



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA



The mission of The University of Queensland is to create a community dedicated to achieving national and international levels of excellence in teaching, research and scholarship, one that makes significant contributions to the intellectual, cultural, social and economic life of the State of Queensland and the Australian nation.

Annual report 2005

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Communication objectives

This Annual Report reviews The University of Queensland's performance in 2005, compares it with previous years, and flags future intentions. It answers the interests of our diverse stakeholders by documenting our progress against the aims, aspirations and commitments stated in our five-year Strategic Plan 2005-2009.

The Report outlines our operational and business framework, and describes the teaching and research highlights of our year. It reflects the strength of our community partnerships and demonstrates our efficient stewardship of public and other resources.

We have structured this mass of information to serve a variety of readership styles ranging from the casual to the more exacting; and the inclusion of an index and cross-referencing add to the Report's usefulness as a reference document.

Users of this Report include members of State Parliament, members of the public, the University community (academics, administrators, graduates and students), business and media communities, benefactors and others such as Australian and international visitors, and prospective staff and students.

They will find the Report describes a range of initiatives, achievements and future plans – a sound basis for measuring our performance in 2005 and our prospects as a continuing leader among Australia's 39 universities.

Report of the Senate of The University of Queensland

For the period January 1, 2005 to December 31, 2005

In pursuance of the provisions of Section 46J(1) of the *Financial Administration and Audit Act 1977*, Senate has the honour to transmit to the Minister for Education and the Arts a Report on the proceedings of The University of Queensland for the year ended December 31, 2005.



Sir Llewellyn Edwards AC
CHANCELLOR

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This volume is available from the Office of Marketing and Communications (contact details back cover) or online www.uq.edu.au/about/annualreport

At a glance

In 2005, we advanced significantly towards the objectives and operational priorities outlined in *The University of Queensland Strategic Plan 2005-2009** (pages 20-25) – the basis for this Annual Report.

Our standing

The University of Queensland was founded in 1910 as the first university in Queensland and the fifth in Australia. Now it is known internationally as a leader among Australia's 39 universities.

We rank in the nation's top two or three institutions by most performance measures. Nationally, we are a founding member of the Group of Eight – a national coalition of leading research-intensive universities. Internationally, we are one of only three Australian founding members of *Universitas 21*. Our Vice-Chancellor, Professor John Hay, chairs this select alliance whose membership is limited to 25 research-intensive universities dedicated to world-best practice.

Our mission

Our mission is to create a community dedicated to achieving national and international levels of excellence in teaching, research and scholarship, one that makes significant contributions to the intellectual, cultural, social and economic life of the State of Queensland and the Australian nation.

Our aims and commitments

We seek to honour our responsibilities both to our own community and to the wider communities with which we interact, and we strive to:

- identify and develop new, appropriate strategic priorities in teaching and research;

- develop, manage and diversify our resource base;
- incorporate the new technologies in leading-edge infrastructure; and
- leverage new funding via our Strategic Initiatives Fund.

Our operational priorities

Our critical operational priorities, backed by our Strategic Initiatives Fund, are to:

- attract the most able students and achieve equity and diversity;
- enhance the learning experience;
- support research-based teaching and learning;
- achieve a graduate student proportion of 25 percent of total students, with an emphasis on research;
- boost internationalism;
- boost research, focusing on strategic priorities;
- maintain leadership in transferring and commercialising intellectual property;
- increase and diversify our income base;
- implement best-practice management and equality of opportunity; and
- enhance the physical environments of our campuses.

* In November 2005 our University Senate approved a Strategic Plan for 2006-2010 www.uq.edu.au/about/strategic-plans Senate also approved an Asset Management Plan and noted subsidiary Operational Plans which support initiatives in the 2006-2010 Strategic Plan.



◀ Students stroll through the Great Court at St Lucia. Listed by the National Trust of Queensland, it comprises 2.4ha of tree-studded lawn encircled by cloistered sandstone walls carved with historic scenes and figures, grotesques and the coats of arms of other universities.

Vice-Chancellor's review

A third of the nation's teaching awards, 20 percent of allocations from the Commonwealth Learning and Teaching Fund, research outcomes including the world's first viable cancer vaccine, and high levels of funding from non-government sources... these were highlights of 2005, as we moved from strength to strength in an era of exponential change.

The Higher Education Reforms, effective from January 1, 2005, and the introduction of voluntary student unionism from July 1, 2006 represent great change – and considerable challenges – for Australia's higher education sector.

We complied with requirements of the former to qualify for a maximum \$4 million (2.5 percent) increase on our 2004 base Commonwealth Government grant. We also began planning for the latter, whose ramifications will require astute management of limited resources to maintain a quality student experience.

Continuing vigour in our core businesses (teaching and research) puts us in a strong position to respond to change as an opportunity for growth and success; and I am confident that our students and staff will continue to achieve the high standards evidenced in the following pages of this Annual Report.

We scooped the pool for two measures of quality teaching this year. Our academics won a third of awards (four of 12) at the Australian Awards for University

Teaching; and we topped the nation with an allocation of \$10.424 million (20 percent) from the Federal Government's new Learning and Teaching Performance Fund. Ours was the only Queensland university recognised for teaching excellence.

A 100 percent success rate in final trials for the world's first viable cancer vaccine headed a long list of impressive research outcomes. Gardasil™ and Cervarix™ are expected to be available in the developed world in 2006 to protect women against cervical cancer.

Results like this rely on world-class resources and this year our research infrastructure expanded with completion of the Sustainable Minerals Institute (official opening pictured) and progress on other visionary projects.

Such visions may never have become reality without exceptional levels of support from The Atlantic Philanthropies and the Queensland Government's Smart State program. Contributions of \$19 million this year have already brought The Atlantic Philanthropies' total support for this University to a total of \$125 million. The Smart State Research Facilities Fund provided \$6.454 million, giving us a total (paid or pledged) of \$96 million for various projects.

Support such as this, from private, professional, industry and government sources (including competitive grants such as \$34.7 million pledged by the Bill and Melinda Gates Foundation for two international collaborative health projects), confirms the quality of our work. People invest only in projects they believe will succeed; and our track record for excellent outcomes, plus our place among Australia's top three universities for total research income, confirms our status as a pre-eminent research-intensive university, with all the attendant benefits for teaching and for the community.

We have done extraordinarily well in 2005. Many people helped advance our aspirations – Senators, students, staff, graduates and benefactors – and on our University's behalf, I thank you all. We value your interest, and look forward to your continuing participation in our very promising future.



Professor John Hay AC
VICE-CHANCELLOR



(From left) Queensland Premier Peter Beattie, Professor Hay, former Chancellor Sir James Foots and Chancellor Sir Llew Edwards celebrate the opening of the \$24 million Sir James Foots Building – home to our Sustainable Minerals Institute (SMI), Earth Systems Science Computational Centre and Collaborative Learning Centre. The Queensland Government contributed \$10 million to establish the SMI (\$8 million for the building, \$2 million for research).

Highlights

Teaching and learning

- Page 29 Postgraduates represented 26 percent of our student body, exceeding our target of 25 percent.
- Page 31 We were allocated the highest number of Commonwealth Learning Scholarships in the country (486, an increase of 167 on the previous year).
- Page 37 Four of our six finalists won Australian Awards for University Teaching, taking a third of the 12 prizes available and maintaining an unbroken line of wins since the awards began eight years ago.
- Page 37 We topped the nation with the highest allocation (20 percent) of \$54.4 million distributed through the Federal Government's Learning and Teaching Performance Fund.
- Page 42 The Queensland Rhodes Scholar, 56 University Medallists (including four with perfect scores of seven plus another 10 with Grade Point Averages between 6.9 and 7) and other high achievers confirmed the quality of our graduates.

Research and research training

- Page 45 Our total reported research income in 2004 (latest data available) was \$156.7 million – \$2 million more than the previous year.
- Page 46 Grants from non-government sources totalled \$45 million.
- Page 49 Outcomes included the world's first viable cancer vaccine, expected to become available in the developed world in 2006.
- Page 50 We topped several categories in a national survey of commercialisation by Australian universities and publicly-funded institutions.

Community partnerships

- Pages 59, 63 Free public events included lectures, open days, concerts and exhibitions.
- Page 62 The Ipswich Women's Development Fund launched the annual Heather Bonner Memorial Scholarship.
- Page 62 Student placements and community initiatives advanced public wellbeing in locations ranging from Brisbane to Bamaga.
- Pages 63-65 Continuing education opportunities included community-based courses in more than 30 languages; English language training in Australia and overseas; and community education courses on topics ranging from workplace skills to the creative arts.

Management and resources

- Page 72 The Atlantic Philanthropies contributed a further \$19 million to our projects this year, making a total of \$125 million for state-of-the-art infrastructure and UQ-Vietnam initiatives.
- Page 77 A vigorous building program included completion of our \$24 million Sustainable Minerals Institute and continuing work on our Australian Institute for Bioengineering and Nanotechnology (\$73 million) and Queensland Brain Institute (\$61.7 million). The latter two were supported by The Atlantic Philanthropies and Queensland Smart State grants.
- Page 78 We completed and opened the UQ Gatton Environmental Precinct; and reviewed environmental impacts for 10 sites and campuses.

2005 snapshots

Where we stand



Our University is one of only three founding Australian members of *Universitas 21*

www.universitas21.com

This international network of leading research-intensive universities, established in 1997, is limited to 25 members and is currently chaired by our Vice-Chancellor.

In 2005, the group comprised 18 members from 10 countries. Collectively, it represented 500,000 students, employed 40,000 academics and researchers and had more than two million alumni. Members are:

- The University of Queensland,
- University of New South Wales,
- University of Melbourne (Australia);
- University of British Columbia,
- McGill University (Canada);
- Fudan University,
- Peking University,
- Shanghai Jiao Tong University (China);
- University of Hong Kong;
- University of Auckland (New Zealand);
- National University of Singapore;
- University of Korea;
- Lund University (Sweden);
- University of Birmingham,
- University of Edinburgh,
- University of Glasgow,
- University of Nottingham (UK); and
- University of Virginia (USA).

Good Universities Guide

For the ninth consecutive year, we rated the best in Queensland (and one of the best in Australia) in this independent consumer guide's rankings. The 2006 edition gave us maximum five-star ratings for six key performance indicators:

- student demand;
- positive graduate outcomes;
- staff qualifications;
- research grants*;
- research intensity*;
- and toughness to get in (St Lucia campus).

*only Queensland university awarded five-star rating; also among just eight universities nationally awarded top score for research grants

Teaching profile

In 2005 we:

- won a third of this year's Australian Awards for University Teaching (page 37);
- received 20 percent (\$10.424 million of \$54.4 million) of funds distributed from the Federal Government's new Learning and Teaching Performance Fund (page 37);
- maintained a high graduate employment rate, including 100 percent in some disciplines (pages 29-30); and
- produced high-achieving students and graduates.

Research profile

We rank consistently among the top few institutions in the country in major research income categories (more funding details pages 45-48).

	2002	2003	2004*
Total research income (\$m) (includes CRCs)			
Melbourne	158.78	198.74	208.28
Sydney	145.24	156.58	175.02
UQ	136.73	154.66	156.66
NSW	108.82	121.66	125.70
Industry and other research grants (\$m)			
Melbourne	55.40	75.43	74.17
Sydney	68.73	60.34	66.30
Monash	35.04	40.04	41.73
UQ	53.34	50.21	39.12
National competitive research grants income (\$m)			
Melbourne	74.80	87.16	93.26
Sydney	60.94	75.87	88.47
UQ	48.31	63.46	73.06
ANU	38.08	55.64	63.83
Other public sector research grant income (\$m)			
Melbourne	23.18	27.92	32.03
UQ	22.13	25.84	29.85
NSW	19.80	22.72	20.88
Adelaide	12.40	16.61	19.78

*latest available data (source: 2005 DEST Higher Education Research Data Collection)

How we rate



Group of Eight

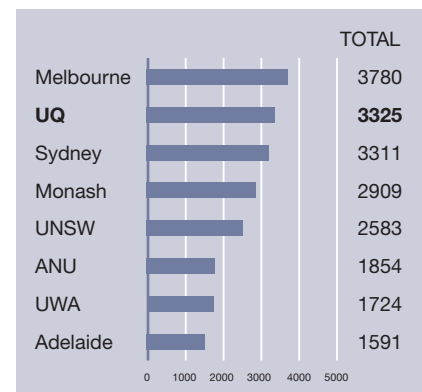
We are one of the Group of Eight www.Go8.edu.au comprising the leading research-intensive

institutions among Australia's 39 universities. The Group:

- has nurtured all Australian Nobel Prize winners educated in Australia;
- receives more than 70 percent of national competitive research grants;
- hosts more than half of Australia's major national research facilities;
- dominates university links with industry;
- holds more than 90 percent of US patents for inventions generated by Australian universities; and
- was included (all members) among the world's top 100 universities listed in *The Times Higher Education Supplement* 2004 Rankings.

Research higher degree students 2004*

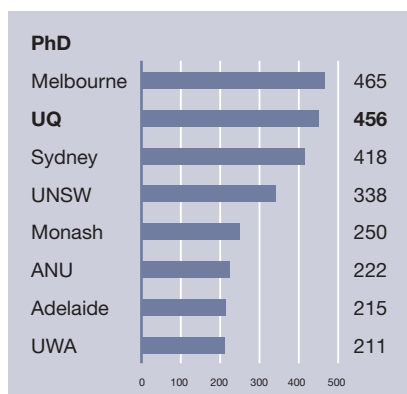
We again recorded the country's second-highest number of enrolments by research students.



*March 31, 2004

PhD completions 2003*

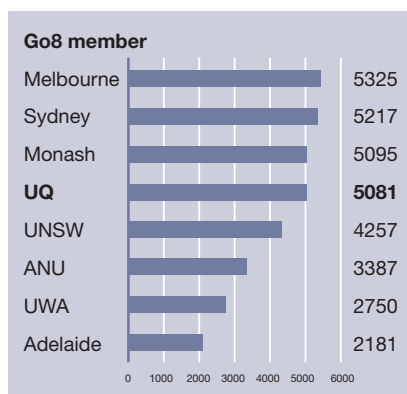
We maintained completion rates for PhDs at about 75 percent.



* latest data

Total staff numbers 2004*

In 2005 the Federal Equal Opportunity for Women in the Workplace Agency named us an Employer of Choice for Women for the fourth year running (page 74).



* latest data for full-time and fractional full-time staff

Note: Due to changes by DEST in the methodology and timing of collecting nationwide university data, DEST-generated statistics for 2005 were not available at the time of printing. Go8 comparisons on these pages represent the most recent statistics available.

Our students

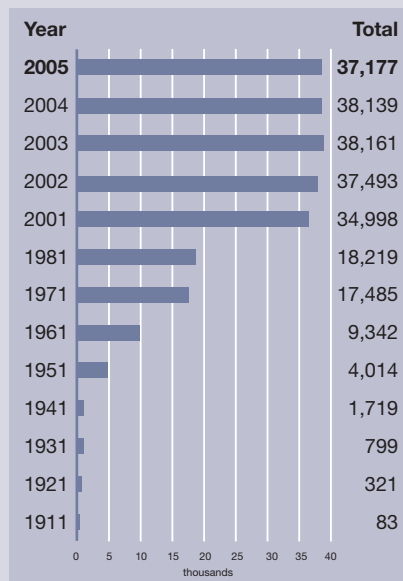
This year 8838 students graduated from our 380 programs and 4000 courses. Of these graduates, 5831 attended 22 ceremonies in Australia and four celebrations overseas. We awarded:

- 444 doctorates (including 3 higher doctorates);
- 1889 masters;
- 352 postgraduate and graduate diplomas;
- 390 graduate certificates;
- 1340 bachelors (honours) degrees;
- 4343 bachelors degrees; and
- 80 diplomas and associate diplomas.

Graduate data showed slight, evenly-spread decreases across the board except for our Faculty of Health Sciences, Faculty of Social and Behavioural Sciences and Graduate School.

	2004	2005
Arts	1205	1123
BACS	991	1010
BEL	2495	2398
EPSA	1130	991
Health Sciences	1139	1227
NRAVS	646	556
SBS	890	989
Graduate School	514	544
Total	9010	8838

Enrolment history



Note: Any inconsistency or discrepancy in figures quoted in previous Annual Reports reflects new DEST reporting criteria which from 2004 require data calculated at August 31. Previously, data were calculated at March 31 each year.

Total enrolments* decreased slightly (page 29), echoing a national trend for fewer publicly-funded places.

	2004	2005
Full-time internal	29,120	28,707
Part-time internal	7024	6607
External	1995	1863
Total	38,139	37,177
Percentage female	54.7	55.1

*December 2005

Enrolment levels* showed postgraduate strength reaching 26 percent of the student body (page 29).

	2004	2005
Doctorate by research	3079	3036
Doctorate by coursework	81	86
Masters by research	603	547
Masters by coursework	4717	4663
Postgraduate/graduate diploma	929	721
Graduate certificate	895	770
Bachelors	26,346	26,183
Diploma/associate diploma	414	325
Non-award	1075	846
Total	38,139	37,177

*December 2005

International enrolments* representing 124 countries formed 17.1 percent of the student body (page 29).

	2004	2005
Doctorate by research	508	538
Doctorate by coursework	8	10
Masters by research	88	81
Masters by coursework	1686	1817
Postgraduate/graduate diploma	106	64
Graduate certificate	63	40
Bachelors	3056	3076
Diploma/associate diploma	5	1
Non-award	862	705
Total	6382	6332

*December 2005

Five years – key statistics

CATEGORY	2001	2002	2003	2004	2005	% Change 2004-05	▲ ▼
NUMBER OF STUDENTS							
Total	34,998	37,493	38,161	38,139	37,177	-2.5%	▼
Female	54.6%	54.4%	54.7%	54.7%	55.1%		
Commencing	13,648	14,604	13,621	13,253	12,852	-3.0%	▼
Female	56.8%	55.7%	56.4%	56.1%	56.9%		
STUDENT LOAD							
Total	27,505	28,953	29,391	29,329	28,955	-1.3%	▼
Undergraduate	22,846	23,483	23,464	23,061	22,863	-0.9%	▼
Postgraduate	4,657	5,470	5,927	6,268	6,093	-2.8%	▼
FUNDING FOR PLACES							
Commonwealth fully subsidised places	19,295	19,305	19,290	19,400	19,082	2.1%	▲
Commonwealth Research Training Scheme	2,038	2,036	2,033	2,058	1,937	-5.9%	▼
Domestic fee-paying (award and non-award)	1,117	1,846	2,227	2,319	2,138	-7.8%	▼
International fee-paying	3,612	4,252	4,596	4,950	5,047	2.0%	▲
Marginally funded, unfunded and other sources	1,443	1,514	1,245	601	31	-94.8%	▼
AWARD COMPLETIONS							
Total	7,542	8,259	8,644	9,010	8,838	-1.9%	▼
Undergraduate	5,639	5,897	5,963	5,971	5,763	-3.5%	▼
Postgraduate	1,903	2,362	2,681	3,039	3,075	1.2%	▲
STAFF							
Total	4,666	4,722	4,865	5,081	5,251	3.3%	▲
Academic	1,926	1,929	1,979	2,078	2,206	6.1%	▲
Teaching and research	1,247	1,259	1,263	1,273	1,550	21.7%	▲
Research only	679	670	716	805	656	-18.5%	▼
General	2,739	2,793	2,886	3,003	3,045	1.4%	▲
Research only	365	392	436	455	473	3.9%	▲
Other	2,375	2,401	2,450	2,548	2,572	1.0%	▲
OPERATING REVENUE (\$ million)							
Total	643.363	690.707	732.266	735.121	864.716	17.6%	▲
Commonwealth Government operating purposes excluding HECS-HELP & FEE-HELP & BOTPLS	209.574	219.737	225.544	212.282	250.741	18.1%	▲
Capital development pool	4.781	2.401	3.136	2.622	1.570	-40.1%	▼
HECS-HELP	88.781	95.538	97.045	92.241	108.210	17.3%	▲
Special research assistance	40.875	44.790	55.416	65.821	79.565	20.9%	▲
NHMRC	19.397	16.166	23.419	25.360	29.098	14.7%	▲
Other Commonwealth grants	6.000	3.000	8.820	13.900	4.804	-65.4%	▼
Consultancy and contract research	29.109	36.337	42.433	41.325	52.700	27.5%	▲
Tuition fees (including FEE-HELP & BOTPLS)	58.820	78.851	93.092	111.467	133.810	20.0%	▲
Other revenue	186.026	193.887	183.361	170.103	204.218	20.1%	▲
RESEARCH QUANTUM (RQ)/INSTITUTIONAL GRANTS SCHEME (IGS) (\$ million)							
RQ (to 2001)/IGS (from 2002) amount	23.123	26.785	28.337	28.947	29,052	0.4%	▲
as percentage of national total	10.1%	9.9%	10.2%	10.2%	10.0%		
national rank order	3	3	2	3	3		
PROPERTY PLANT AND EQUIPMENT (\$ million)							
Total (\$millions)	1,310.8	1,304.5	1,114.8	1,128.6	1,481.9	31.3%	▲
TOTAL NET ASSETS (\$ million)							
Total	1,479.2	1,473.8	1,297.2	1,288.6	1,650.3	28.1%	▲

NOTES:

Number of students represents an unduplicated count of students enrolling in any semester of the enrolment year, excluding cross-institutional students. This definition was adopted by DEST in 2002.

Student load represents the sum of the load for each semester, as recorded at the official census date in each semester, expressed in Equivalent Full-time Student Load units (EFTSL).

Award completions represents the number of completed degrees, diplomas and certificates. The awards data for 2005 are provisional.

Staff figures show the number of full-time equivalent positions occupied by full-time and part-time staff members as at March 31.

Operating revenue and total assets figures are taken from the University's annual financial statements and refer only to the University itself, not controlled entities. Full details are disclosed in Appendix A, available as second volume to this Report.

Institutional Grants Scheme funding, provided by the Commonwealth from 2002 to support institutional research and research training activities, is distributed annually among universities under a formula which represents a measure of performance.

Institutional Grants Scheme funding replaced **Research Quantum** funding, which previously fulfilled a similar role.

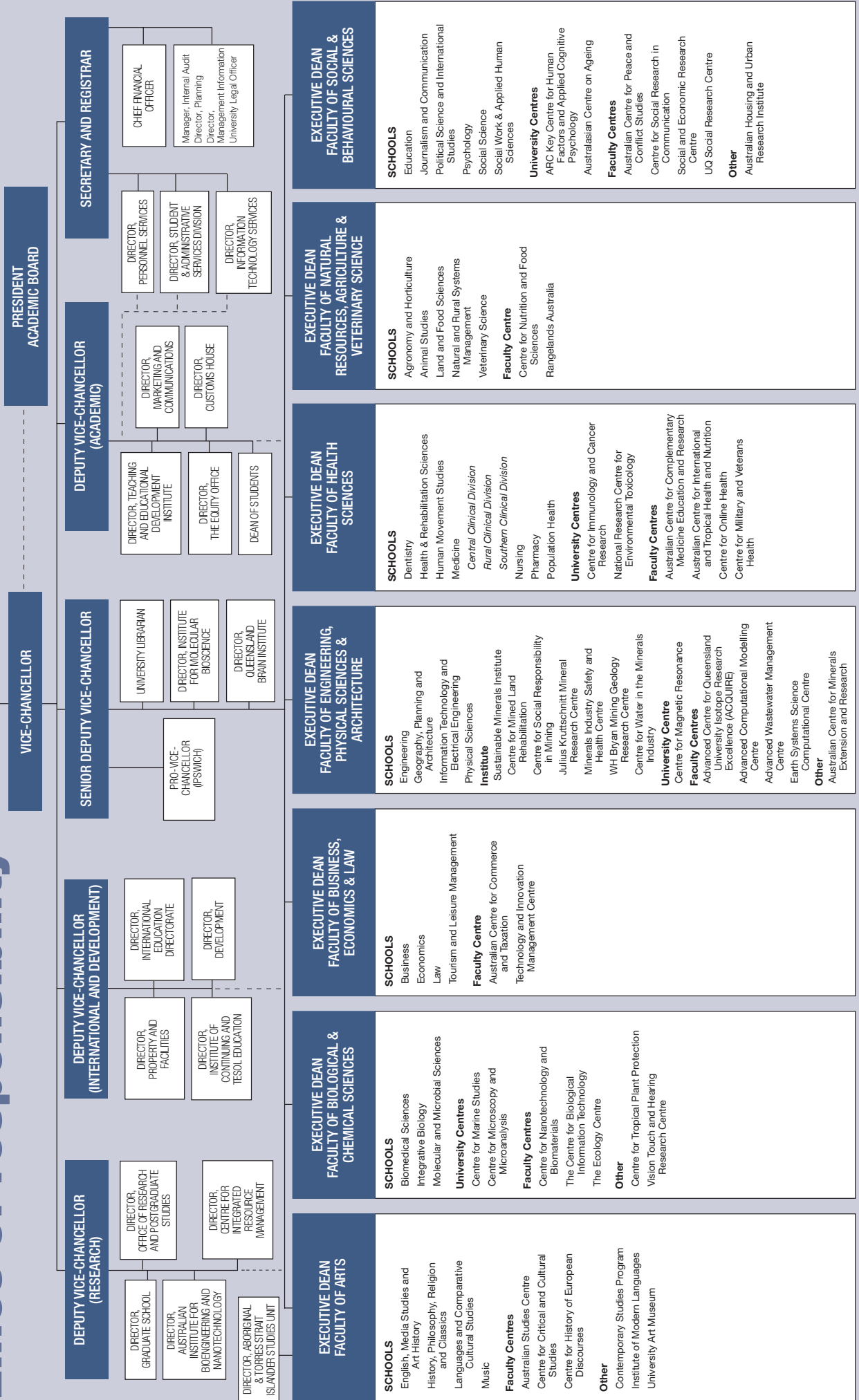
Time off between lectures... students swap stories at the coffee shop in the Great Court adjoining the Library (picture Sonia Sutcliffe). ▶

Organisation



Lines of responsibility

As at January 2005



Basis of authority

The original *University Act* was proclaimed in 1909 – the 50th anniversary of Queensland’s separation from New South Wales. In 1910 we were gazetted as Australia’s fifth university, and in 1911 we opened for business.

Basis of authority

The University is governed by the *University of Queensland Act 1998*, which replaced the 1965 Act. The Act was amended in 2005 because of the Commonwealth *Higher Education Support Act 2003*.

This year the Act was administered by the Honourable Anna Bligh MLA until July 27 and thereafter by the Honourable Rod Welford MLA as Ministers for Education and the Arts.

Under sections 4-6 of the Act the University is constituted as a body corporate with the usual powers of a body corporate. It has a seal, and it may sue and be sued in its corporate name.

Our functions

The University’s functions are to:

- disseminate knowledge and promote scholarship;
- provide education at university standard;
- provide facilities for and encourage study and research;
- encourage the advancement and development of knowledge and its application;
- provide courses of study or instruction (at levels of achievement Senate considers appropriate) to meet community needs;
- confer higher education awards;
- provide for the wellbeing of staff, students and others taking courses;
- 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 this or another Act.

Our powers

The University has all the powers of an individual and these may be exercised inside or outside Queensland and Australia. For example the University may:

- enter contracts;
- acquire, hold, dispose of and deal with property;
- appoint agents and attorneys;
- engage consultants;
- fix charges and other terms for services supplied; and
- do anything else necessary to or in connection with its functions.

The University’s powers are elaborated by other parts of the Act and by other Queensland Acts, particularly the *Statutory Bodies Financial Arrangements Act 1982*.

Our governing body

Under sections 7-10 of the Act, the University Senate (pages 12-14, 18) is the governing body responsible for management and control of University affairs. The Act also defines financial responsibilities and specifies matters on which Statutes can be made.



◀ The Foundation Building, UQ Gatton... more than a century old and the first building on a 1068-hectare campus now offering some of the nation’s best programs in agribusiness, agriculture, animal studies, environmental management, horticulture and veterinary science

Controlled entities

Commercialisation of intellectual property, via dozens of independent operations established under the Corporations Law, advances our strong research tradition.

The following independent operations were established under the Corporations Law as empowered by the University Act, to benefit the University and help carry out its functions.

Each prepares a set of financial statements for audit by the Queensland Audit Office. Once approved, the figures are consolidated with those for the University to produce data showing our consolidated financial position (see annual financial statements, Appendix A, second volume of this Annual Report).

These entities were established under the Corporations Law.

Comquest Group

- Comquest Pty Limited
- Comquest No. 1 Pty Limited

Companies in the Comquest Group carry out specific research and development, and commercialise the results of that research.

UQ Holdings Group

The UQ Holdings Group is made up as follows.

UQ Holdings Pty Limited

The company oversees and monitors the University's interests in corporations formed to exploit or commercialise University assets. It also administers and acts as trustee of The University of Queensland Foundation Trust.

UniQuest Group (pages 49, 51-52, 65)

- UniQuest Pty Limited
- Activetorque Pty Ltd
- Antepodi Technologies Pty Limited
- Bireme Pty Limited
- Combinomics Pty Limited
- Dendright Pty Limited
- Diabax Pty Limited
- First Investor Pty Limited
- Herdvac Pty Limited
- Hydrexia Pty Limited
- Leximancer Pty Limited
- Lucia Publishing Systems Pty Limited
- Neurotide Pty Limited
- SORBS Technologies Pty Limited
- Spin Systems (Qld) Pty Limited
- Thrombostat Pty Limited
- Vascam Pty Limited
- Vacquel Pty Limited
- Wave Instruments Pty Limited
- Xerocoat Pty Limited

The UniQuest Group markets the University's intellectual resources and services on a commercial basis for the benefit of the University and the community.

CiTR Group

- CiTR Pty Limited
- CiTR Incorporated

The CiTR Group has a long history of professional services and bespoke software development. In recent years the company evolved into a specialised software products organisation. It successfully developed the CiTR accesspoint product gaining significant market share with the technology. The product, customer base and CiTR staff transferred to a new company in 2004 to enable continued growth of CiTR accesspoint in the Australian market and expansion into overseas markets. The new company, ISMC Solutions Pty Limited, is owned by UQ Holdings Pty Limited (20 percent) and the Hydro Group (80 percent), an Australian group of companies with strategic alliance partnerships in Canada, India and New Zealand.

SARV Pty Limited

SARV holds an investment in land held for resale on behalf of The University of Queensland.

IMBcom Group (page 53)

- IMBcom Pty Limited
- Kalthera Pty Limited
- Cyclagen Pty Limited

IMBcom, the University's commercialisation company for the Institute for Molecular Bioscience (IMB), is owned by UQ Holdings Pty Limited. IMBcom has 14 employees and an independent board of directors. It operates as a separate commercial entity with strong links to the University, focusing on licenses, contracts and the formation of start-up companies. Outcomes include better health for humans, superior plant and animal health, and wealth creation for researchers, University, investors, the state and the nation.

JKTech Pty Ltd (pages 50, 53-54)

The company was formed in 1986 to take viable research outcomes from the Julius Kruttschnitt Mineral Research Centre (JKMRC) and to develop them as high technology tools and services to provide specialised expertise to the Australian and international mining industries. This expertise is directed towards improving the productivity and profitability of mining and mineral processing operations. It is delivered in the form of software, hardware, consulting and laboratory services.

Corporate governance



Corporate governance

Implementation of new National Governance Protocols for the higher education sector built on our long-standing commitment to accountability and transparency in managing our economic, social and environmental responsibilities.

Our leaders

Our University is governed by a Senate representing University and community interests and led by the Chancellor and Deputy Chancellor.

This was the final year of our 30th Senate (page 18) comprising 35 members. The 31st Senate, which takes office for four years from January **2006**, will comprise 22 members in accordance with National Governance Protocols outlined in the *Higher Education Support Act 2003*.

- The Act grants Senate wide powers to
- appoint University staff,
 - manage and control University affairs and property, and
 - manage and control finances so as to promote University interests.

Senate may delegate power to a Senator, University staff member, or committee including one or more Senators. Senate can nominate members and the chair of any committee, and determine a quorum. Senate may not delegate its power to make University Statutes or Rules, adopt the University's Annual Budget, or approve spending of bequests, donations or special grants.

The Vice-Chancellor is our Chief Executive Officer and responsible to the Senate for the overall direction of strategic planning, finance and external affairs.

The Vice-Chancellor is supported by an Executive (pages 16-17) comprising a

- Senior Deputy Vice-Chancellor,
- Deputy Vice-Chancellor (Academic),

- Deputy Vice-Chancellor (International and Development),
- Deputy Vice-Chancellor (Research),
- Pro-Vice-Chancellor (Ipswich),
- Secretary and Registrar, and
- President, Academic Board.

Our Senate

www.uq.edu.au/senate

Applying new protocols

In December 2003, Federal Parliament passed the *Higher Education Support Act*. The Bill requires universities to comply with 11 National Governance Protocols www.dest.gov.au in order to receive additional funding.

This year we submitted to the Commonwealth Department of Education, Science and Training (DEST) a Statement of Certification demonstrating compliance with the Protocols, and qualified for the additional five percent funding in **2006**.

