March 1, 2010

The Honourable Geoff Wilson, MP
Minister for Education and Training
30 Mary Street
Brisbane Qld 4000

I am pleased to present the Annual Report 2009 for The University of Queensland.

I certify that this Annual Report complies with:
- the prescribed requirements of the Financial Accountability Act 2009 and the Financial and Performance Management Standard 2009; and

A checklist outlining the annual reporting requirements can be accessed at www.uq.edu.au.

Yours sincerely

Mr John Story
Chancellor
We began the year wondering how the University would weather the global financial crisis and other challenges and finished it with renewed confidence in UQ’s capacity to respond to a testing global climate.

For instance, international enrolments continued to flourish (despite the combination of a strong Australian dollar and a weak world economy), and researchers and teachers notched up a series of successes in attracting government, industry and philanthropic support. Further, when a global health situation arose in the form of the H1N1 swine flu pandemic, a team of UQ researchers swiftly produced Australia’s first candidate vaccine for the disease.

As 2009 caps off The University of Queensland’s first century, we have a multitude of reasons to venture into the second century with optimism and ambition.

The University won recognition for learning, integrated with discovery, and the nation’s main university quality agency acknowledged that UQ reinforced a strong academic culture by valuing both teaching and research.

As the first wave of new undergraduates to win Academic and Excellence scholarships settled in to University life, we worked to offer “the UQ Advantage” to an increasingly diverse community of young people. Philanthropists and partners in industry and government gave essential support to this mission. They enabled many initiatives, including the new UQ Wotif Young Achievers program, a credit to alumni Andrew and Jennifer Brice.

Broadly speaking, philanthropists remained staunchly loyal to UQ amid the economic gloom. Although not exclusively for UQ, The Atlantic Philanthropies’ contribution of $50 million towards the Translational Research Institute (TRI) Queensland was remarkable as the largest private gift to a single health research institute in Australian history. It completed fundraising for the $354 million project, adding to pledges from the Queensland and Australian governments, the Queensland University of Technology and UQ.

TRI Queensland was one of many major UQ projects to secure crucial support in 2009. Other stand-outs included the Oral Health Centre, the Advanced Engineering Building and the Global Change Institute. The last was seeded by a $15 million commitment from a distinguished UQ alumnus, Graeme Wood.

The centenary will witness the launch of two other flagships for learning, discovery and engagement: the School of Veterinary Science facilities at UQ Gatton, and the Pharmacy Australia Centre of Excellence at Dutton Park, next to the Princess Alexandra Hospital and the site of TRI Queensland. Like all major new UQ enterprises, these facilities have been made possible by the vision and generosity of UQ partners.

Many centenary celebrations will highlight these people and their acts. Importantly, just as 2010 will be a year for saluting past achievements, it will be a time to harness them for tomorrow’s successes.

I am confident UQ can realise its potential, beyond the centenary, because this University has matured to become a global community of outstanding students, staff, alumni and partners.

One of the best of them is the Chancellor who will lead us into the second century. The Senate elected John Story in February and his performance has proven the wisdom of our governing body.

John does not trade on the fact that his family name is synonymous with UQ’s early and ongoing success (his grandfather, JD Story, was a foundation Senator and became the first full-time Vice-Chancellor). However it must be said that he exemplifies the people and families whose support is inseparable from UQ’s success.

Their loyalty will continue to bolster the University’s contributions to individual and community wellbeing and prosperity, especially in the challenging times ahead.

Professor Paul Greenfield, AO
Vice-Chancellor
Our standing
The University of Queensland was founded in 1910 as the first university in Queensland and the fifth in Australia. It is now known internationally as a leader among Australia’s 41 universities.

The University ranks in the nation’s top two or three institutions by most performance measures. Internationally, UQ is one of only three Australian founding members of Universitas 21, an international consortium dedicated to world’s best practice.

Universitas 21
Established in 1997, Universitas 21 is a network of leading research-intensive universities spanning 13 countries. It facilitates collaboration and cooperation between member universities and creates opportunities for them on a scale that would not be achievable operating independently or through traditional bilateral alliances.

Collectively, members enrol more than 650,000 students, employ more than 130,000 staff and have more than two million alumni. Their collective budgets amount to more than US$13 billion and they have a combined annual research grant income of more than US$3 billion.

International and national recognition
During 2009, the University continued to perform well across a range of quality indicators. It is among Australia’s top research universities and has won more national teaching awards than any other Australian university.

UQ was ranked 41st in the UK’s Times Higher Education-QS World University Rankings in 2009 and was the only Queensland university to appear in the top 50.

The University ranked among the top 20 universities in the Asia Pacific region and the top 150 worldwide in the 2009 Academic Rankings of World Universities study, conducted by Shanghai Jiao Tong University.

UQ gained 13 commendations from the nation’s peak higher education quality auditor in July 2009, highlighting UQ’s “robust academic quality assurance system” and strong academic culture. The report, by the independent Australian Universities Quality Agency (AUQA), praises UQ’s strong links between research and teaching and its continued development of new learning spaces.

The rankings confirmed UQ’s reputation as the leading university in Queensland and one of Australia’s leading universities.

Learning profile
UQ continued to achieve a standard of excellence in graduate outcomes for 2009. The University achieved the highest possible rankings for student demand, student to staff ratios and toughness to get in (St Lucia campus) in the Good Universities Guide 2010, released in 2009.

Graduate Careers Australia’s Australian Graduate Survey 2009 reported that, over an extended period, the University has had only five percent of its graduates recorded as unemployed and seeking full-time employment. The figure for UQ bachelor degree graduates in further full-time study was 22.9 percent against a national figure of 18.3 percent.

Discovery profile
UQ continued its reputation as one of Australia’s top research-intensive universities, attracting more than $283 million in research funding for 2008, the most recent year for which figures are available.

In the Good Universities Guide 2010, UQ achieved very high rankings for research grants, research intensity and non-government earnings for 2009.
How we rate

UQ is a member of the Group of Eight, a coalition of leading Australian universities. The Go8 works to enhance member universities’ contribution to the world’s stock of knowledge and Australia’s social, economic, cultural and environmental prosperity. It aims to expand opportunities for Australian students, regardless of background, to participate in world class standard higher education.

Note: DEEWR-generated statistics for 2009 were not available at the time of printing. Go8 comparisons on these pages represent the most recent statistics available.

Enrolment levels

<table>
<thead>
<tr>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate by research</td>
<td>3148</td>
</tr>
<tr>
<td>Doctorate by coursework</td>
<td>99</td>
</tr>
<tr>
<td>Masters by research</td>
<td>437</td>
</tr>
<tr>
<td>Masters by coursework</td>
<td>4765</td>
</tr>
<tr>
<td>Postgraduate/graduate diploma</td>
<td>730</td>
</tr>
<tr>
<td>Graduate certificate</td>
<td>800</td>
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<tr>
<td>Bachelors</td>
<td>27,179</td>
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<tr>
<td>Associate degree</td>
<td>94</td>
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<tr>
<td>Diploma/associate diploma</td>
<td>108</td>
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<tr>
<td>Non-award course</td>
<td>690</td>
</tr>
<tr>
<td>Total</td>
<td>38,050</td>
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</table>

International enrolments

<table>
<thead>
<tr>
<th>2008</th>
<th>2009</th>
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</thead>
<tbody>
<tr>
<td>Doctorate by research</td>
<td>721</td>
</tr>
<tr>
<td>Doctorate by coursework</td>
<td>11</td>
</tr>
<tr>
<td>Masters by research</td>
<td>65</td>
</tr>
<tr>
<td>Masters by coursework</td>
<td>2084</td>
</tr>
<tr>
<td>Postgraduate/graduate diploma</td>
<td>152</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>57</td>
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<tr>
<td>Bachelors</td>
<td>3853</td>
</tr>
<tr>
<td>Associate degree</td>
<td>2</td>
</tr>
<tr>
<td>Non-award course</td>
<td>573</td>
</tr>
<tr>
<td>Total</td>
<td>7518</td>
</tr>
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</table>

Our students

In 2009, projected graduations were 9003.

International enrolments from 127 countries made up 21.7 percent of the student population. Female student enrolments were 55.2 percent.

Enrolment history

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>40,582</td>
<td>35,350</td>
<td>24,117</td>
<td>17,485</td>
<td>17,184</td>
<td>9342</td>
<td>4014</td>
<td>1719</td>
<td>799</td>
<td>321</td>
<td>83</td>
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</table>

Projected 2009 awards

<table>
<thead>
<tr>
<th>AWARD LEVEL</th>
<th>TOTAL</th>
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</thead>
<tbody>
<tr>
<td>Higher doctorate</td>
<td>7</td>
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<tr>
<td>Doctorate by research</td>
<td>492</td>
</tr>
<tr>
<td>Doctorate by coursework</td>
<td>23</td>
</tr>
<tr>
<td>Masters by research</td>
<td>56</td>
</tr>
<tr>
<td>Masters by coursework</td>
<td>1881</td>
</tr>
<tr>
<td>Postgraduate/graduate diploma</td>
<td>365</td>
</tr>
<tr>
<td>Graduate certificate</td>
<td>395</td>
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<tr>
<td>Bachelorshonours</td>
<td>1306</td>
</tr>
<tr>
<td>Bachelors</td>
<td>4464</td>
</tr>
<tr>
<td>Associate degree</td>
<td>4</td>
</tr>
<tr>
<td>Diploma/associate diploma</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>9003</td>
</tr>
</tbody>
</table>
## KEY STATISTICS

### Number of students

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>37,177</td>
<td>37,518</td>
<td>37,950</td>
<td>38,050</td>
<td>40,582*</td>
</tr>
<tr>
<td>% Female</td>
<td>55.1%</td>
<td>55.1%</td>
<td>55.0%</td>
<td>55.0%</td>
<td>55.2%</td>
</tr>
<tr>
<td>Commencing</td>
<td>12,840</td>
<td>13,457</td>
<td>13,657</td>
<td>13,901</td>
<td>15,123</td>
</tr>
<tr>
<td>% Female</td>
<td>56.9%</td>
<td>55.6%</td>
<td>56.7%</td>
<td>55.9%</td>
<td>56.8%</td>
</tr>
</tbody>
</table>

### Student load (EFTSL)

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>28,955</td>
<td>29,066</td>
<td>29,339</td>
<td>29,803</td>
<td>31,986</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>22,863</td>
<td>22,862</td>
<td>23,109</td>
<td>23,407</td>
<td>25,211</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>6093</td>
<td>6205</td>
<td>6230</td>
<td>6340</td>
<td>6775</td>
</tr>
</tbody>
</table>

### Student load by funding type (EFTSL)

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth funded</td>
<td>21,770</td>
<td>21,737</td>
<td>21,831</td>
<td>21,871</td>
<td>23,128</td>
</tr>
<tr>
<td>Domestic fee paying</td>
<td>2138</td>
<td>2123</td>
<td>1969</td>
<td>1833</td>
<td>1737</td>
</tr>
<tr>
<td>International fee paying</td>
<td>5047</td>
<td>5216</td>
<td>5539</td>
<td>6098</td>
<td>7121</td>
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</tbody>
</table>

### Award completions

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>8,843</td>
<td>8,747</td>
<td>8,681</td>
<td>9025</td>
<td>9003</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>5766</td>
<td>5759</td>
<td>5706</td>
<td>5689</td>
<td>5784</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>3077</td>
<td>2988</td>
<td>2975</td>
<td>3336</td>
<td>3219</td>
</tr>
</tbody>
</table>

### Staff (FTE)

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>5251</td>
<td>5474</td>
<td>5661</td>
<td>5814</td>
<td>6126</td>
</tr>
<tr>
<td>Academic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching and research</td>
<td>1550</td>
<td>1509</td>
<td>1482</td>
<td>1437</td>
<td>1345</td>
</tr>
<tr>
<td>Research only</td>
<td>656</td>
<td>774</td>
<td>884</td>
<td>905</td>
<td>1090</td>
</tr>
<tr>
<td>Teaching focused</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>155</td>
</tr>
<tr>
<td>Other</td>
<td>19</td>
<td>11</td>
<td>8</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Sub-total</td>
<td>2224</td>
<td>2293</td>
<td>2408</td>
<td>2407</td>
<td>2590</td>
</tr>
<tr>
<td>General</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>473</td>
<td>498</td>
<td>446</td>
<td>509</td>
<td>554</td>
</tr>
<tr>
<td>Other</td>
<td>2553</td>
<td>2682</td>
<td>2815</td>
<td>2905</td>
<td>2983</td>
</tr>
<tr>
<td>Sub-total</td>
<td>3026</td>
<td>3180</td>
<td>3261</td>
<td>3414</td>
<td>3536</td>
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</tbody>
</table>

### Operating revenue ($’000):

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Government</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating Purposes</td>
<td>250,741</td>
<td>266,812</td>
<td>275,681</td>
<td>285,228</td>
<td>294,755</td>
</tr>
<tr>
<td>Other Commonwealth Grants (including CDP)</td>
<td>3376</td>
<td>21,348</td>
<td>42,903</td>
<td>90,295</td>
<td>94,866</td>
</tr>
<tr>
<td>Special research assistance</td>
<td>81,682</td>
<td>120,264</td>
<td>139,517</td>
<td>148,594</td>
<td>159,385</td>
</tr>
<tr>
<td>Sub-total</td>
<td>335,799</td>
<td>408,224</td>
<td>458,101</td>
<td>524,117</td>
<td>549,006</td>
</tr>
<tr>
<td>Other sources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consultancy and contract research</td>
<td>52,700</td>
<td>65,333</td>
<td>66,398</td>
<td>81,503</td>
<td>65,786</td>
</tr>
<tr>
<td>Other revenue</td>
<td>190,032</td>
<td>234,465</td>
<td>249,600</td>
<td>260,602</td>
<td>302,147</td>
</tr>
<tr>
<td>Student contribution charges</td>
<td>108,210</td>
<td>111,160</td>
<td>118,713</td>
<td>127,301</td>
<td>132,747</td>
</tr>
<tr>
<td>Tuition fees</td>
<td>133,810</td>
<td>138,607</td>
<td>156,983</td>
<td>166,965</td>
<td>210,824</td>
</tr>
<tr>
<td>Sub-total</td>
<td>484,752</td>
<td>549,565</td>
<td>591,694</td>
<td>638,371</td>
<td>711,486</td>
</tr>
<tr>
<td>All sources TOTAL</td>
<td>820,551</td>
<td>967,789</td>
<td>1,049,795</td>
<td>1,160,488</td>
<td>1,260,492</td>
</tr>
</tbody>
</table>

Notes:
* provisional data; EFTSL – equivalent full-time student load; FTE – full-time equivalent
The General Purpose South Building overlooks the University lake at the St Lucia campus.
Basis of Authority

The University is governed by the University of Queensland Act 1998. The Act was amended in 2005 because of the Commonwealth Higher Education Support Act 2003.

In 2009, the Act was administered by the Honourable Geoff Wilson MLA, as Minister for Education and Training.

Under sections 4-6 of the Act, the University is constituted as a body corporate with the usual powers of a body corporate. It has a seal and may sue and be sued in its corporate name.

Our functions

The University’s functions are 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 facilities and resources for the wellbeing of staff, students and others taking courses at the University;
– 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 the University of Queensland Act or another Act.

Our powers

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

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

The University’s powers are elaborated on by other parts of the Act. The Statutory Bodies Financial Arrangements Act 1982 sets out how the University’s powers are affected by its status as a statutory authority in Queensland.

Our standing

The University of Queensland is recognised internationally as a leader among Australia’s 41 universities; it ranks consistently among Australia’s top institutions by most performance measures.

UQ is a founding member of the Group of Eight – a national coalition of leading research-intensive universities – and is one of only three Australian founding members of the Universitas 21 alliance, an international consortium facilitating collaboration and co-operation among member universities.

In 2009, the University advanced significantly towards the objectives outlined in The University of Queensland Strategic Plan 2009-2013, which is the basis for this Annual Report.
Controlled entities

Commercialisation of intellectual property, via myriad independent operations established under the Corporations Law, advances UQ’s strong research tradition.

Under its constituting legislation, UQ has authority to establish companies that may further the University’s educational and research aims.

The activities of such limited liability companies can include fundraising for and commercialisation of intellectual property developed by the University. Financial statements are prepared by each company and audited by the Queensland Audit Office. They are then consolidated with those of the University (see Appendix A).

During 2009, UQ operated the following controlled entities:

- **PrimEd Group**
  - PrimEd Pty Ltd (formerly Med-E-Serv Pty Ltd)
  - Health Insitu Pty Ltd

- **UQ Holdings Group**
  - UQ Holdings Pty Ltd

- **CiTR Group**
  - CiTR Pty Ltd
  - CiTR Incorporated

- **IMBcom Group**
  - IMBcom Pty Ltd
  - Cyclagen Pty Ltd
  - IMBcom Asset Management Pty Ltd
  - Kalthera Pty Ltd

- **JKTech Group**
  - JK Tech Pty Ltd
  - JK Analysis Pty Ltd

- **Sarb Pty Ltd**

- **UniQuest Group**
  - UniQuest Pty Ltd
  - Activetorque Pty Ltd
  - Ausonex Pty Ltd
  - Bireme Pty Ltd
  - Coridon Pty Ltd
  - Dendright Pty Ltd

- **Diabax Pty Ltd**
- **First Investor Pty Ltd**
- **ACN 123 240 906 Pty Ltd (formerly Flouro Therapies Pty Ltd)**
- **Herdvac Pty Ltd**
- **Leximancer Pty Ltd**
- **Lucia Publishing Systems Pty Ltd**
- **Neurolide Pty Ltd**
- **Pepfactants Pty Ltd**
- **Polyvacc Pty Ltd**
- **Rapisura Pty Ltd**
- **Symbiosis Pty Ltd**
- **UATC Pty Ltd**
- **UTASAT Pty Ltd**
- **UTSAT Pty Ltd**
- **Vacquel Pty Ltd**

**University of Queensland Foundation Trust**

- **UQ Investment Trust**
  - JKTech Pty Ltd *

- **UniQuest Asset Trust**
- **Aussie Colours Pty Ltd**
- **Bilexys Pty Ltd**
- **Ceramipore Pty Ltd**
- **Corpison Pty Ltd**
- **Dendrimed Pty Ltd**
- **LanguageMap Pty Ltd**
- **Lightnanate Pty Ltd**
- **ACN 134 692 872 Pty Ltd (formerly Millipede Pty Ltd)**
- **Neo Rehab Pty Ltd**
- **NuNerve Pty Ltd**
- **Progel Pty Ltd**
- **Tenasitech Pty Ltd**
- **Xenimet Pty Ltd**

- **IMBcom Asset Trust**
- **CCA Therapeutics Pty Ltd**

- **UQ Sport Pty Ltd**

- **i-Lab Incubator Pty Ltd**

- **Global Change Institute Pty Ltd**

* JKTech is controlled by UQ Holdings, not the UQ Investment Trust. The UQ Investment Trust was settled on August 21, 2007, and holds a minority interest in JKTech.
CORPORATE GOVERNANCE

Vice-Chancellor Professor Paul Greenfield (left) with Chancellor John Story and members of the Senate in the background.
CORPORATE GOVERNANCE

During 2009, the University continued to build on its long-standing commitment to accountability and transparency in managing its economic, social and environmental responsibilities.

Our Senate

The University is governed by a 22-member Senate representing University and community interests, led by the Chancellor and the Deputy Chancellor.

2009 was the fourth and final year of the term of the 31st Senate, which began on January 1, 2006. The University of Queensland Act 1998 grants Senate wide powers to:

– appoint University staff;
– manage and control University affairs and property; and
– manage and control finances to promote University interests.

Senate may delegate power to a Senator, a University staff member, or a committee with one or more Senators as members, all appropriately qualified. 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. Senate can nominate members and the chair of any of its committees and determine a quorum.

National Governance Protocols

The National Governance Protocols were introduced by the Federal Government in 2004 and required higher education providers to demonstrate compliance with the protocols to qualify for funding increases from 2005. In 2008, the protocols were removed as a condition of additional funding, though they continue to be considered a benchmark of good governance practice while a new, voluntary code is developed to replace them. In late 2008, the Senate reaffirmed its commitment to compliance with the protocols and continued to conduct its business in accordance with the protocols throughout 2009.

Defining responsibilities

As part of its compliance with the protocols, Senate formally adopted a statement of duties and responsibilities. Senate, as the University’s governing body:

– appoints the Vice-Chancellor and monitors performance;
– approves the mission and strategic direction, annual budget and business plan;

– oversees and reviews overall management and performance;
– establishes policy and procedural principles, consistent with legal requirements and community expectations;
– approves and monitors systems of control and accountability, including a general overview of any controlled entities, as defined by the test of control in s50AA of the Corporations Act;
– oversees and monitors the assessment and management of risk University wide, including commercial undertakings;
– oversees and monitors academic activities in light of advice from the Vice-Chancellor and the Academic Board; and
– approves significant commercial activities undertaken by the University.

Senators formally adopted the following statement of their duties and responsibilities to:

– act in the University’s best interests;
– act honestly and in good faith;
– disclose relevant third-party interests and avoid conflicts of interest;
– exercise duty of care, skill, diligence and confidence;
– develop familiarity with Standing Orders and understand operating protocols for conducting business;
– understand the University’s work;
– observe confidentiality;
– develop linkages and use networks to assist in achieving University goals; and
– be able and willing to participate in the work of the Senate and its boards and committees through regular attendance at meetings.

Our leaders
The Vice-Chancellor is the University’s 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, comprising a:
– Senior Deputy Vice-Chancellor;
– Deputy Vice-Chancellor (Academic);
– Deputy Vice-Chancellor (International);
– Deputy Vice-Chancellor (Research);
– Deputy Vice-Chancellor (External Relations);
– Pro-Vice-Chancellor;
– Pro-Vice-Chancellor (Advancement);
– Pro-Vice-Chancellor (Research and International);
– Executive Director (Operations);
– University Secretary and General Counsel; and
– President, Academic Board.
The term of the current Vice-Chancellor, Professor Paul Greenfield, AO, began on January 1, 2008.

University committees

<table>
<thead>
<tr>
<th>Committee</th>
<th>Chair</th>
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<tbody>
<tr>
<td>Senate</td>
<td><a href="http://www.uq.edu.au/senate">www.uq.edu.au/senate</a></td>
</tr>
<tr>
<td>Audit*</td>
<td>Adjunct Professor Robert Wensley, QC</td>
</tr>
<tr>
<td>Buildings and grounds*</td>
<td>Dr Mary Mahoney, AO</td>
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<tr>
<td>Finance*</td>
<td>Dr Norbury Rogers, AO</td>
</tr>
<tr>
<td>Honorary degrees</td>
<td>Chancellor</td>
</tr>
<tr>
<td>Legislative*</td>
<td>University Secretary and General Counsel</td>
</tr>
<tr>
<td>Membership and Nominations Advisory Committee</td>
<td>Chancellor</td>
</tr>
<tr>
<td>Occupational Health and Safety</td>
<td>Dr John Desmarchelier AM, ED</td>
</tr>
<tr>
<td>Professorial promotions</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td>Risk management*</td>
<td>Vice-Chancellor</td>
</tr>
<tr>
<td>Standing Committee of Equity, Diversity and the Status of Women</td>
<td>Dr Mary Mahoney, AO</td>
</tr>
<tr>
<td>Student Appeals</td>
<td>Deputy Vice-Chancellor (Academic)</td>
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*key Senate committees

<table>
<thead>
<tr>
<th>Academic Board</th>
<th>Chair</th>
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<tbody>
<tr>
<td>Academic Board Standing Committee</td>
<td>President, Academic Board</td>
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<tr>
<td>Committee for Academic Programs Policy</td>
<td>President, Academic Board</td>
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<tr>
<td>Programs sub-committee</td>
<td>Deputy President, Academic Board</td>
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<tr>
<td>Library Committee</td>
<td>Deputy President, Academic Board</td>
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<tr>
<td>Research Higher Degrees</td>
<td>Dean, UQ Graduate School</td>
</tr>
<tr>
<td>Research</td>
<td>Deputy Vice-Chancellor (Research)</td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td>Deputy Vice-Chancellor (Academic)</td>
</tr>
<tr>
<td>Central Confirmation and Promotions Committee</td>
<td>President, Academic Board</td>
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Key governance and management bodies

<table>
<thead>
<tr>
<th>Body</th>
<th>Composition</th>
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<tr>
<td>Senate (governing body)</td>
<td>22 members</td>
</tr>
<tr>
<td>official members</td>
<td>3</td>
</tr>
<tr>
<td>appointed members</td>
<td>8</td>
</tr>
<tr>
<td>elected members</td>
<td>8</td>
</tr>
<tr>
<td>additional members</td>
<td>3</td>
</tr>
<tr>
<td>Vice-Chancellor and executive</td>
<td>12 members</td>
</tr>
<tr>
<td>Academic Board</td>
<td>125 members+</td>
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</tbody>
</table>

* may include individuals in dual roles and some vacancies
Senior officers
The Chancellor and Deputy Chancellor lead the University Senate. The Vice-Chancellor is the University’s chief executive officer. He is supported by senior officers, as detailed on these pages.

