2012 was not an easy year for UQ. It was a year where I believe cohesion, collegiality and loyalties were tested hard. It was a year where people across all levels of the institution were asked to do more in the face of public scrutiny, and it was a year that ultimately might prove to be the year where the foundation for a stronger UQ was laid.

Indeed, notwithstanding the challenges, UQ celebrated many achievements across its learning, research and outreach activities and reaffirmed its position as a globally renowned, research-intensive institution producing real benefits for its alumni, partners, communities and indeed the world. No matter which of the four key rankings you look at, in 2012 UQ was clearly in the top one per cent globally and again one of only four Australian universities well inside the top 100 universities in the world, at overall positions of 46, 65, 72 and 90 respectively in the QS World University Rankings, Times Higher Education World University Rankings, Performance Ranking of Scientific Papers for World Universities (released by the National Taiwan University), and Academic Rankings of World Universities.

The 2012 Excellence in Research for Australia (ERA) assessment confirmed our leading position in the national research sector, finding UQ has more specialised fields of research well above world standard than any other Australian university. Indeed, while one hundred per cent of UQ’s assessed research fields were rated at world standard or above, 80.5 per cent achieved a standard above or well above world standard. This is an excellent result which is further reflected in individual discipline rankings of the global university rankings. For example, in the Taiwan rankings, UQ ranked fifth in the world for environment and ecology and was placed in the top 20 for civil engineering (11), agriculture (12), and plant and animal science (18).

The results show the depth of UQ’s research and our staff’s capability to jointly address complex global challenges. Indeed, our success in translating our broad research strength for wider societal good was highlighted in the Excellence in Innovation for Australia trial, which showed a number of UQ research projects have delivered outstanding economic, social and environmental impact.
One project that has the potential to have wide-reaching impacts is the Nanopatch, a needle-free vaccine device that could improve the performance and reach of vaccines to people worldwide. Professor Mark Kendall was one of only five recipients globally of the biennial Rolex Laureate award for his work on the innovative device.

I congratulate Professor Kendall on his significant achievement and am very pleased that both global venture capital and big pharma are now investing very significant capital to bring this technology to market.

I would also like to congratulate Professor Ove Hoegh-Guldberg from the Global Change Institute and Professor John Quiggin from the School of Economics who were two of only 17 to receive Australian Laureate Fellowships in 2012. This is a great honour and I wish them well for their upcoming research projects.

Our research excellence is inextricably linked with our success in attracting research funding from governments, industry and private benefactors. UQ led the nation in the latest round of funding from the Australian Research Council in late 2012, highlighting the breadth and depth of our research talent. In particular, our number one placement in the Discovery Early Career Researcher Award (DEcRA) scheme was an extremely pleasing result.

UQ has one of Australia’s largest communities of research higher degree (RHD) students, and in 2012 we awarded our 10,000th PhD. The supportive environment the University provides for the best and brightest young researchers was reflected in a 21 per cent increase in international RHD students commencing at UQ in 2012, despite a highly competitive recruitment environment.

Participation rates in our UQ Abroad program continued to rise in 2012 as more and more students sought experiences beyond their own borders. Our popular Summer Research Program was extended to include a Winter program, and the UQ Advantage Award Program was launched to enhance our undergraduate students’ experiences and extend their skills beyond the classroom.

Like most of the world’s universities, UQ continues to look towards the future of technology-assisted and online learning to enhance our students’ education. More than ever, we have to stay vigilant as new online developments potentially could threaten the very foundation of our current business model. I am optimistic we not only can negotiate these challenges but indeed take advantage of them. Our teachers are among the nation’s best, having won more national teaching awards than any other Australian university. We continue to support our academics to embrace change, and we have already seen many examples of innovative educational designs being implemented.

At an individual level, three UQ academics achieved significant appointments at the Academy of Social Sciences in Australia in 2012, including Senior Deputy Vice-Chancellor Professor Deborah Terry who was elected President and will lead the prestigious scholarly academy, while Professor Brian Head was elected a new Fellow and Dr Paul Dux won the Paul Bourke Award for Early Career Research.

Three UQ academics were elected as Fellows of the Australian Academy of the Humanities, and Professor Paul Burn was the only Queensland-based scientist to be elected as Fellow of the Australian Academy of Science in 2012. These latest additions mean that UQ now has 90 of its staff as members of one of Australia’s four learned academies.

We continued to engage with alumni, community, government and industry partners globally in 2012, establishing many new partnerships and alliances.

Our strategic partnership with The Dow Chemical Company is a significant achievement that will position both UQ and Dow as leaders in global sustainability challenges. Our alliance with Emory University in the US and the Queensland Institute of Medical Research is another collaborative initiative that will leverage our research strengths to tackle global problems in infectious diseases research.

As outlined later in this report, the impressive and ambitious program of organisational growth that the University has experienced over recent years has led to a challenging financial position and a change of approach is needed. The University’s Senior Management and I are committed to making the best use of our budget and I am very confident that our decisions in 2013 will see the University emerge stronger in the longer-term. I wish to thank our staff for their understanding in these difficult matters.

A strong UQ is an integral part of a strong Queensland economy, and we will continue to build on our successes to ensure our future strength. Looking ahead, we remain focussed on preparing our students for success in a global environment; partnering with fine international institutions that share our commitment to delivering exceptional education and research; and fostering a university environment characterised by access, equity and diversity. The outcomes of a staff survey conducted during the year will also be a key focus for the University’s Senior Management in 2013 to ensure UQ remains one of the best places for academic and professional staff to work.

In conclusion, I feel very privileged to be leading a world-class institution of UQ’s stature and standing, and I’d like to thank our staff, students, alumni and external stakeholders whose ongoing dedication, commitment and expertise have made our many successes possible. I am looking forward to working with you to combat the challenges and harness the opportunities that lie ahead. Will it be hard? Yes. Will it be rewarding? Oh yes, even more so.

Professor Peter Høj
Vice-Chancellor
Our standing
The University of Queensland (UQ) 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, ranking in the nation’s top two or three institutions by most performance measures.

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

In 2012, the University was ranked in the top 100 for the second year in a row in the prestigious Academic Rankings of World Universities. UQ was ranked first of the top three universities in Australia with a world ranking of 90, and is the only university in Queensland with a top 100 ranking.

UQ was ranked as one of the world’s top 50 universities for the ninth year in a row in the Qs World University Rankings, with a world ranking of 46. UQ was also awarded a prestigious QS Five Stars Plus ranking, which was awarded to only 73 universities globally.

UQ was one of only four Australian universities, and the only university in Queensland, to be ranked in the top 100 in the Times Higher Education World University Rankings 2012-2013, with a world ranking of 65.

In the Performance Ranking of Scientific Papers for World Universities, UQ was ranked 72nd, with a world ranking of five in the area of environment and ecology.

Universitas 21
UQ is one of only three Australian founding members of Universitas 21 (U21), an international consortium dedicated to world’s best practice.

UQ’s engagement with U21 continued in 2012 in areas of student mobility, graduate education, early career research development, international research collaboration frameworks, research integrity, and teaching and learning.

Some of the UQ-connected highlights for the year included:
- 321 students (139 outgoing UQ students and 182 incoming U21 students) participated in a university semester exchange;
- 12 UQ students enrolled in U21’s “Global Issues Program”;
- two early-career researchers from UQ built their professional global network at a conference on ecological urban design at Shanghai Jiao Tong University, China;
- two joint PhDs in sports exercise science and mining engineering were established with U21 partners the University of Birmingham and the Pontificia Universidad Católica de Chile, with additional proposals being considered;
- UQ staff engaged in peer networks and think tanks on teaching and learning, graduate education, student mobility, research collaboration and international benchmarking; and
- a UQ staff member was also integral in developing a new U21 Health Science Group, “International Managers Group (IMG)”.

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.

In 2012, UQ was an active participant in the Go8’s international engagement activities, particularly in Brazil and with the China 9 universities and Council of Rectors of Chilean Universities (CRUCH).

Comprehensive internationalisation
Driven by the Global Strategy and Internationalisation Profile, UQ continued to embed comprehensive internationalisation throughout the University across the three pillars of Learning, Discovery and Engagement. This approach underpins and optimises the University’s contributions to international higher education, characterised by the ever-deepening globalisation of research and mobility of academics and students.
Learning profile
UQ continued to achieve a standard of excellence in graduate outcomes for 2012. The University achieved the highest five-star rating for student demand, positive graduate outcomes, staff qualifications, toughness to get in (St Lucia campus) and international enrolments in the Good Universities Guide 2013, released in 2012.

UQ achieved four-star ratings in the categories getting a full-time job, graduate starting salaries, student/staff ratios, gender balance, non-government earnings and toughness to get in (Ipswich campus).

In the Graduate Careers Australia (GCA) Australian Graduate Survey 2012, UQ achieved a full-time employment rate of 78.3 per cent for bachelor degree graduates, compared to a national full-time employment figure of 74.1 per cent. Only 7.7 per cent of UQ graduates were recorded as unemployed and seeking full-time employment, compared with a national rate of 8.6 per cent.

Discovery profile
UQ continued its reputation as one of Australia’s top research-intensive universities, attracting more than $338 million in total research funding for 2011, the most recent year for which figures are available. UQ was awarded the maximum five-star rating for research grants and research intensity in the Good Universities Guide 2013.

Global Strategy
As part of the Global Strategy, UQ continued to engage with partners in priority countries and regions that will have the greatest impact and best complement UQ’s strategic directions in Learning and Discovery.

The University cemented its USA Strategy with the opening of a UQ office in Washington DC. Developing the University’s profile in India and building relationships with key institutions was a key goal in 2012, as well as initiating a targeted strategy to engage with top institutions in Brazil. UQ maintained an ongoing focus on building its profile and relationships in China, Indonesia, Vietnam and Chile.

International enrolments from more than 130 countries made up 24 per cent of the student population in 2012. The University continued to promote outbound mobility, with 569 students commencing an international exchange in 2012.

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<tr>
<th>Projected 2012 Awards</th>
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<tr>
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<td>1552</td>
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<tr>
<td>Doctorate by coursework</td>
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<tr>
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</tr>
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<td>1981</td>
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<td>1971</td>
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<td>1951</td>
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<td>1941</td>
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<tr>
<td>1931</td>
</tr>
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<td>1921</td>
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<table>
<thead>
<tr>
<th>Total enrolments</th>
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<td>Full-time internal</td>
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<td>37,623</td>
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<tr>
<td>Part-time internal</td>
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<td>7464</td>
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<tr>
<td>External</td>
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<td>1776</td>
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<td>TOTAL</td>
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<td>46,863</td>
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<tr>
<td>Female</td>
<td>55.4%</td>
<td>55.3%</td>
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<tr>
<td>Male</td>
<td>44.6%</td>
<td>44.7%</td>
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Our students
International enrolments from more than 130 countries made up 24 per cent of the student population in 2012. The University continued to promote outbound mobility, with 569 students commencing an international exchange in 2012.
KEY STATISTICS

<table>
<thead>
<tr>
<th>Key statistics</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tr>
<td><strong>Number of students</strong></td>
<td>38,050</td>
<td>40,583</td>
<td>43,831</td>
<td>45,548</td>
<td>46,863</td>
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<tr>
<td><strong>Total</strong></td>
<td>38,050</td>
<td>40,583</td>
<td>43,831</td>
<td>45,548</td>
<td>46,863</td>
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<tr>
<td>% Female</td>
<td>55.0%</td>
<td>55.2%</td>
<td>55.6%</td>
<td>55.4%</td>
<td>55.3%</td>
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<td>15,125</td>
<td>16,209</td>
<td>16,253</td>
<td>16,373</td>
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<tr>
<td>% Female</td>
<td>55.9%</td>
<td>56.8%</td>
<td>57.7%</td>
<td>56.9%</td>
<td>56.9%</td>
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<td><strong>Student load (EFTSL)</strong></td>
<td>29,803</td>
<td>32,047</td>
<td>34,940</td>
<td>36,289</td>
<td>37,022</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>29,803</td>
<td>32,047</td>
<td>34,940</td>
<td>36,289</td>
<td>37,022</td>
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<td>Undergraduate and Non Award</td>
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<td>25,224</td>
<td>27,004</td>
<td>28,155</td>
<td>28,989</td>
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<td>4,961</td>
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<td>2,757</td>
<td>2,976</td>
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<td>3,096</td>
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<td><strong>Student load by funding type (EFTSL)</strong></td>
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<tr>
<td><strong>Total</strong></td>
<td>21,871</td>
<td>23,127</td>
<td>24,496</td>
<td>25,216</td>
<td>26,062</td>
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<td>Commonwealth Funded 1</td>
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<td>1,774</td>
<td>1,756</td>
<td>1,697</td>
<td>1,771</td>
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<td>7,147</td>
<td>8,688</td>
<td>9,376</td>
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<td>International Fee Paying</td>
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<td><strong>Award completions</strong></td>
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<td>9,005</td>
<td>9,922</td>
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<td>10,778</td>
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<td>Undergraduate</td>
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<td>6,298</td>
<td>6,620</td>
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<td>3,221</td>
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<td>6,126</td>
<td>6,300</td>
<td>6,548</td>
<td>6,751</td>
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<tr>
<td><strong>Total</strong></td>
<td>5,814</td>
<td>6,126</td>
<td>6,300</td>
<td>6,548</td>
<td>6,751</td>
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<td>Academic</td>
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<td>1,320</td>
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<td>1,096</td>
<td>1,095</td>
<td>1,227</td>
<td>1,320</td>
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<td>Teaching Focussed</td>
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<td>155</td>
<td>144</td>
<td>165</td>
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<td>Other</td>
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<td><strong>SUB-TOTAL</strong></td>
<td>2,407</td>
<td>2,615</td>
<td>2,623</td>
<td>2,743</td>
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<tr>
<td>Non-Academic</td>
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<tr>
<td>Research Only</td>
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<td>554</td>
<td>606</td>
<td>623</td>
<td>642</td>
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<tr>
<td>Other</td>
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<td>2,958</td>
<td>3,072</td>
<td>3,182</td>
<td>3,273</td>
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<tr>
<td><strong>SUB-TOTAL</strong></td>
<td>3,407</td>
<td>3,512</td>
<td>3,678</td>
<td>3,805</td>
<td>3,915</td>
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<td><strong>Operating revenue ($’000)</strong></td>
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<td>Commonwealth Government</td>
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<td>294,755</td>
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<td>338,537</td>
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<td>Other Commonwealth grants (including CDP)</td>
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<td>158,838</td>
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<td>154,615</td>
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<td><strong>SUB-TOTAL</strong></td>
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<td>548,512</td>
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<td>Consultancy and contract research</td>
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<td><strong>SUB-TOTAL</strong></td>
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<td><strong>ALL SOURCES TOTAL</strong></td>
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<td>1,637,404</td>
<td>1,582,689</td>
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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
SUMMARY OF
FINANCIAL
INFORMATION
The University recorded a consolidated surplus of $58.2 million (m) for 2012 which compares to a consolidated surplus of $192.8m for 2011.

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 deficit of $39.3m for 2012 and a deficit of $41.7m for 2011.

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 $33.1m;
- tied research, scholarship and other major project income (yet to be spent) $20.4m;
- fair value gain from equity investment in Translational Research Institute $24.8m; and
- unspent gains in the University’s managed investment portfolio $15.4m.

These items contribute to $97.5m of normalisation adjustments which bring the statutory financial result down from a reported surplus of $58.2m to a deficit of $39.3m.

University finances

Result for 2012

As per the audited financial statements, the consolidated surplus of $58.2m has been recorded for 2012, compared with a surplus of $192.8m in 2011.

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 moved from a deficit of $41.7m in 2011 to a deficit of $39.3m in 2012 – an improvement of $2.4m. This was due to an increase in income relative to expenditure.

Underlying income

The University’s underlying income increased by $76.6m. This can be attributed to:
- an increase in Commonwealth Grant Scheme (CGS) funding of $33.5m (or 14 per cent). While there has only been a 3 per cent increase in the number of Commonwealth-funded students in 2012, this significant increase in income is due to the removal of the enrolment cap by the Commonwealth Government. In 2011, the University had exceeded the enrolment cap and therefore was not receiving funding for some students. From 2012 onwards, funding will be received for all students;
- an increase in tuition fee income (full-fee paying domestic and international students) of $10.6m (or 4 per cent) due to a 1 per cent decrease in student numbers and a 5 per cent increase in the price and student mix;
- an increase in research income of $28.6m (or 10 per cent). As the normalised result does not recognise tied research revenue until it is expended, this increase is due to a related increase in research expenditure;
- a decrease in dividend revenue of $10.0m as the 2011 result included the receipt of a significant dividend and a refund of related franking credits in relation to an investment in a non-controlled commercialisation entity; and
- an increase in the remaining revenue categories of $13.9m (or 2.1 per cent).
Reconciliation of Operating Result (income statement in published financials) to Underlying Operating Result

<table>
<thead>
<tr>
<th></th>
<th>Consolidated 2012 $'000</th>
<th>Consolidated 2011 $'000</th>
<th>Variation $'000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net operating result as per University’s published financial statements ¹</td>
<td>58,179</td>
<td>192,776</td>
<td>(134,597)</td>
</tr>
<tr>
<td>Income tied to major capital projects ²</td>
<td>(33,083)</td>
<td>(127,774)</td>
<td>94,691</td>
</tr>
<tr>
<td>Movement in unspent scholarship and research income ¹</td>
<td>(22,141)</td>
<td>(26,871)</td>
<td>4,880</td>
</tr>
<tr>
<td>Movement in unspent major project income ⁴</td>
<td>2,707</td>
<td>(43,470)</td>
<td>46,177</td>
</tr>
<tr>
<td>Fair value gain on TR Investment ³</td>
<td>(16,332)</td>
<td>(56,878)</td>
<td>40,546</td>
</tr>
<tr>
<td>Fair value gains on receipt of Smart State loans ⁶</td>
<td>(8,461)</td>
<td>(1,960)</td>
<td>7,501</td>
</tr>
<tr>
<td>Interest expense on Smart State loans ⁶</td>
<td>1,622</td>
<td>1,498</td>
<td>124</td>
</tr>
<tr>
<td>Donations for managed investment portfolio ⁷</td>
<td>(5,382)</td>
<td>(5,196)</td>
<td>187</td>
</tr>
<tr>
<td>Unspent investment portfolio losses/gains ⁷</td>
<td>(15,445)</td>
<td>8,290</td>
<td>(23,735)</td>
</tr>
<tr>
<td>UNDERLYING OPERATING RESULT</td>
<td>(58,136)</td>
<td>(41,684)</td>
<td>(1,548)</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 mismatch can cause 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 In 2011 and 2012, the University received a total of $67.5m from the Commonwealth Government for two major projects – the Research Data Storage Infrastructure (RDSI) and the Centre For Advanced Imaging (CAI). A significant portion of this expenditure relating to these projects will be incurred in 2013 and 2014. Similar with tied research and scholarship income, the unspent project income of $67.5m 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 $16.3m in 2012 ($36.9m in 2011).

