In 2010, The University of Queensland (UQ) turned 100. Throughout the year, the University hosted numerous events, welcomed new students and reunited alumni members, celebrated its past achievements and looked to the future. It is the people, from all walks of life and all parts of the globe, who have shaped UQ in its first 100 years. UQ has a history of contribution to the community which provides a strong foundation going into the future.
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March 18, 2011
The Honourable Cameron Dick, MP
Minister for Education and Industrial Relations
30 Mary Street
Brisbane QLD 4000

I am pleased to present the Annual Report 2010 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
– the detailed requirements set out in the Annual Report
Guidelines for Queensland Government Agencies, June
2010.
A checklist outlining the annual reporting requirements can
be accessed at www.uq.edu.au.

Yours sincerely

Mr John Story
Chancellor

Editor and project coordinator: Kate Tilley
Project coordinator: Nicole Sosnowski
Design: Felicia Gibson
Photo library coordinator: Matthew Taylor
Photographers: Stewart Gould, Jeremy Patten

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After a year of celebrating the past and focusing on strategies for the future, we need to recognise that some of UQ’s first-century success stemmed from good fortune. I make this point not to discount the countless brilliant, industrious people who founded and built UQ, nor to understate the challenges they stared down, nor to wish farewell to good fortune.

Instead, I seek to highlight how different the second century will be. Rather than counting on a small number of monumental philanthropists, politicians who will fund bold research, or international students coveting an Australian education, we need to make our own luck. That means diversifying sources of funding, students, and partners in learning, discovery and engagement.

The centenary has been as important for mapping the future as for marvelling at a 100-year odyssey. Directions coming out of 2010 have been set by the Global Change Institute (with a $15 million gift from an alumnus, Graeme Wood), the Centre for Advanced Imaging (with $40 million from the Australian Government), and the UQ College (a skill-based community training venture based at UQ Ipswich), among others.

In addition, we have commissioned the new School of Veterinary Science facilities at Gatton, and the new Pharmacy Australia Centre of Excellence (PACE, housing the UQ School of Pharmacy) at Annerley; started building (as part of a consortium) the Translational Research Institute; opened the refurbished Health Sciences Building (with significant support from donor alumni); treated the first patients in a UQ general practice super clinic at Ipswich (in line with an Australian Government initiative); and formalised the Queensland Alliance for Agriculture and Food Innovation (our first research institute based wholly on collaboration with an external entity, the Queensland Department of Employment, Economic Development and Innovation).

Importantly, we compiled authoritative evidence that public investments in UQ yield handsome returns. New, independent analyses show four UQ institutes (the Institute for Molecular Bioscience, the Australian Institute for Bioengineering & Nanotechnology, the Queensland Brain Institute and the Sustainable Minerals Institute), have returned between $2.70 and $6.50 for every additional dollar invested. They were built by a combination of resources from government, The Atlantic Philanthropies and UQ.

The University has projected where we want to be in 2020, with certainty that the ambitions cannot be realised without deeper engagement.

To become the institution that is envisaged, we must improve our stewardship of partners; be more nimble in meeting students’ and employers’ shifting needs; conduct even more research of global import; collaborate with the world’s best; and continue developing leaders who will bear UQ’s standard as they make national and global progress. One of the clearest certainties is that the world’s great universities are defined by great and loyal alumni.

Through the luckier moments of its first century, UQ was also defined by men and women who never studied here, yet were passionate about the University’s achievements and potential. Dr James O’Neil Mayne and Mary Emelia Mayne, Thomas Charles Beirne and Charles F (“Chuck”) Feeney come easily to mind.

Many others proved you do not need to be an alumnus to be an outstanding contributor to UQ. One such person was Sir James Foots, who died in July. He was more than a Chancellor and long-serving Senator, important as those roles are. Sir James pioneered mutually advantageous relations with industry and was a generous philanthropist.

UQ has occasionally been guilty of under-celebrating the greats who helped create and consolidate the University. That is a shortcoming that must not be repeated. On behalf of the contemporary UQ, I salute every person who helped this institution graduate from being a state university in a newly-formed nation to being in the top one percent of the world’s research-intensive, global universities.

Professor Paul Greenfield, AO
Vice-Chancellor
2010 SNAPSHOTs

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 39 universities.

During 2010, UQ celebrated its centenary.

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 in 15 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 700,000 students, employ more than 145,000 staff and have almost 2.5 million alumni. Their combined budgets amount to more than US$13 billion annually and they have a combined annual research grant income of more than US$3 billion.

International and national recognition
During 2010, the University continued to perform well across a range of quality indicators. UQ is among Australia’s top research universities and has won more national teaching awards than any other Australian university.

UQ was one of only five Australian universities (and the only Queensland university) in the top 100 in the Times Higher Education’s 2010-2011 World University Rankings released in 2010. The University ranked among the top 18 universities in the Asia-Pacific region and 108th worldwide in the 2010 Academic Rankings of World Universities study, conducted by Shanghai Jiao Tong University. UQ was ranked 43rd in the top 200 QS World University Rankings in 2010.

In 2010, UQ was voted the best place in academe to work outside the United States. The annual poll was conducted by the online journal The Scientist.

Learning profile
UQ continued to achieve a standard of excellence in graduate outcomes for 2010.

The University achieved the highest five-star rating for student-to-staff ratio, student demand and stringency of entry requirements (St Lucia campus) in the Good Universities Guide 2011, released in 2010. It also received an impressive four-star rating for getting a job, starting salary and equity group access categories.

Graduate Careers Australia’s Australian Graduate Survey 2010 reported that, over an extended period, the University has had only 4.5 percent of its graduates recorded as unemployed and seeking full-time employment, compared with a national rate of 8.6 percent. UQ achieved a 78.9 percent full-time employment rate for bachelor degree graduates against the national full-time employment figure of 76.2 percent.

Discovery profile
UQ continued its reputation as one of Australia’s top research-intensive universities, attracting more than $303.4 million in research funding for 2009, the most recent year for which figures are available. In the Good Universities Guide 2011, UQ achieved very high rankings for research grants, research intensivity and non-government earnings for 2010.

Global strategy
The University has made significant progress in developing a more focused and intentional global strategy. The strategy will guide and support UQ’s achievements in the global arena as one of Australia’s top research-intensive institutions with a strong international reputation.

The strategy has a focus on building international research collaborations of quality and impact, and academic partnerships underpinned by staff and student mobility. The goal is to extend UQ’s profile with key partners in priority regions and countries in a strategic way.
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.

During 2010, UQ Vice-Chancellor Paul Greenfield, AO, was elected chair of the Go8.

Our students

International enrolments from 134 countries made up 23.93 percent of the student population in 2010. Female student enrolments were 55.6 percent.

Enrolment levels

<table>
<thead>
<tr>
<th>Category</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate by research</td>
<td>3165</td>
<td>3356</td>
</tr>
<tr>
<td>Doctorate by coursework</td>
<td>98</td>
<td>93</td>
</tr>
<tr>
<td>Masters by research</td>
<td>411</td>
<td>459</td>
</tr>
<tr>
<td>Masters by coursework</td>
<td>5424</td>
<td>6329</td>
</tr>
<tr>
<td>Postgraduate/graduate diploma</td>
<td>828</td>
<td>921</td>
</tr>
<tr>
<td>Graduate certificate</td>
<td>801</td>
<td>828</td>
</tr>
<tr>
<td>Bachelors</td>
<td>29,028</td>
<td>30,960</td>
</tr>
<tr>
<td>Associate degree</td>
<td>130</td>
<td>179</td>
</tr>
<tr>
<td>Diploma/associate diploma</td>
<td>51</td>
<td>33</td>
</tr>
<tr>
<td>Non-award course</td>
<td>647</td>
<td>673</td>
</tr>
<tr>
<td>Total</td>
<td>40,583</td>
<td>43,831</td>
</tr>
</tbody>
</table>

Enrolment history

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>43,831</td>
</tr>
<tr>
<td>2001</td>
<td>35,352</td>
</tr>
<tr>
<td>1991</td>
<td>24,117</td>
</tr>
<tr>
<td>1981</td>
<td>17,485</td>
</tr>
<tr>
<td>1971</td>
<td>17,192</td>
</tr>
<tr>
<td>1961</td>
<td>15,842</td>
</tr>
<tr>
<td>1951</td>
<td>14,321</td>
</tr>
<tr>
<td>1941</td>
<td>13,799</td>
</tr>
<tr>
<td>1931</td>
<td>13,192</td>
</tr>
<tr>
<td>1921</td>
<td>12,593</td>
</tr>
<tr>
<td>1911</td>
<td>11,994</td>
</tr>
</tbody>
</table>

International enrolments

<table>
<thead>
<tr>
<th>Category</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate by research</td>
<td>862</td>
<td>1015</td>
</tr>
<tr>
<td>Doctorate by coursework</td>
<td>17</td>
<td>22</td>
</tr>
<tr>
<td>Masters by research</td>
<td>64</td>
<td>61</td>
</tr>
<tr>
<td>Masters by coursework</td>
<td>2540</td>
<td>3331</td>
</tr>
<tr>
<td>Postgraduate/graduate diploma</td>
<td>162</td>
<td>197</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>59</td>
<td>63</td>
</tr>
<tr>
<td>Bachelors</td>
<td>4570</td>
<td>5273</td>
</tr>
<tr>
<td>Associate degree</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Diploma/associate diploma</td>
<td>545</td>
<td>522</td>
</tr>
<tr>
<td>Total</td>
<td>8824</td>
<td>10,489</td>
</tr>
</tbody>
</table>

Projected 2010 awards

<table>
<thead>
<tr>
<th>Award Level</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher doctorate</td>
<td>8</td>
</tr>
<tr>
<td>Doctorate by research</td>
<td>473</td>
</tr>
<tr>
<td>Doctorate by coursework</td>
<td>32</td>
</tr>
<tr>
<td>Masters by research</td>
<td>61</td>
</tr>
<tr>
<td>Masters by coursework</td>
<td>2233</td>
</tr>
<tr>
<td>Postgraduate/Graduate Diploma</td>
<td>490</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>5467</td>
</tr>
<tr>
<td>Bachelors Honours</td>
<td>213</td>
</tr>
<tr>
<td>Diplomas/Associate Degree</td>
<td>11</td>
</tr>
<tr>
<td>Diploma/AssocDip (pre AQF)</td>
<td>9919</td>
</tr>
</tbody>
</table>
### Number of students

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>37,518</td>
<td>37,950</td>
<td>38,050</td>
<td>40,583</td>
<td>43,831</td>
</tr>
<tr>
<td>% Female</td>
<td>55.1%</td>
<td>55.0%</td>
<td>55.0%</td>
<td>55.2%</td>
<td>55.6%</td>
</tr>
<tr>
<td>Commencing</td>
<td>13,457</td>
<td>13,657</td>
<td>13,601</td>
<td>15,125</td>
<td>16,197</td>
</tr>
<tr>
<td>% Female</td>
<td>55.6%</td>
<td>56.7%</td>
<td>55.9%</td>
<td>56.8%</td>
<td>57.8%</td>
</tr>
</tbody>
</table>

### Student load (EFTSL)

#### TOTAL

<table>
<thead>
<tr>
<th>UNDERGRADUATE AND NON-AWARD</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate coursework</td>
<td>29,066</td>
<td>29,339</td>
<td>29,803</td>
<td>32,047</td>
<td>34,845</td>
</tr>
<tr>
<td>Postgraduate research</td>
<td>22,861</td>
<td>23,109</td>
<td>23,462</td>
<td>25,224</td>
<td>26,967</td>
</tr>
</tbody>
</table>

#### Commonwealth funded

<table>
<thead>
<tr>
<th>TOTAL</th>
<th>21,727</th>
<th>21,832</th>
<th>21,871</th>
<th>23,127</th>
<th>24,481</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic fee paying</td>
<td>2123</td>
<td>1969</td>
<td>1833</td>
<td>1774</td>
<td>1719</td>
</tr>
<tr>
<td>International fee paying</td>
<td>5216</td>
<td>5539</td>
<td>6098</td>
<td>7147</td>
<td>8646</td>
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</tbody>
</table>

### Award completions

<table>
<thead>
<tr>
<th>TOTAL</th>
<th>8747</th>
<th>8681</th>
<th>9025</th>
<th>9005</th>
<th>9919</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>5759</td>
<td>5706</td>
<td>5689</td>
<td>5784</td>
<td>6106</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>2988</td>
<td>2975</td>
<td>3336</td>
<td>3221</td>
<td>3813</td>
</tr>
</tbody>
</table>

### Staff (FTE)

<table>
<thead>
<tr>
<th>TOTAL</th>
<th>5474</th>
<th>5681</th>
<th>5814</th>
<th>6126</th>
<th>6300</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>1509</td>
<td>1482</td>
<td>1437</td>
<td>1345</td>
<td>1369</td>
</tr>
<tr>
<td>Teaching and research</td>
<td>774</td>
<td>884</td>
<td>905</td>
<td>1090</td>
<td>1095</td>
</tr>
<tr>
<td>Research only</td>
<td>-</td>
<td>34</td>
<td>58</td>
<td>155</td>
<td>144</td>
</tr>
<tr>
<td>Teaching focused</td>
<td>11</td>
<td>8</td>
<td>7</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>2293</td>
<td>2408</td>
<td>2407</td>
<td>2590</td>
<td>2608</td>
</tr>
<tr>
<td>General</td>
<td>498</td>
<td>446</td>
<td>509</td>
<td>554</td>
<td>606</td>
</tr>
<tr>
<td>Research</td>
<td>2682</td>
<td>2815</td>
<td>2905</td>
<td>2983</td>
<td>3087</td>
</tr>
<tr>
<td>Sub-total</td>
<td>3180</td>
<td>3261</td>
<td>3414</td>
<td>3536</td>
<td>3693</td>
</tr>
</tbody>
</table>

### Operating revenue ($'000):

<table>
<thead>
<tr>
<th>COMMONWEALTH GOVERNMENT</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Purposes</td>
<td>266,612</td>
<td>275,681</td>
<td>285,228</td>
<td>294,755</td>
<td>331,968</td>
</tr>
<tr>
<td>Other Commonwealth Grants (including CDP)</td>
<td>21,348</td>
<td>23,030</td>
<td>23,462</td>
<td>25,224</td>
<td>26,967</td>
</tr>
<tr>
<td>Special research assistance</td>
<td>120,264</td>
<td>139,517</td>
<td>148,584</td>
<td>150,307</td>
<td>154,815</td>
</tr>
<tr>
<td>Sub-total</td>
<td>488,224</td>
<td>485,101</td>
<td>524,177</td>
<td>548,512</td>
<td>644,174</td>
</tr>
<tr>
<td>Other sources</td>
<td>65,333</td>
<td>66,398</td>
<td>81,503</td>
<td>65,788</td>
<td>64,092</td>
</tr>
<tr>
<td>Consultancy and contract research</td>
<td>234,465</td>
<td>249,600</td>
<td>260,602</td>
<td>301,772</td>
<td>306,466</td>
</tr>
<tr>
<td>Student contribution charges</td>
<td>111,160</td>
<td>118,713</td>
<td>127,301</td>
<td>132,747</td>
<td>155,721</td>
</tr>
<tr>
<td>Tuition fees</td>
<td>1,156,965</td>
<td>1,086,965</td>
<td>1,066,965</td>
<td>1,010,824</td>
<td>1,005,961</td>
</tr>
<tr>
<td>Sub-total</td>
<td>1,596,551</td>
<td>1,542,262</td>
<td>1,554,862</td>
<td>1,613,024</td>
<td>1,657,492</td>
</tr>
</tbody>
</table>

### Notes:
1. Preliminary data
2. Commonwealth funded load comprises Commonwealth Grant Scheme (CGS) load, Research Training Scheme (RTS) load and extended domestic postgraduate research load.

EFTSL – equivalent full-time student load; FTE – full-time equivalent
SUMMARY OF
FINANCIAL
INFORMATION
The University recorded a consolidated surplus of $106.4 million for 2010. Total expenditure on continuing activities was $1,396.1 million. Of that total, 54 percent was attributed to staff salaries and related on-costs.

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

Income
Income provided by the Australian Government amounted to $792.6 million, an increase of $121 million over the amount provided in 2009. The increase is mainly attributable to income received from the Federal Government for various construction projects, including the School of Veterinary Science, at the Gatton campus ($27.2 million), the Oral Health Centre ($25 million), the Advanced Engineering Building ($12 million) and the Centre for Advanced Imaging ($10 million).

Another contributing factor was the receipt of additional Commonwealth funds in 2010 for the over-enrolment of students in 2009 and 2010.

Support from the Queensland and local governments continued to assist UQ’s operations. Total funding of $59 million (2009: $57.8 million) was received in 2010.

Income derived from fees and charges, particularly tuition fees paid by international students, increased from $229.8 million in 2009 to $282.7 million in 2010.
Reconciliation of operating result (Income Statement in published financials) to underlying operating result

<table>
<thead>
<tr>
<th></th>
<th>CONSOLIDATED 2010 $’000</th>
<th>CONSOLIDATED 2009 $’000</th>
<th>VARIATION $’000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net operating position as per University’s published financial statements¹</td>
<td>106,395</td>
<td>125,584</td>
<td>(19,189)</td>
</tr>
<tr>
<td>Income tied to major capital projects²</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Centre for Advanced Animal Science (State Government funding)</td>
<td>-</td>
<td>(304)</td>
<td>304</td>
</tr>
<tr>
<td>Rural Clinical Schools (Federal Government funding)</td>
<td>(2944)</td>
<td>(2944)</td>
<td></td>
</tr>
<tr>
<td>Greenslopes Clinical School (Federal Government funding)</td>
<td>-</td>
<td>(1300)</td>
<td>1300</td>
</tr>
<tr>
<td>GP Super Clinics (Federal Government funding)</td>
<td>(4951)</td>
<td>-</td>
<td>(4951)</td>
</tr>
<tr>
<td>Learning and Teaching Performance Fund (Federal Government)</td>
<td>-</td>
<td>(2431)</td>
<td>2431</td>
</tr>
<tr>
<td>Education Investment Fund (Federal Government)</td>
<td>(49,203)</td>
<td>(20,000)</td>
<td>(29,200)</td>
</tr>
<tr>
<td>Health and Hospitals Fund (Federal Government)</td>
<td>(25,000)</td>
<td>-</td>
<td>(25,000)</td>
</tr>
<tr>
<td>Capital Development Pool (Federal Government)</td>
<td>(3127)</td>
<td>(511)</td>
<td>(2,617)</td>
</tr>
<tr>
<td>Voluntary Student Unionism Funding (Federal Government)</td>
<td>-</td>
<td>(1600)</td>
<td>1600</td>
</tr>
<tr>
<td>Teaching &amp; Learning Capital Fund (Federal Government)</td>
<td>-</td>
<td>(22,661)</td>
<td>22,661</td>
</tr>
<tr>
<td>Librab Incubator Capital Funding (State Government funding)</td>
<td>-</td>
<td>(2000)</td>
<td>2000</td>
</tr>
<tr>
<td>Interest tied to major capital projects</td>
<td>(1086)</td>
<td>(1654)</td>
<td>568</td>
</tr>
<tr>
<td>Accruing related items (IASFRS adjustments³)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smart State Loans received</td>
<td>-</td>
<td>(16,273)</td>
<td>16,273</td>
</tr>
<tr>
<td>Smart State Loans interest expense</td>
<td>1421</td>
<td>973</td>
<td>448</td>
</tr>
<tr>
<td>Fair value adjustments &amp; restricted income</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fair value gain on managed investment portfolio⁴</td>
<td>(2138)</td>
<td>12,995</td>
<td>10,817</td>
</tr>
<tr>
<td>Fair value gain on TRI investment⁵</td>
<td>(22,354)</td>
<td>(3228)</td>
<td>(19,126)</td>
</tr>
<tr>
<td>Abnormal income &amp; expenditure items</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insurance recoveries</td>
<td>-</td>
<td>(580)</td>
<td>580</td>
</tr>
<tr>
<td>Donated assets</td>
<td>(2364)</td>
<td>(1295)</td>
<td>(1069)</td>
</tr>
<tr>
<td>(Gain)/loss on disposal of property plant &amp; equipment⁶</td>
<td>41,675</td>
<td>(3365)</td>
<td>45,040</td>
</tr>
<tr>
<td>Transactions with subsidiaries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UQ Holdings Pty Ltd (banking credits on dividend received⁷)</td>
<td>-</td>
<td>(5897)</td>
<td>5897</td>
</tr>
<tr>
<td>Gain on acquisition of UQ Sport ⁸</td>
<td>-</td>
<td>(2194)</td>
<td>2194</td>
</tr>
<tr>
<td>Gain on acquisition of Librab Incubator ⁹</td>
<td>-</td>
<td>(777)</td>
<td>777</td>
</tr>
<tr>
<td>Underlying operating surplus/(deficit)</td>
<td>36,327</td>
<td>27,532</td>
<td>8795</td>
</tr>
<tr>
<td>Depreciation &amp; amortisation</td>
<td>90,951</td>
<td>82,156</td>
<td>8795</td>
</tr>
<tr>
<td>Underlying operating surplus/(deficit) excluding depreciation &amp; amortisation</td>
<td>127,278</td>
<td>109,688</td>
<td>17,590</td>
</tr>
</tbody>
</table>

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 for Smart State loans allocated for major capital projects as these loans are recognised in UQ’s balance sheet in the year of receipt (subject to fair value adjustments allowed for above).
3. In 2001, the Queensland Government announced the establishment of the Smart State Research Facilities Fund (SSRFF) to promote the 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 from 30 to 35 years. Repayments on these loans start in 2013. In accordance with AASB 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 UQ’s net operating position. 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 the University’s general operating expenses.
4. Funds invested in the managed investment portfolio are restricted funds set aside for corpus donations and bequests earmarked for purposes specified by the donor. The net earnings presented in the financial statements reflect the fair value movement of corpus investments using a “mark to market” methodology.
5. The University is required to equity account its investment in TRI, which has resulted in a fair value gain of $22.3m in 2010.
6. The large loss on disposal of fixed assets in 2010 predominantly relates to reference collection items held at library sites. A significant portion of the collections was disposed but, to ensure the content was not lost to the University, items were only disposed if an electronic copy was also held.
7. While dividends from subsidiaries are eliminated on consolidation, UQ can recover franking credits attached to these dividends. This is recorded as revenue in the Income Statement.
8. In 2009, two new subsidiaries were acquired, UQ Sport and Librab. Both entities were acquired at nil cost and an accounting gain was realised based on the value of each entity’s net assets at the time of acquisition.
Expenditure
Total expenditure on continuing activities was $1396.1 million. Of that total, the amount attributed to staff salaries and related on-costs was $746.9 million (53.5 percent).

