



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

ANNUAL REPORT 2014



27 February 2015

The Honourable Kate Jones MP
Minister for Education and Minister for Tourism, Major Events,
Small Business and the Commonwealth Games
Level 22, Education House 30 Mary Street Brisbane Qld 4000

I am pleased to present the Annual Report 2014 and financial statements for The University of Queensland.

I certify that this Annual Report complies with:

- the prescribed requirements of the *Financial Accountability Act 2009* and the *Financial and Performance Management Standard 2009*; and
- the detailed requirements set out in the *Annual Report Requirements for Queensland Government Agencies*, April 2014.

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

Yours sincerely



Mr John Story
Chancellor

CONTENTS

Vice-Chancellor and President's review	1
2014 snapshots	2
Key statistics	6
Summary of financial information	7
Organisation	10
– Basis of authority	10
– Lines of responsibility	11
– Controlled entities	11
Corporate governance	13
– University Senate	13
– Senior officers	16
Strategic plan 2014–2017	18
Review of activities – Learning	20
Review of activities – Discovery	29
Review of activities – Engagement	42
Management and resources	51
Glossary	59
Index	60
Learning and Discovery sites (map)	62
Our campuses, faculties and institutes	inside back cover
Annual Financial Statements	separate volumes

Public availability note

This volume and the Annual Financial Statements (Volumes 1 and 2) are available from the Office of Marketing and Communications (see inside back cover) or online at www.uq.edu.au/about/annualreport

The following information is also available online at uq.edu.au/about/annualreport

- Consultancies
- Overseas travel

ISSN 1837-6592 (print) ISSN 1837-6606 (online)

Interpreter Service Statement



The University of Queensland (UQ) is committed to providing accessible services to people from all culturally and linguistically diverse backgrounds. If you have difficulty understanding the *Annual Report 2014*, please contact UQ's Institute of Modern Languages on (07) 3346 8200 to arrange an interpreter to effectively communicate this report to you.

© (The University of Queensland) 2014

Front cover image: The Global Change Institute (GCI) at The University of Queensland, Australia, is an independent source of game-changing research, ideas and advice for addressing the challenges of global change. The GCI advances discovery, creates solutions and advocates responses that meet the challenges presented by climate change, technological innovation and population change.

The year 2014 has been another strong one for UQ, characterised by the sterling efforts of staff, the performance of students, and the contributions of graduates and partners. During the year, UQ clearly asserted its place among the leading 100 of the world's 10,000-plus universities. We were particularly pleased to be one of only 15 universities outside North America to be in the top 50 of the inaugural Best Global Universities league table, published by *US News and World Report*.

These rankings were achieved amidst rising global competition, and a tightening national funding environment that demands new levels of institution-wide fiscal restraint. Disciplined spending enabled us to repay a number of Queensland Government loans ahead of schedule. Staff who met budget targets and strove to contain costs deserve credit for the fiscal turnaround, which places UQ in a better position to offer a top-notch student experience, ongoing research excellence, and research outcomes that deliver real and enduring benefits to society, the economy and the environment.

More than ever, leadership in these areas helps distinguish UQ from competitors. Reaffirming that UQ is growing in substance and reputation, official government data published late in the year showed we attracted more funding for research than any other Australian university.¹ This is a first for UQ, and hopefully not the last.

Philanthropists are also giving UQ a vote of confidence, with 2014 being a banner year that included a seminal \$10 million donation to enable the UQ Poche Centre for Indigenous Health. Donations of any size are a great encouragement to students and staff, and the foresight of many donors in backing long-term projects is deeply appreciated.

Teaching quality is widely regarded as difficult to measure, but the outstanding nature of UQ's graduates gives some indication of sustained high teaching standards. We now have approximately 220,000 graduates, including more than 11,500 PhDs. Among the conspicuous elevations of the year, Dr Sam Hawgood became leader of the esteemed University of California San Francisco. Mark Hutchinson was picked by General Electric, one of the world's ten largest listed companies, to lead a \$17 billion integration of the French multinational Alstom, which involves 65,000-plus employees. Like a plethora of alumni, they show that UQ's vision of "Knowledge Leadership for a Better World" is more than a vision — it is real.

2014 opened the term of the 33rd Senate. The University is fortunate to be served by high-calibre senators who share UQ's values, and align their goals with our strategic planning. Led by Chancellor John Story, they volunteer their time and expertise to promote judicious governance. They thereby amplify UQ's capacity to face current and emerging challenges as we continue being an essential contributor to Queensland.

¹ 2013 data, the latest available.

VICE-CHANCELLOR AND PRESIDENT'S REVIEW

Diligent deliberations by senators and others across the University underpinned the agreement to transfer the Ipswich campus to the University of Southern Queensland. This transaction is aimed at optimising tertiary opportunities for people in the Ipswich region, while allowing UQ to recover our own capital investment in the campus and letting both organisations focus on what we do best.

Other significant organisational work continued in 2014 to ensure the implementation of new faculty structures — a further investment in the University's future.

The forward-facing milestones and developments of 2014 are undergirded by years of work to build UQ's stature. As a case in point, I credit the University's selection to host US President Barack Obama to the cumulative record of present and past students and staff. Giving his only major address while in Brisbane for the G20 Leaders' Summit, President Obama lauded UQ as "one of the world's great institutions of science and teaching", drew attention to the cervical cancer vaccine and climate change research, and quoted a marvellous humanities graduate, writer David Malouf AO.

While the cervical cancer vaccine has reached tens of millions of women and even garners a presidential reference, innovations at earlier stages of development bear the hallmarks of future life-changers. For instance, Spinifex Pharmaceuticals, enabled by Professor Maree Smith's research into pain treatments, attracted \$US44.5 million from a three-nation investor syndicate. This brought the sum of finances raised by UniQuest for companies based on UQ technologies to \$500 million — and rising.

Excellence and outreach are inherent to UQ research that leads to widespread and enduring benefits. An example is a UQ-industry partnership seeking solutions to sewerage system corrosion. *Science* published a paper and commentary on the research, and its impact beyond academia is pronounced. It is estimated to save the industry partners \$400-plus million in net present value over 20 years, and won major accolades including a Global Project

Innovation Award from the International Water Association.

Cumulative success in all areas of the University gives UQ's current leadership the confidence to continue innovating and taking calibrated risks, in a climate where others may become risk-averse. Our Jakarta office opened in March and throughout the year we continued to examine opportunities for deeper international engagement, particularly in China.

There are promising signs about a decision taken in 2013 to diversify the international impact of UQ teaching by joining edX, a not-for-profit consortium of online educators founded by Harvard University and the Massachusetts Institute of Technology. UQ's component, UQx, had 240,000 enrolments in 2014, with the second-largest country of learners' origin being India (not traditionally a major source of UQ students). We are exploring how the data accessed via edX can inform efforts to improve the UQ student experience.

As external challenges mount, it is imperative that we continue enhancing this experience and striving to grant access to a diversity of capable and ambitious students. Significantly, 2014 saw the creation of the Institute for Teaching and Learning Innovation and the Office of the Pro-Vice-Chancellor (Teaching and Learning). We also ran a by-invitation design competition for a student housing precinct at the St Lucia campus.

Appropriately, our very strong year was capped emphatically in all three pillars of Learning, Discovery and Engagement. In December: individuals and teams in the Humanities, Science and Business fields collected national teaching awards; the Australian Government announced \$30 million for the Threatened Species Recovery Hub led by Professor Hugh Possingham; and the UNESCO Child and Family Research Centre evaluated that the Triple P – Positive Parenting Program, which has reached seven million children, has community-wide benefits.

However, the 7000-plus students who became graduates provided the greatest cause of year-end jubilation. They followed more than 3000 students who graduated



in July, and the first graduates from the UQ Young Achievers Program were among them. Initiated by alumni Andrew and Jennifer Brice, Young Achievers now attracts generosity from others and is a model of schemes that give bright, determined young people access to the UQ advantage. Such ventures are sure to grow in importance, regardless of the regulatory and funding environment for higher education.

In preparing for 2015, we cannot know the fate of the government's amended proposals to deregulate higher education. But we do know that UQ staff, students, alumni and partners have proven abilities to compete and succeed in even the toughest of settings.

Countless people have achieved and contributed in 2014, and thereby reinforced the foundations for future success. I thank you all, and look forward to continuing to work in unity in 2015, so that an expanding global community gains increasing benefit from UQ's knowledge leadership.

Professor Peter Høj
Vice-Chancellor and President

2014 SNAPSHOTS

At The University of Queensland (UQ), our student, staff and alumni excellence continues to shine globally. UQ is the largest university in Queensland, and has produced 220,000 graduates since it was founded in 1910. Many graduates have gone on to become leaders in all areas of society and industry, epitomising the University's vision to provide knowledge leadership for a better world.

Global excellence

In 2014, UQ upheld its position well inside the top 100 in the five key global university rankings: the Academic Ranking of World Universities, *Times Higher Education* World University Rankings, QS World University Rankings, the Performance Ranking of Scientific Papers for World Universities and the *US News* Best Global Universities Rankings.

UQ gained 11 places to rank 56th globally in the Performance Ranking of Scientific Papers for World Universities. This ranking sees UQ first in Australia for the subjects of agricultural sciences, civil engineering, materials science, environment/ecology, and plant and animal science; and third nationally overall.

UQ upheld its position of 85th in the prestigious Academic Ranking of World Universities for the second consecutive year.

In the 2014/15 QS World University Rankings, UQ held its position as 43rd among the world's top universities, and fourth in Australia. This ranking now includes all of Australia's Group of Eight universities in its top 100.

In the *Times Higher Education* World University Rankings 2014–2015, UQ was ranked 65th.

UQ ranked in the top 50 universities in the world (47th globally) in the inaugural *US News* Best Global Universities Rankings.

UQ continues to be world leading in many subjects. In two rankings, UQ was ranked in the top 10 in the world for Ecology and Environmental Science.

The Economist ranked UQ's Master of Business Administration (MBA) as the number one MBA program in Australia and the Asia-Pacific region for the third year in a row in 2014.

Additionally, the MBA program was the only Asia-Pacific entry in *The Economist's* global top 25, and UQ was the number one MBA provider outside Europe and North America.

Group of Eight

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.

The Go8 works to enhance member universities' contributions to international knowledge and Australia's social, economic, cultural and environmental prosperity. Its aims include expanding opportunities for Australian students, regardless of background, to participate in world-class higher education.

Universitas 21

As one of only three Australian founding members, UQ has again continued its strong engagement with the global network of research-intensive universities, Universitas 21 (U21). Peer networks were strengthened and best practices shared across teaching and learning, research engagement, and enhancing the student experience in 2014. More than 13 per cent of UQ's research publications included a U21 member, and over 350 U21 students participated in a semester exchange.

Learning excellence

UQ continued to achieve a standard of excellence in graduate outcomes for 2014. The University achieved the highest five-star rating for student demand and staff qualifications in the *Good Universities Guide 2015*, released in 2014. UQ achieved four-star ratings for success in getting a job and graduate starting salary.

Over 70 per cent of UQ Australian Bachelor degree graduates available for full-time work had secured full-time employment within four months of completing courses, comparing favourably to the national average of 68.1 per cent, according to the Graduate Careers Australia's *2014 Australian Graduate Survey*.

UQ has received more than 90 nationally competitive awards for teaching — more

than any other Australian university — and more than 160 UQ staff (including honorary and adjunct appointments) and professors emeriti are Fellows of Australia's learned academies, which include the Australian Academy of Science, Australian Academy of the Humanities, Australian Institute of Aboriginal and Torres Strait Islander Studies, ATSE, ASSA, Australian Academy of Law and the newly established Australian Academy of Health and Medical Sciences.

The Institute for Teaching and Learning Innovation (ITaLI) and the position of Pro-Vice-Chancellor (Teaching and Learning) were established to support the University's strategic learning and teaching goals following an organisational change process in 2014. ITaLI is organised around the two primary functional areas of Teaching Excellence and Innovation and Analytics, led by senior academic staff and directed by the Pro-Vice-Chancellor (Teaching and Learning). ITaLI provides leadership, engagement and advocacy in educational innovation, teaching excellence and learning analytics, and aims to transform and innovate teaching, learning and creativity.

Student excellence

Students shone on the international stage in 2014. UQ celebrated the addition of a world championship title to its growing list of mooting accolades, winning the Philip C. Jessup International Law Moot Court Competition in Washington DC, USA.

In the final, the TC Beirne School of Law team (pictured opposite) defeated the Singapore Management University School of Law in the White and Case Jessup World Championship Round of the competition on 13 April.

Student statistics

Statistics about award completions and enrolments at the University in 2014 are shared in the tables and bar chart shown opposite.



Pictured from left to right: Associate Professor Anthony Cassimatis (faculty advisor), Emily Chalk, Lisa Lee, Camille Boileau, Hugo Clark-Ryan, Abbey Mawby and Catherine Drummond (team coach) represented UQ at the 2014 Philip C. Jessup International Law Moot Court Competition in Washington DC.

International students

International enrolments from 146 countries made up 24 per cent of the student population in 2014. International students generated \$321.7 million in income for the University in 2014. This included \$180.5 million from undergraduate students, \$84.9 million from postgraduate students, \$11.4

million from non-award students, and \$14.3 million from Research Higher Degree students, in addition to income from research and the Institute of Continuing and TESOL Education. The export business UQ generates supports the local economy, and the University has an impressive record in this regard.

UQ is a university of choice for international students, with factors including innovative research and outstanding education, vibrant campuses, great opportunities, support services and the Brisbane lifestyle contributing to UQ's reputation for excellence.

Award completions 2014 ¹	
Higher Doctorate	6
Doctorate by research	736
Doctorate by coursework	25
Masters by research	93
Masters by coursework	2,582
Postgraduate/Graduate Diploma	415
Graduate Certificate	540
Bachelors Honours	1,712
Bachelors	5,411
Associate Degree	20
Diploma/Associate Diploma (pre-AQF)	77
TOTAL	11,617

¹ Figures for 2014 are preliminary.

Total enrolments				
	2011	2012	2013	2014 ¹
Full-time internal	37,262	38,182	39,913	41,871
Part-time internal	6,971	6,905	7,156	7,187
External	1,315	1,776	1,735	1,692
TOTAL	45,548	46,863	48,804	50,750
Female	55.4%	55.3%	55.4%	55.2%
Male	44.6%	44.7%	44.6%	44.8%

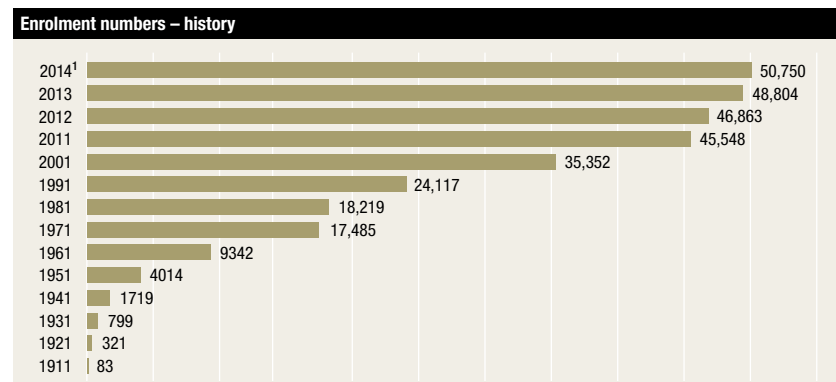
¹ Figures for 2014 are preliminary.

Campus enrolments			
	2012	2013	2014 ¹
St Lucia	39,656	41,737	43,600
Ipswich	1,557	1,731	1,931
Gatton	2,200	2,088	2,089
Herston	3,450	3,248	3,130
TOTAL	46,863	48,804	50,750

¹ Figures for 2014 are preliminary.

Enrolment by program				
	2011	2012	2013	2014 ¹
Doctorate by research	3,512	3,890	3,889	3,975
Doctorate by coursework	98	92	85	75
Masters by research	437	440	472	472
Masters by coursework	6,618	6,486	6,408	6,736
Postgraduate/Graduate Diploma	868	817	844	868
Graduate Certificate	737	908	887	993
Bachelors	32,149	33,149	34,789	35,877
Associate Degree	224	144	92	65
Diploma/Associate Diploma	86	158	245	226
Enabling Course	60	109	259	318
Non-Award Course	759	670	834	1,145
TOTAL	45,548	46,863	48,804	50,750

¹ Figures for 2014 are preliminary.



¹ Figures for 2014 are preliminary.

US President Barack Obama delivered a captivating speech about the role of US leadership in the Asia-Pacific at UQ during 2014, describing UQ as "one of the world's great institutions of science and teaching". He previously tweeted information about a UQ study to his 31 million followers on the social media site, in a glowing endorsement of the exceptional standard, and international relevancy, of UQ's research efforts.

Discovery excellence

UQ maintained its strong reputation as one of Australia's top research-intensive universities, attracting more total research income than any other Australian university in 2013. UQ was awarded the maximum five-star rating for research grants and research intensity in the *Good Universities Guide 2015*, with the University's reputation for research excellence underpinned by its membership in both U21 and the Go8.

Internationally, UQ's research community continues to excel in quality and impact, contributing solutions to some of the great challenges of our time. Innovators have made genuinely life-changing advances. As of 2014, the life-saving Gardasil® cervical cancer vaccine invented at UQ is approved for use in more than 120 countries and is expected to save 250,000 lives annually, the Triple P – Positive Parenting Program has reached more than seven million children in 25 countries, GroundProbe® mine-safety technology is used by some of the world's largest mining companies, and UQ image correction technology is used in two-thirds of the world's magnetic resonance imaging machines.

UQ led Australia and was one of the strongest Asia-Pacific institutions in the *Nature* Index, which tracks the affiliations of scientific articles published in 68 prestigious science journals. UQ also led Australia in the *Nature* Publishing Index Asia-Pacific, rising into the region's top 10 in 2014.

UQ PhD student, Mr Hosam Zowawi, was awarded a prestigious Rolex Award for Enterprise for his innovative work to protect human health from the threat of antibiotic resistant superbugs in 2014. Mr Zowawi, who is based at the UQ Centre for Clinical Research, is one of five Young Laureates to win the prize, and joins Professor Mark Kendall from the Australian Institute for Bioengineering and Nanotechnology as a UQ-based recipient of a Rolex award. Professor Kendall was awarded a Rolex



Laureate in 2012. He is the co-inventor of the Nanopatch®, a pain-free method of vaccine delivery designed to replace needles and syringes.

In a related achievement, it was announced in September that Vaxxas, a start-up venture established in 2011 with the support of UniQuest Pty Limited (UniQuest), will undertake a research collaboration with the World Health Organization to evaluate using the Nanopatch® as a platform for the delivery of the polio vaccine.

UniQuest marked 30 years of business serving UQ as its main technology transfer and commercialisation company in 2014. Finances raised by UniQuest for companies based on UQ technologies have soared to \$500 million — and continue to increase. Over 500 research contracts and consultancies for collaborative engagements were organised by UniQuest with industry in 2014, totaling over \$15 million.

There are also excellent research commercialisation outcomes to report. For example, the Sewer Corrosion and Odour Research (SCORE) Project — Putting Science in Sewers, won the biggest annual award for the year at the Business-Higher Education Round Table (B/HERT) Awards, and the prestigious journal *Science* published a paper and commentary on the research in August.

The \$21 million sewer research scheme is the second-largest project funded in the history of the Australian Research Council. SCORE was jointly delivered by five research and eleven industry partners, and is understood to be the world's largest research project focusing on sewer corrosion and odour.



Guests attended a lunch hosted by Greg Poche AO and Kay van Norton Poche to celebrate a \$10 million gift to UQ to establish a Poche Centre for Indigenous Health in 2014. Pictured from left to right: Maxwell Mitropoulos, Shane Drahm, Professor Peter Høj, Kay van Norton Poche, Professor Cindy Shannon, Reg Richardson, AM, Professor Bruce Abernethy, Sally Richardson, Associate Professor Jon Willis and Professor Nicholas Fisk.

Engagement excellence

US President Barack Obama was one of several high-profile keynote speakers at UQ during 2014. President Obama delivered a landmark speech at the St Lucia campus on Saturday 15 November, describing UQ as “one of the world’s great institutions of science and teaching”, and discussing how UQ innovations “have transformed how we treat disease and how we unlock new discoveries”. President Obama addressed his government’s desire to improve human rights and combat climate change, inviting the audience to join him as he spoke about US leadership in the Asia–Pacific. In a lighthearted moment, he even shared how he had previously tweeted information about a UQ study to his 31 million Twitter followers, reflecting the scope of impact for UQ research globally.

UQ alumni have continued to epitomise the University’s vision of knowledge leadership for a better world, with leaders in government, law, science, sport, commerce and the arts making a difference around the world. Alumni highlights for 2014 included:

- Bachelor of Commerce alumnus Mr Mark Hutchinson was appointed by General Electric to integrate \$17 billion worth of energy assets that were previously owned by French power generation and transmission company Alstom.
- UQ alumnus Professor Sam Hawgood was appointed Chancellor of the University of California – San Francisco (UCSF), one of the world’s leading health science universities, in July 2014. Professor Hawgood graduated with First Class Honours from UQ’s School of Medicine, and has served at UCSF for 32 years as a clinician, researcher, teacher, mentor and leader. UCSF is a \$4 billion enterprise, which, in addition to its renowned medical school, includes nationally top-ranked schools of dentistry, nursing and pharmacy, as well as a graduate division and affiliated hospitals. Professor Hawgood joins another UQ alumnus, Michael A. McRobbie, in accepting an executive appointment at a premier US tertiary institution. McRobbie, who became President of Indiana University (IU) in 2007, is responsible for IU’s eight campus system, which has more than 7000 faculty, 11,000 staff and nearly 115,000 students.
- UQ alumna Professor Adèle Green AC was recognised as a Queensland Great in 2014, along with Sallyanne Atkinson AO and donors Patrick Corrigan AM and Win Schubert. Professor Green has made significant contributions in cancer research nationally and internationally

for more than two decades, dedicating herself to understanding the preventable causes of cancer and educating the public on how to control and prevent them. She has inspired and mentored students through her melanoma research, and is the Senior Scientist in the Cancer and Population Studies Group at the Queensland Institute of Medical Research. Award recipient UQ alumna Sallyanne Atkinson was elected Brisbane’s first female Lord Mayor in 1985. Atkinson is the Chair of The Women’s College Council and Chairman of the Queensland Brain Institute Advisory Board. Atkinson was additionally awarded Alumnus of the Year in the Alumni Friends of the University of Queensland Inc. Awards in 2014.

The University was also delighted by the level of support from its community of donors, friends and sponsors in 2014, including a \$10 million gift from Greg Poche AO and Kay van Norton Poche to establish a Poche Centre for Indigenous Health.

This high level of support led to our best philanthropic result in recent years, demonstrating our growing number of strong partnerships and relationships.

KEY STATISTICS

Key statistics					
Number of students	2010	2011	2012	2013	2014
TOTAL	43,831	45,548	46,863	48,804	50,750
% Female	55.6	55.4	55.3	55.4	55.2
Commencing	16,216	16,288	16,377	17,649	18,391
% Female	57.7	57.0	57.0	56.8	57.0
Student load (EFTSL)	2010	2011	2012	2013	2014
TOTAL	34,940	36,289	37,022	38,416	39,967
Undergraduate and Non Award	27,004	28,155	28,989	30,367	31,578
Postgraduate coursework	4,961	5,065	4,937	4,920	5,225
Postgraduate research	2,976	3,069	3,096	3,129	3,165
Student load by funding type (EFTSL)	2010	2011	2012	2013	2014
Commonwealth Funded ¹	24,496	25,216	26,062	27,361	28,314
Domestic Full Fee Paying	1,756	1,697	1,771	1,797	1,849
International Fee Paying	8,688	9,376	9,189	9,258	9,804
Award completions	2010	2011	2012	2013	2014
TOTAL	9,922	10,408	10,785	11,042	11,617
Undergraduate	6,106	6,298	6,623	6,947	7,220
Postgraduate	3,816	4,110	4,162	4,095	4,397
Staff (FTE)² as at 31 March	2010	2011	2012	2013³	2014³
TOTAL	6,300	6,548	6,751	6,892	6,816
Academic					
Teaching & Research	1,369	1,331	1,320	1,265	1,240
Research focused	1,095	1,227	1,320	1,438	1,436
Teaching focused	144	165	171	156	179
Other	15	20	25	24	28
SUB-TOTAL	2,623	2,743	2,836	2,883	2,883
Non-Academic					
Research Only	606	623	642	633	593
Other	3,072	3,182	3,273	3,376	3,340
SUB-TOTAL	3,678	3,805	3,915	4,009	3,933
Operating revenue (\$'000)	2010	2011	2012	2013	2014
Commonwealth Government					
Operating purposes	331,968	338,537	380,767	393,329	401,425
Other Commonwealth grants (including CDP)	158,838	239,442	102,594	100,741	117,137
Special research assistance ⁴	154,615	171,879	194,650	202,958	213,379
SUB-TOTAL	645,421	749,858	678,011	697,028	731,941
Other sources					
Consultancy and contract research	162,406	171,529	160,803	180,405	148,796
Other revenue	207,422	280,465	289,633	287,558	257,984
Student contribution charge	155,721	161,654	167,619	207,614	220,301
Tuition fees	255,961	273,898	286,623	298,966	329,651
SUB-TOTAL	781,510	887,546	904,678	974,543	956,732
ALL SOURCES TOTAL	1,426,931	1,637,404	1,582,689	1,671,571	1,688,673

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 2014 is 7,795.3. EFTSL = equivalent full-time student load; FTE = full-time equivalent

³ The staff classifications shown here align with the reporting of data to the Department of Education.