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. Whist 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 over the loan’s duration. The majority of this funding must be spent on capital projects as set out in the various loan agreements.

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. Such donations are not available for the general operating expenditure of the University nor is the unspent increase/decrease in the fair value of the portfolio.

### Income received tied to major capital projects

<table>
<thead>
<tr>
<th>Project</th>
<th>Consolidated 2012 $'000</th>
<th>Consolidated 2011 $'000</th>
<th>Variation $'000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Health Centre (Federal Government funding)</td>
<td>10,000</td>
<td>63,400</td>
<td>(53,400)</td>
</tr>
<tr>
<td>Advanced Engineering Building (Federal Government funding)</td>
<td>9,000</td>
<td>27,300</td>
<td>(18,300)</td>
</tr>
<tr>
<td>Centre for Advanced Imaging (Federal Government funding)</td>
<td>5,631</td>
<td>7,110</td>
<td>(1,479)</td>
</tr>
<tr>
<td>Queensland Geothermal Energy Centre of Excellence (State Government funding)</td>
<td>3,000</td>
<td>–</td>
<td>3,000</td>
</tr>
<tr>
<td>GP Super Clinics (Non-Government funding)</td>
<td>1,571</td>
<td>–</td>
<td>1,571</td>
</tr>
<tr>
<td>Advanced Engineering Building (external donations)</td>
<td>1,503</td>
<td>–</td>
<td>1,503</td>
</tr>
<tr>
<td>GP Super Clinics (Federal Government funding)</td>
<td>1,401</td>
<td>2,347</td>
<td>(946)</td>
</tr>
<tr>
<td>Queensland Bioscience Precinct (State Government funding)</td>
<td>386</td>
<td>1,896</td>
<td>(700)</td>
</tr>
<tr>
<td>UQ Solar Array (State Government funding)</td>
<td>50</td>
<td>1,050</td>
<td>(1,000)</td>
</tr>
<tr>
<td>Greenslopes Clinical School – refund of surplus funds (Federal Government funding)</td>
<td>(4,519)</td>
<td>–</td>
<td>(4,519)</td>
</tr>
<tr>
<td>Global Change Institute (external donations)</td>
<td>–</td>
<td>15,000</td>
<td>(15,000)</td>
</tr>
<tr>
<td>Gatton Dairy Research Facility (State Government funding)</td>
<td>–</td>
<td>3,500</td>
<td>(3,500)</td>
</tr>
<tr>
<td>Rural Clinical Schools (Federal Government funding)</td>
<td>–</td>
<td>1,307</td>
<td>(1,307)</td>
</tr>
<tr>
<td>School of Veterinary Science (Federal Government funding)</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Other tied funding</td>
<td>1,069</td>
<td>1,956</td>
<td>(887)</td>
</tr>
<tr>
<td>Interest tied to major capital projects</td>
<td>3,991</td>
<td>4,018</td>
<td>(27)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>33,083</td>
<td>127,774</td>
<td>(94,691)</td>
</tr>
</tbody>
</table>
Underlying expenditure
The University’s underlying expenditure increased by $74.2m. This can be attributed to:
- an increase in employee expenses of $59.8m (or 7 per cent). This was driven by a 4.2 per cent rise in full-time equivalent (FTE) staff numbers and a 3.6 per cent rise in wage rates within the University. Of this increase, $18.7m related to additional research income (as noted in the underlying income analysis);
- an increase in external contributions due to a one-off $10.0m payment to the Translational Research Institute Trust towards the construction costs of its new building;
- a decrease in repair and maintenance expenditure as the 2011 result included $16.8m in repairs associated with the January 2011 floods;
- an increase in repair and maintenance expenditure of $14.3m due to a rise in space rehabilitation through the University’s Asset Management Plan (AMP);
- a decrease in income tax expense of $6.6m as some of the University’s subsidiaries obtained tax exempt status during 2012 and received a retrospective refund of past income tax paid; and
- an increase in the remaining expenditure categories of $13.5m (or 2.0 per cent).

Capital expenditure
The University has continued to invest significantly in major infrastructure. During the year, the University received $33.1m in tied income to help fund these projects. This included Commonwealth Government funding of $10.0m for the Oral Health Centre, $9.0m for the Advanced Engineering Building and $5.6m for the Centre For Advanced Imaging.

The total amount capitalised on property, plant and equipment during 2012 was $237.1m (2011: $187.1m).

Investment Portfolio
The University has a total of $88.9m in a long-term investment portfolio that is managed by external specialist fund managers. The portfolio consists of trust and bequest funds that have been received in past years. 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 increased during 2012 by $15.3m (2011: decreased by $6.2m).

Externally funded chairs

<table>
<thead>
<tr>
<th>Contributor</th>
<th>2012 ($)</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defence, Science and Technology Organisation, Dept. of Defence</td>
<td>416,000</td>
<td>Chair in Hypersonics</td>
</tr>
<tr>
<td>BHP Mitsubishi Alliance</td>
<td>150,000</td>
<td>Chairs in Minerals Processing</td>
</tr>
<tr>
<td>Xtrata</td>
<td>150,000</td>
<td>Chair in Metallurgical Engineering</td>
</tr>
<tr>
<td>Qld Health</td>
<td>346,691</td>
<td>Chair of Adolescent and Child Psychiatry</td>
</tr>
<tr>
<td>Veolia Water Management</td>
<td>187,500</td>
<td>Chair in Water Recycling</td>
</tr>
<tr>
<td>Western Corridor Recycled Water Pty Ltd</td>
<td>150,000</td>
<td>Chair in Water Recycling</td>
</tr>
<tr>
<td>P&amp;H Mining Equipment</td>
<td>169,000</td>
<td>Chair Mechatronic Engineering</td>
</tr>
<tr>
<td>Professor Christopher Chen</td>
<td>1,500,000</td>
<td>Chair of Reproductive Medicine</td>
</tr>
<tr>
<td>Department of Transport and Main Roads</td>
<td>200,000</td>
<td>TMR Chair</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3,269,191</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.
ORGANISATION
Organisation

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.

Machinery of government changes
On Tuesday 3 April 2012, Education, Training and Employment Minister John-Paul Langbroek MP was sworn in to the Legislative Assembly of Queensland by the Queensland Governor, Her Excellency Penelope Wensley AC, with Saxon Rice MP appointed as the Assistant Minister for Technical and Further Education.
The University of Queensland Organisation
as at 31 December 2012
Controlled entities

In accordance with the University of Queensland Act 1998, 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 Statements.

During 2012, the University operated the following controlled entities:

**UQ Holdings Group**
- i.lab Incubator Pty Ltd
- JKTech Pty Ltd
- Serv Pty Ltd
- UniQuest Pty Ltd
- UQ College Limited
- 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
- Australia China BioEnergy Pty Ltd (registered in 2012)
- Bireme Pty Ltd (deregistered in 2012)
- CILR Pty Ltd
- Coridon Limited
- Dendright 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
- Ceramipore Pty Ltd
- Cloevis Pty Ltd
- Corpison Pty Ltd
- DuraCyc Power Pty Ltd
- Language Map Pty Ltd
- Lightanate Pty Ltd
- Metallotek Pty Ltd
- Millipede Forming Pty Ltd
- Neo-Rehab Pty Ltd
- Progel Pty Ltd
- Snoresound Pty Ltd
- TenasiTech Pty Ltd

**JKTech Group**
- Applied Resource Economics Pty Ltd
- SUSOP Pty Ltd
- JKTech South America SpA (registered in 2012)
- JK Africa Mining Solutions Pty Ltd (registered in 2012)

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

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

**Other controlled entities**
- PrimEd Pty Ltd (deregistered in 2012)
- Health Insitu Pty Ltd (deregistered in 2012)
- UQ Sport Limited
- Global Change Institute Pty Ltd
CORPORATE GOVERNANCE
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. Senate met six times during the period under review.

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 it most likely to promote UQ’s interests.

Senate may delegate its powers under the Act to:

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

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

Senate has specific responsibilities to:

- appoint the Vice-Chancellor as the Chief Executive Officer of the University and monitor the Vice-Chancellor’s performance;
- approve the University’s mission and strategic direction, and the annual budget and business plan;
- oversee and review management of the University and its performance;
- establish policy and procedural principles, consistent with legal requirements and community expectations;
- approve and monitor systems of control and accountability, including general overview of any controlled entities, as defined by the test of control in s50AA of the Corporations Act 2001;
- oversee and monitor the assessment and management of risk across the University, including commercial undertakings;
- oversee and monitor the University’s academic activities in the light of advice from the Vice-Chancellor and Academic Board; and
- approve significant commercial activities undertaken by the University.

Members of Senate have duties and responsibilities to:

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

Academic Board and Senate Committees

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 Committee;
- Occupational Health and Safety Council;
- Professoral 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, MRAACMA, FAIM, FAMA, MAICD
- Vice-Chancellor
  Professor Peter Høj, MSc, PhD, DUniv (honoris causa) Copenhagen, FTSE
- Professor Kaye Basford, AMusA, BSc(Hons) Qld, MLISt Qld, PhD Qld, FTSE, FAICD, FIS, FAIAST, AStat, CPAg
- Mrs Judith Bell, BA Qld, BEd Qld UT
- Dr Andrew Bonnell, BA (Hons) Sydney, PhD Sydney
- Mr Denis J Brosnan, BA(Hons) Qld, MLItSt Qld
- Mrs Margaret Brown, BA Qld, LLB(Hons) Qld, MAICD, MIPSANZ
- Mr Timothy B Crommelin, BCom Qld, AdvMgmtProg Hawaii, FSIA
- Professor Fred D’Agostino, BA(Hons) Amherst, MA Prin, PhD LSE
- The Honourable Justice Martin Daubney, BA Qld, LLB Qld
- The Honourable Dr David Hamill AM, BA(Hons) Qld, MA Oxford, PhD Qld, FAICD, FCILT
- Mr Philip Hennessy, BBusAcc Qld UT
- Ms Katherine Hirsclfeld, BEChem Qld, FTSE, FChemE, FIEAust, GAICD
- 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
- Mr John Humphreys, BEcon(Hons) Qld
- Mr Brodie Thompson
(A vacancy exists following the resignation of Mr John Bradley on 26 March 2012).

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) (changed to Chief Operating Officer in August 2012);
- Deputy Vice-Chancellor (Research);
- Deputy Vice-Chancellor (Academic);
- Deputy Vice-Chancellor (International);
- Deputy Vice-Chancellor (External Relations) (this position ceased to exist from September 2012);
- Pro-Vice-Chancellor;
- Pro-Vice-Chancellor (Research and International);
- Pro-Vice-Chancellor (UQ 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 Peter Høj
MSc, PhD, DUniv (honoris causa) Copenhagen, FTSE
CEO, responsible to Senate for the overall direction of strategic planning, finance and external affairs.
Commenced 8 October 2012.

Senior Deputy Vice-Chancellor
Professor Deborah Terry
BA (Hons) ANU, PhD ANU, FASSA, FAPS
Acting Vice-Chancellor from December 2011 to 7 October 2012.
Responsible for broad oversight of academic matters, including academic and workforce planning, overall strategic direction and general superintendence of the faculties, research institutes, overseeing capital asset planning and University planning generally, and management responsibility for the University Library.

Chief Operating Officer
Mr Maurie McNam, AO
BA (Hons) NSW, MBA Qld, MDefStuds Deakin, GDipTSM Swinburne UT, GDipManSt Defence, FAICD, FAIM, FADC
Co-ordinates management of the University’s finance, business, human resources, legal, management information, corporate operations, property and facilities, marketing and communication, occupational health and safety and information technology services functions. Advises the Senate on governance, is the University Secretary and the University’s Public Officer. Assists the Vice-Chancellor with strategic planning and the University’s research commercialisation and technology transfer activities.

Deputy Vice-Chancellor (Research)
Professor Max Lu
BE Northeastern, ME Northeastern, PhD Qld, FTSE, FChemE
Responsible for enhancing the University’s performance and reputation in research, research training and research collaboration with external stakeholders nationally and internationally.
Deputy Vice-Chancellor (Academic)
Professor Michael McManus
BPharm Curtin, PhD UWA, MPS, GAICD
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 (International)
Dr Anna Ciccarelli
BA Sydney, DipEd Sydney, GradDipTESOL Sydney, MEd Sydney, EdD Sydney
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. Also has management responsibility for the UQ Art Museum and the Equity Office.

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; and for links with overseas agencies and universities with potential to partner with UQ, especially in research.

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

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.

President of the Academic Board
Professor Kaye Basford
AMusA, BSc(Hons) Qld, MLitSt Qld, PhD Qld, FTSE, FAIChE, FIS, FAIAST, AStat, CPAgr
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.
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, following consultation, reviewed the Code of Conduct to align it with the amended ethics principles and values. The amended Code will be adopted by Senate in 2013. Employee education about the Code will then take place.

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 relevant 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.

Investigations Unit

The Investigations Unit is responsible for the management and conduct of investigations into violations of policies, activities directed against the University and/or its people, misuses of public money and public interest disclosures.

The Associate Director, Investigations reports administratively to the Chief Operating Officer but has direct access to the Vice-Chancellor, Chair – Senate Finance Committee, Chair – Senate Risk Committee and Chancellor as required.

Risk management and accountability

Risk Management

The University has a Senate Risk Committee, which assists Senate in discharging its corporate governance and oversight responsibilities for the management of risk.

The role of the Senate Risk Committee is to exercise oversight for potential risks to the University and ensure that management has strategies in place to ensure compliance and management of these risks. The committee receives assurance from senior management across the following activities:

- Risk Management;
- Internal Audit; and
- Investigations.

All members of the Senate Risk Committee are independent from management and appointed by Senate. The members during the financial year were as follows:

- 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 (as Chair of Finance Committee);
- Ms Katherine Hirschfield, BE(Chem) Qld, FTSE, FICChem, FIEAust, GAICD; and
- Mr John D Story, BA Qld, LLB Qld, FAICD (ex officio).

Senate Risk Committee members are not remunerated for their roles.

During the financial year, the University adopted a “three lines of defence” assurance model as part of its revised governance and risk framework. The three lines of defence are implemented as follows:

- The University Senior Management Committee through the Risk Management Subcommittee has the principal responsibility for management of risk and implementing an effective Enterprise Risk Management Framework (First Line of Defence);
- The Enterprise Risk Unit is responsible for facilitating the effective identification, assessment, management, reporting and monitoring of risk (Second Line of Defence); and
- Internal audit is responsible for providing oversight and review of the implementation of controls to identify, assess, manage, report and monitor risk (Third Line of Defence).

Internal Audit

Internal Audit assists Senate and Management in the effective execution of their responsibilities by providing independent analysis, advice and recommendations concerning the University’s operations. In accordance with the three lines of defence model, the scope of work of Internal Audit is to determine whether the framework is adequate to ensure:

- risks are appropriately identified and managed;
- interaction between the various governance groups occurs as needed;
- significant financial, managerial and operating information is accurate, reliable and timely;
- employees act in compliance with policies, standards, procedures, and applicable laws and regulations;
- resources are acquired economically, used efficiently and managed adequately; and
- quality and continuous improvement are fostered in the organisation’s control processes.

During the financial year, Internal Audit operated under a Charter approved by Senate Risk Committee, the terms of which are consistent with the Institute of Internal Auditors International Professional Practices Framework. The Internal Audit Plan is prepared on a risk basis, having due regard to risks identified through the University’s Enterprise Risk Management Framework.

Significant changes were made during the financial year with a restructure of the division that included internal audit activities in July 2012. A new Internal Audit Unit was created to strengthen the governance and operating performance of the function.

Internal audit activities undertaken during the financial year were in accordance with an approved Annual Internal Audit Plan, having due regard to the Queensland Treasury’s Audit Committee Guidelines. An administrative review of the Unit that undertakes internal audit activities was undertaken in 2011 and, as a result, improvements were made to ensure the Unit operates effectively, efficiently and economically.

Internal Audit is an advisory service having an independent status within UQ. Internal Audit has no direct responsibilities for or authority over any of the activities it audits. The Associate Director, Internal Audit has direct access to the Chief Operating Officer, Vice-Chancellor, Chair – Senate Risk Committee and Chair – Investigations Reference Group.

The Associate Director, Internal Audit has direct access to the Chief Operating Officer, Vice-Chancellor, Chair – Senate Risk Committee and Chair – Investigations Reference Group, as well as the Chancellor.

External scrutiny

In 2012, the Crime and Misconduct Commission (CMC) undertook an investigation into a student enrolment issue at the University. The CMC is preparing a report.

Government objectives for the community

The University contributes to the Queensland Government’s objectives for the community, specifically by supporting the growth of a four pillar economy.
STRATEGIC DIRECTION
Strategic directions to 2020

Throughout 2011, 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 2012-2016 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 been enhanced by a willingness to collaborate and to partner with the world’s best. 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 research higher degree (RHD) student population will drive our capacity for discovery. By 2020, our RHD and coursework student population will have grown significantly.
- 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 100 universities in the world.
- 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 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 agriculture 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 Ecosciences Precinct provide us with opportunities to expand our access to dedicated and shared infrastructure close to the St Lucia campus, as does the Long Pocket site.

- 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 effectively.

**Strategic Objectives 2012-2016**

The University’s strategic objectives over the five years 2012-2016 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. Our strategies are further underpinned by a commitment to the directions and initiatives described within the Equity and Diversity Plan and the UQ Aboriginal and Torres Strait Islander Strategic Plan.