Changes to university governance structures include a maximum of 22 members (and limited ex-officio positions) for governing bodies such as our Senate, whose membership until now has numbered 35.

In April 2004 we applied to the Queensland Government for necessary changes to the *University of Queensland Act 1998*. However, as the amended Act was not promulgated until May 19, 2005, Government extended the term of our serving 30th Senate (page 18) until December 2005.

Amendments to the Act changed the size, composition and terms of Senate and consequently our University Statutes. We amended Statute One – *Election of Elected Members of Senate* – to reflect changes to the method of counting votes and Senate membership. Statute Two – *Membership of Convocation* – was revoked following removal of the body of Convocation from the Act.

This year, in accordance with the amended Act and Statute One, we conducted elections for the following positions on the 31st Senate, to serve from January **2006**:

- (a) one member of the Academic Board;
- (b) one member of full- or part-time academic staff;
- (c) one member of full- or part-time general staff;
- (d) one undergraduate;
- (e) one postgraduate;
- (f) three graduates, other than persons eligible for membership under (a), (b), (c), (d) or (e).

Key governance and management bodies

(December 2005)

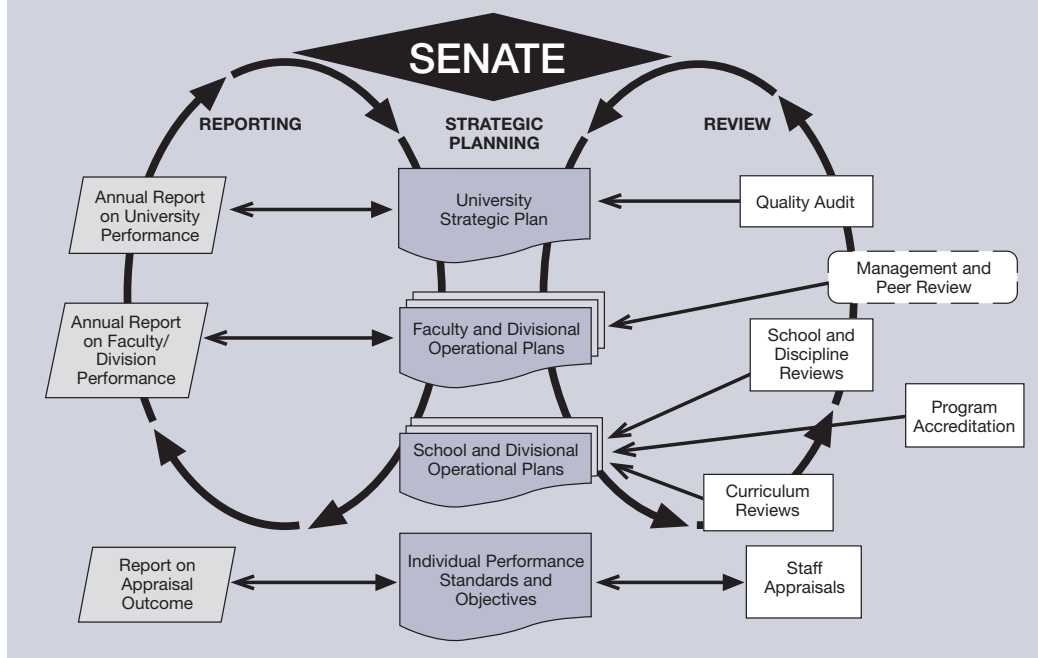
BODY	COMPOSITION
Senate (governing body)	35 members*
official members	7
appointed members	11
elected members	15
additional members	2
Vice-Chancellor and executive	8 members
Academic Board	125 members ⁺
Faculties	7 units
Central services and divisions	10 units
Schools	32 units
Research institutes	4 units

* a restructured 22-member Senate takes office in 2006 – see this page

⁺ may include individuals in dual roles and some vacancies

Quality management and assurance

Framework includes the annual, rolling strategic planning process; annual reporting on performance against Strategic and Operational Plans; and periodic reviews.



Defining responsibilities

As part of its compliance with the Protocols, Senate formally adopted a statement of duties and responsibilities. Senate, as our governing body:

- appoints the Vice-Chancellor, and monitors performance;
- approves our mission and strategic direction, annual budget and business plan;
- oversees and reviews overall management and performance;
- establishes policy and procedural principles, consistent with legal requirements and community expectations;
- approves and monitors systems of control and accountability, including general overview of any controlled entities as defined by the test of control in s.50AA of the Corporations Act;
- oversees and monitors the assessment and management of risk University-wide, including commercial undertakings;
- oversees and monitors academic activities in the light of advice from the Vice-Chancellor and Academic Board; and
- approves significant commercial activities undertaken by the University.

Senators also formally adopted the following statement of their duties and responsibilities, to

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

Developing skill-sets

This year we formalised a professional development program for Senators.

It includes an introduction to our University, Senate's roles and responsibilities, and operating procedures. It provides informal and formal opportunities

for Senators to meet each other and the University's senior officers (page 16-17); explains teaching, learning and research programs; and outlines the operations of faculties, schools, institutes, major centres and central services.

The program also facilitates access to training programs, conferences and seminars on university governance and roles and responsibilities of trustees.

Measuring performance

In 2005, our Senate self-evaluated its performance. Senators completed confidential questionnaires to monitor performance indicators. Results will be considered in detail in 2006 at a 31st Senate Retreat; however a preliminary analysis of results indicates improved practices.

University committees

Senate	
Committee	Chair
Art Collections	Chancellor
*Audit	Professor Robert Wensley
*Buildings and Grounds	Dr Mary Mahoney
Chaplaincy	Mr Denis Brosnan
*Finance	Mr Norbury Rogers
*Legislative	Mr Roger Byrom
Membership and Nominations Advisory Committee	Chancellor
Occupational Health and Safety	Dr Frederick Schubert
Professorial Promotions	Vice-Chancellor
*Risk Management	Vice-Chancellor
Standing Committee of Equity, Diversity and the Status of Women	Dr Mary Mahoney
Student Appeals	Deputy Vice-Chancellor (Academic)

* key Senate committees

www.uq.edu.au/senate

Academic Board – senior academic advisory

Committee	Chair
Academic Board Standing Committee	President, Academic Board
Academic Programs Policy	President, Academic Board
Academic Programs Review	President, Academic Board
Library	Deputy President, Academic Board
Research Higher Degrees	Director, Graduate School
Research	Deputy Vice-Chancellor (Research)
Teaching and Learning	Deputy Vice-Chancellor (Academic)
Appointments and Promotions	President, Academic Board

www.uq.edu.au/academic-board

Ethical standards

Our **Code of Conduct** www.uq.edu.au/hupp/code-of-conduct, launched in 1997, remains unchanged. It is required reading on our new staff induction checklist, discussed at all staff induction seminars and an integral part of our mandatory management training for academic and general staff supervisors.

Our **Animal Ethics Committee** and its sub-committees determine animal welfare policy and procedures, and consider applications requesting the use of animals for scientific (research and teaching) purposes. All relevant activities must have Animal Ethics Clearance from the Animal Ethics Committee and comply with all State and Federal Acts and guidelines governing such activities. Our Animal Welfare Unit administers these requirements. Our University is registered under the *Animal Care and Protection Act 2001* as a scientific user of animals (User Number 0020).

Our **Human Experimental Ethical Review Committee** (a registered Human Research Ethics Committee) and its subcommittees determine our policy on research and teaching involving human subjects or human-related materials. These policies are based on the National Statement on Ethical Conduct in Research Involving Humans (1999) and are administered by our Ethics Office.

Our **Institutional Biosafety Committee** reviews research involving genetically-modified organisms as prescribed by the *Gene Technology Act 2000*. It is also responsible for regulating (1) use of high-risk biological material that is not genetically modified; (2) importation of quarantine material (regulated by the Australian Quarantine Inspection Service); (3) export of high-risk material (regulated by the Department of Defence); and (4) transport of biological material by air, post and road. The secretary of the Committee is a member of our Occupational Health and Safety Unit (page 75).

In addition, our Institute for Molecular Bioscience and Faculty of Social and Behavioural Sciences employ a Director of Public Policy and Ethics, to research and comment on ethical and policy issues raised by **bio-science research** and **biotechnology**. This is a research rather than a regulatory position, and reflects our commitment to fostering collaborations between the social and other sciences.

Whistleblowers

We received two complaints under the *Whistleblowers Act* this year, and Assurance and Risk Management Services staff investigated. No charges of misconduct arose, but the investigations prompted recommendations for improved processes and procedures.

Assurance and Risk Management Services

Following an external review in October 2004, our Internal Audit Office was renamed Assurance and Risk Management Services (ARMS) this year and restructured to include University-wide coordination of Enterprise Risk Management.

ARMS staff completed 49 reports on audits of faculties, schools, centres, IT systems and University-wide areas; and five investigation reports. Complex reviews included the following:

- Faculty of Health Sciences – IT infrastructure;
- boating and diving facilities;
- Institute for Molecular Bioscience;
- Property and Facilities – tendering process;
- Property and Facilities – contract management;
- Library – IT environment;
- Information Technology Services – preferred supplier agreement process;
- School of Medicine;
- Fringe Benefits Tax compliance;
- GEF/World Bank Coral Reef Project;
- SI-net fee calculation system;
- student fee payment system;
- student charges and fines;
- student loans system; and
- HECS fees system.

We continued our self-assessment questionnaire approach in the following areas, to increase audit coverage and encourage good business practice University-wide:

- use of research grant funds;
- equity and diversity requirements;
- general policy and procedure compliance; and
- Information Standard 18 compliance.

Enterprise risk management

www.uq.edu.au/about/ERM

In response to the decision to place responsibility for University-wide risk management coordination with ARMS, we appointed a Manager, Enterprise Risk Management (ERM) Services in September. We also established a Risk Management Committee of Senate (page 14) in addition to our existing Audit Committee. Initiatives by the Manager, ERM Services included the following:

- review of existing evolutionary ERM development to assess University-wide levels of understanding of risk management;
- review of previous risk assessments and risk management plans to assess linkages between identified strategic and operational risk;
- induction through meetings with key managers and formation of relationships with other risk



- managers (in the areas of Occupational Health and Safety and Insurance);
- ERM planning with the Director, ARMS and Secretary and Registrar;
- identification of a suitable external member for the Risk Management Committee;
- development of an ERM framework; and
- investigation of the use of risk management software to help improve risk management.

The Manager, ERM Services also assisted various groups to undertake risk assessments and develop risk management plans.

The ERM framework will involve coordination of risk management by the Manager, ERM Services and reporting on its implementation and effectiveness through the Director, ARMS to the Risk Management Committee. The Committee will then be able to assure Senate on the status of ERM and effectiveness in managing significant business risk.

Freedom of information

Fifty applicants (20 present or former staff, 27 students or former students whose queries focused on their time as students, and three members of the public) accessed University documents under the Queensland *Freedom of Information Act 1992*. This compared with 51 applications the previous year, and echoed a trend for staff and students to seek personal information and external applicants to seek non-personal information.

We also gave access to many documents (usually personal to the applicant) as part of routine administrative processes not subject to formal FOI procedures.

▲ Changeover for the Academic Board executive... outgoing President Professor Jenny Strong (School of Health and Rehabilitation Sciences) congratulates her successor, Professor Mark Gould (School of Physical Sciences). The ceremonial silver tea set was made in 1958 for the Earl of Derby, then Chancellor of the University of Oxford, and later donated anonymously to our University for presentation to a staff member exemplifying university ideals of leadership in teaching, research and political freedom. It is traditionally held by the President, Academic Board.

Senior officers

The Chancellor and Deputy Chancellor lead our University Senate (page 18). The Vice-Chancellor is our Chief Executive Officer. He is supported by a seven-member Executive as detailed on these pages.



The Honourable Sir Llewellyn Edwards, AC

MB BS *Qld.*, Hon LLD *Qld.*, Hon DUniv *QUT*, Hon DUniv *Griff.*, FRACMA, FAIM

Chancellor

Leads the University Senate and presides at Senate meetings

Re-elected to his fourth three-year term as Chancellor from 2002. Member of Senate since 1984. Executive consultant to Jones Lang LaSalle in commercial real estate. Director of several public companies. Former chair and chief executive officer of World Expo '88 Authority. Elected to Queensland Parliament as MLA (Lib.) for Ipswich in 1972; served terms as health minister, deputy premier and treasurer before leaving Parliament in 1983. Directorships: Uniseed Pty Ltd 2003–; chair of UQ Holdings Pty Ltd 1998–; Pacific Film and Television Corporation 1989.



Professor Robert Wensley

QC, BE(Hons), MEngSc, LLB(Hons), Hon LLD *Qld.*

Deputy Chancellor

Acts as Chancellor in the absence of the Chancellor or when the office of Chancellor is vacant

Re-elected to his second term as Deputy Chancellor from 2002. Senate member 1978–86 and 1988–. Queen's Counsel, barrister, practising arbitrator and mediator. Adjunct Professor T.C. Beirne School of Law. Director of UQ Holdings Pty Ltd. Annual Appeal President 1998–99. Former chair Queensland Building Tribunal. Memberships: Institute of Arbitrators and Mediators Australia; the University's Audit, Discipline Appeals, Honorary Degrees, Honorary and Adjunct Professorial Appointments Committees; the Business, Economics and Law Faculty Board; Women's College Council; King's College Council.



Professor David Siddle

BA(Hons), PhD *Qld.*, FASSA, FAPS

Deputy Vice-Chancellor (Research)

Responsible for enhancement of the University's research and research training profile, and development of research collaborations

Appointed Deputy Vice-Chancellor (Research) in 2002. Previously University of Queensland Pro-Vice-Chancellor (Research) 2001; University of Sydney Pro-Vice-Chancellor (Research) 1997–2001; and University of Queensland Dean, Postgraduate Studies 1993–97. Former chair ARC Social Sciences and Humanities Panel 1993–94 and deputy chair ARC Research Grants Committee 1994. Directorships: AHURI Queensland Research Centre Ltd; CRC Beef Genetic Technologies; CRC Mining; CRC Reef Research Centre; CRC for Tropical Rainforest Ecology and Management.



Professor Margaret Gardner

BEcon(Hons), PhD *Syd.*, FAIM

Deputy Vice-Chancellor (Academic) until March 2005

Oversees policies on teaching and learning, information technology, quality assurance, equity and academic staffing. Responsibilities include Dean of Students Office, Office of Marketing and Communications, Customs House, the Equity Office and the Teaching and Educational Development Institute

Appointed Deputy Vice-Chancellor (Academic) in 2002. Resigned in March 2005 to become Vice-Chancellor, RMIT University. Previously University of Queensland Pro-Vice-Chancellor (Academic) 2000; Griffith University Pro-Vice-Chancellor (Business, Equity) 1996–2000. Directorships: Queensland Music Festival; Brisbane Grammar School Board of Trustees; Australian Centre for Complementary Medicine Education and Research. Member of President's Advisory Committee of Queensland Industrial Relations Commission.



Professor Michael Keniger

AADip *Lond.*, LFRAIA, RIBA, FTSE, FQA

Deputy Vice-Chancellor (Academic) since July 2005

Oversees policies on teaching and learning, information technology, quality assurance and equity. Responsibilities include Dean of Students Office, Office of Marketing and Communications, Customs House, the Equity Office and the Teaching and Educational Development Institute

Appointed Deputy Vice-Chancellor (Academic) in July 2005. Previously Executive Dean, Faculty of Engineering, Physical Sciences and Architecture 2003–2005; inaugural Head, School of Geography, Planning and Architecture 2000–2003; Head, Architecture Department 1990–2000. Queensland Government Architect 1999–. Queensland Architect of the Year 1998. Memberships: South Bank Corporation Board (Advisor for the 2006 Ideas Festival); and Sydney 2000 Olympic Design Review Panel. Advisor for the National Museum Project.



**Professor
John Hay, AC**

BA(Hons) *W.Aust.* and *Camb.*,
MA *Camb.*, PhD *W.Aust.*,
Hon LittD *Deakin*, Hon DLitt.
W.Aust., FACE, FAIM, FQA

Vice-Chancellor

CEO, responsible to Senate for overall direction of strategic planning, finance and external affairs

Vice-Chancellor and ex officio member of Senate since 1996. Previously Vice-Chancellor and President, Deakin University 1992-95; Senior Deputy Vice-Chancellor, Monash University 1988-91; and Dean of Arts, Monash 1987, establishing National Key Centre for Australian Studies. Chair of *Universitas 21*; the Carrick Institute for Learning and Teaching in Higher Education; Institute for Molecular Bioscience; and Deputy Chair of the Brisbane Institute. Numerous memberships including: Board of Trustees, Queensland Performing Arts Trust; Board of Trustees, Brisbane Girls Grammar School; National Library of Australia Council. General editor of *Bibliography of Australian Literature* project.



**Professor
Paul Greenfield, AO**

BE(Hons), PhD *NSW*,
BEcon *Qld.*, CEng, CPEng,
CSci, FTSE, FICChemE,
FIEAust, FAICD

Senior Deputy Vice-Chancellor

Responsible for strategic planning and overall management of faculties, IMB, Queensland Brain Institute and Library

Appointed Senior Deputy Vice-Chancellor in 2002. Previously Deputy Vice-Chancellor 2001; Deputy Vice-Chancellor (Research) 1997-00; Executive Dean of the Faculty of Engineering, Physical Sciences and Architecture (est. 1997); and Pro-Vice-Chancellor (Physical Sciences and Engineering) 1993-96. Chair of Scientific Advisory Group to the Moreton Bay and Waterways Partnership; and Hazardous Waste Technical Working Group (Basel Convention). Directorships: Symbiosis Ltd; NICTA Ltd; several University companies including UniQuest Pty Ltd, IMBcom Pty Ltd, UQ Holdings Ltd.



**Professor
Trevor Grigg**

BE(Hons), BEcon, PhD *Qld.*,
CPEng, FIEAust, FAIM, FAICD

**Deputy Vice-Chancellor
(International and Development)**

Responsible for international development, policy and strategy, fundraising and development, capital asset management and space planning

Appointed Deputy Vice-Chancellor (International and Development) in 2000. Previously University of Queensland Pro-Vice-Chancellor (Academic) 1997-99; Dean of Business, Queensland University of Technology 1995-97; Head, Graduate School of Management, The University of Queensland 1992-94. Directorships: CRC for Sustainable Tourism Pty Ltd and its subsidiary Sustainable Tourism Holdings Pty Ltd; Queensland Education and Training Export Board; IDP Education Australia Limited (until March 2005); and Carisgold Pty Ltd. Foundation chair, Ipswich Region Education and Training Cluster Inc (until February 2005). Member, Board of Governors of Sohar University, Sultanate of Oman.



**Professor
Alan Rix**

BA(Hons), PhD *ANU*

Pro-Vice-Chancellor Ipswich

Responsible for overall management and development of the UQ Ipswich campus and its external relationships

Appointed inaugural Pro-Vice-Chancellor (Ipswich) in 2004. Previously Executive Dean of the Faculty of Arts 1997-2004; Pro-Vice-Chancellor (External Affairs) 1994-96; Head, Department of Asian Languages and Studies 1985-94. Directorships: Council of the National Trust of Queensland; Board of St Joseph's College, Gregory Terrace; Chair, Ipswich Region Education and Training Cluster; Board of Ipswich Region Chamber of Commerce.



**Mr Douglas
Porter**

BA(Hons) *Durh.*, FAIM

Secretary and Registrar

Leads and coordinates the work of central administrative divisions and information technology services; Secretary to the University Senate

Appointed Secretary and Registrar in 1986. Previously Deputy Registrar, University of Manchester; University Planning Officer, University of Aston, Birmingham. Directorships: QTAC Board; Uniseed Pty Ltd Board; UniQuest Pty Ltd; Comquest Group Board; SARV Pty Ltd Board; CiTR Pty Ltd; Joint Company Secretary UQ Holdings. Member of the Oracle International Customer Advisory Board; Member of the Governing Body of Queensland Studies Authority; Chair QSA Tertiary Entrance Committee. Secretary to The University of Queensland Senate. Honorary Secretary to the Queensland Rhodes Scholarship Selection Committee.



**Professor
Jenny Strong**

BOccThy, MOccThy, PhD
Qld., GAICD

President of the Academic Board

Chairs and coordinates the Board's work on policies relating to academic programs, teaching and learning, assessment, research, academic staff promotions, prizes and scholarships. Oversees reviews of academic schools, centres and other organisational units offering teaching and research programs

Appointed President, Academic Board in 2002. Professor of Occupational Therapy since 1997. Memberships: International Association for the Study of Pain; OT Australia; Australian Pain Society; NZ Pain Society. Editorial board for *American Journal of Occupational Therapy*. Former deputy chair, Occupational Therapy Board of Queensland and former director, Australian Pain Society.

University Senate

2005 was the fourth year in the term of the 30th Senate of The University of Queensland, beginning January 1, 2002. The term of the 30th Senate was extended until December 31, 2005, pending amendments to the *University of Queensland Act* (page 12) in response to the Governance Protocols outlined in the *Higher Education Support Act 2003*. Senate met formally on six occasions in 2005.

Chancellor

The Honourable Sir Llewellyn Edwards, AC, MB BS *Qld.*, Hon.LLD *Qld.*, Hon DUniv *QUT*, Hon DUniv *Griff*, FRACMA, FAIM

Deputy Chancellor

Professor Robert N. Wensley, QC, BE(Hons) *Qld.*, MEngSc *Qld.*, LLB(Hons) *Qld.*, Hon. LLD *Qld.*

Vice-Chancellor

Professor John A. Hay, AC, BA(Hons) *W.Aust.* and *Camb.*, MA *Camb.*, PhD *W.Aust.*, Hon. LittD *Deakin*, FACE, FAIM, FQA

In attendance at Senate but not members of Senate

Senior Deputy Vice-Chancellor

Professor Paul F. Greenfield, AO, BE(Hons) *NSW*, PhD *NSW*, BEcon *Qld.*, FTSE, FICHEM, FIEAust, MAICH

Deputy Vice-Chancellor (International and Development)

Professor Trevor J. Grigg, BE(Hons) *Qld.*, BEcon *Qld.*, PhD *Qld.*, CPENG, MIEAust, FAIM, FAICD

Deputy Vice-Chancellor (Academic)

Professor Margaret Gardner, BEcon(Hons) *Syd.*, PhD *Syd.*, FAIM (until March 2005)

Professor Michael Keniger, AADip *Lond.*, LFRAIA, RIBA, FTSE, FQA (from July 2005)

Deputy Vice-Chancellor (Research)

Professor David Siddle, BA(Hons) *Qld.*, PhD *Qld.*, FASSA, FAPS

Secretary and Registrar

Mr Douglas Porter, BA(Hons) *Durh.*, FAIM

Official members

Vice-Chancellor

Professor John A. Hay, AC, BA(Hons) *W.Aust.*, MA *Camb.*, PhD *W.Aust.*, Hon.LittD *Deakin*, FACE

Director-General of Education

Mr Ken Smith, BSW(Hons) *NSW*, MSW *NSW*

President of the Academic Board

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

President of The University of Queensland Academic Staff Association

Dr Andrew Bonnell, BA(Hons) *Syd.*, PhD *Syd.*

President of The University of Queensland Union

Ms Leah Sanderson

Anglican Archbishop of Brisbane

The Most Reverend Dr Phillip Aspinall, BSc *Tas.*, GDipRE *BCAE*, BD(Hons) *Melb.* C.Div., PhD *Monash*, GDipMan *Deakin*, MBA *Deakin*

Roman Catholic Archbishop of Brisbane

The Most Reverend John A. Bathersby, DD, STD *Greg.*, DUniv *Griff*.

Appointed members

Eleven members appointed by the Governor-in-Council

- Ms Eleanor Davidson, BBus *Queens*, FAIM
- Dr G.H. (Ted) Edwards, Hon.DEcon *Qld.*, FAICD
- The Honourable Sir Llewellyn Edwards, AC, MB BS *Qld.*, Hon.LLD *Qld.*, Hon DUniv *QUT*, Hon DUniv *Griff*, FRACMA, FAIM
- Dr Bruce Flegg, MP, MBBS *Syd.*, GradDipFinMkts *Sec Inst.*
- Mr David Gray, BSc *Newcastle (UK)*
- Dr Peter Ho, BSc(Hons) *Warwick*, PhD *Qld.*, MICE, MISTRUCTE, MIEAust, MHKIE
- Ms Rachel G. Nolan, MP, BA(Hons) *Qld.*
- Ms Renaye Peters, BAppSc, *Qld.UT*, BArch(Hons) *Qld.UT*, GDipPMgmt *Qld.UT*
- Dr A.E. de Norbury Rogers, AO, BCom *Qld.*, Hon.DEcon *Qld.*, AAUQ *Qld.*, FCA, FAICD
- Ms Lilla Watson, BA *Qld.*
- The Honourable Justice Margaret J. White, LLB *Adel.*, Hon.LLD *Qld.*

Elected members

One member of the Academic Board

Professor John de Jersey AM, BSc(Hons) *Qld.*, PhD *Qld.*

Three members of the full-time graduate staff

- Professor Gordon C. Grigg, BSc(Hons) *Qld.*, PhD *Oregon*, DSc *Syd.*, FRZS *NSW*, FAIB
- Ms Jan Massey, BA(Hons) *Qld.*, MAdmin *Griff*.
- Ms Diane J. Zetlin, BA(Hons) *Qld.*

One member of the full-time non-graduate staff

Ms Kay Whitfield

Two students

- Mr Matthew S. Collins
- Ms Juliana E. Virine

Eight members of Convocation

- Mr Donald S. Barrett, BA(Hons) *Qld.*, MA *Qld.*
- Mr Denis J. Brosnan, BA(Hons) *Qld.*, MLitSt *Qld.*
- Dr John A. Desmarchelier, AM, ED, BCom *NSW*, BEcon *Qld.*, Hon.DEcon *Qld.*, MBA *NE*, FAIM, FAICD
- Dr John M. Fenwick, BE(Hons) *Qld.*, DPhil *Oxf.*, MIEAust
- Dr Mary D. Mahoney, MB BS *Qld.*, GDip-ClinEd *NSW*, Hon.MD *Qld.*, FRACGP, FAIM, FAMA
- Professor Kay E.B. Saunders, AM, BA(Hons) *Qld.*, PhD *Qld.*
- Dr Frederick Schubert, BSc *Qld.*, MBBS *Qld.*, BA *Qld.*, FRANZCR, FRCR, DDU, FAMA, FASMF, FAIM
- Professor Robert N. Wensley, QC, BE(Hons) *Qld.*, MEngSc *Qld.*, LLB(Hons) *Qld.*, Hon. LLD *Qld.*

Additional members

- Mr Peter G. Anand BA, LLB *Qld.*, BCL *Oxf.*
- Mr Nicholas W. Stump, MAppSc *Adel.*

Changes to Senate membership during 2005

- February: Dr David Watson, MP retired as a member of Parliament. His successor was Dr Bruce Flegg, MP.

Students crowd the Great Court on Market Day during Orientation. This year's offerings included information sessions, tours, social events, the Ignition rock concert featuring the band Spiderbait, a membership choice of 140 clubs and societies, and free showbags, diaries and barbecues. ►

Strategic direction



2005-2009 Strategic Plan

The mission of The University of Queensland is to create a community dedicated to achieving national and international levels of excellence in teaching, research and scholarship, one that makes significant contributions to the intellectual, cultural, social and economic life of the State of Queensland and the Australian nation.

Strategic aims, aspirations and commitments

Throughout its history of almost a century, The University of Queensland has shared with the world's great universities the enduring values of creating and transmitting knowledge, the passionate and disinterested pursuit of truth, the maintenance of the highest standards of teaching, research and scholarship and the enhancement of society's core values.

As Queensland's first and pre-eminent university, The University of Queensland is one of only three Australian foundation members of the multi-national *Universitas 21* group of world-class, research-intensive universities. It offers programs across a wide range of disciplines and is committed to benchmarking its operations against appropriate international standards of best practice and to maintaining a diverse and principled scholarly community of outstandingly able and ethical staff and students.

In a situation of competition, uncertainty and change, The University of Queensland seeks to identify and develop new and appropriate strategic priorities in teaching and research, in the development, management and diversification of our resource base and in the use of new technologies to provide leading-edge infrastructure. The University's Strategic Initiatives Fund plays a crucial role in helping achieve new priorities across a wide range of activities by leveraging significant sources of new funding.

New, world-class research institutes and centres, the continuing development of innovative programs, courses and pedagogies and an abiding commitment to enhanced levels of quality assurance and accountability reflect some of the ways in which The University of Queensland seeks to honour its responsibilities both to its own community and to the wider communities.

Key operational priorities

All actions will be influenced by the pressing need to attract substantially greater amounts of income from sources apart from the base Commonwealth Grant, in order to overcome prospective funding difficulties, provide adequate remuneration to staff, and remain dynamic and responsive to changing opportunities and demands into the future.

The University's long-term strategic objectives and immediate operational priorities for each of its key areas of activity are set out in full in later sections. However, the University Senate has determined that the most critical operational priorities for the immediate future are to:

1. attract and retain the most able students, with the aim of achieving equity and diversity in the student population;
2. enhance students' learning experience with attention to improving student:staff ratios;
3. support a research-based teaching and learning culture and practice;
4. achieve a graduate student proportion of 25 percent, with increasing emphasis on research students;
5. internationalise all facets of the University's endeavours;
6. improve research productivity and quality, focusing on areas of strategic priority;
7. maintain leadership in the transfer and commercialisation of intellectual property;
8. increase and diversify the University's income base;
9. implement best practice in managing people, resources and systems, ensuring equality of opportunity for all staff regardless of their backgrounds; and
10. enhance the physical environment and facilities of the University, particularly teaching and learning facilities.

Relationship to Queensland Government social and fiscal objectives

The Queensland Government has identified a set of social and fiscal objectives to guide the planning of the State's statutory authorities.

A major focus of the University's activities involves support for the community outcome *Building Queensland's economy*. The University contributes strongly to the priorities for this outcome, particularly *Realising the Smart State through education, skills and innovation* and *Growing a diverse economy and creating jobs* and is a leading contributor helping to fulfil the strategy to encourage world-class research that builds on Queensland's unique resources.

Through the direct contribution of its diverse teaching and research activities, as well as through the leadership provided by its expert staff in community debate and policy development, the University also contributes strongly to priorities under the other outcomes identified by the Government – *Strengthening Queensland communities* and *Protecting Queensland's environment*.

Teaching and learning

Strategic objectives

As the preferred university of the majority of Queensland's most highly qualified students, whether school leavers, mature-age students or graduates returning for higher-level studies, as well as of outstanding international students, the University of Queensland is committed to excellence of learning experiences and outcomes and will:

- > provide rewarding educational experiences that develop in graduates capacities for independence and creativity, critical judgement, effective communication and ethical and social understanding as well as in-depth knowledge of a field of study;
- > deliver an enhanced and flexible approach to learning that meets curricula and pedagogic objectives by actively engaging students and providing the benefits of small group interactions;
- > ensure effective, structured evaluation of teaching and learning quality and outcomes, enlightened by feedback from students, scholars, professions, industry and community;
- > recognise the relationship between excellence in teaching and learning and research and reinforce a commitment to the distinctiveness of a research-based culture for teaching and learning;
- > support ways to build effective learning communities that encourage independent learning and peer interactions;
- > support measures to reduce class sizes, particularly in first-year courses, and measures that will lead to an improvement in the student experience;
- > review and enhance postgraduate coursework programs to renew and increase the postgraduate profile to assist in achieving a student body of which 25 percent is at postgraduate level;
- > support improved access by students from disadvantaged backgrounds;
- > deliver an international focus through curricula and through exposure of students to educational and cultural experiences at this University and overseas;

Projected student load profile

The University aims to achieve the student load targets for 2009 set out in the following table:

Student load 2003-2009	RECORDED		PROJECTED					% INCREASE 2004-2009	% SHARE IN 2009
	2003	2004	2005	2006	2007	2008	2009		
BY PROGRAM TYPE									
Higher degree research	2660	2731	2800	2875	2950	3025	3100	14%	9.6%
Postgraduate coursework	3267	3537	3675	3825	4000	4175	4350	23%	13.5%
Undergraduate and non-award	23464	23061	23545	23950	24220	24555	24885	8%	77.0%
Total	29391	29329	30020	30650	31170	31755	32335	11%	
BY FUNDING SOURCE									
HECS-based, RTS and other	22568	22059	22525	22750	22850	22950	23025	5%	71.2%
Domestic fee paying	2227	2319	2425	2650	2850	3050	3200	38%	9.9%
International fee paying	4596	4950	5070	5250	5470	5755	6110	24%	18.9%

The table shows actual student load for the full year in Equivalent Full-time Student Units (EFTSU). Strategic Plan targets include all recorded load at Mt Eliza Business College, but not at offshore partner campuses. "Other" funding source load includes extended enrolment domestic research load.

- > recruit, develop and retain staff who provide high-quality teaching and learning; and
- > enhance the teaching and learning environment, particularly in relation to provision of high-quality infrastructure for flexible learning.