Capital expenditure
The University has continued to invest significantly in major infrastructure. The amount capitalised on property, plant and equipment during 2010 totalled $182.8 million (2009: $285.6 million). A depreciation and amortisation expense of $90.9 million was incurred in 2010.

Investment portfolio
UQ has a total of $79.9 million in investment funds. They are primarily trust and bequest funds that have been built up over the years. To maintain the funds’ real value, 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 three managers has separate responsibilities for investments in:

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

The fair value of the portfolio increased during 2010 by $2.1 million (2009: $13 million).

The increase in the return is consistent with the global economic recovery over the past two years.

Expenditure – Summary for all higher education providers 2009

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>EXPENDITURE S 2009</th>
<th>EXPENDITURE S 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance/ accounting</td>
<td>100,856</td>
<td>102,349</td>
</tr>
<tr>
<td>Human resource management</td>
<td>35,365</td>
<td>128,467</td>
</tr>
<tr>
<td>Information technology</td>
<td>260,255</td>
<td>411,160</td>
</tr>
<tr>
<td>Management</td>
<td>2,012,691</td>
<td>2,136,850</td>
</tr>
<tr>
<td>Professional/technical</td>
<td>12,725,376</td>
<td>10,472,002</td>
</tr>
<tr>
<td>TOTAL</td>
<td>15,134,543</td>
<td>13,250,828</td>
</tr>
</tbody>
</table>

Expenditure – UQ parent 2009

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>EXPENDITURE S 2009</th>
<th>EXPENDITURE S 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic employee benefits</td>
<td>28%</td>
<td>30%</td>
</tr>
<tr>
<td>Non-academic employment benefits</td>
<td>26%</td>
<td>28%</td>
</tr>
<tr>
<td>Depreciation and amortisation</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Payroll tax</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Other expenses</td>
<td>33%</td>
<td>32%</td>
</tr>
<tr>
<td>Repairs and maintenance</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>15,134,543</td>
<td>13,250,828</td>
</tr>
</tbody>
</table>

Expenditure – UQ parent 2010

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>EXPENDITURE S 2009</th>
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<tr>
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<td>7%</td>
</tr>
<tr>
<td>Payroll tax</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Other expenses</td>
<td>37%</td>
<td>37%</td>
</tr>
<tr>
<td>Repairs and maintenance</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>15,134,543</td>
<td>13,250,828</td>
</tr>
</tbody>
</table>

Consultancies

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>EXPENDITURE S 2009</th>
<th>EXPENDITURE S 2010</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Professional/technical</td>
<td>12,725,376</td>
<td>10,472,002</td>
</tr>
<tr>
<td>TOTAL</td>
<td>15,134,543</td>
<td>13,250,828</td>
</tr>
</tbody>
</table>

Externally Funded Chairs

<table>
<thead>
<tr>
<th>CONTRIBUTOR</th>
<th>2010 AMOUNT $</th>
<th>CHAIR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qld Dept of Main Roads</td>
<td>217,531</td>
<td>Main Roads Chair in Civil Engineering</td>
</tr>
<tr>
<td>Golder Associates Pty Ltd</td>
<td>300,000</td>
<td>Chair in Geomechanics</td>
</tr>
<tr>
<td>Defence, Science &amp; Technology Organisation, Dept of Defence</td>
<td>295,000</td>
<td>Chair in Hypersomics</td>
</tr>
<tr>
<td>P&amp;H Mining Equipment</td>
<td>245,000</td>
<td>Chair in Metallurgical Engineering</td>
</tr>
<tr>
<td>BHP Mitsubishi Alliance</td>
<td>125,000</td>
<td>Chair in Experimental Haematology</td>
</tr>
<tr>
<td>Xstrata</td>
<td>150,000</td>
<td>Chair in Metallurgical Engineering</td>
</tr>
<tr>
<td>Queensland Health</td>
<td>344,000</td>
<td>Chair of Adolescent and Child Psychiatry</td>
</tr>
<tr>
<td>Leukaemia Foundation of Australia</td>
<td>203,000</td>
<td>Chair in Dermatology</td>
</tr>
<tr>
<td>Qld Dept of Primary Industries &amp; Fisheries</td>
<td>105,000</td>
<td>Chair in Crop Science and Innovation</td>
</tr>
<tr>
<td>AgResearch NZ</td>
<td>56,000</td>
<td>Systems Thinking Chair</td>
</tr>
<tr>
<td>Veolia Water Management</td>
<td>50,000</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>157,500</td>
<td>Chair in Geriatric Medicine</td>
</tr>
<tr>
<td>The Australian Power Institute Ltd</td>
<td>109,000</td>
<td>Power Systems Chair</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,859,031</td>
<td></td>
</tr>
</tbody>
</table>

Investment portfolio 2010

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>AMOUNT $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listed property funds</td>
<td>8.5%</td>
</tr>
<tr>
<td>Australian share funds</td>
<td>65.9%</td>
</tr>
<tr>
<td>Venture capital</td>
<td>3%</td>
</tr>
<tr>
<td>Overseas share funds</td>
<td>11.4%</td>
</tr>
<tr>
<td>Fixed interest funds</td>
<td>8.5%</td>
</tr>
<tr>
<td>Cash management funds</td>
<td>2.2%</td>
</tr>
<tr>
<td>Total market value</td>
<td>$79,889 million</td>
</tr>
</tbody>
</table>

CFO statement
In preparing the financial statements, the UQ Chief Financial Officer has fulfilled the reporting responsibilities as required by the Financial Accountability Act 2009. He has provided the accountable officer with a statement that the financial internal controls of the University were operating efficiently, effectively and economically in accordance with section 57 of the Financial and Performance Management Standard 2009.
ORGANISATION
Basis of authority

The University is governed by the University of Queensland Act 1998, as amended.

In 2010, the Act was administered by the Honourable Geoff Wilson MLA, as Minister for Education and Training.

Under section 4 of the Act, the University is constituted as 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. The University’s powers are contained in the Act and include the power to:

- 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 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 governing body

Under sections 7-11 of the University of Queensland Act, the University Senate is the governing body of the University. The powers of the Senate include management and control of the University’s affairs, property and finances. The Act defines the Senate’s financial responsibilities and specifies matters on which Senate can make statutes.

In 2010, the University advanced significantly towards the objectives outlined in The University of Queensland Strategic Plan 2010-2014, which is the basis for this Annual Report.
Controlled entities

In accordance with the University of Queensland Act, the University has established controlled entities that further the University’s educational and research aims.

Financial statements are prepared by each entity and audited by the Queensland Audit Office. They are then included as part of the consolidated result in the University’s annual financial statement (see Appendix A).

During 2010, the University operated the following controlled entities:

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

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

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

- **CiTR Group**
  CiTR Pty Ltd
  CiTR Incorporated (deregistered in 2010)

- **JK Tech Group**
  JK Tech Pty Ltd
  Applied Resource Economics Pty Ltd
  (previously JK Analysis Pty Ltd)

- **i.lab Incubator Pty Ltd**

- **Sarv Pty Ltd**

- **UniQuest Group**
  UniQuest Pty Ltd
  Activatorque Pty Ltd
  Ausonex Pty Ltd
  Birerne Pty Ltd
  CILR Pty Ltd
  Coridon Pty Ltd
  Dendright Pty Ltd
  Diabax Pty Ltd
  First Investor Pty Ltd
  Herdvac Pty Ltd
  Leximancer Pty Ltd
  Lucia Publishing Systems Pty Ltd
  Neurotide Pty Ltd
  Pepfactants Pty Ltd
  Polyvacc Pty Ltd (deregistered in 2010)
  Rapisure Pty Ltd
  Symbiosis Pty Ltd
  UATC Pty Ltd
  UTSAT Pty Ltd
  UWAT Pty Ltd
  UTASAT Pty Ltd
  Vacquel Pty Ltd

- **UQ Foundation Trust**

- **UQ Investment Trust**

- **UniQuest Asset Trust**
  Aussie Colours Pty Ltd
  Bilexys Pty Ltd
  Bioherbicides Australia Pty Ltd
  Ceramipore Pty Ltd
  Corpion Pty Ltd
  Dendrimed Pty Ltd
  LanguageMap Pty Ltd
  Lightanate Pty Ltd
  Metallotek Pty Ltd
  Neo Rehab Pty Ltd
  NuNerve Pty Ltd (UQ ownership dropped below 50% in 2010)
  Progel Pty Ltd
  Terasitech Pty Ltd
  Snoresound Pty Ltd
  W2F Pty Ltd
  Xenimet Pty Ltd (deregistered in 2010)

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

- **UQ Health Care Ltd**

- **UQ College Ltd**

- **UQ Sport Ltd**

- **Global Change Institute Pty Ltd**
During 2010, 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. The first year of a four-year term of the 32nd Senate began on January 1, 2010.

*The University of Queensland Act 1998* empowers Senate to fulfil its functions, including to:

- appoint staff;
- manage and control the University’s affairs and property; and
- manage and control the University’s finances.

Senate must act in the way that appears to it most likely to promote UQ’s interests. Senate may delegate its powers under the Act to:

- an appropriately qualified member of the Senate; or
- an appropriately qualified committee that includes one or more members of the Senate; or
- an appropriately qualified member of the University’s staff.

Senate may not delegate its power to make University statutes or rules; adopt the University’s annual budget; or approve spending of funds available to the University by way of bequests, donations or special grants.

Senate has specific responsibilities to:

- appoint the Vice-Chancellor as the Chief Executive Officer of the University and monitor the Vice-Chancellor’s performance;
- approve the University’s mission and strategic direction, and the annual budget and business plan;
- oversee and review management of the University and its performance;
- establish policy and procedural principles, consistent with legal requirements and community expectations;
- approve and monitor systems of control and accountability, including general overview of any controlled entities, as defined by the test of control in s50AA of the Corporations Act;
- oversee and monitor the assessment and management of risk across the University, including commercial undertakings;
- oversee and monitor the University’s academic activities in the light of advice from the Vice-Chancellor and Academic Board; and
- approve significant commercial activities undertaken by the University.

Members of Senate have 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 a duty of care, skill and diligence;
- exercise a duty of confidence;
- familiarise themselves with Standing Orders and understand operating protocols for the conduct of business;
- understand the work of the University;
- observe confidentiality protocols;
- develop linkages and use networks on behalf of the University to assist in achieving its goals; and
- be able and willing to participate in the work of Senate and its boards and committees through regular attendance at meetings.

### Key governance and management bodies

<table>
<thead>
<tr>
<th>BODY</th>
<th>COMPOSITION</th>
</tr>
</thead>
<tbody>
<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>11 members</td>
</tr>
<tr>
<td>Academic Board</td>
<td>125 members+</td>
</tr>
</tbody>
</table>

* + may include individuals in dual roles and some vacancies
Our leaders
The Vice-Chancellor is the University’s Chief Executive Officer and responsible to 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 (External Relations);
- Deputy Vice-Chancellor (International);
- Deputy Vice-Chancellor (Research);
- Executive Director (Operations) and University Secretary;
- Pro-Vice-Chancellor;
- Pro Vice-Chancellor (Advancement);
- Pro-Vice-Chancellor (Research and International); and
- President of the Academic Board.

University committees

Senate

<table>
<thead>
<tr>
<th>COMMITTEE</th>
<th>CHAIR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buildings and Grounds</td>
<td>Adjunct Professor Mary Mahoney, AO</td>
</tr>
<tr>
<td>Finance</td>
<td>Mr Philip Hennessy</td>
</tr>
<tr>
<td>Honorary Degrees</td>
<td>Mr John Story</td>
</tr>
<tr>
<td>Legislative</td>
<td>Hon Justice Martin Daubney</td>
</tr>
<tr>
<td>Membership and Nominations Advisory</td>
<td>Mr John Story</td>
</tr>
<tr>
<td>Occupational Health and Safety</td>
<td>Dr John Desmarchelier AM, ED</td>
</tr>
<tr>
<td>Professorial Promotions</td>
<td>Professor Paul Greenfield, AO</td>
</tr>
<tr>
<td>Risk (formerly Audit)</td>
<td>Mr Grant Murdoch</td>
</tr>
<tr>
<td>Standing Committee of Equity, Diversity and the Status of Women</td>
<td>Adjunct Professor Mary Mahoney, AO</td>
</tr>
<tr>
<td>Student Appeals</td>
<td>Professor Deborah Terry</td>
</tr>
</tbody>
</table>

Academic Board

<table>
<thead>
<tr>
<th>COMMITTEE</th>
<th>CHAIR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Board Standing Committee</td>
<td>President, Academic Board</td>
</tr>
<tr>
<td>Assessment Sub-Committee</td>
<td>President, Academic Board</td>
</tr>
<tr>
<td>Central Confirmation and Promotions Committee</td>
<td>President, Academic Board</td>
</tr>
<tr>
<td>Committee for Academic Programs Policy</td>
<td>President, Academic Board</td>
</tr>
<tr>
<td>eLearning Sub-Committee</td>
<td>Deputy Vice-Chancellor (Academic)</td>
</tr>
<tr>
<td>Library Committee</td>
<td>Deputy President, Academic Board</td>
</tr>
<tr>
<td>Programs Sub-Committee</td>
<td>Deputy President, Academic Board</td>
</tr>
<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>
</tbody>
</table>
University Senate

Official Members

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

Vice-Chancellor
Professor Paul F Greenfield, AC, BEcon Qld, BE (Hons) NSW, PhD NSW, FIE Aust, FTSE, FIChemE, FAICD, MAICHE

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

Appointed Members

Eight Members appointed by the Governor-In-Council:
– Mrs Judith Bell, BA Qld, BEd Qld UT
– Mr Timothy B Crommelin, BCom Qld, AdvMgmtProg Hawaii, FSIA
– The Hon Justice Martin Daubney, BA Qld, LLB Qld
– Mr Philip Hennessy, BBusAcc Qld UT
– Adjunct Professor Mary D Mahoney, AO, MBBS Qld, GDipClinEd NSW, HonMD Qld, FRACGP, MRACMA, MAICD, FAMWA
– Mr Charlie Sartain, BE (Hons) Melb
– Mr Kenneth J Smith, BSW (Hons) NSW, MSW NSW
– Mrs Isabel Tarrago, BA Qld, DipLegSt Kelvin Grove CAE

Elected Members

One Member of the Academic Board
Professor Fred D’Agostino, BA (Hons) Amherst, MA Prin, PhD LSE

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
Mrs Catherine Lawrence, BA (Hons) Sheff, MA Qld

One undergraduate student
Mr Brandon Carter

Three graduates of the University
– Mr Denis J Brosnan, BA (Hons) Qld, MLitSt Qld
– The Hon Dr David Hamill AM, BA (Hons) Qld, MA Oxford, PhD Qld, FAICD, FCILT
– Ms Katherine Hirschfeld, BE (Chem) Qld, FTSE, FIChemE, FIE Aust, GAICD

Additional Members

Three people appointed by Senate
Dr Jane Wilson, MBBS Qld, MBA Harv, FAICD
Mrs Margaret Brown, BA Qld, LLB (Hons) Qld, MAICD, MIPSANZ
Mr Grant Murdoch, BCom Cant, MCom Cant, FCA, FAICD

Jacaranda blossoms with the Forgan Smith Building behind.
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 the Executive.

Chancellor
Mr John Story
BA Qld, LLB Qld, FAICD
The Chancellor leads the University’s governing body, the Senate.

Deputy Chancellor
Adjunct Professor Mary D Mahoney, AO
MBBS Qld, GDipClinEd NSW, HonMD Qld, FRACGP, MRACMA, FAIM, FAMA, MAICD
Acts as Chancellor in the absence of the Chancellor or when the office of Chancellor is vacant.

Vice-Chancellor
Professor Paul Greenfield, AO
BEcon Qld, BE (Hons) NSW, PhD NSW, FIEAust, FTSE, FICChemE, FAICD, MAICHE
CEO, responsible to Senate for the overall direction of strategic planning, finance and external affairs.

Senior Deputy Vice-Chancellor
Professor Michael Keniger
AADip Lond, LFRAIA, RIBA, FTSE, FQA, LMAA
Responsible for 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.

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

Deputy Vice-Chancellor (External Relations)
Professor Ian Zimmer
BBus Swinburne, MCom Liv. PhD NSW, DSc NSW, FASSA, FQA
Responsible for directing an integrated external relations program for the University, including management responsibility for Advancement, Marketing and Communications, Protocol and Customs House.
Deputy Vice-Chancellor (International)
Dr Anna Ciccarelli
BA Syd, DipEd Syd, GradDipTESOL Syd, MEd Syd, EdD Syd
Responsible for international development, policy and strategy, including management responsibility for UQ International and the Institute of Continuing and TESOL Education.

Executive Director (Operations) and University Secretary
Mr Maurie McNarn, AO
BA (Hons) NSW, MBA QLD, MDefStuds Deakin, GDipTSM Swinburne UT, GDipManSt Defence, GAICD, FAIM, FADC
Co-ordinates management of the University’s financial, physical, human, legal, management information, corporate operations and information technology services. Advises the Senate on governance and other matters, acts as University Secretary and is the University’s Public Officer. Assists the Vice-Chancellor with strategic planning and direction and the framework of the University’s research commercialisation and technology transfer activities.

Deputy Vice-Chancellor (Research)
Professor Max Lu
BE Northeastern, ME Northeastern, PhD QLD, FTSE, FIChemE
Responsible for enhancing the University’s performance and reputation in research and research collaboration with external stakeholders nationally and internationally.

Pro-Vice-Chancellor
Professor Alan Rix
BA (Hons) ANU, PhD ANU, GAICD
Responsible for overall management and development of the UQ Ipswich campus and its external relationships, and management of the University’s academic employee relations.

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

Pro-Vice-Chancellor (Research and International)
Professor Alan Lawson
BA (Hons) Newcastle, MA ANU, PhD QLD
Responsible for policy direction for the University’s funding, training and professional development programs for early-career researchers. 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.