**Learning**

A continued 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 background, will be imperative.

The UQ Learning Plan 2012–2016 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 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**

The UQ Discovery Plan 2012-2016 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 Higher Education World University Rankings and QS World University Rankings – UQ now ranks in the top 100 of world universities. Our longer term 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 (RHD) 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.
Researcher performance will be benchmarked to encourage increased grant success, high-quality publication output, collaboration, and more effective RHD supervision and completion.

UQ is widely recognised as possessing critical mass in internationally significant research areas. We will continue to build our global research leadership 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

The UQ Engagement Plan 2012-2016 focuses on enhancing the University’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 students, staff and the external communities with which we engage 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.

- 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. University priorities for learning and discovery will drive fundraising efforts.

To support UQ’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, UQ will work to raise substantial philanthropic funds to endow 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 lifecycle. We will foster a culture of giving back by introducing a Student Giving initiative program, as well as communicating the impact that philanthropy and alumni involvement have on student educational and career opportunities. Alumni engagement is critical for enhancing UQ’s reputation and for enabling philanthropy. We will build partnerships, with UQ providing alumni opportunities such as life-long learning, networking, career tracking and development and ongoing ways for graduates to continue their connection with UQ. 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.
REVIEW OF ACTIVITIES

LEARNING

Professor Paul Turnbull teaching eHistory with student Maddie Fielding
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.

<table>
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<th>Learning: Key indicators of performance</th>
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<tr>
<td>Student/Staff ratio ¹</td>
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<tr>
<td>UQ</td>
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<tr>
<td>Australia</td>
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<tr>
<td>Course experience: Overall satisfaction ²</td>
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<td>Student retention ³</td>
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<tr>
<td>Australia</td>
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<tr>
<td>Share of Queensland OP1 school leavers enrolling at university in Queensland</td>
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<tr>
<td>UQ</td>
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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 bachelor degree graduates responding positively (4 or 5) to the Overall Satisfaction scale, 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.

UQ Advantage

Opportunities and pathways

Activities in 2012 continued to focus on implementing the recommendations of the 2010 review of postgraduate coursework awards. These recommendations were 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.

New program offerings introduced in 2012 included:

- a concurrent Bachelor of Dental Science and Master of Philosophy (BDSc/MPhil), which will help to retain high-quality graduates, increase the number of research higher degree candidates and promote research productivity; and
- an integrated Bachelor of Engineering and Master of Engineering (BE/ME). This was developed following a 2010 review of engineering education by the Faculty of Engineering, Architecture and Information Technology and includes a semester placement, in industry or research, with masters-level coursework.

In addition, planning has commenced for the proposed implementation of the Doctor of Medicine (MD), in place of the current UQ Medical program (MBBS). The MD is being developed on the basis that entry will be allowed from any first degree, with clear pre-medical study recommendations. This, along with the enhancement of research and scholarship that will achieve the masters extended-level qualification requirements under the revised Australian Qualifications Framework (AQF), are key activities towards enhancing the breadth (by not limiting undergraduate entry programs into medicine) and depth (via strengthened research training and scholarship opportunities) of the University’s pathways, opportunities and postgraduate growth. It is expected that MD students will be required to conduct an element of research or scholarship activity that will expose a greater number of students to research training and provide a sound basis to enter other research higher degree programs.

This development aligns well with the University’s Learning and Discovery strategies by allowing an element of individualised choice for students and increasing the research foundations for all MD students and therefore the capacity for future research output.
Preparing students
The UQ Advantage Award was launched in 2012 to encourage undergraduate students to further enhance their skills beyond the classroom, improve their understanding of the world and develop key graduate competencies. Activities are grouped across three core categories (Global and Cultural Engagement, Research and Entrepreneurship, and Social Responsibility and Leadership) and include student exchange, volunteering and undergraduate research programs.

To complement the highly successful Summer Research Program, UQ launched a Winter Research Program in 2012. Both programs provide undergraduate students (from UQ and from other Australian and international universities) with an opportunity to work with a researcher in a formal research environment and discover what research is being undertaken at UQ in their field of interest. In its inaugural year, 45 students participated in the Winter Research Program.

Global and inclusive focus
Following the Australian Government’s Advancing Quality in Higher Education (AQHE) initiative in 2011, a working party of Teaching and Learning Committee (TLC) was established to investigate UQ activities and data in one of the key performance indicators: student mobility. The working party reported back to TLC in September 2012, setting out six recommendations to inform future activity.

The UQ Aboriginal and Torres Strait Islander Strategic Plan 2012-2015 was released in October 2012. Key learning priorities are to provide learning opportunities for Indigenous people and to enrich the UQ learning experience through inclusion of Indigenous knowledge and experience.

As further evidence of UQ’s commitment to improve higher education outcomes for Indigenous Australians, UQ nominated Indigenous students as the under-represented group in its Commonwealth Compact participation and social inclusion performance indicators (performance indicator 1B). In doing so, UQ has tied its Performance Reward Funding directly to its ability to make improvements in this area.

In August 2012, the Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE) confirmed that UQ had exceeded its agreed 2012 target (based on 2011 data) of increasing the proportion of domestic undergraduate students who are Indigenous.

2012 saw the commencement of the Widening Participation project, which aims to enable Queensland’s eight Widening Tertiary Participation partner universities, of which UQ is one, to undertake Indigenous-specific community engagement and capacity-building work to improve access, participation and success for Indigenous people in tertiary education.

Supported by competitive funding from DIISRTE’s Higher Education Participation and Partnership Program, the project provides UQ with opportunities to build further collaborations with Indigenous communities, schools, community agencies and families to facilitate pathways for Indigenous people into university study.
Support for all students
Following the 2011 review of the former Student and Administrative Services Division, the Division of Student Affairs was established in 2012 to focus on student support services for an increasingly diverse student body, and to oversee and manage the broad student experience and strategies to enhance student engagement.

The division is responsible for Student Services, including counselling, accommodation, careers and graduate employment, post-enrolment student equity and disability services, the Multi-Faith Centre and the Learning Hub; the Health Service; and the Office of Undergraduate Education. It also serves as the key contact for links with other student-oriented entities, such as the residential colleges at St Lucia campus, the Halls of Residence at Gatton campus, the UQ Union, UQ Sport, and UQ-based clubs and societies.

The University received $4.42 million in Higher Education Participation and Partnerships Program (HEPPP) funding in 2012. These funds continue to be directed towards initiatives and projects run by the Office of Prospective Students, Scholarships and Student Equity, Division of Student Affairs, Equity Office, and Aboriginal and Torres Strait Islander Unit in support of the University’s widening participation objectives. Some of these activities include Thrive@UQ, faculty educational designers, Young Achievers Program and Enhanced Studies Program.

The University also received $4.8 million of Facilitation Funding and $685,000 of Reward Funding in 2012 under the Performance Funding framework. Funds were allocated towards capital works, student lifecycle projects, and teaching and learning initiatives.

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| Destination of OP 1-3 students commencing university in Queensland, 2012 |
|-----------------------------------------------|---|---|---|---|---|---|
| ACU | Total 2 | Bond | Total 19 | GU | Total 20 | USQ | Total 29 |
| BOQ | Total 14 | JCU | Total 165 | QUT | Total 332 | QUT | Total 13 |
| Bond | Total 184 | ACU | Total 20 | USQ | Total 29 | 0 | 200 | 400 | 600 | 800 | 1000 | 1200 | 1400 |

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<th>Gender balance – students</th>
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<tr>
<td>Enrolments by program level</td>
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<tr>
<td>% Female</td>
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<tr>
<td>Doctorate by research</td>
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<td>Doctorate by coursework</td>
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<td>Masters by research</td>
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<td>Masters by coursework</td>
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<tr>
<td>Postgraduate/Graduate Diploma</td>
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<td>Diploma/Associate Diploma</td>
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<td>Enabling Course</td>
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<td>Non-Award Course</td>
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<th>Enrolments by faculty</th>
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<tr>
<td>2010</td>
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<tr>
<td>% Female</td>
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<td>Arts</td>
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<td>Business, Economics &amp; Law</td>
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<tr>
<td>Engineering, Architecture &amp; Info Tech</td>
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<td>Health Sciences</td>
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<tr>
<td>Nat Res, Agric &amp; Vet Sciences</td>
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<tr>
<td>Science</td>
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<tr>
<td>Social &amp; Behavioural Sciences</td>
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Teaching excellence

Recognition
In 2012, the Australian Government established the Office for Learning and Teaching (OLT) to promote and support change in higher education institutions for the enhancement of learning and teaching.

The OLT’s Australian Awards for University Teaching are designed to recognise quality teaching practice and outstanding contributions to student learning.

In 2012, UQ nominees won three Citations for Outstanding Contributions to Student Learning and one Award for Programs that Enhance Learning.

Professor David Wilkinson from UQ’s School of Medicine was one of only four recipients of an OLT National Senior Teaching Fellowship in 2012.

The annual UQ Excellence in Teaching and Learning Awards also acknowledge a dedicated and inspirational group of teachers and teaching programs at UQ.

OLT National Senior Teaching Fellowship

– Professor David Wilkinson, School of Medicine

From concept towards implementation: nationwide collaborative assessment of Australian medical students

OLT Award for Programs that Enhance Learning

– Skills for Communicating and Relating in Pharmacy Training

Project team: Miss Jacqueline Bond, Ms Leigh McKeage, Associate Professor Kathryn Steadman, Dr Lynne Emmerton, School of Pharmacy; Ms Mary Cole, Ms Michele Feinberg, Ms Margaret Cannell, Ms Alessandra Rossi, Institute of Continuing and TESOL Education; Dr Wendy Green, Ms Terrilyn Sweep, Teaching and Educational Development Institute

OLT Citations for Outstanding Contributions to Student Learning

– Professor Michael Drinkwater, School of Mathematics and Physics

– Dr Helen Keates, School of Veterinary Science

– Dr Annette Tsang, School of Dentistry

UQ Awards for Teaching Excellence

– Dr Carlie Driscoll, School of Health and Rehabilitation Sciences

– Mr Michael Jennings, School of Mathematics and Physics

– Dr Sebastian Kaempf, School of Political Science and International Studies

– Dr Gwendolyn Lawrie, School of Chemistry and Molecular Biosciences
Learning

Dr John Kirkwood, winner of a UQ Citation for Outstanding Contributions to Student Learning

Jacqueline Bond (second from left) and team, winners of the OLT Award for Programs that Enhance Learning

Associate Professor Shazia Sadiq, School of Information Technology and Electrical Engineering

UQ Commendations for Teaching Excellence

– Dr Craig Engstrom and Dr Peter Hay, School of Human Movement Studies
– Dr April Wright, UQ Business School
– Dr Rowland Cobbold, School of Veterinary Science

UQ Awards for Programs that Enhance Learning

– Leisure, Living and Learning Program (LINKS-MH)
  Project team: Dr Pamela Meredith, School of Health and Rehabilitation Sciences; Ms Sue Holley, Queensland Health; clinical educators, Queensland Health, Belmont Private Hospital, Mater Misericordiae Hospital, and ACT for Kids
– Academic Integrity – referencing and avoiding plagiarism online tutorial
  Project team: Dr Ann Peterson, Associate Professor David Neil, Dr Clive Warren and Dr Lynda Petherick, School of Geography, Planning and Environmental Management; Ms Deidre Seeto, Mr Dominic McGrath, Ms Shannon Johnston and Ms Elizabeth Hall, Teaching and Educational Development Institute; Ms Sandra Williams, Academic Services Division; Mr Trevor Daniels, Osiris Software

UQ Commendations for Programs that Enhance Learning

– Bachelor of Biomedical Sciences
  Project team: Associate Professor Peter Thorn, Dr Ethan Scott and Dr Julie Macaranas, School of Biomedical Sciences; Ms Kelly Matthews, Teaching and Educational Development Institute; Dr Andrea Bugarcic, Institute for Molecular Bioscience
– Bachelor of Pharmacy Honours
  Project team: Dr Peter Cabot, Associate Professor Kathryn Steadman and Professor Gregory Monteith, School of Pharmacy

UQ Citations for Outstanding Contributions to Student Learning

– Associate Professor Frank Alpert, UQ Business School
– Associate Professor Tom Balduck, School of Civil Engineering
– The French Program Teaching Team, School of Languages and Comparative Cultural Studies (Team: Associate Professor Greg Hainge, Dr Béatrice Atherton; Dr Juliana de Nooy; Dr Barbara Hanna; Dr Amy Hubbell and Dr Joseph Hardwick)
– Dr John Kirkwood, School of Geography, Planning and Environmental Management
– Dr Anton Rayner, School of Mathematics and Physics
– Dr Richard Robinson, School of Tourism
Vice-Chancellor’s Awards for Internationalisation
The Vice-Chancellor’s Awards for Internationalisation recognise leadership and achievements 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 2012 are:

Internationalisation of the Curriculum Award
- The Japan Studio program, School of Architecture

Academic Staff Awards
- Mrs Kayoko Uchiyama, School of Languages and Comparative Cultural Studies
- Dr Amelia Brown, School of History, Philosophy, Religion and Classics

Student Award
- Mr Wayne Wei Yi Chan, UQ Business School

International Partner Award
- Mr Augustine Ullatil, Community Aid Alliance, Bangalore, India

International Partner Commendation
- International House

Support for Scholarship of Teaching and Learning
UQ Teaching Fellows
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 2013 are:
- Associate Professor Frank Alpert, UQ Business School
  Modernising the lecture-project course: enhancing student learning and engagement via innovative uses of video and audience response systems
- Dr Judith Seaboyer, School of English, Media Studies and Art History
  Rewarding reading: the role of technology-enhanced assessment in student engagement and reading in the humanities

OLT grants
UQ nominees received five OLT grants in 2012:

OLT innovation & development grants
- Professor Margaret Thistlethwaite, School of Medicine
  Work-based assessment of teamwork: an interprofessional approach
- Dr Gwendolyn Lawrie, School of Chemistry and Molecular Biosciences
  Enhancing the secondary-tertiary transition in chemistry through formative assessment and self-regulated learning environments
- Professor David Wilkinson, School of Medicine
  Australian medical assessment collaboration: from proof of concept to proof of sustainability

OLT leadership grant
- Dr Susan Rowland, School of Chemistry and Molecular Biosciences
  Developing and resourcing academics to help students conduct and communicate undergraduate research on a large scale

OLT seed grant
- Dr Gai Harrison, School of Social Work and Human Services
  Fair go in the field: inclusive field education for international students in the social sciences

Learning environment
Student retention
A working group of Teaching and Learning Committee was established in early 2012 to oversee a comprehensive review of the University’s Student Charter. The working group comprised student representatives, academic staff and professional staff in key student-facing units. Following approval of the revised Student Charter, the next stage will be implementing and communicating the revised charter to inform and extend understanding and awareness across the University community.

In late August 2012, the University received a number of student complaints and enquiries from government departments and media outlets in relation to actions surrounding elections for UQ Union. In response to allegations of misconduct, the Deputy Vice-Chancellor (Academic) met with the student representatives, including the President, Secretary and Treasurer, as well as UQ Union’s General Manager. The University appointed an independent Auditor to review UQ Union’s records and determine whether the allegations were substantiated.

UQ Union is a separate constitutional
entity to the University and operates independently of the University.

In 2011, UQ entered into an Enforceable Undertaking (EU) under the Workplace Health & Safety Queensland Act 1995. In order to meet its obligations under the EU, UQ is required to develop a specific occupational health and safety (OH&S) undergraduate module for Gatton Vocational Education Centre and other undergraduate student programs agreed to be “at risk” professions. The module was developed and trialled successfully this year and will be progressively rolled out.

The primary purpose of the online OH&S module is for students to understand the OH&S responsibilities they will have in their professional practice. As part of UQ’s obligations under the EU, the module will be made available to other tertiary education organisations.

eLearning update

The University's eLearning Blueprint was developed by the UQ eLearning Strategy Committee and provides a framework for academics to deal with and respond to changes in technology that is consistent with good teaching practices and high-impact student learning activities.

The eLearning Blueprint follows a number of developments aimed at supporting UQ’s commitment to good educational design. These include the establishment of the Centre for Educational Innovation and Technology and the Centre for Innovation in Professional Learning, employment of faculty-based educational designers, and the mandated use of the Blackboard learning management system for all undergraduate courses. The increased usage of Blackboard and smart devices to access learning materials reflects greater student engagement in online and flexible learning options.

UQ has moved to implement improved systems for class and exam timetabling. Following successful implementation of the Databee exam timetabling system in 2011, focus has shifted to the implementation of Syllabus Plus Enterprise for class timetabling from Semester 1 2013. This system will optimise the use of UQ’s teaching spaces and foster an open and shared space utilisation process for timetabling and room booking.

A new desktop lecture recording capability was made available for all course coordinators in 2012, allowing them to create and edit lectures via their desktop/laptop and load them onto Blackboard. The Echo360 Personal Capture application (PCAP) complements and extends existing lecture-theatre recording capability from 30 per cent to 100 per cent of lectures.

In February 2012, around Orientation Week, the University’s primary electronic learning management system, Blackboard, was unavailable for approximately 45 hours. The prolonged outage of Blackboard and other affected UQ systems was due to power outages to Prentice Data Centre 3. Information Technology Services has subsequently undertaken a number of activities to strengthen UQ’s IT environment. In addition, an independent risk assessment audit was undertaken by Assurance and Risk Management Services (ARMS) to determine whether the hardware that runs Blackboard is robust and whether levels of resourcing, maintenance and back-up support are adequate. ARMS’s audit report was tabled at eLearning Strategy Committee and its recommendations are being implemented.

Assessment and feedback

A report on Phase 1 of the pilot Group of Eight (Go8) Quality Verification System (QVS) found that the pilot had been a positive exercise. As part of Phase 1, external reviewers appraised a percentage of final-year papers in history, accounting and chemistry, with one reviewer per discipline. In 2012, the University participated in Phase 2 of the pilot and papers in physics, psychology, economics and philosophy were reviewed.

A working party of Assessment Sub-Committee has been reviewing University policy and procedures relating to assessment. Revised policy and procedure documents were circulated in 2012 for feedback and have been approved to take effect from 1 January 2013.

