The year 2013 has been another impressive one for UQ – a year in which we laid strong foundations on which to build and increase our stature as an outstanding global university. The Mission, Vision and Values, as well as the strategies we have developed in response to the 2012 Culture Survey, will help us set and realise future priorities. Crucially and notwithstanding substantial cuts to funding for research intensive universities, we have improved our financial performance from a consolidated underlying deficit of $50.5 million in 2012 to a small surplus in 2013. I thank all staff for helping tackle these considerable challenges in order to deliver to Queensland what we must have – a globally top ranked university characteristic of strong, innovative, productive and resilient societies.

UQ puts students at the heart of its decision making and the student experience is characterised by engagement and opportunity. 2013 confirmed our strengths in learning, with more than 10,000 awards conferred to great UQ graduates including 673 PhDs. I am pleased that Research Higher Degree candidate commencements remained strong in 2013 despite a small drop in international commencements.

Students responded enthusiastically to opportunities throughout the year to secure their UQ Advantage. The University continued to promote outbound mobility with more than 1000 students having an international learning experience in 2013, either as part of the formal curriculum and for credit, or as part of the co-curriculum and not for credit. Such experiences enable our students to develop the knowledge, skills, attitudes and habits of global-minded citizens. Our admission to edX, the world’s leading consortium of Massive Open Online Courses (MOOCs) founded by Harvard University and the Massachusetts Institute of Technology, has the potential to further enhance the learning outcomes of UQ’s existing degree programs. UQ is one of only two Australian universities (the other being Australian National University) to have been accepted into the prestigious group. In 2013, UQ commissioned eight courses, known as UQx courses, to be developed and offered through edX, with the first of these UQx courses commencing from March 2014.

We also continue to shift towards more models of active, personalised learning, such as the “flipped classroom”, that we know students prefer and improve outcomes. Variations on the “flipped classroom” are used in a number of disciplines, including archaeology and engineering, veterinary science and literary studies. The term is used to describe models of learning where students read the material (often online) before coming to class to explore the content in small face-to-face groups.

Our teachers are among the best in the country, with two winning national Awards for Teaching Excellence (ATEs) in 2013. UQ was the only university in Australia to receive more...
the quality and scale of mutually-beneficial engagement with industry. This strategy is supported by the articulation of UQ’s top 30 research strengths. The list is informed by data such as global rankings and the 2012 Excellence in Research for Australia (ERA) national assessment, which provided a comprehensive overview of the quality of research undertaken in higher education institutions across the country. It will help us to achieve our target of doubling non-government research funding by 2020.

New partnerships with industry, alumni and the broader community, help to build capacity at UQ through the establishment of research collaborations, academic programs, endowed chairs and industry-funded scholarship schemes.

In 2013, UQ celebrated a number of milestones within its engagement strategy including the establishment of a new JKTech office in Chile to deliver mining solutions directly to the Latin American countries. In June, UQ announced the establishment of its Indonesian office in Jakarta, which will allow us to build on the significant and valued agreements we already have, in particular, with the Indonesian Institute of Science, Indonesian Directorate General of Higher Education, University of Indonesia and the Eijkman Institute of Molecular Biology. In 2014, UQ will be exploring ways to bring its engagement with China to a new level.

Internally, 2013 has been a significant year which saw the introduction of a new organisational structure. I am confident that the establishment of the new faculties will strengthen further UQ’s research and teaching quality in 2014 and create a clearer and more effective structure for external partners, including the state and federal governments, to work with the University.

Alongside the faculty review, we also introduced a new budget model. This project was a major undertaking involving considerable discussion and refinement. I am confident that we have been able to deliver a model that provides a much needed escalation of transparency in the way that funds are distributed to faculties, institutes and the central areas.

2013 was the final year in the term of the 32nd Senate. The University is grateful to the members of Senate for their contributions to the important task of university governance. I would particularly like to thank Dr Mary Mahoney AO, who retired as Deputy Chancellor in 2013. Dr Mahoney has made outstanding contributions to the Senate and the University more broadly over 24 years, including seven as Deputy Chancellor. I take this opportunity to thank our staff, students, external partners and our alumni both in Australia and overseas, whose ongoing dedication, commitment and expertise have made our many successes in 2013 possible. I am looking forward to working with you again in 2014 as we all work together towards making UQ even stronger and contribute knowledge and leadership for a better world.

Professor Peter Høj
Vice- Chancellor and President
The University of Queensland (UQ) is in the top 100 universities worldwide, measured through a number of major independent university rankings. It is also the largest university in Queensland. Since it was founded in 1910, UQ has produced more than 210,000 graduates, many of whom have gone on to become leaders in all areas of society and industry.

International recognition

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

In 2013, UQ’s position improved in the four key global university rankings: the Academic Ranking of World Universities, Times Higher Education World University Rankings, QS World University Rankings, and the Performance Ranking of Scientific Papers for World Universities.

The University was ranked in the top 100 for the third year in a row in the prestigious Academic Ranking of World Universities. UQ was ranked one of the top three universities in Australia with a world ranking of 85, and is the only university in Queensland with a top 100 ranking.

UQ was ranked in the world’s top 50 universities for the 10th year in a row in the QS World University Rankings, with a world ranking of 43. UQ was also awarded a prestigious QS Five Stars Plus ranking, which was awarded to only eight universities globally.

UQ was one of only five Australian universities, and the only university in Queensland, ranked in the top 100 in the Times Higher Education World University Rankings 2013-2014, with a world ranking of 63.

In the Performance Ranking of Scientific Papers for World Universities, UQ was ranked 67th, with a global ranking of 11 in the area of environment and ecology and 12 in agriculture.

Universitas 21

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

UQ’s engagement with U21 continued in 2013, with a particular focus on student mobility, early career research development and graduate initiatives. UQ leveraged U21’s peer networks across teaching and learning, research and the student experience to share best practice and discuss common challenges in international education.

2013 also saw the widening of the global U21 network to include the University of Johannesburg, University of Maryland and Ohio State University, which is expected to yield greater diversity in future U21 student and staff initiatives.

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

- The inaugural U21 Three Minute Thesis (3MT) competition, modelled on UQ’s 3MT competition and judged by an international panel, was well received, with 17 contestants from universities in Australia, New Zealand, Malaysia, China (including Hong Kong), Chile, US, Canada, the United Kingdom and Sweden.

- 290 students (148 outgoing UQ students and 142 incoming U21 students) participated in a university semester exchange.

- 12 UQ students participated in four U21 student mobility events in the US, the Netherlands, Canada and Guatemala to discuss global environmental, social and economic challenges.

- Three UQ early career researchers built their professional global network at a conference at Tecnologico de Monterrey, Mexico City on innovative technologies.

- 16 UQ students enrolled in U21’s “Global Issues Program”, and this year saw the first three UQ students graduate from the program.

Go8 standing

UQ is a member of the Group of Eight (Go8), a coalition of leading Australian universities, intensive in research and comprehensive in general and professional education.

In 2013, a key international collaboration was the establishment and implementation of a “Student Leadership in International Cooperation” project between the Go8 and China 9 Research Universities (C9). The project supported 13 Go8 postgraduate students, including two students from UQ, to visit C9 universities in China.

Other international collaborations in 2013 included:

- the Australia–China Young Researchers Exchange Program;
- a collaborative effort to enrol “Science Without Borders” students from the Brazilian Government’s scholarship scheme; and
- greater benchmarking and sharing of trends and best practice in policy strategy and management, with the establishment of an International Scholarships Group and a Go8 Mobility Group.

edX

UQ is one of only two Australian universities (the other being Australian National University) to have been accepted into edX, the world’s leading consortium of Massive Open Online Courses (MOOCs) founded by Harvard University and the Massachusetts Institute of Technology.

UQ will initially offer four courses, known as UQx courses, through edX, with a further four UQx courses being developed during 2014.

UQ is also contributing expertise to developing the edX platform.
Global Strategy and comprehensive internationalisation

UQ’s Global Strategy is embedded in the UQ Strategic Plan across the three pillars of Learning, Discovery and Engagement. This dynamic strategy drives the University’s position as a top 100 global university.

UQ offers comprehensively internationalised programs and co-curricular choices that promote mobility experiences, intercultural and linguistic diversity, and shape future global leaders.

UQ’s commitment to students does not end at graduation. The University continues to prioritise its ongoing relationship with alumni, who live and work in more than 160 countries.

UQ’s success in strategic global engagement was recognised at the 2013 Premier of Queensland’s Export Awards, where UQ was named the winner in the International Education and Training category for its multi-layered and outstanding engagement with Indonesia. The implementation and success of UQ’s five interlinked strategies in Indonesia demonstrated to the judges a comprehensive and cohesive plan to build bilateral ties, support government imperatives and contribute to the economies of both countries.

Learning profile

UQ continued to achieve a standard of excellence in graduate outcomes for 2013. The University achieved the highest five-star rating for student demand and staff qualifications in the Good Universities Guide 2014, released in 2013.

For undergraduate students, UQ achieved four-star ratings for success in getting a job, graduate starting salary and positive graduate outcomes.

For postgraduate students, UQ achieved a five-star rating for good teaching and four-star ratings for generic skills and overall satisfaction.

Discovery profile

UQ continued its reputation as one of Australia’s top research-intensive universities, attracting more than $368 million in total research funding for 2012, 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 2014.

Our students

International enrolments from 142 countries made up 24 per cent of the student population in 2013. The University continued to promote outbound mobility, with more than 1000 students having an international learning experience in 2013, either as part of the formal curriculum and for credit, or as part of the co-curriculum and not for credit.

Projected 2013 Awards

<table>
<thead>
<tr>
<th>Award</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Doctorate</td>
<td>5</td>
</tr>
<tr>
<td>Doctorate by research</td>
<td>673</td>
</tr>
<tr>
<td>Doctorate by coursework</td>
<td>25</td>
</tr>
<tr>
<td>Masters by research</td>
<td>79</td>
</tr>
<tr>
<td>Masters by coursework</td>
<td>2485</td>
</tr>
<tr>
<td>Postgraduate/Graduate Diploma</td>
<td>379</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>449</td>
</tr>
<tr>
<td>Bachelors Honours</td>
<td>1642</td>
</tr>
<tr>
<td>Bachelors</td>
<td>5234</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>15</td>
</tr>
<tr>
<td>Diploma/Associate Diploma (pre-AQF)</td>
<td>48</td>
</tr>
<tr>
<td>TOTAL</td>
<td>11,034</td>
</tr>
</tbody>
</table>

International enrolments

<table>
<thead>
<tr>
<th>Award</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate by research</td>
<td>3890</td>
<td>3889</td>
</tr>
<tr>
<td>Doctorate by coursework</td>
<td>92</td>
<td>85</td>
</tr>
<tr>
<td>Masters by research</td>
<td>440</td>
<td>412</td>
</tr>
<tr>
<td>Masters by coursework</td>
<td>6486</td>
<td>6408</td>
</tr>
<tr>
<td>Postgraduate/Graduate Diploma</td>
<td>817</td>
<td>844</td>
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<tr>
<td>Graduate Certificate</td>
<td>908</td>
<td>887</td>
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<tr>
<td>Bachelors</td>
<td>33,149</td>
<td>34,789</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>144</td>
<td>92</td>
</tr>
<tr>
<td>Diploma/Associate Diploma</td>
<td>154</td>
<td>245</td>
</tr>
<tr>
<td>Enabling Course</td>
<td>109</td>
<td>259</td>
</tr>
<tr>
<td>Non-Award Course</td>
<td>670</td>
<td>834</td>
</tr>
<tr>
<td>TOTAL</td>
<td>46,883</td>
<td>48,804</td>
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</table>

Total enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-time internal</th>
<th>Part-time internal</th>
<th>External</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>38,220</td>
<td>6867</td>
<td>1776</td>
<td>46,863</td>
</tr>
<tr>
<td>2013</td>
<td>39,975</td>
<td>7094</td>
<td>1735</td>
<td>48,804</td>
</tr>
</tbody>
</table>

Enrolment numbers – history

<table>
<thead>
<tr>
<th></th>
<th></th>
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<tr>
<td>2013</td>
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<tr>
<td>2012</td>
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<tr>
<td>2011</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2010</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>2009</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
### Key statistics

#### Number of students 2009-2013

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>40,583</td>
<td>43,831</td>
<td>45,548</td>
<td>46,863</td>
<td>48,804</td>
</tr>
<tr>
<td>% Female</td>
<td>55.2%</td>
<td>55.6%</td>
<td>55.4%</td>
<td>55.3%</td>
<td>55.4%</td>
</tr>
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</table>

#### Commencing Students 2009-2013

<table>
<thead>
<tr>
<th>Year</th>
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<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>15,130</td>
<td>16,216</td>
<td>16,288</td>
<td>16,377</td>
<td>17,649</td>
</tr>
<tr>
<td>% Female</td>
<td>56.8%</td>
<td>57.7%</td>
<td>57.0%</td>
<td>57.0%</td>
<td>56.8%</td>
</tr>
</tbody>
</table>

#### Student load (EFTSL) 2009-2013

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>32,047</td>
<td>34,940</td>
<td>36,289</td>
<td>37,022</td>
<td>38,416</td>
</tr>
<tr>
<td>Undergraduate and Non Award</td>
<td>25,224</td>
<td>27,004</td>
<td>28,155</td>
<td>28,989</td>
<td>30,367</td>
</tr>
<tr>
<td>Postgraduate coursework</td>
<td>4,066</td>
<td>4,961</td>
<td>5,065</td>
<td>4,937</td>
<td>4,920</td>
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<tr>
<td>Postgraduate research</td>
<td>2,757</td>
<td>2,976</td>
<td>3,069</td>
<td>3,096</td>
<td>3,129</td>
</tr>
</tbody>
</table>

#### Student load by funding type (EFTSL) 2009-2013

<table>
<thead>
<tr>
<th>Year</th>
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<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>23,127</td>
<td>24,496</td>
<td>25,216</td>
<td>26,062</td>
<td>27,362</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>5,784</td>
<td>6,106</td>
<td>6,298</td>
<td>6,623</td>
<td>6,939</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>1,774</td>
<td>1,756</td>
<td>1,697</td>
<td>1,771</td>
<td>1,797</td>
</tr>
</tbody>
</table>

#### Award completions 2009-2013

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>9,005</td>
<td>9,922</td>
<td>10,408</td>
<td>10,785</td>
<td>11,034</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>5,784</td>
<td>6,106</td>
<td>6,298</td>
<td>6,623</td>
<td>6,939</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>3,221</td>
<td>3,816</td>
<td>4,110</td>
<td>4,162</td>
<td>4,095</td>
</tr>
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</table>

#### Staff (FTE) as at 31 March 2013

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>6,126</td>
<td>6,300</td>
<td>6,548</td>
<td>6,751</td>
<td>6,892</td>
</tr>
<tr>
<td>Academic</td>
<td>2,615</td>
<td>2,623</td>
<td>2,743</td>
<td>2,836</td>
<td>2,883</td>
</tr>
<tr>
<td>Teaching &amp; Research</td>
<td>1,348</td>
<td>1,369</td>
<td>1,331</td>
<td>1,320</td>
<td>1,265</td>
</tr>
<tr>
<td>Research Only</td>
<td>1,096</td>
<td>1,095</td>
<td>1,227</td>
<td>1,320</td>
<td>1,438</td>
</tr>
<tr>
<td>Teaching Focussed</td>
<td>155</td>
<td>144</td>
<td>165</td>
<td>171</td>
<td>156</td>
</tr>
<tr>
<td>Other</td>
<td>16</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>24</td>
</tr>
<tr>
<td>Non-Academic</td>
<td>3,512</td>
<td>3,678</td>
<td>3,805</td>
<td>3,915</td>
<td>4,009</td>
</tr>
<tr>
<td>Research Only</td>
<td>554</td>
<td>606</td>
<td>623</td>
<td>642</td>
<td>633</td>
</tr>
<tr>
<td>Other</td>
<td>2,958</td>
<td>3,072</td>
<td>3,182</td>
<td>3,273</td>
<td>3,376</td>
</tr>
</tbody>
</table>

#### Operating revenue ($'000) 2009-2013

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Government</td>
<td>294,755</td>
<td>331,968</td>
<td>338,537</td>
<td>380,767</td>
<td>393,329</td>
</tr>
<tr>
<td>Other Commonwealth grants (including CDP)</td>
<td>113,450</td>
<td>158,838</td>
<td>239,442</td>
<td>102,594</td>
<td>100,741</td>
</tr>
<tr>
<td>Special research assistance</td>
<td>140,307</td>
<td>154,615</td>
<td>171,879</td>
<td>194,650</td>
<td>202,958</td>
</tr>
<tr>
<td>SUB-TOTAL</td>
<td>548,512</td>
<td>645,421</td>
<td>749,858</td>
<td>678,011</td>
<td>697,028</td>
</tr>
<tr>
<td>Other sources</td>
<td>65,768</td>
<td>64,092</td>
<td>73,171</td>
<td>62,445</td>
<td>46,900</td>
</tr>
<tr>
<td>Consultancy and contract research</td>
<td>301,772</td>
<td>305,736</td>
<td>378,823</td>
<td>387,991</td>
<td>421,063</td>
</tr>
<tr>
<td>Student contribution charge</td>
<td>132,747</td>
<td>155,721</td>
<td>161,654</td>
<td>167,019</td>
<td>207,614</td>
</tr>
<tr>
<td>Tuition fees</td>
<td>210,824</td>
<td>255,961</td>
<td>273,898</td>
<td>286,023</td>
<td>298,966</td>
</tr>
<tr>
<td>SUB-TOTAL</td>
<td>711,111</td>
<td>781,510</td>
<td>887,546</td>
<td>964,678</td>
<td>974,543</td>
</tr>
<tr>
<td>ALL SOURCES TOTAL</td>
<td>1,259,623</td>
<td>1,426,931</td>
<td>1,637,404</td>
<td>1,582,689</td>
<td>1,671,571</td>
</tr>
</tbody>
</table>

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

2 Data excludes casuals. Note that Total Staff FTE (including estimated casuals) for 2013 is 7,815.5.

EFTSL = equivalent full-time student load; FTE = full-time equivalent
SUMMARY OF
FINANCIAL INFORMATION

The University recorded a consolidated surplus of $110.1m for 2013 which compares to a consolidated surplus of $58.2m for 2012.

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 financial result is an underlying consolidated surplus of $5.1m for 2013 and an underlying consolidated deficit of $50.5m for 2012.

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 $27.2m
- Tied research, scholarship & other major project income (yet to be spent) $11.1m
- Grant revenue and fair value losses relating to the University’s interest in the Translational Research Institute $49.3m
- Unspent gains in the University’s managed investment portfolio $22.2m

These items contribute to $105.0m of adjustments which bring the statutory financial result down from a reported consolidated surplus of $110.1m to an underlying consolidated surplus of $5.1m (see the table “Reconciliation of Operating Result to Underlying Operating Result” on page 6 for more information).

University finances

Underlying operating result

The underlying operating result of the consolidated entity moved from a deficit of $50.5m in 2012 to a surplus of $5.1m in 2013 – an improvement of $55.6m. This was due to an increase in income relative to expenditure.

- A decrease in interest revenue of $7.6m (or 42%) due to a drop in the average cash balance and a decline in short-term interest rates.
- A decrease in the fair value of commercialisation investments of $11.8m.
- An increase in the remaining revenue categories of $8.3m (or 2%).

Underlying income

The University’s underlying consolidated income increased by $79.0m. This can be attributed to:

- An increase in the combined funding through the Commonwealth Grant Scheme (CGS), the Higher Education Loan Program (HELP), and HELP student contributions of $56.5m (or 12%). The rise is due to indexation and a 5% increase in the number of Commonwealth funded students.
- An increase in tuition fee income (full-fee paying domestic and international students) of $12.3m (or 4%) due to a 1% decrease in student numbers and a 5% increase in the price and student mix.
- An increase in research income of $37.6m (or 12%). As the underlying 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 consultancy and contract revenue of $16.3m due to a downturn in market conditions.
Reconciliation of Operating Result (income statement in published financials) to Underlying Operating Result

<table>
<thead>
<tr>
<th>Description</th>
<th>Consolidated 2013 $’000</th>
<th>Consolidated 2012 $’000</th>
<th>Variation $’000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net operating result as per University's published financial statements 1</td>
<td>110,051</td>
<td>58,181</td>
<td>51,870</td>
</tr>
<tr>
<td>Income tied to major capital projects 2</td>
<td>(27,202)</td>
<td>(33,083)</td>
<td>5,881</td>
</tr>
<tr>
<td>Movement in unspent research, scholarship and major project income 3</td>
<td>(11,082)</td>
<td>(20,434)</td>
<td>9,352</td>
</tr>
<tr>
<td>Fair value gain on TRI Investment 4</td>
<td>(49,353)</td>
<td>(16,332)</td>
<td>(33,021)</td>
</tr>
<tr>
<td>Fair value gains on receipt of Smart State loans 5</td>
<td>(7,341)</td>
<td>(8,461)</td>
<td>1,120</td>
</tr>
<tr>
<td>Interest expense on Smart State loans 5</td>
<td>1,985</td>
<td>1,622</td>
<td>363</td>
</tr>
<tr>
<td>Donations for managed investment portfolio 6</td>
<td>(913)</td>
<td>(5,362)</td>
<td>4,449</td>
</tr>
<tr>
<td>Unspent investment portfolio losses/(gains) 6</td>
<td>(22,224)</td>
<td>(15,445)</td>
<td>(6,779)</td>
</tr>
<tr>
<td>Refund of franking credits to Australian Taxation Office 7</td>
<td>11,207</td>
<td>(11,207)</td>
<td>22,414</td>
</tr>
<tr>
<td>UNDERLYING OPERATING RESULTS BEFORE INCOME TAX</td>
<td>5,128</td>
<td>(50,541)</td>
<td>55,669</td>
</tr>
</tbody>
</table>

1 This is the net operating result of the consolidated entity before income tax 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, scholarship and major project income is recognised as received (as opposed to when it is spent or earned). This mis-match can create significant fluctuations in the operating result. The increase/decrease in unexpended tied research, scholarship and major project 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 2013, the University was granted a 30-year lease for space in the Translation Research Institute building. As it meets the definition of a finance lease but no consideration was payable, the University has recognised grant revenue of $96.3m (representing the current fair value of the leased premises). This has been offset by a $45.9m reduction in the fair value of the University’s equity accounted interest in the Translational Research Institute Trust (which fell in value on granting the lease).
5 Funding has been received from the Queensland Government’s Smart State Research Facilities Fund (SSRFF) in the form of interest-free loans repayable over periods that vary between 30 and 35 years. Whilst these loans are interest-free, Australian Accounting Standards require a fair value gain to be recognised on receipt of a new loan and then an interest expense recognised over the loan’s duration. The majority of this funding must be spent on capital projects as set out in the various loan agreements.
6 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.
7 During 2012, some of the University’s controlled entities obtained retrospective tax exempt status and received a refund of tax paid in prior years. Most of this previously paid tax had already been recovered through the payment of franked dividends to the University (which is entitled to a refund of franking credits). The University obtained a private ruling from the Australian Taxation Office in 2013 and repaid previously recovered franking credits totaling $11.2m.

Underlying expenditure

The University’s underlying consolidated expenditure increased by $23.4m. This can be attributed to:

- An increase in employee expenses of $23.9m (or 3%), This was driven by a 0.3% rise in full-time equivalent (FTE) staff numbers and a 2.5% pay rate increase at the start of the year.
- A decrease in repair and maintenance expenditure of $20.7m (or 29%) due to a drop in space rehabilitation through the University’s Asset Management Plan (AMP).
- An increase in the remaining expenditure categories of $20.2m (or 3%).

Expenditure: University of Queensland parent 2012

Expenditure: University of Queensland parent 2013

Income received tied to major capital projects

<table>
<thead>
<tr>
<th>Description</th>
<th>Consolidated 2013 $’000</th>
<th>Consolidated 2012 $’000</th>
<th>Variation $’000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gatton Solar Photovoltaic Research Facility (Commonwealth Government funding)</td>
<td>11,500</td>
<td>–</td>
<td>11,500</td>
</tr>
<tr>
<td>Herston Imaging Research Facility (State Government and non-government funding)</td>
<td>6,155</td>
<td>–</td>
<td>6,155</td>
</tr>
<tr>
<td>Oral Health Centre (Commonwealth Government funding)</td>
<td>3,000</td>
<td>10,000</td>
<td>(7,000)</td>
</tr>
<tr>
<td>Advanced Engineering Building (Commonwealth Government funding and non-government donations)</td>
<td>2,000</td>
<td>10,503</td>
<td>(8,503)</td>
</tr>
<tr>
<td>Gatton Dairy Research Facility (State Government funding)</td>
<td>950</td>
<td>–</td>
<td>950</td>
</tr>
<tr>
<td>Medical centres &amp; super clinics (Commonwealth Government and non-government funding)</td>
<td>825</td>
<td>2,972</td>
<td>(2,147)</td>
</tr>
<tr>
<td>Centre For Advanced Imaging (Commonwealth Government funding)</td>
<td>–</td>
<td>5,631</td>
<td>(5,631)</td>
</tr>
<tr>
<td>Queensland Geothermal Energy Centre of Excellence (State Government funding)</td>
<td>–</td>
<td>3,000</td>
<td>(3,000)</td>
</tr>
<tr>
<td>Greenslopes Clinical School – refund of surplus funds (Commonwealth Government funding)</td>
<td>–</td>
<td>(4,519)</td>
<td>4,519</td>
</tr>
<tr>
<td>Other tied funding</td>
<td>1,268</td>
<td>1,505</td>
<td>(237)</td>
</tr>
<tr>
<td>Interest tied to major capital projects</td>
<td>1,504</td>
<td>3,991</td>
<td>(2,487)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>27,202</td>
<td>33,083</td>
<td>(5,881)</td>
</tr>
</tbody>
</table>
Capital expenditure
The University has continued to invest significantly in major infrastructure.
During the year, the University received $27.2m in tied income to help fund these projects. This included $11.5m for the Gatton Solar Photovoltaic Research Facility (Commonwealth Government funding) and for the Herston Imaging Research Facility (a combination of State Government funding and non-government funding).
The total amount capitalised on property, plant and equipment (excluding donations) during 2013 was $218.5m (2012: $235.8m).

Investment portfolio
The University has a total of $117.6m 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 manager 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 2013 by $28.9m (2012: increased by $15.3m).

<table>
<thead>
<tr>
<th>Contributor</th>
<th>2013 ($)</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Strategic Transport Research Alliance</td>
<td>168,000</td>
<td>Chair in Transport Engineering</td>
</tr>
<tr>
<td>BHP Billiton Mitsubishi Alliance Pty Ltd</td>
<td>150,000</td>
<td>Chair in Minerals Processing</td>
</tr>
<tr>
<td>BHP Billiton Mitsubishi Alliance Pty Ltd</td>
<td>150,000</td>
<td>Chair in Mining Engineering</td>
</tr>
<tr>
<td>Defence, Science and Technology Organisation, Dept. of Defence</td>
<td>433,000</td>
<td>Chair in Hypersonics</td>
</tr>
<tr>
<td>Department of Transport and Main Roads</td>
<td>200,000</td>
<td>TMR Chair</td>
</tr>
<tr>
<td>Golder Associates Pty Ltd</td>
<td>150,000</td>
<td>Chair in Geomechanics</td>
</tr>
<tr>
<td>Leukaemia Foundation of Australia</td>
<td>298,062</td>
<td>Chair in Experimental Haematology</td>
</tr>
<tr>
<td>Leukaemia Foundation of Australia</td>
<td>200,000</td>
<td>Chair in Blood Cancer Research</td>
</tr>
<tr>
<td>P&amp;H Mining Equipment</td>
<td>180,000</td>
<td>Chair of Mechanical Engineering</td>
</tr>
<tr>
<td>Dr Paul Eladis</td>
<td>70,000</td>
<td>Chair in Classics &amp; Ancient History</td>
</tr>
<tr>
<td>Professor Christopher Chen</td>
<td>1,500,000</td>
<td>Chair of Reproductive Medicine</td>
</tr>
<tr>
<td>Queensland Health</td>
<td>375,000</td>
<td>Chair of Adolescent and Child Psychiatry</td>
</tr>
<tr>
<td>Queensland Skin Cancer Foundation</td>
<td>20,000</td>
<td>Chair in Dermatology</td>
</tr>
<tr>
<td>Thess Services Pty Ltd</td>
<td>200,000</td>
<td>Chair in Solid Waste Management</td>
</tr>
<tr>
<td>Western Corridor Recycled Water Pty Ltd</td>
<td>150,000</td>
<td>Chair in Water Recycling</td>
</tr>
<tr>
<td>Xstrata Queensland Ltd</td>
<td>150,000</td>
<td>Chair in Metallurgical Engineering</td>
</tr>
<tr>
<td>TOTAL</td>
<td>4,564,062</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.
Basis of authority
The University is a body corporate governed by the University of Queensland Act 1998, as amended (the "Act"). The University was officially founded in 1910.

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.
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 2013, the University operated the following controlled entities:

**UQ Holdings Group**
- i.lab Incubator Pty Ltd (deregistered in 2013)
- JK Tech Pty Ltd
- Sarv Pty Ltd
- UniQuest Pty Ltd
- UQ College Limited
- UQ Health Care Limited
- UQ Holdings Pty Ltd
- UQ Sport Limited
- UQH Finance Pty Ltd (registered in 2013)

**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 (deconsolidated in 2013)
- Ausonex Pty Ltd
- Australia China BioEnergy Pty Ltd
- CILR Pty Ltd
- Coridon Limited (deconsolidated in 2013)
- Dendright Pty Ltd
- First Investor Pty Ltd
- Herdvac Pty Ltd (deregistered in 2013)
- Leximancer Pty Ltd
- Lucia Publishing Systems Pty Ltd
- Neurotide Pty Ltd (deregistered in 2013)
- Pepfactants Pty Ltd
- Repisure 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 (deconsolidated in 2013)
- Blexys Pty Ltd
- Ceramipore Pty Ltd
- Cloevis Pty Ltd
- DuraCyc Power Pty Ltd
- Lightnanate Pty Ltd (deconsolidated in 2013)
- Metallotek Pty Ltd
- Millipede Forming Pty Ltd
- Neo-Rehab Pty Ltd
- Progel Pty Ltd (deconsolidated in 2013)
- Snoresounds Pty Ltd
- Tenasitech Pty Ltd (deconsolidated in 2013)

**JKTech Group**
- Applied Resource Economics Pty Ltd
- SUSOP Pty Ltd
- JK Tech South America SpA
- JK Africa Mining Solutions Pty Ltd

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

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

**Other controlled entities**
- Global Change Institute Pty Ltd
- UQ Jakarta Office Pty Ltd (registered in 2013)
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 ended on 31 December 2013. The 33rd Senate will begin its four-year term on 1 January 2014. Senate met seven 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 and President as the Chief Executive Officer of the University and monitor the Vice-Chancellor and President’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 President 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;
– Risk;
– Standing Committee of Equity, Diversity and the Status of Women; and
– Student Appeals.

The University's Vice-Chancellors

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1933-1960</td>
<td>John Douglas Story</td>
</tr>
<tr>
<td>1960-1969</td>
<td>Sir Fred Schonell</td>
</tr>
<tr>
<td>1970-1977</td>
<td>Sir Zelman Cowen</td>
</tr>
<tr>
<td>1978</td>
<td>Professor George Neville Davies (Acting)</td>
</tr>
<tr>
<td>1979-1995</td>
<td>Professor Brian G. Wilson</td>
</tr>
<tr>
<td>1996-2007</td>
<td>Professor John A. Hay</td>
</tr>
<tr>
<td>2008-2011</td>
<td>Professor Paul Greenfield</td>
</tr>
<tr>
<td>2011-2012</td>
<td>Professor Deborah Terry (Acting)</td>
</tr>
<tr>
<td>2012-</td>
<td>Professor Peter Høj</td>
</tr>
</tbody>
</table>
Executive management

The Vice-Chancellor and President 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 and President is supported by an Executive comprising:

- Senior Deputy Vice-Chancellor;
- Chief Operating Officer;
- Deputy Vice-Chancellor (Research);
- Deputy Vice-Chancellor (Academic);
- Deputy Vice-Chancellor (International) (Dr Anna Ciccarelli retired on 1 November 2013);
- Acting Vice-President (International) (Mr Andrew Everett commenced in this position on 2 November 2013);
- Pro-Vice-Chancellor;
- Pro-Vice-Chancellor (Research and International);
- Pro-Vice-Chancellor (Advancement);
- Pro-Vice-Chancellor (Indigenous Education); and
- President of the Academic Board.

Senate members

- Chancellor
  Mr John D Story BA Qld, LLB Qld, FAICD
- Deputy Chancellor
  Adjunct Professor Mary D Mahoney, AO, MBBS Qld, GDipClinEd NSW, HonMD Qld, FRACGP, MRACMA, FAIM, FAMA, MAICD
- Vice-Chancellor and President
  Professor Peter Høj, MSc, PhD, DUniv (honoris causa) Copenhagen, FTSE
- Professor Kaye Bastford, AMusA, BSc (Hons) Qld, MLISI Qld, PhD Qld, FTSE, FAICD, FIS, FAAST, AStat, CPAg
- Mrs Judith Bell, BA Qld, BEd Qld UT
- Dr Andrew Bonnell, BA (Hons) Syd, PhD Syd
- Mr Denis J Brosnan, BA (Hons) Qld, MLuSt Qld
- Mrs Margaret Brown, BA Qld, LLB (Hons) Qld, MAICD, MIPSANZ
- Mr Timothy B Crommelin, BCom Qld, AdvMgmtProg Hawaii, FSIIA
- 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 Hirschfeld, BE (Chem) Qld, FTSE, FIChemE, FiEAust, GAICD
- Mr John Humphreys, BEcon (Hons) Qld
- Mr Grant Murdoch, BCom Cant, MCom Cant, FCA, FAICD
- Mr Charlie Sartain, BE (Hons) Melb
- Mr Mark D Starkey, BA Qld
- Mrs Isabel Tarrago, BA Qld, DipLegSt Kelvin Grove CAE
- Dr Jane Wilson, MBBS Qld, MBA Harv, FAICD
- Dr Jim Watterston, EdD WA, MEd Curtin, PCDipEdAdmin Curtin, BEd Edith Cowan, DipTch WA, FACEL, MACE
- Mr Brodie Thompson
Information systems and recordkeeping


This year, the records management system was improved by:

- increasing the rollout of an electronic document management system;
- promoting records disposal procedures;
- implementing early disposal of digitised student records;
- significantly moving towards electronic records rather than hard copies; and
- integrating with other business systems.

In 2014, the University plans the following initiatives:

- expanding early disposal of digitised records beyond student documents;
- reviewing the registration and access of committee records; and
- improving the registration process through use of barcodes and automated emails.

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. An updated Code of Conduct is being finalised and will proceed to Senate in early 2014 for approval.

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 breaches 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 and President, Chair – Senate Finance Committee, Chair – Senate Risk Committee and Chancellor as required.

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 via the University Senior Management Group Risk and Compliance Committee across the following activities:

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

In exercising its duties, the committee hears from faculty executive deans and institute directors on key risks and areas of uncertainty facing their operations. This process has been very successful in focusing attention on control improvements.

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, FClIT;
- Mr Philip Hennessy, BBusAcc Qld UT (as Chair of Finance Committee);
- Ms Katherine Hirschfeld, BEChem Qld, FTSE, FIChemE, FIEAust, GAICD; and
- Mr John D Story, BA Qld, LLB Qld, FAICD (ex officio).

Senate Risk Committee members are not remunerated for their roles.

The University has adopted a “three lines of defence” assurance model as part of its governance, risk and compliance frameworks. The Senate Risk Committee has oversight of the three lines of defence as follows:

- UQ’s operational management has ownership, responsibility and accountability for identification, assessment and management of risk and ensuring compliance (First Line of Defence);
- Enterprise Risk, Occupational Health and Safety, Compliance and other relevant risk oversight functions are responsible for facilitating, monitoring and supporting effective risk management and compliance practices by operational management (Second Line of Defence); and
- Internal Audit, Investigations and other internal review functions are responsible for providing oversight, review and assurance on the effectiveness of controls and identifying breakdowns and systemic issues in risk and compliance (Third Line of Defence).

Internal audit

Internal Audit assists Senate and Management in the effective execution of their responsibilities by providing independent assurance, advice and recommendations concerning the University’s operations. Internal Audit is responsible for providing oversight of and reviewing the implementation of controls to identify, assess, manage, report and monitor risk.

In accordance with the three lines of defence model, Internal Audit’s scope of work is to determine whether the University’s Enterprise Risk Management 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.

Internal audit activities undertaken during the year had due regard to the Queensland Treasury’s Audit Committee Guidelines.

Internal Audit is an advisory service with an independent status within UQ and as such 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 and President, Chair – Senate Risk Committee and Chair – University Senior Management Group – Risk Subcommittee.

External scrutiny

In 2013, the Crime and Misconduct Commission (CMC) tabled a report regarding its examination of a student enrolment issue at the University.

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.
Senior officers
The Chancellor and Deputy Chancellor lead the University Senate. The Vice-Chancellor and President 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 and President
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.

Senior Deputy Vice-Chancellor
Professor Deborah Terry
BA (Hons) ANU, PhD ANU, FASSA, FAPS
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 McNarn, AO
BA (Hons) NSW, MBA SQld, 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 functions. Advises the Senate on governance, is the University Secretary and the University’s Public Officer. Assists the Vice-Chancellor and President with strategic planning and aspects of the University’s research commercialisation and technology transfer activities.

Deputy Vice-Chancellor (Research)
Professor Max Lu
BE Northeastern, ME Northeastern, PhD Qld, FAA, 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 Joanne Wright
Joint Honours Kent, MLitt Aberdeen, PhD ANU
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.
Commenced 15 April 2013.

Deputy Vice-Chancellor (International)
Dr Anna Ciccarelli
BA Syd, DipEd Syd, GradDipTESOL Syd, MEd Syd, EdD Syd
Responsible for international development, policy and strategy, including management responsibility for UQ International and the UQ Institute of Continuing and TESOL Education.
Retired 1 November 2013.

Acting Vice-President (International)
Mr Andrew Everett
BBus USQ
Responsible for international development, policy and strategy, including management responsibility for UQ International and the UQ Institute of Continuing and TESOL Education.
Commenced 2 November 2013.

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 (International)
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 (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, FAICD, FIS, FIAAST, AStat, CPAg
Oversees the business of the Academic Board and its committees and provides independent advice to the Vice-Chancellor and President and Senate on matters relating to the academic functions of the University.
UQ’s Strategic Plan 2013–2017 outlines our priorities over the next five years to achieve our vision of knowledge leadership for a better world. Our strategic priorities are defined around three pillars: 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 Plan.

Learning
Our Learning priorities provide 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 industry readiness and 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 excellence in teaching and quality of the student learning environment. We have 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, is imperative.

Discovery
Our Discovery priorities focus on quality — both of people and research outputs — to enhance UQ’s reputation as a global research institution.

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 three key strategies:
- The global recruitment and retention of high-quality researchers; and research higher degree candidates.
- The continuing provision of first class research environments including physical infrastructure and a culture that supports excellence and enhances collaboration.
- Research performance will be benchmarked to encourage increased grant success, high-quality publication output, collaboration, and more effective research higher degree supervision and completion.

We will continue to build our global reputation in key areas of national and international significance through strategic investment and an emphasis on high-quality, interdisciplinary global collaboration. We will continue to lead in knowledge transfer and implementation by supporting researchers to develop partnerships with industry and other external partners throughout the world.
Engagement

Our Engagement priorities focus 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 and bring expertise and strength to our teaching, learning and research activities.

- **Impact** – Our mandate will be relevant to the wider community, to enrich society with knowledge and understanding, provide real solutions to global problems and to engage actively in the community to effect social change.

UQ will connect with students, alumni and community locally and internationally through quality programming to facilitate the forging of lifelong, meaningful and mutually beneficial relationships with the University. We will provide alumni with volunteer opportunities and foster ways for alumni to enrich their involvement with UQ. In turn, the University will encourage alumni to support UQ through their work with internships, mentoring, advocacy and philanthropy. Alumni will also be encouraged to serve the University through volunteer positions on alumni networks, development boards, advisory groups and fundraising.

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

Professor Joanne Wright joined the University in April 2013 as Deputy Vice-Chancellor (Academic), having previously served as Deputy Vice-Chancellor (Academic) and Acting Vice-Chancellor at the University of South Australia. She is a Ministerial appointee to the Higher Education Standards Panel, which makes recommendations to the Minister for Education on new or amended standards for higher education. In 2013, Professor Wright was also a member of the Universities Australia Standing Group on the Australian Qualifications Framework (AQF).
Learning: Key indicators of performance

<table>
<thead>
<tr>
<th>Student/Staff ratio 1</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013 projected</th>
</tr>
</thead>
<tbody>
<tr>
<td>UQ</td>
<td>16.94</td>
<td>17.88</td>
<td>18.81</td>
<td>19.47</td>
<td>19.98</td>
<td>21.54</td>
</tr>
<tr>
<td>Australia</td>
<td>19.81</td>
<td>20.11</td>
<td>20.72</td>
<td>20.32</td>
<td>20.49</td>
<td>na</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course experience: Overall satisfaction 2</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013 projected</th>
</tr>
</thead>
<tbody>
<tr>
<td>UQ</td>
<td>68.2%</td>
<td>71.0%</td>
<td>82.1%</td>
<td>83.7%</td>
<td>85.3%</td>
<td>83.0%</td>
</tr>
<tr>
<td>Australia</td>
<td>69.6%</td>
<td>69.1%</td>
<td>81.1%</td>
<td>82.2%</td>
<td>83.3%</td>
<td>na</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student retention 3</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012 projected</th>
</tr>
</thead>
<tbody>
<tr>
<td>UQ</td>
<td>82.8%</td>
<td>86.3%</td>
<td>86.0%</td>
<td>85.6%</td>
<td>86.1%</td>
<td>85.1%</td>
</tr>
<tr>
<td>Australia</td>
<td>82.7%</td>
<td>84.0%</td>
<td>84.0%</td>
<td>83.1%</td>
<td>83.0%</td>
<td>na</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Share of Queensland OP1 school leavers enrolling at university in Queensland</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>UQ</td>
<td>67.8%</td>
<td>71.8%</td>
<td>71.9%</td>
<td>69.1%</td>
<td>64.4%</td>
<td>65.9%</td>
</tr>
</tbody>
</table>

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

2 Proportion of 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

Curriculum developments
A number of new program offerings were introduced in 2013:

- Master of Economics and Public Policy and Master of Economics and Public Policy (Advanced), AQF Level 9 Masters Degree (Coursework) programs designed to provide an option for students to complete a thesis and to provide a pathway to a PhD in either economics or public policy research areas.
- Postgraduate suite in Tourism, Hotel and Event Management, at Graduate Certificate (AQF Level 8 Graduate Certificate) and Master and Master (Advanced) (AQF Level 9 Masters Degree (Coursework)) levels. This replaces the postgraduate coursework suite in International Hotel and Tourism Management.
- Master of Tourism Leadership, an AQF Level 9 Masters Degree (Coursework) program designed for students seeking leadership roles in the tourism, hospitality or event industries.
- Master of Conservation Biology and Master of Conservation Biology (Advanced), AQF Level 9 Masters Degree (Coursework) programs that incorporate the integrative disciplines of conservation, ecology and biodiversity.
- Graduate Certificate in Clinical Telehealth, an AQF Level 8 qualification developed in response to feedback regarding the need for a systematic education for clinical telehealth.
- Master of Occupational Health and Safety Science, an AQF Level 9 Masters Degree (Coursework) qualification that provides graduate-entry students with theoretical knowledge, practical application and professional attributes for a career in occupational health and safety (OH&S) within the context of the core OH&S disciplines.
- Graduate Certificate in Bioinformatics, an AQF Level 8 Graduate Certificate designed to create a pathway for students to the Master of Bioinformatics.
- Master of Teaching (Primary), an AQF Level 9 Masters Degree (Coursework) program to prepare students to teach from Prep to Year 7 in all curriculum areas and develop specialties in leadership and research, diversity and differentiated learning, literacy and numeracy. The program addresses the Australian Institute for Teaching and School Leadership’s standards for graduate teachers and is designed for students who do not necessarily have prior knowledge in the field of education.
- Dual Bachelor of Business Management/Bachelor of International Hotel and Tourism Management.
**Engineering opportunities**

In 2013, UQ became the first Australian university to join the Top Industrial Managers Europe (TIME) Association, Europe’s leading network for training bi-cultural, bilingual engineers. The Faculty of Engineering, Architecture and Information Technology has established agreements with the Technische Universität München in Germany and the Grandes Écoles Centrales in France. The arrangements provide for students to be awarded a degree from each institution.

**Medicine**

The School of Medicine achieved two significant milestones in 2013. The first was the graduation of the inaugural cohort of students in the UQ Ipswich Medicine program. These graduates enjoyed state-of-the-art teaching and learning facilities. The second milestone was the graduation of the first students from the UQ-Ochsner medical program. All nine inaugural graduates were placed in clinical residency positions in the US, with seven of the nine placed in one of their top three preferences.

**UQ Advantage Award**

The UQ Advantage Award was established in 2012 to recognise undergraduate students who participate in activities in one of three award categories: global and cultural engagement, research and entrepreneurship, and social responsibility and leadership. This year saw the first seven students receive the award on graduation.

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**Destination of OP 1–3 students (or equivalent rank) commencing university in QLD, 2013**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total 1–3 OP 1</th>
<th>Total 1–3 OP 2</th>
<th>Total 1–3 OP 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACU</td>
<td>Total 146</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CQU</td>
<td>Total 347</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GU</td>
<td>Total 793</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JCU</td>
<td>Total 465</td>
<td></td>
<td></td>
</tr>
<tr>
<td>QUT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UQ</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>USC</td>
<td>Total 227</td>
<td></td>
<td></td>
</tr>
<tr>
<td>USQ</td>
<td>Total 159</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Destination of OP 1–3 school leavers commencing university in QLD, 2013**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total 1–3 OP 1</th>
<th>Total 1–3 OP 2</th>
<th>Total 1–3 OP 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACU</td>
<td>Total 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CQU</td>
<td>Total 22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GU</td>
<td>Total 204</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JCU</td>
<td>Total 154</td>
<td></td>
<td></td>
</tr>
<tr>
<td>QUT</td>
<td>Total 396</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UQ</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>USC</td>
<td>Total 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>USQ</td>
<td>Total 32</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Recent data improvements have enabled reporting on the full applicant pool for Queensland universities. Data shows Year 12 school leavers awarded an OP 1–3 or an IB or rank equivalent to an OP 1–3, and non-school leavers awarded a rank equivalent to an OP 1–3.
Inclusive focus
UQ is committed to improving higher education outcomes for Indigenous Australians. UQ's efforts are led by the Aboriginal and Torres Strait Islander Plan 2013–2017. Key learning priorities are to provide learning opportunities for Indigenous people and enrich the UQ learning experience by including Indigenous knowledge and experience.

2013 saw the continuation of the Widening Participation project, which aims to enable Queensland’s eight Widening Tertiary Participation partner universities, including UQ, to undertake Indigenous-specific community engagement and capacity-building work to improve access, participation and success for Indigenous people in tertiary education. The project is supported by competitive funding from the Department of Education’s Higher Education Participation and Partnership Program.

Aboriginal and Torres Strait Islander enrolments

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>173</td>
<td>167</td>
<td>185</td>
</tr>
<tr>
<td>Male</td>
<td>91</td>
<td>124</td>
<td>122</td>
</tr>
<tr>
<td>TOTAL</td>
<td>264</td>
<td>291</td>
<td>307</td>
</tr>
</tbody>
</table>

Funding support
The University received a total of $3.7 million in Higher Education Participation and Partnerships Program (HEPPP) funding in 2013. 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, The Equity Office, and Aboriginal and Torres Strait Islander Unit in support of the University’s widening participation objectives. Examples of activities include Thrive@UQ and scholarships.

The University also received $4.9 million in Facilitation Funding and $0.7 million in Reward Funding in 2013 under the Performance Funding framework. Funds were allocated towards capital works, student lifecycle projects, and teaching and learning initiatives. This was the final year of Facilitation Funding.

<table>
<thead>
<tr>
<th>Gender balance – students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolments by program level</td>
</tr>
<tr>
<td>% Female</td>
</tr>
<tr>
<td>Doctorate by research</td>
</tr>
<tr>
<td>Doctorate by coursework</td>
</tr>
<tr>
<td>Masters by research</td>
</tr>
<tr>
<td>Masters by coursework</td>
</tr>
<tr>
<td>Postgraduate/Graduate Diploma</td>
</tr>
<tr>
<td>Graduate Certificate</td>
</tr>
<tr>
<td>Bachelors</td>
</tr>
<tr>
<td>Associate Degree</td>
</tr>
<tr>
<td>Diploma/Associate Diploma</td>
</tr>
<tr>
<td>Enabling Course</td>
</tr>
<tr>
<td>Non-Award Course</td>
</tr>
</tbody>
</table>

| Enrolments by faculty | 2011 | 2012 | 2013 |
| % Female | % Male | % Female | % Male | % Female | % Male |
| Arts | 66.3 | 33.7 | 66.3 | 33.7 | 66.5 | 33.5 |
| Business, Economics & Law | 53.1 | 46.9 | 52.5 | 47.5 | 52.6 | 47.4 |
| Engineering, Architecture & Info Tech | 21.1 | 78.9 | 21.8 | 78.2 | 22.8 | 77.2 |
| Health Sciences | 61.8 | 38.2 | 61.4 | 38.6 | 61.9 | 38.1 |
| Science | 58.8 | 41.2 | 58.3 | 41.7 | 57.7 | 42.3 |
| Social & Behavioural Sciences | 74.4 | 25.6 | 74.0 | 26.0 | 74.4 | 25.6 |

| Summary of UQ student access, participation, retention and success, relative to state, national and Go8 benchmarks |
|--------|--------|--------|--------|--------|--------|
| 2012 Access (%) | 2012 Participation (%) | 2012 Success (%) | 2011 Retention (%) |
| UQ | Go8 | State | Sector | UQ | Go8 | State | Sector | UQ | Go8 | State | Sector |
| Aboriginal and Torres Strait Islander students | 1.09 | 0.90 | 2.23 | 1.66 | 0.86 | 0.76 | 1.88 | 1.41 | 79.76 | 81.10 | 71.52 | 72.43 | 74.67 | 77.78 | 69.24 | 68.54 |
| Low SES (postcode) – all students | 14.47 | 9.84 | 21.57 | 17.18 | 13.94 | 9.24 | 19.82 | 16.08 | 87.91 | 89.34 | 83.70 | 84.12 | 83.20 | 84.54 | 78.82 | 79.22 |
| Students with a disability | 2.53 | 3.91 | 3.67 | 4.50 | 2.90 | 4.31 | 4.17 | 4.99 | 82.90 | 86.44 | 80.77 | 82.22 | 77.98 | 81.61 | 76.03 | 77.65 |
| Regional students | 15.78 | 10.74 | 29.59 | 21.37 | 15.52 | 10.32 | 27.65 | 20.20 | 89.38 | 92.00 | 84.32 | 86.57 | 84.03 | 84.24 | 76.10 | 78.32 |
| Remote students | 0.93 | 0.53 | 1.45 | 1.03 | 0.86 | 0.48 | 1.29 | 0.90 | 87.40 | 89.63 | 83.10 | 83.26 | 78.18 | 80.31 | 72.39 | 70.89 |
Teaching excellence

Recognition and reward
In 2013, the following UQ staff won Australian Awards for University Teaching (AAUTs):

**Awards for Teaching Excellence**
- Dr Sebastian Kaempf, School of Political Science and International Studies
- Dr Gwendolyn Lawrie, School of Chemistry and Molecular Biosciences

**Citations for Outstanding Contributions to Student Learning**
- Dr Allison Mandrusiak, School of Health and Rehabilitation Sciences
- Mr Carl Sherwood, School of Economics
- Dr April Wright, UQ Business School

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

**UQ Awards for Teaching Excellence**
- Dr Neil Cottrell, School of Pharmacy
- Dr Craig Engstrom, School of Human Movement Studies
- Dr Janette McWilliam, School of History, Philosophy, Religion and Classics
- Dr Susan Rowland, School of Chemistry and Molecular Biosciences
- Dr April Wright, UQ Business School

**UQ Commendations for Teaching Excellence**
- Associate Professor Diann Eley, School of Medicine

**UQ Awards for Programs that Enhance Learning**
- UQ Pro Bono Centre, TC Beirne School of Law
  Project team: Dr Paul O’Shea, Ms Heather Taylor, Associate Professor Tamara Walsh, Dr Peter Billings and Ms Monica Taylor
- The UQ Summer Research Program, Office of Undergraduate Education
  Project team: Dr Jessica Gallagher and Dr Paula Myatt
- Masters of Business Administration, UQ Business School
  Project team: Associate Professor Polly Parker, Associate Professor Fiona Rohde, Dr Neil Paulsen, Dr Tim Kastelle, Dr John Steen and Mr Rob Douglas

**UQ Citations for Outstanding Contributions to Student Learning**
- Dr Peter Clutterbuck, UQ Business School
- Dr Bronwyn Lea, School of English, Media Studies and Art History
- Dr Allison Mandrusiak, School of Health and Rehabilitation Sciences
- Dr Yunxia Zhu, UQ Business School
- Associate Professor Polly Parker, UQ Business School

**Vice-Chancellor’s Awards for Internationalisation**

The Vice-Chancellor’s Awards for Internationalisation were created to recognise individuals and organisational units who have shown leadership in areas that further the internationalisation of the University.

The quality and diversity of the 50 nominations UQ received this year across all the categories are strong indicators of the outstanding and innovative work being undertaken throughout the University. The winners of the awards for 2013 were:

**Internationalisation of the Curriculum Award**
- Dr Béatrice Atherton, Co-eLearning Languages Program, School of Languages and Comparative Cultural Studies (and overseas partners)
- Dr Yunxia Zhu, International Business and Management Program, UQ Business School

The winners and commendees of the UQ Excellence in Teaching and Learning Awards 2013.
Staff Awards
- Professor Ross Barnard, School of Chemistry and Molecular Biosciences
- Associate Professor John McLean, School of Psychology

Staff Commendations
- Professor Bhesh Bhandari, School of Chemistry and Molecular Biosciences
- Ms Anneliese Berglind, International Mobility Manager, Faculty of Business, Economics and Law

Student Awards
- Quest Executive Team, led by Rachel English

Student Commendations
- Dr James Kirby, School of Psychology
- Mr Stephen O’Brien, School of Social Science

Partner Commendation
- Ms Luluk Widyawati, Faculty of Business, Economics and Law graduate

Staff development
In late 2012, UQ signed a Development Group Agreement to join the Epigeum consortium. Epigeum is a world-leading provider of online courses, and the agreement enables UQ to offer a set of high-quality online courses to teaching staff to further enhance their teaching skills. An added benefit of the collaboration is the ability for the University to customise the Epigeum modules with UQ-specific content and further develop them for UQ purposes.

Scholarship of Teaching and Learning
UQ nominees were successful in receiving the following Office for Learning and Teaching (OLT) grant funding in 2013. Extension grants support continued dissemination and embedding of completed learning and teaching projects.

OLT innovation & development grant
- Associate Professor Carl Reidsem, School of Mechanical & Mining Engineering
  Radical transformation: re-imagining engineering education through flipping the classroom in a global learning partnership
- Dr Chris Landorf, School of Architecture
  Developing a 4-dimensional interdisciplinary learning environment for construction industry professionals

OLT strategic priority project
- Dr Pierre Benckendorff, School of Tourism
  Enhancing student learning outcomes with simulation-based pedagogies
Quality assurance

To ensure UQ complies with the requirements of the revised Australian Qualifications Framework (AQF) for regulated qualifications 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 2013, discussions focused on the impact on UQ’s Honours programs, Masters degrees and the research component of coursework Masters programs in order to develop a consistent policy and guidelines.

UQ’s Academic Board held an open discussion on the “nature and role of Honours at UQ” at its August meeting. UQ had awarded Honours degrees to recognise meritorious achievement, and it was noted that the term “Honours” would no longer be used in this way under the revised AQF, where Honours would represent completion of an AQF Level 8 Bachelor Honours Degree qualification. The matter will be further considered by the Committee for Academic Programs Policy in 2014.

There was also extensive deliberation about the minimum research requirement for UQ Masters degree (coursework) programs. It was agreed by the Academic Board that a minimum research component of four units would be a compulsory requirement for all UQ Masters degree (coursework) and Masters degree (extended) programs. The minimum research component would need to be mapped by faculties to demonstrate how this was achieved for each of these programs.

In May 2013, the Australian Government commissioned a review of higher education regulation by Professor Kwong Lee Dow AO and Professor Valerie Braithwaite. The Review Panel’s report, released in August 2013, made 11 recommendations to reduce the regulatory burden on higher education providers and align the relevant legislation, the activities of existing regulatory agencies (such as the Tertiary Education Quality and Standards Agency and the AQF Council) and regulatory processes (such as compacts and institutional performance portfolios) to better support the higher education sector.

Learning environment

The Learning Innovation Building was officially opened by the then Minister for Innovation, Industry, Science and Research and Minister for Higher Education Senator the Hon. Kim Carr; Deputy Vice-Chancellor (Academic) Professor Joanne Wright; former Labor candidate for the federal seat of Ryan Mr Damien Hirdwood; and Senior Deputy Vice-Chancellor Professor Deborah Terry at the official opening of the Learning Innovation Building.

From left: Chancellor Mr John Story; Vice-Chancellor and President Professor Peter Høj; former Minister for Innovation, Industry, Science and Research and former Minister for Higher Education Senator the Hon. Kim Carr; Deputy Vice-Chancellor (Academic) Professor Joanne Wright; former Labor candidate for the federal seat of Ryan Mr Damien Hirdwood; and Senior Deputy Vice-Chancellor Professor Deborah Terry at the official opening of the Learning Innovation Building.
grant from the Australian Government. It houses the Teaching and Educational Development Institute, the Centre for Innovation in Professional Learning, the Centre for Educational Innovation and Technology, and the Office of Undergraduate Education.

Student learning spaces opened in 2013 included:
- the Advanced Engineering Building, with the state-of-the-art, 500-seat GHD Auditorium and thoughtfully designed learning laboratories and student spaces;
- a purpose-built, 1100-metre outdoor teaching area at St Lucia campus designed by archaeologists from the School of Social Science, which provides a simulated archaeological site, replica crime scene, two excavation areas, fire-fuelled kilns, a smelter, forge and stone knapping areas, and a projectile firing range;
- a teaching laboratory at Gatton campus for agricultural and environmental studies; and
- a large animal veterinary surgery at Dayboro, which provides training and experience for veterinary science graduates seeking to apply their learning to the beef, dairy and horse industries.

Technology-enhanced learning
In May 2013, UQ announced it had joined edX, the world’s leading consortium of Massive Open Online Courses (MOOCs) founded by Harvard University and the Massachusetts Institute of Technology. UQ is one of only two Australian universities (the other being Australian National University) to have been accepted into the prestigious group.

UQ will initially offer four courses, known as UQx courses, through edX:
- Hypersonics – from shock waves to scramjets, Professor David Mee
- Tropical coastal ecosystems, Professor Ove Hoegh-Guldberg
- Biomedical imaging, Professor Graham Galloway
- The science of everyday thinking, Dr Jason Tangen

Following a second call for expressions of interest, a further four UQx courses will be developed during 2014:
- Anthropology of current world issues, Dr Gerhard Hoffstaedter
- Sense, control, act: Measure the universe, influence the world, Associate Professor Stephen Wilson
- Grounding your writing in grammar: traditional grammar with a functional focus, Associate Professor Roslyn Petelin
- The behavioural science of criminal justice, Dr Blake McKimmie

UQ is also contributing expertise to developing the edX platform.

UQ Press
From late 2012, the Deputy Vice-Chancellor (Academic) assumed line responsibility for UQ Press and in this capacity has overseen the development of a new strategy, which has included UQ Press exploring collaborations with UQ Library and closer engagement with schools and faculties.

Internationalisation
Internationalisation of the curriculum at UQ
UQ was recognised for its excellent work in internationalisation at the 2013 Lord Mayor’s Business Awards, where it was named the winner in the inaugural Excellence in International Education Delivery category for the UQ Advantage Award program. The program provides opportunities for students to extend themselves beyond the classroom, gain a better understanding of the world and develop key competencies that employers value. The award requires active participation in co-curricular activities, performed concurrently with student studies, and attendance at program symposia across three core categories: global and cultural engagement, research and entrepreneurship, and social responsibility and leadership.

Teaching and Learning Week 2013 included internationalisation sessions to provide an overview of the University’s priorities to strengthen the internationalised student experience, especially in high-demand areas such as career services and concurrent English language programs. Included in these sessions was a dedicated workshop on English language programs within discipline areas for leaders in teaching and learning, to contribute towards shaping the priority programs for 2014. Additionally, the Deputy Vice-Chancellor (International) launched the book On foreign shores: University of Queensland students international study experiences, an anthology of stories written by students in the Bachelor of International Studies program about their experiences during their compulsory semester abroad.

At the 2013 Global Symposium, Mr Robert Lawrence, a leading authority on higher education and internationalisation, presented his Australia-wide research regarding international student perspectives and expectations toward graduate outcomes, and employer perceptions of university graduates. Graduate outcomes and the employability skills agenda are key to both domestic and international student learning experiences. Additionally, recent changes in visa provisions will see an increased number of UQ international graduates seeking employment in Australia. The participation of a market research expert in international student experiences and perspectives contributed widely to enabling UQ to reflect on its offerings and facilitate alignment of strategy and practice.

In 2013, internationalisation of the curriculum at UQ was further strengthened through a grant from the Office for Learning and Teaching (OLT), awarded to Dr Craig Whitsed, Murdoch University; Dr Wendy Green, Teaching and Educational Development Institute; Professor Betty Leask, La Trobe University; and Professor Simone Valet; Murdoch University for “Embedding the IoC in Action Framework at the program level across two universities”.

Diversification of UQ’s Student Profile
In 2012, UQ received its first cohort of Brazilian students under the Brazilian Government’s “Science without Borders” scholarship program. In 2013, UQ enrolled another 95-year-long Study Abroad students from Brazil under the scheme, with hundreds more expected next year. The majority of students were from science and engineering backgrounds.

With the scholarship body’s expectation that students would also study over the summer break, UQ International worked with the Office of Undergraduate Education and the Institute of Continuing & TESOL Education (ICTE-UQ) to develop three programs specifically for these students: a Global Workplace Skills Development Program, with industry trainers who assist with professional employment and site visits to companies in and around Brisbane; a Professional Industry Internship Experience, providing students with the opportunity for practical professional work experience in the academic area they are studying; and a Summer Research Experience, providing students an opportunity to work alongside some of the University’s leading academics and researchers. Prior to the commencement of the summer program, students also participate in a two-week skills development training program, conducted by professional and experienced industry trainers who are experts in preparing students to enter the professional workplace.
In 2013, ICTE-UQ strengthened its more than 115 institutional, government and corporate partnerships in 19 countries and delivered training at St Lucia campus and offshore locations to more than 7000 participants from over 70 countries.

Key training activities included:

- UQ English language pathway program training for more than 800 students from non-English speaking backgrounds, including more than 255 high-performing Brazilian Government scholarship recipients;
- concurrent English language support programs for more than 950 UQ students from non-English speaking backgrounds, including customised, subject-specific programs delivered in collaboration with four UQ schools;
- Skilled Migration Internship Program Accounting (SMIPA) employment pathway training for more than 90 Australian university international student accounting graduates;
- English language and methodology training for more than 460 primary, secondary and university teachers, and more than 140 undergraduate and postgraduate education students from China, Hong Kong, Japan, Korea, Macau, Taiwan, Thailand and Vietnam;
- customised English language and Continuing Education training programs for more than 2000 students and professionals from the African Union, Brazil, Chile, China, Hong Kong, Indonesia, Japan, Macau, South Korea, Thailand, the US and Taiwan, with collaborative content input from UQ faculties, schools, institutes and central divisions; and
- Registered Training Organisation (RTO) Certificate/Diploma and customised corporate training programs for more than 430 Australian professionals.

ICTE-UQ also continued to manage UQ’s interests in its collaborative, regional capacity development English Language Institutes in Danang (Vietnam) and Antofagasta (Chile).
REVIEW OF ACTIVITIES

DISCOVERY

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, nanotechnology and engineering, to social science and humanities.

<table>
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<tr>
<th>Discovery: Key indicators of performance</th>
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<tr>
<td><strong>Commonwealth Block Grants</strong></td>
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<td>2008</td>
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<tr>
<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 PhD 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. ERA 2012 rated 100 per cent of UQ research – evaluated across 22 broad categories and 96 specialised categories – at world standard or above. Thirty-five specialised fields of research at UQ received the highest possible rating of five (well above world standard).

Administered 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. UQ is now preparing for a further round of ERA announced for 2015.

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 third year in a row in the prestigious 2013 Academic Rankings of World Universities: UQ was ranked among the top three universities in Australia, with a world ranking of 85.

In 2013, UQ also ranked highly in other widely-recognised international rankings, including 43 in QS World University Rankings, 63 in Times Higher Education’s World University Rankings, and 67 in the Performance Ranking of Scientific Papers for World Universities.

Research funding

UQ received $368 million in total research funding income in 2012, the most recent year for which figures are available. This represented the second highest income in Australia after the University of Melbourne, which received $376 million. Research income has continued to grow in the past five years, with the 2012 result 8.7 per cent higher than the $338.7 million reported in 2011 – a strong growth in a difficult economic climate.

Since 2007, the University has increased its research income by 51 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 2013.

- **Discovery Projects:** the University received $26.84 million in new funding, ranking first nationally. The total number of new projects awarded was 76 (second nationally), with a success rate of 25.65 per cent (compared to the national average of 21.37 per cent).

- **Linkage Projects:** the University received new ARC funding of $11.9 million in the two rounds announced to commence in 2013, ranking third in the country. In addition, UQ will receive partner contributions totalling $22.2 million over the life of these projects. A total of 30 new projects were awarded (ranked third nationally), with a success rate of 48.4 per cent (compared to the national average of 39 per cent).

- **Linkage Infrastructure, Equipment and Facilities:** the University received ARC funds of $2.715 million, ranking fifth nationally. A total of six proposals were approved for 2013 (equal third nationally), with a success rate of 35.3 per cent. UQ researchers were also involved in another seven proposals led by other institutions.

- **Future Fellowships:** UQ was awarded 22 Future Fellowships, with a total value of $17.47 million (second nationally).

- **Australian Laureate Fellowships:** UQ attracted one of the 17 Australian Laureate Fellowships commencing in 2013 (equal third 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 30 Awards through the DECRA scheme, with a total value of $10.79 million (ranking first nationally in both number of awards and funding dollars awarded).

- **Special Research Initiative:** UQ has been awarded $16 million over four years to establish a Science of Learning Research Centre. UQ will lead a consortium, including The University of Melbourne and the Australian Council for Educational Research, designed to improve teaching across Australia and abroad.

- **Centres of Excellence:** the University will lead one new ARC Centre of Excellence awarded to commence in 2014. The ARC Centre of Excellence for Children and Families over the Life Course will receive $20 million over the life of the project from the ARC. Additionally, UQ is involved in another seven new Centres of Excellence led by other institutions.

- **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 $40.6 million awarded to support 66 new projects.

- **Equipment Grant:** UQ received $517,701 in 2013 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.

- **Centres of Research Excellence:** UQ was awarded one Centre of Research Excellence valued at $723,412.

- **Development Grants:** UQ received two Development Grants to commence in 2013. These grants provide funding for early proof-of-principle or pre-seed-stage research.

- **Early Career Fellowships:** UQ received 10 new Early Career Fellowships to commence in 2013. These fellowships allow developing health and medical researchers of outstanding ability to undertake post-doctoral training. Of the 10 fellowships, four are based in Australia and six are based overseas. The latter enable Fellows to spend two years at an overseas institution prior to returning to UQ for the final two years.
– Career Development Fellowships: UQ received three new Career Development Fellowships to enable outstanding early- to mid-career researchers to develop their capacity for independent research.

– Research Fellowships: Seven Research Fellowships were awarded to commence in 2013. 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.

– European Union Collaborative Research Grants: UQ received $1.2 million to support two leading collaborative research projects.

– Urgent Research – Hendra virus: UQ received $400,000 in funding in the NHMRC's special initiative to better understand the biology of, and develop management procedures and better treatments for humans affected by, Henipaviruses, particularly Hendra virus.

Other research funding
The University continued to perform strongly in attracting funding from a variety of sources. In addition to the $180.3 million funded from Australian Competitive Grants (Category 1), the University received $79 million in Other public sector funding (Category 2), $95 million in Industry and other funding (Category 3) and $13.7 million in Cooperative Research Centre funding (Category 4).

The Clem Jones Centre for Ageing Dementia Research (CJCADR) received a significant funding boost, with $9 million over five years from the Queensland Government to be matched by $9 million from the Australian Government. The funds augment the funding already received from The Estate of Dr Clem Jones AO. CJCADR aims to build on the discoveries of the Queensland Brain Institute and translate them into new therapeutic ways to prevent and treat dementia.

Research Block Grants
UQ received $157.8 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 ($27.9 million);
– Research Infrastructure Block Grant ($25 million);
– Sustainable Research Excellence ($19.8 million);
– Research Training Scheme ($60.1 million);
– Joint Research Engagement Engineering Cadetships ($241,567);
– Australian Postgraduate Awards ($22.9 million); and
– International Postgraduate Research Scholarships ($1.9 million).

UQ research support schemes
The University continued to invest heavily in human and physical research capacity through several internal research funding schemes. These foster early career researchers, seed research initiatives, promote linkages and partnerships, and support collaborative infrastructure.

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 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.
– UQ Early Career Researcher Grants Scheme provides limited seed funding to encourage and seed research from the University’s early career researchers.
Research strengths
UQ has developed a strategy to expand the quality and scale of mutually beneficial engagement with industry, focusing on its top 30 key research strengths. Proclaiming these research strengths makes it easier for industry to identify areas of potential interest and future opportunities to work with UQ’s top researchers – with outstanding track records of research excellence and innovation capacity.

UQ’s revised top 30 research strengths are:
- Agriculture and Food Sciences;
- Applied and Theoretical Economics;
- Biological Sciences;
- Business, Management and Finance;
- Cancer Studies;
- Chemical Engineering;
- Chemical Sciences and Materials Engineering;
- Clinical Sciences and Experimental Medicine;
- Communication, Media and Cultural Studies;
- Ecology and Environmental Science;
- Education;
- Environmental Engineering and Water Management;
- Genetics and Genomics;
- Human Movement and Sports Science;
- Immunology and Infectious Diseases;
- Information Systems and Data Management;
- Law;
- Literary Studies;
- Mathematics and Statistics;
- Mechanical Engineering;
- Medicinal Chemistry and Pharmaceutical Sciences;
- Mining and Minerals Processing;
- Molecular and Cellular Biosciences;
- Nanotechnology and Bioengineering;
- Neurosciences;
- Performing Arts and Creative Writing;
- Physics;
- Psychology and Cognitive Science;
- Public Health and Health Services; and
- Social and Political Science.

In 2014, the University will develop additional research priority areas to augment these research strengths.

Prestigious fellowships
The University’s global research positioning was highlighted by the election of five UQ scientists to the Australian Academy of Science (AAS) in 2013 – one quarter of the 20 new Fellows and the most from any institution in the country. These Fellows joined an existing group of 22 UQ scientists admitted to the AAS as Fellows since 1988. Eight of the 26 new Fellows of the Australian Academy of Technological Sciences and Engineering (ATSE) for 2013 are also UQ academics and alumni, as is one of the 28 new Fellows of the Australian Academy of the Humanities (AAH).

In 2013, UQ’s Centres for Critical and Cultural Studies and History of European Discourses jointly hosted the 44th Annual Symposium of the AAH, which showcased scholarship in the environmental humanities. More than 120 UQ staff (including honorary and adjunct appointments) and professors emeriti are Fellows of Australia’s learned academies, which include the AAS, ATSE, AAH and Academy of the Social Sciences in Australia.

Other performance measures
The University continued to improve its publication performance, increasing its Higher Education Research Data Collection weighted publications count by 11.3 per cent to total weighted points of 4350.26 in 2012 (the most recent year for which data is available).

The Australian Bureau of Statistics Higher Education Research and Development survey conducted in 2013 (on 2012 data) showed the University is spending $654.2 million on R&D.

Research integrity
In accordance with the Australian Code for the Responsible Conduct of Research, seven Research Integrity Advisors across all campuses and disciplines advise researchers on the responsible conduct of research and research ethics. In addition, a Research Integrity Officer, under the direction of the Pro-Vice-Chancellor (Research and International), advises the University research community on best practice; oversees the development of new policies, procedures and guidelines; and assists in initial investigation of any allegations that are brought forward.

In 2013, the Vice-Chancellor and President initiated a review of Research Integrity, Ethics and Compliance to be undertaken by Professor Alan Pettigrew, former CEO of the National Health and Medical Research Council and Vice-Chancellor and CEO of the University of New England. Recommendations from the review are expected in early 2014.
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.

Nationally

Selected partnerships developed or renewed in 2013 include:

- an AGL/First Solar-led $450 million solar farm project to be built in western New South Wales under the federal government’s former Solar Flagships Program. UQ has partnered with the University of New South Wales in a $40.7 million Education Investment Fund Research Infrastructure Program grant to support the 155MW overall project.

- UQ is also a partner in the Translational Research Institute (TRI), which officially opened in 2013. TRI is an Australian-first initiative that represents the future in biomedical research. With the capacity to discover, produce, test and manufacture new treatments and vaccines in one location, TRI is a joint venture of UQ, Queensland University of Technology, Princess Alexandra Hospital, Mater Medical Research Institute and the Queensland Government.

Cooperative Research Centres

The University is a participant in one of the four Cooperative Research Centres (CRCs) awarded in the 15th CRC Selection Round that commenced operations on 1 July 2013.

- CRC for Living with Autism Spectrum Disorder is the world’s first national, cooperative research effort directed towards autism, delivering a continuum of support required for people with autism to participate successfully in education, employment and all facets of the community.

The University is a core or supporting participant in an additional 17 CRCs awarded in previous rounds.

Internationally

In 2013, the University sharpened its focus on developing research partnerships with targeted international universities and research institutions in areas of complementary strength.

UQ strengthened research collaborations by establishing or extending agreements with many of its international partners, including the Universities of Concepción and Vicosa and the Peruvian Ministry of Education (Latin America), and Gadjah Mada, Trisakti, and Bogor Agricultural Universities (Indonesia). UQ also established a joint PhD agreement with the University of Copenhagen, as well as research collaboration agreements with Tsinghua and Hubel Universities and Harbin Institute of Technology (China); University of Cape Town (South Africa); Chalmers University of Technology (Sweden); Hacettepe University (Turkey); and the Federal University of Rio de Janeiro (Brazil).

Other highlights in 2013 included:

- Scientists from UQ’s Queensland Alliance for Agriculture and Food Innovation (QAAF) worked with colleagues in the Department of Agriculture, Fisheries and Forestry (DAFF) to address problems common to sorghum growers in many of the globe’s low-rainfall regions. Underpinning the research is a $4 million grant from the Bill and Melinda Gates Foundation, supported by the research expertise...
and resources of UQ, DAFF and the Ethiopian Government.

- UQ researchers are working with international collaborators to develop a new set of global health goals that will move beyond the current Millennium Development Goals (MDG) set by the United Nations in 2000 and scheduled for completion in 2015. The MDGs – agreed upon by 189 nations – address eight global health imperatives including the eradication of extreme hunger, improving maternal and neonatal health, and combating malaria and HIV/AIDS. The new project, Go4Health, will focus on evaluating the success of the MDGs and exploring the process of determining the next global health goals. The Go4Health Consortium of 13 international partners, led by the Institute of Tropical Medicine in Antwerp and funded by the European Union, will also work towards agreement of accepted national and international responsibilities and ensure effective governance.

**Institute of Continuing & TESOL Education (ICTE-UQ)**

In 2013, ICTE-UQ expanded its suite of customised training programs to include research methodology and research communications courses to support the University’s international research partnerships. Programs included:

- four and 12-week research methodologies training and research project mentoring for 23 academics from three universities, in partnership with UQ Business School;
- concurrent English language support training for 23 students from Fudan University undertaking five-week research internship placements at UQ's Diamantina Institute; and
- an eight-week English language/research training/research commercialisation program for 16 high-performing undergraduate engineering students from Chile, delivered in partnership with UQ’s Graduate School, Faculty of Engineering, Architecture and Information Technology, Business School and UniQuest.

**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 2013 included:

- a public lecture presented in conjunction with BrisScience;
- an engagement dinner with industry, government and alumni;
- the inaugural Top Five Inventors and Top Five Innovators awards, and UQ Fellows of the Australian Learned Academies Lecture; and
- presentation of eight UQ Foundation Research Excellence Awards and two Awards for Excellence in Research Higher Degree supervision.

**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 courses includes offerings from UQ Research & Innovation, UniQuest and the Library, as well as the Group of Eight (Go8) Future Research Leaders Program. Research integrity training, developed for UQ researchers, includes seminars within the UQ Advantage Program for research students and their supervisors and workshops for researchers in schools and institutes. The UQ Graduate School has coordinated skills development programs for both graduate research students and their advisors, and focused on initiatives to enhance the quality of UQ’s research training programs.

UQ has also 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 2013 were worth $571,000. Recipients were:

- Dr Lachlan Coin, Institute for Molecular Bioscience. His research will explore the genetic architecture of Systemic Lupus Erythematosus and Ankylosing Spondylitis so that better therapeutics can be developed ($90,000).
- Dr Jan Packer, Faculty of Business, Economics and Law. Her project plans to investigate which attributes of short breaks and vacations are most beneficial in enabling people to recover their ability to cope with work and everyday life ($60,000).
- Dr Knox Peden, Faculty of Arts. He will analyse the pivotal role played by controversial philosopher Benedict de Spinoza (1632-1677) in the history of debates about secularism and the nature of religion in relation to science and politics ($11,000).
- Dr Marie Skrob, Institute for Molecular Bioscience. Her research will investigate the “inflammasome”, which activates the immune system during infection ($80,000).
- Dr Gene Tyson, Faculty of Engineering, Architecture and Information Technology. His project focuses on the processes underpinning methane emissions from thawing permafrost. These northern hemisphere areas are of particular concern as climate change-induced permafrost melt is transforming methane sinks into sources ($90,000).
- Dr Claudia Vickers, Australian Institute for Bioengineering and Nanotechnology. Her research is using synthetic biology to produce sustainable, environmentally friendly fuels and chemicals from engineered microbial cell bio-factories. She is engineering yeast cells with improved bio-conversion of sugar, and testing the technology on production of bio-jet fuel ($30,000).
- Dr Kerrie Wilson, Faculty of Science. Her project aims to analyse hydrologic ecosystem services relating to land-use trajectories and climate change, and to integrate ecosystem service flows into spatial land-use plans at multiple scales. Her project aims to bring better understanding of the supply and flow of fresh water, in order to enhance land-use planning for conserving biodiversity and the ecosystem services on which humans depend ($90,000).
- Dr Jian Yang, Queensland Brain Institute. Through the analysis of thousands of DNA samples and other medical data, his project aims to quantify the overall contribution of all DNA variants to motor neuron disease, and enable researchers to further identify genes that play a role in the etiology of this disease ($70,000).
- Dr Knox Peden, Faculty of Arts. He will analyse the pivotal role played by controversial philosopher Benedict de Spinoza (1632-1677) in the history of debates about secularism and the nature of religion in relation to science and politics ($11,000).

**UQ Awards for 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 2013, excellence awards were presented to:
Professor Jeff Coombes, School of Human Movement Studies. In his role as Professor in Exercise and Sports Science, Professor Coombes has seen more than 20 research higher degree students to completion. Professor Coombes encourages his students to develop their research independence. He provides them with opportunities to exchange ideas and knowledge among their peers, and meets with them weekly, without fail. His approach is tailored to each student, many of whom attribute their professional and personal goals to his support, leadership and enthusiasm. Students and colleagues describe him as generous, engaging and approachable.

Professor Dee Bradshaw, Sustainable Minerals Institute. In her role as Chair in Flotation Research, Professor Bradshaw has supervised 30 research higher degree candidates to completion and mentored many more from around the world. Her students are highly sought after, with many progressing to senior positions within industry and academia. Professor Bradshaw has initiated and developed postgraduate courses in Flotation Chemistry, Process Mineralogy and Geometallurgy, and has contributed to a number of professional development courses for industry. She has a strong commitment to industry engagement, applied research and postgraduate education.

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 and thesis examinations. The Graduate School coordinates the annual program of skills training, supports RHD candidate mobility and provides opportunities for RHD candidates to develop their career prospects.

Recruitment and commencements
RHD candidate commencements remained strong in 2013. Domestic RHD commencements rose by 6.9 per cent to 589 candidates, while international RHD commencements fell by 3.33 per cent to 435 but remained 18.5 per cent higher than 2011.

Student mobility
In 2013, joint PhD agreements were established with institutions in Germany, France, The Netherlands and Ireland. Fifty-seven Graduate School International Travel Awards were awarded.

Skills development
The skills training program for RHD candidates underwent a review in late 2012, providing for a more efficient and streamlined suite of activities in 2013. Fifty-six sessions were delivered as part of the school’s skills training program, with 35.5 per cent of RHD candidates attending – an increase of 14.9 per cent from 2012.

Three Minute Thesis (3MT)
Three Minute Thesis (3MT) is a research communication competition developed by UQ that challenges RHD students to present a compelling oration of their thesis and its significance in just three minutes, in language appropriate to a non-specialist audience.

Since its inception, 3MT has experienced significant growth, with more than 43 Australian and New Zealand universities now participating in the Trans-Tasman competition. In addition to its domestic success, the 3MT concept has received strong interest internationally, with the concept being adopted by 113 different institutions in more than 13 countries.

In 2013, 190 RHD candidates from six faculties and six institutes participated in the UQ 3MT Competition, which was held during Research Week.

Examination outcomes
In 2013, UQ graduated a record 753 RHD candidates.

The winners of the 2013 UQ Foundation Research Excellence Awards and UQ Awards for Excellence in Research Higher Degree Supervision (from left): Front: Dr Gene Tyson, Dr Kerrie Wilson, Dr Claudia Vickers, Dr Jian Yang, Professor Dee Bradshaw, Professor Jeff Coombes. Back: Dr Knox Peden, Dr Jan Packer, Dr Lachlan Curn, Dr Kate Schroder.
Research infrastructure

Major research infrastructure

During 2013, 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 provides sustainable service to UQ’s research community.

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

- UQ Biological Resources: provides modern, best practice laboratory animal service and facilities to support UQ’s major investment in biomedical and biotechnology research;
- Centre for Advanced Imaging: provides access to state-of-the-art research imaging instruments;
- Marine Research Stations: provides access and support for researchers at three island-based research stations and an aquaculture facility;
- Centre for Microscopy and Microanalysis: promotes, supports and initiates research and teaching in the applications of microscopy and microanalysis;
- Research Computing Centre: provides 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;
- Glasshouse Services: provides a range of centralised plant growing facilities using Quarantine, Physical Containment Level 2 (PC2), temperature controlled and evaporative cooled glasshouses, as well as services associated with the growing of plants;
- Radiogenic Isotope Facility: provides isotopic and elemental analyses;
- 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 over $5.6 million committed through the UQ Major Equipment and Infrastructure (UQMEI) scheme to 28 projects across the University to ensure its research infrastructure remains at the cutting edge.

Commercialising IP

UniQuest

UniQuest has been operating as the University’s main commercialisation company since 1984.

In 2013, UniQuest implemented a new five-year strategic plan that has resulted in significant changes to its business model and underpinning structure. The UniQuest Strategic Plan is built around two key objectives: adding demonstrable value to UQ and achieving financial sustainability.

Through the plan, UniQuest seeks to bring greater alignment of its business development and commercialisation activities with UQ’s industry engagement strategy. There is also a deliberate focus on UniQuest’s core commercialisation business at UQ. An outcome of this strategic focus was the termination of commercialisation services for all external research partners in 2013. The net result of this has been a reduction in UniQuest staff numbers and the appointment of a new CEO (Dr Dean Moss) and senior management team.

UniQuest’s new decentralised commercialisation model has resulted in a leaner and more flexible market-facing approach to the choice of pathway to market. There is a greater focus on licensing versus start-up company creation and an equal focus on commercialising expertise and intellectual property from UQ’s research outcomes, supported by an overarching industry engagement strategy.

UniQuest’s intellectual property commercialisation (IPCom) group is focused on research collaborations, licensing and start-up company creation and is deployed within embedded roles across UQ’s research base, organised into four discipline teams: Health, Science; Engineering, Materials and ICT; and Social Enterprise. The discipline teams operate across UQ, independent of the organisational unit from which the technology or service emanates, or where the team member is located.

The expertise commercialisation (ExCom) group focuses on consulting and research contracts. It works alongside the IPCom group through the discipline channels.

UQ’s new Research Partnerships Manager (RPM) positions, which are faculty and institute based, will help manage university research partnerships. The RPMs will work in concert with the IPCom and ExCom teams, providing a consistent approach to intellectual property management and commercialisation of research outcomes from industry partnerships.

Having created more than 60 start-up companies, UniQuest has now separated asset development and asset management into separate activities and manages the assets created as a portfolio.

UniQuest is also responsible for running the Queensland Government’s technology incubator, ilab, through UQ.

Commercialisation outcomes achieved in 2013 included:

- helping to form and continuing to support the business operations of Australia’s largest cultural heritage service provider, the UQ Culture & Heritage Unit, which to date has involved more than half of the archaeologists and anthropologists from the School of Social Science in commercial consulting and research;
- helping to package the skills and resources of UQ’s Centre for Online Health into Australia’s first virtual health clinic, “RES-e-CARE”, which facilitates consultations and healthcare services between clinical specialists and patients within residential aged care facilities using telehealth methodologies. UniQuest is in the process of rolling out RES-e-CARE to numerous residential aged care facilities;
- executing a research agreement with an option to a licence with Johnson & Johnson subsidiary Janssen Biotech Inc for a potential autoimmune rheumatoid arthritis treatment developed by start-up company Dendright;
- the closure of a $2 million investment by Yuwwa Capital and Uniseed towards the commercialisation of UniQuest start-up company Nexgen Plants’ plant virus resistance technology;
- brokering a strategic research collaboration between UQ and global pharmaceutical company LEO Pharma A/S, with the aim of reducing the time it takes to deliver new treatment options to dermatology patients; and
- signing an agreement with the Asian Development Bank for an international development project in the Philippines that will focus on improving tourism competitiveness in the region. The project is worth US$5.2 million over three years.
Uniseed
Uniseed is an early-stage venture capital investment fund that commercialises intellectual property at UQ, The University of Melbourne and the University of New South Wales. One of Australia’s largest and best performing industry superannuation funds, AustralianSuper, is also a partner. The fund plays an essential role in bridging the gap between university research and traditional capital markets.

To date, Uniseed has invested nearly $33 million into 41 start-up companies arising from its partner universities. Of these, 27 have originated from UQ. Since its inception in 2000, Uniseed has secured external commitments of $248 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 nine active investments that originated from UQ. In September 2013, Uniseed committed $500,000 to a new investment in Nexgen Plants Pty Ltd, a UQ spin-out company based on the work of Professor Peer Schenk’s group at the School of Agriculture and Food Science. Nexgen is commercialising a novel platform technology that enables virus-resistant plant varieties to be developed for major food crops used around the world.

Three of the other investments are biotechnology companies developing human therapeutics: QRxPharma, Verva Pharmaceuticals and Spinifex Pharmaceuticals. Other Uniseed-backed companies developing a range of technologies include Hydrexia (hydrogen storage), Peptactants (switchable surfactants), TenasiTech (high performing industrial polymers), ProGel (encapsulation of active ingredients) and QSeria (improved serum collection tube). In 2013, Hydrexia raised over $9 million from a consortium of investors including ALIAD, the venture arm of leading international gas company Air Liquide.

Apart from financial returns, Uniseed investee companies have provided additional benefits to University stakeholders, including the support of more than 500 patents.
JKTech

JKTech is a global provider of innovative technologies for the minerals resources industry, delivering world-class solutions in ore characterisation and process improvement across all areas of the life-of-mine cycle, including geology, mining, mineral processing and sustainability.

JKTech is wholly owned by UQ as the technology transfer company for all centres within the Sustainable Minerals Institute (SMI). Highlights in 2013 included:

- winning the Minerals and Energy category at the 2013 Premier of Queensland’s Export Awards and being a finalist in three other categories: Information and Communication Technology, Environmental Solutions, and Infrastructure and Construction;
- establishing a permanent office in Chile, which was officially opened by the Vice-Chancellor and President in May 2013;
- completing the South African office’s first full year of operations and achieving major transformational change through the delivery of the risk management program G-MIRM (Global Minerals Industry Risk Management) to major mining companies in the region;
- G-MIRM was also awarded a state-wide contract by the Western Australian (WA) Department of Mines and Petroleum to lift safety risk management standards across the WA mining industry;
- the development of a number of community programs by the Social Responsibility Consulting team as part of its socioeconomic diagnosis for Vale in Malaysia. Vale’s iron ore distribution centre is one of Malaysia’s largest foreign direct investment projects to date;
- the continued sharing of expertise by the SMI Knowledge Transfer unit, which conducted training for 497 professionals in intellectual property developed at UQ; and
- the appointment of SMI Knowledge Transfer team leader Diana Drinkwater as Chair of the Education Commission for the 2014 International Minerals Processing Congress (IMPC), and the IMPC Council’s first female member in its 60-year history.

JKTech staff at the Queensland Premier’s Export Awards 2013, where JKTech was named the winner in the Minerals and Energy category (from left): Mr Dan Alexander, CEO; Mr Barry Kelly, Chairman; and Ms Tanya Hain, Client Relationship and Marketing Manager.
Selected research highlights

- Researchers at UQ have discovered a new therapy for cervical cancer. They will shortly be starting human clinical trials with a medication already in use in other diseases, allowing the rapid application and deployment of the drug in trials for cervical cancer patients.

- UQ scientists using sophisticated computer modelling have demonstrated that anticipated reductions in crop yield from temperature increase (due to climate change) arise from increased evaporative demand exacerbating crop water stress, rather than from direct high temperature effects on growth as previously thought.

- UQ education researchers have debunked the assumption that adults with Down syndrome cannot learn academic skills, by developing and implementing the Latch-On® program. The program uses contemporary learning models to teach reading, writing and employment skills to young adults with intellectual disability, and has been rolled out across Australia, Canada and Ireland.

- Through the Brisbane Innovation Scorecard, UQ business researchers are showing how Brisbane firms are breaking the mould. The scorecard, which is the only city-based annual innovation benchmarking project in the world, has found that manufacturing, professional scientific and technical services, and media and telecommunications are our top innovators, with more than 50 per cent of innovations reported from those sectors. Larger businesses are four times more likely than smaller firms to develop new ideas of value.

- A new database developed by UQ law researchers containing details of prosecutions and documented cases is boosting global efforts against migrant smuggling. With more than 100 cases from five countries, the Migrant Smuggling Case Database is helping law enforcers, policy-makers and researchers understand how migrant smuggling works and how national laws can be used to combat this crime effectively.

- Heart disease is the number one killer in Australia and in the Western world. Researchers at UQ have developed a novel assay for a protein found in saliva (NT-proBNP) that is over 90 per cent accurate in diagnosing heart failure.

- A team of UQ physicists has demonstrated quantum teleportation for the first time in an electronic chip. Quantum teleportation is a process by which quantum information can be transmitted from one place to another without sending a physical carrier.

- In a world-first, a UQ researcher, supported by Janssen Plc, is performing human trials of a vaccine for rheumatoid arthritis.

- A UQ postdoctoral researcher is undertaking the first diachronic investigation of cross-generational language change in an Indigenous language. Exploring these changes is crucial to understanding language shift, and to tailoring educational programs to suit the needs of Indigenous children.

- A microbe that converts methane to carbon dioxide has been uncovered at UQ using new culture-independent molecular techniques. The most recent paper describes a newly discovered microbe that couples nitrate reduction – a crucial step in the nitrogen cycle – to methane conversion into carbon dioxide. This biological coupling of the nitrogen and carbon cycles had been predicted but, until now, had not been demonstrated.

- UQ researchers have established a Mongolian Research Hub, an initiative designed to build and support collaborative research into the social development opportunities and challenges surrounding Mongolia’s resource industry.

- A UQ postdoctoral researcher is undertaking the first diachronic investigation of cross-generational language change in an Indigenous language. Exploring these changes is crucial to understanding language shift, and to tailoring educational programs to suit the needs of Indigenous children.
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 strong connections globally with individuals and with philanthropic, government and industry partners.

### Engagement: Key indicators of performance

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<th>2010</th>
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<td>Research income from DEEWR-defined Categories 2 and 3 income $ million)</td>
<td>140.50</td>
<td>161.86</td>
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<td>162.14</td>
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<td>Donations and bequests revenue $ million)</td>
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<td>9.99</td>
<td>11.39</td>
<td>33.40</td>
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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.

### Fostering partnerships and relationships

In 2013, 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 that which led to a multimillion dollar gift to establish a Chair in Classics and Ancient History at UQ, are helping to build capacity 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 2013, 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 2014.
Alumni and community

In 2013, UQ continued to build networks and foster relationships through a diverse range of activities.

Outstanding alumni were recognised for their achievements at the annual Courting the Greats awards ceremony held at Customs House in October. Presented since 1992, the awards were updated and expanded this year to more comprehensively reflect the range of alumni achievements and the positive impact UQ’s alumni make in Australia and throughout the world.

The winners of the 2013 awards were:

**Vice-Chancellor’s Alumni Excellence Awards**
- Mr Graeme Wood AM
- Professor Adéle Green AC
- Ms Kathy Fagg
- Mr Robert Andrew Creeth Brice AM

**Indigenous Community Impact Award**
- Mr Kev Carmody

**International Alumnus of the Year**
- Dr Ana Charles

**Distinguished Young Alumni Awards**
- Dr Chelsea Bond
- Ms Lizzie Brown
- Mr Tim Munro
- Ms Julie McKay

Alumni Friends of The University of Queensland Inc. also presented their awards:

**Alumnus of the Year**
- Dr Chris Anderson

**Graduate(s) of the Year**
- Mr James Bennett
- Mr Scott Fisher
- Mr Patrick Doolan
- Ms Talia Pettigrew

In May 2013, Deputy Vice-Chancellor (Research) Professor Max Lu and prominent alumnus Dr Dimity Dornan (2011 Alumnus of the Year) were officially named Queensland Greats by the state government for their significant contributions to society.

Also in 2013, UQ awarded eight new Honorary Doctorates, including two to Nobel Laureates Professor John M. Coetzee and Professor Brian Schmidt AM.

The popular Global Leadership Series celebrated its third year, with more than 1000 participants attending eight events held in Brisbane, Melbourne and New York.

Seventeen reunions were held in 2013, and a class organiser recruitment campaign advised almost 5000 graduates that they would be celebrating a milestone anniversary in 2014.

UQ connected with more than 8000 graduating students through the “Class of 2013” t-shirt campaign at graduation ceremonies. Graduates were informed about the value of staying connected with UQ and contributed to the UQ Memories Board and Instagram site.

The Future Leaders Reception acknowledged 200 graduating students who made a valuable impact on the student experience and the UQ community through their leadership, volunteering, mentoring, academia and research. The project allows UQ to stay connected with graduates who are likely to become influencers as their careers develop.

UQ continued to actively support 14 alumni networks, including an Indonesian group established in May and groups re-established in Malaysia, Singapore, Chile and the US. Alumni volunteers continued to play a valuable role helping UQ engage with alumni and reinforce the University’s goals and global ties.

Philanthropy

In 2013, UQ exceeded its funds received target, receiving more than $27 million through the generosity of alumni, community and industry partners.

Notable gifts included:
- a $5.8 million bequest from The Estate of William Trezise Allen for human medical research;
- a multimillion dollar donation and bequest by Dr Paul Eliadis to establish an academic Chair in Classics and Ancient History;
- a $1.3 million bequest from The Estate of Kelvin David Garland for engineering research;
- a $1.45 million disbursement from UQef in support of the Young Achievers Program, the Centre for Youth Substance Abuse, the Clem Jones Centre for Ageing Dementia Research, a QBI Principal Research Fellow, and sporting clubs; and
$800,000 against a $2 million pledge from The Estate of Dr Clem Jones AO in support of the Clem Jones Centre for Ageing Dementia Research.

The University of Queensland in America (SO1(c)(3) foundation) has been well received by UQ's US donors. Notable gifts include:

- a US$1 million gift from leading New York fund manager Mr Matthew McLennan to fund a scholarship and also develop the Australian Institute for Business and Economics within the Faculty of Business, Economics and Law; and
- US$1.05 million in artwork gifted by Francis X Claps and Denise Green AM to the UQ Art Museum.

In 2013, the University received bequests totalling $8,393,511 – a significant increase compared to the $3,869,535 received in 2012. The University’s annual giving program continued to support research priorities, students and scholarships with $834,740 received, while UQ’s staff giving program also contributed to the strong philanthropic outcome for the University, receiving $516,426, including a major gift of $100,000 from Professor Ian Frazer’s family trust.

UQ’s long history of philanthropy was recognised with the inclusion of two gifts in “Australia’s Top 50 Philanthropic Gifts” of all time. The list was an initiative of a working group that included the Myer Family Company, Pro Bono Australia, Philanthropy Australia, the Myer Family and the Myer Family.

The UQ gifts included in the top 50 were a donation of five pounds and five shillings in 1827 that led to the development of the Fryer Memorial Library of Australian Literature, and the Mayne Bequest that has underpinned the success of UQ’s School of Medicine. UQ was the only higher education institution to have two gifts in the list.

UQ’s reputation and profile as one of the top 100 universities in the world.

In 2013, UQ continued its strategic engagement with priority countries and partners to further enhance the University’s reputation and profile as one of the top 100 universities in the world.

Some of the year’s highlights included:

- The AusAID-funded Public Sector Linkages Program (PSLP) “Andean Trilateral Project for Higher Education Governance and Institutional Strengthening” concluded in 2013. The program enabled UQ to strengthen relationships with key organisations in Chile, Colombia and Ecuador.
- UQ continued to strengthen its relationship with AusAID through the international long-term scholarship program, which attracted more than 552 enrolments in UQ degree programs during 2013. UQ International managed approximately $25.9 million in funding for AusAID scholarship expenses during the year.
- UQ was successful in gaining additional AusAID PSLP funding for projects in Latin America, including standards for the mining industry in Uruguay, tourism destinations and protection of rivers and environmental flows in Peru.
- Vice-Chancellor and President Professor Peter Høj led his first Senior Delegation Mission to China in March, with a key focus on strengthening research and teaching collaborations and exploring commercialisation opportunities. The successful mission saw UQ establish a research laboratory with the Institute of Automation at the Chinese Academy of Sciences and renew its partnership Memorandum of Understanding with the China Scholarship Council.
- A formal agreement was signed with longstanding research partner Bogor Agricultural University during the Senior Executive Mission to Indonesia, led by the Senior Deputy Vice-Chancellor.
- In 2013, the UQ Indonesia Partnership Awards celebrated its fourth consecutive year, with 2012–13 awardees recognised at an official function hosted by the Deputy Head of Mission of the Australian Embassy in Jakarta.
- UQ undertook some important steps towards opening its representative office in Jakarta, Indonesia. A lease for the premises was signed, architects have completed the design and contractors have commenced fitting out the office space. The appointment of UQ’s Chief Representative Officer (Jakarta) is also underway. The office will provide UQ with an increased presence in Indonesia, giving UQ the opportunity to extend its influence and enhance its reputation in the region.

Diversity Week

Diversity Week, now in its 11th year, celebrates the increasing diversity of the UQ community by showcasing the extraordinary contributions made by students, staff and alumni in building a more equitable and just world. The 2013 theme, “The Art of Diversity”, referred to the capacity of art to reach across human divides and build common understandings.

A highlight of the week’s activities was the announcement of the Vice-Chancellor’s Equity and Diversity Award winners. Professor Linda Richards was awarded $10,000 for her work in developing the internationally recognised Australian Brain Bee Challenge for secondary school students. The SCRIPT (Skills for Communicating and Relating in Pharmacy Training) team, a multi-disciplinary team of academics providing discipline-specific communication skills to pharmacy students, received $5000, and Dr Richard Lewandowski was recognised with the Vice-Chancellor’s Alumni Diversity Award for his work creating Operation Smile Australia.
to build on existing significant and valued agreements, particularly with the Indonesian Institute of Science, Indonesian Directorate General of Higher Education, University of Indonesia and the Eijkman Institute of Molecular Biology.

- There was an increasing focus on UQ’s India engagement and progress of UQ relationships with leading Indian higher education institutions, including agreements signed with the Indian Institute of Technology (Bombay).

- Series Six of the UQ Vietnam Professional Development Seminar Series (UQ-VN PDSS) on Global Food Safety, held in April 2013, attracted audiences from UQ’s institutional partners, government authorities, alumni and students in Ho Chi Minh City, Hanoi and Danang.

Global Symposium
The theme of the 2013 Global Symposium was “The Asian Century in a Globalised World”. This year’s event saw the return of UQ’s offshore Global Network Team and encouraged those involved in advancing internationalisation agendas across UQ to reflect and draw upon the wide variety of best-practice innovations, challenges and opportunities revealed by 50 guest speakers over two days. This year also saw the addition of a “Great Debate” to the official program.

Institute of Continuing & TESOL Education (ICTE-UQ)
In addition to providing English language pathway and support programs for UQ’s international students, ICTE-UQ forms a key link between the Institute’s more than 100 institutional, government and corporate partner organisations in more than 15 countries and the UQ community. Some highlights from 2013 included:

- Fifteen regional coordinators from the Vietnamese Department of Education and Training received Australia Awards Fellowships to undertake intensive leadership training at ICTE-UQ. The program provided participants with enhanced skills to implement a large-scale, nationwide capacity development initiative to rapidly improve the quality of English language teaching and learning in Vietnam.

- The University of Danang-University of Queensland English Language Institute (UD-UQ ELI) in Danang, Vietnam delivered English language training for more than 350 teachers from Danang City and neighbouring provinces. The program is part of a broader Vietnamese Government Ministry of Education and Training human resource development scheme for 60,000 teachers across Vietnam by 2020.

- Academics from three US universities met with leading Australian sustainability companies in January 2013 as part of a collaborative ICTE-UQ, UQ Business School and UQ International global engagement program. Eight professors from UQ’s Universitas 21 partner, the University of Connecticut, and colleagues from Simmons College, Massachusetts, and St. Catherine University, Minnesota, took part in the Green Business in Australia program.

ICTE-UQ also administered more than 8000 IELTS tests to candidates across South-East Queensland for academic pathway and immigration purposes, and placed more than 2900 students and professionals in its homestay accommodation network, providing an additional cultural element to their TESOL or Continuing Education training experience.
Confucius Institute
The UQ Confucius Institute seeks to build and consolidate collaborative opportunities with China, particularly in the fields of science, engineering and technology (SET), and to promote the learning of Chinese language and culture.

During 2013, the Confucius Institute hosted and organised a number of events including:
- intensive language and culture courses for the Queensland Police Service, Real Estate Institute of Queensland, Queensland Law Society and associated law firms;
- a school principals and students tour to China;
- public forums on modern China;
- a student-focused cultural appreciation course;
- a workshop for research higher degree (RHD) students and researchers in SET, requested by the Chinese Scholarship Council, RHD students and supervisors; and
- outward mobility programs in Chinese studies and SET.

The institute also continued to run its Confucius Classrooms, conducting language classes, cultural performances and training for school students throughout Queensland.

In 2013, Vice-Chancellor and President Professor Peter Høj was named the Oceania region’s first senior consultant to Hanban, a key global organisation for Chinese scholarship and culture.

Also in 2013, Professor Høj was one of only four Australians ever to be made an Honorary Professor at Tianjin University, China’s first university.

The Institute of Modern Languages
The Institute of Modern Languages (IML) continued to play an important role in providing UQ staff, students and alumni with the language skills and cultural knowledge that contribute to UQ’s global perspective.

In 2013, IML had almost 3000 enrolments in 135 courses teaching 29 languages. This included 55 enrolments in the personalised language learning service for individuals, small groups and organisations. Course development, course delivery and assessment services were provided for the Australian Defence Force.

The institute also conducted 750 translation and interpreting jobs for the public, UQ staff and students, community groups, schools, universities, companies and government departments.

Cultural and community activities

Customs House
Customs House is one of UQ’s CBD bases. In 2013, 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.

Customs House welcomed more than 60,000 guests and held 642 functions in 2013. Six 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 more than 900 visitors to the building on the day.

In 2013, Customs House was the winner of three awards at the Restaurant & Catering Awards for Excellence: Function/Convention Centre Caterer, Wedding Caterer and South-East Queensland Caterer of the Year.

Music
In May 2013, the UQ Symphony Orchestra performed Carnival of the Animals at the Queensland Performing Arts Centre (QPAC) Concert Hall, with Liam Viney and Anna Grinberg as soloists and narration by Emeritus Professor Roly Sussex of the School of Languages and Comparative Cultural Studies. In October 2013, the UQ Symphony Orchestra and the UQ Chorale performed works by Beethoven and Bruckner at QPAC with the support of Alumni Friends of The University of Queensland Inc.

The School of Music initiated a new concert series at the UQ Art Museum, culminating with the Baroque opera Venus and Adonis in collaboration with the Centre of Excellence for the History of Emotions. The School also maintained a regular concert series at Customs House and in the Nickson Room, Zelman Cowen Building. Master classes provided additional opportunities for distinguished visitors, including UQ alumnus and double GRAMMY® award winner Tim Munro, to share their expertise with students and the wider community.

During the 2013 Queensland Music Festival, School of Music staff and students performed in several concerts, including Stockhausen’s Mantra. They also visited Cape York to participate in the Yarrabah Band Festival and run workshops for students from the Cape York Aboriginal Australian Academy Band Camp and Yarrabah State School.

UQ Art Museum
The year began with two exhibitions of contemporary sculpture: If pain persists: Linde Ivimey Sculpture, and Ten Years of Things (drawn largely from The University of Queensland Art Collection).

Travelling exhibitions included the Museum of Contemporary Art Australia’s Claire Healy & Sean Cordeiro and the duo’s take on the residue of consumer society; Djalarri: We are standing on their names – Blue Mud Bay, which explored cross-cultural exchange between Indigenous artists and non-Indigenous artists; and Born to Concrete, which featured Concrete Poetry from Heide Museum of Modern Art, augmented with works from the University’s collection.

Working with UQ’s Associate Professor Rex Butler, the museum developed Marioni/MacPherson, with artists Joseph Marioni from New York and Robert MacPherson from Brisbane. As a special highlight of New 2013: Selected recent acquisitions, one gallery was devoted to donated works, which were selected by UQ students in collaboration with the curator.

The year ended with The University of Queensland National Artists’ Self-Portrait Prize entitled remix. post. connect. Thirty-eight artists from across Australia contributed, and Sydney-based artist Nell won the $50,000 prize.

Highlights of the museum’s public programs in 2013 included:
- So you think you can’t draw self-guided drawing program for UQ staff and students;
- master classes with artist Linde Ivimey for senior high school students;
- a series of free public lectures by visiting international scholars, including Professor Tom Crow, Professor Michael Fried, Professor Tim Ingold and Dr Joyce Townsend;
- Visual Poetry Seminar: Intersections of Image + Word, during the Born to Concrete exhibition, presented in partnership with the Faculty of English, Media Studies and Art History and promoted in the Brisbane Writers Festival program;
- partnerships with the Australian Research Council Centre for the History of Emotions and the UQ Centre for Critical and Cultural Studies, for master classes, public lectures, music performances and symposia in the Art Museum; and
- qualitative surveys evaluating the learning experiences of participants.
In 2013, a record 40,094 people visited the museum. The University acquired 310 new works – 40 purchased and 270 gifted. The total value of all acquisitions was $2,624,187.

School to university transition

The Office of Prospective Students, Scholarships and Student Equity managed a very active program of engagement with high schools throughout Queensland and Northern New South Wales in 2013. This incorporated careers markets, school visits, campus tours, in-school workshops and seminars, as well as subject selection and parent information evenings. In addition, school leadership forums were held in Brisbane, Toowoomba and the Sunshine Coast.

Secondary school students participated in a wide range of enrichment activities and university experiences. Open Days provided an opportunity for students and their families to explore university campuses and facilities and learn more about post-school study options, pathways into future careers, UQ support services and scholarships.

The annual Future Experiences in Agriculture, Science and Technology (FEAST) camp held at Gatton campus was also very popular. This program exposes students to a selection 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 one university course, increased in 2013. This was due to the expansion of a summer-intensive course, which aims to enhance the critical thinking and writing skills of students attending schools with low tertiary participation rates, and the establishment of a partnership with Brisbane School of Distance Education, which now delivers two Faculty of Arts courses on behalf of UQ.

Outreach

The UQ Young Achievers Program aims to support the tertiary study and career aspirations of motivated secondary school students from low-income families. The program continued to grow in 2013, with new donors coming on board and the inclusion of selected Brisbane schools. Student outcomes have been strong, with 95 per cent of the second cohort of Young Achievers applying for a place at university and 77 per cent accepting an offer to study at UQ. The deferral rate (25 per cent) is expected to remain high, largely due to the need for many students to work for a period of time in order to qualify for independent Youth Allowance before taking up their place at university.

The UQ Young Achievers Program has been a catalyst for growth in student volunteerism at UQ in recent years, offering an experiential learning opportunity for current students wishing to give back to the UQ community. More than 40 passionate and committed UQ Mentors are now serving as friendly and accessible points of contact for students in the program, helping to build their confidence and raise their educational aspirations. In 2013, a number of past Young Achievers joined the mentoring team and are now serving as role models for students from their home schools.

A further 98 Young Achievers graduated from Year 12 at the end of 2013 and the majority have indicated their intention to undertake tertiary study. One hundred and three new students from 43 schools have been selected to commence their Young Achiever journey in 2014. With many rural students involved in the program, most UQ Colleges, in partnership with the University, are generously supporting Young Achievers by providing discounted accommodation places.

The University’s Outreach Program continued to expand in 2013. This program aims to raise the educational aspirations of students attending secondary schools in Ipswich and the Lockyer Valley and
increase awareness of tertiary study as a post-school option. Tailored for students in Years 8–10, it incorporates a variety of interactive activities specially structured to engage these age groups. Interest from schools has been strong and feedback from the students who have participated in the program has been very positive.

Throughout the year, Student Ambassadors served as tutors for Aboriginal and Torres Strait Islander students at Redbank Plains State High School in partnership with ARTIE (Achieving Results Through Indigenous Education) and the feedback on this initiative has been very positive. Outreach staff also held events for students and families involved in The Smith Family’s Learning for Life Program.

Scholarships
UQ’s Academic Scholarship program attracted almost 1500 applications from high-achieving Queensland and interstate students. As in previous years, around one-third of applicants achieved an OP1 or equivalent, making it a highly competitive field.

One hundred 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 significant number of other scholarships, mostly discipline-specific, were also awarded to continuing students throughout the year.

Indigenous engagement
UQ has an ongoing program of outreach in schools and engagement with Indigenous community and stakeholder organisations, industry and alumni to advance its goals in Indigenous education.

In 2013, UQ expanded its engagement with schools and community organisations to build higher education aspirations for Indigenous students and strengthen successful outreach and pathway programs to increase Indigenous tertiary student numbers.

The Indigenous Youth Sports Program, developed by the Institute for Urban Indigenous Health and run in partnership with UQ’s School of Human Movement Studies and Aboriginal and Torres Strait Islander Studies (ATSSIS) Unit, the Inala Indigenous Health Service and Education Queensland, has grown significantly over the past two years, from 60 participants in 2011 to 130 participants in 2013. The program, which aims to encourage more Aboriginal and Torres Strait Islander people to choose tertiary study, involves a week of physical activities and classroom-based sessions, providing students with a campus experience and a program to inspire and build the leaders of tomorrow. The program also involves community mentors, including health workers and teacher aides. Funding is provided by UQ, the Department of Health and Ageing, Brisbane City Council and Education Queensland.

In 2013, UQ hosted the inaugural InspireU engineering camp. Established as part of a global education partnership between Rio Tinto and UQ, the InspireU camp offered 20 Aboriginal and Torres Strait Islander high-school students a week-long on-campus university experience and practical insight into engineering and the many opportunities for study and careers in the engineering industry. Students stayed at St Leo’s College and participated in a range of activities including robotics workshops, a bridge-building competition, chemical and environmental engineering discussions, and field trips. The program was developed by the Faculty of Engineering, Architecture and Information Technology and ATSSIS Unit in collaboration with Rio Tinto, with funding provided by UQ, Rio Tinto and the Department of Education’s Higher Education Participation and Partnerships Program.

UQ also hosted the inaugural Academy of Technological Sciences and Engineering (ATSE) Wonders of Science Indigenous program, a tailored program aimed at building a passion and enthusiasm for the study of science and technology in Queensland’s young Indigenous people. The program included the Queensland division of the ATSE Wonders of Science challenge, which required Year 8 students to work in teams of eight for eight weeks to run a Rube Goldberg experiment. The program culminated in a four-day on-campus experience, hosted at Emmanuel College, and activities including science-based workshops and visits to the Queensland Museum and the Science Centre. Arrow Energy was a funding partner.

UQ Sport
UQ Sport continued its themes of consolidation and simplification in 2013, including a review of offerings and a focus on customer-centric communication. These themes will help define the parameters of a new website which will be launched in early 2014. The website will be fully responsive, with dynamic content that can be customised by the student, staff or alumni using it. Market research has identified key barriers to usage and membership as well as satisfaction levels, and these findings will be used to direct improvements and new initiatives throughout 2014.

Student participation across UQ Sport continued to grow in 2013, with a focus on affordability and accessibility. The introduction of the Summer Pass program increased participation and revenue at a traditionally quiet time of year.

Three hundred and thirty UQ students competed in the annual Australian University Games, which took place on the Gold Coast in September–October. UQ Sport sent 25 teams this year, reflecting much larger numbers than previous years. Team UQ placed 16th out of 41 competing universities, winning four gold medals, two silver and three bronze.

In 2014, UQ Sport will continue to implement management systems and processes to improve organisational efficiencies and ensure the most effective utilisation of resources and service standards. 2014 will also see the development of new strategic and business plans to support UQ’s strategic direction and drive the expansion and success of UQ Sport.
MANAGEMENT AND RESOURCES

The University’s academic aims and aspirations for staff and students are supported by effective management strategies, policies, practices and systems. All aspects of the University are administered in a professional and client-focused manner. UQ has a proactive approach to environmental management and sustainability and continues to develop modern facilities.

University staff

Recruitment and selection

In 2013, UQ externally advertised 644 professional staff and 348 academic staff positions. The primary media for recruitment was the UQ Jobs e-recruitment website and several externally hosted recruitment websites, primarily SEEK and UniJobs.

To build capacity in senior staff recruitment, UQ conducted an open tender process for executive search firms to create a small list of preferred suppliers to cover professional, senior professional and executive vacancies.

From 31 March 2012 to 31 March 2013, the University’s continuing and fixed term workforce increased by 2.1 per cent to 6891.6 FTE, with a permanent retention rate of 93.6 per cent and a permanent separation rate of 6.4 per cent.

The Aboriginal and Torres Strait Islander Employment Strategy continued to be widely promoted by Human Resources staff. In 2013, nine trainees were recruited into the Indigenous Traineeship Program.

<table>
<thead>
<tr>
<th>Staff FTE by function (excluding casuals)</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE % of Total FTE</td>
<td>FTE % of Total FTE</td>
<td>FTE % of Total FTE</td>
<td></td>
</tr>
<tr>
<td>Academic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching and research</td>
<td>1,330.9</td>
<td>20.3%</td>
<td>1,319.6</td>
</tr>
<tr>
<td>Research only</td>
<td>1,227.2</td>
<td>18.7%</td>
<td>1,319.9</td>
</tr>
<tr>
<td>Teaching focused</td>
<td>165.1</td>
<td>2.5%</td>
<td>171.2</td>
</tr>
<tr>
<td>Other</td>
<td>20.0</td>
<td>0.3%</td>
<td>25.0</td>
</tr>
<tr>
<td>ACADEMIC TOTAL FTE</td>
<td>2,743.2</td>
<td>41.9%</td>
<td>2,835.7</td>
</tr>
<tr>
<td>Professional 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research support</td>
<td>622.9</td>
<td>9.5%</td>
<td>641.7</td>
</tr>
<tr>
<td>Other</td>
<td>3,182.0</td>
<td>48.6%</td>
<td>3,273.5</td>
</tr>
<tr>
<td>PROFESSIONAL TOTAL FTE</td>
<td>3,804.9</td>
<td>58.1%</td>
<td>3,915.1</td>
</tr>
</tbody>
</table>

| TOTAL FTE 2 | 6,548.2 | 6,750.8 | 6,891.6 |

<table>
<thead>
<tr>
<th>Casual FTE (per year)</th>
<th>2011</th>
<th>2012</th>
<th>2013 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE % of Total FTE</td>
<td>FTE % of Total FTE</td>
<td>FTE % of Total FTE</td>
<td></td>
</tr>
<tr>
<td>Academic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>451.3</td>
<td>14.1%</td>
<td>447.2</td>
<td>13.6%</td>
</tr>
<tr>
<td>Professional</td>
<td>447.3</td>
<td>10.5%</td>
<td>476.7</td>
</tr>
<tr>
<td>TOTAL CASUAL FTE</td>
<td>908.5</td>
<td>12.1%</td>
<td>923.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unpaid appointments</th>
<th>2011 Headcount</th>
<th>2012 Headcount</th>
<th>2013 Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honorary/Adjunct Appointments</td>
<td>1,486</td>
<td>1,644</td>
<td>1,747</td>
</tr>
<tr>
<td>Academic Titles</td>
<td>2,690</td>
<td>2,665</td>
<td>2,492</td>
</tr>
<tr>
<td>Conjoint Appointments</td>
<td>226</td>
<td>190</td>
<td>178</td>
</tr>
<tr>
<td>TOTAL UNPAID APPOINTMENTS</td>
<td>4,402</td>
<td>4,519</td>
<td>4,417</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 2013 is 7,815.5.
3 Casual FTE for 2013 is as per Australian Government Department of Education estimate.

Please note total headcount (excluding casuals) as at 31 March 2013 is 7,473. Total payment summaries produced in 2013 is 17,410.
Staff engagement

In-house staff support and rehabilitation services were provided to more than 104 University employees in 2013. These services included providing short-term assistance in responding to work and personal issues, crisis management, and developing graduated return-to-work programs for staff suffering mental health issues.

UQ continued to promote an Employee Assistance Program (EAP) via an external provider. In 2013, 6.41 per cent of UQ staff utilised this service, compared to 5.12 per cent the previous year. This rate is the highest seen for UQ in terms of staff EAP usage, indicating an upwards trend in engagement with staff support services.

In 2013, the University, through its staff support and rehabilitation services area, began rolling out its accredited Mental Health First Aid program. Eighty-seven staff who attended the two-day training are now accredited to recognise and support mental health issues in their immediate workplace.

In late 2012, the University commissioned an externally facilitated survey of organisational culture to identify behavioural norms and expectations. In response to the survey results, staff from across UQ are engaged in working groups to identify strategies to move towards a culture characterised by achievement, collegiality and growth. The University Senior Management Group also undertook a 360-degree feedback process, leading to group and individual planning and coaching.

The UQ Wellness program continues to provide a strong focus on proactive promotion of wellbeing. The program includes lunchbox seminars on a range of physical and mental health topics, walking challenges and a broad range of online resources to support staff to maintain healthy lifestyles.

UQ continued to be assessed as a Breastfeeding Friendly Workplace by the Australian Breastfeeding Association and met compliance requirements under the Workplace Gender Equality Act 2012.

The Equity Office further promoted the engagement of staff who identify as lesbian, gay, bi-sexual, transgender or intersex via the development of the Pride Alliance Network, which builds on the successful UQ ALLY program. The Equity Office also ran a number of seminars on equity and diversity matters, including a Diversity Discussion presented by the Queensland Anti-Discrimination Commissioner Kevin Cocks AM.

The winner of the Chancellor’s Award for Individual Excellence was Ms Melissa Glendenning, and the Chancellor’s Award for Team Excellence was awarded to the UQ Protein Expression Facility Team from the Australian Institute for Bioengineering and Nanotechnology. In addition, 57 professional staff (HEW 1–7) received Miracle Worker Awards.

Continuing appointments and promotions

During the year, 107 academic staff members were promoted through the University’s processes, comprising 27 promotions to Level B, 35 to Level C, 33 to Level D and 12 to Level E. UQ also appointed 169 new honorary and adjunct professors.

The University implemented a three-year probation period for academic staff, down from the previous five-year probation, for all academic staff appointed from 19 October 2012.

Employee relations

Human Resources (HR) staff provided representation and advocacy on a range of industrial and employee relations matters during 2013. The University experienced low levels of individual litigation as a result of early intervention strategies. The HR division continued to provide technical and legal advice, strategic direction and internal consultancy services on workplace agreements and employment issues. Negotiations for a replacement Enterprise Agreement to cover all academic, professional and language teaching staff continued throughout 2013, with finalisation of an Enterprise Agreement expected in 2014.

Organisational development

In 2013, there was a strong focus on developing management skills and capability across all areas and levels of the University.

Supporting staff to positively lead and manage change was a key priority, leading to the development of a UQ Guide to Leading Organisational Change website, an Organisational Change Community of Practice, and a pilot program of training for change agents. These initiatives provide tools, resources and a network to support staff involved in change efforts.

Other new management development courses included:

- Coaching Skills for Supervisors;
- Skills for First-Time Supervisors;
- Performance Conversations for Academic Supervisors; and
- Bullying and Discrimination Prevention and Resolution.

The Equity Office tailored information sessions for supervisors and managers related to bullying, harassment and discrimination, and continued to oversee a network of Discrimination and Harassment Contact Officers (DHCOs).

Existing management capability initiatives continued, including the Emerging Leaders program. Through this program, a new intake of 28 participants (academic staff at Level C or above, or professional staff
at HEW 8 or above) enrolled to undertake the Graduate Certificate in Executive Leadership in 2013–14. Enhancing career development for both academic and professional staff is a continuing priority, with a particular focus on assisting women:

- The Promoting Women Fellowships program continued, supporting academic women at Levels B to D to improve their readiness for promotion. Five academic women at Levels B and C were awarded between $13,000 and $15,000 each in 2013.
- The fourth cohort of the Career Progression for Women program included 16 academic women at Level C who are actively pursuing careers within UQ.
- Thirty professional women (HEW 1–7) completed the New Horizons career development program.
- Four professional women (HEW 10) were sponsored to attend the Chief Executive Women Leaders Program (formerly the Talent Development Program).
- The Early-Career Academic Development Program expanded significantly in 2013, accepting a cohort of 66 Levels A and B staff from across all areas of the University.

Targeted organisational development initiatives aim to support specific teams or groups to achieve identified goals or work through particular issues. In 2013, these included team-specific leadership development planning and "Supporting People Through Change" workshops for schools and faculties involved in large-scale change efforts.

Overall, the staff development program provided 917 courses to 9673 participants in 2013, with a strong focus on ensuring alignment of course offerings to the University's strategic direction.

Change management

2013 saw a significant change program initiated across many areas of the University, including the disestablishment of the faculties of Health Sciences, Arts, and Social and Behavioural Sciences. On 1 January 2014, new faculties of Humanities and Social Sciences, Health and Behavioural Sciences, and Medicine and Biomedical Sciences will be established.

Additional change processes in 2013 included:

- restructuring the UQ Executive Education area and disestablishing the School of Tourism within the Faculty of Business, Economics and Law;
- finalising the closure of the School of Veterinary Science activities remaining at St Lucia campus, including its St Lucia Small Animal Clinic and the associated Centre of Companion Animal Health;
- restructuring operations in the School of Pharmacy within the Faculty of Health Sciences;
- restructuring staff engaged in student engagement activities across the Faculty of Science; and
- change at various levels within Information Technology Services.

There were 78 retrenchments in 2013 and no voluntary early retirements (VERs).

Occupational health and safety

The Occupational Health and Safety (OHS) Division has oversight of risk management and regulatory compliance for the University's diverse research, teaching and administrative operations, including more than 2000 laboratory spaces, boating and diving activities, work in remote locations, the use of hazardous substances (biological, chemical and radioactive), plant safety and large animal-handling activities. Key achievements of the OHS Division in 2013 included:

- continuing to implement the recommendations of the 2012 Review of Occupational Health and Safety Operations at The University of Queensland, including chemicals management and contractor safety;
- biological safety compliance and associated inspections for 284 certified facilities (laboratories, animal and plant houses) and assessment of 116 research proposals;
- implementing the OHS Audit Program across seven organisational units/sites;
- providing OHS services for the Faculty of Social and Behavioural Sciences for the latter part of the year, the Centre for Advanced Imaging and the Translational Research Institute (TRI) (including access to the UQ Institutional Biosafety Committee);
- facilitating regulatory radiation safety approvals for the commissioning of the Centre for Advanced Imaging's cyclotron and associated radioisotope laboratories;
- delivering 39,932 OHS training and development sessions to UQ workers (including face-to-face and online training);
- managing interactions with a range of OHS-related regulators;
- managing the Staff Influenza Vaccination Program for 2440 staff;
- monitoring 384 staff in the Health Surveillance Program;
- ensuring post-occupancy OHS certifications and compliance for the TRI and Advanced Engineering Buildings;
- providing significant input for the University's proposal to restructure the University's OHS governance;
- actively participating in UQ's internal audit of the OHS Division;
- providing weekly OHS reports to the Vice-Chancellor and President and regular OHS reports to the University Senior Management Group;
- continuing to develop an OHS policy framework for the University's Policies and Procedures Library; and
- progressing the commission of an Electrical Safety Audit.

In 2013, there were a total of 1143 injuries, illnesses and incidents reported through the OHS Division's online reporting system. The OHS minor works asset management fund continued in 2013, with total expenditure of $91,500 to address urgent OHS infrastructure issues across faculties, institutes and campuses.

Workers’ compensation self insurance

The OHS Division, through its Work Injury Management team, manages all aspects of the University’s workers’ compensation operations according to the provisions of a regulatory licence issued under the Queensland Workers’ Compensation and Rehabilitation Act 2003. These operations include managing statutory injury and claims and managing the rehabilitation of injured workers. The University also manages the workers’ compensation risk of nine of its controlled corporate entities.

The University received 183 statutory claims and four damages claims in 2013. Claims involved a range of injuries including orthopaedic, neurological and psychological injuries. The average time to evaluate a claim was 5.2 days in 2013, compared to the Scheme average of 6.7 days.

UQ continued to maintain a high level 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. In 2013, 97.7 per cent of workers who lodged a claim were successfully returned to work and the claim resolved. There were no court appeals against any decision made by the Work Injury Management team in 2013.
Environmental performance

Throughout 2013, the Sustainability Steering Committee continued to provide leadership in embedding sustainability across UQ’s campuses and sites and across all areas of Learning, Discovery and Engagement.

Carbon strategy

The University is developing a Sustainability Action Plan due for completion in early 2014. The Sustainability Action Plan will coordinate carbon reduction initiatives across UQ’s campuses and sites. Other carbon strategy initiatives in 2013 included:

- installing photovoltaic solar arrays on the Advanced Engineering Building, Global Change Institute, Learning Innovation Building and the Oral Health Centre;
- auditing the energy efficiency of 14 buildings at St Lucia campus and a further 17 buildings at Gatton campus;
- retrofitting lighting at St Lucia campus;
- improving the monitoring of building management systems to accurately measure energy and water consumption;
- increasing overall cycling facilities across all campuses and sites, including new end-of-trip facilities at St Lucia campus;
- implementing a plan to replace fleet vehicles with low or zero emission vehicles; and
- developing a measurement system for calculating emissions of all business travel and estimating emissions related to campus commuting.

Carbon emissions

The University continues to monitor its carbon emissions. For the 2012-13 financial year, UQ’s carbon emissions were measured as 135,033 t CO2-e, which was a 0.8 per cent increase from the previous year.

Systems for estimating Scope 3 emissions, such as agricultural and commuting emissions, were implemented in 2013 and will continue to be developed.

Compliance

Activities requiring statutory approvals and permits continued in 2013 without non-conformances. Breakdowns and failures were resolved without causing environmental harm or triggering the need to notify authorities.

A study of the Indooroopilly Experimental Mine led to revised water management practices to minimise any risks of environmental harm. The University worked with the Queensland Department of Environment and Heritage Protection and procedures were changed to eliminate risk. Investigations confirmed no harm had been caused but did identify evidence of unassociated legacy mining waste and potential contamination on site. UQ notified the department as required, listing the known areas on the Environmental Management Register, and continues to work with the department to qualify and address potential risks.

Some minor environmental incidents were bought to the attention of the Sustainability Office in 2013. All were resolved in-house and no environmental harm was caused.

National Greenhouse and Energy Reporting compliance

In October 2013, the University submitted its fifth report under the National Greenhouse and Energy Reporting Act 2007, reporting 135,033 t CO2-e and 592 TJ of energy consumed for the 2012-13 financial year. An external data validation audit was undertaken prior to report submission.

Energy efficiency opportunities

The University continued to carry out energy assessments in 2013 as required under the Energy Efficiency Opportunities Act 2006. In recognition of its energy efficiency program, the University was chosen by the Department of Resources, Tourism and Energy to be a case study for the Energy Efficiency Opportunities (EEO) Program. UQ submitted its third EEO Public Report in December 2013.

Water management

With the cessation of State Water Efficiency Management Plan (WEMP) requirements on 1 January 2013, UQ is no longer legally required to maintain or report on WEMPs across its campuses. The University continued to implement water conservation and quality measures under its Water Management Plan (WEMP) requirements.

Waste minimisation

A new waste contract was introduced in January 2013. One of the goals of the new contract is to reduce waste to landfill by 10 per cent each year over the term of the contract. The contract also includes provisions for collecting a full set of data for all waste streams at the University to assist in tracking improvements.
UQ’s Public Place Recycling Program increased across the St Lucia and Gatton campuses in 2013. Additional recycling stations were also installed in internal public areas such as busy foyer spaces and group rooms.

A Resource Recovery Centre at Gatton campus is being planned to reduce the number of truck movements around campus, improve efficiencies in collection services and utilise on-site facilities for product reuse. The new resource recovery model will reduce the current cost of waste disposal at Gatton campus.

Biodiversity

National Tree Day planting took place at four UQ sites in 2013, with approximately 750 seedlings planted by the UQ community.

Approximately 3000 critically endangered Melaleuca irbyana seedlings were planted across 1.5 hectares by more than 70 staff and student volunteers at Gatton campus. The project was undertaken in partnership with SEQ Catchments and the GreenWorks program.

Restoration of the flood-affected riparian areas of Lockyer Creek is underway. Around 2000 seedlings will be planted with completion expected in early 2014. The project, funded by the Queensland Government, is being undertaken in partnership with Seqwater and West Moreton Landcare Group Inc.

Other initiatives

Other environmental performance initiatives in 2013 included:
- holding the inaugural UQ Sustainability Week;
- launching the Green Labs Program, open to all University laboratories;
- improving bicycle infrastructure on all campuses and sites;
- installing interactive touch screens in the Advanced Engineering Building, Global Change Institute and Learning Innovation Building, displaying real-time information on energy and water consumption; and
- broadening engagement with staff, students and public transport and cycling infrastructure providers.

UQ was also a finalist in the 2013 Banksia Sustainability Awards for its Living Laboratories program.

Built environment

The Advanced Engineering Building (AEB) and Global Change Institute (GCI) were completed in June and August 2013 respectively. The GCI harvests all of its own energy and water on site and operates carbon neutral and zero energy strategies in its daily operations. The AEB is UQ’s first Green Star accredited building (5 Star Education Design v1 certified rating). These buildings are equipped with measuring systems to monitor their environmental performance and are being used as living laboratories, providing practical research and learning experiences for students and staff as well as engagement resources for the wider community.

The UQ Sustainability Walk was completed in early 2013. The walk showcases the various sustainability initiatives implemented across St Lucia campus 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 2013.

Key infrastructure projects delivered in 2013 included:
- completion of the Advanced Engineering Building (AEB) in mid-2013 ($136.7 million);
- completion of the Global Change Institute (GCI) in mid-2013 ($32.8 million);
- completion of the Centre for Advanced Imaging (CAI) in mid-2013 ($51 million); and
- completion of the Translational Research Institute (TRI) and R Wing (part of the Princess Alexandra Hospital) in mid-2013.

UQ’s capital development program for 2014 will continue to support its strategic priorities. Major capital projects that will progress in 2014 include:

St Lucia campus
Goddard Rooftop Extension
The Goddard Rooftop Extension will create additional office and meeting space to accommodate the Australian Research Council Centre of Excellence for Environmental Decisions. Construction has commenced and is scheduled for completion by March 2014.

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 the Australian community. Construction has commenced and is scheduled for completion by mid-2014. The project is supported by federal and Queensland government funding.

Library

In 2013, the Library continued to provide services, spaces and resources to support more than 7000 staff and 46,000 students across the University. The Library continued to acquire new materials, primarily in electronic format and to highlight special collections through digitisation and online exhibitions and events. The Library collection includes more than two million physical format resources; 116,000 distinct journal titles; 1000 databases; 500,000 electronic books; 38,000 DVDs, VHS, video streams and audio CD items; and extensive manuscript, microform and pictorial collections. In 2013, the Library began moving lesser-used materials into a new purpose-built warehouse at Gatton campus. The Duhig Tower was open 24 hours a day, seven days a week, extending student access to computers, wireless and study spaces.

In accordance with University policy and procedures, a review of the Library was held in 2013 to ensure it is well positioned for the future and its Strategic Plan 2013–2017 was released. The Library also commissioned an external review of its website to support best practice in user-centred design.

A number of events were held throughout the year, including: Antarctica: Bravery in the Landscape (in collaboration with the UQ Art Museum); Investigating Arthur Upfield; Three Crooked Kings with Matthew Condon and Dr Geoff Ginn; a celebration of the 200th anniversary of Jane Austen’s Pride and Prejudice; an event to celebrate 50 years of the journal Australian Literary Studies; and the Friends of Fryer Christmas event with the Honourable Justice Ian Callinan QC AC.

In October 2013, the Library held its first Open Access Eminent Speaker Forum. Professor Alma Swan, Director of European Advocacy for SPARC (the Scholarly Publishing and Academic Resources Coalition) delivered the lecture “Is Open Access just another fad?” The policy and procedures for UQ Open Access for UQ Research Outputs were approved in 2013, and the Library ran presentations during International Open Access Week.

The Fryer Library Award for 2013 was presented to Dr William Hatherell, who will utilise the collections to extend his groundbreaking work on Brisbane and Queensland cultural history, reaching back to key developments in the 1920s and 1930s.

The Library continued to provide UQ researchers with advice and support in research data management and metrics, and support overseas delegations of UQ staff through the provision of metrics-based information. The Library also continued to manage and develop the UQ eSpace repository.

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**St Lucia campus**

**Goddard Rooftop Extension**

The Goddard Rooftop Extension will create additional office and meeting space to accommodate the Australian Research Council Centre of Excellence for Environmental Decisions. Construction has commenced and is scheduled for completion by March 2014.

**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 the Australian community. Construction has commenced and is scheduled for completion by mid-2014. The project is supported by federal and Queensland government funding.
GLOSSARY

3MT Three Minute Thesis
AAH Australian Academy of the Humanities
AAS Australian Academy of Science
AEB Advanced Engineering Building
AM Member of the Order of Australia
AMusA Associate Diploma in Music
ANU Australian National University
AO Officer of the Order of Australia
AQF Australian Qualifications Framework
ARC Australian Research Council
ATSE Academy of Technological Sciences and Engineering
ATSIS Unit Aboriginal and Torres Strait Islander Studies Unit
BA Bachelor of Arts
BBus Bachelor of Business
BCom Bachelor of Commerce
BE Bachelor of Engineering
BEcon Bachelor of Economics
BED Bachelor of Education
BSc Bachelor of Science
C9 China 9 Research Universities
CEO Chief Executive Officer
CJCADR Clerm Jones Centre for Ageing Dementia Research
CMC Crime and Misconduct Commission
CPAg Certified Professional Agronomist
CQU Central Queensland University
CRC Cooperative Research Centre – bodies funded competitively by the federal government and involving university, industry and other research groups
DAFF Department of Agriculture, Fisheries and Forestry
DECEA Discovery Early Career Research Awards
DEEWR Former Australian Government Department of Education, Employment and Workplace Relations
DUniv Doctor of the University
EAP Employee Assistance Program
EdD Doctor of Education
EEO Energy Efficiency Opportunities
EIF Education Investment Fund
ERA Excellence in Research for Australia
ExCom UniQuest’s Expertise Commercialisation Group
FAA Fellow of the Australian Academy of Science
FACEL Fellow of the Australian Council for Educational Leaders
FAIAST Fellow of the Australian Institute of Agricultural Science and Technology
FAICD Fellow of the Australian Institute of Company Directors
FAIM Fellow of the Australian Institute of Management
FAMA Fellow of the Marketing Association of Australia and New Zealand
FAPS Fellow of the Australian Psychological Society
FASSA Fellow of the Academy of the Social Sciences in Australia
FCA Fellow of the Institute of Chartered Accountants Australia
FCILT Fellow of the Chartered Institute of Logistics and Transport in Australia
FlChemE Fellow of the Institution of Chemical Engineers
FIEAust Fellow of the Institution of Engineers Australia
FIS Fellow of the Institute of Statisticians
FRACGP Fellow of the Royal Australian College of General Practitioners
FSIA Fellow of the Safety Institute of Australia
FTE Full-time equivalent
FTSE Fellow of the Australian Academy of Technological Sciences and Engineering
GAICD Graduate Member of the Australian Institute of Company Directors
GCI Global Change Institute
GFA Ground Floor Area
G-MIRM Global Minerals Industry Risk Management
Go8 Group of Eight – a coalition of leading Australian universities intensive in research and comprehensive in general and professional education
GU Griffith University
G-VEC Gatton Vocational Education Centre
HEPPP Higher Education Participation and Partnerships Program
HEW Higher Education Worker
HR Human resources
IB International Baccalaureate
ICT Information and Communication Technology
ICTE-UQ Institute of Continuing & TESOL Education
IELTS International English Language Testing System
IML Institute of Modern Languages
IMPC International Minerals Processing Congress
IP Intellectual property
IPCom UniQuest’s intellectual property commercialisation group
JCU James Cook University, Townsville
LLB Bachelor of Laws
MA Master of Arts
MACE Member of the Australian College of Educators
MAICD Member of the Australian Institute of Company Directors
MBA Master of Business Administration
MBBS Bachelor of Medicine/Bachelor of Surgery
MCom Master of Commerce
MDG Millennium Development Goals
ME Master of Engineering
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>MEd</td>
<td>Master of Education</td>
</tr>
<tr>
<td>MIPSANZ</td>
<td>Member of the Intellectual Property Society of Australia and New Zealand</td>
</tr>
<tr>
<td>MLitt</td>
<td>Master of English Literary Studies</td>
</tr>
<tr>
<td>MOOCs</td>
<td>Massive Open Online Courses</td>
</tr>
<tr>
<td>MRACMA</td>
<td>Member of the Royal Australian College of Medical Administrators</td>
</tr>
<tr>
<td>MSc</td>
<td>Master of Science</td>
</tr>
<tr>
<td>NCRIS</td>
<td>National Collaborative Research Infrastructure Strategy</td>
</tr>
<tr>
<td>NHMRC</td>
<td>National Health and Medical Research Council</td>
</tr>
<tr>
<td>OHS</td>
<td>Occupational health and safety</td>
</tr>
<tr>
<td>OLT</td>
<td>Office for Learning and Teaching</td>
</tr>
<tr>
<td>OMC</td>
<td>Office of Marketing and Communications</td>
</tr>
<tr>
<td>OP</td>
<td>Overall Position</td>
</tr>
<tr>
<td>PhD</td>
<td>Doctor of Philosophy</td>
</tr>
<tr>
<td>PSLP</td>
<td>Public Sector Linkages Program</td>
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<tr>
<td>QAAFI</td>
<td>Queensland Alliance for Agriculture and Food Innovation</td>
</tr>
<tr>
<td>QBI</td>
<td>Queensland Brain Institute</td>
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<tr>
<td>QCA</td>
<td>Queensland Certificate of Agriculture</td>
</tr>
<tr>
<td>QPAC</td>
<td>Queensland Performing Arts Centre</td>
</tr>
<tr>
<td>QUT</td>
<td>Queensland University of Technology</td>
</tr>
<tr>
<td>R&amp;D</td>
<td>Research and development</td>
</tr>
<tr>
<td>RHD</td>
<td>Research higher degree</td>
</tr>
<tr>
<td>RPM</td>
<td>Research Partnerships Manager</td>
</tr>
<tr>
<td>SES</td>
<td>Socio-economic status</td>
</tr>
<tr>
<td>SET</td>
<td>Science, engineering and technology</td>
</tr>
<tr>
<td>SEQ</td>
<td>South-East Queensland</td>
</tr>
<tr>
<td>SMI</td>
<td>Sustainable Minerals Institute</td>
</tr>
<tr>
<td>TESOL</td>
<td>Teaching of English to Speakers of Other Languages</td>
</tr>
<tr>
<td>TIME</td>
<td>Top Industrial Managers Europe</td>
</tr>
<tr>
<td>TRI</td>
<td>Translational Research Institute</td>
</tr>
<tr>
<td>Universitas 21 (U21)</td>
<td>International alliance of research-intensive universities</td>
</tr>
<tr>
<td>UQ-UCN ELI</td>
<td>The University of Queensland – Universidad Católica del Norte English Language Institute</td>
</tr>
<tr>
<td>UQ-VN PDSS</td>
<td>UQ Vietnam Professional Development Seminar Series</td>
</tr>
<tr>
<td>USC</td>
<td>University of the Sunshine Coast</td>
</tr>
<tr>
<td>USQ</td>
<td>University of Southern Queensland</td>
</tr>
<tr>
<td>UTS</td>
<td>University of Technology Sydney</td>
</tr>
<tr>
<td>UWA</td>
<td>University of Western Australia</td>
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LEARNING AND DISCOVERY SITES

Campuses
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2 Gatton campus
3 Ipswich campus
4 Herston campus

Other locations
5 Pinjarra Hills
6 University Mine, Indooroopilly
7 School of Dentistry, City
8 Pharmacy Australia Centre of Excellence, Woolloongabba
9 Veterinary Teaching Clinic, Dayboro
10 Customs House, City
11 UQ Business School Downtown, City
12 Long Pocket Site
13 Medical Teaching Facility, Nambour
14 Boyce Gardens, Toowoomba

Marine Research Stations
15 Dunwich, Stradbroke Island
16 Heron Island
Our campuses

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(domestic & postgraduate coursework inquiries)
admissions@gradschool.uq.edu.au
(research higher degree inquiries)
www.uq.edu.au/international-students/
enquire-online (international student inquiries)
Internet www.uq.edu.au

UQ Ipswich
1731 enrolments
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International +61 7 3381 1011
Facsimile (07) 3381 1060
International +61 7 3381 1060
Email ipswichstudentcentre@uq.edu.au
Internet www.uq.edu.au/ipswich

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International +61 7 5460 1170
Email gatton.director@uq.edu.au
Internet www.uq.edu.au/gatton

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Internet www.uq.edu.au/about/herston-campus

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