President of the Academic Board
Professor Susan Hamilton
BSc QLD, PhD QLD
Oversees the business of the Academic Board and its committees and provides independent advice to the Vice-Chancellor and Senate on matters relating to the academic functions of the University.
Toward Q2
The University of Queensland is committed to supporting the Queensland Government’s Toward Q2: Tomorrow’s Queensland report’s five ambitions. Each ambition has two specific targets for 2020.

The five ambitions are:
- **Strong**: Creating a diverse economy powered by bright ideas
- **Green**: Protecting our lifestyle and environment
- **Smart**: Delivering world-class education and training
- **Healthy**: Making Queenslanders Australia’s healthiest people
- **Fair**: Supporting safe and caring communities

Throughout this report are concrete examples of UQ’s achievements that assist Queensland in achieving the ambitions.

**Public Sector Ethics Act**
The University complies with the Public Sector Ethics Act 1994 through its Code of Conduct (s15 of the Act), which is available via the University website, enabling 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 offers of appointment, forms part of employee induction programs and is incorporated into training and development programs (s21).

Given the Code of Conduct’s high profile within the University, administrative procedures and management practices across the University have regard to its objectives and requirements (s22).

**Public Records Act**
The University continues to take action to ensure compliance with the Public Records Act 2002 and Information Standard 40.

During 2010 the scope and operation of the University’s records management system was enhanced to:
- capture additional student administrative records for the School of Medicine;
- classify and prepare significant numbers of student records for archival storage; and
- participate in reviews of various schedules and policies conducted by Queensland State Archives.

In 2011 the University plans to undertake or continue the following initiatives:
- a review of handling of archival records and potential integration with the University’s electronic records management system;
- integrating electronic records management practices for handling email at the UQ Graduate School; and
- sessions on good record-keeping practices in its training programs.

The UQ 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.

**Carers Act**
UQ supports the Queensland Carers’ Charter as detailed in the Carers (Recognition) Act 2008, through the flexible work practices and remote access facilities available to staff. UQ ensures staff are provided with relevant information and support as required.

**Whistleblowers**
During 2010, UQ produced five interim reports and 12 final reports on current matters and others carried over from 2009. A further two public interest disclosures were received during the year and are still under investigation. All matters have been dealt with according to UQ policy, procedure and the law.

From January 1, 2011, the Whistleblowers Protection Act 1994 has been repealed and replaced with the Public Interest Disclosure Act 2010.

**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 2010 annual work plan was framed to be consistent with that role and to support ARMS’ basic objectives, which 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 and systems and practices;
- facilitating enterprise risk management;
- being available for advice;
- facilitating change; and
- encouraging innovation, particularly in IT initiatives.

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

ARMS staff completed 19 audit reports of faculties, schools, centres, IT systems and University-wide areas; two control self-assessment questionnaires; 10 new key system audit programs; and 17 (five interim) investigation reports.

**Detailed reviews included:**
- data management;
- payroll verification;
- investments;
- child protection and blue card regulation compliance;
- high performance computing; and
- Customs House.

During the year, ARMS undertook development work involving mapping UQ’s governance and internal control frameworks with a view to providing assurance to executive management and Senate at a more global level than previously.

ARMS is also responsible for supporting the Senate Risk Committee and 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 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 is used to record and report on operational risks across 43 University organisational units (faculties, large institutes and central administrative divisions).

All units are asked to consider at least seven key operational risks in their plans:
- academic (faculties only);
- research (faculties and institutes);
- occupational health & safety;
- incident and crisis management;
- legal and regulatory compliance;
- fraud and corruption; and
- contract management.

All units are also encouraged to consider the impact identified risks may have on the achievement of their strategic objectives, as detailed in their operational plans.

The University continues to improve the risk management process to further embed consideration of risk into day-to-day decision making.

During the year, a new University Senior Management Risk Management Subcommittee was established to broaden the management representation from the previous Risk Management Committee. The committee provides advice and assurance to the Risk Committee of Senate on the effectiveness of the University’s enterprise risk management framework and management of risk.

Risk Committee

Senate approved a restructure of its committees involving a transfer of some previous Audit Committee functions to Finance Committee and a merging of the previous Audit Committee and Risk Management Committee into a single Risk Committee.

The Senate Risk Committee has a wholly external membership and, at the end of 2010, comprised:
- Mr Grant Murdoch, BCom Cant, MCom Cant, FCA, FAICD (Chair);
- Mrs Judith Bell, BA Qld, BEd Qld UT;
- The Hon Dr David Hamill AM, BA (Hons) Qld, MA Oxford, PhD Qld, FAICD, FCILT;
- Mr Philip Hennessy, BBusAcc Qld UT;
- Ms Katherine Hirschfeld, BE (Chem) Qld, FTSE, FChemE, FIEAust, GAICD; and
- Mr John D Story BA Qld, LLB Qld, FAICD.

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

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

In particular, during 2010, 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 Senate Finance Committee;
- reviewed, through internal and external audit processes, compliance with relevant policies and procedures and the adequacy of the internal control structure;
- reviewed financial, monitored and supported ARMS;
- reviewed its own Risk Committee Charter and the ARMS Charter; and
- acted as an independent forum for considering external audit findings, recommendations and the response by management.
Students sit in the University’s Great Court.
The University of Queensland’s mission is to enable 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 fulfill their aspirations, that rewards excellence, openness and innovation and encourages widespread Engagement with Queensland, national and international communities.

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

UQ 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 Toward Q2: Tomorrow’s Queensland vision for 2020, and its ambitions for a stronger, greener, smarter, healthier and fairer community, by delivering education, skills and innovation and through its engagement in world-class research.

Funding constraints and restrictive policies within the Australian higher education sector in recent years have created major challenges in a period marked by heightened competition in an increasingly globalised and complex environment. The Australian Government has announced a reform agenda for the sector aimed at encouraging greater participation, particularly from groups currently under-represented; improving student choice, flexibility and access; and placing a renewed focus on quality in teaching and research, underpinned by robust standards and accreditation processes.

UQ is well placed to respond to the challenges through the continuation and expansion of its scholarships, special-entry and school outreach programs and its well-embedded curriculum, teaching and research assessment frameworks. Strong, purposeful initiatives in teaching and learning complement the internationally prominent research of the University’s institutes, faculties and centres. A significant increase in the numbers of international students and staff drawn to the University, particularly at postgraduate level, attests to the quality of the learning and discovery environment UQ offers.

UQ’s willingness to back innovative ideas and respond to opportunities that align with its strategic objectives is fundamental to its success. Use of a strategic initiatives fund to leverage external support has harnessed considerable philanthropic and government funding for a string of significant new developments over the past decade.
### Student load profile

<table>
<thead>
<tr>
<th>STUDENT LOAD BY PROGRAM LEVEL</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate and non-award</td>
<td>(EFTSL)</td>
<td>22,861</td>
<td>23,109</td>
<td>23,462</td>
<td>25,224</td>
</tr>
<tr>
<td>Postgraduate coursework</td>
<td>(EFTSL)</td>
<td>3435</td>
<td>3412</td>
<td>3585</td>
<td>4066</td>
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<tr>
<td>Postgraduate research</td>
<td>(EFTSL)</td>
<td>2770</td>
<td>2818</td>
<td>2756</td>
<td>2757</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>29,066</td>
<td>29,339</td>
<td>29,803</td>
<td>32,047</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT LOAD BY FUNDING SOURCE</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth funded²</td>
<td>(EFTSL)</td>
<td>21,727</td>
<td>21,832</td>
<td>21,871</td>
<td>23,127</td>
</tr>
<tr>
<td>Domestic fee paying</td>
<td>(EFTSL)</td>
<td>2123</td>
<td>1969</td>
<td>1833</td>
<td>1774</td>
</tr>
<tr>
<td>International fee paying</td>
<td>(EFTSL)</td>
<td>5216</td>
<td>5539</td>
<td>6098</td>
<td>7147</td>
</tr>
</tbody>
</table>

¹ Preliminary data
² 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

### Direction

UQ will focus on building strategic partnerships with other universities, industry, the professions, all levels of government and the vocational education and training sector, and on consolidating broader relationships with our alumni and 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 inquiry and the student learning experience as a distinctive feature of the education offered at UQ.

The University will enhance the existing supportive and socially inclusive environment provided for students and staff and distinguish the University among its peers by the strength of the UQ experience offered. We will be guided by frank assessments of quality and recognise and reward innovation and prominent achievement.

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 number 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;

### 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.
– 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, provide an international, intercultural and global dimension to learning, 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, 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 instrumentalties 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.
Students at work in the library of the Pharmacy Australia Centre of Excellence, which opened in 2010 at the Princess Alexandra Hospital.
Our students

UQ offers a comprehensive range of undergraduate and postgraduate programs and support services to assist students when they enrol at the University. To attract and retain the most able undergraduate and postgraduate students in 2010, UQ focused on providing a supportive learning environment, funding support through scholarships and bursaries, and transition programs to help students adjust to the high demands of a world-class University.

Undergraduate scholarships

UQ scholarships, bursaries and prizes increased in 2010 with more than 2000 students receiving financial assistance. Major scholarship schemes included:

- almost 350 academic scholarships, valued at more than $2 million, were awarded to Queensland and interstate Year 12 students starting studies at UQ in 2010;
- twenty-one scholarships for sporting excellence, valued at $6000 each, were awarded to elite-level athletes;
Summary of UQ student access, participation, retention and success, relative to state, national and Go8 benchmarks, 2009.

|                        | ACCESS |                            |                            |                            |                            |                            |                            |                            |                            |                            |                            |                            |                            |                            |                            |                            |
|------------------------|--------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
|                        | UQ     | Go8 | State | Sector | UQ     | Go8 | State | Sector | UQ     | Go8 | State | Sector | UQ     | Go8 | State | Sector |
| Aboriginal and Torres Strait Islander students (postcode) | 0.84% | 0.79% | 1.93% | 1.55% | 0.70% | 0.68% | 1.68% | 1.30% | 76.47% | 80.37% | 71.06% | 69.58% | 75.31% | 75.02% | 67.20% | 66.27% |
| Low SES1 (postcode) | 14.76% | 9.54% | 19.65% | 15.92% | 13.96% | 8.97% | 18.50% | 15.09% | 88.17% | 89.82% | 83.99% | 85.32% | 82.03% | 84.10% | 78.87% | 78.13% |
| Students with a disability | 10.93% | 8.50% | 18.02% | 15.10% | 10.67% | 8.04% | 17.01% | 14.28% | 87.74% | 89.21% | 84.06% | 84.80% | 84.79% | 86.84% | 78.13% | 80.69% |
| Regional students | 16.19% | 10.76% | 23.44% | 18.44% | 15.27% | 10.16% | 21.61% | 17.60% | 80.56% | 82.32% | 85.30% | 87.54% | 83.16% | 84.27% | 74.84% | 77.68% |
| Remote students | 1.51% | 0.63% | 1.75% | 1.23% | 1.23% | 0.54% | 1.61% | 1.05% | 87.25% | 89.43% | 82.48% | 81.55% | 79.33% | 81.64% | 69.97% | 69.12% |

Source: DEEWR

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; success is the EFTSL of units passed.

Notes: 1 Success and retention data are drawn from the 2009 provisional Institutional Performance Framework. 2 SES = Socio economic status. 3 CD = Census collection district.

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**Indigenous student mentors program**

A student mentor program was developed to expand on current recruitment of Aboriginal and Torres Strait Islander people to the University. It supports building aspirations and access to higher education for Aboriginal and Torres Strait Islander students. Mentoring enables potential students, who are often the first in their family to consider university study, to access fellow students from similar backgrounds who are already in tertiary study and provides prospective students with valuable insights.

The program involves training mentors to initially accompany student support staff of the Aboriginal and Torres Strait Islander Studies Unit on school and community visits. Mentors support unit staff with information sessions on university life, presented to secondary school students and community members on campus visits. Indigenous Australian mentors assist the unit to provide clear pathways for indigenous Australian students who are considering higher education and applying for admission to UQ.
Widening participation

The University’s initiatives to increase entry for students from disadvantaged backgrounds are in line with the Australian Government’s social inclusion agenda. Many initiatives are aimed at developing more collaborative working arrangements and partnerships that will be sustained over time to build aspiration, develop pathways to higher education institutions, and facilitate access to university study.

UQ was represented on five working parties established by the Higher Education Forum to address the imperatives of the social inclusion agenda in higher education. The forum advises the Queensland Minister for Education and Training on all matters relating to higher education. Equity Office Director Dr Ann Stewart travelled to the United Kingdom in July to gain a deeper understanding of strategies used there to address access and aspiration for equity groups. She also gained information about which initiatives were successful, how success was measured, and the nature and level of resourcing available.

Indigenous postgraduate students

www.uq.edu.au/meetingplace/

The postgraduate meeting place is a website launched in late 2010 to support Indigenous students in the transition from undergraduate to postgraduate study, and assist Indigenous postgraduate students at UQ to network and meet. It explores reasons to consider postgraduate study, documents stories from Indigenous postgraduates, and provides information about costs and scholarships. The website was developed from a project undertaken by the ATSIS Unit and supported by Higher Education Equity Support Program funding.

UQ Advantage

As the UQ Advantage became more widely disseminated throughout the University community, the focus evolved in 2010 to characterise the student experience at UQ as emphasising the choices and opportunities available to students through the University’s comprehensive range of programs, world-class research and infrastructure, and international, professional and industry linkages.

Student lifecycle project

The term UQ Advantage is intended to encapsulate key, distinguishing features of the student experience at UQ and in 2010 the University commissioned Deloitte Touche Tohmatsu to evaluate the University’s capacity to deliver on the UQ Advantage. The review was completed in July and identified challenges and opportunities across the student lifecycle, taking into account student experiences from selection, application and enrolment, to graduation and beyond.

The study’s findings have been presented at staff briefings and are available via the University’s website. The 11-week study was the first stage in a phased approach that will drive further improvements in shaping a more efficient and effective student lifecycle approach at UQ.

Alternative pathways to UQ for IT students

A memorandum of understanding between UQ and the Southbank Institute of Technology (SBIT) will allow students who have completed SBIT’s Diploma of Information Technology (Networking) or Diploma of Information Technology (Website Development) to progress to UQ’s Bachelor of Information Technology (BInfTech). Up to 20 domestic students can apply through the Queensland Tertiary Admissions Centre and, on successful completion of the SBIT diploma program, gain direct entry to the BInfTech with one year of advanced standing.

This will be a genuine alternative pathway to the BInfTech and similar pathway arrangements with TAFE will be established, driven by imperatives in the Bradley reforms.

Continuing professional development courses

UQ established the Centre for Innovation in Professional Learning (CIPL) in 2009 to assist UQ schools and institutes to provide effective continuing professional development (CPD) courses. In 2010, CIPL completed a stocktake of all CPD short courses offered by the University.

Results will be used to design and implement a catalogue, available through the UQ website.

The goal is to provide CPD courses for UQ graduates and other professionals that may become a first step towards further formal postgraduate study at UQ.

Nurturing high-performing students

Several schools and faculties offered tailored programs of events for high-performing undergraduate students. Activities were designed to foster leadership skills and provide advanced research training. They included:

- the Arts Faculty invited selected final semester students to events around scholarly activity in the humanities;

- the Engineering, Architecture and Information Technology Faculty hosted presentations by eminent scientists and provided mentoring activities;

- the School of Medicine provided scholarship support for a select group of medical students to complete the Graduate Certificate in Executive Leadership;

- about 80 students participated in the Advanced Studies Program in Science across the three years of the undergraduate program. They were mentored by academic staff and collaborated on cutting-edge research projects; and

- in the Social and Behavioural Sciences Faculty, 95 new Dean’s Scholars were invited to attend regular seminars.

Postgraduate students Chastina Anderson (left) and Katherine Williams with Student Support Officer Jason Whitfield at the launch of the Postgraduate Meeting Place.
Student experience
UQ’s strong reputation and ranking continued to be underpinned by an increasingly globalised focus. To further expand internationalisation of the UQ experience for undergraduate students, UQ Abroad was integrated into the Office of Undergraduate Education, which was established to support undergraduate student success and strengthen student engagement.

UQ Abroad is UQ’s outgoing student exchange program that allows undergraduate UQ students to study overseas for one or two semesters and earn credit towards their UQ degrees. UQ welcomed 493 students (mainly from the United Kingdom and the United States) as part of the Study Abroad program. Exchange students were from more than 100 partners in 28 countries.

International focus
UQ offered an increasing range of programs with an international focus in 2010, including:

- the Bachelor of International Studies program that provides students with an interdisciplinary grounding in cultural and communicative aspects of globalisation. Students complete a major in a language other than English, a major in a discipline-based area of study, and one semester of overseas study with a UQ partner institution;
- the Diploma in Global Issues, a multi-disciplinary concurrent program for students who wish to combine global studies with their undergraduate studies. Students complete a portion of the program through at least one of six participating Universitas 21 universities; and
- the Diploma in Languages, a concurrent enrolment program that allows undergraduate students to complete the equivalent of a major in a language other than English.

Diversity Week
The theme for UQ’s eighth annual Diversity Week, on May 24-28, was Our Global Community and celebrations provided an opportunity to commemorate the UQ community’s increasing diversity. UQ’s 40,000 students are from more than 120 countries and the staff profile includes people from different races and cultures, religions, socio-economic backgrounds, ages, interests, values and personalities.

University staff, students, alumni and the wider community participated in a week of stimulating discussions, public lectures, award presentations, art exhibitions and other activities that reflected on UQ’s development in an increasingly globalised world, what directions it might take in the future, and the impact of globalisation on the University community and society.

International environment
The environment for international education in 2010 was one of significant change. External factors, such as the strong Australian dollar, national policy changes and increased international competition, were extremely challenging.

The higher education sector is yet to feel the full impact of those factors, but UQ achieved strong commencing enrolments in 2010. The University enrolled more than 10,000 international students from 132 countries, representing 25 percent of the total student population.

The largest source countries continued to be China, Singapore and Malaysia. The top programs for undergraduate studies were commerce, engineering and medicine. For postgraduate coursework, commerce, business, economics and finance dominated.

Faculties continued to make significant efforts to reduce reliance on single source markets by marketing in Latin America, Western Europe and North America.

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Enrolments by program level

<table>
<thead>
<tr>
<th>Program Level</th>
<th>2008 Female</th>
<th>2008 Male</th>
<th>2009 Female</th>
<th>2009 Male</th>
<th>2010 Female</th>
<th>2010 Male</th>
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</thead>
<tbody>
<tr>
<td>Doctorate by research</td>
<td>50.8%</td>
<td>49.2%</td>
<td>50.6%</td>
<td>49.4%</td>
<td>50.4%</td>
<td>49.6%</td>
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<tr>
<td>Doctorate by coursework</td>
<td>70.7%</td>
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<td>74.5%</td>
<td>25.5%</td>
<td>73.1%</td>
<td>26.9%</td>
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<tr>
<td>Masters by research</td>
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<td>52.4%</td>
<td>46.0%</td>
<td>54.0%</td>
<td>49.0%</td>
<td>51.0%</td>
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<tr>
<td>Masters by coursework</td>
<td>58.0%</td>
<td>42.0%</td>
<td>59.9%</td>
<td>40.1%</td>
<td>60.6%</td>
<td>39.4%</td>
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<td>Postgraduate/Graduate Diploma</td>
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<td>44.9%</td>
<td>58.3%</td>
<td>41.7%</td>
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<tr>
<td>Bachelors</td>
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<td>54.9%</td>
<td>45.1%</td>
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<td>Associate Degree</td>
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<td>70.9%</td>
<td>29.1%</td>
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<tr>
<td>Diploma/Associate Diploma (pre AQF)</td>
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<td>38.0%</td>
<td>54.9%</td>
<td>45.1%</td>
<td>48.5%</td>
<td>51.5%</td>
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<tr>
<td>Non-award course</td>
<td>57.2%</td>
<td>42.8%</td>
<td>59.5%</td>
<td>40.5%</td>
<td>62.4%</td>
<td>37.6%</td>
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</table>

Enrolments by faculty

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<thead>
<tr>
<th>Faculty</th>
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<th>2009 Female</th>
<th>2009 Male</th>
<th>2010 Female</th>
<th>2010 Male</th>
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<tr>
<td>Arts</td>
<td>66.1%</td>
<td>33.9%</td>
<td>65.8%</td>
<td>34.2%</td>
<td>66.0%</td>
<td>34.0%</td>
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<tr>
<td>Business, Economics &amp; Law</td>
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<td>48.7%</td>
<td>52.7%</td>
<td>47.3%</td>
<td>53.5%</td>
<td>46.5%</td>
</tr>
<tr>
<td>Engineering, Architecture &amp; Information Technology</td>
<td>20.2%</td>
<td>79.8%</td>
<td>20.5%</td>
<td>79.5%</td>
<td>21.2%</td>
<td>78.8%</td>
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<tr>
<td>Health Sciences</td>
<td>62.9%</td>
<td>37.1%</td>
<td>62.4%</td>
<td>37.6%</td>
<td>62.0%</td>
<td>38.0%</td>
</tr>
<tr>
<td>Natural Resources, Agriculture &amp; Veterinary Science</td>
<td>70.9%</td>
<td>29.1%</td>
<td>72.4%</td>
<td>27.6%</td>
<td>72.7%</td>
<td>27.3%</td>
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<tr>
<td>Science</td>
<td>51.9%</td>
<td>48.1%</td>
<td>51.2%</td>
<td>48.8%</td>
<td>51.9%</td>
<td>48.1%</td>
</tr>
<tr>
<td>Social &amp; Behavioural Sciences</td>
<td>72.7%</td>
<td>27.3%</td>
<td>73.1%</td>
<td>26.9%</td>
<td>73.4%</td>
<td>26.6%</td>
</tr>
</tbody>
</table>
Teaching and learning excellence

UQ has won more Australian Learning and Teaching Council (ALTC) awards for teaching excellence than any other university since the awards were established in 1997. In 2010, UQ received one award for programs that enhance learning, two for teaching excellence, and the maximum of 10 citations, bringing UQ’s total number of national teaching awards and citations to 75.