During Semester 2 2012, the University undertook a trial of an online tool (the ReMarksPDF eGrading tool) to improve practices and address shortfalls in existing assessment procedures. UQ’s faculty educational designers are conducting the trial and will report back to eLearning Strategy Committee.

Expected benefits include streamlined and coordinated support for academics, timely feedback for students and improved administrative practices. The move to more online assessment should also reduce the environmental impact of existing paper-based assignments.

Quality assurance

From January 2012, the Tertiary Education Quality and Standards Agency (TEQSA) has been responsible for registering and evaluating the performance of higher education providers against the Higher Education Standards Framework. The framework consists of:

- Quality Standards;
- Teaching and Learning Standards;
- Research Standards; and
- Information Standards.

The Provider Standards and the Qualification Standards make up the Higher Education Threshold Standards. The Qualification Standards reflect the Australian Qualifications Framework (AQF) for regulated qualifications. The AQF, first introduced in 1995, is the national policy for regulated qualifications and incorporates qualifications from each education and training sector into a single comprehensive national qualifications framework.

The revised AQF was announced in mid-2011 and progressive implementation commenced from January 2012, in line with the commencement of TEQSA’s regulatory functions.

To ensure UQ complies with the requirements of the revised AQF and meets the timeline for implementation, an AQF Working Party was established in November 2011, reporting to the Committee for Academic Programs Policy. The working party’s main objectives are to ensure that all new UQ programs introduced from the end of January 2012 comply with the revised AQF; and that all UQ programs comply with the revised AQF from 1 January 2015.

In June 2012, AusAID conducted an audit of the administration of Australia’s development scholarships at UQ. The focus of the audit was the quality, accountability, efficiency and effectiveness of functions and processes used to administer the Australian aid program at UQ, and to ensure compliance of the relevant contracts between UQ and AusAID.

The audit report concluded that overall, UQ demonstrated a high level of proficiency and compliance with the contract terms and the AusAID Scholarship Handbook requirements. One moderate and four minor areas for improvement were identified. The recommendations of the report have been accepted and implemented to improve UQ’s practices in the management of AusAID-funded scholarships. AusAID noted that in a number of areas, UQ went above and beyond the requirements of the contract. AusAID will be sharing these areas a line with other client institutions.

Between May and June 2012, UQ was audited to determine its compliance with the Education Services for Overseas Students (ESOS) Act and ESOS National Code. The audit was conducted by external consultants and included a review of the University’s online material, a site visit and inspections, interviews with staff and presentation of the audit report.

The University moved quickly to update the relevant policies and improve the ESOS staff training program.
Students from Far Eastern Federal University, Russia, participated in a Content & Language Integrated Learning (CLIL) program in 2012, delivered by ICTE-UQ.

Internationalisation

Internationalisation of the curriculum at UQ

UQ’s comprehensive internationalisation strategy promotes a University-wide approach to the development and integration of international, intercultural and global perspectives in institutional policies, programs and initiatives. The internationalisation of the curriculum (IoC) is an important component of UQ’s internationalisation strategy.

During 2012, UQ completed significant work on developing an IoC framework. This framework aims to support academic staff in internationalising the curriculum at the discipline and program level to provide all students with a broad, internationally relevant education characterised by opportunity and choice, intercultural competencies, global orientation and educating leaders.

A number of projects were progressed to achieve the University’s IoC goals, including:

– revising the UQ English Language Policy and Provision to support quality standards and the academic success of all students;
– expanding the data capture and reporting of all outbound student mobility to include short-term for-credit and not-for-credit study tours, service learning and volunteering in students’ Australian Higher Education Graduation Statements (AHEGS), and also expanding the UQ Advantage Award in support of educating leaders;
– trialling an “IoC in action” evaluation tool at the discipline and program level in nursing, journalism and education as part of a national Office for Learning and Teaching (OLT) project;
– expanding the criteria for the 2012 Vice-Chancellor’s Awards for Internationalisation to include a focus on IoC achievements; and
– highlighting a comprehensive internationalisation framework at Teaching and Learning Week with a plenary session and workshop by Professor John Hudzik of Michigan State University.

Institute of Continuing and TESOL Education (ICTE-UQ)

ICTE-UQ delivered training and related services to more than 6600 participants from more than 70 countries in 2012.

Key activities included:

– English language pathway and support programs for UQ students from a non-English speaking background, including nine customised programs developed in partnership with four UQ schools;
– Content & Language Integrated Learning (CLIL) programs to assist more than 80 university staff in Indonesia, Thailand, Russia and Vietnam to deliver lecture and tutorial content in English;
– research skills capacity development training for 15 Indonesian university faculty staff in collaboration with UQ academics, post-doctoral fellows and PhD candidates;
– English language and research skills training for 14 high-performing undergraduate engineering students from Chile in collaboration with UQ’s Faculty of Engineering, Architecture and Information Technology, Business and Graduate Schools, and UniQuest;
– customised English for Specific Purposes programs for more than 675 students and professionals from the African Union, China, Hong Kong, Indonesia, Japan, Macau, Oman, South Korea and Thailand, with collaborative content input from UQ faculties, schools, institutes and central divisions;
– Professional Year Program (PYP) internship, employment pathway and professional development training for more than 45 Australian university international student accounting graduates; and
– four Certificate IV Training & Assessment programs for 40 Brisbane-based health training professionals.

Through offshore operations and secondments, ICTE-UQ delivered in-country English language, English teacher training and professional development programs for more than 250 program participants in Chile, Indonesia, Macau, Thailand and South Africa and continued to manage UQ’s interests in its collaborative English Language Institutes in Danang (Vietnam) and Antofagasta (Chile).

ICTE-UQ was ranked above Australian industry standard in all student learning satisfaction measures in the iGraduate external benchmarking and quality assurance survey of almost 8000 English language college students in Australia.

The Institute’s Director, Ms Christine Bundesen AM, was appointed a Member of the Order of Australia for service to and leadership in the field of international tertiary education.
Dr Victor Galea from the School of Agriculture and Food Sciences is developing Australia’s first “home-grown” commercial bioherbicide.
The University of Queensland is a truly global research powerhouse. UQ is a leading source of expertise in local, national and international communities in many strategically important areas of research. UQ is also a pacesetter in research translated into commercial uses across a broad spectrum of disciplines, ranging from bioscience and nanotechnology, engineering, social science and humanities.

<table>
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<th>Discovery: Key indicators of performance</th>
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<td><strong>Commonwealth Block Grants</strong></td>
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<td>Research Infrastructure Block Grant (RIBG) (£ million)</td>
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<td>Research Training Scheme Grant (RTS) (£ million)</td>
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<td>Joint Research Engagement Scheme (JRE) (£ million)</td>
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<td>Domestic students (EFTSL)</td>
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<td>International students (EFTSL)</td>
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<tr>
<td>Total research student load (EFTSL)</td>
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<td>UQ’s share of national RHD load (percentage)</td>
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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

Excellence in Research for Australia

The second Excellence in Research for Australia (ERA) assessment, conducted in 2012, rated UQ as being well above world standard in more specialised fields of research than any other Australian university. This reflects UQ’s leading global role in many areas of discovery. UQ’s outstanding critical mass offers researchers significant interdisciplinary capability.

The 2012 ERA assessment rated 100 per cent of UQ research – evaluated across 22 broad categories and 96 specialised categories – at world standard or above. 35 specialised fields of research at UQ received the highest possible score of five.

UQ was the only university to achieve the maximum rating of five in education, statistics, numerical and computational mathematics, environmental engineering, environmental biotechnology, industrial biotechnology and specialist studies in education.

Run by the Australian Research Council (ARC), ERA is a comprehensive and rigorous assessment of research in Australian universities using a combination of indicators and expert review. The 2012 ERA round evaluated research undertaken between 2005 and 2010.

ATN-Go8 Excellence in Innovation for Australia

In 2012, the Australian Technology Network (ATN) and four of the Group of Eight (Go8) universities, along with the University of Newcastle, Charles Darwin University and the University of Tasmania, undertook a research impact assessment trial: the Excellence in Innovation for Australia (EIA) trial.

UQ’s commitment to research excellence and effective translation of research outcomes provided the motivation for UQ to participate in the trial, which aimed to identify and demonstrate the contribution that high-quality research has made to the economic, social, cultural and environmental benefit of society.
The twelve universities that participated in the trial submitted 162 case studies, which were assessed by panels comprising industry, government and academic experts. The final report, released in December 2012, found that six research projects at UQ had delivered outstanding economic, social and environmental benefits of international reach and significance.

The Gardasil vaccine, co-developed by UQ’s Professor Ian Frazer, was assessed as being one of the most important developments to emerge from Australian research in recent years. The vaccine protects against Human Papilloma Virus and cervical cancer and has an estimated potential to save 250,000 lives annually.

International recognition

International university rankings highlight the excellence of the University’s research performance. The University confirmed its place in the top 100 for the second year in a row in the prestigious 2012 Academic Rankings of World Universities. UQ was ranked one of the top three universities in Australia, with a world ranking of 90.

UQ also ranked highly in other international rankings in 2012, including 46 in the QS World University Rankings, 65 in the Times Higher Education World University Rankings, and 72 in the Performance Ranking of Scientific Papers for World Universities. The University was also awarded a prestigious QS Five Stars Plus ranking, which was awarded to only 73 universities globally.

In 2012, Professor Mark Kendall from the Australian Institute for Bioengineering and Nanotechnology (AIBN) was one of only five international recipients of a prestigious Rolex Laureate for his work on the development of the Nanopatch, a needle-free vaccine delivery device.

Research funding

UQ received $338.7 million in total research funding income in 2011, the most recent year for which figures are available. Research income has continued to grow in the past five years, with the 2011 result 5.7 per cent higher than the $320.5 million reported in 2010 – a strong growth in a difficult economic climate.

Since 2007, the University has increased its research income by nearly 39 per cent, 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 2012.

- **Discovery Projects**: the University received $29.79 million in new funding, ranking second nationally. The total number of new projects awarded was 92 (first nationally), with a success rate of 29.68 per cent (compared to the national average of 21.95 per cent).

- **Linkage Projects**: the University received new ARC funding of $12.6 million in the two rounds announced to commence in 2012, ranking first in the country. In addition, UQ will receive partner contributions totalling $24.5 million over the life of these projects. A total of 40 new projects were awarded (ranked second nationally), with a success rate of 48.7 per cent (compared to the national average of 36.3 per cent).

- **Linkage Infrastructure, Equipment and Facilities**: the University received ARC funding of $1.99 million, ranking fourth nationally. Six proposals were approved for 2012 (equal third nationally), with a success rate of 42.9 per cent (compared to the national average of 45.3 per cent). UQ researchers were also involved in another 18 proposals led by other institutions.

- **Future Fellowships**: UQ was awarded 19 Future Fellowships, with a total value of $14.7 million dollars (second nationally).

- **Australian Laureate Fellowships**: UQ attracted two of the 17 awarded Australian Laureate Fellowships commencing in 2012 (equal fourth nationally). These prestigious fellowships support excellence in research by attracting world-class researchers and research leaders to key positions in Australia.

- **Discovery Early Career Research Awards (DECRA)**: UQ received 34 Awards through the DECRA scheme, with a total value of $12.75 million (second nationally).

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 fourth nationally with a total of $38 million awarded to support 68 new projects.

- **Equipment Grant**: UQ received $549,934 in 2012 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.

- **Program Grants**: Professor Rob Parton was awarded a Program Grant of $7 million over five years.

- **Centres of Research Excellence**: UQ was awarded one Centre of Research Excellence valued at $2.4 million.

- **Development Grants**: UQ received two Development Grants to commence in 2012. These grants provide funding for early proof-of-principle or pre-seed-stage research.

- **Early Career Fellowships**: UQ received ten new Early Career Fellowships to commence in 2012. These fellowships...
allow developing health and medical researchers of outstanding ability to undertake post-doctoral training. Of the ten fellowships awarded, four are based in Australia and six are based overseas, the latter of which enables fellows to spend two years at an overseas institution prior to returning to UQ for the final two years.

- Career Development Fellowships: UQ received eight new Career Development Fellowships to enable outstanding early to mid-career researchers to develop their capacity for independent research.

- Practitioner Fellowships: Two Practitioner Fellowships were awarded to commence in 2012. 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: Seven Research Fellowships were awarded to commence in 2012. 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, research supported by the NHMRC and led by Professor Brandon Wainwright from the Institute of Molecular Bioscience was recognised as one of the NHMRC’s ten best research projects in 2012.

Other research funding
The University continued to perform strongly in attracting funding from a variety of sources. In addition to the $166.5 million funded from Australian Competitive Grants (Category 1), the University received $74.8 million in Other public sector funding (Category 2), $87.4 million in Industry and other funding (Category 3) and $10 million in Cooperative Research Centre funding (Category 4).

Research Block Grants
UQ received $163.6 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 funding comprised:
- Joint Research Engagement ($30.4 million);
- Research Infrastructure Block Grant ($24.9 million);
- Sustainable Research Excellence ($17.8 million);
- Research Training Scheme ($57.7 million);
- Joint Research Engagement Engineering Cadetships ($125,000);
- Australian Postgraduate Awards ($20.9 million); and
- International Postgraduate Research Scholarships ($1.8 million).

UQ research support schemes
The University continued to invest heavily in research through a number of internal research funding schemes. A review of the internal schemes was undertaken in 2012 to ensure the schemes are optimised to provide the most value to our research community. Implementation of changes resulting from this review will occur in 2013. 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 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 Grants and NHMRC Partnerships for Better Health Grants.
- UQ Collaboration and Industry Engagement Fund supports the development of highly competitive ARC Linkage Projects, NHMRC Development Grants or NHMRC Partnerships for Better Health Grants by funding pilot research that will facilitate the establishment of new or emerging linkages with partner organisations.
- UQ Travel Awards for International Collaborative Research provide funds to enable distinguished overseas researchers to travel to UQ 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.

- **UQ New Staff Research Start-up Fund** provides resources for new staff to assist them to initiate an effective research strategy at UQ.

- **UQ Research Fellowships in the Humanities and Social Sciences** support the University in building 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.

- **UQ Vice-Chancellor’s Senior Research Fellowships** offer 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.

- **LWA–UQ Bilateral Research Collaboration Award** fosters collaborative research projects between UQ and The University of Western Australia and supports joint workshops and information exchange that will assist in developing joint proposals for external research funding.

- **UQ–Purdue University Early Career Mobility Scheme**, established in response to a bilateral agreement, fosters collaborative research projects between UQ and Purdue University, with an emphasis on building collaborations for early career researchers. Four projects were awarded in the inaugural round, commencing in 2012.

- **UQ Trans-Pacific Fellowships** support high-quality strategic research exchanges of UQ staff and students to the University of Washington to foster the development of long-term collaborations and the pooling of expertise and resources to derive better research results.

- **UQ Major Equipment and Infrastructure Grants** support the acquisition of major research infrastructure and equipment items, particularly where access to similar equipment is limited and where there is demonstrable collaborative gain through the use of the equipment.

Other performance measures

The University continued to improve its publication performance, increasing its Higher Education Research Data Collection weighted publications points by 3.5 per cent to total weighted points of 3900.35 in 2011 (the most recent year for which data is available).

The Australian Bureau of Statistics Higher Education Research and Development Survey conducted in 2011 (on 2010 data) showed the University spent $644.6 million on R&D – a two per cent 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. A communication program has disseminated understanding of these policies to schools, faculties and institutes.

A research leader from IMB, Professor Peter Koopman, has been appointed to the 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 advises the University research community on best practice; oversees the development of new policies, procedures and guidelines; and assists in initial investigations of any allegations that may be forward.

In accordance with the Australian Code of the Responsible Conduct of Research, a number of Research Integrity Advisors have been 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. These 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 2012 include:

**Nationally**

**Cooperative Research Centres**

The University is a participant on four of the six Cooperative Research Centres (CRC) awarded in the 14th CRC Selection Round that commenced operations on 1 July 2012.

- **CRC for Water Sensitive Cities** will deliver the socio-technical urban water management solutions, education and training programs, and industry engagement required to make Australian towns and cities water sensitive.

- **Plant Biosecurity CRC** will develop and deploy knowledge and tools to provide the scientific support essential for safeguarding Australia from the economic, environmental and social consequences of damaging plant pest incursions.

- **Invasive Animals CRC** will transform pest animal control and reduce their impacts.

- **CRC for Polymers** will establish Australian manufacturing as a leading provider and exporter of products that...
meet emerging global needs in three areas: health therapies, water and food security and low-cost solar energy.

The University is a core or supporting participant on an additional 19 CRCs awarded in previous rounds.

Collaborative Research Networks

Collaborative Research Networks (CRNs) are an Australian Government initiative designed to encourage smaller/less research-intensive and regional universities to develop their research capacity by teaming up with other institutions in areas of common interest. In 2012, the University partnered with Bond University on the CRN for Advancing Sports Science. Other partners in this CRN are The University of Sydney and the Australian Institute of Sport. The University is also a partner on three previously awarded CRNs led by Central Queensland University, Edith Cowan University and Southern Cross University.

Internationally

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

In 2012, the University strengthened collaboration agreements with many of its international partners including Emory University (US), Philippino Consortium of Institutions (Philippines), Yonsei University (Korea), The National Copper Corporation of Chile (CODELCO) and Khon Kaen University (Thailand).

Other highlights in 2012 included:

- The Dow Chemical Company (Dow) and UQ unveiled a strategic partnership that will see the establishment of the Dow Centre for Sustainable Engineering Innovation. Funded through a Dow contribution worth $10 million over the next six years, the centre will pursue research and collaboration to confront the big sustainability challenges of the 21st century.

- In early 2012, the US Navy’s Director for Operational Energy, Chris Tindal, met with biofuels researchers and industry leaders at the Australian Institute for Bioengineering and Nanotechnology (AIBN) to discuss UQ’s world-leading biofuels research. The Royal Australian Navy’s Environment Manager, Commander Steve Cole, accompanied Mr Tindal on his visit.

- The Forum for European-Australian Science and Technology (FEAST) cooperation held a workshop at UQ in 2012. The session focused on European research opportunities and presented information on current trends in international collaborations, the future of European research and innovation programs, early career training opportunities and thematic collaboration opportunities.

