and the University of Washington, USA.

- > Law students Martin Carrick, Naomi Hawkins, Michael Knapp, Chris Peters and Kylie-Maree Scheuber were runners-up in the Australian finals of the Philip C. Jessup International Law Moot competition and represented Australia at the international event in Washington, USA.
- > Philip Clark (master of social planning and development) won the Young Australian Ambassador Award and will work with the local TAFE in Kiribati for four months.
- > Danielle Begg (second-year psychological science) was named Suncorp Metway Young Queenslander of the Year for advocacy on issues such as prevention of youth suicide and opposition to drug abuse and racism.
- > Andrew Hallas (first-year applied science in animal studies) was named Young Rural Achiever of the Year (student category) at the Royal Agricultural Society of Queensland Awards.
- > James Unsworth (second-year arts/social science) was named 2002 Gold Coast Young Citizen of the Year and was the only Australian (and one of 15 young people world-wide) selected to attend a World Summit on Sustainable Development in South Africa.

Sporting honours

We encourage students to balance work with leisure. Our outstanding sporting facilities, which are open to the public, fostered successes such as the following.

- > Julia Adams (final-year business/science) and State 800m finalist Garth Silva (second-year business/law) won the womens open and mens victor titles at the annual **Great Court Race**. The 636m, one-lap dash is based on the Cambridge University Race featured in the film *Chariots of Fire*. State 200m finalist Will Caswell won the inaugural 70m Great Court Handicapped Sprint Race.
- > Jennifer Mackay and Brad Rickard (first-year applied science) won the individual womens and mens events in the 2002 UQ Gatton **Walkway Challenge**.
- > The Athletics Club won UQ SPORT's **Hulbert Bursary** and the **President's Cup**.
- > We celebrated our 90th year of awarding sporting blues as follows.
 - **Full Blues** were awarded to Amy Hetzel (water polo), Robert Hoey (volleyball), Marguerite Houston (rowing), Melanie Kleeberg (athletics), Anthony Liddell (athletics), Robert McDonald (swimming), Mark McNee (short track speed skating), Andrew Mewing (swimming), Richard Nyholt (rugby union), Sarah Windsor (lifesaving) and Rebecca Witham (water polo).
 - **Half Blues** went to Steve Collins (volleyball), Reece Goode (rugby union), Chloe Jack (cycling), Katsuhiko Kinoshita (handball), Terrence Lodge (volleyball), Robert Maitland (water polo), Luke Rogers (hockey) and Michael Skroblin (mountain biking).
- > **University of Queensland Sporting Scholarships**, worth \$1500 each plus free use of facilities in their sport, went to Amy Hetzel (water polo), Daniel O'Connell (athletics), Joshua Graham (rugby union), Mark McNee (short track speed skating), Nathan Johnson (rugby union), Rebecca Witham (water polo), Shaun Coulton (rowing), Steven Collins (volleyball) and Toby Jenkins (water polo).
- > Andrew Cameron (track and field) won the second \$5000 **E.T. Brown**



Sportswoman and Sportsman of the Year: Marguerite Houston (final-year physiotherapy), who won the World Championship Rowing Regatta in Spain to become Queensland's first rowing world champion since 1995; and Winter Olympian short track speed skater Mark McNee (third-year mechanical engineering)

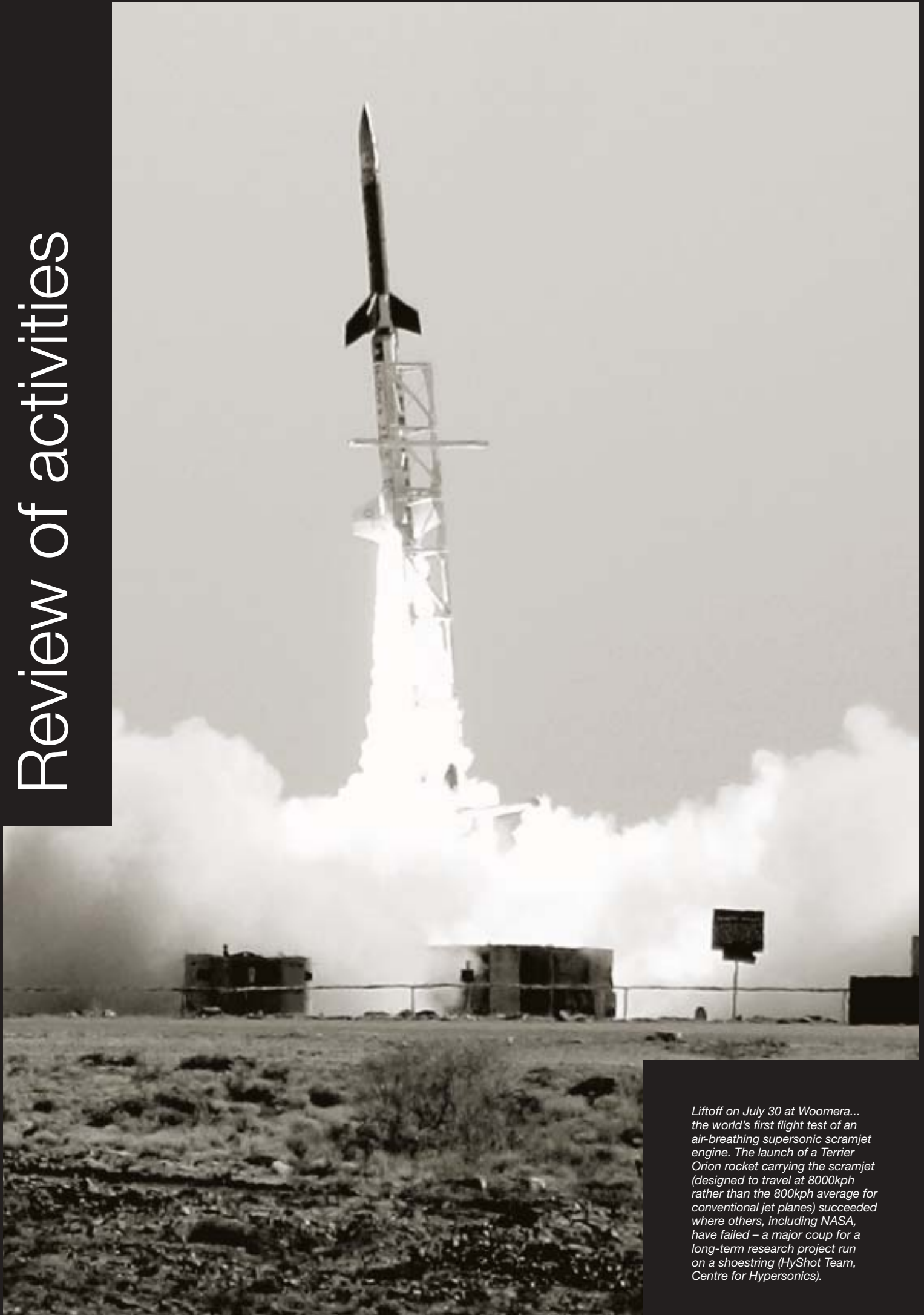
Athletics Scholarship, sponsored by former Senior Deputy Vice-Chancellor Professor Ted Brown.

- > Melanie Kleeberg (second-year arts) won the 200m B-Final in the National Athletics Championships and was a member of the Australian 2002 Commonwealth Games 4x100m relay team.
- > Michael Skroblin (first-year science) placed second at the Australian and New Zealand National Cycling Titles and was selected for the Australian World Junior Cross Country Championships team.
- > Several students represented Australia in water polo. Toby Jenkins (final-year commerce) was a member of the Australian silver-medallist team at the Commonwealth Water Polo Championships while Morgan

Jenkins (second-year architecture) and Robert Maitland (second-year human movement studies) represented under-20 and under-21 teams respectively. Amy Hetzel (second-year occupational therapy) and Rebecca Witham (second-year human movement studies) toured Russia, Hungary and the USA with the Australian women's water polo team.

- > We won the **Northern University Games** championship title, with our teams winning seven out of 16 gold medals against competitors from 14 universities from Queensland, Northern Territory and Northern New South Wales.
- > Our athletics team placed first overall for the fourth consecutive year at the 2002 **Australian University Games**.

Review of activities



Liftoff on July 30 at Woomera... the world's first flight test of an air-breathing supersonic scramjet engine. The launch of a Terrier Orion rocket carrying the scramjet (designed to travel at 8000kph rather than the 800kph average for conventional jet planes) succeeded where others, including NASA, have failed – a major coup for a long-term research project run on a shoestring (HyShot Team, Centre for Hypersonics).

Research and research training

Our research income has tripled during the past decade to include increasingly high proportions of international and industry funding. This supports outcomes of major social, environmental, technical and economic significance; and provides a dynamic research training environment for the next generation.

WHERE WE STAND

Advances in internationally-competitive infrastructure, research funding, major research collaborations and quality research training enhanced our research profile.

The following confirmed our place as a leader among Australia's research-intensive universities.

- > We again placed among the nation's top two or three by most measures of research performance.
- > The \$105 million Queensland Bioscience Precinct (formerly the UQ/CSIRO Joint Building Project) neared completion as one of the largest facilities of its type in the southern hemisphere.
- > We planned additional world-class infrastructure such as a \$60 million Australian Institute for Bioengineering and Nanotechnology (page 38) and an \$18.2 million Sustainable Minerals Institute (page 39).
- > Major Australian Research Council (ARC) funding included \$10 million to establish an Integrative Legume Research Centre of Excellence (page 37).
- > We scored record results in the national Cooperative Research Centre (CRC) funding round (page 38).
- > We enrolled more PhD students than any other Australian university and offered graduate research programs in all disciplines.
- > We placed third in Australia for the most PhD completions (377) – a 19 percent increase on 2001 and a historic high for us. We also placed third nationally for Australian Postgraduate Awards (APA) and International Postgraduate Research Scholarships (IPRS).
- > Our higher degree research students consistently report higher levels of satisfaction than the national average for all aspects of supervision, intellectual climate, infrastructure, skills development, and goals and expectations (source: Postgraduate Research Experience Questionnaire).

PLANNING AHEAD

We routinely identify and prioritise our areas of existing or emerging strength as part of our research planning and resourcing strategy. This complements the University's overall planning framework (pages 12, 57).

Our Research and Research Training Management Report 2002 identified 20 key areas of existing strength (page 36) where we:

- > are internationally-recognised;
- > generate high external income and large numbers of publications;
- > achieve outstanding results in graduate supervision; and
- > attract research fellows.

We also link faculty budgets to research performance by:

- > distributing about one-third of our operating budget on the basis of faculties' research performances;
- > using the Research Only budget to promote research excellence;
- > seed-funding research initiatives and building infrastructure; and
- > supporting major competitive bids via the Vice-Chancellor's Strategic Initiatives Fund.

FUNDING

Maintaining our lead

Our research income has tripled during the past decade and improved this year across a wide range of research indicators.

Latest available data (2001 – charts page 36) show we ranked second nationally (after the University of Melbourne) for total reported research income and second (after the University of Sydney) for funding from industry, which in our case increased by 22 percent from \$41 million in 2000 to \$50 million in 2001.

Funding from international sources increased by 26 percent, from \$11.6 million in 2000 to \$14.6 million in 2001.

The Vice-Chancellor and others have raised an additional \$300 million from external sources over the past four years for research infrastructure.

Objectives

- > to promote the value of research to the community, boost our leadership role and benchmark our activities against the highest international standards
- > to achieve international distinction in areas of strategic priority
- > to collaborate with government, industry and global communities, increase funding from all sources and enhance our role as a major provider of research training

Key outcomes

- > second nationally for total reported research income
- > increased funding from industry and international sources
- > top Australian university for number of patents awarded
- > multi-million dollar commercial returns
- > largest PhD enrolment of all Australian universities

Outlook for higher education sector

- > increasing internationalisation
- > more commercialisation of research
- > more non-government-funded research

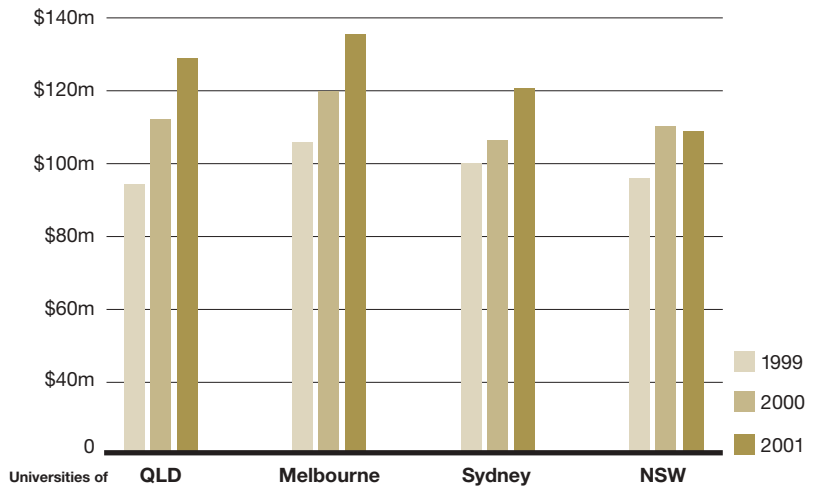
Our year ahead

- > international benchmarking
- > premier placings nationally for funding
- > major additions to research infrastructure

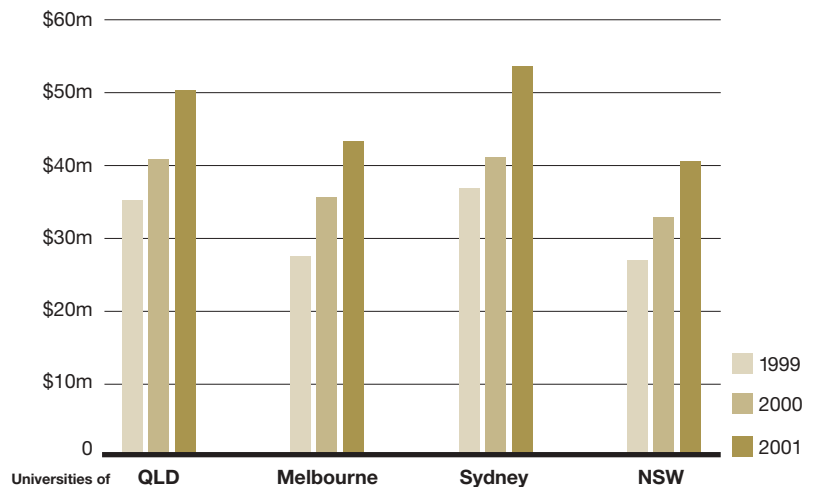
Areas of existing strength...