⁴ Special research assistance consists of Research Infrastructure Block Grants, Sustainable Research Excellence in Universities funding, Australian Research Council funding and National Health and Medical Research Council funding.

SUMMARY OF

FINANCIAL INFORMATION

The University recorded a consolidated surplus of \$42.8m for 2014 which compares to a consolidated surplus of \$110.5m for 2013.

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 \$4.8m for 2014 and an underlying consolidated surplus of \$3.2m for 2013.

A breakdown of the items adjusted for as part of the underlying consolidated result is contained in the table "Reconciliation of Operating Result to Underlying Operating Result" on page 8.

University finances

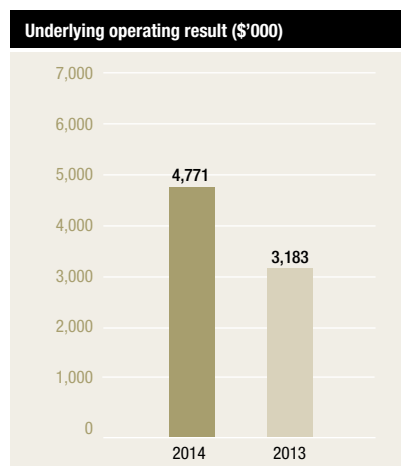
Underlying operating result

The underlying consolidated result moved from a surplus of \$3.2m in 2013 to a surplus of \$4.8m in 2013 – an improvement of \$1.6m.

Underlying income

The University's underlying consolidated income increased by \$80.4m (or 5 per cent). This can be attributed to:

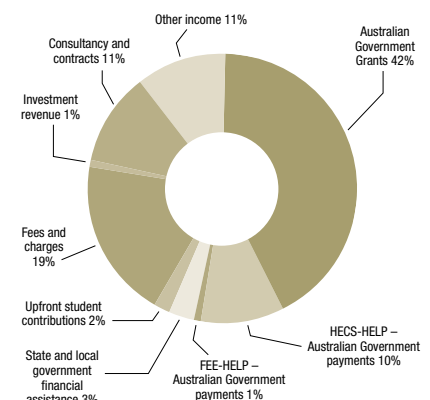
- An increase in the combined funding through the Commonwealth Grant Scheme (CGS), the Higher Education Loan Program (HELP), and HELP student contributions of \$19.6m (or 4 per cent). The rise is due to price indexation and a 3 per cent increase in the number of Commonwealth funded students. This was slightly offset by a reduction in facilitation funding.



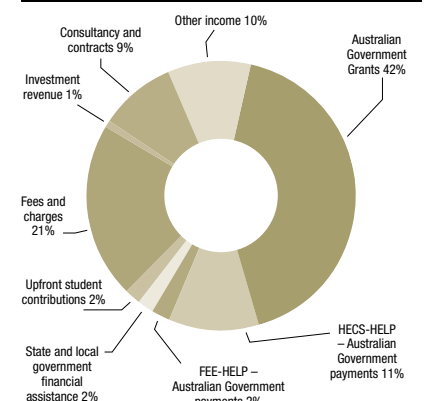
- An increase in course fees and charges from full-fee paying domestic and international students of \$30.7m (or 10 per cent) due to price indexation and a 7 per cent increase in student numbers.
- An increase in tied research, scholarship and other major project income of \$38.0m (or 9 per cent). As the underlying result does not recognise such revenue until it is expended, this increase is due to a related increase in research expenditure.
- An improvement in the fair value reduction of commercialization investments of \$8.9m. The decline in value in 2014 was \$2.9m as compared to a decline in 2013 of \$11.8m.
- A decrease in trading revenue of \$9.8m due to the completion of a property development at Varsity Lakes through a controlled entity.

- A decrease in royalty and licence fee income of \$6.6m (or 23 per cent) largely due to a reduction in Gardasil vaccine royalties.
- A decrease in non-research contract & consultancy income of \$8.5m (or 20 per cent) due to market conditions.
- An increase in the remaining revenue categories of \$8.1m (or 2 per cent).

Revenue: University of Queensland parent 2013



Revenue: University of Queensland parent 2014



Reconciliation of operating result (income statement in published financials) to underlying operating result			
	Consolidated 2014 \$'000	Consolidated 2013 \$'000	Variance \$'000
Net operating result before income tax as per University's published financial statements ¹	42,766	108,106	(65,340)
Income tied to major capital projects ²	(15,811)	(27,202)	11,391
Movement in unspent research, scholarship and major project income ³	22,735	(11,082)	33,817
Fair value gain on TRI Investment ⁴	(22,629)	(49,353)	26,724
Fair value gains on receipt of Smart State loans ⁵	(5,212)	(7,341)	2,129
Interest expense on Smart State loans ⁵	2,069	1,985	84
Donations for managed investment portfolio ⁶	(15,025)	(913)	(14,112)
Unspent investment portfolio losses/(gains) ⁶	(4,122)	(22,224)	18,102
Refund of franking credits to Australian Taxation Office ⁷	–	11,207	(11,207)
UNDERLYING OPERATING RESULTS BEFORE INCOME TAX ⁸	4,771	3,183	1,588

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 mismatch 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 met the definition of a finance lease but no consideration was payable, the University recognised grant revenue of \$95.3m (representing the current fair value of the leased premises). This was 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). In 2014, the University recognised additional grant revenue of \$22.7m as a result of additional space within the leased premises, which it now controls.

⁵ Since 2003, 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 were interest-free, Australian Accounting Standards required 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 was spent on capital projects. Following an agreement reached with the Queensland Government in 2014, these loans have now been fully repaid.

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 totalling \$11.2m.

⁸ The 2013 underlying operating result before income tax as disclosed in last year's report was \$5.1m. This is now \$3.2m, following a change in accounting policy regarding digital library collections that was applied retrospectively. Further information can be found in note 1(v) of the University's Annual Financial Statements.

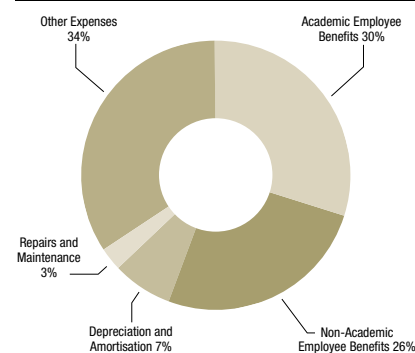
Income received tied to major capital projects			
	Consolidated 2013 \$'000	Consolidated 2012 \$'000	Variation \$'000
Gatton Solar Photovoltaic Research Facility (Commonwealth Government funding)	9,500	11,500	(2,000)
Oral Health Centre (Commonwealth Government funding)	5,600	3,000	2,600
Medical centres & super clinics (Commonwealth Government and non-Government funding)	349	825	(476)
Advanced Engineering Building (Commonwealth Government funding and non-government donations)	322	2,000	(1,678)
Herston Imaging Research Facility (State Government and non-government funding)	–	6,155	(6,155)
Gatton Dairy Research Facility (State Government funding)	–	950	(950)
Other tied funding	(19)	1,268	(1,287)
Interest tied to major capital projects	59	1,504	(1,445)
TOTAL	15,811	27,202	(11,391)

Underlying expenditure

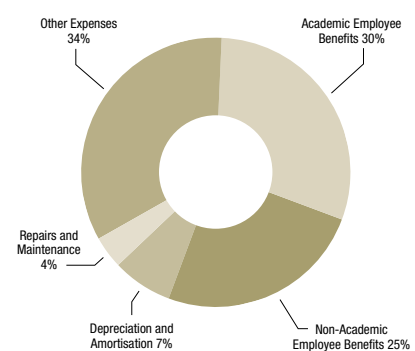
The University's underlying consolidated expenditure increased by \$78.8m (or 5 per cent). This can be attributed to:

- An increase in employee expenses of \$27.4m (or 3 per cent). This was driven by a 0.2 per cent drop in the number of full-time equivalent (FTE) staff, pay rate increases of 2.5 per cent on 1 January 2014 and 0.5 per cent on 1 July 2014, and an increase in the value of long service leave entitlements due to a drop in the yield rates on long-term Commonwealth Government bonds.
- An increase in repair and maintenance expenditure of \$17.2m (or 34 per cent) due to a rise in space rehabilitation through the University's Asset Management Plan (AMP).
- An increase in collaborative project expenditure of \$30.3m (or 47 per cent) due to work on a number of tied research and other projects including the Research Data Storage Infrastructure project and the Gatton Solar Photovoltaic Research Facility.
- An increase in the remaining expenditure categories of \$3.9m (or 1 per cent).

Expenditure: University of Queensland parent 2013



Expenditure: University of Queensland parent 2014



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 \$9.5m for the Gatton Solar Photovoltaic Research Facility (Commonwealth Government funding) and \$5.6m for the Oral Health Centre (Commonwealth Government funding).

The total amount capitalised on property, plant and equipment during 2014 was \$212.9m (2013: \$313.9m).

Investment Portfolio

The University has a total of \$136.5m 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 has responsibilities for investments in:

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

The investment strategy of the portfolio is to achieve a long-term return of the Consumer Price Index (CPI) plus an additional 6 per cent. The portfolio produced a return of 8.48 per cent for the year to 31 December 2014.

Investment portfolio performance

	Return of portfolio	Average CPI plus 6%
Return over past year (%)	8.48	-0.29
Return over past five years (%)	8.55	0.41

Externally funded chairs

Contributor	2014 (\$)	Chair
The Garnett Passe and Rodney Williams Memorial Foundation	225,000	Chair in Otorhinolaryngology Head & Neck Surgery (Rhinology)
Arthritis Queensland	149,000	Chair in Rheumatology
Mater Foundation	160,000	Chair in Pre-natal Medicine
Leukaemia Foundation	187,432	Chair in Experimental Haematology
Qld Skin and Cancer Foundation	80,000	Chair in Dermatology
Children's Hospital Foundation	500,000	Chair in Cerebral Palsy
Professor Paul Eliadis	70,000	Chair in Classics and Ancient History
Geriatric Medical Foundation Qld	170,000	Masonic Chair in Geriatric Medicine
The Bryan Foundation	50,000	W.H Bryan Chair of Mining Geology
Mount Isa Mines Ltd	150,000	Chair in Metallurgical Engineering
P&H Mining Equipment	144,205	Chair of Mechanical Engineering
BHP BMA	165,000	BMA Chair in Mining Engineering
Toowong Private Hospital	165,000	Kratzman Chair in Psychiatry and Population Health
Professor Christopher Chen	1,500,000	Chair in Reproductive Medicine
BHP BMA	150,000	Chair in Minerals Processing
Dept of Transport and Main Roads	200,000	TMR Chair
Academic Strategic Transport Research Alliance (ASTRA)	200,730	Chair in Transport Engineering
TOTAL	4,266,367	

CFO Statement

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

ORGANISATION

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.

At 31 December 2014, the University operated the following controlled entities:

UQ Holdings Group

JKTech Pty Ltd
Sarv Pty Ltd
UniQuest Pty Limited
UQ College Limited
UQ Health Care Limited
UQ Holdings Pty Ltd
UQ Sport Ltd
UQH Finance Pty Ltd

University Controlled Trusts

IMBCom Asset Trust
UniQuest Asset Trust
UQ Foundation Trust
UQ Investment Trust

UQ Investment Trust Group

IMBCom Pty Ltd

UniQuest Group

Ausonex Pty Ltd
Cloevis Pty Ltd
Dendright Pty Ltd
Leximancer Pty Ltd
Lucia Publishing Systems Pty Ltd
MetalloTek Pty Ltd
Neo-Rehab Pty Ltd
Pepfactants Pty Ltd
Rapisure Pty Ltd
Symbiosis Pty Ltd
UATC Pty Ltd
UTASAT Pty Ltd
UTSAT Pty Ltd
UWAT Pty Ltd

JKTech Group

SUSOP Pty Ltd
JKTech 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

CORPORATE GOVERNANCE

Senate

Senate is the governing body of the University, as constituted by the *University of Queensland Act 1998* (the "Act"). It comprises 22 members who represent University and community interests and is led by the Chancellor. A new four-year term of the 33rd Senate began on 1 January 2014. Senate met eight 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 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.

The University's Vice-Chancellors

1938–1960	John Douglas Story
1960–1969	Sir Fred Schonell
1970–1977	Sir Zelman Cowen
1978	Professor George Neville Davies (Acting)
1979–1995	Professor Brian G. Wilson
1996–2007	Professor John A. Hay
2008–2011	Professor Paul Greenfield
2011–2012	Professor Deborah Terry (Acting)
2012–	Professor Peter Høj

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.

UQ Senate members do not receive remuneration from the University for undertaking their Senate role.

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;
- Equity, Diversity and the Status of Women;
- Finance;
- Honorary Degrees;
- Legislative;
- Membership and Nominations Advisory Committee;
- Risk; and
- Student Appeals.



The University of Queensland Senate.

Front row (Left to Right): Dr Zelle Hodge AM; Mr Charlie Sartain; Mrs Margaret Brown; Dr Jane Wilson; Mr John Story; Professor Peter Høj; Dr Carla Tromans; Professor Jenny Strong; Associate Professor Tony Roberts; Professor Kaye Basford

Back row (Left to Right): Mr Tim Crommelin; Ms Tonianne Dwyer; Mr Philip Hennessy; The Hon Justice Martin Daubney; Mr Elliott Johnson; Mr Mark Starkey; Mr Michael Zivcic

Absent: Ms Kathy Hirschfeld; Mr Grant Murdoch; Mr John Pickering; Ms Michelle Tredenick; Dr Jim Watterston

Senate members

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

Deputy Chancellor Dr Jane Wilson, MBBS *Qld*, MBA *Harv*, FAICD

Vice-Chancellor and President Professor Peter Høj, MSc, PhD, DUniv (Honoris Causa) *Copenhagen* and *S.Aust*, FTSE

Professor Kaye Basford, AMusA, BSc (Hons) *Qld*, MLitSt *Qld*, PhD *Qld*, FTSE, FAICD, FIS, FAIAST, AStat, CPAg

Mrs Margaret Brown, BA *Qld*, LLB (Hons) *Qld*, ALL

Mr Timothy B Crommelin, BCom *Qld*, AdvMgmtProg *Hawaii*, FSIA

The Hon Justice Martin Daubney, BA *Qld*, LLB *Qld*

Ms Tonianne Dwyer, BJuris (Hons) *UWA*, LLB (Hons) *UWA*, GAICD

Mr Philip Hennessy, BBusAcc *QUT*

Ms Kathy Hirschfeld, BE (Chem) *Qld*, FTSE, FICHEM, FIEAust, GAICD

Dr Zelle Hodge AM, MBBS *Qld*, FRACGP, FAMA, FAICD

Mr Elliott Johnson

Mr Grant Murdoch, BCom *Cant*, MCom *Cant*, FCA, FAICD

Mr John Pickering, BPsySc (Hons) *Qld*

Associate Professor Tony Roberts, BSc (Hons I) *Qld*, MComm *Qld*, PhD *ANU*

Mr Charlie Sartain, BE (Hons) *Melb*

Mr Mark D Starkey, BA *Qld*

Professor Jenny Strong, BOccThy *Qld*, MOccThy *Qld*, PhD *Qld*

Ms Michelle Tredenick, BSc *Qld*, FAICD

Dr Carla Tromans, BEd *QUT*, MEdSt *Qld*, MEd *USQ*, EdD *QUT*, MAICD

Dr Jim Watterston, EdD *WA*, MEd *Curtin*, PGDipEdAdmin *Curtin*, BEd *Edith Cowan*, DipTch *WA*, FACEL, MACE

Mr Michael Zivcic, BE (Mining) *Qld*, BSc *Qld*, GAICD, GAusIMM

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:

- Provost and Senior Vice-President;
- Chief Operating Officer;
- Deputy Vice-Chancellor (Research);
- Deputy Vice-Chancellor (Academic);
- Deputy Vice-Chancellor (International);
- Pro-Vice-Chancellor;
- Pro-Vice-Chancellor (Research and International);
- Pro-Vice-Chancellor (Indigenous Education);
- Pro-Vice-Chancellor (Advancement);
- Pro-Vice-Chancellor (Teaching and Learning); and
- President of the Academic Board.

Information systems and recordkeeping

The University continues to promote compliance with the *Public Records Act 2002, Information Standard 40: Recordkeeping and Information Standard 31: Retention and Disposal of Public Records*.

This year, records management was improved by:

- increasing the rollout of the electronic document management system;
- promoting records disposal procedures;
- implementing early disposal of digitised student records;
- automatically classifying student emails using unique identifiers;
- moving towards electronic records rather than hard copies; and
- integrating with other business systems.

In 2015, the University plans the following initiatives:

- expanding early disposal of digitised records beyond student documents;
- improving the registration and access of committee records; and
- expanding recordkeeping software and practices into new areas.

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 was approved by Senate in early 2014. 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 high profile of the Code of Conduct, administrative procedures and management practices across the University also reflect the objectives and requirements set out.

Integrity and Investigations Unit

The Integrity and 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 Risk Committee, and Chancellor, as required.

Risk management

The University has a Senate Risk Committee, which assists Senate in discharging risk management and internal compliance and control oversight responsibilities.

The role of the Senate Risk Committee is to exercise oversight for risks, including potential risks to the University, and ensure that management has strategies in place to effectively manage risks. The committee receives assurance from senior management via the Vice-Chancellor's Risk and Compliance Committee across the following activities:

- Enterprise Risk;
- Occupational Health and Safety;
- UQ Institutional Biosafety Committee;
- Compliance;
- Internal Audit; and
- Integrity and Investigations.

To assist the Senate Risk Committee gain further insights into the operational risks of the University, Executive Deans and Institute Directors are invited to speak on a rotating roster about risks faced within their areas of responsibility.

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);
- Mr Philip Hennessy, BBusAcc *QUT* (as Chair of Finance Committee);
- Ms Katherine Hirschfeld, BE(Chem) *Qld*, FTSE, FICHEM, FIEAust, GAICD;
- Ms Michelle Tredenick BSc *Qld*, FAICD;
- Mr Michael Zivcic BE (Mining) *Qld*, BSc *Qld*, GAICD, GAUSIMM; 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, Integrity and Investigations and other internal and external audit and review functions are responsible for providing review and assurance about 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 assurances about the effectiveness of governance, risk management and internal controls. Internal Audit completed 40 audits across the University during 2014, including 28 grant certifications.

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 are cognisant of key legislative requirements, such as the *University of Queensland Act 1998*, the *Financial Accountability Act 2009*, and *Tertiary Education Quality and Standards Agency Act 2011* (TEQSA Act). The activities were also undertaken with due regard to the *Queensland Treasury Audit Committee Guidelines 2012*. 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 Vice-Chancellor and President, Chair – Senate Risk Committee, Chair – Vice-Chancellor's Risk and Compliance Committee, and Chancellor.

External Scrutiny

Two UQ researchers referred by the University to the Crime and Corruption Commission in 2014 after a research integrity investigation are now the subject of court proceedings.

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

Dr Jane Wilson

MBBS *Qld*, MBA *Harv*, FAICD

Acts as Chancellor in the absence of the Chancellor, or if the office of the Chancellor is vacant.



Vice-Chancellor and President

Professor Peter Høj

MSc, PhD, DUniv (Honoris Causa) *Copenhagen* and *S.Aust.*, FTSE

CEO, responsible to Senate for UQ's strategic direction, performance and external affairs.



Provost and Senior Vice-President

Professor GQ Max Lu

BE *Northeastern (China)*, ME *Northeastern*, PhD *Qld*, FAA, FTSE, FIChemE

Standing deputy to the Vice-Chancellor and President of the University, providing leadership for the University's overall strategic planning, academic quality, budget and infrastructure management. Provides executive leadership of the academic, research and financial performance of six faculties and four research institutes, and is supported by the PVC in relation to management of the UQ Gatton campus and the UQ Art Museum.



Chief Operating Officer

Mr Maurie McNarn AO

BA (Hons) *NSW*, MBA *SQld*, MDefStuds *Deakin*, GDipTSM *Swinburne UT*, GDipManSt *Defence*, FAICD, FAIM, FADC

Coordinates management of the University's finance, business, human resources, legal, management information, corporate operations, property and facilities, marketing and communication, occupational health and safety, investigations, risk, internal audit and information technology functions. Advises the Senate on governance, and 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)

Commenced 10 November

Professor Robyn Ward AM

MBBS (Hons) *UNSW*, PhD *UNSW*, FRACP, FAHMS

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.



Deputy Vice-Chancellor (International)

Professor Monique Skidmore

BSc *ANU*, BA (Hons) *ANU*, MA *McGill*, PhD *McGill*, GAICD

University-wide portfolio responsibility for international development, policy and strategy at UQ. Functions under direct management of the Deputy Vice-Chancellor include UQ International, International Development and the Institute of Continuing and TESOL Education.



Pro-Vice-Chancellor

Professor Alan Rix

BA (Hons) *ANU*, PhD *ANU*, GAICD
Responsible for overall management and development of the UQ Ipswich and Gatton campuses and their external relationships, and management of the University's academic employee relations. Also has management responsibility for the UQ Art Museum and the Equity Office.



Pro-Vice-Chancellor
(Research and International)

Acting Deputy Vice-Chancellor
(Research)

From 17 March to 7 November

Professor Anton Middelberg

BE (Hons) *Adel*, PhD *Adel*, MA *Cantab*,
FICHEM, FTSE

The Pro-Vice-Chancellor (Research and International) is responsible for policy, funding and professional development programs for early career researchers; research integrity and research quality assessment; and links with overseas agencies and universities with potential to partner with UQ, especially in research.

As Acting Deputy Vice-Chancellor (Research) was responsible for enhancing the University's performance and reputation in research, research training, and research collaboration with external stakeholders, nationally and internationally.



Acting Pro-Vice-Chancellor
(Research and International)

From 17 March to 7 November

Professor Alastair McEwan

BSc (Hons) *Leeds*, PhD *Birmingham*
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
(Indigenous Education)

Professor Cindy Shannon

BA *Qld*, GradDipEd *DDIAE*, MBA *USQ*,
DSocSci *UQ*

Responsible for guiding the development and implementation of UQ's Indigenous Strategy to strengthen leadership within the University in relation to Indigenous education and links to the community.



Pro-Vice-Chancellor
(Advancement)

Ms Clare Pullar

BA *La Trobe*, DipEd *La Trobe*, MACE

Responsible for the University's philanthropic agenda that incorporates extensive community engagement and public relations.



Acting Pro-Vice-Chancellor
(Teaching and Learning)

From 18 August

Professor Doune Macdonald

BHMS (Ed) (Hons) *UQ*, PhD *Deakin*,
FNAK, FAIESEP, GAICD

Responsible for achieving teaching and learning objectives, including innovation in teaching and learning, digital learning, development and recognition of excellent teaching, quality assurance and enhancement, curriculum reform and renewal, and research in teaching and learning centring on improving student learning outcomes.



President of the
Academic Board

Professor Kaye Basford

AMusA, BSc(Hons) *Qld*, MLitSt *Qld*,
PhD *Qld*, FTSE, FAICD, FIS, FAIAST,
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.

STRATEGIC PLAN

2014–2017

Our vision

UQ's *Strategic Plan 2014–2017* outlines our objectives over the next four years to achieve our vision of knowledge leadership for a better world.

Our mission

UQ positively influences society by engaging in the pursuit of excellence through the creation, preservation, transfer and application of knowledge.

UQ helps shape the future by bringing together and developing leaders in their fields to inspire the next generation and to advance ideas that benefit the world. UQ strives for the personal and professional success of its students, staff and alumni.

Our values

Pursuit of excellence

We strive for excellence, seeking to apply the highest standards to benefit our communities.

Creativity and independent thinking

We welcome new ideas from our staff and students as well as from our alumni and our external partners. We support intellectual freedom, courage and creativity. We encourage the pursuit of innovation and opportunities.

Honesty and accountability

We act with integrity and professionalism and uphold the highest ethical standards. We are committed to transparency and accountability. Our decisions ensure responsible stewardship of the University's resources, reputation and values. We lead by example in all areas including our approaches to sustainability.

Mutual respect and diversity

We promote diversity in the University community — through our people, ideas and cultures. We create a vibrant, inclusive environment in which ideas flourish and future generations, regardless of background, are empowered. We respect our colleagues and work together for shared success.

Supporting our people

We ensure the safety and wellbeing of our people. We create an inclusive and supportive university community in which achievements are celebrated and rewarded. Our people have the opportunity to enrich their lives and pursue their goals.