Mr John Story
BA Qld, LLB Qld, FAICD
Chancellor
Directorships: Chairman, Suncorp Metway Ltd, Tabcorp Holdings Ltd. Director, CSR Ltd. Member, Queensland Public Service Commission, Chairman, Australian Institute of Company Directors, 2006-2009.

The Honourable Justice Dr Margaret J White
LLB Adel., Hon LLD Qld
Deputy Chancellor
Acts as Chancellor in the absence of the Chancellor or when the office of Chancellor is vacant.

Professor Paul Greenfield, AO
BE (Hons), PhD NSW, BEcon Qld, FTSE, FIChemE, FIEAust, FAICD
Vice-Chancellor
CEO, responsible to Senate for overall direction of strategic planning, finance and external affairs.
Appointed Vice-Chancellor from 2008. Previously Senior Deputy Vice-Chancellor, 2002-2007; Deputy Vice-Chancellor, 2001; Deputy Vice-Chancellor (Research), 1997-2000; Executive Dean, Faculty of Engineering, Physical Sciences and Architecture (est 1997); and Pro-Vice-Chancellor (Physical Sciences and Engineering), 1993-1996. Fellow of the Australian Academy of Technological Sciences and Engineering; Institution of Chemical Engineers; Engineers Australia; Australian Institute of Company Directors.
Memberships: Chair, Scientific Advisory Group of the South East Queensland Healthy Waterways Partnership; Hazardous Waste Technical Working Group (Basel Convention); International Scientific Advisory Panel, Great Barrier Reef Foundation. Director: National ICT Australia Ltd; Australian Nuclear Science and Technology Organisation Ltd; IWC Ltd; HWP Pty Ltd.

Professor Michael Keniger
AADip Lond, LFRAIA, RIBA, FTSE, FGA, LMAA
Senior Deputy Vice-Chancellor
Responsible for the broad oversight of academic matters, including academic and workforce planning, overall strategic direction and general superintendence of the seven faculties, the University Library and their budgets, and overseeing capital asset planning and University planning generally. With the Vice-Chancellor, responsible for professorial appointments, promotions and continuing appointments. Areas reporting to the SDVC include the Aboriginal and Torres Strait Islander Studies Unit, the Equity Office, the UQ Art Museum and the University Library.

The Honourable Justice Dr Margaret J White
LLB Adel., Hon LLD Qld
Deputy Vice-Chancellor (Academic)

Responsible for preserving the University’s commitment to high-quality learning and teaching, including promoting a culture of excellence in learning and teaching, student recruitment and retention, providing a distinctive student experience, and quality assurance. With the Senior Deputy Vice-Chancellor, responsible for overseeing University planning generally.

Areas reporting to the DVCA include the Teaching and Educational Development Institute; Student and Administrative Services Division; the Offices of Undergraduate Education and Prospective Students and Scholarships; the Centres for Educational Innovation and Technology, and for Innovation in Professional Learning; the six research institutes; and the UQ Graduate School.

Appointed Deputy Vice-Chancellor (Academic) from 2009. Previously Deputy Vice-Chancellor (Teaching and Learning) 2008; inaugural Pro-Vice-Chancellor (Teaching and Learning) in a 50 percent capacity 2007; Executive Dean, Faculty of Social and Behavioural Sciences, 2006-2008; Professor of Social Psychology and Head, School of Psychology, 2000-2005; Fellow of the Academy of the Social Sciences in Australia; Australian Psychological Society.

Memberships: Former Chair of the ARC College of Experts in the Social, Behavioural and Economic Sciences. Member, National Committee for Psychology, Academy of Science.

Deputy Vice-Chancellor (External Relations)

Responsible for directing and executing an ambitious fundraising agenda and an integrated external relations program for the University, including communications, community engagement and public affairs. Areas reporting to the DVCR include the Research and Innovation Division, Director (Trust and Foundation Relations), and UQ Biological Resources.


Memberships: Chair, Mater Medical Research Institute Ltd. Member, Advisory Board, Australian Defence College, Canberra.

Deputy Vice-Chancellor (Research)

Responsible for enhancing the University’s research and research training profile and developing research collaborations, with support from the Pro-Vice-Chancellor (Research and International). Areas reporting to the DVCR include the Research and Innovation Division, Director (Trust and Foundation Relations), and UQ Biological Resources.

Appointed Deputy Vice-Chancellor (Research) in June 2009. Previously Acting DVC Research from April 2009; Pro-Vice-Chancellor (Research Linkages) from October 2008 in a 50 percent capacity; Director, ARC Centre of Excellence for Functional Nanomaterials, 2003-2009. Awarded ARC Federation Fellowships in 2003 and 2008. Fellow of the Australian Academy of Technological Sciences and Engineering; Institution of Chemical Engineers.

Chairmanships: Engineering and Technology Panel 2007, DEST Research Quality Framework; PMSEIC Thematic Cluster on Science as Engine for Innovation; IChemE Australia Board. Directorships: Board of the Australian Academy of Technological Sciences and Engineering.

Memberships: Research and Investment Committee; Centre for Low Emission Technology; Advisory Board of CSIRO Flagship for Future Manufacturing; Uniseed Management Board of Directors; Management Board of the ARC Nanotechnology Network and the Queensland China Council; ARC College of Experts Panel member, 2002-2004; Expert Advisory Groups of the Prime Minister’s Science, Engineering and Innovation Council, 2004-2005.
**Professor Alan Rix**  
BA (Hons) ANU, PhD ANU, GAICD  
**Pro-Vice-Chancellor**  
Responsible for overall management and development of the UQ Ipswich campus and its external relationships, and management of the University’s academic employee relations.

Appointed inaugural Pro-Vice-Chancellor Ipswich in 2004. Previously Executive Dean, Faculty of Arts, 1997-2004; Pro-Vice-Chancellor (External Affairs), 1994-1996; Head, Department of Asian Languages and Studies, 1985-1994.

Memberships: Chair; Board of Edmund Rice Flexible Learning Centres; Board of Ipswich Region Chamber of Commerce and Industry; Ipswich Arts Foundation; Advisory Board of the Workshops Rail Museum (a branch of the Queensland Museum).

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**Ms Clare Pullar**  
BA La Trobe, DipEd La Trobe  
**Pro-Vice-Chancellor (Advancement)**  
Responsible for an ambitious fundraising agenda that incorporates extensive community engagement and public relations.

Appointed Pro-Vice-Chancellor (Advancement) in September 2009. Previously, Director of Advancement, Melbourne Business School (within the University of Melbourne), 2007-2009; Director of Development, Trinity College (within the University of Melbourne), 1997-2007.

Memberships: B-Hert (Business Higher Education Round Table) taskforce; faculty member, CASE Southern Spring Institute in Educational Fundraising.

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**Professor Alan Lawson**  
BA (Hons) Newcastle, MA ANU, PhD Qld  
**Pro-Vice-Chancellor (Research and International)**  
Responsible for the policy direction of the University’s programs of funding, training and professional development for early career researchers. Also works with the Deputy Vice-Chancellor (International) to develop links with overseas agencies and universities with potential to partner with UQ, especially in training early career researchers, including PhD students. Has particular responsibility for coordinating the University’s strategic partnerships in Latin America, Indochina and some parts of the Middle East.

Appointed Pro-Vice-Chancellor (Research and International) in June 2009. Previously, Pro-Vice-Chancellor (Research and Research Training), 2008-2009; Dean, UQ Graduate School, 2006-2008; Director, Graduate School and Dean of Postgraduate Students, 2001; Deputy Director, Graduate School and Dean of Postgraduate Students, 1998-2001.


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**Mr Maurie McNarn, AO**  
BA(Hons) NSW, MBA S Qld, MDefStuds Deakin, GDipTSM Swinburne UT, GDipMarSt Defence, GAICD, FAIM, FADC  
**Executive Director (Operations)**  
Responsible for coordinating management of the University’s financial, physical, human resource, management information, corporate operations and information technology services. Also assists the Vice-Chancellor in strategic planning and direction, and managing the framework of the University’s research commercialisation and technology transfer activities.

Appointed Executive Director (Operations) in March 2009. Previously, Director, Defence Intelligence Organisation and Head, Joint Operational Intelligence; Commander of Training Command; National Commander of Australian Forces in the Middle East Area of Operations. Fellow of the Australian Institute of Management; Graduate of the Australian Institute of Company Directors

Directorships: Sarv Pty Ltd, SPIRE Innovations Pty Ltd, CSSIP, Centre for Military and Veterans’ Health.

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**Ms Dorothy Collins**  
BJuris W Aust, LLB W Aust  
**University Secretary and General Counsel**  
Responsibilities include Secretary to Senate; serving as the University’s public officer; governance, compliance and regulation; University legislation; providing legal advice; and supervising the operations of Assurance and Risk Management Services.

Appointed University Secretary and General Counsel in January 2009. Previously, University General Counsel, May 2007-2008; practising lawyer and lecturer, Edith Cowan University and University of Western Australia.

Memberships: Law Society of Queensland, Society of University Lawyers (Australia), National Association of College and University Attorneys, Notre Dame Law School (USA).

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**Professor Susan Hamilton**  
BSc Qld, PhD Qld  
**President of the Academic Board**  
Oversees the business of the Academic Board and its committees and provides independent advice to the Vice-Chancellor and Senate on all matters relating to academic functions of the University.

Elected President of the Academic Board from 2009. Previously Deputy President, Academic Board, 2006-2008; Director of Studies (Faculty of Biological and Chemical Sciences), 2000-2006; Associate Professor, School of Molecular and Microbial Sciences, 1996-2003; Senior Lecturer, Department of Biochemistry, 1988-1995. Currently Professor of Biochemistry, School of Chemistry and Molecular Biosciences.

University Senate

The year 2009 was the final in the four-year term of the 31st Senate of the University. Senate met formally on seven occasions in 2009.

Chancellor
Mr John D Story, BA Qld, LLB Qld, FAICD

Deputy Chancellor
The Honourable Justice Dr Margaret J White, LLB Adel, Hon LLD Qld

Official members
Chancellor
Mr John D Story, BA Qld, LLB Qld, FAICD

Vice-Chancellor
Professor Paul Greenfield AO, BE (Hons), PhD NSW, BEcon Qld, FTSE, FIChemE, FIEAust, FAICD

President of the Academic Board
Professor Susan E Hamilton, BSc Qld, PhD Qld

Appointed members
Eight members appointed by the Governor-In-Council:
– Ms Judith Bell, BA Qld, BEd QUT
– Mr Timothy B Crommelin, BCom Qld, AdvMgmtProg Hawaii, FSIA
– Dr Norbury Rogers, AO, BCom, Hon DEcon Qld, ANUQ Qld, FCA, FAICD
– Mr Kenneth J Smith, BSW (Hons) NSW, MSW NSW
– Mr Nicholas W Stump, BAppSc (Hons) S Aust, MAppSc Adel, FAusIMM
– Ms Isabel Tarrago, BA Qld, DipLegSt Kelvin Grove CAE
– The Honourable Justice Dr Margaret J White, LLB Adel, Hon LLD Qld
– Mr Ross K Rolfe, BA (Hons) Qld

Elected members
One member of the Academic Board
Professor Paul Bailes, BSc (Hons) Qld, PhD Qld, FACS

One member of the full-time or part-time academic staff of the University
Dr Andrew Bonnell, BA (Hons) Syd, PhD Syd

One member of the full-time or part-time general staff of the University
Mr Mark D Starkey, BA Qld

One postgraduate student
Ms Sarah Collins, BMus (Hons) Qld

One undergraduate student
Mr Benjamin Riley

Three graduates of the University
– Mr Denis J Brosnan, BA (Hons) Qld, MLISt Qld
– Adjunct Professor Mary D Mahoney, AO, MBBS Qld, GDipClinEd NSW, Hon MD Qld, FRACGP, RACMA, FAIM, FAMA
– Adjunct Professor Robert N Wensley, QC, BE (Hons) Qld, MEngSc Qld, LLB (Hons) Qld, Hon LLD Qld

Additional members
Three people appointed by the Senate
– Dr Jane Wilson, MBBS Qld, MBA Harv, FAICD
– Ms Nerolie Withnall, BA Syd, LLB Syd, FAICD
– Vacant

Secretary
Ms Dorothy Collins, BJuris W Aust, LLB W Aust
University Secretary and General Counsel

In attendance but not members of Senate
Senior Deputy Vice-Chancellor
Professor Michael Keniger, AADip Lond, LFRAIA, RIBA, FTSE, FQA, LMAA

Deputy Vice-Chancellor (International) (Acting)
Professor Michael McManus, BPharm W Aust IT, PhD W Aust, MPS

Deputy Vice-Chancellor (Research)
Professor David Siddle, BA (Hons) Qld, PhD Qld, FASSA, FAPS (to 3 April 2009)
Professor Gaoqing (Max) Lu, BE, ME Northeastern, PhD Qld, FTSE, FIChemE (from April 6, 2009)

Deputy Vice-Chancellor (Academic)
Professor Deborah J Terry, BA (Hons) ANU, PhD ANU, FASSA, FAPS

Deputy Vice-Chancellor (External Relations)
Professor Ian Zimmer, BBus Swinburne IT, MCom Liv, PhD UNSW, DSC UNSW, FASSA, FCA

Pro-Vice-Chancellor
Professor Alan Rix, BA (Hons) ANU, PhD ANU, GAICD

Executive Director (Operations)
Mr Maurice McNarn, AO, BBus NE, AssocDegLaw, S Cross, GradCertAdEdTrng, NE, MMktMangt, S Cross, FAIM, FADC

Director, Office of Marketing and Communications
Mr Shaun McDonagh, BBus NE, AssocDegLaw, S Cross, GradCertAdEdTrng, NE, MMktMangt, S Cross, FAIM, FADC

President, UQ Union
Mr Brandon Carter
Right to Information
and Privacy

On July 1, 2009, the Freedom of Information Act 1992 was repealed and replaced with the Right to Information Act 2009 and the Information Privacy Act 2009. This new legislation was implemented as part of the Queensland Government’s right to information reforms, which aim to make more information available, provide equal access to information across all sectors of the community and provide appropriate protection for individuals’ privacy.

The University’s Freedom of Information Office was renamed the Right to Information and Privacy Office and existing policies are being updated to reflect the changes. In accordance with its obligations under the Right to Information Act 2009, the University has implemented an online publication scheme that describes and categorises information routinely available from the University. The University has also implemented an online disclosure log.

During 2009, the Right to Information and Privacy Office processed 48 applications for access to documents; nine under the Freedom of Information Act 1992, nine under the Right to Information Act 2009 and the remaining 30 under the Information Privacy Act 2009. Current or former students made 27 applications, 14 were from current or former staff members, three from members of the public and four from organisations. That compared with 42 applications made in 2008. Most applicants sought access to their own personal information. Three applications for external review by the Office of the Information Commissioner (Queensland) of decisions made by the University were made during the year.

The University has administrative access schemes that permit certain kinds of information to be released without the need for a formal application under the Right to Information Act 2009 or the Information Privacy Act 2009. During the year, the University gave access under those schemes to many documents (many of which were personal to the applicant).

Public Sector
Ethics Act

The University complies with the Public Sector Ethics Act 1994 through its Code of Conduct (as per s15 of the Act), which is available via the University website, which enables access by staff (s19) and inspection by people external to the University (s20).

Compliance with the University’s Code of Conduct is an item in every position description within the organisation. It is also referenced in letters of offer, forms part of employee induction programs and is incorporated into training and development programs, such as Workplace Ethics (s21). Given the high profile the University Code of Conduct has within the organisation, the University’s administrative procedures and management practices have regard to its objectives and requirements (s22).

Ethical Standards

The University’s Animal Ethics Committee and its peripheral committees advise on animal welfare policies and procedures and consider applications requesting use of animals for scientific (research and teaching) purposes. All relevant activities must have animal ethics clearance from the Animal Ethics Committee and comply with all state and federal Acts and guidelines governing such activities.

The Animal Welfare Unit administers these requirements. The University is registered under the Animal Care and Protection Act 2001 as a scientific user of animals (user number 0020).

The Human Experimental Ethical Review Committee (a registered Human Research Ethics Committee), and its sub-committees, advise on University policy on research involving human subjects or human-related materials. The policies are
Based on the National Statement on Ethical Conduct in Human Research (2007) and administered by the University's Ethics Office.

The University’s Institutional Biosafety Committee reviews research involving genetically modified organisms, as prescribed by the Gene Technology Act 2000. It is also responsible for regulating:
- use of high-risk biological material that is not genetically modified;
- importation of quarantine material (regulated by the Australian Quarantine Inspection Service);
- export of high-risk material (regulated by the Department of Defence); and
- transport of biological material by air, post and road.

The committee secretary is a member of the University’s Occupational Health & Safety Unit.

Records and Archives Management

The University continues to take action to ensure compliance with the Public Records Act 2002 and Information Standard 40. The scope of the University's electronic records management system has been extended to:
- capture further student administrative records;
- archive records particular to the School of Veterinary Science; and
- implement an e-filing initiative in the Research and Innovation Division.

During 2010, the system will be expanded further, including a project to capture OHS records. The University:
- has undertaken an audit and appraisal of staff records;
- participated in a review of the draft General Retention & Disposal Schedule for Administrative Records; and
- continues to include sessions on good record keeping practices in its training programs.

The University of Queensland archives, part of Records and Archives Management Services, played a pivotal role in providing historical information and images used for the University’s 100th anniversary celebrations and will continue to do so in 2010.

Whistleblowers

During 2009, the University received seven public interest disclosures, in accordance with the Whistleblowers Protection Act 1994. Two final (one from a 2008 matter) and three interim reports were produced during the year. Six of the matters were still under investigation at the end of the year. All matters have been dealt with according to UQ policy, procedure and the law.

Assurance and Risk Management Services

The major role of Assurance and Risk Management Services (ARMS) is to provide assurance to executive management, and ultimately Senate, that University operations are being managed as per established policies and procedures and good management practice, and that identified risks are adequately managed and controlled.

The 2009 annual work plan was framed to be consistent with that role and to support ARMS’s basic objectives. They are to:
- support good corporate governance;
- promote the integrity of financial and operational management;
- promote proper management of significant business risk;
- positively influence the culture within the University;
- encourage self-review of systems and procedures; and
- encourage provision of quality service.

In conducting its work, ARMS is committed to adding value to individual organisational units and the University as a whole. It does that by making constructive recommendations on issues of corporate governance, systems and practices; facilitating enterprise risk management; being available for advice; facilitating change; and encouraging innovation, particularly in IT initiatives.

ARMS’s broad strategy involves more than conducting internal audits – it is designed to provide awareness and advice to University management on policy, procedure, good practice and proper conduct.

The annual plan is risk based and aims to place greater emphasis on those areas of high risk to the University, ensuring resources are directed to areas of greatest need. ARMS’s self-assessment questionnaire program is used as an educational tool and ensures broad coverage across University functions.

During 2009, ARMS staff completed 31 audit reports of faculties, schools, centres, IT systems and University-wide areas; six control self-assessment questionnaires; and five (three interim) investigation reports. Detailed reviews included:
- ITS wireless security;
- credit card expenditure;
- global environmental facility (coral reef – Zanzibar);
- enterprise risk management framework;
- inventories;
- investments;
- Centre for Military and Veterans’ Health;
- TRI Queensland – data centre design review;
- central cashier controls;
- payroll verification;
- management of tendering process;
- central administration business continuity plan;
- Blackboard application; and
- eRecruitment.

ARMS is responsible for supporting the Audit Committee of Senate and for liaising with UQ’s external auditor, the Queensland Audit Office, to ensure a properly coordinated, overall audit effort is performed.
Enterprise Risk Management

The Australian standard for risk management, AS/NZS ISO 31000:2009, is used as a basis for the University’s approach to managing risk. The University recognises that managing risk is an integral part of good management practice and is committed to its application at all levels of the organisation.

The UQ Electronic Risk Management System (ERMS) was again used in 2009 to record and report on operational risks across 42 University organisational units (faculties, large institutes and central administrative divisions). All units were asked to consider five key operational risks in their plans for 2010:

- occupational health & safety;
- incident and crisis management;
- legal and regulatory compliance;
- fraud and corruption; and
- contract management.

All units were encouraged to consider the impact that identified risks may have on the achievement of their strategic objectives as detailed in their 2009 operational agendas. The process of integrating risk management and strategic processes will be further improved in 2010.

The process of developing an effective ERM culture continued with:

- the appointment of an Associate Director, Enterprise Risk Management Services, in May 2009;
- a detailed review of the ERM framework in place;
- a review of the completed 2010 operational risk management plans;
- the Risk Management Committee meeting in August 2009; and
- linkage of the ERM process into the 2010 ARMS annual work program.

The Associate Director, Enterprise Risk Management Services, also provided risk management services to:

- facilitate enterprise risk assessments for various organisational units;
- assist organisational units with various contract risks;
- facilitate sessions for emerging risk areas, such as freezer and cold room storage loss; and
- test the crisis management plan at the three main University campuses.

The ERM framework involves coordinating risk management and reporting on its implementation and effectiveness, through the Director, Assurance and Risk Management Services, to the Risk Management Committee. The committee then reports to Senate on the status of ERM and the effectiveness of management of significant business risk.

Risk Management Committee

The Risk Management Committee is a committee of Senate. Its membership comprises the Vice-Chancellor’s Executive and an external risk management authority, Kevin Knight, AM.

The committee provides advice and assurance to Senate on the effectiveness of UQ’s ERM framework and of the management of business risk. During the year, the Risk Management Committee observed the terms of its charter. In particular, the committee:

- received information regarding the operational risks from UQ organisational units;
- monitored and assessed the ERM framework;
- assessed the management of corporate and operational risk;
- reviewed the strategic and corporate risk management plan;
- considered emerging risks and legislative changes significantly impacting UQ; and
- reported to Senate.

Audit Committee

The Audit Committee is a committee of Senate. Its membership is 100 percent external and, at the end of 2009, comprised the following:

- Adjunct Professor Robert N Wensley, QC (Chair);
- Mr John D Story;
- Mr Timothy B Crommelin;
- Dr Norbury Rogers, AO;
- Ms Judith Bell; and
- Ms Nerolie Withnall.

The committee provides independent advice and assurance to Senate to assist in the effective discharge of its responsibilities outlined in the University of Queensland Act 1998, and as prescribed in the Financial Accountability Act 2009, the Financial and Performance Management Standard 2009 and other relevant legislation and requirements.

It provides advice to Senate on processes that ensure good governance and assists Senate in fulfilling its oversight responsibilities for the financial reporting process, internal control systems and audit process.

The committee’s scope includes all activities of the University and its controlled entities. During the year, the Audit Committee observed the terms of its charter and paid due regard to Queensland Treasury’s Audit Committee guidelines.