- > Australian and postcolonial studies
- > cognition, performance and human interaction
- > cultural, historical and media studies
- > governance and citizenship
- > institutional and organisational change
- > social and economic disadvantage
- > aetiology and management of disease
- > population health and health promotion
- > biotechnology
- > cellular and molecular bioscience
- > complex and intelligent systems
- > environment, biodiversity and sustainability
- > food and health
- > hypersonics
- > imaging science and technology
- > marine studies
- > materials and nanotechnology
- > neuroscience
- > quantum and photon science technology
- > sustainable agricultural production systems

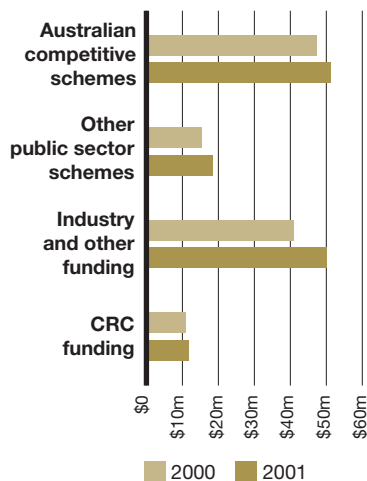
TOTAL RESEARCH INCOME 1999-2001



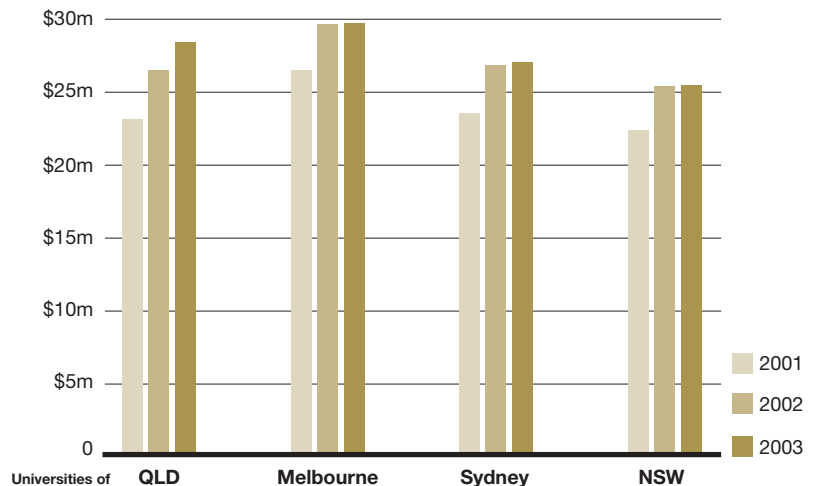
INDUSTRY AND OTHER RESEARCH INCOME 1999-2001



UQ RESEARCH INCOME



INSTITUTIONAL GRANTS SCHEME (IGS) 2001-2003*



*Replaces Research Quantum

IGS success

The Institutional Grants Scheme (IGS) replaced the Research Quantum and ARC Small Grants Scheme this year. Universities now receive the IGS performance-based block funding under a formula recognising:

- > ability to attract research income from a diversity of sources (60 percent);
- > ability to attract research students (30 percent); and
- > number and type of research publications (10 percent).

Our track record for diverse funding sources again placed us third nationally in 2002, after the Universities of Melbourne and Sydney, with \$26.8 million for IGS income (chart page 36). Grants announced this year for **2003** place us second (with \$28.3 million) after the University of Melbourne.

"Big Four" status

Our university remains firmly within the "Big Four" (with the Universities of Melbourne, Sydney and New South Wales) dominating major ARC funding rounds in 2002 and grants announced for **2003** (chart page 4).

We topped the 2002 Linkage Projects Grants (formerly the Strategic Partnerships with Industry – Research and Training [SPIRT] Grants) with \$8.9 million for 37 initiatives – \$1.5 million more than the University of New South Wales. For **2003** the University will receive 26 grants worth nearly \$6 million from the first of two rounds, placing us third nationally and first in the State, with double the number and value of awards made to the next-placed Queensland university (Queensland University of Technology with 14 grants worth nearly \$3 million).

We placed in the top three for the 2002 Discovery Grants (formerly ARC Large Grants) with \$20.54 million for 71 projects. For **2003** we attracted more than 65 percent of funding allocated to Queensland institutions and received the fourth-highest amount of \$19.76 million for 81 new projects.

We also excelled in the three fellowship categories in the Discovery Grants, with 14 Australian Postdoctoral Fellowships and three Australian Professorial Fellowships (both placing us second nationally after the Australian National University) and two Australian Research Fellowships.

The 2002 Linkage Infrastructure (Equipment and Facilities) (LIEF) scheme (formerly the Research Infrastructure Equipment and Facilities [RIEF] Grants) awarded us six grants, equal-highest in

number with Monash University. Our researchers received \$2.45 million for the six collaborations, with another \$2.72 million coming from industry partners.

For **2003** we received the highest LIEF grant of \$500,000 to lead a project establishing a Cell Sorter Facility for Neuroscience and Related Biotechnology. This will be the world's first facility producing nerve cells suitable for molecular characterisation and screening, as a basis for identifying key molecules regulating brain function, ageing and repair.

- Other LIEF highlights included:
- > placing second nationally (to the University of Sydney) with seven grants as lead institution (worth \$2.3 million);
 - > partnership in four projects headed by universities in New South Wales and South Australia; and
 - > participation in the Ocean Drilling consortium.

Centres of Excellence

The 2002 ARC Centres of Excellence (COE) awards gave us a share in more than \$55 million plus partnership in five of only eight COEs awarded five-year funding.

We are lead partner in a new \$10 million ARC COE for Integrative Legume Research into foods such as peas, chickpeas, lupins and soybeans. We are also partners in COEs for:

- > Quantum Computer Technology (\$14 million) led by the University of New South Wales (atomic-level development of a solid-state quantum computer in silicon; plus

semiconductor research including quantum measurement capability at ultra-low temperatures);

- > Biotechnology and Development (\$9.5 million) led by the University of Newcastle (virtual institute focusing on ARC priority area of genome to phenome; also cellular research into male germ cells);
- > Mathematical and Statistical Modelling of Complex Systems (\$10.9 million) led by the University of Melbourne (collaborative mathematics and statistics research aimed at understanding complex systems); and
- > Quantum-Atom Optics (\$10.9 million) led by the Australian National University (collaborative theoretical and experimental research to create a powerful network advancing the field of quantum-atom optics).

NHMRC

In 2002 we placed third nationally in the National Health and Medical Research Council (NHMRC) round (after the Universities of Melbourne and Sydney) with 37 grants totalling \$12.7 million and four fellowships worth \$2.2 million.

We topped Queensland and maintained our position nationally with \$12.8 million for 37 projects in the NHMRC Project Grants (plus a \$4 million program grant to research plastic membrane structure and function) announced this year for **2003**. These included:

- > \$720,000 to find and study genes controlling sex of an embryo (IMB);



Associate Professor Ranjeny Thomas (CICR) heads a team which discovered a possible basis for a vaccine against auto-immune diseases such as rheumatoid arthritis. Pre-clinical models of the vaccine were patented through UniQuest.

- > \$585,000 to study links between gum infection and heart disease (School of Dentistry);
- > \$575,000 to study molecular genetics of cystic fibrosis (IMB);
- > \$2 million (over five years) for an NHMRC Centre of Clinical Research Excellence in Cardiovascular Disease/Metabolic Disorders;
- > more than \$1.9 million (over five years) capacity building grant; and
- > \$417,500 Career Development Award.

Ten IMB research teams gained more than \$4 million funding, and our University was also awarded seven NHMRC Senior Research Fellows and nine Postdoctoral Training Awards.

State Government support

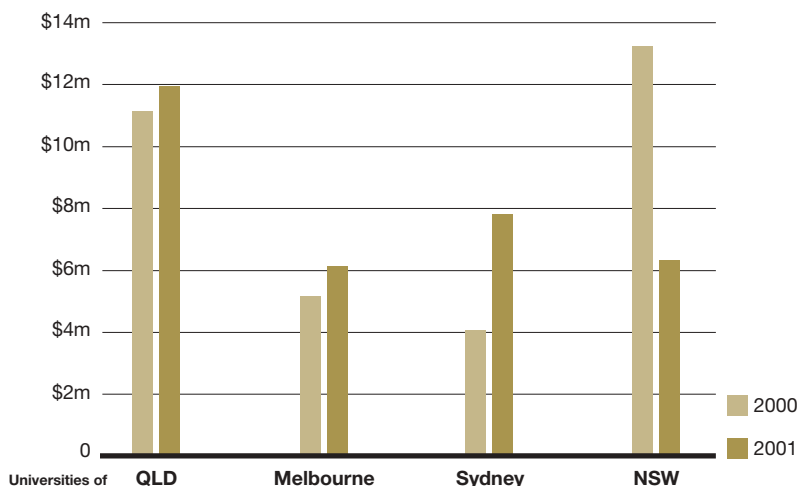
Substantial State Government funding and several joint initiatives confirmed our position as Queensland's leading research university. Highlights included:

- > \$17.5 million for a joint \$60 million Australian Institute for Bioengineering and Nanotechnology to be built at the St Lucia campus;
- > \$4.5 million (Smart State Research Facilities Fund) for a \$15.8 million Australian Computational Earth Systems Simulator (ACESS) facility;
- > \$4 million to buy an SGI Origin 3000 supercomputer for the Queensland Parallel Supercomputing

World-class research infrastructure...

- > Australia's major gene-sequencing centre
- > Australia's most extensive NMR facilities
- > state-of-the-art computing (including advanced visualisation and virtual reality)
- > radiogenic isotope laboratory
- > laser-science laboratory
- > marine facilities including Heron Island Research Station, Great Barrier Reef
- > facilities for functional and applied genomics
- > internationally-recognised Library
- > regional surface analysis facility
- > mine and minerals processing facilities
- > nationally-significant anthropology collections
- > veterinary clinics

CRC FUNDING 2000-2001



Universities receive research income as partners in Cooperative Research Centres (CRCs) and we maintained our impressive performance among Australia's 'Big Four' in 2000 and 2001 (latest data available DEST Higher Education Research Data Collection).

Foundation (QPSF), a consortium of six Queensland universities (our Information Technology Services is High Performance Computing service provider to QPSF members and will install a second QPSF computer in 2003); and

- > \$1.45 million (Smart State Initiatives) for a \$5.2 million Cryo-electron microscopy facility to help design and develop new drugs.

The State Government will also support operations at our IMB during 2003.

Links with industry

We are a major player in the CRC program and 2002 was a record year. Of the 30 grants awarded (12 new), we are core partner in 13 and supporting partner in five Centres beginning operations in mid-2003.

The program attracts significant industry-related research income as well as government funding.

Highlights include CRCs for:

- > Australian Biosecurity: Emerging Infectious Disease;
- > Environmental Biotechnology;
- > Interaction Design;
- > Mining;
- > Sugar Industry Innovation through Biotechnology;
- > Sustainable Resource Processing; and
- > Sustainable Tourism.

BENCHMARKING

Measuring quality

Benchmarking is essential in all school and centre reviews. Our policy requires us to measure research and research training performance against at least two Australian peer institutions and one international.

This year we used publicly-available data to monitor our performance against that of our competitors, and again exchanged confidential research performance data with the Group of Eight (pages 4-5). Our Data Warehouse gave faculties, schools and centres access to relevant performance-related information.

The 2002 National Survey of Research and Commercialisation (page 39) confirmed our national pre-eminence in R&D commercialisation; and *Universitas 21* (page 4) nominated us as its lead site for developing ongoing networking/benchmarking in research management practices.

Our national research scholarship performance (page 42) also benchmarks our strengths in research and research training.

Commercialisation

Our ability to commercialise research outcomes confirms our reputation for research excellence. The 2002 National Survey of Research and Commercialisation ranks us:

- > first in invention disclosures;

CRC GRANTS INVOLVING UQ AS CORE OR SUPPORTING PARTNER

Supplementary	New	Developing from existing CRC	Total
5 (5 core)	8 (4 core)	4 (4 core)	18

- > first in patents issued world-wide;
- > first in number of start-up companies in operation (at end of 2000);
- > second in research funding related to year 2000 licences, options and agreements;
- > second in licence income received; and
- > third in number of patents filed in Australia and the USA.

Patently first

We topped Australia's universities for the number of patents awarded in the five-year period 1995-2000, according to an *Intellectual Property Australia* report. Our 44 patents accounted for three-quarters of the total given to universities State-wide.

Our researchers have now generated 126 patents, many leading to commercial ventures (page 42). One, protecting a technology for purifying the magnetic field in Magnetic Resonance Imaging equipment, has returned \$7.4 million in royalties to date to Comquest (pages 10, 40) for distribution.

Publishing outcomes

Our research output is consistently one of the most prolific in Australia and DEST figures indicate that our share of the national publication count in 2001 was 8 per cent (latest available data).

REWARDING EXCELLENCE

Encouraging researchers

Our inaugural Research Week (page 45) included a public presentation, *2020 Vision: Creating the individual* (page 45), and

culminated in our annual UQ Foundation Research Excellence Awards honouring early-career researchers. These were presented at a gala ceremony marking the UQ Centre opening (page 22).

Seven awards totalling nearly \$500,000 went to:

- > Dr Mark Blows, School of Life Sciences, for studies of sexual selection;
- > Dr Melissa Brown, School of Molecular and Microbial Sciences, to study cellular and molecular effects of the Breast Cancer One (BRAC1) gene;
- > Dr Sean Grimmond and colleague Rohan Teasdale, IMB Expression Genomics Laboratory, to study the human genome and the biology of individual genes;
- > Associate Professor Paul Hodges, School of Health and Rehabilitation Sciences, to study correlations between the nervous system dealing with multiple tasks and risk factors for developing musculoskeletal pain and injury;
- > Dr Eugene Jak, Pyrometallurgy Research Centre (PYROSEARCH), for a mathematical description of the chemical and physical behaviours of molten oxides;
- > Dr Andrew Neal, Key Centre for Human Factors and Applied Cognitive Psychology, to develop a computer program aimed at maintaining Australia's high air-safety standards; and

New centres boosted research infrastructure and partnerships...