Operational priorities

- > Increase the use of flexible learning approaches and the appropriate use of information and communications technologies in educational programs, particularly postgraduate.
- > Gather and use information about the quality of teaching and learning and monitor the provision of curriculum and assessment that encourages and reinforces improvements in the quality of teaching and learning.
- > Build opportunities for students to engage with the University's research environment through learning communities that provide the culture and experiences of research.
- > Provide programs, including the recruitment of additional staff, to improve the learning experience of first-year students in particular.
- > Support a system of curriculum review and development that provides a strong focus to innovative and effective curriculum design.
- > Improve guidance and advice to students about program and course selection and maintain ways to seek and respond to student feedback about the teaching and learning environment.
- > Develop strategies to improve access and participation of students from disadvantaged backgrounds.

- > Develop strategies to support internationalisation of programs, courses and the student experience.
- > Seek opportunities for enhanced collaboration and strategic partnerships in teaching and learning with other institutions in Australia and overseas.
- > Ensure that the teaching quality assurance program, the staff promotion process and other incentives, reward and promote school and individual achievement in teaching and learning excellence.
- > Provide staff development to support best practice approaches to teaching and learning and to encourage teaching and learning staff to be innovative, effective and reflective.
- > Develop a program to enhance infrastructure to support flexible teaching and learning practices and to extend the development and use of collaborative teaching and learning spaces.

Research and research training

Strategic objectives

The University of Queensland is one of Australia's premier, broad-based research-intensive universities. The University aims to achieve international excellence in all types of research and research training, from fundamental, curiosity-driven work that adds to the stock of knowledge through to applied research resulting in commercial innovation. The University considers that excellence in research underpins both excellence in teaching and the ability to develop depth in its community partnerships. Its commitment to quality research

PhD student Andrew Blake (left) and senior lecturer in casting technology Associate Professor Carlos Cáceres... investigating the hardening and softening mechanisms in magnesium as part of research which may lead to new alloys for use in industries such as automobile manufacture. ▶



is underpinned by a growing portfolio of world-class infrastructure. The University of Queensland Graduate School has positioned UQ as a graduate destination of the highest standard.

In seeking to develop its international reputation for research excellence the University will:

- > promote the importance and benefits of research to the wider community and champion the leadership role that the University plays in research and research training activities;
- > achieve international distinction across a significant number of strategically-prioritised areas of research;
- > develop major research collaborations with government agencies, industry and the international community;
- > increase research funding from all state, national and international sources; and
- > enhance the University's role as one of Australia's major providers of research training by providing innovative and flexible programs at honours, masters and doctoral levels.

Operational priorities

- > Improve the University's research performance by international and national standards.
- > Critically assess the amount and quality of research performed by faculties, schools and centres against relevant comparators.
- > Identify and create critical mass in strategically-important areas of research.
- > Identify and direct support to areas of strength.
- > Recognise and reward the very best performance in research and in research supervision.
- > Provide opportunities and encouragement for all staff to develop their research strategies and enhance their performance and supervisory skills, with targeted support for early career researchers.
- > Encourage all new staff to develop an active, externally-focused research profile and to improve their supervision skills.
- > Attract, retain, educate and graduate a growing cohort of higher degree research students.
- > Provide appropriate support structures and facilities to foster outstanding performance at both higher degree and postdoctoral levels.
- > Improve the training and broaden the educational experiences of all higher degree research students.
- > Develop and maintain an excellent research infrastructure capability to meet the needs of researchers and research students.
- > Maximise research collaboration with industry.
- > Identify and support potential opportunities for the commercialisation of University-owned intellectual property through research contracts, licence agreements and spin-off companies.

Community partnerships

Strategic objectives

Recognising that its activities and resources represent a remarkable state and national resource, the University will:

- > develop closer and more numerous links with the wider community of which it is a part;
- > establish strategic partnerships and identify priorities that mutually serve the interests of the University and its stakeholders;
- > collaborate in strategic activities for community benefit with industry, business and professional groups and with instrumentalities at city, state, national and international levels;
- > champion the role of education and research in underpinning the economic health and social wellbeing of local, state, national and international communities;
- > provide staff with the opportunity to contribute to the community while achieving educational and personal development outcomes;
- > build on the University's strengths in the services it is able to offer the community, helping to find and promote innovative and sustainable solutions to community challenges; and
- > maintain the University's role as a provider of specialist services to the community through its libraries, museums, clinics, collections and other specialised scientific, cultural and public performance facilities.

Operational priorities

- > Play a leading role in stimulating intellectual debate within the community on cultural, economic and social issues, for the advancement of Queensland.
- > Increase recognition within Queensland and the wider national and international communities of the excellence of the University's educational programs and research through a comprehensive community information program.
- > Ensure that the University's graduates are well-informed on the activities, aims, aspirations and commitments of the University as a basis for establishing and maintaining enduring long-term relationships between the University and its alumni.
- > In partnership with communities, business, government and non-profit organisations, identify community needs which the University is well placed to service.
- > Facilitate community involvement in University decisions affecting the community.
- > Expand the professional contributions of staff in their specialised fields to the needs of government, business, health, rural and community organisations.



▲ FEAST-ing at UQ Gatton... high school students enjoy this year's Future Experiences in Agriculture, Science and Technology (FEAST) residential school at UQ Gatton.

- > Maintain and extend activities in continuing professional education, as part of the mainstream teaching responsibilities of the University, by offering post-tertiary courses which reflect the latest developments in their fields and, wherever possible, are articulated to award courses.
- > Enhance relationships with the University's alumni through the development of a domestic and international alumni strategy.

Management and resources

Strategic objectives

The University of Queensland will:

- > ensure that its academic aims and aspirations are supported by effective management structures, policies, practices and systems and that all aspects

of the University are administered in a professional and client-focused manner;

- > ensure that the faculties and other principal organisational groups take responsibility for implementing the strategic objectives and operational priorities in this plan;
- > devolve the management of resources to the most effective level;
- > seek to enhance levels of funding from all sources, particularly sources independent of the base Commonwealth Operating Grant;
- > develop, maintain and implement effective policies and procedures for the recruitment, retention and development of high-quality staff;
- > assist managers to lead and manage their staff more effectively and to support the effective implementation of change across the University;

- > provide an appropriate physical environment and maintain it to high aesthetic, functional and safety standards;
- > provide high-quality learning and teaching facilities, with particular attention to the changing needs of students, and improve utilisation by better management;
- > deliver customer-focused innovative information services integrated with the University's teaching, learning, research and community service activities and provide the information infrastructure necessary for leading-edge research activity;
- > deliver leading-edge information technology support services and infrastructure;
- > ensure that the capital budget framework supports sound strategic management of, and planning for, the University's capital assets; and
- > build and strengthen its profile and relationships with prospective students and staff, business, government, the professions, its alumni and the community at large through coordinated University-wide marketing, communication and development programs and activities.

Operational priorities

- > Implement modern systems in support of teaching, learning and administration and provide access to these systems in flexible user-friendly ways, particularly to connect students and staff with their learning environments and to provide timely management information for institutional performance measurement and quality assurance and control.
- > Ensure that faculties, central services and the central administration develop and maintain five-year operational plans.
- > Ensure that faculties, central services and the central administration demonstrate their management effectiveness by operational benchmarking.
- > Rationalise activities to allow support to be provided for growth and development of strategic strengths and to ensure that the University's resources are used as effectively as possible in support of its Strategic Objectives.
- > Ensure that faculties prepare business plans for all new major academic activities, particularly those associated with the internationalisation of teaching and research endeavours, to demonstrate projected financial returns and resource commitments.
- > Encourage and support all parts of the University in efforts to attract an increasing proportion of funding from non-government sources.
- > Secure development funds from external sources of at least \$100 million in the period 2005-2009 for projects based on sound business plans and

associated with the University's strategic objectives.

- > By 2009 increase revenue from sources additional to core Commonwealth funding (Commonwealth Grant Scheme [CGS], Research Training Scheme [RTS] and Institutional Grant Scheme [IGS] amounts) by at least 45 percent above the 2003 level of \$497 million.
- > Provide development and training opportunities to assist staff in their professional development and to improve the University's organisational efficiency and effectiveness.
- > Promote equality of opportunity through a proactive equity and diversity program.
- > Review the ongoing appropriateness of the current budget framework for the management of the University's capital assets and for the maintenance of its infrastructure.
- > Develop, implement and maintain a comprehensive development plan for the University.
- > Develop, implement and maintain a comprehensive marketing and communications plan.

Dr Peter Erskine, research fellow in our School of Integrative Biology (front), works with Vietnamese researchers on developing a forest restoration plan for Yok Dom National Park in Vietnam (picture courtesy Dr Erskine). ▼



Review of activities

From the Chancellor

Annual reporting is an exacting task – and a great opportunity to share with our stakeholders the activities, initiatives and outcomes which made this year memorable for our University.

As outlined in the following pages, we have made steady, focused progress towards the objectives and priorities outlined in our Strategic Plan. We have also kept an eye focused on the future, as we monitor the higher education environment and plan for continuing success, relevance and growth.

Implementation of new National Governance Protocols made 2005 a historically-significant year for many Australian universities. For us, this included managing a smooth transition from our traditional 35-member Senate to a new, 22-member Senate to serve from 2006 as the 31st Senate of The University of Queensland.

It was a privilege to lead Senate in 2005 during the fourth year of my fourth consecutive term as Chancellor, and to work with so many dedicated

and talented people throughout the University. I am honoured to have been selected to continue this role with the 31st Senate.

The collective efforts of our Vice-Chancellor, his Executive, my fellow Senators, University staff, students and graduates generated some extremely positive outcomes in 2005; and I sincerely thank every one of you for your contributions.



Sir Llewellyn Edwards AC
CHANCELLOR

Sir Llew Edwards congratulates the Honourable Dame Carol Kidu, Minister for Community Development, National Parliament of Papua New Guinea, on receiving one of 12 honorary degrees presented this year (pages 64-65).

We honoured Dame Carol, one of only four women (and the only white woman) ever elected to the National Parliament of Papua New Guinea, for contributions to social development and women's rights. ▶





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Research and research training

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Review of activities



Teaching and learning

We expanded study opportunities and infrastructure, offered new scholarships and facilitated innovative teaching while encouraging and recognising diversity and achievement.

Our students

Advanced teaching techniques and world-class facilities back our commitment to helping students succeed in an innovative and effective learning environment.

Enrolments

We continued to attract most of the State's best-qualified school leavers. Of 1710 school leavers achieving the top three Overall Position (OP) scores, we admitted 990 – almost three times the number choosing our nearest competitor.

Significantly, we enrolled 324 (two-thirds) of Queensland's OP1 students. Popular choices for this elite group included science (88 students), engineering (69), law (57), pharmacy (43) and physiotherapy (21).

Our overall enrolment was 37,177 students – down by 962 on the previous year. This echoed a downward national trend observed in 2004, and was (as then) due to a drop in the number of publicly-funded places to ease undergraduate over-enrolment. More admissions to publicly-supported places will be required from 2006 if we are to meet targets in the Commonwealth Grants Scheme agreement negotiated with the Department of Education, Science and Training (DEST).

International enrolments remained steady while female enrolments (55 percent of all students) increased in a number of faculties.

Other key enrolment data were as follows.

- St Lucia enrolments numbered 32,950; UQ Ipswich 1898; and UQ Gatton 1868.
- Undergraduates (bachelors, diploma/associate diploma and non-award courses) comprised 74 percent of all students.
- Postgraduates (pages 32, 56) comprised 26 percent of all students, exceeding our target of 25 percent.
- Our largest postgraduate sector was masters by coursework (4663, or 12.5 percent of all students), followed by doctorate by research (3036 students).
- International students representing 124 countries formed 17.1 percent of the student body. Of 6332 students, most (952) were from Singapore.
- International enrolments increased for the doctorate by research (from 508 in 2004 to 538 in 2005), doctorate by coursework (eight to 10) and masters by coursework (1686 to 1817).

- Enrolments within faculties showed some movement: the Faculty of Health Sciences increased by 325 students (to 4963), and SBS by 44 (to 3655).

The Federal Government allocated additional places to UQ Ipswich in 2005 for the new Bachelor of Nursing, teacher training for middle years of schooling and other programs.

Graduations

This year 5831 of our 8838 graduates attended 22 ceremonies in Australia and four celebrations overseas. These were held in Singapore, Hong Kong, Kuala Lumpur and, for the first time, Bangkok, where Her Royal Highness Princess Maha Chakri Sirindhorn of Thailand accepted a Doctor of Philosophy *honoris causa* (page 65).

Graduation highlights included:

- our first mid-year ceremony for UQ Ipswich, with three ceremonies this year reflecting campus growth;
- more than 800 awards to health professionals in audiology, dentistry, human movement studies, medicine, pharmacy, physiotherapy, population health, occupational therapy and speech pathology;
- 544 postgraduate awards through our Graduate School (514 in 2004); and
- high proportions of graduates from the Faculties of BEL (27.1 percent of all graduates), Health Sciences (13.9 percent) and Arts (12.7 percent).

Graduate outcomes

Our graduates (under the age of 25 and available for full-time work) again reported high employment rates and salaries in the annual Graduate Careers Australia (GCA) Graduate Destination Survey.

The figures, compiled by DEST, show a full-time employment rate of 85.4 percent for our 2004 bachelor degree graduates – higher than the national average of 80.9 percent.

The national graduate unemployment rate (unemployed and seeking full-time employment) is, according to the survey, 6.9 percent. For the third year in a row we bettered this national average, with five percent.

Objectives

- to equip graduates for successful careers by providing rewarding educational experiences which develop independence, creativity, critical judgement, effective communication and ethical and social understanding
- to reinforce a commitment to the distinctiveness of a research-based culture for teaching and learning
- to boost our postgraduate profile and achieve a student body of which 25 percent is at postgraduate level
- to enhance teaching and learning environments through flexible learning, effective evaluation (enlightened by feedback), quality infrastructure and quality staff

Key outcomes

- 20 percent of nation-wide allocations from the Federal Government Learning and Teaching Performance Fund
- one-third of national teaching excellence awards
- highest number of Commonwealth Learning Scholarships (worth \$2.4 million)
- postgraduates representing 26 percent of student body

Outlook for the higher education sector

- focus on student satisfaction and student outcomes
- more spending on excellence in teaching and learning
- growing emphasis on alternative funding sources
- implementation of Voluntary Student Unionism
- exponential globalisation

Our year ahead

- focus on quality first-year experience
- more graduates in skills-shortage fields
- more workplace and research-based learning
- improving teaching and learning spaces
- identifying and responding to student needs

◀ Honours in creative writing (contemporary studies) student Toni Risson (left) and her daughter Abbey (one of the lizard look-alikes at the book launch) celebrate completion of Ms Risson's first book, *Licking Lizards*, published by University of Queensland Press as a result of the undergraduate course *Creative Writing and Publishing* taught at UQ Ipswich (picture Lyle Radford).

Our graduates... high employment in*

- medicine (100 percent)
- pharmacy (97 percent)
- veterinary science (92 percent)
- speech pathology (80.7 percent)
- physiotherapy (78 percent)

* Graduate Careers Australia
Graduate Destination Survey
2005

Starting salaries for bachelors graduates (aged under 25 years, first full-time employment) were reported at \$40,000 for males (\$40,000 national average) and \$36,000 for females (\$39,000 national average). Higher-end salary areas included commerce, mining engineering, mechanical and space engineering, and business management/economics.

The survey reported 34 percent of our bachelor degree graduates in further full-time study – significantly greater than the national figure of 22.5 percent.

Maintaining relevance

Meeting workplace needs

Initiatives such as the following responded to current workplace needs.

- Our School of Biomedical Sciences and School of Journalism and Communication joined forces to help third-year biological sciences students develop scientific literacy and communication skills. This generated an additional writing program in science communication for undergraduate science courses.
- We devised a Bachelor of Engineering double major in chemical and metallurgical engineering for offer from **2006**, as recommended by a joint industry/University taskforce.
- We will offer an extra 100 places (18 percent increase) in the engineering undergraduate program in **2006**, to meet growing industry demand.

Satisfying student needs

Feedback from students helped us assess and update our teaching and learning performance and offerings. Opinion gathering included:

- the biennial Student Experience Survey (page 37);
- the GCCA Course Experience Questionnaire (page 69);
- our institutional course evaluation (iCEVAL) instrument (page 37); and
- our PhD exit questionnaire.

Our responses included new and amended websites to disseminate information and enhance support.

- We incorporated *myServices*, which holds all student-related services in one location, into the *myAdvisor* and *myUQ* websites.
- We launched an accommodation database www.uq.edu.au/rentalsonline for St Lucia, UQ Gatton and UQ Ipswich.
- We developed *New to UQ* (for launch in **2006**) to help new students during their first few weeks at University, as a central source of critical information, for example, the offer process, student services and resources available.

Building research skills

Initiatives to nurture a research-based learning culture included:

- our First Year Experience Project (page 35);
- a Teaching and Educational Development Institute-based *Learning Communities* research project;
- evaluation of our new Collaborative Learning

2005 PhD graduate Andrew Simpson (left) and lecturer Dr Geoff Walker prepare a model of the *UltraCommuter* for unveiling at the RACQ's centenary celebrations. Students are building a prototype of the solar-electric concept car (designed to reduce fuel use by 83 percent and greenhouse gas emissions by 87 percent) in our Sustainable Energy Research Laboratory. ▶





◀ Science graduate, wildlife biologist and documentary maker Dr Chadden Hunter was dubbed *Monkey Man* by local farmers in the Simien Mountains of Ethiopia while making a film to raise international awareness of the rare gelada baboons. He became a scientific consultant to Sir David Attenborough's *Life of Mammals* series (picture courtesy Dr Hunter).

Our Internationalisation Plan* aims to

- develop program curricula with imbedded international dimensions,
- encourage Australian students to participate in and benefit from international education, and
- achieve high levels of satisfaction (with experiences and education) for international students at our University.

*approved by Senate in July 2005

Centre (page 40) as a basis for new teaching strategies in flexible spaces; and

- launch of our *Arts Faculty Scholars Program* (involves high-achieving final-year students in academic and social programs with outstanding scholars and community leaders).

Supporting learning

Scholarships

We were allocated the highest number of Commonwealth Learning Scholarships (CLS, worth more than \$2.4 million) in the country. We offered 486 CLS in 2005 compared to 319 in 2004. This included 206 CLS for rural students who must move away from home to attend university, and 280 to help low-income students meet education costs.

More than \$40,000 worth of scholarships backed by community funding (page 61) supported continuing UQ Ipswich students. Other assistance included the UQ Excellence Scholarships, the Group of Eight (Go8) Scholarships and UQ-Link Residential Support Scholarships (page 34).

More scholarships, bursaries and prizes became available, with nearly 1400 students receiving financial aid through scholarships in 2005. Senate-approved scholarships increased from 415 in 2004 to 430 (worth around \$390,600) this year.

New scholarships and bursaries included:

- *University of Queensland Student Exchange Scholarships* (\$5000 each), to replace our Student Exchange Bursaries and UMAP Bursaries;
- undergraduate engineering scholarships including four from GHD Pty Ltd (\$2500 each) and one from the National Electricity Market Management Company (\$7000);
- *Jack Cunningham Memorial Prize* (\$1000) and *Atkinson Prize for Animal Welfare* (\$500) for veterinary science students;

- *Heather Bonner Memorial Scholarship* (\$5000, page 61);
- GRM International Undergraduate Scholarship in Social Science (Development) (\$5000), Faculty of SBS;
- *National Association of Women in Construction Scholarship* (\$2500), Faculty of EPSA;
- *Warren Braxton Bannister Bursary in Economics* (\$3000) for first-year economics students;
- *Bruce Rigsby Prize in Anthropology* (\$1000) for the best Bachelor of Arts (honours) thesis on Aboriginal anthropology; and
- various awards in dentistry.

Worldwide reach

International advances

The international education field became increasingly competitive in 2005, with countries that previously imported education now attracting international students to their own shores. Despite these challenges, our long-established global focus enabled us to attract high-quality international scholars and strengthen and diversify our international relationships.

Program reviews and updates included...		
Faculty	Award	Improvement
NRAVS	Bachelor of Applied Science	half-semester internship with industry
	Diploma of Applied Science and Queensland Certificate in Agriculture	streamlining for easier articulation
	graduate coursework programs	more group work
BEL	Bachelor of Hotel and Tourism Management	compulsory core courses and three new majors
	Master of Business	compulsory core courses and four new majors

Senate approved our Internationalisation Plan (page 31), aimed at producing graduates with the skills, competencies and perspectives to excel in a global context.

Other highlights for 2005 included:

- \$200,000 for extra student exchange scholarships (including opportunities for domestic students to study abroad) following a review;
- more than 570 visitors from 45 countries, including the Vietnamese Prime Minister, the British High Commissioner (page 59) and other dignitaries;
- our inaugural presentation of degrees in Bangkok (page 29); and
- increasing international enrolments from the People’s Republic of China, Singapore, India, the UK and France.

Global partnerships

We concluded 45 new agreements in 16 countries, and by year’s end had a total of 242 partners in 43 countries through 411 signed and active agreements.

The new agreements span research collaborations, student exchanges, articulation agreements and study abroad.

Highlights include:

- a memorandum of understanding with two new members of *Universitas 21* (page 4) – Korea University and Shanghai Jiao Tong University;
- a memorandum of agreement between our Australian Institute of Bioengineering and Nanotechnology (AIBN, pages 52, 57) and the National Science and Technology Development Agency of the Ministry of Science and Technology (Thailand), to appraise Thailand’s nanotechnology capabilities;
- four exchange agreements including our first two with China and India;
- an agreement between our Faculty of Arts and Waseda University (Japan), to provide a thematic *Study Abroad* program for up to 25 Waseda students each year; and
- an agreement of cooperation, initiated by Macao Polytechnic Institute (MPI), with our School of Languages and Comparative Cultural Studies. This will enable up to 20 students per year, who graduate from MPI’s Bachelor in Chinese-English Translation and Interpretation, to enrol in our Master of Arts in Translating and Interpreting (English and Chinese).

Our Institute of Continuing and TESOL (Teaching English to Speakers of Other Languages) Education (ICTE, page 64-65) continued a close relationship with the University of Danang.

This included development of the University of Danang-University of Queensland English Language Institute (UD-UQ ELI) under Vietnam’s first Business Cooperation Contract in higher education. Premises began construction and senior management staff were recruited this year, with operations due to begin in 2006.

We welcomed 687 students (mostly from the USA, northern Europe and Germany) as part of our *Study Abroad* program; and exchange students from 82 partner institutions in 21 countries. Most of these were from Canada (66 students), the USA (57), Japan (40), the UK (37) and South Korea (20).

Conversely, our students departed for 66 partner institutions in 18 countries. Most popular were Canada (62 students), UK (42), USA (38), Japan (18) and Mexico (14).

Postgraduates

We again led Australian institutions for numbers of research students with postgraduate enrolments at six levels totalling 9823. This was 26 percent (target 25 percent) of our student population.

Postgraduates (pages 29, 54-56) accounted for 40.3 percent of total international enrolments. The research/coursework split for this postgraduate group was 75.7 percent coursework and 24.3 percent research.

Female enrolments by faculty*	2003	2004	2005
	%	%	%
Arts	66.2	66.4	66.6
Biological and Chemical Sciences	53.6	55.7	52.7
Business, Economics and Law	50.2	50.0	51.5
Engineering, Physical Sciences and Architecture	24.3	23.5	22.7
Health Sciences	64.3	63.8	63.2
Natural Resources, Agriculture and Veterinary Science	58.2	60.2	65
Social and Behavioural Sciences	75.1	73.5	72.3

* at August 31, 2005

Female enrolments by program level*	2003	2004	2005
	%	%	%
Doctorate by research	46.9	47.5	48.3
Doctorate by coursework	78.1	79.0	71.8
Masters by research	49.0	51.4	49.5
Masters by coursework	53.0	52.0	54.4
Postgraduate/graduate diploma	57.2	56.0	56.9
Graduate certificate	51.1	51.2	53.7
Bachelors	55.9	55.9	55.9
Diploma/associate diploma (pre AQF)	45.7	48.3	52.5
Non-award course	60.2	60.7	59.0
Percent at all levels	54.7	54.7	55.0

* at August 31, 2005

Overall (domestic and international), the postgraduate research/coursework split was 36.5 percent to research (up from 35.7 percent in 2004) and 63.5 percent to coursework.

Following Senate's adoption of recommendations in the 2004 Postgraduate Coursework Awards Working Party report, we amended policies to boost consistency in admission and program requirements, credit and examination provisions, and levels of course offerings.

We launched industry and career-focused postgraduate options such as:

- Queensland's first graduate certificate, diploma, and masters degree in museum studies (Faculty of Arts);
- postgraduate coursework programs in development practice and human services (child protection practice) (Faculty of SBS); and
- opportunities for Advanced Entrepreneurship students to develop business plans for commercially-viable research projects (UQ Business School initiative with UniQuest).

Equity and diversity

www.uq.edu.au/equity

Ensuring equity

Enrolments by women remained static this year, at 55 percent (20,492) of all students.

Student equity initiatives included:

- implementation of our Equity and Diversity Plan approved in 2004;
- administration of Commonwealth and University

equity scholarships (additional scholarships at UQ Ipswich);

- a *Cultural Diversity and Inclusive Practice Toolkit*;
- a new position, Manager of UQ-Link (page 34), to boost outreach to disadvantaged groups e.g. Indigenous Australian students and those from low socio-economic backgrounds;
- a self-audit instrument to help work areas assess performance in equity and diversity, and plan for improvement;
- a re-Orientation program at UQ Ipswich; and
- a *Hang in there* learning support kit.

The Higher Education Equity Support Program (HEESP) again funded efforts to improve access for disadvantaged students and promote equality of opportunity in higher education.

HEESP backs opportunities for students from low socio-economic/low income backgrounds, rural and isolated areas, and non-English speaking backgrounds, as well as students with disabilities and those disadvantaged by gender.

HEESP-funded activities in 2005 included:

- *Future Experiences in Agriculture, Science and Technology* (FEAST, page 61) bursaries;
- improving women's participation in information technology and electrical engineering programs;
- Indigenous Australian teacher education program at UQ Ipswich;
- mentoring in our University schools – *Expanding Horizons*; and
- the UQ Ipswich first-in-family website, to enhance the *First-in-family* program.

On-the-job learning...

- medical internships in Rockhampton and Toowoomba (20 percent increase in places)
- preparing 13 weanling horses for sale at the *Magic Millions*, Australia's richest horse sale (Faculty of NRAVS)
- six-day tour of western Queensland researching rangeland management (Faculty of NRAVS, State Department of Natural Resources and Mines, Environmental Protection Agency)
- internships with the US Congressional Office, Washington DC (Faculty of SBS, open to all undergraduates who are Australian citizens)
- internships with the Australian Valuation Office, helping value Department of Defence property assets – the single biggest valuation in the country, worth \$10 billion (UQ Business School)
- paid work experience through the Institute of Chartered Accountants in Australia CA Achiever program (UQ Business School)
- vocational placements for Faculty of NRAVS students (new agreement with Hervey Bay City Council)
- advanced equine dentistry workshop (School of Veterinary Science, UQ Gatton)



- ◀ Multimedia design and information environments students Fiona Gosschalk (left) and Betty Hamoud set up their *Pinball Contraption* for the annual public Interactive Exhibit at UQ Ipswich. Projects showcased student work such as a reflective drum machine, zombie game, elaborate mousetrap, and 3D interactive adventure in a Mayan temple.

Help for people with disabilities...

- signing interpreting
- real-time transcription of lectures
- converting print to Braille and electronic formats
- specialist computer facilities
- physical assistance in the Library, laboratory and field
- mobility, hearing and other equipment
- access tutoring

Our third annual *Diversity Week*, themed *Difference in common*, included presentation of our second round of Vice-Chancellor's Equity and Diversity Awards. The \$10,000 group prize recognised a peer-mentoring program for first-year students at UQ Ipswich; and the \$5000 individual prize recognised longstanding contributions to equity at UQ Gatton.

Diversity Week featured about 30 events, including:

- a jazz concert at St Lucia;
- an African dance troupe performance and a forum on Indigenous issues at UQ Gatton;
- a photographic competition at UQ Ipswich; and
- a *Diversity Cookbook* launch by the School of Social Science to raise money for children in Northern Thailand.

Student entry and performance*

*Due to changes by DEST in the methodology and timing of collecting nationwide university data, DEST-generated statistics for 2005 were not available at the time of printing. The following trends information is sourced from internal analysis and therefore not benchmarked against state and national indicators.

We improved access for students from non-English speaking backgrounds and women completing higher degrees by research.

Access for some other groups continued a downward trend, particularly for people from low socio-economic backgrounds and Aboriginal and Torres Strait Islander students. This year, we developed and implemented strategies to redress these areas.

Participation rates increased for students from non-English speaking backgrounds and women in higher degrees and remained stable for women in engineering and information technology.

Retention rates

- improved for students from low socio-economic backgrounds and students with disabilities,
- continued to decline slightly for students from rural and isolated areas, and
- dropped significantly for Aboriginal and Torres

Strait Islander students (apparently reflecting the small numbers in this equity group).

Most student equity groups had success rates close to those of the wider student population. Students from rural areas performed slightly better than average, while students with disabilities and Aboriginal and Torres Strait Islander students had slightly lower success rates.

Support for disability

This year, 982 students (compared with 1122 in 2004) advised us of disabilities or medical conditions at enrolment.

In compliance with University policies and in line with the new Disability Standards for Education and the AVCC Guidelines on Information Access for Students with Print Disabilities, disability advisers at Student Support Services assisted 1346 students with disabilities or medical conditions. They conducted a total of 3216 interviews with these students.

Measures to improve our disability program included:

- starting a comprehensive database to help manage Multiple Disability Program functions;
- a Tertiary Taster Program at UQ Gatton (collaboration with DEST; brings young people with disabilities on campus for two days to attend lectures, tour campus and learn about support services);
- a job search and careers seminar with input from specialist employment agencies, to ease the transition from study to employment;
- staff seminars on psychiatric disability;
- individualised Student Access Plans (Disability); and
- improvements to physical access on our campuses.

Countering socio-economic setbacks

UQ-Link, our special-entry program for school-leavers from low socio-economic backgrounds, continued to ease the transition to University life.

Fifty-three students (including seven awarded \$6000 residential support scholarships to fund first-year on-campus accommodation) joined us under UQ-Link this year. This made a total of 383 enrolments in 2005 (compared with 435 in 2004).

Support mechanisms included:

- a free one-and-a-half day residential orientation for 22 first-year students;
- on-going access to a special UQ-Link counsellor;
- a lottery scheme allocating previously-used computers to 31 students; and
- a Learning Support Officer to help new students and students at risk of disengaging.

As in the previous year, four Group of Eight (pages 4-5) scholarships supported academically-gifted students experiencing financial hardship.

Student:staff ratios by faculty*	2003	2004	2005
Arts	18.9 to 1	18.2 to 1	17.6 to 1
Biological and Chemical Sciences	22.4 to 1	22.4 to 1	18.4 to 1
Business, Economics and Law	25.1 to 1	26.6 to 1	25.4 to 1
Engineering, Physical Sciences and Architecture	18.3 to 1	20.3 to 1	18.6 to 1
Health Sciences	12.9 to 1	12.5 to 1	11.6 to 1
Natural Resources, Agriculture and Veterinary Science	17.6 to 1	16.7 to 1	14.2 to 1
Social and Behavioural Sciences	25.5 to 1	25.5 to 1	22.0 to 1
Total	20 to 1	20.1 to 1	18.2 to 1

* at August 31, 2005

Indigenous Australian students

Our Aboriginal and Torres Strait Islander Studies (ATSIS) Unit assisted Indigenous Australian students with academic matters (such as choosing subjects, accessing literature, computers and study resources) and personal issues likely to impact on studies.

Indigenous student numbers decreased from 255 in 2004 to 231 in 2005 (at December 31). Sixty percent were women – about the same as last year.

This year's highlights included one of the largest cohorts of Indigenous health students ever to take part in a graduation ceremony. The group of 15 included some of the first Indigenous health graduates who completed in 2002. Almost 100 students have graduated since the degree was introduced 11 years ago – and nearly three-quarters of these have been Indigenous.

A total of 325 students completed ATSIS-taught courses as part of our interdisciplinary Aboriginal and Torres Strait Islander Studies program.

We launched a HEESP-funded initiative involving our Faculty of NRAVS, ATSIS Unit and UQ-Link, to

- establish and maintain relationships with Aboriginal communities,
- encourage students to enrol in NRAVS programs, and
- provide academic and pastoral support to students while at university.

As recommended by our Senate Standing Committee for Equity, Diversity and the Status of Women, we formed an *Education Principles on Indigenous Australian Matters* Working Party to

- develop a statement of education principles on Indigenous Australian issues relating to inclusive curriculum and pedagogy, and
- identify University policies where the principles might be included.