Award winners in 2010 were:

ALTC Awards for Teaching Excellence:
- Dr Shelley Dole, School of Education; and
- Dr Greg Marston, School of Social Work and Human Services.

ALTC Award for Programs that Enhance Learning:
- Mining Education Australia, category: Educational Partnerships and Collaborations with Other Organisations. Project leader: Dr Mehmet Kizil, project partners: UQ, University of New South Wales, Curtin University of Technology and Adelaide University.

ALTC Citations for Outstanding Contributions to Student Learning:
- Professor Lawrence Gahan, School of Chemistry and Molecular Biosciences;
- Associate Professor Joseph Grotowski, School of Mathematics and Physics;
- Associate Professor Matthew Hornsey, Faculty of Social and Behavioural Sciences;
- Michael Jennings, School of Mathematics and Physics;
- Dr James Laurenceson, School of Economics;
- Associate Professor Malcolm Parker, School of Medicine;
- Professor John Simmons, School of Mechanical and Mining Engineering;
- Margaret Stephenson, TC Beirne School of Law;
- Dr Terry Tunney, School of Biomedical Sciences; and
- Dr Martie-Louise Verreyne and Stewart Gow, UQ Business School; and Clint Ramsay, UniQuest Pty Ltd.

ALTC Fellowship:
- Professor Sylvia Rodger, School of Health and Rehabilitation Sciences, Building capacity among emerging occupational therapy academic leaders in curriculum renewal and evaluation at UQ and nationally.

ALTC Competitive Grant:
- Dr Bronwen Cribb, Centre for Microscopy and Microanalysis, A national approach to education in advanced microscopic characterisation through integrated learning tools.

ALTC Priority Projects:
- Professor Caroline Crosthwaite, Faculty of Engineering, Architecture and Information Technology, Curriculum renewal in engineering through theory driven evaluation;
- Kelly Matthews, Teaching and Educational Development Institute, Quantitative skills in science: Curriculum models for the future; and
- Deanne Gannaway, Teaching and Educational Development Institute, A review of the dissemination strategies used by projects funded by the ALTC Grants scheme (the award was made in late 2009 and the funding agreement signed early in 2010).

UQ Awards for Teaching Excellence:
- Dr Jean-Louis Durand, School of Political Science and International Studies;
- Dr Andrew Fairbairn, School of Social Science;
- Associate Professor Lesley Luka, School of Biomedical Sciences;
- Dr Liza O’Moore, School of Civil Engineering; and
- Dr Robbie Wilson, School of Biological Sciences.

UQ Commendations for Teaching Excellence:
- Dr Winnifred Louis, School of Psychology;
- Associate Professor Julie Walker, School of Business; and
- Dr Margaret Wegener, School of Mathematics and Physics.

UQ Awards for Programs that Enhance Learning:
- The BA First-Year Community - category 3: The First-Year Experience, Faculty of Arts, University of Queensland Library and Student Services Directorate. Project team: Professor Fred D’Agostino, Inge Matt, Michael Whiteway, Janey Saunders and Justin Nicholls; and

Teaching and Learning award winners with, from left, front row, the Chancellor, John Story, Professor Deborah Terry, Deputy Vice-Chancellor (Academic), Professor Andrea Nolan, Senior Vice Principal and Deputy Vice-Chancellor, University of Glasgow, and Professor Michael Keniger, Senior Deputy Vice-Chancellor.

UQ Commendations for Programs that Enhance Learning:
- UQ Law Mentor Program, category 2: Educational Partnerships and Collaborations with Other Organisations, TC Beirne School of Law. Project team: Associate Professor Nickolas James, Vu Ngo, Helen Braadveld and Tecia Marsh.

UQ Citations for Outstanding Contribution to Student Learning:
- Professor Nicholas Aroney, TC Beirne School of Law;
- Associate Professor Philip Bodman, School of Economics;
- Dr Noreen Breakey, School of Tourism;
- Dr Rhonda Breit, School of Journalism and Communication;
- Dr Denis Collins, School of Music;
- Associate Professor Matthew Davis, School of Mathematics and Physics;
- Alan Duhs, School of Economics;
- Dr Barbara Masser, School of Psychology;
- Dr Donovan Storey, School of Geography, Planning and Environmental Management; and
- Dr Anthony Wright, School of Education.

UQ Teaching Fellows
The UQ Teaching Fellowship Scheme was introduced in 2009. It aims to support emerging teaching and learning leaders to undertake activities to advance teaching and learning in their faculty or discipline. UQ Teaching Fellows for 2011 are:
- Dr Lucinda Chipchase, School of Health and Rehabilitation Sciences: Exploring use of telesupervision as a sustainable, engaging method to support professional learning opportunities;
- Associate Professor Karen Moni, School of Education: Building capacities to enhance critical thinking and writing skills of first-year international research higher degree (RHD) students in the social sciences;
- Dr Susan Rowland, School of Chemistry and Molecular Biosciences: Expanding the UQ undergraduate research experience to include teaching and learning projects; and
- Dr Daniel Schull, School of Veterinary Science: Refining and benchmarking outcomes assessment for the Bachelor of Veterinary Science professional program at UQ.

Evaluating performance
In 2009, the final report of the cycle two Australian Universities Quality Agency (AUQA) audit was released and, as required, UQ provided a progress report to AUQA within 12 months. The progress report detailed actions taken by UQ to address the eight affirmations and six recommendations in the final audit report. Both reports are on the UQ and AUQA websites.

Further improvements were made to UQ’s quality assurance framework, including: extending use of the school-based performance framework into institutes and major research centres; and implementing an annual curriculum and teaching quality appraisal process that uses a range of key teaching and learning indicators to review the quality of schools’ teaching programs.

A combined student evaluation of course and teaching questionnaire was implemented in 2010, to be used each time a course is offered. A student survey steering committee was established to monitor use of student survey instruments, ensure consistency and evaluate their effectiveness. A student survey framework was adopted as University policy.

Developing leadership
The University has introduced regular forums for chairs of School Teaching and Learning Committees to develop leadership capacities and support the committees’ work. The forums include seminars focused on specific teaching and learning issues and developments, and provide another opportunity for open-ended communication between chairs, associate deans (academic) and the Office of the Deputy Vice-Chancellor (Academic). University-wide guidelines describing the committee chairs’ roles and responsibilities are at www.uq.edu.au/teaching-learning/.
CPD short courses
To assist schools and institutes identify, design and develop sustainable continuing professional development (CPD) short courses, the Centre for Innovation in Professional Learning (CIPL) has established an opportunity mentoring program around a set of action learning workshops. Staff form syndicates and bring formative CPD ideas to a CPD – Designing for Success workshop, which results in participants creating a short-form business case. The challenge of developing the business case assists participants to determine whether they have correctly identified the opportunity and have an appropriate, sustainable design. In 2010, 50 participants took part in workshops and about 20 opportunities were taken through the process.

CIPL has almost finished developing the first edition of a set of design patterns that characterise best practice in CPD/short course design and development. The patterns cover commercially successful business models and delivery approaches and effective educational design. The design patterns are being used to inform design of further staff development workshops and consulting approaches used by CIPL.

Learning facilities
The quality of facilities available for teaching and learning are critically important in providing an enriching learning experience at UQ. In 2010, the University continued to make significant progress in providing state-of-the-art teaching and learning spaces and blended learning environments. The quality of the learning environment will continue to play a key role in influencing future developments in growing the University’s campuses.

Learning spaces
Completed late in 2009 and situated at the Princess Alexandra Hospital, the Pharmacy Australia Centre of Excellence (PACE) houses the School of Pharmacy and offers state-of-the-art, purpose-built teaching facilities, including interactive dispensing and counselling services, teaching laboratories, innovative study spaces, and a branch of the UQ Library offering after-hours access and integrated technology spaces.

The UQ Vet School relocated to the Gatton campus early in 2010 into new premises, which include a veterinary teaching hospital, a veterinary clinical skills and research facility, custom-designed multi-purpose veterinary laboratories, and collaborative spaces. UQ is one of four universities in Australia offering fully accredited veterinary science programs. The new facilities will eventually enable 600 undergraduate veterinary science students to study at UQ.

IT advances
In 2010, audio and video podcasts of UQ content became available from iTunesU, providing access to free educational material through the iTunes store for students, staff and the wider community. Increased flexibility in delivering learning material is expected to further enhance the student learning experience at UQ.

The Phoenix project is a major network improvement project rolling out wireless network access across UQ’s campuses. It will increase the ability of students and staff to access University resources with greater flexibility.

UQ is developing a consistent online presence across all undergraduate and postgraduate courses. As a first step, first, second and third-year undergraduate courses will have a minimum presence in BlackBoard, including, for example, announcements and links to electronic course profiles. Blackboard courses will be viewable by staff and students to encourage the sharing of best practice in teaching and learning. Faculties have received central support to appoint eLearning support staff to assist.

UQ is supporting an open educational resources (OER) initiative, Building Toward Open Scholarship, which is intended to support curriculum reform and renewal and greater student and staff engagement to create learning material that can be renewed through an ongoing sustainable process. OER’s intent is to share digital knowledge and contribute to the global body of open scholarly materials.
Sustainability

In 2010, UQ introduced a postgraduate suite of programs in sustainable systems, designed to recognise that innovative approaches are required to develop and manage resources and businesses within increasing physical limits. Programs are offered in:

- food security and agrifood systems, at Gatton and St Lucia;
- global livestock production, at Gatton;
- environmental markets, at St Lucia;
- heritage development, at St Lucia;
- resilient communities, at Gatton and St Lucia;
- systems engineering, at St Lucia; and
- infrastructure and resource engineering, at St Lucia.

Given the rapid rate of knowledge creation and the wide range of disciplines involved in addressing the complexity of sustainability issues, the programs intend to draw together a diverse range of knowledge and skills.

A new major in sustainability has been introduced into the Bachelor of Business Management and Bachelor of Business Management dual programs (except the Bachelor of Business Management/Bachelor of Education (Secondary) dual program). The programs are designed to encourage students to develop skills to manage firms’ activities to achieve sustainable outcomes.

Innovative teaching practices

The Office of the Deputy Vice-Chancellor (Academic) provides funding through the Strategic Teaching and Learning Grants scheme to assist academic staff to develop innovative teaching and learning projects that engage students through high-impact learning practices. In 2010, $500,000 was allocated to a wide variety of projects across the UQ faculties.

University-wide programs and events hosted throughout 2010 aimed to provide unique opportunities for students to engage more actively with their studies.

Inaugural undergraduate research conference

The Office of Undergraduate Education, in collaboration with UQ faculties, organised the inaugural UQ Undergraduate Research Conference in September. The objective was to showcase UQ’s best undergraduate research projects and allow student researchers to share their work through oral and poster presentations, developing research communication and presentation skills.

More than 60 students participated. Their presentations encompassed an interesting and diverse range of topics. Winners were:

- top three in the oral presentation category: Amy Chan, Faculty of Science; Loren Nicholls, Faculty of Science; and Nicholas Gattas, Faculty of Health Sciences;
- honourable mention and special prizes, oral presentation: James Owens, Faculty of Science; and Hilary Martin, Faculty of Science; and
- top three in the poster presentation category: Rebecca King, Faculty of Social and Behavioural Sciences; Rebecca Johnston, Faculty of Science; and Carl Smith, Faculty of Science.

Student summit

The Office of Undergraduate Education organised the first Vice-Chancellor’s student summit, offering an opportunity for students to provide feedback to the Vice-Chancellor and Deputy Vice-Chancellor (Academic) on a range of topics, including: improving the UQ student experience; alumni engagement; UQ’s future directions; and its equity agenda.

About 60 students attended the late October summit and there are plans to hold the event annually.
Transformative education in Indigenous Australian studies

The Aboriginal and Torres Strait Islander Studies Unit is conducting an Australian Learning and Teaching Council grant project entitled Exploring problem-based learning pedagogy as transformative education in Indigenous Australian studies.

The project seeks to understand ways problem-based learning (PBL) in Indigenous Australian studies can transform tertiary education as a pathway to social justice and empowerment for Aboriginal and Torres Strait Islander people. PBL involves students working in small groups with a lecturer or tutor to discuss a set problem, followed by a systematic, student-centred inquiry process. The study is taking place in five key centres: UQ; Monash University; the University of Technology Sydney; Charles Darwin University; and the University of Newcastle.

ICTE-UQ

UQ’s Institute of Continuing & TESOL* Education (ICTE-UQ) continued to make a valuable contribution to the University’s international program as a provider of general English and pathway programs and through providing customised training and continuing education programs. Clients were enrolled from government, corporate and education sectors from within Australia and internationally.

(*teaching English to speakers of other languages)

Programs included certified Australian Quality Teaching Framework qualifications, skilled migration internship programs for accountants, English language training, and English teacher professional development programs in several countries. ICTE-UQ delivered customised TESOL and English language proficiency programs to students seeking entry to UQ award programs, and concurrent English language support to students enrolled in award studies.

ICTE-UQ contributed, through providing executive operational management, to two significant capacity development projects offshore: the University of Danang–University of Queensland English Language Institute (UD-UQ ELI), in Danang, Vietnam; and the Universidad Catolica del Norte–University of Queensland English Language Teaching Centre, in Antofagasta, Chile. The projects resulted in high-quality, collaborative institutions being established in regional areas delivering English language training for capacity development of those regions.

The first joint UD-UQ ELI and ICTE-UQ program for the Vietnam Bureau of Customs, 38 Vietnamese Customs Bureau staff undertook eight weeks of English language training at the UD-UQ ELI, followed by five weeks of training at ICTE-UQ in Brisbane.

2010 Young Queenslander of the Year, UQ engineering student Yassmin Abdel-Magied.

Tutors@UQ program

After consultation with tutors, students, course coordinators, and heads of schools, a Tutors@UQ program was developed and piloted in the Faculty of Science and the Faculty of Social and Behavioural Sciences. The program aimed to provide a systematic approach to tutors’ professional development.

The program introduces consistency in tutor induction across UQ, helps recognise the vital role of tutors, and develops tutor training resources. Links to online materials and resources supplement face-to-face tutor training. The program comprises three learning sessions, two to be completed before semester and the third during semester, and addresses issues and concerns tutors have identified as central to induction.

Program evaluations have been positive, with tutors having significantly enhanced feelings of confidence and preparedness.

LEARNING // REVIEW OF ACTIVITIES

2010 Young Queenslander of the Year, UQ engineering student Yassmin Abdel-Magied.
Dr Michael Piper, from UQ’s Queensland Brain Institute, was a recipient of a 2010 UQ Foundation Research Excellence Award.
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.

Research funding

UQ received $303.4 million in total research funding income in 2009, the most recent year for which figures are available. Research income has continued to grow in the past five years, with the 2009 result 7.2 percent higher than the $283 million reported in 2008.

Since 2004, the University has increased its research income by 94 percent. UQ’s success in attracting research funding from governments, industry and private benefactors acknowledges that they share the University’s vision in research excellence.

Australian Research Council funding

The University attracted significant funding for new and ongoing research under the Australian Research Council (ARC) funding programs. In the ARC Discovery Projects scheme, UQ received $36.7 million to support fundamental research, topping the state and ranking third nationally. Professor Kirill Alexandrov, from the Institute for Molecular Bioscience (IMB), received UQ’s largest Discovery Projects grant: $1.5 million to study post-translational modifications of proteins critical for a multitude of normal cellular functions.

Other projects funded included:

- Associate Professor Rick Sturm, from IMB, will lead a $429,000 project to investigate variations in genes that determine human skin pigmentation and are likely to be associated with skin cancer risk;

<table>
<thead>
<tr>
<th>COMMONWEALTH BLOCK GRANTS</th>
<th>2006</th>
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<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
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<tbody>
<tr>
<td>Research Infrastructure Block Grant (RIBG) ($) million</td>
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<td>20.9</td>
<td>21.36</td>
<td>22.68</td>
<td>23.67</td>
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<tr>
<td>Research Training Scheme Grant (RTS) ($) million</td>
<td>53.92</td>
<td>54.28</td>
<td>54.10</td>
<td>53.71</td>
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<td>Joint Research Engagement Scheme (JRE) ($) million</td>
<td>28.73</td>
<td>28.90</td>
<td>29.12</td>
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<td>3264</td>
<td>3515</td>
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<td>PhD student completions</td>
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<td>452</td>
<td>517</td>
<td>493</td>
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<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010 PROJECTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic students (EFTSL)</td>
<td>2191</td>
<td>2183</td>
<td>2076</td>
<td>1963</td>
<td>2008</td>
</tr>
<tr>
<td>International students (EFTSL)</td>
<td>579</td>
<td>636</td>
<td>680</td>
<td>794</td>
<td>968</td>
</tr>
</tbody>
</table>

1 The RIBG, RTS and JRE Commonwealth block grants are allocated among Australian universities in accordance with their performance as measured by composite indices of research performance.

2 From 2006 to 2009 these were Institutional Grants Scheme (IGS) allocations. From the start of the 2010 academic year, IGS was refocused into the JRE program.
– Professor Suresh Bhatia and colleagues from UQ’s School of Chemical Engineering and the University of Leipzig, Germany, received $1 million to advance and validate a novel theory for transport of fluid mixtures in nanoconfined spaces, being developed by Professor Bhatia; and
– Professor Gillian Whitlock, of UQ’s School of English, Media Studies and Art History, received $518,000 to study letters exchanged between asylum seekers and activists between 2001 and 2005.

The ARC Linkage Projects scheme aims to develop long-term strategic research alliances between universities, industry and other organisations. Over the two rounds announced to start in 2010, UQ received $12.5 million in ARC funding, with an additional $25.1 million pledged by industry partners.

Some of UQ’s successful Linkage Projects included:
– Associate Professor Jayne Lucke, of the UQ Centre for Clinical Research (industry partners: Bayer Australia and Family Planning NSW), to conduct a longitudinal study of patterns of contraceptive use and access to contraceptive information, advice and services for young Australian women;
– Associate Professor Christa van Kraayenoord, of the School of Education (industry partners: BHP Billiton Mitsubishi Alliance and Education Queensland), leads a project supporting schools and teachers to improve students’ reading achievement in rural and mining communities; and
– Professor Paul Burn, of the School of Chemistry and Molecular Biosciences (industry partner: Arborescent 2 Ltd), will tackle development of a new handheld sensor to detect trace amounts of explosives, improving the nation’s security.

Professor Lorraine Mazerolle was among 15 Australian Laureate Fellows announced in round two of the scheme. Her fellowship, worth $3.1 million over five years, will allow her to conduct a series of field experiments testing the effectiveness of third-party policing.