- > Centre for the History of European Discourses (Faculty of Arts)
- > Centre in Business Forensics (Faculty of BEL with KPMG)
- > Centre for Valuation and Venture Capital (Faculty of BEL)
- > Australian Centre for Commerce and Taxation (School of Law)
- > Centre for Efficiency and Productivity Analysis (Faculty of BEL; transferred from University of New England)
- > Australian Centre for Complementary Medicine Education and Research (Faculty of Health Sciences; partnership with Southern Cross University)
- > Australasian Centre on Ageing (Faculties of SBS and Health Sciences)
- > Centre for Social Research in Communication (Faculty of SBS)
- > Centre for Social Responsibility in Mining (Sustainable Minerals Institute)
- > Wesley Hospital University of Queensland Centre for Magnetic Resonance Imaging and The Wesley Vascular Centre
- > Centre for Research into Sustainable Urban and Regional Futures (School of Geographical Sciences and Planning)

UQ COMMERCIALISATION OUTCOMES		
	UQ's	National ranking
Research expenditure		
Total research expenditure 2000	\$268.03m	3
Invention disclosures		
Invention disclosures 2000	123	1
Patents		
Patent applications filed (US and Aust) 2000	72	3
Patents issued world-wide 2000	50	1
Licences		
Licences executed 2000	63	1
Gross income from licences 2000	\$6.68m	2
Start-ups		
Start-up companies formed 2000	2	5
Start-up companies operational at end 2000	15	2
Start-ups operational at end 2000 with institution holding equity	15	1
Equity		
Value of all equity holdings at end 2000	\$11.33m	2

Source: 2002 National Survey of Research Commercialisation (commissioned by the ARC, CSIRO and NHMRC)



Anthropology lecturer Dr John Bradley shows the results of a project mapping into atlas form 23 years of research into the sacred knowledge of the Yanyuwa Aboriginal community.

- > Dr Tim Ralph and colleagues, ARC Special Research Centre for Quantum Computer Technology, to develop the next generation of computers using particles of light instead of silicon chips.

Lifting postgrad training

Our Excellence in Research Higher Degree Supervision Awards, launched as an Australian first in 2000, encouraged and rewarded sustained excellence in postgraduate training. The 2002 Awards, worth \$10,000 each, recognised:

- > Professor Victor Callan (Business School) – 25 research masters and PhDs (including 17 as principal supervisor);
 - > Associate Professor Ed Conrad (History, Philosophy, Religion and Classics) – 26 research higher degrees including 13 completions; and
 - > Dr Margaret Shapiro (School of Social Work and Social Policy) – 21 research higher degree students including 10 completions.
- Various University scholarships (pages 42-43) also supported postgraduate performance.

STAR PROJECTS

World firsts for science

Discoveries of global significance included:

- > the world's first flight test of an air-breathing supersonic scramjet engine (HyShot Team, Centre for Hypersonics – page 34);
- > terrestrial evidence of a meteorite bombardment of Earth nearly four billion years ago (Advanced Centre for Isotope Research Excellence);
- > a free Individualised Medication Effectiveness Test for sufferers of persistent pain (Centre for General Practice);
- > DNA identification of levels of virus and parasite infections in crops (School of Life Sciences with Cotton Growers Services);
- > 3D simulation of the mental illnesses known as psychosis (Centre for Online Health and Advanced Computational Modelling Centre); and
- > contributions to mapping the mouse genome (transcriptome) (IMB with an international consortium).

Leading the field

All faculties conducted ground-breaking research such as:

- > testing potential new drugs for harm or side-effects in humans (Q-Pharm Pty Ltd – page 42);

- > developing a precision instrument to monitor rock wall stability in open-cut mines (CRC for Sensor Signal Processing and Information Processing);
- > studying the movements and physiology of the migratory bull shark (School of Life Sciences, CRC for Coastal Zone, Estuary and Waterway Management and University of St Andrews, Scotland);
- > finding ways to clone coconuts, an economically-important food crop in many Asian countries (School of Land and Food Sciences ICIAR-funded \$800,000 project); and
- > launching *The Cambridge Grammar of the English Language*, co-authored by one of our English-language experts and a University of California academic in collaboration with linguistics researchers from five other countries (Faculty of Arts).

Saving environments

Protecting global environments again featured in projects such as:

- > reforesting five million hectares of land in Vietnam over the next decade (ACIAR-funded four-year project – School of Life Sciences with CRC for Tropical Rainforest Ecology and Management);
- > managing 10 threatened environmental landmarks world-wide (School of Natural and Rural Systems Management, UQ Gatton, with international conservationists);
- > using advanced mathematics to preserve Australian wildlife and ecosystems such as koalas, kangaroos, desert mound springs and the Great Barrier Reef (Ecology Centre and School of Geography, Planning and Architecture with the Australian Koala Foundation);
- > contributing to fisheries management by using population genetics and statistical theory to study the spawning stock of Moreton Bay brown tiger prawns (School of Land and Food Sciences); and
- > developing a solar-powered commuter vehicle (School of Information Technology and Electrical Engineering Sustainable Energy Research Group).

WORKING WITH OTHERS

Collaborative R&D

Research and development partnerships yielded positive outcomes such as the following.

- > IBM and our IMB announced a

bioinformatic research alliance aimed at harnessing technology to create more effective treatments for disease.

- > Our CRC for Cast Metals Manufacturing signed a \$2 million R&D agreement with the Australian Magnesium Corporation.
- > Ground-breaking cryogenic research likely to boost global trade in pig genetics entered clinical trials (School of Veterinary Science funded by SYGEN, the Research and Development arm of PIC International Inc).

Winning partnerships

Our researchers won Business/Higher Education Round Table (B-HERT) Awards for Outstanding Achievements in Collaborative R&D:

- > Liposaccharides in Drug Delivery – School of Pharmacy and Alchemia Pty Ltd (small/medium companies and project 18 months/five years in train category);
- > Universal Dig and Dump project to increase productivity of open-cut coal mine draglines – Mechanical Engineering and Mining and Minerals Process Engineering, with CRC for Mining Technology and Equipment (collaborative R&D involving a CRC category); and
- > Revegetation of Bauxite Refining Residue – School of Land and Food Sciences, Centre for Mined Land Rehabilitation and Alcan Gove Pty Ltd (special mention, large companies and project more than five years in train category).

COMMERCIAL RETURNS

Commercial activities flourished and outcomes included the following.

- > Clinical trials of a vaccine for preventing cervical cancer proved 100 percent effective (Centre for Immunology and Cancer Research [CICR] with Commonwealth Serum Laboratories and Merck and Co Inc). CICR now has \$3 million in competitive research grants, with commercial contracts worth more than \$2 million a year.
- > Comquest Pty Ltd (pages 10, 39) paid \$1 million as the University's share of commercial income from licensing patented Medical Resonance Imaging techniques developed at our Centre for Magnetic Resonance (CMR).
- > CMR won an internationally-contested AUD\$1 million contract to develop magnetic resonance imaging

monitoring equipment for Bruker BioSpin MRI in Germany.

- > Our Centre for Applied History and Heritage Studies launched Histori|co, a consultancy focusing on cultural heritage, conservation management, community development, cultural history, archaeological surveys and Native Title. This was the first Arts business activity through UniQuest.

Record returns through UniQuest www.uniquest.com.au

UniQuest Pty Ltd (pages 10, 49), our main technology commercialisation and consulting company, generated record revenues of \$51.5 million (compared with \$46.4 million the previous year).

Profits totalled nearly \$6.7 million, and payments and provisions for payments to the University and staff amounted to more than \$24 million. Operations included projects in 20 countries (page 49).

Highlights included:

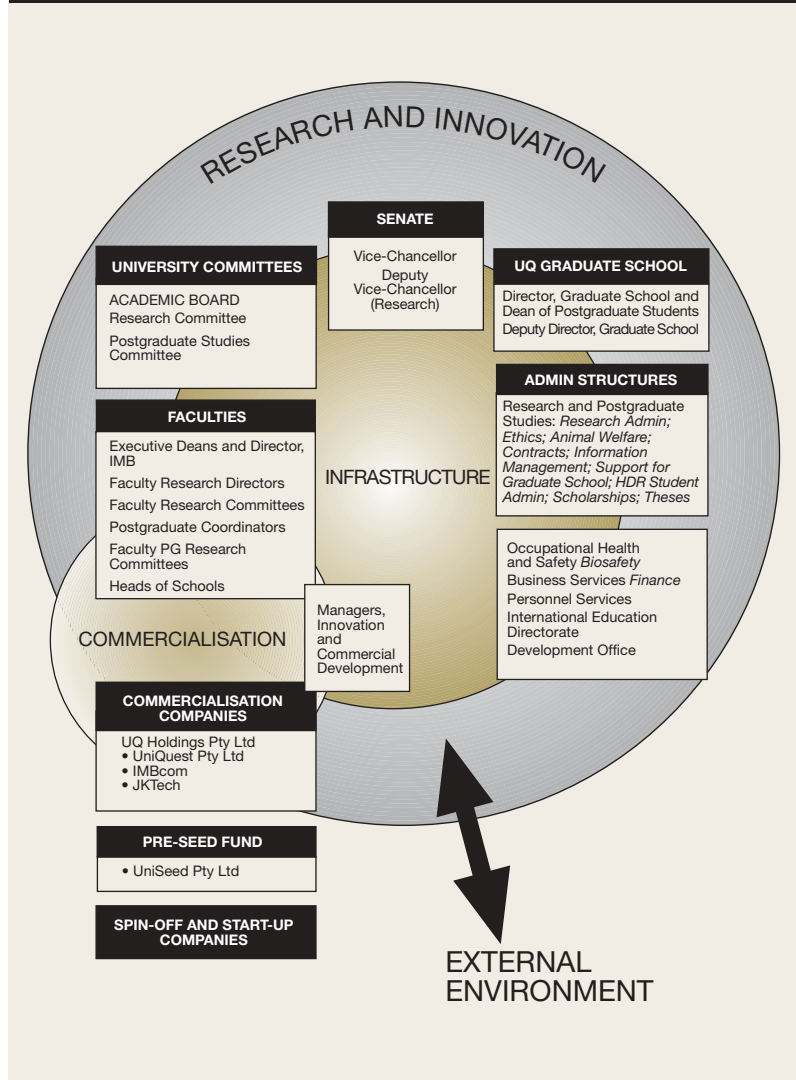
- > 52 patent applications and granting of 24 patents;
- > 21 seminars informing researchers on intellectual property;
- > 27 grants to help with applications for competitive grants under the FirstLink Initiative co-funded by UniQuest and the University's Office of Research and Postgraduate Studies;
- > Co-sponsoring the world's first successful launch of a scramjet by the HyShot Team (page 34);
- > 30 percent growth in the Expert Witness program (run by Consulting and Research Division); and
- > establishing auditable business and contract management systems in six schools and centres to help faculties manage consulting contracts efficiently.

Seven new companies

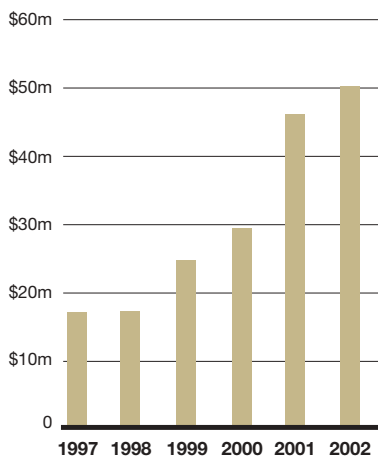
UniQuest established seven start-up companies during 2002 to commercialise intellectual property. These will advance:

- > five technologies for treating pain and controlling bleeding (QR₂Pharma Pty Ltd; involves one of the largest financing agreements organised by an Australian university technology transfer company including two Australian and one American venture capital firms);
- > Phase One clinical trials for new therapeutic drugs (Q-Pharm Pty Ltd);
- > a topically-applied therapeutic to stem blood loss from open wounds (Haempatch Pty Ltd);

OUR RESEARCH AND INNOVATION CYCLE



UNIQUEST TOTAL REVENUE



- > fine-tuning a new, comprehensive DNA sequence assembly (Combinomics Pty Ltd);
- > a fat-inhibiting therapeutic (Adipogen Pty Ltd);
- > an economical antenna for wireless LAN applications (Antepodi Pty Ltd); and
- > a rapid point-of-care diagnostic test for blood borne infections (Diabax Pty Ltd).

Three of these companies received State Government Innovation Start-up Scheme funding and two others received Biotechnology Innovation Fund (BIF) funding.

Seed-funding for promising projects

UniSeed Pty Ltd has invested \$4.9 million in 15 investments over the past two years. More than half has originated from our University and its related organisations.

Established in 2000 by UQ Holdings Pty Ltd (page 10) and Melbourne University Private, UniSeed is an early-stage seed venture capital fund commercialising intellectual property here and at the University of Melbourne.

It has successfully leveraged its own capital with that of other investors and government grants.

In 2002 our companies secured nine BIF grants totalling more than \$2 million. These other funding sources bring an additional 80 cents into our ventures for every \$1 committed by UniSeed. The majority of this total investment – more than the capital invested in UniSeed itself – should flow back to the University through targeted research contracts.

In Queensland we have invested in nine companies including Myalgen, Gene-Dimmer, DentIL, Wedgetail, Vacquel, Fultec, Combinomics, and Adipogen. Haempatch became part of QR,Pharma, in which we are also an investor.

Beyond this we have been fostering collaboration between the two universities, bringing University of Queensland expertise into two companies to complement intellectual property originating from Melbourne.

JKMRC

Extensive strategic planning in 2002 involved all Julius Kruttschnitt Mineral Research Centre (JKMRC) staff in generating a 2002-2007 Plan. This replaces the Centre's 1997 Strategic Plan and aims to:

- > develop large projects addressing key problems internationally;
- > strengthen new research areas such as sustainability in mining;
- > increase financial support from government;

- > consolidate research successes;
- > develop educational, research and technical alliances;
- > enhance JKMRC's education program;
- > manage intellectual property to benefit JKMRC; and
- > improve project management procedures.

Other 2002 highlights include the following.

JKMRC researchers topped a field of current projects to win the Australian coal industry's ACARP Research Excellence Award in Coal Preparation.

Their UltraSort JK Pycnometer allows safe, rapid and environmentally-friendly measurement of coal density, superseding a laboratory-based heavy liquid technique with considerable health and chemical disposal risks.

Scientists joined a university-industry collaboration at the Red Dog Mine in Alaska to investigate froth flotation for industrial mineral processing. Sponsored by Teck Cominco, the venture was part of the international JKMRC-AMIRA P9 project, believed to be the longest-running project of its type in the world.

JKMRC and research broker AMIRA International began a metal accounting project to improve credibility and transparency of metal accounting and the reconciliation reporting process for sponsoring companies.

EQUITY AND DIVERSITY

Women in research

Three women won Short PhD Scholarships for University of Queensland Staff during the year (page 43).

Eligibility broadened in 2002 in regard to carer responsibilities, personal circumstances and sustained insecure employment. Particular consideration will be given to Indigenous Australians. Funding will increase from \$50,000 this year to \$80,000 in 2003.

Five women won Promoting Women Fellowships. Outcomes of this scheme include promotions for six recipients in the 2002/3 round, making a total of 19 promotions or successful applications for higher-level positions.

We also gave three Postdoctoral Research Fellowships for Women, continuing our support for women whose academic careers have been interrupted, delayed or otherwise constrained by family or other responsibilities.

Our Equity Office initiated benchmarking with other state, national and international universities during the year and the first results are expected in 2003.