Student Services

Chaplaincy

www.uq.edu.au/chaplaincy

Appointment of a Jewish Rabbi and an Islamic chaplain expanded the multi-faith dimension of Chaplaincy Services, where students and staff can access counselling and support on personal and religious issues.

One-off Chaplaincy activities included:

- *Many voices – one song*, an Orientation Week concert which raised \$3000 for distribution by Rotary International to people affected by the Boxing Day tsunami in Asia; and
- two *Diversity Week* (page 34) events – a public James Morrison concert benefiting our Aussie International Friendship Program, and an inter-faith forum entitled *Drawing on our own wells*.

Making life easier for first-years...

- a revised Orientation program
- launch of our First Year Experience Project (faculty-based induction programs and tailored teaching initiatives)
- a first-year experience forum (*Teaching and Learning Week*, page 60)
- plans for a 24-hour Engineering Learning Centre for individual and team interactive projects
- focus on first-year programs, courses and students in faculties' five-year expenditure plans
- plans for a two-unit elective introducing first-year engineering, physical sciences and architecture students to research (implementation due 2007)
- a Student Support Services study of 2005 attrition rates at UQ Ipswich and UQ Gatton, to identify and resolve related issues (implementation 2006)



- ◀ Strengthening long-standing partnerships with teaching hospitals and healthcare providers... the Hon Anna Bligh, MP, Minister for Education and the Arts, launches our School of Nursing at UQ Ipswich.

Health Service

www.uq.edu.au/healthservice

Our Health Service provided 45,656 face-to-face consultations at St Lucia, UQ Gatton and UQ Ipswich. Most were conducted at our St Lucia campus (35,634), where demand increased by nearly 2000 on the previous year while remaining static at our other two main campuses.

International students and their dependants represented 29 percent of all professional consultations at St Lucia.

We implemented a new integrated medical software system to facilitate networking between our St Lucia and UQ Gatton branches. Students and staff can now access services at either branch, with their medical records available to professional staff. UQ Ipswich will network with the new system in 2006.

The *Healthier Universities Project*, a harm minimisation initiative in conjunction with Queensland Health, continued on all campuses targeting issues such as alcohol and drug abuse, sexual health and nutrition. This program was boosted by recruitment of two part-time health promotion officers, funded by the University.

Contributions to University policy included reviews of our *Immunisation* policy and *Working with Blood and Body Fluid* policy.

Health Service, together with Student Support Services and Chaplaincy, underwent a formal review in October 2005. Initial feedback about Health Service was favourable with full results expected in 2006.

Student Support Services

www.sss.uq.edu.au

Student Support Services (SSS) continued its integrated professional services in the areas of careers and employment, learning assistance, personal counselling, disability support, financial services and international student support.

An extensive range of web-based information, workshops and seminars assisted students and enhanced learning and employment outcomes; and our sixth annual Careers Fair showcased SSS initiatives to help students prepare for recruitment and employment.

The Fair gives students a chance to meet and talk to dozens of prospective employers from private industry and government; and this year it included SSS presentations on resume writing, job interview skills, and career planning activities.

SSS staff provided 15,274 individual consultations for 5362 students – a decrease on the previous year's tally of 16,968 consultations for 6432 students. Staff also delivered 1124 group workshops and seminars (compared to 815 in 2004) for about 22,000 students. This represented a 15 percent increase on student attendance rates.

A timeless legacy ... Associate Professor Dorothy Watts, School of History, Philosophy, Religion and Classics, reinvested the \$10,000 University of Queensland Award for Teaching Excellence she received in 2003 in our Antiquities Museum. She spent her prize on a 1900-year-old terracotta *ritarius* (gladiator) statue and a Roman jug – and donated them to the collection. ▶



Our teaching

We strive to provide world-class teachers, facilities and learning experiences for our students. In particular, leading-edge research backs innovative teaching in all our faculties and schools.

Evaluating performance

Measuring up nationally

Our teachers won a third of this year's Australian Awards for University Teaching. We also received 20 percent of funds available nationwide through the Federal Government's Learning and Teaching Performance Fund.

Our university was named the best in Queensland, and one of the top five in Australia, in terms of learning and teaching excellence. Consequently, we were awarded \$10.424 million of the \$54.5 million available from the Performance Fund. Awards were based on student employment outcomes, student satisfaction, student attrition and student progress.

In **2006**, a total of \$83 million will be available (increasing to \$109 million in **2008**).

Other positive evaluations this year included the following.

- We were named the best in Queensland (and one of the best in Australia) in the 2006 *Good Universities Guide*, with maximum five-star ratings for six key indicators (page 4).
- Our Master of Business Administration program received a top-tier rating by the *Australian Financial Review's BOSS* magazine; and a five-star rating from the Graduate Management Association of Australia.
- The UK's *Times Higher Education Supplement* listed us among its Top 200 Universities in the World.

Assessing ourselves

Our Teaching and Educational Development Institute (TEDI, pages 30, 38, 41, 73) experienced increased demand for its evaluation service to guide quality in teaching and learning. Staff processed 160,661 student response sheets (19 percent more than in 2004) and 6209 evaluation reports (15 percent more) for teachers. The reports were based on **iCEVALs** (institutional course evaluations) and **TEVALs** (teaching evaluations).

About 28 percent of students responded to our **Student Experience Survey** in September. This measured student opinions on, for example, teaching quality; course quality; graduate attributes; discipline knowledge and skills; and facilities, resources and services. We will benchmark our response data with common items against equivalent data obtained at the University of Sydney and Monash University.

Improved reporting strengthened our internal evaluation processes.

Our Management Information Section refined the quality of indicator data available through the *Reportal*, to help in analysing teaching and learning performance and identifying areas requiring improvement. Updated Teaching Quality Assurance and School Review packs, including additional indicator reports and/or improved time-series data, also became available.

Quality teaching

Rewarding good teaching

We again demonstrated one of the strongest teaching profiles in the country.

Ours was the first university in Australia to introduce a scheme rewarding teaching excellence; and this year we recognised nine individuals and two groups with awards for:

- Excellence in Teaching (five awards, \$10,000 each);
- Enhancement of Student Learning (two, \$20,000 each); and
- Excellence in Research Higher Degree Supervision (four, \$10,000 each).

Faculties and student groups also recognised top teachers. Initiatives included:

- three Awards for Teaching Excellence worth from \$2000 to \$4000 each; a \$750 Teaching Excellence Award for Tutors; and an inaugural \$2000 Faculty Award for Contribution to the First Year Experience (Faculty of SBS);
- Two \$1500 Excellence in Teaching Awards (one undergraduate, one postgraduate; UQ Business School);
- The \$1000 Lynne D. Walters Memorial Award for Excellence in the Clinical Teaching of Internal Medicine (School of Medicine);
- five awards for the top teacher in each year of the veterinary science program (School of Veterinary Science); and
- three University of Queensland Medical Society (UQMS) awards: the Mervyn Neely Memorial Award for Excellence in Surgical Teaching; the Rural Excellence in Clinical Teaching Award; and the Metropolitan Excellence in Clinical Teaching Award.

Carrick Institute links

We successfully tendered for two projects with the Carrick Institute for Learning and Teaching in Higher Education.

The *Teaching psychology* project (School of Psychology) moved to Stage Two in a collaboration with Southern Cross University and the University

Lion's share at AAUT*...

- Dr Michael Bulmer, School of Physical Sciences: \$40,000, *Physical Sciences* category
- School of Health and Rehabilitation Sciences team: \$50,000, *Approaches to improving/enhancing assessment*
- School of Engineering team: \$50,000, *Enhancement of the quality of teaching and learning*
- School of Psychology team: \$50,000, *Teaching large first-year courses*
- UQL Cyberschool: finalist, *Provision of educational services to the community*
- Dr Kim Bryceson, School of Natural and Rural Systems Management: finalist, *Early career academics*

* Our academics scooped the pool at this year's Australian Awards for University Teaching. Our six finalists included four winners of the 12 awards on offer, maintaining an unbroken line of wins in each of the eight years since the Awards began.

New at UQ Ipswich from 2006...

- Bachelor of Information Technology (Interaction Design): traditional IT skills plus focus on design and human-computer interaction
- Bachelor of Arts with majors in: Contemporary Studies; Cultural Studies of Science and Technology; and Music Cultures (replaces Bachelor of Contemporary Studies)
- Bachelor of Business: incorporating current business majors with specialisation available as single or double major
- Bachelor of Health Sciences: core knowledge in human biology and human behaviour plus focus on population health and health communication management
- Graduate Diploma in Education (Middle Years of Schooling)

of Tasmania. Stage One was funded with \$190,000 from the Australian Universities Teaching Committee (predecessor of the Carrick Institute), and Stage Two, dissemination of the results, was funded with \$95,000 from the Carrick Institute.

TEDI led an Australian Universities Teaching Committee project with Flinders University on *Strategies for effective dissemination of project outcomes*. This involved a systematic investigation of grant schemes and their outcomes, to identify potentially useful strategies for the Carrick Institute. The new Carrick grants scheme reflects several of these recommendations.

Adjunct staff

Our adjunct staff contingent numbered 261. Seventy-nine appointments this year ensured currency in our teaching and strengthened links with business and industry partners. We also appointed 45 honorary staff, bringing this total to 136.

Immersed in their work... archaeology students investigate submerged artefacts near the site of an historic sawmill settlement at Lake Cootharaba on Queensland's Sunshine Coast. The Mill Point site may reveal much about early European settlers, according to project coordinator Dr Sean Ulm of the Aboriginal and Torres Strait Islander Studies Unit (picture courtesy Dr Ulm). ▼

TEDI: teaching our teachers

TEDI (pages 30, 37, 41) supported the professional development of teaching staff through its evaluation service (page 37), the University Staff Development program (page 72) and other initiatives. These focused on:

- design of learning spaces;
- implementation of a new e-learning system;
- development of flexible learning resources;
- promotion of teaching and learning; and
- student evaluations of teaching.

More than 60 training sessions encouraged staff proficiency in *Blackboard*, which replaced WebCT as our e-learning management system in 2004. Since then, the number of *Blackboard*-supported courses has risen by 30 percent.

TEDI staff helped schools improve curricula and teaching techniques; and ran workshops on curriculum design to support required learning experiences and outcomes.

Highlights included *Introduction to Teaching and Learning*, an intensive four-day program updated to give participants first-hand experiences of learning in an online environment.

A working party developed best-practice guidelines for assessment, especially criterion-referenced assessment and ways to reduce potential for plagiarism. Workshops helped disseminate the new guidelines.



Infrastructure

Our Library

www.library.uq.edu.au

Our Library maintains one of the largest academic collections in Australia – and by far the largest in Queensland.

More than three million people (seven percent fewer than in 2004) visited our 13 branches. We recorded 36 million (12 percent fewer) online requests for web pages and nearly 11 million (20 percent increase) online catalogue searches.

The Library acquired, in perpetuity, electronic access to a database entitled *The Making of Modern Law*. This contains digital images of every page of 22,000 legal treatises on US and British law, published between 1800 and 1926. Reaction from users throughout the year was extremely positive.

New electronic journals included:

- Brill package;
- Bentham Science Titles;
- Taylor & Francis;
- Portland Press;
- 11 backfiles subject packages from Elsevier (electronic archives);
- Royal Society of Chemistry backfiles;
- US Congressional Serial Digital Set, Phases I–III, 19th and 20th Century (1817-1980); and
- *Defining Gender, 1450-1910*: images of original documents sourced from libraries and archives worldwide, including the Bodleian Library, Oxford.

Other acquisitions of note included:

- *Australia: Colonial Life and Settlement* (microfilm backsets);
- *Encyclopedia of Biostatistics* (print); and
- papers and manuscripts from writers Laurie Duggan, Kim Wilkins, Bruce Dawe and Thomas Shapcott.

Thousands of gifts from the University and the greater community included the e-resource, *Letters from the Gulf Country of Queensland 1910-1927*, and the book, *Basic Ophthalmology*.

High-quality services and products included:

- specialist computer and information skills training sessions, linked to graduate attributes and teaching programs, for 50,000 participants; and
- the RAPID (Researchers and Postgraduates Information Discovery) program – a flexibly-delivered, user-centred and problem-based information skills course for postgraduates and researchers.

Following an independent review of its effectiveness in late 2004, our Library's priorities in 2005 were to address issues raised by the Review Committee while maintaining high standards of service.

Working parties and reference groups considered issues such as communication and marketing, e-publishing initiatives, mobile services, library and *Blackboard* services, corporate documentation, statistics and collection reporting.

Our *Ask I.T.* computer help and training service provided about 4600 students (1800 more than the previous year) with standard and tailored IT training in:

- general computing practice;
- University systems;
- StarOffice; and
- the Microsoft Office suite.



Our Library... Queensland's largest academic collection with

- more than two million volumes
- 1400 computers
- 30,000 electronic journals
- 358,000 e-books
- 864 networked databases
- a comprehensive quick reference collection
- microforms, videos, manuscripts
- pictorial collections

◀ Pigging out... third-year veterinary science students Daniel Swan, on exchange from New Brunswick in Canada, and Amy Vascotto tend one of their charges in the UQ Gatton Piggery (picture Lyle Radford).

Enhancing Library IT privacy and access...

- new authentication procedures
- USB access on all public computers
- more laptop ports
- wireless facilities in most of our Library's 13 branches

This complemented our HelpDesk service offered in person, online and via telephone at St Lucia, UQ Gatton and UQ Ipswich. In collaboration with our University's IT Services, the telephone helpdesk became a "one-stop-shop" for all University clients. *Ask I.T.* staff also began an evening and weekend HelpDesk service at the Interactive Learning Centre in the Faculty of BACS.

New services supported online delivery in courses. These included streaming multi-media and digital off-air recording of content for use both during lectures, on-demand in library branches, or at home by students using the Internet.

Physical environment

Biological Sciences Library launched an online journal article desktop delivery service and temporarily moved its collections elsewhere to facilitate a \$13.5 million refurbishment and expansion due for completion in 2006. This will add 800 square metres of space for students, and include a new entrance, coffee shop, study space, computers, information desk and staff offices.

New student lounges, eight service counters, 14 self-serve counters, cashiering facilities and three meeting rooms boosted facilities in our St Lucia Student Centre on completion of refurbishments early this year. We also refurbished nine teaching areas, at a cost of \$3.5 million, in time for first semester.

Our Teaching and Learning Space Committee allocated a further \$1.6 million to construct a podium informal learning environment for the Faculty of BACS, establish a first-year learning environment for the Faculty of EPSA and fund refurbishment/upgrades of

facilities for the Faculties of Arts, BEL, SBS, Health Sciences and NRAVS.

New infrastructure (pages 56, 77) provided cutting-edge facilities for students and researchers.

- Our two-level Collaborative Learning Centre in the Sir James Foots Building (page 2) includes audio-visual equipment worth \$2 million, wireless network technologies, formal and informal teaching areas and capacity for an access node grid and video-conferencing facilities.
- We planned another collaborative learning space to begin construction at UQ Gatton in 2006.
- We unveiled concept designs for a multi-million-dollar teaching and research base for the School of Veterinary Science at UQ Gatton (page 56).
- We developed a \$1 million BioEngineering Teaching Laboratory, specialising in tissue engineering and biomedical research.

IT advances

The launch of the UQconnect Wireless Network at UQ Gatton, UQ Ipswich and UQ St Lucia has extended the reach of UQ's high-speed Internet access across these campuses. UQconnect is now one of the largest rural wireless networks in Australia and will transform learning by enabling students to access electronic resources anywhere on campus.

Wireless is available in virtually all Library branches across these campuses, as well as in many other buildings and open spaces. We also now have 160 wired access points for laptops at St Lucia, 30 at UQ Ipswich and 20 at UQ Gatton.



Fourth-year minerals process engineering student Angus Connor at work in our Minerals Processing Laboratory ▶

As part of a DEST Strategic Infrastructure Initiative grant, we will lead two projects worth \$1.2 million. The first of those will develop a roadmap for Middleware for the entire higher education sector and the second will develop a security framework for the sector based on Public Key Infrastructure (PKI).

Ours was one of three Australian universities to trial Academic Reassessment Transformation, a web-based initiative aimed at increasing the accuracy and immediacy of Centrelink payments to students.

Flexible and distance learning

We continued to engage students and staff in a collaborative and flexible process of learning and teaching.

We launched the Graduate Certificate in Plant Protection as a CD-ROM, as a joint project with the Cooperative Research Centre for Tropical Plant Protection, to deliver course content to students in rural areas.

We completed a Distance Learning Enhancement Project, funded by the Vice-Chancellor's Strategic Initiatives Fund (page 1). Results include significant curriculum redevelopment and renewal of programs and courses – including multimedia, online and print resources – in the Faculty of NRAVS.

NRAVS is our only faculty offering distance education, and its courses remained in demand. More than 1200 students enrolled for external study in degree and diploma courses offered at UQ Gatton in 2005.

We provided competitive grants to encourage development/redevelopment of some postgraduate coursework programs and first-year courses in flexible mode.

TEDI (pages 30, 37, 38, 73) assisted academics from all faculties and campuses to develop more than 970 individual resources for flexible learning.

Launch of the Massachusetts Institute of Technology (MIT)-UQ iCampus Outreach Program Collaboration was a highlight of *Teaching and Learning Week* (page 60) Our University is one of only seven worldwide – and the only “hub” institution in Australia – involved. Our input so far has focused on developing iLabs (remote laboratories) to facilitate complex laboratory experiments online; and on *xTutor*, a toolkit for creating online courses.

Our School of Information Technology and Electrical Engineering and School of Natural and Rural Systems Management liaised with MIT about adopting some of the iCampus Outreach projects.

The year 2006

- We will boost the learning experience for first-year students by implementing faculty-based induction programs to support them through the first six weeks of semester, and revising curricula to include more fieldwork and research opportunities.
- We will encourage our teachers to apply for new grants and fellowships from the Carrick Institute to support innovation in teaching and learning.
- An inaugural ceremony in China will expand our annual round of degree presentation ceremonies overseas (in Singapore, Hong Kong, Malaysia and Thailand).



◀ Dr Kim Bryceson (standing) passes on a few pointers to agribusiness students (from left) Karl Gygar, Tamara Hewitt, Melinda Su and Kerry Phillips at UQ Gatton.

Student achievers

Academic honours

Our longstanding tradition of producing Rhodes Scholars continued with the selection of arts/law student Nicholas Luke as Queensland Rhodes Scholar. He graduated in December with plans to conduct research at the South-East Asian Human Rights Documentation Centre in New Delhi, India, before beginning postgraduate studies in literature at the University of Oxford in October 2006.

We recognised 56 of our best first-class honours graduates with University Medals. These went to students who achieved Grade Point Averages (GPAs) of 6.55 or higher from the maximum 7, and who graduated in the top one percent of the bachelor pass and honours degree students cohort in each faculty in 2005. Medallists included 14 graduates with GPAs between 6.9 and 7, four of whom achieved perfect 7s.

Lindsay Hogan (PhD, applied science) was named 2005 Graduate of the Year, having graduated Bachelor of Applied Science in 2004 with a GPA of 7 and a University Medal. Her PhD research will help save the endangered northern hairy-nosed wombat.

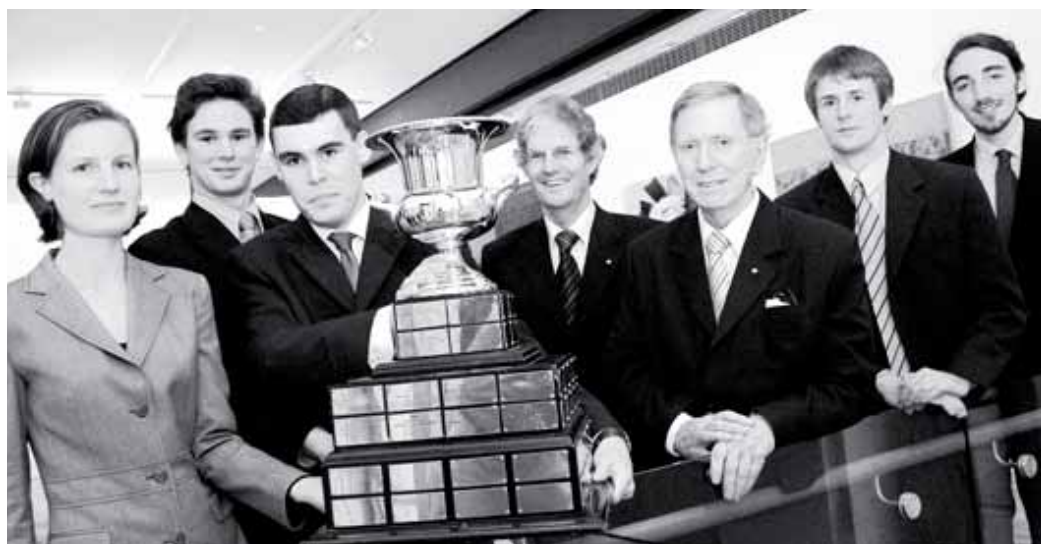
Other high achievers included the following.

- Eliza Matthews (PhD, history) won a \$40,000 Fulbright Scholarship to complete research in the USA for her thesis on American nuclear relations with India, Pakistan and Israel (1968-1995).
- David Bryant (PhD, molecular cell biology) won Cure Cancer Australia's *Young Researcher of the Year* PhD student award, one of three available nationally.
- Nellie-May Shannon (final-year animal studies/agribusiness) was one of three Australians awarded travel fellowships to attend the 2005 International Livestock Congress in Texas, USA.
- Six UQ Business School students (Ilana Stringer,

Peter McMahon, Anna Palmer, Kellie Brown, Joseph Wong and Samuel Churchill) were among 17 participants selected nationally for the Axiss Australian Scholar Program, which includes 10-14 weeks full-time work experience.

- Benxiang Zeng (PhD, natural and rural systems management) was awarded the first Chinese National Scholarship by the Chinese Government.
- Cara Beal (PhD, Coastal Cooperative Research Centre) was named *Young Water Scientist of the Year* at the International Riversymposium (page 59) for her research on septic tank failure.
- Adrian Oehmen (PhD, wastewater management) was the first non-US student, in the Award's 17-year history, to win the CH2M-Hill PhD Thesis Award from the Association of Environmental Engineering and Science Professors.
- Andrew Blake (PhD, engineering) won the award for Best Student Paper at the Minerals, Metals and Materials Society annual meeting in San Francisco, USA.
- Anna Hill (third-year agribusiness/applied science) won a Queensland Cotton International Student Exchange Scholarship to complete a six-month program at Texas A&M University, USA.
- Allison Mendes (honours, chemical engineering) led her team to place second in the US-based H2U (Hydrogen to You) National Design Competition. On exchange at the University of Waterloo in Canada, Allison and her team spent five months designing an innovative hydrogen station.
- Wai Yie Leong (PhD, electrical engineering, page 67), Bodil Cass (third-year science) and Jennifer Riesz (PhD, physics) were among University women who won five of nine categories at this year's Smart Women – Smart State awards (page 50).

Best in the world... ►
Professor John Hay and the Honourable Justice Michael Kirby of the High Court of Australia (fourth and fifth from left) congratulate law students (from left) Ruth Catts, Nick Luke, Stephen Colditz, Julian Ensbey and Cameron Forsaith – winners of the Philip C. Jessup International Law Moot Court Competition in Washington DC. The event attracted 103 teams from 85 countries.



Sporting honours

We encourage our students to balance scholarship with leisure, and to make full use of our extensive cultural and sporting resources for fun as well as the pursuit of excellence. Many of these facilities are open to the public; and in **2006** our St Lucia campus will be the venue for the first Scholar Athlete Games in the southern hemisphere (page 67).

This year, student successes in sport included the following.

- Eight students were selected as UQ Ambassadors to attend the **Intercollegiate Renaissance Games** at Rhode Island, USA.
- Twelve UQ Boat Club rowers were selected to represent Australia in the senior, under 23 and junior **World Championships** in Europe and Asia.
- Our sporting contingent placed second at the **Northern University Games** in Cairns in July, winning eight gold medals, six silver and one bronze.
- UQ Gatton fielded a team of 57 athletes in the Northern University Games, winning one gold, one silver and two bronze. The team finished as runner-up in the populations cup.
- Our 388-member team placed third overall (our best result in 10 years) at the **Australian University Games**, with wins including five gold, seven silver and two bronze medals.
- Annabel Luxford (law) won the 2005 **World Cup ITU Series for Triathlon**.
- Queensland's top-ranking female mountain bike orienteer and Sporting Scholarship winner Anna Sheldon (PhD, soil science) competed in international events in the Czech Republic and (for the second time after winning a bronze medal in Australia in 2004) in the **world championships**, held this year in Slovakia. She placed sixth (middle distance) and eighth (long distance).
- Triathlete Annabelle Luxford (applied law) was named **Sportswoman of the Year**; and world champion rowers Sam Conrad (business management) and Hardy Cubasch (commerce) jointly won the **Sportsman of the Year** award. (Sam Conrad also won the Sportsman of the Year title in 2004.)
- Conrad won a \$1500 **Faculty of BEL Scholarship** for the second year running, and Cubasch was awarded a **Full Blue**.
- Netballer Alissa Castrisos (management/law) won a second Faculty of BEL Scholarship.
- Athletics champion Werner Botha (management) and long-jump star Jacinta Boyd (science) jointly won the fifth **E.T. Brown Athletics Scholarship**, sponsored by Emeritus Professor Ted Brown.
- Cricketer Graeme Skennar (arts), soccer player Carlo Giannangelo (pharmacy) and John Walz (engineering) won **Clem Jones Sporting Scholarships**, each worth \$5000 every year for three years.
- Our 93rd round of sporting blues recognised elite athletes. **Full Blues** went to Hannah Banks (cycling), Lachlan Stevens (cricket), Robert Newbury (diving), Anna Sheldon (MTB Orienteering), Hardy Cubasch (rowing), Michael McBryde (rowing), Andrew Brown (rugby union), Mitchell Chapman (rugby union), Stephen Moore (rugby union), Jane Moran (water polo), Helen North (water polo), Robert Maitland (water polo) and Leith Brodie (swimming). **Half Blues** went to Daina Surka (athletics), Caitlin Willis (athletics), Bradley Smith (beach volleyball), Graeme Skennar (cricket), Alyssa Castrisos (netball), Harrison Law (rowing), Ben Ward (rugby union), James Horwill (rugby union), Thomas Hockings (rugby union), Karla Blowers (shooting), Su Min Liew (volleyball), Sarah Mills (water polo), John Walz (weight lifting), Samuel Murphy (duathlon) and Mathew McKinnon (rugby league).
- The Volleyball club was named **Club of the Year** and awarded the **Hulbert Bursary**.
- Daina Surka (science) won the women's final of the 21st **Great Court Race** (a circuit of the 636-metre cloister) for the third year in a row, and Mitch Kealey (human movement studies) won the men's final. Joshua Robinson (engineering) and Megan Sullivan (agricultural science and rural technology) won the men's and women's **Great Court Race Sprint**.
- Vanessa John (business management) and Matthew Carnio (multimedia design) won the women's and men's categories of the second annual **Challinor Chase** at UQ Ipswich.
- Brad Rickard (environmental management) and Sophie Curtis (agribusiness and applied science) won the men's and women's events at UQ Gatton's seventh annual 500m **Walkway Challenge**.
- We awarded 15 full **University of Queensland Sporting Scholarships*** to: John Burstow (human movement studies) track and field; Hannah Banks (journalism/arts) cycling; Bradley Smith (engineering) beach volleyball; Robert Newbery (medicine/surgery) diving; Shaun Coulton (arts) rowing; Melanie Kleeburg (arts) track and field; Thomas Hockings (engineering) rugby; Michael McBryde (science) rowing; Leith Brodie (science) swimming; Annabel Luxford (applied law) triathlon; Suzannah Fraser (science/law) water-polo; Andrew Mewing (commerce/law) swimming; Amy Hetzel (occupational therapy) water polo; and Erin O'Keeffe (human movement studies) canoeing.

* Since establishment in 1990, these scholarships (a joint venture with The Alumni Association of The University of Queensland, page 67, and UQ SPORT) have provided financial, academic and other support for more than 300 elite sportsmen and women. This year we also awarded 29 development scholarships in addition to the full scholarships listed above.



▲ UQ Sporting Scholarship holder and journalism student Hannah Banks... selected to gain experience with the Australian team in the 2005 *Giro D'Italia Donne*, where she was the youngest of 160 cyclists in a strong international field (picture courtesy UQ SPORT).

Review of activities



Research and research training

Vigorous research efforts at all levels attracted increased public and private funding, achieved discoveries of world significance, expanded commercialisation prospects and provided a wealth of training opportunities to nurture a new generation of researchers.

Assessing performance

Benchmarking and review

We rigorously evaluate our research performance by annually measuring our achievements against those of our peers in Australia and overseas. We assess progress by reviewing against:

- strategic research targets;
- success in competitive funding rounds; and
- performance within *Universitas 21* and the Group of Eight (pages 4, 5).

These activities inform our research management practices, as do regular school and centre reviews chaired by national or international experts. Resulting recommendations are analysed 12-18 months post-review. This year we considered 18-month implementation reports for the Schools of Biomedical Sciences, of Engineering, and of Medicine; and reviewed research activities in our:

- School of Human Movement Studies;
- School of Physical Sciences;
- School of Natural and Rural Systems Management;
- School of Social Work and Applied Human Sciences;
- Sustainable Minerals Institute;
- Centre for Marine Studies;
- School of Geography, Planning and Architecture;
- School of Music;
- School of Molecular and Microbial Sciences; and
- Australasian Centre on Ageing.

In 2005, we expanded our quality performance monitoring mechanisms by piloting an *Assessment of the Quality of Research Outcomes* exercise. This involved a school-level peer review describing the quality of research conducted by school staff over the past five years.

We supported the creation of a national research performance benchmark, in response to the Australian Government's Research Quality Framework issues paper. We welcomed its investigation into how the quality and impact of research output from universities and other publicly-funded research agencies could be evaluated and communicated.

- ◀ Dr Tom Baldock and PhD student Paul Guard, School of Engineering... using a new tsunami impact model in research aimed at predicting initial run-up and impact as leading tsunami waves hit a coastline. The project, prompted by the 2004 Boxing Day tsunami in Asia, is a significant advance on classical tsunami impact research based on offshore waves that break as they steepen in shallow water.

Competitive funding

Leading the way

We continued to excel in competitive funding rounds.

Our total reported research income in 2004 (latest data) was \$156.7 million – a \$2 million increase from the previous year. Competitive grants funding grew to \$73.06 million (up from \$63.5 million in 2004), while income from our CRCs (pages 4, 47-48) remained the highest of any university at \$14.6 million.

Under the Institutional Grants Scheme (IGS), universities receive performance-based block funding using a formula recognising research income (60 percent), research student load (30 percent), and the number and type of research publications produced (10 percent). In 2005, we boosted our performance in each of these categories, receiving \$29.05 million (10 percent of the total funding pool). Preliminary figures indicate that our performance in the **2006** IGS should remain steady.

In other 2005 Commonwealth Block Grants we ranked third nationally for:

- Research Training Scheme (\$53.23 million; 9.6 percent); and
- Research Infrastructure Block Grant (\$17.28 million; 9.4 percent).

ARC funding

We will receive \$32.6 million in funding from the Australian Research Council (ARC) Discovery and Linkage Projects announced to date for 99 projects starting in **2006**.

This was the third-highest allocation in Australia (following the University of Sydney and the Australian National University). It represented almost 10 percent of total national funding, and 68 percent of the \$52 million allocated to projects in Queensland.

In 2005, we topped the **ARC's Linkage Project** grants list with \$20.8 million cash for nine percent of projects awarded nationally. Next were the University of Melbourne (\$15.4 million) and the University of Sydney (\$14.5 million). We raised a further \$17.8 million in-kind from industry partners to complement the \$20.8 million cash received as public funds.

In both Linkage rounds, we had the most Australian Postgraduate Awards Industry projects (35), Australian Postdoctoral Fellowships Industry projects (four) and Collaborative Research projects (41). This result demonstrates our commitment to, and pre-eminence in, collaborative research with industry.

Objectives

- promote the value of research to the community, boost our leadership role and critically assess our performance against international standards
- achieve international distinction in areas of strategic priority
- collaborate with government, industry and global communities and increase funding from all sources
- enhance our role as a major provider of research training

Key outcomes

- \$156.7 million total reported research income – \$2 million increase on previous year
- first in Australia for Linkage Project grants
- world's first cancer vaccine (100 percent effectiveness in clinical trials)
- first in four critical areas for commercialisation by Australian universities and publicly-funded institutions
- second-largest PhD (and largest international PhD) enrolment in Australia

Outlook for the higher education sector

- focus on assessing quality and impact of research outputs
- more research commercialisation
- less reliance on government funding
- competition for postgraduates
- projects aligned to national research priorities

Our year ahead

- reporting on research quality and impact
- winning more competitive funding
- continuing development of world-class research infrastructure
- attracting more higher-degree-by-research students

Review of activities

Research and research training

Research income* from

- industry and other private sources (\$39.12m)
- competitive grants (\$73.06m)
- CRC funding (\$14.64m)
- other public sector funding (\$29.85m)

* 2004 data – latest available

Queensland Government support 2005

- Dept State Development, Trade and Innovation: \$10m core funding for IMB
- Queensland Health: \$7.1m to help establish the Queensland Breeding Facility (\$1.7m), support education in the School of Dentistry (\$1.9m) and fund research (\$3.5m)
- Motor Accident Insurances Commission: \$2.2m for research
- Other State Government research grants: \$2.7m

ARC Linkage Project Grant highlights included \$8.6 million for the world-first Australian Minerals Science Research Institute, a consortium of which we are a member. The grant will back research into energy efficiency, frugal water use, efficient management of waste, innovative processing, material and interface science, advanced analysis and mathematics in mineral processing.