Strategic objectives

Our strategic objectives are defined around the three pillars of Learning, Discovery and Engagement, along with a group of Enablers (people and culture, resources and governance) that provide critical support to these pillars.

Learning

UQ has an outstanding reputation for the quality of its teachers, its educational programs and employment outcomes for its students. We will build on this by ensuring students remain at the heart of what we do.

The UQ experience — or the UQ Advantage — will be distinguished by a research-enriched curriculum, international collaborations, industry engagement, and opportunities that nurture and develop future leaders.

We will deploy technologies in ways that improve the learning environment and outcomes for students, and continue to engage our alumni. Our ambition is to be internationally renowned for high-quality graduates.

Our Learning objectives focus on achieving this ambition, while acknowledging the challenges of rapidly changing learning environments, increasing international competition, fluctuating demand in some areas, and resource constraints.

Discovery

While UQ is already recognised as an international leader in research, we aim to further improve our performance. We will do this by focusing on quality — both of people and research outputs.

We will work on attracting and developing the best researchers and Research Higher Degree (RHD) candidates to increase our research performance, and to undertake internationally competitive research.

We will build on our global reputation in key areas of national and international significance, such as energy, sustainability, water, health, food security and social equity, through an emphasis on high-quality, interdisciplinary global collaboration.

Through our research, we will address national and global cultural, economic and social challenges.

Our ambition is to be consistently ranked as one of the world's top 50 universities. To achieve this, UQ will continue to address the challenges of attracting and retaining world-class researchers and increased competition for research funds — including from non-government sources.



UQ positively influences society by engaging in the pursuit of excellence through the creation, preservation, transfer and application of knowledge.

Engagement

Key to the UQ Advantage, and UQ's continued success as a knowledge leader, is our global connectivity and the forging of strategic partnerships with people and organisations across the world.

UQ works hard to ensure that all its relationships are mutually beneficial. In particular, the University has much to offer its alumni who have a strong stake in continuing to enhance the University's national and international esteem.

UQ also has an important role to play in contributing to the intellectual, social and economic advancement of Aboriginal and Torres Strait Islander people and the University will continue to strengthen and deepen its relationships with these communities.

Our ambition is to positively influence society. Our Engagement objectives focus on achieving this ambition, while acknowledging the challenges of building and sustaining relationships with a diverse and growing number of local, national and international stakeholders.

Enablers

Great universities achieve their status through the excellence, commitment and diversity of their staff, a positive culture, outstanding infrastructure, sustainable finances, efficient systems and transparent governance structures. As well as supporting the realisation of UQ's Learning, Discovery and Engagement objectives, the enablers work to ensure that the University operates as "One UQ".

A unity of purpose guides UQ's decision-making and operations. UQ operates in a complex, internationally competitive and compliance-driven environment, subject to rapid change.

By promoting an ethical culture, and adopting a common-sense approach to managing risk and uncertainty, UQ will ensure greater success in achieving its objectives.

REVIEW OF ACTIVITIES

LEARNING

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

Learning: Key indicators of performance

Learning		2010	2011	2012	2013	2014
Share of OP 1–5 students (or equivalent rank) who have UQ as their first preference	(Percentage)	44.0	44.0	44.4	44.9	42.3
Student retention (domestic commencing bachelor students) ¹	(Percentage)	83.8	84.4	84.4	81.9 ³	na ⁴
Number of Aboriginal and Torres Strait Islander student completions	(Count)	39	38	35	36	57 ³
Course experience: overall satisfaction ²	(Percentage)	82.1	83.6	85.3	83.0	83.8
Percentage of graduates (bachelor) in full-time employment (domestic and international)	(Percentage)	78.5	81.2	76.1	72.6	70.7

¹ Proportion of commencing bachelor degree students who return to study in following year. This figure excludes those who complete their studies.

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 This figure is preliminary.

⁴ Data are not available until July 2015.

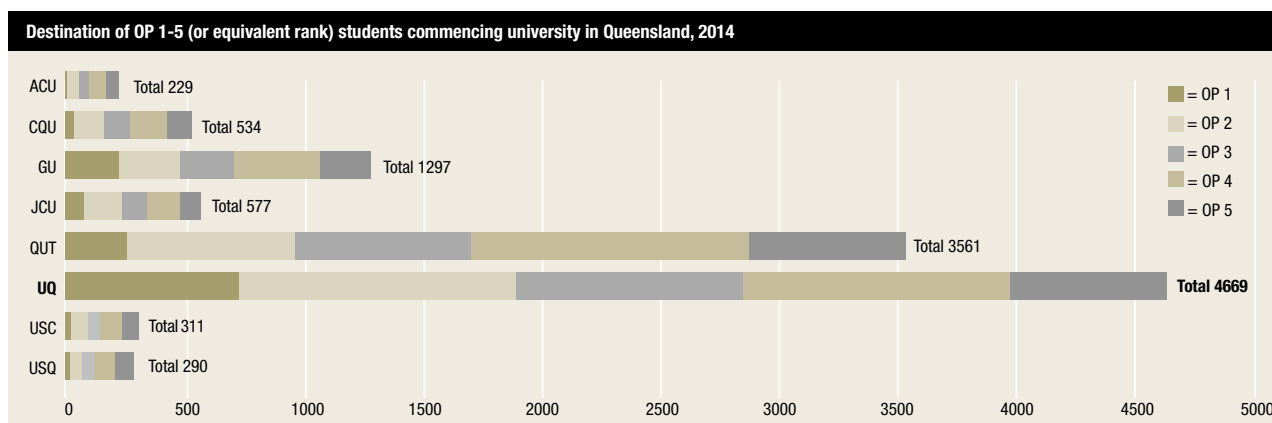


2014 UQ Young Achiever graduates Emily Brown, Andrew Luck, Tim Seng, Alisha Vogler and Sarah Oyett.

Student recruitment and retention

Student recruitment

The following bar graph shows the destination of OP 1–5 students (or an equivalent rank) commencing university in Queensland in 2014. The University of Queensland attracted 40.1 per cent of OP 1–5 students (or an equivalent rank) commencing university in Queensland in 2014.



Gender balance

The gender balance for students at UQ is shown in the following table.

Gender balance – students										
Enrolments by program level	2010		2011		2012		2013		2014	
	% Female	% Male	% Female	% Male	% Female	% Male	% Female	% Male	% Female	% Male
Doctorate by research	50.4	49.6	51.3	48.7	52.1	47.9	52.5	47.5	52.4	47.6
Doctorate by coursework	73.1	26.9	71.4	28.6	75.0	25.0	71.8	28.2	76.0	24.0
Masters by research	49.0	51.0	48.3	51.7	46.4	53.6	51.1	48.9	52.1	47.9
Masters by coursework	60.6	39.4	60.4	39.6	60.0	40.0	60.7	39.3	60.8	39.2
Postgraduate/Graduate Diploma	53.9	46.1	54.7	45.3	57.9	42.1	56.0	44.0	56.9	43.1
Graduate Certificate	58.3	41.7	57.8	42.2	55.8	44.2	56.5	43.5	56.3	43.7
Bachelors	54.9	45.1	54.7	45.3	54.6	45.4	54.6	45.4	54.3	45.7
Associate Degree	70.7	29.3	71.0	29.0	63.9	36.1	52.2	47.8	44.6	55.4
Diploma/Associate Diploma	48.5	51.5	62.8	37.2	60.1	39.9	65.3	34.7	58.8	41.2
Enabling Course	-	-	53.3	46.7	61.5	38.5	61.0	39.0	55.7	44.3
Non-Award Course	62.5	37.5	59.3	40.7	60.3	39.7	55.8	44.2	58.5	41.5

The gender balance for enrolments at UQ by faculty is shown in the following table.

Gender balance – enrolments										
Enrolments by faculty	2010		2011		2012		2013		2014	
	% Female	% Male	% Female	% Male	% Female	% Male	% Female	% Male	% Female	% Male
Business, Economics and Law	53.5	46.5	53.1	46.9	52.5	47.5	52.6	47.4	51.6	48.4
Engineering, Architecture & Info Tech	21.7	78.3	21.5	78.5	22.2	77.8	23.0	77.0	24.6	75.4
Health and Behavioural Sciences	71.1	28.9	71.1	28.9	70.8	29.2	71.0	29.0	71.9	28.1
Humanities and Social Sciences	67.2	32.8	67.9	32.1	68.1	31.9	68.5	31.5	67.9	32.1
Medicine and Biomedical Sciences	52.9	47.1	51.9	48.1	50.6	49.4	51.0	49.0	51.9	48.1
Science	59.2	40.8	58.8	41.2	58.3	41.7	57.7	42.3	56.6	43.4

Student retention

The Division of Student Affairs has completed an initial scoping and options exercise on student retention.

Findings have been considered by the Student Experience Committee, Teaching and Learning Committee, and the University Senior Management Group.

Student attrition can be attributed to a number of factors. The scoping study found that a failing Grade Point Average (GPA) did not necessarily lead to students dropping out of university, with around 50 per cent of students who lapsed having a passing GPA.

Results from the study will be used to develop a University-wide student retention and success strategy.

Under-represented cohorts

The table below provides a summary of UQ student access, participation, retention and success, relative to state, national and Go8 benchmarks.

UQ-Link Access Program scholarship

The University has significantly increased the level of financial support available to students who have experienced educational disadvantage as a result of financial hardship. Key elements of the UQ-Link Access Program scholarship include:

- All commencing students assessed by the Queensland Tertiary Admissions Centre (QTAC) as being eligible for the UQ-Link Access Program will be guaranteed a scholarship valued at \$3000 for three years, contingent on maintenance of an annual (cumulative) GPA of 4 or better.
- Five hundred dollars of the total scholarship value will be paid in the first week of study to help offset start-up costs.

- The balance of the scholarship will be paid in two equal instalments after census date (Semester 1 and 2). Second- and third-year scholarships will be paid in two equal instalments after census date.

Indigenous enrolments

Growth of Aboriginal and/or Torres Strait Islander student enrolments at UQ in recent years is provided in the tables that follow.

UQ staff strive to continuously improve the services provided to Indigenous students at the University. UQ has a stronger success and retention rate for Aboriginal and/or Torres Strait Islander students, compared to Queensland and the overall sector.

Aboriginal and Torres Strait Islander enrolments					
	2010	2011	2012	2013	2014
Female	150	173	167	185	206
Male	95	91	124	122	135
TOTAL	245	264	291	307	341

HEPPP funding

As part of the 2014 Federal Budget, the Australian Government announced that the current Higher Education Participation and Partnerships Programme (HEPPP) would be consolidated into a new Access and Participation Fund, with a revised Higher Education Participation Programme (HEPP) in place from 2015.

For 2014, UQ received its final tranche of HEPPP funding of \$3.52 million for the Participation component and \$534,000 for the Partnerships baseline component.

Reward funding

The Australian Government announced the conclusion of Higher Education Reward Funding in the 2014 Budget.

Reward funding had been provided to universities annually for reaching specified participation rates for students from under-

represented groups. UQ's reward funding targets were for low-SES and Indigenous students; and funds were used to support a range of core strategic activities, including support for academics, teaching and learning grants, and sponsorships.

UQ College

In 2014, UQ College began offering programs at the St Lucia campus. Students enrolled in the Tertiary Preparation Program also have additional electives that can be contextualised to an appropriate discipline, including:

- Health, Exercise and Diet to support a pathway into health-related disciplines within UQ programs, complementing knowledge developed through two existing elective courses (Pre-University Biology and Pre-University Chemistry); and
- Pre-University Research course which will offer valuable skills for future academic studies.

Postgraduate coursework

Staff from the Institute for Teaching and Learning Innovation have worked with academics to develop Small Private Online Courses (SPOCs) to enhance the on-campus experience of students using design methods, content and assessment styles successfully developed from MOOCs. Staff have learnt from and experimented with technology-enhanced learning as part of the UQx project, using the knowledge gained from the UQx MOOCs to enrich the UQ student experience. Several courses offered on campus in 2014 leveraged the design and resources from the UQx experience to enhance the experiences of on-campus learners.

Summary of UQ student access, participation, retention and success, relative to state, national and Go8 benchmarks

	2013 Access				2013 Participation				2013 Success				2012 Retention			
	UQ	Go8	State	Sector	UQ	Go8	State	Sector	UQ	Go8	State	Sector	UQ	Go8	State	Sector
Aboriginal and Torres Strait Islander students	0.91	1.03	2.15	1.69	0.87	0.86	1.91	1.45	78.33	80.85	72.50	73.38	77.39	78.15	68.68	69.67
Low SES (postcode) - all students	15.27	10.47	20.98	17.47	14.38	9.60	19.43	16.38	87.17	89.42	82.90	83.46	83.52	83.75	76.69	78.63
Low SES (CD measure) - all UG students ¹	11.03	9.84	18.45	17.34	10.35	9.15	17.45	16.34	86.94	88.22	83.09	82.82	84.06	86.73	77.07	79.43
Students with a disability	2.98	4.78	4.06	4.75	2.90	5.06	4.44	5.20	80.82	85.93	79.62	81.23	76.69	81.33	73.88	77.27
Regional students	15.53	11.32	23.69	19.07	15.18	10.69	22.16	18.07	89.49	91.73	84.01	85.85	84.44	84.45	76.99	78.19
Remote students	1.07	0.79	1.62	1.10	0.98	0.67	1.49	99.00	87.06	91.09	82.74	82.73	78.42	80.05	72.40	70.97

¹ This indicator is based on the Census Collection District of the student's address.

Innovative teaching practices



The French teaching team at UQ pictured left to right: Dr Barbara E. Hanna, Dr Amy Hubbell, Associate Professor Greg Hainge, Dr Juliana de Nooy, Dr Joe Hardwick and Dr Beatrice Atherton.



Pictured left to right: Associate Professor Susan Rowland, Dr Janette McWilliam, Professor Polly Parker and Associate Professor John Steen.



Dr Bronwyn Lea.



Dr Richard Robinson.



Dr Yunxia Zhu.

AAUTs

The Australian Awards for University Teaching (AAUT) are designed to recognise quality teaching practices and outstanding contributions to student learning.

2014 Awards for Teaching Excellence

- Dr Janette McWilliam, School of Languages and Comparative Cultural Studies; and
- Dr Susan Rowland, School of Chemistry and Molecular Biosciences.

2014 Awards for Programs that Enhance Learning

- The MBA Program, UQ Business School. Project team: Professor Polly Parker, Professor Fiona Rohde, Associate Professor Neil Paulsen, Dr Tim Kastle, Associate Professor John Steen, Rob Douglas.

2014 Citations for Outstanding Contributions to Student Learning

- Dr Bronwyn Lea, School of English, Media Studies and Art History;
- Associate Professor Greg Hainge,

Dr Beatrice Atherton, Dr Joe Hardwick, Dr Barbara E. Hanna, Dr Amy Hubbell and Dr Juliana de Nooy (the French team); School of Languages and Comparative Cultural Studies;

- Dr Richard Robinson, UQ Business School; and
- Dr Yunxia Zhu, UQ Business School.

In addition to supporting academics in nominating for AAUT, UQ recognises outstanding teachers with the UQ Awards for Excellence in Teaching and Learning.



Top teachers (back, from left to right): Associate Professor Anthony Cassimatis, Dr Jack Wang, Dr Jason Tangen and Adrian Ward; and (front, from left to right): Dr Kelly Matthews, Dr Allison Mandrusiak and Dr Sally Butler (pictured with Professor Peter Høj, front centre) are recognised at the 2014 UQ Awards for Excellence in Teaching and Learning.

Awards for Excellence in Teaching and Learning

Awards for Teaching Excellence

- Associate Professor Anthony Cassimatis, TC Beirne School of Law;
- Dr Jack Wang, School of Chemistry and Molecular Biosciences;
- Dr Jason Tangen, School of Psychology; and
- Dr Sally Butler, School of English, Media Studies and Art History.

Commendation for Teaching Excellence

- Dr John Wright, School of Veterinary Science

Awards for Programs that Enhance Learning

- Physiotherapy Standardised Patients Program. Dr Allison Mandrusiak, Rowena Toppenberg and Katrina Williams; School of Health and Rehabilitation Sciences.
- Tutors@UQ Program. Dr Kelly Matthews and Associate Professor Julie Duck; Institute for Teaching and Learning Innovation and Faculty of Humanities and Social Sciences.

- UQ Sustainable Management Alliance in Research and Teaching (SMART) Program. Dr Paul Dargusch, Adrian Ward, Ammar Abdul Aziz, Andrew Wilson; School of Geography, Planning and Environmental Management.

Commendation for Programs that Enhance Learning

- Jump Start Academic Preparation Program. Patricia Taggart, Project Leader; Division of Student Affairs

Citations for Outstanding Contributions to Student Learning

- Dr Julie Ballantyne, School of Music;
- Dr Tim McIntyre, School of Mathematics and Physics;
- Dr Kelly Matthews, Institute for Teaching and Learning Innovation; and
- Dr Phil Orchard, School of Political Science and International Studies.

Commendation for Outstanding Contributions to Student Learning

- Civil Engineering technical team. Fraser Reid, Project Leader; School of Civil Engineering

Fellowships and grants

2014 National Teaching Fellowships

The Fellowships program advances learning and teaching in higher education by supporting a group of leading educators to undertake strategic, high-profile activities in areas of importance to the sector.

- Title: Subject of inquiry and mode of instruction: Indigenous bodies, Indigenous studies and cultural safety
Researcher: Dr Chelsea Bond, Aboriginal and Torres Strait Islander Studies Unit
Funding: \$90,000
- Title: Pathways to postgraduate study for Indigenous Australian students: enhancing the transition to research higher degrees
Researcher: Dr Katelyn Barney, Aboriginal and Torres Strait Islander Studies Unit
Funding: \$90,000
- Title: Enhancing engagement of agricultural students in learning mathematics through innovative teaching and learning strategies
Project leader: Dr Madan Gupta, School of Agriculture and Food Sciences
Funding: \$50,000

ETMST Program

The Enhancing the Training of Mathematics and Science Teachers (ETMST) Program was established in response to recommendations in the 2012 report *Mathematics, Engineering & Science in the National Interest*, and is intended to drive a major improvement in the quality of mathematics and science teachers by supporting new pre-service programs, with staff in faculties, schools and departments of science, mathematics and education collaborating on course design and delivery, combining content and pedagogy.

- Title: Inspiring mathematics and science in teacher education
Project Leaders: Professor Marilyn Goos, School of Education; Professor Joseph Grotowski, School of Mathematics and Physics
Funding: \$2,200,000

Learning resources

TEL Grants Rounds 1 and 2

Following the release of the eLearning blueprint in 2013, strategic funding was made available in 2014 to support new technology-enabled curriculum design and learning innovation projects. Funding is available for two categories of projects:

1. Innovation Projects address specific aspects of technology-enhanced learning within a particular domain, but with application across several schools or more than one faculty.
 2. Signature Projects are large-scale faculty or school-wide projects that involve program and curriculum redesign of large-scale courses, course sequences, or aspects of teaching, learning, and assessment that cross a wide range of courses. The intention is that these projects will produce reusable designs that will add broad value to courses across the University.
- There have been two rounds of funding, with a list of successful grants following.
- Title: Student learning pathway: providing students with individually tailored maps for planning and tracking learning trajectories
Project Leader: Associate Professor Carl Reidsema
Funding: \$300,000.
 - Title: Platypus++: a smart, open, cross-campus randomised assignment peer review system
Project Leader: Dr Surya Singh
Funding: \$97,640
 - Title: Skills-enabled ePortfolio
Project Leader: Professor Sarah Roberts-Thomson
Funding: \$141,500
 - Title: Strengthening the first-year gateways: aligned, literate and flipped
Project Leader: Inge Matt
Funding: \$92,127
 - Title: An innovative, open-access online question and solution generator
Project Leader: Michael Jennings
Funding: \$99,000
 - Title: Enhancing student buy-in: pre-reading and feedback in the flipped classroom
Project Leader: Professor Michael Drinkwater
Funding: \$100,000
 - Title: Online, virtual and adaptive learning environments: improving the journey through large first-year chemistry courses
Project Leader: Dr Gwen Lawrie
Funding: \$99,900
 - Title: The Teaching@UQ Program
Project Leader: Associate Professor Julie Duck
Funding: \$295,200
 - Title: e-Exams for high stakes assessment at UQ
Project Leader: Dr Mathew Hillier
Funding: \$280,000
 - Title: Virtual patients create a virtuous cycle of learning in a dental curriculum
Project Leader: Pauline Ford
Funding: \$190,000
 - Title: CLIPS: communication learning in practice for scientists
Project Leader: Susan Rowland
Funding: \$192,475
 - Title: TheJourneyMaker: enhancing curriculum design, program analytics and the student experience
Project Leader: Ian Cameron
Funding: \$303,000
 - Title: Developing an integrated 5-dimensional technology learning experience for architecture students
Project Leader: Christine Landorf
Funding: \$100,000.



Dr Christine Landorf is leading a project titled, "Developing an integrated 5-dimensional technology learning experience for architecture students" that has received a TEL Grant. She is pictured at the Advanced Engineering Building.



Dr Jason Tangen interviewing Professor Ian Frazer for UQx course *The science of everyday thinking* with producers Emma MacKenzie and Dr Matthew Thompson.

Global competencies

Since the UQ Advantage Award was launched in 2013, more than 3800 students have registered, with an ongoing strong interest in co-curricular activities. In 2014, 675 students participated in an international exchange and UQ awarded 229 UQ Advantage Grants (worth \$143,100) to support students' international experiences, including participating in the Philip C. Jessup International Law Moot Court Competition and the G20 Youth Forum. UQ has also been offered just over \$1 million in Australian Government funding (over 2014 and 2015) to support international student mobility programs.

As part of a broader memorandum of understanding, a five-year agreement between UQ and Ohio State University, also a member of Universitas 21, will enable students to study for a semester between the two universities, in an engineering or finance field, followed by an internship.

Online learning

Following the decision in May 2013 to join the edX consortium, UQ has developed and successfully launched eight MOOCs on the edX platform:

- BIOIMG101x Biomedical Imaging
- CRIME101x The Psychology of Criminal Justice

- HYPERS301x Hypersonics – From Shock Waves to Scramjets
- SENSE101x Sense, Control, Act: Measure the Universe, Transform the World
- THINK101x The Science of Everyday Thinking
- TROPIC101x Tropical Coastal Ecosystems
- WORLD101x Anthropology of Current World Issues
- WRITE101x English Grammar and Style.

Student registration for these courses has been significant, with more than 200,000 unique enrolments. Some of the most popular UQx MOOCs have included THINK101x, CRIME101x, and WRITE101x. Even after courses have finished, students can continue to enrol and explore content at their leisure. Enrolment numbers indicate students have an ongoing interest in the courses.

Information systems

Student evaluations

In 2014, UQ implemented a new student survey management system, EvaSys, for online evaluation for all Student Evaluation of Course and Teacher (SECaT) questionnaires.

Nine schools participated in an online SECaT survey trial in Semester 1 2014, before the online implementation was rolled out across all schools in Semester 2 2014. Student Evaluation of Tutor (SETutor) surveys were conducted using a paper-based process, also managed by EvaSys.

Overall the trial of online surveys was successful, and the implementation process has provided opportunities to consider methods to improve the data verification processes and the inclusion of SETutors into the online survey system. A colloquium was held in late August to consider alternate approaches to student evaluations.

Blackboard Analytics

In 2014, UQ began a pilot of Blackboard Analytics™ in order to make better use of available data to support student learning experiences. Relevant data are extracted from existing University system databases to develop relevant reports and dashboards that track student learning patterns and outcomes.

A trial has occurred involving one course in each faculty, with integrated reports prepared from Blackboard sites during Semester 2, 2014. There is potential to identify at-risk students and develop successful intervention strategies.

Support for academic staff

ITaLI establishment

In 2014, the Institute for Teaching and Learning Innovation (ITaLI) was established, following a December 2013 review of the Centre for Educational Innovation and Technology, Centre for Innovation in Professional Learning, and Teaching and Educational Development Institute. These bodies were disestablished as a recommendation of the review.

The review report also recommended the appointment of a Pro-Vice-Chancellor to lead the new unit, with this appointee initially focused on developing an appropriate staff structure and resourcing for the new Institute. An acting Pro-Vice-Chancellor (Teaching and Learning) has been appointed, with recruitment for a continuing appointment underway.

The Deputy Vice-Chancellor (Academic) established an ITaLI Advisory Board, comprising senior central, academic and school staff, and student representatives, to support the work of the Institute and assist in prioritising projects and performance monitoring.

Pro-Vice-Chancellor (Teaching and Learning)

Professor Doune Macdonald was appointed to the role of acting Pro-Vice-Chancellor (Teaching and Learning), commencing 18 August 2014.

Policy development

AQF compliance

Over the past two years, in addition to developing new programs, the University has concentrated its efforts on reviewing and redesigning many of its current offerings. UQ's Bachelor and Honours degrees, and suites of Postgraduate Coursework Programs, have



The Learning Innovation Building at St Lucia campus, which houses the Institute for Teaching and Learning Innovation (ITaLI).

been evaluated to ensure they meet the new requirements of the Australian Qualifications Framework (AQF), which comes into full effect from Semester 1 2015.