POSTGRADUATES

Our students

We enrolled 7281 postgraduates this year representing 21.8 percent of the student body (page 25), and conferred 1456 postgraduate degrees. These included 362 PhDs (14 percent more than in 2001), the most in one year for this University and the third-highest number in Australia.

Annual awards for good supervision (page 40) confirmed our commitment to excellent postgraduate training.

National profile

National research scholarship performance benchmarks our strengths in research and research training. In 2002 Commonwealth Government-funded scholarships, we ranked:

- > first for International Postgraduate Research Scholarships (IPRS – 30 of 310 awarded); and
 - > third for Australian Postgraduate Awards (APA – 144, or nearly 10 percent, of 1550 awarded).
- We also cooperated with industry partners on awards such as:
- > PhD research scholarships each worth \$25,000 p.a. (CSIRO Division of Livestock Industries);
 - > postgraduate research scholarships each worth \$25,000 p.a. (Department of Primary Industries, Agency for Food and Fibre Sciences); and
 - > PhD research scholarships each worth \$25,000 (Queensland Department of Natural Resources and Mines).

Program development

Brunei Shell signed a memorandum of understanding on a surgery chair, to be funded by Brunei Shell with support from the Brunei Ministry of Health.

Donations from the Queensland and Federal Governments (\$1.06 million) and the Meat and Livestock Association (\$200,000) lifted total donations to more than \$2 million for Australia's first chair in animal welfare at UQ Gatton (first appointment in 2003). Our Development Office (page 50) managed this fundraising campaign in partnership with the School of Veterinary Science and a committee of external stakeholders.

Postgraduate training highlights (page 25) also included:

- > a Graduate Certificate in Complementary Medicine (Pharmacy) on offer from 2003 (page 27);
- > a single MBA program delivered jointly with Mt Eliza Business School in Melbourne and Beijing;
- > international selection of nine Rotary

- > Peace Scholars (page 26);
- > an Academic Board working party review of teaching and learning framework for postgraduate coursework programs (recommendations due in early 2003); and
- > a new suite of project management programs (graduate certificate, graduate diploma and masters) offered jointly through Faculties of BEL and EPSA.

Graduate School

www.uq.edu.au/research/grad-school

Innovations this year included:

- > a concurrent enrolment program enabling PhD candidates to enrol for graduate certificates to supplement their PhDs;
- > Research Higher Degree (RHD) policies streamlining procedures in student-advisor relationships, confirmation of candidature and PhD examination;
- > three Short PhD Scholarships for staff to complete theses;
- > 27 workshops on RHD supervisory practices; and
- > workshops on RHD policies and procedures, for postgraduate coordinators and administrative officers.

Supporting our own

Graduate School Research Scholarships at APA rates support our best students. This year we gave:

- > 75 PhD Completion Scholarships (GSPCS) for up to 16 weeks, to facilitate PhD completions before the University census on March 31, 2002;
- > 43 GSPCS to facilitate PhD completions before April 15, 2003;
- > 32 Postgraduate Research Scholarships (UQPRS);
- > 33 Graduate School Scholarships (UQGSS);
- > 30 UQIPRS, a living allowance for international students to complement IPRS; and
- > 13 Mid-Year Scholarships (UQMYS).

Other postgraduate support included:

- > HECS exemptions for all (3345) research higher degree students;
- > 77 Graduate School Research Travel Awards (see below);
- > 400 office spaces for research higher degree students (316 in 2001) plus two dedicated Graduate School Study Centres in our Library;
- > *Graduate Student Week*, organised by the School with assistance from the Library, Student Support Services and the Student Union; and
- > funding assistance for seven

postgraduate research student conferences including a medical student research week and an Emerging Researchers in Ageing Conference.

Travel awards

We have given more than 350 Graduate School Research Travel Awards since the scheme's introduction in 1998. This year's grants advanced 77 projects including:

- > languages and comparative cultural studies: Chinese character (kanji) processing and learning in Japan (Mojikyo Institute, Japan);
- > medical research: associations between human viruses and skin cancer (Leiden University Medical Centre, Netherlands);
- > biochemistry: amino acid and receptor changes in the human brain related to Alzheimer's disease (Karolinska Institute, Sweden);
- > political science and international studies: domestic policy relaxation regarding China's accession to the World Trade Organisation (various government departments, Beijing, China); and
- > molecular and microbial sciences: novel synthetic nanoparticles for use in RNA (ribonucleic acid) manipulation (Max Planck Institute, Germany and Harvard University, USA).

THE YEAR 2003

- > We will be core partner in 13 and supporting partner in five government- and industry-funded Cooperative Research Centres beginning operations mid-year.
- > A \$60 million Australian Institute for Bioengineering and Nanotechnology (partnership with Queensland Government) will begin construction on the St Lucia campus.
- > We will act on findings from an Academic Board review of teaching and learning framework for postgraduate coursework programs.



Mechanical engineering PhD student Gwenael Chiffolleau experiences zero-gravity in NASA's KC-135 astronaut-training aircraft at the Johnson Space Center in Texas. The flammability of metals in weightless, oxygen-enriched environments was tested during the visit for a research project involving our Phenomena in micro-Gravity (PiG) Laboratory and the NASA Johnson Center's White Sands Test Facility in New Mexico.

Review of activities



Animal Husbandry student Rebecca Crowe introduces Animal Nursery visitors to a piglet at the Royal Queensland Show. Twenty UQ Gatton students continued a 36-year tradition in running the popular "Ekka" attraction, which this year included a mouse circus as well as the favourite lambs, calves, foals and ducklings.

Community partnerships

We strive to honour our responsibilities both to our own community and to the wider communities with which we interact.

COMMUNITY LINKS

Sparking discussion

Free public lectures and seminars informed and encouraged debate on cultural, economic and social issues as diverse as

- > nanotechnology,
 - > genetic engineering,
 - > Australia's claims to nearly half Antarctica,
 - > the palaces of Herod the Great,
 - > community theatre as a reflection of social history, and
 - > UNESCO activities in Afghanistan.
- Speakers included our academics and high-profile visitors such as:

- > Professor Alan Trounson, Director of the Institute of Reproduction and Development at Monash University (E.S. Meyers Memorial Lecture organised by The University of Queensland Medical Society);
- > Professor Rita Colwell, first female Director of the National Science Foundation USA (Faculty of BACS launch of *Bright Minds* – page 46); and
- > Dr Harrison Schmitt, one of the last two people to walk on the moon during the 1972 Apollo 17 mission (Centre for Hypersonics and Mars Gravity Project, sponsored by The Alumni Association of The University of Queensland Inc.).

Our inaugural Research Week (page 39) spawned the annual *2020 Vision* series – a look at life and the world as it might be in the year 2020, through the eyes of our leading-edge researchers. This year more than 400 people attended *Creating the individual*, a dual presentation on how DNA and brain plasticity make each person unique.

Our second UQ Ipswich Oration, sponsored by the Friends of UQ Ipswich (page 47), explored community, corporate and government strategies for preserving a sense of locality.

Free monthly research talks at our Moreton Bay Research Station on Stradbroke Island drew large local audiences.

University and visiting scientists spoke on topics ranging from electro-reception in sharks to Earth's natural climate changes over millions of years.

We continued as primary sponsor for 23 events at the Brisbane Institute www.brisinst.org.au, the public think-tank based at Customs House (page 47). Lunch and breakfast meetings plus seminars, conferences and debates explored topics as diverse as

- > press freedom in the online era,
- > embryonic stem cell research,
- > global trade and September 11,
- > asylum seekers,
- > the Australian film industry, and
- > crime control.

Speakers included Robert Manne, Lord Alistair McAlpine, Don Watson, Anna Bligh, Ann Capling and Peter Carey.

Learning by doing

Course assessment and work placements often did double duty, linking students with communities at home and abroad. Examples include:

- > music therapy: clinical placements in the *Sing and grow together* program, funded by the Commonwealth Department of Family and Community Services and run by Playgroup Queensland and our School of Music;
- > mental health: Faculty of Health Sciences teaching programs at Brisbane's Wolston Park Hospital;
- > rural health: medical training at hospitals and health centres in remote areas such as Muttaborra and Mount Isa;
- > tourism and leisure management: student planning and management of the *Bundamba Big Splash*, a sports and recreation expo for Ipswich youth;
- > journalism: news programs and publications (page 46); and
- > Indigenous culture: continuing project to develop the Purga Community near Ipswich as an Aboriginal Cultural and Learning Centre – involves undergraduate

Objectives

- > to strengthen links and share specialist resources with industry, business, the professions and the community
- > to encourage strategic, mutually-beneficial partnerships with our stakeholders
- > to champion the role of education and research in supporting the economic, health and social well-being of local, State, national and international communities

Key outcomes

- > theme weeks promoting research and teaching
- > about 100 free public talks and lectures
- > free concerts and other events on campus
- > dozens of interactions with schools
- > student assessment based on community projects
- > Alumni Association donations of \$100,000

Outlook for higher education sector

- > more mutually-beneficial community partnerships
- > increasing support from benefactions, bequests and other community sources

The year ahead

- > continued free community access to resources such as concerts, lectures, museums and art galleries
- > streamlined alumni network

projects, cultural activities, post-graduate research studies (ATSIS Unit in partnership with Purga Elders, Ipswich City Council and Kangaroo Point TAFE).

COMMUNICATIONS

Informing our publics

Our Office of Marketing and Communications (OMC) oversaw a new marketing and communications plan (page 57).

It also launched a new-look University website www.uq.edu.au as an improved window to the world. This project spawned an OMC-developed, efficient content-management system facilitating maintenance and updates.

OMC promoted research, teaching and community activities to our publics via:

- > our inaugural Research Week (pages 39, 45) and Teaching and Learning Week (page 29) publicising and recognising innovation and excellence;
- > news magazines *UQ News* (monthly circulation 15000, internal and external) and *Graduate Contact* (twice-yearly circulation 106,000 to alumni worldwide);
- > *UQ Update*, a new weekly electronic newsletter for all staff (scheduled for evaluation in 2003);
- > Online news www.uq.edu.au/news;
- > a media liaison service facilitating expert media commentary; and
- > corporate publications including our *Annual Report* (a continuing winner in the 2002 Australasian Annual Report Awards and Queensland Public Sector Annual Report Awards) and *Research Report*.

Student communicators

German language students worked with Multicultural Radio Station 4EB to develop a regular presence in broadcasting for an audience of German language students and native speakers.

School of Journalism staff and students produced:

- > *The Queensland Independent* newspaper www.sjc.uq.edu.au/tqi circulation 10,500, free on Brisbane university campuses and to homes in St Lucia, 700 available from newsagents at \$2 a copy;
- > eight half-hour current affairs programs for television station Briz31;
- > 18 half-hour news and current affairs programs for community radio station 4RPH, 1296AM; and
- > two editions of an online news publication *InSite* www.sjc.uq.edu.au/insite/index.htm

Open days

Thousands of people, including potential students, attended open days showcasing research and teaching facilities at:

- > St Lucia (more than 25,000 visitors to displays, demonstrations, seminars, information on study options, walking and bus tours of campus, entertainment);
- > UQ Ipswich (academic presentations and information booths, free rides for children, community stalls, markets, food, music and live entertainment);
- > UQ Gatton (tours of campus and facilities such as the state-of-the-art dairy; equestrian events in the horse arena);

- > Moreton Bay Research Station (tours, exhibits of local marine creatures, seminars and catering by local community groups raising funds for their activities); and
- > our Experimental Mine (a weekend of displays and tours showcasing research and teaching at the world's only known university-owned underground mine within a capital city).

School-to-university transitions

Dozens of interactions with school students encouraged their progression to university.

We launched *Bright Minds* to attract high-achieving school students into science careers. Focusing on the new biologies and biotechnology, it includes the Advanced Study Program in Science, mentoring, field trips, seminars and industry work placements.

We ran our annual five-day events:

- > Leo Howard Vacation School at St Lucia, introducing 350 Year 12 students to university life;
- > Bridging Chemistry Course at UQ Gatton (also a distance education option for the first time);
- > FEAST (Future Experiences in Agriculture, Science and Technology), with a record attendance at UQ Gatton; and
- > *Biofutures*, a biotechnology and biomedical engineering forum hosted by our University, Queensland University of Technology and the Queensland Government.

A four-day Engineering Link Program (Faculty of EPSA) had 92 Year 11 students working with practising engineers in real-life or simulated situations, using design-test-make-appraise methodology; and a three-day camp on North Stradbroke Island (Faculty of BACS), for school students and teachers, included studies of marine biology, coastal management and aquaculture.

Other initiatives included:

- > training in robot construction and basic software programming for entrants in junior robotics competitions – this year's effort produced a State and world championship winning-team (School of Information Technology and Electrical Engineering);
- > *Club Infinity*, a free maths club with newsletters, quizzes and careers links (School of Physical Sciences);
- > *Food Science in Schools*, a series of practical experiments led by our academics in schools or on our St Lucia campus, to interest secondary students in food science careers (Faculty of NRAVS);
- > School of Music initiatives (page 47);
- > Cyberschool (page 28); and



From left: Dan Schoch, Kate Paterson, Jamie Carrigan and teacher Michelle Morgan enjoy a class in the highly successful LATCH-ON program, a teaching and research project which provides literacy training for young adults with intellectual disability. LATCH-ON is part of our Down Syndrome Research Program, which was established 25 years ago and is the world's longest continuous study.

- > our seventh two-day Queensland University Information Technology School (QUITS) with programming, hardware and Internet sessions including puzzles, simulations and graphical interfaces (School of Information Technology and Electrical Engineering).

TOWN AND GOWN

Partnerships

Industry, business and professional partnerships involved our Development Office and graduate associations at home and abroad (page 50), The Alumni Association (page 50) and the Friends of UQ Ipswich.

The Friends will offer a second Friends of UQ Ipswich undergraduate scholarship in 2003 following an exceptionally successful year of fundraising. This included the annual UQ Ipswich Corporate Golf Day and the on-campus UQ Ipswich Oration (page 45), Friends Dinner and a Corporate Cocktail Party.

The Friends again welcomed community attendance at the annual UQ Ipswich Scholarships and Prizes Ceremony. More than \$55,000 went to 32 students, including the campus' first postgraduate award winner. The Ipswich Sesqui-centenary 2010 Local History Research Scholarship will help fund a history of the Ipswich region to mark its sesqui-centenary in 2010.

Award donors included Ipswich City Council, Boeing Australia, Bendigo Bank, Ipswich RSLA Sub-Branch, City of Ipswich Rotary Club, Clemenger BBDO, UFS Pharmacy, Channel View Publications, the Australian Computer Society and the Ipswich Club of the War Widows' Guild of Australia Queensland.

Community consultation

Consultation continued on major issues affecting the community.