- The second Queensland Brain Institute-Munich Center for Neurosciences Symposium was held in October in Munich, Germany. The symposium brought together leading international researchers in sensory, cognitive, cellular and molecular neuroscience to share their recent findings.

- In December 2012, the Vice-Chancellor signed an agreement between UQ, Emory University (US) and the Queensland Institute of Medical Research (QIMR) to establish the Queensland Emory Development (QED) Alliance. Emory University has an outstanding track record in technology transfer, and the QED Alliance represents an exciting opportunity for the three institutions to collaborate on drug and vaccine development in infectious disease and oncology.

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 2012 included:

- a public lecture presented in conjunction with BrisScience;

- an engagement dinner with industry, government and alumni; and
Fostering excellence

Professional development

Professional development and skills training for early and mid-career researchers has been subject to ongoing review to ensure a coherent, articulated set of programs. The range of new and revised offerings from UQ Research & Innovation, UniQuest, the Library and the Group of Eight (Go8) Future Research Leaders Program is coordinated from the Office of the Pro-Vice-Chancellor (Research & International). UQ has been a leading participant in a program of focused, early career researcher 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 2012 were worth $703,000. Recipients were:

- Dr Brock Bastian, School of Psychology. His project will explore the potential benefits of physical pain and specifically whether the experience of pain may promote social connectedness with others ($72,000).
- Dr Oliver Baumann, Queensland Brain Institute. His project plans to investigate cerebellar contributions to emotion regulation by using a combination of non-invasive brain-stimulation and neuroimaging techniques to provide new insights into this brain structure ($70,000).
- Dr Tamara Davis, School of Mathematics and Physics. Her project will take existing theories about dark matter and dark energy and make observational predictions of different phenomena to distinguish between those theories and so explain the acceleration of the universe ($85,000).
- Dr Daniel Franks, Social Responsibility in Mining. His research will critically reflect on the efficacy, drivers, instruments and dynamics of change in the resources sector by drawing on insights from change-makers both inside and outside the industry ($81,000).
- Dr Richard Fuller, School of Biological Sciences. His project will develop theory and establish practical rules for determining how much of each of the world’s biomes should be protected to enable the long-term survival of wild plant and animal species and improve the planet’s resilience to environment changes ($85,000).
- Dr Kerry-Ann O’Grady, Queensland Children’s Medical Research Institute. Her research will study a group of urban indigenous children with respiratory illnesses and examine the causes, risk factors, socio-economic impacts and health outcomes, to improve care and reduce the burden of disease ($77,000).
- Dr Ryan Taft, Institute for Molecular Bioscience. His research will use the latest high-throughput genome sequencing technologies to reveal the genetic cause underpinning three kinds of rare paediatric brain disorders called leukodystrophies ($85,000).
- Dr Da-Wei Wang, Australian Institute for Bioengineering and Nanotechnology. Through the design of polymer nanocomposite solid electrolytes, his project plans to develop highly reliable, high-energy lithium batteries that can be used to power electric or hybrid vehicles ($78,000).
- Dr Graeme Were, School of English, Media Studies and Art History. His project will focus on Melanesia’s social and political economy and employ ethnographic methodologies and survey techniques to analyse how people access, use and apply digital images and their role in identity building ($70,000).

Excellence in Research Higher Degree Supervision

The UQ Awards for Excellence in Research Higher Degree Supervision acknowledge...
outstanding levels of performance in supervision, mentoring and training of RHD candidates. In 2012, excellence awards were presented to:

- Professor Stephen Adkins, School of Agriculture and Food Sciences. A previous recipient of this award in 2001, Professor Adkins has an undiminished commitment to develop outstanding research students. His supervision is tailored to meet students’ individual needs. Taking into account each student’s previous training, experience and cultural differences, he removes barriers that may otherwise hinder their pathway to success.

- Professor Richard Morgan, School of Mechanical and Mining Engineering. Referring to his students as research colleagues, Professor Morgan encourages development through international exchange while engendering a strong spirit of cooperation. His challenge is to provide a balance between mentoring while still encouraging independent thought. His students are in high demand by employers both in Australia and internationally.

- Professor Jenny Ziviani, School of Health and Rehabilitation Sciences. A believer in the importance of helping students develop a belief in their self-competence as independent researchers and leaders, Professor Ziviani works with students to ensure they have realistic goals, build a national and international research network, and are exposed to incremental learning experiences tailored to their needs.

In addition, the contributions of Professor Bill Vicenzino, School of Health and Rehabilitation Sciences, and Dr Barbara Sullivan, School of Political Science and International Studies, were recognised with Commendations.

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, the school provides centralised operational management for research higher degree (RHD) admissions, scholarships, candidature administration and thesis examinations. The Graduate School coordinates the Australia-first Career Advantage PhD Program, as well as an annual program of skills training; supports RHD student mobility; and provides opportunities for RHD students to develop their career prospects.

Recruitment and commencements
RHD candidate commencements continued to increase in 2012. Domestic RHD commencements rose by 1.3 per cent to 544 candidates, while international RHD commencements rose 21.5 per cent to 458 candidates despite a highly competitive recruitment environment. Outstanding areas of growth were in business and neuroscience.

Student mobility
In 2012, joint PhD agreements were established with institutions in Germany, France, China, United Kingdom and Denmark. Research exchange agreements were established with Peking University, China and the Technische Universität München (TUM), Germany.

In 2012, 97 Graduate School International Travel Awards were awarded.

Skills development
In 2012, the UQ Graduate School delivered the first of the core three-day workshops in the UQ Career Advantage PhD Program. The program was developed in response to recommendations in the Commonwealth Government’s Research Workforce Strategy.
Specifically, the program delivers translatable skills training to complement UQ’s research training programs through one of three packages: Higher Education Practice and Leadership; Research Innovation, Translation and Commercialisation; and Global Collaborations.

In 2012, 121 sessions were delivered as part of the UQ Graduate School’s Skills Training Program with 20.6 per cent of RHD candidates attending. The program encompasses the Three-Minute Thesis competition, which challenges RHD students to communicate their research to a non-specialist audience.

Examination outcomes
In 2012, UQ graduated a record number of RHD candidates and awarded its 10,000th PhD.

Research infrastructure
Major research infrastructure
During 2012, the University continued to implement the recommendations of the review of major research infrastructure undertaken in 2010–2011. This included ongoing development of governance and financial mechanisms to ensure UQ’s major research infrastructure is optimised to serve UQ’s research community.

The University has a number of core research infrastructure facilities, including:

- **UQ Biological Resources**: provide modern, best practice laboratory animal service and facilities to support UQ’s major investment in biomedical and bio-molecular research;
- **Centre for Advanced Imaging**: provides access to state-of-the-art research imaging instruments;
- **Marine Research Stations**: provide 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 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.

The University continued to invest strategic funding in research infrastructure, including $8.4 million committed through the UQ Major Equipment and Infrastructure (UQMEI) scheme to 40 projects across the University to ensure its research infrastructure remains at the cutting edge.

Commercialising IP

UniQuest
As UQ’s main research commercialisation company, UniQuest continued to augment the University’s reputation for translational research leadership and global impact. In January 2012, UniQuest’s portfolio was expanded to provide commercialisation services for the Institute for Molecular Bioscience (IMB) and take on operational responsibility for ilab, a business incubator funded by the Queensland Government.

ilab’s new premises at Long Pocket were officially opened in April 2012 by the...
A new method of identifying genes involved in single gene diseases was reported in the American Journal of Human Genetics. Using this approach, genetic mutations causing a rare form of juvenile arthritis and renal failure, multicentric carpotarsal osteolysis, were identified, pointing to a likely therapeutic approach for the disease.

Researchers at UQ are a step closer to understanding and combating the degenerative brain disease ataxia-telangiectasia. People with ataxia-telangiectasia develop cancer and brain degeneration because a gene that recognises and repairs DNA damage is defective. A research group has reprogrammed, for the first time, skin cells from people with the disease so they can study the effectiveness of potential treatments.

A study that views the acclaimed revisionist Western Deadwood as an outstanding work of television art has been published in the BFI Film Classics series. Taking television seriously as an art form, a UQ researcher has written an in-depth production and reception history of the show, which ran on HBO from 2004 to 2006.

Two papers published in Nature Climate Change revealed that only strong action will save some of the world’s most revered coral reefs. Modelling studies concluded that increasing global temperatures to two degrees above pre-industrial global temperatures will be too hot for two thirds of the world’s corals and hence coral reefs. Consequently, new, unconventional and proactive tactics for marine conservation have been urged.

A UQ researcher who focuses on the psychological workings of the moral mind has written about the attitudes of carnivores towards the animals they eat, social expectations about sadness, and the dehumanising effects of social ostracism and video-gaming. Recent work has been the subject of discussion in The Economist and Scientific American.

A UQ researcher along with an international team of breast cancer researchers led by Professor Michael Stratton from the Sanger Institute, UK, discovered nine new genes that drive the development of breast cancer, taking the tally of all genes associated with breast cancer development to 40. Published recently in Nature journal, the study is part of an international initiative to sequence the genomes of a variety of cancers. The study examined all the genes in the genomes of 100 cases of breast cancer.

UQ researchers have discovered an important step, published in Nature Cell Biology, in how proteins glue cells together to form healthy tissues, a process that is often disturbed in diseases such as cancer and inflammation.

Australia has one of the lowest percentages of female CEOs in the Western world. Surprising data uncovered by UQ researchers shows that what happens to men and women from birth to the time they were appointed in senior roles will influence whether they will make it to the top.

Researchers have found that melanin, the pigment that colours skin, eyes and hair, may have the potential to be used in the next cohort of electronic devices, such as medical sensors and tissue stimulation treatment. In a study published in PNAS, UQ researchers together with a team of international scientists described the electrical properties of melanin, offering insight into the ways this pigment could be used in future electronic devices.

UQ engineers have developed a new concept of hybrid cooling for geothermal power applications in which solar collectors are added to traditional natural draft dry cooling towers to increase their performance. Using solar energy in this new cooling system will increase the suction through the tower so that more air flow is achieved through the compact heat exchangers that cool condensers of a geothermal power plant.

Accurate wiring of the brain is critical in establishing normal brain function and regeneration after injury. Scientists at UQ have provided the first mathematical model of how neurons use signalling cues in their environment to find correct targets. This model provides the basis to develop new ways to treat disorders such as autism, Parkinson’s disease and Tourette’s syndrome where the wiring has gone awry.

The first road-side Random Breath Test (RBT) was conducted in Victoria in 1976, yet there are still no guidelines on how many RBTs should be undertaken. In each state, the ratio of RBTs to licensed drivers varies from 1:3 to 1.5:1. UQ research shows that with every 50 per cent increase in the ratio, the number of alcohol-related crashes halves. There is no stopping point. More RBTs equals fewer alcohol-related accidents.

During the year, 130 of the advanced sorghum germplasm lines developed by a joint pre-breeding program between UQ, the Queensland Alliance for Agriculture and Food Innovation (QAAFI) and the Department of Agriculture, Fisheries and Forestry Queensland (DAFFQ) have been licenced to the commercial sorghum seed industry. The new lines incorporate material from a gene pool diversification program. Nearly 100 per cent of sorghum hybrids currently grown in Australia contain germplasm from this pre-breeding program.
then Minister for Science, Information Technology, Innovation and the Arts.

ilab also launched four new programs – Germinate, Accelerate, Incubate and Exit/Growth – to help founders of tech-driven start-up companies boost their business acumen and extend their industry networks.

In 2012, UniQuest’s Technology Commercialisation division executed a number of major licensing deals, including:

- a research collaboration between the Australian Institute for Bioengineering and Nanotechnology (AIBN) and Biosceptre International Limited to develop a bioprocess for producing cancer treatment antibodies;
- a $4.3 million alliance between UQ’s Centre for Advanced Imaging and Axiom Molecular Pty Ltd to produce Positron Emission Tomography radiopharmaceuticals for diagnosing cancer and brain disorders;
- making BRAVE Online, an innovative approach to treating childhood and adolescent anxiety disorders, available to families in the UK, US and Europe via global online healthcare company CCBT Limited;
- an opportunity for LanguageMAP’s online English language test to be developed as a mobile device app with student recruitment organisation International Education Services; and
- launching the Latch-On literacy program for young adults with an intellectual disability in Europe by licensing it to Down Syndrome Ireland.

Several UniQuest start-ups also achieved significant milestones:

- Solar energy innovator Brisbane Materials closed its $5 million “Series A” funding round with $2.5 million from the first investment of Australia’s new Southern Cross Renewable Energy Fund.
- Spinifex Pharmaceuticals reported positive results from Phase 2 clinical trials of its lead product, EMA401, for postherpetic neuralgia.
- Vaxxas Pty Ltd signed a new 12-month $3.5 million research agreement to continue developing the nanopatch vaccine delivery technology, primarily at the AIBN. The company and its investors also attracted the prestigious “Best Venture Capital Investment” prize in the Vaccine Industry Excellence (ViE) Awards at the World Vaccine Congress.
- TenasiTech Pty Ltd pursued co-development programs targeting high-value applications for its novel polymer technology, with $1.4 million in grants and equity capital from the Queensland Government and Uniseed.
- Q-Sera Pty Ltd raised $900,000 from Australia’s Medical Research Commercialisation Fund and Uniseed to develop technology for producing high-quality serum in a clinical setting, based on the blood clotting properties of snake venom.
- Bilexys Pty Ltd won the Pre-Revenue Track award in the US$200,000 Imagine H20 2011 Prize for its innovative wastewater treatment technology.
- ASX-listed company, ImpediMed Limited (ASX:IPD) was honoured with a “Life Changing Technology” award for having made “the biggest difference on an individual while addressing the greatest medical need” from international life sciences organisation BIOCOM.

UniQuest’s Technology Commercialisation division supported a collaboration between the IMB and Johnson & Johnson’s Corporate Office of Science and Technology to develop a pain therapy from spider venom.

The division also helped two agricultural innovations attract substantial funding from Commercialisation Australia: a $451,775 Early Stage Commercialisation grant for BioHerbicides Australia Pty Ltd to prepare Australia’s first “home-grown” bioherbicide for registration; and a $50,000 Skills and Knowledge grant for Nexgen, a cutting edge anti-viral technology for plants, to be promoted to Australian and US venture capital firms as well as global seed biotech companies.

UniQuest’s Consulting & Research division facilitated a number of high-level commercial contracts in 2012. These enabled UQ knowledge and expertise to
contribute to federal government initiatives such as the Department of Health & Ageing’s $620 million “Connecting Health Services with the Future: Modernising Medicare by Providing Rebates for Online Consultations” initiative; a National Climate Change Adaptation project; and the Department of Sustainability, Environment, Water, Population and Communities’ new science-based framework to ensure the management of coal seam gas and large coal mining developments is based on robust science. International contracts included an R&D project with VG Energy, a subsidiary of US biotech company Viral Genetics, Inc., for the IMB to collaborate on an innovative biofuel production system.

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, bridging the gap between university research and traditional capital markets.

To date, Uniseed has invested $30 million into 40 start-up companies arising from its partner universities. Of these investments, 26 have originated from UQ. Since its inception in 2000, Uniseed has secured external commitments of $236 million to companies originating at UQ. Much of the total investment has flowed back to UQ through targeted research contracts from the start-up companies.

Uniseed has eight active investments that originated from UQ. These are biotechnology companies developing human therapeutics: QRxPharma, Verva Pharmaceuticals and Spinifex Pharmaceuticals.

Other Uniseed-backed companies developing a range of technologies are: Hydrexia (hydrogen storage), Pepfactants (switchable surfactants), TenasiTech (high-performing industrial polymers), ProGel (encapsulation of active ingredients) and QSera (improved serum collection tube).

Apart from financial returns, Uniseed investee companies have provided additional benefits to University stakeholders, including the support of more than 450 patents.

JKTech
2012 was another year of revenue growth for JKTech, a world-renowned provider of products and services in the areas of ore characterisation and process improvement within the entire life-of-mine cycle. This facilitated expansion both geographically and in capability delivery, which now includes mine cost estimating, geometallurgical services and risk management services, as well as consulting in sustainability principles and social responsibility.

JKTech’s revised strategic plan takes these new capabilities to the world stage through in-region expertise, delivering global customers with expertise across the life-of-mine cycle.

JKTech benefited UQ in 2012 through financial returns (e.g., royalties for IP licence fees) and direct funding for research capital equipment and projects, and by enhancing UQ’s reputation within the mining and resources industries.

Other highlights in 2012 included:
– opening an office in Santiago, Chile, to effectively service growth in the expanding South American resources sector. JKTech also opened a state-of-the-art training centre in Johannesburg, South Africa, to deliver its capabilities throughout Africa and coordinate the rollout of G-MIRM (Global Minerals Industry Risk Management) in cooperation with local university partners;
– the continued role of JKTech’s SMI Knowledge Transfer business unit in delivering important research outcomes to industry in the form of training courses, workshops and master classes. JKTech’s G-MIRM training is a required risk management competency for mine managers in Queensland;
– further enhancement of the mineral industry renowned software, JKSimMet;
– implementation of the MetSkill® Program, an innovative training program designed to fast-track professional development for graduate plant metallurgists; and
– the appointment of Dr Catherine Pattenden as JKTech’s Manager – Social Responsibility to expand capabilities in the area of social licence to operate.
REVIEW OF ACTIVITIES

ENGAGEMENT

The Hon. Kim Beazley, AC, Australian Ambassador to the United States with Professor Alan Lopez and Professor Chris Murray from the University of Washington and Professor Deborah Terry, Senior Deputy Vice-Chancellor at a Global Leadership Series event in the US in June 2012.
ENGAGEMENT

Engagement with alumni, industry and the broader community is a priority for the University. UQ has consolidated its reputation as a leading global university, in part through forging stronger connections globally with individuals and with philanthropic, government and industry partners.

Partnering and fostering relationships

In 2012, UQ celebrated a number of milestones within its engagement strategy and continued to focus on building its reputation as a top 100 university.

New partnerships with industry, alumni and the broader community, such as those established with The Dow Chemical Company and Rio Tinto, are helping to build capacity at UQ through the establishment of research collaborations, academic programs, endowed chairs and industry-funded scholarship schemes.