In particular during 2009, the committee:

- reviewed the financial statements and accounting policies for appropriateness and compliance with prescribed accounting and other requirements, with reference to recommendations by the external auditor, before submission to the Finance Committee of Senate;
- reviewed, through the internal and external audit processes, compliance with relevant policies and procedures and the adequacy of the internal control structure;
- reviewed, monitored and supported ARMS and reported on its functioning to Senate; and
- acted as an independent forum for considering external audit findings, recommendations and the response by management.
Our mission at The University of Queensland is to enable our students and staff to positively influence the society in which they live by creating a Learning and Discovery environment in which they can develop and fulfil their aspirations, that rewards excellence, openness and innovation and encourages widespread Engagement with our state, national and international communities.

**Context**

Since its foundation almost a century ago, The University of Queensland has been Queensland’s leading university and is now one of the premier broad-based, research-intensive universities in Australia.

The University is recognised internationally for the quality of its research in particular fields and has a sustained reputation for excellence and leadership in teaching and learning across the broad range of diverse disciplines it offers.

The University supports the Queensland Government’s identified social and fiscal objectives through its efforts to Realise the Smart State through education, skills and innovation and through its engagement in world-class research.

The funding constraints and restrictive policies within the Australian higher education system in recent years have generated major challenges during a period marked by increased competition among higher education providers in a rapidly changing world. Against this background, the University has created a unique series of internationally prominent research institutes and centres and has continued to develop innovative programs, courses and pedagogies. The significant increase in the numbers of international students and staff drawn to the University, particularly at the postgraduate level, attests to the quality of the learning and discovery environment it offers.

These achievements have been possible because of our willingness to back innovative ideas and respond to opportunities that align with our strategic objectives. Use of a Strategic Initiatives fund to support leveraging of external funding has harnessed considerable philanthropic and government support for a string of major new developments over the past decade.

**Direction**

We will focus on building strategic partnerships with other universities, industry, the professions and all levels of government and on consolidating broader relationships with our alumni and with the wider community, in Australia and internationally.

We will build on the unique interrelationship of our faculties and major research institutes to create a synergy between advanced enquiry and the student learning experience as a distinctive feature of the education offered at UQ.

We will enhance the existing supportive and socially inclusive environment provided for students and staff and intend to distinguish the University among its peers by the strength of the UQ experience we offer.

We will be guided by frank assessments of quality and will recognise and reward innovation and prominent achievement.

We will work to improve the productive use of all our operational sites and financial and other capital assets, while seeking external funding support for existing areas of excellence and for new developments that are aligned with our strategic objectives.

Our activities will be guided by a desire to increase our international engagement, improve social inclusion, ensure the environmental sustainability of our campuses and attract, support and retain high-achieving students and staff.
Student Load Profile

The following table provides a summary of the University’s student load figures, broken down by course type and funding source.

<table>
<thead>
<tr>
<th>Student load profile</th>
<th>ACTUAL</th>
<th>PROJECTED</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENT LOAD BY PROGRAM</strong></td>
<td>2005</td>
<td>2006</td>
<td>2007</td>
</tr>
<tr>
<td>Undergraduate and non-award (EFTSL)</td>
<td>22,863</td>
<td>22,862</td>
<td>23,109</td>
</tr>
<tr>
<td>Postgraduate coursework (EFTSL)</td>
<td>3354</td>
<td>3435</td>
<td>3412</td>
</tr>
<tr>
<td>Postgraduate research (EFTSL)</td>
<td>2738</td>
<td>2770</td>
<td>2818</td>
</tr>
<tr>
<td><strong>STUDENT LOAD BY FUNDING SOURCE</strong></td>
<td>28,955</td>
<td>29,066</td>
<td>29,339</td>
</tr>
<tr>
<td>Commonwealth funded1 (EFTSL)</td>
<td>21,770</td>
<td>21,727</td>
<td>21,831</td>
</tr>
<tr>
<td>Domestic fee paying (EFTSL)</td>
<td>2138</td>
<td>2123</td>
<td>1969</td>
</tr>
<tr>
<td>International fee paying (EFTSL)</td>
<td>5047</td>
<td>5216</td>
<td>5539</td>
</tr>
</tbody>
</table>

1 Commonwealth funded load comprises Commonwealth Grants Scheme (CGS) load, Research Training Scheme (RTS) load and extended enrolment domestic postgraduate research load.

EFTSL: Equivalent full-time student load

The University will aim to achieve the target load figures for 2010, as indicated.

Strategic objectives

Learning

The University aims to achieve the highest levels of excellence in all aspects of learning and teaching, and to secure its position as a genuinely world-class higher education institution that is the destination of choice for the very best domestic and international students.

To realise these goals, the University will:

– attract and retain the most able undergraduate and postgraduate students and act to achieve social inclusion and diversity in the student population;
– build an understanding of and commitment to the distinctive features of the UQ student experience, the “UQ Advantage”, and support initiatives to enrich this experience, including the benefits that derive from the University’s diversity, its research reputation and capacity, its international links and its strong links with industry and the professions;
– increase the numbers of students who gain international experiences and support opportunities for students to develop global and inclusive perspectives;
– support and reward teaching excellence, and raise the professionalism, visibility and status of teaching and learning at UQ;
– enrich all aspects of students’ learning experience with priorities on developing state-of-the-art teaching and learning spaces and an integrated “blended” learning environment; and
– promote and support innovative teaching practices that actively engage students, enhance the quality and rigour of assessment practices, and improve retention rates.
Discovery
The University aims to achieve internationally acknowledged excellence in all forms of research and research training from fundamental, curiosity-driven work that adds to the stock of knowledge through to applied research that results in the transfer of University-generated knowledge and expertise to business, industry and the wider community, within Australia and internationally.
To realise these goals, the University will:
– focus resource allocation on strategically important areas of research;
– work to attract the substantial increases in research funding income required to sustain high-quality research endeavours;
– focus on the quality of the outcomes of scholarly work as measured by internationally recognised indicators and outlets;
– achieve international recognition for leadership in several areas of research;
– enhance and sustain an excellent research infrastructure capability, concentrating on the University’s existing and emerging areas of research strength;
– foster outstanding performance from young researchers at higher degree, postdoctoral and early career levels;
– encourage and support research collaboration with key Australian and international universities, public agencies, end users and industry; and
– develop, in appropriate areas of strength, strategically important collaborative relationships in research and research training with key international institutions.

Engagement
The University aims to develop, enhance and sustain mutually supportive relationships with the wider community, industry, commerce and government through the application of research and through the quality and focus of its teaching and its commitment to social inclusion.
To achieve this, the University will:
– exemplify the role of education and research in underpinning the economic and social wellbeing of local, state, national and international communities;
– build on the University’s academic strengths, in strategic partnerships with external agencies, including industry, business and professional groups, and with instrumentalities at city, state, national and international levels, helping to find and promote innovative and sustainable solutions to community challenges;
– advance the University’s leading position in knowledge transfer and commercialisation;
– foster and reward the application of expertise and knowledge to community issues and build an infrastructure to support engagement;
– advance and sustain the University’s interaction with the community through its libraries, museums, clinics and collections;
– foster structured strategic relationships with specific high schools; and
– identify, develop and reinforce collegial and supportive relationships among UQ alumni, nationally and internationally.

The UQ Strategic Plan 2009-2013 was adopted in July 2008. Other parts of the University’s planning framework include:

Operational agenda – reviewed annually to report recent performance and set near term (one to three years) whole-of-University targets across the broad range of the University’s activities.

Portfolio plans – developed to guide and direct enabling operational plans. These plans are reviewed periodically according to portfolio requirements, normally at least every three years. Established Portfolio Plans include the Teaching and Learning Enhancement Plan, the Research and Research Training Plan, the International Plan, the Equity and Diversity Plan, and the Infrastructure and Support Plan.

Enabling operational plans – the faculties and major research institutes, and the University Library, Central Administration and the Ipswich Campus, each produce annual enabling operational plans to identify the highest priority initiatives for the year ahead and to set near term targets as performance benchmarks to be achieved.
Ruriko Bessho and Ahmed Mohammed studying at UQ St Lucia.
The University aims to achieve the highest levels of excellence in all aspects of learning and teaching, and to secure its position as a genuinely world-class higher education institution that is the destination of choice for the very best domestic and international students.

Learning: Key indicators of performance

<table>
<thead>
<tr>
<th></th>
<th>ACTUAL</th>
<th>PROJECTED</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student/Staff ratio</td>
<td>2005 16.3</td>
<td>2006 16.0</td>
<td>2007 16.6</td>
</tr>
<tr>
<td></td>
<td>2008 16.7</td>
<td>2009 16.5</td>
<td>2010 16.0</td>
</tr>
<tr>
<td>UQ</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>na</td>
</tr>
<tr>
<td>Course experience: Overall satisfaction</td>
<td>2004 80.3%</td>
<td>2005 71.7%</td>
<td>2006 71.9%</td>
</tr>
<tr>
<td></td>
<td>2007 79.5%</td>
<td>2008 67.9%</td>
<td></td>
</tr>
<tr>
<td>UQ</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Australia</td>
<td>2004 68.0%</td>
<td>2005 69.4%</td>
<td>2006 69.7%</td>
</tr>
<tr>
<td></td>
<td>2007 70.7%</td>
<td>2008 69.7%</td>
<td></td>
</tr>
<tr>
<td>Student attrition</td>
<td>2004 13.8%</td>
<td>2005 15.1%</td>
<td>2006 16.0%</td>
</tr>
<tr>
<td></td>
<td>2007 16.9%</td>
<td>2008 16.5%</td>
<td></td>
</tr>
<tr>
<td>UQ</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Australia</td>
<td>2004 17.4%</td>
<td>2005 17.3%</td>
<td>2006 16.9%</td>
</tr>
<tr>
<td></td>
<td>2007 17.0%</td>
<td>2008 na</td>
<td></td>
</tr>
<tr>
<td>Proportion of Qld OP1 school-leavers enrolling at UQ</td>
<td>2005 66.4%</td>
<td>2006 61.9%</td>
<td>2007 61.2%</td>
</tr>
<tr>
<td></td>
<td>2008 67.8%</td>
<td>2009 70.9%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2010 68.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 Ratio of student load to academic staff (includes FTE and casual teaching focused and teaching & research staff).
2 Proportion of bachelor degree graduates responding positively to the Overall Satisfaction scale, based on the national Course Experience Questionnaire (CEQ).
3 Proportion of students commencing a bachelor course who neither completed nor returned in the following year. The 2008 figure shown is based on estimates as DEEWR published data are not yet available.

Our students

Enrolments

The University of Queensland continues to attract a dominant share of the most academically able Queensland year 12 students to its undergraduate programs. There were 364 OP 1 admissions to UQ, accounting for more than 70 percent of the Queensland year 12 OP 1 students. The most attractive courses in 2009 for high achievers were medicine (90), engineering (74), law, including related dual degrees (51), science (31) and pharmacy (18). UQ maintained its share of OP1-3 students between 2008 and 2009. In the OP4-6 band, UQ also had the highest share: 43 percent or 1035 of the 2433 students enrolling through QTAC.

There were 31,758 domestic students and 8824 international students enrolled with UQ in 2009, with new enrolments totalling 11,949. UQ’s Faculty of Business, Economics and Law attracted the most new enrolments (2718), followed by Health Sciences (1891) and Arts (1803). Postgraduate enrolments accounted for 3065 students in total.

International students

International students representing 128 countries formed 21.7 percent of the UQ student body. The largest source countries for international students were China (1853), Malaysia (1021) and Singapore (1011). Overall, international commencement grew 27 percent to 4549.

Graduations

In 2009, 6176 of the University’s 8753 graduates attended 25 ceremonies. No graduation ceremonies were conducted offshore in 2009. Graduation highlights included:
- awarding 318 Bachelor of Medicine and Bachelor of Surgery degrees;
- master’s qualifications were awarded to 353 health professionals in areas including audiology, dentistry, human movement studies, medicine, nursing, pharmacy, physiotherapy, population health, occupational therapy and speech pathology;
- more than 500 research higher degrees were awarded;
- high proportions of graduates from the Faculties of Business, Economics and Law (25 percent of all graduates); Health Sciences (16 percent); and Science (14 percent); and
- awarding eight degrees honoris causa, including a Doctor of The University honoris causa to Raymond Hughes and Des McWilliam, a Doctor of Laws honoris causa to Justice Susan Kiefel and a Doctor of Letters honoris causa to Thomas Shapcott, AO.
Graduate outcomes
UQ graduates under the age of 25 and available for full-time work again achieved outstanding employment rates and high graduate salaries. Graduate Careers Australia’s Australian Graduate Survey 2009, released in December, showed UQ graduates continued to be highly sought by employers.

In national performance figures, compiled by the Federal Government, the University achieved a full-time employment rate for bachelor degree graduates for 2008 of 79.9 percent against the national full-time employment figure of 77.1 percent.

Over an extended period, the University had only five percent of its graduates recorded as unemployed and seeking full-time employment in the Australian Graduate Survey.

UQ graduates reported high full-time employment rates in fields such as medicine, social work, veterinary science, pharmacy, dentistry, rehabilitation, engineering, nursing and the law.

The figure for UQ bachelor degree graduates continuing on to further full-time study was 22.9 percent against a national figure of 18.3 percent.

UQ bachelor degree graduates under 25 years of age and in their first full-time employment reported median starting salaries of $50,000 for males and $47,000 for females.

Of those in their first full-time employment, higher-end salaries included dentistry, software engineering, environmental science, research and business analysis, physiotherapy, mining engineering, chemical and mechanical engineering, investment banking and medicine.

Supporting learning
New initiatives
The new Office of Undergraduate Education, established at the start of 2009, is the first of its kind at an Australian university. The unit plays an important role in enhancing the undergraduate student experience by ensuring students benefit from UQ’s diversity, research capacity and international and industry links. Activities developed and supported by the office in 2009 included overseas study opportunities through UQ Abroad, industry placements, summer research scholarships, non-residential college programs, and student-led events and conferences.

The UQ young scholars program was established in 2009, aiming to attract the best and brightest secondary school students to UQ. More than 250 applications were received and 275 offers were made to students in year 11 across Queensland. Students attended a four-day residential camp at the St Lucia campus during summer semester, providing an opportunity for them to gain valuable insights into the University. Students have opportunities to meet and interact with industry leaders, be mentored by student leaders, and apply for overseas student scholarships when they transition to UQ.

Scholarships
UQ scholarships, bursaries and prizes increased in 2009, with more than 2000 students receiving financial assistance.

The University’s academic scholarship attracted applications from more than 1500 high-achieving year 12 students. More than 350 academic scholarships, valued at more than $2.25 million, were awarded to Queensland and interstate year 12 students planning to start studies at UQ in 2010. Twenty-one scholarships for sporting excellence, valued at $6000 each, were awarded to elite-level athletes.

In 2009, the University was again allocated a significant number of Commonwealth scholarships, with a total value of almost $7.5 million. More than 800 Commonwealth-funded scholarships were awarded in 2009, including more than 370 accommodation scholarships for regional/remote students needing to move away from home to attend the University and 450 education costs scholarships that provided financial assistance towards the costs of attending UQ. Twenty Indigenous Access scholarships were awarded to Aboriginal and Torres Strait Islander students.

Twenty-four UQ-Link residential support scholarships, valued at $6000 each for the first year of study, were awarded to students from financially disadvantaged backgrounds who gained entry to the University via the UQ-Link special entry program.

Senate-approved scholarships and prizes awarded in 2009 were valued at $886,000.

New scholarships and bursaries for 2009 included:
- Ackroyd Engineering Services Scholarship – valued at $10,000 a year for the duration of the recipient’s program;
- Thess Engineering Scholarship in memory of Roger Trunde – up to three scholarships valued at $10,000 for one year, awarded annually to final-year Bachelor of Engineering students;
- Rio Tinto Coal Australia Mining Engineering Scholarship – up to two scholarships valued at $8500 a year for the duration of the recipient’s program;
- Felix Resources Ltd Scholarship in Chemical and Metallurgical Engineering – valued at $8000 a year for the duration of the recipient’s program;
- Felix Resources Ltd Scholarship in Mining Engineering – valued at $8000 a year for the duration of the recipient’s program;
- Salvatore Vitale Scholarship – valued at about $4000 a year for the duration of the recipient’s program; and
- Cole Lawson Communication Scholarship – awarded annually to a final-year Bachelor of Communication (Public Relations) student, valued at $2500 for one year.
International scholarships

A total of 1128 sponsored students was enrolled in 2009, an increase of 10.3 percent from 2008. There was an even growth in research higher degree students (39 percent) and postgraduate coursework students (32 percent) among the sponsored students, with undergraduate enrolments accounting for 29 percent of sponsored students. More than 85 external organisations, including governments, research agencies, NGOs and multinationals, provided sponsorship.

The Australian Government remained the largest sponsor of students at UQ (33 percent), followed closely by students from Brunei, Malaysia and Singapore accounting for 33 percent, then the Middle East, predominantly Saudi Arabia and Oman, with 9.5 percent.

UQ Library

In 2009, the Library opened its learning spaces to students after hours with the Biological Sciences Library open until midnight on weekdays during semester and a 24-hour study space available at the DH Physical Sciences and Engineering Library. Library users benefited from the ability to print to Library public printers from their laptops, home or office computers.

The Library planned to open a new branch in the Pharmacy Australia Centre of Excellence (PACE) in 2010.

The Library made substantial investment in digital archives and e-books, further enhancing its collections. It supported the move of the School of Veterinary Sciences by relocating library resources from the St Lucia campus to Gatton.

Library staff received awards including: an Australian Learning and Teaching Council citation; the Australian Library and Information Association’s Queensland Library Achiever of the Year Award; the 2009 Library Board of Queensland Award; and a 2009 Library Excellence Award.

The Library presented the Library Excellence Award to three undergraduate students who demonstrated excellence in using the Library to enhance their studies.

In 2009, more than three million people visited the Library’s branches (2.48 percent more than in 2008). The Library recorded more than 171 million online requests for web pages.

The Library made use of new media and social networking to provide information to students. It continued to enrich teaching, learning and research through the work of specialist librarians, an outstanding collection and providing a range of learning spaces and an array of tools and services that underpin e-learning and e-research.

The Library participated in UQ activities, including Orientation Week, Research Week and Teaching and Learning Week. It also participated in Open Days. The Library re-branded its website and publications and contributed content to UQ Answers.

The Library ran a competition for current students, inviting them to create a short video for orientation and promotion.

Worldwide reach

International advances

At the end of 2009, UQ had 324 international partners in 50 countries with 547 signed and active agreements. There were 73 new agreements signed in 2009, formalising linkages with 41 new partners. The year was marked by an unprecedented level of international activity as reflected by the scale and breadth of collaborative activities pursued with new partners.

UQ’s international standing was reflected in achievements and partnerships in 2009 including:

- enrolments grew from most major source countries; the most significant growth being from China (583 additional enrolments), Malaysia (190) and Singapore (133);
- eleven new partners were established with overseas private or government-related organisations and ministries to collaborate in research and scientific exchange. China topped the engagement list with 17 new agreements signed in 2009, including partnerships with China Scholarship Council and the Chinese Academy of Sciences;
- improving market intelligence and outreach through staff in Europe and Hong Kong, and contractors in China, Vietnam and Chile. In 2010, UQ International plans to increase the University’s international presence in two key markets;
- in accordance with the University’s strategy to increase the number of students gaining international experience, 13 new student exchange partnerships were formalised in 2009; and
- Australian cricketer Michael Kasprowicz continued his role as UQ’s Goodwill Ambassador to India.

ICTE-UQ

In 2009, UQ’s Institute of Continuing & TESOL* Education (ICTE-UQ) continued to play an integral role in the University’s internationalisation and community engagement strategies through delivering a diverse range of programs and services (“teaching English to speakers of other languages”).

Study Abroad and exchange

UQ welcomed 534 students (mostly from the USA and Germany) as part of the Study Abroad program. Exchange students were from 95 partner institutions in 25 countries. Most students were from the United Kingdom (79), USA (79), Canada (67), France (33) and Mexico (28).

Student exchange (UQ Abroad) at UQ*:

<table>
<thead>
<tr>
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<th>NUMBER OF INBOUND STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>260</td>
<td>333</td>
</tr>
<tr>
<td>2006</td>
<td>304</td>
<td>338</td>
</tr>
<tr>
<td>2007</td>
<td>304</td>
<td>306</td>
</tr>
<tr>
<td>2008</td>
<td>343</td>
<td>397</td>
</tr>
<tr>
<td>2009</td>
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</tr>
</tbody>
</table>

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www.acicis.murdoch.edu.au

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Student equity and diversity

In line with the revised UQ Equity and Diversity Plan, the University has encouraged development of strategic initiatives to improve opportunities for Aboriginal and Torres Strait Islander students, students with disabilities and those from low socio-economic backgrounds to enter University and succeed in their studies.

UQ received $483,116 under the Department of Education Employment and Workplace Relations Higher Education Equity Support Program (HEESP) funding. Projects undertaken in 2009 included:
- implementing the University’s Education Principles on Indigenous Australian Matters (EPIAM) in the School of English, Media Studies and Art History;
- raising journalism students’ awareness of the issues involved in reporting on Indigenous affairs and creating an environment that enables students to interact and work with personnel from the Brisbane Indigenous media community;
- a day-long, on-campus familiarisation and experience program for year 10 students of foreign languages and intercultural studies from high schools in low socio-economic and regional areas;
- a new initiative to help remove barriers in the transition from undergraduate to postgraduate study for Indigenous Australian students;
- a stand-alone DVD and downloadable video modules educating students on their rights and responsibilities for acceptable behaviour in social relationships on campus;
- developing a UQ model of aspiration-raising outreach in a community capacity building context, focusing on the West Morton region;
- a half-day roundtable with invited equity practitioners and researchers as the first in an ongoing dialogue providing an opportunity to facilitate the exchange of information between those involved in student equity as practitioners and those engaged in research related to the field;
- mapping and monitoring the academic progress of students from equity backgrounds with a subject GPA of 4 or less; and
- piloting a mentoring program assisting students from equity backgrounds transition to university by having current students act as role models.

Science students Eddie White (left) and Estelle van der Linde with Dr Robbie Wilson. First-year UQ science students are using dung beetles to help identify ways to protect south-east Queensland’s changing biodiversity.

Student entry and performance

Summary of UQ student access, participation, retention and success relative to state and national benchmarks, 2008

<table>
<thead>
<tr>
<th>Student Equity Group</th>
<th>ACCESS UQ State Sector</th>
<th>PARTICIPATION UQ State Sector</th>
<th>SUCCESS UQ State Sector</th>
<th>RETENTION UQ State Sector</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal and Torres Strait Islander students</td>
<td>0.81% 1.9% 1.6%</td>
<td>0.83% 1.64% 1.3%</td>
<td>80.6% 72.3% 70.1%</td>
<td>65.9% 64.5% 62.9%</td>
</tr>
<tr>
<td>Low SES* (all ages) students</td>
<td>15.2% 20.2% 16.1%</td>
<td>14.1% 18.9% 15.1%</td>
<td>89.4% 84.9% 85.7%</td>
<td>79.9% 73.6% 77.3%</td>
</tr>
<tr>
<td>Low SES (under 25) students</td>
<td>15.3% 19.1% 16.2%</td>
<td>14.7% 18.4% 15.4%</td>
<td>89.4% 85.1% 86.3%</td>
<td>83.6% 78.2% 81.8%</td>
</tr>
<tr>
<td>Students with a disability</td>
<td>2.3% 3.1% 3.4%</td>
<td>2.9% 4.0% 4.1%</td>
<td>82.7% 81.1% 83.3%</td>
<td>74.8% 74.4% 76.6%</td>
</tr>
<tr>
<td>Regional students</td>
<td>16.5% 23.6% 19.1%</td>
<td>15.4% 22.2% 18.1%</td>
<td>91.2% 86.2% 87.8%</td>
<td>82.0% 73.8% 77.2%</td>
</tr>
<tr>
<td>Remote students</td>
<td>1.2% 2.0% 1.3%</td>
<td>1.2% 1.8% 1.1%</td>
<td>89.5% 83.6% 81.4%</td>
<td>78.7% 71.1% 67.7%</td>
</tr>
</tbody>
</table>

Source: Adapted from DEST data by the UQ Equity Office. Definitions: Access refers to all commencing students; participation refers to all students; retention refers to those who continued their studies from the previous year, excluding those who completed their studies and success is the EFTSL of units passed.
* SES – Socio-economic status

Overall, although the University performed below the state and sector rates in access and participation for the designated equity groups, with the exception of retention of students with a disability, UQ performed above the state and sector rates in retention and success outcomes for those students.