The **UQ Ipswich Strategic Advisory Group** comprising business, government and community leaders met twice with the Vice-Chancellor and his Executive. Members advised on the UQ Ipswich marketing strategy, the Campus Development Plan, strategic redevelopment of the heritage-listed Boilerhouse and ways to enhance scholarships and prizes.

The **UQ Gatton Strategic Advisory Group** met twice as a forum for University, industry and community views on strategic issues relating to the Gatton campus. The Group also awards the annual Gold Medal (page 50).

The **Community Liaison Committee** representing the IMB, University, government, community and CSIRO has met 13 times since its launch in December 1999,

to resolve issues concerning the Queensland Bioscience Precinct (formerly known as the joint UQ/CSIRO building project – page 58) opening in 2003.

Committee outcomes in 2002 included traffic calming measures, with a roundabout and pedestrian refuge scheduled for construction in 2003 and plantings to screen the new building. Regular newsletters kept all St Lucia residents informed on the project, and periodic letterbox drops advised in advance of potential disruptions such as crane removal.

Customs House

Customs House, our heritage-listed CBD base, was again a valuable community link with heavy demand for its riverside Bistro, function and cultural facilities.

Free guided tours of the building attracted 1800 Sunday visitors and 26 weekday groups. Thousands of people also attended free Art Gallery showings of our Australian art collection plus six visiting exhibitions, including the Laurence Hope Retrospective (more than 2000 visitors).

A full concert program by University and other groups included 10 free Sunday concerts by School of Music staff and students, who also gave four twilight and two over-subscribed dinner concerts.

Making music

In addition to Customs House performances, School of Music events on- and off-campus included the following.

Our 80-member Queensland University Symphony Orchestra's participation in the 4MBS Festival of Classics included a youth-focused performance in Mayne Hall. This featured *Star Wars* music with characters in costume plus Britten's *Young Person's Guide to the Orchestra*. The audience included lots of children and family groups.

Elision, our contemporary music ensemble, performed at Brisbane's Judith Wright Centre of Contemporary Arts and toured Europe and Japan to great critical acclaim.

Other activities included:

- > 28 free lunchtime concerts at St Lucia (four more than in 2001);
- > orchestral, choral and operatic concerts at Mayne Hall and St Stephens Cathedral;
- > workshops in schools and community music groups in rural Queensland; and
- > a Schools Link Program including a Music Lab workshop for primary school students, Young Instrumentalists series plus two workshops for secondary school students, and Queensland's largest professional development summer music program for music teachers.

CLIENT DATA BASE FOR CUSTOMS HOUSE FUNCTIONS

	2001 %	2002 %
University	8	14
Corporate	65	59
Private	19	17
Government	8	10

SHARING KNOWLEDGE

Opening our classrooms

Our commitment to education and research includes sharing opportunities with the community. Examples include the following.

The Faculty of Arts' Community Access Program opened doors for everyone interested in studying courses such as literature, history, philosophy, religion and languages. Fees apply, no previous qualifications are required and assessment is optional.

UQ Gatton went bush with a scheme for awarding tertiary qualifications to rural producers on the basis of competencies. We assess the business skills of farmers and rural managers (the process includes visits to candidates' properties, however remote) and award one of three diplomas or a certificate in agricultural management.

UQ Gatton also collaborated with Victoria University and the National Meat Industry Training Council to launch a Diploma in Meat Processing – a mix of flexible workplace learning and short residential courses to advance the careers of supervisors and middle managers.

Sharing language skills

Our Institute of Modern Languages (IML) www.iml.uq.edu.au met community needs with a wide range of training, translation, interpreting and testing services.

More than 2300 people enrolled in 171 courses to develop listening, speaking, reading and writing skills in 28 languages including Auslan (Australian sign language). The courses had no formal entry requirements and people studied for professional or personal reasons, to supplement University studies or to prepare for community work abroad.

IML customised tuition in 24 languages for organisations. In particular, mining industry projects increased dramatically. These included:

- > producing a Spanish version of an environmental protection training video, *Save the Frogs*, for Thiess workers in Peru;
- > Spanish language training for Thiess

Sharing knowledge...

- > beekeeping techniques – 50th annual residential weekend course, UQ Gatton
- > evidence-based practice for healthcare professionals – two-day workshop, School of Population Health
- > **www.buziwomen.com** – student initiative connecting professions and academe, School of Business
- > *Enterprize* – prizes of \$100,000 and \$25,000 to boost entrepreneurial ventures by a student+professional and an all-student team, respectively

- staff working in Australia and South America;
- > French language training to prepare 50 Goro Nickel Project staff for work in New Caledonia;
 - > Spanish language training for 20 staff at JKMRC (page 42); and
 - > cross-cultural briefings in Vietnamese and Korean business cultures for Worley staff.

Translating and interpreting services included:

- > Swahili translation and dialect coaching for the movie *George of the Jungle*;
- > providing a Thai interpreter for the Brisbane International Film Festival; and
- > developing multi-lingual signs for Queensland trains.

We received two grants from the Japan Foundation, one for an IML Japanese national tutor to train in Japan and the other for Japanese books, tapes and CD-ROMs.

English language teaching

ICTE, our Institute for Continuing and TESOL (Teaching of English to Speakers of Other Languages) Education www.ictc.uq.edu.au provided:

- > general, academic, business and special-purpose English language training;
- > English and bilingual teacher training and professional development;
- > English language testing; and
- > community homestay placement for 4247 students.

The Institute's international status was confirmed by its selection to provide:

- > (as one of three Australian institutions) a credit-bearing English and Cultural Studies component for the Postgraduate Certificate in Education, University of Hong Kong;
- > training and internship packages for the Saudi Arabian Humanitarian City Hospital; and
- > a fourth consecutive annual English and Vocational Studies summer study tour program for the Tokyo Colleges Association.

Other highlights included:

- > inaugural delivery of International Diploma in Language Teaching Management (joint initiative with University of Cambridge ESOL and U.S. School of International Training);
- > nine teacher professional development programs for 192 international participants;
- > four English for Academic Purposes courses in Vietnam; and
- > English for TESOL Teacher Training course in Hong Kong.

Activities in Australia included:

- > 3041 IELTS tests (504 more than in 2001), making us eighth-largest Test Administration Centre in the world;
- > intensive English language programs for 2450 students from 44 countries; and
- > 17 group study tours (English language, plus general interest/

specific discipline studies) for more than 517 people from Asia, Latin America, Europe and the Middle East.

Continuing education

Initiatives ranged from professional development for librarians visiting from overseas (page 26) to executive education programs run jointly by our Faculty of BEL and Mt Eliza Business School (page 26). From 2003 the latter will expand to include niche programs in Sydney and Canberra.

ICTE's extension studies divisions prospered at home and abroad.

Extension Studies Domestic Division became a Registered Training Organisation and expanded its activities to include delivery of certificate and diploma award qualifications under the Australian Qualifications Framework.

The division was selected by tender to provide professional development for Queensland Rail staff. It also delivered:

- > more than 206 community education courses (including five at UQ Ipswich) to 2041 people;
- > corporate in-house training to 112 staff of six organisations; and
- > inaugural courses for the Workplace Training and Assessment Certificate IV (including a course in Indonesia) for 91 participants.

Extension Studies International Division provided short Study Abroad options plus professional, vocational and technical training. Australian-based courses and programs included:



Participants in Community Service and Resource Centre's prizewinning Graduate Certificate in Social Science (pages 29, 49): (from left, back row) Nick Bennett, Wendy Caldwell, and Gary Laidlaw; (centre row) Shirley Dougal, Sue Cardy, CSRC Director Bruce Muirhead, Sophie Letzis and Tammy Swane; (front row) Greg Hourigan, Suzanne Seng, Donna Densley, Vera Sango and Scott McMullen

- > short-course technical education programs for 2696 students from Jikei Gakuen Foundation, Japan;
- > educational tours via TraveLearn (a licensed educational travel operator within ICTE) for 44 seniors from the USA and Japan;
- > two programs on Australian Social Studies and Social Policy for Hong Kong City University students;
- > educational seminars in Aged Care and Social Welfare for 78 participants from Japan; and
- > an intensive short course in collaboration with the Faculty of BEL for 23 students from Universidad Anahuac, Mexico.

MEETING COMMUNITY CHALLENGES

Catering for special needs

Research (pages 35-43) outcomes helped solve community challenges where staff and students lent skills to government, business, rural and community needs. Contributions included:

- > Centre for Social Responsibility in Mining: research and education to improve the management of complex social issues involved in mine development and operation (Faculty of EPSA);
- > 17 one-day training workshops across Queensland for 200 people working to rehabilitate injecting drug users (School of Population Health [Indigenous Health Division], and Queensland Health);
- > Triple P Program: individual, group, self-help and telephone-assisted programs to boost parenting skills (School of Psychology); and
- > LEAP – Literacy Enhancement Action Program commissioned by Bundamba Secondary College. Outcomes included improved reading skills and student behaviour (Faculty of SBS).

Linking ideas, people, expertise

Our UQ Ipswich Community Service and Research Centre (CSRC) interacts with 220 local organisations while about 150 community and other groups use Centre facilities.

CSRC's package of a Graduate Certificate in Social Science (Interprofessional Leadership) plus short courses and community learning events won a University teaching award and was a finalist in the Australian Awards for University Teaching (page 29). More than 80 community and government representatives graduated from the short course program and a fourth cohort has enrolled for the Certificate starting in July 2003.

The two-semester Certificate, designed in collaboration with community leaders, was born of the Goodna Service Integration Project set up to improve government service delivery and community well-being. This Project will conclude in March 2003 and its work will continue through the West Moreton Regional Managers of Government Forum.

CSRC staff collaborated on major research projects with the Local Government Association of Queensland and with property developer Delfin Lend Lease. They also worked with Queensland Treasury on a pilot study of problem gambling among non-English-speaking background communities. Other activities included:

- > public Breakfast and Lunchbox seminars featuring speakers as diverse as Alex McDonald (the Body Shop) and Professor Tim Stanton (Stanford University);
- > a new Community-based Action Research Network (coordinating relevant research opportunities for more than 100 community representatives);
- > a new Digital Workshop (digital video filming, 2D and 3D artwork, CD-ROM presentations, Web development and motion graphics) for clients including the Ipswich Regional Areas Consultative Committee; and
- > the continuing HYPE! Program of supervised leisure and educational activities for people aged 13-15.

SERVING ABROAD

Overseas aid

Working through UniQuest's (pages 10, 41) International Projects Division, we contributed to 35 development aid projects and won tenders for 26 new contracts worth about \$9 million. We now have 10 Period Offer contracts with AusAID – more than any other organisation.

These operations involved more than 60 locally-engaged and international consultants on short and long-term assignments in 20 countries. Key projects in 2002 included:

- > *Institutional Strengthening of Customs Division*: a two-year, \$3 million project in Kiribati (UniQuest, AusAID);
- > *Integrated Agriculture Training Program*: a three-year, \$6 million project in Papua New Guinea (Faculty of NRAVS, UniQuest, PNG's University of Vudal, AusAID);
- > *Control of Newcastle Disease in Village Chickens*: a three-year, \$5 million project in Malawi, Mozambique and Tanzania (Faculty

Museums and collections

- > Anatomy Museum
- > Anthropology Museum
- > Antiquities Museum
- > University Art Museum
- > Computer Museum
- > Marks-Hirschfeld Museum of Medical History
- > Physics Museum
- > Zoology Museum
- > Gatton Past Students Association Museum
- > Customs House Art Gallery
- > Fryer Memorial Library (special collections)
- > Insect Collection and other collections

of NRAVS, UniQuest, GRM International); and

- > *Improving Legal Enforcement Mechanisms and Judicial Capacity*: a 27-month US\$1.6 million project in Nepal (T.C. Beirne School of Law, Asian Development Bank).

Sharing expertise

Visitors from developing countries shared our vast physical and teaching resources while research (pages 40-43) benefited communities at home and abroad.

Many of our academics also spent time working overseas, for example:

- > UQ Gatton: an ACIAR-funded cooperative venture with Curtin University and Northern Territory University, to rehabilitate the National University of East Timor's agricultural faculty destroyed by civil insurrection in 1999;
- > veterinary science: two-day training courses in Mozambique on cattletick-borne diseases, run by an AusAID-sponsored Master of Philosophy Mozambican student and his supervisor;
- > natural and rural systems management: postgraduate contributions to Cambodia and Papua New Guinea through the AusAID-funded Australian Youth Ambassadors for Development scheme;
- > Library: professional training and work experience (page 28); and
- > psychology: a World Bank-funded consultancy to help the University of Indonesia improve its undergraduate psychology program.

Honorary degrees for exceptional achievers...

- > His Excellency Major General Peter Arnison, AC CVO, 23rd Governor of Queensland (Doctor of Laws)
- > Professor Raymond Ball, accounting researcher and teacher (Doctor of Economics)
- > The Most Reverend Dr Peter Carnley, AO, Archbishop of Perth and Metropolitan of the Province of Western Australia, and Primate of the Anglican Church in Australia (Doctor of Letters)
- > Dr Rita Colwell, Director of the National Science Foundation of the United States (Doctor of Science)
- > Graham Hughes, former Insurance Commissioner, Queensland Treasury (Doctor of Philosophy)
- > Dr Nicholas Nicolaides, AM, pathologist (Doctor of Medicine)

2002 UQ Gatton Gold Medal...

- > Boonyaruk Suebsiri, former Director, Thai Ministry of Agriculture and Cooperation

ALUMNI LINKS

We presented more than 170 awards and welcomed 1000 guests at our ninth round of ceremonies for recent graduates in Singapore, Kuala Lumpur and Hong Kong. Our Convocation Roll now lists about 140,000 graduates worldwide, including about 1000 in Singapore, 600 in Malaysia and 500 in Hong Kong.

We kept graduates informed via *Graduate Contact* magazine (page 46) and strengthened alumni ties as follows.

Development Office www.development.uq.edu.au

The Development Office supports alumni groups and coordinates benefactions and gifts, in accordance with our five-year Development Plan (page 57).

Staff worked with the Executive Dean of the Faculty of SBS and the School of Political Science and International Studies to secure a \$2 million commitment to develop a Peace and Conflict Resolution Centre.

Other highlights included:

- > a \$600,000 bequest from Australian-born U.S. resident Mrs June Harms (whose career included importing Border Collies from Australia for the U.S. show ring) to establish annual Jester Scholarships for veterinary science students;
- > opening of the Kathleen Lambourne Building – a \$340,000 veterinary science conference and meeting venue funded by \$100,000 from the estate of Dr Kathleen Marshall, nee Lambourne (remainder from other bequests);
- > Library refurbishments partly funded by the estate of Emeritus Professor Dorothy Hill (page 28);
- > a major School of Veterinary Science fundraising campaign featuring television identity Dr Harry Cooper;
- > more than \$300,000 raised in the Direct Mail Appeal to alumni;
- > \$135,000 as two individual gifts for immune therapy research;
- > \$165,000 from a U.S.-based trust for two PhD scholarships in the Faculty of Arts; and
- > piloting an alumni mentoring program (page 27).