We placed equal first in the country for **Linkage Infrastructure, Equipment and Facilities (LIEF) Grants** (\$5 million for nine of 14 applications); and we were third nationally with 15 **Discovery Project Fellowships**. An additional \$26.1 million flowed from the ARC Discovery Scheme for 83 successful project applications.

Our researchers led three of the 24 **ARC Research Networks** awarded nationally, attracting \$4.85 million in ARC funding. The networks connect people, disciplines, organisations and countries, bringing together leading researchers from Australia and overseas.

Eight of our projects – the most of any university in Australia – attracted a total \$640,000 in **ARC E-Research Support Grants**. This confirms our leadership in developing innovative technology applications.

Other major ARC grants included:

- \$1.9 million for projects including satellite tracking and behavioural studies of crocodiles in remote regions and improving the growth of barramundi (School of Integrative Biology – Linkage and Discovery grants);
- \$1.1 million to develop tools for managing ecosystem responses to climate change on the

Great Barrier Reef (Centre for Marine Studies – Linkage Project);

- \$1 million to establish online infrastructure to facilitate interdisciplinary research collaborations (Institute for Molecular Biosciences – LIEF);
- \$540,000 for the *AustLit* project, to develop databases relating to Aboriginal and Torres Strait Islander writers, multicultural writers, and regional and colonial writing from Queensland and Tasmania (LIEF);
- \$372,000 to develop an *in vitro* method for identifying morphine-like analgesics with reduced side effects (School of Pharmacy – Linkage Project);
- \$275,000 to improve warning systems for tsunamis (Earth System Science Computational Centre – Discovery Project); and
- \$275,000 to reduce the emotional costs of divorce for families and children (School of Psychology – Discovery Project).

Innovation funding

The Federal Government's **Higher Education Innovation Program** funded two projects:

- *PhD graduates three to five years out: employment outcomes, job attributes and the quality of research training* – the first phase of a longitudinal study of PhD graduates from seven Go8 universities; and
- *Development and implementation of curriculum articulation model for nursing between the university and TAFE sectors.*

Research grants (non-government)

\$45 million in 2005, including major gifts (\$500,000 and above) as follows...

Grantor	Total
United States National Institutes of Health	\$4.4m
The World Bank	\$3.5m
Royal Children's Hospital Foundation	\$1.6m
Australian Mineral Industries Research Assoc. Ltd	\$1.2m
Australian Cancer Research Foundation	\$0.9m
Meat and Livestock Australia	\$0.65m
Wellcome Trust (UK)	\$0.64m
Queensland Cancer Fund	\$0.62m
Australian Coal Research Ltd	\$0.57m
Gordon and Betty Moore Foundation	\$0.56m
United Nations Educational, Scientific and Cultural Organisation	\$0.55m
Dairy Australia	\$0.55m
Colonial Foundation Limited	\$0.5m

Research funding (Commonwealth Government) \$183 million in 2005, including...

Grantor	Total
Department of Education, Science and Training	\$100m
Australian Research Council	\$41.5m
National Health and Medical Research Council	\$29.1m
Department of Health & Ageing	\$2.6m
Australian Centre for International Agricultural Research	\$2m
Department of Defence (Commonwealth)	\$1.6m
Grains Research and Development Corporation	\$8m

Health research funding

Forty-five of our projects attracted \$22.25 million (up \$6 million from 2004) from **National Health and Medical Research Council (NHMRC) grants** – the best score in Queensland and the fifth-highest nationally. Grants included:

- \$1.84 million to form the southern hemisphere's only Arrayed Retroviral Expression Cloning Facility (Centre for Immunology and Cancer Research – CICR);
- \$779,500 to develop a Health Intervention Package for people with intellectual disabilities (Queensland Centre for Intellectual and Developmental Disability);
- \$422,625 to research a drug for blocking growth of fat cells (School of Medicine); and
- \$243,750 to study seizures in newborn babies (Perinatal Research Centre).

Our researchers shared in more than \$23 million in funding as part of the 2005 **NHMRC Program Grants scheme**. We led two successful applications and were involved in a further two as a supporting partner. Successful applications included:

- \$4.7 million to develop therapies using the human immune system to treat disease (CICR);
- \$7.1 million for a study using marine snail toxins to improve understanding of chronic pain (Institute for Molecular Bioscience – IMB);
- \$4.3 million to study the molecular genetics of sex determination and gonad development (involving the IMB); and
- \$7.07 million to bring together a multi-skilled team of researchers to investigate diabetes, heart and kidney disease in Indigenous Australians (involving the School of Medicine).

Other health research funding included:

- \$1.5 million in grants from the Rotary Health Research Fund;
- a \$650,000 bequest for a study of paralysing spinal injuries (pages 66, 72);
- a \$3 million bequest to advance research into Motor Neuron Disease (pages 66, 72);
- \$150,000 each to four researchers with UQ appointments in the first round of the Queensland Clinical Research Fellowships Program of the Smart State Health and Medical Research Fund; and
- \$625,000 from the Queensland Government for IMB studies of the genetic mechanisms of testicular cancer.

International funding

International highlights included \$34.7 million from the Bill and Melinda Gates Foundation *Grand Challenges in Global Health* initiative to advance international collaborations investigating:

- strategies for population health measurement, to facilitate distribution of public health resources (\$24.7 million, our School of Population Health in partnership with Harvard University, Johns Hopkins University and Broad Institute in the USA); and
- halting spread of the dengue fever virus (\$10 million, our School of Integrative Biology working with scientists from Thailand, Vietnam, Japan, Australia and the USA).

Industry links

In 2004 (latest data available, chart page 4), we received \$39.12 million in funding from industry and other private sources. This was \$11.09 million less than funds received in 2003. However, the decrease should be considered in the context of steadily increasing research income overall (\$154.66 million in 2003, \$156.66 million in 2004).

We maintained high levels of participation in the Federal Government's **Cooperative Research Centres**



Involvements in five of 11 new ARC Centres of Excellence – Centres in

- Coral Reef Studies
- Structural and Functional Microbial Genomics
- Design in Light Metals
- Vision Science
- Ore Deposits

Industry collaborations: 16 Linkage Project grants

- Centre for Marine Studies (3)
- ARC Centre for Functional Nanomaterials
- School of Population Health
- School of Integrative Biology (2)
- Centre for Magnetic Resonance and Centre for High Performance Polymers
- School of Land and Food Sciences
- National Research Centre for Environmental Toxicology (2)
- Pyrometallurgy Research Centre
- School of Nursing
- School of Engineering (2)
- Earth Systems Science Computational Centre

◀ 2005 Roche Medal winner Associate Professor Jennifer Martin of the IMB... an international reputation for research in structural biology and protein crystallography, and a force behind start-up drug development company Xenome Ltd

In tune with industry... new chairs

- Xstrata Chair of Metallurgical Engineering: support for 10 years from Xstrata to address skills shortages in the resources industry
- Partnership with BHP Billiton Mitsubishi Alliance: support for five years for a teaching and research package including new chairs in (1) mining engineering and (2) mineral process engineering; and a coal processing lecture series

(CRC) Program, receiving \$14.63 million in 2004. Over the year, we were involved in 36 CRCs (25 as core partner, 11 as a supporting partner).

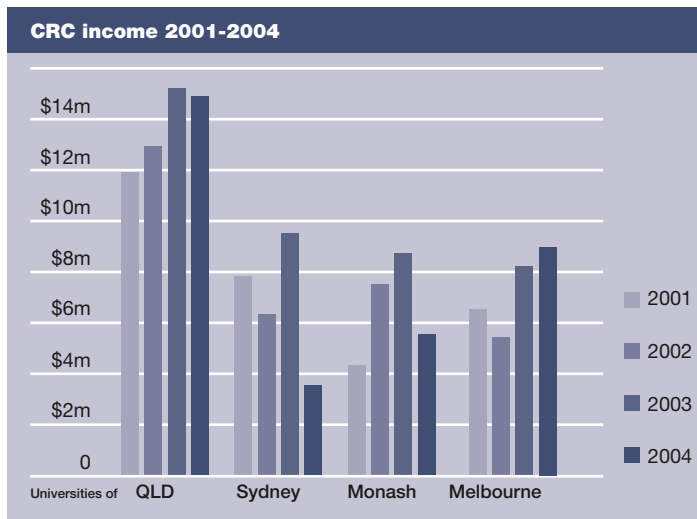
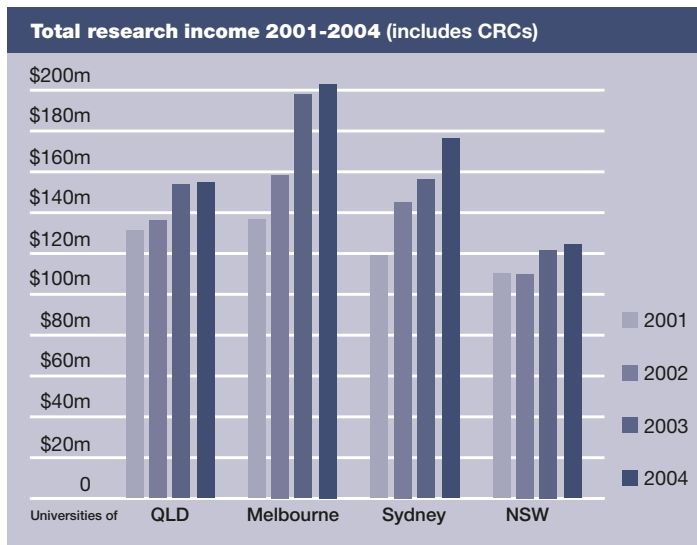
A new research hub for the Cooperative Research Centre for Mining (CRCMining) opened at the Pinjarra Hills headquarters during the year. CRCMining engineers built the Advanced Dragline Dutymeter, a damage detection monitor for \$100 million draglines, to cut maintenance costs and boost production rates of draglines. Six Dutymeters have been sold so far to mine companies in South Africa, Australia and the United States.

Outcomes

World-firsts

Leading-edge research outcomes included the following.

- A CICR team developed a novel technique of “gene silencing” and used it to stop the growth of cervical cancer cells in laboratory tests, and eliminate formation of cancer tumours in animal models.
- Queensland Brain Institute (QBI) researchers identified processes in the hippocampus (a part of the brain associated with memory) likely to facilitate repair mechanisms for people suffering from dementia and acquired brain injury.
- A series of discoveries by an international consortium of scientists, including a team from our IMB, transformed understanding of how our genome works to produce a complex organism like a human being.
- A School of Molecular and Microbial Sciences researcher developed the first-known specific immunotherapy product using monoclonal antibodies to combat the potentially-lethal West Nile virus. The mosquito-borne virus affects the central nervous systems of humans, horses and birds in North America, Africa, the Middle East and Europe.
- Faculty of Health Sciences researchers developed a novel device enabling physiotherapists to assess and rehabilitate specific neck muscles contributing to neck pain and neck-related headaches.
- A School of Human Movement Studies project was the first to evaluate the effectiveness of Qigong and Tai Chi in combating Type Two diabetes (page 57).
- A PhD student solved a mathematics problem (in combinatorial design theory) which had baffled experts since it was posed by a US professor in the 1970s.



Finding answers

Other significant research outcomes included:

- defining structures in the first stage of particle and nutrient uptake into cells; may lead to new methods of drug delivery and better understanding of viral infection (IMB, CMM);
- a method for authenticating ancient Chinese porcelains (art history, geochemistry);
- a numerical model to simulate the mechanics, and measure effects, of Shaken Baby Syndrome (civil engineering, child health);
- a literacy-improving program which led to National Literacy Awards for three Queensland schools (education); and
- mining technology to help drain methane from underground mines, saving millions of dollars in delays and using the gas to produce energy (CRCMining).

Publications

Publications represent a significant measure of a university's research performance. This year, our scientists communicated their non-commercial work internationally through a wide range of media such as learned journals, books and conference papers.

Our research output consistently ranks as one of the highest in the country, with a continuing upward trend in the DEST publications point score (page 45) for our University. This increased by six percent between 2003 and 2004 (latest data available), building on the previous year's increase of 15 percent between 2002 and 2003.

This year's highlights included the following.

- One of the world's longest-running health studies, the *Mater-University of Queensland Study of Pregnancy*, yielded 16 papers in prestigious journals such as *International Journal of Obesity; Obesity Research; Hypertension; American Journal of Epidemiology; Epidemiology; and Addiction*. The study has 2006 funding to look at gene-environment interactions.
- Our Environmental Management Centre launched the *Green Chooser* document, a list of national guidelines to help commercial fishermen sustain their industry through an Environmental Management System.
- School of Education researchers launched *Teaching Middle Years: Rethinking Curriculum, Pedagogy and Assessment* as a resource for school administrators and teachers, academics and pre-service teachers; and published a report on *Developing Lifelong Learners in the Middle Years of Schooling* to help Queensland schools prepare for schooling reforms.

- UniQuest and Queensland Health launched a book aimed at encouraging sun safety in young children. *Dorothy the Dinosaur and her Magic Hat* originated as a research tool developed by a UQ Cancer Prevention Research Centre PhD student.
- School of Physical Sciences researchers published a physics theory likely to revolutionise superconductors, in the American Physical Society's *Physical Review Letters*.
- Centre for Marine Studies work on the decline of the world's coral reefs, and possible government conservation strategies, appeared in *Science*.
- School of Integrative Biology researchers published a paper in *Nature* supporting a 50-year-old-evolutionary hypothesis of how species are formed, after testing the theory on the tree-frog *Litoria genimaculata* found in north Queensland.

Powerful partnerships

We forged national and international research collaborations with industry, government and private enterprise. Examples include the following.

- The Triple P – Positive Parenting Program, a School of Psychology initiative, featured in the eight-week UK reality television program *Driving Mum and Dad mad*; and drew a UK government research grant to run *The Great Parenting Experiment* in partnership with the University of Manchester, measuring the show's impact on more than 2000 UK parents.
- School of Information Technology and Electrical Engineering researchers partnered with NASA scientists on the space agency's Reconfigurable Scaleable Computing project.

Nurturing the nation's best ...

- two Federation Fellows (grand total 12)
- two Australian Professorial Fellows
- a QEII Fellow
- a Royal Society of Arts (London) Fellow
- three Australian Postdoctoral Fellows
- a Nobel Peace Prize nomination
- an Eisenhower Fellow



- ◀ 100 percent success in final trials this year for the world's first viable cancer vaccine... founder and leader of our CICR Professor Ian Frazer, 2006 *Australian of the Year*, celebrates the culmination of his and the late Dr Jian Zhou's quest for a vaccine to protect women against papillomavirus strains causing cervical cancer. Gardasil™ and Cervarix™ are expected to become available in the developed world in 2006.

Established research strengths*

- Australian and postcolonial studies
- cognition, performance and human interaction
- cultural, historical and media studies
- governance and citizenship
- institutional and organisational change
- social and economic disadvantage
- aetiology and management of disease
- population health and health promotion
- biotechnology
- cellular and molecular bioscience
- complex and intelligent systems
- environment, biodiversity and sustainability
- food and health
- hypersonics
- imaging science and technology
- marine studies
- materials and nanotechnology
- neuroscience
- quantum and photon science and technology
- sustainable agricultural production systems

*acknowledged strength internationally, outstanding record in generating external income and quality publications, first-rate records of graduate supervision and employing Research Fellows

- Our Queensland Clinical Trials Centre (based at Princess Alexandra Hospital) coordinated a \$1.29 million Australasian Kidney Trials Network involving leading kidney disease researchers from Australia and New Zealand.
- Our Centre for Marine Studies worked with the National Oceanic and Atmospheric Administration and others on a study of the Great Barrier Reef and climate change.
- The Telepaediatric Service – a partnership between our Centre for Online Health and Brisbane’s Royal Children’s Hospital – received Queensland Government funding to continue a service which since 2000 has facilitated nearly 3000 consultations for patients and local doctors in regional areas.
- The Ipswich Hospital Foundation committed \$120,000 per year for five years for a new health research program at UQ Ipswich.
- We signed a memorandum of understanding with the Solomon Islands Government to research and conserve the biodiversity of one of the world’s largest double barrier enclosed lagoons.
- Scientists from our Vision, Touch and Hearing Research Centre and the University of California Berkeley studied (with the support of His Holiness the Dalai Lama) meditative practices of 76 monks in the Himalaya, Zanskar and Ladakhi Ranges of India, to discover how meditation affects perception, and how visual perception is regulated within the brain.
- UniQuest’s innovation competition, Trailblazer, identified commercially-viable possibilities in a range of Australian industries (page 52).
- Our computer experts built a software prototype that identifies faces in real-time under varying lighting conditions and with different facial expressions. The software is one of many new approaches by Australia’s new National Information and Communications Technology Centre, to identifying threats in public spaces.
- An academic staff member was appointed to the National Research Priority Standing Committee formed in 2005 to assess progress in achieving the initiative’s objectives. Members will report to the public through the Federal Government’s Innovation Report.

Operating in the Smart State

The Queensland Government launched the second stage of the Smart State Strategy at our St Lucia campus. This included announcement of three new innovation funds totalling \$200 million. Our Queensland Bioscience Precinct, partly funded by the State Government and The Atlantic Philanthropies, was recognised as a prime example of the Smart State Strategy in action.

Queensland Smart State Awards recognised three of our initiatives:

- Alchemia Limited, a company founded by current and former staff: Smart Award (science or technology category) for piloting development of an anti-cancer drug – and Premier of Queensland’s Smart Award of the Year;
- JKTech Pty Ltd (page 54): Smart Award (mining or minerals processing category) for flotation optimisation technology; and
- UniQuest Pty Ltd (pages 10, 33, 51-52, 65): finalist (services category) for injecting more than \$180 million into Queensland in the past five years.

Five staff and students (a biochemist, science students, an engineer and a physiotherapist) won the lion’s share of nine Smart Women – Smart State Awards on offer this year.

Commercialising IP

We strengthened the nation’s knowledge economy and realised opportunities to commercialise University-owned intellectual property (IP) through research contracts, licence agreements and spin-off companies. Our success relies on a well-established commercialisation strategy executed through the UQ Holdings Group framework described on page 10.

According to the latest Australian Government national survey of commercialisation by Australian universities and publicly-funded institutions (report released in 2005, figures relate to 2001 and 2002), we rank first in several critical areas:

Serving nation and state

National priorities

Many of the research initiatives described in this Report supported the four National Research Priorities, i.e. an environmentally sustainable Australia; promoting and maintaining good health; frontier technologies for building and transforming Australian industries; and safeguarding Australia. Representative examples include:

- Our Moreton Bay Research Station (pages 60, 68), Australia’s foremost marine research and education station, earned the prestigious Green Globe Benchmarked Certificate under the new Green Globe Certification program. The Certificate recognises the operation’s commitment to operating at the world’s highest environmental standard.
- A long-running School of Population Health study found maternal depression and early teenage behaviours such as aggression and delinquency increased risk of alcohol disorders in young adults.
- The ongoing *Mater-University of Queensland Study of Pregnancy* (page 49) continued to release findings impacting on future health policy in Australia.

- licence income (\$27.9 million in 2002);
- startup companies formed (13 in 2001; nine in 2002);
- value of equity holdings (\$46.4 million in 2002); and
- invention disclosures (85 in 2001; 95 in 2002).

UniQuest Pty Ltd

www.uniquest.com.au

Our main commercialisation company, UniQuest Pty Ltd (pages 10, 33, 50, 66), realises the commercial potential of our emerging technologies, expertise and facilities. Its output has included more than 45 startup companies, a large patent portfolio and some of Australia's most lucrative university licences. These include the licence to CSL Limited for the HPV vaccine against cervical cancer (page 49) developed at CICR.

This year UniQuest generated billings of \$37.2 million. This included \$19.6 million in payments and provisions for payment to the University, and \$1.07 million in profits. Spin-off companies raised an extra \$13.25 million in investments and grants.

Twenty percent of researchers and 10 percent of postgraduates attended UniQuest programs aimed at developing a research commercialisation culture. These included new and revised offerings plus one-off events to launch or promote projects.

UniQuest received 171 disclosures (compared with 154 the previous year), filed 26 provisional patent applications, issued 20 new licences and contracted eight major research and development projects. It also established or helped to form four startup companies:

- ActiveTorque Pty Ltd (an engine tuning system promising better fuel efficiency, prolonged engine life and reduced greenhouse emissions): winner of the ilab Prize in the UQ Business School's Enterprize competition;

- Spinifex Pharmaceuticals Pty Ltd www.spinifexpharma.com.au (therapeutics to treat neuropathic pain);
- Lucia Publishing Systems Pty Ltd www.luciapublishing.com (printing software for the education sector): a finalist (along with UniQuest technology *Golf Swing*) in the Secrets of Australian IT Innovation competition; and
- Leximancer Pty Ltd www.leximancer.com (text mining software).

ActiveTorque, Spinifex and Lucia Publishing received their first rounds of external investment, as did three established startup companies:

- Neurotide Pty Ltd (an oral pain-fighting pharmaceutical based on the body's own natural pain killer, endomorphin);
- XeroCoat Pty Ltd (anti-fogging and anti-reflective coating technology); and
- HerdVac Pty Ltd (a salmonella vaccine to improve cattle productivity).

UniQuest facilitated about 300 new consulting or research contracts for researchers and established consultancy businesses for three research groups: the UQ Boilerhouse Community Engagement Centre (page 63), Theravet and Event Trends.

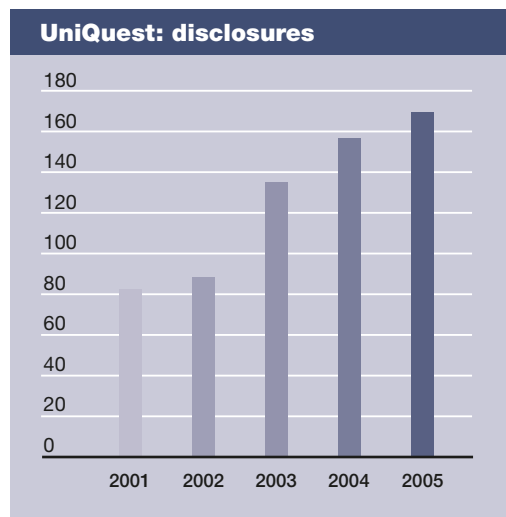
Other highlights included:

- establishing the *Pathfinder* proof-of-concept fund to advance research projects with commercial potential (25 applications received, 13 granted up to \$50,000 each);

Dr Louise Faber at work in our Queensland Brain Institute... her studies with colleague Professor Pankaj Sah have identified a protein crucially involved in how memories are stored and processed. This could lead to new strategies for treating mental disorders such as panic attacks, post traumatic stress, anxiety and depression. ▼

Emerging research strengths

- educational research, ethics, youth, families and social institutions (arts, humanities and social sciences)
- animal health and welfare, clinical neuropsychology, online health and education (health and medical sciences)
- fresh water management, biopharmacology, ecommerce and cyber-law (science and technology)



Our institutes: world-class research and training...

- AIBN (Australian Institute for Bioengineering and Nanotechnology): seeking improvements to human health and quality of life (nine research postgraduate students)
- IMB (Institute for Molecular Bioscience): research ranging from genomics and bioinformatics to development of new drugs and diagnostics (129 research postgraduates)
- QBI (Queensland Brain Institute): investigating brain physiology, cell and molecular neuroscience, systems physiology, behavioural and cognitive neuroscience (10 research postgraduates)
- SMI (Sustainable Minerals Institute): working with industry to achieve responsible socio-economic growth and researching ways to bridge gaps between high-level ideas and their coal-face implementation (77 research postgraduates)

- joint appointment of a commercialisation manager, Faculty of BEL (position now current in all faculties and in two of our four institutes);
- \$3.2 million raised in a second private offering of shares by UniQuest startup company Symbiosis Group Limited, established in 2004; and
- recognition for UniQuest startup company Hydrexia, established in 2004: winner of the UQ Business School Enterprize competition, and recipient of a Queensland Sustainable Energy and Innovation Fund grant.

UniQuest's annual innovation competition, Trailblazer (sponsored by Fisher Adams Kelly Patent Attorneys, Davis Collison Cave Patent Attorneys and Allen and Buckeridge), awarded \$40,000 in prizes for ideas or research with commercial potential. Winners included:

- MiCel: battery replacement technology for portable electronic applications;
- a concept to create a simple, quick and non-invasive method to determine the contractility of the heart from the wrist pulse; and
- enzyme-activated Magnetic Resonance agents for imaging physiological processes underlying human disease – monitoring both disease progression and efficacy of treatments.

Uniseed

www.uniseed.com

Uniseed, an early stage venture capital investment fund commercialising intellectual property at the Universities of Queensland, Melbourne and New South Wales, won

the *Best Early Stage Deal of 2005* prize awarded by the Australian Venture Capital Association.

Established in 2000 by UQ Holdings Pty Limited (page 10) and Melbourne Ventures, Uniseed expanded this year to include the University of New South Wales, following an investment from Westscheme, Western Australia's largest private sector superannuation fund, in 2004. Uniseed is now the largest fund of its type in Australia, managing more than \$60 million in capital for investment in early stage technology ventures across three of the country's leading universities

Since inception, Uniseed has committed \$14.3 million to 26 companies, with \$10 million paid to date. As a result, Uniseed's companies have been able to leverage more than \$80 million of external capital from private venture capital funds, government grants and co-investors. This represents an additional \$5.78 for every \$1 that the fund has committed. A substantial part of this total investment will flow back to the universities through targeted research contracts.

Uniseed has eight active investments originating from The University of Queensland. These are Adipogen, Thrombostat, QRxPharma, Neurotide (page 51), Fultec, Spinifex Pharmaceuticals (page 51), ActiveTorque (page 51) and Combinomics.

This year, software company Vintela (formerly Wedgetail), established in Queensland with Uniseed funding, became Uniseed's first exit via a \$100 million trade sale to US-based Quest Software Inc. Existing company Adipogen raised more than \$2 million to develop its obesity drug and three new companies – Neurotide, ActiveTorque and Spinifex – raised a total of \$4.3 million.

IMB researcher Dr Neville Young, one of a team of genetics researchers investigating cancer, looks in on lungfish research conducted by PhD student Helena Bailes. Her findings include the fact that the fish have genes for five different forms of visual pigment in their eyes (humans have three).

The two researchers were among 13 early-career scientists selected nationally to take part in *Fresh Science*, a program for researchers presenting their work to the public for the first time. ▶



IMBcom Pty Ltd

www.imbcom.com.au

IMBcom Pty Ltd commercialises high-value applications arising from research conducted at Australia's largest bioscience research organisation, our Institute for Molecular Bioscience (IMB).

In the financial year 2005, venture capital investment and government funding for IMBcom companies exceeded \$1.4 million. This included: Mimetica \$860,000; ElaCor \$335,000; Kalthera \$85,000; and Nephrogenix \$250,000.

Over the past five years, IMBcom has helped create and retain equity in 11 startup companies (total capital investment exceeding \$41 million). Ongoing involvements include board representation and assistance with commercialisation activities.

This year, IMBcom established startup company ElaCor Pty Ltd to develop treatments for heart disease; and helped secure more than \$820,000 in grants to support research programs with commercial potential. These included:

- Biotechnology Innovation Fund grants (\$250,000 each) to ElaCor (IMBcom/UQ/Baker Heart Research Foundation) and Nephrogenix (IMBcom/UQ/Monash University/Renal Regeneration Consortium) to fund commercialisation activities and renal stem cell research respectively;
- Queensland Government Innovation Start Up Scheme grants (\$80,000 each) to ElaCor and Kalthera; and
- a one-year ARC International Fellowship for a professor from Bielefeld University, Germany to continue collaborative research into algal hydrogen production at the IMB.

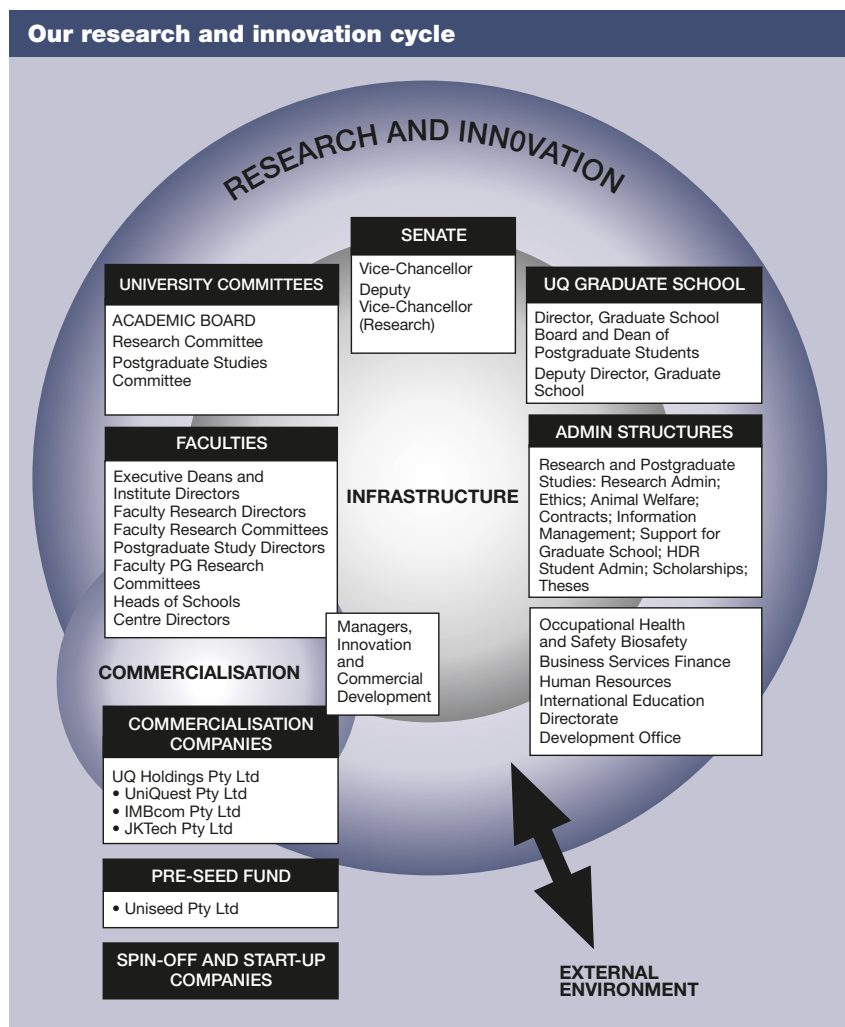
IMBcom protected intellectual property by filing five provisional patent applications relating to:

- anthelmintics for livestock treatment and human therapeutics;
- novel anti-cancer molecules derived from Australian biodiversity;
- a growth factor for use in renal regeneration; and
- a class of enzyme inhibitors with potential application in a range of human diseases.

Three other patents proceeded to the Patent Cooperation Treaty system for international patents. The remaining managed portfolio continued through varying stages of examination, with IMBcom managing examination issues and refining scientific and business cases. IMBcom also managed patents for spin-out companies including ElaCor Pty Ltd, Nephrogenix Pty Ltd, Kalthera Pty Ltd, Cyclagen Pty Ltd and Nanomics Biosystems Pty Ltd.

IMBcom's annual BioBusiness program for postgraduates featured speakers from industry and legal practitioner firms. Their real-life stories of BioBusiness and commercialisation enhanced the theoretical components

Our research and innovation cycle



of courses, and we plan to extend the program to include a focus on intellectual property and its development.

JKMRC and JKTech

www.jktech.com.au

Our Julius Kruttschnitt Mineral Research Centre (JKMRC), led by a new Director, strengthened its research base this year in both traditional and emerging research areas.

We incorporated our AMIRA-funded Geometalurgical Mapping and Mine Modelling project (GeM) into the ARC Centre of Excellence in Ore Deposit Studies (CODES). This involves a strategic alliance with the University of Tasmania. The project sought new fundamental approaches to the quantification of geological characterisation information, and integration with mineral processing performance and mine optimisation models.

Postgrad travel awards

Seventy-seven postgraduates received Graduate School Research Travel Awards* in disciplines including:

- engineering: study of biological removal of phosphorous from wastewater (research at Aalborg University, Denmark);
- art history and religion: Princeton Index of Early Christian Art (Utrecht University, Netherlands; Bibliotheque Nationale, Paris, France; historical sites in Italy);
- health: ovarian cancer and genes (Dana-Farber Cancer Research Centre and Harvard Medical School, Boston, USA);
- human movement studies: female artistic gymnastics in the 1970s (International Federation of Gymnastics, Moutier, Switzerland); and
- ecology: comparison of Australian and Taiwanese eagle ray populations (C.O.A. Fisheries Research Institute, Penghu Islands, Taiwan).