Aboriginal and Torres Strait Islander enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>80</td>
<td>113</td>
</tr>
<tr>
<td>2008</td>
<td>71</td>
<td>116</td>
</tr>
<tr>
<td>2009</td>
<td>87</td>
<td>130</td>
</tr>
</tbody>
</table>

Indigenous Australian students

The University’s Aboriginal and Torres Strait Islander Studies Unit continued to assist Indigenous Australian students with tertiary studies, including academic matters, tutoring, program and course choices, literature, computers, other study resources and personal issues likely to impact on their studies. The initiatives are guided by the whole-of-institution approach outlined in the official policy on EPIAM.
Aboriginal and Torres Strait Islander enrolments
Equity support for Indigenous Australian students in 2009 included:
- motivational and self-esteem-building workshops for Indigenous students in years 10 and 11 to encourage continuation of schooling and consideration of university study as a post-school option;
- information stalls at Indigenous job markets, National Aboriginal and Islander Day of Celebration week, and Technical and Further Education career days;
- three-day orientation programs each semester specifically for Indigenous students focusing on meeting staff and other students, campus familiarisation, academic expectations, assignment writing, exam techniques, referencing, plagiarism and time-management;
- interventions with faculties, schools and individual staff across UQ to assist with academic administrative issues for Indigenous students;
- guidance for Indigenous students on Indigenous cadetships, accommodation, scholarships and prizes;
- coordinating the Indigenous Tutorial Assistance Scheme (ITAS) program; and
- promoting Aboriginal and Torres Strait Islanders’ alternative entry procedures and other student support services across the UQ community and in Queensland primary and secondary schools.

ALTC-funded project
The Aboriginal and Torres Strait Islanders Unit successfully obtained an Australian Learning and Teaching Council (ALTC) grant entitled Exploring problem-based learning pedagogy as transformative education in Indigenous Australian studies. The curriculum renewal project seeks to understand the ways in which problem-based learning can transform tertiary education as a pathway to social justice and empowerment for Aboriginal and Torres Strait Islander people.

Diversity Week
Each year UQ recognises and rewards achievements of staff, students and alumni who have made an outstanding contribution to equity and diversity through the Vice-Chancellor’s Equity & Diversity Awards. The prestigious awards acknowledge individuals and groups who have “gone the extra distance” in improving the organisational culture and/or in enhancing the University’s reputation. The award presentation is the major event of Diversity Week, which aims to involve the University community in considering implications of an increasingly diverse world for work, study and living.

The 2009 theme for Diversity Week was In Others’ Shoes. Activities included:
- a VC Equity & Diversity Awards panel featuring Professor Carmen Lawrence, Professorial Fellow at the University of Western Australia; and Professor Kevin Clements, Foundation Chair of Peace and Conflict Studies and Director of the New Zealand Centre for Peace and Conflict Studies at the University of Otago, Dunedin, in discussion with host and radio personality Philip Adams, AO;
- official openings of the Ipswich Campus and Gatton Campus Queer Spaces. The rooms provide safe places for lesbian, gay, bisexual, transgender, intersex and questioning students, staff and their friends to meet and network;
- a Distance Education Centre and Faculty of Natural Resources, Agriculture & Veterinary Science photo display in which students contributed photos illustrating their different backgrounds, circumstances, life situations and cultures;
- sessions of goalball and other sports involving wheelchairs and other assistive technology conducted by School of Human Movement Studies and Sport Psychology Masters students;
- two lectures by Professor Lawrence; the first entitled World Women: International Perspectives on Politics and Culture, and a public lecture about the disparity in health and health care between Indigenous and non-Indigenous Australians;
- Marc Shannon, Manager, University of South Australia, Northern Adelaide Partnerships program; shared information with senior staff about the highly successful program;
- UQ professors Amareeswar Galla, Jolanda Jetten and Justin Kenardy participated in a roundtable discussion on the roles and current priorities of the Cultural and Linguistic Diversity and Indigenous Australians, Gender Equity and Disability Sub-committees of the Senate Standing Committee for Equity, Diversity and the Status of Women;
- UQ Allies met Open Doors staff and clients to discuss issues that impacted on young lesbian, gay, bisexual, transgender and intersex people and affected their educational ambitions and opportunities; and
- The UQ Australian Centre for Peace and Conflict Studies held a seminar on Internationalisation and Intercultural Dialogue.
Student Services
www.uq.edu.au/student-services

During 2009, UQ continued to implement a range of new services and delivery methods. These improved students’ experiences at the University and maximised their learning and personal development and potential for employment after University. Relationships with faculties, schools and residential colleges were developed and strengthened with many programs being delivered in conjunction with existing academic courses.

Student Equity Unit

In 2009, the Student Equity Unit conducted outreach programs concentrating on the greater Ipswich district and the Smith Family’s Learning for Life (L4L) students. All Student Equity’s outreach programs are based on the philosophy that once tertiary aspirations have been raised, support must be provided to students to assist them to reach their academic and other potential. Students who participate come from a wide range of target groups, including those from low socio-economic backgrounds, culturally and linguistically diverse (CALD) backgrounds and those who will be first in their families to attend university.

Outreach activities in 2009 included:
- PolyVision, a program for high-school students who identify with Pacific Island cultures from selected schools in the Logan and Ipswich districts;
- building relationships with the Pacific Islands communities;
- Tertiary Awareness and Transition Program (TATP), a program for students from L4L and schools in the greater Ipswich district;
- strengthening ties with the Smith Family; and
- presentations to schools and community groups, raising awareness of the attainability of higher education.

Transition programs

The Student Equity unit conducts transition and first-year experience programs aimed at assisting students to succeed while at the University. Programs include:
- BOOST, a program to assist rural and remote students new to UQ by providing guaranteed housing near the campus and associate membership to a residential college for social and academic support;
- Jump Start Academic Preparation Program (JSAPP) – available to all students on the Gatton campus, UQ-Link and Equity Scholarship holders and all other students who come from equity backgrounds;
- On Track – a program that identifies students who are “at risk” and provides information and advice on support services available to assist students overcome barriers to their academic success;
- collaborating with faculties to improve retention and success of students from equity backgrounds in undergraduate and postgraduate degrees; and
- developing a UQ Mentoring program, which starts in 2010 for all Ipswich campus students, integrated studies’ students at Gatton and JSAPP participants on all campuses.

Support for students with disabilities

In 2009, further enhancements were integrated into UQ’s disability program. They included:
- completion and roll-out of most modules within the Disability Management System (DMS), including the Student Access Plan Disability (SAPD) component which allowed for greater privacy for students and more collaboration between Student...
Services and the academic community to develop effective, purposeful learning plans;  
– appointing a specialist learning adviser to help students develop strategies and techniques to build independent learning skills and further enhance their study experiences;  
– increasing the range of software technologies designed to enhance students’ access to print materials;  
– implementing guidelines on accessing academic adjustments and the supporting medical (or other) documentation needed for access; and  
– active engagement in staff training and awareness-raising of inclusive education.

Representatives from the Disabilities Support team met teaching and learning groups and administration teams to talk about the range of services provided and associated practices and processes.

Countering socio-economic setbacks  
The Student Equity Unit has collaborated with Student Recruitment to promote UQ-Link to schools and students during school visits and open days. UQ-Link consequently saw an increase in applications to more than 300 in 2009.  
In 2009, the University, through UQ-Link, continued to offer special entry admissions, access to equity scholarships and specialised support across UQ’s campuses to students from low socio-economic backgrounds.

The Manager, Student Equity, presented the results of research from outreach activities to the EOPHEA conference in 2009. The results contributed to development of sustainable outreach programs conducted by UQ that assist school-age participants overcome educational disadvantage by providing extra-curricular sessions that develop academic and study skills, build students’ ability to recognise and overcome barriers to higher education goals, and build participants’ motivation to achieve, which contributes to their senior years’ success and completion.

Learning Hub  
Within the hub, there are four dedicated areas that work collaboratively to facilitate optimum learning outcomes for students during their studies.

Learning  
Although one-on-one consultations are offered by learning advisers, demand has been such that these services are increasingly supported by a wide range of online resources. The resources are presented in various formats, including interactive worksheets, tips and more detailed information on study preparation and learning strategies. In 2009, many direct contact workshops were developed into online multimedia downloadable sessions so students unable to attend on campus activities could access the range of services.

Transition  
The Jump Start Academic Preparation Program (JSAPP) is a four-day intensive academic preparation program, run the week before O-Week, which covers study skills and strategies needed by students enrolled at UQ in first year. The course provides students with learning opportunities, such as writing, planning, time management and problem-solving workshops. In 2009, the course was reviewed and in addition to academic sessions, JSAPP provides sessions and fun activities around getting to know the campus, engaging and networking, and stress management.

International Student Support  
In 2009, there was continued development of resources within the international student handbook website, which has become increasingly recognised within and beyond UQ as a valuable resource in international student transition. Further areas of focus have been on collaboration with the International Scholarships Unit on establishing and developing effective support and engagement within pilot Australian scholarship programs.

Disability Services  
Disability advisers implemented a dedicated group for students with autistic spectrum disorder. The group was developed to provide a safe environment where students could develop strategies on socialisation and team work. Disability Management System used by students with a disability and staff members for University-wide recording, reporting and management of information, actions and services for students with a disability, is almost complete. A dedicated learning adviser with a special needs background was appointed in 2009 to work alongside disability advisers in collaborative support of students with learning disabilities.

Careers and graduate employment  
The unit continues to elicit repeat requests from academic areas, employers and residential colleges for services. They include:  
– career plan consultations, which provide information on careers, industry, vacation work, graduate work, volunteer work and internships;  
– career development learning workshops and seminars; and  
– an online job board, UQ Careerhub, with a wide variety of information on careers, industry links, career FAQs, professional vacation work, graduate work, volunteer work, internships, employer seminars and events, and graduate employment vacancies from more than 3000 employers.

In 2009, the unit fully coordinated the UQ Careers Fair for the first time. The event was the second-largest career fair based on employer numbers in Australia.

Accommodation assistance  
Accommodation Services provides housing assistance through University properties and agreements with private housing providers. It also provides tenancy education, an online service to advertise vacant properties and rooms suitable for student accommodation and an online service for international students to arrange temporary accommodation and airport pick-ups before they leave their home countries.

Throughout 2009, the service continued to review the housing portfolio at St Lucia to provide a more targeted response to housing needs for students whose circumstances meant they had a decreased probability of finding and sustaining other housing options.

Counselling  
In 2009, student counsellors continued to work with students to assist them with various issues affecting their studies. The most common included transition, stress management, anxiety and depression.

Relationships with University colleges and faculties were further enhanced by providing workshops on psycho-social issues and support to staff in developing environments protective of student mental health. Mentor training was provided to help them assist students more effectively.

An online counselling service has been established to cater for students who have difficulty accessing the face-to-face service, due to distance or personal reasons.

Multi-Faith Chaplaincy  
The UQ Multi-Faith Chaplaincy consists of a team of chaplains from various faiths who provide students and staff with support and advice on religious issues. The chaplains run activities within the chaplaincy precincts and contribute to activities on campus, such as O-Week and Market Day. They conduct services throughout the year, such as the combined Anglican/Catholic ecumenical service and a Thanksgiving Service commemorating individuals who have donated their bodies to the University for research and teaching purposes.
In 2009, Health Services provided 59,206 face-to-face consultations at St Lucia, Gatton and Ipswich campuses. Of those, 49,223 occurred on the St Lucia campus, compared to 47,357 in 2008 and 40,990 in 2007. There were 7230 (2008: 7044) consultations at Gatton and 2753 (2008: 2692) at Ipswich. International students and their dependents made up 43 percent of all consultations on the St Lucia campus.

Demand on the health service remained high in 2009 because students continued to want access to a bulk-billed medical practice, the continuing government-sponsored cervical cancer vaccine program (Gardasil) and the H1N1 flu vaccination program. Increasing mental health literacy among students and the availability of Medicare-funded psychological services, obtainable via referral from general practitioners, continued to increase the number of people seeking assistance for mental health issues.

Highlights of 2009 included:
- establishing an online health promotion and intervention site for students, particularly an interactive online tool to help reduce the level of damaging alcohol consumption among students, and an e-health and wellbeing site developed as a collaboration between Health Services and Student Support Services;
- the St Lucia campus achieved accreditation again in 2009 in the triennial accreditation process conducted by GPA Accreditation to help ensure the quality of the service;
- the Gatton Health Service underwent a minor refurbishment in preparation for the expected increase in demand for services with the relocation of the vet school; and
- Health Services installed a warm server to improve business recovery if a disaster occurred at the St Lucia campus.

Student achievers
Student achievers in 2009 included:
- Veterinary science graduate Dr Catherine Schuetze who was made UQ Young Alumnus of the Year. Dr Schuetze founded and is president of Vets Beyond Borders, a charity delivering animal welfare and veterinary public health programs in Asia and the Pacific region;
- UQ law graduate Jessica Howley, who won the 2009 Rhodes Scholarship. She is the fifth consecutive UQ law graduate to win a Rhodes Scholarship; and
- Bachelor of Arts/Bachelor of Laws student Rebecca James, who won the 2009 Crown Princess Mary Scholarship from the University of Copenhagen. The scholarship is available to students from the University’s Australian exchange partners.
Our teaching

Evaluating performance

In early 2009, the University underwent an audit by the Australian Universities Quality Agency (AUQA), the national body responsible for auditing all universities and other higher education institutions. The two themes of the audit were quality of teaching and academic quality assurance – curriculum and assessment. UQ gained 13 commendations and eight affirmations from the nation’s peak higher education quality auditor in its audit report released in July. The report highlighted UQ’s “robust academic quality assurance system” and strong academic culture, and praised a range of UQ teaching and learning initiatives, including strong links between research and teaching and new learning spaces.

AUQA commended the University for:

- the actions it has taken to ensure strong academic relationships between research institutes and faculty-based schools;
- thorough and effective implementation of the main elements of its quality assurance framework;
- developing and implementing a school-based performance framework, which has been well-received by academic schools;
- planning, in partnership with its residential colleges, to implement initiatives to improve support for non-residential students;
- using ResTeach fellowships, which improve research-led teaching for undergraduate students and ensure close relationships between research institutes and schools;
- its increasing engagement with communities at Ipswich;
- strengthening the profile of teaching and learning within the University through measures that included a strategic focus on external support from the Australian Learning and Teaching Council, supplemented by internal teaching grants;
- its commitment to supporting academic teaching through the Teaching and Educational Development Institute (TEDI) and for refocusing TEDI’s role to align effectively with current priorities;
- its thoughtful development of new collaborative learning spaces and redevelopment of existing teaching spaces;
- the substantial progress it has made towards raising the professionalism, visibility, and status of teaching and learning at UQ;
- its commitment to a highly effective system of reviews of schools and programs to drive curriculum renewal and change and achieve appropriate standards;
- its thorough implementation of electronic course profiles to improve curriculum information available to students, including its process for reviewing and approving course profiles before they are published; and
- the ongoing attention given to addressing assessment issues and policy since 2007.

Assessing ourselves

In 2009, TEDI’s Evaluation Services Unit generated 4500 teaching evaluation (TEVAL) reports and 1200 institutional course evaluation (ICEVAL) reports. Overall, that was a 42 percent increase on reports generated in 2008. To generate the reports, 176,000 student feedback response forms were processed, a 29 percent increase on forms processed in 2008.

During 2009, a working party reviewed UQ’s major student surveys on teaching and learning to determine if new tools were required, consider improvements to current instruments and identify whether changes needed to be made to the way in which the instruments were administered, reported and used. Consequently, a combined student evaluation of teaching and course (SETC) questionnaire was developed, replacing the separate ICEVAL and TEVAL questionnaires. The SETC questionnaire will be used each time a course is offered and provides a facility for obtaining teaching evaluations for all teaching staff on one form in team-taught courses. The instrument was piloted in semester 2, 2009, and will be implemented University-wide in semester 1, 2010.

A decision was made to replace the UQ student experience survey with the Australasian survey of student engagement (AUSSE). The AUSSE is conducted by the Australian Council for Educational Research and provides an opportunity to benchmark responses against other universities. First and later-year bachelor degree students are surveyed, assessing several dimensions of students’ engagement in their university education and a range of learning outcomes.
Quality teaching

New initiatives

Several new funding schemes focused on the scholarship of teaching and learning (SoTL) were introduced in 2009 with the aim of expanding the critical mass of teaching and learning expertise. New staff start-up (SoTL) and early career (SoTL) grants were introduced for academic staff appointed to teaching-focused (TF) positions. The schemes reflect the availability for research only and teaching and research staff and are a means by which the University provides resources to new and early career TF staff to assist them build a profile in the SoTL. One early career and 20 new staff grants were awarded in 2009.

At the end of 2009, inaugural recipients of UQ’s teaching fellowship scheme were selected. The scheme supports emerging leaders in teaching and learning to undertake a program of activities during 2010 that aligns with the University’s strategic priorities and develops their personal skills and academic profile. The scheme includes a residency at TEDI. Teaching Fellows are recognised as disciplinary scholars with a capacity to demonstrate educational leadership into the future.

The Centre for Innovation in Professional Learning (CIPL) was established in 2009 to support the University in developing and enhancing innovative continuing professional education (CPE). CIPL’s focus includes:

- working with faculties and institutes to provide best practice advice in developing CPE initiatives;
- engaging with major national and state issues to recognise CPE areas of need; and
- identifying demand for CPE, triggered by sector development and change.

The CIPL team combines expertise in characterising how to design CPE successfully, both commercially and using best practice adult education pedagogy, to deliver large-scale courses to distributed constituencies.

Australian Learning and Teaching Council

UQ continued its success in being recognised for having Australia’s best teachers, adding three more national teaching awards in 2009. The result brings the University’s national teaching awards and citations to 62 and cements UQ’s record of winning more national awards for teaching than any other Australian university since the national awards began in 1997.

In 2009, UQ awards and grants from the ALTC included:

- two individual awards for teaching excellence and one group award for programs that enhance learning;
- six winners, including one group award, of citations for outstanding contributions to student learning; and
- four grants from the ALTC grants scheme valued at about $220,000 each.

TEDI: teaching our teachers

The Teaching and Educational Development Institute’s mission is to cultivate excellence in learning and teaching through research, development and innovation. TEDI comprises four units that serve the following functions:

- staff development – administering the University’s staff development program;
- higher education research and scholarship (HERS) – providing academic development and support to enhance teaching scholarship and evidence-based teaching practice;
- evaluation services – gathering, interpreting and responding to feedback from students, staff and the community on teaching, programs, courses and other aspects of the UQ learning environment; and
- educational technologies – developing institutional models of technology-enriched teaching and learning.

In 2009, TEDI continued to focus on its contribution to developing policy and innovation in teaching and learning. Part of the process involved reviewing TEDI’s structure and functions and resulted in establishing a new Educational Technologies Unit to replace the former Educational Resources Unit. EdTech Unit staff have expertise in learning design, graphic design and developing online resources and tools. They work with TEDI’s academic and evaluation staff to monitor and evaluate use of new technologies across the University to build an evidence base for integrating educational technologies with curriculum goals.

TEDI’s strategies for building institutional support for teaching and learning introduced in 2009 included:

- expanding staff development offerings in SoTL to strengthen the support provided to teaching-focused staff;
- establishing a UQ Teaching and Learning Network, with current membership of more than 160 staff;
- establishing a UQ Assessment Network, with current membership of more than 60 staff.

IT advances

New initiatives in 2009 to enhance use of information and communications technology for teaching and learning included:

- the database which holds the University’s authoritative source of program and plan information was rebuilt as a module in the student system, which provides more flexibility and capability to support program information;
- the interface to the courses and programs website was enhanced and re-launched in October 2009, giving students improved search functionality and improved access to information;
- the University implemented phase two of its lecture theatre recording system, Lectopia. The system delivers recordings in various formats serving the widest possible range of student technology and facilitates more flexible modes of teaching and learning;
- a customer relations management system was implemented in early 2009 and incorporates frequently asked question web interfaces used by students to communicate with UQ; and
- the scope of the University’s electronic records management system was extended to capture further student administrative records. This improves accountability and speeds response time on decisions for students.

CEIT

The Centre for Educational Innovation and Technology (CEIT) was established midway through 2008 with the appointment of an inaugural Director, Professor Phil Long. Through its role in the experimental and incubation stages of the innovation cycle, CEIT works with TEDI, CIPL, faculties, the Library, and Information Technology Services to collaborate with academic staff working with emerging technologies in their research and teaching. CEIT initiated an educational innovation fellows program in 2009, to encourage research and evaluation of learning technologies. CEIT’s scope extends nationally and internationally to bring leading ideas and researchers to the campus.
UQ Excellence in Teaching and Learning Awards

The University of Queensland fosters and acknowledges excellence in its learning and teaching environment by recognising and rewarding its academic and general staff through three annual award programs.

The achievements of recipients of awards for teaching excellence, awards for programs that enhance learning and citations for outstanding contributions to student learning were celebrated at a ceremony at Customs House during Teaching and Learning Week in November 2009. Award winners were:

**Awards for teaching excellence:**
- Dr Shelley Dole, School of Education;
- Associate Professor Lawrence Gahan, School of Chemistry and Molecular Biosciences;
- Dr Mark Horswill, School of Psychology;
- Dr Helen Keates, School of Veterinary Science; and
- Dr Greg Marston, School of Social Work and Human Services.

**Awards for programs that enhance learning:**
- Mining Education Australia, School of Mechanical and Mining Engineering. Project team: Dr Mehmet Küzi, Professor Peter Knights, Dr Basil Beamish, Professor Paul Lever, Dr Saied Aminossadati, Dr Erkan Topal, Dr Patricia Andrews, and Adjunct Professor Andrew Scott;
- UQ Engineering and Engineers Without Borders (EWB) Design Challenge in First-Year Engineering, Faculty of Engineering, Architecture and Information Technology. Project team: Professor Caroline Crosthwaite and UQ Engineering;
- UQ Biotechnology Program, School of Chemistry and Molecular Biosciences, and School of Business. Project team: Professor Ross Barnard, Dr Damian Hine, and Dr Steven Reid; and
- Preparing postgraduate students for careers in writing, editing and publishing, School of English, Media Studies and Art History. Project team: Dr Roslyn Petelin, and Dr Kim Wilkins.

**ALTC grants:**
- Associate Professor Lawrence Gahan and Dr Gwen Lawrie, School of Chemistry and Molecular Biosciences – competitive grant, Online interdisciplinary scenario-inquiry tasks for active learning in large, first-year STEM courses;
- Dr Mia O’Brien, TEDI – competitive grant, Investigating the theory (and practice) of pedagogic resonance: making disciplinary thinking visible within university classrooms;
- Associate Professor Paul Mills, School of Veterinary Science – priority project, Veterinary pharmacology curriculum renewal to improve graduate outcomes and public safety; and
- Dr Liz Mackinlay, Aboriginal and Torres Strait Islanders Studies Unit – priority project, Exploring problem-based learning pedagogy as transformative education in Indigenous Australian studies.