Following a 2001 review of alumni relations, a working party chaired by the Deputy Vice-Chancellor (International and Development) began developing an alumni relations model to include currently-fragmented groups under one umbrella. This will enhance outcomes for both alumni and the University.

The Development Office established new alumni networks in Thailand, London and Sydney and inaugurated International and Young Alumnus of the Year Awards to recognise outstanding alumni.

These went respectively to Tan Sri Dato Abdul Khalid Ibrahim, President of the Malaysian Alumni Association and Group CEO of vegetable oil producer Kumpulan Guthrie Berhad; and to Dr Ashley Robinson, Engineering Director at high-tech company Micro Ltd.

Alumni Association

Donations of \$100,000 this year from The Alumni Association of The University of Queensland Inc (an independently incorporated body established in 1967) brought its support for University projects to more than \$500,000 during the past six years.

The group's contributions in 2002 included:

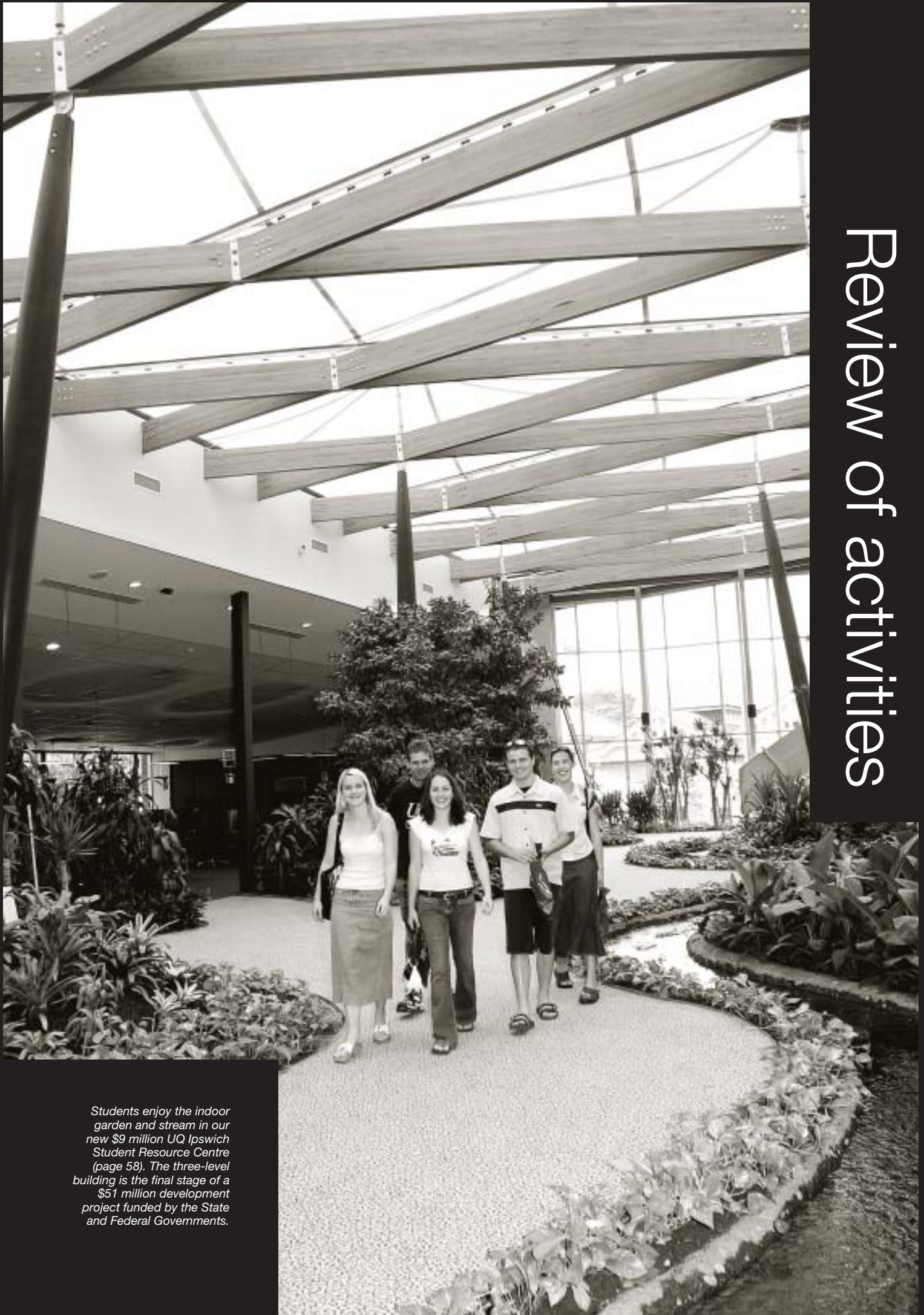
- > support for Excellence in Teaching Awards (page 29) and student traditions such as the Great Court Race (page 33);
- > annual student awards such as Alumni postgraduate bursaries, the

- \$4000 Betty Fletcher Memorial Travelling Scholarship and (with UQ SPORT) sports scholarships (page 33);
- > sponsorship of public lectures (page 45);
- > \$7000 to help maintain the Antiquities Museum and Marks-Hirschfeld Museum of Medical History;
- > \$13,000 benefaction to University Art Museum;
- > \$5000 to help purchase a Pelike vase for the Antiquities Museum;
- > specialised equipment for people with disabilities (page 30); and
- > annual awards of Alumnus of the Year (educator Adjunct Professor Colin Power) and Graduate of the Year (Elizabeth Krenske, who graduated Bachelor of Science with a perfect Grade Point Average of 7 and a University Medal).

THE YEAR 2003

- > The working party reviewing alumni groups will report its findings.
- > School of Journalism students will launch *Brisbane Independent News*, a community online news project incorporating text, photos, audio and video.
- > We will continue redeveloping the heritage-listed Boilerhouse at UQ Ipswich for use as a community resource.

Review of activities



Students enjoy the indoor garden and stream in our new \$9 million UQ Ipswich Student Resource Centre (page 58). The three-level building is the final stage of a \$51 million development project funded by the State and Federal Governments.

Management and resources

In 2002 we employed more than 4700 staff. Our total operating revenue was \$814.45 million, and our financial operations produced a surplus of \$85 million – more than twice that of the previous year. Our assets included 1940 hectares of land on which stood 698 buildings with an asset replacement value of \$827.85 million.

Objectives

- > to provide professional, client-focused management structures, policies and practices to support and advance academe
- > to devolve resource management, increase non-government funding and manage our resources for optimal outcomes
- > to encourage and coordinate widespread strategic planning to support the University's overall Plan
- > to provide and maintain high-quality physical, teaching and research environments

Key outcomes

- > streamlined IT-based systems
- > restructures to management and academe
- > designated *Employer of Choice for Women* by Equal Opportunity for Women in the Workplace Agency
- > 58 percent of total income from non-government sources
- > OH&S record of least time-lost injuries for past four years

Outlook for higher education sector

- > more income from non-government sources
- > efficient, effective management practices
- > detailed, integrated strategic planning

The year ahead

- > streamlined IT infrastructure including new staff portal
- > environmental surveys for compliance with new legislation



From left: Students Matthew Reeves (Science) and Sarah Stuivers (Arts) make use of new Library computers.

OUR SYSTEMS

Supporting academe

Organisational restructure (page 53), teaching space refurbishment (page 58) and streamlined systems boosted administrative efficiency. For example we:

- > upgraded our corporate records management system to the TRIM system;
- > investigated the use of Smart Card technology for student and staff ID cards;
- > revised our program approval process;
- > extended validity of student ID cards from one year to duration of degree;
- > streamlined business processes enabling same-day production of official academic records; and
- > established Accommodation Services as a one-stop shop. 2002 activities included online advice, 76 information sessions and individual help for 237 students on complex tenancy issues.

LEADING-EDGE IT

Student administration

About one-third of students logged into my.UQ (student portal www.my.uq.edu.au) at least once a day – a vast increase in usage since its launch in January 2001. Most accessed the site to read an average of 327,221 emails per week.

- IT-based improvements included:
- > capacity for Student Centres to distribute and change usernames and passwords (benefits include one-stop enrolment and personalised advice for international students on arrival);
 - > consolidation of SI-net www.sinet.uq.edu.au and mySI-net (based on the PeopleSoft Student Administration system and launched last year);
 - > a Research Higher Degree module (developed by a University of Queensland-led consortium of six Australian and New Zealand universities) in PeopleSoft;
 - > single sign-on between mySI-net and my.UQ;

- > distribution of electronic invoices, HECS and PELS statements via mySI-net;
- > a Study Plans database www.uq.edu.au/study with expanded program/course information such as entry and program requirements, fees, dual degrees (joint initiative with Office of Marketing and Communications – pages 46, 57 – and Dean of Students);
- > online changes to individual Plans (selection of majors, double majors, etc) via mySI-net;
- > a network-based video replay system at UQ Ipswich, controlled from St Lucia (copyright benefits);
- > a suite of online services for booking airport reception, temporary and permanent accommodation for students and their families (1771 student users in 2002); and
- > streamlining management.

We rolled out Departmental Accountant, improving user access and decreasing maintenance and support costs; and implemented a central calendar for simpler organisation of meetings involving staff from different units.

We also began a central mail project moving all staff and students to one central mail infrastructure. This will need fewer servers and make it easier to contact all staff and students.

High performance computing

Our Information Technology Services (ITS) installed a new SGI Origin 3000 (page 38), funded by the Queensland State Government and the Queensland Parallel Supercomputer Foundation.

The new High Performance Computing (HPC) system executes client programs five times faster than its predecessor, a four-year-old Origin 2000. It was immediately in demand during office hours, with idle capacity overnight and at weekends. By year's end, it was continually in use with a queue of large jobs on the batch system.

We consolidated HPC storage and the SAN filesystem matured, enabling introduction of common home and application directories between HPC and ViSAC facilities.

Personnel management

We moved our Aurion Human Resource Management System to a new operating environment (from VMS to Unix) with no downtime or other impact on users or on fortnightly salary payments.

We deployed the Aurion HR budgeting module to schools and other organisational units, so they can plan and manage staffing budgets with online, real-time ac-

cess to information (including reporting on expenditure against budget).

We launched our online Employee Self Service (ESS) in March and by the end of December, 83 percent of sick leave and 86 percent of recreation leave was being processed online.

We began developing a staff portal for launch in 2003. This will give each employee a single interface to online applications such as Aurion, ESS, internal jobs, library training, the Reportal (page 27) and Research Solutions.

ORGANISATIONAL CHANGE

Restructuring academe

We restructured our School of Population Health following recommendations by a working party representing general staff and managers, to redress a projected deficit of \$5 million by 2006. This included consultation with academic and general staff, and resulted in one redundancy and 11 voluntary separation packages.

The annual cost of general staff salaries for centrally-funded positions will reduce from \$1.5 million to about \$1 million in 2003. The School also plans to source extra revenue and/or reduce academic staff commitments.

Restructuring management

We disbanded our Academic Administrative Support Directorate and combined its staff with staff from Student Administration to form Student and Academic Administration.

- Changes included:
- > appointment of a business manager to assist the Director and divisional heads with budgets and finances, and to coordinate administrative processes;
 - > secondment of a senior administrator to prepare the Division for the 2003 AUQA Audit (page 12);
 - > establishment of a two-unit Academic Administration: Academic Programs; and Academic Policy (supports policy-makers, Academic Board and Senate and facilitates data sharing); and
 - > redistribution of enrolment services to other student administration areas. Academic Records, Enrolment Guides and Centrelink enquiries devolved to Student Centres; Exclusions and Graduations to SI-net Support Group; and Prizes to Academic Administration.

OUR STAFF

Legislative changes

We applied for (and were granted in February 2003) the *University of Queensland General Staff Award 2003* www.uq.edu.au/staff/employment/awards

This followed an Australian Industrial Relations Commission review of the Higher Education General and Salaried Staff Award 1989 which until then covered most university staff in Australia.

A record number of 70 academics applied for mid-term reviews of continuing appointments consequent to the *Higher Education Contract of Employment Award 1999*, which required us to translate many fixed-term positions to continuing appointments.

General staff enterprise agreement

We implemented revised job evaluation and classification policies approved by Senate in 2001. These streamlined procedures for research-related positions and enabled broad-banding in some positions.

Managing workloads

A mid-year report from our general staff workloads working party generated:

- > training (page 54) for supervisors and managers;
- > guidelines for managing general staff workloads; and
- > revised policies on hours of work, overtime, flexitime, voluntary banked time and staff attendance.

We standardised timesheets and staff began using ESS to apply for time-off-in-lieu or flexitime entitlements.

Training our people

Our Staff Development Program reflects our commitment to management efficiency and effectiveness. We budgeted \$350,000 for 538 courses at various locations including UQ Ipswich and UQ Gatton, and 5864 staff attended.

New programs matched modern trends (*Internationalisation – Marketing and Education*) and OH&S regulatory needs (*Biological Safety*, and *Environmental Management*).

STAFF FULL-TIME EQUIVALENT

	2001	2002
Academic	1926	1929
Teaching and research	1247	1259
Research only	679	670
Non-Academic	2739	2793
Research only	365	392
Other	2375	2401
All staff	4666	4722

Personnel Services staff designed and coordinated courses while TEDI (page 28) supported the University Staff Development Committee (which generates policy, advises on needs, and approves and funds staff development programs). Staff have free access to courses and now enrol online through ESS (page 53) as well as through pre-existing channels.

The workloads working party report (page 53) led to a new half-day *Managing your Workforce and Workloads* course. This ran 17 times for 409 participants and is now mandatory for all general staff supervisors.

Equity and diversity

Ours was one of only 100 organisations (from a field of 2500) designated *Employer of Choice for Women* by the Federal Equal Opportunity for Women in the Workplace Agency. The Agency also waived our reporting obligation for two years in recognition of our sustained performance.

We prepared new or revised policies on grievance resolution, discrimination, harassment and bullying, disability and study assistance for Senate approval in 2003.

Our Equity Office (pages 29-30, 42) again coordinated:

- > Promoting Women Fellowships for academics (page 42);
- > *Career Horizons* course for general staff; and
- > Women and Leadership Mentoring.

For the second year running, half the *Career Horizons* participants moved to higher-level positions within 10 months of completing the program.

Other activities included:

- > maintaining and developing a network of Equity Contact officers and Sexual Harassment Support officers;
- > hosting a *Leading and Managing Diversity in Higher Education* workshop for universities in Queensland and northern New South Wales;
- > increasing outreach to faculties, schools and colleges;
- > appointing a project officer to develop a University-wide mentoring framework;
- > producing and distributing the newsletter *Equity Matters*;

EQUITY AND DIVERSITY

Female staff	2000	2001	2002
	%	%	%
Academic staff	33.7	35.6	34.4
General staff	60	58.8	59.1
TOTAL	49.1	49	48.9



Alan Abbot (Property and Facilities) helps install specialised ventilation systems in the tunnels below the Great Court. The tunnels house cables and pipes servicing facilities ranging from IT to air conditioning.