A growing number of alumni and community members continued to enjoy professional development and networking opportunities through various UQ events in 2012, including forums, Research Week and the University’s award-winning Global Leadership Series.

The University’s engagement strategy plays a mutually beneficial role in creating a positive Learning and Discovery environment for students, alumni, community and global society and will remain a major focus in 2013.

Alumni and community

In 2012, UQ renewed its focus on building alumni programs and fostering relationships of mutual benefit. Activities supporting these objectives included:

- providing life-long learning, professional development and networking opportunities;
- providing campus discounts for cultural and sporting venues;
- supporting milestone year reunions;
- reestablishing connections with lost alumni;

Alumni and affiliated alumni* by location

- Queensland 54%
- Unknown 29%
- Rest of Australia 8%
- Overseas 10%

Overseas alumni and affiliated alumni* (Top 10 countries)

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<tr>
<th>Country</th>
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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.

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*Alumni and affiliated alumni include graduates, Honorary Degree recipients, incoming exchange and Study Abroad students.
– celebrating alumni and community achievements; and
– increasing student and alumni engagement opportunities.

Prioritising alumni and community engagement resulted in increased attendance at University events and forums. The Global Leadership Series (GLS), launched in 2011, continued to attract strong participation throughout 2012. Held in conjunction with various faculties, the GLS is designed to provide a forum for academic and business leaders to share insight into global issues with alumni and community members.

In 2012, the University hosted 15 forums in Australia and overseas, including events in Brisbane, Melbourne, Singapore, Jakarta, Washington DC and New Delhi. The GLS won the prestigious 2012 Educate Plus (formerly ADAPe) Practitioners’ Award for Alumni Campaign, which recognises excellence in a series of alumni activities or engagement programs.

Distinguished alumni were honoured for their service to their professions and communities at the annual Courting the Greats Alumni Awards in October. The event was hosted by Vice-Chancellor Professor Peter Høj and recognised UQ’s Alumnus of the Year Dr Jean Calder AC, International Alumnus of the Year Professor Kin-Man Ho, Young Alumnus of the Year Professor Mark Kendall, and Graduates of the Year Hilary Chevenix Martin and Mitchell Watt.

In 2012, more than 2500 alumni and community members volunteered their time to support UQ’s 45 global alumni groups, helping to organise events, reunions and lectures and serving on a number of University-wide advisory boards. Alumni volunteers continued to play a valuable role in helping UQ engage with alumni and reinforce the University’s goals and global ties.

Philanthropy

In 2012, the University exceeded its fundraising targets, raising $35,321,922 in support from alumni, community and industry partners.

Highlights included:

– The Dow Chemical Company’s gift of US$10 million over the next six years will establish the Dow Centre for Sustainable Engineering Innovation. The Centre will focus on advancing technology, supporting emerging markets and driving research in energy, water and sustainability.

– Rio Tinto’s $2.5 million education partnership is funding teaching, learning and graduate employability in the science and engineering fields. UQ was one of three global higher education collaborators chosen by Rio Tinto to develop future leaders.

Ms Patti Miller, author of The mind of a thief; Professor Peter Spearritt, Chair, University of Queensland Press Board; and Professor Deborah Terry, Senior Deputy Vice-Chancellor, at a UQ literary forum

Professor Kin-Man Ho, 2012 International Alumnus of the Year, and family
The University's annual giving program continued to contribute to UQ's collective philanthropic outcomes. In 2012, $780,061 was raised to support students, scholarship endowment and research priorities across every faculty and institute. In addition, the University's staff giving program continued to strengthen with Professor Ian Frazer's ongoing commitment to match contributions up to $100,000.

Many alumni and friends have contributed to the University's 101 years of achievements by way of gifts through bequests. In 2012, the University received bequests totalling $3,890,535 to support a wide range of endeavours including research in the Queensland Centre for Gynaecological Cancer, the School of Veterinary Science, and Classics and Ancient History.

Fostering quality partnerships in America

Enhancing its relationship with industry, alumni, community and institutional partners globally continued to be a priority for the University in 2012.

UQ's office in Washington DC, operational since June 2011, was officially launched in June 2012. The US office is a resource for the University's 7000 alumni in North America, as well as volunteers, visiting academics, exchange students and institutional partners. The office is also a base to advance the University's international agenda.

UQ's partnership with the American Australian Association was a major highlight in 2012 that saw the launch of a fellowship program to promote advanced research training in medicine, in line with UQ's development in reproductive medicine, in line with UQ's development in maternal and child health.

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A highlight of the week's activities was the announcement of the 2012 Vice-Chancellor's Diversity Award, awarded to Dr Rob Pensalfini for his Shakespeare Prison Project; and the 2012 Vice-Chancellor's Diversity Award for Alumni, awarded to Dr Jean Calder AC and, posthumously, Dr Timothy Purcell.

Global engagement

During 2012, a number of significant milestones were achieved to further strengthen and deepen the University's global engagement and partnerships with priority countries and regions. These activities and achievements have progressed engagement at a country level, mindful of both the University's strategic direction and unique local priorities.

Highlights of UQ's global engagement in 2012 included:

- UQ Executive Delegations led missions to Saudi Arabia, Latin America, Indonesia and the US in 2012. These missions profiled UQ's research strengths, identified opportunities for research collaboration, strengthened relationships with key partners and
supported initiatives identified by the faculties and institutes and the wider UQ community.


- UQ signed an agreement with the world’s largest copper producer, the National Copper Corporation of Chile (CODELCO). UQ is the first university to have an agreement with CODELCO.

- The second annual UQ-Eijkman Institute of Molecular Biology Seminar was presented. During his address, the Director of Eijkman highlighted the successful careers of many of the graduates from the UQ-Eijkman Post Graduate Diploma of Molecular Biology, one of UQ’s early joint programs in Indonesia.

- The UQ Global Symposium was held for UQ staff and important stakeholders. Involving both internal and external speakers from government and industry, the symposium provided a forum for UQ staff to deepen their understanding of the current international environment, key issues related to the international student experience and important regulatory developments.

- UQ’s Partner Engagement Framework (PEF) was launched at the UQ Global Symposium. Evaluating UQ’s relationship and level of engagement with more than 200 global partners in identified priority regions and countries, the PEF allows UQ to identify areas of strength by country and partner and also the potential for future engagement.

- The theme of the sixth annual UQ-Latin American colloquium was Engagement in Science, Innovation, Technology and Human Capital. The colloquium brought together members of the private, government, diplomatic and university sectors in a forum to discuss and exchange ideas on topics of particular interest in building Latin American-Australia relations. The Latin American Film Festival and Student Forum were also successful engagement events that formed part of the colloquium program.

- UQ continued to strengthen its relationship with AusAID through the international long-term scholarship program, which attracted more than 500 enrolments in UQ degree programs during 2012. UQ International managed approximately $17.6 million in funding for AusAID scholarship expenses during the year.

- UniQuest’s International Development division continued to work closely with staff from across the University on the design and delivery of short course awards under the Australian Government’s aid program. By the end of 2012, more than 500 leaders from Africa, Papua New Guinea, Indonesia, Pakistan, Iraq and the Pacific had experienced UQ through these programs, providing significant leverage and positioning possibilities for both UQ and UniQuest’s engagement objectives.

Institute of Continuing & TESOL Education (ICTE-UQ)

ICTE-UQ continued to play an integral role in the University’s global strategy, internationalisation and community engagement.

In 2012, ICTE-UQ delivered training and related services to more than 6600 participants from more than 70 countries, and strengthened its government, institutional and corporate linkages through more than 100 active partnerships in 23 countries.

ICTE-UQ also placed more than 2600 program participants in its homestay accommodation network of more than 500 local families, which is supported by a program of cultural, sporting and social activities.
Confucius Institute
The UQ Confucius Institute seeks to build and deepen links and collaborative opportunities with China in the field of science, engineering and technology (SET).
During 2012, the Confucius Institute hosted and organised a number of events including:
- a series of Chinese cooking classes at UQ’s St Lucia campus in partnership with the Australia Chinese General Chamber of Commerce;
- a language exchange program in collaboration with the Australia-China Youth Association;
- a free public lecture series on Chinese culture to mark the 40th anniversary of the establishment of the Australia-China diplomatic relations; and
- outward mobility programs in Chinese studies and SET.

The Confucius Institute also established Confucius Classrooms in collaboration with Chinese partners to support Chinese language and cultural training for primary and high-school students throughout Queensland.

The Institute of Modern Languages
In 2012, the Institute of Modern Languages (IML) had more than 3000 enrolments in 107 courses to learn 27 languages. This included approximately 80 enrolments in the personalised language learning service for individuals, small groups and organisations.

IML provides translating and interpreting services to the Queensland community.
During 2012, the institute conducted more than 1050 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 2012, the heritage-listed riverside building continued to be a high-demand venue for University, corporate and private events, with many UQ alumni taking advantage of the alumni discount available in the restaurant. Eight School of Music concerts were held in The Long Room, with free guided tours of the building on concert days. Participation in Brisbane’s Open House attracted 835 visitors to the building on the day.

In 2012, Customs House was the winner of the Wedding Caterer South-East Queensland award.

Music
The May 2012 performance by the UQ Symphony Orchestra took place in the Queensland Performing Arts Centre (QPAC) Concert Hall and included works by Brahms, Debussy and Elgar. UQ Music Cello Performance Fellow Patrick Murphy joined the orchestra for Elgar’s Cello Concerto.

The October 2012 QPAC concert, featuring Fauré’s Requiem and Tchaikovsky’s Romeo and Juliet, was performed by the combined forces of the UQ Symphony Orchestra conducted by Warwick Potter, the UQ Chorale directed by Graeme Morton AM and the UQ Wind Symphony conducted by Patrick Pickett CSM. University partners QPAC, 4MBS Classic FM, Alumni Friends of the University of Queensland and Ray White Clayfield assisted in the production of both QPAC concerts.

In addition to the QPAC concerts, UQ Music maintained a regular Sunday lunchtime concert series at Customs House and a Thursday lunchtime concert series in the Nickson Room at St Lucia. The concerts at St Lucia were attended by 3000 patrons over the year and included Popular Mechanics by Brisbane composer Chris Perren and performed by Nonsemble, and a solo performance by guitarist Anthony Garcia.

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

The institute continued its work on major economic, social and environmental issues confronting South-East Queensland, particularly in managing population growth. It produced the first tranche of a two-year futures research project, Queensland Foresight, with a syndicate of Queensland’s leading businesses, localising the impacts identified in CSIRO’s ground-breaking global megatrends report.

Commissioned by Rio Tinto, The Brisbane Institute also produced a major research project investigating models for more effective partnerships between corporate,
philanthropic and government investors operating in Indigenous communities, specifically in the areas of education, employment and leadership development.

**UQ Art Museum**

The UQ Art Museum program opened in 2012 with an exhibition of artworks recently acquired for the Art Collection. The UQ Art Collection Online was launched at a donor-tribute event, and selected artworks acquired between 2009 and 2011 featured in the UQ Art Museum publication *NEWv2*. Two international exhibitions held in 2012 focused on Chinese artists. One featured contemporary Chinese photography and was curated within the museum, while the second, produced in collaboration with Griffith University Art Gallery, showcased the work of Tibetan artist Gonkar Gyatso. The museum initiated two significant exhibitions during the year. *ANIMAL/HUMAN* comprised contemporary art and focused on cross-disciplinary approaches to and often contentious aspects of the animal-human relationship. *Return to Sender* researched 11 artists who departed Queensland during the Joh Bjelke-Petersen era, with key works sourced from public and private collections.

Aboriginal painting featured in the Art Gallery of South Australia travelling exhibition, *Desert Country*. Two solo exhibitions developed by independent curators for the museum provided fresh insight into the work of expatriate Australian photographer Polly Borland and sculptor Linde Ivimey. In addition, the exhibitions *Fashioning Self* and *Ten Years of Things* brought a curatorial focus to collection-based exhibitions and were initiated to provide opportunities for academic collaboration and student engagement.

The Art Museum engaged a diverse range of audiences through public programming during 2012, including curriculum-linked seminars and tutorials, internal and external partnerships, and UQ events for targeted groups such as the Young Scholars Program. Highlights included:

- record attendance for the annual Daphne Mayo Lecture by Professor Deborah Howard, The University of Cambridge;
- a series of collaborative seminars for the *ANIMAL/HUMAN* exhibition, including a UQ Veterinary Students Association seminar on “One Health”;
- a seminar on Intercultural Curatorship and Community Engagement during the *Desert Country* exhibition (accredited professional development for high-school teachers); and
- surveys evaluating the impact of public programs and UQ staff and student engagement with the Art Museum.

In 2012, the University acquired 131 new works of art for its collection – 82 by purchase and 49 by gift. The total value of all acquisitions was $1,119,542.
School to university transition

The Office of Prospective Students, Scholarships and Student Equity managed an active program of engagement with high schools throughout Queensland and Northern New South Wales in 2012. This incorporated careers markets, school visits and presentations, campus tours, in-school workshops and seminars, parent information evenings and school leadership forums which were held in Brisbane, Toowoomba, Rockhampton, the Gold Coast and Sunshine Coast. State schools in and around Ipswich and the Lockyer Valley were a particular focus for outreach activities.

Secondary school students participated in a wide range of enrichment activities and university experiences. Open Days provided an opportunity for prospective students and their families to learn more about study programs, pathways, future careers, UQ support services and scholarship options, and tour university facilities. The annual “Careers that shape the world” event attracted record numbers in 2012, with around 1000 senior school students participating in a wide range of career-oriented workshops across all fields of education.

220 high-achieving students from 100 schools across Queensland participated in the UQ Young Scholars Program, an academic enrichment experience run over five days. This unique residential camp, supervised by UQ student mentors, aims to nurture and develop future leaders. In 2012, around 70 per cent of the previous year’s Young Scholars accepted a place at UQ. The Future Experiences in Agriculture, Science and Technology (FEAST) camp held at Gatton campus was also fully subscribed with 150 enrolments. This program exposes students to a range of exciting and rewarding science careers in the agriculture, animal and food sectors.

Enrolments for UQ’s Enhanced Studies Program, which provides an opportunity for Year 12 students to complete a university course, increased in 2012 due to the introduction of a new summer-intensive course. This course is designed to enhance the critical thinking and writing skills of students attending schools situated in and around the Ipswich campus. All students successfully completed the course and feedback from participants and school leaders was very positive. A St Lucia campus offering of this course is planned for January 2013, with Year 11 students from disadvantaged state schools in Brisbane invited to participate.

Outreach

The UQ Young Achievers Program, which aims to raise the tertiary aspirations of secondary school students who have experienced educational disadvantage, continued to strengthen in 2012. A qualitative research study designed to measure community impact found that “the program is beginning to change the culture within the schools ... tertiary education is being viewed as more attainable and a place in the program is becoming an aspirational goal for younger students.”

The first cohort of UQ Young Achievers graduated from the program at the end of 2011. 95 per cent of these students applied for a place at university, with 85 per cent receiving a tertiary offer and 75 per cent accepting a place at UQ. Students who accepted a place at UQ received a scholarship valued at $8000 per year for up to four years. 89 Year 11 students from 37 schools have been selected to commence their Young Achiever journey in 2013, joining 100 Year 12 students who will complete the program at the end of 2013.

Student, parent and school feedback confirms that the active involvement of passionate and knowledgeable UQ student mentors continues to be a vital component of the program. In 2013, 10 graduates of the program will return as mentors for new UQ Young Achievers.

The University Experience Program (UEP), designed to familiarise Year 8-10 school students with the university environment, was broadened to include the delivery of in-school workshops and presentations. These activities are focused on building the self-esteem and confidence of participating students. Goal-setting, time and stress management, as well as modules from the Rock and Water program, are adding value to partner schools.

A tutoring program supported by UQ students was run in four schools in partnership with ARTIE (Achieving Results Through Indigenous Education), an Australian Government-supported program that engages Indigenous students through sport. The objective of the tutoring program is to improve the literacy and numeracy skills of at-risk Indigenous students in Years 8-12.
Scholarships

UQ’s Academic Scholarship program attracted more than 1600 applications from high-achieving Queensland and interstate students. Nearly one-third of applicants achieved an OP1 or equivalent, making it a highly competitive field. 100 UQ-Link Access scholarships valued at $3000 per annum for up to four years were awarded to school leavers and gap-year students who had experienced educational disadvantage as a result of financial hardship. A $500 Start-up Bursary to help offset the cost of books and study materials was also provided to all approved UQ-Link students who commenced study at UQ in 2012.

Indigenous Youth Sports Program

In 2012, UQ again hosted the Indigenous Youth Sports Program, which offers a University experience to Indigenous school students with the aim of encouraging more young Aboriginal and Torres Strait Islander people to choose tertiary study when they finish school.

The Institute for Urban Indigenous Health developed the program in collaboration with Inala Indigenous Health Service, Education Queensland and UQ, with funding provided by the Department of Health and Ageing, Brisbane City Council, Education Queensland and UQ.

In 2012, the program involved approximately 100 young Indigenous people in a week of physical activities and classroom-based sessions, providing them with a campus experience and a program to inspire and build the leaders of tomorrow. The program also involved community mentors including health workers and teacher aides.

The program has been highly successful and is intended to expand as part of the Widening Participation Indigenous Engagement project in 2013. It is based on the National Youth Sports Program that has run in the USA for 40 years and seen significant improvements in university enrolments for African-American students. This year, UQ welcomed a high-level delegation from Case Western Reserve University, which has a long history of hosting the National Youth Sports Program on its Cleveland campus.

UQ Sport Ltd

2012 began positively for UQ Sport, with the last of the venues reopening after the previous year’s flood. The new UQ Sport Aquatic Centre was available for use for the start of Semester 1 and the final months of summer.

Programs such as Come’n’Try Week, Play for Free, $2 entry to the Tennis Centre and Aquatic Centre, and the UQ Sport Gold Membership all added to an increased focus on participation, with a strong emphasis on diversity of programs designed to attract students, particularly first-year students, and alumni.

Mid-way through 2012, UQ Sport unveiled its new look and feel as part of a larger re-branding campaign. A new single logo was developed to give UQ Sport uniformity across all platforms and venues. The logo was accompanied by the tagline “Play Your Way”, signifying the lifestyle, participation and choice available at UQ Sport.