Global graduates

Student employability

A student employability strategy is one of three major initiatives being led by the Deputy Vice-Chancellor (Academic) around the theme of "Enhancing the student experience". Initial work on the employment strategy commenced in 2014 with funding from the Vice-Chancellor and President to investigate employability across the University. Findings were reported to various committees, including the Student Experience Committee, and at the University Senior Management Group Retreat.

The initiative seeks to build on excellent work undertaken at discipline/school/faculty level by ensuring University-wide strategic and practical frameworks are in place to enhance a student's employability skills and demonstrate how students can translate these experiences for employers. Two pilot projects, discipline-specific employability audits and an ongoing research plan are underway.

Cultural competencies

Vice-Chancellor's Awards for Internationalisation

The Vice-Chancellor's Awards for Internationalisation were created in 2009 to recognise individuals and organisational units who have shown leadership in areas that would further internationalise the University. In 2014, UQ shaped the categories to align with the UQ Global Strategy, which aims to build upon the University's comprehensive internationalisation strategy in achieving

the international components of the University's key strategies. The winners and commendees of the awards for 2014 follow.

1. Internationalisation: Programs, Projects and Services

Winners

- UQ SMART and Carbon Game Program School of Geography, Planning and Environmental Management
- UQ Engineering China Partner Program Faculty of Engineering, Architecture and Information Technology

Commendees

- Asia Pacific Centre for the Responsibility to Protect School of Political Science and International Studies
- Global Communiton Collaborative Julius Kruttschnitt Mineral Research Centre (JKMRC)
- The Catlin Seaview Survey: Increasing UQ's International profile through Science, Collaboration, and Engagement The Global Change Institute

2. Staff Award: Promoting Mobility

Winner

- Dr Gethin Thomas and Professor Matthew Brown UQ Diamantina Institute

Commendee

- Mrs Gloria Silcock School of Dentistry

3. UQ Student or Partner Award: Internationalisation with Community Engagement and Impact

Commendees

- Indigenous Youth Leadership Camp International House
- The [Global] Connection BEL Faculty Advancement

UQ student program diversification

In 2014, UQ won the Premier of Queensland's Export Award for Education and Training for the second consecutive year. UQ won the award for creating and delivering a program for Brazilian Science without Borders scholarship students.

Brazil is a strategic long-term partner for UQ, and Science without Borders is a key initiative that serves the Brazilian Government's goals in human capacity development through international mobility for graduate students and researchers.

To leverage the opportunity, a cross-institutional team developed a comprehensive, innovative program to enhance the in-country experiences of Science without Borders scholars.

At UQ, Science without Borders students develop practical applied knowledge and innovation potential through a tailored program which includes workplace preparation and a research placement or internship at a Queensland business, coordinated through Australian Internships. A six-month preparatory English language studies program is also offered.

Brazilian enrolments grew from 44 in 2012 to over 370 students in 2014. Positive partnerships were also developed over the summer of 2013, with 26 organisations involved in the delivery of the program, including Parmalat Australia, Sandvik, Ecotourism Australia, the Australia Institute of Marine Science and Vale.

The Science without Borders Program has been part of UQ's market entry strategy into Brazil, and has generated goodwill with partners. UQ is now working with relevant agencies to organise the next cohort of mostly PhD students.

AsiaBound grants

UQ received \$348,000 to fund 11 short-term and three semester-based projects in the inaugural round of the Australian Government's AsiaBound Grants Program.

This additional funding for global experiences enabled 122 undergraduate and coursework masters students to benefit from unique Asian study experiences.

Institute of Continuing and TESOL Education

In 2014, the Institute of Continuing and TESOL Education (ICTE-UQ) strengthened its more than 125 institutional, government and corporate partnerships in 19 countries, and delivered training at the St Lucia campus and offshore to more than 6550 students and professionals from 75 countries.

Key training activities included:

- UQ English language pathway program training for 1050 students from non-English speaking backgrounds and English language training for general, business and specific purposes for a further 1286 students and professionals.

- Concurrent English language support programs for 856 UQ students from non-English speaking backgrounds, including customised, subject-specific programs delivered in collaboration with five UQ schools.
- Skilled Migration Internship Program Accounting (SMIPA) Professional Year Program training for 52 Australian university international student accounting graduates.
- English language and methodology training for 278 primary and secondary teachers and university academic staff, and 186 undergraduate and postgraduate education students from Brazil, China, Hong Kong, Japan, Korea, Macau, Taiwan, Thailand and Vietnam.
- Customised English language and Continuing Education training programs for more than 2100 students and professionals from the African Union, Brazil, Chile, China, Hong Kong, Indonesia, Japan, Macau, South Korea, Thailand, the United States and Taiwan, with collaborative content input from UQ faculties, schools, institutes and central divisions.

ICTE-UQ also continued to manage UQ's interests in its collaborative, regional capacity development English Language Institutes in Danang, Vietnam; and Antofagasta, Chile.

UQ Health Care

UQ Health Care (UQHC) operates three primary health care GP Super Clinics in Annerley, Logan and Ipswich.

UQHC demonstrates UQ's commitment to Engagement, Learning and Discovery. UQ's vision for UQHC is to:

- create centres of clinical excellence;
- develop and demonstrate models of best practice, integrated, multi-disciplinary, patient-centred, primary health care;
- provide a platform for implementation and evaluation of new models of health education, innovative workforce roles and high-quality research; and
- provide leadership and innovative thinking to advance the quality and effectiveness of primary health care in Australia.

UQHC's signature services include:

- **Homeless Service.** Provides medical services and care coordination for homeless people and similar vulnerable population groups.
- **Refugee Health Service.** Provides health assessments, vaccinations and general medical services for refugees and asylum seekers.
- **Chronic Disease Management programs.** Enable people with chronic disease to access interdisciplinary allied health services at a range of community-based locations. The focus of these programs is self-empowerment, with the aim to maximise wellbeing, and prevent or improve chronic disease.
- **Child Wellbeing Program.** Provides interdisciplinary allied health services to kids with developmental disorders or emotional/behavioural difficulties. The program includes a clinic for obese children and teens.

- **Specialist Clinics.** UQHC, in collaboration with the hospital sector, bring specialists outside the hospital walls into the community, to lead multidisciplinary teams. These programs are aimed at reducing pressure on the public health system and outpatient waiting lists.

Over 3000 student placement days were provided for ten health disciplines at UQHC in 2014. Interprofessional education principles underpin the placement model.

UQHC's success is based on engagement with stakeholders, including Hospital and Health Services and Medicare Locals.

UQHC's programs and services are increasingly supported through developing referral pathways, providing a solid platform for development and expansion.

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.

Discovery: Key indicators of performance						
Discovery		2010	2011	2012	2013	2014
Higher Education Research Data Collection points for publications, minus conference proceedings (unweighted)	(Unweighted HERDC points)	3317.76	3442.64	3798.21	4231.32	na ²
Proportion of UQ research publications with an international co-author	(Percentage)	46.3	47.6	48.7	49.0	na ²
Number of Research Higher Degree completions	(Count)	543	559	621	757	835 ¹
Discovery						2014 projected
Total research income	(\$ million)	320.5	338.6	368.0	381.8	375.0
ARC income (Cat. 1) received	(\$ million)	67.5	79.8	89.2	91.6	93.9
NHMRC income (Cat. 1) received	(\$ million)	55.9	53.0	61.6	68.8	65.0
Industry income	(\$ million)	94.0	83.0	95.0	108.2	na ²
International funding	(\$ million)	26.2	26.8	30.4	29.1	32.0

¹ This figure is preliminary.

² Data not finalised until mid 2015.

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).

ERA is administered by the Australian Research Council (ARC), and is a comprehensive and rigorous assessment of research in Australian universities that uses a combination of indicators and expert reviews. The 2012 ERA round evaluated research undertaken between 2005 and 2010. The next ERA exercise, to be conducted in 2015, will evaluate research undertaken between 2008 and 2013.

International recognition

International university rankings highlight the excellence of the University's research performance. UQ is well inside the top 100 universities worldwide, measured through a number of major independent 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. UQ also ranked in the top 50 universities in the world (47th globally) in the inaugural *US News Best Global Universities* Rankings.

In 2014, UQ was one of only 12 universities in the world to achieve a QS Five Star Plus rating. UQ achieved the maximum Five Star rating in the following areas: teaching, employability, research, internationalisation, facilities, innovation and access.

Research funding

UQ received \$381.8 million in total research funding income in 2013, the most recent year for which figures are available. This result placed UQ number one nationally for total research income for the first time. Research income has continued to grow in the past six years, with the 2013 result 3.7 per cent higher than the \$368.02 million reported in 2012.

Since 2008, the University has increased research income by 34.9 per cent. Governments, industry and private benefactors are acknowledged for sharing in the University's vision for research excellence and its success in attracting research funding.

Australian Research Council funding

The University continued to perform strongly in attracting Australian Research Council (ARC) funding commencing in 2014.

- **Discovery Projects.** The University received \$30.34 million in new funding, ranking second nationally. The total number of new projects awarded was 77 (second nationally), with a success rate of 26.1 per cent (compared to the national average of 19.9 per cent).
- **Linkage Projects.** The University received new ARC funding of \$9.3 million to commence in 2014, ranking second in the country. In addition, UQ will receive partner contributions of almost \$14.9 million over the life of these projects. A total of 24 new projects were awarded (ranked equal second nationally), with a success rate of 32.4 per cent.
- **Linkage Infrastructure, Equipment and Facilities.** The University received ARC funds of \$2.7 million, ranking third nationally. A total of five proposals were approved for 2014 (equal third nationally), with a success rate of 35.7 per cent. UQ researchers were also involved in another ten proposals led by other institutions.
- **Future Fellowships.** UQ was awarded 16 Future Fellowships, with a total value of \$12.49 million (second nationally).
- **Australian Laureate Fellowships.** UQ attracted two of the 16 Australian Laureate Fellowships commencing in 2014 with a total value of \$5.6 million (first nationally on total funds awarded). Professor Justin Marshall received the largest individual award overall in 2014 (\$2.97 million), and Professor Peter Harrison received the largest individual award across the Humanities and Creative Arts and Social, Behavioural and Economic clusters in 2014 (\$2.63 million). These prestigious fellowships support excellence in research by attracting world-class researchers and research leaders to key positions in Australia.
- **Discovery Early Career Researcher Awards (DECRA).** UQ received 30 awards through the DECRA scheme, with a total value of \$11.29 million (ranking first nationally in both number of awards and funding dollars awarded).
- **Centres of Excellence.** The new UQ-led ARC Centre of Excellence for Children and Families over the Life Course commenced in 2014 and 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 \$39.98 million awarded to support 65 new projects.
- **Equipment Grant.** UQ received \$524,104 in 2014 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 \$2,496,981.
- **Development Grants.** UQ received five Development Grants to commence in 2014. These grants provide funding for early proof-of-principle or pre-seed stage research.
- **Early Career Fellowships.** UQ received five new Early Career Fellowships to commence in 2014. These fellowships allow developing health and medical researchers of outstanding ability to undertake postdoctoral training. Of the five fellowships, three are based in Australia and two 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.** Nine Research Fellowships were awarded to commence in 2014. 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.
- **Mental Health Targeted Call for Research into Suicide Prevention in Aboriginal and Torres Strait Islander Youth Grant.** UQ was awarded \$804,737 in 2014 towards Indigenous Network Suicide Intervention Skills Training research.

Other research funding

The University continued to perform strongly in attracting funding from a variety of sources.



Professor Peter Harrison, who received the largest individual award across the Humanities and Creative Arts and Social, Behavioural and Economic clusters in 2014 for an Australian Laureate Fellowship.

In 2013 (the most recent year for which data is available), in addition to the \$208.8 million funded from Australian Competitive Grants (Category 1), the University received \$50.1 million in Other Public Sector Funding (Category 2), \$108.2 million in Industry and Other Funding (Category 3), and \$14.7 million in Cooperative Research Centre funding (Category 4).

A new cancer treatment centre in Brisbane, the Diamantina Individualised Oncology Care Centre, received \$2 million from the Australian Cancer Research Foundation (ACRF) to facilitate improved research opportunities and better outcomes for cancer patients.

ACRF funding will also establish the ACRF Facility for Molecular Imaging Agents in Cancer (AFMIAC) at the Centre for Advanced Imaging at UQ. AFMIAC brings together cutting-edge capabilities for the synthesis of novel cancer diagnostic agents and for preclinical and human imaging.

Research Block Grants

In 2014, UQ received \$163.2 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 (\$29.7 million);
- Research Infrastructure Block Grant (\$26.3 million);
- Sustainable Research Excellence (\$20.2 million);
- Research Training Scheme (\$61.0 million);
- Joint Research Engagement Engineering Cadetships (\$365,672);
- Australian Postgraduate Awards (\$23.8 million); and
- International Postgraduate Research Scholarships (\$1.9 million).

UQ Internal Research Support schemes

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

Internal research support 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 assisting women in re-establishing academic careers after a

career break or interruption.

- UQ Collaboration and Industry Engagement Fund supporting 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 establishing new or emerging linkages with partner organisations.
- UQ Travel Awards for International Collaborative Research providing funds to enable distinguished overseas researchers to travel to UQ to collaborate with colleagues.
- UQ Early Career Researcher Grants Scheme to encourage research by new members of staff, provide limited seed funding as a means of generating external research support, and support high-quality projects of modest financial cost from early career researchers.
- UQ Foundation Research Excellence Awards recognising demonstrated excellence and promise of future success in research and the leadership potential of individual young researchers.
- UWA–UQ Bilateral Research Collaboration Awards fostering collaborative research projects between The University of Western Australia and UQ, and supporting joint workshops and information exchange that will assist in developing joint proposals for external research funding.
- UQ–Ochsner Seed Fund for Collaborative Research fostering transdisciplinary research between eligible investigators based in UQ's Ochsner Clinical School (New Orleans, USA) and those in other UQ schools, institutes and centres.
- UQ Academic Title Holders Research Fund enhancing the important contributions that Academic Title Holders make to the overall research productivity and excellence of the University.
- UQ Major Equipment and Infrastructure Grants supporting the acquisition of major research infrastructure and equipment items, particularly where access to similar equipment is limited and there is demonstrable collaborative gain through its use.
- Vice-Chancellor's Research and Teaching Fellowships, and Vice-Chancellor's Research Focused Fellowships, advancing UQ's strategic objectives of retaining internationally recognised researchers and continued excellence in research and teaching innovation.

UQ also participates in schemes administered by the Go8 Australia:

- Go8 European Fellowships facilitate further research collaboration between Australia and Europe with the intention that

Fellows will continue to collaborate when they return to their home institutions.

- Go8 Germany Joint Research Cooperation Scheme fosters exchanges between Australian researchers at Go8 universities and collaborating German researchers (a joint initiative by the Go8 universities and the German Academic Exchange Service).

Prestigious fellowships and awards

The University's global research positioning was highlighted with the election of new Fellows to Australia's learned academies. Four of the 25 new Fellows of the Australian Academy of Technological Sciences and Engineering (ATSE) for 2014 are also UQ academics and alumni, as are three of the 19 new Fellows of the Academy of the Social Sciences in Australia (ASSA).

More than 160 UQ staff (including honorary and adjunct appointments) and professors emeriti are Fellows of Australia's learned academies, which include the Australian Academy of Science, Australian Academy of the Humanities, Australian Institute of Aboriginal and Torres Strait Islander Studies, ATSE, ASSA, Australian Academy of Law and the newly established Australian Academy of Health and Medical Sciences. UQ excellence was further recognised with staff securing a number of prestigious awards, including:

- Professor David Craik, 2014 Ramaciotti Medal for Excellence in Biomedical Research, and 34th GlaxoSmithKline Award for Research Excellence at the 2014 Research Australia Awards;
- Professor Perry Bartlett, Distinguished Achievement Award, Australian Neuroscience Society;
- Professor Mandyam Srinivasan, Harold Spencer-Jones Gold Medal, Royal Institute of Navigation;
- Professor Wendy Brown, Honorary of the Year Award, Heart Foundation;
- Associate Professor Geoff Faulkner, 2014 Millennium Science Award, Lorne Genome Conference; and
- Professor Zhiguo Yuan, 2014 Global Project Innovation Award, International Water Association.

The Sewer Corrosion and Odour Research Project — Putting Science in Sewers won the overarching Award for Outstanding Excellence in Collaboration and the Best Research and Development Collaboration Award at the Business–Higher Education Round Table (B/HERT) Awards.

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, including Ecology and Environmental Science, for which UQ is consistently ranked in the top 10 in the world.

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 — who demonstrate outstanding track records of research excellence and innovation capacity.

UQ's 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.



UQ scientists have discovered a microbe that is set to play a significant role in future global warming. The methane-producing micro-organism, known as a 'methanogen', is thriving in northern Sweden's thawing permafrost in a thick subsurface layer of soil that has previously remained frozen.



Philosophers and physicists have been brought together to discover new ways of data mining and robotic learning for information processing, the launch of new communication technologies and a better understanding of how time works.



Livestock research in South-East Asia is focusing on helping farmers overcome the constraints of limited land, inferior feed and endemic disease.



Virtual reality technology has been used to recreate The Rose theatre, one of the oldest purpose-built theatres in London, with technology used for the research developed through the commercial venture, Ortelia.

Other performance measures

The University continued to improve its publication performance, increasing its Higher Education Research Data Collection points for publications, minus conference proceedings (unweighted) to 4231.32 in 2013, which is the latest year for which data is available (up from 3798.21 in 2012). The Australian Bureau of Statistics *Higher Education Research and Development Survey* last conducted in 2013 (on 2012 data) showed the University is spending \$654.2 million on research and development.

Research integrity

In late 2013, the Vice-Chancellor and President initiated a Review of Research Integrity, Ethics and Compliance undertaken by Professor Alan Pettigrew, former CEO of the NHMRC and Vice-Chancellor and CEO of the University of New England with the final report received in March 2014.

Fourteen recommendations were brought for consideration. The recommendations address the need for:

- revision of policies, procedures and guidelines associated with the Responsible Conduct of Research and Research Misconduct;
- allied training, communication and compliance and the roles and responsibilities of senior staff;
- the interface between research integrity and the Vice-Chancellor's Risk and Compliance Committee and the Investigations Unit;
- governance and operational arrangements for ethics committees;
- resourcing for research ethics and integrity systems.

The Pro-Vice-Chancellor (Research and International) is leading the implementation of the review recommendations, with assistance from staff in the Research Integrity Office. Work has commenced on reviewing policies and procedures.

The Research Integrity Office has implemented a complaints management database to support timely responses to allegations of research misconduct. These actions will significantly improve:

- the clarity of the policy and procedure relating to research integrity;
- the capacity of the Office to promote responsible conduct of research across the campuses; and
- how complaints regarding potential research misconduct at UQ are managed and resolved.

The Office has also worked closely with the UQ Graduate School to customise and deploy an online research integrity training



The ARC Centre of Excellence for Children and Families over the Life Course opened in October 2014. Pictured left to right: The Honourable Amanda Vanstone, Professor Janeen Baxter, Tony Nicholson, Professor Max Lu, Professor Anton Middelberg, Professor Aidan Byrne, Professor Mark Western and Professor Tim Dunne.

module. This is available to all Research Higher Degree students, and will eventually be available for all researchers. Ten Research Integrity Advisors who are based across all campuses support the Office.

Research collaboration

The University continues to develop strong relationships with national and international industry and research organisations. These partnerships are strongly valued, bringing UQ researchers together with leading researchers and organisations across the globe to achieve important outcomes in research fields of national and international significance.

UQ needs to actively look beyond traditional government sources of funding to continue growing its research enterprise. To this end, a target has been set to double industry-sourced research income by 2020, from a baseline of \$103 million in 2012. This will require a cumulative nine per cent increase per annum. The total reported to the Australian Government for 2013 was \$122 million, representing an 18 per cent increase from 2012. Industry-sourced income includes partner organisation cash support for ARC Linkage Projects, industry funding of Cooperative Research Centres, industry research contracts (national and international) and philanthropic support.

Nationally

Selected partnerships developed or renewed in 2014 include:

- The Defence Science and Technology Organisation (DSTO) invited UQ to join

the newly established Defence Science Partnerships Program. This is a new and innovative collaborative framework providing a coordinated and targeted approach for university collaboration in strategically identified technology areas.

- The Australian Research Council Centre of Excellence for Children and Families over the Life Course, launched in October, brings together leading social scientists to play an important role in tackling the global challenge of social disadvantage.
- The Research Data Storage Infrastructure Project, originally funded from 2010–14 by the Education Investment Fund, received funding from the National Collaborative Research Infrastructure Strategy 2013–15 to continue operating through 2015–16 with UQ as Lead Agent; providing critical collaborative research infrastructure and services to collectively meet the needs of researchers and other users in Australia.
- UQ is one of eight organisations participating in the Strengthened Export Controls Pilot program conducted by the Defence Export Control Office and the Australian Government Department of Industry. The Pilot program will develop a national compliance framework for export controls to be implemented by May 2015. UQ's leadership role in the program is critical to enable further development of international collaborations in key areas of research that are subject to security-related sensitivities.

Cooperative Research Centres

The University is an Essential Participant in two of the seven Cooperative Research Centres (CRCs) awarded in the 16th CRC Selection Round that commenced operations on 1 July 2014.

- The Rail Manufacturing CRC aims to develop products, technologies and supply chain networks to increase the capability and globally competitive position of the Australian rail industry.
- The Hearing CRC is focused on the twin challenges of more effective prevention and improved remediation of hearing loss.

The University is an essential or supporting participant in an additional 16 CRCs awarded in previous rounds.

After 21 years of continuous support, Australian Government funding for the CRCMining ceased in June 2014. CRCMining will continue as an industry-funded research collaboration, as a result of its success in generating research outcomes of direct relevance to the mining industry and its service industries. UQ will continue to host the headquarters of CRCMining at its Pinjarra Hills site.

Internationally

In 2014, the University sharpened its focus on developing research partnerships with targeted international universities and companies.

Highlights included:

- The Wellcome Trust in the United Kingdom awarded \$3 million to Professor Matt Cooper's group in the Institute for Molecular Bioscience to support a Community for Open Antimicrobial Discovery. This is a major initiative to help counter growing antibiotic resistance, which poses a real threat to public health globally.
- The UQ Sustainable Minerals Institute established an International Centre of Excellence (ICE) in Chile, in partnership with the Universidad de Concepción and funded by the Chilean government. SMI-ICE Chile will be at the forefront of innovative research and technology transfer to address several of the major challenges and competitive pressures faced by the Chilean minerals sector. It will also aim to build local capacity in both research and technology transfer.

ICTE-UQ

In 2014, ICTE-UQ delivered a number of customised training programs to support UQ's international research partnerships. Programs included:

- A five-week program to assist 17 academics and PhD candidates from Khon Kaen University, Thailand, to increase their knowledge and understanding of research methodologies and gain skills to prepare research proposals and journal articles for international publications.
- An eight-week English language/research training/research commercialisation program for nine high-performing undergraduate engineering students from Chile; delivered in partnership with the UQ Graduate School, Faculty of Engineering, Architecture and Information Technology, UQ Business School and UniQuest.
- A five-week English for Academic and Research Communication training program for 28 Brazilian Government Science without Borders sponsored students undertaking one- and two-semester Study Abroad Programs at UQ.
- Four- and 12-week research methodology training programs for 14 PhD candidates and academics from four Indonesian universities, in partnership with six UQ schools.

Dr Alysha Elliott from Professor Matt Cooper's lab in the Institute for Molecular Bioscience is part of the Wellcome Trust funded Community for Open Antimicrobial Discovery (COAD) initiative. The aim of COAD is to discover new therapies to combat antibiotic resistant bacteria.





Vice-Chancellor and President Professor Peter Hoj, Dr Stefanie Becker and Australia's Chief Scientist Professor Ian Chubb AC at the 2014 UQ Foundation Research Excellence Awards.

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 2014 included:

- a public lecture presented in conjunction with BrisScience;
- an engagement dinner with industry, government and alumni;
- the inaugural Partners in Research Excellence Awards; and
- the presentation of seven UQ Foundation Research Excellence Awards and two Awards for Excellence in Research Higher Degree supervision.

Fostering research leaders

Professional development

A variety of professional development opportunities and skills training for early- and mid-career researchers were provided in 2014.

Training sessions were provided by UQ Research and Innovation, UniQuest and the Library; as well as through the Go8 Future Research Leaders Program. Topics included applying for research funding, managing grants, research integrity, and library research skills and bibliometrics.

The UQ Graduate School has coordinated skills development programs for 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 nurture early career researchers and, in 2014, were worth \$624,112.