- > initiating the University Staff Development Committee purchase of an online equity and diversity training program for implementation in 2003; and
- > establishing a networking group for women at HEW Levels 10 and above.

Self-insured workers' compensation

Total costs for 2002 – our first full financial year for self-insurance – were 60 per cent lower than the premium otherwise payable to WorkCover Queensland, with no decrease in service or benefits to staff.

We managed 181 workers' compensation claims and two damages claims – markedly fewer than the 233 and four claims (respectively) in the previous nine-month period April–December 2001.

Two independent audits by regulatory authority Q-Comp confirmed our compliance with the *WorkCover Queensland Act 1996*.

Health and safety

Our OH&S Unit (page 13) recorded the lowest number of time-lost injuries for the past four years – and we were rated “high standard” by an external auditor measuring compliance with Queensland Government safety criteria.

New systems for ergonomics/rehabilitation and for injury management resulted in:

- > earlier reporting of musculoskeletal injuries;
- > shorter time delays between injury occurrence and ergonomics/rehabilitation ergonomics intervention;
- > more staff seeking ergonomics prevention and rehabilitation ergonomics services; and
- > less total time lost for musculoskeletal injuries.

ACCIDENT STATISTICS – TIME LOST INJURIES LOSS OF ONE OR MORE WORK DAYS

	1999	2000	2001	2002
Slip/trip/fall	24	18	17	7
Needle or sharp	5	2	0	2
Muscular effort single	26	17	15	13
Step/struck against object	10	8	5	5
Chemical single contact	3	1	2	2
Equipment/tool non-powered	2	1	0	0
Struck by falling/moving object	7	2	6	0
Muscular effort repetitive	16	6	8	6
Equipment/tool powered	2	2	0	1
Other agents	5	18	8	3
Total number of incidents	100	75	61	39

Related training courses included:

- > workplace rehabilitation programs (for 61 staff);
- > ergonomics prevention for musculoskeletal injuries (216 staff);
- > manual tasks risk management and design projects (seven areas); and
- > office ergonomics and manual tasks (various schools).

Unit staff also:

- > ran 57 health and safety training programs (for more than 1200 staff and students);
- > audited safety management systems (15 divisions and schools); and
- > supported reaccreditation under new gene technology regulations (180 laboratories).

OH&S Minor Works funds of \$360,000 (unchanged from the previous year) backed initiatives to improve facilities and remedy risk. These included:

- > new specialised ventilation systems in Great Court tunnels (Property and Facilities);
- > new remote gas-storage facilities (Faculty of EPSA);
- > new safety security fences (JKMRC);

- > upgraded safety showers and ventilation (Parnell Building); and
- > a new safety and disabled-access ramp (Avalon Theatre).

OH&S Council continued as our peak referral body for policy, and this year members endorsed various programs including:

- > guidelines for postgraduates working in laboratories, and for risk assessment and management; plus
- > immunisation policies for staff working with blood and body fluids, for workers' compensation, and for hearing conservation.

Superannuation

UniSuper member benefits accumulate within the Defined Benefit Plan (DBP), Investment Choice Plan (ICP) and/or Award Plus Plan (APP).

The Trustees' Report for the year ended June 30, 2002 noted:

- > combined DBP/ICP membership of 64,086, up from 57,343 at June 30, 2001;
- > APP membership of 138,893, up from 119,563; and
- > total assets under management of

about \$9.6 billion, down from about \$9.7 billion (reflecting the difficult investment climate for superannuation in 2002).

Except for the ICP Shares option, UniSuper returns were generally better than those of comparable investment products in Australia.

The downturn in world investment markets resulted in UniSuper posting net after-tax investment returns for the year ended June 30, 2002, of:

- 5.7% (DBP),
- + 4.3% (ICP – Secure),
- 1.9% (ICP – Stable),
- 6.0% (ICP – Trustee Selection),
- 11.0% (ICP – Shares), and
- 3.2% (APP).

From October 1, investment choices increased from four to seven options with opportunities to switch monthly, and investment choice extended to the APP.

The Trustee reviewed investment arrangements for overseas and Australian share portfolios, and fees and charges. A new fee schedule will apply to plans and accounts from January 1, 2003.



The \$105 million Queensland Bioscience Precinct nears completion as one of the largest facilities of its type in the southern hemisphere. Researchers from the CSIRO and our IMB will occupy the complex, where cutting-edge resources include nuclear magnetic resonance (NMR), X-ray crystallography, advanced microscopy and super-computing facilities.

OUR FINANCES

(Full details Appendix A, separate volume)

Income

Our 2002 financial operations produced a surplus of \$85 million – more than double the \$37 million outcome of the previous year.

Revenue from fees and charges, particularly tuition fees paid by larger numbers of international students, was \$98.77 million – 19 percent more than in 2001. This included \$7 million in fees from students using the new Postgraduate Education Loan Scheme (page 32).

The Queensland Government provided \$20 million for various building and other projects (page 22) including the Institute for Molecular Bioscience and the UQ Centre (pages 22, 25, 28).

We derived 58 percent of total income from outside sources – up from 56 percent in the previous year. We are now well on the way to achieving our goal of 60 percent non-government income by 2006.

Our Operating Budget represented about 45 percent of our total income. It supported major teaching and research activities and associated services. We derived the remainder of our income from:

- > specific research grants and contracts;
- > provision of services to the community; and
- > funds for scholarships, prizes, and other special purposes nominated by donors.

We were again active in direct fundraising and enjoyed significant financial support in the form of gifts, donations and bequests (pages 42, 47, 50).

CONSULTANCIES		
Category	Expenditure \$	
	2001	2002
Management	224,543	173,722
Human resource management	nil	1270
Information technology advice	2,146,661	261,155
Communications	128,641	84,253
Finance and accounting advice	59,266	1325
Professional/technical*	5,932,969	4,537,596
TOTAL	8,492,080	5,059,321

*Includes fees of \$4,203,761 in 2002 (\$5,528,911 in 2001) relating to consultancy fees paid by Property and Facilities Division

Expenditure

We determined our operating result after capitalising property, plant and equipment (\$139 million) less depreciation (\$52.4 million).

Although our Operating Budget income exceeded actual expenditure by \$20.1 million during 2002, expenditure commitments totalled \$33.1 million against budget allocations at the end of the year.

After adding the cumulative budget deficit brought forward from 2001, the operating budget for 2002 showed a deficit of \$20.7 million. We will reduce this deficit to \$15 million over the next three years.

Our investments

Our investment policy is to earn a rate of return allowing a long-term distribution of 4.5 percent of the initial value of the portfolio, indexed to the Consumer Price Index (CPI) for all future years.

This year we changed the management of our long-term portfolio by appointing four specialist investment managers and altering asset allocation benchmarks. These managers succeeded a single manager (Invesco) mid-year with separate responsibilities for investments in

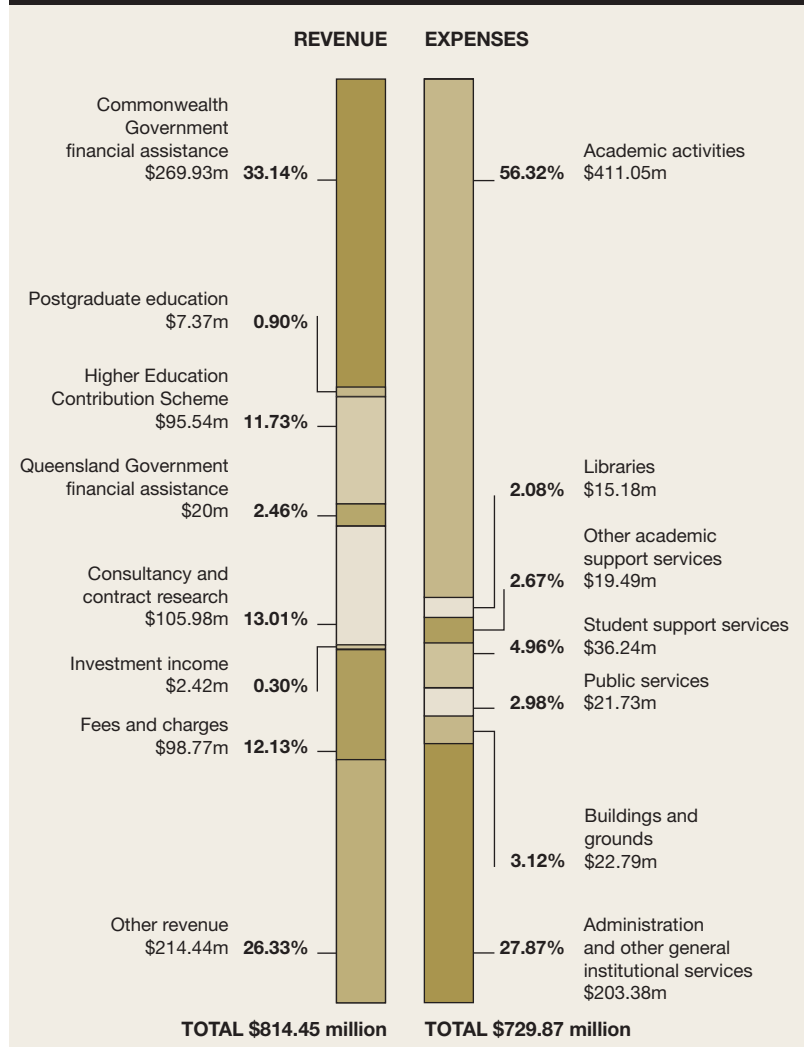
- > Australian shares,
- > overseas shares,
- > private equity, and
- > listed property, fixed interest and cash.

Overall returns by all managers for the year was -7.6 percent compared with the benchmark return of -7.8 percent. Asset allocation benchmarks were

- > Australian shares 40 percent,
- > overseas shares 29 percent,
- > listed property seven percent, and
- > fixed interest and cash 24 percent.

Our long-term investment portfolio had a market value of \$75 million at the end of 2002.

TOTAL UNIVERSITY REVENUE AND EXPENSES 2002



STRATEGIC PLANNING

Our strategic planning cycle and quality management framework, including this year's trial quality audit in anticipation of the 2003 Australian Universities Quality Agency (AUQA) Audit, is described on page 12 of this Report.

Senate noted revised Faculty and Central Services Operational Plans and an Asset Management Plan.

Progress against our Development Plan included transfer of the Convocation database to the Development Office, streamlined accounting systems, and new guidelines for aligning faculty fundraising projects with overall strategic priorities.

These measures, together with research planning initiatives (page 35) and a new marketing and communications plan (see below), support and extend the University's central Strategic Plan (pages 18-21).

INFORMATION FLOWS

Marketing and communications

Our Office of Marketing and Communications (OMC – page 46) reviewed our communication framework to improve internal and external information flows.

This generated a new Marketing and Communications Plan for 2002-03. Based on research with potential students, it included a revised branding platform, a new advertising campaign and a review of our face-to-face communications.

Following public tender we appointed advertising agency George Patterson Bates to develop creative concepts and release a new 2002 undergraduate marketing campaign.

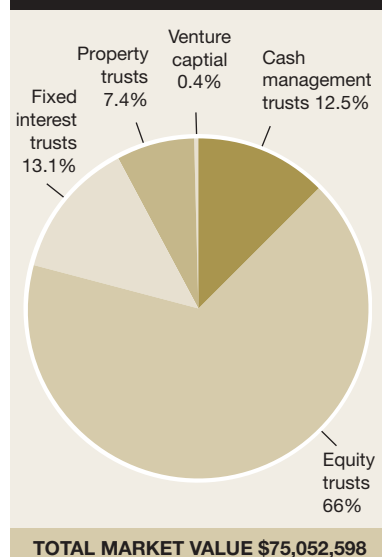
OPERATING BUDGET AND ACTUAL EXPENDITURE

2001		2002		2003
Actual		Budget	Actual	Budget
\$'000		\$'000	\$'000	\$'000
Income				
306,770	Higher Education Funding Act	314,261	328,012	330,986
69,311	Other income	73,894	88,975	99,409
376,081	TOTAL INCOME	388,155	416,987	430,395
Expenditure				
Academic activities				
203,854	Faculties	201,796	199,611	222,748
6,073	Scholarships	6,253	6,163	6,353
27,575	Research only	24,133	27,764	25,671
12,367	Strategic initiatives	14,000	12,355	14,000
17,599	Ipswich campus	16,700	17,418	16,700
Support services				
22,077	Library	23,469	25,226	25,135
6,796	Information technology services	6,613	6,705	7,075
28,049	Central administration	28,186	29,277	32,429
3,271	Student services	3,260	3,183	3,260
20,308	Property and facilities	22,068	23,903	24,242
University overheads				
4,974	Power, lighting and heating	4,695	5,162	5,202
10,231	Other overheads	10,527	13,322	14,627
Other costs				
458	Commercial services	80	973	80
884	Public services	816	983	881
150	UQP operating grant	150	150	150
1,989	Minor works	2,100	1,656	2,160
	budget adjustment	1,000		1,000
20,856	Capital	22,309	22,997	26,782
387,511	TOTAL EXPENDITURE	388,155	396,848	428,495
(11,430)	SURPLUS/(DEFICIT) FOR THE YEAR	0	20,139	1,900

ANNUAL BUDGET CYCLE

Stage	Time	Action
Review current year's budget	July August	Finance Committee Senate
Budget assumptions and parameters	July August	Finance Committee Senate
Review key operational priorities	August	Senate
Budget Paper 1	July – early August Late August	Secretary and Registrar's Office Vice-Chancellor's Executive Committee of Executive Deans
Budget Paper 2 Forward look University Improvement Fund Asset Management Plan	September Late September	Secretary and Registrar's Office Vice-Chancellor's Executive Committee of Executive Deans Finance Committee
Final Budget Papers	October November December	Vice-Chancellor's Executive Finance Committee Senate

INVESTMENT PORTFOLIO



OMC continued to provide marketing and communications leadership and direction across the University. This included advice and work on internal and external communications, media relations, branding and corporate standards, marketing, advertising, major corporate publications, website development, design and publishing, events, protocol and community relations.

Informing our staff

We boosted internal communication with Web-based publications such as:

- > *UQ Update* (page 46) weekly news bulletin;
- > supplementary email publications at UQ Gatton and UQ Ipswich;
- > UQ Staff Bulletin (HR-related matters);
- > Student and Administrative Services Weekly; and
- > Research Bulletin.