One of the most significant events for UQ Sport during the year was the 2012 Olympic and Paralympic Games held in London. The Games highlighted the very successful sporting scholarship program run by UQ Sport, with UQ athletes achieving one gold, three silver and one bronze from the Olympics, and two gold, one silver and one bronze from the Paralympics.

Closer to home, UQ Sport’s Uni Life team assembled a group of 160 athletes to compete in September’s annual Uni Games held in Adelaide.

In 2013, UQ Sport will continue to engage and encourage the UQ community to access venues and participate in the various programs and activities on offer.
The Learning Innovation Building at St Lucia campus, which opened in 2012.
University staff
Recruitment and selection
Following the implementation of an eRecruitment system in 2011, UQ Jobs was the primary mechanism for recruitment at the University in 2012, providing the basis for an integrated end-to-end process. The SEEK and UniJobs websites continued to be the main external provider sites used to advertise UQ job vacancies. In 2012, 377 academic positions and 739 professional positions were advertised externally. In 2012, the University’s continuing and fixed-term workforce increased by 3.1 per cent to 6750.8 FTE, with a permanent retention rate of 91 per cent and a permanent separation rate of 9 per cent. 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 continued to be widely promoted by Human Resources staff. The University has created awareness of this strategy through a variety of management workshops, including a series of one-day strategic Indigenous awareness workshops. Attendance at these workshops has been high and attendees have included both academic and professional staff of all levels. During 2012, six trainees were recruited into the Indigenous Traineeship Program.

University staff as at 31 March 2012

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching and research</td>
<td>1,368.7</td>
<td>21.7%</td>
<td>1,330.9</td>
<td>20.3%</td>
<td>1,319.6</td>
</tr>
<tr>
<td>Research only</td>
<td>1,095.5</td>
<td>17.4%</td>
<td>1,227.2</td>
<td>18.7%</td>
<td>1,319.9</td>
</tr>
<tr>
<td>Teaching focused</td>
<td>143.5</td>
<td>2.3%</td>
<td>165.1</td>
<td>2.5%</td>
<td>171.2</td>
</tr>
<tr>
<td>Other</td>
<td>15.0</td>
<td>0.2%</td>
<td>20.0</td>
<td>0.3%</td>
<td>25.0</td>
</tr>
<tr>
<td>Academic TOTAL FTE</td>
<td>2,622.7</td>
<td>41.6%</td>
<td>2,743.2</td>
<td>41.9%</td>
<td>2,835.7</td>
</tr>
<tr>
<td>Professional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research support</td>
<td>606.1</td>
<td>9.6%</td>
<td>622.9</td>
<td>9.5%</td>
<td>641.7</td>
</tr>
<tr>
<td>Other</td>
<td>3,071.6</td>
<td>48.8%</td>
<td>3,182.9</td>
<td>48.6%</td>
<td>3,273.5</td>
</tr>
<tr>
<td>Professional TOTAL FTE</td>
<td>3,677.6</td>
<td>58.4%</td>
<td>3,804.9</td>
<td>58.1%</td>
<td>3,915.1</td>
</tr>
<tr>
<td>TOTAL FTE 2</td>
<td>6,300.3</td>
<td></td>
<td>6,546.2</td>
<td></td>
<td>6,750.8</td>
</tr>
</tbody>
</table>

Casual FTE (per year)

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012 3</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>453.9</td>
<td>14.8%</td>
<td>451.3</td>
<td>14.1%</td>
<td>478.6</td>
</tr>
<tr>
<td>Professional</td>
<td>451.9</td>
<td>10.9%</td>
<td>447.3</td>
<td>10.5%</td>
<td>474.4</td>
</tr>
<tr>
<td>TOTAL CASUAL FTE</td>
<td>904.9</td>
<td>12.6%</td>
<td>898.5</td>
<td>12.1%</td>
<td>953.0</td>
</tr>
</tbody>
</table>

Unpaid appointments

<table>
<thead>
<tr>
<th></th>
<th>2010 Headcount</th>
<th>2011 Headcount</th>
<th>2012 Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honorary/Adjunct Appointments</td>
<td>1,370</td>
<td>1,486</td>
<td>1,644</td>
</tr>
<tr>
<td>Academic Titles</td>
<td>2,423</td>
<td>2,680</td>
<td>2,685</td>
</tr>
<tr>
<td>Conjoint Appointments</td>
<td>249</td>
<td>226</td>
<td>190</td>
</tr>
<tr>
<td>TOTAL UNPAID APPOINTMENTS</td>
<td>4,042</td>
<td>4,402</td>
<td>4,519</td>
</tr>
</tbody>
</table>

1 Some staff that were reported as “Professional Research/Technical” in previous Annual Reports are now included in “Professional/Other”.
2 Data excludes casuals. Note that Total Staff FTE (including estimated casuals) for 2012 is 7,704.
3 Casual FTE for 2012 is projected.
4 Please note total headcount (excluding casuals) for 2012 is 7,300. Total payment summaries produced in 2012 is 17,304.
UQ appointed 33 new adjunct professors to Level D and 13 to Level E. Promotions to Level B, 32 to Level C, 25 to University’s processes, comprising 13 during the year, 83 academic staff and promotions: Continuing appointments and promotions.

During the year, 83 academic and professional staff members were promoted through the University’s processes, comprising 13 promotions to Level B, 32 to Level C, 25 to Level D and 13 to Level E. UQ appointed 33 new adjunct professors and 53 new honorary professors.

A range of activities for staff are offered through the UQ Wellness Program.

Staff engagement
The UQ Wellness Program facilitates a proactive and successful wellness strategy across the University through internal and external collaborative partnerships. In 2012, the program, which includes seminars and wellbeing and fitness groups, continued to receive strong participation rates and positive feedback. The UQ Wellness website provides staff with access to contemporary information, community resources and support avenues. In 2012, in-house staff support and rehabilitation services were provided to more than 85 University employees. This ranged from providing short-term assistance in dealing with work and personal issues to developing graduated return-to-work programs. UQ continued to offer an employee assistance program via an external provider.

The winner of the Chancellor’s Award for Individual Excellence was Mr Terry Weatherhog, and the UQ Leadership Award went to Professor Doune Macdonald. The winner of the Chancellor’s Award for Team Excellence was the Ipswich Bachelor of Medicine, Bachelor of Surgery (MBBS) Program Administration team from the Faculty of Health Sciences. In addition, 60 staff (HEW 1-7) received Miracle Worker awards.

Employee relations
As in previous years, the past 12 months have continued to see a low level of individual litigation as a result of early intervention strategies. Such strategies are supported by advice, representation and advocacy on a range of industrial and employee relations matters, provided by staff within the Human Resources (HR) division. The HR division continued to provide technical and legal advice, strategic direction and internal consultancy services on workplace agreements and issues.

Organisational development
Leadership capability development was a key priority for the University in 2012, with four new leadership programs successfully developed and delivered to staff at all levels and across all employee streams.

The second cohort of the Emerging Leaders program concluded in 2012, and both the Career Progression for Women program and Early-Career Academic Development program continued with new cohorts, supporting academic staff to develop their thinking and skills to manage their own careers.

A number of initiatives designed to assist women were also delivered, including:

- the New Horizons program, with 23 professional women (HEW 1-7) successfully completing the program;
- the Promoting Women Fellowships program, with fellowships awarded to five academic women at Levels B and C from four faculties and one institute; and
- the Talent Development Program, run by the external organisation Chief Executive Women. UQ sponsored four women (two academic and two professional staff) to attend the program, which encourages the development and retention of talented women.

In addition, the UQ Equity Office held two Engaging Women Seminars in 2012, which were well attended by staff.

Overall, the University’s Staff Development Program provided 950 course offerings to 10,493 participants. Improved evaluation provided the Organisational Development team and the University Staff Development Committee with valuable data on which to base decisions and improve the courses offered.

In addition to the University-wide programs, efforts to build networks and development forums continued during 2012. For example, the School and Operations Managers’ forums provided opportunities for development and networking. A new networking group for staff at HEW Level 9 and above was formed, with two successful and thought-stimulating events held.

One-off organisational development interventions for specific teams addressed issues in a focused manner and assisted the University in achieving positive change processes. Examples included assistance with improving Recognition and Development processes, moving into shared office spaces and establishing local mentoring programs.

The Equity Office also provided multiple information sessions on each campus and major UQ locations for supervisors and managers on preventing and managing grievances related to bullying, harassment and discrimination.

The UQ ALLY program, with 171 members in 2012, aims to develop a visible network of empathetic people as allies of students and staff identifying as lesbian, gay, transgender, bisexual or intersex, reinforcing UQ’s commitment to ensuring an inclusive work and study environment for all. In 2012, 33 staff members undertook ALLY training.

Seminars on equity and diversity matters were also well attended by UQ staff.

Change management
The University responded positively and appropriately to the many challenges affecting the sector, staffing arrangements, research priorities and course offerings. 2012 saw the successful finalisation of the restructure of the Deputy Vice-Chancellor (Research) portfolio and of the Audit and Risk Management function, and the successful completion of the School of Tourism’s transition from Ipswich campus to St Lucia. In addition, decisions were made in relation to the School of Veterinary Science activities remaining at St Lucia campus following the school’s relocation.
to UQ’s Gatton campus in 2010. The University announced a closing date of January 2014 for its St Lucia Small Animal Clinic as the final phase of the relocation. The associated Centre of Companion Animal Health will close in December 2013.

There were 24 retrenchments in 2012 and no voluntary early retirements (VERs).

Occupational health and safety
The UQ Occupational Health & Safety (OH&S) Council convened throughout 2012, chaired by University Senate nominee Dr John Desmarchelier. The council reviewed and approved all OH&S policies subject to the new legislation commencing 1 January 2012, and also the transition of policies to the new Policies and Procedures Library (PPL).

The OH&S division provided specialised training in areas such as biosafety, chemical safety, ergonomics, manual handling, radiation safety and compulsory training for supervisors and managers. During 2012, 1473 staff attended OH&S training courses.

The online minor incident/near-miss reporting system was upgraded during 2012 to streamline early notification, with a total of 1228 such incidents reported. This was slightly higher than 2011 where 1139 incidents were reported.

The OH&S minor works asset management fund continued in 2012, with $600,000 allocated from the fund and a further $200,000 contributed by faculties and institutes to address urgent OH&S issues across all campuses and facilities.

Major projects included:

- upgrading the radio system for critical incident response;
- installing a duress alarm (Morrison Hall, Gatton);
- replacing chemical storage cabinets (UQ Chemical Store);
- fixing seating (Therapies Building and Therapies Annex);
- relocating air-conditioning ducting (School of Human Movement Studies).

In 2012, UQ was recognised as a long-standing accredited Breastfeeding Friendly Workplace by the Australian Breastfeeding Association.

Workers’ compensation self insurance
The OH&S division’s work injury management team continued to fully manage all aspects of UQ’s workers’ compensation operations within the provisions of UQ’s self-insurance licence issued under the Queensland Workers’ Compensation and Rehabilitation Act 2003.

The University received 222 statutory claims and two damages claims in 2012. Claims involved a range of injuries including fractures, neurological disorders and stress/psychiatric disorders.

In 2012, UQ evaluated 87 per cent of claims within five days, which was higher than the average achieved by other self-insured organisations (76 per cent).

Of the decisions made in 2012, 3.3 per cent of claimants requested independent review by the regulatory agency, Q-Comp, in contrast to 3.6 per cent of all other self-insured organisations. Of the independently reviewed cases, UQ had a success rate of 75 per cent compared to the State average of 58 per cent.

UQ continued 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.

The University achieved a 100 per cent workers’ compensation return to work rate for 2012, which was again considered “outstanding” by Q-Comp.

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

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of workers’ compensation claims</td>
<td>178</td>
<td>175</td>
<td>208</td>
<td>199</td>
<td>222</td>
</tr>
<tr>
<td>Number of lost time injuries</td>
<td>24</td>
<td>31</td>
<td>52</td>
<td>36</td>
<td>30</td>
</tr>
<tr>
<td>Total employees</td>
<td>15,790</td>
<td>15,964</td>
<td>16,104</td>
<td>17,306</td>
<td>17,304</td>
</tr>
<tr>
<td>FTE employees</td>
<td>6,589</td>
<td>6,912</td>
<td>7,205</td>
<td>7,447</td>
<td>7,704</td>
</tr>
<tr>
<td>Incidence rate (per 100 employees)</td>
<td>0.4</td>
<td>0.5</td>
<td>0.7</td>
<td>0.48</td>
<td>0.39</td>
</tr>
<tr>
<td>Frequency rate (per million hours worked)</td>
<td>1.9</td>
<td>2.3</td>
<td>4.1</td>
<td>2.46</td>
<td>2.16</td>
</tr>
<tr>
<td>Average cost per claim ($)</td>
<td>2,010</td>
<td>2,452</td>
<td>1,890</td>
<td>3,190</td>
<td>1,916</td>
</tr>
<tr>
<td>Lost time days</td>
<td>270</td>
<td>367</td>
<td>434</td>
<td>542</td>
<td>485</td>
</tr>
<tr>
<td>Average time lost rate (days/injury)</td>
<td>11</td>
<td>12</td>
<td>8</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>Premium % of payroll</td>
<td>0.25</td>
<td>0.25</td>
<td>0.25</td>
<td>0.25</td>
<td>0.25</td>
</tr>
</tbody>
</table>

1 Includes 9 Journey Claims
2 Total group certificates
3 FTE employees including all continuing and fixed-term staff as at 31 March 2012, plus the projected casual staff for the year (1 January 2012 to 31 December 2012), as reported to the Department of Industry, Innovation, Science, Research and Tertiary Education.
Environmental performance

The University is responsible for embedding environmental objectives throughout its teaching, research and operational activities. In moving towards environmental sustainability, UQ is implementing strategies to reduce its carbon emissions and embed sustainability across the University.

Carbon strategy

UQ continues to develop strategies to minimise its carbon emissions and to position itself as a leader in sustainability. In 2012, carbon strategy initiatives included:

- closing the Pinjarra Hills incinerator (reducing 748 t CO2-e per year);
- finalising the draft Climate Action Plan;
- installing photovoltaic solar arrays at Moreton Bay and Heron Island research stations;
- replacing central car fleet vehicles with hybrid and electric models, which resulted in a 25 per cent reduction in emissions compared to 2009;
- installing a heat recovery system on the Gatton dairy; and
- increasing overall cycling facilities across all campuses and sites, including a new end-of-trip facility at St Lucia campus.

The University’s ongoing energy audit program enables energy saving opportunities to be identified throughout the portfolio.

Carbon emissions

The University continues to develop its carbon-monitoring and measurement systems. For the 2011-12 financial year, UQ’s carbon emissions were measured as 133,944 t CO2-e, which was a three per cent reduction from the previous year.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Greenhouse gas emissions (tonnes CO2-e)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vehicle and plant usage</td>
<td></td>
</tr>
<tr>
<td>UQ vehicles</td>
<td>1,132</td>
</tr>
<tr>
<td>UQ plant</td>
<td>166</td>
</tr>
<tr>
<td>Electricity consumption</td>
<td></td>
</tr>
<tr>
<td>Purchased from electricity retailer</td>
<td>130,989</td>
</tr>
<tr>
<td>Sourced from third party</td>
<td>199</td>
</tr>
<tr>
<td>Sourced from generators</td>
<td>26</td>
</tr>
<tr>
<td>Gas consumption</td>
<td></td>
</tr>
<tr>
<td>Purchased from natural gas retailer</td>
<td>432</td>
</tr>
<tr>
<td>Purchased from LPG retailer</td>
<td>450</td>
</tr>
<tr>
<td>Fugitive</td>
<td></td>
</tr>
<tr>
<td>SF6 in electrical infrastructure</td>
<td>55</td>
</tr>
<tr>
<td>SF6 in laboratory equipment</td>
<td>3</td>
</tr>
<tr>
<td>In-house incineration</td>
<td>195</td>
</tr>
<tr>
<td>In-house wastewater treatment</td>
<td>315</td>
</tr>
</tbody>
</table>

Compliance

UQ undertook several activities in 2012 in compliance with state environmental regulations. The deregistration of the Pinjarra Hills Incinerator was finalised following its closure in January 2012. Development approval was achieved for chemical storage across the St Lucia campus and plans are being produced to ensure compliance with approval conditions.

The number of potential environmental incidents reported to UQ’s Sustainability Office declined in 2012. All incidents were investigated and none were found to have caused environmental harm. Measures have been implemented to prevent recurrence of these incidents and to improve future responses.

National Greenhouse and Energy Reporting compliance

In 2012, the University submitted its fourth report under the National Greenhouse and Energy Reporting Act 2007, reporting *133,944 tonnes of CO2 equivalent emissions and *578 TJ of energy for the 2011-12 financial year.

Energy efficiency opportunities

The University submitted its first Energy Efficiency Opportunities (EEO) report in December 2011 and was subsequently invited to present on UQ’s energy efficiency engagement approaches at the Department of Clean Energy workshop in Brisbane. UQ’s second EEO report was submitted in December 2012.

Water Efficiency Management Plan

In 2012, the University achieved its target of 1.1kl/m² across all sites. Due to legislative changes to the State government’s Water Conservation Measures, UQ is now only required to maintain Water Efficiency Management Plans (WEMP) for St Lucia, Gatton and Pinjarra Hills, with WEMP annual reports submitted in November 2012. UQ continues to monitor consumption to identify leaks and opportunities to improve water savings across all campuses and sites. Water management policies and procedures are continually developed and monitored to ensure water efficiency.

Waste minimisation

The introduction of the national carbon pricing mechanism in July 2012 increased the cost of sending waste to landfill. UQ continued to improve its waste management services in 2012. Actions included:

- expanding the public place recycling program by installing recycling stations across Gatton campus and expanding existing facilities at St Lucia campus;
- launching the “Say no to bottled water” campaign and installing water bottle refill stations at St Lucia campus; and
- facilitating resource exchange events within the University community to recycle furniture usually bound for landfill.

