March 20, 2012

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 2011 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
  Requirements for Queensland Government Agencies,
  June 2011.

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

Yours sincerely

Mr John Story
Chancellor

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Interpreter Service Statement
The University of Queensland is committed to providing accessible
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to arrange an interpreter to effectively communicate this report to you.

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The year 2011 confirmed UQ’s strengths in the core learning and discovery activities, and also showed the resilience of our extended community when times are tough. The January floods brought extraordinary challenges, particularly at the St Lucia and Gatton campuses, but UQ people rolled up their sleeves to get on with the job. As well, more than 900 people – including many alumni – supported the UQ Flood Appeal, which helped about 400 students who had suffered flood-related losses to put their lives and their studies back on track.

Within weeks of the floods, the University learned it had received top marks in the nation’s first comprehensive assessment of university research performance, widely known as ERA. ERA rated UQ at world standard or above in more broad fields than any other institution, with a silver thread of success running through fields as diverse as astronomical sciences, economic theory and zoology.

This result was a testament to the thousands of staff – professional and academic – who work together to ensure the outcomes of UQ research and commercialisation have maximum impact on a global scale.

The positivity of ERA continued in ensuing months in the major funding rounds. UQ researchers led the nation in both the Australian Research Council (ARC) Future Fellowships and the ARC Linkage scheme (which relies on input from industry and other partners). UQ also ranked in the upper one per cent of all major university league tables, even earning a place in the coveted top-100 of the Shanghai Jiao Tong index.

Meanwhile, learning activities at UQ continued to set new benchmarks for excellence, thanks to the dedication and skill of teachers who have collectively won more national university teaching awards than staff of any other Australian institution.

Students responded enthusiastically throughout the year to opportunities to enhance their UQ Advantage. Study Abroad participation rates continued to rise, and a record number of undergraduates devoted their summer holidays to scholarship-supported research experiences across UQ’s faculties and institutes. It has been pleasing to see this program grow since its inception in 2009, and last year we welcomed researchers of the future from not only other Australian universities, but overseas institutions as well.

In the postgraduate space, the unique UQ Career Advantage PhD Program was launched, with the first students to take part in 2012. UQ PhD candidates can access specialist, additional training in three areas: higher education practice and leadership; translation and commercialisation; or offshore collaboration and industry engagement.

In June, UQ opened an office in Washington DC, to house The University of Queensland in America Foundation and serve as a hub for engagement with alumni, donors and industry partners.

In another important move, UQ appointed the first Pro-Vice-Chancellor (Indigenous Education), and nominated Aboriginal and Torres Strait Islander students for particular attention in our first mission-based compact with the Australian Government.

Late in the year we honoured one of the greats of 20th century Australian public life, Sir Zelman Cowen, who died in December. Sir Zelman was our Vice-Chancellor in 1977, when he was announced as the nation’s next Governor-General.

2011 ended with the resignation of the Vice-Chancellor, Professor Paul Greenfield, and the Senior Deputy Vice-Chancellor, Professor Michael Keniger, over an issue regarding a student enrolment. This should not detract from Professors Greenfield and Keniger’s enduring contributions to the University and the broader community. Indeed, many of the achievements highlighted in this annual report reflect their endeavours.

With respect to the enrolment issue, the Chancellor instigated an independent external investigation, and provided a copy of the investigation’s report to the relevant Queensland authority. UQ has made changes to admission rules and processes to prevent the reoccurrence of such an event.

Moving into 2012, the UQ community has reaffirmed its resilience. We are enrolling a record number of new undergraduates, including healthy contingents of exceptional students from Queensland, interstate and overseas. Our philanthropic and industry partners remain steadfast and focused on future outcomes, and our shared imperative for excellent teaching and research continues to deepen and grow stronger.

Professor Deborah Terry
Vice-Chancellor
Our standing

The University of Queensland was founded in 1910 as the first university in Queensland and the fifth in Australia. It is now known internationally as a leader among Australia’s 39 universities. The University ranks in the nation’s top two or three institutions by most performance measures. Internationally, UQ is one of only three Australian founding members of Universitas 21, an international consortium dedicated to world’s best practice.

Universitas 21

In 2011, the Universitas’ consortia led and engaged in a suite of activities underpinned by its principles of fostering global citizenship and innovation through research inspired teaching and learning.

Some of the UQ-connected highlights for the year included:

- the strategic development of the International Collaboration on Educational Program of Medicine and Health Sciences;
- the inaugural Universitas 21 workshop for Early Career Researchers (ECRs) on the theme of “Energy and Environmental Sustainability”;
- The U21 Heads of Administration group workshop on Managing University Finance in Challenging Times; and
- the Lund University Centre for Sustainable Studies initiated water research theme on urban water governance as part of U21’s Water Futures for Sustainable Cities project.

International recognition

International university rankings highlight the excellence of the University’s research performance.

The University was ranked in the top 100 for the first time in the prestigious 2011 Academic Rankings of World Universities. UQ was ranked one of the top three universities in Australia, moving up to a world ranking of 86 from a previous ranking in the 101-150 band in 2010.

UQ ranked as one of the world’s top 50 universities (UQ rank 48) for the eighth year in a row in the QS World University rankings.

In the Times Higher Education’s 2011-2012 World University Rankings the University advanced seven places to be ranked 74th in the world. UQ was one of only four Australian universities, and the only university in Queensland, ranked in the top 100.

Learning profile

UQ continued to achieve a standard of excellence in graduate outcomes for 2011.

The University achieved the highest five-star rating for student demand, research grants and research intensivity in the Good Universities Guide 2012, released in 2011.

It also earned four-star ratings in the categories getting a job, positive graduate outcomes, graduate starting salaries, student-staff ratios, staff qualifications, access by equity groups, gender balance, proportion of school leavers, and non-government earnings.

Graduate Careers Australia’s Australian Graduate Survey 2011 reported that, over an extended period, the University has had only 6.5 percent of its graduates recorded as unemployed and seeking full-time employment, compared with a national rate of 8.7 percent. UQ achieved a 91.6 percent full-time employment rate for bachelor degree 2010 graduates against the national full-time employment figure of 74.9 percent.

Discovery profile

UQ continued its reputation as one of Australia’s top research-intensive universities, attracting more than $320.5 million in total research funding for 2010, the most recent year for which figures are available. UQ was awarded the maximum five-star rating for student demand, research grants and research intensity in the 2012 edition of The Good Universities Guide.

Global strategy

The University has made further strides in this arena with the publication of UQ’s Global Strategy and Internationalisation 2011 profile. The profile has two elements:

- the global strategy embedded in the UQ strategic planning framework; and
- the internationalisation of learning, discovery and engagement priorities.

At its core are the imperatives to continue to attract outstanding staff, as well as high-calibre students who can succeed regardless of their circumstances or background. Central, also, is the need to offer all students the knowledge and skills to succeed in state, national and global contexts. Internationalisation will enhance esteem for the University through measures including global rankings, graduate employment, engaged alumni and strategic partnerships.

Globalisation of higher education is both a driver and an outcome of competition between nations to develop innovation cultures and economies. Success in this field demands more than an effective international student program – it also requires integration of global and intercultural perspectives throughout our learning, discovery and engagement activities.
Go8 standing

UQ is a member of the Group of Eight (Go8).

The Go8 is a coalition of leading Australian universities, intensive in research and comprehensive in general and professional education. 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 2011, UQ Vice-Chancellor Paul Greenfield was Chair of the Go8 board.

Our students

International enrolments from 134 countries made up 25 percent of the student population in 2011. Female student enrolments were 55.4 percent.

<table>
<thead>
<tr>
<th>Projected 2011 Awards</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Doctorate</td>
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<td></td>
</tr>
<tr>
<td>Doctorate by research</td>
<td>496</td>
<td></td>
</tr>
<tr>
<td>Doctorate by coursework</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Masters by research</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>Masters by coursework</td>
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<td></td>
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<tr>
<td>Postgraduate/Graduate Diploma</td>
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<td></td>
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<tr>
<td>Graduate Certificate</td>
<td>465</td>
<td></td>
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<tr>
<td>Bachelors Honours</td>
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<tr>
<td>Bachelors</td>
<td>4796</td>
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<tr>
<td>Associate Degree</td>
<td>18</td>
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<tr>
<td>Diploma/Associate Diploma (pre-AQF)</td>
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<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>10,410</td>
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Total enrolments

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<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
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<tbody>
<tr>
<td>Full-time internal</td>
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<td>37,310</td>
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<tr>
<td>Part-time internal</td>
<td>6544</td>
<td>6923</td>
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<tr>
<td>External</td>
<td>1406</td>
<td>1315</td>
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<tr>
<td>TOTAL</td>
<td>43,831</td>
<td>45,548</td>
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<tr>
<td>Female</td>
<td>55.6%</td>
<td>55.4%</td>
</tr>
<tr>
<td>Male</td>
<td>44.4%</td>
<td>44.6%</td>
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Enrolment levels

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</thead>
<tbody>
<tr>
<td>Doctorate by research</td>
<td>3356</td>
<td>3512</td>
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<tr>
<td>Doctorate by coursework</td>
<td>93</td>
<td>98</td>
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<tr>
<td>Masters by research</td>
<td>459</td>
<td>437</td>
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<tr>
<td>Masters by coursework</td>
<td>6329</td>
<td>6621</td>
</tr>
<tr>
<td>Postgraduate/Graduate Diploma</td>
<td>921</td>
<td>866</td>
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<tr>
<td>Graduate Certificate</td>
<td>828</td>
<td>734</td>
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<td>TOTAL</td>
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<td>45,548</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>179</td>
<td>235</td>
</tr>
<tr>
<td>Diploma/Associate Diploma</td>
<td>33</td>
<td>85</td>
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<tr>
<td>Enabling Course</td>
<td>–</td>
<td>60</td>
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<tr>
<td>Non-Award Course</td>
<td>673</td>
<td>759</td>
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<td>TOTAL</td>
<td>43,831</td>
<td>45,548</td>
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</tbody>
</table>

International enrolments

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
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</thead>
<tbody>
<tr>
<td>Doctorate by research</td>
<td>1023</td>
<td>1219</td>
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<tr>
<td>Doctorate by coursework</td>
<td>22</td>
<td>25</td>
</tr>
<tr>
<td>Masters by research</td>
<td>63</td>
<td>65</td>
</tr>
<tr>
<td>Masters by coursework</td>
<td>3339</td>
<td>3568</td>
</tr>
<tr>
<td>Postgraduate/Graduate Diploma</td>
<td>197</td>
<td>235</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>63</td>
<td>61</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5288</td>
<td>5677</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>522</td>
<td>574</td>
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</table>

Enrolment numbers – history

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-time internal</th>
<th>Part-time internal</th>
<th>External</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>35,352</td>
<td>24,117</td>
<td>18,219</td>
<td>77,788</td>
</tr>
<tr>
<td>2001</td>
<td>35,352</td>
<td>24,117</td>
<td>18,219</td>
<td>77,788</td>
</tr>
<tr>
<td>1991</td>
<td>35,352</td>
<td>24,117</td>
<td>18,219</td>
<td>77,788</td>
</tr>
<tr>
<td>1981</td>
<td>35,352</td>
<td>24,117</td>
<td>18,219</td>
<td>77,788</td>
</tr>
<tr>
<td>1971</td>
<td>35,352</td>
<td>24,117</td>
<td>18,219</td>
<td>77,788</td>
</tr>
<tr>
<td>1961</td>
<td>35,352</td>
<td>24,117</td>
<td>18,219</td>
<td>77,788</td>
</tr>
<tr>
<td>1951</td>
<td>35,352</td>
<td>24,117</td>
<td>18,219</td>
<td>77,788</td>
</tr>
<tr>
<td>1941</td>
<td>35,352</td>
<td>24,117</td>
<td>18,219</td>
<td>77,788</td>
</tr>
</tbody>
</table>

Note: DEEWR generated statistics for 2011 were not available at the time of printing. Go8 comparisons on these pages represent the most recent statistics available.

<table>
<thead>
<tr>
<th>Research Higher Degree Students 2010*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melbourne</td>
</tr>
<tr>
<td>Sydney</td>
</tr>
<tr>
<td>Monash</td>
</tr>
<tr>
<td>UQ</td>
</tr>
<tr>
<td>UNSW</td>
</tr>
<tr>
<td>ANU</td>
</tr>
<tr>
<td>UWA</td>
</tr>
<tr>
<td>Adelaide</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PhD Completions 2010*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sydney</td>
</tr>
<tr>
<td>Melbourne</td>
</tr>
<tr>
<td>UQ</td>
</tr>
<tr>
<td>UNSW</td>
</tr>
<tr>
<td>Monash</td>
</tr>
<tr>
<td>ANU</td>
</tr>
<tr>
<td>Adelaide</td>
</tr>
<tr>
<td>UWA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Staff FTE 2010*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monash</td>
</tr>
<tr>
<td>UQ</td>
</tr>
<tr>
<td>Melbourne</td>
</tr>
<tr>
<td>Sydney</td>
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<tr>
<td>UNSW</td>
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<tr>
<td>ANU</td>
</tr>
<tr>
<td>UWA</td>
</tr>
</tbody>
</table>

*31 December, 2010

*31 December, 2010

*31 March, 2010

Note: DEEWR generated statistics for 2011 were not available at the time of printing. Go8 comparisons on these pages represent the most recent statistics available.
**Key Statistics**

### Number of Students

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOTAL</strong></td>
<td>37,950</td>
<td>38,050</td>
<td>40,583</td>
<td>43,831</td>
<td>45,548</td>
</tr>
<tr>
<td>% Female</td>
<td>55.0%</td>
<td>55.0%</td>
<td>55.2%</td>
<td>55.6%</td>
<td>55.4%</td>
</tr>
<tr>
<td><strong>Commencing</strong></td>
<td>13,657</td>
<td>13,601</td>
<td>15,125</td>
<td>16,209</td>
<td>16,253</td>
</tr>
<tr>
<td>% Female</td>
<td>56.7%</td>
<td>55.9%</td>
<td>56.8%</td>
<td>57.7%</td>
<td>56.9%</td>
</tr>
</tbody>
</table>

### Student Load (EFTSL)

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOTAL</strong></td>
<td>29,339</td>
<td>29,803</td>
<td>32,047</td>
<td>34,940</td>
<td>36,289</td>
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<tr>
<td>Undergraduate</td>
<td>23,109</td>
<td>23,462</td>
<td>25,224</td>
<td>27,004</td>
<td>28,155</td>
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<tr>
<td>Postgraduate</td>
<td>3,412</td>
<td>3,585</td>
<td>4,066</td>
<td>4,961</td>
<td>5,065</td>
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<tr>
<td>Postgraduate research</td>
<td>2,818</td>
<td>2,756</td>
<td>2,757</td>
<td>2,976</td>
<td>3,069</td>
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### Student Load by Funding Type (EFTSL)

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<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Funded 1</td>
<td>21,831</td>
<td>21,871</td>
<td>23,127</td>
<td>24,496</td>
<td>25,216</td>
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<tr>
<td>Domestic Full Fee Paying</td>
<td>1,969</td>
<td>1,833</td>
<td>1,774</td>
<td>1,756</td>
<td>1,697</td>
</tr>
<tr>
<td>International Fee Paying</td>
<td>5,539</td>
<td>6,098</td>
<td>7,147</td>
<td>8,688</td>
<td>9,376</td>
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</tbody>
</table>

### Award Completions

<table>
<thead>
<tr>
<th></th>
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<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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</thead>
<tbody>
<tr>
<td><strong>TOTAL</strong></td>
<td>8,681</td>
<td>9,025</td>
<td>9,005</td>
<td>9,222</td>
<td>10,410</td>
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<tr>
<td>Undergraduate</td>
<td>5,706</td>
<td>5,689</td>
<td>5,784</td>
<td>6,106</td>
<td>6,298</td>
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<td>Postgraduate</td>
<td>2,975</td>
<td>3,336</td>
<td>3,221</td>
<td>3,816</td>
<td>4,112</td>
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### Staff (FTE)

<table>
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<tr>
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<th>2008</th>
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<th>2010</th>
<th>2011</th>
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</thead>
<tbody>
<tr>
<td><strong>TOTAL</strong></td>
<td>5,661</td>
<td>5,814</td>
<td>6,126</td>
<td>6,300</td>
<td>6,548</td>
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<tr>
<td>Academic</td>
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<td>1,348</td>
<td>1,369</td>
<td>1,331</td>
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<td>Teaching &amp; Research</td>
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<td>905</td>
<td>1,096</td>
<td>1,095</td>
<td>1,227</td>
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<tr>
<td>Teaching Focussed</td>
<td>34</td>
<td>59</td>
<td>155</td>
<td>144</td>
<td>165</td>
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<tr>
<td>Other</td>
<td>8</td>
<td>7</td>
<td>16</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td><strong>SUB-TOTAL</strong></td>
<td>2,408</td>
<td>2,407</td>
<td>2,615</td>
<td>2,623</td>
<td>2,743</td>
</tr>
<tr>
<td>Non-Academic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Only</td>
<td>446</td>
<td>509</td>
<td>554</td>
<td>606</td>
<td>623</td>
</tr>
<tr>
<td>Other</td>
<td>2,807</td>
<td>2,898</td>
<td>2,958</td>
<td>3,072</td>
<td>3,182</td>
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<tr>
<td><strong>SUB-TOTAL</strong></td>
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<td>3,407</td>
<td>3,512</td>
<td>3,678</td>
<td>3,805</td>
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### Operating Revenue ($’000)

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<th>2009</th>
<th>2010</th>
<th>2011</th>
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<td></td>
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<td>Operating purposes</td>
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<td>294,755</td>
<td>331,968</td>
<td>338,537</td>
</tr>
<tr>
<td>Other Commonwealth grants (including CDP)</td>
<td>42,903</td>
<td>90,295</td>
<td>113,450</td>
<td>158,838</td>
<td>239,442</td>
</tr>
<tr>
<td>Special research assistance</td>
<td>139,517</td>
<td>148,594</td>
<td>140,307</td>
<td>154,615</td>
<td>171,879</td>
</tr>
<tr>
<td><strong>SUB-TOTAL</strong></td>
<td>458,101</td>
<td>524,117</td>
<td>548,512</td>
<td>645,421</td>
<td>749,858</td>
</tr>
<tr>
<td>Other sources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consultancy and contract research</td>
<td>66,398</td>
<td>81,503</td>
<td>65,768</td>
<td>64,092</td>
<td>73,171</td>
</tr>
<tr>
<td>Other revenue</td>
<td>249,600</td>
<td>260,602</td>
<td>301,772</td>
<td>305,736</td>
<td>384,117</td>
</tr>
<tr>
<td>Student contribution charge</td>
<td>118,713</td>
<td>127,301</td>
<td>132,747</td>
<td>155,721</td>
<td>159,479</td>
</tr>
<tr>
<td>Tuition fees</td>
<td>156,983</td>
<td>166,965</td>
<td>210,824</td>
<td>255,961</td>
<td>273,898</td>
</tr>
<tr>
<td><strong>SUB-TOTAL</strong></td>
<td>591,694</td>
<td>636,371</td>
<td>711,111</td>
<td>781,510</td>
<td>890,665</td>
</tr>
<tr>
<td><strong>ALL SOURCES TOTAL</strong></td>
<td>1,849,795</td>
<td>1,160,488</td>
<td>1,259,623</td>
<td>1,426,931</td>
<td>1,640,523</td>
</tr>
</tbody>
</table>

1 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
The reader of the financial statements should be aware that while the above results reflect a true and fair view of the financial position of the University and its consolidated entities in accordance with the applicable accounting standards, the more relevant underlying financial result is a loss of $36.7m for 2011 and a surplus of $34.2m for 2010.

Included in the current year result are the following items of otherwise tied and committed income streams that are not available to be used at the discretion of the University to fund its operations:
- tied capital income $127.8m;
- research and scholarship income (yet to be spent) $28.9m;
- major project funding for Research Data Storage Infrastructure and the Centre for Advance Imaging (yet to be spent) $43.5m; and
- fair value gain from equity investment in Translational Research Institute $36.9m.

These items contribute to $239.7m of normalisation adjustments which bring the statutory financial result down from a reported surplus of $192.8m to a loss of $36.7m.

**University finances**

**Result for 2011**

As per the audited financial statements, the consolidated surplus of $192.8m has been recorded for 2011, compared with a surplus of $139.2m in 2010.

**Underlying consolidated surplus**

The underlying consolidated surplus is used in conjunction with grant funding (from both government and philanthropic) and external borrowings to allow the University to build significant new infrastructure and refurbish existing building stock.