OMC is working with ITS to launch a staff portal (page 53) in 2003. This will deliver customised corporate information and services to a single site, with benefits including rapid and efficient dissemination of information to target audiences.

OUR ENVIRONMENT

Developing our campuses

Property and Facilities section staff managed a capital program totalling \$76.4 million – nearly half that of the previous year. Reduced expenditure reflected the end of three very large projects:

- > Queensland Bioscience Precinct, formerly the UQ/CSIRO Joint Building Project (\$105 million) due for completion in February 2003;
- > UQ Centre opened in September by the Governor of Queensland, Major General Peter Arnison (\$20.6 million – page 22); and
- > General Purpose North Stage Three (\$15 million).

Our Asset Management Plan allocated \$1 million (50 percent more than in 2001) to refurbishing three centrally-managed lecture theatres. We also reviewed and upgraded audiovisual and security standards.

Two UQ Gatton buildings earned Royal Australian Institute of Architects Queensland Awards:

- > the Micro/Health Laboratory (Art and Architecture award plus the Public Buildings/Institutional Building Award); and
 - > School of Natural and Rural Systems Management Building (high commendation).
- Building completions included:
- > a Resource Centre at UQ Ipswich

(page 51) housing Library, Student Centre and associated services (\$9 million);

- > Stage One, Centre for Marine Studies facilities at Heron Island (\$750,000);
 - > rehabilitation, Richards Building (\$2 million); and
 - > rehabilitation, Steele Building (\$1.5 million).
- Other activities included:
- > designs for the Australian Institute for Bioengineering and Nanotechnology (\$60 million – page 38) and the Sustainable Minerals Institute (\$18.2 million);
 - > starts on another multi-level carpark (\$6.8 million), Great Court stone-work maintenance (\$500,000) and consolidation of Arts Faculty space (\$7.5 million);
 - > a \$100,000 water main upgrade;
 - > a new Eagle Street entrance, fence and chiller at Customs House (\$170,000 – page 47); and
 - > Bookshop roof replacement (\$160,000).

Protecting our environment

We maintained our impressive environmental protection record through sound management plus wide-ranging initiatives and training/awareness strategies. Our 2002 environmental operating budget was \$160,000. This year we:

- > revised environmental policy emphasising ecologically-sustainable development;
- > developed a program mirroring Greenhouse Challenge guidelines;
- > implemented a Water Management Plan at St Lucia with projected savings of more than \$70,000 annually (plans in hand for implementation at UQ Ipswich and UQ Gatton);
- > devised a new paper-recycling system for use from 2003 after two waste audits showing paper constitutes 50 percent of waste sent to landfill;
- > reviewed parking areas to monitor the effects of dust, stormwater and future development; and
- > adopted energy-saving initiatives such as incorporating stand-alone airconditioning systems into central systems, environmental audits, and inclusion of ecologically-sustainable development principles in new building designs.

St Lucia campus maintained its ISO 14001 certification and the NATA Certification Services International three-year surveillance audit yielded a positive report.

As part of our 10-year plan to develop Environmental Management Systems (EMS) for all campuses and high-risk sites, we launched an EMS at our experimental mine (page 42) to manage air quality, energy, noise and vibration, waste, water, weeds and explosives.

Training and awareness sessions highlighted staff and student duty-of-care responsibilities under the Environmental Protection Act and our EMS policies www.pf.uq.edu.au/ems-stlucia.html Activities included:

- > introducing a compulsory Contractor Induction program addressing safety and environmental issues;
- > running EMS training and awareness sessions through TEDI (page 28);
- > including environmental training in staff inductions;
- > training 12 more staff as EMS internal auditors, bringing the total over the past three years to 25;
- > auditing St Lucia and UQ Gatton to boost EMS awareness; and
- > revising EMS Manuals for St Lucia, Gatton and Moreton Bay Research Station and producing a new manual for our Pinjarra Hills facility.

THE YEAR 2003

- > High Performance Computing (HPS) advances will include installation of an Itanium2-based system(2) plus an UPS system to protect all HPS systems and storage.
- > We will implement new or revised policies on grievance resolution, harassment and discrimination, disability, bullying and study assistance.
- > We will join the national *Wastewise* public place program due for launch in mid-2003, to exploit opportunities for recycling co-mingled waste.
- > We will survey all campuses and revise environmental policies for compliance with recent changes to legislation.

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Glossary

APA Australian Postgraduate Awards

ARC Australian Research Council

ATSIS Aboriginal and Torres Strait Islander Studies Unit (*University*)

AVCC Australian Vice-Chancellors' Committee

CMR Centre for Magnetic Resonance

Convocation Comprises all University graduates. May make recommendations to Senate on matters relating to the University's affairs and administration, via the Standing Committee of Convocation (16 elected members) and/or eight representatives on Senate (eight elected members)

COTAH Southbank Institute of TAFE's College of Tourism and Hospitality, used as a teaching facility by the University's School of Tourism and Leisure Management

Course Formerly subject – part of a program

CRC Cooperative Research Centre – bodies funded competitively by the Federal Government and involving university, industry and other research groups

CSIRO Commonwealth Scientific and Industrial Research Organisation – an Australian independent statutory authority whose work covers a broad range of areas of economic and social value to the nation, including agriculture, minerals and energy, manufacturing, communications, construction, health and the environment.

CSRC Community Service and Research Centre, UQ Ipswich

CYBRARY University of Queensland Library's integration of state-of-the-art information technology with traditional services to create a "virtual library", accessible day and night from home, office or Library

DEST Commonwealth Department of Education, Science and Training, formerly the Commonwealth Department of Education, Training and Youth Affairs (DETYA)

EFTSU Equivalent Full-time Student Units

EMS Environmental Management Systems

Flexible delivery/learning Does not mean a "virtual" course. Students use various resources (including class teaching plus print and electronic materials) to choose when, where and how they learn. Information Technology is often used to deliver course content and facilitate student interactions (eg via electronic chat rooms, bulletin boards and email) with teachers and peers.

Go8 Group of Eight An alliance of eight research-strong "sandstone" universities committed to ensuring that Australian higher education institutions are world-class

GPA Grade Point Average – a grading scale for University subjects ranging from one (the lowest) to seven (the highest)

HECS Higher Education Contribution Scheme

ICTE Institute for Continuing and TESOL (Teaching of English to Speakers of Other Languages) Education

IGS Institutional Grants Scheme – performance-based block funding replacing the Research Quantum and ARC Small Grants Scheme.

IMB Institute for Molecular Bioscience – a \$105 million venture at St Luca integrating genetic research with cell biology, structural biology and bioinformatics research and development

IT Information Technology

JKMRC Julius Kruttschnitt Mineral Research Centre (*University*)

my.UQ A personalised one-stop Web interface for students

mySI-net A distributed administration system (PeopleSoft Student Administration System) facilitating data viewing and updates

NHMRC National Health and Medical Research Council

OH&S Occupational Health and Safety

Program formerly course; a qualification e.g. degree or certificate involving enrolment, study and graduation

QTAC Queensland Tertiary Admissions Centre – central processing point for applications from people seeking entry to tertiary institutions throughout Queensland

R&D Research and Development

SCRAMJET Air-breathing supersonic combustion ramjet engines, so economical they could revolutionise the launch of small space payloads such as communications satellites

TEDI Teaching and Educational Development Institute (*University*)

TESOL Teaching of English to Speakers of Other Languages (*University*)

Universitas 21 Alliance of research-intensive universities, limited to 25 members world-wide, committed to best practice. The word *Universitas* dates from medieval times and 21 refers to the 21st century.

UNIVERSITY FACULTIES

Arts

BACS Biological and Chemical Sciences

BEL Business, Economics and Law

EPSA Engineering, Physical Sciences and Architecture

Health Sciences

NRAVS Natural Resources, Agriculture and Veterinary Science

SBS Social and Behavioural Sciences

Publications

More information about the University, including various publications, can be found at www.uq.edu.au or in printed form as follows.

From the Office of Research and Postgraduate Studies

(St Lucia, telephone 07 3365 3560, email oper@research.uq.edu.au)

> *Research Report*

From the Office of Marketing and Communications

(St Lucia, telephone 07 3365 3367, email marketing.communications@uq.edu.au)

> *UQ News*

> *Graduate Contact*

> *Campus Map*

> *Annual Report*

From the University Bookshop

St Lucia, telephone 07 3365 8585, email books@bookshop.uq.edu.au

> *The 2003 Program Handbook* (interactive CD-ROM)

> *A Place of Light and Learning – The University of Queensland's First 75 Years*, by Dr Malcolm Thomis

> *The Brisbane Customs House*, by Dr Malcolm Thomis

> *A Guide to the Great Court*

> *The Mayne Inheritance*, by Dr Rosamund Siemon

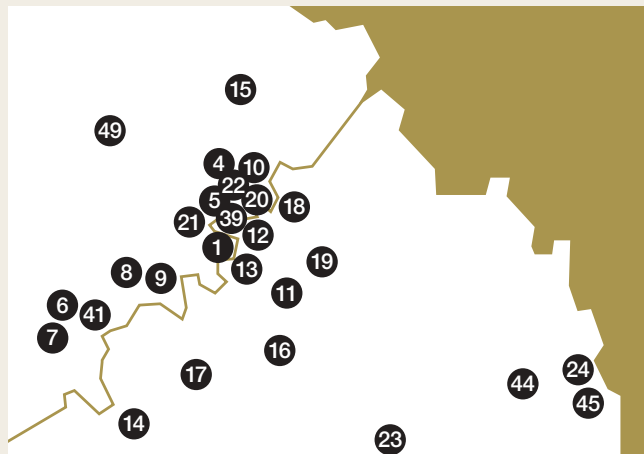
UQ Gatton, telephone 07 54601451, email gatton@bookshop.uq.edu.au

> *UQ Gatton – 100 Years of Science with Practice*, by Associate Professor Stephen Craig-Smith, Professor Craig Pearson and Juliet Middleton

> *Faces and Places – A Portrait of The University of Queensland Gatton College*, edited by Rebecca McEwen and Ray Montgomery



Teaching and research sites



Map legend

- 1 St Lucia campus
- 2 Gatton campus
- 3 Ipswich campus
- 4 Medical School, Herston
- 5 Dental School, City
- 6 Central Animal Breeding House, Pinjarra Hills
- 7 Waste Use Research Unit, Pinjarra Hills
- 8 University Mine, Indooroopilly
- 9 Julius Kruttschnitt Mineral Research Centre, Indooroopilly

Teaching Hospitals and Health Centres

- 10 Royal Brisbane Hospital, Royal Children's Hospital, Royal Women's Hospital, Queensland Radium Institute, Herston
- 11 Greenslopes Private Hospital, Greenslopes
- 12 Mater Misericordiae Public Hospitals, Mater Hill Mater Misericordiae Private Hospital, Mater Hill
- 13 Princess Alexandra Hospital, Woolloongabba
- 14 Wolston Park Hospital, Wacol
- 15 Prince Charles Hospital, Chersside
- 16 Queen Elizabeth II Jubilee Hospital, Coopers Plains
- 17 The Inala Health Centre General Practice
- 18 Mt Olivet Hospital, Kangaroo Point
- 19 Belmont Private Hospital
- 20 New Farm Clinic
- 21 Toowong Private Hospital
- 22 Wesley Hospital, Auchenflower
- 23 Logan Hospital
- 24 Redlands Hospital
- 25 Ipswich Hospital

- 26 Toowoomba Base Hospital
- 27 Redcliffe Hospital
- 28 Gold Coast Hospital
- 29 Murwillumbah/Tweed Heads Hospital
- 30 Bundaberg Base Hospital
- 31 Rockhampton Base Hospital
- 32 Mt Isa Centre for Rural Health Training
- 33 Caboolture Hospital
- 34 Nambour Base Hospital
- 35 Mackay Hospital
- 36 Proserpine Hospital
- 37 Townsville Hospital
- 38 Cairns Hospital
- 39 St Andrews Hospital

Veterinary Science Centres

- 40 Pastoral Veterinary Centre, Goondiwindi
- 41 Veterinary Science Farm, Pinjarra Hills
- 42 Veterinary Practice, Dayboro
- 43 Veterinary Practice, Kenilworth

Agricultural Science Farms

- 44 Mount Cotton
- 45 Redland Bay

Marine Research Stations

- 46 Dunwich, Stradbroke Island
- 47 Heron Island
- 48 Low Isles

Seismograph Stations

- 49 Mount Nebo
- 50 Charters Towers

Principal campuses

St Lucia

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Past...

The University of Queensland was founded in 1910 as the first university in the State and the fifth in the nation. A year later 83 students (including 23 women) attended the first classes in Government House, George Street, Brisbane.

In 1926 our Senate accepted an offer from Dr James O'Neil Mayne and his sister, Miss Mary Emelia Mayne, to buy 114ha of riverside land for our St Lucia campus. Lack of funds then World War II delayed development; but building started in 1937 and the move from George Street was completed between 1946 and 1972.

In 1990 we merged with Queensland Agricultural College (now UQ Gatton, a 1068ha campus 80km west of Brisbane) as part of a unified national system abolishing the binary system of universities and colleges of advanced education.

In 1999 we opened UQ Ipswich – an ultra-modern 25ha campus just 40km west of Brisbane.

...and present

Our University, one of the largest and most prestigious of the nation's 39 universities, is one of only three Australian members of *Universitas 21*, a select group limited to 25 research-intensive universities worldwide. We are also a founding member of Australia's elite Group of Eight, chaired by our Vice-Chancellor.

In 2002, we employed 4722 staff and our total operating revenue was \$814.45 million. Our seven faculties and 33 schools offered more than 360 programs and 5000 courses to 33,345 students. These included a record 4225 international students from 130 countries and a record 7281 postgraduates (including Australia's highest PhD enrolment).

We awarded 7987 qualifications, bringing our total number of graduates to about 150,000. They include a Nobel Prize winner, an Oscar winner and leaders in government, the law, science, public service and the arts.

Continuing success at the Australian Awards for University Teaching gave us the most finalists and winners of any university since the scheme began in 1997; and high levels of government, industry and private funding for research kept us firmly among Australia's "Big Four" (with the Universities of Melbourne, Sydney and New South Wales). Research outcomes included discoveries of global significance and first place among Australian universities for the number of patents awarded in the period 1995-2000.

Our three main campuses at St Lucia Gatton and Ipswich include Australia's first Institute for Molecular Bioscience, a world-class Library (known as the Cybrary), extensive teaching museums and collections, ultra-modern laboratories, computing, sporting and leisure facilities. The heritage-listed Customs House is our base in Brisbane's CBD and we operate about 50 specialist teaching and research centres elsewhere in Queensland.

These include medical and dental schools in Brisbane, clinical schools in rural and provincial centres, marine research stations in Moreton Bay and on the Great Barrier Reef, and our Experimental Mine just 4km from the St Lucia campus – the world's only university-operated underground mine in a major city.

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