* Total of 588 awards since scheme's inception in 1998

New sponsors joined the industry-funded P9 Mineral Processing project (and the associated ARC Linkage project in flotation). Novel technology developments emerging from this program will benefit both sponsors and industry.

We remained an active research participant in the CRC for Sustainable Resource Processing. A focus on enhancing the energy-efficiency of processing plants generated research in areas such as CFD modelling, cyclone design and coal preparation, and we began developing an industry-funded third/fourth year coal preparation elective course.

We shared in the largest Linkage project yet supported by the ARC, as part of a collaboration of four universities led by the University of South Australia. JKMRC is a key participant in this research, which will underpin fundamental changes in mineral processing operations into the next decade.

JKTech Pty Ltd, incorporated in 2001 to transfer JKMRC technology to the minerals industry, achieved a turnover of \$9.2 million. This resulted from consulting, laboratory testing and mineral characterisation services; plus sales of Mineral Liberation Analysis systems and industry courses.

JKTech secured several international contracts for products and services and increased staffing by more than 25 percent. In addition to achieving commercial success, JKTech won a Queensland Smart State Award (page 50).

Encouraging excellence

Supporting our own

Our research-related expenditure supports researchers across all disciplines.

We allocated most funds received through the Commonwealth Institutional Grants Scheme and Research Training Scheme to faculties, based on their research performance. In 2005, this performance-based component totalled \$52 million (up from \$51.6 million in the previous year).

Our internal Research Only Budget used \$10.08 million (seven percent more than in 2004) to:

- fund staff development in research;
- support research excellence;
- seed research initiatives; and
- support research infrastructure.

Encouragement for quality research included:

- 50 Early Career Researcher Grants totalling \$955,000 to assist excellent, new researchers to establish a competitive track-record;
- 108 New Staff Research Startup Grants totalling \$1.22 million (including Research Only Budget and faculty/institute funds);
- recognition of the value of research via clearly-stated criteria in the Academic Portfolio (including rewards for team and industry-related outcomes);

- seminars, workshops, a mentoring system and readership scheme to help staff develop competitive grant applications; and
- UniQuest programs to develop a research commercialisation culture (page 51).

Our seventh annual round of UQ Foundation Research Excellence Awards provided \$450,000 to advance seven early-career projects. These are investigating:

- corporate adaptation to long-term global climate change (UQ Business School);
- bio-organic polymers to conduct electricity (Centre for Computational Molecular Science);
- neuronal diseases (biomedical sciences);
- knowledge economies of leading OECD countries Australia, Sweden, Ireland, France, the USA and Taiwan (international studies);
- echidnas, including establishment of a national research centre at the Gold Coast (animal studies);
- personal and health costs of whiplash injury (health and rehabilitation sciences); and
- neural stem cells (Queensland Brain Institute).

Research training

We ranked among the top few of Australia's 39 universities for research training performance, according to measures such as the following.

- We enrolled large numbers of PhD students (3036, including 538 international students).
- The number of PhDs awarded continued to rise, from 224 in 1995 to 426 in 2005 (a 1.4 percent increase on 2004).
- We maintained a high success rate for PhD completions and nationally-competitive scholarship awards.
- Our research-by-higher-degree student body constituted just over eight percent of our total number of enrolled students.

Postgraduate profile

This year we enrolled 9823 postgraduate students, representing 26.4 percent of the student body – thus exceeding our target of 25 percent.

These figures show a 4.7 percent decrease in postgraduate enrolments since 2004 – compared with a 0.9 percent decrease in undergraduate enrolments. The decrease in postgraduate enrolments may be due to influences such as the following.

- Australia in general and Queensland in particular experienced a very strong employment market, with high job availability and security (at such times, some people defer postgraduate study).
- The decrease follows several years of lower employment and concurrent rapid rises in postgraduate coursework enrolments.
- The Australian dollar strengthened, making Australia a more expensive education destination for international students.

- The Commonwealth Government effectively capped the total number of Australian research higher degree (PhD and MPhil) students.

We enrolled 3036 doctorate by research students (538 international), and 547 masters by research students (81 international). The one postgraduate area to show an increase in student numbers (five percent) was the doctorate by coursework, with 86 students. Despite the overall decreases, international enrolments increased across several postgraduate degrees (doctorate by research, up six percent; doctorate by coursework, up 25 percent, and masters by coursework, up seven percent).

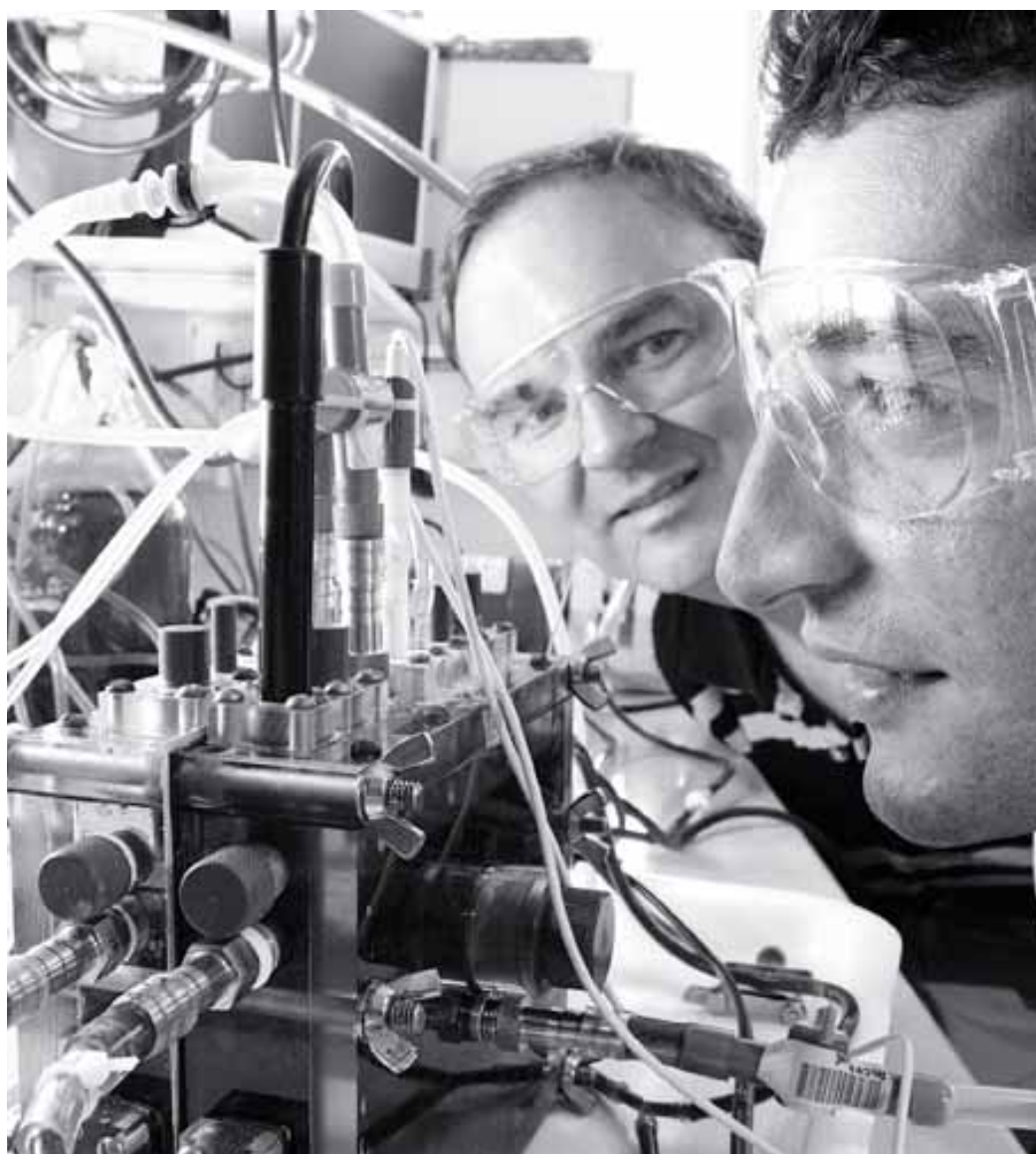
Our postgraduates secured:

- 143 Australian Postgraduate Awards (APA) – nine percent of the national total, placing us third among Australian universities;
- 30 International Postgraduate Research Scholarships; and
- 35 Australian Postgraduate Awards (Industry) Scholarships.

We conferred 3075 postgraduate degrees in 2005, including 426 doctorates by research and 118 masters by research (419 and 95 in 2004, respectively).

Faculty of SBS inaugural awards for early-career researchers...

- Research Awards for work in
- rural and regional governance (social science)
 - multiculturalism and inter-group relations (psychology)
- Commercialisation Award for
- contributions to Triple P – Positive Parenting Program (psychology)



◀ A watershed for renewable energy ... Advanced Wastewater Management Centre researchers are looking for ways to turn dirty water into electricity. Centre Director Professor Jürg Keller (left) and PhD student Stefano Freguia won our largest ARC Discovery Project Grant in a round announced in November. \$1.3 million over five years will enable them to pursue development of a cheap, plentiful and eco-friendly power source.

Advancing our postgrad profile...

- identifying graduate attributes for postgraduate coursework programs (completion due **2006**)
- review of professional doctorate programs (completion **2006**)
- the first *Graduate School in Mathematics* event in Australia (mathematics)
- *Postgraduate Coursework Expos* for prospective students and employers (School of Physical Sciences)
- initiatives to attract quality research students, e.g. national competitive grants providing return airfares to recruitment events (School of Physical Sciences)

Graduate attributes for higher degree researchers...

- interpersonal understanding
- interpersonal and team-based communication
- critical thinking
- problem solving
- project management

UQ Graduate School

www.uq.edu.au/grad-school

Our Graduate School fostered intellectual and professional academic growth while supporting initiatives to enhance the graduate student experience. These included opportunities for travel, exchanges and internships, and industry collaborations.

Supporting our own

We monitored activities to ensure quality experiences and outcomes for our graduate students. Strategies included advanced tracking systems for completion rates, and exit surveys for both completing and withdrawing students. The latter revealed a high level of satisfaction within our PhD program.

Scholarships at APA rates supported our best candidates. This year we gave:

- 19 Postgraduate Research Scholarships (UQPRS);
- 59 Graduate School Confirmation Scholarships (UQCS);
- 70 Joint Research Scholarships (UQJRS);
- 29 International Living Allowance Scholarships (UQILAS); and
- 18 Mid-Year Scholarships (UQMYS).

This year we replaced our Graduate School Scholarships with Graduate School Confirmation Scholarships, a new scheme offering research higher degree students \$19,231 per student per annum.

Other support included:

- the Library-developed RAPID (Researchers and Postgraduates Information Discovery) program – a flexibly-delivered, user-centred and problem-based information skills course imparting effective research techniques to researchers and postgraduate students;
- establishment of block confirmation seminars (School of Economics) and other new practices, as a result of a policy and process review; and
- funding assistance for 11 postgraduate research student conferences for specialisations including

health and rehabilitation sciences, human movement studies, life sciences, education, integrative biology, history, philosophy, religion and classics.

Research infrastructure

Our research strategies recognise a need to build critical mass, foster collaborative and interdisciplinary research and reward research excellence. Consequently, we expanded our portfolio of world-class research infrastructure.

Utilities, services and data cabling were installed for a new \$28.76 million Centre for Advanced Animal Science at UQ Gatton, due to begin construction in **2006** for completion in **2008**. The Centre will be a world-class facility for research into livestock health and production. It will include a small animal clinic, equine hospital, administration block and research and teaching laboratories.

We established the \$17 million Queensland Nuclear Magnetic Resonance Network. Supported by Smart State Research Facilities funding, the Network will include a 900 MHz high-resolution spectrometer – the most powerful machine of its kind in the southern hemisphere – and will position Queensland at the forefront of international research in structural biology, biodiscovery and animal neuroimaging.

We unveiled plans for a \$60 million UQ Centre for Clinical Research, due to start construction in **2006** at the Royal Brisbane and Women’s Hospital (RBWH). Funding comprises \$20 million each from the Queensland Government’s Smart State Research Facilities Fund, Atlantic Philanthropies and our University. The Centre will focus on established Faculty of Health Sciences and RBWH research specialties such as cancer, genetic diseases, infectious diseases, population health risks, critical care, clinical neurosciences and psychiatry; plus areas of chronic disease management including renal, orthopaedic and vascular disorders.

Other initiatives (page 77) included our:

- Faculty of Arts Research Precinct, home to our Centre for Critical and Cultural Studies, Australian Studies Centre and Centre for the History of European Discourses; and
- \$1.2 million Dynamic Imaging Facility for Cancer Biology, funded by the Australian Cancer Research Foundation as the only one of its kind in Australia.

Postgraduate enrolments		
	2004[†]	2005*
Doctorate by research	3079	3036
Doctorate by coursework	81	86
Masters by research	603	547
Masters by coursework	4717	4663
Postgrad/graduate diploma	929	721
Graduate certificate	895	770
Total	10,304	9823

[†] at August 31, 2004 ^{*} at December 31, 2005

Equity and diversity

www.uq.edu.au/equity/

We nurture equity and diversity in all our pursuits. Strategies relating to research and research training in 2005 included:

- six Promoting Women Fellowships to increase promotion prospects for academic women;
- four inaugural Research Completion Equity Fellowships to help general staff overcome personal circumstances interrupting their PhD, research masters or professional doctorate studies;
- three UQ Postdoctoral Research Fellowships for Women (one full-time, two part-time); and
- two UQ Return to Research Scholarships.

The International Equity Benchmarking Project initiated by our Equity Office in 2004 continued in 2005 with presentation of Stage One summary findings,

along with suggested management strategies for institutions to consider. Benchmarking partners included our University, Queensland University of Technology, University of Melbourne, University of Western Australia, University of Auckland, and University of British Columbia.

The project addressed issues of student access and success for women in non-traditional areas, and promotion for academic women, especially those in non-traditional areas. Preliminary findings suggested:

- little variation in the proportion of women students in engineering between 1992 and 2002;
- women students generally outperform men in engineering, information technology and architecture; and
- a marginal increase in the proportion of women associate professors in all universities between 1999 and 2002.

The year 2006

- A University-led international team will conduct two experimental HyShot™ flights near Woomera, South Australia, as the second round of flight testing of an air-breathing supersonic scramjet engine developed as a long-term research project in our Centre for Hypersonics. The initiative builds on our HyShot™ Team's successful test flight – the first in the world – on July 30, 2002.
- Completion of our \$60 million Australian Institute for Bioengineering and Nanotechnology at St Lucia will expand our portfolio of world-class research infrastructure.
- We will start building a \$28.76 million Centre for Advanced Animal Science at UQ Gatton, as a world-class facility for research into livestock health and production.



- ◀ Qigong and Tai Chi master Xui Liu leads a group of volunteers in Australia's first clinical trial evaluating the effectiveness of traditional Chinese exercises in combating Type Two diabetes. Funded by the Diabetes Australia Research Trust, the School of Human Movement Studies project involves Professor Wendy Brown (project leader), Dr Yvette Miller and Dr Nicola Burton (picture courtesy Xui Liu).

Review of activities



Community partnerships

We shared our intellectual and leisure resources while expanding mutually-beneficial partnerships, to enrich the wider communities of which we are a part.

Community links

Encouraging debate

Free public lectures and seminars, many including refreshments, offered opportunities for discussion and debate on topics as diverse as:

- managing and communicating science;
- knowledge-based economies;
- Judgement Day for the Bible Codes;
- contemporary challenges in Northern Ireland;
- responsible journalism; and
- the making of the documentary film, *Gallipoli*.

Speakers included our academics and numerous high-profile visitors:

- Professor Margaret Gill, Chief Executive and Director of Research Macaulay Institute, UK;
- Emeritus Professor Peter Andrews, AO, Queensland Chief Scientist;
- the Rt Hon Mrs Helen Liddell, High Commissioner for Britain; and
- the Rt Hon John Spellar, MP, Minister of State, Northern Ireland Office, UK Parliament.

We celebrated the Einstein International Year of Physics with workshops, debates and free public lectures. Speakers included Professor Tony Leggett, 2003 Nobel Prizewinner in Physics; and Professor David Jamieson, President of the Australian Institute of Physics.

Distinguished speakers drew large crowds to prestigious annual events such as our:

- UQ Ipswich Oration: Director of Sydney's Museum of Contemporary Art Elizabeth Macgregor (elements of popular art);
- E.S. Meyers Memorial Lecture, sponsored by the UQ Medical Society and the University: prominent US surgeon Professor William Schechter (terrorist mass casualty events in Israel); and
- Sir James Duhig Memorial Lecture, sponsored by St Leo's College: 1996 Nobel Prizewinner for Medicine and graduate Professor Peter Doherty, (cultural development of Australian society). Previous presenters have included Prime Ministers John Howard and Malcolm Fraser; military leader Lieutenant General Peter Cosgrove; and author Bryce Courtenay.

UQ Gatton staff and students maintained a presence at the Royal Queensland Show (page 61) with initiatives including a *Beef Basics* presentation explaining the science behind beef production and the production chain.

The Australasian Centre on Ageing's monthly breakfast colloquia drew capacity audiences to hear speakers from within and outside our University; and our staff and students were among 1500 participants at the International Conference on Engaging Communities.

We were a major sponsor of the conference. Subsequently, former President of Ireland and UN Commissioner for Human Rights Mrs Mary Robinson joined an on-campus panel discussion on human rights in the age of terror – an initiative broadcast on ABC Radio and attended by more than 100 staff and students.

We also sponsored Brisbane's eighth International Riversymposium, the premier fresh water event in Australia. An integral part of Brisbane's *Riverfestival*, the event attracted about 500 delegates from more than 40 countries.

We continued as primary sponsor of the Brisbane Institute www.brisinst.org.au and hosted most Institute events at Customs House (pages 62-63). The Institute fosters non-partisan discussion of issues concerning business, government, academic institutions and the wider community. This year speakers included Baroness Helena Kennedy QC, Nobel Laureate Professor Peter Doherty and artist Jeffrey Smart; and topics were as diverse as management of water resources, historic conservation, education and art.

Communications

Communicating core activities

Moves to attract talented students included visits to schools plus representation at tertiary studies events such as:

- TSXPO, an annual Brisbane event for school leavers exploring tertiary options;
- our annual Careers Fair (page 36), including face-to-face meetings with leading employers from government and private industry;
- a Virtual Careers Fair, as a cyber meeting place for employers, students and graduate recruitment experts; and
- open days (page 60).

Objectives

- to strengthen links and share specialist resources with industry, business, the professions and the community
- to encourage strategic, mutually-beneficial partnerships with our stakeholders
- to champion the role of education and research in supporting the economic, health and social wellbeing of local, state, national and international communities

Key outcomes

- a vigorous public lecture program
- concerts at Customs House and Queensland Performing Arts Centre

Outlook for higher education sector

- increasing reliance on benefactors, bequests and other funding from community sources
- more mutually-beneficial partnerships

Our year ahead

- continued free community access to resources such as concerts, lectures, museums and art galleries
- expanding alumni networks
- helping solve community challenges

◀ Making noise is good for you... music therapy lecturer Dr Felicity Baker (second from left) drums up interest with Milpera State High School students (from left) Richard Anei, Samson Peter Joseph and Minh Nguyen. The school's music therapy program, HEAL (Home of Expressive Arts and Learning), established in 2002 under the guidance of our School of Music, won the award for inclusive education at the 2005 Showcase Awards for Excellence in Schools.

Review of activities

Community partnerships

Contributing expertise at home...

- participating in, and part-sponsoring, the Brisbane Writers Festival (Arts)
- developing *Fez*, digital file repository software available free to organisations (Library)
- running National Science Week displays and workshops
- offering short courses on horticultural techniques (Centre for Native Floriculture)
- organising state-wide celebrations for the Centenary of Women's Suffrage (Arts)
- helping the St George-based Kamillaroi CDEP (Indigenous Community Development and Employment Project) group establish a native floriculture production facility (NRAVS)
- developing the Reading LINK-Decoding program, designed to teach anyone (including children with dyslexia) how to read (SBS)

...and abroad

- helping reconstruct tsunami-ravaged areas of Sri Lanka (EPSA)
- launching the UN World Tourism Organisation *TedQual Volunteers* Program to help local communities build tourism industries (BEL)

Annual themed weeks included:

- *Research Week*, featuring presentation of the prestigious UQ Foundation Research Excellence Awards (page 54), a dinner with industry partners, forums, seminars and workshops;
- *Teaching and Learning Week*, including presentation of Teaching Excellence Awards (page 37), launch of the MIT-UQ iCampus collaboration (page 41) and a free public lecture; and
- *Diversity Week* (pages 34), with about 30 events including public concerts, forums, lectures and tours at St Lucia, UQ Gatton and UQ Ipswich.

Informing our public

Our Office of Marketing and Communications (OMC, page 77) nurtured community awareness by promoting research, teaching and community activities via:

- University websites, which received almost 16 million visits;
- *Research Week*, *Teaching and Learning Week* and *Diversity Week*;
- monthly *What's on at UQ* notices in Brisbane's city and suburban newspapers;
- a media liaison service facilitating expert media commentary and advising the public of significant developments;
- a photo library service;
- *UQ Update*, a weekly e-newsletter for staff www.uq.edu.au/update
- online news www.uq.edu.au/news
- news magazines *UQ News* (10 issues a year, circulation 14,000 internal and external) and *Graduate Contact* (bi-annual, circulation 125,000 to alumni worldwide);

- corporate publications such as our *Research Report*; and
- our *Annual Report*, a continuing Gold Award winner (and one of four finalists for the Report of the Year Award) in the 2005 Australasian Annual Report Awards. Ours is the only university ever recognised in this arena.

Student communicators

School of Journalism and Communication students again tested their practical skills in taking news to the community.

Under supervision, undergraduates and postgraduates wrote for and produced eight editions of *The Independent Monthly* (available free on our campuses and circulated to media organisations and local communities).

In first semester, undergraduates produced *NewsWatch* for Radio 4RPH www.uq.edu.au/journ-comm

Open days

Annual open days showcased our teaching and research alongside family-friendly activities at:

- St Lucia: study and career presentations, campus tours, museums, talks, demonstrations, interactive displays, music and drama performances;
- UQ Gatton: UQ Gatton – *Gatton Star* Fun Run followed by tours, entertainment, and displays and activities focusing on study and career opportunities in the agricultural, food and fibre industries;
- UQ Ipswich: mini-lectures, information booths, displays and walking tours of the campus;
- Moreton Bay Research Station, North Stradbroke Island (pages 50, 69): UQ Sharkfest 2005,

Inflating intelligence ... Forest Lake College student Annette Sultana adjusts her flying balloon project at the inaugural Science and Engineering challenge. She was among about 200 students from six high schools who took part in the event, run by the School of Engineering and the School of Information Technology and Electrical Engineering. Forest Lake College triumphed and advanced to the Queensland final (picture Lyle Radford). ▶





▲ Do mention the war... Betty Cahill (left) and Emma Stitt review an exhibit in *Defending the north: Queensland in the Pacific War*, a University Art Museum exhibition shown in The James and Mary Emelia Mayne Centre before touring regional Queensland and New South Wales. They feature in the framed picture as two of three entertainers who, undeterred by a wartime shortage of dress materials, went on stage in racy crepe paper costumes.

including seminars, hands-on experiments, displays and quizzes celebrating shark and ray research and conservation; and

- Experimental Mine: Open Weekend at the world's only known university-owned underground mine in a capital city included underground tours for hundreds of visitors.

More than 150 flower growers, nursery operators, industry partners and media representatives turned out for an inaugural open day at the Centre for Native Floriculture at UQ Gatton. Features included briefing sessions, tours and the official opening by Linda Lavarch, MP, of an upgraded plant propagation facility.

School-to-university transitions

A full *Bright Minds* www.brightminds.uq.edu.au program included continuation of the *Frontiers in science* lecture series, the UQ Ambassadors Prize scheme, the *Scientist in residence* program and *Experience science*, a one-day program for students and teachers.

The UQL Cyberschool, a school-to-university transition initiative, was a finalist in the Community Outreach category of the Australian Awards for University Teaching (page 37). The number of secondary schools using the service increased by 22 percent, to 220.

Dozens of other initiatives introduced school students to tertiary life. Examples included:

- Siemens Science Experiment for 206 Year 10 students (three days);

- FEAST (Future Experiences in Agriculture, Science and Technology) residential school at UQ Gatton for nearly 100 high school students from as far afield as Weipa, Blackall and Newcastle (five days);
- Opti-MINDS Challenge, with 103 eight-member teams from Queensland schools participating in the State final at St Lucia;
- RoboCup Junior Queensland Competition with 500 Queensland school students in 150 teams competing in five categories – soccer, rescue, premier rescue, primary and open dance;
- *Go agro! Cotton and grains careers* field trip for students and teachers from regional Queensland schools (including two days at UQ Gatton); and
- *Maths infinity* www.maths.uq.edu.au/~infinity, a maths club for high school students and teachers.

Town and gown

Regional partnerships

Activities of our Development Office, alumni groups and The Alumni Association of The University of Queensland Inc (page 67) invigorated our internal and external relationships.

The Friends of UQ Ipswich joined the Alumni Association of UQ Ipswich in strengthening campus-community partnerships. Outcomes included the annual Scholarship and Prizes Award Ceremony involving

Community events on campus...

- performance of Spanish and Latin American poetry and music (Arts Faculty)
- *Town vs Gown* cricket match involving University staff, alumni and the community
- Loy Krathong water festival (Thai Students Association)
- Bank of Queensland Classic, first of Athletics Australia's national series meets
- James Morrison concert benefiting our Aussie International Friendship Program (Chaplaincy)
- a multi-faith, multicultural concert benefiting victims of the 2004 Boxing Day tsunami (Chaplaincy)

... and elsewhere

- 2005 Royal Queensland Show: inaugural Beef Expo (UQ Gatton Cattleman's Club, School of Animal Studies and RNA Beef Cattle Committee) and 42nd Animal Nursery (School of Animal Studies)
- James Morrison concert at the Brisbane Convention Centre, benefiting children's charities (University of Queensland Medical Society)
- Low-cost and free music concerts at QPAC, Customs House and seniors' community centres

Student placements helped

- rehabilitation and palliative care patients, Prince Charles Hospital (music therapy),
- indigenous youth and students with special needs (music therapy, speech pathology and occupational therapy),
- develop a Regional Wildlife Corridor for the Helidon Hills-Murphy's Creek Landcare Group (natural and rural systems management),
- take business skills into school classrooms, as participants in the Business Enterprise Awareness through Mentoring in Schools (BEAMS) program (business),
- produce a *Practical Guide for Caregivers of People with Dementia*, free through our Cybrary to community groups (psychology and journalism/law), and
- develop a plan to save the rare native Cooneana Olive shrub *Notelaea ipsviciensis* near Ipswich (integrative biology).

Biophysics students Joel Gilmore (pictured with children in the Bamaga School playground) and Jenny Riesz celebrated the World Year of Physics by island hopping in the Torres Strait. They ran hands-on science workshops and performed entertaining science shows for about 850 students in Years One to 10, at seven schools on six islands. The initiative was funded by the Australian Institute of Physics and the Australian Academy of Technological Sciences and Engineering. (picture courtesy Jenny Riesz). ▶

presentation of awards worth more than \$40,000, funded by 25 local donors.

This year marked the launch of the Ipswich Women's Development Fund—an initiative of Member for Ipswich Rachel Nolan and the Ipswich Region Chamber of Commerce. Supporters include Cr Cheryl Bromage, Quota, Zonta Club of West Moreton and the Australian Institute of Office Professionals. The group aims to promote women's achievements in the Ipswich community and fund an annual scholarship honouring the late Heather Bonner, available from 2006 to a woman studying at UQ Ipswich.

Fund members held numerous successful fundraising events throughout the year, cementing their place as continuing highlights on the region's calendar.

Other UQ Ipswich community-based activities included public lectures such as the annual UQ Ipswich Oration (page 59), involvement in the Ipswich Festival of Children's Literature, initiatives at the Boilerhouse Community Engagement Centre (page 63) and sponsorships of the:

- Screen Culture interactive exhibition at the annual Ipswich Festival;
- Ipswich Chamber of Commerce Ipswich Business Awards;



- Ipswich and District Careers Fair;
- St Edmunds College Mentoring Program; and
- Hilda des Arts Community Award.

A host of **UQ Gatton** community-focused activities included:

- the UQ Gatton – *Gatton Star* Fun Run (to raise funds for juvenile diabetes) at Open Day;
- work with Hervey Bay City Council to determine types and numbers of small mammals in the local area (Student Wildlife Association of Gatton); and
- an International Cultural Night where about 300 students and Lockyer Valley locals sampled food from 15 countries and enjoyed performances by people from Vietnam, Japan, Papua New Guinea, the Philippines, Mozambique, Indonesia, the USA, Samoa and Australia.

Community consultation

Wide consultation on issues of major concern characterised our interactions with local communities.

The Secretary and Registrar continued as our representative on the **Bridge Community Liaison Group**, convened in 2004 to facilitate construction of a \$55.5 million bridge (due for completion in 2007) providing a bus, bicycle and pedestrian link between Dutton Park and the University's St Lucia campus. The group has met on site once a month throughout the year, providing valuable input on construction activities, design elements and community impacts.

To strengthen ongoing relations between UQ Ipswich and the broader Ipswich community, we realigned the UQ Ipswich Strategic Advisory Group and the Friends of UQ Ipswich to form the **UQ Ipswich Advisory Committee**. Members will work with the Pro-Vice-Chancellor (Ipswich), advising on campus direction and development while supporting research and regional marketing of the campus.

The Pro-Vice-Chancellor (Ipswich) led ongoing development (including international marketing in Hong Kong) of the **Ipswich Region Education and Training Cluster**, aimed at promoting the region as a quality education destination for international and domestic students.

The **UQ Gatton Strategic Advisory Group** met twice as a forum for University, industry and community views on strategic issues relating to our Gatton campus. The Group also awards the annual Gold Medal (page 65).

Other initiatives include the **Sustainable Minerals Institute Sustainability Advisory Group**. Members link the Institute with industry, and advise the board, the Director and senior management on relevant issues.

Customs House

www.customshouse.com.au

Customs House is well-known as our downtown city base in Brisbane's CBD. This year the heritage-listed riverside building continued as a high-demand venue for University, public and private meetings; seminars;

cultural events; and catered functions. Regular users included the University-sponsored Brisbane Institute (page 59).

The School of Music program at Customs House included a twilight concert, a dinner concert, an orchestral concert and the *Sundays at Customs House* series of eight free concerts. Each of these attracted capacity audiences of more than 200 people.

Free community events included a concert by Los Angeles-based pianists Liam Viney and Anna Grinberg; and *What Oh Tonight*, a free Seniors Week performance based on the Nat Phillips Collection of rare vaudeville scripts and papers held in our Fryer Library www.library.uq.edu.au/fryer/Stiffy_and_Mo/10.html

Customs House Art Gallery operations scaled down early in 2005 following the 2004 opening of The James and Mary Emelia Mayne Centre on the St Lucia campus. The Stuartholme-Behan Collection remains on show for Sunday visitors (4600 this year) on guided tours and people attending functions.

Making music

www.uq.edu.au/music

Customs House events represented a fraction of our busy School of Music program, on- and off-campus.

Our University Symphony Orchestra and Chorale featured at two fully-subscribed, low-cost public Sunday afternoon concerts at the Queensland Performing Arts Centre (QPAC), Brisbane South Bank. These concerts continued a University-QPAC partnership begun in 2003 with support from The Alumni Association of The University of Queensland Inc (page 67) and this year also received support from the Development Office (pages 66).

Public events on the St Lucia campus included:

- 28 free lunchtime concerts;
- five competition-based evening performances for piano, strings and winds; and
- an all-ensemble concert in the UQ Centre showcasing the Orchestra, Chorale, Wind Symphony and Brass Ensemble.

Off-campus activities at home and abroad included:

- performances in seniors' community centres (String Orchestra); and
- a performance at the HELP Institute annual charity dinner, and two concerts, in Malaysia (Quintessential Quartet).

We expanded the on- and off- campus programs inaugurated in 2004 for pre-school children, and our highly-successful workshops for secondary schools. Musicianship classes remained popular with the community and our teacher support network, including the Summer Music Program, attracted participants from overseas and throughout Australia.

Seeking solutions

Partnering on problems

www.uq.edu.au/boilerhouse

A new name, a new leader and a new direction marked a year of change for our UQ Boilerhouse Community Engagement Centre (formerly the Community Service and Research Centre) at UQ Ipswich.

Work began on the \$2.1 million Boilerhouse redevelopment to provide new headquarters for the Centre. The project was partly community-funded, in particular Ipswich City Council, Bendigo Bank, Swanbank Enterprise Park and Bremer Business Park; and it will transform the heritage-listed former Challinor Centre engine room into contemporary offices and a community meeting space.