The “underlying” consolidated result fell from a surplus of $34.2m in 2010 to a deficit of $36.7m in 2011 – a drop of $70.9m. This was due to an increase in expenditure relative to income.

**Underlying income**

The University’s underlying income increased by $77.0m. This can largely be attributed to:
- an increase in tuition fee income (full-fee paying domestic and international students) of $25.1m due to a 6 percent increase in student numbers and a 4 percent increase in the price and student mix;
- an increase in royalty and license fee income of $12.8m predominately through the University’s main commercialisation entity, UniQuest;
- insurance proceeds of $12.6m received as a result of the January 2011 floods;
- additional Commonwealth Government income of $11.1m relating to two key projects – Research Data Storage Infrastructure and the Centre for Advanced Imaging; and
- an increase in non-tied donation revenue of $8.4m.

There was no major increase in Commonwealth Government block funding and HECS-HELP during the year. The funding increase for 2011 (due to inflation and a rise in domestic student numbers) was offset by the fact that in 2010, additional funding was received for the over-enrolment of students relating to both 2009 and 2010.
Reconciliation of Operating Result (income statement in published financials) to Underlying Operating Result

<table>
<thead>
<tr>
<th>Description</th>
<th>Consolidated 2011 $'000</th>
<th>Consolidated 2010 $'000</th>
<th>Variation $'000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net operating position as per University’s published financial statements</td>
<td>192,776</td>
<td>139,205</td>
<td>53,571</td>
</tr>
<tr>
<td>Income tied to major capital projects</td>
<td>(127,774)</td>
<td>(86,308)</td>
<td>(41,466)</td>
</tr>
<tr>
<td>Movement in unspent scholarship and research income</td>
<td>(28,971)</td>
<td>1,997</td>
<td>(30,968)</td>
</tr>
<tr>
<td>Movement in unspent major project income</td>
<td>(43,470)</td>
<td>–</td>
<td>(43,470)</td>
</tr>
<tr>
<td>Fair value gain on TRI Investment</td>
<td>(36,879)</td>
<td>(22,354)</td>
<td>(14,524)</td>
</tr>
<tr>
<td>Fair value gains on receipt of Smart State loans</td>
<td>(1,960)</td>
<td>–</td>
<td>(1,960)</td>
</tr>
<tr>
<td>Interest expense on Smart State loans</td>
<td>1,498</td>
<td>1,421</td>
<td>77</td>
</tr>
<tr>
<td>Unspent investment portfolio losses/(gains)</td>
<td>8,043</td>
<td>205</td>
<td>7,838</td>
</tr>
<tr>
<td>UNDERLYING OPERATING RESULT</td>
<td>(36,736)</td>
<td>34,166</td>
<td>(70,902)</td>
</tr>
</tbody>
</table>

1 This is the net operating result of the consolidated entity as per the University’s statutory financial statements.
2 This category represents funding provided by governments and other sources for specific major capital projects. This funding is not available for the general operating expenditure of the University. A summary of this income is contained in the table below.
3 In accordance with Australian Accounting Standards, the majority of the University’s tied research and scholarship income is recognised as received (as opposed to when it is spent or earned). This “mis-match” can create significant fluctuations in the operating result. The increase/decrease in unexpended tied research and scholarship income is therefore excluded from the underlying operating surplus as it is not available for the general operating expenditure of the University and must be refunded if not spent or earned in future years.
4 The University received $54.5m in 2011 from the Commonwealth Government for two major projects – the Research Data Storage Infrastructure (RDSI) and the Centre for Advanced Imaging (CAI). The majority of the expenditure relating to these projects will be incurred in 2012 and 2013. Similar with tied research and scholarship income, the unspent project income of $43.5m has been excluded from the underlying operating result as it is not available for the general operating expenditure of the University.
5 The University is required to equity account its investment in the Translational Research Institute Trust which has resulted in a fair value gain of $36.9m in 2011 ($22.3m in 2010). Australian Accounting Standards require a fair value gain to be recognised on receipt of a new loan and then an interest expense recognised over the loan’s duration. The majority of this funding must be spent on capital projects as set out in the various loan agreements.
6 Funding has been received from the Queensland Government’s Smart State Research Facilities Fund (SSRFF) in the form of interest-free loans repayable over periods that vary between 30 and 35 years. Whilst these loans are interest-free, Australian Accounting Standards require a fair value gain to be recognised on receipt of a new loan and then an interest expense recognised if not spent or earned in future years.
7 Funds invested in the managed investment portfolio are restricted funds set aside for corpus donations and bequests earmarked for purposes specified by the giver. The unspent increase/decrease in the fair value of the portfolio is not available for the general operating expenditure of the University.

Revenues:

**Revenue: University of Queensland parent 2011**

- Fees and charges: 21%
- Investment revenue: 5%
- Unspent student contributions: 2%
- Australian Government Grants: 41%
- MECS-HELP – Australian Government payments: 12%

**Revenue: University of Queensland parent 2010**

- Fees and charges: 21%
- Investment revenue: 3%
- Unspent student contributions: 2%
- Australian Government Grants: 45%
- MECS-HELP – Australian Government payments: 9%

**Revenue: summary for all higher education providers 2010**

- Fees and charges: 22%
- Investment revenue: 4%
- Unspent student contributions: 2%
- Australian Government Grants: 43%
- MECS-HELP – Australian Government payments: 12%

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**Income received tied to major capital projects**

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Consolidated 2011 $'000</th>
<th>Consolidated 2010 $'000</th>
<th>Variation $'000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Health Centre (Federal Government Funding)</td>
<td>63,400</td>
<td>25,000</td>
<td>38,400</td>
</tr>
<tr>
<td>Advanced Engineering Building (Federal Government Funding)</td>
<td>27,000</td>
<td>12,000</td>
<td>15,000</td>
</tr>
<tr>
<td>Global Change Institute (External Donation)</td>
<td>15,000</td>
<td>–</td>
<td>15,000</td>
</tr>
<tr>
<td>Centre for Advanced Imaging (Federal Government Funding)</td>
<td>7,110</td>
<td>10,000</td>
<td>(2,890)</td>
</tr>
<tr>
<td>Gatton Dairy Research Facility (State Government Funding)</td>
<td>3,500</td>
<td>–</td>
<td>3,500</td>
</tr>
<tr>
<td>GP Super Clinics (Federal Government Funding)</td>
<td>2,347</td>
<td>4,951</td>
<td>(2,604)</td>
</tr>
<tr>
<td>Rural Clinical Schools (Federal Government Funding)</td>
<td>1,307</td>
<td>2,944</td>
<td>(1,637)</td>
</tr>
<tr>
<td>Queensland Bioscience Precinct (State Government Funding)</td>
<td>1,086</td>
<td>–</td>
<td>1,086</td>
</tr>
<tr>
<td>UQ Solar Array (State Government Funding)</td>
<td>1,050</td>
<td>–</td>
<td>1,050</td>
</tr>
<tr>
<td>School of Veterinary Science (Federal Government Funding)</td>
<td>–</td>
<td>30,327</td>
<td>(30,327)</td>
</tr>
<tr>
<td>Other Tied Non-Government Funding</td>
<td>1,956</td>
<td>–</td>
<td>1,956</td>
</tr>
<tr>
<td>Interest tied to major capital projects</td>
<td>4,018</td>
<td>1,086</td>
<td>2,932</td>
</tr>
<tr>
<td>TOTAL</td>
<td>127,774</td>
<td>86,308</td>
<td>41,466</td>
</tr>
</tbody>
</table>

**Footnotes:**

*Based on draft financial statements. Subject to change.
Underlying expenditure

The University’s underlying income increased by $147.9m. This can largely be attributed to:

- an increase in employee expenses of $68.4m (or 9.1 percent). This resulted from a 3.6 percent rise in full-time equivalent (FTE) staff numbers and a 4.0 percent rise in wage rates within the University (parent only);
- an increase in depreciation expense of $20.3m. This was due to an increase in the depreciation rate of library collections and an increase in both building and plant and equipment assets;
- an increase in repair and maintenance expenditure of $16.8m due to repairs associated with the January 2011 floods;
- an increase in repair and maintenance expenditure of $7.8m due to a rise in space rehabilitation through the Asset Management Plan (AMP);
- an increase in collaborative project expenditure of $11.1m due to the Research Data Storage and Centre for Advanced Imaging projects noted above; and
- the remaining increase of $23.5m represents a 4.9 percent increase in other expenditure categories and is broadly due to inflation and an increase in activity.

Capital expenditure

The University has continued to invest significantly in major infrastructure. During the year, the University received $127.8m in tied income to help fund these projects. This included Commonwealth Government funding of $63.4m for the Oral Health Centre and $27.4m for the Advanced Engineering Building. A $15m donation was also received for the Global Change Institute.

The total amount capitalised on property, plant and equipment during 2011 was $166.7m (2010: $182.8m).

Investment Portfolio

The University has a total of $73.7m in investment funds. They are primarily trust and bequest funds that have been built up over the years. To maintain the real value of the funds, they are managed in a long-term portfolio by external specialist fund managers. The fund managers are required to operate within designated asset allocation benchmarks and each of the eight managers has separate responsibilities for investments in:

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

The fair value of the portfolio decreased during 2011 by $6.2m (2010: increased by $2.1m).

Investment portfolio asset split

<table>
<thead>
<tr>
<th>Asset Type</th>
<th>Expenditure ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listed property funds</td>
<td>3.30%</td>
</tr>
<tr>
<td>Cash management funds</td>
<td>0.40%</td>
</tr>
<tr>
<td>Venture capital</td>
<td>2.49%</td>
</tr>
<tr>
<td>Overseas share funds</td>
<td>5.60%</td>
</tr>
<tr>
<td>Fixed interest funds</td>
<td>5.66%</td>
</tr>
<tr>
<td>Australian share funds</td>
<td>74.09%</td>
</tr>
</tbody>
</table>

Externally funded chairs

<table>
<thead>
<tr>
<th>Contributor</th>
<th>2011 ($)</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Golder Associates Pty Ltd</td>
<td>150,000.00</td>
<td>Chair in Geomechanics</td>
</tr>
<tr>
<td>Defence, Science and Technology Organisation,</td>
<td>350,000.00</td>
<td>Chair in Hypersonics</td>
</tr>
<tr>
<td>Dept of Defence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P&amp;H Mining Equipment</td>
<td>148,119.00</td>
<td>Chair Mechanics Engineering</td>
</tr>
<tr>
<td>BHP Mitsubishi Alliance</td>
<td>150,000.00</td>
<td>Chairs in Minerals Processing</td>
</tr>
<tr>
<td>Xtrala</td>
<td>150,000.00</td>
<td>Chair in Metallurgical</td>
</tr>
<tr>
<td>Queensland Health</td>
<td>86,672.00</td>
<td>Chair of Adolescent and Child Psychiatry</td>
</tr>
<tr>
<td>Leukaemia Foundation of Australia</td>
<td>166,732.11</td>
<td>Chair in Experimental Haematology</td>
</tr>
<tr>
<td>AgResearch NZ</td>
<td>50,000.00</td>
<td>Systems Thinking Chair</td>
</tr>
<tr>
<td>Veolia Water Management</td>
<td>225,000.00</td>
<td>Chair in Water Recycling</td>
</tr>
<tr>
<td>Western Corridor Recycled Water Pty Ltd</td>
<td>262,500.00</td>
<td>Chair in Water Recycling</td>
</tr>
<tr>
<td>Queensland Skin and Cancer Foundation Inc</td>
<td>220,000.00</td>
<td>Chair in Dermatology</td>
</tr>
<tr>
<td>Geriatric Medical Foundation of Queensland</td>
<td>185,000.00</td>
<td>Chair in Geriatric Medicine</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,144,023.11</td>
<td></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 Standards 2009.
Mother and son Christine Adams-Hosking and Mark Hosking celebrated graduating on the same day in December 2011.
Basis of authority

The University is a body corporate governed by the *University of Queensland Act 1998*, as amended (the ‘Act’). The University was established in 1911.

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 Act or another Act.

Powers

The University has the powers outlined more fully in the Act.
The University of Queensland Organisation

As at November 2011
Issued by the Office of the Executive Director (Operations) and University Secretary

www.uq.edu.au/about/docs/org-chart.pdf
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 2011, the University operated the following controlled entities:

**UQ Holdings Group**
- CITR Pty Ltd (deregistered in 2011)
- i.lab Incubator Pty Ltd
- JKTech Pty Ltd
- Sarv Pty Ltd
- UniQuest Pty Ltd
- UQ Health Care Limited
- UQ Holdings Pty Ltd

**University controlled trusts**
- IMBCom Asset Trust
- UniQuest Asset Trust
- UQ Foundation Trust
- UQ Investment Trust

**UQ Investment Trust Group**
- IMBCom Pty Ltd

**UniQuest Group**
- Activetorque Pty Ltd
- Ausonex Pty Ltd
- Bireme Pty Ltd
- CILR Pty Ltd
- Coridon Limited
- 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
- Rapisure Pty Ltd
- Symbiosis Pty Ltd
- UATC Pty Ltd
- UTASAT Pty Ltd
- UTSAT Pty Ltd
- UWat Pty Ltd
- Vacquel Pty Ltd

**UniQuest Asset Trust Group**
- Aussie Colours Pty Ltd
- Bilexys Pty Ltd
- Bioherbicides Australia Pty Ltd
- Cerami pore Pty Ltd
- Cloevis Pty Ltd
- Corpison Pty Ltd
- Dendrimed Pty Ltd
- DuraGyc Power Pty Ltd
- Language Map Pty Ltd
- Lightnate Pty Ltd
- Metallotek Pty Ltd
- Millipede Forming Pty Ltd
- Neo-Rehab Pty Ltd
- NuNerve Pty Ltd
- Progel Pty Ltd
- Snoresound Pty Ltd
- Tenasitech Pty Ltd

**JKTech Group**
- Applied Resource Economics Pty Ltd
- SUSOP Pty Ltd (acquired in 2011)

**IMBCom Group**
- Cyclagen Pty Ltd
- IMBCom Asset Management Company Pty Ltd
- Kalthera Pty Ltd

**IMBCom Asset Trust Group**
- CCA Therapeutics Pty Ltd

**Other controlled entities**
- PrimEd Pty Ltd
- Health Insitu Pty Ltd
- UQ College Limited
- UQ Sport Limited
- Global Change Institute Pty Ltd
Senate

Senate is the governing body of the University, as constituted by the Act. It comprises 22 members who represent University and community interests, and is led by the Chancellor. The four-year term of the 32nd Senate began on 1 January 2010.

The Act 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 most likely 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 of meetings.

CORPORATE GOVERNANCE

During 2011, the University continued to build on its long-standing commitment to accountability and transparency in managing its economic, social and environmental responsibilities.
The Academic Board is established in terms of the Act. The President of the Academic Board is a member of Senate.

Senate’s committees are:
- Buildings and Grounds;
- Finance;
- Honorary Degrees;
- Legislative;
- Membership and Nominations Advisory;
- Occupational Health and Safety Council;
- Professorial Promotions;
- Risk;
- Standing Committee of Equity, Diversity and the Status of Women; and
- Student Appeals.

Senate members
- Chancellor
  Mr John D Story BA Qld, LLB Qld, FAICD
- Deputy Chancellor
  Adjunct Professor Mary D Mahoney, AO, MBBS Qld, GDipClinEd NSW, HonMD Qld, FRACGP, MRACMA, FAIM, FAMA, MAICD
- Vice-Chancellor
  Professor Paul F Greenfield, AO, BEcon Qld, BE (Hons) NSW, PhD NSW, FIEAust, FTSE, FICHEM, FAICD, MAICHE
- Mrs Judith Bell, BA Qld, BEd Qld UT
- Associate Professor Andrew Bonnell, BA (Hons) Syd, PhD Syd
- Mr John Bradley, BA Qld, MBA Qld UT*
- Mr Denis J Brosnan, BA(Hons) Qld, MLitSt Qld
- Mrs Margaret Brown, BA Qld, LLB(Hons) Qld, MAICD, MIPSANZ
- Mr Brandon Carter
- Mr Timothy B Crommelin, BCom Qld, AdvMgmtProg Hawaii, FSIA
- Professor Fred D’Agostino, BA(Hons) Anmerst, MA Phil, PhD LSE
- The Honourable Justice Martin Daubney, BA Qld, LLB Qld
- Professor Susan E Hamilton, BSc Qld, PhD Qld
- The Honourable Dr David Hamill AM, BA(Hons) Qld, MA Oxford, PhD Qld, FAICD, FCILT
- Mr Philip Hennessy, BBusAcc Qld UT
- Ms Katherine Hirschfeld, BEChem Qld, FTSE, FICHEM, FAICD, GAICD
- Ms Catherine Lawrence, BA(Hons) Sheff, MA Qld
- Mr Grant Murdoch, BCom Cant, MCom Cant, FCA, FAICD
- Mr Charlie Sartain, BE(Hons) Melb
- Mr Mark D Starkey, BA Qld
- Mrs Isabel Tarrago, BA Qld, DipLegSt Kelvin Grove CAE
- Dr Jane Wilson, MBBS Qld, MBA Harv, FAICD

*Appointed on 17 November 2011 to replace Mr Kenneth J Smith

Executive management
The Vice-Chancellor is the University’s Chief Executive Officer and is responsible to Senate for the overall direction of strategic planning, finance and external affairs. The Vice-Chancellor is supported by an Executive comprising:
- Senior Deputy Vice-Chancellor;
- Executive Director (Operations) and University Secretary;
- Deputy Vice-Chancellor (Research);
- Deputy Vice-Chancellor (Academic);
- Deputy Vice-Chancellor (International);
- Deputy Vice-Chancellor (External Relations);
- Pro-Vice-Chancellor;
- Pro-Vice-Chancellor (Research and International);
- Pro-Vice-Chancellor (Advancement);
- Pro-Vice-Chancellor (Indigenous Education); and
- President of the Academic Board.
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 if the office of Chancellor is vacant.

Vice-Chancellor
Professor Paul Greenfield, AO
BEcon Qld, BE (Hons) NSW, PhD NSW, FIEAust, FTSE, FIChemE, FAICD, MAChE
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 six faculties, overseeing capital asset planning and University planning generally, and management responsibility for the University Library, UQ Art Museum and the Equity Office.

Executive Director (Operations) and University Secretary
Mr Maurie McNam, AO
BA (Hons) NSW, MBA QLD, MDefStuds Deakin, GDipTSM Swinburne UT, GDipManSt Defence, FAICD, FAIM, FADC
Coordinates management of the University’s finance, business, human resources, legal, management information, corporate operations, property and facilities, and information technology services functions. Advises the Senate on governance and other matters, is the 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.
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, FGA
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, DipEd, GradDipTESOL, MEd, EdD
Responsible for international development, policy and strategy, including management responsibility for UQ International and the UQ Institute of Continuing and TESOL Education.

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

Pro-Vice-Chancellor (Research and International)
Professor Alan Lawson
BA (Hons) Newcastle, MA ANU, PhD Qld
Responsible for policy, funding and professional development programs for early career researchers; for research integrity and research quality assessment; links with overseas agencies and universities with potential to partner with UQ, especially in research.

Pro-Vice-Chancellor (Indigenous Education)
Professor Cindy Shannon
BA Qld, GradDipEd DDIAE, MBA USQ, DSocSci USQ
Responsible for guiding the development and implementation of UQ’s Indigenous Strategy to strengthen leadership within the University in relation to Indigenous education and links to the community.

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.

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 which reports 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; and
− **Fair**: Supporting safe and caring communities.

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

Public Records Act
The University continues to promote compliance with the Public Records Act 2002. This year the records management system was improved as follows:
− record disposal approvals that match approved retention schedules;
− Quality Assurance reports to improve the accuracy of our database;
− increased number of recordkeeping awareness sessions;
− revision of policies, procedures and guidelines; and
− development of a five-year strategic plan.

In 2012, the University plans the following initiatives:
− implementation of a business classification scheme;
− introduction of an early disposal after digitisation policy;
− increase rollout of electronic document and records management system;
− investigate workflows for approvals; and
− identify and protect vital records.

Public Sector Ethics Act
In terms of its obligations under the Public Sector Ethics Act 1994, the University has a Code of Conduct that sets out the expectations for University staff in relation to professional conduct. As a result of the amendments to the Public Sector Ethics Act 1994, the University has reviewed the Code of Conduct to align it with the amended ethics principles and values. The code is currently under consultation and the amended version will be referred to Senate for consideration in 2012.