Recipients were:

- Dr Stefanie Becker, School of Psychology. Her research will examine whether feature relationships also modulate conscious perception of objects, including unexpected objects. The results will shed new light on the effects of top-down tuning of attention and the factors that mediate inattentive blindness (\$99,565).
- Dr Jack Clegg, School of Chemistry and Molecular Biosciences. His project will cover the design and preparation of new chiral self-assembled materials that contain cavities of predictable sizes and shapes. These materials will act to selectively bind different chemical substrates within their encapsulated spaces and thus separate them from complex mixtures (\$99,483).
- Dr Alessandro Fedrizzi, School of Mathematics and Physics. His research aims to experimentally refute a major interpretation of the wave function using quantum states of photons — light particles — encoded in arbitrarily high dimensions. The outcomes will sharpen our understanding of nature and have a lasting impact on modern science and philosophy (\$84,339).
- Dr Qiao Liu, TC Beirne School of Law. His research will focus on the legal solutions provided by Australian and Chinese courts towards legal issues arising from shared real-life problems in commercial transactions. By facilitating mutual understanding, he hopes to help Australian businesses engage better with the rising power and emerging market of China (\$50,816).
- Dr Enzo Porrello, School of Biomedical Sciences. His project focuses on how and why mammals lose their ability to regenerate heart tissue after birth. He hopes this work will pave the way to new therapeutic opportunities for regenerating the diseased heart (\$90,431).
- Dr Irina Vetter, Institute for Molecular Bioscience. She is seeking to identify new pain targets in peripheral sensory neurons and so provide significant insight into the neuropharmacology of pain. This would facilitate new pain treatment approaches and the development of new analgesics for pain types currently difficult to manage (\$99,717).
- Dr Liang Zhou, Australian Institute for Bioengineering and Nanotechnology. His project aims to advance the implementation of transition metal oxide based high-capacity anode materials in next-generation lithium ion batteries. Transition metal oxides hold great promise for replacing conventional graphite based anode materials (\$99,761).



Pictured left to right: UQ Awards for Excellence in Research Higher Degree Supervision awardees Dr Simon Perry, Associate Professor Jennifer Fleming and Professor Tapan Saha.

UQ Awards for Excellence in Research Higher Degree Supervision

The UQ Awards for Excellence in Research Higher Degree (RHD) Supervision acknowledge outstanding levels of performance in supervision, mentoring and training of RHD candidates. In 2014, excellence awards were presented to:

- Dr Simon Perry, School of Music. A flexible and supportive leader, Dr Perry has supervised 26 RHD candidates to completion. Balancing open-mindedness with a critical eye, he relishes the opportunity to develop intellectually alongside his students. In addition to providing detailed feedback on their projects, he holds regular face-to-face meetings tailored to their needs, and offers teaching opportunities when possible. Dr Perry leads by example, encouraging critical self-reflection and independence of thought.
- Professor Tapan Saha, School of Information Technology and Electrical Engineering. Professor Saha has supervised 32 RHD students to completion. He provides one-on-one weekly consultations and mentoring to his students, as well as a collaborative and challenging research environment, and specialises in delivering an industry environment for his multinational cohort.

Professor Saha sees his key strength as the ability to listen and then provide his students with the necessary resources to achieve their goals.

In addition, Associate Professor Jennifer Fleming, School of Health and Rehabilitation Sciences, was Highly Commended for her RHD supervision skills.

UQ Graduate School

Research training

The UQ Graduate School has overall responsibility for the strategic direction, quality assurance and policy development supporting research training at the University. In addition, the School provides centralised operational management for RHD admissions, scholarships, candidature, and thesis examinations.

The School also coordinates a number of programs aimed at developing the skills and career prospects of RHD candidates through mobility, skills training and experiences.

Recruitment and commencements

RHD candidate commencements remained strong in 2014. Domestic RHD commencements were 631, an increase of seven per cent over 2013, while international RHD commencements rose by 11 per cent to 387.

Research and integrity

In 2014, the School committed to providing all RHD candidates with access to research and integrity training. All RHD candidates are required to complete this training before their confirmation milestones, with the online training course rolled out to over 4000 RHD candidates during 2014.

Career Development Framework

The Career Development Framework (CDF) is an initiative of the School that provides directed, experiential learning to help connect RHD students with industry and provides training to guide students with their studies. It ensures that graduates are well-rounded, with the necessary leadership, professional and research skills that will enhance their career prospects and help shape them into future knowledge leaders.

In 2014, over 1600 RHD candidates participated in the program. More than 140 RHD candidates were provided with mobility experiences, 150 participated in networking breakfasts with industry, and two industry partnerships were developed to provide students with placement experiences.



2014 UQ 3MT® winner Megan Rossi from the School of Medicine, who studies the role of prebiotics and probiotics in the management of chronic kidney disease.

Three Minute Thesis

The Three Minute Thesis (3MT®) is a competition, developed at UQ, that challenges RHD students to communicate the significance of their projects to a non-specialist audience in just three minutes.

In 2014, competitions were run in over 200 institutions around the world. The UQ competition saw over 150 PhD candidates participate. The final attracted an audience of over 300 global researchers, industry leaders, PhD candidates and alumni.

Research infrastructure

Major research infrastructure

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 biomolecular research.
- **Centre for Advanced Imaging.** Provides access to state-of-the-art research imaging instruments.

- **Marine Research Stations.** Provide access and support for researchers at three island-based research stations and an aquaculture facility.
- **Centre for Microscopy and Microanalysis.** Promotes, supports and initiates research and teaching in the applications of microscopy and microanalysis.
- **Research Computing Centre.** Provides coordinated management and support of the University's sustained and substantial investment in supercomputers, tera-scale data archives, visualisation and network connections, together with coordinated research user support.
- **Glassblowing Services.** Provides scientific glass instrumentation and laboratory glassware for teaching and research at UQ.
- **Glasshouse Services.** Provides a range of centralised plant growing facilities using Quarantine, Physical Containment Level 2, 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 a full service protein production and training capability with state-of-the-art infrastructure.
- a number of NCRIS/EIF-funded national infrastructure initiatives.

The University has continued to invest strategic funding in research infrastructure – including over \$5.3 million committed through the UQ Major Equipment and Infrastructure scheme – to 29 projects across the University to ensure research infrastructure remains at the cutting edge.

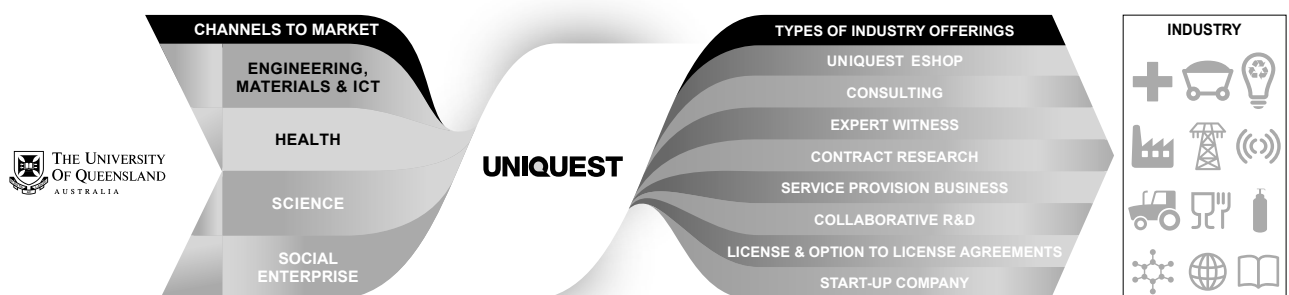
Commercialisation

UniQuest

In 2014 UniQuest Pty Limited marked 30 years of business serving UQ as its main technology transfer and commercialisation company. UniQuest operates with an independent board and reports to the University through UQ Holdings Pty Ltd. UniQuest commercialises the expertise and intellectual property of UQ, and is supported by an aligned, overarching industry engagement strategy that focuses on UQ's research strengths.

UniQuest's newly positioned and rebranded business and commercialisation strategy is built around two key objectives: adding demonstrable value to UQ; and achieving financial sustainability.

The UniQuest business model is decentralised with a flexible, market-facing approach to the choice of commercialisation pathway. This model echoes UQ's Global Strategy, which focuses on further extending engagement with industry; attracting additional research funding around significant industry partnerships; and ensuring UQ's research remains relevant to industry. UniQuest commercialises the innovation and expertise of UQ by marketing a range of offerings through four channels to market, making it easier to connect with UniQuest and UQ.





At the Business–Higher Education Round Table (B/HERT) Awards, *The Sewer Corrosion and Odour Research Project — Putting Science in Sewers* won the overarching Award for Outstanding Excellence in Collaboration and the Best Research and Development Collaboration Award. Pictured left to right: Thomas Kuen, Dr Dean Moss, Bill Capati, Bill Scales, Professor Peter Høj, Professor Zhiguo Yuan, Dr Anne Jobling, Terry Anderson and David Halliwell.

Commercialisation outcomes

In 2014, UniQuest delivered on the business of commercialisation for UQ and demonstrated a closer and stronger alignment with the University.

- UniQuest’s International Development business unit was transferred to the University, with a strong strategic fit and value-add for UQ. This was done in collaboration with UQ International.
- Over 500 research contracts and consultancies for collaborative engagements were organised with industry. The total value of these contracts was in excess of \$15 million.
- The Sewer Corrosion and Odour Research Project — Putting Science in Sewers, won the biggest annual award at the Business–Higher Education Round Table (B/HERT) Awards. The award-winning sewer corrosion technology from UQ’s Advanced Water Management Centre was established into a service business called SeweX, attracting initial clients.
- UniQuest partnered with V-Tol Aerospace to enhance Unmanned Aerial Vehicle (UAV) technology developed at UQ.
- ResApp Diagnostics Pty Ltd entered into an agreement with Narhex Life

Sciences Ltd to commercialise a smartphone app for diagnosing and managing respiratory disease.

- QUE Oncology, the start-up company between UQ and Emory University in Atlanta, continues to develop five early-stage drugs for cancer patients. The most advanced program had positive results from a phase 1b study in 2014, with activities to raise capital underway.
- Spinifex Pharmaceuticals Pty Ltd, a UniQuest start-up, closed a US\$44.9 million funding round from top-tier international venture capital firms.
- Dendright Pty Ltd was successful in applying for Experienced Executive funding from Commercialisation Australia.
- ImpediMed Pty Ltd, a UniQuest start-up, had a product, L-Dex®, granted full reimbursement status for all cancer-related lymphedema from the American Medical Association, broadening the market to over US\$350 million per annum — four times greater than the original market size.
- Global company Syngenta Ltd and Nexgen Plants Pty Ltd, a UniQuest start-up, entered into a collaboration to

develop resistance in leading crops for three key viruses. This follows an initial investment of \$2 million from UniSeed and Yuuwa Capital in 2013.

- The Literacy and Technology Hands-On (Latch-On) Project, a program that provides education for young adults with intellectual disabilities, celebrated a ten-year licence partnership with Endeavour Foundation. UQ, UniQuest, the Endeavour Foundation and Down Syndrome Ireland received an “honourable mention” in the Best Community Engagement category of the 2014 Business–Higher Education Round Table Awards for the Latch-On Project.
- ilab, the UniQuest-managed Queensland Government technology incubator, signed an agreement with Artesian Capital to create a \$10 million investment fund targeted at technology start-ups in Queensland.

Throughout the year, UniQuest delivered demonstrable value to the UQ community through industry engagement activities:

- 3M Australia will provide a 12-month top-up scholarship for up to three research students per year for four years from

2014 to 2017. This has been a team effort between UniQuest, UQ and 3M, following UniQuest industry engagement.

- UniQuest’s Celebration of Innovation initiative saw industry and government representatives acknowledge and meet UQ’s Innovation Champions.
- The Partners in Research Excellence Awards recognised UQ researchers who have made a significant contribution to the commercial efforts of UQ by fostering enduring collaborative partnerships with industry.
- UniQuest’s “Our 30+ Commercialisation Stories” campaign aligns with UQ’s 30 research strengths, and has demonstrated the value of UQ innovation and expertise to industry.
- UniQuest’s Research Commercialisation Workshop had 120 attendees from the UQ community. The workshop provided an introduction to transferring research and expertise from UQ into industry.

Uniseed

Uniseed is an early-stage investment fund that commercialises intellectual property at UQ, The University of Melbourne and The University of New South Wales.

To date, Uniseed has invested over \$19 million into 23 UQ start-up companies. Uniseed has facilitated start-up formations at UQ more often than any other investor (around one-third of UQ start-ups formed since 2000). To date, Uniseed’s investment has secured commitments of more than \$318 million of external funding to UQ start-ups from grants and other investment capital.

In 2014, Uniseed investee Fibrotech Therapeutics Pty Ltd was sold to Shire Pharmaceuticals for US\$75 million, plus contingent milestone payments. UQ received over \$3.8 million from this sale, with significant additional payments expected in the future. This sale was recognised as the Australian Venture Capital Association’s Best Early Stage Deal for the year.

UQ’s investment in Uniseed is showing a positive return, with total distributions plus the value of investee companies exceeding the funds contributed by UQ to Uniseed. When indirect benefits are included (such as the value of UQ’s founding equity in start-ups formed by Uniseed and research funding to UQ labs from Uniseed start-ups), UQ’s net position is over \$30 million in the positive.

Much of the investment received by UQ companies has flowed back to the University through targeted research contracts, with UQ receiving more in research funding to university laboratories than it has contributed to the fund. Research

supported by Uniseed companies has led to over 130 publications that have been collectively cited over 2000 times (equivalent h-index 29).

2014 highlights from Uniseed’s UQ companies include:

- Nexgen Plants signed a collaborative research and development agreement with Syngenta to develop virus-resistant vegetables, based on the technology developed at UQ by Professor Peer Schenk;
- Spinifex Pharmaceuticals raised US\$45 million to complete multiple Phase 2 trials with neuropathic pain therapy discovered at UQ by Professor Maree Smith;
- TenasiTech Pty Ltd raised nearly \$1 million to develop better plastics and acrylics, based on technology developed at UQ by Professor Darren Martin;
- Hydrexia received a further \$4.5 million investment to complete development of a hydrogen storage system, based on the work of Associate Professors Arne Dahle and Kazuhiro Nogita;
- Progel Pty Ltd raised \$500,000 to further develop encapsulation technology that improves the stability and taste of functional foods, based on the work of Professor Bhesh Bhandari; and
- Q-Sera Pty Ltd was awarded a \$112,500 grant from Commercialisation Australia to develop improved blood collection tubes, based on the work of Dr Paul Masci, Professor Martin Lavin, Professor John de Jersey and Dr Goce Dimeski.

JKTech

JKTech delivers economic and social value to the global resources industry via high-end technology products and services. Expertise in technology-based consulting, laboratory services, software, specialist equipment, safety and sustainability and professional development is implemented to improve the profitability, sustainability, social responsibility and safety culture of resource operations globally.

JKTech is wholly owned by UQ, via UQ Holdings Pty Ltd, as the technology transfer company for all centres within the Sustainable Minerals Institute (SMI).

Highlights in 2014 included:

- establishing an International Centre of Excellence in Chile, in collaboration with the Institute. The centre aims to fundamentally improve the productivity and environmental signatures of Chilean Mining Operations.
- collaborating with Rio Tinto on a Processing Excellence Centre (PEC) in Brisbane. The world-first, state-of-the-

art facility enhances monitoring and operational performance by examining real-time processing data from seven Rio Tinto operations internationally. An expert mineral processing team operating from PEC shares technical initiatives, solutions and strategies for maximising productivity and improving performance with colleagues on mine sites in Mongolia, the United States and Australia.

- developing the Mining Leaders’ Program, which was done by JKTech’s SMI Knowledge Transfer team, in conjunction with the Institute. The program has been specifically designed over the last 12 months to provide a key cohort in mining-related organisations with the knowledge, skills, and behavioural competencies required to achieve success at the General Manager level in the current environment, as well as to prepare this cohort for what is required to progress toward the executive level over the next five years.

Additionally:

- Professor Jim Joy was inducted into the International Mining Technology Hall of Fame for his work developing the Global Mining Industry Risk Management education and training package, with the ceremony held at the Society for Mining, Metallurgy & Exploration Conference in Colorado, Denver.
- Diana Drinkwater was elected as a Director on the Board of Australasian Institute of Mining and Metallurgy. The appointment is for two years, commencing in 2015. This complements her current appointment to the International Mineral Processing Council.

Selected research highlights

- A UQ researcher is the lead author of new Australian physical activity guidelines, released earlier this year by the Australian Government Department of Health. The guidelines, based on a thorough review of existing evidence including original empirical work conducted at UQ, recommend that adults should be completing between 150 and 300 minutes of physical activity per week, which is twice the amount of the previous government recommendations. For the first time, the guidelines also specifically highlight the risks of sedentary behaviour.
- UQ researchers have helped lead Australia's contributions to the International Cancer Genome Consortium (ICGC). The national research team identified the major underlying genetic mutations in pancreatic and ovarian cancers, and was ranked the highest contributor of genomic data to the ICGC project outside the United States.
- UQ researchers partnered with a US biotechnology company to ultimately produce 3D printed kidney tissue. It is hoped the fully functional tissue will allow researchers to grow mini-organs from the cells of patients with genetic kidney disease, both to better understand the nature of the disease and to test treatments that may improve kidney function.
- A non-toxic spray that “silences” targeted genes in the pathogens and pests that attack crops has been developed by UQ scientists with funding from the Bill & Melinda Gates Foundation and Queensland Government. Bioclay® is a safe, low-cost alternative to pesticides and the genetic modification of crops for pest resistance.
- A UQ researcher has evaluated how the international legal framework can protect and conserve underwater cultural heritage. His research has informed common law Caribbean countries about implementing the UNESCO Convention on the Protection of the Underwater Cultural Heritage to protect historically significant shipwrecks; and also the Small Island States of the Pacific about how cultural heritage policies can be used to provide sustainable development. Ahead of the centenary of World War I, this research is informing legal and regulatory frameworks and promoting how sunken warship resting places can be recognised in international law as heritage sites.
- UQ econometricians have developed a theoretical and econometric framework to evaluate the impact of war on the economic growth of a developing country. In the case of Sri Lanka, the war had significant and negative effects in the short- and long-run (annual average of nine per cent of Gross Domestic Product). High returns from investment in physical capital did not translate into sizable positive externalities, with inconsistent economic policies towards an open economy likely leading to a lack of significant flow-on effects for the Sri Lankan economy.
- A team of UQ biomedical engineers who have collaborated with clinicians have demonstrated the potential of using Terahertz electromagnetics in a new microscope design. This allows researchers to see previously “invisible” changes to skin structure, in order to provide accurate and early detection for skin cancer.



Partners in Research Excellence Award recipients with senior UQ staff, pictured from left to right: Professor Anton Middelberg, David Barbagallo, Associate Professor Karen Moni, Dr Anne Jobling, Kathy Connell, Professor Ranjany Thomas, Professor Max Lu, Professor Peter Høj, Associate Professor Jason Stokes, Dr Dean Moss and Professor Gregory Webb.

- Scientists are calling for a better understanding of regional climates, after UQ research into New Zealand’s glaciers revealed climate change in the Northern Hemisphere does not directly affect the climate in the Southern Hemisphere. The UQ study showed that future climate changes may impact the two hemispheres differently, meaning a generalised global approach may not be the solution to climate issues.
- A Papua New Guinean bat species thought to be extinct has been rediscovered by a team of UQ researchers. UQ students were on a field expedition in the Abau coastal district in Papua New Guinea’s Central Province when they caught one of the rare bats.
- Beef producers could soon benefit from a protein-rich and sustainable livestock feed supplement in the form of microalgae. UQ has established an Algae Energy Farm to cultivate and harvest microalgae for a range of uses, including as a feed supplement for beef cattle.
- Research conducted at the Mater Research Institute–University of Queensland (MRI–UQ) could relieve suffering for patients during cancer treatment, by making chemotherapy safer. The MRI–UQ team has discovered how to “flick a biological switch” that enables the immune system to be better protected during chemotherapy.
- UQ researchers have developed a 3D model of a melanoma tumour that enables them to visualise the growth states of cancer cells in real time. Using this cutting-edge technology provides remarkable visual evidence that melanoma tumours can evade therapy by arresting the growth of certain tumour cells. Targeting these dormant cells is necessary for reducing melanoma recurrence.
- Cervical cancer is caused by infection with a virus, but only a small minority of people develop persisting infections and are at risk of cancer. In a large international collaborative study, UQ researchers have shown that a major genetic determinant of risk of persisting infection and cancer is predictable from variation in genes controlling a person’s immune response to the virus.
- A UQ PhD student received a prestigious Rolex Award for Enterprise for his innovative work to protect human health from the threat of antibiotic resistant superbugs. He is one of five Young Laureates to win the prize. Under the guidance of a renowned



Mr Hosam Zowawi is one of five Young Laureates to win the prestigious Rolex Laureate Award for Enterprise.

UQ international infectious diseases expert, he created a diagnostic tool that can rapidly identify superbugs. The tool allows more patients to be treated quickly with the right antibiotics and minimises opportunities for deadly bugs to spread throughout the population.

- UQ researchers are examining the complex networks that regulate gene expression responsible for the diversity of cell types that make up a human. The FANTOM5 atlas of human gene expression, involving scientists from over 20 countries, will help in the identification of genes involved in disease and the development of personalised and regenerative medicine.
- Researchers have found community conflict in resources industries has

become a major contributor to the cost of projects, with a series of flagship projects abandoned or delayed in the face of community opposition. The research found that delays caused by conflict with communities could cost about US\$20 million a week for mining projects valued between US\$3 billion and US\$5 billion.

- UQ researchers contributed to a landmark report, “Mapping the Humanities, Arts and Social Sciences in Australia”, produced by the Academies of Humanities and Social Sciences. It analyses teaching, research and the academic workforce in the Humanities and Social Sciences (HASS) sector, arguing its major contributions and the resilience of HASS disciplines.

REVIEW OF ACTIVITIES

ENGAGEMENT

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

Engagement: Key indicators of performance					
	2010	2011	2012	2013	2014
Funds raised annually (philanthropic and sponsorship) (\$ million) ¹	31.75	30.40	37.50	24.99	44.40
Number of living alumni for whom we have a current mail or email address	na ²	na ²	153,294	163,928	172,996

¹ These figures do not include annual disbursements from bequests received by the University prior to 2010.

² Comparable end-of-year figures not available.

Fostering partnerships and relationships

Beneficial partnerships with alumni, donors, industry and the community were nurtured in 2014, with the University building on an engagement strategy with strong foundations.

These partnerships — such as one that will lead to Australia’s first Telerehabilitation Clinic being established and new scholarships being offered for students as part of the Young Achievers Program — have positively influenced UQ’s impact in the local community and around the world.

UQ’s growing number of alumni, donors and community members also engage with the University through networking and learning opportunities at various events and forums. In 2014, events included the award-winning Global Leadership Series, Courting the Greats awards ceremony and Celebration of Giving reception, along with a successful Riverfire evening and the Three Minute Thesis competition.



UQ Young Achievers Program student mentors and staff attending the 2014 UQ St Lucia campus Open Day.



Pictured left to right: Vice-Chancellor's Alumni Excellence Award winners Andrew Buckley, Julieanne Alroe, Ian Kemish AM, Dr Gabrielle Persley AM and Matthew McLennan at the Courting the Greats awards ceremony.

Alumni and community

UQ continued to develop networks and build relationships through a diverse range of engagement activities in 2014.

Outstanding alumni were recognised for their achievements at the annual Courting the Greats ceremony in October. The 2014 Alumni Award recipients were:

Vice-Chancellor's Alumni Excellence Awards

- Julieanne Alroe
- Andrew Buckley
- Ian Kemish AM
- Matthew McLennan
- Dr Gabrielle Persley AM.

Distinguished Young Alumni Awards

- Dr Tarni Cooper
- Dr Warren Hogarth
- Dr Alexandra Markwell
- Luisa Ryan
- Carl Smith.

International Alumnus of the Year

- Professor Endang Sukara

Indigenous Community Impact Award

- Professor Megan Davis

Colleges' UQ Alumni Award

- Malcolm Snow

Alumni Friends of The University of Queensland Inc. Awards

Alumnus of the Year

- Dr Sallyanne Atkinson AO

Graduates of the Year

- Aaron Brooker
- Morgan Lewis
- Tayla Tatzenko.

The popular Global Leadership Series covered topics such as cancer, World War I, global economic governance and leadership for almost 1000 attendees at seven events.

Twenty-seven reunions were held and almost 4000 graduates were advised that they will be celebrating a milestone anniversary in 2015, while UQ connected with more than 8000 graduating students through the "Class of 2014" T-shirt campaign at graduations.

The Young Alumni Advisory Board launched in January to help deliver benefits to recent graduates, and the Future Leaders reception welcomed another class of graduating students who made a valuable impact through their leadership, volunteerism, mentoring, academia and research. UQ continued to actively support 15 global alumni networks, including a Chilean alumni advisory group established in April.

The tables show alumni by faculty, overseas alumni (top 10 countries) and alumni by location.

Alumni* by faculty

Faculty	Number of alumni**
Business, Economics and Law	58,496
Engineering, Architecture and Information Technology	27,044
Health and Behavioural Sciences	35,186
Humanities and Social Sciences	76,199
Medicine and Biomedical Sciences	20,675
Science	51,874

*Alumni includes UQ Graduates, Incoming Exchange Students, Study Abroad Students and Honorary Degree recipients.