More than \$400,000 from government and community sources funded a range of research, consultancy and educational activities; and two new ARC Linkage grants underpinned partnerships with other University academics.

Boilerhouse researchers focused on:

- examining the role of property developers in building social capital in new communities; and
- developing informed engagement strategies for potential students from Culturally and Linguistically Diverse (CaLD) communities in the Inala-Ipswich corridor.

Other activities included:

- a one-year project investigating elements of youth culture in the Ipswich area (Ipswich Behavioural Studies students, supported by Boilerhouse staff);
- training workshops facilitated by Boilerhouse staff for the public, private and community sectors;
- a host of free public computer education courses;
- support for the Lowood Hub, a contact point for our University, local government and community organisations in Esk Shire;
- addition of a *Leadership for girls* program to our on-going after-school care initiative providing on-campus courses for students aged 13-15;
- an examination of the experiences of community-based asylum seekers;
- research into local government's role in providing services to an ageing community; and
- evaluation of the *Lead on Youth* Program. When completed, this evaluation has potential for use as a framework Australia-wide.

Faculty clinics focused on:

- developmental paediatrics, musculoskeletal and sports injuries, neurological disorders, ageing and balance, physiotherapy, occupational therapy, audiology and speech pathology (Health Sciences);
- special education, clinical psychology, and parenting and family support including Triple P – Positive Parenting Program (SBS); and
- Small Animal Clinic and Hospital (NRAVS).

Degrees honoris causa...

- Mrs Chan-Low Kam Yoke, Chief Executive Officer and co-founder of HELP University College (Doctor of the University)
- Ted Edwards, company director and University senator (Doctor of Economics)
- Dame Carol Kidu, Minister for Community Development, National Parliament of Papua New Guinea (Doctor of the University)
- Andrew Liveris, President and Chief Executive of the Dow Chemical Company (Doctor of Science)
- Dr Mary Mahoney, medical practitioner, educator and administrator, University Senator since 1990 and the University's only woman Deputy Chancellor 1996-1999 (Doctor of Medicine)
- Richard Mills, AM, conductor, composer and artistic director of the West Australian Opera (Doctor of Music)
- Bryan Nason, AM, a founding father of professional live theatre in Queensland (Doctor of Letters)

Sharing knowledge

Overcoming language barriers

www.iml.uq.edu.au

Our Institute of Modern Languages (IML), Faculty of Arts, remained the leading language services provider in Queensland. An environmental scan of similar services in the State highlighted IML's unique position relating to program diversity and flexibility.

In line with its mission to provide the community with language learning and associated services, the Institute provided courses in more than 30 languages ranging from Arabic to Vietnamese.

Demand continued to rise for tuition in European languages such as Spanish, French and German and in Asian languages, particularly Chinese and Japanese. Cultural segments, such as the French Ciné-Club, were also popular.

Escalating worldwide use of the Internet and online marketing, in tandem with the globalisation of economies, underlined the value of translation, interpreting and localisation services; cross-cultural briefings; customised tuition in specific languages; and complementary tuition in cultural aspects.

Increasing government and industry demand prompted expansion of our comprehensive range of corporate services. Assignments ranged from corporate to the unusual, for example, an assignment for *The Courier-Mail* newspaper series commemorating the 60th anniversary of the end of World War II. This involved the first translation of an emotive letter written by a Japanese soldier, 60 years after its retrieval from an abandoned Japanese military site in Papua New Guinea.

English language teaching

www.ict.e.uq.edu.au

Our Institute of Continuing and TESOL (Teaching English to Speakers of Other Languages) Education (ICTE, page 32) strengthened its numerous active government, institutional, university and corporate partnerships. Activities included both regular and customised English language training programs for individuals and groups plus TESOL teacher training and professional development programs.

Activities in Australia included general, academic and business English language training for 1776 students from 51 countries, plus IELTS language testing for 4442 candidates (621 more than in 2004). Community homestay placements were organised for 3089 student and professional program participants.

The Institute also provided:

- 38 customised group programs for 748 students from Japan, South Korea, Indonesia, Vietnam and Mexico;
- pre- and in-service professional development training for 111 English and bilingual teachers from Hong Kong, Vietnam, China, Japan, South Korea and Mexico;
- pre-service TESOL training for 58 participants;
- customised English and methodology for TESOL purposes training for 20 English language teachers from Chile (contracted by Fundacion Minera Escondida [FME], funded by BHP Billiton/Rio Tinto FME) plus follow-up in Chile in 2006; and
- English language training for four cohorts of senior Indonesian Department of Immigration officials (contracted by Australian Department of Immigration and Multicultural and Indigenous Affairs).

Students and staff at the annual Thanksgiving Service pay solemn tribute to the memory of people who donated their bodies to assist scientific research and training. Each year up to 5000 Faculty of Health Sciences students benefit from the donors' generosity. The service in May honoured the donors and expressed gratitude to their families and friends. ▶



The University of Cambridge ESOL Examinations approved ICTE as a Teaching Knowledge Test (TKT) administration centre. ICTE will deliver its first TKT in **2006**, along with customised training in language development, teaching methodology and TKT exam preparation and practice.

Further afield, numerous initiatives included delivery of:

- programs for Queensland's sister states in Japan and South Korea (including two English language training programs for 30 Gyeonggi Provincial Government officials, plus English and specialist health care training for 36 Saitama Prefectural University students);
- credit-bearing courses at Hong Kong University and Hong Kong Baptist University;
- on-campus and online components of the International Diploma in Language Teaching Management (joint initiative with University of Cambridge ESOL Examinations and US School for International Training);
- English for Specific Purposes training for numerous South Korean universities (collaboration with our Division of Physiotherapy, School of Engineering, and School of Information Technology and Electrical Engineering);
- customised English language, leadership and professional internship training for 13 Mexican students on the Vanguardia Leadership Program;
- first-year subjects of a Bachelor of English and Translation curriculum project between our Faculty of Arts and Sohar University, Oman; and
- offshore English for Academic and Special Purposes programs in Hong Kong and Vietnam (Hanoi and Danang, as part of our broader doctoral development and postgraduate scholarship initiatives in Vietnam – page 32).

Continuing education

The Extension Studies International division of ICTE delivered:

- customised technical/vocational short courses for 1435 students from the Jikei Gakuen Group of Colleges, Japan;
- short-course academic programs (*Business in Australia* and *Soil and earth sciences*) for 172 students from five US universities;
- professional development training (*Australian studies* for 13 teachers from the Deutsch-Amerikanisches Institut, Germany; and *School governance and leadership* for 25 senior teachers sponsored by Hangzhou Municipal Education Bureau, China);
- public finance management training for 15 Vietnamese Ministry of Finance officials under agreement with the Ministry's Academy of Finance;

- advanced aerospace and mechanical engineering training for 35 students from Gyeongsang National University, Korea (with our School of Engineering);
- *Confronting globalisation: Australian experiences and challenges for Hong Kong* (with our School of Social Science) for 11 students from the Chinese University of Hong Kong;
- pharmaceutical training (with our School of Pharmacy) for 10 members of the Japan Association of Chain Drug Stores; and
- an *Educational travel for seniors* program for 12 American retirees.

The State Administration of Foreign Experts Affairs, People's Republic of China registered ICTE as an overseas training provider. This facilitates the approval process for delivering international and in-country programs for Chinese government officials at central, provincial, municipal and district levels.

The Extension Studies Domestic division of ICTE delivered:

- 121 community education courses (on topics ranging from workplace skills to the creative arts) for 1369 participants in Brisbane and, for the first time, in Ipswich;
- 43 corporate in-house training programs for 1100 staff from 27 organisations and government instrumentalities at city and regional locations in Queensland; and
- 12 Registered Training Organisation Certificate IV in Workplace Training and Assessment courses for 120 participants in Brisbane and, for the first time, in Ipswich.

International service

Overseas aid

For more than a decade, UniQuest (pages 10, 51-52) has exported our expertise to countries in the Pacific, South-East Asia, the Indian sub-continent and Africa. This year, we placed a total of 134 consultants in 47 projects in 23 countries.

We won three new projects with major aid agencies in the region:

- governance support (with GRM) in the Solomon Islands (AusAID, \$2 million);
- a rural finance project in Sri Lanka (Asian Development Bank, \$3 million); and
- a phytosanitary project in Vietnam (NZAID, \$1.5 million).

Other highlights included:

- project extensions in Kiribati, Vanuatu and Samoa worth \$1.8 million; and
- a joint venture with Health Sciences Faculty to market our health capabilities.

Degrees honoris causa...

- Norbury Rogers, AO, Senior Consultant with Ernst & Young and University Senator since 1990 (Doctor of Economics)
- Spencer Routh, librarian and scholar (Doctor of Letters)
- Her Royal Highness Maha Chakri Sirindhorn, Crown Princess of Thailand (Doctor of Philosophy)
- Robert Wensley, QC, University Senator since 1978 and the University's Deputy Chancellor 1999-2005 (Doctor of Laws)
- The Honourable Justice Margaret White, Queensland Supreme Court Judge and University Senator since 1993 (Doctor of Laws)

UQ Gatton Gold Medal

- Professor Mark von Itzstein, co-creator of the world's first-known anti-influenza drug, Relenza™

Honouring alumni

Development Office awards...

- International Alumnus of the Year: Loh Hoon Sun (MD, Philip Securities, Singapore)

Alumni Association awards...

- Alumnus of the Year: Andrew Liveris (CEO, Dow Chemical Company)
- Graduate of the Year: Lindsay Hogan (BAppSc 2004, University Medallist with GPA of 7 – page 42)

Medical Alumni awards...

- Medical Alumnus of the Year: Professor Harvey Whiteford (Kratzmann Professor of Psychiatry at UQ)
- Medical Alumni Centric Wealth Student Research Award: Dr Angus Thompson (MBBS/PhD 2005)

Alumni connections

Development Office

www.development.uq.edu.au

Established in 1988, our Development Office nurtures external support for and encourages graduate involvement in University affairs. The Office, along with the Office of Marketing and Communications (page 60, 77) and the Office of the Dean of Students, was reviewed this year as part of a Vice-Chancellor's Review of the University's Interactions with its Wider Communities. Results are expected in 2006.

This year we helped raise nearly \$9.5 million as gifts, new pledges and notified bequests from individuals, business and the community. This constituted nearly 3000 gifts from 1663 donors.

The Chancellor's Fund, our annual direct mail appeal, focused on and secured nearly \$434,000 for a scholarship endowment fund. This included more than \$37,000 for a specific Law School scholarship endowment appeal.

Gifts outside the appeal included \$400,000 to support scholarships for students in business, law, engineering, information technology, health, agriculture, veterinary science and education. This figure included a \$184,135 grant from a US-based Trust for PhD scholarships in the Faculty of Arts, bringing the total from this Trust, over a six-year period, to nearly \$1 million.

Our efforts also provided:

- \$15,000 for two community concerts at QPAC featuring the University Symphony Orchestra (page 63);
- more than \$23,000 for the Vision, Touch and Hearing Research Centre;
- \$400,000 in-kind donation for the Centre for Buddhist Studies;
- \$37,500 from three law firms for the Mooting and Alternative Dispute Resolution Program run by the TC Beirne School of Law;
- nearly \$30,000 for the School of Veterinary Science;
- \$20,000 from two individual donors for the Australian Centre for Peace and Conflict Studies;
- nearly \$4000 for the Centre for Companion Health *Patron for pets* appeal; and
- a feasibility study for the proposed new veterinary science school and preliminary planning for a \$20 million community-focused fundraising campaign.

Gifts and confirmed pledges supported numerous Faculty of Health Sciences initiatives in areas such as psychiatry (\$850,000), the School of Nursing (\$105,342), mental health (\$85,000), brain disease (\$63,000), dentistry (\$55,000), a chair in dermatology (\$55,000), Burns Trauma and Critical Care Research Centre (\$31,000), School of Medicine (\$29,806),

Centre for Online Health (\$27,800), Tropical Health Program (\$25,000), and immune therapy research (\$21,000).

We confirmed 15 new bequests (money or part/whole of an estate written into wills), including two of more than \$1 million each.

We received nearly \$4 million to further research at the Queensland Brain Institute (QBI), including \$3 million from the Peter Goodenough and Wantoks Bequest – the second largest bequest in our University's history. The funds, together with those received for the Ross Maclean Fellowship, will advance research into Motor Neurone Disease.

The QBI will also lead a research consortium studying spinal cord injury, funded by a \$650,000 bequest from 29-year-old Lisa Palmer. A quadriplegic following a 1997 car accident, she died of cancer in 2004. The Rowland Family Research Fellowship also raised nearly \$3000 for spinal cord research resulting from a mail-out to all Queensland police.

Development Office activities in regard to alumni relations included:

- support for the activities of 26 alumni networks – including special interest groups the UQ Air Squadron and UQ Athletics Club – in Australia and overseas;
- the annual *Graduates of 50 or more years standing* lunch with a record attendance of graduates from all disciplines;
- eight alumni reunions and planning milestone anniversary celebrations for several schools and programs;
- new associations for graduates within the health professions; geography, planning and architecture; languages; drama; psychology; and art history;
- fundraisers such as the inaugural *Town vs gown* cricket match, the Ross Maclean Fellowship Centenary Mercedes Cocktail Evening, and the QBI Melbourne Cup luncheon;
- training for heads of schools to help establish graduate associations at school level (including in-country workshops for Singapore and Hong Kong Alumni Associations);
- regular monthly meetings for all University staff involved in alumni-related activities; and
- a new monthly alumni e-newsletter with positive feedback from graduates.

International alumni activities included two major functions in the USA – one in Philadelphia in conjunction with the Bio 2005 Convention, and another in Washington, DC in partnership with UniQuest to help recruit expatriate staff and identify potential for creating USA alumni groups.

This year's round of overseas ceremonies for the presentation of degrees included an inaugural event in Bangkok, as well as the usual ceremonies in Singapore,

Kuala Lumpur and Hong Kong. The ceremony unveiled our newly-formed Alumni Association of Thailand, whose 200 members date their University involvements from the 1950s. We also began planning for graduate networks in Eastern Europe, Chile and Taiwan.

Planning progressed significantly for the biennial Australian Universities International Alumni Convention to be held in Brisbane in **2006**. This has involved our Development Office staff collaborating with representatives of the State Government and all other Queensland universities.

Alumni Association

www.uq.edu.au/alumni

The Alumni Association of the University of Queensland Inc, formed in 1967, continued to promote and further University interests while fostering mutually-beneficial relations among alumni.

The biennial Alumni Book Fair and Rare Book Auction were highlights of the year, with sales of more than a hundred thousand textbooks, novels, magazines, records, CDs, and pieces of sheet music raising more than \$1.2 million to benefit University projects.

Financial support for University initiatives this year included:

- \$10,000 towards two School of Music community concerts at the Queensland Performing Arts Complex (page 63);
- an exhibition at, and the gift of a Melville Haysom painting to, the University Art Museum;
- contributions to the Mars Gravity Biosatellite Program, with Massachusetts Institute of Technology;
- funding for the Formula SAE Racing Car Project;
- Daphne Mayo Visiting Chair in Visual Arts, and the Public Lecture in Visual Culture;
- the inaugural annual Richard Spenser Hopkins Memorial Prize in Civil Engineering;
- support for student traditions such as the Debating Society, Sports Scholarships (along with UQ Sport) and the Great Court Race (page 43);
- the Betty Fletcher Memorial Travelling Scholarship, Elizabeth Usher Memorial Scholarship, David Dunlop Memorial Bursary and five Alumni Postgraduate bursaries; and
- various alumni awards (page 66).

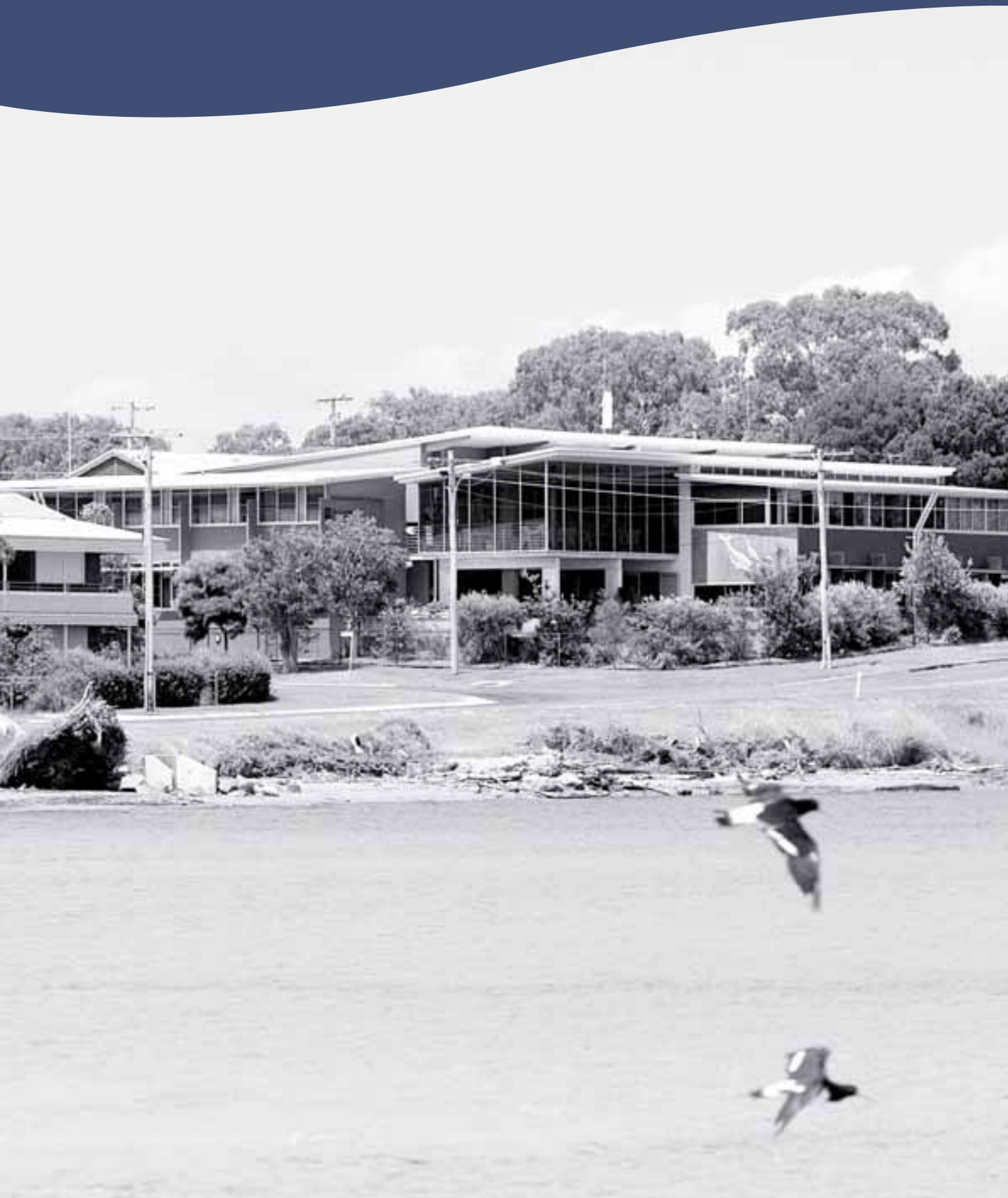
The year 2006

- We will launch a free permanent public display (with complementary website) chronicling the physical development and social history of the built environment on our St Lucia campus. *People, age and place* will be on show on Level Three of Forgan Smith, the first building completed at St Lucia as part of our National Trust-listed Great Court.
- \$2.1 million redevelopment of the heritage-listed Boilerhouse will be completed at UQ Ipswich. The site will house the UQ Boilerhouse Community Engagement Centre and facilities for community activities.
- We will host two firsts for the southern hemisphere: the inaugural Australian Scholar-Athlete Games in January, uniting about 100 students from the Asia Pacific region for a week-long program of education, culture and sport; and the six-day VIII World Shakespeare Congress in July
www.shakespeare2006.net



- ◀ Honorary degree recipient Dr Chan-Low Kam Yoke (left) and Smart State award winner Wai Yie Leong celebrate the value of higher education during a ceremony for the presentation of degrees in Kuala Lumpur. Dr Chan received an honorary Doctor of the University degree for contributions to education. Ms Leong, an electrical engineering graduate, developed the Better Hearing Aid, using advanced technology to improve on the conventional hearing aid (picture Werkzphotography).

Review of activities



Management and resources

In 2005 we employed 5251 staff. Our total operating revenue was \$864.71 million and our financial operations produced a surplus of \$55.5 million. Our assets included 1940 hectares of land on which stood 700 buildings with an asset replacement value of \$1.2 billion.

Our systems

Supporting academe

Reviews, restructures, new technology and streamlined procedures boosted administrative efficiency and supported our core activities of teaching and research.

This helped maintain our competitive edge as universities Australia-wide respond to far-reaching legislative change – Higher Education Reforms contained in the *Higher Education Support Act 2003* and the introduction of voluntary student unionism from July 1, 2006.

This year, a host of Student and Administrative Services Division (SASD) initiatives included:

- better business processes, web displays (e.g. Senate and Academic Board websites) and University-wide information updates allied to our implementation of the Higher Education Reforms;
- an integrated, web-based electronic course profile system for developing, displaying and archiving course profiles (partnership with the Office of the Deputy Vice-Chancellor [Academic]);
- contributions to a *General retention and disposal schedule* for managing the public records of universities in this State (partnership with other Queensland universities and Queensland State Archives);
- upgrade and expansion of our Student Centre, St Lucia to improve services;
- conversion of identified entry level positions to six trainee positions, aimed at developing a pool of staff well-trained in student and academic administration able to move on to higher-level positions in SASD or other University units;
- review and report (to the Secretary and Registrar) on current and future storage space needs of Records Management Services and University Archives; and
- two major charity music concerts (page 35), organised by Chaplaincy.

IT initiatives

Redesign of and regular updates to our Senate www.uq.edu.au/senate and Academic Board www.uq.edu.au/academic-board websites boosted internal communications and ensured transparency in our operations.

Our Senate site regularly communicated outcomes of the National Governance Protocols including restructure of Senate and conduct of elections for the 31st Senate (page 12). The Academic Board site facilitated access to Board and Committee information, including minutes of meetings, policy implementation and outcomes of reviews.

Records Management Services began scanning research higher degree student documents for management through the TRIM database. We are piloting a system providing secure access to these records via the Intranet.

Our Electronic Documents Working Party reported to the Academic Registrar on management of all our electronic records including email, to ensure compliance with the *Public Records Act 2002*.

Other SASD activities included:

- implementing a new version of *Ad Astra* time-tabling software, with features including examination scheduling and electronic communication functions;
- implementing an integrated medical software program (page 36) for Health Service to network between St Lucia and UQ Gatton (UQ Ipswich will join the network in 2006);
- developing the *Program List* database to facilitate web-based and print publication of program requirements;
- creating a Graduate Destination Survey/Course Experience Questionnaire database, for accurate and timely data collection for Graduate Careers Australia;
- rolling out access to live data on the QTAC system to key faculty/school staff, to improve decision-making and efficiency in processing admissions;

Objectives

- to provide professional, client-focused management structures, information services, policies and practices
- to devolve resource management, increase non-government funding and manage resources for optimal outcomes
- to recruit, retain and develop high-quality staff
- to coordinate widespread strategic planning supporting the University's overall Plan
- to provide high-quality physical, teaching and research environments
- to build effective relationships with prospective students and staff, business, government, the professions, alumni and the community

Key outcomes

- compliance with Higher Education Reforms
- compliance with Higher Education Workplace Relations Requirements
- IT advances to boost effective, efficient management
- fourth annual citation as *Employer of Choice for Women* by Equal Opportunity for Women in the Workplace Agency

Outlook for higher education sector

- more income from non-government sources and students
- continuing deregulation of higher education fees regime
- increased scrutiny by and accountability to Commonwealth Government
- increased emphasis on governance
- examination of Commonwealth and State responsibilities relating to universities

Our year ahead

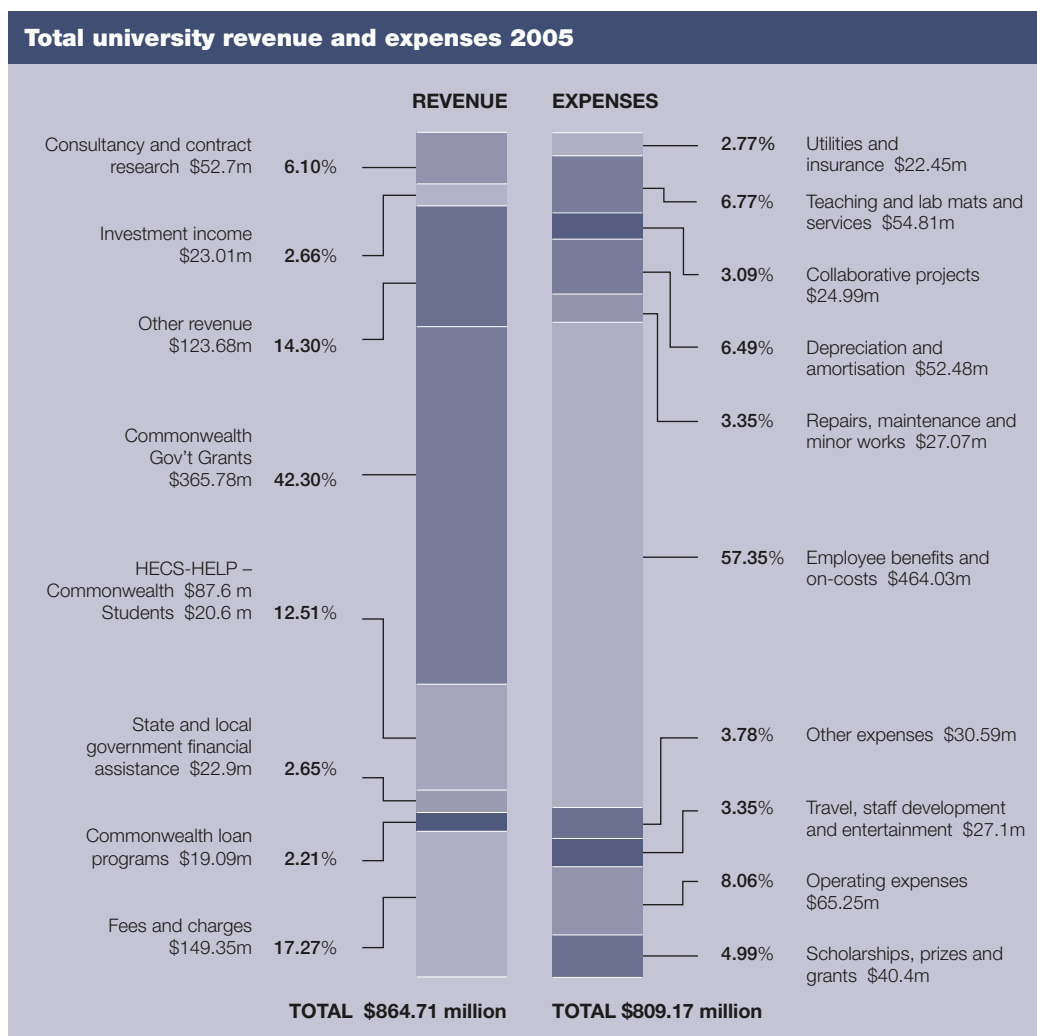
- maintaining quality student services after introduction of voluntary student unionism
- improving HR information systems
- offering Australian Workplace Agreements to existing staff

◀ Moreton Bay Research Station on North Stradbroke Island... recipient of the Green Globe Benchmarked Certificate (page 50) and venue for the 13th International Marine Biological Workshop, where 35 marine scientists from the UK, Germany, USA, China, Singapore, Taiwan and New Zealand spent three weeks gathering taxonomic, ecological and physiological data on Moreton Bay.

Review of activities

Management and resources

2005 budget cycle		
Stage	Time	Action
Review current year's budget	July	Finance Committee
	July	Senate
Budget assumptions and parameters	July	Finance Committee
	July	Senate
Review key operational priorities	July	Senate
Budget Paper 1	July/August	Secretary and Registrar's Office
	Late August	Vice-Chancellor's Executive Committee of Executive Deans
Budget Paper 2 Forward look Asset Management Plan	September	Secretary and Registrar's Office
		Vice-Chancellor's Executive Committee of Executive Deans
		Finance Committee
Final Budget Papers	October	Vice-Chancellor's Executive
	November	Finance Committee
	November	Senate



- streamlining issue of academic transcripts (now ordered and paid for online, with transcripts printed on polymer stock for improved security);
- expanding the research module in the student system to facilitate management of Commonwealth Learning Scholarships (page 31), Go8 scholarships and other awards;
- creating a distance education module in the student system to improve delivery and tracking of study and assessment material for students;
- introducing a single sign-on for staff users of the student system; and
- launching *UQ rentals online* and, with the colleges, developing a protocol for online overseas applications for college accommodation.

Our finances

(Full details Appendix A, separate volume)

Our financial statements and notes (see separate volume) comply with Australian Accounting Standards. Some of these contain requirements specific to not-for-profit entities, such as our University, that are inconsistent with International Financial Reporting Standards (IFRS) requirements.

As these are the first financial statements to be prepared in accordance with Australian equivalents to International Financial Reporting Standards (AIFRS)*, comparatives for the year ended December 31, 2004 have been restated accordingly.

Reconciliations and descriptions of the effect of the transition from previous Australian Generally Accepted Accounting Principles (AGAAP) to AIFRS, on equity and net income, are given in Note 39 of the Annual Financial Statements (Appendix A, separate volume).

We established a project team to manage the transition to AIFRS. The team's tasks included identifying financial impacts, the effort required, changes

in accounting policy and options available for the University on first-time adoption of AIFRS.

* Compliance with AIFRS is required for financial years beginning on or after January 1, 2005. Consequently, higher education providers, which operate on a calendar year ending December 31, are required to comply with AIFRS for the year ending December 31, 2005.

Income

Our 2005 financial operations (Parent Entity) produced a surplus of \$55.5 million compared with the deficit of \$12.5 million in 2004 (adjusted to meet AIFRS requirements). This deficit was due to several abnormal items impacting on the 2004 outcome.

Total financial assistance provided by the Australian Government amounted to \$472.4 million, an increase of 8.2 percent when the 2004 reported figure is adjusted to reflect the impact of the decision made by DEST in 2004 to change the timing of regular grant payments.

Up to 2003, we received the first payment for the coming year (representing eight percent of the total recurrent funding for that year) in December of the previous year. DEST's decision resulted in our first payment for 2005 being made in January 2005 rather than (as would have occurred under the previous arrangement) in December 2004. The net effect in 2004 amounted to \$25.6 million and a detailed explanation of this event is provided in Note 1(b) to the Annual Financial Statements (Appendix A, separate volume).

The impact of the changes brought about by the Australian Government's Higher Education Reform package as contained within the *Higher Education Support Act 2003* and the *Higher Education Support (Transitional Provisions and Consequential Amendments) Act 2003* is also reflected in the 2005 accounts.

The new legislation allows universities to set Student Contribution Charge (SCC) rates between zero and 25 percent above existing HECS band rates. Income

Consultancies		
Category	Expenditure \$	
	2004	2005
Management	155,985	306,172
Human resource management	27,283	0
Information technology advice	48,015	0
Communications	37,163	78,671
Finance and accounting advice	86,480	55,194
Professional/technical*	6,798,535	9,340,038
Total	7,153,461	9,780,075

* includes fees of \$8,919,869 in 2005 (\$6,494,552 in 2004) relating to consultancy fees paid by Property and Facilities Division

Funding for chairs included...		
Contributor	Amount	Chair
Boeing Company	\$255,000	Boeing Chair in Systems Engineering
Colgate-Palmolive Pty Ltd	\$100,000	Colgate Chair in General Practice Dentistry
Department of Primary Industries and Fisheries	\$100,000	Chair in Animal Welfare
Toowong Private Hospital	\$179,600	Kratzmann Chair in Psychiatry
Xstrata (new)	\$1.5 million	10-year agreement (page 48)
BHP Billiton Mitsubishi Alliance (new)	\$1.25 million	Five-year agreement: chairs in (1) mining engineering and (2) mineral process engineering (page 48)

Generous gifts included...

- \$19 million in 2005, making a total of \$125 million overall from The Atlantic Philanthropies, paid or pledged for projects including buildings (IMB, QBI, AIBN, the UQ Centre for Clinical Research) and UQ-Vietnam initiatives (scholarships for studies in Australia and courses in Vietnam)
- \$3 million from the Peter Goodenough and Wantoks Bequest to advance QBI research into the causes and treatment of Motor Neuron Disease
- \$2.4 million from individuals and organisations for scholarships and prizes
- \$2 million as income from the Estates of James O’Neil Mayne and Mary Emelia Mayne, used this year to support the chairs of medicine (\$150,000) and Surgery (\$150,000), medical research, postgraduates, and purchases of medical equipment
- \$650,000 from the Lisa Palmer Bequest to fund a QBI-led consortium studying spinal cord injury
- \$217,000 from the Marjorie Grace Plowman Bequest for fellowships and research in inorganic chemistry

from the higher SCC rates, described as the Enhanced Student Contribution Charge, was \$5.2 million.

The Government also introduced the Commonwealth Grants Scheme (CGS) in 2005, superseding the Operating Grant which was determined largely on a historical basis and distributed as a block grant.

The CGS provided a contribution by discipline towards the cost of an agreed number of places delivered within the year. To ensure long-term sustainability and quality of the higher education sector within an environment of limited deregulation and intensifying international competition, the Commonwealth undertook to inject further funds incrementally.

This involved increasing its contribution per student place by 2.5 percent from 2005, building to 7.5 percent by 2007. The funding increases become available only when we comply with the National Governance Protocols and the Commonwealth’s workplace relations policies.

We complied with the Higher Education Workplace Relations Requirements (HEWRRs, page 74) and the National Governance Protocols (pages 12-13) for increased assistance funding under the *Higher Education Support Act 2003*. As a result, our 2004 base Commonwealth Government funding grew by \$4 million

(2.5 percent) in 2005. This will accelerate by \$8 million (five percent) in 2006 and \$12 million (7.5 percent) in 2007.

The Queensland Government continued to support operations in our Institute for Molecular Bioscience and Sustainable Minerals Institute, with \$14 million in funding this year.

Income from fees and charges, particularly tuition fees paid by international students, was \$117.9 million – 19.5 percent more than in 2004. This jump flows from an increased number of enrolments and increases in the average level of course tuition fees.

Restructure of our long-term investment portfolio and the redemption of unrestricted funds held within the portfolio resulted in increased investment income arising from realised gains and the recognition of a gain on sale, as required under AIFRS.

Smart State Research Facilities Fund

We received \$6.454 million this year from the Smart State Research Facilities Fund:

- \$1.454m towards our \$5.2 million cryo-electron microscopy facility; and
- \$5m (of a pledged \$20m) to help establish the Queensland Brain Institute.

The Fund, established by the Queensland Government to promote research and infrastructure for science and development, has provided \$96 million to date for various projects, including pledges made this year for:

- \$20m towards the \$60 million UQ Centre for Clinical Research (page 56); and
- \$5.035m towards the \$17 million Queensland Nuclear Magnetic Resonance network (page 56).

Expenditure

Total expenditure on our continuing activities was \$809.2 million in 2005. Of this, 57 percent (\$464 million) was attributed to the payment of salaries to staff and the on-costs on those employee benefits.

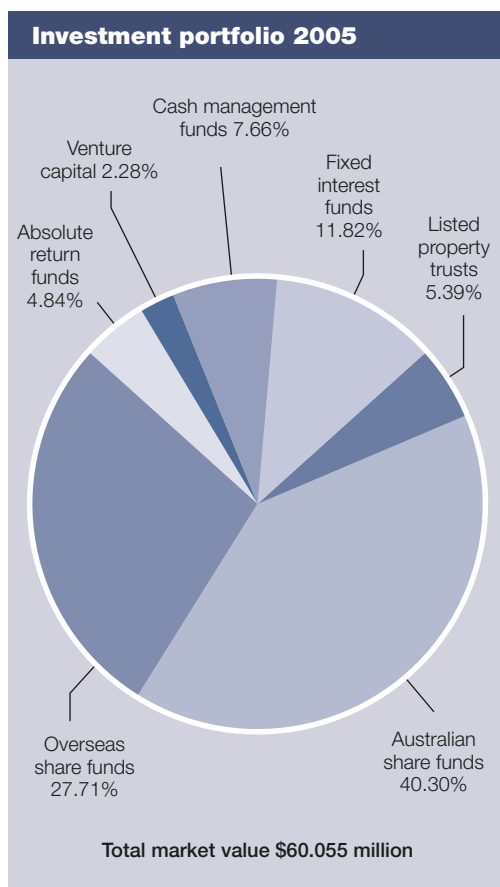
Capital expenditure

We capitalised expenditure on property, plant and equipment amounting to \$105.8 million (\$72 million in 2004); and charged depreciation of \$52.5 million in the accounts. Increased capital expenditure is primarily due to construction of new buildings to house three of our four institutes (page 52).

Our investments

The value of our long-term investment portfolio was \$60 million at year’s end, compared with \$94 million in 2004.

During the year, we reviewed our long-term investment portfolio’s investment objectives, asset allocation strategy, and investment manager structure. We then restructured the portfolio to achieve more diversification of asset classes and investment managers. We also



decided to draw down unrestricted funds from the portfolio to support our extensive capital works program.

At the end of 2005, our long-term investment portfolio was managed by eight (instead of the previous four) external specialist managers. They are required to operate within defined asset allocation benchmarks, and each has separate responsibilities for investments in:

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

The combined return by all managers for the year was 16.4 percent compared with the benchmark return of 15.6 percent. Comparative returns for the previous year were 17.8 percent and 16.8 percent respectively.

Organisational change

Reviewing and restructuring

Regular and one-off review and benchmarking activities (pages 39, 45) maintained high standards.

In early 2005, consequent to a 2004 review of central services and divisions, Payroll and Superannuation sections combined to form Employee Benefits section and transferred from Business Services Division to Human Resources (HR) Division.

Various business process reviews streamlined processes and boosted efficiency; and we rolled out new services (enabling changes to payroll banking and disbursement details) via our Employee Self Service (ESS) online facility.

A review of the School of History, Philosophy, Religion and the Classics affected five academic positions and one general staff position via a combination of voluntary severances and retrenchment. This process is continuing.

A restructure of Information and Communication Technology Services, Faculty of BACS, resulted in redeployment of one staff member.

A Vice-Chancellor's Review this year of the University's interactions with its wider communities looked at our Development Office (page 66), Office of Marketing and Communications (pages 60, 77) and Office of the Dean of Students. Results are expected in 2006.

Our staff

Training our people

Our Staff Development Policy demonstrates the value we place on staff. This year a \$350,000 budget backed diverse opportunities to enhance performance and achieve personal growth. It also funded fellowships, educational opportunities and subsidies to attend workshops presented by the Australian Vice-Chancellors' Committee and the Association for Tertiary Education Management.

Academic staff opportunities for 2005 included:

- a centralised program conducted through TEDI (pages 37, 38);
- a situated development model for schools and faculties to support collaboration and participation with TEDI;
- workshops on constructing eLearning environments using the *Blackboard* Learning Management System; and
- workshops to explore varying assessment methods and encourage academic integrity.

New offerings for all staff focused on topics such as:

- the UQ Mentoring Program (mostly for academic staff);
- our Online Content Management and Publishing System, enabling staff to create, update and maintain web pages;
- *Living with change*, a module in the Better Worklife series to encourage change resilience; and
- practical, theoretical and developmental training for Security staff to enhance work skills and prepare for higher-level responsibilities.

Staff development... 820 courses in 2005

- new staff inductions
- leadership and management
- senior management
- human resource management
- mentoring
- equity and diversity
- finance, administration and information technology
- internationalisation
- research skills
- teaching and learning
- recognition of excellence
- academic career advancement
- occupational health and safety
- security
- pre-retirement advice

Staff full-time equivalent			
at March 31, 2005	2003	2004	2005
Academic			
Teaching and research	1263	1273	1550
Research only	716	805	656
Non-academic			
Research only	436	455	473
Other	2450	2448	2572
All staff	4865	5081	5251

Academic promotions 2005			
Category	Applicants	Successful candidates	%
Teaching and research (Professorial)	18	12	67
Teaching and research (Levels B-D)	53	35	66
Research academic (Professorial)	3	3	100
Research academic (Levels B-D)	18	14	78

HR data management

We concluded a cost benefit analysis of Aurion, our current Human Resource Information System (HRIS), and the Peoplesoft HR system Version 8.9.

Results included decisions to remain with Aurion in the short to medium term and enhance our HR system's capability by purchasing two additional Aurion software modules: *Query Tool*, an operational reporting module; and *Timekeeper*, a web-based time and labour module for processing the large volume of payments to casual staff. Both modules will be implemented in **2006**.

As part of our strategy to upgrade IT infrastructure for corporate systems, HR Division began migration of the HR system to new hardware (E25000 domains) while upgrading software to Version 9.02.05 of Aurion. The upgrade/migration project is due to go live in **2006**.

The new hardware will improve security for the corporate HR System and the upgraded software will boost functionality for existing modules and facilitate use of the most advanced versions of the *Timekeeper* and *Query Tool* modules.

New leave provisions in the 2005 Enterprise Agreements for Academic and General Staff prompted revised procedures in our Data Warehouse and the HRIS to help managers monitor recreation and long service leave.

Enterprise bargaining

We finalised negotiations for a new ICTE/TESOL (page 32, 64-65) Enterprise Agreement, General and Academic Staff Agreements early in 2005.

Chancellor's Place... front door to our St Lucia campus ▼



Compliance: HEWRR

We complied with Federal Higher Education Workplace Relations Requirements (HEWRR) by achieving the November 30 deadline for

- variations to the General Staff Enterprise Agreement 2005 (certified by the Commission on June 27), and
- changes to our policies and procedures relating to employee relations (in particular, a requirement to offer Australian Workplace Agreements to all new staff in 2005 and all existing staff in **2006**).

The Minister assessed us as compliant in February **2006**.

The reform requirements are tied to increases in Commonwealth Grant Scheme (CGS) funding (five percent in **2006** and 7.5 percent in **2007**).

The varied General Staff Agreement does not diminish entitlements and conditions negotiated earlier in 2005. The process simply ensured our continuing access to increased Commonwealth funding (\$8 million in **2006** and more than \$12 million in **2007**) and avoids large-scale University-wide restructuring.

Equity and diversity

www.uq.edu.au/equity

The Federal Equal Opportunity for Women in the Workplace Agency designated us an *Employer of Choice for Women*, for the fourth year in a row; and granted us a two-year waiver from reporting.

The Australian Breastfeeding Association reaccredited us as a breastfeeding-friendly workplace; and we revised our Special Studies Program (Appendix B, separate volume) to reduce disadvantage for staff with carer responsibilities.

Other Equity Office activities included:

- amending our audit procedures to include risk assessment for matters such as workplace harassment;
- hosting a Senior Women's Seminar on strategic cultural change;
- a *New horizons* (formerly *Career horizons*) advancement program for women general staff;
- establishing a Women Professors' Network; and
- participating in the Indigenous Employment Strategy Working Party reporting to senior executive.

Continuing appointments and promotions (academic)

Extensive revisions to teaching and research academic policies included new criteria for continuing appointment and promotion, a more structured process for considering unsatisfactory performance, and changes to comply with new government policies.

Numbers of staff undertaking mid-term or final review of their continuing appointments were the highest yet.

General staff classifications

We use the Hay Group methodology to classify general staff positions in levels ranging from Higher Education Worker HEW 1 to HEW 9. New and existing positions are assessed via a questionnaire, which is then evaluated by a computer-assisted job evaluation (CAJE) system.

Of 222 positions classified this year by the CAJE system, 54 were referred to a manual panel for further evaluation. Twenty-one of these increased from their current levels, and the rest either remained unchanged or decreased from the levels set via the computer-assisted job evaluation. One position was ultimately determined by our Review Committee.

Superannuation

UniSuper continues to provide benefits for our staff.

The Federal Government's *Choice of Fund* legislation, introduced in July 2005, exempts various categories including Defined Benefit arrangements and instances where a superannuation fund is specified in an enterprise bargaining agreement or in an Australian Workplace Agreement. Our current enterprise bargaining agreements specify our current superannuation arrangements for the life of the agreement.

In July 2005, *UniSuper* simplified its system for member accounts, replacing each member's multiple accounts with a single account. Member benefits were unaffected by the change. Benefits now accrue in the Defined Benefit Division (DBD) or within an accumulation account – Accumulation Super 2 (ACC2 previously Investment Choice Plan) or Accumulation Super 1 (ACC1 previously Award Plus Plan).

The Trustee's Report for the year ended June 30, 2005 noted:

- combined DBD/ACC 2 membership of 75,917 (up from 72,491 the previous year);
- ACC 1 membership of 174,204 (up from 160,610);
- total member accounts (including pension and spouse accounts) of 447,946; and
- total assets under management of 15.3 billion (up from \$12.6 billion the previous year).

Amendments to the *UniSuper* Trust Deed will introduce the following options in 2006:

- flexible contribution rates for the compulsory member contribution to the DBD or Accumulation Super 2 accounts;
- a *transition to retirement* option, whereby a member at preservation age may receive a complying pension from *UniSuper* while still employed;
- portability, whereby a member of an accumulation plan may transfer accrued benefits to another regulated superannuation fund; and
- contribution splitting between spouses.

Accident statistics – time-lost injuries (loss of one or more work days)

INCIDENT CLASS	NUMBER OF INCIDENTS				
	2001	2002	2003	2004	2005
Slip/trip/fall	17	7	10	11	10
Needle or sharp	0	2	1	0	4
Muscular effort single	15	13	4	12	11
Step/struck against object	5	5	4	4	4
Chemical single contact	2	2	2	1	1
Equipment/tool non-powered	0	0	1	0	1
Struck by falling/moving object	6	0	3	7	4
Muscular effort repetitive postural	8	6	7	5	4
Equipment/tool powered	0	1	1	1	4
Other agents	8	3	4	2	0
Total incidents	61	39	37	43	43

Health and safety

Our Occupational Health and Safety (OH&S) Unit celebrated 20 years of operation this year.

OH&S Unit members developed and approved health surveillance guidelines and processes for users of organophosphate pesticides, plus immunisation and drug-testing policies. Policies under review include the wearing of safety glasses, fieldwork safety guidelines, and asbestos removal.

Initiatives to reduce workplace-related accidents and incidents included:

- developing an internal safety auditing system to complement the electronic risk management system;
- developing online training programs for external contractors; and
- delivering specialised training programs in OH&S issues to more than 1200 staff and students.

Our OH&S minor works funding allocation continued via the University Asset Management Plan. We spent more than \$400,000 on addressing urgent issues and improving facilities and systems to reduce risk of injury and illness. Examples include:

- supplying and installing biosafety cabinets in IMB, Otto Hirschfield and Gehrman laboratories;
- designing and supplying a specialised chemical transport vehicle for our Chemical Store; and
- providing a purpose-built facility for the Wagtail solid rocket project at Pinjarra Hills.

This year's environmental audits showed reductions in

- water consumption at St Lucia (by 11 percent since 2004),
- waste sent to landfill (32 percent since 2002),
- recyclables in general waste stream going to landfill (by 47 percent since 2002),
- co-mingled recyclables i.e. glass, plastic, aluminium (80 percent since 2002), and
- paper in general waste stream (54 percent since 2002).

Self-insured workers' compensation

Our Work Injury Management Unit oversees workers' compensation operations under the regulatory provisions of the self-insurance licence granted five years ago.

Regular audits (internal, external and by the Queensland Regulatory Authority) this year confirmed full compliance with the *Workers' Compensation and Rehabilitation Act 2003*, with regulations, and with associated procedural requirements.

Data and statistics provided by the Regulator on our performance within the scheme confirms that we are exceeding industry standards and benchmarks in virtually all criteria for assessment and comparison. Independent regulatory data shows us as one of the top performers among the 26 self-insured organisations in Queensland.

Our personalised on-campus presence and a continuing emphasis on early intervention through efficient management and rehabilitation helped injured workers regain their health and return to work.

This year we managed 174 statutory workers' compensation claims and two damages claims. Claim numbers have remained stable over the past three years after an initial spike following commencement of the program in early 2001.

The total cost of operating the scheme also remained stable despite a significant increase in the medical schedule of fees and wages cost increases.

Strategic planning

Our strategic planning cycle and quality management framework is described on page 13 of this Report.

In November, Senate received a report on progress towards achievement of operational priorities in our 2005-2009 Strategic Plan. Senate also noted revised faculty and central services Operational Plans (including risk management) and approved an Asset Management Plan. These support initiatives outlined in our 2006-2010 Strategic Plan.

Our overall fundraising planning process included production of Development Plans for faculties, the Queensland Brain Institute and several centres. We also continued assembling a comprehensive list of potential advisory appointees to our committees, boards and taskforces; developed a *Volunteering Policy and Procedures* handbook; and revised our gifting/philanthropy policy.

We distributed the comprehensive Marketing and Communication Plan developed in 2004 to all executives and faculties for implementation.

These measures, together with planning initiatives in teaching and learning and research, support and extend our central Strategic Plan (pages 20-25).

Sustaining our environment... workers relocate a Moreton Bay Fig tree from a lakeside spot on the St Lucia campus, to minimise tree loss due to construction of a bridge (page 62) which from 2007 will provide a bus, bicycle and pedestrian link between Dutton Park and our St Lucia campus. ▶



Information flows

Marketing and communications

Our Office of Marketing and Communications (OMC, page 60) provided direction and leadership University-wide, strengthening the University's profile and relationships with internal and external communities.

This year's outputs focused on:

- marketing campaigns promoting our University as a premier research and teaching institution; and
- centrally-facilitated internal campaigns to encourage coordinated marketing (e.g. publicising our research at BIO 2005 and cooperative postgraduate recruitment initiatives during Research Week).

OMC Web Services coordinated updates to corporate sites such as our Handbook of Policies and Procedures, news, events, UQ Experts, programs and courses. We continued rolling out user-friendly websites for people with disabilities, and technologies driven by wireless and hand-held mobile access; and updated our main website to reflect our increasing emphasis on community engagement.

Self-review of our operations included independent market research to inform our branding and positioning strategies for 2006 and beyond. Information-gathering for the project concluded in December with analysis of results due in 2006. The objectives of the research were:

- an in-depth analysis of our, and our local competitors', market position;
- clarification of our strengths, unique characteristics and brand values; and
- detailed data as a basis for making well-informed decisions.

Informing our staff

Internal communications included web-based publications such as

- *UQ Update* (page 60) weekly e-newsletter;
- staff portal;
- *NRAVS News*, produced at UQ Gatton (weekly);
- *EPSA Faculty News* (monthly);
- *SBS News* (monthly);
- *Health Sciences Faculty Bulletin* (fortnightly);
- *Arts Newsletter* (monthly);
- *UQ Ipswich Update* (weekly);
- *UQ Staff Bulletin* (HR-related matters, periodic);
- *International Update* (periodic);
- *Student and Administrative Services Weekly*; and
- *Research Bulletin*.

Our environment

Developing our campuses

Properties and Facilities staff managed a capital program totalling \$83.3 million – \$15.4 million more than in the previous year.

Increased expenditure reflects a continuing vigorous building program, including major progress at St Lucia on buildings to house three of our four world-class institutes (page 52). We

- completed the \$24 million Sustainable Minerals Institute, officially opened in May and named the Sir James Foots Building (page 2),
- continued the \$73 million Australian Institute for Bioengineering and Nanotechnology, due for completion in 2006, and
- began building the \$61.7 million Queensland Brain Institute, due for completion in 2007.

We also began a \$13.5 million extension to Biological Sciences Library at St Lucia (page 40) and launched the design phase of a \$34.7 million General Purpose North Building, St Lucia and \$28.76 million Centre for Advanced Animal Sciences, UQ Gatton.

Completions included:

- an extension to Herston Medical Research Centre (\$2.9 million);
- a School of Agriculture and Horticulture plant protection laboratory (\$860,000, UQ Gatton);
- a School of Life Sciences PC2 laboratory upgrade (\$600,000, St Lucia); and
- a BACS Faculty diving and boating shed (\$580,000, St Lucia).

Increased spending on deferred maintenance projects (\$3.5 million in 2005 compared with \$1.6 million in 2006) relied on our operating budget and the Asset Management Plan to fund projects such as the following at St Lucia:

- maintenance of Great Court stonework (\$547,000);
- a new roof for Skerman Building (\$333,000);
- Stage One of asbestos removal from Duhig Tower, St Lucia (\$300,000); and
- replacement of asbestos roofing on Mansergh Shaw Building (\$300,000).

The Asset Management Plan also funded air conditioning replacement (\$633,000) and asbestos removal (\$268,000) University-wide.

Engineering project completions included:

- Stage Two of the fire mains upgrade, UQ Gatton (\$1.055 million);
- main switchboard augmentation for John Hines and Computer Science Buildings, St Lucia (\$190,000); and
- infrastructure upgrades to Cooper Road precinct (\$500,000) and Research Road (\$150,000), St Lucia.

The year 2006

- New students will receive identification cards with *Smartcard* functionality as the start of an initiative aimed at issuing *Smartcard* ID for all students from **2007**.
- We will pilot an Electronic Course Profile system in the Schools of Information Technology and Electrical Engineering, Music, Pharmacy, and Agronomy and Horticulture during first semester, with a view to implementation University-wide in second semester.
- We aim to achieve four-star sustainability ratings for all new buildings from **2007**, in line with our Environmental Management Systems goals to reduce water and off-peak energy consumption.

Sustaining environments

Best environmental practice gained momentum this year with our most comprehensive review to date of actual and potential environmental impacts. We assessed 10 sites and campuses, identifying high-risk aspects for decisive management and continual monitoring in **2006**. Priorities include:

- asbestos removal;
- new capital works projects (major constructions);
- energy consumption for air conditioning; and
- minimising environmental impact from private vehicle use.

Major achievements included completion and opening of the UQ Gatton Environmental Precinct. Scientists from the School of Natural and Rural Systems Management, staff from Properties and Facilities division and members of the UQ Gatton Student Wildlife Association redeveloped the Lake Galletly area and former golf course as a 10-acre bushland park with boardwalks, animal shelters, birdwatching hides and revegetated native forest. The Precinct will serve as a conservation park and an educational resource for environmental programs.

Our Environmental Policy includes objectives and targets aimed at developing management systems and extending awareness of environmental principles within the University community.

A review of key performance indicators identified only five notifiable environmental incidents, none of which drew a fine from the Environmental Protection Agency (EPA).

Major environmental projects completed this year included:

- a load study on the UQ Gatton sewage treatment plant to minimise risk of harmful releases;
- a trade waste agreement with the BP/McDonalds site near UQ Gatton, reducing variations in waste volumes arriving at the processing plant (minimises shock loading of the system and boosts plant efficiency and performance);
- redevelopment of the ash unloading area at the Pinjarra Hills incinerator (reduces spillage into the environment);
- reduced energy wastage via improvements to lighting and air conditioning;
- installation of sensor flushers to reduce water consumption in toilets and basins at St Lucia; and
- stormwater and process water capture and reuse projects.

Our faculties

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Glossary

AIFRS Australian equivalents to the International Financial Reporting Standards; compliance with AIFRS required for financial years beginning on or after January 1, 2005

AIBN Australian Institute for Bioengineering and Nanotechnology

APA Australian Postgraduate Awards

ARC Australian Research Council

ATSIS Unit Aboriginal and Torres Strait Islander Studies Unit (University)

Blackboard course content management system replacing WebCT; operational from summer semester 2004

CICR Centre for Immunology and Cancer Research

CMM Centre for Microscopy and Microanalysis

Convocation Comprises all University graduates

Course formerly subject – part of a program

CRC Cooperative Research Centre – bodies funded competitively by the Federal Government and involving university, industry and other research groups.

DEST Commonwealth Department of Education, Science and Training

Go8 Group of Eight – an alliance of eight research-strong “sandstone” universities committed to ensuring that Australian higher education institutions are world-class

GPA Grade Point Average – a grading scale for University subjects ranging from one (the lowest) to seven (the highest)

ICTE Institute for Continuing and TESOL (Teaching of English to Speakers of Other Languages) Education

IFRS International Financial Reporting Standards; compliance required for financial years beginning on or after January 1, 2005 (see AIFRS for Australian equivalents)

IMB Institute for Molecular Bioscience

MY.UQ web portal for staff and students

mySI-net online enrolment facility (web interface of SI-net)

NHMRC National Health and Medical Research Council

Program formerly course; a qualification e.g. degree or certificate involving enrolment, study and graduation

QBI Queensland Brain Institute

QTAC Queensland Tertiary Admissions Centre – central processing point for applications from people seeking entry to tertiary institutions throughout Queensland

SI-net distributed administration system (PeopleSoft Student Administration System) facilitating data viewing and updates

SMI Sustainable Minerals Institute

TEDI Teaching and Educational Development Institute (University)

TESOL Teaching of English to Speakers to Other Languages (University)

Universitas 21 International alliance of research-intensive universities, limited to 25 members worldwide and committed to best practice

UNIVERSITY FACULTIES

Arts

BACS Biological and Chemical Sciences

BEL Business, Economics and Law

EPSA Engineering, Physical Sciences and Architecture

Health Sciences

NRAVS Natural Resources, Agriculture and Veterinary Science

SBS Social and Behavioural Sciences

Publications

More information about the University, including various publications, can be found at www.uq.edu.au or in printed form as follows.

From the Office of Research and Postgraduate Studies

(St Lucia, telephone 07 3365 3786, email oper@research.uq.edu.au)

– *Research Report*

From the Office of Marketing and Communications

(St Lucia, telephone 07 3365 3367, email marketing.communications@uq.edu.au)

– *UQ News*

– *Graduate Contact*

– *Campus Map*

– *Annual Report*

From the University Bookshop

(St Lucia, telephone 07 3365 8585, email books@bookshop.uq.edu.au)

– *The University of Queensland* pictorial souvenir booklet

– *A Guide to the Great Court*

– *A Place of Light and Learning – The University of Queensland's First 75 Years*, by Dr Malcolm Thomis

– *The Brisbane Customs House*, by Dr Malcolm Thomis

– *The Mayne Inheritance*, by Dr Rosamund Siemon

(UQ Gatton, telephone 07 5460 1451, email gatton@bookshop.uq.edu.au)

– *UQ Gatton – 100 Years of Science with Practice*, by Associate Professor Stephen Craig-Smith, Professor Craig Pearson and Juliet Middleton

– *Faces and Places – A Portrait of The University of Queensland Gatton College*, edited by Rebecca McEwen and Ray Montgomery

From the Marketing Office, UQ Gatton

(telephone 07 5460 1279, email cablett@uqg.uq.edu.au)

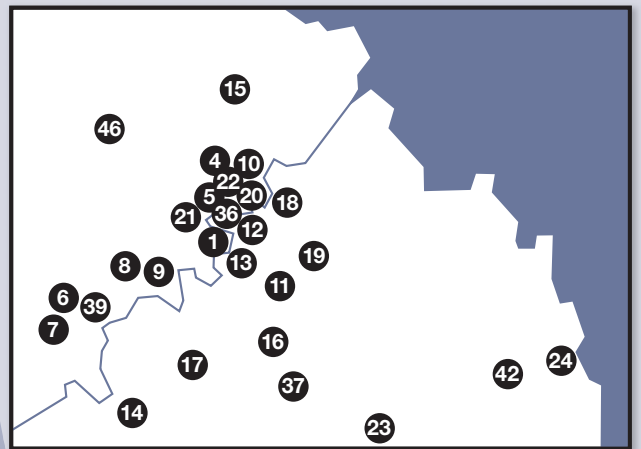
– *The Stories So Far...*, a heritage tour guide and history by Bruce Thompson

From the Office of the Campus Manager, UQ Ipswich

(telephone 07 3381 1002, email w.kerswill@uq.edu.au)

– *The Road to UQ Ipswich*, by Judith Nissen

Teaching and research sites



MAP LEGEND

- 1 St Lucia campus
- 2 Gatton campus
- 3 Ipswich campus
- 4 Medical School, Herston
- 5 Dental School, City
- 6 Central Animal Breeding House, Pinjarra Hills
- 7 Waste Use Research Unit, Pinjarra Hills
- 8 University Mine, Indooroopilly
- 9 Julius Kruttschnitt Mineral Research Centre, Indooroopilly

Teaching Hospitals and Health Centres

- 10 Royal Brisbane Hospital, Royal Children's Hospital, Royal Women's Hospital, Queensland Radium Institute, Herston
- 11 Greenslopes Private Hospital, Greenslopes
- 12 Mater Misericordiae Public Hospitals, Mater Hill Mater Misericordiae Private Hospital, Mater Hill
- 13 Princess Alexandra Hospital, Woolloongabba
- 14 The Park, Centres for Mental Health, Wacol
- 15 Prince Charles Hospital, Chermiside
- 16 Queen Elizabeth II Jubilee Hospital, Coopers Plains
- 17 The Inala Health Centre General Practice
- 18 Mt Olivet Hospital, Kangaroo Point
- 19 Belmont Private Hospital
- 20 New Farm Clinic
- 21 Toowong Private Hospital
- 22 Wesley Hospital, Auchenflower
- 23 Logan Hospital
- 24 Redlands Hospital

- 25 Ipswich Hospital
- 26 Toowoomba Base Hospital
- 27 Redcliffe Hospital
- 28 Gold Coast Hospital
- 29 Murwillumbah/Tweed Heads Hospital
- 30 Caboolture Hospital
- 31 Nambour Base Hospital
- 32 Maryborough Base Hospital, St Stephens Private Hospital
- 33 Hervey Bay Hospital
- 34 Bundaberg State Hospital, Mater Misericordiae Hospital, Friendlies Hospital
- 35 Rockhampton Base Hospital, Mater Hospital, Hillcrest Private Hospital
- 36 St Andrews Hospital
- 37 Sunnybank Private Hospital

Veterinary Science Centres

- 38 Pastoral Veterinary Centre, Goondiwindi
- 39 University Farm, Pinjarra Hills
- 40 Veterinary Practice, Dayboro
- 41 Veterinary Practice, Kenilworth

Agricultural Science Farms

- 42 Mount Cotton

Marine Research Stations

- 43 Dunwich, Stradbroke Island
- 44 Heron Island
- 45 Low Isles

Seismograph Stations

- 46 Mount Nebo

PRINCIPAL CAMPUSES

St Lucia 32,950 enrolments
Telephone (07) 3365 1111
International +61 7 3365 1111
Facsimile (07) 3365 1100
International +61 7 3365 1100
Email webservices@uq.edu.au
Internet www.uq.edu.au

UQ Gatton 1868 enrolments
Telephone (07) 5460 1229
International +61 7 5460 1229
Facsimile (07) 5460 1170
International +61 7 5460 1170
Email nravs.enquiries@uqg.uq.edu.au
Internet www.uq.edu.au/gatton

UQ Ipswich 1898 enrolments
Telephone (07) 3381 1011
International +61 7 3381 1011
Facsimile (07) 3381 1060
International +61 7 3381 1060
Email ipswich@uq.edu.au
Internet www.uq.edu.au/ipswich



Cover pictures

Details of the Forgan Smith Tower overlooking the Great Court – heart of the St Lucia campus. Listed by the National Trust of Queensland, the Great Court comprises 2.4ha of lawns, trees and gardens encircled by cloistered buildings faced with intricately-carved Helidon sandstone.



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Past...

The University of Queensland was founded in 1910 as the first university in the State and the fifth in the nation. A year later 83 students (including 23 women) attended the first classes in Government House, George Street, Brisbane.

In 1926 our Senate accepted an offer from Dr James O'Neil Mayne and his sister, Miss Mary Emelia Mayne, to buy 114ha of riverside land for our St Lucia campus. Lack of funds then World War II delayed development; but building started in 1937 and the move from George Street was completed between 1946 and 1972.

In 1990 we merged with Queensland Agricultural College (now UQ Gatton, a 1068ha campus 80km west of Brisbane) as part of a unified national system abolishing the binary system of universities and colleges of advanced education.

In 1999 we opened UQ Ipswich – an ultra-modern 25ha campus just 40km west of Brisbane.

and present

Our University is one of the largest and most prestigious of the nation's 39 universities. It is one of only three founding Australian members of *Universitas 21*, an international network chaired by our Vice-Chancellor; and a founding member of Australia's elite Group of Eight.

In 2005, we employed 5251 staff and our total operating revenue was \$864.71 million. We enrolled 37,177 students in 380 programs and 4000 courses through our seven faculties; and we awarded 8838 qualifications bringing our total number of graduates to more than 160,000.

Our teachers won a third of the prizes available (four of 12) at the Australian Awards for University Teaching; and we topped the nation with the highest allocation (\$10.424 million, or 20 percent, of \$54.4 million) through the Federal Government's Learning and Teaching Performance Fund.

Our researchers attracted high levels of government, industry and private funding for their work; and leading-edge outcomes this

year included 100 percent success in final trials for the world's first viable cancer vaccine. Gardasil™ and Cervarix™ are expected to become available in the developed world in 2006 to protect women against cervical cancer.

Our three main campuses at St Lucia, UQ Gatton and UQ Ipswich include world-class infrastructure such as four research and training institutes, an extensive Library, teaching museums and collections, ultra-modern laboratories, and computing, sporting and leisure facilities.

The heritage-listed riverside Customs House is our base in Brisbane's CBD and we operate about 50 specialist teaching and research centres elsewhere in Queensland. These include medical and dental schools in Brisbane, clinical schools in rural and provincial centres, marine research stations in Moreton Bay and on the Great Barrier Reef, and our Experimental Mine just 4km from the St Lucia campus – the world's only university-operated underground mine in a major city.