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

Carers Act
UQ supports the Queensland Carers Charter included in the Carers (Recognition) Act 2008. The University adheres to the Charter through policy development and internal communications, as detailed below:
− the University provides information and educates staff about the Carers Charter through:
  − the development of dedicated webpages containing resources for parents and carers, details of the flexible work options available and links to the Carers Charter;
  − the inclusion of information about the Carers Charter in staff e-newsletters;
  − the University advises staff at regular training sessions that special consideration needs to be given to carers when requesting overtime and considering applications for flexible work arrangements;
  − through wide consultation with staff, the Academic Staff Consultative Committee, Professional Staff Consultative Committee and, where relevant, other committees and the Equity Office, the University ensures that carers are considered in the policy development process;
  − the Carers Charter is incorporated into the University’s personal leave policy. Five days non-accumulative carer’s leave is available to support staff who are caring for someone in their immediate family or household who is ill or injured. Where paid leave entitlements are exhausted, a staff member is entitled to a further period of up to two days unpaid carer’s leave for each occasion when a member of their immediate family or household requires care or support; and
  − the University recognises that staff with carer responsibilities may be impeded from engaging in key professional development opportunities, and has developed a human resources policy to address this issue. This policy outlines the conditions under which staff with carer responsibilities may access funding to enable attendance at professional development activities.

Public Interest Disclosure Act 2010
With the repeal of the Whistleblowers Protection Act 1994 and the introduction of the Public Interest Disclosure Act 2010 (PID Act) on 1 January 2011, the way in which public interest disclosures are to be publically reported has changed. From 1 January 2011, agencies are no longer required to report public interest disclosures in annual reports.

Under section 61 of the PID Act, the Public Service Commission (PSC) is now responsible for the oversight of public interest disclosures and preparing an annual report on the operation of the PID Act. From 1 January 2011, agencies are required to report information about public interest disclosures to the PSC.

The PSC will prepare an annual report on the operations of the PID Act and the information provided by agencies. The annual report will be made publicly available after the end of each financial year.

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.

ARMS’ role and function is defined under a charter approved by Senate. The charter has been framed to meet the needs of the University, accord with the requirements of the Financial Accountability Act 2009, the Financial and Performance Management Standard 2009, the Financial Accountability Act 2009, and conform with the Institute of Internal Auditors Professional Practices Framework. ARMS’ activities are also undertaken with regard to Queensland Treasury’s Audit Committee Guidelines.

The 2011 annual work plan is risk-based and aims to place greater emphasis on those areas of high risk to the University, thus ensuring resources are directed to areas of greatest need. It supports 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; and
− positively influence the culture within the University;
encourage self-review of systems and procedures; and
encourage the 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 this by:

- ensuring the function operates effectively, efficiently and economically;
- making constructive recommendations on issues of corporate governance, systems and practices;
- facilitating enterprise risk management;
- being available for advice;
- facilitating change; and
- encouraging innovation, particularly in information technology 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. ARMS is also responsible for supporting the Risk Committee of Senate.

ARMS achievements for the 2011 year include:

- self-assessment questionnaires (allows broad coverage across the University, and a cost effective education tool);
- reviews of key IT system controls and project governance;
- conduct of special investigations; and
- grant certification audits.

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 (ERMS) 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 and safety;
- incident and crisis management;
- legal and regulatory compliance;
- fraud and corruption; and
- contract management.

All units are encouraged to consider the impact identified risks may have on the achievement of their strategic objectives, as detailed in their operational plans, and how these risks will be managed.

The University Senior Management Risk Management Sub-committee provides advice and assurance to the Risk Committee of Senate on the effectiveness of the University's enterprise risk management framework and the management of risk.

Risk Committee

The Senate Risk Committee is independent of management and, at the end of 2011, comprised:

- Mr Grant Murdoch, BCom Cant, MCom Cant, FCA, FAICD (Chair);
- Mrs Judith Bell, BA Qld, BEd Qld UT;
- The Honourable Dr David Hamill AM, BA(Hons) Qld, MA Oxford, PhD Qld, FAICD, FCILT;
- Mr Philip Hennessy, BBusAcc Qld UT;
- Ms Katherine Hirschfeld, BChem Qld, FTSE, FICChemE, FIEAust, GAICD; and
- Mr John D Story BA Qld, LLB Qld, FAICD.

Committee members are not remunerated for their roles.

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 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.

During 2011, the committee:

- reviewed, through internal and external audit processes, compliance with relevant policies and procedures and the adequacy of the internal control structure;
- reviewed, monitored and supported ARMS;
- reviewed activities of the University Senior Management Risk Management Sub-committee; and
- acted as an independent forum for considering external audit findings, recommendations and the response by management.

The Senate Finance 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.
Students socialising in the Great Court, St Lucia campus

STRATEGIC DIRECTION
Strategic Directions to 2020

Throughout 2010, the University undertook a substantial review of its strategic direction and developed a clear set of objectives that will guide its development over the next decade. The outcomes of this process have been captured in the Strategic Directions and Plan 2011-2015 document made publicly available at: www.uq.edu.au/about/planning

Realising the UQ Advantage

The University of Queensland faces the future with a strong base on which to build: a distinctive structure, a reputation for flexibility and decisive action, a culture that rewards excellence, and recognition as a leader in research translation and commercialisation.

Our growth in capability and reputation has been underpinned by purposeful strategy. It has been characterised by an overriding focus on quality and an increasingly internationalised focus across our learning, discovery and engagement activities. It has involved the application of strategic initiative funding to support existing and emerging priorities which leveraged external support, and the development of major research institutes, alongside our faculties, as a vehicle for building critical mass and attracting the best students and staff from around the world.

During our next decade, we must continue to adapt to a new environment – one dominated by globalisation and greater competition – and we must develop a sharpened focus on excellence and a responsive approach to the opportunities and challenges on offer.

In 2020:

- UQ will be recognised as a major global university that is developing solutions to global problems.
- UQ will attract students of the highest calibre who are destined and supported to become future leaders – locally, nationally and internationally.
- The students’ learning experience at UQ will be distinguished by opportunity and choice – opportunity for interactions with researchers, industry and international partners that enrich the quality of their learning; and choices amongst flexible pathways toward highly valued academic qualifications.
- A larger suite of postgraduate entry programs will cater to the needs of the modern workforce. Growth in our postgraduate research student population will drive our capacity for discovery. By 2020, our postgraduate research higher degree and coursework student population will comprise 40 percent of the UQ student body.
- UQ will further strengthen its research capacity, focusing strategically on discovery to address global issues. We will focus on developing deep and mutually productive partnerships with leading industry, academic and government groups throughout the world. Our success in high quality and high impact research will be reflected in international rankings that will see UQ improve continuously as it strengthens its position amongst the top one percent of universities in the world.
- We will engage meaningfully with our wider communities, ensuring purposeful interaction with schools, prospective students, UQ students, alumni, employers, and industry and government partners.
- Our success will be measured by recognition and reputation, by our relationship with globally significant partners, by our ability to attract philanthropic support and by our contribution to society.
- Our workforce underpins all that we do across learning, discovery and engagement. Our workforce strategy is based on our commitment to a high performance culture; recruiting the best staff; retaining excellent people through reward and recognition; enhancing development and performance management schemes; improving staff communication; and promoting wellness and active living. We will support and mentor young researchers at higher degree, postdoctoral and early career levels, and we will develop a suite of tools and practices to underpin an ethos of transparency, objectivity and shared expectations of performance.
- We are committed to delivering a campus experience that supports our people and their pursuits. We will continue to develop the physical infrastructure on each of our campuses and will ensure that it is suited to the activities they support and that it enhances the experience of the students and staff.
- UQ’s four campuses each have distinctive profiles: St Lucia continues to be the primary location for the majority of staff and students; Herston focuses on the health sciences; the Gatton campus has a strength of focus on the animal and agricultural sciences; and Ipswich is developing within a framework focused on health and allied sciences and the development of the UQ College. The Princess Alexandra
Hospital site and the adjacent Boggo Road Ecoscience Precinct provide us with opportunities to expand our access to dedicated and shared infrastructure close to the St Lucia campus.

- We will work collaboratively with government and private developers to deliver accommodation and support services, leveraging our capital assets in St Lucia and Pinjarra Hills.
- Our resource priorities will be set in accordance with our strategic goals. Sustainability and efficiency considerations will be increasingly important. To fund the capital development and maintenance program in a sustainable way, the University will secure alternative sources of funding from philanthropy and surpluses from UQ’s semi-commercial operations and partnerships with government and industry. We will deliver operational efficiencies and use our assets more efficiently.
- The University supports the Queensland Government’s Towards 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.

Strategic Objectives 2011-2015

The University’s strategic objectives over the five years 2011-2015 are defined around the key themes of learning, discovery and engagement. The University’s internationalisation agenda is embedded within each of these key themes and summarised in the UQ Global Strategy and Internationalisation Plan 2011-2015. Our strategies are further underpinned by a commitment to the directions and initiatives described within the Equity and Diversity Plan 2010-2014 and the UQ Indigenous Strategy.

Learning

A recent focus on the UQ Advantage has helped to strengthen the points of distinction in the UQ student experience. Our challenge in the future is to develop this focus into stronger educational ambitions that have, as their defining feature, a focus on educating and supporting the leaders of the future. From this perspective, the need to attract and support the best students, irrespective of their backgrounds, will be imperative.

The Learning Plan 2011-2015 is a framework for action that has as its major focus the need to deliver on the UQ Advantage by ensuring that opportunity and choice genuinely characterise the UQ student experience.

Opportunity reflects our commitment to providing educational programs and activities that capitalise on our world-class research strengths and facilities, international collaborations, and industry and professional links to enrich students’ learning experiences, and to nurture future leaders.

Choice is provided through strong undergraduate degrees; a range of dual degree offerings; concurrent diplomas; professional-entry masters programs; and postgraduate coursework programs that facilitate professional career development, or prepare students for research higher degrees.

Supporting the University’s strong commitment to delivering on the UQ Advantage is continued recognition of the importance of the key underpinning goals of excellence in teaching on the one hand, and quality of the student learning environment on the other. Our commitment to further supporting these goals is unwavering and resolute.

The scope of the UQ Learning Plan remains broad and its goals significant. At the beginning of UQ’s second century, its role is to ensure that the University’s national leadership position in teaching and learning is retained and that UQ is positioned as a world-class higher education institution.

Discovery

UQ’s discovery strategy focuses on quality, both of people and research outputs, to enhance UQ’s reputation as a global research institution.

In three widely promoted international rankings systems – Shanghai Jiao Tong Academic Ranking of World Universities, Times High Education World University Rankings and QS World University Rankings – UQ now ranks in the top one percent of world universities. Our objective is to improve our ranking in the world’s top 100 list and to be ranked as one of the top two universities in Australia.

To achieve its discovery objectives, UQ will continue to invest strategically to maintain its research facilities, to attract the best researchers, to increase its research performance, and to undertake internationally competitive research. We will create a virtuous cycle where improved research performance helps us to build our research capacity and to increase our reputational capital.

The improvement in overall research performance will be achieved through two key strategies:

- The global recruitment of high-quality research higher degree students and early career researchers, the provision of a distinctive learning experience for RHD students focusing on high-impact research, commercialisation training, industry and business engagement and mobility, and the provision of quality infrastructure and support.
- Research performance will be benchmarked to encourage increased grant success, high-quality publication output, collaboration and more effective research higher degree supervision and completion.

UQ is widely recognised as possessing critical mass in internationally significant research areas. We will continue to build our global reputation in key areas of national and international significance, such as energy, sustainability, water, health and social equity, through strategic investment and an emphasis on high-quality, interdisciplinary global collaboration.

UQ is Australia’s leading university for research commercialisation. We will continue to lead in technology transfer
by supporting researchers to develop partnerships with industry and other external partners throughout the world.

Engagement
UQ’s engagement strategy focuses on enhancing UQ’s contribution to global and local communities and communicating effectively with our many stakeholders to build support and advocacy for our strategic objectives in learning and discovery.

Our engagement will involve:

– **Inclusion**: We will strive to ensure our student and staff bodies are diverse and represent people from a range of cultural, social and economic backgrounds who bring expertise and strength to our teaching, learning and research activities; and

– **Impact**: Our mandate will be relevant to the wider community, to provide real solutions to society’s problems across a broad spectrum of disciplines, and to engage actively in the community to effect social change.

In future, funding streams at UQ will be increasingly diverse, with an emphasis on philanthropy from national and international sources, matched funding by the University and leveraged government funding. Key learning and discovery objectives will drive fundraising efforts.

To support the University’s learning strategy, we will build through philanthropy and industry partnerships a substantial scholarship endowment for students and a significant endowment to support the development and recognition of outstanding teachers. UQ will engage with future students to attract the best and the brightest. We will engage with philanthropists, industry and government to provide more opportunities for under-represented groups and greater opportunities for internships and assistance with career placements for all students.

To support UQ’s discovery objectives, we will work to endow through substantial philanthropy professorships, research fellowships, and support for young researchers at higher degree, postdoctoral and early career levels.

UQ will be differentiated by its seamless student-alumni life cycle. We will foster a culture of giving back by introducing a program of graduating year gifts.

Alumni engagement is critical for enhancing our reputation and for enabling philanthropy. We will build partnerships with alumni by providing opportunities such as life-long learning, networking, career tracking and ongoing ways for graduates to continue their connection with their alumni colleagues and the University. In turn, UQ will encourage alumni to support programs such as internships, mentoring, enhancement of international student experiences and philanthropy. Alumni will also be encouraged to serve the University through volunteer positions in leadership, development boards, advisory groups and fundraising.

Engagement with the broader community will be characterised by partnership ventures with business and industry, professional groups, and government and research partners. These will include formal partnerships with international universities and agencies to facilitate research collaboration, and student and staff exchanges.

To achieve our goals, we must articulate and embed engagement as a valued activity within the University by continuing to build a clear institutional understanding of, and commitment to, engagement and by ensuring that it is properly supported by appropriate systems, policies and practices across the University. We will be guided by models of best practice in international engagement in refining our practices and developing effective ways of measuring performance and outcomes.

The Queensland Symphony Orchestra joined with UQ to hold the free Healing Harmonies event at St Lucia for an audience of more than 500 people

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**Student Load Profile**

<table>
<thead>
<tr>
<th>Student Load by Program Level</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate and Non Award</td>
<td>23,109</td>
<td>23,462</td>
<td>25,224</td>
<td>27,004</td>
<td>28,155</td>
</tr>
<tr>
<td>Postgraduate coursework</td>
<td>3412</td>
<td>3585</td>
<td>4066</td>
<td>4961</td>
<td>5065</td>
</tr>
<tr>
<td>Postgraduate research</td>
<td>2818</td>
<td>2756</td>
<td>2757</td>
<td>2976</td>
<td>3069</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>29,339</td>
<td>29,803</td>
<td>32,047</td>
<td>34,940</td>
<td>36,289</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Load by Funding Source</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Funded 1</td>
<td>21,831</td>
<td>21,871</td>
<td>23,127</td>
<td>24,496</td>
<td>25,216</td>
</tr>
<tr>
<td>Domestic Full Fee Paying</td>
<td>1969</td>
<td>1833</td>
<td>1774</td>
<td>1756</td>
<td>1697</td>
</tr>
<tr>
<td>International Fee Paying</td>
<td>5539</td>
<td>6098</td>
<td>7147</td>
<td>8688</td>
<td>9376</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>29,339</td>
<td>29,803</td>
<td>32,047</td>
<td>34,940</td>
<td>36,289</td>
</tr>
</tbody>
</table>

1 Commonwealth-funded load comprises Commonwealth Grants Scheme (CGS) load, Research Training Scheme (RTS) load and extended enrolment domestic postgraduate research load.
REVIEW OF ACTIVITIES
LEARNING
Activities in 2011 focused on implementing the recommendations of the 2010 review of postgraduate coursework awards, primarily around developing “professional entry” masters programs, packaging undergraduate and postgraduate programs that lead to the conferral of an undergraduate award and a professionally-oriented postgraduate award, and introducing international components to degree programs.

During 2011 Teaching and Learning Week, the website and catalogue of continuing professional development (CPD) short courses offered at UQ was launched. These have been designed to promote the range of CPD courses available at UQ, to strengthen linkages between CPD and award programs, and to encourage CPD as a pathway into further tertiary study.

UQ has set a target of 25 percent of undergraduate students undertaking an international study experience during their UQ program through:

- UQ Advantage Grants: Funding assistance for short-term international opportunities such as conference participation, international internships and volunteering activities. In 2011, grants were awarded to more than 200 students to participate in a variety of short term experiences overseas.
- UQ Abroad: UQ’s student exchange program allows students to study in an overseas partner institution and earn credit towards their degree. In 2011, 477 UQ students participated in an overseas exchange. Students attended 120 partner institutions in 29 countries, with universities in the USA, the UK and Canada being the most popular destinations.

### Learning: Key indicators of performance

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011 projected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student/Staff ratio ¹</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UQ</td>
<td>16.6</td>
<td>16.9</td>
<td>17.9</td>
<td>18.8</td>
<td>19.7</td>
</tr>
<tr>
<td>Australia</td>
<td>19.6</td>
<td>19.8</td>
<td>20.1</td>
<td>20.7</td>
<td>na</td>
</tr>
<tr>
<td>Course experience: Overall satisfaction ²</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UQ</td>
<td>78.6%</td>
<td>68.4%</td>
<td>71.4%</td>
<td>82.6%</td>
<td>84.0%</td>
</tr>
<tr>
<td>Australia</td>
<td>70.9%</td>
<td>70.4%</td>
<td>69.7%</td>
<td>81.5%</td>
<td>na</td>
</tr>
<tr>
<td>Student retention ³</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UQ</td>
<td>83.7%</td>
<td>82.8%</td>
<td>86.3%</td>
<td>86.0%</td>
<td>83.9%</td>
</tr>
<tr>
<td>Australia</td>
<td>82.7%</td>
<td>82.7%</td>
<td>84.0%</td>
<td>84.0%</td>
<td>na</td>
</tr>
<tr>
<td>UQ’s share of Queensland OP1 school leavers enrolling at university in Queensland</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UQ</td>
<td>61.2%</td>
<td>67.8%</td>
<td>71.8%</td>
<td>71.9%</td>
<td>69.1%</td>
</tr>
</tbody>
</table>

¹ Ratio of on-shore student load to academic staff (includes FTE and casual Teaching Focused and Teaching & Research staff). Based only on academic staff employed in an Academic Organisational Unit defined as having an Academic function.

² Proportion of domestic bachelor degree graduates responding positively (4 or 5) to the Overall Satisfaction item, based on the national Course Experience Questionnaire (CEQ). These figures have been prepared using the My Universities methodology.

³ Proportion of commencing bachelor degree students who return to study in the year following their commencing year. This figure excludes those who complete their studies.

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**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.
Providing an opportunity for students to speak successfully approach employers as well as employment, internships and how to degree-relevant work experience, vacation underlines for students the importance of Professional Experience Showcase that Student Services has instigated a (including ANU, QUT, and Monash) and overseas universities (including the National University of Singapore, University of Auckland, and Tianjin University) participated. Students from other Australian universities just under 6 percent (from 314).

Preferable students
Students are encouraged and supported to undertake co-curricular activities that supplement traditional classroom teaching.

The Summer Research Scholarship program was offered for the third time over the summer of 2010-11, with 31 academic units participating and offering research internships to 332 students, an increase of 3 percent.

Nevertheless, UQ's enrolled international student cohort, with the strong pipeline from previous years, grew by 9 percent to 11,363 students, from 135 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, Business Management, Arts, Engineering and Medicine. For postgraduate coursework, Commerce, Business, International Economics and Finance dominated.

Faculties continued to make a significant effort to reduce reliance on single source markets with increased marketing in Latin America, Western Europe and North America, although the external factors have more heavily impacted upon these diversity markets.

Following the appointment of Professor Cindy Shannon as inaugural Pro-Vice-Chancellor (Indigenous Education) in August this year, the draft UQ Indigenous Strategy has been circulated.

Aboriginal and Torres Strait Islander enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>130</td>
<td>151</td>
</tr>
<tr>
<td>2010</td>
<td>151</td>
<td>172</td>
</tr>
<tr>
<td>2011</td>
<td>95</td>
<td>92</td>
</tr>
<tr>
<td>TOTAL</td>
<td>217</td>
<td>246</td>
</tr>
</tbody>
</table>
Its overarching goals are to improve participation and retention of Indigenous students across all disciplines and to embed Indigenous perspectives across all courses. Professor Shannon is also a member of the working group established for the National Review of Indigenous Higher Education.

Student Services has expanded its Mates@UQ program, with the support of additional funding from the Deputy-Vice-Chancellor (Academic) and Deputy-Vice-Chancellor (International).

The range of activities offered through the program has been increased and are proving to be very popular. The number of students involved in the Mates@UQ program has tripled during the year.