** Includes deceased

Alumni living overseas* (Top 10 countries)

Country	# living alumni	% of overseas total
USA	7,341	21.01
Singapore	4,380	12.54
PR China	3,440	9.85
Malaysia	2,342	6.7
United Kingdom	1,526	4.37
Hong Kong	1,444	4.13
Germany	1,181	3.38
Canada	1,164	3.33
Indonesia	1,128	3.23
Japan	751	2.15

* Living alumni based on current address. Includes UQ Graduates, Incoming Exchange Students, Study Abroad Students and Honorary Degree recipients.

Alumni living by location*

Location	Number	%
Queensland	109,101	47.5
Overseas	34,939	15.2
Other Australian states	16,291	7.1
Unknown	69,514	30.2

* Living alumni based on current address. Includes UQ Graduates, Incoming Exchange Students, Study Abroad Students and Honorary Degree recipients.

Philanthropy

In 2014, UQ exceeded its fundraising target with \$44.4 million raised through the generosity of alumni, community and industry partners. Notable gifts included:

- a \$10 million gift from Greg Poche AO and Kay van Norton Poche to establish a Poche Centre for Indigenous Health;
- a donation of over \$8.4 million from The Mater Foundation in support of a Chair in Perinatal Medicine, Practitioner Research Fellowships and biomedical research within the Mater Research Institute–UQ;
- a \$2.5 million pledge from the Stafford Fox Medical Research Foundation to support a Senior Research Fellowship in Stroke-Induced Dementia at the Queensland Brain Institute;
- a \$2 million donation from The Australian Dermatology Research and Education Foundation Limited (Epiderm) to the School of Medicine in support of dermatology and skin cancer research, and also in support of an effort to permanently endow a Chair in Dermatology;
- a \$1.71 million pledge from the Merchant Charitable Foundation for research projects into skin cancer, infectious diseases, human embryonic stem cells and induced pluripotent stem cells, and for the Australian Institute for Business and Economics;
- a \$1.5 million Cure Brain Cancer Foundation grant to help recruit a world-class scientist, unite Queensland brain cancer research programs and give hope to Australians diagnosed with brain cancer each year;
- a \$1 million commitment from The Garnett Passe & Rodney Williams Memorial Foundation in support of a five-year Chair in Paediatric Otolaryngology, Head and Neck Cancer. The Foundation's support will be matched by Children's Health Queensland and the Chair will be based at UQ and the Lady Cilento Children's Hospital;
- a \$500,000 pledge from The Bowness Family Foundation in support of the Telerehabilitation Clinic and a PhD Scholarship in Speech Pathology/Telerehabilitation. This forms the second part of a \$1 million commitment from the Foundation;
- a \$420,000 endowment from the Bennett family to support Civil Engineering scholarships for students in residential colleges; and
- a \$305,900 donation from BrAshA-T Ataxia-Telangiectasia Ltd to the Australian Institute for Bioengineering

and Nanotechnology for stem cell research to better understand the development of ataxia-telangiectasia, a degenerative brain disease.

The University of Queensland in America (501(c)(3) foundation), under the leadership of Andrew Liveris AO, has continued to develop and engage in North America while building valuable links and partnerships with local alumni, donors and industry. This included a notable donation from the Dalio Foundation for an oceanographic research project in the Coral Sea.

In 2014, the University was fortunate to receive \$4,175,295 in charitable bequests. Research priorities, students and scholarships continued to be supported through the Annual Giving Program, with \$1,213,169 raised, while staff giving also contributed to the strong philanthropic outcome for UQ, totalling \$519,898.

Global engagement

UQ continued to strategically engage with priority countries and partners, further enhancing the University's reputation and profile as well inside the top 100 universities in the world. Highlights included:

- A Tripartite Memorandum of Understanding (MOU) was negotiated between UQ, Jilin University and the Shenzhen Municipal People's Government in September to establish a joint venture university in Shenzhen. The MOU is not a binding contract, but represents an earnest intention by all parties to work towards establishing the joint university, with awareness about the importance of consensus regarding details before a legally binding agreement can be signed. The proposed joint venture university will initially focus on research and programs in Life Sciences, New Energy and the Environment.
- An Education and Training Award was received at the Premier of Queensland's Export Awards for outstanding innovation and international success in the field of education and training services with the Science without Borders cohort.
- Two new important partnerships with Brazilian institutions — Universidade Estadual Paulista "Julio de Mesquita Filho" (UNESP) in the state of Sao Paulo and Universidade Federal de Ouro Preto in the state of Minas Gerais — were negotiated. A senior delegation from UNESP visited UQ in June and a key feature of the program was a joint research seminar to identify potential areas for collaboration between UQ and

UNESP. The success of the seminar has led to the development of a series of joint UQ–UNESP research workshops, which will commence in 2015.

- The University's representative office in Jakarta was officially opened, with a delegation led by Vice-Chancellor and President Professor Peter Høj travelling to Indonesia in March. The new office fosters and enhances important relationships across research, teaching and professional development, as well as with government, corporate and non-government organisations. The office is strategically located in central Jakarta, and is supporting efforts to advance the research and technology commercialisation agenda, as well as benefit student and alumni initiatives.
- Engagement in Turkey increased in 2014 with Professor Alastair McEwan, Dean, UQ Graduate School, leading a small delegation to Istanbul and Ankara in January. Productive discussions were held with officials from government departments and representatives from some of Turkey's leading universities. An MOU was signed with Hacettepe University in Ankara, which has been collaborating with personnel from the Julius Kruttschnitt Mineral Research Centre in the Sustainable Minerals Institute since 1998. A delegation from Hacettepe University visited UQ in November to deepen the relationship with SMI and to broaden engagement with representatives from other discipline areas at UQ.
- US President Barack Obama delivered a speech at UQ about the role of US leadership in the Asia–Pacific, inspiring students and referring to UQ as "one of the world's great institutions of science and teaching".
- Vice-Chancellor and President Professor Peter Høj participated in the Prime Minister's business delegation to India in September. The trip provided an opportunity to showcase Australia's strengths in education, research and training. During the visit, UQ signed a MOU with the Indian Council for Agricultural Research (ICAR), which will provide a strong platform for the exchange of agricultural, scientific and technological expertise. The partnership between UQ and ICAR will provide research solutions to improve animal health and the productivity of horticultural crops.
- Professor Dr Norbert Lammert, President of the German Bundestag, delivered a well-attended public lecture at UQ on "Crises in Europe and the

Middle East — German Positions and Parliamentary Responsibility” in October.

- In collaboration with the Chinese Academy of Social Sciences (CASS), UQ hosted the inaugural CASS–UQ Asia Pacific Forum in November. The forum coincided with the G20 Summit and brought together thought leaders from government, industry and education to discuss issues of significance to the broader Asia–Pacific region. The forum featured a keynote address by the Honourable Bob Hawke AC, GCL, and focused approaches to some of the region’s key challenges. Some of the topics discussed included economic growth, energy and the environment, and building cultures of cooperation.
- The AusAID Program was significantly changed in 2014, with rebranding to the Australia Awards Scholarship Program, managed by the Department of Foreign Affairs and Trade. The University of Queensland welcomed 180 new Australia Awards students. In 2014, 463 students from 66 countries completed studies at UQ under this scholarship program. UQ International has managed approximately \$24.7 million in funding for Australia Awards scholarship expenses.
- UQ received \$97,900 in the 2014 round of the New Colombo Plan Mobility Grants Program to support semester-length and short-term mobility initiatives to partners in Japan and Hong Kong. Four UQ students were also selected as recipients for the prestigious New Colombo Plan scholarships.
- The Country Engagement Framework (CEF) was successfully developed with assistance from the UQ Planning Office. CEF provides a consolidated view of UQ’s international performance by country. The framework includes 80 countries, measuring performance and engagement across 15 learning, discovery and engagement indicators that are presented on a sliding scale to demonstrate low, medium and high engagement. UQ Global Engagement team members presented the CEF at the International Education Association of Australia Conference in Washington DC, and the Association of International Education Administrators Conference in Brisbane, and received favourable responses from universities across the world.
- Vice-Chancellor and President Professor Peter Høj accompanied a Queensland Government delegation, led by the Queensland Minister for Education, to Qatar and the United Arab Emirates (UAE). Opportunities were identified



The Triple P – Positive Parenting Program, founded by Professor Matt Sanders, is exporting its successful formula to the world. Opportunities have been identified for Triple P in Qatar, as well as in countries including China. Several international collaborations are already underway across countries including the United Kingdom, the United States and Germany, reflecting broad global engagement.

- for the Triple P – Positive Parenting Program in Qatar, with potential funding from the Qatar Foundation. In the UAE, opportunities to collaborate with the Higher Colleges of Technology and the Emirates College of Advanced Education were explored.
 - Vice-Chancellor and President Professor Peter Høj was a member of Federal Trade and Investment Minister Andrew Robb’s delegation to the High-Level Dialogue (HLD) with Chinese counterparts in Beijing in December. The HLD took place after the visit to Australia by Chinese President Xi Jinping and the conclusion of China–Australia Free Trade Agreement negotiations.
 - The University of Queensland in America Foundation, in collaboration with the Faculty of Business Economics and Law, held a successful Inaugural Rugby Benefit Dinner in New York City in November. The fundraising dinner was attended by six Wallaby captains from the 1970s through to the 2000s. Organised by alumnus and Foundation board member Brian Macnish, the event was attended by 250 people and raised over US\$43,000 for the UQ Rugby Scholar Athletes and the UQ Rugby Program.
 - Global Change Institute Director Professor Ove Hoegh-Guldberg received the prestigious Climate Change Award at the 2014 Prince Albert II of Monaco Foundation Award Ceremony in Sunnylands, California, in October.
 - The Sewer Corrosion and Odour Research (SCORE) Project — Putting Science in Sewers received the Global Project Innovation Award (Applied Research) at the International Water Association World Water Congress and Exhibition in Lisbon in September. The research, led by UQ’s Advanced Water Management Centre, is a joint initiative between the Australian Government, the Australian water industry and leading national water research organisations.
 - Provost and Senior Vice-President Professor Max Lu received an award in the Education category at the inaugural Australia–China Council Achievement Awards in Canberra in November. The award ceremony, attended by Chinese President Xi Jinping and Australian Prime Minister Tony Abbott, recognised achievements in advancing the Australia–China relationship.
 - Ambassadors from nine Latin American countries took part in the eighth UQ–Latin American Colloquium. The 2014 colloquium was held in association with the Australia–Latin America Business Council 25th Anniversary Dinner and Excellence Awards, UQ Latin American Studies Forum, the UQ Latin American Film Festival, and Brisbane Marketing’s Brisbane Global Café event series.
- The global diplomatic community includes seven UQ alumni serving as Australian ambassadors and high commissioners and two as deputy heads of mission.

Global Symposium

The 2014 Global Symposium, themed “Growth through Innovation and Resilience,” showcased innovative international engagement activities across the University. Professor Monique Skidmore, Deputy Vice-Chancellor (International), launched the University’s new Global Strategy; and a keynote address by Mr Bernard Salt, Partner (Demographics), KPMG, showed how shifting demographics could impact the higher education landscape. The 2014 Vice-Chancellor’s Awards for Internationalisation, held as part of the event, recognised the outstanding efforts of staff and partners to extend UQ’s global impact.

ICTE-UQ

In addition to providing English language pathway and support programs for UQ’s international students, the Institute of Continuing & TESOL Education (ICTE-UQ) forms an important outreach link between the Institute’s more than 125 institutional, government and corporate partners in 19 countries and the UQ community.

2014 highlights included:

- Advanced management training for 18 high-ranking Vietnamese Government leaders, including senior members of the Central and Provincial Committees. The training will promote rapid capacity development in Vietnam by enhancing the strategic communication, leadership and change management skills of senior government staff.

- A one-week urban planning workshop and site visit program for 29 staff from Bangkok Metropolitan Administration (BMA), Thailand, in collaboration with UQ’s School of Geography, Planning and Environmental Management. The knowledge-sharing program will support the BMA with implementing Bangkok’s 20-year urban renewal plan and improving the quality of life of residents.
- Intensive English language training programs for 15 professionals from six African nations delivered in South Africa in partnership with UQ International Development and the University of Pretoria. The Australian Government funded 24- and 34-week programs which prepared the participants to commence postgraduate studies at Australian universities.
- 14 programs delivered at the UQ St Lucia campus and in Brazil, China, Japan, Taiwan and Vietnam to assist 206 faculty staff to develop skills to teach academic subjects using English as the medium of instruction. The programs will support ICTE-UQ and UQ partner universities to enhance student and staff mobility and increase opportunities for global engagement.
- The University of Danang—University of Queensland (Danang, Vietnam) and University of Queensland—Universidad Católica del Norte (Antofagasta, Chile) English Language Institutes (ELIs) continued to fulfil UQ’s mission to forge sustainable local partnerships and contribute to regional capacity development. In 2014, the ELIs delivered

regular and customised English language training to more than 3000 students and professionals. The UD-UQ ELL in Vietnam administered over 1900 International English Language Testing System (IELTS) and Cambridge English Language Assessment exams.

ICTE-UQ administered more than 7890 IELTS tests, Occupational English Tests, Teaching Knowledge Tests and Association of Chartered Certified Accountants tests to candidates across South-East Queensland for academic pathway, immigration and professional purposes, and placed more than 2600 students and professionals using a network of homestay accommodation hosts.

Confucius Institute

The Confucius Institute at UQ celebrated five years at the University in 2014, consolidating collaborative opportunities with China in the fields of Science, Engineering and Technology (SET); and progressing the University’s engagement with China.

2014 achievements included:

- partnering with the Queensland Curriculum and Assessment Authority in Hànyǔ Shuǐpíng Kǎoshì Chinese proficiency testing recognition in the Queensland Senior Certificate;
- opening Confucius classrooms in Queensland schools for language and cultural learning;
- coordinating a school representative visit to China;



Tai chi in action at UQ as part of the Confucius Institute’s cultural offerings for students and the community.

- facilitating a workshop for research higher degree students (RHD) and researchers in SET, requested by Chinese Scholarship Council RHD students and supervisors;
- organising UQ staff fellowships and student study tours to China; and
- facilitating Chinese cultural activities for the UQ community.

The Institute also continued its commitment to the UQ academic community by developing and supporting Chinese Studies programs and research projects.

Institute of Modern Languages

The Institute of Modern Languages (IML) continues to play an important role in providing staff, students, alumni and the community with language skills and cultural knowledge that contributes to a global perspective.

In 2014, IML had 2860 enrolments in 121 courses teaching 32 languages. This included 102 enrolments in customised language learning for individuals, small groups and organisations.

Language course development, delivery and assessment services were provided for the Australian Defence Force in 26 languages, including Arabic and Vietnamese.

IML also conducted more than 1000 translation and interpreting jobs for UQ units, staff and students, the community, companies and government departments, and schools and universities.

Cultural and community activities

Customs House

Customs House provides a UQ base in the Brisbane Central Business District. In 2014, 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 64,000 guests and held 676 functions in 2014. 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 2014, Customs House was the winner of three state awards at the Savour



The talented musicians who comprise White Halo, pictured from left to right: Associate Professor Adam Chalabi (violin), Patrick Murphy (cello), Dr Liam Viney (piano) and Professor Patricia Pollett (viola).

Australia™ Restaurant & Catering **HOSTPLUS** Awards for Excellence in Queensland: Function/Convention Centre Caterer, Wedding Caterer and South-East Queensland Caterer of the Year. Customs House went on to win a major award nationally at the Savour Australia™ Restaurant & Catering **HOSTPLUS** Awards for Excellence, being recognised as Caterer of the Year. Customs House was also crowned the Function/Convention Centre Caterer at the national awards.

School of Music

The UQ Symphony Orchestra and the UQ Chorale performed two concerts at the Queensland Performing Arts Centre Concert Hall in 2014. In June, the concert included Mahler's *Titan* and the *Polovtsian Dances* from Borodin's *Prince Igor*, while in November the concert commemorated the 100th anniversary of World War I by including Butterworth's *A Shropshire Lad* and Mozart's *Requiem*.

The School's new Ensemble-in-Residence, *White Halo Ensemble*, was officially launched at Customs House on 19 November, following an earlier performance on 2 November to a national audience through a radio broadcast on the ABC Classics program *Sunday Live*. *White Halo Ensemble* is both a model of professional chamber music practice for students at all levels of the School of Music and a "music performance laboratory" for the conduct of performance-based research in the School's Creative Collaboratorium.

The School of Music initiated a new concert series at Brookfield Hall, showcasing performances by student ensembles. The School also maintained regular concert series at Customs House, the UQ Art Museum, and in the Nickson Room in the Zelman Cowen Building.

Master classes provided additional opportunities for distinguished visitors, including members of the Tinalley String Quartet and Michael Kieran Harvey, to share their expertise with students and the wider community.

Members of a student quartet, mentored by school staff, were the inaugural holders of the Bangalow Festival Fellowship for young players. The students were selected through a national competition and played to great acclaim alongside professional musicians in the festival program.

UQ Art Museum

2014 exhibitions at the UQ Art Museum included *Danie Mellor: Exotic Lies Sacred Ties*, which toured to the TarraWarra Museum of Art, Victoria, and the Museum and Art Gallery of the Northern Territory, Darwin; *No Place Like Home* of international contemporary photography; *Conflict: Contemporary responses to war*, in collaboration with UQ's School of History, Philosophy, Religion and Classics and the Australian Historical Association Annual Conference; *Remembering Brian and Marjorie Johnstone's Galleries*; *Five Centuries of Melancholia*, in collaboration with the Centre for the History of Emotions



Student volunteers Isabella Baker and Kathryn Halliday with UQ Art Museum's Associate Director (Curatorial) Michele Helmrich examine a work by Melbourne artist Constanze Zikos.

and Dr Andrea Bubenik of the School of English, Media Studies and Art History; and *Lindy Lee: The Dark of Absolute Freedom*.

The previous year's attendance record of 40,219 patrons was improved upon, with 52,968 visitors to the UQ Art Museum during 2014.

Curatorial Assistant Emily Poore, the Donald Tugby Bursary internee, assisted with the *Melancholia* exhibition. A film series related to *Conflict and Melancholia* was curated by UQ student John Edmond.

The Nat Yuen Collection of Chinese Antiquities was displayed on Level 1 of the Art Museum, and a comprehensive e-learning resource on this collection was developed and uploaded to complement the online catalogue of The University of Queensland Art Collection.

In 2014, an active calendar of public programs and associated educational programs was presented, involving academics, students and members of the public. Eight international speakers presented in the Art Museum's lecture programs.

A pilot course in curatorship was introduced and will continue in 2015. A Collection Study Room will be available for internal and external researchers, with preparations underway on Level 3 of the UQ Art Museum. Fifteen UQ students worked across all areas of the Art Museum in paid and unpaid internships and work placements during 2014.

Over 200 works of art were acquired for The University of Queensland Art Collection, with 153 acquired via gifts and cash donations.

Over 20 works were loaned to major public art galleries such as the Art Gallery of New South Wales, the National Gallery of Victoria and the Queensland Art Gallery | Gallery of Modern Art.

Indigenous engagement

UQ is committed to improving higher education outcomes for Indigenous Australians. UQ's efforts are led by the *UQ Strategic Plan 2014–2017*. Key learning priorities include increasing the participation of, and improving educational outcomes for, Indigenous Australians, and enriching the UQ learning experience through inclusion of Indigenous knowledge and experiences.

UQ's Aboriginal and Torres Strait Islander Studies Unit increased outreach and engagement activities during 2014, expanding current programs and introducing new initiatives. Outreach programs are supported by, and undertaken in collaboration with, Indigenous and school communities and industry; and foster Indigenous students' aspirations to pursue higher education after successfully completing high school studies.

2014 programs and initiatives included:

- The Widening Tertiary Participation (WP) Indigenous Engagement Project 2 (2011–2015) to enable Queensland's eight WP partner universities, including UQ, to undertake Indigenous-specific community engagement and capacity-building work that improves access, participation and success for Indigenous

people in tertiary education. The project is supported by competitive funding from the Australian Government Department of Education Higher Education Participation and Partnership Programme (HEPPP).

- The Indigenous Youth Sports Program (IYSP), which offers a university experience to Indigenous school students aged ten to 16, with the aim of encouraging more Aboriginal and Torres Strait Islander people to choose tertiary study. IYSP has been hosted at UQ annually since 2011. The five-day program includes physical and cultural activities, along with classroom-based sessions, offering students a campus experience. Approximately 140 students participated in the program in 2014. It was developed by the Institute for Urban Indigenous Health, and is run in partnership with the UQ School of Human Movement Studies, the UQ Aboriginal and Torres Strait Islander Studies Unit, the Inala Indigenous Health Service and Education Queensland. The program is funded by the Department of Health and Ageing, Brisbane City Council, Education Queensland, HEPPP and UQ.
- The InspireU Engineering Camp offered to Aboriginal and Torres Strait Islander students, male and female, entering Year 11 and 12. The camp hosts up to 20 Aboriginal and Torres Strait Islander high school students on a week-long, on-campus university experience, allowing the students to gain practical insights into engineering and opportunities for study and careers in the industry. Following the success of the 2013 InspireU Engineering Camp, the 2014 InspireU program was expanded, with camps in InspireU Junior Engineering (Years 9 and 10), InspireU Science and InspireU Health Sciences. These camps were developed to provide students with insights about university life, as well as to offer them information about the disciplines, and support their ambitions to attend university. The InspireU Engineering Camp was established as part of a global education partnership between Rio Tinto and UQ. In 2014, funding for InspireU was provided by Rio Tinto, Arrow Energy, QIMR Berghofer Medical Research Institute, and the Australian Government Department of Education through HEPPP and UQ.
- The Pathways to Success Program, developed in 2014 as a pathway program to encourage and support high school students with transitioning to university. The program uses sport and sports ambassadors to promote the benefits of higher

education. Students are encouraged to undertake the OP pathway to enhance opportunities for gaining entry to university. Funding for the program is provided by HEPPP and UQ.

- The 2014 QAIHC Arthur Beetson Foundation Murri Rugby League Carnival hosted at Redcliffe Dolphins Rugby League Club, which is a prominent event for the Aboriginal and Torres Strait Islander community. UQ staff provided Queensland Year 10 Indigenous students who were carnival participants with information about OP subjects, OP and non-OP pathways into university, study options at university and the benefits of higher education. A representative team selected from the carnival was hosted at UQ, with students participating in workshop activities about pathways into university. Sponsorship funding for the carnival was provided by UQ. Outreach and engagement activities were supported by HEPPP funding.



Clare Thiele, who completed the Enhanced Studies Program, graduated with a Bachelor of Medicine, Bachelor of Surgery and Bachelor of Science dual degree at UQ in December 2014.

School to university transition

Staff from the Office of Prospective Students and Student Equity (OP SSE) managed an active program of engagement with secondary schools throughout Queensland. Open Days provided an opportunity for future students to investigate post-school study options and pathways, find out about accommodation and support services, and experience campus life. More than 1300 secondary students from 77 schools also attended Careers that Shape the World, an annual event at the St Lucia campus where they were introduced to a variety of career possibilities arising from studying at UQ.

More than 200 high-achieving Year 11 students participated in the UQ Young Scholars Program. This “live-in” academic enrichment experience facilitated by UQ staff and student volunteers also develops the leadership skills of participants, with discussions and debates about some of the biggest societal challenges. The program has proven to be a highly effective recruitment activity, with close to 70 per cent of Young Scholars applying for a place at UQ after completing Year 12.

The popularity of the annual Future Experiences in Agriculture, Science and Technology (FEAST) camp held at the Gatton campus continued, with almost 100 secondary school students involved in 2014. This program introduces participants to some of the many exciting and rewarding careers in Agriculture, Science and Technology.

Interest in the University’s Enhanced Studies Program remained strong, with over 200 students completing a first-year university subject in 2014. Demand for WRIT1999, a summer-intensive course delivered by the Faculty of Humanities and Social Sciences, was particularly high. This course aims to boost the critical thinking and writing skills of senior students attending selected schools in the Ipswich and Logan regions.

The University’s partnership with the Brisbane School of Distance Education was further strengthened, with the school delivering two UQ Enhanced Studies courses (in a blended-learning format) to students across Queensland.

UQ’s Integrated Pathology Learning Centre, which is an advanced education facility, hosted students with an interest in Health Sciences from 25 Queensland schools. The Centre houses a large collection of human tissue specimens and offers a two-hour interactive workshop in which pathology case studies, health promotion and disease prevention are discussed. During the workshop, students are exposed to the ethical issues surrounding the use of human tissue specimens, and are encouraged to think critically about personal and peer attitudes to contemporary health issues. Feedback from students who have visited the Centre has been very positive.

A new capacity-building initiative for state schools in the Ipswich and Logan regions was trialled in 2014. The program, which incorporated teacher training and a ‘booster’ workshop, was facilitated by the Faculty of Humanities and Social Sciences, and helped prepare senior students for success in the Queensland Core Skills Test.