UQ also achieved resounding success in the inaugural rounds of the Future Fellowships and Super Science Fellowships schemes. Future Fellowships provide a four-year fellowship worth up to $740,000 and are aimed at addressing the gap in opportunities for mid-career researchers in Australia. The University received 16 Future Fellowships, with seven awarded in the top band, representing 25 percent of all fellowships awarded at that level.

Two marine and climate research projects attracted funding from the Super Science Fellowships scheme. The fellowships aim to attract and retain outstanding early-career researchers in three key areas: space and astronomy; marine and climate; and future industries.
National Health and Medical Research Council funding

The University again secured significant funding from the National Health and Medical Research Council (NHMRC). In the major project grants scheme, UQ placed fifth nationally, receiving $32.15 million. The project grants scheme, NHMRC’s main funding scheme, supports individuals and small research teams undertaking biomedical, public health and health services research. In 2009, $380 million was awarded through the scheme nationwide. UQ’s two largest project grants, worth $1.9 million and $1.2 million, went to Professor Alan Lopez and Dr Abdullah Marun respectively, both from UQ’s School of Population Health.

In addition to securing 58 project grants, UQ received five Research Fellowships worth almost $3 million; two Practitioner Fellowships worth more than $800,000; five Career Development Awards worth almost $2 million; and six Training Fellowships worth almost $450,000.

PhD study benefited from NHMRC support, with 12 PhD students awarded scholarships. UQ also attracted an NHMRC Development Grant worth $610,500.

The Enabling Grants scheme allowed continuation of the Australasian Kidney Trials Network, led by Associate Professor Carmel Hawley. It will receive $2 million over five years.

The University attracted two of only nine Australia Fellowships awarded nationally. The fellowships provide $4 million to each recipient over five years to support experienced researchers to undertake research of major importance in its field and of benefit to Australian health. Professor John Mattick, from IMB, was awarded an Australia Fellowship to further explore his hypothesis on so-called “junk” DNA.

Professor Martyn Goulding was funded to join UQ from the Salk Institute in the United States. The Australia Fellowship will enable the establishment of an internationally recognised team of researchers to study how nerve cells in the spinal cord function and contribute to the sensorimotor networks that control movement, posture, balance and protective reflexes.

Queensland Smart Futures Fund

The Smart Futures schemes are a Queensland Government initiative to support collaborative projects, skills development and innovative research throughout the state. University research benefits from support under several schemes.

Professor Anton Middelberg, from UQ’s Australian Institute for Bioengineering and Nanotechnology (AIBN), was awarded the prestigious $1.25 million Premier’s Fellowship to support his work on tailored vaccine manufacturing for emerging diseases.

Another five UQ researchers were awarded Smart Futures Fellowships in research areas such as revolutionising dementia treatment and producing environmentally friendly industrial chemicals.

More than $8 million was awarded for six groundbreaking research projects from the National and International Research Alliances Program (NIRAP). NIRAP’s key objective is to support delivery of research, development and innovation outcomes by Queensland-based entities and interstate, national and international partners.

UQ achieved remarkable success in the inaugural Queensland–Chinese Academy of Sciences Biotechnology Projects Fund and the Indo-Queensland Biotechnology Projects Fund schemes, receiving four of six projects awarded state-wide.

Other research support

Global Change Institute

A major new international research institute to address problems of a rapidly changing world and develop innovative solutions was launched early in 2010. The Global Change Institute (GCI) will focus on a world where the future’s biggest challenges are interconnected and global in scale. GCI will be housed in a new building made possible by a $15 million gift from UQ alumnus and philanthropist Graeme Wood. It will showcase ‘green’ technology in action by employing sustainable design, construction and operating practices, including Australia’s largest flat-panel, photovoltaic solar array.

Space research

UQ was awarded $8 million in the first round of the Australian Space Research Program for a project on Scramjet-based access-to-space systems. The project is one of four awarded funding by the federal Department of Innovation, Industry, Science and Research. The research is also supported by $9 million from an international consortium involving UQ, the University of New South Wales, the University of Adelaide, the University of Southern Queensland, the Defence Science and Technology Organisation, BAe Systems, Boeing Research and Technology Australia, Teakle Composites Pty Ltd, AIMTEK Pty Ltd, the Japanese Aerospace Exploration Agency, Centro Italiano Ricerche Aerospaziali, Deutsches Zentrum für Luft-und Raumfahrt, the University of Minnesota and the Australian Youth Aerospace Forum.

Terrestrial Ecosystem Research Network

The University leads a national collaboration at the forefront of linking science to ecosystem management. The Terrestrial Ecosystem Research Network (TERN) received $20 million under the Federal Government’s National Collaborative Research Infrastructure Strategy, which aims to build strong collaborative and strategic links across research areas in Australia. An additional $35 million was funded by the Federal Government’s Super Science Initiative and the Queensland Government added $4 million.
Significant outcomes

UQ researchers strive to make a significant contribution at state, national and international levels, and for their research to have a continuing, positive influence. In 2010, significant outcomes included:

Vaccine technology licensed to global company

In April, cancer vaccine technology developed by researchers at The University of Queensland Diamantina Institute was licensed to US-based developer of ribonucleic acid interference (RNAi) therapeutics, Alnylam Pharmaceuticals Inc. The UQ Diamantina Institute, specialising in cancer and immunology, is at the cutting edge of RNAi research, a natural biological process of gene ‘silencing’. The intellectual property licensed to Alnylam relates to research conducted by Associate Professor Nigel McMillan, Dr Graham Leggatt and Dr Wenyi Gu. The work investigated using RNAi to induce an effective immune response against tumours and has the potential to be developed into new vaccines for cancer and infectious disease.

Water whereabouts

Australia’s first water education research website has been developed by UQ researchers to increase water and sustainability awareness. Funded through the Federal Government’s $12.9 billion water reform initiative, Water for the Future, and hosted by the Department of Environment, Water, Heritage and the Arts, the website is designed to support state and territory pre-school to secondary school curricula.

UNESCO World Heritage Centre

Professor Ian Lilley, of the Aboriginal and Torres Strait Islander Studies Unit, achieved international recognition for research in archaeology and cultural heritage management. The work bolsters the standing of UQ’s internationally highly regarded research in archaeology. Professor Lilley’s expertise has been recognised through an invitation to coordinate a thematic study on early human colonisation and innovation in the Pacific region for the UNESCO World Heritage Centre in Paris.

Other achievements

Global rankings

The University has ranked in the top one percent of all major university ranking systems. In the prestigious Shanghai Jiao Tong Academic Ranking of World Universities (ARWU), UQ was one of only five Australian universities in the top 150 in 2010. UQ had an Asia-Pacific universities ranking of 11 and calculated it improved its performance six places to 108 in the international list of ARWU-ranked universities in the 101-150 band.

Excellence in Research for Australia

The Excellence in Research for Australia (ERA) initiative is a Federal Government system intended to support better research quality assurance, ERA aims to offer a streamlined, transparent, internationally verifiable system to assess research quality based on measures appropriate to each discipline. With input from senior academics and a team of administrators, UQ submitted a multitude of research outcomes for assessment in 101 of the 152 research fields to be assessed (the third highest of any university), emphasising the scope of the University’s research endeavours. The submission included nearly 30,000 publications involving 7350 UQ researchers, $744.6 million in Higher Education Research Data Collection research income, $118.5 million in commercialisation income, 164 applied measures and 528 esteem measures. Results are expected in early 2011.

World-leading researchers

Eight UQ researchers were honoured as international leaders in their fields by being recognised as part of Thomson Reuters’ ISI Highly Cited rankings. The Highly Cited category is a prestigious ranking that tracks the most highly cited researchers in subject categories, such as life sciences, engineering and social sciences. UQ’s researchers join an elite club of less than 0.5 percent of all published researchers in the world and are recognised as one of the 250 top authors in their field. Researchers recognised in 2010 were:

– Professor Wayne Hall;
– Professor Graeme Hammer;
– Professor Ove Hoegh-Guldberg;
– Professor Max Lu;
– Professor Geoff McLachlan;
– Professor John Saunders;
– Adjunct Professor John Skerritt; and
– Professor Robert Henry.
Powerful partnerships

The University benefits from new and renewed partnerships with national and international organisations. The partnerships are strongly valued and bring together UQ researchers with leading researchers and organisations from across the globe to achieve important outcomes in research fields of national and international significance. Selected partnerships developed or renewed in 2010 included:

China connections
Collaboration with China has been strengthened through new agreements, including:

- an agreement between UQ’s AIBN, China’s National Centre for Nanoscience and Technology, the Shanghai Nanotechnology Promotion Centre and CSIRO to establish the Australian-China Nano-Science and Technology Centre;
- agricultural research will benefit from agreements signed with the Chinese Academy of Agricultural Sciences and Huazhong Agricultural University; and
- agreements with Jilin University and the Graduate University of the Chinese Academy of Sciences will enable closer academic collaborations and joint research training projects.

Tianjin University
The UQ Confucius Institute, announced in 2009, was established through a partnership with Chinese science and technology institution Tianjin University and the Office of Chinese Language Council International (Hanban) in China. The Chinese, Australian and Queensland governments also provided support for its formation.

The Confucius Institute promotes the learning of Chinese language and culture at UQ and in the broader community, and builds and deepens links and collaborative opportunities with China in the fields of science, engineering and technology.

In 2010 the alliance was strengthened by the work of Professor Anton Middelberg and his team from AIBN who developed the UQ microbial vaccine platform, which aims to deliver cost-effective, mass-manufactured vaccine within weeks of a new virus appearing. In collaboration with Tianjin, the team will use advanced molecular simulation to understand and control vaccine self assembly, leading to candidate vaccines for testing against influenza, bacterial infection and Hendra virus.

Baosteel Centre of Excellence for Advanced Technologies
UQ will be the headquarters for the new Baosteel Centre of Excellence for Advanced Technologies, supported by the Baosteel Group Corporation Ltd. In collaboration with the University of New South Wales, the University of Wollongong, and Monash University, the centre will undertake metallurgy, new materials, energy and sustainability research.

KOGAS – Korea Gas Corporation
UQ’s technical expertise and cutting-edge research in unconventional gas resources, like coal seam gas, has attracted the attention of the single largest importer of liquefied natural gas in the world. The Korea Gas Corporation (KOGAS) signed a five-year agreement with UQ to foster research collaboration and for UQ to provide employee training and consultancy services in advanced coal seam gas technology. UQ is in a strong position to provide industry with new insights and ideas for better using gas reserves and developing new technologies. The agreement paves the way for further research and development in coal seam and shale gas and sustainable energy systems.

German connections
Connections with researchers in Munich, Germany, were strengthened by memorandums of understanding signed with Ludwig-Maximilians-Universität München (LMU) and the Technisch Universität München. Both agreements support increased cooperation in teaching, research and service to the community through an international exchange of students, staff and knowledge. New collaborations are in progress, including a partnership of the Queensland Brain Institute and LMU’s Munich Centre for Neurosciences to collaborate and generate an enhanced critical mass, particularly in research into sensory neuroscience.

More power from hot rocks
A memorandum of understanding between the German Research Centre for Geosciences and the Queensland Geothermal Energy Centre of Excellence, a centre supported by Queensland Government funding, will enable joint scientific investigation to explore high heat-producing granites and improve geothermal binary plant technology. A successful outcome of the research partnership will lead to methods to identify new geothermal resources in Australia and more effective ways of exploiting them.

Brazilian alliance
UQ and Fundação de Amparo à Pesquisa do Estado de Minas Gerais, the sole agency for promoting scientific and technological development of Minas Gerais, one of Brazil’s 26 states, has recognised the importance of collaborations between Brazil and Australia through a cooperation agreement. The agreement will support implementing joint projects between UQ and Brazilian researchers, initially in the fields of characterisation, water quality monitoring, and recovery of land degraded by the mining industry.

New era for agriculture and food research
Queensland’s position as an international leader in tropical and sub-tropical agriculture and food research has been boosted by the launch of the Queensland Alliance for Agriculture & Food Innovation. An alliance between UQ and the Queensland Government’s Department of Employment,
Economic Development and Innovation, the new UQ institute will strengthen Queensland’s collective capacity to deliver high-impact research and development outcomes in areas that will benefit Queensland industries and put the state on the map as a world leader in tropical and sub-tropical agriculture and food research.

Equity and diversity
The University continued to support women re-entering academic or research careers through the UQ Postdoctoral Fellowships for Women. In 2010, an additional full-time fellowship was made available, bringing the total number of fellowships awarded to start in 2011 to two full-time and two part-time. UQ also joined forces with the Australian Federation of University Women Queensland Fellowship Fund to award the Margaret Peel Award, a half-time fellowship for women re-entering academic or research careers.

Indigenous advances
The Aboriginal and Torres Strait Islander Studies Unit made significant research advances in 2010, including:

**Marine radiocarbon ages**
Dr Sean Ulm, of the Aboriginal and Torres Strait Islander Studies Unit, is co-leading a multi-institutional collaboration of scientists from around the world to improve understanding of marine reservoir variability in the Australian region. New values have been produced for the southwest Pacific, eastern Australia, the Torres Strait, the Gulf of Carpentaria and the Kimberley region. The work enhances research in many fields by providing secure characterisation of marine reservoir conditions where radiocarbon ages on marine materials are central to debates on changes in late Holocene Aboriginal societies.

**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 2010 included:
- a public lecture presented in conjunction with BrisScience;
- an engagement dinner with industry, government and alumni; and
- presentation of the UQ Foundation Research Excellence Awards and the Excellence in Research Higher Degree Supervision Awards by Professor Beth Woods, Chief Scientific Officer, Queensland Department of Employment, Economic Development and Innovation.

**UQ Foundation Research Excellence Awards**
The UQ Foundation Research Excellence Awards are designed to nurture early career researchers and in 2010 were worth $910,000. Recipients were:
- Dr Warwick Bowen, School of Mathematics and Physics, for a project that aims to achieve quantum control of a mechanical oscillator ($100,000);
- Dr Kristofer Thurecht, AIBN and the Centre for Advanced Imaging, for a project to develop new polymer molecules for improved cancer diagnosis and therapy ($90,000);
- Dr Michael Piper, QBI, for his study into genes that control neural progenitor cell development in the embryonic and adult brain ($90,000);
- Dr Michel Coppiters, School of Health and Rehabilitation Sciences, for a study of immune-inflammation of the nervous system in neuropathic pain, and how one nerve disorder may predispose patients to another ($90,000);
- Dr Yong Wang, School of Mechanical and Mining Engineering, for a project researching photocatalytic and mechanical properties of titanium nanosheets to aid in developing high-quality photocatalysts for hydrogen production, clean energy and environmental protection ($85,000);
- Dr Massimo Hilliard, QBI, to study the powerful neural regenerative abilities of a common nematode worm. The research eventually could enable scientists to rebuild connections in the human nervous system after spinal cord and nerve injuries ($80,000);
- Dr Chaminde Puniadeera, School of Chemical Engineering, for a project developing a simple saliva test for rapid heart disease diagnosis and heart failure detection ($80,000);
- Dr Elizabeth Stephens, Centre for the History of European Discourses, for a multi-disciplinary research project that aims to assess the cultural impact of medical imaging technologies, examining their uptake in popular media to consider how they change the way human bodies are seen and understood ($80,000);
- Dr Greig de Zubicaray, School of Psychology, to study mental processes and brain mechanisms underlying why we can produce language fluently and why, in the case of aphasia, we cannot ($75,000);
- Dr Benjamin Hogan, IMB, for research into the human lymphatic system, which plays a key role in immune function, cancer and obesity. His team is working towards mapping the genes that determine lymphatic vessel development in embryos ($70,000); and
- Dr Chenghua Sun, AIBN, for research into metal-free photocatalysts for solar hydrogen production, aiming to facilitate application of nanomaterials in clean energy ($70,000).

**Excellence in Research Higher Degree Supervision**
The UQ Awards for Excellence in Research Higher Degree Supervision acknowledge outstanding levels of performance in supervision, mentoring and training of RHD candidates. In 2010, excellence awards were presented to:
- Associate Professor Melissa Brown, Deputy Head of the School of Chemistry and Molecular Biosciences, and Deputy Director (Research) at the UQ Diamantina Institute. She has supervised seven RHD students to completion at UQ since 2001, and was supervising another six in 2010;
- Professor Ian Godwin, a plant geneticist in the School of Land, Crop and Food Sciences, has supervised 24 PhD and eight MPhil students at UQ since 1990;
- Professor Ottmar Lipp, a psychologist and Australian Research Council Fellow, has supervised 19 UQ RHD students to completion since 1994 and was supervising a further nine students in 2010; and
- Professor Zhigu Yuan, a control engineer and Deputy Director of the Advanced Water Management Centre, has supervised 19 RHD students to completion since 1998 and had another eight under his supervision in 2010.

Commendations for Excellence in RHD Supervision for 2010 were awarded to Professor Louise Hickson, School of Health and Rehabilitation Sciences; and Associate Professor Andrew Bradley, School of Information Technology and Electrical Engineering. The Early Career Adviser Award for Excellence in RHD Supervision was given to Dr Noel Scott, from the School of Tourism.
The UQ Graduate School has supported more than 13,000 students in their academic pursuit to attain RHDs. With a new strategic focus on RHD training in 2010, the Graduate School’s commitment to recruiting and fostering the next generation of researchers is strong.

The Graduate School provides centralised support for RHD students and has academic and operational responsibility for managing admissions, providing research scholarships, assisting students and enrolling units on progression and candidature-related matters, and facilitating the thesis examination processes. The Graduate School coordinates year-round skills training, supports infrastructure and research facilities, and provides opportunities to accelerate career development. RHD students at UQ benefit from an ongoing commitment to cultivating supervision excellence.

In 2010, 4487 RHD students were enrolled at UQ, including 3915 PhD students and 572 MPhil students. UQ continues to be a destination of choice for international doctoral students, having one of the largest cohorts of international PhD students in Australia.

In 2010, international students accounted for 1315 RHD enrolments, representing almost 28 percent of all RHD students at UQ. A total of 471 PhDs and 62 MPHils were awarded.

Scholarships and research travel grants
More than $24 million in Federal Government and UQ funding was provided to more than 1600 RHD students as living allowance support. In 2010 the Graduate School streamlined its scholarship schemes to ensure UQ continued to attract high-calibre students. The Graduate School provides more than $250,000 annually in research travel grants to enable RHD students to access research facilities elsewhere in Australia and overseas. Those opportunities promote international collaboration and partnership and enhance the research experience and employment opportunities for students.

Skills training
In 2010, the Graduate School introduced a new skills training program for RHD students, advisers and administrators. More than 900 students took advantage of more than 30 specialised workshops, seminars and applied training sessions. The Graduate School coordinated two intensive Graduate Student Week programs that included a broad range of presentations, workshops and social networking functions designed to support RHD students at any stage of their candidature. More than 500 people attended almost 50 sessions, presented with the support of the UQ Library, Student Services, the Office of Marketing & Communications, UniQuest, UQ Sport, current RHD students, academic staff from UQ and other Australian institutions, and industry contacts.

RHD students are encouraged to use UQ’s unique research commercialisation expertise. UniQuest offers free research commercialisation workshops and experts are available within faculties and institutions. Seventy-one students completed formal training in research commercialisation through the Federal Government-funded commercialisation training scheme, managed by the Graduate School.

UQ Advantage agenda in RHDs
In the second half of 2010, the Graduate School began developing a new framework for RHD training as part of the UQ Advantage. The program will allow for a more multifaceted research training experience and ensure UQ’s marketing distinctiveness. The program will give RHD students greater opportunity, choice and flexibility; accelerate career development; and enhance employability. Consultative meetings have been held and the UQ Advantage RHD program will be announced in the first half of 2011.

Three-minute thesis competition
The three-minute thesis (3MT) competition, a UQ initiative introduced in 2008, is run annually to support development of students’ academic, presentation and communication skills. 3MT promotes and enhances research students’ capacity to communicate ideas effectively to a non-specialist audience and the wider community, and is a valuable avenue through which students can consolidate ideas and crystallise research discoveries.

In 2010, the Graduate School hosted the Inaugural Australia & New Zealand 3MT competition. Research students from 33 universities in Australia, New Zealand and Fiji participate. The event highlighted UQ’s strong research culture and commitment to skills development opportunities for RHD students.