**ALTC citations for outstanding contributions to student learning:**
- Dr Felicity Baker, School of Music;
- Dr Victor Galea, School of Land, Crop and Food Sciences;
- Dr Carrie Ritchie, School of Human Movement Studies;
- Professor Tapan Saha, School of Information Technology and Electrical Engineering;
- Dr Stephen Anderson, School of Animal Studies/School of Biomedical Sciences; and
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Teaching and Learning Week winners with (front centre) Professor Deborah Terry, Vice-Chancellor Professor Paul Greenfield and Chancellor John Story at Customs House.
Dr Kathy Townsend, from UQ’s Moreton Bay Research Station, received the Earthwatch Goldring Marine Emerging Scientist Fellowship to continue her work on the impact of marine rubbish on sea turtles. Photo: Sebastian Hahn
DISCOVERY

The University aims to achieve internationally acknowledged excellence in all forms of research and research training, from fundamental, curiosity-driven work that adds to the stock of knowledge through to applied research that results in the transfer of University-generated knowledge and expertise to business, industry and the wider community in Australia and internationally.

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**Research funding**

UQ received $283 million in total research income in 2008, the most recent year for which figures are available. Research income has continued to grow in the past five years, with the 2008 result 16 percent higher than the $243 million reported in 2007.

UQ’s success in attracting research funding from governments, private industry and benefactors acknowledges that they share the University’s vision that excellence in research underpins excellence in teaching.

**ARC funding**

Two UQ researchers were awarded more than $5 million in the Australian Research Council’s Australian Laureate Fellowships scheme in 2009. Professors Peter Mumby and Jenny Martin will each receive about $2.7 million over five years.

The new award will allow Professor Mumby to move to UQ from the University of Exeter to research coral reef remote sensing, an area in which he is the world’s most highly-cited researcher. He aims to quantify the impacts of climate change on coral reefs and harness remote sensing technology and ecological modelling to provide new tools for reef management.

Professor Martin, of UQ’s Institute for Molecular Bioscience, will aim her fellowship at developing a new class of antibacterial drugs that may avoid the problems of antibiotic resistance. Professor Martin is an international research leader in protein crystallography and structure-based drug design.
National Health and Medical Research Council (NHMRC)

The NHMRC operates the premier grant scheme for Australian health and medical research. In a highlight for 2009, a UQ cancer genome-sequencing program received $27.5 million from the NHMRC to study pancreatic and ovarian cancers. The amount is the largest single grant awarded by the NHMRC. The program, directed by Associate Professor Sean Grimmond, will be Australia’s contribution to the International Cancer Genome Consortium. Other support includes $5 million from the Queensland Government.

Smart Futures Fellowships

In 2009, six scientists from UQ received Smart Futures Fellowships to help further their research into areas such as disease detection and clean energy. The Queensland Government-sponsored fellowships target early-to-mid-career researchers who will each receive up to $300,000 over three years.

The recipients were:
- Dr Simon Corrie, Australian Institute for Bioengineering and Nanotechnology (AIBN);
- Dr Zhen Li, AIBN;
- Dr Chenghua Sun, AIBN;
- Dr Marcel Dinger, Institute for Molecular Bioscience;
- Dr Kazuhiro Nogita, School of Mechanical and Mining Engineering; and
- Associate Professor Helen Cooper, Queensland Brain Institute.

Other research support

Oral Health Centre (OHC)

OHC, to be located at UQ’s Herston campus, received $104 million from the Australian Government in the 2009 Federal Budget. OHC aims to provide significant contributions to dental research by developing new methods for diagnosis, prevention and treatment of dental disease and evaluating them in a clinical practice setting.

Translational Research Institute Queensland

During 2009, $100 million was raised towards the $364 million Translational Research Institute Queensland, which will be one of only a few places in the world where new biopharmaceuticals and treatments can be discovered, produced, clinically tested and manufactured in one location. The Australian Government pledged $40 million from the 2009 Federal Budget, UQ contributed $10 million and an unprecedented $50 million gift was received from The Atlantic Philanthropies. TRI Queensland is a joint venture involving UQ, QUT, the Princess Alexandra Hospital, the Mater Medical Research Institute and the Queensland Government.

From left, Helga and Charles Feeney, Premier Anna Bligh and Vice-Chancellor Professor Paul Greenfield at the announcement of a $50 million gift from The Atlantic Philanthropies to the Translational Research Institute Queensland.
Significant outcomes

UQ researchers strive to make a significant contribution at local, national and international levels and for their research to have a continuing, positive influence. In 2009, significant ongoing research at UQ included:

**Triple P – Positive Parenting Program**

A US study has found UQ’s Triple P – Positive Parenting Program, developed by Professor Matt Saunders, can significantly lower rates of child abuse injuries and foster care placements when offered to parents. Results of the five-year study, funded by the prestigious Centre for Disease Control and Prevention and led by Dr Ron Prinz at the University of South Carolina, were published in the online edition of the *Prevention Science* journal.

**Conservation planning software**

Dr Ian Ball, Mr Matthew Watts and Professor Hugh Possingham, from The Ecology Centre, were awarded the 2009 Sherman Eureka Prize for Environmental Research for developing a conservation-planning software program. The program, Marxan, is used by more than 100 countries and considered to be the most significant contribution to conservation biology to emerge from Australia’s research community. In 2004, Marxan was used to help rezone the Great Barrier Reef and is currently being used to develop a marine conservation plan for Australian territorial waters.

**Cervical cancer vaccine**

The cervical cancer vaccine, Gardasil, continued to positively impact on the Australian scientific research community by precipitating development of the Translational Research Institute Queensland. A lack of facilities meant Gardasil was trialled and commercialised overseas, depriving Australia of up to $300 million a year. The institute will allow future discoveries to be trialled and commercialised within Australia.

**Clean coal technology**

In one of the latest developments in UQ’s ongoing research efforts to develop clean coal technology, chemical engineers Associate Professor Joe da Costa and PhD student Adrian Leo have been developing hollow fibre technology that can separate oxygen from air without the need for cryogenics. Continuing work on the device has seen it become 10 times smaller and the required operating temperature decreased by 250 degrees Celsius. A patent application is in progress for the device.

**Powerful partnerships**

**Queensland Alliance for Agriculture and Food Innovation**

A partnership formed between UQ and Queensland Primary Industries and Fisheries in 2009 brought together the expertise of both organisations to expand the scope and improve the quality of research conducted for the agriculture and food production sector. It is expected to significantly expand Queensland’s agricultural capabilities. The alliance aims to remove critical production constraints from the beef export trade by responding to climate change and decreasing food safety risks. Additional areas of research will be progressively integrated into the alliance within two years.

**Queensland Geothermal Energy Centre of Excellence**

UQ’s Queensland Geothermal Energy Centre of Excellence is funded by the Renewable Energy Fund and the Climate Change Fund, established as part of Queensland’s ClimateSmart 2050 climate change strategy. During 2009, the centre worked to develop technology that could see low-cost fresh water delivered to small towns using geothermal-powered desalination systems.

**Water**

UQ is collaborating in two centres of excellence funded under the Australian Government’s 10-year $12.9 billion Water for the Future Strategy: the National Centre of Excellence in Desalination, based in Perth, and the National Centre of Excellence in Water Recycling, in Brisbane. Each centre will receive $20 million over five years to support establishing and operating a national centre of excellence to accelerate ground-breaking research on, and develop new technologies in, energy-efficient desalination or water recycling.

**UQ-UWA collaboration**

UQ and the University of Western Australia have signed a letter of agreement to formally develop closer research collaborations which will see several activities being actively promoted, including staff and student interactions and exchanges, collaborative research projects, joint workshops and exchanges of expertise and information.

**Coral Triangle Initiative**

UQ has joined James Cook University, the Australian National University, Charles Darwin University and the Australian Institute of Marine Science to form an alliance to help address and support capacity building in the Coral Triangle Initiative (CTI). The CTI on Coral Reefs, Fisheries and Food Security is a partnership between the six nations of the Coral Triangle region, Indonesia, Malaysia, Papua New Guinea, the Solomon Islands, the Philippines and Timor Leste, known as the CT6, to ensure sustainable conservation and management of marine, coastal and ocean resources in the CT region. Australia and the USA are the only non-CT6 countries invited to participate as CTI partners.

**Australian Equine Genetics Research Centre**

In 2009, the Australian Equine Genetics Research Centre received funding from the Victorian Racing Club and the Australian Jockey Club which will continue until 2029. The centre has the industry’s blessing to expand into further areas of genetic testing and research so scientists and clinicians needing genetic analysis of any species, including humans, can use its expertise and facilities.
World-class facilities

With seven faculties and eight research institutes, the University maintains a portfolio of world-class research infrastructure and state-of-the-art technology to attract and retain the very best researchers and research students. UQ’s facilities build interaction and synergies among researchers. The University continued to develop its research facilities throughout 2009 (See Management chapter).

Research Week

UQ celebrated outstanding research achievements during Research Week in September. The week raises awareness about UQ research among current and prospective students, staff, graduates, schools, industry, government, the media and the wider community. Highlights in 2009 included:

- presenting the 11th annual UQ Foundation Research Excellence Awards, with NHMRC Chief Executive Officer Professor Warwick Anderson as guest speaker and award presenter;
- the UQ Research Week public lecture; and
- a “three-minute thesis” competition.

UQ Foundation Awards

UQ awarded a total of $685,000 to its emerging research leaders at the annual UQ Foundation Research Excellence Awards in September 2009.

Award recipients were:
- Dr Korneel Rabaey, Advanced Water Management Centre: $80,000 to explore the production of energy-rich biofuels such as butanol from wastewater and biomass;
- Dr Jacqueline Batley, School of Land, Crop and Food Sciences: $70,000 to study disease resistant genes in wild Brassica species to discover why only certain canola crops are attacked by the Blackleg fungal pathogen;
- Dr Joshua Mylne, Institute for Molecular Bioscience: $80,000 to further develop his discovery of a natural machinery in sunflowers that can be used to manufacture small circular proteins for use as therapeutic drugs;
- Dr Zhi Ping (Gordon) Xu, Australian Institute for Bioengineering and Nanotechnology: $75,000 for research into site-specific delivery of drugs by combining novel nanomaterials with biomolecules;
- Dr Timothy Carroll, School of Human Movement Studies: $80,000 to research the complex activities that occur in the human body that enable people to accurately reach towards objects, which holds promise for improved treatment of stroke patients;
- Dr Karen Moritz, School of Biomedical Sciences: $80,000 to investigate how in utero stress and hypoxia can make a person more susceptible to heart disease and kidney failure;
- Dr David Morrison, TC Beirne School of Law: $70,000 for research that aims to make recommendations for legal reform to improve ways of dealing with financial distress and avoid the investor fallout experienced in the Storm Financial collapse;
- Dr Abdullah Mamun, School of Population Health: $80,000 to continue his work to find the optimal timing of primary prevention of obesity among people entering life stages when they are most prone to putting on weight; and
- Dr Craig White, School of Biological Sciences: $70,000 to research how insects breathe, how they have adapted to evolutionary pressures and whether that has an evolutionary advantage to survive in different climates and environments.

Other achievers

A team of UQ students won the inaugural Airbus “Fly Your Ideas” challenge in 2009 at the Paris-Le Bourget Air Show. The team, comprising team leader Michael Heitzmann and Alex Ng, both PhD students in Mechanical and Mining Engineering, and Benjamin Lindenberger, an Aerospace Engineering student who is undertaking his University of Stuttgart diploma thesis at UQ, won for a project that used the castor plant to develop plant-based high performance composite materials for aircraft cabin components. The goal was to reduce dependency on non-renewable sources and improve end-of-life disposal, thus contributing to a reduced aviation carbon footprint.
**Research Training**

<table>
<thead>
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<th>Postgraduate enrolments</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate by research</td>
<td>3165</td>
<td>3148</td>
<td>3165</td>
</tr>
<tr>
<td>Doctorate by coursework</td>
<td>111</td>
<td>99</td>
<td>98</td>
</tr>
<tr>
<td>Masters by research</td>
<td>501</td>
<td>437</td>
<td>411</td>
</tr>
<tr>
<td>Masters by coursework</td>
<td>4685</td>
<td>4765</td>
<td>5424</td>
</tr>
<tr>
<td>Postgraduate/graduate diploma</td>
<td>746</td>
<td>730</td>
<td>828</td>
</tr>
<tr>
<td>Graduate certificate</td>
<td>723</td>
<td>800</td>
<td>801</td>
</tr>
<tr>
<td>Total</td>
<td>9931</td>
<td>9979</td>
<td>10,727</td>
</tr>
</tbody>
</table>

**UQ Graduate School**

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

The UQ Graduate School plays a key role in promoting graduate study, fostering intellectual and professional academic growth and developing initiatives to enhance the experience of research higher degree (PhD and MPhil) students.

It co-ordinates skills development programs for research higher degree (RHD) students and their advisers and focuses on initiatives to enhance the quality of UQ’s research training programs, such as travel, exchanges, internships and industry collaboration.

UQ is a destination of choice for international doctoral students, having one of the largest cohorts of international PhD students in Australia. The proportion of international students in the RHD student population has been more than 20 percent for the past six years. There are international RHD students in every school and institute at UQ and research students begin their careers with a ready-made international research network.

**Supporting Research Higher Degree Candidates**

In 2009, the Graduate School provided living allowance support to more than 1000 RHD students from an annual budget of more than $22 million in Federal Government and University funding.

**Mobility**

Each year the Graduate School provides more than $250,000 in research travel grants to enable RHD students to access research facilities elsewhere in Australia and overseas. Since 2002, more than 550 RHD students have been funded by the UQ Graduate School to conduct cutting-edge research in overseas laboratories, archives or libraries, improve the quality of their research and accelerate the realisation of their thesis. In 2009, the Graduate School co-hosted an international conference for research students from the Universitas 21 network of research-intensive universities.

The conference attracted 55 delegates representing 14 universities, 12 nations and diverse research disciplines.

**The Postgraduate Academic Conference Scheme** provides financial assistance to RHD students seeking to extend their collaborative networks, organise their own research conferences and gain further experience in applying for research funding.

**Skills Training**

In 2008, the Graduate School introduced the “three-minute thesis” competition, an innovation designed to enhance the capacity of RHD students to communicate ideas effectively to a range of audiences. In 2009, 230 contestants each had three minutes to give a compelling presentation on their thesis topic using language appropriate to an intelligent but non-specialist audience. Many universities have adopted the concept and, in 2010, UQ will host the first national “three-minute thesis” competition with universities from Australia and New Zealand competing.

The Graduate School co-ordinates skills training of RHD students in two intensive Graduate Student Week programs each year. Each program has more than 50 workshops and provides training in information and research, learning and communication, professional development and organisational skills.

**Research Commercialisation**

UQ has more staff dedicated to research commercialisation than any other Australian university and ranks first for licence income, value of equity holdings, invention disclosures, new Australian patents and active start-up companies. UQ encourages RHD students to maximise the unique research commercialisation opportunities available to them. UniQuest offers free research commercialisation workshops and experts are available within the faculties and institutes. The Graduate School manages the Federal Government-funded commercialisation training scheme that funds formal training in research commercialisation for RHD students.

In 2009, 4230 RHD students were enrolled at UQ, including 3720 PhD and 510 MPhil students. International students accounted for 1027 PhD and 97 MPhil enrolments. A total of 493 PhDs and 57 MPhils were awarded.

**Award for Excellence**

Professor Paul Hodges, Director of the Centre for Clinical Research Excellence in Spinal Pain, Injury & Health, received an Award for Excellence in Research Higher Degree Supervision, worth $10,000. Professor Hodges has supervised six PhD students to completion at UQ and had another 13 under his supervision in 2009.

**UQ Library**

Library staff played a role in assisting the University to prepare for the Excellence in Research for Australia (ERA) initiative that will assess research quality within Australia’s higher education institutions. The UQ eSpace, developed and maintained by the Library, has been instrumental in the process. UQ eSpace continued to raise the global visibility of UQ research to scholars around the world. The Library developed a new website on research output and impact for researchers.

The Library supported research by providing access to scholarly information resources and fostering the knowledge and skills required to discover and use those resources effectively. It developed the Research Higher Degree Candidate Information Skills Audit, a tool for RHD students to audit their existing knowledge and skills.

The University and Thomson Reuters jointly organised an international conference, *National and institutional perspectives on metrics-based research evaluation*, which addressed issues and challenges of metrics-based research evaluation and the Library’s role in supporting research evaluation. Speakers included international and Australian bibliometricians, research managers, policy makers and librarians. The conference attracted more than 140 delegates.

The UQ Library and the International Federation of Library Associations’ Biological and Medical Sciences Libraries section hosted the 10th International Congress on Medical Librarianship. It attracted 500 delegates from more than 43 countries.

The Library’s research collections continued to grow with acquisitions of significant digital archives and donations. The Library also digitised material from its own collections and raised the visibility of its collections to scholars worldwide through online exhibitions.

40 THE UNIVERSITY OF QUEENSLAND ANNUAL REPORT 2009
UQ hosted the Science and Engineering Challenge in March 2009, bringing together year 9 and 10 students from 40 schools to test their skills in a range of competitive activities. Pictured are students from St Margaret’s Anglican Girls School. Photo: Lyle Radford
The University aims to develop, enhance and sustain mutually supportive relationships with the wider community, industry, commerce and government through the application of research, and through the quality and focus of its teaching and its commitment to social inclusion.

Strategic partnerships
Through its membership of Univeristas 21 and the Group of 8, the University continued to benchmark its performance against other internationally recognised research universities in 2009. To further enhance UQ’s international relations, several new partnerships were formed:

Confucius Institute, China
Brisbane’s second Confucius Institute will be established at UQ in early 2010 after agreements were signed in 2009 with Hanban, the executive body of the Chinese Language Council, and Tianjin University. The institute will aim to support science and technology engagement between China and Australia and enhance UQ’s long-standing history of providing Mandarin language and Chinese culture programs in Brisbane.

Russkiy Mir Foundation, Russia
The Russkiy Mir Foundation, established by a decree signed by the President of the Russian Federation, aims to promote Russian language and literature and support Russian language teaching programs abroad. UQ signed an agreement with the foundation in 2009 to establish a Russian Centre at UQ. The centre will provide valuable information on Russian language, classical and modern works of Russian literature and art and the multinational culture of the Russian Federation in Queensland.

Institute of Biophysics, Chinese Academy of Sciences, China
The Queensland Brain Institute and the Institute of Biophysics within the Chinese Academy of Sciences signed a Memorandum of Agreement to develop a research partnership to establish a joint research laboratory. Both institutions share common interests in neuroscience and cognition and have complementary expertise and facilities. The joint laboratory will enable scientists to conduct collaborative research and scientific exchange, leading to new insights into brain function, and develop novel therapeutic findings to treat brain-based diseases. The first research project will focus on learning and memory in the fruit fly (Drosophila), a valuable genetic model. Exchange of staff and students, seminars and workshops will be arranged to facilitate sharing of knowledge and experience, and conduct research work.

Engagement: Key indicators of performance

<table>
<thead>
<tr>
<th></th>
<th>ACTUAL</th>
<th>PROJECTED</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2004</td>
<td>2005</td>
<td>2006</td>
</tr>
<tr>
<td>Research income from DEEWR defined Categories 2 and 3 income¹ ($ million)</td>
<td>68.97</td>
<td>81.91</td>
<td>99.57</td>
</tr>
<tr>
<td>Donations and bequests revenue² ($ million)</td>
<td>11.84</td>
<td>24.03</td>
<td>22.93</td>
</tr>
</tbody>
</table>

¹ Category 2 comprises research income received from the public sector, other than from those schemes defined as Australian Competitive Grant Schemes (ie Category 1).
² Category 3 comprises research income received from domestic and international private sector and philanthropic sources.

² Figures shown relate to the UQ consolidated entity and, as such, include revenue for controlled entities such as the UQ Foundation, UniQuest, IMBcom and JKTech.

² Figures shown relate to the UQ consolidated entity and, as such, include revenue for controlled entities such as the UQ Foundation, UniQuest, IMBcom and JKTech.

Tata Institute of Fundamental Research, India
The Queensland Brain Institute and the Tata Institute of Fundamental Research, in India, are key research institutes in the field of neuroscience in the Asia-Pacific region. An agreement was signed in 2009 between the two, with the ultimate goal to discover new treatments for brain-related disorders.

ASPETAR (Qatar Orthopaedic & Sports Medicine Hospital), Qatar
UQ’S School of Human Movement Studies signed a Memorandum of Understanding with ASPETAR, the highly reputable Qatar Orthopaedic and Sports Medicine Hospital in Doha that has earned accreditation from the Federation of International Football Associations as a Medical Centre of Excellence. The partners have agreed to collaborate on research, publications and conferences with the aim of attaining the leading edge of sports medicine and research advancements for improving sporting performance.
Alumni connections

UQ Advancement Office
www.advancement.uq.edu.au

Alumni relations are the pillar of all University engagement. The generous philanthropy of the alumni community, whether through advocacy, service or financial contributions, provides invaluable support to UQ and reinforces the University’s realisation of its strategic mission, focus and contribution to the wider community.

In 2009, the University continued to implement its alumni engagement strategy with a range of initiatives encouraging the development of strong, life-long connections between alumni and their alma mater.

Highlights in 2009 included:
- launching the UQ Student Alumni Program to strengthen ties with students and young alumni. The program aims to give students a seamless transition from student to alumnus. Events included a Backpack to Briefcase series of breakfast seminars and networking sessions, and a stress-relief student engagement event;
- schools and faculties hosting discipline and interest-focused reunions to reconnect with alumni;
- the annual 50+ Reunion Lunch in June, hosted by the Vice-Chancellor. It recognised the outstanding contribution of graduates of more than 50 years’ standing. Attendees were addressed by Professor Frank Monsour, RFD AM, and Dr Noel Stephenson, AM, graduates from 1959;
- providing opportunities for alumni and friends to learn about the University’s future role through national and international engagement events hosted by the Vice-Chancellor;
- providing professional networking and life-long learning opportunities for alumni through the Brisbane Writers’ Festival;
- public lectures and business networking opportunities in Singapore, Malaysia, Vietnam, South America, China and Hong Kong;
- enhancing engagement with alumni through new technologies, including a website, Graduate Contact, and increased subscriptions to the quarterly newsletter, The Connector;
- UQ Business School launching its Alumnus of the Year award to recognise the contribution of UQ Business School graduates; and
- UQ Science launching its Science Alumni network.

Rewarding excellence

In 2009, UQ recognised the outstanding achievements of its alumni by awarding four honours. The number of nominations for the awards demonstrated the continuing excellence of the University’s alumni in their professional and community work. UQ was proud to honour:
- Else Shepherd, AM, UQ’s first female electrical engineering graduate, as Alumnus of the Year for her contribution to engineering;
- Thi Ngoc Diep Nguyen as International Alumnus of the Year for her work towards better sanitation for people living in the Tan Hoa-Lo Gom Canal, in Ho Chi Minh City, Vietnam;
- Dr Catherine Schuetze as Young Alumnus of the Year for her contribution and dedication to animal welfare around the world; and
- Dr Deborah Setterlund, Alumni Equity and Diversity Award winner for her work with the Nepal Australia Friendship Association.

Each engagement opportunity reinforced the University’s role as a state, national and increasingly global university entering its second century and reinforced to alumni their important roles in the University’s future.
Philanthropic support

During 2009, philanthropists from the University’s broad community of friends and alumni supported its exceptional teaching programs, research endeavours and scholarship provisions. Contributions came from philanthropic leaders and private individuals, from UQ’s annual Chancellor’s Fund Appeal, which continues to connect UQ with new and existing donors, and from bequests that provide immediate and ongoing support. The University is determined to build its endowed funds, which provide perpetual income to bolster the activities and endeavours of future generations.

The Atlantic Philanthropies

In the past decade, The Atlantic Philanthropies has donated more than $100 million towards building world-class research institutes and infrastructure at UQ and its joint ventures.

The Institute for Molecular Bioscience, the Australian Institute of Bioengineering and Nanotechnology, the UQ Centre, the Queensland Brain Institute, the James and Mary Emelia Mayne Centre (home of the UQ Art Museum), and the UQ Centre for Clinical Research were all established with the assistance of gifts from The Atlantic Philanthropies.

In 2009, The Atlantic Philanthropies committed a record $50 million to build the Translational Research Institute Queensland, a joint venture comprising UQ, the Queensland University of Technology, the Princess Alexandra Hospital, the Mater Medical Research Institute and the Queensland Government.

Global Change Institute

UQ alumnus and philanthropist Graeme Wood continued his philanthropic leadership in 2009 by committing $15 million to a newly established Global Change Institute. With this gift, the University will research solutions to key global challenges, including sustainable cities, food security, climate change, renewable energy, population health and the environment.

Wotif Young Achievers and the UQ Endowment Fund

The generous donation of UQ alumnus and philanthropist Andrew Brice and the Brice family allowed the Wotif Young Achievers program to be developed. The UQ Endowment Fund, a private fund set up by Mr Brice and his family, supported Wotif Young Achiever Scholarships and the Centre for Youth Substance Abuse by donating almost $1.3 million.

Philanthropic gifts

UQ accepted the following outstanding philanthropic gifts in 2009:
- an anonymous donor gave $500,000 towards relocating the School of Veterinary Science to UQ Gatton;
- the School of Tourism received a $300,000 donation to encourage collaboration and innovation in tourism research;
- Professor Ian Frazer donated his $125,000 prize money from the 2009 Honda Prize to UQ research; and
- a pledge of $250,000 was received from a major donor to establish an Eminent Visiting Fellowship program in 2010 to bring experts and luminaries from the fields of education, research, business and government to engage with UQ’s students, academic and professional staff, and the wider community.

The Chancellor’s Fund Appeal

The annual fundraising appeal garners gifts from many alumni and the broader community, and remains a cornerstone of philanthropic support. Nearly 1000 donors supported the Chancellor’s Fund Appeal in 2009, raising more than $280,000 for student scholarships, groundbreaking research, teaching excellence initiatives and other areas. More than 90 donors renewed or began membership of the Chancellor’s Society through a gift of $1000 or more.

Bequests

Many alumni and community members included the University in their wills, supporting its endeavours and activities through charitable bequests. The University received more than $1.1 million in new bequests in 2009. In addition, income from endowed historic bequests was more than $3.1 million, including the annual income from the Mayne School of Medicine.

In 2009, bequests were directed towards a broad range of areas, from research into cancer, motor neurone disease, brain disease and sugar diabetes, to UQ-Link scholarships for students with financial difficulties and enhancing the Antiquities Museum.

UQ’s endowed bequests and externally managed trust funds continued to provide funding for professorial chairs, medical research and the Small Animal Clinic and Teaching Hospital.

During 2009, an additional 29 people confirmed their intentions to include UQ in their wills, bringing bequest pledges to 226, with a known value of almost $65 million. The future bequests will support medical and scientific research, undergraduate and postgraduate scholarships, student travel grants, the Library, the Small Animal Clinic and Teaching Hospital, animal health and welfare, and specific institutes and schools.
Customs House

www.customshouse.com.au

Customs House is UQ’s Brisbane CBD base. In 2009, the heritage-listed riverside building continued as a high-demand venue for University, corporate and private meetings, seminars, cultural events and catered functions. Customs House introduced a 10 percent restaurant discount for UQ staff and alumni, and restaurant vouchers were given to 35 charities to assist with fundraising. Regular users included the UQ-sponsored Brisbane Institute. The School of Music’s Sundays at Customs House series included 11 free concerts presented by students and international guests. Free guided tours of the building continued each Sunday.

UQ Fryer Library

The Fryer Library and the Centre for the Government of Queensland combined skills and resources to produce Queensland’s Past Online, a web gateway to unlock sources and scholarship on Queensland. The library worked in partnership with the State Library of Queensland, Queensland State Archives, the Queensland Museum, the Parliamentary Library, the Supreme Court Library and the Royal Historical Society of Queensland. With the cooperation of those and other prominent cultural institutions, rich collections will be available to a wider audience and delivered in full-text online.

Other 2009 highlights included:
- digitising out-of-print books on Queensland’s history and politics, parliamentary debates, research higher degree theses, UQ publications and back issues of the Journal of the Royal Historical Society of Queensland;
- hosting meet-the-author events featuring UQ alumni Kate Moreton, Kim Wilkins and Humphrey McQueen, and Emeritus Professor Laurie Hergenhan, AO;
- Friends of Fryer hosting a morning tea with Dr Stephanie Evans Steggall and Queensland poet Bruce Dawe to celebrate the launch of Dr Evans Steggall’s biography, Bruce Dawe: life cycle;
- hosting a public lecture by Thomas Keneally, author of the Booker Prize-winning novel Schindler’s Ark. The Library sponsored Mr Keneally at the Brisbane Writers’ Festival, where he participated in a panel discussion with writers Paul Kelly and Tim Soutphommasane, chaired by University Librarian and Director of Learning Services Keith Webster;
- engaging with secondary schools by expanding the borrowing program for senior students and participating in UQ events for schools, such as the Young Scholars Program;
- UQ Ipswich Library hosting the St Edmund’s College Mentoring Awards night and the Ipswich Grammar Girls’ School’s year 12 visual art exhibition; and
- the joint UQ/hospital libraries continuing to support the needs of clinicians and allied health professionals in the three major teaching hospitals.

Making music

The School of Music continued to be active in the community, with free concerts at Customs House and on campus. The school held two public performances at the Queensland Performing Arts Complex. The School of Music values a connection with audiences of Brisbane and surrounding areas. In 2009, ensembles performed for schools and enriched primary and high school music programs across Brisbane by involving students in unique, interactive educational workshops.

Brisbane Institute

The University continued as the primary sponsor of the Brisbane Institute, which fosters non-partisan discussion on issues concerning business, government, universities and the wider community. The institute is in its 10th year of bringing prominent national and international speakers to Brisbane, including to the Customs House. In 2009, luminaries, such as international oceanographer Dr Sylvia Earle, political commentator Paul Kelly, climate change policy researcher Professor Ross Garnaut, and artists Bille Brown and Michael Gow, gave insightful perspectives on topical issues. The institute continued its research on major economic, social and environmental issues confronting south-east Queensland, especially urban design, transport, climate change and Australia’s trading relationships.
UQ Art Museum
During 2009, the UQ Art Museum showcased its extensive art collection, the second-largest in the state, by hosting 16 exhibitions. New 2009: Selected recent acquisitions featured artworks by contemporary artists that were actively acquired in 2009. It included new additions to the UQ Art Museum’s collection of classics that were received as gifts, donations and bequests during the year. Other highlights included The UQ National Artists’ Self-Portrait Prize 2009, which reflects the University’s commitment to the broader community by developing a national collection of artists’ self-portraits. Major touring exhibitions, Margaret Olley: Life’s journey and Ben Quilty Live! attracted record crowds in Brisbane, Sydney and Melbourne and critical acclaim for the supporting publications. The UQ Art Museum loaned 58 artworks from the UQ collections to other public institutions, thereby reaching state and national audiences.

The UQ Art Museum held 150 public programs and several major public lectures. Daphne Mayo’s lecture, How Aboriginals invented the idea of contemporary art and other stories from the art world, was a key attraction.

UQ Boilerhouse Community Engagement Centre
Based at the UQ Ipswich campus, the UQ Boilerhouse Community Engagement Centre continued to foster partnerships between UQ Ipswich and the broader community during 2009. The Boilerhouse is committed to:
- collaborative responses to local issues;
- active citizenship;
- personal relationships as a basis for collaboration; and
- sustainable development incorporating a balance between social justice, economic stability and equity, environmental protection and participatory governance.

Major projects in 2009 included:
- investigating collaboration of mental health service providers in the West Moreton area;
- mapping outreach and recruitment activities at UQ; and
- delivering a financial literacy for young women program in two high schools for girls in years 10 and 11.

In 2009, two Boilerhouse researchers received money from the Q150 Community Fund to develop projects commemorating Queensland’s 150th anniversary. The first project, Mines, Mills and Shopping Malls, a book celebrating the development of Ipswich’s identity from its beginnings to today, aimed to strengthen the understanding of Ipswich within a context of rapid urban development and population influx.

The second project was a DVD, Nyungkal warra barna: Bubuingu Dungan-Dungay-Baja, about the heritage of the Kuku Nyungkal people from Shipton’s Flat, near Cooktown. The DVD aimed to celebrate Queensland’s Indigenous heritage by sharing historical and contemporary stories, music and images of the Kuku Nyungkal’s connection to their country with the public.

The Boilerhouse worked with community groups, such as:
- U3A, an online short-course provider targeting older people who are geographically, physically or socially isolated;
- Lead-On, which aims to develop relationships between young people and businesses;
- Lifeline; and
- Volunteering Ipswich.

Institute of Modern Languages
Overcoming language barriers
The Institute of Modern Languages (IML) had 2895 people enrolled in 140 courses to learn 26 languages from Arabic to Vietnamese in 2009. They included 123 people enrolled in personalised language learning for individuals and organisations.

Organisations assisted by IML in 2009 included: Deacons Lawyers; Mullins Lawyers; Xstrata Copper; Vale Australia; Sinclair Knight Merz; the UQ Sustainable Minerals Institute; Ingeus; Charlton Brown; the Gold Coast Institute of TAFE; Somerville House; GHD Hair; the Canberra Language School; and Corporate Language Communications.

Community services
UQ’s IML provides translation and interpretation services to the Queensland community. During 2009, the institute conducted 742 translation jobs and 73 interpreting jobs for the public, UQ staff and students, community groups, companies and government departments.
Communications
Informing our public

Following extensive market research, stakeholder consultation and development work undertaken by the Office of Marketing and Communications (OMC) and endorsed by the Vice-Chancellor’s executive and University Senate, the UQ Insight project launched the redeveloped UQ brand in 2009. During 2008-09, the project offered empirical input to UQ’s strategic and operational planning. With a focus on supporting UQ’s interactions with stakeholders, results from the project’s research and ongoing brand implementation focused on improving stakeholder engagement and the University’s long-term, sustainable national and international competitiveness. Research tools developed during the project will support the University’s ongoing planning into the future.

During 2009, OMC liaised with local, regional, national and international media representatives and coordinated a wide range of activities to promote the learning, discovery, engagement, and commercialisation opportunities offered by UQ to prospective undergraduate and postgraduate students, government agencies, non-government partners and the public.

Activities included organising and supporting recruitment, community engagement and cultural initiatives, such as:

– coordinating and promoting campus open days and advice nights;
– launching a new programs and courses website;
– launching the new University homepage (www.uq.edu.au);
– launching a new UQ News website (www.uq.edu.au/news);
– launching the first online edition of the UQ Graduate Contact magazine (www.uq.edu.au/graduatecontact);
– launching new Current Staff and About UQ websites;
– developing a comprehensive scholarships website;
– successfully integrating social media sites, such as Facebook, Twitter and YouTube into media operations;
– launching new faculty, school and centre websites with new branding;
– developing guidelines and templates for websites;
– upgrading security systems for managing websites;
– designing and producing about 350 print publications, including undergraduate and postgraduate prospectuses, new corporate identity guidelines, the Research Report, the UQ Strategic Plan and the 2008 Annual Report, for a range of clients from across the University’s administrative divisions, faculties, institutes, centres and schools;
– coordinating official launches of key University infrastructure;
– distributing 807 media releases, which was an 11.5 percent increase on releases distributed in 2008, and maintaining the www.uq.edu.au/news website;
– developing an online and printed UQ Experts Directory, primarily for journalists seeking informed comment;
– assisting the Office of Prospective Students and Scholarships with student recruitment activities and events;
– providing collaborative communications assistance for graduation ceremonies and overseas graduation celebrations, including speech and citation preparation;
– promoting the UQ Art Museum’s exhibitions and public programs;
– coordinating Research Week, Teaching and Learning Week and Diversity Week;
– coordinating sponsorship of the Q150 Steam Train and associated activities;
– distributing podcasts, wireless editions and RSS headline news feeds;
– continuing a UQ News online presence on social networking site Twitter;
– regular communications through COMNET, the University communications officers’ network, and educational training sessions for communications officers;
– providing hands-on media awareness training sessions for University academic and general staff and postgraduates;
– producing news magazines: UQ News (nine issues a year, 15,000 copies each edition) and Graduate Contact (bi-annual, 150,000 copies for alumni worldwide);
– maintaining a comprehensive image library; and
– producing UQ Update, a weekly staff e-newsletter (www.uq.edu.au/update).
Student communicators

In 2009, the School of Journalism and Communication relocated to purpose-designed premises on the St Lucia campus, focused around an interactive student activity centre promoting collaborative and independent learning, and the production of web-centric, convergent journalism and communication. The facilities were also used to host a series of open talks on the future of journalism by invited practitioners, for graduation celebrations and for the first of proposed regular meetings of alumni.

The school initiated an online alumni group, Jacaranda, using Facebook, which attracted 200 members in a few weeks. It organised a public symposium at the Brisbane Powerhouse, attended by more than 200 people. The event marked the 20th anniversary of the Fitzgerald Report being handed down.

A school story-telling competition was hosted in conjunction with www.brisbanetimes.com.

Student projects and activities in 2009 included:

- JAC Digital: an online news service operated by students and staff (www.jacdigital.com.au);
- JAC Radio: an online radio station launched by Journalism in Sound students in semester one (www.jacradio.com.au);
- postgraduate PR students coordinating Australia’s first Concise Community Consensus Conference, which brought together five expert panelists and 16 members of the public for a day of intense debate and discussion on the question “Should fatty foods be taxed?”;
- Indigenous Voice, a joint venture between the school and the Aboriginal and Torres Strait Islander Studies Unit to develop cross-cultural awareness, investigate Aboriginal and Torres Strait Islander journalism and communication student intake, retention and graduate outcomes, and develop resources for journalism students covering Indigenous issues (www.indigenousvoice.com.au); and
- showcasing still photography and videography work produced by visual communication students.

School to University transitions

There were many opportunities in 2009 for school students and their families to explore the University’s campuses and experience life as a UQ student. Parent information evenings and Open Days were well attended, allowing prospective students and their families to discuss study options, pathways, careers and scholarships. An active program of engagement with high schools continued, with UQ represented at 50 careers markets throughout Queensland and northern NSW. Year 11 and 12 students participated in a wide range of conferences, competitions, seminars, lectures and campus tours. The first cohort of 275 UQ Young Scholars, selected from more than 100 schools throughout Queensland, attended a four-day residential camp in November where they were supervised and mentored by current UQ students. At the Gatton campus, the University hosted more than 150 high-achieving students, many from remote Queensland, attended the annual FEAST (Future Experiences in Agriculture, Science and Technology) activities.

The inaugural academic scholarship winners were welcomed to UQ at an event in February. The Vice-Chancellor hosted school principals at an event on the St Lucia campus, during which Professor Denise Bradley provided a snapshot of the key findings and challenges arising from the Review of Australian Higher Education.

The number of applicants for UQ’s Enhanced Studies Program increased 27 percent over 2008, with students coming from 50 Brisbane-based high schools. Planned expansion of the program in 2010 should see the growth continue as the University moves to provide more flexible opportunities for students in outer Brisbane suburbs and rural and remote Queensland to study at UQ.

Intellectual debate

The University held a series of free public lectures in 2009 to provide community access to contemporary academic theories across a broad range of fields. The lectures engaged with business, government, alumni, and the wider community and offered opportunities for discussion and intellectual debate. They included:

- Aloysius Laukai, winner of the Communication and Social Change Award 2009, of New Dawn FM, Bougainville, giving an insight into community broadcasting in difficult daily circumstances and evacuation of the Carteret Islands due to rising sea levels;
- Fiji Times Editor-in-Chief, Netani Rika, who won the 2009 Pacific Media Freedom Award, presenting Media Freedom. Your right. Your freedom;
- Major General Jim Molan, former Chief of Coalition Forces in Iraq, presenting What we can learn from Iraq;
- Dr Carmen Lawrence, who holds a PhD in developmental psychology and is a Research Professor at UWA, speaking about the wellbeing of women, Indigenous Australians and refugees. Her lecture also encompassed green energy and a social-science perspective on tackling climate change; and
- Professor Alan Reid, University of South Australia, giving a lecture entitled: Education revolution? A critical analysis of the Rudd government’s national schooling agenda, which was chaired by Professor Bob Lingard.

Visitors receive information at the 2009 UQ Ipswich Open Day.
Commercialising intellectual property

UniQuest Pty Ltd

In 2009, UniQuest celebrated 25 years of commercialising UQ research innovations and expertise. Revenues from the UniQuest Group and trusts exceeded A$860 million, with more than A$20 million of payments and provisions to the University. UniQuest-related start-up companies collectively raised A$53.7 million from investors and received A$6.4 million in grants. Highlights of 2009 included:

- 40 new patent applications and a record 271 new disclosures from UQ research;
- signing a research commercialisation collaboration agreement with the University of Tasmania;
- 480 consulting and research contracts;
- 550 inquiries for expert opinion, consultancy and research services; and
- 25 active projects in 24 countries, with 92 consultants mobilised.

Innovations and start-up companies: UniQuest established around UQ intellectual property achieved significant milestones, including:

- more than 45 million doses of Gardasil, the cervical cancer vaccine based on the human papillomavirus (HPV) research of Professor Ian Frazer and the late Dr Jian Zhou, being distributed worldwide, with approval in 33 countries and sales exceeding US$2 billion;
- the Triple P – Positive Parenting Program, developed by Professor Matt Sanders and his team at UQ’s Parenting and Family Support Centre, being endorsed by the World Health Organisation and the US Centre for Disease Control. The UK’s National Health Service for Greater Glasgow and Clyde now offers the program to every parent of a local child starting school;
- QRxPharma Ltd’s lead compound, MoxDuo, began phase three clinical development. The company also established a US$5 million joint venture with Liaoning Nuokang Medicines Co Ltd, forming Venomics Pty Ltd to develop the commercial potential of two snake venom-based discoveries;
- QRxPharma completed an A$8 million capital raising, which was significantly oversubscribed, and launched a fully written renounceable rights issue to raise a further A$13.6 million;
- Lightnanate Pty Ltd secured a major co-investment from Uniseed and Melbourne-based Cleantech Ventures to commercialise titanium-based technologies developed at the UQ-based ARC Centre for Excellence in Functional Nanomaterials;
- XeroCoat Inc received funding from the Australian Government’s Climate Ready program to develop its anti-soiling coating technology and a grant of US$2.96 million from the US Department of Energy to develop anti-reflecting coating technology;
- Ceramipore Pty Ltd received $70,400 in federal funding for business advancement activities, including developing a prototype to demonstrate the potential of its membrane technology in desalination plants;
- launching Ortelia Interactive Spaces, a UQ arts innovation enterprise offering cultural venues a unique interactive marketing tool for attracting new and larger audiences to view special collections in real and online spaces; and
- TetraQ and Q-Pharm collaborating with a Japanese clinical trial organisation, MORE Medical, to promote Queensland’s capabilities in preclinical drug development and early phase clinical trials involving UQ expertise.

UniQuest worked with IMBCorn and JKTech to help UQ secure almost $1 million from the Queensland Government’s Smart Future Proof-of-Concept Fund. UniQuest’s Pathfinder proof-of-concept funding program invested $574,000 in 18 projects with commercial potential.

To expand UQ’s international client base potential, UniQuest’s consulting and research division negotiated an arrangement with the Danish Technological Institute, providing more opportunities for UQ academics to consult large European industry groups and collaborate with international academics on large-scale industry projects.

Working with Brisbane-based organisations AustralAsian Resource Consultants, Herbert Geer and BDO Kendalls, UniQuest formed the Equator Alliance to offer end-to-end integrated climate change services to businesses and industry groups.

UniQuest facilitated two workshops for UQ researchers with the Department of Climate Change’s Acting First Assistant Secretary, who has been involved in developing Australia’s proposed Carbon Pollution Reduction Scheme and Australian Climate Change Regulatory Authority.

UniQuest’s international projects division funded a visit by the Libyan Director for the Alternative and Solar Energy Research Centre. Following meetings with UQ’s Vice-Chancellor and Deputy Vice-Chancellor (Research), a Memorandum of Understanding was drafted to fund various projects through UniQuest, including investing in solar energy infrastructure.

The division assisted developing countries with significant economic and knowledge-capital capacity building projects including:

- coastal and marine resources management in the Coral Triangle;
- sanitary and phytosanitary standards management in Cambodia;
- phytosanitary capacity building in the Mekong region;
- education management information systems in Bhutan, Nauru, Kiribati and the Solomon Islands;
- curriculum reform in Tonga;
- rectifying capital works for the Samoa Police;
- training for judges of the Supreme and Appellate courts of Sri Lanka;
- gender equity and development for female farmers in Papua New Guinea; and
- an organisational review for the ASEAN Secretariat.
Uniseed
www.uniseed.com
Uniseed is a $61 million, early-stage venture capital investment fund that commercialises intellectual property at UQ, the University of Melbourne and the University of New South Wales. WA’s largest non-government superannuation fund, Westscheme, is also a partner.

Uniseed has committed $29.8 million to 38 companies, with $24.7 million invested so far. Since its inception in 2000, Uniseed has secured a commitment of almost $250 million of external capital through leveraging. That represents an additional $8.64 investment for every $1 the fund has committed. Much of the total investment has flowed back to the universities through targeted research contracts, with Uniseed receiving more in research funding ($17 million) than it has contributed to Uniseed ($11 million).

Uniseed has 11 active investments originating from UQ, five of which are biotechnology companies developing human therapeutics: Verva Pharmaceuticals, QRX-Pharma, Neurotide, Spinifex and Dendrimed. Of those, ASX-listed QRX-Pharma is the most advanced technology, having completed multiple phase-three trials for its dual opioid pain therapy. Spinifex and Verva have also begun clinical trials with their respective pain and diabetes therapies.

Other Uniseed-backed companies developing a range of technologies include: Hydrexia (hydrogen storage); Xeroacht (anti-reflective glass coating); Pepfactants (switchable surfactants); Tenastech (novel plastics); Lightanate (photoactive titanium dioxide); and ProGel (encapsulation of active ingredients). Xeroacht is the most advanced of the companies, having sold its first turnkey anti-reflective coating line to China’s largest solar glass manufacturer in 2009.

IMBcom Pty Ltd
www.imbcom.com.au
IMBcom Pty Ltd is the University’s commercialisation company for the Institute for Molecular Bioscience. IMB continued groundbreaking investigations of human and animal biology in 2009, with the work of IMB researchers and staff generating a wealth of ideas, many of which lent themselves to innovation and commercialisation. They can lead to new medical treatments, valuable health diagnostic products and novel biomedical and other technologies. IMBcom protects IMB researchers’ discoveries, builds alliances with organisations and enters partnerships with investors to develop them into platforms for new enterprises.

IMBcom provides a range of commercialisation services to IMB, including:
- intellectual property management and development;
- sourcing and negotiating commercial contracts and grants;
- start-up company generation; and
- commercialising education programs.

Since 2000, IMBcom has created 12 biomedical start-up companies. The companies have raised more than $75 million, including $16 million in federal and state government commercial grants. They employ or contract more than 50 individuals in research and development (R&D) and commercialisation. During 2009, IMBcom continued to pursue high potential projects it believes can be commercialised in 2010-11, including:
- cyclic conotoxin analogues: using substances found in cone snails to help develop new pain relief therapies;
- caveospheres: drug delivery vehicles that can be targeted to specific tissues or cells;
- human growth hormone (hGH): developing a cell line providing cheaper, easier quality control processes for hGH manufacturers;
- foetal cells: exploring new, low-risk, non-invasive genetic-testing techniques; and
- spider toxins: developing natural insecticides.

In 2009, IMBcom negotiated significant R&D contracts with national and international partners. Total revenue from collaborative R&D contracts in 2009 was more than $2.15 million. IMBcom assisted with submissions for more than $9.2 million in industry-related grants during 2009; about $1.6 million was awarded.