A new waste contract was implemented in November 2012, with a major focus...
on resource recovery, data collection and education. Currently, UQ recovers approximately 50 per cent of known waste and has set a target of reducing this by 10 per cent each year over the term of the new contract.

Biodiversity
National tree planting day took place at three UQ campuses in 2012 with approximately 900 trees and shrubs planted on site by the UQ community.

Gatton Environment Park joined the Land for Wildlife program in 2012 and work is underway to achieve full registration status.

Additionally, the University developed and revised plans to manage the eel and ibis populations at St Lucia campus.

Other initiatives
Other environmental performance initiatives included:

– establishing working groups to target specific operation challenges, including reducing paper use and increasing commuter bicycle use;
– introducing new branding with the sustainability logo;
– successfully completing the Green Labs pilot program;
– delivering a new staff development course on sustainable work practices;
– continuing the expansion of the Green Office program;
– increasing the number of bicycle rack spaces on all campuses and sites; and
– holding a World Environment Day sustainable breakfast and Ride to Uni event.

Built environment
The Advanced Engineering Building (AEB) and Global Change Institute are currently under construction and due to be completed in early 2013. The AEB achieved a 5 star Green Star rating for design, and both buildings are being built to green building standards. These buildings will be used as living laboratories, teaching students and staff the benefits of sustainable building design.

The UQ Sustainability Walk was implemented across St Lucia campus in 2012. With more than 30 destinations, the walk showcases the various initiatives implemented across six key themes of sustainability and enhances the campus as a living laboratory.
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 2012.

Key infrastructure projects delivered in 2012 included:

- construction of a new Teaching & Learning Centre at the Rockhampton Hospital for the Rural Clinical School ($4 million);
- completion of the Learning Innovation Building (LIB) ($18.6 million);
- completion of the Translational Research Institute (TRI) ($220 million);
- rehabilitation of Levels 6 and 8 of the Chemistry building for improved amenity and functionality;
- refurbishment of Levels 1 and 2 of the Steele building to rationalise space for laboratories and offices for the School of Earth Sciences ($5.6 million);
- completion of the GP Super Clinic at Ipswich;
- extension of the Engineering Learning Centre on Level 2 of the Hawken Building;
- completion of landscaping and carpark upgrade between the Brian Wilson Chancellery and Skerman building;
- refurbishment of space in the Parnell building for the Physics Museum and for research higher degree students;
- completion of the Michie Building extension and refurbishment project in early 2012 ($24.8 million);]
- completion of the end-of-trip bicycle facility (the Bike Box) at the St Lucia campus ($0.47 million); and
- completion of a new Library Warehouse building at the Gatton campus in late 2012 ($7.5 million).

UQ’s capital development program for 2013 will continue to support its strategic priorities. Major capital projects that will progress in 2013 include:

St Lucia campus

Advanced Engineering Building (AEB)
The Advanced Engineering Building is a $133 million project currently being 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. The building will be completed in mid-2013.

Global Change Institute (GCI)
The Global Change Institute building is being built as a 6 Star Green Star rated building and will be certified as a carbon neutral “Living Building Challenge” facility. The $31.8 million project, made possible by a generous donation from UQ alumnus and philanthropist Graeme Wood, is due to be completed in May 2013.

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 and is scheduled for completion in the second half of 2013. The project is supported by Federal and Queensland government funding.

Library

In 2012, the Library continued to provide services, spaces and resources to support more than 7000 staff and 45,500 students across the University. The Library continued to acquire new materials, primarily in electronic format, and highlight special collections through digitisation and online exhibitions and events. The Library collection now includes more than two million volumes; 85,000 distinct journal titles; 900 databases; 500,000 electronic books; 30,000 DVDs and videocassettes; and extensive manuscript, microform and pictorial collections.
Construction continued on a purpose-built warehouse at the University’s Gatton campus to store less frequently used materials. Collection subject assessments were re-written around Excellence in Research for Australia (ERA) Field of Research codes (FoRs) to assist researchers in identifying the library resources that supported their areas of research. The Library provided UQ researchers with advice and support in the areas of research data management and metrics, and supported overseas delegations of UQ staff through the provision of metrics-based information. The Library also continued to manage and develop the UQ repository, eSpace.

Library website content was migrated into the Drupal content management system, facilitating more dynamic content and the development of personalised “My Library” services. The Library supported a pilot of Neeledz, a new search application developed by Brisbane-based Leximancer.

The Library was one of two Australian university libraries that participated in an international survey into scholarly journal use and reading patterns, conducted by Professor Carol Tenopir (University of Tennessee). The Library also conducted its biennial client satisfaction survey, to elicit feedback for the improvement of services and facilities and for benchmarking with other Australian university libraries.

Users accessed the Library online through its website and electronic resources, and use of library learning spaces, including 24-hour study spaces, remained high. In cooperation with the School of Law, the Library opened the Student Learning Centre within the Law Library.

The Library participated in University Research and Teaching and Learning committees and contributed to the Strategic Blueprint for Support of Technology-Enhanced Learning. It provided services, training and tours for secondary schools through its Cyberschool and promoted research and scholarship through the Library Excellence Award for undergraduate students and the Fryer Award, which attracted applicants from around the world to undertake research in Australian literature, history and culture.

The Library also hosted events in support of the National Year of Reading 2012 and the Brisbane Writers Festival, and participated in a series of events celebrating 40 years of women’s and gender studies at UQ.
### GLOSSARY

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>AD</td>
<td>Associate Degree</td>
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<tr>
<td>AEB</td>
<td>Advanced Engineering Building</td>
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<tr>
<td>AHEGS</td>
<td>Australian Higher Education Graduation Statements</td>
</tr>
<tr>
<td>AIBN</td>
<td>Australian Institute for Bicengineering and Nanotechnology</td>
</tr>
<tr>
<td>AM</td>
<td>Member of the Order of Australia</td>
</tr>
<tr>
<td>AMusA</td>
<td>Associate Diploma in Music</td>
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<tr>
<td>ANU</td>
<td>Australian National University</td>
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<tr>
<td>AO</td>
<td>Officer of the Order of Australia</td>
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<tr>
<td>AQF</td>
<td>Australian Qualifications Framework</td>
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<tr>
<td>AQHE</td>
<td>Advancing Quality in Higher Education</td>
</tr>
<tr>
<td>ARC</td>
<td>Australian Research Council</td>
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<tr>
<td>ARMS</td>
<td>Assurance and Risk Management Services</td>
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<tr>
<td>ARTIE</td>
<td>Achieving Results Through Indigenous Education</td>
</tr>
<tr>
<td>ASX</td>
<td>Australian Stock Exchange</td>
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<tr>
<td>ATN</td>
<td>Australian Technology Network</td>
</tr>
<tr>
<td>BA</td>
<td>Bachelor of Arts</td>
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<tr>
<td>BBM</td>
<td>Bachelor of Business Management</td>
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<tr>
<td>BCom</td>
<td>Bachelor of Commerce</td>
</tr>
<tr>
<td>BDSc</td>
<td>Bachelor of Dental Science</td>
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<tr>
<td>BE</td>
<td>Bachelor of Engineering</td>
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<tr>
<td>BEd</td>
<td>Bachelor of Education</td>
</tr>
<tr>
<td>BEL</td>
<td>Faculty of Business, Economics and Law</td>
</tr>
<tr>
<td>BFI</td>
<td>British Film Institute</td>
</tr>
<tr>
<td>BPharm</td>
<td>Bachelor of Pharmacy</td>
</tr>
<tr>
<td>BSc</td>
<td>Bachelor of Science</td>
</tr>
<tr>
<td>CAI</td>
<td>Centre for Advanced Imaging</td>
</tr>
<tr>
<td>CBD</td>
<td>Central Business District</td>
</tr>
<tr>
<td>CEO</td>
<td>Chief Executive Officer</td>
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<tr>
<td>CLIL</td>
<td>Content &amp; Language Integrated Learning</td>
</tr>
<tr>
<td>CMC</td>
<td>Crime and Misconduct Commission</td>
</tr>
<tr>
<td>CODELCO</td>
<td>The National Copper Corporation of Chile</td>
</tr>
<tr>
<td>CPag</td>
<td>Certified Professional Agronomist</td>
</tr>
<tr>
<td>CPD</td>
<td>Continuing professional development</td>
</tr>
<tr>
<td>CQU</td>
<td>Central Queensland University</td>
</tr>
<tr>
<td>CRC</td>
<td>Cooperative Research Centre – bodies funded competitively by the Federal Government and involving universities, industry and other research groups</td>
</tr>
<tr>
<td>CRN</td>
<td>Collaborative Research Networks</td>
</tr>
<tr>
<td>CRUCH</td>
<td>Council of Rectors of Chilean Universities</td>
</tr>
<tr>
<td>CSIRO</td>
<td>Commonwealth Scientific and Industrial Research Organisation</td>
</tr>
<tr>
<td>DAFHQ</td>
<td>Department of Agriculture, Fisheries and Forestry Queensland</td>
</tr>
<tr>
<td>DECRA</td>
<td>Discovery Early Career Research Awards</td>
</tr>
<tr>
<td>DIISRTE</td>
<td>Federal Department of Industry, Innovation, Science, Research and Tertiary Education</td>
</tr>
<tr>
<td>DUinv</td>
<td>Doctor of the University</td>
</tr>
<tr>
<td>EAIT</td>
<td>Faculty of Engineering, Architecture and Information Technology</td>
</tr>
<tr>
<td>EEO</td>
<td>Energy Efficient Opportunities</td>
</tr>
<tr>
<td>EIA</td>
<td>Trial Excellence in Innovation for Australia Trial</td>
</tr>
<tr>
<td>EIF</td>
<td>Education Investment Fund</td>
</tr>
<tr>
<td>ERA</td>
<td>Excellence in Research Australia</td>
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<tr>
<td>ESOS</td>
<td>Education Services for Overseas Students</td>
</tr>
<tr>
<td>EU</td>
<td>Enforceable Undertaking</td>
</tr>
<tr>
<td>FAA</td>
<td>Fellow of the Australian Academy of Science</td>
</tr>
<tr>
<td>FAHA</td>
<td>Fellow of the Australian Academy of the Humanities</td>
</tr>
<tr>
<td>FAIAST</td>
<td>Fellow of the Australian Institute of Agricultural Science and Technology</td>
</tr>
<tr>
<td>FAICD</td>
<td>Fellow of the Australian Institute of Company Directors</td>
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<tr>
<td>FAIM</td>
<td>Fellow of the Australian Institute of Management</td>
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<tr>
<td>FAMA</td>
<td>Fellow of the Marketing Association of Australia and New Zealand</td>
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<tr>
<td>FAPS</td>
<td>Fellow of the Australian Psychological Society</td>
</tr>
<tr>
<td>FASSA</td>
<td>Fellow of the Academy of the Social Sciences in Australia</td>
</tr>
<tr>
<td>FCA</td>
<td>Fellow of the Institute of Chartered Accountants Australia</td>
</tr>
<tr>
<td>FCILT</td>
<td>Fellow of the Chartered Institute of Logistics and Transport in Australia</td>
</tr>
<tr>
<td>FEAST</td>
<td>Future Experiences in Agriculture, Science and Technology program, Gatton</td>
</tr>
<tr>
<td>FEAST</td>
<td>Forum for European-Australian Science and Technology</td>
</tr>
<tr>
<td>FIChemE</td>
<td>Fellow of the Institution of Chemical Engineers</td>
</tr>
<tr>
<td>FIEAust</td>
<td>Fellow of the Institution of Engineers Australia</td>
</tr>
<tr>
<td>FIS</td>
<td>Fellow of the Institute of Statisticians</td>
</tr>
<tr>
<td>FRACGP</td>
<td>Fellow of the Royal Australian College of General Practitioners</td>
</tr>
<tr>
<td>FSIA</td>
<td>Fellow of the Safety Institute of Australia</td>
</tr>
<tr>
<td>FTE</td>
<td>Full-time equivalent</td>
</tr>
<tr>
<td>FTSE</td>
<td>Fellow of the Australian Academy of Technological Sciences and Engineering</td>
</tr>
<tr>
<td>GAI</td>
<td>Graduate Member of the Australian Institute of Company Directors</td>
</tr>
<tr>
<td>GO</td>
<td>Global Change Institute</td>
</tr>
<tr>
<td>HEP</td>
<td>Higher Education Participation and Partnerships Program</td>
</tr>
<tr>
<td>HEW</td>
<td>Higher Education Worker</td>
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<tr>
<td>HR</td>
<td>Human resources</td>
</tr>
<tr>
<td>ICTE-UQ</td>
<td>Institute for Continuing and TESOL Education</td>
</tr>
<tr>
<td>IMB</td>
<td>Institute for Molecular Bioscience</td>
</tr>
<tr>
<td>IML</td>
<td>Institute of Modern Languages</td>
</tr>
<tr>
<td>ioC</td>
<td>Internationalisation of the curriculum</td>
</tr>
<tr>
<td>IP</td>
<td>Intellectual property</td>
</tr>
<tr>
<td>IT</td>
<td>Information technology</td>
</tr>
<tr>
<td>JCU</td>
<td>James Cook University, Townsville</td>
</tr>
<tr>
<td>LIB</td>
<td>Learning Innovation Building</td>
</tr>
<tr>
<td>LINKS-MH</td>
<td>Living and Learning Program</td>
</tr>
<tr>
<td>LLB</td>
<td>Bachelor of Laws</td>
</tr>
<tr>
<td>MA</td>
<td>Master of Arts</td>
</tr>
<tr>
<td>MACE</td>
<td>Member of the Australian Council for Educational Leaders</td>
</tr>
<tr>
<td>MAICD</td>
<td>Member of the Australian Institute of Company Directors</td>
</tr>
<tr>
<td>MBA</td>
<td>Master of Business Administration</td>
</tr>
<tr>
<td>MBBS</td>
<td>Bachelor of Medicine, Bachelor of Surgery</td>
</tr>
</tbody>
</table>
MCom Master of Commerce
ME Master of Engineering
MED Master of Education
MIPSANZ Member of the Intellectual Property Society of Australia and New Zealand
MPhil Master of Philosophy
MRACMA Member of the Royal Australian College of Medical Administrators
MSc Master of Science
NAFSA Association of International Educators
NCRIS National Collaborative Research Infrastructure Strategy
NHMRC National Health and Medical Research Council
OH&S Occupational health and safety
OLT Office for Learning and Teaching
OMC Office of Marketing and Communications
P&F Property and Facilities
PEF Partner Engagement Framework
PhD Doctor of Philosophy
PPL Policy and Procedures Library
PYP Professional Year Program
QAAFI Queensland Alliance for Agriculture and Food Innovation
QBI Queensland Brain Institute
QPAC Queensland Performing Arts Centre
QUT Queensland University of Technology
QVS Quality Verification System
RBT Random Breath Test
R&D Research and development
RHD Research higher degree
SES Socio-economic status
SEQ South-East Queensland
SMI Sustainable Minerals Institute
TEDI Teaching and Educational Development Institute
TEOSA Tertiary Education Quality and Standards Agency
TESOL Teachers of English to Speakers of Other Languages
TLC Teaching and Learning Committee
TRI Translational Research Institute
TUM Technische Universität München
UEP University Experience Program
UN United Nations
UniSA University of South Australia
Universitas 21 (U21) International alliance of research-intensive universities
UNSW University of New South Wales
UQ-VN PDSS UQ-Vietnam Professional Development Seminar Series
USC University of the Sunshine Coast
USQ University of Southern Queensland
UTS University of Technology Sydney
UWA University of Western Australia
VER Voluntary early retirements
WEMP Water Efficiency Management Plan
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| L | Learning and Discovery sites | 64 |
| M | Machinery of government changes | 10 |
| N | National Greenhouse and Energy Reporting Act 2007 | 56 |
| O | Occupational health and safety (OH&S) | 29, 55 |
| P | Performance funding | 25, 26 |
| Q | QS World University Rankings | 2 |
| R | Recruitment and selection, staff | 53 |
| S | Scholarships | 51 |
| T | Teaching fellowship scheme | 28 |
| U | UniQuest Pty Ltd | 30, 34, 39-41, 47 |
| V | Vice-Chancellor’s Awards for Internationalisation | 28, 30 |
| W | Water efficiency | 56 |
| X | | |
| Y | Young Achievers Program | 26 |
| Z | | |

**Key performance indicators, Discovery**
- Discovery
  - 18%

**Key performance indicators, Engagement**
- Engagement
  - 8%

**Key performance indicators, Learning**
- Learning
  - 7%

**Key statistics**
- Statistics
  - 4%

**Learning and Discovery sites**
- Sites
  - 64%

**Machinery of government changes**
- Changes
  - 10%

**National Greenhouse and Energy Reporting Act 2007**
- Act
  - 56%

**Occupational health and safety (OH&S)**
- Safety
  - 29, 55

**Performance funding**
- Funding
  - 25, 26

**QS World University Rankings**
- Rankings
  - 2

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- Charter
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- Statistics
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**Student numbers**
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**Student performance**
- Performance
  - 24, 26

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- Retention
  - 24, 25, 29

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- Satisfaction
  - 24

**Student Services**
- Services
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- Ratio
  - 24

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- Fellowship
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**Tertiary Education Quality and Standards Agency**
- Agency
  - 29

**Thrive@UQ**
- Thrive
  - 26

**Times Higher Education World University Rankings**
- Rankings
  - 2

**UniQuest Pty Ltd**
- Pty Ltd
  - 30, 34, 39-41, 47

**Uniseed**
- Seed
  - 42

**University authority, function, powers**
- Authority
  - 10

**University Experience Program**
- Program
  - 50

**University of Queensland in America Foundation**
- Foundation
  - 46

**University of Queensland in America**
- America
  - 2, 37

**University of Queensland in America**
- University
  - 10

**Uniseed**
- Seed
  - 42

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- Program
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- Ltd
  - 26, 51

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- Program
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- Program
  - 50

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LEARNING AND
DISCOVERY SITES

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1  St Lucia campus
2  Gatton campus
3  Ipswich campus
4  Herston campus

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7  School of Dentistry, City
8  Pharmacy Australia Centre of Excellence, Woolloongabba
9  Veterinary Teaching Clinic, Dayboro

Marine Research Stations
10 Dunwich, Stradbroke Island
11 Heron Island