Postgraduate enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>Doctorate by research</th>
<th>Doctorate by coursework</th>
<th>Masters by research</th>
<th>Masters by coursework</th>
<th>Postgraduate/graduate diploma</th>
<th>Graduate certificate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>3036</td>
<td>86</td>
<td>547</td>
<td>4667</td>
<td>714</td>
<td>771</td>
<td>9821</td>
</tr>
<tr>
<td>2006</td>
<td>3096</td>
<td>96</td>
<td>492</td>
<td>4625</td>
<td>802</td>
<td>719</td>
<td>9830</td>
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<tr>
<td>2007</td>
<td>3165</td>
<td>111</td>
<td>501</td>
<td>4685</td>
<td>746</td>
<td>723</td>
<td>9931</td>
</tr>
<tr>
<td>2008</td>
<td>3148</td>
<td>99</td>
<td>437</td>
<td>4765</td>
<td>730</td>
<td>800</td>
<td>9979</td>
</tr>
<tr>
<td>2009</td>
<td>3165</td>
<td>98</td>
<td>411</td>
<td>5424</td>
<td>828</td>
<td>801</td>
<td>10,727</td>
</tr>
<tr>
<td>2010</td>
<td>3356</td>
<td>93</td>
<td>459</td>
<td>6329</td>
<td>921</td>
<td>828</td>
<td>11,986</td>
</tr>
</tbody>
</table>
UQ Adjunct Professor and renowned international conductor Maestro Werner Andreas Albert is awarded an honorary doctorate.
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.

Engagement: Key indicators of performance

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010 Projected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research income from DEEWR defined Categories 2 and 3 income(^1) ($ million)</td>
<td>99.57</td>
<td>110.56</td>
<td>140.50</td>
<td>161.86</td>
<td>175</td>
</tr>
<tr>
<td>Donations and bequests revenue(^2) ($ million)</td>
<td>22.93</td>
<td>20.92</td>
<td>13.79</td>
<td>9.99</td>
<td>11.35</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.

UQ centenary

The University celebrated its centenary in 2010 and approached the celebrations as an investment in engagement with all its communities. Guided by Senior Deputy Vice-Chancellor Professor Michael Keniger and a Senate Committee, the celebrations sought to:

- enhance the community’s understanding of the University’s contribution to Queensland and the nation;
- reveal the University’s potential to contribute to the future economic, social and cultural strength of Queensland and the nation; and
- celebrate the achievements of UQ students, staff and graduates, past and present.

Throughout the year, the University hosted major corporate celebrations and events and projects were staged by organisational units on all campuses.

Centenary celebrations were held at all four campuses on April 14-16. About 3500 staff and students attended St Lucia campus lunchtime festivities in the Great Court on April 16, the anniversary date, for the launch of a centenary book; a toast to the University; and the cutting of the 100th birthday cake by the Chancellor, John Story, Vice-Chancellor Professor Paul Greenfield and UQ Union President Michael Zivcic.

On April 18, about 15,000 people converged on the St Lucia campus for a Centenary Celebration Day. The free community event included:

- live music in the Great Court performed by UQ-linked performers;
- a writers’ hub showcasing UQ writers;
- science and innovation talks;
- information sessions on global change and positive aging;
- campus tours; and
- a dusk finale comprising a performance by a 16-piece orchestra, backed by a light show on the façade of the Forgan Smith Building.

A Centenary Alumni Reunion Weekend was celebrated on July 2-4, with more than 40 events ranging through educational, cultural, sporting, residential college and reunion activities. Alumni from France, Israel, Cambodia, Singapore, Malaysia, Thailand, Hong Kong, the United States and the United Kingdom returned to UQ for the weekend.

Corporate highlights included the Courting the Greats gala dinner for nearly 400 guests at the UQ Centre, hosted by actor and alumnus Dr Bille Brown. The dinner celebrated the centenary year alumni award winners. In conjunction with the reunion weekend, Vice-Chancellor Professor Greenfield hosted the University’s first Alumni Summit. Forty invited alumni and key academic staff joined Professor Greenfield and members of the Senior Executive to discuss future directions and strategic priorities in the next century.

Alumni celebrations were also staged at receptions in Sydney, Canberra and Melbourne. Emphasising UQ’s global reach, the University celebrated with partners and alumni at 17 events in Singapore, Malaysia, Thailand, Indonesia, Canada, the United States, Vietnam, the United Kingdom, China and Oman. The BEL Faculty extended the reach to its alumni in South Korea, Taiwan, France, Peru and Chile.
Alumni and community relations

The University's centenary celebrations were an excellent opportunity for engagement and consultation with alumni, friends and the wider community in Australia and internationally. More than 10,000 alumni participated in arts, cultural, sporting, historical and intellectual programs and activities in 2010. A focus throughout the year was the Vice-Chancellor's consultation with alumni to thank them for their contributions over the last century and invite their future support and engagement with the University. The University continued to implement its alumni engagement strategy with a range of initiatives encouraging development of strong, life-long connections between alumni and their alma mater.

Other highlights in 2010 included:

- the annual 50+ reunion lunch hosted by the Vice-Chancellor in April, which coincided with the University's centenary celebrations;
- monthly alumni networking lunches hosted by the BEL Faculty;
- medical and engineering reunions; and
- public lectures and orations with alumni as guest lecturers.

Rewarding excellence

The University's award programs recognise and celebrate alumni contributions to the community. Centenary year alumni award winners included:

- Alumnus of the Year, Sir Llewellyn Edwards, AC, who retired as the University's 12th Chancellor in February 2009;
- Young Alumnus of the Year, Robert Dann, a University medallist and Rhodes scholar;
- International Alumnus of the Year, Dr Nat Yuen, who operates a private practice in Hong Kong. His philanthropic support to the University has included donating the Nat Yuen Collection of Chinese Antiquities, which is held by the UQ Art Museum, and support for restoring Customs House; and
- the Vice-Chancellor's Alumni Equity & Diversity Award, Shandana Aurangzeb Durrani, who in 2006 was awarded the AusAid, Fulbright and Chevening scholarships. She joined UNICEF Pakistan in 2008, where she is now a communications officer.
Philanthropic support

The University’s community of philanthropic supporters grew substantially in 2010. Ongoing engagement with philanthropists led to gifts that will help underpin excellence at UQ in the next decade. Annual appeals connected UQ with a rising philanthropic force among alumni, staff and friends. More people chose to give gifts to the University through bequests.

The annual giving program is the bedrock of philanthropy at UQ. Hundreds of alumni, staff and other members of the wider community participated in the program. More than 800 people supported the University during the centenary through the Chancellor’s Fund Appeal and UQ’s Staff Giving Appeal. Their collective generosity resulted in gifts totalling more than $590,000.

In teaching and learning, donors were particularly interested in supporting students from non-traditional and disadvantaged backgrounds as a way of redressing inequality, which is an ongoing key priority for the University. In research, donors gave generously to programs linked with social impact and which challenged communities in the 21st century.

In its centenary year, the University recognised one of its first and most significant benefactors, Dr James O’Neil Mayne, by commissioning a life-size bronze portrait medallion relief of Dr Mayne, accompanied by a bronze dedication plaque. Dr Mayne, and his younger sister, Mary Emelia Mayne, made the University’s move to its current St Lucia site possible with donations amounting to £60,000 between 1927 and 1929.

Engaging events

A wide range of events designed to increase engagement with the University’s various constituencies was held in 2010. They included:

- the official launch of the Global Change Institute, made possible by a generous $15 million donation by UQ alumnus and philanthropist Graeme Wood;
- the official launch of the Confucius Institute, a collaboration between UQ and Tianjin University with a unique mission to foster Chinese languages and a special focus on building language and cultural understanding among the next generation of science, engineering and technology graduates;
- a Research Week engagement dinner that brought together industry, government and alumni;
- a range of well-attended public lectures, including the centenary oration series;
- UQ Art Museum exhibition openings and public programs;
- visits by international and Australian dignitaries; and
- business receptions hosted by the Vice-Chancellor.

International engagement

A key development in 2010 was establishing a comprehensive global network to increase the University’s global reach and assist with international business development, philanthropic engagement and institutional and government linkages. The network incorporates UQ in-country marketing personnel. In-country representation has ensured UQ can develop stronger institutional and government relationships and gain greater market insights and intelligence, while developing a stronger profile and demonstrating UQ’s commitment on the ground.

Representatives are strategically located in priority countries and regions to cover China, Hong Kong, Vietnam, Chile, Western Europe (based in Germany), and south-east Asia (based in Kuala Lumpur). Plans are in progress to extend the global network in the United States, India, and the Middle East in 2011.

In 2010, the University executive led high-level delegations to Malaysia, Singapore, Thailand, Vietnam, China, Hong Kong and the United States.

The missions focused on developing strategic institutional relationships with sponsors, government agencies and universities. A particular focus was extending the centenary celebrations to international alumni. Key outcomes included:

- the UQ Indonesia alumni award, which aims to reconnect Indonesian alumni with collaborators at UQ;
- keynote presentations in Thailand to a high-level academic audience, organised by the Knowledge Network Institute of Thailand; and
- participating in a UQ Day at Tianjin University, China.

International partnerships included:

Embassy of France student internships program

UQ and the French Embassy in Australia signed an agreement to facilitate opportunities for UQ students to undertake internships with French companies in Australia and France. The program’s objective is to promote cross-cultural understanding between the nations, by enabling UQ students to work in French business environments and French companies to develop a better understanding of education at UQ.
Development seminars
In response to identified needs of the University’s alumni in Vietnam, in November UQ delivered the first of a three-year series of professional development seminars to alumni and UQ partners. The seminars draw on UQ expertise and community professionals to provide training in broadly applied technical and learning, commercialisation, and risk management skills, underpinned by discipline-specific themes.

Customs House
www.customshouse.com.au
Customs House is UQ’s Brisbane CBD base. In 2010, the heritage-listed riverside building continued to be a high-demand venue for University, corporate and private functions and events. Restaurant patronage by UQ alumni increased following the introduction of an alumni discount benefit. The School of Music’s Sundays at Customs House series included 10 free concerts. Free guided tours were conducted on concert days.

Making Music
UQ Music managed an exciting event calendar in 2010 with weekday on-campus concerts, the Customs House Sunday series and two concerts at the QPAC Concert Hall featuring the UQ Symphony Orchestra.

The School of Music was a major contributor to UQ centenary activities, with performances from staff and students during the centenary celebration day in April, the Celebration of Centenaries concert at QPAC in May and the Courting the Greats dinner in July. In September, a reunion performance by Perihelion, the former UQ ensemble in residence, preceded a panel discussion with some of Australia’s leading composers on the role of commissioning ensembles in fostering a vibrant musical culture.

The school’s activities were supported by 4MBS, Ray White Clayfield, QPAC and the Alumni Friends.

Brisbane Institute
The University continued as a principal sponsor of the Brisbane Institute, which fosters non-partisan discussion on issues concerning business, government, universities and the wider community. The institute’s new panel discussion format brought diverse and prominent national and international speakers to Brisbane.

In 2010, luminaries such as Kjell Akeklett, Malcolm Fraser, Jana Wendt, Ian Lowe and James Bradley Moody gave insightful perspectives on topical issues. The institute continued its work on major economic, social and environmental issues confronting south-east Queensland, particularly in managing population growth, climate change, and issues affecting young people, such as suicide and homelessness.

UQ Art Museum
UQ Art Museum presented centenary exhibitions featuring the University’s art collection, including 100 Years: Highlights of the UQ Art Collection and The Behan legacy: The Stuartholme-Behan Collection of Australian Art, a major collection on long-term loan to the University.

The key centenary event was Before time today: Reinventing tradition in Aurukun Aboriginal art, an exhibition and UQ Press publication initiated to draw links between works held by the University’s Anthropology Museum and the art collection, and the first to survey the full scope of art from Aurukun. Indigenous art also featured in Fiona Foley: Forbidden, an exhibition partnered with the Museum of Contemporary Art, Sydney. Reviews of both exhibitions appeared in the national media.

The Art Museum’s Ricky Swallow: watercolours exhibition toured to Christchurch, New Zealand, and Russian contemporary art featured in AES+F: The revolution starts now!, initiated by UQ Art Museum. Works from the University’s collection of artists’ self portraits were exhibited in a themed exhibition, Multiplicities: Self portraits from the collection. An exhibition of contemporary Queensland photography was presented for the 2010 Queensland Festival of Photography.

Artworks gifted to UQ during the centenary year had an estimated value of more than $1.6 million.
Major collection works were loaned to exhibitions touring Queensland and nationally. More than 5000 people visited the Art Museum on the centenary celebration day and a record number of artworks was gifted in honour of the centenary.

The Art Museum engaged a diverse range of audiences through public programming, internal and external collaborative partnerships, and by participating in UQ events for targeted groups, including the UQ Transition Program. Exhibitions were supported by a series of artist and curator talks, panel discussions, public lectures, and e-learning interpretive tools to increase access for tertiary and high school students. Highlights included:

- the You decide: Vote for your favourite treasure competition, with five campus collections, on the centenary celebration day;
- the annual Mayne Centre lecture by Professor Peter Sutton on Wik culture; and
- a workshop on Indigenous weaving for school students during the exhibition Before time today: Reinventing tradition in Aurukun Aboriginal art.

Boilerhouse

In 2010, UQ Boilerhouse continued working with external and internal stakeholders on community engagement projects.

UQ Boilerhouse was asked to develop a road map for the Federal Government’s Regional Development Australia (Ipswich West Moreton). The road map articulates the region’s strategic direction and identifies 12 priority projects to be tackled over the next two years. The Boilerhouse will provide support to several projects.

UQ Boilerhouse received funding for a five-year project to assess the impact of a major ‘widening participation’ initiative – the UQ Young Achievers program, generously supported by UQ alumnus and philanthropist Andrew Brice and the Brice family. It offers scholarships to students from disadvantaged backgrounds in rural and regional high schools west of Brisbane.

UQ Boilerhouse researchers worked closely with Worklinks, the Queensland Department of Employment, Economic Development and Innovation and Ipswich City Council on a ‘learning communities’ program. It aims to develop a community culture that values and supports lifelong learning. The Boilerhouse received further state government funding to continue its long-running 360 degrees after-school program. A financial literacy program offered in schools in 2009 has been redeveloped in partnership with Lifeline and sponsored by Bendigo Bank. The program should be delivered to about 750 high school students in 2011.

The centre is heavily involved in developing projects for the Ripley Valley Urban Development Area and research is expected to start early in 2011.

A Q150-funded publication, Mines, Mills and Shopping Malls: Celebrating the Identity of Ipswich, received the Chairman’s Heritage Promotion award at Ipswich City Council’s awards for excellence.

Institute of Modern Languages

The Institute of Modern Languages (IML) had 3184 enrolments in 130 courses to learn 26 languages from Arabic to Vietnamese in 2010. They included 186 people enrolled in the personalised, customised language learning service for individuals, small groups and organisations.

Organisations assisted by IML in 2010 included: Ausenco; Boondall State School; Charlton Brown Nanny College; Gold Coast Institute of TAFE; Sustainable Minerals Institute; St Peter’s Lutheran College; Vale Australia; Xstrata Copper and Xstrata Technology.

IML provides translation and interpretation services to the Queensland community. During 2010, the institute conducted 855 translation jobs and 65 interpreting jobs for the public, UQ staff and students, community groups, companies and government departments.

School to University transitions

Experiencing UQ

In 2010, school students had many opportunities to explore the University’s campuses and experience life at UQ. Students participated in a wide range of programs, competitions, lectures, seminars and campus tours.

Open Days were well attended and provided an opportunity for prospective students and their families to discuss study options, pathways, careers and scholarships. Throughout the year, the University was well represented at careers markets and expos across Queensland and northern NSW and presentations were made to senior students at about
200 high schools. Holiday campus tours continued to be a popular means of early familiarisation with the University.

UQ’s inaugural Careers that Shape the World day, held at the St Lucia campus in July, attracted about 600 students from years 11 and 12. The event gave students an opportunity to experience University life and find out more about the careers associated with their preferred study options. One hundred and fifty students from across the state attended the annual Future Experiences in Agriculture, Science and Technology (FEAST) activities at the Gatton campus.

Enrolments in UQ’s Enhanced Studies program remained strong. Further work will be undertaken in 2011 to provide more flexible study options for year 12 students in Brisbane’s outlying suburbs and regional areas.

About 200 high-achieving students were selected for the 2010 UQ Young Scholars program, which included a five-day residential camp at St Lucia in November. Current UQ students supervised the camp, encouraging student participation and inspiring interest in a wide range of study options. Feedback from Young Scholars and their parents was exceptionally positive.

The inaugural cohort of UQ Young Achievers attended their first residential camp. The program aims to raise the tertiary aspirations of deserving secondary students who might not otherwise have considered university study. Supervised and mentored by UQ students, the Young Achievers enjoyed the residential experience and remained very committed to the program throughout the year. Several of the students have now been appointed to leadership positions in their home schools and feedback from principals and parents suggests the program is having a very positive effect on participants’ educational aspirations. The second cohort of year 11 Young Achievers from 28 schools has been selected and welcomed to the program. There are now 170 UQ Young Achievers, including 22 Indigenous students.

Engaging with schools

An active program of engagement with secondary schools continued in 2010. Many tailored activities were implemented and UQ forums, hosted by the Deputy Vice-Chancellor (Academic), were held for high school principals and their leadership teams in Brisbane, Ipswich, Toowoomba, Cairns and on the Sunshine and Gold coasts. Annual guidance officers’ forums at St Lucia, Ipswich and Gatton were well attended.

Academic scholarships

The University’s academic scholarship program attracted a record number of students, including more than 500 achieving an OP1 (or equivalent). About 350 academic scholarships were awarded in 2010 ranging in value from $60,000 over five years to $6000 for the first year of study.

UQ-Link Access

The UQ-Link Access program was revised in 2010 to encourage increased numbers of educationally disadvantaged students to apply for a place at the University. Approved UQ-Link Access students who demonstrated educational disadvantage because of financial hardship received bonus ranks, in addition to a $500 start-up bursary to help offset the cost of books and materials in their first week of study. Sixty scholarships, valued at $12,000 over four years, were also awarded to UQ-Link Access students.

Indigenous studies

www.atisis.uq.edu.au/ajie

The engagement objective of the Aboriginal and Torres Strait Islander Studies Unit is to foster the application of expertise and knowledge to community issues and build an infrastructure to support engagement.

The unit publishes the Australian Journal of Indigenous Education (AJIE), a peer-reviewed research journal of articles in the field of Indigenous education. It is the only journal for educators devoted specifically to issues of practice, pedagogy and policy in Indigenous education in Australia. The AJIE has an international audience and is highly valued by readers as a reliable source of information on Indigenous education issues. Contributions on Indigenous people’s participation in education and training; equitable and appropriate access and achievements of Indigenous people in education and training; and teaching Indigenous studies, cultures and languages to Indigenous and non-Indigenous students are encouraged.
The growth of sporting facilities and programs across UQ’s campuses has significantly impacted on the scope of responsibilities for UQ Sport and its contribution to University life.

During 2010, UQ Sport offered UQ staff, students and alumni, and the broader community, the opportunity to participate in more than 380 programs across its managed facilities. UQ Sport supported more than 500,000 facility visits and more than 40,000 program enrolments. Specific initiatives included:

- team management services for 105 student athletes who travelled to Perth to compete on UQ’s behalf at the Australian University Games;
- active engagement promotions, including social events, such as a Zumba workshop, a nutritional seminar and a salsa night;
- a targeted practicum placement program supporting a range of clinic and fitness programs;
- a social media program to engage students through digital channels; and
- support for 14 student athletes on UQ Sport’s achievement scholarship program and 136 through the athlete development program.

Building on its annual program of professional development workshops, seminars and competitions, UniQuest introduced new initiatives to help UQ shape its engagement infrastructure. They included:

- publishing the UQ Prosperous & Sustainable Communities Research Group directory, which outlines the expertise of more than 80 UQ academics involved in research of particular value to education, employment, health, community engagement, law, and tourism;
promoting UQ expertise to businesses seeking federally-funded Researcher in Business grants via Enterprise Connect;
- partnering on faculty-related engagement activities, including food industry forums, the National Science Week business breakfast, and the Australia-China Symposium nanomaterials for clean energy industry breakfast;
- building stronger relationships with UQ groups interested in international development and representation on UQ’s Global Strategy Sub-Committee via the inaugural International Development Working Group; and
- supporting UQ Advantage with more opportunities for students to consider a commercialisation dimension to their studies, research, and careers.