In 2009, Mimetica Pty Ltd, an IMBcom spin-off company, obtained the necessary approval from the US Food and Drug Administration to proceed with clinical development of MCT896, a drug to treat excessive sebum production in people with acne and other skin conditions, under an investigational new drug application. Mimetica secured $3.4 million equity investment to finance the clinical development and commercialisation.

IMBcom’s relationship management system, first implemented in 2006, continued to provide services to IMB. During 2009, 31 new discoveries were identified from 22 IMB laboratories. IMBcom’s commercialisation education program continued to build on the success of previous years. Twenty-four final year IMB PhD students undertook three days of intensive training in commercialisation at the eighth annual BioBusiness Retreat. Forty-four research and administrative staff from IMB and five other UQ institutes participated in a similar education program, the company’s fourth annual BioBusiness Day Out.

JKTech Pty Ltd
www.jkttech.com.au
JKTech Pty Ltd, the technology transfer company for UQ’s Sustainable Minerals Institute (SMI), achieved above-budget revenue and profit in 2009. There were significant changes throughout the year that helped strengthen JKTech’s position as a leading-edge technology transfer provider to the global mining industry.

JKTech sold its Mineral Liberation Analysis (MLA) intellectual property and associated business to FEI, a Nasdaq-listed company specialising in scanning electron microscopes, in June, and several JKTech personnel transferred to FEI to support the new business.

A new strategic focus and a stronger relationship with SMI centres were developed. As part of the new focus, a unique professional development initiative, SMI Knowledge Transfer, was launched, offering life-of-mine training courses and workshops to the global mining and mineral processing industry. SMI Knowledge Transfer activities cover a broad range of operational and sustainable development topics, including exploration, operation, closure and relinquishment, to give industry personnel knowledge and skills for any part of a mine’s life cycle.

A new geomeetallurgical laboratory testing facility to expand JKTech’s capability to conduct high-quality ore characterisation work is expected to be operational in early 2010. JKTech recruited a Mining and Geometallurgical Manager to expand on previous work and research conducted at the SMI centres.

Communion and flotation consulting, laboratory services and specialist equipment and software sales contributed to JKTech’s strong performance in 2009. It was a finalist in the Premier of Queensland’s Export Awards. Significant projects completed during 2009 included: a major flotation benchmarking and optimisation study at Hindustan Zinc Ltd, in India; and a Sustainability and Extraction Efficiency (SEE) project for Anglo Platinum, in South Africa. In 2009, JKTech continued to fund R&D and manage commercialising IP at SMI centres.
SUMMARY OF
FINANCIAL INFORMATION

The Great Court, St Lucia campus
The University recorded a consolidated surplus of $125.9 million for 2009. Total expenditure on continuing activities was $1198 million. Of that total, 56 percent was attributed to staff salaries and related on-costs.

University finances

Result for 2009

A consolidated surplus of $125.9 million has been recorded for 2009, compared with a surplus of $53.3 million (restated from $55.5 million in 2008 because of a change in accounting estimate relating to prepaid expenditure items).

Underlying operating surplus

A reconciliation of the University’s underlying operating surplus has been prepared under the relevant accounting standards.

The underlying operating surplus for 2009 (Parent only) of $28.6 million provides an overall picture of the financial outcome of the 2009 operations of the University parent entity, after adjusting for tied capital income, fair value adjustments relating to Smart State loans, returns from the long-term investment portfolio, abnormal income/expenditure items, capital expenditure and restricted loss from the subsidiary operations of the University.

The underlying operating surplus supplements other external funds (from both government and philanthropic support) and Smart State borrowings, which enables the University to fund significant new infrastructure and supports the ongoing refurbishment of existing building stock.

Income

Income provided by the Australian Government amounted to $670.7 million, an increase of $25.7 million over the amount provided in 2008. The increase is mainly attributable to income received from the Federal Government for construction of the School of Veterinary Science at the Gatton campus ($20 million) and a distribution from the Commonwealth’s Teaching & Learning Capital Fund ($22.6 million) to renew and build campus infrastructure.

Support from the Queensland and local governments continued to assist the operations of the University. Total funding of $57.6 million (2008: $57.1 million) was received in 2009.

Income derived from fees and charges, particularly tuition fees paid by international students, increased from $190.5 million in 2008 to $230.2 million in 2009.
### Reconciliation of Operating Result (Income Statement In Published Financials) to Underlying Operating Result (Accrual Accounting)

<table>
<thead>
<tr>
<th></th>
<th>PARENT 2008 $'000</th>
<th>PARENT 2009 $'000</th>
<th>VARIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net operating position as per University published financial statements1</td>
<td>128,356</td>
<td>60,961</td>
<td>67,395</td>
</tr>
<tr>
<td>Income tied to major capital projects4</td>
<td>(304)</td>
<td>(4993)</td>
<td>4689</td>
</tr>
<tr>
<td>Centre for Advanced Animal Science (State Government funding)</td>
<td>(2954)</td>
<td>(11,700)</td>
<td>8746</td>
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<tr>
<td>Greenslopes Clinical School (Federal Government funding)</td>
<td>-</td>
<td>-</td>
<td>30,203</td>
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<tr>
<td>Better Universities Renewal Funding (Federal Government)5</td>
<td>(2431)</td>
<td>(500)</td>
<td>(1931)</td>
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<tr>
<td>Learning and Teaching Performance Fund (Federal Government)</td>
<td>(20,000)</td>
<td>-</td>
<td>(20,000)</td>
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<tr>
<td>Education Investment Fund (Federal Government)6</td>
<td>(511)</td>
<td>-</td>
<td>(511)</td>
</tr>
<tr>
<td>Capital Development Pool (Federal Government)5</td>
<td>(1600)</td>
<td>-</td>
<td>(1600)</td>
</tr>
<tr>
<td>Voluntary Student Unionism funding (Federal Government)5</td>
<td>(22,661)</td>
<td>-</td>
<td>(22,661)</td>
</tr>
<tr>
<td>Teaching &amp; Learning Capital Fund (Federal Government)</td>
<td>(22,661)</td>
<td>-</td>
<td>(22,661)</td>
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<tr>
<td>Accounting-related items (AEIFRS adjustments)4</td>
<td>15,300</td>
<td>(10,081)</td>
<td>(5219)</td>
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<tr>
<td>Smart State loans</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Fair value adjustments &amp; restricted income4</td>
<td>12,955</td>
<td>22,575</td>
<td>35,530</td>
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<tr>
<td>Managed Investment Portfolio</td>
<td>1313</td>
<td>6970</td>
<td>5657</td>
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<tr>
<td>UQ third party share of commercialisation losses</td>
<td>3228</td>
<td>-</td>
<td>(3228)</td>
</tr>
<tr>
<td>Abnormal income items</td>
<td>1289</td>
<td>1289</td>
<td>-</td>
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<tr>
<td>IELTS Sale/Dividend</td>
<td>(3365)</td>
<td>716</td>
<td>(10,551)</td>
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<tr>
<td>Insurance recoveries</td>
<td>1289</td>
<td>(9742)</td>
<td>(12,767)</td>
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<tr>
<td>Donated assets</td>
<td>(8100)</td>
<td>(4774)</td>
<td>(10,574)</td>
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<tr>
<td>Abnormal expenditure items</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>(Gain)/Loss on disposal of property, plant &amp; equipment (assets impaired through P&amp;L)</td>
<td>3228</td>
<td>-</td>
<td>(3228)</td>
</tr>
<tr>
<td>Restricted – Profit &amp; Loss from subsidiary operations4</td>
<td>12,874</td>
<td>8100</td>
<td>4774</td>
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<tr>
<td>UQ Holdings Pty Ltd (dividend received)</td>
<td>1000</td>
<td>3450</td>
<td>2450</td>
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<tr>
<td>Group funding transactions (IMBcom Pty Ltd)</td>
<td>28,811</td>
<td>22,652</td>
<td>6769</td>
</tr>
</tbody>
</table>

### Expenditure – Summary for all higher education providers 2008


2. This category represents funding specifically provided by governments (federal and state), philanthropic and other sources, for specified major capital projects. This funding is not available for general operating expenditure of the University. No adjustment is made in relation to Smart State loans allocated for major capital projects as these loans are recognised in the balance sheet of the University in the year of receipt (subject to fair value adjustments allowed for above).

3. From 2006 to 2009 the University earned income from the Commonwealth’s Learning and Teaching Performance Fund. These funds have been designated for specific capital projects connected with learning and teaching and are predominantly capital in nature. This source of funding is not recurring. In 2008 the University received $30,230,000 in funding from the Federal Governments Better Universities Renewal Fund. This funding has been allocated to the asset management plan and used primarily to fund construction of the School of Veterinary Science at the Gatton campus. The University received further funding for the School of Veterinary Science in 2009 with $20,000,000 from the Education Investment Fund. The University received a further $22,661,000 from the Federal Government’s Teaching & Learning Capital Fund. This funding was allocated to four separate capital projects. Funding from the Federal Government’s Capital Development Pool was received to fund an Equine Clinic at the School of Veterinary Science, Gatton campus. This funding in not recurring. In 2009 the University received $1,620,200 from the Voluntary Student Unionism Transitional Fund to construct a sports complex at the University’s Gatton campus.

4. In 2001 the Queensland Government announced the establishment of the Smart State Research Facilities Fund (SSRFF) to promote development of research and infrastructure for science and technology in Queensland. To date a total of $99,233,714 has been received from the SSRFF in the form of interest-free loans repayable over periods that vary between 30 and 35 years. Repayments on these loans do not start until 2015. In accordance with ASIC 139 Financial Instruments: Recognition and Measurement, the loans have been recognised at fair value. The difference between the fair value of the loans and the cash received has been accounted for as income and is reflected in the net operating position of the University. The majority of this “income” must be expended on capital projects as set out in the relevant loan agreements. Proceeds of Smart State loans cannot be used to fund general operating expenses of the University.

5. Funds invested in the managed investment portfolio are restricted funds set aside for corpus donations and bequests earmarked for purposes specified by the giver. The net earnings presented in the financial statements reflect the fair value of investment of corpus investments using a “mark to market” methodology. USQ is also entitled to a one-third share of the net commercialisation returns generated by the UQH Group (referred to as the “splits arrangement”). Any movements in the underlying value of USQ’s share of the UQH group investments (commonly illiquid equity investments in start-up companies) should not be considered part of the normal operating cycle of the University. The University is required to equity account its investment in Translational Research Institute Pty Ltd which has resulted in a fair value write-up of $3,228m in 2008.

6. In 2008 the University conducted a comprehensive stock take of University assets. A large number of assets was found to be impaired and the loss relating to those assets (which likely occurred over several accounting periods) was adjusted in the 2008 Income Statement. The 2009 balance includes gains from disposals of plant & equipment.

7. All subsidiaries of the University are managed by independent boards. Dividends are provided for according to the capital management policy of each individual entity, subject to the present and future funding requirements of each entity. Until such time as dividends are declared and paid, the University does not consider profits earned by subsidiaries of the group are available to meet USQ’s general operating expenses. Dividends received in 2008 and 2009 have been set aside for re-investment into the ongoing operations of the Group.
Smart State Research Facilities Fund

The Queensland Government Smart State Research Facilities Fund was established to promote research and infrastructure for science and development. To date, the University has received $99.2 million for various projects. During 2009, $25 million was received.

The 2009 funding was applied towards the following projects:
- Centre for Advanced Animal Studies, $1.5 million;
- UQ Centre for Clinical Research, $20 million;
- MedTeQ, $500,000. MedTeQ is an international research partnership, led by UQ, to create the next generation of medical imaging and monitoring systems; and
- Queensland Geothermal Energy Centre of Excellence, $3 million.

Expenditure

Total expenditure on continuing activities was $1131.3 million. Of that total, the amount attributed to staff salaries and related on-costs was $652.1 million (57.6 percent).

Capital expenditure

The University has continued to invest significantly in major infrastructure and the amount capitalised on property, plant and equipment during 2009 totalled $283.6 million (2008: $118.1 million, 2007: $205.3 million). Depreciation and amortisation of $81.6 million was incurred in 2009. The increase in capital expenditure was largely due to the University entering into a finance lease for construction of the PACE facility ($106 million).

Investment portfolio

The University has a total of $77.6 million in investment funds. They are primarily trust and bequest funds that have been built up over the years. To maintain the real value of the funds, they are managed in a long-term portfolio by external specialist fund managers. The fund managers are required to operate within designated asset allocation benchmarks and each of the eight managers has separate responsibilities for investments in:
- cash and fixed interest;
- listed property;
- Australian shares;
- overseas shares;
- tactical asset allocation; and
- private equity.

The combined return by all fund managers for the year was 19.7 percent, compared with the benchmark return of 19.3 percent. The increase in the return is consistent with the global economic recovery for 2009.

Consultancies

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>EXPENDITURE $</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance/ accounting</td>
<td>941,610</td>
<td>100,866</td>
<td></td>
</tr>
<tr>
<td>Human resource management</td>
<td>152,623</td>
<td>35,365</td>
<td></td>
</tr>
<tr>
<td>Information technology</td>
<td>1,255,096</td>
<td>260,255</td>
<td></td>
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<tr>
<td>Management</td>
<td>3,775,894</td>
<td>2,012,691</td>
<td></td>
</tr>
<tr>
<td>Professional/ technical</td>
<td>18,078,965</td>
<td>12,725,376</td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>24,204,188</strong></td>
<td><strong>15,134,376</strong></td>
<td></td>
</tr>
</tbody>
</table>

External Funded Chairs

<table>
<thead>
<tr>
<th>CONTRIBUTOR</th>
<th>AMOUNT $</th>
<th>CHAIR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qld Dept of Main Roads</td>
<td>204,000</td>
<td>Main Roads Chair in Civil Engineering</td>
</tr>
<tr>
<td>Golder Associates Pty Ltd</td>
<td>150,000</td>
<td>Chair in Geomechanics</td>
</tr>
<tr>
<td>Defence, Science &amp; Technology Organisation,</td>
<td>270,000</td>
<td>Chair in Hypersonics</td>
</tr>
<tr>
<td>Dept of Defence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P&amp;H Mining Equipment</td>
<td>180,000</td>
<td>Chair Mechatronic Engineering</td>
</tr>
<tr>
<td>BHP Mitsubishi Alliance</td>
<td>250,000</td>
<td>Chairs in Minerals Processing</td>
</tr>
<tr>
<td>Xstrata</td>
<td>150,000</td>
<td>Chair in Metallurgical Engineering</td>
</tr>
<tr>
<td>Qld Health</td>
<td>334,000</td>
<td>Chair of Adolescent and Child Psychiatry</td>
</tr>
<tr>
<td>Leukaemia Foundation of Australia</td>
<td>201,000</td>
<td>Chair in Experimental Haematology</td>
</tr>
<tr>
<td>Qld Dept of Primary Industries &amp; Fisheries</td>
<td>100,000</td>
<td>Chair in Crop Science and Innovation</td>
</tr>
<tr>
<td>AgResearch NZ</td>
<td>48,000</td>
<td>Systems Thinking Chair</td>
</tr>
<tr>
<td>Veolia Water Management</td>
<td>225,000</td>
<td>Chair in Water Recycling</td>
</tr>
<tr>
<td>Toowong Private Hospital</td>
<td>132,000</td>
<td>Kratzmann Chair in Psychiatry and Population Health</td>
</tr>
<tr>
<td>Queensland Skin &amp; Cancer Foundation Inc</td>
<td>220,000</td>
<td>Chair in Dermatology</td>
</tr>
<tr>
<td>Qld Dept of Education, Employment &amp; Innovation</td>
<td>150,000</td>
<td>Chair in Rangelands Management</td>
</tr>
<tr>
<td>Geriatric Medical Foundation of Queensland</td>
<td>190,000</td>
<td>Chair in Geriatric Medicine</td>
</tr>
</tbody>
</table>

Total market value $77.632 million
MANAGEMENT

Associate Professor Hamish McGowan and PhD student Melissa MacKellar study coral reef micro meteorology at Heron Island.
The University’s commitment to providing an environment where staff and students can reach their full potential and positively influence wider national and international communities is strongly reflected in its management strategies. UQ has a pro-active approach to staffing, equity and diversity, and environmental management and continues to develop state-of-the-art facilities.

**University staff**

**Recruitment**

Recruitment in 2009 saw 336 academic positions externally advertised. The primary medium for recruitment continued to be the online service Seek, but a review of recruitment processes focused on greater online accessibility, improved applicant experience and a reduction in administration. As a result, introducing an online eRecruitment solution is planned for 2010.

During 2009, the University’s continuing and fixed-term workforce increased by 5.3 percent to 6126 FTE. It achieved a permanent retention rate of 91 percent and a permanent separation rate of 11.4 percent.

During the year, 93 academic staff members were promoted through the University’s processes, comprising 13 promotions to level B, 25 to level C, 31 to level D and 24 to level E.

UQ appointed 116 new Adjunct Professors and 90 new Honorary Professors and, at the end of 2009, had 278 Adjunct and 205 Honorary Professors. There were 11 retrenchments in 2009 and no voluntary early retirements (VER).

**Organisational development**

The UQ organisational development strategy assists in achieving University objectives by developing teams and individuals. Team development and strategic planning days were facilitated for several organisational units across the University and the 2009 Staff Development Program provided 780 courses to more than 11,200 participants.

Promotion of the Aboriginal and Torres Strait Islander Employment Strategy was a key focus in 2009. A target of Aboriginal and Torres Strait Islander staff representing 2.8 percent of total staff was set and plans to assist retention by offering culturally appropriate support were implemented. The strategy and role of the Aboriginal and Torres Strait Islander Employment Coordinator has been included in UQ induction and staff development workshops and 20 new Aboriginal and Torres Strait Islander people gained employment at UQ during 2009.

**Employee relations**

Technical and legal advice, strategic direction and internal consultancy services on workplace agreements and employment issues were provided across the University during 2009. New federal workplace relations legislation began in 2009. Seminars were provided detailing the impact of the legislation across the University and relevant policies amended to reflect additional entitlements. Other policies were revised in response to staff feedback via the Administration Improvement Program, particularly relating to delegations to approve absences.

Enterprise bargaining was a major focus during 2009 with an agreement anticipated to be reached with the five union parties in early 2010. Several change-of-management initiatives were undertaken, including:

- outsourcing the St Lucia campus central print service;
- reorganising administrative staff in the School of Economics;
- merging the Centre for Magnetic Resonance with the Centre of Advanced Imaging;
- creating the Global Change Institute, with staff transferring from the Centre for Marine Studies;
- reorganising operations and the staffing profile in the UQ Graduate School;
- continuing work for relocating the School of Veterinary Science to Gatton;
- monitoring phase two of the Faculty of Science reorganisation; and
- formal privatisation of JKTech and transferring the remaining JKMRC staff.
Staff engagement

Following a staff survey conducted in 2008, two University-wide committees were established to consider communication and leadership within the organisation. At the local level, schools and divisions identified areas of key focus to improve the working life of staff. Greater flexibility in remuneration and recognition of high performance were raised in the survey and addressed by new policies for flexible remuneration and by introducing the title Distinguished Professor. Two staff recognition awards were launched, the Chancellor’s Award for Individual Excellence and the UQ Leadership Award.

To promote wellness for UQ staff, tai chi classes were organised with more than 170 staff participating in an eight-week program. A comprehensive staff wellness program, incorporating lifestyle, physical, psychological and staff engagement factors, will be launched in 2010.

In 2009, in-house staff support and rehabilitation services were provided to more than 70 University employees. This ranged from providing short-term assistance in dealing with work and personal issues through to developing graduated return-to-work programs. UQ continued to offer an employee assistance program via an external provider.

Superannuation

UniSuper continued to provide superannuation benefits for staff. The fund is specified in enterprise bargaining agreements for academic and general staff.

Key elements from UniSuper’s Trustee Report for the year ended June 30, 2009, were:

- an increase in active defined benefit and accumulation super 2 accounts (up five percent);
- strong relative investment performance (as measured by using respective market benchmarks and survey median returns), despite weakened global financial markets; and
- assets of $21.8 billion under management.

In 2009, there was a key change in the Federal Government’s treatment of superannuation for temporary residents. Temporary residents on departure from Australia can no longer leave superannuation benefits invested long term in the Australian superannuation system. Further, the tax rate applicable to withdrawing their benefits has been increased. The changes may impact on universities’ ability to recruit highly qualified staff from overseas.

Another significant legislative change was the reduction in superannuation contribution caps, particularly for concessional contributions caps. The reduction may pose problems for some senior staff who are members of UniSuper.

In late 2009, UniSuper launched a comprehensive in-house financial advisory service for members.
Occupational Health & Safety

The University Occupational Health & Safety Council was convened throughout 2009, chaired by University Senate nominee Dr John Desmarchelier. The OHS Council reviewed and approved a range of new and updated OHS policies, procedures and guidelines and reviewed operation of the University OHS management program.

Policies reviewed and approved for implementation included:

- faculty OHS manager role and function;
- Workplace Health & Safety Officer role;
- selection and purchase of seating and furniture;
- cytotoxic chemical handling;
- pandemic planning at UQ;
- University OHS policy;
- staff responsibilities for OHS;
- laboratory animal allergies;
- occupational asthma;
- fieldwork safety; and
- four-wheel drive competency training.

The OHS Unit provided specialised training in areas such as:

- biosafety;
- chemical safety;
- ergonomics;
- manual handling; and
- radiation safety.

During 2009, more than 1512 staff attended OHS training courses, including compulsory training for supervisors and managers.

The online minor incident/near miss reporting system was upgraded during 2009 to streamline early notification. A total of 873 incidents was reported, compared with 886 in 2008.

The OHS minor works asset management fund continued throughout 2009 with $400,000 allocated from the fund and a further $216,000 contributed by faculties and institutes to address urgent OHS issues across all campuses and facilities.

Major projects included:

- Faculty of Science chemical waste store redesign;
- installing gas detection systems for the Hawken Building, St Lucia Campus;
- installing improved ventilation and sterilisation systems for the Veterinary Teaching Hospital;
- installing gas abatement systems for the Australian Institute of Bioengineering and Nanotechnology;
- crisis and emergency system upgrades for the Heron Island Research Station; and
- accelerating the asbestos removal program.

Accident statistics

Lost time injuries in 2009 increased slightly to 31, compared to 28 in 2007 and 29 in 2008, but have remained relatively steady compared to total staff numbers. Of the 31 injuries in 2009, four were motor vehicle incidents travelling to work and four were bicycle incidents travelling to or from work.

<table>
<thead>
<tr>
<th>INCIDENT CLASS</th>
<th>NUMBER OF INCIDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slip/trip/fall</td>
<td>10</td>
</tr>
<tr>
<td>Needle or sharp</td>
<td>4</td>
</tr>
<tr>
<td>Muscular effort single</td>
<td>11</td>
</tr>
<tr>
<td>Step/struck against object</td>
<td>4</td>
</tr>
<tr>
<td>Chemical single contact</td>
<td>1</td>
</tr>
<tr>
<td>Equipment/tool non-powered</td>
<td>1</td>
</tr>
<tr>
<td>Struck by falling/moving object</td>
<td>4</td>
</tr>
<tr>
<td>Muscular effort repetitive postural</td>
<td>4</td>
</tr>
<tr>
<td>Equipment/tool powered</td>
<td>4</td>
</tr>
<tr>
<td>Other agents</td>
<td>0</td>
</tr>
<tr>
<td>Total incidents</td>
<td>43</td>
</tr>
</tbody>
</table>

Self Insurance – Workers’ Compensation

The Work Injury Management team within the OHS Unit manages UQ’s workers’ compensation operations under the regulatory provisions of its self-insurance licence, obtained in 2001.

Claim numbers have remained relatively consistent, with 175 claims accepted in 2009 and 177 claims in 2008. Claims costs reduced from $585,000 in 2008 to $478,000 in 2009. With increasing staff levels, the results support evidence of the intrinsic relationship between health & safety and workers’ compensation.

The regulatory external audit of the self-insurance scheme was conducted in September 2009 and confirmed the scheme performed to a “high standard of statutory and damages claims administration”.

During 2009, the University won the state award for “best practice return to work” for injured workers from the regulator, Q Comp. The award was presented by Queensland Attorney-General Cameron Dick at a ceremony in November.

The University, through the Work Injury Management Unit, achieved a 97.3 percent injured worker return-to-work result, which was considered outstanding, and was rewarded with special mention by Q Comp in its annual report.

The 2009 year continued the focus of providing the best possible customer service to clients and injured workers. The University strongly pursued its emphasis on early intervention, efficient claims and medical management, and productive rehabilitation of injured workers back to full employment.
Equity and Diversity

During 2009, a task force chaired by the Senior Deputy Vice-Chancellor met to consider implementing recommendations in the Equity Office review report.

Task force members agreed that, to achieve the recommendations, UQ needed to embed equity and diversity within daily practice across the University and move away from the assumption it was primarily the Equity Office’s role. That would enable the Equity Office to focus on providing strategic advice to senior staff and continue to monitor and report on University performance.

The task force also considered the recommendations in light of the Federal Government’s review of higher education, the Bradley Review, The Deputy Vice-Chancellor Academic, the Director Recruitment and Scholarships and the Director of the Equity Office gave a presentation at the Vice-Chancellor’s Management Issues for Senior Staff retreat about the Bradley Review’s implications for UQ.

As part of embedding equity and diversity within daily practice, the UQ Equity and Diversity Plan was reviewed and brought into line with the UQ Strategic Plan as a rolling five-year plan. The vision statement in the revised Equity and Diversity Plan 2010-2015 states:

UQ contributes to an equitable and diverse higher education sector in Australia and, more generally, to a more equitable, culturally aware society.

This vision will be enacted through implementing six priority goals, each of which has a strong action orientation:

- promote tertiary education aspirations of people from low SES and Aboriginal and Torres Strait Islander backgrounds in schools, communities and the vocational education and training (VET) sector;
- provide and widely promote multiple pathways to facilitate entry of prospective students from equity and diversity groups;
- focus on the quality of the first-year experience of students from target groups to ensure retention;
- recruit staff with diversity competencies that reflect the diverse nature of the community;
- build the diversity competencies of staff across the University; and
- set equity and diversity KPIs at University, faculty and school levels for staff and students.

As an integral aspect of its role, the Equity Office facilitates a range of activities to broaden understanding of equity and diversity. In 2009, these included:

- a series of Diversity Discussions, featuring talks by international specialists on topics such as Asperger’s Syndrome, autistic spectrum disorders, the ‘mythology of discrimination’, and the assumption that blind people have less ability than those who are sighted;
- collaborating with the Human Resources Directorate to enable HR staff to take a proactive role in raising awareness about discrimination, harassment and bullying in the workplace;
- a half-day workshop for UQ staff to increase awareness of Indigenous Australian issues;
- a seminar, Getting them in and keeping them in, organised in collaboration with Professor Bob Lingard, from the School of Education. Keynote speakers were Associate Professor Malcolm Vick, James Cook University; Professor Bob Lingard, UQ; and Professor Keithia Wilson, Griffith University;
- Opening the dialogue, a forum discussing the Federal Government’s agenda on social inclusion, which was open to academics and equity practitioners from other Brisbane universities;
- a one-day seminar, Building collaborative partnerships between universities and low SES schools for enhancing student engagement with learning, in conjunction with the School of Learning, for equity workers, researchers, principals and teachers. The key presenters, Professor Lori Beckett, from Leeds Metropolitan University, and Jill Woods, Principal of Little London Community School, a school in a very low SES community in Leeds, spoke about their successful project to enhance student engagement in learning; and
- training and supporting UQ’s Discrimination and Harassment Contact Officer and UQ Ally networks.

Programs for women

During 2009, a Women in Leadership program was implemented to provide development and support to female academics. The program’s design was based on extensive consultation with more than 60 female academics and 25 senior staff of both genders to ensure the University’s unique needs and requirements were met.

The Equity Office continued to facilitate existing programs for women, including:

- New Horizons, a career-advancement program for female staff;
- Promoting Women Fellowships designed to strengthen the research profile or leadership potential of academic women, especially those who have had career interruptions or impediments due to equity-related circumstances; and
- the Senior Women Seminar series and Professorial Women’s Network meetings, featuring speakers such as Professor Sharon Bell, Senior Program Developer and Honorary Fellow of the LH Martin Institute for Higher Education Leadership and Management, University of Melbourne, who spoke about events and choices that had influenced her career and her report, Women in Science in Australia, produced for the Federation of Australian Scientific and Technological Societies (FASTS).

Benchmarking

The Equity Office continued to coordinate the International Equity Benchmarking Project involving selected university partners from Australia and overseas, representing Universitas 21, the Go8 and the Australian Technology Network of Universities. The project explores issues related to promoting academic women and student retention.

The University of Otago’s Professor Kevin Clements, ABC Radio National’s Phillip Adams and former Federal Health Minister Carmen Lawrence were part of a panel discussion at the 2009 UQ Vice-Chancellor’s Equity and Diversity Awards.
Environmental performance

Highlights of UQ’s 2009 environmental performance included:
- establishing a new Sustainability Steering Committee of senior University executives to focus on developing and implementing a University-wide carbon strategy;
- forming the Global Change Institute, directed by Professor Ove Hoegh-Guldberg, to initiate and coordinate research, education and public engagement on the scientific, social, engineering, economic, political and health issues associated with climate change, population growth and shifts, rising sea levels, food security and urbanisation;
- signing the Talloires Declaration, a 10-point action plan for incorporating sustainability and environmental literacy in teaching, research, operations and outreach at colleges and universities, signed by about 400 universities internationally;
- purchasing 2.5 percent renewable energy;
- hosting an Environment Day breakfast focusing on carbon;
- three St Lucia campus locations joining the Land for Wildlife program;
- installing water tanks at the Health Sciences building, bringing UQ’s total rainwater capacity to 606,000 litres; and
- expanding the Green Office program to more than 70 representatives in 65 schools, centres and units.

Carbon strategy

In 2009, UQ engaged a consulting firm, Energetics, to work with Property & Facilities staff to develop a comprehensive carbon management plan for the University. The four strategic objectives were:
- align a carbon/energy mitigation program with the UQ business objectives of Learning, Discovery and Engagement;
- energy and carbon compliance;
- minimise UQ’s overall cost of energy and carbon; and
- position UQ on carbon, energy and sustainability with internal and external stakeholders.

The University’s carbon management and sustainability initiatives included:
- a pilot project to reduce air-conditioning and hot water run times in the School of Social Science, Michie Building. Air conditioning is the single biggest source of energy consumption on campus, estimated to account for 50 percent to 65 percent of energy use;
- forming a renewable energy group consisting of some of UQ’s best renewable energy researchers and Property & Facilities staff to install a 1.2MW grid of photovoltaic solar panels, the largest of its kind in the southern hemisphere, that will allow the University to produce its own green energy and provide a high-tech facility for teaching and research programs; and
- offsetting carbon emissions produced by fleet vehicles and plant.

Greenhouse gas emissions

UQ is committed to supporting the Queensland Government’s Toward Q2 target to cut Queensland’s greenhouse gas emissions by one third by 2020. The table outlines UQ’s emissions from July 1, 2008, to June 30, 2009:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>GREENHOUSE GAS EMISSIONS (TONNES OF CO2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vehicle and plant usage</td>
<td></td>
</tr>
<tr>
<td>UQ-owned vehicles</td>
<td>1350</td>
</tr>
<tr>
<td>UQ-owned plant</td>
<td>143</td>
</tr>
<tr>
<td>Electricity consumption</td>
<td></td>
</tr>
<tr>
<td>Purchased directly from an</td>
<td>118,929</td>
</tr>
<tr>
<td>electricity retailer</td>
<td></td>
</tr>
<tr>
<td>Sourced through a third party</td>
<td>181</td>
</tr>
<tr>
<td>Sourced from back-up power</td>
<td>1</td>
</tr>
<tr>
<td>generators</td>
<td></td>
</tr>
<tr>
<td>Gas consumption</td>
<td></td>
</tr>
<tr>
<td>Purchased natural gas directly</td>
<td>350</td>
</tr>
<tr>
<td>from a retailer</td>
<td></td>
</tr>
<tr>
<td>Air travel</td>
<td></td>
</tr>
<tr>
<td>Domestic air travel on</td>
<td>7523</td>
</tr>
<tr>
<td>commercial airlines</td>
<td></td>
</tr>
<tr>
<td>International travel on</td>
<td>27,566</td>
</tr>
<tr>
<td>commercial airlines</td>
<td></td>
</tr>
<tr>
<td>Waste</td>
<td></td>
</tr>
<tr>
<td>General waste to landfill</td>
<td>1488</td>
</tr>
<tr>
<td>On-site incineration</td>
<td>1049</td>
</tr>
<tr>
<td>Off-site incineration</td>
<td>72</td>
</tr>
<tr>
<td>On-site wastewater treatment</td>
<td>480</td>
</tr>
<tr>
<td>(Gatton Campus)</td>
<td></td>
</tr>
<tr>
<td>Off-site wastewater treatment</td>
<td>2539</td>
</tr>
<tr>
<td>Paper</td>
<td></td>
</tr>
<tr>
<td>Embodied energy from paper</td>
<td>398</td>
</tr>
<tr>
<td>purchased</td>
<td></td>
</tr>
<tr>
<td>Sulphur hexafluoride</td>
<td></td>
</tr>
<tr>
<td>Electric switchgear</td>
<td>4</td>
</tr>
<tr>
<td>Microscopes</td>
<td>2</td>
</tr>
</tbody>
</table>
National Greenhouse and Energy Reporting

In November 2009, UQ submitted its first report to the Federal Government under the National Greenhouse and Energy Reporting Act 2007 to fulfill the University’s statutory compliance obligations. For the financial year 2008-09, the University emitted 122,293 tonnes of reportable carbon dioxide equivalent emissions and consumed 509 GJ of energy.

Energy efficiency opportunities

In 2009, UQ began the Energy Efficiency Opportunities Program, part of the Queensland Government’s ClimateSmart 2050 strategy, and will be required to undertake comprehensive energy assessments and report publicly and to the government on energy saving opportunities identified.

Waste minimisation

The University seeks to minimise waste going to landfill by developing recycling facilities, encouraging wise purchasing practices and reusing products. Recycling strategies included:

- paper (general paper and confidential documents);
- cardboard and polystyrene;
- e-waste (computers and other electronic equipment);
- fluorescent tubes and other lamps;
- toner and ink-jet printer cartridges;
- mobile phones; and
- glass, aluminium cans and plastic.

A significant amount of construction and demolition waste is recycled.

Sustainable products available through the P&F store included:

- pencils made from recycled newspaper;
- paper with recycled content;
- 100 percent recycled envelopes, manila folders and paper towel rolls;
- Ecotrend toner cartridges;
- retractable highlighters and ballpoint pens; and
- Unigreen thermal mugs.

Infrastructure

The University continued to develop its portfolio of world-class facilities during 2009 to attract and retain the very best researchers and students, and maximise community engagement and benefit from UQ facilities.

Key projects in progress in 2009 included:

<table>
<thead>
<tr>
<th>Campus/Site</th>
<th>Project</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>St Lucia</td>
<td>John Hines Building – additional floor for postgraduate students</td>
<td>Completion April 2010</td>
</tr>
<tr>
<td></td>
<td>Learning &amp; Innovation Building – funding contribution from Federal Government</td>
<td>Design stage – target completion Nov 2010</td>
</tr>
<tr>
<td></td>
<td>Advanced Engineering Building – funding contributions from Queensland and Federal Governments</td>
<td>Design stage – target completion Dec 2012</td>
</tr>
<tr>
<td></td>
<td>Mansergh Shaw – additional floor</td>
<td>Design stage – target completion Nov 2010</td>
</tr>
<tr>
<td></td>
<td>Centre for Advanced Imaging</td>
<td>Design stage – target completion Sept 2011</td>
</tr>
<tr>
<td></td>
<td>1.2 MW solar photovoltaic array</td>
<td>Design stage – target completion June 2010</td>
</tr>
<tr>
<td>Gatton</td>
<td>School of Veterinary Science – funding contribution from the Federal Government and philanthropy</td>
<td>Completion March 2010</td>
</tr>
<tr>
<td>Ipswich/Logan/Princess Alexandra Hospital</td>
<td>Super Clinics – funding contributions from the Federal Government</td>
<td>Staged completions 2010-2011</td>
</tr>
<tr>
<td>Herston</td>
<td>Rehabilitation of Health Sciences Building – funding contributions from the Queensland and Federal Governments</td>
<td>Completion Dec 2009</td>
</tr>
<tr>
<td></td>
<td>Oral Health Centre – funding contributions from the Queensland and Federal Governments</td>
<td>Design stage – target completion target April 2011</td>
</tr>
<tr>
<td>Princess Alexandra Hospital</td>
<td>Pharmacy Australia Centre for Excellence Translational Research Institute Queensland (joint venture between UQ, QUT, Mater Medical Research Institute and the Queensland Government) – funding support from the Queensland and Federal Governments and philanthropy</td>
<td>Completion Dec 2009</td>
</tr>
<tr>
<td>Indooroopilly Mine Site</td>
<td>Mineral Characterisation Research Facility – funding contribution from the Queensland Government</td>
<td>Completion Jan 2010</td>
</tr>
<tr>
<td>Greenslopes</td>
<td>Clinical School – funding contribution from the Federal Government</td>
<td>Completion Sept 2010</td>
</tr>
<tr>
<td>Heron Island</td>
<td>Replacing D Cabins and associated infrastructure</td>
<td>Completion Dec 2009</td>
</tr>
</tbody>
</table>
Teaching and learning spaces

The University’s commitment to improving teaching and learning facilities in 2009 included:

– refurbishing teaching rooms on levels 1 and 3 in the Priestly Building;
– installing dual data projection in the UQ Centre Lecture Theatre;
– refurbishing teaching space in the School of Music, including state-of-the-art teaching technology in all teaching and performing spaces;
– refurbishing and expanding studio space for the School of Architecture;
– constructing a new Integrated Learning Centre (ILC2); and
– creating additional undergraduate and postgraduate learning spaces in the School of Engineering.

The University implemented phase two of its lecture theatre recording system, Lectopia, at a cost of about $600,000. That resulted in Lectopia’s installation in an additional 26 teaching rooms, increasing the total number of lecture theatres with the recording system to 36.

Research facilities

TRI Queensland

In 2009, the University received $40 million in infrastructure funding from the Federal Budget for a Translational Research Institute Queensland. TRI Queensland, a joint venture between UQ, Princess Alexandra Hospital, QUT, the Mater Medical Research Institute and the Queensland Government, will enable efficient collaboration of medical research and more effectively translate research into patient benefits. It is due to open in 2012.

Heron Island Research Station

UQ’s Heron Island Research Station on the Great Barrier Reef was officially reopened in February 2009 after a $9 million upgrade. The upgrade replaced D Cabins and infrastructure damaged in a 2007 fire. Heron Island is a valuable research platform for studying coral reefs, which is essential for marine biodiversity in the face of global warming.

UQ node of the National Imaging Facility

The UQ node of a new National Imaging Facility (NIF) acquired Australia’s first animal scanner system. Based at the Centre for Magnetic Resonance, the UQ node will provide first-class imaging of animals, plants and materials for the Australian research community. The $4.5 million combined positron emission tomography/magnetic resonance imaging (PET/MRI) system means a series of images can be taken without moving the subject, furthering studies into cells, organs and organisms.

Pharmacy Australia Centre of Excellence (PACE)

PACE is set to open its doors to pharmacy students in first semester 2010. The $96 million centre aims to strengthen ties between pharmacy education, research and industry and facilitate direct application of research discoveries on human health.

Advanced Engineering Building

Construction of the Advanced Engineering Building began at St Lucia Campus in 2009 as part of a new engineering precinct. The building, which will further undergraduate students’ research skills and strengthen links between research, industry and training, includes the $40 million Queensland Centre for Advanced Materials Processing and Manufacturing, which has received $15 million from the Queensland Government.
GLOSSARY

AARC AustralAsian Resource Consultants
AASB Australian Accounting Standards Board
AC Companion of the Order of Australia
ACICIS Australian Consortium for Indonesia and Southeast Asia Studies
AIBN Australian Institute for Bioengineering and Nanotechnology
AIFRS Australian equivalent to the International Financial Reporting Standards
ALTC Australian Learning and Teaching Council (formerly the Carrick Institute)
AM Member of the Order of Australia
ANU Australian National University
AO Order of Australia
ARC Australian Research Council
ARMS Assurance and risk management services
ASEAN Association of South-East Asia Nations
ASPETAR Qatar Orthopaedic and Sports Medicine Hospital
ASX Australian Stock Exchange
ATN Australian Technology Network
AUSSE Australasian survey of student engagement
AUGA Australian Universities Quality Agency
BACS Faculty of Biological and Chemical Sciences
BCEC Boilerhouse Community Engagement Centre
BEL Faculty of Business, Economics and Law
CAAS Centre for Advanced Animal Science
CALD Culturally and linguistically diverse
CARD Collaboration for Agriculture and Rural Development
CEIT Centre for Educational Innovation and Technology
CEQ Course experience questionnaire
CGS Commonwealth Grant Scheme
CIPL Centre for Innovation in Professional Learning
CoE Centre of Excellence
Convocation Comprises all University graduates
Course Formerly subject – part of a program
CPE Continuing professional education
CQU Central Queensland University
CRC Cooperative Research Centre – bodies funded cooperatively by the Federal Government and involving university, industry and other research groups
CTI Coral Triangle Initiative
DEEWR Federal Department of Education, Employment and Work Relations
DIISR Department of Innovation, Industry, Science and Research
DMS Disability management system
EAIT Faculty of Engineering, Architecture and Information Technology
EdTech Educational Technologies Unit
EFTSL Equivalent full-time student load
EPIAM Education Principles on Indigenous Australian Matters
EPSA Faculty of Engineering, Physical Sciences and Architecture
ERA Excellence in Research Australia
ERM Enterprise risk management
ERMS Electronic risk management system
ESOL English for speakers of other languages
EWB Engineers Without Borders
FAQ Frequently asked questions
FAETS Federation of Australian Scientific and Technological Societies
FBT Fringe Benefits Tax
FEAST Future Experiences in Agriculture, Science and Technology program, Gatton
FEE HELP a loan given to eligible fee-paying students to help pay part or all of their tuition fees
FTE Full-time equivalent
FoI Freedom of information
FV Future value
FVTPL Fair value through profit or loss
FX A market for trading currencies
GCI Global Change Institute
Go8 Group of Eight – an alliance of eight research-strong, sandstone universities committed to ensuring Australian higher education institutions are world class
GPA Grade Point Average – a grading scale for University subjects ranging from one (lowest) to seven (highest)
GST Goods and services tax
GU Griffith University
HECS HELP A loan available to eligible students enrolled in Federal Government supported places
HEESP Higher Education Equity Support Program
HERPs Higher education providers
HERS Higher education research and scholarship
HPV Human papillomavirus
HR Human resources
HUPP Handbook of University Policies and Procedures
iCEVAL Institutional course evaluations
iCL2 Integrated Learning Centre
ICTE Institute for Continuing and TESOL (teaching of English to speakers of other languages) Education
IFRS International financial reporting standards
IGS Institutional Grant Scheme
IMB Institute for Molecular Bioscience
IML Institute of Modern Languages
IP Intellectual property
IS-IT Interdisciplinary scenario-inquiry tasks
ISSR Institute for Social Science Research
IT Information technology
ITAS Indigenous Tutorial Assistance Scheme
ITEE School of Information Technology & Electrical Engineering
JCU James Cook University, Townsville
JKMRC Julius Kruttschnitt Mineral Research Centre
JSAPP Jump Start Academic Preparation Program
KPI Key performance indicator
L4L Learning for Life
LCD Liquid crystal display (display technology)

NHMRC National Health and Medical Research Council
NIF National Imaging Facility
NMR Nuclear magnetic resonance
NRAVS Faculty of Natural Resources, Agriculture and Veterinary Science
OHC Oral Health Centre
OHS Occupational health and safety
OMC Office of Marketing and Communications
OP Overall position score from 1-25 awarded to Qld Year 12 students
ORMP Operational risk management plan
OSHC Overseas student health cover
OS HELP A loan scheme to assist eligible undergraduate students undertake some of their Australian course of study overseas
OUDGR Office of University Development and Graduate Relations
PACE Pharmacy Australia Centre of Excellence
P&F Property and facilities
PET Positron emission tomography
PNG Papua New Guinea
Program Formerly a course (a qualification, eg, degree or certificate involving enrolment, study and graduation)
Q150 Queensland’s 150 year anniversary of independence from NSW
QAAFI Queensland Alliance for Agriculture and Food Innovation
QBI Queensland Brain Institute
QC Queen’s Counsel
QPIF Queensland Primary Industries and Fisheries
QTAC Queensland Tertiary Admissions Centre (central processing point for applications from people seeking entry to Queensland tertiary institutions)
QUT Queensland University of Technology
R&D Research and development
RHD Research higher degree
RIBG Research infrastructure block grant
RTO Registered training organisation
RTS Research training scheme grant
SAPD Student access plan disability
SASD Student and Administrative Services Division
SBS Faculty of Social and Behavioural Sciences
SCMB School of Chemistry and Molecular Biosciences
SEE Sustainable extraction efficiency
SES Socio-economic status
SETC Student evaluation of teaching and course
SI-net Distributed administration system (PeopleSoft Student Administration System) facilitating data viewing and updates
SMI Sustainable Minerals Institute
SoTL Scholarship of Teaching and Learning
SSRFF Smart State Research Facilities Fund
SSS Student Support Services
STEM Science, technology, engineering and mathematics
TATP Tertiary Awareness and Transition Program
TEDI Teaching and Educational Development Institute
TESOL Teaching of English to speakers to other languages
TetraQ Centre for Integrated Preclinical Drug Development
TEVALS Teaching evaluations
TF Teaching focused
TLEP Teaching and Learning Enhancement Plan
Toward Q2 Queensland Government’s Toward Q2: Tomorrow’s Queensland report
TRI Translational Research Institute Queensland
TSXPO A tertiary studies exhibition held in Brisbane annually

UHIT Universities Innovation and Investment Trust
UN United Nations
UNAP University of South Australia Northern Adelaide Partnerships
UniSA University of South Australia
Universitas 21 International alliance of research-intensive universities
UNSW University of New South Wales
UQAM UQ Art Museum
UQCRR UQ Centre for Clinical Research
UQH UQ Holdings Pty Ltd
UQSES UQ Student Experience Survey
USC University of the Sunshine Coast
US FDA United States Food and Drug Administration
USQ University of Southern Queensland
UWA University of Western Australia
VER Voluntary early retirement
VET Vocational Education and Training
VSU Voluntary student unionism
WHO World Health Organisation
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TEACHING & RESEARCH SITES

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1  St Lucia campus
2  Gatton campus
3  Ipswich campus
4  Herston campus
5  Dental School, City
6  Pinjarra Hills
7  Pharmacy Australia Centre of Excellence
8  University Mine, Indooroopilly
9  Julius Kruttschnitt Mineral Research Centre, Indooroopilly (part of SMI)
Teaching Hospitals and Health Centres
10 Royal Brisbane & Women’s Hospital, Royal Children’s Hospital, Queensland Radium Institute, Herston
11 Greenslopes Private Hospital
12 Mater Public and Private Hospitals, South Brisbane
13 Princess Alexandra Hospital, Woolloongabba
14 The Park, Centres for Mental Health, Wacol
15 Prince Charles Hospital, Chermside
16 Queen Elizabeth II Jubilee Hospital, Coopers Plains
17 The Inala Health Centre
Veterinary Science Centres
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47 Mount Nebo

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