Support for all students

The University received a total of $3.05 million in Higher Education Participation and Partnerships Program (HEPPP) funding in 2011. These funds have been directed towards initiatives and projects run by the Office of Prospective Students, Scholarships and Student Equity, Student Services Directorate, Equity Office, and Aboriginal and Torres Strait Islander Studies Unit in support of the University’s widening participation objectives.

In 2011, the Vice-Chancellors at each of Queensland’s eight universities, the Ministers for Education and Industrial Relations, and Employment, Skills and Mining signed a Memorandum of Understanding which detailed six projects to be undertaken by the universities.

These projects will ensure that all students in Queensland low SES schools as well as those from an Aboriginal and/or Torres Strait Islander background have access to tertiary awareness and preparation programs.

In late 2011, DEEWR advised the Queensland consortium’s application for HEPPP Partnerships Competitive Grant funding was successful. This will enable the partner universities to extend and deepen their widening participation work across the state.

UQ has more than 85 scholarship bodies to assist students in their educational pursuits and 21 percent of UQ’s international students are scholarship holders. The scholarship income for UQ was $45 million in 2011 and 25 percent of international scholarship students were AusAID students.

UQ College was officially launched in June this year and offers the non-award Tertiary Preparation Program (TPP) and the Associate Degree in Business. Students who successfully complete the TPP have direct entry into the Associate Degree in Business, while students who successfully complete the Associate Degree in Business are able to articulate into the Bachelor of Business Management.

To date, almost 80 students have enrolled for the pre-tertiary program. The first intake of Associate Degree students commenced in September.

In 2011, with the signing of the 2011-2013 Compact, the University received its first tranche of Facilitation Funding under the new Performance Funding framework.

Of the $4.4 million distributed to UQ, funds were allocated towards Goddard laboratory refurbishment; systems development, upgrades and implementation (including student systems, evaluations systems, preparation for new Teaching and Learning performance measurement instruments, workloads management tool and other systems relating to Student Lifecycle enhancement); and $500,000 for Teaching and Learning Strategic Grants.
Rewarding teachers and teaching

Maintaining teaching excellence

UQ maintained its leading position in teaching excellence at the final round of the national awards announced by the Australian Learning and Teaching Council (ALTC) in 2011.

UQ nominees won seven citations, two Awards for Teaching Excellence, and one Award for Programs that Enhance Learning. A number of UQ Teaching and Learning Award and citation winners have also gone on to receive ALTC Teaching and Learning Awards and citations.

ALTC Awards for Teaching Excellence
- Associate Professor Lydia Kavanagh, Faculty of Engineering, Architecture and Information Technology; and
- Dr Jane Stadler, School of English, Media Studies and Art History.

ALTC Award for Programs that Enhance Learning
- Rangeland Management Postgraduate Coursework Program
  Category: Postgraduate Education
  Project team: Professor John Taylor, Ms Patricia Andrews.

ALTC Citations for Outstanding Contributions to Student Learning
- Associate Professor Philip Bodman, School of Economics;
- Associate Professor Matthew Davis, School of Mathematics and Physics;
- Mr Alan Duhs, School of Economics
- Associate Professor Cliff Mallett, School of Human Movement Studies;
- Dr Liza O’Moore, School of Civil Engineering;
- Dr Roslyn Petelin, School of English, Media Studies and Art History; and
- Dr Tony Wright, School of Education.

ALTC Discipline Networks
- Occupational Therapy Academic Leaders Network (OTALN)
  Project Leader: Professor Sylvia Rodger; and
- Australian Indigenous Studies Learning and Teaching Network
  Project Team: Dr Katelyn Barney, Professor Cindy Shannon.

ALTC Priority Projects
- Quality, learning spaces, social networking, connectedness and mobile learning: Exploring the student voice in online education
  Project Leader: Ms Patricia Andrews; and
- Developing the foundation for a national assessment of medical student learning outcomes
  Project Leader: Professor David Wilkinson.

UQ Awards for Teaching Excellence
- Professor Arne Dahle, School of Mechanical Engineering;
- Associate Professor Massimo Gasparon, School of Earth Sciences;
- Dr Philip Isaac, School of Mathematics and Physics;
- Dr Winnifred Louis, School of Psychology; and
- Dr Daniel Schull, School of Veterinary Science.

UQ Commendations for Teaching Excellence
- Dr Rowland Cobbold, School of Veterinary Science; and
- Dr Jonathan Prangnell, School of Social Science.

UQ Award for Programs that Enhance Learning
- Communication skills enhancement for at-risk first-year pharmacy students
  Project team: Miss Jacqueline Bond, Mary Cole, Leigh McKauge, Wendy Green, Kathleen Steadman, Terrilyn Sweep, Michele Feinberg, Margaret Cannell, Alessandra Rossi, Lynne Emmerton.

UQ Commendation for Programs that Enhance Learning
- The PETS (Proactively Ensuring Team Success) process
  Project team: Associate Professor Lydia Kavanagh, David Neil, John Cokley, Aneesha Bakharia, John Harrison.

Award winners celebrating at the 2011 Teaching and Learning Awards ceremony
UQ Citations for Outstanding Contributions to Student Learning

- Miss Jacqueline Bond, School of Pharmacy;
- Professor Michael Drinkwater, School of Mathematics and Physics;
- Professor Peter Dux, School of Civil Engineering;
- Dr Monica Moran (team), School of Health and Rehabilitation Sciences (Team: Lisa Nissen, Rosalie Boyce, Jane Fumas);
- Dr Simon Perry, School of Music;
- Mr Carl Sherwood, School of Economics;
- Dr Patricia Short, School of Social Science; and
- Dr April Wright, UQ Business School.

Other awards

Professor Ian Cameron was presented with the Caltex Teaching Award at the 2011 Australasian Conference on Chemical Engineering (Chemeca) in recognition of his outstanding achievements in the teaching of chemical engineers. The Vice-Chancellor’s Awards for Internationalisation recognise individuals and organisational units who have shown leadership in areas that further internationalisation of the University. The awards seek to recognise outstanding achievements in Teaching and Learning, the promotion of overseas mobility for both staff and students, and leadership in community engagement. The winners of the awards for 2011 are:

Organisational Unit

Ochsner Clinical School and School of Medicine International Office – Professors David Wilkinson and William Pinsky

Staff Member

Academic: Professor David Carter, School of English, Media Studies and Art History Professional: Brendon Lutwyche, Faculty of Engineering, Architecture and Information Technology

Student or Partner

Mr Eric K Federing, Creator of the Unicapitol Washington Internship Program
Mr Zul Abdul Rahim, School of Health and Rehabilitation Sciences

Staff in CIPL successfully bid for the “Leading Curriculum Change” project, funded by the Australian Institute for Teaching and School Leadership. This is a national initiative aimed at developing and delivering a professional learning program to support school teachers who are leading the implementation of new curriculum initiatives.

Staff Development

After a successful pilot in 2010, the Tutors@UQ program was introduced across all faculties this year with financial support from the Deputy-Vice-Chancellor (Academic). In 2011, 400 new tutors completed the Tutors@UQ program and evaluations showed significant gains in new tutor confidence and preparedness.

The faculty eLearning support/educational designer roles have been established and there are regular operational group forum meetings to exchange information. In conjunction with IT Services, these staff have a critical role in facilitating uptake of Blackboard and its practical use by academics, and particularly in providing timely training and support.

The ResTeach allocation was increased in 2011 to support more research only staff teaching into undergraduate and postgraduate coursework. There were 154 new and 99 ongoing ResTeach commitments, representing a substantial increase over 2010 numbers.

Support for Scholarship of Teaching and Learning

The UQ Teaching Fellowship Scheme supports emerging Teaching and Learning leaders to undertake a focused program of Teaching and Learning activities. The UQ Teaching Fellows for 2012 were announced during this year’s Teaching and Learning Week.

Dr Gwen Laurie
School of Chemistry & Molecular Biosciences
Exploring the factors that enhance the sustainability of embedded authentic assessment through a SoTL mentorship model.

Dr Kirsten Zimbardi
School of Biomedical Science
Inquiring Minds – the impact of developing, implementing and evaluating inquiry-based curricula on coordinators, tutors and students in the sciences.

In 2011, the Teaching and Educational Development Institute (TEDI) piloted a writing retreat for teaching-focused staff in the Faculty of Science (jointly funded by the Deputy Vice-Chancellor (Academic) and the Faculty). TEDI academic staff also continue to work closely with Faculty Teaching and Learning committees to identify support needs for teaching-focused staff.

A Learning Innovation Seminar Series has been jointly established by TEDI, Centre for Innovation in Professional Learning and Centre for Educational Innovation and Technology.

This year, TEDI presented a discussion of assessment and publishing in higher education, led by two eminent international scholars, Phil Race and Sally Brown. CET, in conjunction with the UQ Library, conducted the “V-C’s Seminar Series on Open Scholarship”, with separate seminars presented by Professors Grainne Conole, John Houghton, Nicholas Fisk, and Joseph Hardin.

Quality Assurance

With the establishment of Tertiary Education Quality and Standards Agency (TEQSA), it is critical that UQ participates in the development of quality assurance mechanisms that are likely to be used to monitor academic standards in the new regulatory environment.

Two instances of UQ’s quality assurance developments are the Group of Eight (Go8) trial of a Quality Verification System and the English Language Proficiency review completed this year.

The former is part of a process of external, discipline-led, academic peer review of final-year undergraduate student outcomes that will provide UQ with an opportunity to benchmark our academic standards within the Go8. Five disciplines were selected – psychology, physics, chemistry, history, and accounting – with one assessor per discipline.

UQ selected chemistry, history and accounting for assessment. In the pilot, discipline experts reviewed our final-year courses and provided feedback on the comparative quality of the learning outcomes, assessment criteria, assessment items and tasks used in the above final-year courses; and the appropriateness of the grades awarded to a stratified random sample (minimum of 25 percent of final year requirements) of student work in these courses. Planning is proceeding on the basis that a full trial will be run at the end of Semester 1, 2012, after documentation has been developed and reviewers have been selected.

A review and report of UQ’s English language policy and service provision was undertaken in 2011. All aspects of English Language Proficiency (ELP) policy relating to international and domestic students in both coursework and research degree programs were considered and overseen by a Steering Group convened by the Deputy Vice-Chancellor (International).
Fourteen recommendations to enhance key markers of the student lifecycle, including admission, concurrent support, graduate preparations and institutional policy, arising from the review report findings are now in phase 1 preparations, due for implementation in 2012.

A variety of English Language Proficiency (ELP) awareness-raising and educational events were held over 2011, including the ELP symposium, Teaching and Learning week and the ELP Good Practice Principles: Current Progress and Future Developments sessions at the Australian International Education Conference (AIEC).

**Learning environment**

**Student retention**

Student Services have run expanded Thrive@UQ and Mates@UQ programs supported by HEPPP funding. Progress and outcomes have been discussed at Teaching and Learning Committee and Student Equity Advisory Committee to ensure consistency with UQ strategy around widening participation and enhanced student experiences.

The factors behind student attrition and retention continue to be investigated. Initial findings from reports prepared by Student Services seem to indicate that students who attend a Thrive@UQ activity have lower attrition rates than the general student cohort. Detailed analysis has identified specific cohorts at higher risk.

Further investigation is being undertaken to confirm these preliminary data and develop solutions. Faculties are also undertaking work on student attrition, retention, and progress and the effectiveness of their intervention strategies.

Following an initial review of orientation materials undertaken in late 2010, a steering committee and an operational group were formed in 2011 to develop and implement an enhanced schedule of orientation activities for Semester 1, 2012.

Following the Deloitte project on the UQ student lifecycle experience, a student lifecycle steering committee was formed to oversee the implementation of the report’s recommendations.

In 2011, a number of activities and projects have been established, including wide-ranging reviews of student administrative services, related business processes (including the Student Centres), systems upgrades, mobile applications, and service integration.

**eLearning update**

Implementing mobile solutions was identified as one way to improve the learning experience for students and improve their ability to obtain course information. Following a three-month trial mid-year, Blackboard Mobile Learn is available for students to access announcements, learning resources, discussion boards, and grades in Blackboard from smart phones and other compatible mobile devices.

The floods in January this year had a serious impact on outdoor wireless coverage across St Lucia and Gatton campuses. Full coverage has been restored at Gatton campus and repairs are continuing at St Lucia campus. By the end of 2011, approximately 2000 wireless access points (WAPs) were installed throughout UQ.

There has been ongoing implementation of the requirement for all undergraduate courses to have a minimum presence in Blackboard. This includes access to:

- announcements;
- links to electronic course profiles and the library;
- learning resources; and
- discussion board.

Courses that use other online tools are also required to provide these links through Blackboard so that students can access all of their courses through a central portal.

**Assessment and feedback**

Associate Professor Julie Duck and Professor Susan Hamilton have been leading an ALTC grant on “Assessment policy and impact on practice: Sharpening the policy review process in Australian universities” which was an item for discussion at the August workshop for Chairs of School Teaching and Learning committees. This work will also form the basis for planning a major revision of UQ assessment policy next year.

The Tutors@UQ program includes specific training in assessment strategies, criterion-referenced marking, and academic integrity. The UQ Assessment Network was developed by TEDI to support small teams of academics to undertake activities to enhance some aspect of assessment relevant to their schools or faculties.

Co-founders of the Tutors@UQ program, Kelly Matthews and Associate Professor Julie Duck, have transformed tutor training across UQ.
In July, the University introduced the Student Integrity and Misconduct Policy to regulate the processes and overarching principles for managing student misconduct matters. The policy replaces UQ Statute No. 4 (Student Discipline and Misconduct). The new student misconduct policy was discussed at the August School Teaching and Learning Chairs workshop and V-C workshop for Heads of Schools. In addition, a staff online training module in academic integrity is being developed.

Internationalisation

Internationalisation of the curriculum at UQ

Internationalisation of the curriculum has been the focus of considerable attention at UQ during 2011. Our new Global Strategy and collaborations with leading national and international scholars in this field (Associate Professor Betty Leask, University of South Australia, and Professor Hans de Wit, University of Applied Sciences, Amsterdam) have provided leadership and strong intellectual direction in this area.

Throughout 2011, UQ has participated in Associate Professor Leask’s ALTC National Teaching Fellowship – “Internationalisation of the Curriculum in Action”, University of South Australia, Adelaide;

– “Beyond Policy to Practice – Comparative approaches to University-wide implementation of policy on internationalisation of the curriculum”, Australian International Education Conference, Adelaide;

– “European and Australian perspectives on internationalisation of the curriculum”, International Education Association of Australia (IEAA): National Workshop; and

– UQ Teaching and Learning Week Seminar: “Internationalisation of the curriculum at UQ”.

ICTE-UQ

The University of Queensland’s Institute of Continuing and TESOL Education (ICTE-UQ) celebrated three decades of success in 2011 with a week-long calendar of anniversary activities and events. Established in 1981 as the first English Language Intensive Courses for Overseas Students (ELICOS) Centre in Queensland and operating from a single teaching room, ICTE-UQ has grown to become an award-winning global institute offering a wide range of onshore and offshore programs and services to more than 6500 participants from more than 60 countries each year.

Further ICTE-UQ accomplishments included delivery of English language and methodology training to more than 2000 English language teachers from over 15 countries since 1993; delivery of customised Extension Studies International Study Abroad programs to more than 15,400 students from the Jikei Gakuen Group of Technical Colleges, Japan, since 1999; Extension Studies Domestic delivery of successful study to employment “Professional Year Program” pathway training to more than 80 international student graduates from Australian universities since 2009; and a wide variety of onshore and offshore collaborations across UQ faculties, schools and divisions.

Other significant ICTE-UQ achievements supporting the University’s globalisation strategy have included faculty staff capacity development for higher education partner institutions introducing international programs. These training programs have to date been delivered for universities in Thailand, Italy and in 2011, in Madrid, Spain, for CEU San Pablo and France.

These two-week intensive programs introduce participants, from broad academic disciplines, to new methodology and practical teaching ideas to enhance their abilities to use English as the medium of instruction in a higher education teaching environment.

After winning the Queensland Export Award in October, ICTE-UQ also won the prestigious Australian National Export Award for Education and Training in December 2011.
PhD Student Glen Harris finely tunes the frequency of a measurement laser.
The University of Queensland has grown into a true global research powerhouse. UQ is a leading source of expertise in local, national and international communities in a number of strategically important areas of research. UQ is a pacesetter in research translated into commercial uses across a broad spectrum of disciplines, ranging from bioscience and nanotechnology to mining, engineering, social science and humanities.

DISCOVERY

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### Discovery: Key indicators of performance

<table>
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<tr>
<th>Commonwealth Block Grants</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tr>
<td>Research Infrastructure Block Grant (RIBG) ($ million)</td>
<td>19.71</td>
<td>20.9</td>
<td>21.36</td>
<td>22.68</td>
<td>24.06</td>
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<tr>
<td>Research Training Scheme Grant (RTS) ($ million)</td>
<td>53.92</td>
<td>54.28</td>
<td>54.1</td>
<td>53.71</td>
<td>54.17</td>
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<tr>
<td>Joint Research Engagement Scheme (JRE) ($ million)</td>
<td>28.73</td>
<td>28.9</td>
<td>29.12</td>
<td>28.99</td>
<td>28.11</td>
<td>29.16</td>
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<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011 projected</th>
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<tr>
<td>Research Income ($ million)</td>
<td>214.97</td>
<td>243.79</td>
<td>283.03</td>
<td>303.43</td>
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<td>DEEWR Publication Points</td>
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<td>3611</td>
<td>3271</td>
<td>3512</td>
<td>3779</td>
<td>3915</td>
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<td>PhD student completions</td>
<td>396</td>
<td>452</td>
<td>517</td>
<td>493</td>
<td>474</td>
<td>496</td>
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<th>Postgraduate research student load</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011 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>
<td>1932</td>
</tr>
<tr>
<td>International students (EFTSL)</td>
<td>579</td>
<td>635</td>
<td>680</td>
<td>794</td>
<td>968</td>
<td>1137</td>
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<tr>
<td>Total research student load (EFTSL)</td>
<td>2770</td>
<td>2818</td>
<td>2756</td>
<td>2757</td>
<td>2876</td>
<td>3069</td>
</tr>
<tr>
<td>UQ’s share of national RHD load (percentage)</td>
<td>8.2%</td>
<td>8.2%</td>
<td>7.9%</td>
<td>7.5%</td>
<td>7.5%</td>
<td>na</td>
</tr>
</tbody>
</table>

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

### Research performance

#### ERA outcomes

In the inaugural Excellence in Research for Australia (ERA) assessment, UQ was rated at above world standard in more broad fields of research than any other Australian university. The ERA assessment rated 21 broad fields of UQ discovery at well above and above world standard (the highest two ratings).

Run by the Australian Research Council (ARC), ERA is the first comprehensive and rigorous assessment of research in Australian universities using a combination of indicators and expert review.

ERA evaluated research across 25 broad fields and 157 specialised disciplines, identifying areas that are internationally competitive, and those where there are opportunities for development and further investment.

The 2010 ERA round evaluated research undertaken between 2003 and 2008, with the ARC publishing the much-awaited results in February 2011. In ERA’s broad fields, UQ’s research in biomedical and clinical health sciences, biotechnology, engineering, biological sciences, environmental sciences, chemical sciences, and physical sciences was rated well above world standard (rating 5).

The following UQ broad fields of research were rated above world standard (4): economics; education; law and legal studies; history and archaeology; technology (engineering and environment); mathematical sciences; philosophy and religious studies; language, communication and culture; studies in creative arts and writing; built environment and design; psychology and cognitive sciences; studies in human society; medical and health sciences (public and allied health); and commerce, management, tourism and services.

None of UQ’s broad research areas were rated below world standard.

The ERA results have confirmed UQ as one of Australia’s most comprehensive research universities: it is active in 24 out of a possible 25 broad fields of research. More researchers at UQ are working in research fields that ERA has assessed as above world standard than at any other Australian university.
International recognition

International university rankings highlight the excellence of the University’s research performance. The University was ranked in the top 100 for the first time in the prestigious 2011 Academic Rankings of World Universities. UQ was ranked one of the top three universities in Australia, moving up to a world ranking of 86 from a previous ranking in the 101-150 band in 2010. UQ also ranked highly in other international rankings, including 48 in QS World University rankings and 74th in Times Higher Education’s 2011-2012 World University Rankings.

Research funding

UQ received $320.5 million in total research funding income in 2010, the most recent year for which figures are available. Research income has continued to grow in the past five years, with the 2010 result 5.6 percent higher than the $303.4 million reported in 2009 – a strong growth in a difficult economic climate.

Since 2006, the University has increased its research income by nearly 50 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 continued to perform strongly in attracting Australian Research Council (ARC) funding commencing in 2011.