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, Westchem, is also a partner. The fund plays an essential role in bridging the gap between university research and traditional capital markets.

Uniseed has committed $29.7 million to 38 companies, with $26.1 million invested so far. Of the 38 Uniseed investments, 25 have been at UQ.

Since its 2000 inception, Uniseed has secured commitments of more than $232 million of external funding through leveraging its investment with grants and other investor capital. Much of the total investment has flowed back to the universities through targeted research contracts.

Uniseed has completed one successful exit, Vintela, which originating from a CRC at UQ. Funds have been returned from other companies still operating, such as QRoPharma, which listed on the ASX in 2007.

Uniseed has 10 active investments that originated from UQ. Five are biotechnology companies developing human therapeutics: QRoPharma, Verva Pharmaceuticals, Neurotide, Spinifex and Dendrimed. QRoPharma is the most advanced technology, having completed multiple phase-three trials for its dual opioid pain therapy. Spinifex and Verva have started clinical trials with pain and diabetes therapies.

Other Uniseed-backed companies developing a range of technologies include: Hydrexia (hydrogen storage); Pepfactants (switchable surfactants); Tenastech (novel plastics); Lightanate (photoactive titanium dioxide); and ProGel (encapsulation of active ingredients).

Apart from financial returns, Uniseed investee companies have provided additional benefits to its university shareholders, including:
- more than 450 patents have been supported by Uniseed investee companies, at a cost of more than $4.5 million;
- more than 70 journal articles have been published on research projects funded by Uniseed companies;
- more than 160 media releases have been published on Uniseed investee companies; and
- more than 100 presentations have been made at conferences and seminars based on research funded by Uniseed investee companies.

JKTech Pty Ltd
www.jktech.com.au

JKTech is the University’s commercialisation company for the Sustainable Minerals Institute. JKTech expanded and grew in 2010. Many initiatives launched in 2009 continued in 2010. They included:
- JKTech’s geometallurgical testing facility opened in June, predominantly conducting tests from IP generated by AMIRA P843A research projects for research sponsors; and
- SMI Knowledge Transfer (SMIKT), the result of a merger between ACMER and JKTech Training, celebrated its first year and was positioned strongly to move forward with new workshops in 2011 from various SMI centres. JKMetSkill is a product being developed to allow SMIKT to offer a coordinated package of professional development courses, specifically tailored for early career metallurgists and mineral processors.

New developments for JKTech in 2010 included:
- releasing the JK Rotary Breakage Tester for commercial sale after years of extensive research at JKMRC. The product is described as a new-generation ore breakage characterisation tool that produces accurate, reliable data rapidly;
- releasing JKSimFloatV6.2PLUS, which offers the additional capability of mass balancing on a size-by-assay basis to produce a consistent data set;
- broadening its capabilities through adding a Geometallurgy and Integrated Solutions business unit. The unit works closely with existing JKTech business units and the SMI centres and leads companies and sites through manageable iterative steps to increase ore body knowledge and understand key risk areas. That leads to improved forecasts, improved risk management and increased economic returns;
- as part of its new strategic direction, JKTech has included mining consulting in its consulting capability, including the world-renowned mine-to-mill technology, grade control and dilution management. Consulting offers practical solutions in mining using cutting-edge research outcomes developed by JKMRC and BRC; and
- in September, JKTech and InfoMine Inc, in Canada, formed a joint-venture company, R2Mining. It will give the Australian and Asian regions a comprehensive product range that focuses on providing accurate data necessary for feasibility studies, mine planning, cost estimating and project evaluation in the form of mining and mineral exploration data, mining cost models, mining cost estimating consulting and cost estimating products and software.

JKTech undertook many projects in 2010 in its traditional business areas, including a large cross discipline project in Bolivia for Minera San Cristobal SA, a major zinc producer. The eight-month project involved optimising the mine’s comminution and flotation circuits and training mine staff.

Such large-scale projects allow JKTech to fund R&D and manage commercialisation of IP across all SMI centres.

IMBcom Pty Ltd
www.imbcom.com.au

IMBcom Pty Ltd is the University’s commercialisation company for the Institute for Molecular Bioscience.

IMB continued its groundbreaking investigations of human and animal biology, with the work of IMB researchers and staff generating a wealth of ideas, many of which lend themselves to innovation and commercialisation. They can lead to new medical treatments, valuable health diagnostic products and novel biomedical and other technologies. IMBcom is the innovation company for those ideas.

Since 2000, IMBcom has created 12 biomedical start-up companies. They have raised more than $80 million through
private sector investment, including $16 million in federal and state government commercial grants, and employ or contract more than 50 individuals in R&D and commercialisation.

In 2010, IMBcom continued to pursue high-potential projects it believes can be commercialised in 2011-2012, including:

- cyclic conotoxin analogues: use of compounds found in marine cone venoms to help develop new pain relief therapies. IMBcom will seek financing in mid 2011 and plans to seek phase II efficacy in late 2013;
- caveospheres: drug delivery vehicles that can be targeted to specific tissues or cells. Proof-of-concept studies will be completed by mid 2011;
- pluripotent stem cell technology, jointly owned by Griffith University, is set for licensing. Proof-of-concept studies are in progress;
- human growth hormone (hGH): a bioassay is set for commercial and R&D licensing, developing a cell line that provides cheaper, easier quality-control processes for hGH manufacturers;
- biofuels: microalgae-based biomass research;
- natriuretic peptides: pre-clinical in vivo and basic toxicology studies were completed in 2010;
- CCK/cyclic gene technology: IMBcom has a non-exclusive licence with Cyclogenix. Identification of lead molecules arising out of the CCK platform technology is ongoing;
- foetal cells: exploring new, low-risk, non-invasive genetic-testing techniques; and
- spider toxins: developing natural insecticides.

IMBcom negotiated significant R&D contracts with national and international partners in 2010. Total revenue from collaborative R&D contracts was more than $2 million.

IMBcom assisted with submissions for more than $9.2 million in industry-related grants during the year with a success rate of about $1.6 million.

During 2010, Mimetica Pty Ltd, an IMBcom spin-off company, successfully applied for investigational new drug (IND) status by the US FDA for its lead drug, MTC896. Phase one trials to provide critical safety information have been completed and that triggered a further $1.4 million tranche of funding.

In 2010, IMBcom’s commercialisation education program continued to build on the success of previous years. Twenty-eight IMB PhD students undertook three days of intensive training in commercialisation at the ninth annual BioBusiness Retreat. The fifth annual BioBusiness Day Out was held in November.

Business incubation

ilab

Ilab is a business incubator that supports emerging technology-based ventures. Through a comprehensive package of assistance, coaching, mentoring and training, Ilab helps founders of new ventures build successful businesses and negotiate the many risks faced by start-up companies.

Member companies receive support and guidance from Ilab’s experienced team and a network of successful entrepreneurs and industry experts who provide pro-bono mentoring.

Ilab was initiated in 2000 by the Queensland Government, which continues to financially support it. In late 2009, UQ took over ownership of Ilab to:

- enhance its ability to engage with private sector start-up companies and the investment community;
- leverage UQ’s intellectual and physical resources to help create more successful technology-based businesses in Queensland; and
- encourage and support student entrepreneurship.

Ilab has had a student intern program in place for some years and will expand it to provide more UQ students with opportunities to work directly with fast-growth start-up companies.

Ilab extends UQ’s technology commercialisation capabilities and works alongside UQ commercialisation companies to identify start-up companies that would benefit from being supported by the incubator.
MANAGEMENT & RESOURCES
Recruitment
The University advertised internally and externally and filled more than 1800 vacancies in 2010. The vacancies were generated by a continuing and fixed-term staffing growth rate of 2.8 percent, internal staff movement and turnover. A significant initiative during the year was developing an eRecruitment solution. The UQ Jobs System will go live in early 2011. It will improve the overall recruitment experience for applicants and provide administrative improvements internally. There were 20 retrenchments in 2010 and no voluntary early retirements.

Aboriginal and Torres Strait Islander Employment Strategy
Key objectives of the Aboriginal and Torres Strait Islander Employment Strategy are recruiting and retaining Indigenous people, with an aspirational target of 2.8 percent of UQ staff. Two key focus areas are implementing Indigenous traineeships and employing Indigenous academic staff. During 2010, UQ facilitated strategic Indigenous awareness workshops for non-Indigenous staff and race and cultural competency workshops.

University staff
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University staff

<table>
<thead>
<tr>
<th>Staff numbers by function (excluding casuals)</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FTE</td>
<td>% of total FTE</td>
<td>FTE</td>
</tr>
<tr>
<td>Academic staff</td>
<td>2407</td>
<td>41.4%</td>
<td>2,615</td>
</tr>
<tr>
<td>Teaching focused</td>
<td>59</td>
<td>1.0%</td>
<td>155</td>
</tr>
<tr>
<td>Teaching &amp; Research</td>
<td>1,437</td>
<td>24.7%</td>
<td>1,345</td>
</tr>
<tr>
<td>Research only</td>
<td>904</td>
<td>15.6%</td>
<td>1,090</td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
<td>0.1%</td>
<td>25</td>
</tr>
<tr>
<td>Professional staff</td>
<td>3,407</td>
<td>58.6%</td>
<td>3,511</td>
</tr>
<tr>
<td>Administrative staff</td>
<td>2,450</td>
<td>42.1%</td>
<td>2,519</td>
</tr>
<tr>
<td>Research/Technical staff</td>
<td>910</td>
<td>15.7%</td>
<td>944</td>
</tr>
<tr>
<td>Other</td>
<td>47</td>
<td>0.8%</td>
<td>48</td>
</tr>
<tr>
<td>TOTAL FTE</td>
<td>5,814</td>
<td></td>
<td>6,126</td>
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</table>

<table>
<thead>
<tr>
<th>Casual employment (per academic year)</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>FTE</td>
<td>%</td>
<td>FTE</td>
</tr>
<tr>
<td>Academic (% of total Academic FTE)</td>
<td>361</td>
<td>13%</td>
<td>371</td>
</tr>
<tr>
<td>Professional (% of total Professional FTE)</td>
<td>414</td>
<td>11%</td>
<td>416</td>
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<tr>
<td>TOTAL (% of total University FTE)</td>
<td>777</td>
<td>12%</td>
<td>787</td>
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</table>

<table>
<thead>
<tr>
<th>Unpaid appointments</th>
<th>2008 HEADCOUNT</th>
<th>2009 HEADCOUNT</th>
<th>2010 HEADCOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honorary/adjunct appointments</td>
<td>1,138</td>
<td>1,208</td>
<td>1,349</td>
</tr>
<tr>
<td>Health titles</td>
<td>1,281</td>
<td>1,685</td>
<td>1,813</td>
</tr>
<tr>
<td>TOTAL unpaid appointments</td>
<td>2,419</td>
<td>2,893</td>
<td>3,162</td>
</tr>
</tbody>
</table>
Organisational development
In 2010, the University Staff Development Program provided 717 course offerings to 9455 participants. The Staff Development Committee contributed funding for fellowships, Graduate Certificates in Higher Education and an Emerging Leaders Program and subsidies to attend workshops presented by the Association for Tertiary Education Management.

A major 2010 initiative was introducing a career progression program for academic women that focused on preparing women at academic level C for advancement within UQ. The program aims to give participants the skills, strategies and tools needed to achieve personal and professional growth and advance their careers.

A flexible work options website was introduced to encourage staff and managers to take advantage of the wealth of flexible work options available to help them balance their responsibilities at work, at home and in life.

Employee relations
UQ continued to see a low level of individual litigation as early intervention strategies were initiated. The University and four union parties negotiated a new enterprise agreement under the provisions of the Fair Work Act. An in-principle agreement was reached on terms and conditions of a new single agreement to cover conditions and entitlements of academic and professional staff and language teachers. It is expected to be approved by Fair Work Australia early in 2011.

Change management
The University continued to respond positively and appropriately from a human resources perspective to direct and indirect challenges impacting the sector, staffing arrangements, research priorities and course offerings. During 2010:

– the Science Faculty phase one reorganisation was finalised;
– the School of Veterinary Science successfully transitioned from its traditional base at the St Lucia campus to purpose-built facilities at the Gatton campus; and
– the Centre for Excellence in Behavioural Science and the Queensland Alliance for Agriculture and Food Innovation were incorporated into UQ.

Guidelines for Leading Sustainable Change were developed to focus on effective communication processes and manage staff in transition. The guidelines are on UQ’s human resources website to support managers in effectively managing change.

Staff engagement
Two new staff recognition awards were launched in late 2009 and, in early 2010, Nicole Thompson, Deputy Director, Research and Innovation Division, received the UQ Leadership Award and Anne Louise Bulloch, from the School of Medicine, received the Chancellor’s Award for Individual Excellence. Heather Kingston, Deputy Chief Financial Officer, received a special commendation. A third award, the Chancellor’s Award for Team Excellence, was introduced in 2010 to recognise the role of team work in achieving successful outcomes at UQ.
UQ’s staff wellness program offered a broad range of activities in 2010. UQ Wellness aims to promote the good health and wellbeing of staff through a sustainable, credible, effective program that reflects staff’s diverse views and interests.

UQ Wellness was underpinned by significant research into determinants associated with a comprehensive, effective, sustainable program. The research, combined with the outcomes of a staff wellness survey, resulted in a range of opportunities for staff across key areas of lifestyle factors, physical and psychological health and engagement. The program enjoyed a good participation rate, with more than 1200 staff actively engaging in lunchbox seminars, tai chi, yoga, Take Control and walk@work programs, Weight Watchers@work and promotional initiatives.

The UQ Wellness website received more than 22,000 hits from staff seeking more information on workplace health and wellbeing options.

Following a tender process, the University negotiated an agreement with a private health insurer to provide a corporate health insurance scheme. It includes major engagement with enhanced wellness activities.

An expo for new staff was launched in 2010 and ran in February and July, replacing the corporate staff induction program. It was a more interactive session where staff visited various stalls promoting awareness of UQ’s wide range of facilities and services. New staff were welcomed by the Vice-Chancellor; the Executive Director (Operations) provided an overview of UQ’s structure, governance and financial management; and the HR Director gave a summary of staff benefits and obligations. The expo resulted from a recommendation of the induction review committee, chaired by the Pro-Vice-Chancellor.

Occupational health and safety
The UQ Occupational Health & Safety Council convened throughout 2010, chaired by University Senate nominee Dr John Desmarchelier. The council reviewed and approved a range of new and updated occupational health & safety (OHS) policies, procedures and guidelines, and reviewed the operation of the UQ OHS management program. Policies reviewed and approved for implementation included:

- OHS during an influenza pandemic;
- hearing conservation;
- electrical safety;
- storing and handling flammable and combustible liquids;
- minimum dress standards and personal protective equipment;
- occupational exposure to sunlight;
- manual task risk assessments;
- diving safety;
- fieldwork safety;
- first aid;
- working safely with carcinogens;
- immunisation;
- manual tasks in workplace relocations and refurbishments;
- managing unsealed radioactive wastes;
- personal radiation monitoring;
- transporting radioactive materials; and
- working with blood and body fluids.

The OHS Unit provided specialised training in areas such as biosafety; chemical safety; ergonomics; manual handling; and radiation safety; and compulsory training for supervisors and managers. During 2010, 1993 staff attended training courses.

A total of 1059 incidents was reported.

The OHS minor works asset management fund continued in 2010 with $418,000 allocated from the fund and a further $114,000 contributed by faculties and institutes to address urgent OHS issues across all campuses and facilities.

Projects supported under the OHS minor works budget included:

- upgrading the risk management database system;
- installing an improved gas reticulation system for the Hawken Building (Faculty of Engineering, Architecture and Information Technology);
- improving the gas safety system for the Parnell Building (Faculty of Science);
- upgrading emergency eyewash facilities in the Institute of Molecular Bioscience; and
- upgrading safety at the Heron Island research facility’s dry store.

A student receives practical advice on driving a specially modified training tractor.
Accident statistics
Lost time injuries increased from 31 in 2009 to 57 in 2010. Slip and trip-related injuries increased from six in 2009 to 18 in 2010, which may be related to a significant increase in rainfall during the year. Journey-related injuries remained steady with seven injuries.

Enforceable undertaking
On September 17, 2009, at the Gatton campus, a student was injured while disassembling an automatic feed conveyor. Inspectors from Workplace Health & Safety Queensland (WHSQ), within the Department of Justice and Attorney-General, investigated and subsequently alleged UQ had contravened sections 24 and 28(1) of the Workplace Health and Safety Act 1995. The University considered the allegation to be very serious. In addition to WHSQ’s investigation, UQ conducted an internal investigation and provided the results to WHSQ. UQ considers its health and safety program a crucial component of its overall operations.

The University deeply regrets the circumstances that led to the incident and the resulting injury. UQ applied for an enforceable undertaking under Part 5 of the Act, which was accepted by the department on July 26, 2010. It requires UQ to:

- develop four online OHS training modules to allow competency based training for staff and students to be available by mid-2011;
- deliver a compulsory OHS responsibilities training program for UQ’s senior level managers. The program was developed by the end of 2010 and will be implemented in 2011. It has been expanded to include more than 150 senior managers and academic staff;
- develop a specific OHS module for the Gatton Vocational Education and Training Centre and other undergraduate programs. The module will be made available to other tertiary education organisations and implemented at UQ by first semester 2012;
- fund a non-bonded scholarship for an undergraduate student in the Bachelor of OHS program for four years. The scholarship has been funded and set up for students in first semester 2011;
- publish details of the enforceable undertaking, including briefings to UQ’s OHS Committees and WHSQ representatives; and
- present at a university safety conference in Brisbane.

Workers’ compensation self insurance
The OHS Unit’s work injury management team manages UQ’s workers’ compensation operations under the regulatory provisions of its self insurance licence obtained in 2001. Claim numbers increased slightly with 208 claims in 2010, compared to 175 in 2009. However claims costs reduced from $470,827 in 2009 to a projected $393,000 in 2010.

The University achieved a 97.3 percent injured worker return-to-work result, which was considered outstanding. UQ was acknowledged with a special mention by the regulator, Q-Comp, in its annual report.

UQ continued its focus on maintaining high levels of customer service to clients and injured workers, with particular emphasis on early intervention, efficient claims and medical management and productive rehabilitation of injured workers back to full employment.
Environmental performance

The University is committed to embedding sustainability throughout its teaching, research and operational activities. In moving towards environmental sustainability, UQ is attempting to reduce its ecological footprint through initiatives to reduce the amount of resources it uses and the waste and emissions it produces.

Carbon strategy

UQ’s carbon strategy objectives are to:
- align energy and carbon mitigation programs with the University’s core business objectives of learning, discovery and engagement;
- comply with government carbon legislation;
- minimise energy consumption and costs and carbon emissions; and
- position UQ on energy, carbon and sustainability with internal and external stakeholders.

In 2010, carbon strategy initiatives included:
- completing energy audits of representative buildings at the St Lucia campus and implementing a range of projects across UQ that emerged from the audit report; and
- commissioning 25kW of solar energy as part of the new School of Veterinary Science at the Gatton campus.

Carbon emissions

The University continues to develop its carbon monitoring and measurement systems. For the 2009-10 financial year, UQ’s carbon emissions were estimated as 200,394t CO₂-e.

<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 electricity retailer</td>
<td>118,929</td>
</tr>
<tr>
<td>Sourced through a third party</td>
<td>181</td>
</tr>
<tr>
<td>Sourced from back-up power generators</td>
<td>1</td>
</tr>
<tr>
<td>Gas consumption</td>
<td></td>
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<tr>
<td>Purchased natural gas directly from a retailer</td>
<td>350</td>
</tr>
<tr>
<td>Air travel</td>
<td></td>
</tr>
<tr>
<td>Domestic air travel on commercial airlines</td>
<td>7523</td>
</tr>
<tr>
<td>International travel on commercial airlines</td>
<td>27,566</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>
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<tr>
<td>On-site wastewater treatment (Gatton campus)</td>
<td>480</td>
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<tr>
<td>Off-site wastewater treatment</td>
<td>2539</td>
</tr>
<tr>
<td>Paper</td>
<td></td>
</tr>
<tr>
<td>Embodied energy from paper purchased</td>
<td>398</td>
</tr>
<tr>
<td>Sulphur hexafluoride</td>
<td>4</td>
</tr>
<tr>
<td>Electric switchgear</td>
<td>2</td>
</tr>
<tr>
<td>Microscopes</td>
<td></td>
</tr>
</tbody>
</table>

UQ established a system for estimating staff and student emissions from commuting to and from campus, which is included in the footprint figure.

Compliance

UQ continued to maintain operational licences for environmentally relevant activities, including its incinerator, sewage treatment plant and storing flammable and combustible liquids. No penalties were received for breaching development conditions.

Water Efficiency Management Plans

The University achieved its target consumption of 1.1kL/(m² year) across all sites. UQ continued to monitor consumption to identify leaks and opportunities to further improve water savings. It maintains strict water management policies and processes under its Water Efficiency Management Plans that are equivalent to those established at the peak of the drought.

National greenhouse and energy reporting

The University submitted its second report under the National Greenhouse and Energy Reporting Act 2007. In line with statutory requirements, UQ reported 127,209 tonnes of CO₂ equivalent emissions and 539GJ of energy for the 2009-10 financial year.

Energy efficiency opportunities

UQ registered under the Energy Efficiencies Opportunities Act in 2009 and has lodged an Energy Assessment Program with the Federal Government that will guide its energy efficiency activities for the next five years.
Waste minimisation

UQ provides many services to collect recyclable materials and divert them from landfill. Recycling streams included:

- paper, cardboard and polystyrene;
- computers, electronic and laboratory equipment;
- fluorescent tubes and other lamps;
- toner and inkjet printer cartridges;
- mobile phones;
- glass, aluminium and plastic containers; and
- oils and chemicals.

Contractors were encouraged to recycle materials on site or use waste management companies that offered recycling services before disposal.

A new public place recycling scheme is being implemented for launch in early 2011. The scheme expands on the existing system and plans are in progress to extend into areas operated by the UQ Union.

Other environmental performance initiatives included:

- the Sustainability Steering Committee’s continued development of UQ’s sustainability strategy;
- launching a corporate sustainability website as a valuable resource on embedding sustainability on all campuses and sites and across all areas of learning, discovery and engagement;
- hosting a successful Environment Day event;
- appointing an energy manager in Property & Facilities to drive implementation of energy efficiency opportunities;
- expanding the green office program to more than 100 representatives in 97 areas across the University;
- completing a 53kW solar project at the Heron Island Research Station;
- St Lucia and Ipswich campus staff participating in UQ’s first National Tree Day planting activities; and
- UQ being recognised as one of four finalists in the Lord Mayor’s Business Awards for Sustainability.

Infrastructure

To support the achievement of its strategic goals in learning, discovery and engagement, UQ continued to develop and enhance its world-class facilities in 2010. Key infrastructure projects delivered included:

- opening new facilities for the School of Veterinary Science at Gatton campus (with Federal Government support);
- rehabilitating the Health Sciences building at the Herston campus (with Federal and Queensland government support);
- completing the new Mineral Characterisation Research Facility at UQ’s Indooroopilly mine (with Queensland Government support);
- opening the Pharmacy Australia Centre for Excellence at the Princess Alexandra Hospital;
- constructing an additional floor for postgraduate students in the John Hines building on the St Lucia campus; and
- constructing the Annerley Super Clinic and stage one of the Ipswich Super Clinic (with Federal Government support).

UQ’s capital development program for 2011 will continue to support its strategic priorities. Major capital projects that will progress in 2011 include:

St Lucia campus

Global Change Institute

The Global Change Institute is a cross-disciplinary institute that provides a vehicle for collaborative research, learning, engagement and advocacy in major global change issues. It will be housed in a state-of-the-art building that aims to exemplify best practice in sustainable design, construction and operation. The project has been made possible by a generous donation from UQ alumnus and philanthropist Graeme Wood.

Advanced Engineering Building

The Advanced Engineering Building is a $133 million project to be built on the site of the civil engineering laboratories, with funding contribution from the Federal and Queensland governments. It will feature a 500-seat lecture theatre, the largest on the St Lucia campus.

An artist’s impression of the Advanced Engineering Building
Learning and Innovation Building
Construction of a four-storey Learning and Innovation Building (LIB) began in October. LIB will house the Centre for Educational Innovation & Technology; the Centre for Innovation in Professional Learning; the Teaching & Educational Development Institute; the Office of Undergraduate Education; the human resources staff development team and staff development seminar rooms. LIB will incorporate sustainability initiatives, including energy conservation measures. The project is supported by funding from the Federal Government.

Other key projects at St Lucia include:
- the Centre for Advanced Imaging, a new building supported by Federal Government funding;
- the 1.2MW photovoltaic array, a renewable energy infrastructure project;
- an additional floor on the Mansergh Shaw building; and
- refurbishing and extending the Michie Building.

Herston campus
Oral Health Centre
The Oral Health Centre will be an advanced tertiary oral health facility, combining research, education, training and specialist expertise in patient care. The integrated approach will allow the ready translation of research into improved treatments and patient care, helping to improve dental health and provide general health benefits for Queenslanders. The project is supported by Federal and Queensland government funding.

Ipswich campus
Lecture theatre
Construction of a new lecture theatre began in October and will be completed in April 2011. The 350-seat lecture theatre will provide teaching facilities for extended classes, featuring the latest design aspects in audiovisual and interactive technologies.

Aquatic and Fitness Centre
To enhance the campus experience for staff and students, an Aquatic and Fitness Centre, including a 25-metre lap pool, is being built at Gatton campus. The project is supported by Federal Government funding.

Princess Alexandra Hospital
Translational Research Institute
The Translational Research Institute (TRI) is a joint venture between UQ, the Queensland University of Technology, the Mater Medical Research Institute and the Princess Alexandra Hospital. It brings four pinnacle research facilities together with the aim of improving and accelerating medical research and translating that research into greater palliative care. TRI will allow biopharmaceuticals and treatments to be discovered, produced, clinically tested and manufactured in one location. The project is supported by funding from the Queensland and Federal governments and QUT, and a generous philanthropic contribution from The Atlantic Philanthropies.

Library
The UQ Library played a vital role in learning, discovery and engagement in 2010, providing rich information experiences for staff and students and engaging with cultural institutions, alumni, high schools and the wider community.

The Library introduced a range of services in 2010 to improve users’ experiences. Implementing Summon, a unified discovery service, allowed users to quickly search, discover and access information to support research and learning. The Library recruited its first team of library ambassadors to facilitate peer interaction between experienced and commencing students. They led Library tours during orientation and open days and assisted with Library centenary events.

The Library conducted its biennial client survey using the LibQual+ survey which provided information for management and the opportunity to benchmark with other libraries in Australia and internationally. More than 4000 responses were received and they showed evidence of improvement on the previous survey conducted in 2008.

In response to student demand, the Library extended 24-hour opening facilities, notably in the Biological Sciences Library, which opened every night before and during examinations.

The Library opened a new branch in the Pharmacy Australia Centre of Excellence precinct where pharmacy students benefited from library services and access to high-quality information in a first-class learning environment. The new facility’s design was influenced by the results of research into student use of library learning
spaces and incorporated elements from other branches of the UQ Library that were popular with students. The project is supported by Federal Government funding.

The Social Sciences and Humanities Library transformed its level one space into a new learning environment for students, known as The Hive. The facility provides a range of group discussion facilities and rapidly became one of the Library’s busiest areas.

The Library continued to invest in electronic content and pursued an intensive digitisation program, opening its special collections to a wider research audience.

The Library launched a new prospectus for academic staff, articulating its support for scholarly activities. Library staff provided support for the first round of Excellence in Research Australia and developed its research output and impact website to assist UQ researchers with issues such as research impact, citation analysis, journal rankings and research metrics.

The Library developed a substantial new online exhibition, *A significant woman of her time*, to pay tribute to one of Australia’s most important sculptors, Daphne Mayo.

As part of the centenary celebrations, the Library brought together more than 30 writers, including David Malouf and Janette Turner Hospital, in *The Writers’ Hub*, a series of presentations, in-conversation sessions, panel discussions and readings.

On the centenary alumni reunion weekend, 400 current and former staff gathered to celebrate the Library’s centenary and the launch of *The University of Queensland Library: A Centenary History 1910-2010*, by John East.

The Library produced a significant book, *Found in Fryer: Stories from the Fryer Library Collection*, showcasing 100 of its treasures. Research for the publication shed further light on some rare, possibly unique items in the Fryer collection.
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3MT</td>
<td>Three-minute thesis</td>
</tr>
<tr>
<td>AASB</td>
<td>Australian Accounting Standards Board</td>
</tr>
<tr>
<td>AC</td>
<td>Companion of the Order of Australia</td>
</tr>
<tr>
<td>ACMER</td>
<td>Australian Centre for Minerals Extension and Research</td>
</tr>
<tr>
<td>AHURI</td>
<td>Australian Housing and Urban Research Institute</td>
</tr>
<tr>
<td>AIIBN</td>
<td>Australian Institute for Bioengineering and Nanotechnology</td>
</tr>
<tr>
<td>AIFRS</td>
<td>Australian equivalent to the International Financial Reporting Standards</td>
</tr>
<tr>
<td>AJIE</td>
<td>Australian Journal of Indigenous Education</td>
</tr>
<tr>
<td>ALTC</td>
<td>Australian Learning and Teaching Council (formerly the Carrick Institute)</td>
</tr>
<tr>
<td>AM</td>
<td>Member of the Order of Australia</td>
</tr>
<tr>
<td>ANU</td>
<td>Australian National University</td>
</tr>
<tr>
<td>AO</td>
<td>Order of Australia</td>
</tr>
<tr>
<td>ARC</td>
<td>Australian Research Council</td>
</tr>
<tr>
<td>ARMS</td>
<td>Assurance and risk management services</td>
</tr>
<tr>
<td>ARWU</td>
<td>Academic Ranking of World Universities</td>
</tr>
<tr>
<td>ASX</td>
<td>Australian Stock Exchange</td>
</tr>
<tr>
<td>ATSIS</td>
<td>Aboriginal and Torres Strait Islander Studies Unit</td>
</tr>
<tr>
<td>AUNA</td>
<td>Australian Universities Quality Agency</td>
</tr>
<tr>
<td>BACS</td>
<td>Faculty of Biological and Chemical Sciences</td>
</tr>
<tr>
<td>BCEC</td>
<td>Boilerhouse Community Engagement Centre</td>
</tr>
<tr>
<td>BEL</td>
<td>Faculty of Business, Economics and Law</td>
</tr>
<tr>
<td>BlnfTech</td>
<td>Bachelor of Information Technology</td>
</tr>
<tr>
<td>CBD</td>
<td>Central Business District</td>
</tr>
<tr>
<td>CCK</td>
<td>Cyclic gene technology</td>
</tr>
<tr>
<td>CEIT</td>
<td>Centre for Educational Innovation and Technology</td>
</tr>
<tr>
<td>CEO</td>
<td>Chief Executive Officer</td>
</tr>
<tr>
<td>CEQ</td>
<td>Course experience questionnaire</td>
</tr>
<tr>
<td>CGS</td>
<td>Commonwealth Grant Scheme</td>
</tr>
<tr>
<td>CIPL</td>
<td>Centre for Innovation in Professional Learning</td>
</tr>
<tr>
<td>CoE</td>
<td>Centre of Excellence</td>
</tr>
<tr>
<td>Convocation</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>formerly subject – part of a program</td>
</tr>
<tr>
<td>CPD</td>
<td>Continuing Professional Development</td>
</tr>
<tr>
<td>CPE</td>
<td>Continuing Professional Education</td>
</tr>
<tr>
<td>CQU</td>
<td>Central Queensland University</td>
</tr>
<tr>
<td>CRC</td>
<td>Cooperative Research Centre – bodies funded competitively by the Federal Government and involving university, industry and other research groups</td>
</tr>
<tr>
<td>CSIRO</td>
<td>Commonwealth Scientific and Industrial Research Organisation</td>
</tr>
<tr>
<td>DEEWR</td>
<td>Federal Department of Education, Employment and Work Relations</td>
</tr>
<tr>
<td>EAIT</td>
<td>Faculty of Engineering, Architecture and Information Technology</td>
</tr>
<tr>
<td>EFTSL</td>
<td>Equivalent full-time student load</td>
</tr>
<tr>
<td>EPSA</td>
<td>Faculty of Engineering, Physical Sciences and Architecture</td>
</tr>
<tr>
<td>ERA</td>
<td>Excellence in Research Australia</td>
</tr>
<tr>
<td>ERM</td>
<td>Enterprise risk management</td>
</tr>
<tr>
<td>ERMS</td>
<td>Electronic risk management system</td>
</tr>
<tr>
<td>ESOL</td>
<td>English for speakers of other languages</td>
</tr>
<tr>
<td>FAQ</td>
<td>Frequently asked questions</td>
</tr>
<tr>
<td>FBT</td>
<td>Fringe Benefits Tax</td>
</tr>
<tr>
<td>FDA</td>
<td>Food and Drug Administration</td>
</tr>
<tr>
<td>FEAST</td>
<td>Future Experiences in Agriculture, Science and Technology program, Gatton</td>
</tr>
<tr>
<td>FTE</td>
<td>Full-time equivalent</td>
</tr>
<tr>
<td>FV</td>
<td>Future value</td>
</tr>
<tr>
<td>FVTPL</td>
<td>Fair value through profit or loss</td>
</tr>
<tr>
<td>GCI</td>
<td>Global Change Institute</td>
</tr>
<tr>
<td>Go8</td>
<td>Group of Eight – a coalition of leading Australian universities intensive in research and comprehensive in general and professional education</td>
</tr>
<tr>
<td>GPA</td>
<td>Grade Point Average – a grading scale for University subjects ranging from one (lowest) to seven (highest)</td>
</tr>
<tr>
<td>GST</td>
<td>Goods and services tax</td>
</tr>
<tr>
<td>GU</td>
<td>Griffith University</td>
</tr>
<tr>
<td>hGH</td>
<td>Human growth hormone</td>
</tr>
<tr>
<td>HECS HELP</td>
<td>A loan available to eligible students enrolled in Federal Government supported places</td>
</tr>
<tr>
<td>HEEPS</td>
<td>Higher Education Equity Support Program</td>
</tr>
<tr>
<td>HEPs</td>
<td>Higher education providers</td>
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<tr>
<td>HERS</td>
<td>Higher education research and scholarship</td>
</tr>
<tr>
<td>HEPPP</td>
<td>Higher Education Participation and Partnerships Program</td>
</tr>
<tr>
<td>HoS</td>
<td>Head of School</td>
</tr>
<tr>
<td>HR</td>
<td>Human resources</td>
</tr>
<tr>
<td>HUPP</td>
<td>Handbook of University Policies and Procedures</td>
</tr>
<tr>
<td>iCEVAL</td>
<td>Institutional course evaluations</td>
</tr>
<tr>
<td>iCL2</td>
<td>Integrated Learning Centre</td>
</tr>
<tr>
<td>ICTE-UQ</td>
<td>Institute for Continuing and TESOL (teaching English to speakers of other languages) Education</td>
</tr>
<tr>
<td>IFRS</td>
<td>International financial reporting standards</td>
</tr>
<tr>
<td>IGS</td>
<td>Institutional Grant Scheme</td>
</tr>
<tr>
<td>IND</td>
<td>Investigational new drug</td>
</tr>
<tr>
<td>IMB</td>
<td>Institute for Molecular Bioscience</td>
</tr>
<tr>
<td>IML</td>
<td>Institute of Modern Languages</td>
</tr>
<tr>
<td>IP</td>
<td>Intellectual property</td>
</tr>
<tr>
<td>ISSR</td>
<td>Institute for Social Science Research</td>
</tr>
<tr>
<td>IT</td>
<td>Information technology</td>
</tr>
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Wotif scholarships ................................27

Y
Young Achievers program ......................49
Our campuses

UQ St Lucia
36,369 enrolments
Telephone (07) 3365 1111
International +61 7 3365 1111
Facsimile (07) 3365 1199
International +61 7 3365 1199
Email AdmissionsEnquiries@uq.edu.au (domestic & postgraduate coursework inquiries)
admissions@gradschool.uq.edu.au (research higher degree inquiries)
study@uq.edu.au (international student inquiries)
Internet www.uq.edu.au

Telephone (07) 3365 2100
International +61 7 3365 2100
Facsimile (07) 3365 2101
International +61 7 3365 2101
Email imb@imb.uq.edu.au
Internet www.imb.uq.edu.au

UQ Ipswich
1601 enrolments
Telephone (07) 3381 1011
International +61 7 3381 1011
Facsimile (07) 3381 1060
International +61 7 3381 1060
Email ipswich@uq.edu.au
Internet www.uq.edu.au/ipswich

UQ Gatton
2264 enrolments
Telephone (07) 5460 1229
International +61 7 5460 1229
Facsimile (07) 5460 1170
International +61 7 5460 1170
Email gatton@uq.edu.au
Internet www.uq.edu.au/gatton

UQ Herston
3597 enrolments
Telephone (07) 3365 5342
International +61 7 3365 5342
Facsimile (07) 3365 5533
International +61 7 3365 5533
Email healthsciences@uq.edu.au
Internet www.uq.edu.au/about/herston-campus

Our faculties

Faculty of Arts
Telephone (07) 3365 1333
International +61 7 3365 1333
Facsimile (07) 3365 2866
International +61 7 3365 2866
Email arts@uq.edu.au
Internet www.arts.uq.edu.au

Faculty of Business, Economics and Law (BEL)
Telephone (07) 3365 7111
International +61 7 3365 7111
Facsimile (07) 3365 4788
International +61 7 3365 4788
Email bel@uq.edu.au
Internet www.bel.uq.edu.au

Faculty of Engineering, Architecture and Information Technology (EAIT)
Telephone (07) 3365 4777
International +61 7 3365 4777
Facsimile (07) 3365 4444
International +61 7 3365 4444
Email enquiries@eait.uq.edu.au (student and course inquiries)
exec.dean@eait.uq.edu.au (all other inquiries)
Internet www.eait.uq.edu.au

Faculty of Health Sciences
Telephone (07) 3365 5342
International +61 7 3365 5342
Facsimile (07) 3365 5533
International +61 7 3365 5533
Email healthsciences@uq.edu.au
Internet www.uq.edu.au/health

Faculty of Science
Telephone (07) 3365 1888
International +61 7 3365 1888
Facsimile (07) 3365 1613
International +61 7 3365 1613
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TEACHING & RESEARCH SITES

Map legend
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 Krutttschnitt Mineral Research Centre, Indooroopilly (part of SM)

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, Vaco
15 Prince Charles Hospital, Chermside
16 Queen Elizabeth II Jubilee Hospital, Coopers Plains – ENTOX - National Research Centre for Environmental Toxicology
17 The Inala Health Centre General Practice
18 St Vincent’s Hospital, Brisbane
19 Belmont Private Hospital
20 New Farm Clinic
21 Toowoong Private Hospital
22 Wesley Hospital, Auchenflower
23 Logan Hospital
24 Redlands Hospital
25 Ipswich Hospital
26 Toowoomba Base Hospital – Rural Clinical School
27 Redcliffe Hospital
28 Roma Hospital
29 Murwillumbah/Tweed Heads Hospital
30 Caboolture Hospital
31 Nambour Base Hospital
32 Maryborough Base Hospital, St Stephens Private Hospital
33 Hervey Bay Hospital
34 Bundaberg Base Hospital, Mater Hospital, Friends Hospital
35 Gladstone Hospital
36 Rockhampton Base Hospital, Mater Hospital, Hillcrest Private Hospital
37 St Andrews Hospital
38 Sunnybank Private Hospital
39 Brisbane Private Hospital
40 Holy Spirit Hospital Northside, Chermside
41 North Lakes Clinical School

Veterinary Science Centres
42 Pastoral Veterinary Centre, Goondiwindi
43 University Farm, Pinjarra Hills
44 Veterinary Practice, Dayboro
45 Veterinary Practice, Kenilworth

Marine Research Stations
46 Dunwich, Stradbroke Island
47 Heron Island
48 Low Isles

Seismograph Stations
49 Mount Nebo
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COVER: The Forgan Smith Building is illuminated during the dusk spectacle at the Centenary Celebration Day.
In 2010, The University of Queensland (UQ) turned 100. Throughout the year, the University hosted numerous events, welcomed new students and reunited alumni members, celebrated its past achievements and looked to the future. It is the people, from all walks of life and all parts of the globe, who have shaped UQ in its first 100 years. UQ has a history of contribution to the community which provides a strong foundation going into the future.