The sessions held at the St Lucia and Ipswich campuses were attended by more than 550 Year 11 and Year 12 students and 91 teaching staff from 20 schools. Feedback from both students and teachers has been very positive, and school representatives have indicated a continued interest in school students participating in the program again in 2015.

The UQ Young Achievers Program continued to support the tertiary study and career aspirations of motivated secondary school students from low-income families. In 2014, 97 per cent of Young Achievers applied for a place at university. Of these, 94 per cent accepted a tertiary offer and 76 per cent accepted the offer of a place at UQ.

Many of the Young Achievers who transitioned to UQ took advantage of tailored induction and support services to help them settle into university life. In October, 95 new Young Achievers from 37 secondary schools were welcomed into the program.

Student mentoring is a critical success factor for the Young Achievers Program. Mentors serve as friendly and accessible points of contact for Young Achievers, helping to build their confidence and educational aspirations. Forty passionate and committed UQ students, including 15 past Young Achievers, generously volunteered their time to mentor the current cohort of Young Achievers throughout their senior years.

The University’s Residential Colleges continue to be great supporters of the program and, in 2014, provided 17 discounted places for Young Achievers needing to relocate to study at UQ.



The David Theille Olympic Swimming Pool, located at the UQ Sport Aquatic Centre, St Lucia campus.

Throughout the year, OPSSE staff delivered a range of complementary in-school and university experiences aimed at raising the educational aspirations of students attending secondary schools in Ipswich and the Lockyer Valley.

These experiences — which are hosted by UQ Student Ambassadors and designed to be interactive and fun — included a range of discipline-based workshops, along with visits to UQ facilities including the University's archaeology dig site and the Gatton Dairy and Wildlife Centre. The overall program of activities helps to demystify university life, and break down perceived barriers to tertiary study.

Survey data has consistently shown that close to 90 per cent of students who participate in an on-campus experience day become more interested in university as a future option.

Throughout the year, UQ Student Ambassadors also served as tutors for Aboriginal and Torres Strait Islander students at Redbank Plains State High School. This program was conducted in partnership with ARTIE (Achieving Results Through Indigenous Education) in association with the Former Origin Greats.

Scholarships

UQ's Academic Scholarship program attracted almost 1400 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.

More than 350 UQ Link scholarships valued at \$3000 per annum for up to three 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.

UQ Sport

UQ Sport's continued consolidation was completed in 2014 with the organisation's return to operations focused entirely on the UQ community.

This refocus, combined with insights developed through market segmentation and customer satisfaction research, will

enable UQ Sport to refine the delivery of programs and services to support a new *UQ Sport Strategic Plan*. The development and confirmation of the new strategic direction is supported by a five-year business plan.

In tandem, a conceptual development of capital projects, redevelopment programs and funding models to improve venues and facilities has begun, with a continued focus on increasing participation rates by providing modern and dynamic facilities.

Additional business development and events staff are generating revenue opportunities and expanding existing revenue opportunities to raise funds for new projects, and enhance capacity for developing innovative sporting programs.

Committed and passionate staff are integral to ensuring a high level of satisfaction among customers. The UQ Sport team is excited by opportunities created to support changes and enhance the organisation's delivery model into the future.

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

UQ externally advertised 751 professional staff and 332 academic staff positions in 2014. The primary medium for recruitment was the UQ Jobs e-recruitment website, with several externally hosted recruitment websites also used extensively, particularly SEEK and UniJobs.

From 31 March 2013 to 31 March 2014, the University's continuing and fixed-term workforce decreased by 1.1 per cent to 6,816.0 FTE, with a permanent retention rate of 92.7 per cent and a permanent separation rate of 7.3 per cent.

The Aboriginal and Torres Strait Islander Employment Strategy continued to be

widely promoted by Human Resources staff. In 2014, nine trainees were recruited into the Indigenous Traineeship Program.

The following table shows University staff as at 31 March 2014.

University staff as at 31 March 2014							
Staff FTE by function (excluding casuals) ⁴		2012		2013		2014	
		FTE	% of Total FTE	FTE	% of Total FTE	FTE	% of Total FTE
Academic	Teaching and research	1,319.6	19.5%	1,264.9	18.4%	1,240.2	18.2%
	Research only	1,319.9	19.6%	1,438.2	20.9%	1,435.5	21.1%
	Teaching focused	171.2	2.5%	155.9	2.3%	179.1	2.6%
	Other	25.0	0.4%	24.0	0.3%	28.5	0.4%
	ACADEMIC TOTAL FTE	2,835.7	42.0%	2,883.0	41.8%	2,883.2	42.3%
Professional ¹	Research support	641.7	9.5%	632.7	9.2%	592.7	8.7%
	Other	3,273.5	48.5%	3,375.9	49.0%	3,340.1	49.0%
	PROFESSIONAL TOTAL FTE	3,915.1	58.0%	4,008.6	58.2%	3,932.8	57.7%
TOTAL FTE²		6,750.8		6,891.6		6816.0	
Casual FTE (per year)		2012		2013		2014 ³	
		FTE	% of Total FTE	FTE	% of Total FTE	FTE	% of Total FTE
Academic		447.2	13.6%	473.4	14.1%	473.4	14.1%
Professional		476.7	10.9%	506.0	11.2%	506.0	11.4%
TOTAL CASUAL FTE (*Note 2014 estimated casuals)		923.9	12.0%	979.3	12.4%	979.3	12.6%
Unpaid appointments		2012 Headcount		2013 Headcount		2014 Headcount	
Honorary/Adjunct appointments		1,644		1,747		1,850	
Academic titles		2,685		2,492		2,985	
Conjoint appointments		190		178		134	
TOTAL UNPAID APPOINTMENTS		4,519		4,417		4,969	

¹ Some staff who were reported as "Professional Research/Technical" in previous Annual Reports are now included in "Professional/Other".

² FTE represents full-time equivalent throughout table. Data excludes casuals. Note that Total Staff FTE (including estimated casuals) for 2014 is 7,795.3.

³ Casual FTE for 2014 is as per Australian Government Department of Education estimate.

Total headcount (excluding casuals) as at 31 March 2014 is 7,371. Total payment summaries produced in 2014 is 17,581.

⁴ The staff classifications shown here align with the reporting of data to the Department of Education.

Employee engagement

In-house staff support and rehabilitation services were provided to more than 100 University employees in 2014. These services included short-term assistance in responding to work and personal issues, crisis management, and graduated return-to-work programs for staff experiencing mental health issues.

UQ continued to promote its Employee Assistance Program (EAP) via an external provider. In 2014, 5.3 per cent of UQ staff utilised this service, compared to 6.4 per cent in the previous year. This rate is comparable to the 2012 UQ staff metric for EAP usage. Dietary advice has been added to the EAP services list, with staff able to receive telephone counselling with a dietician.

The University's accredited Mental Health First Aid program (launched last year) has continued into 2014. To date, 223 staff have been through the two-day training, and are now accredited to recognise and support mental health issues in their immediate workplaces. A mental health awareness campaign was held during October, with sessions well attended overall. Alumnus Matthew Ames addressed the issue of resiliency in a special presentation, and lunch-time talks were held about topics including Mental Health Supports, Resiliency, Work–Life Balance and Preventing Psychological Injuries at Work.

Equity, diversity and inclusion priorities are now embedded in the *UQ Strategic Plan 2014–2017*, with staff targets set on the percentage of academic staff at Levels D and E who are women, and professional staff at HEW 10 who are women.

In 2014, staff were consulted about UQ's equity and diversity priorities in two ways. All staff were invited to complete an online survey, and senior staff attended a forum in September, with results presented to the Senior Executive for strategic planning consideration.

UQ was deemed compliant with the *Workplace Gender Equality Act 2012* (Cth) (WGE Act) for the 2013–14 reporting period. This reporting period signalled the start of a new reporting and compliance framework and online reporting system.

The Senate Committee for Equity, Diversity and the Status of Women recommenced with its new terms of reference in August 2014. The focus of the Senate committee is strategic equity, diversity and inclusion matters.

UQ Ally and Discrimination and Harassment Contact Officer networks continued to be developed and maintained, contributing to a culture of equity and inclusion for staff and students.

Continuing appointments and promotions

During the year, 128 academic staff members were promoted through the University's processes, comprising 22 promotions to Level B, 40 to Level C, 42 to Level D and 24 to Level E. The University introduced the use of UQ Jobs as the mechanism by which academics submitted their applications for promotion. UQ also appointed 109 new honorary and adjunct professors.

Employee relations

Human Resources staff provided advice, representation and advocacy on a range of industrial and employee relations matters during 2014. The University experienced relatively low levels of litigation as a result of early intervention strategies, although a number of individual staff initiated claims with the Fair Work Commission. Negotiations for a replacement Enterprise Agreement covering academic, professional and language teaching staff was successfully finalised with the new Enterprise Agreement approved by the Fair Work Commission on 31 October 2014.

Organisational development

There was a strong focus on developing leadership capability and building a constructive culture across all areas and levels of the University in 2014.

A UQ Leadership Framework was developed by the Organisational Development Unit and endorsed by the Vice-Chancellor's Committee. The Framework identifies seven key capabilities for leadership in the UQ context. It is built on the philosophy of leadership at all levels, meaning that it is relevant not only to senior managers and those in positions of authority, but also to formal and informal leaders across the University.

Significant online resources are available to staff to support the Framework. A complementary UQ Leadership Survey has also been developed, piloted and endorsed. The UQ Leadership Survey is a 360-degree feedback tool designed to help UQ leaders enhance their leadership and support their development. Commencing from 2015, all UQ senior managers will progressively undertake the UQ Leadership Survey biannually, along with associated coaching.

Enhancing career development for both academic and professional staff is a continued priority, with a particular focus on assisting women.

- The Promoting Women Fellowships program continued in 2014, supporting academic women at Levels B to D to improve readiness for promotion.

- The fifth cohort of the Career Progression for Women Program included 21 academic women at Level C who are actively pursuing careers within UQ.
- 26 professional women (HEW 1–7) completed the Career Advancement for Professional Women career development program.
- The Early-Career Academic Development Program expanded significantly in 2014, accepting a cohort of 50 Level A and B staff from across all areas of the University.

Targeted organisational development initiatives were delivered to support specific teams or groups to achieve identified goals or to work through particular issues. In 2014, these included workshops supporting staff to positively influence culture and support for teams undergoing change.

Overall, the staff development program provided 907 courses to 10,136 participants from January to December 2014. A strong focus was applied to ensuring alignment of course offerings to the strategic direction of the University.

Change management

2014 saw the transition to three new faculty structures arising from the 2013 Faculty Review. The most significant change process was support for the transfer of the Ipswich campus from UQ to the University of Southern Queensland (USQ), effective from 7 January 2015. This has involved the transfer of some professional staff positions to other University locations; and the disestablishment of some positions with the outcome of redeployment and voluntary separation. In addition, some UQ staff were successful in securing appointments with USQ.

Additional change processes in 2014 included:

- disestablishing the Centre for Innovation in Professional Learning, the Centre for Educational Innovation and Technology and the Teaching and Educational Development Institute, and creating the Institute for Teaching and Learning Innovation;
- outsourcing service delivery for the Rooftop Cafe within the Faculty of Business Economics and Law;
- restructuring the operations of the Law School;
- disestablishing the School of Social Work and Human Services within the Faculty of Health and Behavioural Sciences;
- disestablishing the School of Journalism and Communications within the Faculty of Humanities and Social Sciences;
- restructuring within the Office of Marketing and Communications;

- restructuring operations within UQ International; and
- restructuring operations within the University Library.

There were 50 voluntary separation payments in 2014.

UQ International Development unit

After 20 years as a division of UniQuest, the International Development unit successfully transitioned from UniQuest to UQ's International portfolio on 1 May 2014.

UQ International Development (UQID) is a development contracting business that provides meaningful engagement with developing countries on projects aimed at sustainable development and poverty alleviation through economic growth.

Over its 20-year history as part of UniQuest, it undertook almost 500 assignments involving more than 80 countries. UQID's achievements in 2014 included:

1. Continued delivery of major projects, including:
 - improving competitiveness in tourism for the Philippines funded by the Asian Development Bank (implemented by UQID in collaboration with the School of Tourism);
 - establishing improved communication to aid Mongolian herder communities in knowledge exchange funded by the Swiss Agency for Development and Cooperation (implemented with the UQ's Centre for Communication for Social Change); and
 - managing and implementing an interim Skills Development Fund in Tonga aimed at improving vocational skills funded by the Australian Aid Program.

2. Securing delivery of Australia Awards in Africa, Australia Awards in Pakistan and Australia Awards in Indonesia and delivering Fellowship courses in partnership with numerous UQ academic units and ICTE-UQ.

3. Working with ICTE-UQ to deliver an English academic preparation project for Australia Awards in Africa.

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 over 2000 laboratory spaces; boating and diving activities; work in remote locations; the use of hazardous substances — biological, chemical, radioactive; plant safety; and large animal handling activities.

Key OHS Division achievements during the year included:

- facilitating, supporting and engaging UQ's OHS governance and consultative framework and broad OHS community;
- supporting UQ's Institutional Biosafety Committee and sub-committee that oversees UQ's commitment to protect the health and safety of people and the environment, by managing risks posed by work involving genetically modified organisms, quarantine material and hazardous biological material, and ensuring compliance with relevant legislative requirements;
- completing biological safety compliance and associated inspections for 200 certified facilities and 64 Quarantine Approved Premises, and assessing 110 research proposals for gene technology and high-risk biological

compliance (notably, the Queensland Animal Science Precinct facility at Gatton campus was certified by the gene technology regulator for Physical Containment Level 2 work with large animals);

- providing OHS services for the Faculty of Humanities and Social Sciences, and supplementing OHS services to the Translational Research Institute (including access to the UQ Institutional Biosafety Committee), and providing radiation protection services to the UQ Centre for Advanced Imaging (CAI);
- facilitating the commissioning and operational approvals for the UQ CAI cyclotron and radiochemistry unit between CAI and Queensland Radiation Health, and providing oversight for the CAI re-engineering processes in consultation with Queensland Radiation Health;
- delivering staff development OHS courses to over 45,700 staff (and students), including face-to-face and online courses;
- managing interactions with a range of OHS-related regulators;
- managing the Staff Influenza Vaccination Program for 2763 staff;
- monitoring over 330 staff in the Health Surveillance Program;
- finalising outstanding action items for UQ's enforceable undertaking; and
- providing weekly OHS reports to the Vice-Chancellor and President and regular reports to the University Senior Management Group.

The UQ Wellness Program moved to the OHS Division in January 2014. Approximately 1100 staff members engaged in the program — which included wellbeing seminars; health kiosks; walking challenges and groups; the UQ interactive online health program; and mind-body health programs such as Tai Chi, pilates and yoga — during 2014. There were over 46,000 visits to the UQ Wellness website.

There were a total of 1196 injuries, illnesses and incidents monitored by the OHS Division and broader UQ OHS network.

The OHS minor works fund continued in 2014, with total expenditure of \$620,000 to address urgent OHS infrastructure issues across faculties, institutes and campuses.

The table on the left shows lost-time injury statistics for the University.

Lost-time injury statistics (one or more working days lost, staff only)					
	2010	2011	2012	2013	2014
Number of workers' compensation claims ¹	208	199	222	183	158
Number of lost-time injuries ²	52	36	30	27	19 ³
Total employees ⁴	16,104	17,306	17,304	17,410	17,581
FTE employees ⁵	7,205	7,447	7,704	7816	7795
Incidence rate (per 100 employees)	0.7	0.48	0.39	0.34	0.24 ⁶
Frequency rate (per million hours worked)	4.1	2.46	2.16	1.8 ⁵	1.2 ⁷
Average cost per claim (\$) ⁸	1,890	3,190	1,916	6,301 ⁶	3,904
Lost-time days	434	542	485	443	236 ⁹
Average time-lost rate (days/injury)	8	15	16	16	12 ¹⁰
Premium % of payroll	0.25	0.25	0.25	0.25	0.25

¹ Number of claims lodged. In 2014, 145 claims were accepted (including re-openings). ² Where there has been an absence from work for one day or more. ³ From 2014, journey claims are excluded from this measure. There were ten time-lost journey claims in 2014. ⁴ Total number of payment summaries. ⁵ Source: *Annual UQ Workforce Profile Report, 2014*. FTE employees including all continuing and fixed-term staff as at 31 March 2014, plus projected casual staff for the year. ⁶ From 2014, journey claims are excluded from this measure. ⁷ From 2014, journey claims are excluded from this measure. Result would be 1.9 if journey claim numbers included. ⁸ All claims. ⁹ From 2014, journey claims are excluded from this measure. When journey claims are included, 343 days were lost. ¹⁰ From 2014, journey claims are excluded from this measure.

Workers' compensation self insurance

All aspects of the University's workers' compensation operations are managed by the Work Injury Management team in the Occupational Health and Safety Division, according to provisions of a regulatory licence issued under the Queensland Workers' Compensation and Rehabilitation Act 2003. These operations include managing statutory injury claims and damages claims, in addition to the rehabilitation of injured workers. The University also manages the workers' compensation risk of eight of its controlled corporate entities.

The self-insurance licence is due for renewal on 1 April 2015 and the University has fulfilled all requirements in this regard. The licence renewal has included stringent audits of the workers' compensation claims and rehabilitation systems and of the UQ-wide OHS management system, and "highly favourable" and "favourable" audit outcomes were attained, respectively. The licence renewal application was lodged in November 2014.

The University accepted 145 statutory claims and received six damages claims in 2014. Claims involved a range of injuries, including orthopaedic, neurological and psychological injuries. The average time to evaluate and admit a claim was 1.3 days, compared to the Scheme average of 5.9 days.

UQ continued to maintain a high level of customer service to clients and injured workers, with an emphasis on early intervention, efficient claims, and medical management, with a productive rehabilitation program to return injured workers to full employment. In 2014, 100 per cent of workers who lodged a claim were successfully returned to work, with the claim resolved. There were no court appeals against any decisions made by the Work Injury Management team in 2014.

Environmental performance

Environmental performance continued to be managed in 2014 through the Property and Facilities Division Sustainability team and under the governance of the Sustainability Steering Committee, with a goal of embedding sustainability across all areas of Learning, Discovery and Engagement.

Carbon strategy

Construction started on a 3.275 megawatt solar photovoltaic array at the Gatton campus in 2014. The solar facility includes 34,000 solar panels,

high-voltage infrastructure, a data hub, battery storage and a research facility. Once complete, it will be the largest solar plant in Queensland. The plant is expected to reduce the electricity demand of the Gatton campus by 30 per cent.

In 2014, the UQ carbon strategy also included:

- installing photovoltaic arrays on the Warehouse and General Purpose North Buildings;
- retrofitting lighting with LEDs in five buildings on the St Lucia campus;
- lighting upgrades to improve energy efficiency in eight locations on the St Lucia campus;
- installing lighting sensors in offices and common areas to reduce energy consumption;
- completing energy audits at the St Lucia, Ipswich and Herston campuses; along with the Pharmacy Australia Centre of Excellence; to evaluate how energy is used and assess opportunities for energy efficiency;
- commencing works on a ground source heat pump, which will improve the energy efficiency of the air conditioning

system on the Gatton campus from 2015; and

- registering 1700 renewable energy certificates with the Clean Energy Regulator above compliance requirements.

Carbon emissions

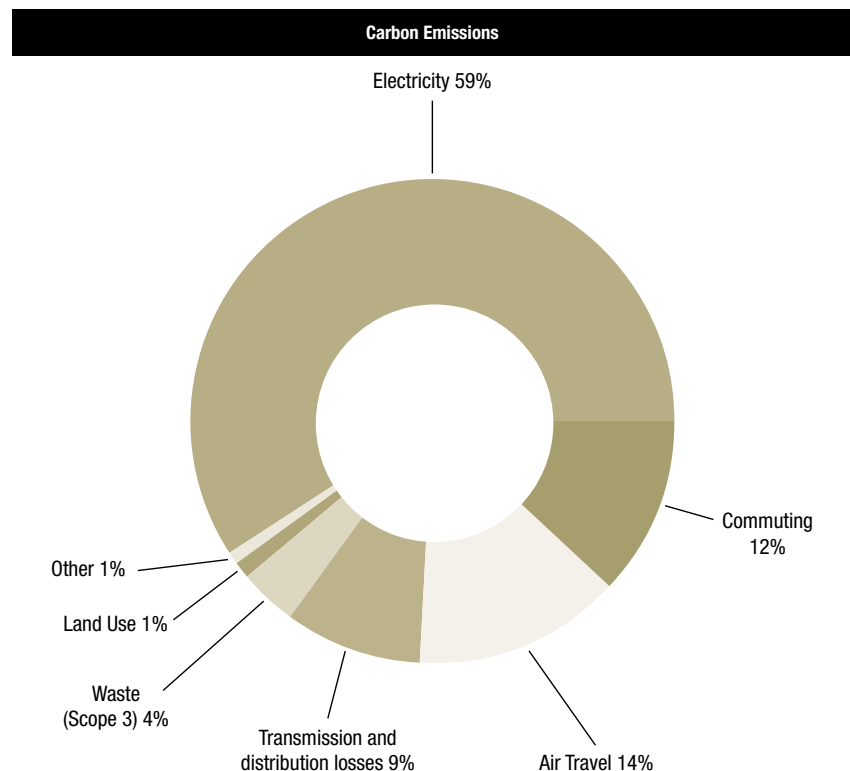
UQ continues to develop carbon monitoring and measurement systems. For the 2013–14 financial year, UQ's estimated carbon footprint decreased by approximately 3.5 per cent. UQ's largest source of emissions is electricity consumption.

The pie chart below shows the UQ carbon footprint for 2013–14.

Compliance

Minor non-conformances with UQ operations requiring statutory approvals were resolved as identified throughout the year. Non-conformances did not present environmental harm, and therefore did not require reporting to administering authorities.

Contaminated soil was identified at the Indooroopilly site in 2013, and a site investigation for the Department of Environment and Heritage Protection



Note: systems for estimating Scope 3 emissions, such as agricultural and commuting emissions, continue to be developed.

(DEHP) was completed in 2014. The investigation found risks could be managed on site, and a Site Management Plan developed and submitted by UQ was accepted by DEHP. Site fencing, being erected in 2015, is the only outstanding action required by the plan.

National Greenhouse and Energy Reporting Compliance

UQ submitted its sixth report under the *National Greenhouse and Energy Reporting Act 2007* (Cth), which details energy production, energy consumption, and Scope 1 and 2 greenhouse gas emissions over the 2013–14 financial year. UQ reported that it consumed 602,306 gigajoules (GJ) (including 9,026 GJ produced by UQ's solar array) and was responsible for 130,801 tonnes of carbon dioxide equivalents emitted to the atmosphere.

Energy efficiency opportunities

With the repeal of the *Energy Efficiency Opportunities Act 2006* (Cth) on 29 June 2014, the University is no longer required to report on energy efficiency opportunities across its campuses. The University met its obligations under the *Energy Efficiency Opportunities Act* (Cth) up to and including 29 June 2014, and despite the repeal, will continue to implement energy efficiency initiatives and monitor energy consumption.

Water management

The University's Water Management Program sets out a target of less than 1.1 kilolitre per square metre (kL/m²) of gross floor area (GFA) per site for town water consumption. In the 2013–14 financial year, UQ achieved its overall target of 1.1kL/m² GFA, with only the Gatton campus exceeding this benchmark. The University continued to implement water conservation measures, while monitoring water consumption and water quality.

Key water management projects in 2014 included:

- integrating water efficient fittings in new and refurbished buildings;
- increasing staff and student awareness of water conservation behaviours; and
- undertaking a feasibility study on rainwater harvesting systems across the Gatton campus.

Waste minimisation

Planning for a Resource Recovery Centre (RRC) at the University's Gatton campus occurred in 2014. The RRC will be a consolidation point for waste before it is taken off-site for reuse, recycling or landfilling; reducing the number of large

trucks coming onto the main campus for the purpose of waste removal. The centre will be co-located with a new community garden and worm castings and other compost material will be delivered from the campus to the garden. The RRC will operate as part of the current UQ Waste Contract.

Across all sites, more data is being collected on UQ's waste types with 18 different waste streams, or approximately 95 per cent of UQ's waste. The longer-term goal for UQ is to reduce waste to landfill and increase reuse and recycling from the current rate of 27 per cent. Opportunities to reuse some materials on-site at Gatton have been identified, and options for implementation are being explored.

Biodiversity

Approximately 2000 seedlings were planted by more than 70 volunteers at Gatton campus during Orientation Week in Semester 1, 2014, to help restore flood-affected riparian areas of the Lockyer Creek. The project was funded by the Queensland Government, and undertaken in partnership with SEQ Water and West Moreton Landcare Group. National Tree Day events took place during UQ Sustainability Week in August at three UQ sites, with approximately 600 seedlings planted by the UQ community.