- **Discovery Projects:** the University received $33.3 million in new funding, ranking 4th nationally. The total number of new projects awarded was 94 (3rd nationally), with a success rate of 26.8 percent (compared to the national average of 22 percent).
- **Linkage Projects:** the University received new ARC funding of $14.8 million in the two rounds announced to commence in 2011, ranking 1st in the country. In addition UQ will receive partner contributions totalling $27.7 million over the life of these projects. A total of 38 new projects were awarded (2nd ranked nationally), with a success rate of 56.7 percent (compared to the national average of 43.4 percent).
- **Centres of Excellence:** the University leads two new ARC Centres of Excellence totalling $36.4 million over the life of the projects. Additionally UQ is involved in another three new Centres of Excellence led by other institutions.
- **Linkage infrastructure, equipment and facilities:** the University received ARC funds of $3.6 million, ranking 2nd nationally. A total of 10 proposals were approved for 2011 (equal first nationally), with a success rate of 66.7 percent (compared to the national average of 47.3 percent). UQ researchers were also involved in another 10 proposals led by other institutions.
- **Future Fellowships:** UQ ranked first nationally in the second round of Future Fellowships. A total of 33 proposals were awarded funding to commence in 2010, well ahead of the second placed Australian National University at 25.
- **Laureate Fellowships:** UQ attracted three of the 17 awarded Laureate Fellowships commencing in 2011 (equal first nationally). These prestigious fellowships support excellence in research by attracting world-class researchers and research leaders to key positions in Australia.

National Health and Medical Research Council funding

The University’s health and medical research benefited from significant funding from the National Health and Medical Research Council (NHMRC).

- **Project grants:** UQ ranked 4th nationally with a total of $29 million awarded to support 56 new projects.
- **Equipment grant:** UQ received $803,536 in 2011, up from $792,983 in 2010 to support the purchase of equipment to support medical research. The funding is awarded on a pro rata basis, based on the proportion of competitive NHMRC funding awarded each year.
- **Training (Post-doctoral) Fellowships:** Three new Training Fellowships were awarded to commence in 2011 to allow developing health and medical researchers of outstanding ability to undertake post-doctoral training.
- **Career Development Awards:** UQ received four new Career Development Awards to enable outstanding early- to mid-career researchers to develop their capacity for independent research.
- **Practitioner Fellowships:** One Practitioner Fellowship was awarded to commence in 2011. These fellowships provide funding for active clinicians and public health or health services professionals to undertake research that is linked to their practice or policy.
- **Research Fellowships:** Eight Research Fellowships were awarded to commence in 2011. These fellowships provide support for outstanding health and medical researchers to undertake research that is of major importance in its field and of significant benefit to Australian health and medical research. In addition, Professor Paul Hodges, Director of the University’s NHMRC Centre for Clinical Research Excellence in Spinal Pain, Injury and Health was presented with the Achievement Award for top-ranked NHMRC Research Fellow.
Australia Fellowships: The University received one of the six Australia Fellowships awarded to commence in 2011. This prestigious fellowship supports outstanding researchers with a vision to expand the scale and scope of Australian health and medical research.

Other research funding
The University continued to perform strongly in attracting funding from a variety of sources. In addition to the $147.8 million funded from Australian Competitive Grants (Category 1), the University received $79.8 million in Other public sector funding (Category 2), $81.2 million in industry and other funding (Category 3) and $11.7 million in Cooperative Research Centre funding (Category 4).

Research Block Grants
UQ received $138.9 million through the Australian Government’s Research Block Grants, awarded on the basis of research performance. This placed UQ third nationally behind the University of Melbourne and the University of Sydney. The grant was comprised of:
- Joint Research Engagement ($29.2 million);
- Research Infrastructure Block Grant ($23.7 million);
- Sustainable Research Excellence ($10.8 million);
- Research Training Scheme ($55.3 million);
- Commercialisation Training Scheme ($637,573);
- Australian Postgraduate Awards ($17.6 million); and
- International Postgraduate Research Scholarships ($1.6 million).

UQ research support schemes
The University continued to invest heavily in research through a number of internal research funding schemes. A number of new schemes were introduced to commence in 2011:
- UQ Research Fellowships in the Humanities and Social Sciences: This scheme is designed to assist UQ to build high quality research capacity in the humanities and social sciences by encouraging the relevant units to offer appointments to excellent early career researchers as evidenced by competitive fellowship success. Two fellowships were awarded in the inaugural round at an estimated cost of $1 million over the life of the fellowships.
- UQ Vice-Chancellor’s Senior Research Fellowships: This new scheme offers “bankable” underwriting of the salary of mid-career and senior research-only staff who have held an externally funded mid-career to senior-level research fellowship. Thirteen fellowships were awarded in the inaugural round, estimated at a total cost of $8.2 million over the life of the fellowships.
- UQ Collaboration and Industry Engagement Fund: This was established to support the development of highly competitive ARC Linkage Projects, NHMRC Development, or NHMRC Partnerships for Better Health Grants by funding pilot research that will facilitate the establishment of new or emerging linkages with partner organisations. Twenty-five projects were awarded in the inaugural round (commencing late 2010), with another 27 projects awarded in late 2011.
- UWA-UQ Bilateral Research Collaboration Award: In response to a bilateral agreement to foster collaborative research projects between UQ and the University of Western Australia, this scheme was established to support joint workshops and information exchange that will assist in developing joint proposals for external research funding. Nineteen projects were awarded in the inaugural round in 2011.

Other internal research funding schemes include:
- UQ Postdoctoral Research Fellowships to early career researchers of exceptional calibre wishing to conduct full-time research at UQ;
- UQ Postdoctoral Research Fellowships for Women to assist women to re-establish their academic careers after a career break or interruption;
– UQ Firstlink Fund, a joint initiative with UniQuest, provides early development funds for ARC Linkage Projects, NHMRC Development and NHMRC Partnerships for Better Health Grants;
– UQ Travel Awards for International Collaborative Research provide funds to enable distinguished overseas researchers to travel to this University to collaborate with colleagues, and UQ staff to travel overseas to conduct international collaborative research;
– UQ Early Career Researcher Grants Scheme provides limited seed funding to encourage and seed research from the University’s early career researchers;
– UQ Foundation Research Excellence Awards recognise demonstrated excellence and promise of future success in research, and the leadership potential of individual young researchers; and
– UQ New Staff Research Start-up Fund provides resources for new staff to assist them to initiate an effective research strategy at UQ.

Other performance measures

The University continued to improve its publication performance increasing its Higher Education Research Data Collection weighted publications points by 7.5 percent to total weighted points of 3778.81 in 2010 (the most recent year for which data is available).

Citations per publication over the most recent five years cumulative, as measured by InCitesTM, Thomson Reuters (01/11/2011) is 6.70 – 17.51 percent above the Australian total of 5.71.

Additionally, the Australian Bureau of Statistics Higher Education Research and Development survey conducted in 2011 (on 2010 data) showed the University is spending $644.6 million on R&D – a 2 percent increase in R&D expenditure from the previous survey conducted in 2009 (on 2008 data).

Research integrity

To ensure all UQ research is consistent with international best practice in research integrity, all policies related to the responsible conduct of research were revised and a new policy developed on Authorship. A communication program has disseminated understanding of these policies to schools, faculties and institutes. A senior researcher has been appointed to the new part-time role of Executive Director, Research Ethics and Integrity, to provide senior academic leadership to the enhancement and embedding of best practice in research ethics and integrity across all of the University’s diverse fields of research.

In addition, a Research Integrity Officer has been appointed to advise the University research community on best practice, to oversee the development of new policies, procedures and guidelines and to assist in initial investigations of any allegations that may be brought forward.

In accordance with the Australian Code for the Responsible Conduct of Research, a number of Research Integrity Advisors were trained and appointed to advise researchers on the responsible conduct of research and research ethics.

Research collaboration

The University continues to develop strong relationships with national and international industry and research 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 2011 include:

Nationally

ARC Centres of Excellence

UQ is leading two new ARC Centres of Excellence that have been awarded $36.4 million to position Australia internationally in quantum technologies and to help solve environmental management problems.

– Professor Gerard Milburn is leading the ARC Centre of Excellence for Engineered Quantum Systems, which has received $24.5 million for an ambitious quantum research program involving partners in Australia, Austria, Canada, Germany, Singapore, Sweden, the UK and USA; and
– Professor Hugh Possingham will lead the ARC Centre of Excellence for Environmental Decisions (CEED), which has received $11.9 million funding to tackle complex problems of environmental management and monitoring in an uncertain world. The centre has research partners in Australia and Israel, Germany, Finland, South Africa, UK and the USA.
The University is also a partner on three other successful ARC Centres of Excellence led by other universities:

- Professor Mike Gidley is an investigator in the University of Adelaide-led ARC Centre of Excellence in Plant Cell Wall Biology, which received $19.25 million to generate outcomes that will significantly enhance biotechnologies that underpin Australian crop industries;
- Professor Peter Holbrook is an investigator in the ARC Centre of Excellence for the History of Emotions led by the University of Western Australia. It will receive $24.25 million to revolutionise research in the humanities and creative arts with innovative research collaborations across many disciplines; and
- Associate Professor Tim Ralph and Professor Andrew White are investigators on the University of New South Wales-led ARC Centre of Excellence for Quantum Computation and Communications Technology, which will receive $24.5 million to develop the science and technology of a global quantum information network.

National Environmental Research Program – Environmental Decisions Hub

UQ leads the Australian Government’s National Environmental Research Program (NERP) Environmental Decisions Hub. With an Australian Government investment of $11 million and an additional $6.4 million in co-investment this hub will improve environmental decision-making. Key biodiversity issues will be better understood and the research will help governments develop practical approaches to securing Australia’s biodiversity. Partners include the University of Melbourne, RMIT University, the Australian National University, the University of Western Australia, Parks Victoria, Victorian Department of Sustainability and Environment, New South Wales Department of Environment and Climate Change and CSIRO.

Queensland Centre for Social Science Innovation

The University is the headquarters for a new world-class research centre in collaboration with the Queensland Government, Griffith University, Central Queensland University, Queensland University of Technology and James Cook University. The Queensland Centre for Social Science Innovation (QCSSI) will use social scientific methods and approaches to better understand problems of social disadvantage and conduct collaborative research that facilitate the development of evidence-based policies and practices to enhance social and economic wellbeing.

Collaborative Research Networks

The University is a partner on three Collaborative Research Networks (CRNs) awarded funding through a new Australian Government initiative. CRN is designed to encourage smaller less research-intensive and regional universities to develop research capacity by teaming up with other institutions in areas of common interest. CRNs that involve UQ are:

- Central Queensland University’s CQUniversity Australia – Health Collaborative Research Network, with Curtin University and the Queensland University of Technology;
- Edith Cowan University’s Growing Research Excellence at Edith Cowan University through Partnership and Engagement, with Deakin University, Flinders University, Queensland University of Technology, the University...
of Adelaide, the University of Melbourne, the University of Sydney, the University of Western Australia and University of South Australia;

- Southern Cross University’s Policy and Planning for Sustainable Regions, with the University of New South Wales and the University of Sydney.

**Water resources**

A strategic research partnership between UQ, Griffith University and Seqwater will provide long-term benefits for south-east Queensland’s water resources. The partnership will pave the way for an extensive collaborative research program, which will deliver improved and more cost effective water delivery to south-east Queensland. The research partnership will support and broaden the research expertise available to Seqwater to progress strategic research priorities that will assist the organisation to manage the most open catchments in the country for drinking water supply as well as water treatment infrastructure.

**Internationally**

The University sharpened its focus on developing research partnerships with targeted international universities and research institutions in areas of complementary strength.

In 2011, we organised focused research workshops involving groups of researchers from each university with complementary research interests and capabilities on each side. Institutions included:

- Purdue, Washington State, University of Washington St Louis, and Clemson University (United States of America);
- Universidad de Javeriana (Colombia), Universidad de Concepción (Chile);
- Humboldt Foundation, the DAAD, FEAST, Ludwig-Maximilians Universität Munich, the University of Tübingen (Germany);
- Pasteur Institute, Ho Chi Minh City (Vietnam); and
- Graduate University of the Chinese Academy of Sciences, Tianjin University and University of Beijing (China).

In each case, the objective of these workshops was to focus existing institutional relationships into active larger-scale research partnerships and projects. Significant agreements were also commenced with:

- **Vale**: the world’s second-largest mining company, to design and deliver world-class class geosciences research, education and training programs. The five-year, $2.5 million industry partnership with the Brazil-based company also includes five new research projects to advance coal-mining techniques in Australia and overseas; and

- **BaoSteel Group (Shanghai)**: a five-year, $25 million agreement for research and development at the Baosteel-Australia Joint Research and Development Centre headquartered at UQ. UQ will work with Monash University, the University of New South Wales and the University of Wollongong on a series of projects focusing on metallurgy and new materials, energy utilisation, environmental sustainability and other new technologies.

**Research Week**

Research Week was held in September to celebrate outstanding research achievements and highlight and acknowledge the importance of research collaborations with key national and international universities, public agencies, end users and industries. Highlights in 2011 included:

- a public lecture presented in conjunction with BrisScience;
- an engagement dinner with industry, government and alumni; and

**Professional development**

The revision of the University’s internal research funding support programs was accompanied by a review of professional development and skills training for early- and mid-career researchers. The more coherent, articulated set of programs, which now includes a range of new and revised offerings from the Research and Innovation Division, UniQuest, the Library, and the Group of Eight Future Research Leaders Program, is coordinated from the Office of the Pro-Vice-Chancellor (Research and International). UQ has been a leading participant in a new program of focused, early career researcher career development workshops offered through the Universitas 21 network.

**UQ Foundation Research Excellence Awards**

The UQ Foundation Research Excellence Awards are designed to nurture early
career researchers and in 2011 were worth $915,000. Recipients were:

- Dr Thiruma (Garrie) Arumugam, School of Biomedical Sciences. His project will provide new insight into the process of ischaemic stroke-induced brain injury, and will present new targets for drug development for stroke ($90,000);
- Dr Julie Ballantyne, School of Music. Her project will investigate how music teachers’ professional identities develop and the ways this affects their success as early career teachers ($80,000);
- Dr Timothy Bredy, Queensland Brain Institute. His project will determine how fear-extinction (a fear-minimising process) memories are established and maintained. Such knowledge can then be applied to the development of more effective intervention strategies for anxiety disorders ($90,000);
- Dr Yvonne Buckley, School of Biological Sciences. Her project will discover key drivers of plant population change and identify triggers for successful plant population management to help inform management options and contribute to better biodiversity outcomes ($85,000);
- Dr Zhi Gang Chen, School of Mechanical and Mining Engineering. His project will develop thermoelectric materials or nanostructures that convert waste heat into electrical energy. When used in power-generation devices, such materials will reduce society’s dependence on fossil fuels and greenhouse gas emissions ($90,000);
- Dr Lynda Cheshire, School of Social Science. Her project will investigate whether the increase in reported neighbour complaints represent a breakdown in neighbourly relations or a decline in tolerance levels in the community to contribute to sociological theory about neighbours and neighbouring in urban contexts ($80,000);
- Dr Paul Dux, School of Psychology. His project seeks to isolate the neural mechanisms underlying multi-tasking training effects and to characterise differences in multi-tasking abilities and response to training. Results will have fundamental implications for theories of human performance, and for understanding of attentional disorders induced by neurological disease and mental illness ($90,000);
- Dr Mathias Francois, Institute for Molecular Bioscience. His project will identify and characterise a novel class of molecules that will enable the manipulation of lymphatic vessel growth with a view to developing new therapeutic avenues for cancer or lymphedema ($90,000);
- Dr Angus Harding, UQ Diamantina Institute. His project will systematically characterise key mechanisms underpinning brain tumour evolution to inform new approaches to therapy that delays or inhibits the emergence of therapy resistance in cancer patients ($60,000);
- Dr Jian Liu, Australian Institute for Bioengineering and Nanotechnology. His project will develop carbon nanostructured electrode materials. Carbon-based, nanostructured super capacitor electrodes lie at the heart of fundamental advances in the development of an efficient electrical double-layer capacitor for energy storage ($80,000); and
- Dr Jason Roberts, School of Medicine. His research concerns ensuring critically ill patients receiving dialysis achieve therapeutic concentrations of vancomycin (a type of antibiotic) at the site of infection to maximise the likelihood of survival ($80,000).

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 2011, excellence awards were presented to:

- Professor John Macarthur, School of Architecture. Professor Macarthur has transformed RHD study in the School of Architecture into a collegial and collaborative experience. Professor Macarthur has been described as everything an excellent supervisor should be: encouraging, guiding, constructive, nurturing, empathetic, patient and compassionate, and most of all, passionate about research;
- Professor Louise Hickson, School of Health and Rehabilitation Sciences. Professor Hickson is an exemplar of RHD supervision excellence. Having adopted a philosophy of moving candidates along a continuum from “student” to “teacher” and “international authority”, Professor Hickson has supported and encouraged her candidates, many of whom study remotely, with exceptional analytical skills and patient mentorship;
- Associate Professor Rowan Truss, School of Mechanical and Mining Engineering. With a commitment to academic integrity and excellence, Associate Professor Truss has been instrumental in fostering a culture of research training excellence within engineering at UQ. Associate Professor Truss exposes candidates to best practice in research management and facilitates opportunities for candidates to build international networks; and
- Dr Martin Crotty, School of History, Philosophy, Religion and Classics has also been recognised for his innovative practice and contribution to research supervision at UQ through a commendation.

UQ Graduate School

Research training

The UQ Graduate School has overall responsibility for the strategic direction, quality assurance and policy development of research training. In addition, staff provide centralised operational management for research higher
Selected research highlights

Two papers published in *Nature* Genetics reported the first confirmed examples of interaction between genes influencing common human diseases, psoriasis and ankylosing spondylitis. The findings show that HLA Class I molecules associated with these diseases cause both diseases by a similar mechanism involving increased peptide handling.

In a discovery that stands to save the Australian cattle industry more than $175 million annually, scientists at UQ have developed a novel way to help protect beef cattle from parasitic tick infestation. The scientists have pinpointed tick vaccine antigens that promote a bovine immune response, interfere with tick attachment, and help to ensure cattle are better able to resist debilitating tick infestations.

A telemedicine trial that enables specialists to assess sick infants in regional and country areas won the Queensland Health Minister’s “Best Innovation” award at the 2011 Queensland Health Healthcare Improvement Awards. A research trial demonstrated that telemedicine was an effective and economical way to provide early diagnosis and management advice for sick infants from rural and remote areas.

Researchers at UQ led an international team that unlocked the genetic blueprints of mitochondria, the “power plants” of the cell, in an effort that will provide clues on treating a range of degenerative diseases. The study was published in leading scientific journal *Cell*.

The first theoretical account of the evolution and psychology of self-deception was published in *Behavioral and Brain Sciences* in collaboration with influential evolutionary biologist Robert Trivers from Rutgers University. It is argued that self-deception evolved to facilitate the deception of others by reducing the cognitive effort required to deceive and by minimising retribution if the deception is discovered.

A study at UQ found that shareholder voting is likely to be an effective way to curb excessive corporate pay packages. The research indicated that the shareholder vote has already proved a key factor in linking boardroom pay more closely to performance over recent years.

Public satisfaction and cooperation with police, and their capacity to maintain order and solve community problems have been tested under the world’s first randomised field trial of police legitimacy. The results of the trial show that the procedural justice approach to policing positively influenced citizen perceptions of police.

Scientists have discovered that coastal habitats such as mangroves and seagrass beds (blue carbon) play an enormous role in carbon sequestration and storage, globally accounting for 55 percent of natural carbon sequestration. Researchers at UQ are researching the biophysical, socio-economic and management issues that will allow Australia to harness the potential of these hitherto unrealised resources.

A passive microwave device developed at UQ is expected to bring revolutionary changes for the medical and telecommunications industries. The Ultra Wideband (UWB) coupler would be used in different parts of many radio frequency systems – including in mixers, amplifiers and antenna beam-forming arrays – for radio frequency power division and power combining. This technological advancement means that many functions could be integrated into a single, compact device, such as a mobile handset.

Researchers at UQ took a significant step towards unravelling the mechanism by which communication between brain cells occurs. Findings, published in *Nature Communications*, reveal the lipid (fat) from the membranes of brain cells controls the movement of vesicles containing chemical messengers called neurotransmitters. A better understanding of the mechanism underpinning neurotransmitter release will aid scientists’ ongoing fight against the plethora of diseases affecting neuronal communication in the brain.

Conventional comminution (rock breakage) accounts for half the energy used by the resources sector in liberating minerals. Electrical comminution research has been underway at the University for a number of years utilising Selfrag technology with the specific aim of enhancing high voltage pulse technology to reduce energy use in mineral processing. This year with increased industry support, research findings indicate potential energy savings of up to 20 percent.
Recruitment and commencements

Research higher degree (RHD) student commencements continued to increase in 2011 as a result of a number of targeted recruitment activities. Domestic PhD commencements rose by 2.8 percent to 537 students, while international RHD commencements rose 5 percent to 377 students despite a highly competitive recruitment environment.

In 2011, UQ invested additional funds in RHD scholarships to attract and support high quality domestic and international applicants and to support research student mobility schemes. As a result, UQ maintained its position as one of the top three universities in Australia that were funded for Commonwealth scholarship schemes including the Australian Postgraduate Awards, International Postgraduate Research Scholarships and the Commercialisation Training Scheme.

UQ Career Advantage PhD Program

The UQ Career Advantage PhD program was a Graduate School initiative launched in 2011 that accelerates a participant’s career development and enhances employability through advanced professionally focused training.

Designed exclusively for PhD students, the program allows participants to choose from three career pathways approximately 12 months into their research project.

Each career pathway delivers a three-day workshop, and a suite of academic and practical training activities selected by the student. These training activities have been designed in consultation with academics and research experts both within Australia and across the globe, as well as key industry partners, research students and graduates.

The three packages were identified as the most common career pathways undertaken by PhD students upon graduation. They are:

1. Higher Education Practice and Leadership;
2. Research Innovation, Translation and Commercialisation; and

Skills training

The UQ Graduate School provides ongoing support for candidates through an annual skills training program specifically designed for RHD students. Skills training includes a diverse range of presentations, workshops, applied training activities, social functions, and professional development opportunities.

In 2011, 146 sessions were delivered to 1265 RHD students. A number of workshops were also offered to undergraduate honours students to stimulate their interest in pursuing a research higher degree.

Examination outcomes

Thesis examination outcomes have shown steady improvement since the implementation of progression milestones in 2009. In 2011, 8.4 percent of theses submitted received a “result of revise and re-submit” or “major changes requiring review”, in comparison to 10 percent in 2010.

Research infrastructure

Major research infrastructure

In 2010-2011, the University undertook a review of its major research infrastructure that resulted in the development of guiding principles for the support and management of these facilities. The University has a number of small- to large-scale research infrastructure facilities, including:

- **UQ Biological Resources**: provides modern, best practice laboratory animal service and facilities to support UQ’s major investment in biomedical and biomolecular research;
- **Centre for Advanced Imaging**: provides access to state-of-the-art research imaging instruments;
- **Marine research stations**: provides access and support for researchers at three, island-based research stations and an aquaculture facility;
- **Centre for Microscopy and Microanalysis**: promotes, supports, and initiates research and teaching in the applications of microscopy and microanalysis;
- **Research Computing Centre**: provides a coordinated management and support of the University’s sustained and substantial investment in supercomputers, tera-scale data archives, visualisation and network connections, together with coordinated research user support;
Glassblowing Services: provides scientific glass instrumentation and laboratory glassware for teaching and research at UQ;

Protein Expression Facility: provides complete infrastructure and training for recombinant protein production; and

A number of NCRIS/EIF-funded national infrastructure initiatives.

Some highlights in the ongoing development of UQ’s research infrastructure and its involvement in other major national and international initiatives include:

UQ solar research
UQ launched its new, 1.22 megawatt UQ Solar Array in July. The UQ Solar Array underpins a number of cutting-edge research projects, in diverse fields including physics, engineering, economics and sustainability. The system gives UQ research opportunities unparalleled in Australia and positions Queensland at the global forefront of renewable energy research. Partners in this project include Energex that provided state-of-the-art equipment to allow high-quality monitoring and analysis of the power feed, and RedFlow, a world leader in electricity storage technology, which has provided a 200kW battery bank that will allow significant research into techniques for capturing solar power during the day and feeding it into the grid at night and other times of peak demand.

Additionally UQ is the lead research partner on the Solar Dawn project; a 250 megawatt solar thermal gas hybrid power plant to be built near Chinchilla, which is funded through the Australian Government’s Solar Flagships Program.

Research Data Storage Initiative
UQ has been appointed lead agent for the Australian Government’s $50 million Research Data Storage Infrastructure (RDSI) project. The RDSI project aims to develop a national network of a limited number of distributed data stores where research data can be readily accessed, analysed and re-used, and to support the retention and integration of nationally significant data assets.

Queensland State Government funding
In 2011 the State Government announced new support for research infrastructure and facilities involving UQ, including:

- $2 million in the Centre for Advanced Imaging as co-funding for the Education Investment Fund grant of $40.2 million to expand the National Imaging Facility;
- $1.5 million to the Queensland node of the Australian National Fabrication Facility (ANFF-Q) to provide researchers throughout Australia and overseas with state-of-the-art fabrication facilities and expertise for patterning of polymer and glass substrates for drug delivery, and fabrication of nanoelectronics. ANFF-Q facilities are located within UQ’s Australian Institute for Bioengineering and Nanotechnology (AIBN) and Centre for Organic Photonics & Electronics; and Griffith University;
- $1 million to the Australian Mirror of the EMBL – European Bioinformatics Institute (EBI) Data Facility located at UQ, which gathers, stores, analyses and integrates biological and genetic information, which can then be applied to gene-based drug discovery and development; and
- $2 million to the Queensland Cyber-Infrastructure Foundation (QCIF) towards the next phase development in a super-computing facility. QCIF is a consortium of Queensland universities, which is based at UQ’s St Lucia campus, and was formed with the objective to increase the state’s innovative capacity through deployment and exploitation of advanced computing and communications infrastructure – supercomputers, high-capacity data archives, visualisation and networking capability.

Technology transfer

Commercialising IP

UniQuest

UniQuest advanced the University’s leading position in knowledge transfer via technology commercialisation, consulting and contract research, and international development assistance. A collaborative approach helped secure major investments and contracts, particularly in the biotechnology, renewable energy and training delivery sectors.

For UQ’s fledgling biotech venture, Vaxxas Pty Ltd, UniQuest facilitated an $15 million investment from a syndicate of Australian and international venture capital funds to commercialise Professor Mark Kendall’s Nanopatch technology.

UniQuest also brokered UQ’s Memorandum of Understanding with South Carolina’s Clemson University to collaborate on biofuel research and commercial development, positioning both to become significant...
To help the power generation industry adapt to changes in demand for electricity and make appropriate infrastructure investment decisions, UniQuest secured a National Climate Change Adaptation Research Facility contract for UQ and University of Technology Sydney academics to investigate ways power generation and supply networks can maintain services in various climatic situations.

Appealing to government and industry superannuation funds, performing industry superannuation funds, AustralianSuper, is also a partner. The fund plays an essential role in bridging the gap between university research and traditional capital markets.

UniQuest secured three AusAID Short Course Award contracts for UQ academics to deliver tailored leadership courses to some 150 delegates from Africa, the Pacific and Papua New Guinea. The courses focused on the agricultural, mining, governance, education, public policy and diplomacy sectors.

AusAID also awarded UniQuest a contract to design, develop and deliver a regional diplomacy training program in Africa. UniQuest formed a strategic delivery partnership between UQ, the University of Pretoria (South Africa) and the Kofi Annan International Peacekeeping Training Centre (Accra, Ghana) to provide in-country training to 60 participants from six African nations.

**Uniseed**

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. One of Australia’s largest and best performing industry superannuation funds, AustralianSuper, is also a partner. The fund plays an essential role in bridging the gap between university research and traditional capital markets.

Uniseed has committed $31.8 million to 39 companies, with $28.9 million invested so far. Of the 39 Uniseed investments, 25 have been based at UQ. Since its 2000 inception, Uniseed has secured commitments of more than $307 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 from the start-up companies. Indeed, The University of Queensland has received more in research contracts to university laboratories than it has contributed to the fund.

Uniseed has completed one successful exit, Vintela, which originated from a CRC at UQ. Funds have been returned from other companies still operating, such as QRxPharma, which listed on the ASX in 2007. Uniseed has eight active investments that originated from UQ. Four are biotechnology companies developing human therapeutics: QRxPharma, Verva Pharmaceuticals, Neurotide, and Spinifex Pharmaceuticals. QRxPharma is the most advanced technology, having completed multiple phase-3 trials for its dual opioid pain therapy, and submitted a new drug application to the US FDA. Spinifex and Verva have started phase-2 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); and ProGel (encapsulation of active ingredients).

Apart from financial returns, Uniseed investee companies have provided additional benefits to University shareholders, including:

- more than 100 presentations have been made at conferences and seminars based on research funded by Uniseed investee companies.

**IMBcom**

IMBcom engages with government and industry networks to commercialise the research developed at The University of Queensland’s Institute for Molecular Bioscience (IMB). Protecting a diverse intellectual property portfolio, IMBcom has 21 patent families under active management, including five provisional patent applications filed in 2011. Discoveries from the IMB’s labs, covering areas ranging from cancer diagnostics to biofuel production, have so far resulted in 12 biomedical start-up companies, which have raised more than $100 million in investment to date and currently employ or contract more than 50 individuals in R&D and commercialisation.

During 2011, IMBcom closed the following business development activities:

- Professor Matt Cooper’s Wellcome Grant application was successful and a commercialisation agreement between IMBcom, Cambridge Enterprise, UQ and the Trust has been executed;
- licence deal with a large multinational pharmaceutical company for a collaborative research program to be carried out on two platform technologies in the IMB’s laboratories;
- an ARC linkage grant for $2.4 million for a project with Pfizer has been successful;
– State Government NIRAP funding for a $3.5 million microalgae pilot plant. Construction commenced at UQ’s Pinjarra Hills facility in 2011. The pilot plant will facilitate the design of bioreactors using efficient algal strains to produce biofuels and other valuable products on a sustainable basis;

– agreement to provide a US biotech company with a human growth hormone bioassay. Developed by Professor Mike Waters, this assay is used to measure potency of manufactured human growth hormone.

– during 2011 Mimetica Pty Ltd, an IMBcom spin-off company, successfully completed a four-week phase 2 proof of concept safety and efficacy trial for MTC896, their lead drug;

– CCK Technology: significant progress has been made throughout the year by IMBcom’s partner Cyclogenix in achieving the experimental objectives relating to the Pfizer-funded projects; and

– Novel human proteins: a very significant advance has been made in the discovery and cataloguing of many hitherto-undiscovered human proteins, which may become the basis for novel and powerful therapeutics and diagnostics.

Part of IMBcom’s strategy to boost new disclosures has been the development of an education program designed to promote awareness about commercialisation and intellectual property protection amongst IMB staff and students. This series of education events continued in 2011 attracting over 70 participants. In 2011 21 new discoveries with potential commercial value were identified from 12 IMB laboratories.

JKTech

2011 has been a significant year in JKTech history as it celebrated its 25th year in operation. This year also saw continued growth and expansion in line with the strategic direction undertaken since 2009. Key activities have included:

– strengthening of the existing business lines of comminution and flotation consulting;

– the release of the rotary breakage tester as a commercial product;

– the further enhancement of the mineral industry renowned software, JKSimMet;

– continued partnership with the centres of the Sustainable Minerals Institute;

– the establishment of SUSOP Pty Ltd, a business that helps organisations to achieve their sustainability goals by providing a standard approach that translates sustainability principles into operating practice and design without compromising financial rigour;

– the establishment of JKTech’s Risk Management Services business under the management of Professor Jim Joy to deliver risk-related products and services to the global minerals industry; and

– the re-opening of JKTech’s Geometallurgical Testing Facility, originally opened in June 2010, and severely inundated during the Brisbane floods of January 2011. Much work had to be undertaken to repair the facility. Thanks to the hard work of many, the facility was again fully operational by June 2011 and the laboratory services area of the business has seen tremendous growth since then.

In the past, JKTech has commercialised research predominantly coming out of the Sustainable Minerals Institute at UQ. As JKTech’s international reputation for technology transfer has grown, other research organisations have asked JKTech to commercialise their research. Two such examples are Peak Air Recovery (Imperial College, London) and McGill Media Wear (McGill University, Canada) with both products now commercially sold through JKTech and used within the JKTech consulting area.

Business incubation

ilab

ilab is a business incubator that supports the founders of early stage technology start-ups by providing them with coaching, mentoring, training and access to a network of experienced entrepreneurs and investors. ilab was launched in 2000 by the Queensland Government, which continues to provide financial support. In late 2009 the University took over ownership of ilab.

In the 11 years since inception, ilab has incubated more than 100 new businesses, and these companies have raised more than $70 million in investment and grant funding. Recent examples of companies that have successfully graduated from ilab’s incubation program include:

– RedFlow Ltd (energy storage systems based on zinc-bromine battery technology);

– Charm Health (oncology information management systems);

– Codesion (web-based source code management solutions);

– Locatrix Communications (location-enhanced services and products); and

– Opengear (remote infrastructure management solutions).
REVIEW OF ACTIVITIES

ENGAGEMENT

Performance by Nunukul Yuggera Aboriginal Dancers at the Official Flag Raising for the Aboriginal and Torres Strait Islander Flags.
Engagement with the broader community has been a key priority for UQ in 2011 through partnership with business and industry, professional groups, government and research partners, alumni and other individuals. The University aims to strengthen its foundation as a world leader in tertiary education and research by becoming a preferred destination for philanthropic investment from national and international sources.

### Partnering and fostering relationships

UQ’s engagement strategy in 2011 has focused on enhancing the University’s contribution to global and local communities and communicating effectively with stakeholders to build support and advocacy for learning and discovery activities.

To support its learning strategy in 2011, the University has engaged with alumni, philanthropists and industry and government partners to improve prospects for internships, assist with career placement for students, and provide more opportunities for under-represented groups. The University has also benefited from the generous support of philanthropic and industry partners who have contributed to student scholarships.

To support its discovery objectives, the University has worked to secure philanthropic support and corporate sponsorship for professorships, research fellowships, major research infrastructure and support for young researchers at higher degree, postdoctoral and early career levels.

### Alumni and community relations

The University launched its Global Challenges Leadership Series in 2011 to engage alumni and University partners in dialogue with UQ’s academic and research leaders about innovative global approaches to societal challenges. Alumni from around the world joined these discussions and networking events in Australia, Asia, Europe and the Americas.

Numerous events, reunions and celebrations were organised by UQ faculties, colleges and alumni networks. Industry engagement presentations brought alumni together with business leaders in capital cities. Overseas, current students partnered with alumni to advance humanitarian projects under the UQ banner.

Exceptional alumni were celebrated at the Courting the Greats Gala Dinner, where the 2011 “greats” were honoured through the University’s annual award presentations for Alumnus of the Year, International Alumnus of the Year, Young Alumnus of the Year and Graduates of the Year.

The Vice-Chancellor’s Alumni Equity and Diversity Awards were presented at Diversity Week’s flagship event to alumni who had championed equitable and inclusive treatment of under-represented groups in Queensland, Australia or overseas.

An online survey reached out to more than 50,000 alumni to inform the University’s evolving approach to alumni engagement. Respondents reported they were very proud of their connection to their alma mater, but wished to feel more valued and part of the UQ community. They voiced a strong interest in alumni benefits, lifelong learning, reunions and volunteer opportunities that enhanced the student and alumni experience. Their feedback will be reflected in programming and initiatives for 2012 and beyond.

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### Engagement: Key indicators of performance

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</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). Category 3 comprises research income received from domestic and international private sector and philanthropic sources.

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

In 2011, UQ increased private philanthropic support to help the University achieve its vision of becoming a major global university developing innovative solutions to global problems. The University took a diverse approach to securing philanthropic support. Underpinned by learning and discovery objectives, the University leveraged industry and corporate partnerships with government funding and developed strong and ongoing relationships with key donors.

Key gifts included:
- Founding support for the Asia-Pacific Centre for Neuromodulation was generously donated by Medtronic and St Andrew’s War Memorial Hospital to further research into Deep Brain Stimulation and in support of Parkinson’s Disease research;
- GHD Pty Ltd’s pledge of $2.5 million with the first installment of $1.25 million received to support construction of the Advanced Engineering Building; and
- $150,000 in business philanthropy to support a professorial chair at the Sustainable Minerals Institute.

The University’s annual appeal set a fundraising record in 2011. Alumni, staff and the community supported the University through the Chancellor’s Fund Appeal and Staff Giving Program resulting in gifts totalling $1,096,265.

Considering the Queensland floods in January 2011. The Vice-Chancellor’s Emergency Student Welfare Fund was established and raised more than $330,000, supporting approximately 400 students. Student volunteers handwrote more than 900 thank you cards to all donors to the appeal.

During Orientation Week in February, the Queensland Symphony Orchestra joined with UQ to hold the free Healing Harmonies event at St Lucia for an audience of more than 500 people. Donations received at the concert supported the Premier’s Disaster Relief Appeal and the UQ Vice-Chancellor’s Emergency Student Welfare Fund.

UQ alumni and community members also offered temporary accommodation for Australian and international students who had been left homeless. UQ was also offered support from its international partner institutions, with HELP University College in Malaysia making a generous $100,000 donation.

The University of Queensland in America foundation was established to encourage sustained philanthropic support from alumni and friends. The foundation is a 501(c)(3) non-profit organisation dedicated to securing gifts and grants. Located in Washington DC, the foundation is led by US alumni including inaugural Chair of the foundation and Chairman and CEO of The Dow Chemical Company, Dr Andrew Liveris.

UQ, in partnership with Perpetual Trustees and an anonymous donor, hosted a series of Philanthrocapitalism Thought Leaders Forums around Australia. Authors of Philanthrocapitalism, Matthew Bishop and Michael Green, met with more than 150 alumni, UQ donors, philanthropists, trusts and foundations and more than 300 leaders of the not-for-profit sector to facilitate discussion on the role of transformational philanthropy to inspire solutions to some of society’s biggest challenges.

Diversity Week

“Advancing Diversity” was the theme for UQ’s ninth annual Diversity Week, held from May 23-27. During a week of rich and vibrant debates, public lectures, awards, film screenings and art exhibitions, UQ challenged its staff and students to consider how they might make a positive difference by advancing greater acceptance and celebration of the world’s diversity.

A highlight of the week’s activities was the announcement of the 2011 Vice-Chancellor’s Equity and Diversity Award, awarded to members of the Asylum and Refugee Law Project (ARLP), and the 2011 Vice-Chancellor’s Alumni Equity and Diversity Award, awarded to Dr Johann Koss. These awards recognise outstanding contributions by staff, students and graduates of The University of Queensland who are pursuing inclusive initiatives that benefit others.
Meeting the challenges of the floods

The St Lucia campus at the height of the inundation

One of UQ’s research vessels left high and dry on a sporting oval

Community spirit: a stream of volunteers arrives at the St Lucia campus to help with the clean-up operation

Rebekah Scotney (centre) with fellow staff from UQ’s Veterinary Medical Centre at the Gatton campus who cared for dozens of rescued animals during the floods in the Lockyer Valley

Many UQ staff, including St Lucia grounds senior supervisor Shane Biddle, worked above and beyond the call of duty on the massive clean-up task
Global engagement

The Global Strategy and Internationalisation at UQ 2011 profile was distributed, emphasising UQ’s priorities in this area.

The strategy document is now supplemented by the Global Engagement website (www.uq.edu.au/global/) and is populated with news headlines, examples of best practice in internationalisation and essential resources, which in conjunction with the Global Strategy Framework, are used to inform action and decision-making at all levels of the University.

The Vice-Chancellor and senior executive presented their strategies to meet the challenges of a rapidly changing international education landscape in the UQ International Symposium “Realising the UQ Advantage Globally” held at St Lucia over two days in July.

The symposium outlined the future direction for UQ in the international arena and provided a forum for staff to gain a better understanding of UQ’s opportunities and challenges in the international higher education sector.

The UQ International Global Engagement team was finalised with the appointment of the Deputy Director (Global Engagement) and a new management structure to develop and lead the Global Engagement strategy.

Executive delegations led missions to Indonesia, Latin America, Europe, Japan, Vietnam, China and Hong Kong, India and Oman. These missions profiled UQ’s research strengths, identified opportunities for research collaboration, strengthened established relationships with key partners, supported new initiatives identified by the faculties and institutes and the wider UQ community, and engaged with alumni, academic and business partners through the Global Challenges Leadership Series.

The series created open dialogue with a worldwide audience, exploring individual and collective solutions for positive social change.

Alumni and University partners participated in the leadership series, engaging with the University’s great minds in discussions of global significance such as food security, climate change, sustainable development, and peace and conflict.

The UQ-Vietnam Professional Development Seminar Series (UQ-VN PDSS) delivered discipline-based seminars and networking opportunities to UQ graduates and community across Vietnam. They attracted nearly 400 alumni and partners to seminars and workshops in Hanoi, Danang, Ho Chi Minh City and Can Tho.

USA strategies and partner engagement

The development of a formal strategy to expand highly valued linkages and partnerships with American businesses, government bodies, universities and alumni was accomplished with the establishment of The University of Queensland in America Foundation and the opening of a University office in Washington DC with dedicated staff to facilitate and support the University’s engagement work in the USA.

UQ has developed a Partner Collaboration Index which quantitatively and qualitatively evaluates our relationship with partner institutions in all facets of engagement, including international student and staff mobility and research collaboration.

Results from the Partner Collaboration Index show UQ has many highly engaged partners with whom it has broad, long-standing relationships. These results provide UQ with an evidence base by which it can build and nurture existing partnerships and develop new ones.

“Partnerships for Human and Social Capacity Building” was the theme of the fifth annual Latin American colloquium held at UQ St Lucia in August.

The colloquium was supported by diplomatic and consular staff from nine Latin American countries including six Ambassadors. The keynote speaker was the Hon Andrew Fraser, Treasurer and Minister for State Development and Trade.

The German Research and Studies Day included participation from the Humboldt Foundation, the DAAD, DSRF, FEAST, Ludwig-Maximilians Universität Munich, the University of Tübingen, as well as faculties and institutes from across UQ.

The key objective of the day was to highlight and celebrate collaborative UQ-German research and studies activities through a showcase and workshop investigating multi-disciplinary integrated solutions to address global challenges.

Institute of Continuing & TESOL Education (ICTE-UQ)

ICTE-UQ through its Power of Partnership strategy continued to provide customised TESOL and continuing education program and support services to more than 100 international corporate, government and university partners across 18 countries.

Many of these programs carried multiple benefits for UQ. An extensive suite of customised corporate training, workplace preparation and RTO courses for the domestic market were also delivered by the institute both onshore and offshore in 2011.

ICTE-UQ maintained a local community homestay network of more than 500 families who provided essential support services for program students/participants. The institute administered 12,000+ IELTS tests to candidates and delivered training to more than 6,000 participants across its suite of programs in 2011.

The Institute of Modern Languages

The Institute of Modern Languages (IML) had an estimated 3000 enrolments in 90 courses to learn 27 languages from Arabic to Vietnamese in 2011. They included 82 people enrolled in the personalised language learning service for individuals, small groups and organisations.

IML provides translating and interpreting services to the Queensland community.

During 2011, the institute conducted more than 1000 translation and interpreting jobs for the public, UQ staff and students, community groups, companies and government departments.

Cultural and community activities

Customs House

Customs House is one of UQ’s CBD bases. In 2011, the heritage-listed riverside building continued as a high demand venue for University, corporate and private events. Many UQ alumni took advantage of the alumni discount available in the restaurant. Free concerts held in The Long Room included eight School of Music concerts and one concert to celebrate Brisbane’s Heritage Festival. Free guided tours of the building were conducted on concert days. Participation in Brisbane’s Open House attracted 600 visitors to the building on the day.

Music

The May 2011 QPAC concert featured the UQ Symphony Orchestra joined by Oliver She for Beethoven’s monumental Emperor Piano Concerto No 5. Mr She was in the final year of his Bachelor of Music degree and was winner of the prestigious 2010 ABC Symphony Australia Young Performer of the Year award.
The October 2011 QPAC concert featured the combined forces of the UQ Symphony Orchestra conducted by Warwick Potter, the UQ Chorale conducted by Graeme Morton and the UQ Wind Symphony conducted by Patrick Pickett CSM. This concert commenced with Johan de Meij’s majestic Planet Earth and concluded with John Rutter’s glorious Magnificat. The University was assisted in the production of these concerts by its partners, QPAC, 4MBS Classic FM, Alumni Friends of The University of Queensland and Ray White Clayfield.

In addition to the QPAC concerts, UQ Music maintained a regular Sunday lunchtime concert series at Customs House and a Thursday lunchtime concert series at St Lucia. The popular lunchtime concerts in the Nickson Room included works by young Brisbane composers performed by the MAC Ensemble and Luminare Collective and solo cello performances by new UQ Music Performance Fellow, Patrick Murphy.

UQ Art Museum
The UQ Art Museum’s exhibition program for 2011 was vibrant and significant. Two major exhibitions from the National Gallery of Australia, Australian portraits 1880–1960, and Space invaders: Australian street. stencils. posters. paste-ups. zines. stickers., were presented earlier in the year, alongside the exhibition The Art of Chess, organised in association with RS&A Ltd, London and comprising major international artists. The National Portrait Gallery exhibition, Inner Worlds: Portraits and psychology, was shown later in the year. The exhibition program also included an exciting contemporary exhibition and publication, New Psychedelia, which was curated within the museum.

The museum’s biennial acquisitive art prize and exhibition, the National Artists’ Self-Portrait Prize, was curated in 2011 by Alison Kubler and judged by Rhana Devenport, director of the Govett-Brewster Art Gallery in New Plymouth, Aotearoa New Zealand.

Selected artists were invited to respond to the theme “Life is risk/Art is risk”, resulting in a diverse and challenging exhibition of contemporary self-portraits. The winner of the 2011 prize was Adelaide-based artist Domenico de Clario, whose work 2047 (the immortal) reflects significant moments in each of the artist’s six decades of life.

Increasingly, collaborations with academic departments and individuals will characterise the museum’s program. At the end of 2011, the museum presented a unique memorial to Australia’s most significant art historian and critic, Bernard Smith, who passed away in September. Inspired by his important lecture “The Myth of Isolation” that was presented at UQ in 1961, the symposium was organised by Associate Professor Rex Butler and explored the Queensland context of Smith’s work.

In 2011, the museum acquired 104 new works for its collection – 81 by purchase and 23 by gift. The total value of all acquisitions was $761,763.

UQ Boilerhouse Community Engagement Centre
In 2011 the UQ Boilerhouse has been involved in a number of community engagement research projects including:

UQ Young Achievers Program Impact Study: researchers are conducting a five-year study to discover what the impacts are for participants, and their families, schools and community. It is hoped that the results will show there is an opportunity for universities to facilitate higher education access for young people from low socio-economic backgrounds;
Learning Communities audit:  
Data collection and a report for the Learning Communities audit were prepared by seven students from the School of Social Work and Human Services. While the students found formal and work-based learning easy to identify, the audit revealed a lack of understanding about community-based learning in Ipswich.

Working Paper for Ripley Valley Integrated Social Infrastructure Working Group: the Boilerhouse was approached by the Ripley Valley Group to develop a working paper addressing the question: What is the best approach to plan and implement effective, efficient and coordinated responses relating to human services, community facilities and social networks at Ripley Valley? The paper reported that early investment in developing a strong and resilient community would provide a platform for establishment of a long term effective, efficient and coordinated system; and

Government funding: the Boilerhouse has received funding from Ipswich City Council and the Department of Local Government and Planning to develop a 2012 ARC proposal entitled “Sustainable Ripley Valley 2030+ – Recording the birth and growth of a community”. This project will record the birth and growth of this new community of 120,000 residents over the next 20 years.

School to university transitions

In 2011, school students had many opportunities to visit the University’s campuses and experience life at UQ. Students participated in a wide range of activities including residential camps, campus tours, specialist lectures, seminars and faculty based competitions.

Open Days were held at St Lucia, Ipswich and Gatton campuses and were very well attended. They provided prospective students and their families an opportunity to attend program presentations, tour campus facilities and have their questions concerning study options, pathways, career opportunities and scholarships answered.

Throughout the year, the University was well represented at careers markets and showcases throughout Queensland and northern New South Wales. Presentations were made to students in more than 200 high schools. School holiday campus tours for prospective students and their families continue to be well attended.

The annual Careers that Shape the World is a day-long, on-campus experience program developed specifically for Year 11 and 12 students. It is a University-wide initiative which provides a variety of workshops focusing on career outcomes across all fields of education. Held at the St Lucia campus in July, the event attracted more than 800 students.

The annual Future Experiences in Agriculture, Science and Technology (FEAST) residential camp at Gatton campus was fully subscribed with 150 students representing secondary schools from across Queensland.

With fewer courses on offer, enrolments for UQ’s Enhanced Studies program (ESP) were down slightly on the previous year. A new chemistry course, designed to encourage talented, science-oriented students from a wider range of schools to participate, will be offered in 2012.

Two hundred and forty high-achieving Year 11 students from 116 high schools were selected to take part in the UQ Young Scholars Program. Young Scholars have an opportunity to discover, learn and engage with UQ’s academic community and like-minded students from across Queensland.

Designed to nurture and develop future leaders, the program presents students with a unique opportunity for academic extension and enrichment.

The inaugural cohort of UQ Young Achievers completed the program and 80 students, their families and school representatives celebrated their achievements at events held throughout the state. The program aims to raise the tertiary aspirations of secondary school students who have experienced educational disadvantage.

Supervised and mentored by current UQ students, the Young Achievers have
remained very committed to the program throughout the year. Feedback received from schools has been excellent with reports that the program is already having a very positive impact on students in Years 8 and 9.

The third cohort of Young Achievers, which includes 40 Indigenous students, were selected from 41 schools.

In 2011, UQ launched a University Experience Program designed to build the tertiary study aspirations of students from low-SES and Indigenous backgrounds. Fifteen secondary schools located in the Ipswich and Lockyer Valley districts will be involved in the program, which includes on-campus experience days at UQ’s St Lucia, Ipswich and Gatton campuses as well as the CSIRO facility at Pullenvale.

A tutoring program also commenced in 2011. UQ students are working within four secondary schools to improve the literacy and numeracy skills of at-risk Indigenous students.

Engaging with schools

The program of engagement with schools was expanded in 2011. Forums for school principals and their leadership teams were held in Cairns, Rockhampton, Sunshine Coast, Toowoomba, Ipswich, Gold Coast and Brisbane.

A schools lecture program was also piloted during the year. A lecture entitled “Innovations for the Future of Food, Energy and Biodiversity” was presented to Year 11 and 12 science students in Toowoomba (450 students from 11 schools), Yeppoon (about 80 students from four schools) and Rockhampton (200 students from six schools).

The annual guidance officers’ conference at St Lucia was very well attended as were guidance officer campus update presentations held at Gatton and Ipswich.

Academic scholarships

The University’s academic scholarship program was again successful in attracting the best and brightest Queensland and interstate students to UQ. More than 360 academic scholarships were awarded in 2011 ranging in value from $60,000 over five years to $6000 for the first year of study.

In commemoration of the UQ Centenary in 2010, ICTE-UQ provided 100 scholarships for programs in 2011 in TESOL and continuing education to students/participants from a significant number of the institute’s and the University’s offshore partnership network.

UQ-Link Access

The UQ-Link Access program assists students who have been educationally disadvantaged due to their financial circumstances to realise their tertiary study aspirations.

Approved applicants receive five bonus ranks to assist their entry into a UQ program. More than 350 applications were received in 2011 and tertiary offers were made to 130 approved applicants.

UQ-Link students subsequently enrolling in a UQ program also receive a $500 start-up bursary in their first week of study to help offset the cost of books and materials. Sixty scholarships, valued at $12,000 over four years, were also awarded to UQ-Link Access students.

ATSIS Unit

The Aboriginal and Torres Strait Islander Studies Unit (ATSIS) works to build strategic, respectful relationships between Indigenous and non-Indigenous peoples and other stakeholder groups.

The unit is committed to fostering a culture that embraces recognised Indigenous engagement protocols and ensuring appropriate consultation processes. A highlight during 2011 was the Aboriginal and Torres Strait Islander flag-raising ceremonies at each of the St Lucia, Ipswich and Gatton campuses – a permanent reminder of our obligation to Indigenous communities.

During 2011, ATSIS built strategic partnerships with organisations in health, education and employment to provide opportunities for student placements, curriculum development and collaborative
UQ Sport Ltd

2011 commenced with UQ Sport facing arguably its biggest challenge to date when much of the St Lucia campus was affected by flooding. The damage impacted a number of sporting facilities across campus.

UQ Sport worked responsively alongside the University to turn around the adversity and by December, UQ Sport had overcome almost all of the facility rebuilding to start anew in 2012.

UQ Sport implemented its new strategic plan throughout 2011, with participation and a commitment to vibrant campuses being the number one focus.

In March, the “one-stop shop” UQ Sport Activity Hub was opened in the Union complex of the St Lucia campus. The hub fulfilled its aim of providing information on facilities and a place to book into any sport, or activity, on campus.

The celebration of UQ Sport’s Centenary in April 2011 presented a good opportunity to reflect on how far the organisation had come since its humble beginnings of only four founding sports clubs – rugby, hockey, rowing and cricket. This has grown to an affiliation of more than 33 sporting clubs.

In May, a brand new facility, which showcased a 25m pool, fitness centre and indoor sports hall, opened at UQ Gatton.

UQ Sport has a strong and diverse social sport program; a high level of broad participation at club level as well as inter-university competitions such as the Australian Uni Games which were held on the Gold Coast in September. Team UQ took 320 students (the largest Queensland team) who participated in 25 sports. Overall, in 2011, UQ’s participation level was number three nationally, number two in college sport and top five in club participation.

In 2012, UQ Sport will concentrate on consolidating, simplifying and building on participation, with a particular focus on programs designed to attract international students and engage alumni as well as continuing to make contributions to the UQ Advantage.
The University’s academic aims and aspirations for staff and students are supported by effective management strategies, policies, practices and systems. All aspects of the University are administered in a professional and client-focused manner. UQ has a proactive approach to environmental management and sustainability and continues to develop modern facilities.

University staff

Recruitment and retention

The University introduced a new eRecruitment system, UQ Jobs, early in the year, offering a more effective recruitment mechanism for both candidates and hiring managers.

The system is integrated into the Human Resource Information System, ensuring an alignment of data across systems, and potentially reducing the carbon footprint by offering easier access to online applications rather than printed material.

The University continues to use SEEK and UniJobs websites as the primary external sites for advertising job vacancies. Recruitment in 2011 included 412 academic positions and 819 professional positions externally advertised.

In 2011, the University’s continuing and fixed-term workforce increased by 3.7 percent to 6817 FTE, with a permanent retention rate of 91 percent and a permanent separation rate of 9 percent. The newly introduced annual Workforce Profile Report provides an overview of the University’s workforce and profiles a range of key human resource indicators which assists workforce planning.

The Aboriginal and Torres Strait Islander Employment Strategy continues to be widely promoted by HR staff. The University has created awareness of the employment strategy through a variety of management workshops including a series of one-day strategic Indigenous awareness workshops.

### University staff

<table>
<thead>
<tr>
<th>Staff FTE by function (excluding casuals)</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tbody>
<tr>
<td></td>
<td>FTE</td>
<td>% of Total FTE</td>
<td>FTE</td>
</tr>
<tr>
<td><strong>Academic</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching and research</td>
<td>1,345</td>
<td>22.0%</td>
<td>1,369</td>
</tr>
<tr>
<td>Research only</td>
<td>1,080</td>
<td>17.8%</td>
<td>1,085</td>
</tr>
<tr>
<td>Teaching focused</td>
<td>154</td>
<td>2.5%</td>
<td>144</td>
</tr>
<tr>
<td>Other</td>
<td>25</td>
<td>0.4%</td>
<td>15</td>
</tr>
<tr>
<td>ACADEMIC TOTAL FTE</td>
<td>2,614</td>
<td>42.7%</td>
<td>2,623</td>
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<tr>
<td><strong>Professional</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Administration</td>
<td>2,485</td>
<td>40.7%</td>
<td>2,596</td>
</tr>
<tr>
<td>Research/technical</td>
<td>969</td>
<td>15.8%</td>
<td>1,025</td>
</tr>
<tr>
<td>Other</td>
<td>48</td>
<td>0.8%</td>
<td>57</td>
</tr>
<tr>
<td>PROFESSIONAL TOTAL FTE</td>
<td>3,512</td>
<td>57.3%</td>
<td>3,678</td>
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<tr>
<td><strong>TOTAL FTE</strong></td>
<td>6,126</td>
<td>100%</td>
<td>6,301</td>
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<table>
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<tr>
<th>Casual FTE (per year)</th>
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<th>2010</th>
<th>2011</th>
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<tr>
<td></td>
<td>FTE</td>
<td>% of Total FTE</td>
<td>FTE</td>
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<tr>
<td><strong>Academic</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>371</td>
<td>12.4%</td>
<td>454</td>
</tr>
<tr>
<td><strong>Professional</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>415</td>
<td>10.6%</td>
<td>451</td>
</tr>
<tr>
<td><strong>TOTAL CASUAL FTE</strong></td>
<td>786</td>
<td>11.4%</td>
<td>905</td>
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<table>
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<tr>
<th>Unpaid appointments</th>
<th>2009 Headcount</th>
<th>2010 Headcount</th>
<th>2011 Headcount</th>
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<tbody>
<tr>
<td>Honorary/Adjunct Appointments</td>
<td>1139</td>
<td>1550</td>
<td>1752</td>
</tr>
<tr>
<td>Conjoint Appointments</td>
<td>484</td>
<td>219</td>
<td>209</td>
</tr>
<tr>
<td>Health Titles</td>
<td>1409</td>
<td>2427</td>
<td>2704</td>
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<tr>
<td><strong>TOTAL UNPAID APPOINTMENTS</strong></td>
<td>3042</td>
<td>4196</td>
<td>4665</td>
</tr>
</tbody>
</table>
Attendance at these workshops has been high and attendees have included both academic and professional staff of all levels. During 2011, there was a strong focus on establishing an Indigenous Traineeship Program, which has resulted in 14 trainees being recruited.

Staff engagement
The University conducted its second Staff Engagement Survey in 2011 with an overall response rate of 57 percent, an increase of more than 10 percent from the first survey in 2008. The UQ Wellness program continues to flourish with activities running on all campuses and experiencing high participation rates for physical activities including Walk at Work, WeightWatchers at Work, yoga and Tai Chi, and the information sessions provided by University experts, community organisations and government agencies.

In 2011, in-house staff support and rehabilitation services were provided to more than 80 University employees. This ranged from providing short-term assistance in dealing with work and personal issues through to developing graduated return-to-work programs. UQ continued to offer an employee assistance program via an external provider.

The winners of the Chancellor’s Award for Individual Excellence were Ms Joanne Hopper and Ms Kay Ollett, and the UQ Leadership Award went to Ms Heather Todd.

A new award was introduced recognising the importance of team work, and the winner of the inaugural Chancellor’s Award for Team Progress went to the ITS outdoor wireless team and the international relations team within the Faculty of Business, Economics and Law.

Continuing appointments and promotions
During 2011, 105 academic staff members were promoted through the University’s processes, comprising 22 promotions to Level B, 31 to Level C, 31 to Level D and 21 to Level E.

UQ appointed 57 new adjunct professors and 33 new honorary professors and, at the end of 2011, had 305 adjunct and 298 honorary professors. 2011 also saw the introduction of “clinical academics” as a category of academic staff.

Employee relations
The University finalised the single Enterprise Agreement covering all academic, professional and TESOL language teachers. A successful ballot of all staff was undertaken in December 2010 which subsequently saw the ratification of the agreement by Fair Work Australia with effect from February 2011.

As in previous years, the past 12 months have continued to see a low level of individual litigation as a result of the initiation of early intervention strategies. Such early intervention strategies are supported by advice, representation and advocacy on a range of industrial and employee relations matters provided by staff within the HR division.

Organisational development
The University Staff Development Committee has continued to determine university-wide staff development priorities during 2011. Following a pilot program, the Career Progression for Women program was launched in 2011 and the second cohort of the Emerging Leaders program commenced during the year. A new initiative developed during this year was the Early-Career Academic Development program, due to be launched in 2012. The University Staff Development Program provided 772 course offerings to 9,633 participants during 2011. More than 250 courses were adversely affected by the January flood event.

In addition to the University-wide programs, a key organisational development priority in 2011 has been the design and facilitation of forums to encourage capability development and networking to share ideas for professional staff across the University. One-off organisational development interventions for specific teams have also been introduced to address issues in a focused manner and to assist the University in achieving positive and appropriate change processes.
The New Horizons program was run once again in 2011 with 27 professional women (HEW 1-7) successfully completing the program. The Promoting Women Fellowships were offered again in 2011, with the award of a fellowship to five academic women at Level B and C, from four faculties and one institute. Professor Probert was the guest speaker at the Engaging Women Seminar (formerly the Senior Women Seminar).

Change management

The University responded positively and appropriately to the many challenges affecting the sector, our staffing arrangements, research priorities and course offerings. 2011 has seen the successful finalisation of the Science Phase Two reorganisation, and the successful completion of the transition of the School of Veterinary Science from St Lucia campus to Gatton. In addition, there were restructurings of ITS, FBS, and Traffic and Parking. There were 27 retrenchments in 2011 and no voluntary early retirements (VER).

Occupational health and safety

The University Occupational Health and Safety Council was convened throughout 2011, chaired by University Senate nominee Dr J. Desmarchelier. The council reviewed and approved 32 occupational health and safety policies that were then converted to the new format of the Policy and Procedures Library (PPL).

The OH&S unit provided specialised training in areas such as biosafety, chemical safety, ergonomics, manual handling and radiation safety as well as providing compulsory training for more than 170 senior managers and academics. During 2011 a total of 1986 staff attended these training courses.

The online minor incident/near miss reporting system was upgraded during 2011 to streamline early notification with a total of 1127 such incidents reported. This is a small increase over the previous year where 1059 incidents were reported which is attributed to the increasing awareness and usage of the online incident reporting system.

The OH&S unit provided occupational health and safety training courses, including biosafety, chemical safety, ergonomics, manual handling, radiation safety, and training for senior managers and academics. During 2011, 1986 staff attended these training courses.

Lost time injury statistics (one or more working days lost, staff only)

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of workers’ compensation claims</th>
<th>Number of lost time injuries</th>
<th>Total employees</th>
<th>FTE employees</th>
<th>Incidence rate (per 100 employees)</th>
<th>Frequency rate (per million hours worked)</th>
<th>Average cost per claim ($)</th>
<th>Lost time days</th>
<th>Average lost time rate (days/injury)</th>
<th>Premium % of payroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>199</td>
<td>1</td>
<td>15,778</td>
<td>6,430</td>
<td>0.4</td>
<td>2.2</td>
<td>2,334</td>
<td>433</td>
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<tr>
<td>2008</td>
<td>178</td>
<td>28</td>
<td>15,790</td>
<td>6,529</td>
<td>0.4</td>
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<td>270</td>
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<td>2009</td>
<td>175</td>
<td>31</td>
<td>15,964</td>
<td>6,887</td>
<td>0.5</td>
<td>2.3</td>
<td>2,452</td>
<td>367</td>
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<tr>
<td>2010</td>
<td>208</td>
<td>52</td>
<td>16,104</td>
<td>7,180</td>
<td>0.7</td>
<td>4.1</td>
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<td>199</td>
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<td>17,306</td>
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1 Includes 10 journey to work accidents  2 Based on DEEWR calculation  3 Total group certificates issued
Accident statistics
Lost time injuries decreased from 57 in 2010 to 36 in 2011 bringing the average back in line with the previous several years. The major reduction in incident cause was in “slip and trips” but includes an increase in compensable journey to work claims to 10 which accounted for over 25 percent of all serious injuries during the year.

Workers compensation self insurance
The OH&S unit’s work injury management team continues to fully manage all aspects of UQ’s workers compensation operations within the provisions of our self insurance license issued under the Queensland Workers Compensation Act.

Total claim numbers decreased slightly from the previous year from 208 to 199 however total claims’ costs increased. The increased costs were still under actuarial predictions and were mostly attributed to ongoing damages claims where the injury occurred in 2010.

The University achieved a 98 percent injured worker return to work rate for 2011 which was again considered “outstanding” by the independent workers compensation regulatory agency Q-Comp.

UQ continues to maintain high levels of customer service to clients and injured workers with emphasis on early intervention, efficient claims and medical management and a productive rehabilitation program to return injured workers to full employment.

Environmental performance
A Sustainability Engagement Working Party, chaired by the Deputy Director Property and Facilities Division, was established in 2011 to embed sustainability into business operations across the University.

Carbon strategy
The University continues to develop strategies to minimise its carbon emissions. In 2011, carbon strategy initiatives included:
- development of a Climate Action Plan;
- the implementation of a governance framework and strategy;
- deployment of renewable energy systems on campus;
- implementation of behavioural change programs;
- implementation of metering and energy efficiency programs;
- enhancement of bicycle end-of-trip facilities;
- audit and net increase of bicycle racks;
- Green Fleet procurement filter for Property and Facilities fleet purchasing; and
- purchase of three full electric carts for St Lucia campus and the installation of a charging station.

Energy management projects initiated in 2011 included:
- feasibility studies for energy conservation projects;
- energy audits of a number of St Lucia campus buildings and chiller stations;
- upgrade of metering and monitoring systems;
- a number of energy efficiency projects at St Lucia campus; and
- energy efficiency training and awareness programs.

The flagship project of UQ’s carbon strategy was construction of a 1.22 MW photovoltaic solar array. Key elements of this project are:
- 5004 x 240W solar panels distributed across the rooftops of four buildings;
- an 8.4 kW solar dish concentrator
- a Solar Research Resource Centre as a research and engagement hub;
- large LCD screens in the resource centre and at the entrance to UQ Centre displaying information about the system;

Carbon emissions

<table>
<thead>
<tr>
<th>Activity</th>
<th>Greenhouse gas emissions (tonnes CO2-e)</th>
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<tr>
<td>Vehicle and plant usage</td>
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<td>UQ Vehicles</td>
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<tr>
<td>UQ plant</td>
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<tr>
<td>Electricity consumption</td>
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<td>Purchased from electricity retailer</td>
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<td>Sourced through third party</td>
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<tr>
<td>Sourced from generators</td>
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<tr>
<td>Gas consumption</td>
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<td>Purchased from natural gas retailer</td>
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<tr>
<td>Purchased from LPG retailer</td>
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</tr>
<tr>
<td>Fugitive</td>
<td></td>
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<tr>
<td>SF6 in electrical infrastructure</td>
<td>4</td>
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<tr>
<td>SF6 in laboratory equipment</td>
<td>3</td>
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<tr>
<td>In-house incineration</td>
<td>720</td>
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<tr>
<td>In-house wastewater treatment</td>
<td>320</td>
</tr>
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</table>

UQ has enhanced its bicycle end of trip facilities and increased the number of bicycle racks on campuses in 2011.
– a large-scale battery storage system;
– a network of metering and monitoring systems;
– a solar energy website including display of live data streams; and
– a range of associated research projects.

Carbon emissions
The University continues to develop its carbon-monitoring and measurement systems. For the 2010-11 financial year, UQ’s carbon emissions were estimated as 138,438 t CO2-e.

Compliance
With some changes to legislation taking effect in 2011, UQ was required to apply for new development approvals for registered activities at its Gatton and St Lucia campuses. There have been no regulatory issues with new or existing development approvals during 2011.

Water Efficiency Management Plan
The University achieved its target consumption of 1.1kL/m² across all sites. Water Efficiency Management Plan reports were completed and submitted for five UQ sites in November 2011 as part of the requirements under the Water Act 2000. The plans were also reviewed and updated in 2011 maintaining strict water-management policies and processes.

Energy efficiency opportunities
UQ registered under the Energy Efficiency Opportunities (EEO) Act in 2009 and has lodged an assessment plan with the Federal Government that will guide its energy efficiency activities for the next five years. UQ submitted its first EEO report in December 2011.

Waste minimisation
New waste regulations were introduced to Queensland in December 2011 placing a landfill levy on waste. It is expected the carbon tax will have an additional impact on waste costs.

The waste-minimisation plan continues to be implemented and aims to reduce waste at UQ. Actions include:
– development of sustainable procurement guidelines;
– expansion of a public place recycling program at UQ campuses;
– data collection capturing all UQ waste streams;
– establishment of a working group to develop and implement a resource exchange register at UQ; and
– sustainable procurement and waste management training run through staff development.

Currently UQ diverts approximately 50 percent of its waste from landfill by recycling.

Other environmental performance initiatives included:
– establishing the Sustainability Engagement Working Group;
– commencement of the Green Labs pilot program;
– continued expansion of Green Office program to 120 representatives in 110 areas and the introduction of new engagement initiatives;
– introduction of sustainability modules in the Staff Development Program;
– launch of the Sustainability Pledge;
– upgrade to sustainability website;
– introduction of weekly EcoTips in the UQ Update;
– World Environment Day sustainable breakfast;
– official launch of the UQ Solar Array; and
– Ride to Work Day event.

Built environment
2011 saw the start of construction of two Greenstar Rated buildings at the St Lucia campus. The Advanced Engineering Building (AEB) will be completed in early 2013 and the Global Change Institute (GCI) will be completed in late 2012. These buildings will be used as living laboratories, teaching students and staff the benefits of sustainable building design.
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 2011.

2011 January floods

The floods had a significant impact on UQ’s infrastructure program in 2011. The flood damage to the St Lucia and Gatton campuses in January 2011 resulted in 38 new capital projects.

Projects to address the damage to the lower levels of the Human Movements Studies Building, the UQ Glasshouses, the sporting grounds and facilities and the Margaret Cribb and Munro Child Care Centres were actioned during the first half of 2011.

The flood presented an opportunity to consider more optimal locations for a number of flood-damaged facilities and in re-constructing/refurbishing infrastructure to achieve enhanced and more contemporary facilities.

Additionally, some construction projects under way at the time of the flood were affected through inundation and consequently, there were delays to some completion dates.

Infrastructure projects delivered in 2011

Key infrastructure projects delivered in 2011 included:

– complete refurbishment of the Physiology Lecture Theatres at St Lucia (with Federal government support);
– complete refurbishment of the Gatton swimming pool and sports complex (with Federal government support);
– completing the new Ipswich Lecture Theatre;
– refurbishment of the Hamon Centre into a lecture theatre and seminar room at Gatton campus;
– refurbishment of Levels 4 and 5 JD Story Building;
– rebuilding of the David Theile Olympic Pool complex at St Lucia after the January 2011 floods;
– construction of the 1.2MW photovoltaic array, a renewable energy infrastructure project (with State Government support);
– constructing an additional floor in the Mansergh Shaw building on the St Lucia campus; and
– constructing the Ipswich Stage 2 Super Clinic (with Federal Government support).

UQ’s capital development program for 2012 will continue to support its strategic priorities. Major capital projects that will progress in 2012 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. Construction has commenced in 2011 and will be completed in late 2012.

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. Construction is under way and will be complete in early 2013.

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 and Technology; the Centre for Innovation in Professional Learning; the Teaching and 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 and is expected to be completed in the first half of 2012.

Centre for Advanced Imaging

The Centre for Advanced Imaging (CAI) is a strategic initiative that reflects the growth in biotechnology and biomedical research at UQ and the burgeoning demand for improved imaging research capabilities. The CAI will bring together the skills of a critical mass of researchers and state-of-the-art research imaging instruments with funding contributions by the Federal Government.
Michie Building
Refurbishment of the Michie Building that includes extension of the lower three levels and greatly enhanced amenity throughout the 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. Construction has commenced on site and is scheduled for completion in January 2013. The project is supported by Federal and Queensland 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 better health outcomes. TRI will allow biopharmaceuticals and treatments to be discovered, produced, clinically tested and manufactured in one location for the first time in Australia. The project is supported by funding from the Queensland and Federal governments and QUT, and a generous philanthropic contribution from The Atlantic Philanthropies.

Library
In 2011, the Library realigned its services to ensure it continued to be well placed to support learning and research at the University. It established new services to allow it to expand its role in supporting the University’s research lifecycle by providing value added services to assist in measuring and benchmarking research publication performance for grant applications.

It continued its support for Excellence in Research for Australia and HERDC as UQ eSpace is the repository for all University publications. It played a role in improving the discovery and re-use of UQ research data through involvement in the Australian National Data Services Seeding the Commons project.

The Library consolidated print collections and relocated lesser-used materials to warehouse, allowing it to meet more student demand for library spaces and 24-hour access, notably at the Biological Sciences Library.

It added areas for postgraduate and research higher degree students and, in collaboration with the Faculty of Business, Economics and Law, refurbished the Graduate Economics and Business Library to incorporate an expanded training room and a PhD zone for RHD students in business, economics and tourism and social and behavioural sciences programs.

The new personalised “My Library portal” enhanced client access to information related to teaching, learning and research. The Library invested heavily in electronic content and pursued an intensive digitisation program. Special collections were opened to a wider research audience through online exhibitions and projects such as Text Queensland, a collaboration with the UQ Centre for the Government of Queensland and the Queensland Government.

The Library provided tours and training for secondary school students and ran a conference on e-books for teachers and teacher librarians. During Refugee Week it presented the Living Archives Symposium, a UQ Art Museum partnership with Fryer Library, supported by the Faculty of Arts Cultural History Project.

The Library hosted tours of its special collections and learning spaces for donors and other guests. It presented a program of visiting writers and supported the Brisbane Writers Festival, chairing sessions with former Director of the National Gallery, Betty Churcher AO.
GLOSSARY

ACMER Australian Centre for Minerals Extension and Research
ACG Australian Competitive Grants
AD Associate Degree
AEA Australian Export Award
AEB Advanced Engineering Building
AGSFP Australian Governments Solar Flagships Program
AHURI Australian Housing and Urban Research Institute
AIBN Australian Institute for Bioengineering and Nanotechnology
AIEC Australian International Education Conference
AITLS Australian Institute for Teaching and School Leadership
ALTC Australian Learning and Teaching Council (formerly the Carrick Institute)
ANFF-Q Australian National Fabrication Facility – Queensland node
ANU Australian National University
AO Order of Australia
ARC Australian Research Council
ARMS Assurance and Risk Management Services
ARWU Academic Ranking of World Universities
ASX Australian Stock Exchange
ATSIS Aboriginal and Torres Strait Islander Studies Unit
BA Bachelor of Arts
BBM Bachelor of Business Management
BEL Faculty of Business, Economics and Law
BML Blackboard Mobile Learning
CAI Centre for Advanced Imaging
CAP Climate Action Plan
CBD Central Business District
CCK Cyclic gene technology
CEED Centre of Excellence for Environmental Decisions
CEIT Centre for Educational Innovation and Technology
CEO Chief Executive Officer
CEQ Course experience questionnaire
CGS Commonwealth Grant Scheme
CIPL Centre for Innovation in Professional Learning
CoE Centre of Excellence
Course formerly subject – part of a program
CPD Continuing professional development
COU Central Queensland University
CRC Cooperative Research Centre – bodies funded competitively by the Federal Government and involving university, industry and other research groups
CRN Collaborative Research Networks
CSIRO Commonwealth Scientific and Industrial Research Organisation
CTS Commercialisation Training Scheme
DEEWR Federal Department of Education, Employment and Work Relations
EAIT Faculty of Engineering, Architecture and Information Technology
EBI European Bioinformatics Institute
ECR Early Career Researchers
EEO Energy Efficient Opportunities
EFTSL Equivalent full-time student load
ELICOS English Language Intensive Courses for Overseas Students Centre
ELP English Language Proficiency
EQ Equity Office
ERA Excellence in Research Australia
ERM Enterprise risk management
ERMS Electronic Risk Management System
ESOL English for speakers of other languages
ESP Enhanced Studies Program
FAQ Frequently asked questions
FDA Food and Drug Administration
FEAST Future Experiences in Agriculture, Science and Technology program, Gatton
FTE Full-time equivalent
GCI Global Change Institute
Go8 Group of Eight – a coalition of leading Australian universities intensive in research and comprehensive in general and professional education
GU Griffith University
hGH Human growth hormone
HEPPP Higher Education Participation and Partnerships Program
HERDC Higher Education Research Data Collection
HoS Head of School
HR Human resources
HRIS Human Resource Information System
ICTE-UQ Institute for Continuing and TESOL (teaching English to speakers of other languages) Education
IEAA International Education Association of Australia
IGS Institutional Grant Scheme
IIAPPF Institute of International Auditors Professional Practices Framework
IMB Institute for Molecular Bioscience
IML Institute of Modern Languages
IP Intellectual property
IPRS International Postgraduate Research Scholarships
ISSR Institute for Social Science Research
IT Information technology
JCU James Cook University, Townsville
JKMRC Julius Kruttschnitt Mineral Research Centre
JRE Joint Research Engagement Scheme
KPI Key performance indicator
LIB Learning and Innovation Building
LMU Ludwig-Maximilians-Universität München
MBA Master of Business Administration
MoU Memorandum of understanding
NCCARF National Climate Change Adaptation Research Facility
NERP National Environmental Research Program
NIRAP National and International Research Alliances Program
NRIHE National Review of Indigenous Higher Education
OHC Oral Health Centre
OHS Occupational health and safety
OMC Office of Marketing and Communications
OTALN Occupational Therapy Academic Leaders Network
P&F Property and Facilities
PACE Pharmacy Australia Centre of Excellence
PES Professional Experience Showcase
PETS Proactively Ensuring Team Success
PhD Doctorate of philosophy
PID ACT Public Interest Disclosure Act 2010
PNG Papua New Guinea
PPL Policy Procedures Library
Program formerly a course (a qualification, eg, degree or certificate involving enrolment, study and graduation)
PSC Public Service Commission
QAAFI Queensland Alliance for Agriculture and Food Innovation
QBI Queensland Brain Institute
QCIF Queensland Cyber-Infrastructure Foundation
QCSSI Queensland Centre for Social Science Innovation
QPAC Queensland Performing Arts Centre
QTACG Queensland Treasury’s Audit Committee Guidelines
QU Queensland University of Technology
QVS Quality Verification System
QWCA Queensland Workers Compensation Act
RDSI Research Data Storage Infrastructure
R&D Research and development
RHD Research higher degree
RIA Research Integrity Advisors
RIBG Research Infrastructure Block Grant
RTO Registered training organisation
RTS Research Training Scheme Grant
SBS Faculty of Social and Behavioural Sciences
SCMB School of Chemistry and Molecular Biosciences
SFC Senate Finance Committee
SES Socio-economic status
SEQ South-east Queensland
SLP Student Lifecycle Project
SMI Sustainable Minerals Institute
SoTL Scholarship of Teaching and Learning
SRS Summer Research Scholarship
TEDI Teaching and Educational Development Institute
TEQSA Tertiary Education Quality and Standards Agency
TERN Terrestrial Ecosystem Research Network
TESOL Teaching English to speakers to other languages
TF Teaching focused
THE Times Higher Education
TLSG Teaching and Learning Strategic Grants
Toward Q2 Qld Government’s Toward Q2: Tomorrow’s Queensland report
TPP Tertiary Preparation Program
UN United Nations
UniSA University of South Australia
Universitas 21 International alliance of research-intensive universities
UNSW University of New South Wales
UPO University’s Public Officer
UQAM UQ Art Museum
UQCCR UQ Centre for Clinical Research
UQ-VN PDSS UQ-Vietnam Professional Development Seminar Series
USC University of the Sunshine Coast
USDC University Staff Development Committee
USDP University Staff Development Program
US FDA United States Food and Drug Administration
USQ University of Southern Queensland
UTS University of Technology Sydney
UWA University of Western Australia
UWB Ultra wideband
VER Voluntary early retirements
WAP Wireless access points
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Our campuses

UQ St Lucia
38,305 enrolments
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LEARNING & DISCOVERY 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 Kruttschnitt Mineral Research Centre, Indooroopilly (part of SMI)

Teaching Hospitals and Health Centres

10. Royal Brisbane & Women’s Hospital, Royal Children’s Hospital, Queensland Radium Institute, Herston
11. Greenslopes Private Hospital
12. Mater Public and Private Hospitals, South Brisbane
13. Princess Alexandra Hospital, Woolloongabba
14. The Park, Centres for Mental Health, Wacol
15. Prince Charles Hospital, Chermside

16. Queen Elizabeth II Jubilee Hospital, Coopers Plains – 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. UQ/BlueCare Research and Practice Development, Toowoong
24. Redlands Hospital
25. Ipswich Hospital
26. Toowoomba Base Hospital – Rural Clinical School
27. Redcliffe Hospital
28. Roma Hospital
29. Caboolture Hospital
30. Nambour Base Hospital
31. Maryborough Base Hospital, St Stephens Private Hospital
32. Hervey Bay Hospital
33. Bundaberg Base Hospital, Mater Hospital, Friends Hospital
34. Gladstone Hospital
35. Rockhampton Base Hospital, Mater Hospital, Hillcrest Private Hospital
36. St Andrews Hospital
37. Brisbane Private Hospital
38. Holy Spirit Hospital Northside, Chermside
39. North Lakes Health Precinct

Veterinary Science Centres

40. Pastoral Veterinary Centre, Goondiwindi
41. University Farm, Pinjarra Hills
42. Veterinary Practice, Dayboro
43. Veterinary Practice, Kenilworth

Marine Research Stations

44. Dunwich, Stradbroke Island
45. Heron Island
46. Low Isles

Seismograph Stations

47. Mount Nebo

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