Other initiatives

Other environmental performance initiatives in 2014 included:

- installing improved bicycle infrastructure, including Bicycle Repair Stations and end-of-trip facilities;
- hosting the second annual UQ Sustainability Week;
- upgrading paths and crossings for pedestrians and cyclists on campus;
- replacing leaf blowers with a litter vacuum in precincts at St Lucia campus as a low-emission alternative;
- increasing the UQ Sustainability Walk by installing new educational signage;
- becoming a signatory to FluoroCycle, a voluntary product stewardship scheme that seeks to increase the recycling rate of waste mercury-containing lamps;
- initiating a holiday and long weekend shut down of campus buildings to reduce energy consumption;
- launching the UQ Sustainability Facebook page; and
- establishing a campus community garden at the Long Pocket site.



UQ community members participate in a tree-planting event at the Gatton campus.

Built environment

UQ continues to use the Living Laboratories concept to create functional campus infrastructure that reduces the University's environmental impact and create hands-on learning and engagement resources. The Gatton campus is becoming a centerpiece for the implementation of the concept, with further stabilisation works for Lockyer Creek, a ground source heat pump being installed in the central campus and a 3.275 megawatt solar array being constructed.

The Global Change Institute and Advanced Engineering Building are now both accredited GreenStar buildings (with 6 and 5 Star Education Design v1 certified ratings, respectively). Both buildings are also registered for As Built accreditation, with documentation being prepared for submission.

The continued upgrade of energy-metering infrastructure has improved data for the Building Management System in 2014. This information is displayed on interactive displays within buildings, and is available for students and researchers.

Infrastructure

UQ facilities have been developed and enhanced in 2014 to support the University's existing world-class facilities, and align with its strategic goals in Learning, Discovery and Engagement.

Key infrastructure projects for 2014 included:

- completing the UQ Oral Health Centre in mid 2014 (\$143.1 million);
- completing the Goddard Rooftop extension in February 2014 (\$20.4 million);
- completing the Herston Imaging Research Facility in August 2014 (\$8 million);
- completing the Munro Childcare Centre in May 2014 (\$4.5 million);
- refurbishing the Steele Building lecture theatres and seminar rooms in February 2014 (\$2.9 million);
- refurbishing the Frank White Fire Engineering Laboratory in August 2014 (\$1.8 million);
- upgrading Sir Fred Schonell Drive Intersection in June 2014 (\$1.4 million);
- refurbishing the UQ Dow Centre, on Level 5 of the Hawken Engineering Building, in August 2014 (\$1.2 million);
- refurbishing the Level 3 space in the Steele Building to accommodate staff and research higher degree students

from the School of Geography, Planning and Environmental Management (\$1.1 million); and

- completing the Computer Sciences Precinct Chiller upgrade project (\$3 million).

UQ's capital development program for 2015 will continue to support its strategic priorities. Major capital projects that will progress in 2015 are outlined in the next sections.

St Lucia campus

New Child Care Centre

A new 72-place childcare centre will be developed in the University's Riverside Precinct, close to the campus entry on Sir Fred Schonell Drive.

UQ Lakes Pedestrian Link Upgrade

This project will address accessibility issues and enhance pedestrian amenity, at a project cost of \$5.1 million. The Brisbane City Council is contributing \$750,000 to assist the project as part of relocating a CityCat terminal. The project includes a new ramped and partially elevated walkway that enables compliant access from the bus station to the eastern end of the Union Complex, and eliminates disruption due to the effects of localised flooding. The walkway will also have rest stops and provide protection from the sun and rain.

UQ Oral Health Centre.





The solar research facility at UQ Gatton campus.

ISSR relocation to Long Pocket

Two buildings at Long Pocket are being fully refurbished to allow for the relocation and consolidation of the Institute for Social Science Research (ISSR) group to Long Pocket. Construction has commenced and is scheduled for completion by June 2015 at a cost of \$13 million.

Law School refurbishment

The TC Beirne Law School's current home in the Forgan Smith building will undergo a major refurbishment, with a modern, high-quality fit-out that is suited to the heritage-listed building. The project has a budget of \$14 million.

Synthetic sports fields

Construction will start on two synthetic sports fields for hockey and soccer adjacent to the UQ Centre. Both fields will be designed to be used for multiple sports, and will include new changing facilities and a club canteen. The fields will be constructed on a podium over a new 500-space covered carpark. The total cost is forecast to be \$24 million.

Gatton campus

Gatton Solar Flagships Project

UQ is the Lead Research Organisation for large solar photovoltaic (PV) projects under the Australian Government's former Solar Flagships Program. AGL Energy and international photovoltaic panel manufacturer, First Solar, are UQ's partners in a 3.275-megawatt research facility being constructed at the Gatton campus, at a cost of \$24 million.

The facility will be the largest PC research facility in the Southern Hemisphere, covering ten hectares, and will support innovation in Australia's renewable energy industry by providing world-leading research on large-scale solar power systems.

The plant will produce enough electricity annually to power more than 450 average Australian homes, equivalent to displacing more than 5600 metric tonnes of carbon dioxide or removing 1590 cars from the road.

The facility will include a megawatt-hour-scale battery storage station to improve understanding of the value of short- and medium-term energy storage, its impact on the quality of power supply and any resulting economic benefits. Works are anticipated to be completed in the first half of 2015.

Refurbishment of Plant Industries Building

The Faculty of Science is upgrading teaching infrastructure at the Gatton campus to facilitate the introduction of new and revamped degree programs at the campus. The Plant Industries Building is being refurbished to provide a new wet teaching laboratory and flexible learning space at a project cost of \$5.3 million.

Ipswich campus

UQ and the University of Southern Queensland (USQ) agreed to transfer the UQ Ipswich Campus to USQ to increase tertiary education opportunities in the region. The transfer was motivated by

a desire to strengthen access to higher education in the region and to reflect the strategic objectives of each university.

The transfer will ensure the campus is used to the benefit of Ipswich and the Western Corridor region, by introducing a greater range of degree and tertiary preparatory offerings that will continue to meet the skills needs of business, industry and the community.

UQ and USQ exchanged legally binding agreements on 7 August 2014 to transfer the UQ Ipswich campus from UQ to USQ. With Treasury and Commonwealth approvals, the Ipswich campus transferred to USQ on 7 January 2015.

UQ will continue to have access to the Ipswich campus during a two-year Teach-Out period in 2015 and 2016. This will enable most UQ students currently enrolled in Ipswich-based programs to complete their study with UQ at the Ipswich campus.

UQ will also continue to have a longer-term presence on the campus with the UQ Health Care GP Super Clinic and the Dietetics Clinic. UQ will thereby meet its obligations to the Australian Government, relevant to the Ipswich campus.

As part of the transfer of the campus to USQ, the Bachelor of Paramedic Science program transferred to USQ in 2015.

Library

The Library continued to provide resources, services, and spaces to support learning and research.

The collection includes more than two million physical format resources; 116,800 journal titles; 1000 databases; 1,000,000 electronic books; 38,000 DVDs, VHS, video streams and audio CDs; and extensive manuscript, microform and pictorial collections. Lesser-used materials were moved into a purpose-built warehouse at UQ Gatton campus.

The Library developed an implementation plan in response to recommendations made during a formal review of the Library in December 2014. A series of initiatives have occurred in response to the review, including an expansion of the Library Advisory Committee to maximise opportunities for stakeholder engagement, and a feasibility study for the strategic development of Library facilities at the St Lucia campus. A proposal to create a Centre for Digital Scholarship has also been approved.

Students benefitted from access to spaces 24 hours a day, seven days a week. They also benefitted from face-to-face and, increasingly, online training and support. A new Library 101 tutorial was created using

Blackboard as a platform. Students could self-enrol to add it to their course lists. The Talis Aspire learning resource delivery system was extended.

The Library Excellence Award recognised high-calibre undergraduate students who used Library facilities and resources to enhance their studies.

Researchers were supported through all stages of the research life cycle: from finding and applying for funding, to establishing and managing a project, and demonstrating output and impact.

The Library supported overseas delegations of UQ staff by providing metrics-based information on UQ research collaborations. It continued to manage and develop UQ eSpace. It supported the Open Access for UQ Research Outputs policy and developed DMP Online to help researchers ensure their research data were managed according to legal, statutory, ethical and funding-body requirements. It participated in international Open Access Week, with a series of talks for researchers.

The Fryer Library Award was presented to Dr Fred Cahir, who will use library sources in reconstructing the history of the Aboriginal people and gold mining

in Queensland (pre-colonisation to the twentieth century). The inaugural CAUL/ Australian Society of Authors Research Fellow, Dr Lyndon Megarrity, utilised the Fellowship to carry out research into James George Drake (1850–1941), whose papers are held in the Fryer Library.

Marg Schindler, Manager of the UQ Ipswich Library, was awarded the Margaret Waugh Bursary by the Alumni Friends of The University of Queensland Inc.

Author events were held, including: “*Doc Robbie*” — *The Many Worlds of FW Robinson*; *Catching Australian Theatre in the 2000s*; *The Forgotten Rebels of Eureka* (in conjunction with the Brisbane Writers Festival); and an event on Xavier Herbert.

The Library’s Cyberschool Program had strong engagement with secondary schools. A seminar for school professionals addressed the impact of emerging digital learning environments on teaching pedagogy and the Library.

Students from schools in low socioeconomic, rural or isolated areas, and/or with a high Indigenous student population, benefitted from a new Outreach Program that offered free access to selected e-resources for a year.



The Biological Sciences Library at the St Lucia campus, which is one of several library facilities across the UQ campuses.

GLOSSARY

- 3MT®** Three Minute Thesis
- AAUTs** Australian Awards for University Teaching
- AMP** Asset Management Plan
- ANU** Australian National University
- AQF** Australian Qualifications Framework
- ARC** Australian Research Council
- ASSA** Academy of the Social Sciences in Australia
- ATE** Awards for Teaching Excellence
- ATSE** Academy of Technological Sciences and Engineering
- BCom** Bachelor of Commerce
- BE (Chem)** Bachelor of Engineering – Chemistry
- BE (Mining)** Bachelor of Engineering – Mining
- BE** Bachelor of Engineering
- BMA** Bangkok Metropolitan Administration, Thailand
- CAI** Centre for Advanced Imaging
- CASS** Chinese Academy of Social Sciences
- CDF** Career Development Framework
- CDP** Capital Development Pool
- CEF** Country Engagement Framework
- CEQ** Course Experience Questionnaire
- CGS** Commonwealth Grant Scheme
- CRC** Cooperative Research Centre – bodies funded competitively by the federal government and involving university, industry and other research groups
- Cth** Commonwealth
- DECRA** Discovery Early Career Research Awards
- DEHP** Department of Environment and Heritage Protection
- EAP** Employee Assistance Program
- EFTSL** Equivalent Full-Time Student Loan
- EMSAH** School of English, Media Studies and Art History
- ERA** Excellence in Research for Australia
- ETMST** Enhancing the Training of Mathematics and Science Teachers Program
- FEAST** Future Experiences in Agriculture, Science and Technology camp held at the Gatton campus
- FTE** Full-time equivalent
- GFA** Gross floor area
- GJ** gigajoules
- Go8** Group of Eight – a coalition of leading Australian universities intensive in research and comprehensive in general and professional education
- GPA** Grade Point Average
- HELP** Higher Education Loan Programme
- HEPP** Higher Education Participation Programme
- HEPPP** Higher Education Participation and Partnerships Programme
- HERDC** Higher Education Research Data Collection
- Hons** Honours
- ICGC** International Cancer Genome Consortium
- ICTE-UQ** Institute of Continuing and TESOL Education
- IELTS** International English Language Testing System
- IML** Institute of Modern Languages
- ISSR** Institute for Social Science Research
- ITaLI** Institute for Teaching and Learning Innovation
- IYSP** Indigenous Youth Sports Program
- kL** Kilo litre
- MBBS** Bachelor of Medicine/Bachelor of Surgery
- MOOCs** Massive Open Online Courses
- MOU** Tripartite Memorandum of Understanding
- MRI-UQ** Mater Research Institute–UQ
- NHMRC** National Health and Medical Research Council
- OET** Occupational English Test
- OHS** Occupational health and safety
- OPSSE** Office of Prospective Students and Student Equity
- PhD** Doctor of Philosophy
- PV** Photovoltaic
- QCMRI** Queensland Children’s Medical Research Institute
- QS** QS World University Rankings
- QTAC** Queensland Tertiary Admissions Centre
- RHD** Research Higher Degree
- RRC** Resource Recovery Centre
- SPOCs** Small Private Online Courses
- SSRFF** Smart State Research Facilities Fund
- TESQSA** *Tertiary Education Quality and Standards Agency Act 2011*
- The Act** University of Queensland Act 1998
- TKT** Cambridge English Teaching Knowledge Test
- UNESCO** The United Nations Educational, Scientific and Cultural Organization
- UNESP** Universidade Estadual Paulista “Julio de Mesquita Filho”
- Universitas 21 (U21)** International alliance of research-intensive universities
- UQCCR** UQ Centre for Clinical Research
- UQID** UQ International Development
- USQ** University of Southern Queensland

INDEX

A		D		H	
Aboriginal and Torres Strait Islander Employment Strategy.....	51	Destination of OP 1–5 students 2014.....	21	Herston campus.....	54, 56
Aboriginal and Torres Strait Islander enrolments.....	22	Discovery.....	18–19, 29–41	Higher Education Participation and Partnership Program funding.....	22, 48
Academic Board.....	13	Discovery profile.....	4	Honesty and accountability.....	18
Academic Ranking of World Universities.....	2	E		I	
Academic scholarship programs.....	50	edX.....	1, 26	Income.....	3, 4, 6–9, 29–32
Accident statistics.....	53	Employee relations.....	52	Indigenous engagement.....	48
Alumni awards.....	43	Enablers.....	18	Indigenous enrolments.....	22
Alumni and community.....	43	<i>Energy Efficiency Opportunities Act 2006</i>	55	Indigenous Traineeship Program.....	51
Alumni statistics.....	43	Engagement profile.....	5	Information systems and recordkeeping.....	15, 26
Annual Giving Program.....	44	Enrolment statistics.....	3	Infrastructure projects.....	56–57
AsiaBound grants.....	28	Enterprise risk management.....	15	Innovative teaching practices.....	23
AusAID Program.....	45	Environmental performance.....	54–56	Institute of Continuing and TESOL Education (ICTE-UQ).....	28, 34, 46, 53
Australian Awards for University Teaching (AAUTs).....	23	Equity and diversity.....	52	Institute of Modern Languages.....	47
Australian Graduate Survey.....	2	ETMST Program.....	25	Institute for Social Science Research.....	57
Australian Qualifications Framework (AQF).....	27	Excellence in Research for Australia.....	29	Institutes list.....	inside back cover
Australian Research Council funding grants.....	30	Executive management.....	14	Internal audit.....	15
Award completions.....	2–3	F		International recognition.....	29
Awards for Excellence in Teaching and Learning.....	24	Faculties list.....	inside back cover	International students.....	3
B		Fellowships and grants.....	24	Internationalisation.....	27–30, 45
Basis of authority.....	10	Financial information summary.....	7–9	Internationalisation of the curriculum.....	27–28
Biodiversity.....	55	Financial statements.....	separate volumes	Investigations unit.....	15
Blackboard Analytics™.....	26	Fostering partnerships and relationships.....	42	Ipswich campus.....	49, 52, 54, 57–58
Built environment.....	56	Functions of the University.....	10	Institute for Teaching and Learning Innovations (ITaLI).....	2, 27
C		G		J	
Campuses list.....	inside back cover	Gatton campus.....	49, 53–58	JKTech.....	39
Carbon strategy, emissions.....	54	Gender balance statistics.....	21	K	
Change management.....	52–53	Global competencies.....	26	Key indicators of performance, Discovery.....	29
Child care centre.....	56	Global engagement.....	44–45	Key indicators of performance, Engagement.....	42
Code of Conduct.....	15	Global graduates.....	27	Key indicators of performance, Learning.....	20
Commercialisation.....	37–39	Global Strategy.....	27, 37, 45	Key statistics.....	6
Confucius Institute.....	46	Global symposium.....	45	L	
Continuing appointments and promotions.....	52	Glossary.....	59	Law School refurbishment.....	57
Controlled entities.....	12	<i>Good Universities Guide 2015</i>	2	Learning.....	18, 20–28
Cooperative Research Centres.....	33–34	Governance and management bodies.....	13–14	Learning and Discovery sites.....	64
Corporate governance.....	13–17	Governing body.....	13–14	Learning environment.....	18, 26, 58
<i>Corporations Act 2001</i>	13	Government objectives for the community.....	15	Learning profile.....	2
Cultural and community activities.....	47	Graduate School.....	36–37		
Customs House.....	47	Group of Eight (Go8).....	2, 4, 22, 31, 35		

Learning resources.....	25	Research commercialisation.....	37–44	T	
Library.....	58	Research funding.....	30–31	Technology-enhanced learning.....	22, 26
Lines of responsibility.....	11	Research Higher Degree recruitment and commencements.....	36	TEL Grants.....	25
Lost-time injury statistics.....	53	Research highlights.....	40–41	<i>Times Higher Education World</i> University Rankings.....	2, 29
M		Research infrastructure.....	37	Three Minute Thesis (3MT®).....	37, 42
Management and resources.....	51–58	Research institutes list.....	inside back cover	U	
Medicine, School of.....	26, 37, 44	Research integrity.....	33, 36	Under-represented cohorts.....	22
Mission.....	18	Research performance.....	29	UniQuest.....	37–39
Music, School of.....	47	Research strengths.....	33	Uniseed.....	39
Mutual respect and diversity.....	18	Research support schemes.....	31	Universitas 21.....	2
N		Research training.....	36	University authority, function, powers.....	10
<i>National Greenhouse and</i> <i>Energy Reporting Act 2007</i>	55	Research Week.....	35	<i>University of Queensland</i> <i>Act 1998</i>	10, 13, 15
National Health and Medical Research Council funding, grants.....	30	Revenue.....	6, 8, 50	UQ Advantage Award.....	26
O		Reward funding.....	22	UQ Art Museum.....	47
Occupational health and safety (OHS).....	15, 53	Risk and Compliance Committee.....	15	UQ Awards for Excellence in Research Higher Degree Supervision.....	36
Online learning.....	26	Risk management.....	15	UQ College.....	22
Operating revenue.....	6	S		UQ Excellence in Teaching and Learning Awards.....	24
Opportunities and pathways.....	22, 48	Scholarships.....	50	UQ Foundation Research Excellence Awards.....	35
Oral Health Centre.....	56	School to university transition.....	48–49	UQ-Link Access Program scholarship.....	22, 51
Organisation.....	10	Science without Borders scholarship scheme.....	28, 34, 44	UQ Global Strategy.....	18
Organisational chart.....	11	Senate.....	13–14	UQ Graduate School.....	36
Organisational development.....	52	Senate committees.....	13	UQ Health Care.....	28
Outreach.....	46, 48, 58	Senate members.....	14	UQ Sport.....	50
P		Senior officers.....	16–17	<i>US News Best Global</i> Universities Rankings.....	2, 29
Performance Ranking of Scientific Papers for World Universities.....	2, 29	Snapshots, 2014.....	2–5	UQx.....	1, 22, 26
Philanthropy.....	44	St Lucia campus.....	6, 28, 54–56, 58	V	
Policy development.....	27	Staff appointments and promotions.....	52	Values.....	18
Postgraduate coursework.....	6, 22, 27	Staff engagement.....	52	Vice-Chancellor's Awards for Internationalisation.....	27–28
Prestigious fellowships and awards.....	31	Staff statistics.....	6, 53	Vice-Chancellor and President's Review.....	1
Professional development.....	35	Strategic Plan.....	18–19	W	
<i>Public Sector Ethics Act 1994</i>	15	Student access statistics.....	22	Water management.....	55
Q		Student evaluations.....	26	Waste minimisation.....	55
QS World University Rankings.....	2, 29	Student employability.....	27	Women, programs for.....	52
Quality assurance.....	36	Student load statistics.....	6	Workers' compensation.....	54
R		Student mobility.....	3	Y	
Recognition and reward.....	23–25	Student numbers.....	3	Young Achievers Program.....	42, 44, 49
Recruitment and selection, staff.....	51	Student participation statistics.....	22	Young Scholars Program.....	48
Research Block Grants.....	31	Student performance/success.....	22		
Research collaboration.....	31, 33–34	Student retention.....	21, 22		
		Student satisfaction.....	20		

LEARNING AND DISCOVERY SITES

As at 31 December 2014

Campuses

- 1 St Lucia campus
- 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

UQ St Lucia

43,600 enrolments

Telephone (07) 3365 1111
International +61 7 3365 1111
Facsimile (07) 3365 1199
International +61 7 3365 1199
Email admissionsenquiries@uq.edu.au
(domestic & postgraduate coursework enquiries)
admissions@gradschool.uq.edu.au
(research higher degree enquiries)
www.uq.edu.au/international-students/enquire-online (international student enquiries)
Internet www.uq.edu.au

UQ Ipswich

1931 enrolments

Telephone (07) 3381 1011
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

UQ Gatton

2089 enrolments

Telephone (07) 5460 1201
International +61 7 5460 1201
Facsimile (07) 5460 1170
International +61 7 5460 1170
Email gatton.director@uq.edu.au
Internet www.uq.edu.au/gatton

UQ Herston

3130 enrolments

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

Our faculties

Faculty of Business, Economics and Law (BEL)

Telephone (07) 3365 7111
International +61 7 3365 7111
Facsimile (07) 3365 4788
International +61 7 3365 4788
Email bel@uq.edu.au
Internet www.bel.uq.edu.au

Faculty of Engineering, Architecture and Information Technology (EAIT)

Telephone (07) 3365 4777
International +61 7 3365 4777
Facsimile (07) 3365 4444
International +61 7 3365 4444
Email enquiries@eait.uq.edu.au
(student and course enquiries)
or www.uq.edu.au/international-students/enquire-online (international students)
Internet www.eait.uq.edu.au

Faculty of Health and Behavioural Sciences (HABS)

Telephone (07) 3365 7487
International +61 7 3365 7487
Facsimile (07) 3346 9136
International +61 7 3346 9136
Email habs@uq.edu.au
Internet www.habs.uq.edu.au

Faculty of Humanities and Social Sciences (HASS)

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

Faculty of Medicine and Biomedical Sciences (MABS)

Telephone (07) 3365 5342
International +61 7 3365 5342
Facsimile (07) 3365 5533
International +61 7 3365 5533
Email mabs.reception@uq.edu.au
Internet www.mabs.uq.edu.au

Faculty of Science

Telephone (07) 3365 1888
International +61 7 3365 1888
Facsimile (07) 3365 1613
International +61 7 3365 1613
Email science.enquiries@uq.edu.au
Internet www.science.uq.edu.au

Our institutes

Institute for Molecular Bioscience

Telephone (07) 3346 2100
International +61 7 3346 2100
Facsimile (07) 3346 2101
International +61 7 3346 2101
Email imb@imb.uq.edu.au
Internet www.imb.uq.edu.au

Australian Institute for Bioengineering and Nanotechnology

Telephone (07) 3346 3877
International +61 7 3346 3877
Facsimile (07) 3346 3973
International +61 7 3346 3973
Email reception@aibn.uq.edu.au
Internet www.aibn.uq.edu.au

Sustainable Minerals Institute

Telephone (07) 3346 4003
International +61 7 3346 4003
Facsimile (07) 3346 4045
International +61 7 3346 4045
Email reception@smi.uq.edu.au
Internet www.smi.uq.edu.au

Queensland Brain Institute

Telephone (07) 3346 6300
International +61 7 3346 6300
Facsimile (07) 3346 6301
International +61 7 3346 6301
Email qbi@uq.edu.au
Internet www.qbi.uq.edu.au

The University of Queensland Diamantina Institute

Telephone (07) 3443 6999
International +61 7 3443 6999
Facsimile (07) 3443 6966
International +61 7 3443 6966
Email di.enquiries@uq.edu.au
Internet www.di.uq.edu.au

Institute for Social Science Research

Telephone (07) 3346 7471
International +61 7 3346 7471
Facsimile (07) 3346 7646
International +61 7 3346 7646
Email issr@uq.edu.au
Internet www.issr.uq.edu.au

Global Change Institute

Telephone (07) 3443 3100
International +61 7 3443 3100
Facsimile (07) 3346 3299
International +61 7 3346 3299
Email gci@uq.edu.au
Internet www.gci.uq.edu.au

Queensland Alliance for Agriculture and Food Innovation

Telephone (07) 3346 0551
International +61 7 3346 0551
Facsimile (07) 3346 0555
International +61 7 3346 0555
Email qaafi@uq.edu.au
Internet www.qaafi.uq.edu.au

Mater Research Institute-UQ

Telephone: (07) 3163 2555
International: +61 3163 2555
Facsimile: (07) 3163 2550
International: +61 3163 2550
Email: reception@mmri.mater.org.au
Internet: http://research.mater.org.au

Produced by
The Office of Marketing and Communications
The University of Queensland
Brisbane Qld 4072 Australia
Telephone (07) 3365 3367
International +61 7 3365 3367
Facsimile (07) 3365 1488
International +61 7 3365 1488
Internet www.uq.edu.au
Email omcadmin@uq.edu.au

CRICOS Provider Number 00025B



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA