



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

ANNUAL REPORT 2017



26 February 2018

The Honourable Grace Grace MP
Minister for Education and Minister for Industrial Relations
PO Box 15033, City East Qld 4002

I am pleased to submit for presentation to the Parliament the Annual Report 2017 and financial statements for The University of Queensland.

I certify that this Annual Report complies with:

- the prescribed requirements of the *Financial Accountability Act 2009* and the *Financial and Performance Management Standard 2009*
- the detailed requirements set out in the *Annual report requirements for Queensland Government agencies*, May 2017.

A checklist outlining the annual reporting requirements can be found at uq.edu.au/about/annual-reports.

Yours sincerely



Peter N Varghese, AO
Chancellor

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Front cover image: The newly refurbished TC Beirne School of Law at UQ St Lucia for which the project team won an Australian Institute of Architects' National Award for its transformation that reflects the traditions of the legal profession as well as its three pillars of knowledge, learning and inquiry.



With our bold ambition to 'create change', UQ continues to contribute to Queensland's objectives for the community by providing world-class education, research and engagement opportunities that help improve the State's economy, environment and general wellbeing.

The year at a glance

While 2017 has brought many challenges—digital disruption, global competition, and funding uncertainty—the UQ community can look back on the year with pride. Our student numbers increased, our research output proliferated, our teachers continued to be the most awarded in Australia, and our liaison with the general community brought rewards on both sides. UQ also reached a significant milestone in 2017 that is worthy of celebration—we now have more than 250,000¹ graduates contributing to society in almost every field of endeavour.

Still, we cannot be complacent.

We must continue with our commitment to excellence in learning, discovery and engagement, which has seen the University serve Queensland as an anchor institution, currently ranking among the world's top 50 universities and having delivered benefits throughout society for more than a century.

Our strategy

Our main focus is on our current and future students, who will need new competencies to stand out from the crowd. Although it was encouraging for UQ to receive a top-50 global ranking for employability² (among more than 10,000 universities), constant innovation and improvement are vital, so that UQ continues to produce game-changing graduates who are valued highly by employers and wider society. To this end, the institution-wide commitment to successfully implementing the Student Strategy continued throughout 2017, with a fitting emphasis on employability, entrepreneurship, and flexible, active learning. For example, a number of undergraduate and postgraduate programs were introduced in 2017 that proved popular with high achievers, and so further new programs have been offered to begin in 2018.

¹ The 250,000th UQ graduate was conferred in December 2017

² QS Graduate Employability Rankings 2018

³ Higher Education Research Data Collection, 2016 (most current official data available)

⁴ *Universities and grammar schools: 2016 results of financial audits* (p4)

⁵ *Mid-year Fiscal and Economic Outlook*, December 2017

VICE-CHANCELLOR AND PRESIDENT'S REVIEW

This resolve is also a key focus of the UQ Strategic Plan for 2018–2021, which the University Senate endorsed in December 2017. The product of many months' deliberation and consultation by numerous staff and partners, this principles-based document is designed by and for an institution determined to anticipate change and adapt to whatever challenges such change presents.

The plan underscores the need to accelerate delivery of globally relevant solutions to complex problems—something that will require even more collaboration than currently exists.

Our diversity and inclusion

Along with the emphasis on producing game-changing graduates, the Strategic Plan highlights the imperative to continue promoting diversity and inclusiveness within our community. Existing efforts in this area are apparent in various undertakings in this report, including work towards a university-wide Reconciliation Action Plan and participation in the Science in Australia Gender Equity (SAGE) Pilot of Athena SWAN. It is very pleasing that 43 per cent of academics promoted to be full professors at the end of 2017 were women, which, while still below parity, is a record proportion.

Importantly, the University has also been working with students and other partners to implement the Australian Human Rights Commission's recommendations following the *Respect. Now. Always.* survey about sexual harassment and assault among university students.

2017 will be remembered as graduation year for 29 young adults from low-income backgrounds, who have advanced through the UQ Young Achievers Program. They bring to 71 the total number of graduates in this philanthropy-enabled program, which will yield hundreds more graduates in future.

Additionally, it has been uplifting to note the continuing progress of Aboriginal and Torres Strait Islander students. In this area, UQ markedly improved its comparative performance for completions (rising to seventh of 40 universities across the country, compared to 21st in 2013).

Nevertheless, much more can be done to support the aspirations and success of young people who otherwise might not attend a global top-50 university.

Our impact

Like our teachers, our researchers create opportunities for students and for the broader community. The calibre of their research, and the impact of innovations arising from their work, are visible through various measures, including total research funding (second highest of all Australian universities);³ citation rates (UQ has 15 highly cited researchers, second nationally); fellowships of learned academies (11 UQ staff were newly elected to Australian learned academies this year, and one to the Royal Society).

Taking just two of many research impact examples: decreases of up to 90 per cent in the prevalence of human papillomavirus (HPV) have taken place in areas with high coverage of HPV vaccination, thanks to UQ research; and the majority of the world's clinical magnetic resonance imaging systems use UQ technology. As further signalled in this report, highly prospective innovations are moving along the pipeline, securing tens of millions in investment dollars.

Such progress from the lab or field to the end-user is made possible by partnerships with individuals and organisations in business, industry, government, and the not-for-profit sector. Philanthropists are also crucial, and it is very encouraging that growing numbers of staff and alumni are becoming donors.

In October, after years of behind-the-scenes work and consultation with key donors and friends, the University launched the public phase of *Not If. When* – the Campaign to Create Change. Unprecedented in scale for a Queensland university, it has a target of \$500 million by the end of 2020.

Strong progress has also been made in other areas which, like a fund-raising campaign, require ambition and strategy. The University's carbon footprint continues to shrink, being 16 per cent smaller in 2016–17 than in 2013–14. In future annual reports I hope to provide further updates on sustainability measures.

And our teachers continue to shine, with many national awards bestowed during the year, including six Australian Awards for University Teaching.

UQ is extremely proud to contribute to the vision of the *International Education Strategy to Advance Queensland 2016–2026*, and to the \$29 billion national education export industry. As well as enhancing Queensland society, culture, and

international reputation, our international students from more than 130 nations directly contributed \$471.3 million in tuition fees in 2017, in addition to substantial spending on accommodation, retail, entertainment and tourism.

Our future

Despite our success in attracting international students—whose new perspectives and ideas are a valuable part of our culturally diverse university environment—we know that challenges lie ahead. Volatile exchange rates and increased competition in the Asian education market are just two factors we are managing.⁴

Our planning is carefully considering the balance of international and domestic students, and the mix of source countries within the international cohort. However, it should be noted that the federal government cuts to university funding unveiled in December may reduce our flexibility to adjust the mix.⁵

We look forward to implementing the recommendations of the St Lucia Campus Master Plan, a document endorsed by Senate that incorporated extensive feedback from the local community.

As this annual report shows, UQ is a creative force for beneficial change in Queensland, Australia, and globally. It is powered by fine professional and academic staff, some of whom regrettably have been impacted by structural changes that were necessary to improve the alignment and efficiency of our services.

Our support

I thank all UQ staff members for their hard work and contributions to our successes in 2017. The University is also energised by honorary, adjunct and conjoint appointments, and many partners, donors and other supporters, to whom I extend my thanks as well.

Finally, I wish to acknowledge UQ's Senate, led by Peter Varghese, AO. This year marks the end of an era for eight Senators, as the 33rd Senate ends and the 34th Senate prepares for its first meeting in 2018. I look forward to working with the new Senate team, with University staff, and with all who will help realise the timeless vision of knowledge leadership for a better world.

Professor Peter Høj
Vice-Chancellor and President

2017 UQ HIGHLIGHTS

From humble beginnings in 1910, The University of Queensland (UQ) has grown to become one of Australia's most respected teaching and research universities. 2017 saw our 250,000th student graduate, joining a global alumni network across more than 170 countries—creating change and delivering knowledge leadership for a better world.

Global excellence

In 2017, the excellence of UQ's performance was again confirmed by its high placement in global university rankings. UQ continued to rank among the world's top universities, and within the top 50 according to several key independent rankings.¹

UQ maintained its ranking of 55th globally and second in Australia in the prestigious Academic Ranking of World Universities (ARWU). In the ARWU subject rankings, UQ was named in the world's top 10 universities for six subjects (with 18 subjects in the top 50 and 36 in the top 100) and best in Australia in another six.

In 2017, UQ moved up four spots to rank 47th globally in the QS World University Rankings, was 45th in the *U.S. News* Best Global University Rankings (up from 52 in 2016), but moved to second place nationally in the *Nature* Index Table of Top Academic Institutions (although remained first in life sciences). QS also gave UQ a five-star rating with a global ranking of 49th and top in Queensland in 2018 for graduate employability.

In the Performance Ranking of Scientific Papers for World Universities, UQ was again ranked in the world's top 50, improving two places to rank 41st globally and third in Australia.

The 2018 *Times Higher Education* World University Rankings placed UQ 65th globally, down from 60th the year before.

UQ continued to be within the top 50 according to other measures, including 40th in the University Ranking by Academic Performance (URAP)—moving up one place from 2016—and 38th in the CWTS Leiden Ranking (moving up five spots from the previous year).² With a global ranking of 16, *The Economist* ranked UQ's Master of Business Administration (MBA) as the number one MBA program in Australia and the Asia-Pacific (and outside Europe and North America) for the sixth consecutive year.

In 2017, UQ's Vice-Chancellor and President **Professor Peter Høj** began his term as chair of the Group of Eight (Go8), a coalition of leading research-intensive Australian universities, of which UQ is a member.

Learning excellence

UQ maintained its position of having won more national awards for university teaching than any other university in the country, with six Australian Awards for University Teaching (AAUT) in 2017. Three UQ academics won Citations for Outstanding Contributions to Student Learning: **Professor Anthony Cassimatis**, **Dr Lisa Fitzgerald**, and **Dr Poh Wah Hillock**. **Carl Sherwood** won an Award for Teaching Excellence (Law, Economics, Business and Related Studies category), **Dr Vincent Wheatley** won in the Physical Sciences and Related Studies category, and the **First-Year Chemistry Program** won an Award for Programs that Enhance Learning (Innovation and Flexibility in Curricula, Learning and Teaching).

Associate Professor Roslyn Petelin was nominated as one of only 10 edX prize finalists worldwide, for her MOOC *Write 101x: English grammar and style*.

UQ was selected as the host organisation for the 2017 China–Australia University Summit on Teaching and Learning (CAUSTL). With the theme of 'Disruption to higher education', the invitation-only conference attracted 70 delegates to the St Lucia campus.

UQ was a finalist in three categories of the 2017 *Australian Financial Review* Higher Education Awards: Education Technology (with UNSW, for BEST Network's Slice); Equity and Opportunity (for the Critical Thinking Project); and Industry Engagement (with Boeing, for the Boeing Research and Technology–Australia Technology Centre).

UQ also won the Outstanding Collaboration in Higher Education and Training 2017 Award category of the Business Higher

Education Round Table (BHERT) Awards for its *Biomedical Education, Skills and Training (BEST) network* project, and the Outstanding Collaboration in Community Engagement 2017 Award category for its *Plum pickings: transforming the native food industry; empowering Aboriginal communities* project.

The Graduate Outcomes Survey revealed that UQ graduates exceeded national averages in 2017 with a 73.9 per cent full-time employment rate and \$60,000 per annum starting salary.

UQ was awarded the maximum five-star rating for student demand, staff qualifications and learning resources in the *Good Universities Guide 2018*.

Student excellence

The 2018 round one of the New Colombo Plan Mobility Program was announced in August, with 42 UQ students receiving mobility grants to travel overseas.

UQ students also won many international scholarships in 2017, for example:

- UQ graduates **Jordan English**, **Steven Ettema** and **Heather Muir** were named 2018 John Monash Scholars and will be furthering their studies at Cambridge and Oxford universities in recognition of their leadership potential
- Humanities student **Damian Maher** won a Rhodes Scholarship to study a Master of Arts in modern and contemporary literature at Oxford University
- **Amy Bergman** was selected as one of only eight 2017 laureates for the Embassy of France Nicolas Baudin Program to study at Sciences Po on exchange in France
- **Thomas Lynch** was one of only two Australian students to receive the Princess Mary Scholarship to study in Copenhagen, Denmark

¹ See research.uq.edu.au/about/research-overview/international-rankings for specific rankings and up-to-date information.

² Measured by the impact indicator (top 10 per cent) and ordered by P (top 10 per cent).



Students on the recent China Mobility Program in Shanghai for the UQ Idea Hub.

- Rhianna Eriksen and Xin Liu received the German Baden-Wuerttemberg Scholarship for their exchange to Eberhard Karls University Tubingen, Germany
- Yeo Kent Lee received the Jasso Scholarship plus ¥80,000 to study at Kyushu University, Japan
- Alexander Williams and Kate Goodfruit received New Colombo Plan (NCP) Scholarship funding for their exchange semesters in Indonesia and Japan
- six students were awarded Westpac Scholarships for their participation in UQ Abroad Student Exchange programs in China, Singapore and Hong Kong.

Joshua Shing Shun Li won the Science to Art Award in the 2017 NHMRC Research Excellence Awards.

Three UQ students featured in the Queensland International Education and Training (IET) Excellence Awards 2017:

Partha Narayan Mishra from India, studying a PhD in engineering, won the Research Student of the Year; Barani Ganapathi from Switzerland/India, studying a Master of Occupational Health and Safety Science, won the Higher Education Student of the Year; and Dorothy Sze from Singapore, studying Bachelors of Medicine, Surgery and Science, received a special mention.

Award completions 2017 ¹	
Higher Doctorate	2
Doctorate by research	680
Doctorate by coursework	11
Master's by research	81
Master's by coursework	2763
Master's (Extended)	2
Postgraduate/Graduate Diploma	410
Graduate Certificate	742
Bachelor's (Honours)	2635
Bachelor's	5176
Associate Degree	11
Diploma/Associate Diploma (pre-AQF)	67
TOTAL	12,580

¹ Figures for 2017 are preliminary. Data will be finalised in mid-2018.

Total enrolments ¹				
	2014	2015	2016	2017 ²
Full-time internal	41,867	41,958	42,105	43,554
Part-time internal	7179	7244	7412	7140
External	1703	1628	1554	1635
TOTAL	50,749	50,830	51,071	52,329
Female	55.2%	55.0%	54.5%	54.9%
Male	44.8%	45.0%	45.3%	45.0%

¹ Female and male percentages may not add up to 100 as persons classified as X are not included.

² Figures for 2017 are preliminary. Data will be finalised in mid-2018.

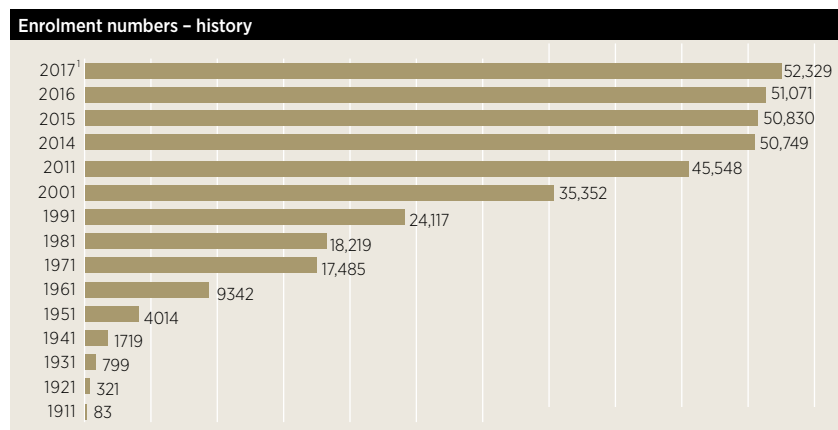
Campus enrolments				
	2014	2015	2016	2017 ¹
St Lucia	43,599	44,474	45,128	46,534
Ipswich ²	1931	878	410	136
Gatton	2089	2092	2061	2200
Herston	3130	3386	3472	3459
TOTAL	50,749	50,830	51,071	52,329

¹ Figures for 2017 are preliminary. Data will be finalised in mid-2018.

² UQ transferred the UQ Ipswich campus to the University of Southern Queensland (USQ) on 7 January 2015.

Enrolment by program				
	2014	2015	2016	2017 ¹
Doctorate by research	3975	4017	4064	3957
Doctorate by coursework	75	68	47	37
Master's by research	472	523	509	479
Master's by coursework	6735	7299	8327	10,143
Postgraduate/Graduate Diploma	868	747	707	704
Graduate Certificate	993	1146	1095	1149
Bachelor's	35,877	35,402	34,898	34,384
Associate Degree	65	102	103	123
Diploma/Associate Diploma	226	222	225	240
Enabling Course	318	336	335	307
Non-Award Course	1145	968	761	806
TOTAL	50,749	50,830	51,071	52,329

¹ Figures for 2017 are preliminary. Data will be finalised in mid-2018.



¹ Figures for 2017 are preliminary. Data will be finalised in mid-2018.

Discovery excellence

UQ maintained its strong reputation as one of Australia's top research-intensive universities in 2017.

The University's reputation for research excellence was again underpinned by its 55th global ranking in the Academic Ranking of World Universities (ARWU)—the most influential global university ranking. UQ is one of only two Australian universities to be included in the ARWU global top 60.

Of this year's successful Advance Queensland Innovation Partnerships (AQIP) applicants, UQ had more successful applicants than any other research institution, with six projects sharing \$4.2 million in State Government funding.

Internationally, UQ's research community continued to excel in quality and impact, contributing solutions to some of the great challenges of our time. UQ innovators have made genuinely life-changing advances over the years, including the life-saving Gardasil® and Cervarix™ cervical cancer vaccines, the Triple P – Positive Parenting Program, GroundProbe mine-safety technology, magnetic resonance imaging (MRI) image correction technology, and a potential new treatment for pain that is currently being developed by Novartis Inc after acquiring UQ spin-out company, Spinifex Pharmaceuticals Pty Ltd, in one of Australia's largest ever biotech deals.

In May, the Boeing Research and Technology–Australia Technology Centre relocated to UQ's St Lucia campus into purpose-built space in the Hawken Building, which includes laboratories and office space for an initial 35 Boeing research staff and a high-tech, open, student- interaction area. While the major focus of UQ's relationship with Boeing involves collaborative research, Boeing also provides a wide range of support for undergraduate programs.

HBIS Chairman Mr Yong Yu with Vice-Chancellor and President Professor Peter Høj at the HBIS signing ceremony for the partnership with HBIS Group in sustainable metals research.



In 2017, the \$31.9 million ARC Centre of Excellence for Engineered Quantum Systems (EQUS) began its second term and will focus on harnessing the quantum world for practical applications such as improving medical imaging technology.

UQ was awarded two Australian Laureate Fellowships commencing in 2017, with a total value of \$5.8 million. The new Australian Laureate Fellows are **Professor Zhiguo Yuan**, Director, Advanced Water Management Centre, and **Professor George Zhao**, School of Chemical Engineering.

The prestigious 2017 Queensland Government, Queensland Greats Awards recipients included **Professor Perry F Bartlett**, FAA, the inaugural Director of the Queensland Brain Institute (QBI), and **Emeritus Professor Cindy Shannon**, FQA, Pro-Vice-Chancellor (Indigenous Engagement) at UQ (since retired).

Three University of Queensland researchers were awarded prestigious Fulbright Scholarships and Fellowships: UQ music expert **Professor Margaret Barrett**, intellectual history and literature researcher **Professor Tim Mehigan**, and PhD student **Victoria Reynolds**.

In 2017, the Australian War Memorial launched a new interactive online exhibition called *The Art of Nation*. The virtual exhibition, which brings Charles Bean's World War I era vision for the Memorial to life for the first time, was achieved through the work of UQ researchers in conjunction with Ortelia Pty Ltd, which was established as a UniQuest startup in 2009.

UQ continued to participate in the Science in Australia Gender Equity (SAGE) Pilot of the Athena SWAN (Scientific Women's Academic Network) program. The pilot aims to address the under-representation of women in science, technology, engineering, mathematics and medicine (STEMM) disciplines using a rigorous evidence-based accreditation framework. UQ aims to achieve a Bronze Award in early 2019.

Engagement excellence

In 2017, UQ launched an historic philanthropic initiative with *Not If, When* – the Campaign to Create Change. This campaign illustrates the important role partnerships and philanthropy play in accelerating opportunities and tackling issues with global impact. It also highlights what donors have already achieved and what they can do in the future, such as supporting disadvantaged students, driving research and discoveries, and providing transformative learning environments that attract and retain the best and brightest students.

UQ alumni continued to epitomise the University's vision of knowledge leadership for a better world, with leaders in government, law, science, sport, commerce and the arts all making a difference around the world. Among these in 2017 were:

- **Julianne Alroe**, CEO and Managing Director Brisbane Airport Corporation, who was appointed as Chair of Infrastructure Australia
- **Adjunct Associate Professor Dimity Dornan, AO**, Executive Director and Founder of Hear and Say, who was announced as 2018 Queensland Senior Australian of the Year for her work helping children and young adults through bionic technologies
- **Alborz Fallah**, who was named UQ's Entrepreneur-in-Residence after turning a blog he started as a UQ student for a cost of \$35 into a business he later sold at stake in for \$35 million
- **The Honourable Mark McGowan, MLA**, who was elected as the 30th Premier of Western Australia
- 2014 Distinguished Young Alumni Award winner **Carl Smith**, who received a 2017 Walkley Award in the Young Journalist of the Year (longform) category for his radio series *Bionic Bodies*.

Donors, industry and community partners continued to choose UQ as their trusted partner in 2017 to support the areas and causes they were passionate about. Their generosity saw \$67.6 million raised to support students, research and teaching. In 2017, Annual Giving—gifts received from UQ alumni, staff and friends predominantly for amounts under \$1000—comprised more than 70 per cent of the total number of gifts to UQ. In total, donations from current and former UQ staff raised \$1,455,742. The UQ telephone engagement campaign also resulted in more than 1400 gifts to the University, 40 per cent of which were from first-time donors.

In 2017, UQ continued to engage its alumni by keeping them connected through global alumni networks, informing them about exciting new research developments, and providing examples of UQ's intellectual standards and academic rigour—as demonstrated through representation and participation in a wide range of conferences, seminars, executive missions, colloquiums and research projects in Europe, North Asia, Latin America, North America, South-Central Asia and South-East Asia.

UQ was also involved in many international development opportunities, including being the leading research provider for the Australian Centre for International Agricultural Research (ACIAR) with \$71 million of funded projects in Indonesia, Philippines, Myanmar and Vietnam.



The UQ Global Strategy and Partnerships Seed Funding Scheme co-sponsored 18 initiatives to develop mutually beneficial education and research outcomes, totalling \$169,727 across the US, UK, Germany, China, Indonesia, India, Chile and Singapore.

Vice-Chancellor and President Professor Peter Høj with Australian Prime Minister Malcolm Turnbull and Indian Prime Minister Narendra Modi at the reception held at Hyderabad House, Delhi, for the Australian Government Mission to India, April 2017.

Closer to home, UQ hosted several key conferences and business meetings, including the *UQ Changemakers with Andrew Liveris, AO* event in July that focused on how Australia can improve its competitiveness globally.

Secondary school liaison remained a key feature of the University's strategy for influencing student choice for UQ with a particular focus on regional areas in 2017. Open Days, school visits, scholarly programs, campus tours, teacher and guidance officer training, student mentoring and hands-on experience days were just some of the activities undertaken.

News dissemination also remained a key focus, with more than a million views of *UQ News* stories alone. Other media channels included the University's Facebook, Twitter, Snapchat, YouTube and Instagram accounts; official speeches and letters; blogs; video news items and academic articles in *The Conversation*.

Most popular UQ News stories for 2017		
Month	Story	Page views
January	'BioClay' a ground-breaking discovery for world food security	2837
February	Campuses jumping with O-week festivities	5342
March	'Australia's Jurassic Park' the world's best	8663
April	UQ leads Australia in ranking of top-10 rated subjects	5903
May	Remote cave reveals earliest Australians lived around 50,000 years ago	18,344
June	UQ cements global top-tier status with rise in QS table	7467
July	UQ gets six of the best	13,724
August	UQ holds firm in prestigious ARWU rankings	4369
September	UQ shines spotlight on research excellence	2212
October	U.S. News ranks UQ among world's top-50 universities	2187
November	\$32m boost for UQ research	5379
December	New UQ Brisbane city site open for business	1994
TOTAL	(ALL news stories for year)	1,042,516

KEY STATISTICS

Key statistics						
Number of students	2012	2013	2014	2015	2016	2017¹
TOTAL	46,863	48,804	50,749	50,830	51,071	52,329
% Female ²	55.3	55.4	55.2	55.0	54.5	54.9
Commencing	16,377	17,649	18,395	17,426	17,805	18,793
% Female ²	56.9	56.8	57.0	56.4 ⁷	55.8	57.1
International	11,325	11,513	12,195	12,664	13,338	15,431
% International	24.2	23.6	24.0	24.9	26.1	29.5
Student load (EFTSL)³	2012	2013	2014	2015	2016	2017¹
TOTAL	37,022	38,416	39,963	40,029	40,214	41,202
Undergraduate and non-award	28,989	30,367	31,574	30,916	30,173	29,504
Postgraduate coursework	4,937	4,920	5,224	5,829	6,752	8,481
Postgraduate research	3,096	3,129	3,164	3,283	3,290	3,217
Student load by funding type (EFTSL)³	2012	2013	2014	2015	2016	2017¹
Commonwealth funded ⁴	26,061	27,361	28,311	28,056	27,560	27,102
Domestic full fee paying	1,771	1,797	1,849	1,777	1,743	1,714
International fee paying	9,190	9,258	9,802	10,196	10,912	12,386
Award completions	2012	2013	2014	2015	2016	2017¹
TOTAL	10,785	11,042	11,617 ⁷	12,079	12,045	12,580
Undergraduate	6,623	6,947	7,220 ⁷	7,609	7,678	7,889
Postgraduate	4,162	4,095	4,397	4,470	4,367	4,689
Staff (FTE)⁵ as at 31 March⁶	2012	2013	2014	2015	2016	2017
TOTAL	6,751	6,892	6,816	6,791	6,703	6,607
Academic						
Teaching and research	1,320	1,265	1,240	1,207	1,145	1,134
Research focused	1,320	1,438	1,436	1,452	1,460	1,455
Teaching focused	171	156	179	149	139	150
Other	25	24	28	26	28	27
SUB-TOTAL	2,836	2,883	2,883	2,834	2,772	2,766
Professional						
Research focused	642	633	593	547	490	486
Other	3,273	3,376	3,340	3,410	3,441	3,354
SUB-TOTAL	3,915	4,009	3,933	3,957	3,931	3,841
Operating revenue (\$'000)	2012	2013	2014	2015	2016	2017
Commonwealth Grant Scheme grants ⁸	286,185	298,314	304,775	309,946	322,135	308,478
HECS-HELP and HECS-HELP student payments ⁸	167,619	207,614	220,301	215,801	215,643	212,602
FEE-HELP and course fees and charges ⁹	306,423	322,446	358,041	388,106	431,488	518,038
Research block grants ¹⁰	153,634	157,756	163,229	171,054	176,587	184,525
Other government revenue ¹¹	302,294	296,593	307,144	290,023	257,907	251,545
Consultancy and contract revenue ¹²	174,431	180,405	148,796	170,865	152,973	156,872
Other revenue ¹³	192,103	208,443	186,387	167,017	194,377	196,296
TOTAL	1,582,689	1,671,571	1,688,673	1,712,812	1,751,110	1,828,356

¹ Figures for 2017 are preliminary. Data will be finalised in mid-2018.

² There has been a reassessment of how gender figures have been classified. As such, the data has been recomputed to reflect these changes retrospectively. Female and male percentages may not add up to 100 per cent as persons classified as X (indeterminant, unspecified, intersex) are not included.

³ EFTSL figures may not add up to totals due to rounding. EFTSL = equivalent full-time student load.

⁴ Commonwealth funded load comprises Commonwealth Grant Scheme (CGS) load, Research Training Program (RTP) load and extended domestic postgraduate research load. Note that RTP now includes load that was previously classified under the Research Training Scheme (RTS).

⁵ FTE = full-time equivalent. Data excludes casuals. Note that Total Staff FTE (including estimated casuals) for 2017 is 7693 and is preliminary.

⁶ The staff classifications shown here align with the reporting of data to the Department of Education.

⁷ There may be slight changes in historical data due to improvements made in UQ's reporting systems.

⁸ Revenue received for the teaching of the undergraduate student load.

⁹ Revenue received from fee-paying students.

¹⁰ Revenue consists of funding through the Research Training Program and Research Support Program.

¹¹ Revenue includes capital grants and research funding from Australian Research Council and National Health and Medical Research Council.

¹² Revenue includes non-government competitive grant research funding.

¹³ Revenue includes investment income, donations and scholarships, other fees and charges, and sales of goods and services.

SUMMARY OF

FINANCIAL INFORMATION

As per the financial statements, the University recorded a consolidated surplus of \$47.6m for 2017. This compares to a consolidated deficit of \$15.5m in 2016.

While the financial statements reflect a true and fair view of the financial position of the University and its consolidated entities in accordance with the applicable accounting standards, the University believes that the more relevant financial result is the underlying consolidated EBITDA (earnings before interest, tax, depreciation and amortisation). This represents the total funding available for debt servicing, major capital projects, and operational property, plant and equipment.

A breakdown of the items adjusted for as part of the underlying consolidated EBITDA is contained in the table *Reconciliation of operating result to underlying EBITDA* on page 8.

University finances

Underlying EBITDA

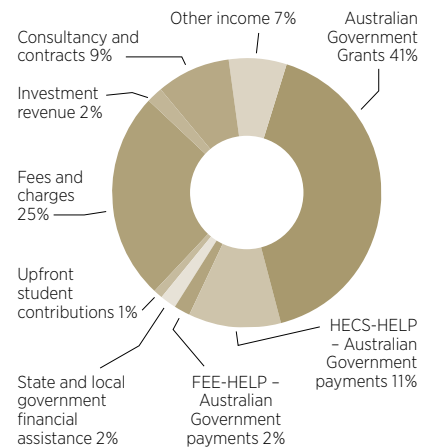
The underlying consolidated EBITDA moved from a surplus of \$138.9m in 2016 to a surplus of \$207.0m in 2017 – an improvement of \$68.1m.

Underlying income

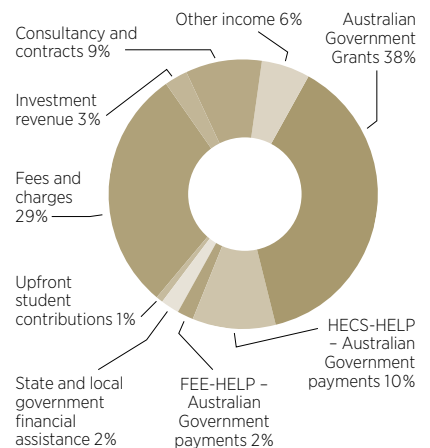
The University's underlying consolidated income increased by \$89.1m (or 5 per cent). This can be attributed to:

- An increase in course fees and charges of \$85.8m (or 21 per cent). The number of full-fee paying domestic and international students rose by 11.4 per cent from 12,655 EFTSL in 2016 to 14,100 EFTSL in 2017. Also contributing to the increase was fee band indexation of 4.0 per cent.
- A decrease in the combined funding through the Commonwealth Grant Scheme (CGS), the Higher Education Loan Program (HELP), and HELP student contributions of \$16.7m (or 3 per cent). The number of Commonwealth-funded students fell by 1.7 per cent from 27,560 EFTSL in 2016 to 27,102 in 2017.

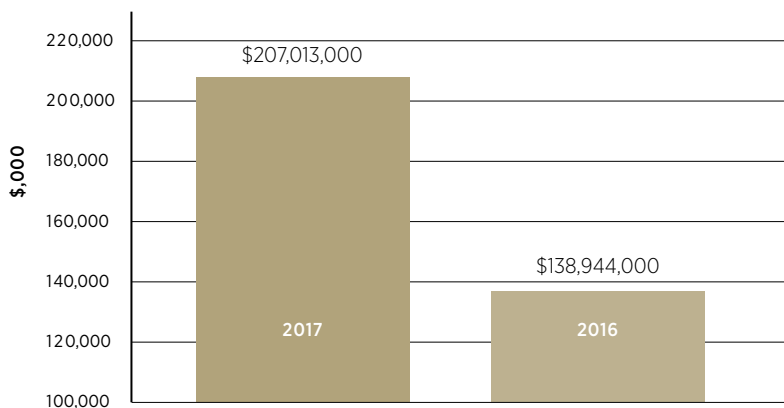
Revenue: University of Queensland parent 2016



Revenue: University of Queensland parent 2017



Underlying EBITDA



Contributing to the decrease was the fact that the 2016 result included revenue of \$10m relating to previously withheld efficiency dividends.

- An increase in Research Block Grant funding of \$7.9m (or 4 per cent) due to additional monies received through the Research Training Program and Research Support Program.
- A decrease in tied research, scholarship and other major project income of \$13.0m (or 4 per cent). As the underlying result does not recognise such revenue until it is expended, this decrease is due to a related decrease in research expenditure.
- An increase in non-tied investment revenue of \$11.6m related to the University's decision to invest for the first time during 2017 in the Queensland Investment Corporation (QIC) Growth Fund.
- An increase in the remaining revenue categories of \$13.5m (or 5 per cent) due to a number of small factors.

Underlying expenditure

The University's underlying consolidated expenditure increased by \$21.0m (or 1 per cent). This can be attributed to:

- An increase in employee expenses of \$18.1m (or 2 per cent). This was largely driven by the following movements within the parent entity: a 1.9 per cent drop in the number of full-time equivalent (FTE) staff, and salary and wage increases of 3.0 per cent on 1 January 2017 in accordance with the University's Enterprise Bargaining Agreement.
- A decrease in non-employee expenditure on tied research, scholarship and other major project income of \$8.6m (or 5 per cent).
- An increase in the remaining expenditure categories of \$11.5m (or 2 per cent).

Reconciliation of Operating Result (Income Statement In Published Financials) to Underlying EBITDA

	Consolidated 2017 \$'000	Consolidated 2016 \$'000	Variance \$'000
Net operating result before income tax as per University's published financial statements ¹	47,611	(15,477)	63,088
Income tied to major capital projects ²	(2367)	5856	(8223)
Movement in unspent research, scholarship and major project income ³	2726	(899)	3625
Fair value gain on TRI Investment	734	462	272
Interest expense on Smart State loans	-	-	-
Donations for managed investment portfolio ⁴	(3,980)	(12,406)	8426
Unspent investment portfolio losses/(gains) ⁴	(14,476)	(8970)	(5506)
UNDERLYING OPERATING RESULT BEFORE INCOME TAX	30,248	(31,434)	61,682
Depreciation and amortisation expense	163,736	160,681	3055
Loss/(gain) on disposal of property, plant and equipment	11,504	17,666	(6162)
Donated assets	(751)	(7930)	7179
Interest revenue	(9584)	(11,559)	1975
Interest expense	11,767	11,554	213
Income tax expense	93	(34)	127
UNDERLYING EBITDA	207,013	138,944	68,069

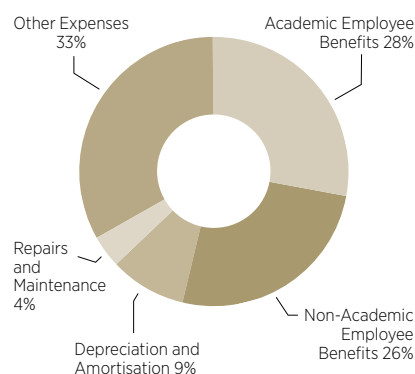
¹ This is the net operating result of the consolidated entity as per the University's statutory financial statements.

² This category represents funding provided by governments and other sources for specific major capital projects. This funding is not available for the general operating expenditure of the University.

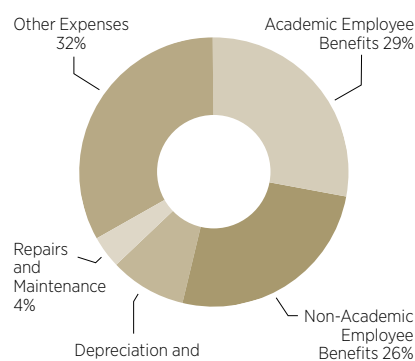
³ In accordance with Australian Accounting Standards, the majority of the University's tied research, scholarship and major project income is recognised as received (as opposed to when it is spent or earned). This mismatch can create significant fluctuations in the operating result. The increase/decrease in unexpended tied research, scholarship and major project income is therefore excluded from the underlying operating surplus as it is not available for the general operating expenditure of the University and must be refunded if not spent or earned in future years.

⁴ The majority of funds invested in the managed investment portfolio are restricted funds set aside for corpus donations and bequests earmarked for purposes specified by the giver. Such donations are not available for the general operating expenditure of the University, nor is the unspent increase/decrease in the fair value of the portfolio.

Expenditure: University of Queensland parent 2016



Expenditure: University of Queensland parent 2017



Capital expenditure

The University has continued to invest in major infrastructure. The total amount capitalised on property, plant and equipment during 2017 was \$92.1m (2016: \$119.0m).

Major capital projects undertaken in 2017 include the construction of a new child care centre at the St Lucia Campus, a library extension at the Gatton campus, and a fit-out of premises at the new Brisbane CBD campus. Costs were also incurred in relation to the construction of student residences at the St Lucia campus, which are scheduled for completion in 2020.

Investment Portfolio

UQ Investment Fund

The University has a total of \$218.0m in a long-term investment portfolio that is managed by external specialist fund managers. Known as the UQ Investment Fund, it holds portfolio trust and bequest funds received in past years.

The fund managers are required to operate within designated asset allocation benchmarks and each has responsibilities for investments in cash and fixed interest, listed property, Australian shares, overseas shares, tactical asset allocation, and private equity.

The investment strategy of the UQ Investment Fund is to achieve a long-term return of the Consumer Price Index (CPI) plus an additional 6 per cent. The portfolio produced a return of 10.4 per cent for the year to 31 December 2017.

UQ Socially Responsible Investment (SRI) Green Fund

The University has a total of \$3.7m in another long-term investment portfolio managed by external fund managers. Known as the UQ Socially Responsible Investment (SRI) Green Fund, this fund was established in January 2016 and provides an alternative to those providing donations and bequests. The University contributed \$3m towards the establishment of this fund.

The fund managers are required to operate within designated asset allocation benchmarks and each has responsibilities for investments in cash and fixed interest and Australian shares. The fund will not invest in companies involved with tobacco, armaments, gaming or pornography as they are not deemed socially responsible investments. Further, the fund will not invest in companies excluded from the FTSE All-World ex Fossil Fuels Index.

The investment strategy of the UQ SRI Green Fund is to achieve a long-term return of the Consumer Price Index (CPI) plus an additional 6 per cent. The portfolio produced a return of 16.6 per cent for the year to 31 December 2017.

UQ Investment Fund Performance			
	Return Of Portfolio	Average CPI plus 6%	Above/(Below) Target
Return over past year	10.42%	7.93%	2.49%
Return over past 3 years	10.70%	7.57%	3.13%
Return over past 5 years	13.36%	7.93%	5.43%
Return over past 7 years	11.37%	8.10%	3.27%

UQ Socially Responsible Investing (SRI) Green Fund Performance			
	Return Of Portfolio	Average CPI plus 6%	Above/(Below) Target
Return over past year	16.58%	7.93%	8.65%

Externally funded chairs		
Contributor	2017 (\$)	Chair
Children's Hospital Foundation	1,000,000	Chair in Cerebral Palsy
Vermilion Oil & Gas Australia Pty Ltd	500	Chair in Dermatology (Research)
Queensland Institute of Dermatology	80,000	Chair in Dermatology (Research)
Arthritis Queensland	150,000	Chair in Rheumatology
Leukaemia Foundation	100,000	Leukaemia Foundation Queensland Chair in Blood Cancer Research
Malcolm W Broomhead	1,000,000	Malcolm Broomhead Endowed Chair in Finance at the UQ Business School
Aegium Foundation	212,500	Masonic Chair in Geriatric Medicine
Paul E Eliadis	79,000	Paul Eliadis Chair of Classics and Ancient History
Paul C Taylor	240,000	Taylor Family Director (Chair) of the Centre for the Business and Economics of Health

CFO Statement

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

ORGANISATION

Basis of authority

The University is a body corporate governed by the *University of Queensland Act 1998*, as amended (the 'Act'). The University was founded in 1910.

Functions

The University:

- disseminates knowledge and promotes scholarship
- provides education at university standard
- provides facilities for and encourages study and research
- encourages the advancement and development of knowledge and its application
- provides courses of study or instruction (at levels of achievement Senate considers appropriate) to meet community needs
- confers higher education awards
- provides facilities and resources for the wellbeing of staff, students and others taking courses at the University
- exploits 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
- performs other functions given to the University under the Act or another Act.

Powers

The University has powers outlined more fully in the Act.

Controlled entities

In accordance with the *University of Queensland Act 1998*, the University has established controlled entities that further the University's educational and research aims.

Financial statements are prepared by each entity and audited by the Queensland Audit Office. They are then included as part of the consolidated result in the University's annual financial statements.

At 31 December 2017, the University operated the following controlled entities:

UQ Holdings Group

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

University Controlled Trusts

IMBCom Asset Trust
UQ Foundation Trust
UQ Investment Trust

UQ Investment Trust Group

IMBCom Pty Ltd

UniQuest Group

Dendright Pty Ltd
Leximancer Pty Ltd
Neo-Rehab Pty Ltd
Symbiosis Pty Ltd
UWAT Pty Ltd

JKTech Group

JKTech South America SpA
JK Africa Mining Solutions Pty Ltd

IMBCom Group

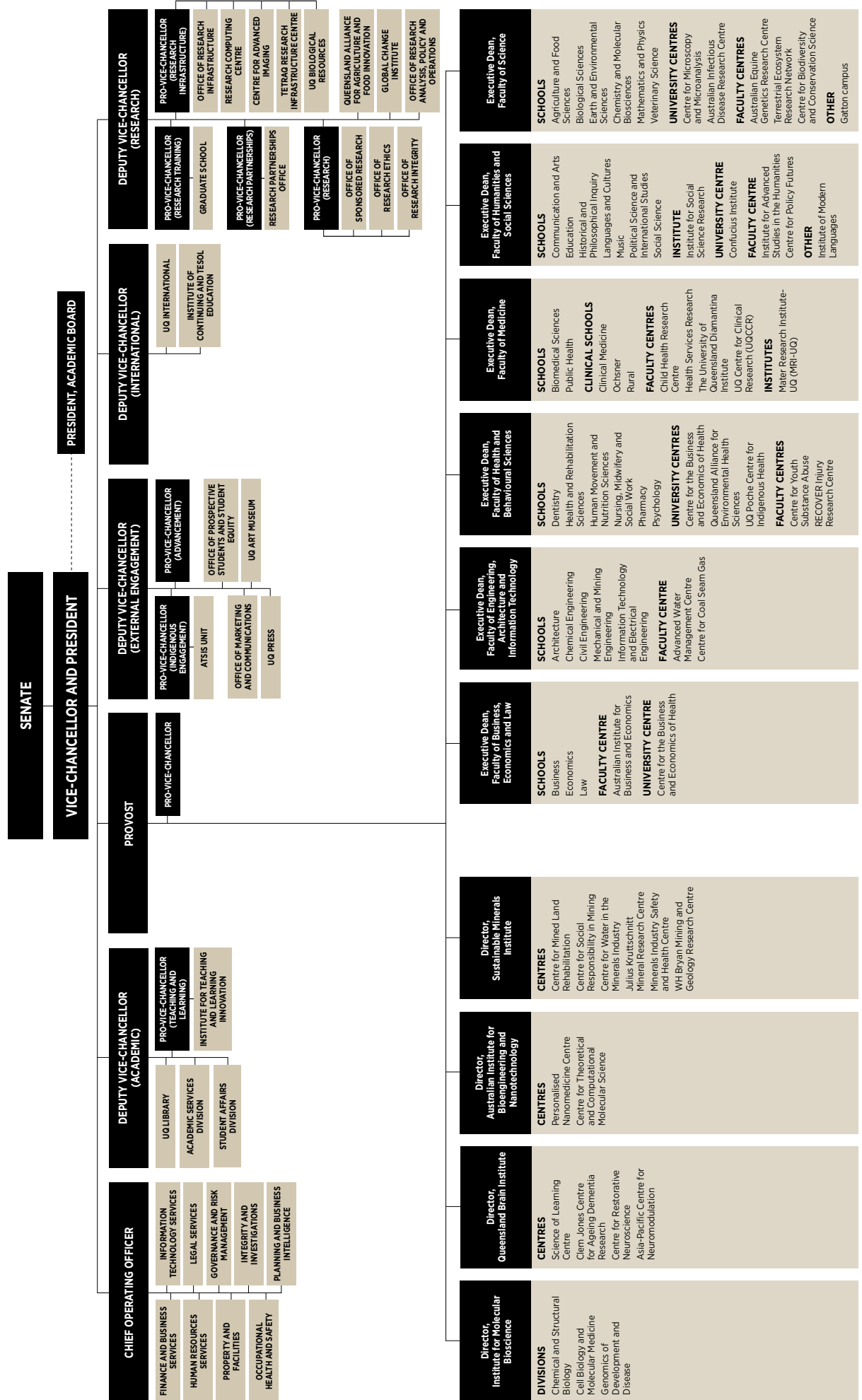
IMBCom Asset Management Company Pty Ltd
Cyclagen Pty Ltd
Kalthera Pty Ltd

Other Controlled Entities

Global Change Institute Pty Ltd
UQ Jakarta Office Pty Ltd.

The University of Queensland organisational structure / Lines of responsibility

As at November 2017



CORPORATE GOVERNANCE



Chancellor
Peter N Varghese, AO

Leads the University's governing body, the Senate.



Deputy Chancellor
Tonia Dwyer

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

University governing body

The governing body of the University is the Senate, as constituted by the *University of Queensland Act 1998*. Senate has 22 members, comprising official members, appointed members, elected members and additional members. Following the resignation of Dr Jane Wilson on 11 November 2016 after 10 years service, on 27 February 2017 Senate elected Tonia Dwyer as the Deputy Chancellor.

Members serve a four-year term except student members who serve for two years. The four-year term of the 33rd Senate, which began on 1 January 2014, concluded on 31 December 2017. Elections were held in October to appoint elected members to the 34th Senate term commencing 1 January 2018.

In 2017 members did not receive payment for undertaking this role. Senate met seven times during 2017.

The University complies with the Voluntary Code of Best Practice for the Governance of Australian Universities, approved by the Ministerial Council for Tertiary Education and Employment in 2011.

Senate membership

Official members

- Chancellor **Peter N Varghese, AO**, BA (Hons), H.D.Litt *Qld*
- Vice-Chancellor and President, **Professor Peter Høj**, MSc, PhD *Copenhagen*, DUniv (Honoris Causa) *Copenhagen* and *S.Aust.*, FTSE
- President of the Academic Board, **Professor Fred D'Agostino**, BA (Hons) *Amherst*, MA *Prin*, PhD *LSE*, FAHA

Members appointed by the Governor-In-Council

- **Timothy B Crommelin**, BCom *Qld*, AdvMgmtProg *Hawaii*, FSIA
- **The Hon Justice Martin Daubney**, BA, LLB *Qld*
- **Philip Hennessy**, BBusAcc *QUT*
- **Dr Zelle Hodge AM**, MBBS *Qld*, FRACGP, FAMA, FAICD
- **Jamie Merrick**, BA (Laws), MSc
- **Grant Murdoch**, BCom, MCom *Cant*, FCA, FAICD
- **Charlie Sartain**, BE (Hons) *Melb*, FAusIMM, FTSE

Elected members

- One member of the Academic Board, **Associate Professor Greg Hainge**, BA (Hons), MA, PhD *Nott*, GCELead *Qld*
- One member of the full-time or part-time academic staff of the University, **Associate Professor Tony Roberts**, BSc (Hons I), MComm *Qld*, PhD *ANU*
- One member of the full-time or part-time general staff of the University, **Mark D Starkey**, BA *Qld*
- One postgraduate student, **Thomas Mackay**, BSc *Qld*
- One undergraduate student, **Dylan Kerr**

Three graduates of the University

- **Kathy Hirschfeld**, BE (Chem) *Qld*, FTSE, FICHEM, Hon FIEAust, FAICD
- **Dr Carla Tromans**, BEd *QUT*, MEdSt *Qld*, MEd *USQ*, EdD *QUT*, MAICD
- **Michael Zivcic**, BE (Mining), BSc *Qld*, GAICD, GAusIMM

Appointed by Senate

- **Margaret Brown**, BA, LLB (Hons) *Qld*, MAICD, MIPSANZ
- **Tonia Dwyer**, BJuris (Hons), LLB (Hons) *UWA*, GAICD (Deputy Chancellor) [elected 27 February until 31 December 2017]
- **Michelle Tredenick**, BSc *Qld*, FAICD.

Senate report

For a report of the Senate's 2017 activities, please visit uq.edu.au/about/year-ended-december-31-2017.

Executive management

While the Chancellor and Deputy Chancellor lead the University Senate, the Vice-Chancellor and President is the University's Chief Executive Officer, responsible to Senate for overall strategic planning, finance and external affairs' direction.

The Vice-Chancellor* is supported by an Executive to whom most of the University's organisational units report. Following a review of the senior management structure, the Executive now comprises:

- Provost and Senior Vice-President*
- Deputy Vice-Chancellor (Academic)*
- Deputy Vice-Chancellor (External Engagement)*
- Deputy Vice-Chancellor (International)***
- Deputy Vice-Chancellor (Research)*
- Pro-Vice-Chancellor
- Pro-Vice-Chancellor (Advancement)
- Pro-Vice-Chancellor (Future Students)**

- Pro-Vice-Chancellor (Indigenous Engagement)
- Pro-Vice-Chancellor (Research)
- Pro-Vice-Chancellor (Research Infrastructure)**
- Pro-Vice-Chancellor (Research Partnerships)
- Pro-Vice-Chancellor (Research Training) and Dean, Graduate School
- Pro-Vice-Chancellor (Teaching and Learning)
- Chief Operating Officer*
- Deputy Chief Operating Officer
- President of the Academic Board.

* Members of the Vice-Chancellor's Committee.

** New position, appointees to commence in 2018.

*** With the resignation of Professor Monique Skidmore in late 2016, the University's international portfolio reported to the Deputy Vice-Chancellor (External Engagement). A new structure for the External Engagement portfolio was approved in May 2017 and implemented to be operational from 1 January 2018.

The University's Vice-Chancellors	
1910–1916	Reginald Heber Roe
1916–1925	The Honourable Andrew Thynne
1925–1938	William Nathaniel Robertson
1938–1960	John Douglas Story ISO
1960–1969	Sir Fred Schonell
1970–1977	Sir Zelman Cowen AK GCMG GCVO KStJ
1978	Professor George Neville Davies (Acting)
1979–1995	Professor Brian G Wilson AO
1996–2007	Professor John A Hay AC
2008–2011	Professor Paul Greenfield AO
2011–2012	Professor Deborah Terry (Acting)
2012–	Professor Peter Høj

2017 UQ Senate

Front row, from left: Dr Carla Tromans, Dylan Kerr, Tonia Dwyer, Peter N Varghese AO, Professor Peter Høj, Dr Zelle Hodge AM, Margaret Brown, Associate Professor Tony Roberts. Back row: Jamie Merrick, Michelle Tredenick, Mark D Starkey, The Hon Justice Martin Daubney, Professor Fred D'Agostino, Associate Professor Greg Hainge, Timothy B Crommelin. Absent: Grant Murdoch, Philip Hennessy, Kathy Hirschfeld, Thomas Mackay, Charlie Sartain, Michael Zivcic.



Executive management



Vice-Chancellor and President Professor Peter Høj

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

Chief Executive Officer (CEO), responsible to Senate for UQ's strategic direction, performance and external affairs; and chair of the University's Capital Management Group.



Provost and Senior Vice-President

Professor Aidan Byrne

BSc, MSc *Auck.*, PhD *ANU*

Standing deputy to the Vice-Chancellor and President of the University, providing leadership for the University's overall strategic planning, academic quality, and budget. Provides executive leadership of the academic, research and financial performance of six faculties and four research institutes.



Chief Operating Officer Greg Pringle

BA, LLB, GradDip (Industrial Relations) *Natal*, MBA *Qld.*, Advanced Management Program *Harv*

Coordinates management of the University's finance, business, human resources, legal, planning and business intelligence, governance and risk, property and facilities, occupational health and safety, investigations, internal audit and information technology functions. Advises the Senate on governance, and is the University Secretary and its Public Officer.



Deputy Vice-Chancellor (Academic)

Professor Joanne Wright

Joint Honours *Kent*, MLitt *Aberdeen*, PhD *ANU*, GAICD

Responsible for preserving the University's commitment to high-quality learning and teaching; promoting a culture of excellence across the student experience; leading initiatives aimed at student success and retention, and integration of services for students; and quality standards.

Deputy Vice-Chancellor (External Engagement)

Professor Iain Watson

BA (Hons), MSc, PhD *Ulster*

Responsible for leading the University's overall student recruitment and engagement strategy, with a particular focus on expanding the quality and scale of engagement, both nationally and internationally, with prospective students, industry, government, alumni, and Aboriginal and Torres Strait Islander communities.



Deputy Vice-Chancellor (Research)

Professor Robyn Ward, AM

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

Responsible for enhancing the University's performance and reputation in research, research training, and research collaboration with external stakeholders, nationally and internationally.



Pro-Vice-Chancellor (Office of the Provost)

(1 January – 30 June 2017)

Professor Alan Rix

BA (Hons), PhD *ANU*, GAICD

Responsible for overall management and development of both the Gatton campus and the Pinjarra Hills site, and management of the University's academic employee relations.



(from 16 October 2017)

Professor Tim Dunne

BA (Hons) *East Anglia*, MPhil, DPhil *Oxford*, FASSA

Provides executive leadership with a particular focus on strategic and operational planning, employee relations, and general academic and research performance.



President of the Academic Board

Professor Fred D'Agostino

BA (Hons) *Amherst*, MA *Prin.*, PhD *LSE*, FAHA

Oversees the business of the Academic Board and its committees and provides independent advice to the Vice-Chancellor and President and Senate on matters relating to the academic functions of the University.





**Deputy Chief Operating Officer
Saveria Dimasi**

BA (Econ) (Hons), LLB, LLM *Melb*

Supports the Chief Operating Officer in managing the University's professional services and implementing the capital planning framework and transformation processes; also coordinates and oversees teams to plan and deliver major strategic cross-divisional projects.



**Acting Pro-Vice-Chancellor
(Advancement)**

(1 January – 23 July 2017)

Patricia Danver

BS (Comms) *Syracuse*

**Pro-Vice-Chancellor
(Advancement)**

(from 24 July 2017)

Jennifer Karlson

BSc *Wisconsin-Madison*, MSc *Nebraska Methodist*, CFRE

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



**Pro-Vice-Chancellor
(Indigenous Engagement)**

(1 January – 3 July 2017)

Professor Cindy Shannon

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



**Acting Pro-Vice-Chancellor
(Indigenous Engagement)**

(from 17 July 2017)

Shane Drahm

Responsible for leading the development, implementation and monitoring of the University's approach to Indigenous Learning, Discovery and Engagement.



**Pro-Vice-Chancellor
(Research and International)**

(1 January – 21 April 2017)

Professor Anton Middelberg

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

Responsible for leadership and oversight of policy development in research ethics and integrity, research quality, and impact analysis, and works with others to identify and develop international research partnerships.*



**Pro-Vice-Chancellor (Research)
(from 28 August 2017)**

Professor Mark Blows

BSc, PhD *La Trobe*, FAA

Responsible for research ethics and integrity, and supporting the University's research performance, including the submission of high-quality applications to major national grant schemes.



**Acting Pro-Vice-Chancellor
(Research)**

(1 January – 31 August 2017)

**Pro-Vice-Chancellor
(Research Training) and
Dean, Graduate School**

(from 1 September 2017)

Professor Alastair McEwan

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

Provides leadership for the direction, development and improvement of the University's Higher Degree by Research program, and oversight of researcher development and training for all research-engaged staff.



**Acting Pro-Vice-Chancellor
(Research Infrastructure)**

(27 March – 27 August 2017)

Professor Stuart Crozier

BE, MAppSc *QUT*, DEng, PhD *UQ*

Provides strategic leadership to the University's research infrastructure (including eResearch)—operations, development and financial sustainability, as well as supporting large-scale new purchases.



**Pro-Vice-Chancellor
(Research Partnerships)**

(from 14 August 2017)

Professor Mohan Krishnamoorthy

BSc *Bangalore*, MSc *Delhi and Imperial*, PhD *Imperial*

Ensures a strategic approach to the stewardship of the University's research partnerships, supporting the development of research relationships with industry, government and other institutions.



**Pro-Vice-Chancellor
(Teaching and Learning)**

Professor Doune Macdonald

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

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



* With the resignation of Professor Middelberg, the responsibilities of the role were transferred to the Pro-Vice-Chancellor (Research) and the newly created positions of Pro-Vice-Chancellor (Research Training) and Pro-Vice-Chancellor (Research Partnerships).

Information systems and recordkeeping

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

In 2017 UQ made the following records management improvements:

- implemented a staged rollout of the University's Electronic Document and Records Management System (EDRMS), including the issue of additional licences across the University
- enhanced online training resources to assist units to manage their own records and promote a paperless office
- successfully piloted the transition of employee records to a digital format
- continued automatic capture of records through linking network drives.

Public Sector Ethics Act

In terms of its obligations under the *Public Sector Ethics Act 1994*, the University has a Code of Conduct that sets out the expectations for University staff in relation to professional conduct. All continuing and fixed-term staff are required to complete an assessable online course to learn how the Code of Conduct applies to them; casual staff are also strongly encouraged to complete the course.

The training is consistent with the University's obligations under the *Public Sector Ethics Act 1994*, which requires the University to provide appropriate education about public sector ethics. Given the high profile of the Code of Conduct, administrative procedures and management practices across the University reflect the objectives and requirements set out. It is also referenced in position descriptions and offers of appointment, forms part of employee induction programs, and is incorporated into relevant training and development programs.

Integrity and Investigations Unit

The Integrity and Investigations Unit is responsible for the management and conduct of investigations into breaches of policies, activities directed against the University and/or its people, misuse of public money and public interest disclosures. The unit also leads the delivery of misconduct prevention strategies, including training, information and advice.

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

Risk management

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

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

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

To assist the Senate Risk and Audit Committee gain further insights into the operational risks of the University, senior staff attend committee meetings on a rotating basis to discuss specific risks faced within their areas of responsibility.

All members of the Senate Risk and Audit Committee are independent from management and appointed by Senate. The members during the 2016–2017 financial year were:

- **Grant Murdoch**, BCom *Cant*, MCom *Cant*, FCA, FAICD (Chair)
- **Philip Hennessy**, BBusAcc *QUT* (as Chair of Finance Committee)
- **Kathy Hirschfeld**, BE (Chem) *Qld*, FTSE, FIChemE, FIEAust, GAICD
- **Michelle Tredenick**, BSc *Qld*, FAICD
- **Michael Zivcic**, BE (Mining) *Qld*, BSc *Qld*, GAICD, GAusIMM
- **Peter N Varghese**, AO, BA (Hons) *Qld*, H.DLitt *Qld* (Chancellor, ex officio).

Senate Risk and Audit Committee members are not remunerated for their roles.

The University has adopted a 'three lines of defence' assurance model as part of its governance, risk and compliance frameworks, and overseen by the Committee as follows:

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

During 2017, the committee provided direction and oversight of the following key initiatives:

- **Risk Appetite Statement (RAS):** the first RAS for the University was approved by the Senate and included the establishment of five non-negotiable statements related to risk categories for which the Senate has expressed a 'zero' or 'very-low' risk tolerance, and seven 'strategic themes and enablers' statements representing risk categories for which the Senate is comfortable accepting a higher level of risk
- **Enterprise Risk Management Framework:** this was approved, implementing the non-negotiable risk appetite statements and operationalising these via the new risk matrix, providing clear allocation of responsibilities and accountabilities for implementing effective risk management practices and also introducing general management controls
- **top risks:** reporting continued on the University's top academic and non-academic risks, including their insurance status and follow-up of the timely implementation of proposed risk treatments
- **emerging risks:** for the first time the top emerging risks were reported, including those risks that have not yet occurred but are at an early stage of becoming known and are expected to grow greatly in significance
- **Key Risk Indicators (KRIs):** these were identified for monitoring each non-negotiable RAS, including an assessment of the status of the current KRI level against the RAS as well as the KRI's development trend over time
- **safety risks and culture.**

The Senate Risk and Audit Committee has observed the terms of its charter and had due regard to Treasury's Audit Committee Guidelines.

Internal Audit

The Internal Audit function adds value by assisting Senate and University management with the effective execution of their responsibilities by providing assurance on the effectiveness of governance, risk management and internal controls. Internal Audit also assesses and provides assurance on the quality of financial, managerial and operating information, and whether resources are acquired economically, used efficiently and managed effectively.

Internal Audit operates under an Internal Audit Charter, last reviewed and approved by the Senate Risk and Audit Committee in June 2017. As per this Charter, the Internal Audit function is independent of management and, as such, has no direct responsibilities for, or authority over, any of the activities it audits.

Internal Audit functionally reports to the Senate Risk and Audit Committee and has direct access to the Vice-Chancellor and President, Chair - Senate Risk and Audit Committee, Chair - Vice-Chancellor's Risk and Compliance Committee, and Chancellor.

Internal Audit activities take into account applicable legislative requirements, such as the *University of Queensland Act 1998*, the *Financial Accountability Act 2009*, *Financial and Performance Management Standard 2009* and *Tertiary Education Quality and Standards Agency Act 2011* (TEQSA Act). Internal Audit activities also consider the *Queensland Treasury Audit Committee Guidelines 2012*.

An annual risk-based planning process is undertaken in consultation with management and the Annual Audit Plan is approved by the Senate Risk and Audit Committee.

During 2017, Internal Audit completed 27 engagements across the University, including assurance services, grant certifications, advisory services and ongoing input into several projects.

External scrutiny

In 2017, a former employee of the Global Change Institute was charged with fraud relating to his employment with the University. Another person, a former academic title holder, was also charged with fraud in connection with the matter. The University of Queensland had referred the case to the Crime and Corruption Commission (Queensland) following an internal investigation. The University of Queensland maintains a zero tolerance attitude towards fraud.

On 22 June 2017, the Queensland Audit Office (QAO) report *Universities and grammar schools: 2016 results of financial audits (Report 18: 2016-17)* was tabled in the Queensland legislative assembly. This report revealed that The University of Queensland and its controlled entities had used sound financial reporting practices to produce timely and good-quality financial statements for 2016. UQ also improved the clarity of its financial statements by removing content unimportant to readers and reducing the number of explanatory notes by 16.7 per cent (compared with the average percentage decrease of 8.2 per cent across the sector). QAO deemed The University of Queensland as financially sustainable and able to meet its current and future obligations as they fall due.

In December 2017, the Crime and Corruption Commission (CCC) published two reports on its website:

- *Australia's first criminal prosecution for research fraud: a case study from The University of Queensland*
- *Corruption risks involving publicly funded research: What you should know.*

Government objectives for the community

With the underpinning principles of integrity, accountability and consultation, which are applied to carry out the activities outlined in this report, The University of Queensland contributes to the Queensland Government's key objectives for the community: to create jobs and a diverse economy; deliver quality frontline services; protect the environment; and build safe, caring and connected communities.



STRATEGIC PLAN 2014-2017

Our vision

UQ's *Strategic Plan 2014-2017* outlines our objectives to achieve our vision of **knowledge leadership for a better world**.

With the current strategic plan now expired, to be succeeded by the *Strategic Plan 2018-2021*, the three-pillar Learning, Engagement, Discovery structure (with Enablers) is still the focus of this annual report.

Our mission

UQ positively influences society by engaging in the pursuit of excellence through the creation, preservation, transfer and application of knowledge. UQ helps shape the future by bringing together and developing leaders in their fields to inspire the next generation and to advance ideas that benefit the world. UQ strives for the personal and professional success of its students, staff and alumni.

Our values

Pursuit of excellence

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

Creativity and independent thinking

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

Honesty and accountability

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

Mutual respect and diversity

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

Supporting our people

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



Customers first

- Know your customer
- Deliver what matters
- Make decisions with empathy



Ideas into action

- Challenge the norm and suggest solutions
- Encourage and embrace new ideas
- Work across boundaries



Unleash potential

- Expect greatness
- Lead and set clear expectations
- Seek, provide and act on feedback



Be Courageous

- Own your actions, successes and mistakes
- Take calculated risks
- Act with transparency



Empower people

- Lead, empower and trust
- Play to everyone's strengths
- Develop yourself and those around you

Queensland Public Service (QPS) values

The University of Queensland's values align neatly with the five Queensland Public Service values, guiding our behaviour and the way we do business:

Customers first ≈ Supporting our people

Ideas into action ≈ Creativity and independent thinking

Unleash potential ≈ Pursuit of excellence

Be courageous ≈ Honesty and accountability

Empower people ≈ Mutual respect and diversity.

Strategic objectives

Our strategic objectives for 2017 were defined around the three pillars of Learning, Discovery and Engagement, along with a group of Enablers (people and culture, resources and governance) that provide critical support to these pillars. The following statements framed UQ's strategic direction throughout the past four years, and still resonate in the *Strategic Plan 2018–2021*'s long-term objectives.

Learning

UQ has an outstanding reputation for the quality of our teachers, our educational programs and our employment outcomes for students. We will build on this by ensuring students remain at the heart of what we do. The UQ experience—or the UQ Advantage—will be distinguished by a research-enriched curriculum, international collaborations, industry engagement, and opportunities that nurture and develop future leaders. We will deploy technologies in ways that improve the learning environment and outcomes for students, and continue to engage our alumni. Our ambition is to be internationally renowned for high-quality graduates.

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

The Student Strategy, which was released in 2016, reflects many of the priorities articulated through our Learning objectives.

Discovery

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

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

We will build on our global reputation in key areas of national and international significance, such as energy, sustainability, water, health, food security and social equity, through an emphasis on high-quality, interdisciplinary global collaboration with public and private organisations. Through our research, we will address national and global cultural, economic and social challenges.

Our ambition is to be consistently ranked as one of the world's top 50 universities. To achieve this, UQ will continue to address the challenges of attracting and retaining

world-class teachers and researchers and increasing research funds—including from non-government sources.

Engagement

Key to the UQ Advantage, and UQ's continued success as a knowledge leader, is our global connectivity and the forging of strategic partnerships with people and organisations across the world. UQ works hard to ensure that all our relationships are mutually beneficial. In particular, the University has much to offer its alumni who have a strong stake in continuing to enhance the University's national and international esteem.

UQ also has an important role to play in contributing to the intellectual, social and economic advancement of Aboriginal and Torres Strait Islander peoples, and the University will continue to strengthen and deepen its relationships with these communities. Work began in 2017 on the development of a Reconciliation Action Plan and this initiative will be continued in the new strategic plan.

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

Enablers

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

A unity of purpose guides UQ's decision making and operations. UQ operates in a complex, internationally competitive and compliance-driven environment, subject to rapid change. By promoting an ethical culture, and adopting a common-sense approach to managing risk and uncertainty, UQ will ensure greater success in achieving our objectives.

Future direction 2018–2021

With the expiry of the current Strategic Plan, UQ's future direction is outlined in the *Strategic Plan 2018–2021*. The plan is the result of extensive consultation across the broad UQ community and adheres to UQ's existing vision, mission and values, outlining three long-term objectives to achieve our continued vision of knowledge leadership for a better world.

These objectives are to:

- transform students into **game-changing graduates** who make **outstanding contributions** and address complex issues with a global perspective
- deliver **globally significant solutions** to challenges by generating **new knowledge** and **partnered innovation**
- develop a **diverse community** of knowledge-seekers and leaders who embody a 'One UQ' culture and use **collaborative partnerships** to connect and co-create.

Representing in part a more nuanced continuation of the work commenced in the *Strategic Plan 2014–2017*, the objectives also define a clear direction for the University in response to the increasingly dynamic and challenging global environment in which UQ now operates.



Work began on the development of UQ's first Reconciliation Action Plan in 2017, due to be published in mid-2018.

Reconciliation Action Plan

In February 2017, UQ employed a Project Manager to collaboratively develop UQ's inaugural Reconciliation Action Plan (RAP). The RAP provides UQ with a framework to realise our vision for reconciliation between Aboriginal and Torres Strait Islander peoples and the broader Australian community, through practical actions built on relationships, respect and opportunities. At the second stage 'Innovate' level, UQ will be able to pilot as well as build on existing strategies.

REVIEW OF ACTIVITIES

LEARNING

UQ aims to achieve the highest levels of excellence in all aspects of learning and teaching, and to secure its position as a genuinely world-class higher education institution that is the destination of choice for the very best domestic and international students. In 2016,* UQ had the highest undergraduate student satisfaction in the Go8 across most scales within the Student Experience Survey—including satisfaction with the entire educational experience and quality of teaching.

Learning: Key indicators of performance						
Learning		2013	2014	2015	2016	2017
Share of OP 1–5 students (or equivalent rank) who have UQ as their first preference ¹	(Percentage)	44.5	41.9	40.0	40.3	39.0 ⁸
Student retention (domestic commencing bachelor students) ²	(Percentage)	81.9	81.3	82.9	82.6 ⁵	na
Number of Aboriginal and Torres Strait Islander student completions	(Count)	36	57	61	77	82 ⁶
Course experience: overall satisfaction (domestic and international) ³	(Percentage)	83.0	83.8	83.8	80.1 ⁷	na
Percentage of graduates (bachelor) in full-time employment within four months of graduating (domestic) ⁴	(Percentage)	74.5	72.7	73.1	72.9 ⁷	na

¹ There may be slight changes in historical data due to improvements made in UQ's reporting systems.

² Proportion of commencing bachelor degree students who return to study in the year following their commencing year. This figure excludes those who complete their studies.

³ Proportion of bachelor degree graduates responding positively (4 or 5) to the Overall Satisfaction scale, based on the national Course Experience Questionnaire (CEQ).

⁴ The percentage of domestic graduates (bachelor) in full-time employment within four months of graduating. Prior to 2015, this key indicator measured the full-time employment rate for domestic and international graduates. Historical results reflect the current definition. This includes bachelor pass, bachelor honours and bachelor graduate entry.

⁵ Indicative only. Data not available until mid-2018.

⁶ Figures for 2017 are preliminary. Data will be finalised in mid-2018.

⁷ Due to a change in data source and survey methodology, data from 2016 are not comparable with earlier years: see qilt.edu.au for more information.

⁸ Percentage of OP 1–5 domestic, undergraduate applicants who directed their first preference to The University of Queensland. This is distinct from the table on page 22, which is based on enrolments from OP 1–5 domestic, undergraduate applicants.

Students

Student Strategy

The Student Strategy, launched in July 2016, set out four goals designed to deliver innovations and initiatives in graduate employability, personalised learning and student facilities:

- game-changing graduates
- student-centred flexibility
- dynamic people and partnerships
- an integrated learning environment.

In 2017, the focus has been on expanding employability and work integrated learning (WIL) across the faculties, and consolidating the entrepreneurship and innovation ecosystem at UQ. To achieve this, the University committed \$7.1 million for implementation of projects that emphasised:

- **Flexible, active learning** – to transform student learning towards more personalised, active learning and specifically targeting course digitisation
- **Employability** – to significantly enhance student prospects with funds distributed

to faculties to support discipline-focused student employability projects

- **Enterprise** – to cement UQ's leading reputation in entrepreneurship and innovation through direct support of ilab and Idea Hub, scholarships, grants, and seed funding.

Almost half of these funds (\$3.2 million) were distributed to faculties for discipline-specific projects, ranging from developing online and virtual courses to expanding student-facing support services and extending WIL and peer mentoring.

Implementation of Student Strategy initiatives was also supported with welcome and induction activities, improvements to virtual and physical infrastructure, and enhancements to information technology systems.

Six university-wide steering groups were established to oversee development around key areas:

- enhancing employability
- flexible active learning
- learning analytics
- valuing teaching
- student life
- students as partners.

* The latest available statistics.

Other student activities

Other initiatives in 2017 included:

- the launch of the edX MicroMasters in Business Leadership (through the Faculty of Business, Economics and Law)
- increasing capacity to provide student mental health services
- further developing and deploying of ePortfolio and Placement Management
- investigating alternative program schedules and academic calendars
- preparing for the establishment of a Guaranteed Accommodation scheme for new students, effective from 2018
- establishing a ‘hub-and-spoke’ team of learning designers, based in the Institute for Teaching and Learning Innovation (ITaLI), to support schools and faculties with a focus on curriculum design, and application of online and active face-to-face pedagogies in design and development of courses and associated resources.

Student evaluation of course and teaching (SECaT) trend analysis

As a way to evaluate individual courses and teachers, UQ surveys students on their perceptions of course and teaching quality. Questions—scored from 1 to 5 per response—are aggregated to report averages for each course and teacher. Analysis of SECaT results collected since moving to a fully online, confidential survey system three years ago has found incremental improvements in student satisfaction, with data showing an increase in the number of SECaT datasets (Course and Teaching surveys) that have averages for all questions above 4.25. This demonstrates a positive shift has occurred.

2015–2017 SECaT trend analysis ¹				
Year	Per cent of datasets with all questions above 4.25	Number of datasets with all questions above 4.25	Number of datasets without all questions above 4.25	Total
2015	26.5%	5451	5451	7414
Course	14.1%	2363	2363	2751
Teaching	33.8%	3088	3088	4663
2016	30.7%	5182	5182	7478
Course	17.2%	2275	2275	2749
Teaching	38.5%	2907	2907	4729
2017	34.9%	4823	4823	7407
Course	20.6%	2119	2119	2669
Teaching	42.9%	2704	2704	4738
Total	30.7%	15,456	15,456	22,299

¹ Data only includes results for SECaT surveys with six or more responses.

Admissions

As part of UQ’s commitment to enhancing transparency in the student admissions process, relevant information products (including print publications and websites) were updated with common admission-related terms and definitions, to be adopted across the higher education sector during 2018. This will be of benefit to prospective students interested in tertiary study in 2019 and beyond. A key recommendation of the Higher Education Standards Panel in its October 2016 report *Improving the transparency of higher education admissions* was improved consistency in describing admission-related concepts and activities.

Another task for UQ in the second phase of the admissions transparency implementation process was preparing for the Department of Education and Training’s review of institutional experience of the new ‘information sets’ for institutions and for courses, which came into effect from August.

Respect. Now. Always.

The results of the Universities Australia-Human Rights Commission *Respect. Now. Always.* survey on sexual assault and harassment among university students were released, revealing that about 1.6 per cent of students nationally had been sexually assaulted in a university setting in 2015/2016. UQ endorsed all recommendations made by the report and continues working to ensure all recommendations are met. Initiatives are highlighted on respect.uq.edu.au and include:

- establishing a Sexual Misconduct Support Unit to provide support, a reporting point and specialist counselling
- establishing a First Responder Network to facilitate the disclosure of sexual assault and sexual harassment.



2017 President of the University of Queensland Union Gabii Starr with Vice-Chancellor and President Professor Peter Høj discussing the results of the Respect. Now. Always. survey.

Student recruitment and retention

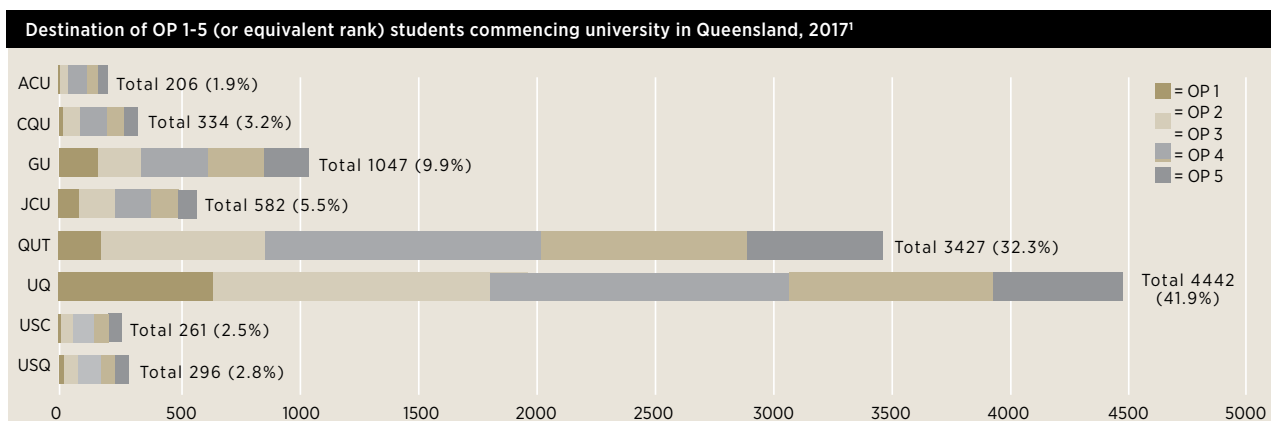
Student recruitment

The bar graph below shows the destination of OP 1-5 students (or an equivalent rank) commencing university in Queensland in 2017. UQ attracted 39.0 per cent of first preferences from such applicants, but 41.9 per cent of all domestic undergraduate enrolments. Possible reasons negatively impacting UQ's first preferences include the downturn in the resource sector, which led to fewer Engineering first preferences; discontinuation of certain programs; and increased OP cut-offs for several programs—including Law—which resulted in some

students redirecting their preferences to other institutions as they were no longer eligible for a place. Despite the softening demand, however, the University's market share of enrolments rose slightly.

Gender balance

The gender balance for students at UQ, overall and by faculty, is shown below. Note that female and male percentages may not add up to 100 per cent as persons classified as X (indeterminant, unspecified, intersex) are not included. As has been the case for many years, females continued to outnumber males in all subject areas in 2017, except for engineering, architecture and information technology.



¹ This data shows enrolments by domestic undergraduates commencing in Semester 1 and applying through the Queensland Tertiary Admissions Centre. This differs from the data submitted previously, which was not restricted to undergraduate applicants. It has been updated to align with the University strategic KPI data.

Gender balance – students

Enrolments by program level	2013		2014		2015		2016		2017 ¹	
	% Female	% Male	% Female	% Male	% Female	% Male	% Female	% Male	% Female	% Male
Doctorate by research	52.5	47.5	52.4	47.6	51.8	48.2	51.8	48.2	50.4	49.5
Doctorate by coursework	71.8	28.2	76.0	24.0	80.9	19.1	89.4	10.6	97.3	2.7
Master's by research	50.8 ¹	49.2 ¹	52.1	47.9	48.2	51.8	47.9	52.1	45.7	54.1
Master's by coursework	60.7	39.3	60.8	39.2	58.2	41.8	57.7	42.2	58.4	41.6
Postgraduate/Graduate Diploma	56.0	44.0	56.9	43.1	56.9	43.1	58.0	42.0	54.7	45.3
Graduate Certificate	56.6 ¹	43.4 ¹	56.3	43.7	58.1	41.9	56.6	43.4	57.5	42.5
Bachelor	54.6	45.4	54.2	45.7	54.4	45.5	53.9	46.0	54.2	45.6
Associate Degree	52.2	47.8	44.6	55.4	37.3	62.7	32.0	68.0	35.8	64.2
Diploma/Associate Diploma	65.3	34.7	58.8	41.2	64.4	35.1 ¹	66.2	33.3	64.2	35.0
Enabling Course	61.0 ¹	39.0 ¹	55.7	44.3	54.2	45.5 ¹	51.3	48.7	45.9	54.1
Non-Award Course	55.8	44.2	58.5	41.5	60.5	39.5	63.2	36.7	62.3	37.6

¹ There may be slight changes in historical data due to improvements made in UQ's reporting systems.

Gender balance – enrolments

Enrolments by faculty	2013		2014		2015		2016		2017 ¹	
	% Female	% Male	% Female	% Male	% Female	% Male	% Female	% Male	% Female	% Male
Business, Economics and Law	52.6	47.4	51.6	48.4	52.3	47.6	52.4	47.6	53.0	46.9
Engineering, Architecture and Information Technology	22.9	77.1 ¹	24.4	75.6	25.0	74.9	25.5	74.3	25.9	74.0
Health and Behavioural Sciences	71.0	29.0	71.9	28.1	72.0	28.0	71.1	28.8	71.7	28.2
Humanities and Social Sciences	68.4	31.5	67.9	32.1	68.0	31.9	67.5	32.2	67.6	32.0
Medicine	51.0	49.0	51.8	48.2	51.1	48.9	51.0	49.0	52.6	47.4
Science	57.4	42.5	56.4 ¹	43.5	55.8 ¹	44.1	55.1	44.7	56.1	43.8

¹ Figures for 2017 are preliminary. Data will be finalised in mid-2018.

Summary of UQ student access, participation, retention and success, relative to state and national benchmarks ^{1,2}															
	2016 Access			2016 Participation			2016 Success			2016 Attainment			2015 Retention		
	% UQ	% State	% Sector	% UQ	% State	% Sector	% UQ	% State	% Sector	% UQ	% State	% Sector	% UQ	% State	% Sector
Aboriginal and Torres Strait Islander students	1.33	2.87	2.08	1.09	2.50	1.73	82.82	76.15	73.65	1.04	1.61	1.07	78.14	73.58	71.92
Low SES – all students ³	13.34	22.11	18.20	12.79	20.35	16.91	88.06	83.64	83.56	12.30	16.50	14.50	85.38	79.13	77.68
Low SES – all UG students ⁴	10.73	18.54	17.00	9.75	17.39	15.98	87.39	82.77	83.00	8.94	14.80	14.00	85.90	79.39	77.74
Students with a disability	3.20	4.46	5.63	3.29	5.07	6.14	80.27	81.32	81.95	2.49	4.13	5.05	77.79	77.54	77.02
Regional students ⁵	14.98	29.04	21.16	13.91	27.13	19.65	90.96	84.90	85.90	13.50	21.30	17.30	85.71	77.88	76.99
Remote students ⁵	0.75	1.34	1.00	0.71	1.26	0.89	89.98	82.85	83.34	0.67	1.12	0.75	85.35	75.44	74.57

¹ Definition of terms (as prescribed by the Australian Government Department of Education and Training):

Access: commencing domestic students in equity group as a share of all commencing domestic onshore students.

Participation: domestic students in equity group as a share of all domestic onshore students.

Success: success rate measures academic performance by comparing the effective full-time student load (EFTSL) of units passed to the EFTSL of units attempted (for domestic students only).

Attainment: attainment rate measures the number of award course (program) completions of equity students as a share of all domestic award course (program) completions.

Retention: retention rate measures the proportion of domestic students who continue their studies at the same institution from the previous year.

² The data for this table is sourced from the Australian Government Department of Education and Training: docs.education.gov.au/node/45221. 2017 data is not available until mid-2018.

³ Based on the postcode of the student's address (**SES:** socioeconomic status).

⁴ Based on the Statistical Area Level 1 measure (with postcode as fallback) of the student's address.

⁵ Regional and Remote categories derived from Australian Statistical Geography Standard.

Student retention

UQ maintained similar levels of student access, participation, success and retention, relative to state and national benchmarks as in 2015 (see table above).

HEPPP funding

The University's funding allocation for the Higher Education Participation and Partnerships Program (HEPPP) in 2017 was \$3.34 million, which supported strategies outlined in UQ's three-year Access and Participation Plan. The allocation also reflects savings from the HEPPP in the 2016–17 Australian Government budget, which took effect from the 2017 calendar year.

Indigenous students

Completion rates for Indigenous Australian students at UQ have increased significantly since 2011, well exceeding the University's strategic key performance indicator for 2016 (77 completions; the target was 46). UQ has experienced significant improvement in the progression and success of its Indigenous students, seventh in the country in 2016—up from 21st in 2013.

The Aboriginal and Torres Strait Islander Studies (ATSIS) Unit continued to provide a range of support services for Indigenous students, including tutoring and learning support via a team of learning advisers and tutors; engagement with faculties, schools and central units in the case management of students; and a range of scholarships, including scholarships specifically for Indigenous HDR students.

International students

UQ is a university of choice for international students, attracted by the University's high global rankings and many teaching awards.

Preliminary results for 2017 suggest 15,431 international enrolments from 135 countries supplied approximately 30 per cent of UQ's student population, providing enhanced learning and cultural experiences for all UQ students and the broader community. International enrolments are projected to generate \$471.3 million in income for the University, including \$220.6 million from undergraduate students, \$202.0 million from postgraduate students, \$7.1 million from non-award students, \$11.9 million from HDR students, and \$29.7 million from the Institute of Continuing and TESOL Education.

The export business UQ generated in 2017 supported the local economy, providing both important income and a richer cultural life for Queensland. Fellow UQ students also benefited from the diverse perspectives international students brought to the classroom, enhancing their learning.

International students at UQ have a retention rate of 96 per cent, and their success rate (pass rate) is 91 per cent.

UQ attracted more than 15,000 international students in 2017, from countries as far afield as Japan, Jordan, Belarus, Brazil, Mexico and Malawi.

UQ Aboriginal and Torres Strait Islander enrolments ¹					
	2013	2014	2015	2016	2017 ¹
Female	185	206	221	231	241
Male	122	135	154	167	178
X	-	-	-	1	-
TOTAL	307	341	375	399	419

¹ Figures for 2017 are preliminary. Data will be finalised in mid-2018.





AAUT Award winner Dr Vincent Wheatley teaches advanced topics in mechanical and aerospace engineering in contexts ranging from large courses, to thesis and design projects, to the edX Hypersonics massive open online course (MOOC)—a course that attracted students from 129 countries.

AAUT Award winner Carl Sherwood teaches a large first-year undergraduate statistics course in the School of Economics, where he overcomes students' 'fear' of the subject by using a contextualised, interactive, storytelling teaching approach that includes online videos.



Learning environment

UQ renewed its commitment to online learning, with strategic funding for UQx, UQ's edX collaboration, for a further three years (2018–2020). Achieving more than two million enrolments in 2017, UQx was also active in supporting the goals of the Student Strategy, most significantly around flexible active learning and developing SPOCs (small private online courses) and MOOCs (massive open online courses) as part of for-credit courses and programs. The guarantee of future funding will ensure ongoing support for faculty and school pedagogy and curriculum redevelopment incorporating emerging technologies, and more flexible and personalised learning experiences for students.

MicroMasters

UQ launched two new MicroMasters in 2017: **Business Leadership** and **Leadership in Global Development**, designed to allow learners everywhere to try master's-level coursework from UQ before committing to a full master's degree.

All four MOOCs in the *Leadership in Global Development* MicroMasters completed their runs and the capstone assessment ran from the end of October to mid-November. The first MicroMasters graduates were among the first certificate-holders in Australia (along with Adelaide University) and among the first 2017 cohort globally.

Virtual exchange program

At the edX Global Forum held in Canada in December, UQ signed an agreement with eight international partner universities that will allow students to study selected interstate and overseas online courses that will be credited to their UQ program. The aim is to enrich the student experience and will take effect from 2018.

New and enhanced programs

Several new programs and study options were introduced in 2017:

- Bachelor of Advanced Humanities (Honours)
- Bachelor of Biomedical Science (Honours)
- Bachelor of Clinical Exercise Physiology (Honours) (the only Honours undergraduate clinical exercise physiology program in Australia)
- Bachelor of Criminology and Criminal Justice (Honours)
- Bachelor of Politics, Philosophy and Economics (Honours)
- Graduate Diploma in Psychological Practice
- Master of Business Psychology
- Master of Data Science
- Master of Engineering

- Master of International Relations / Master of International Law
- Doctor of Veterinary Clinical Science.

Some existing programs underwent changes to improve employability or offer more flexible study options:

- Bachelor of Advanced Science (new Biomedical Science major)
- Bachelor of Biomedical Science (now three years, providing a shorter pathway to other health programs)
- Bachelor of Communication
- Bachelor of Engineering (Honours) (mid-year commencement option)
- Bachelor of Equine Science and Bachelor of Wildlife Science (online study options introduced)
- Bachelor of Information Technology (new User Experience Design major)
- Bachelor of Journalism
- Bachelor of Science (new Public Health major).

Enhancing graduates

Infrastructure

UQ is currently investigating options to redevelop the student union complex on the St Lucia campus with the goal of creating world-leading infrastructure that will underpin Student Strategy Goal 4: *an integrated learning environment*. Creating a Student Hub in this location will be a flagship project for UQ that aims to transform the campus experience by integrating a range of services for students in highly visible and easily accessible spaces, and providing innovative and engaging learning spaces that strongly align with Goals 2: *student-centred flexibility* and 3: *dynamic people and partnerships*.

In 2017, the project progressed from high-level concept drawings to the more extensive investigation and costing of a feasibility study. An overarching governance framework was agreed and extensive consultations with a range of stakeholders occurred. As the redeveloped site will include teaching and learning spaces, trends around learning spaces and pedagogy and how best to engage students were also considered. Professor Michael Drinkwater was seconded from the School of Mathematics and Physics to lead the development of a learning spaces strategy.

Entrepreneurship and Innovation (E&I)

Entrepreneurship and innovation are key drivers of growth and student experience outcomes. UQ provides pathways to participate in E&I activities, build skills and gain practical experience. With the launch of

the five-year Student Strategy in 2016, a suite of new initiatives in graduate employability, more flexible study options, and broader support for students and graduates was introduced. A student survey conducted during the year revealed that about 60 per cent of UQ undergraduates consider entrepreneurial skills to be an important part of their education, and UQ notes that entrepreneurial spirit will be important for future graduates, whether they start their own business or move into management and leadership. To this end, work began on building an ecosystem that can deliver support for all stages of an entrepreneurial journey, to help produce enterprising leaders with skills in creating positive change.

Graduate employability

UQ ranked 49th in the world and fourth in Australia in the QS Graduate Employability Rankings 2018 released in September 2017. These results were an improvement from the previous year, despite more universities being ranked in the five indicators of employer reputation, alumni outcomes, partnerships with employers, employer–student connections and graduate employment rate.

Graduate Outcomes Survey

In 2016, a national Graduate Outcomes Survey (GOS) was developed as part of the Quality Indicators for Learning and Teaching (QILT) survey suite, replacing the Australian Graduate Survey. Now in its second year, the Graduate Outcomes Survey is designed to measure graduates' post-study success and satisfaction. The proportion of UQ's domestic bachelor graduates employed full-time within Australia increased from 72.7 per cent in 2016 to 73.9 per cent in 2017, with the median annual salary increasing from \$57,396 to \$60,000. The most recent survey results also recorded an 80 per cent satisfaction rate for graduates across all program levels.

Employer Satisfaction Survey

With an 87.6 per cent employer satisfaction score, UQ ranked sixth in Australia and was the highest ranked Go8 university in the 2017 Employer Satisfaction Survey (ESS)—part of the new QILT survey suite launched in 2016.

Innovative teaching practices

Australian Awards for University Teaching (AAUT)

In 2017, UQ staff were honoured in the Australian Awards for University Teaching (AAUTs), which recognise high-quality teaching and teachers, as well as outstanding contributions to student learning.



AAUT Awards for Teaching Excellence (Law, Economics, Business and Related Studies)

Carl Sherwood, School of Economics

AAUT Awards for Teaching Excellence (Physical Sciences and Related Studies)

Dr Vincent Wheatley, School of Mechanical and Mining Engineering

AAUT Awards for Programs that Enhance Learning (Innovation and Flexibility in Curricula, Learning and Teaching)

First Year Chemistry Program, School of Chemistry and Molecular Biosciences: Associate Professor Joanne Blanchfield, Dr Denise Adams, Dr Andrew Allsebrook, Dr Bruce D'Arcy, Professor Mary Garson, Dr Efpraxia Kartsonaki, Associate Professor Gwendolyn Lawrie, Professor James De Voss, Associate Professor Mark Riley and Dr Philip Sharpe

AAUT Citations for Outstanding Contributions to Student Learning

- **Professor Anthony Cassimatis**, TC Beirne School of Law for leadership, innovation, scholarship and the creation of a global network of international lawyers to guide and inspire students to achieve excellence and career success
- **Dr Lisa Fitzgerald**, School of Public Health for challenging and supporting public health students through a learning journey to gain a deeper understanding of the social determinants of health
- **Dr Poh Wah Hillock**, School of Mathematics and Physics for a mathematics support program that improves student success by building confidence and fostering hard work and perseverance through participation in a community of practice

Pictured above at the 2017 AAUT Award ceremony in Brisbane are Pro-Vice-Chancellor (Teaching and Learning) Professor Doune Macdonald, Professor Anthony Cassimatis, Dr Lisa Fitzgerald, Dr Poh Wah Hillock and Deputy Vice-Chancellor (Academic) Professor Joanne Wright.

Prestigious scholarships

Rhodes Scholar
Damian Maher, BA (Hons)
School of Communication and Arts

Monash Scholars
Jordan English, BCom/BLaws (Hons)
UQ Business School/TC Beirne School of Law

Steven Ettema, BE (Hons)
School of Civil Engineering

Heather Muir, BE (Hons)
School of Mechanical and Mining Engineering

Teaching Innovation Grants awarded in 2017			
Project title	Investigators	Lead unit	Funding
Implementation of the Higher Education Learning Framework to improve teaching and learning practices at UQ	Professor Annemaree Carroll, Professor Pankaj Sah, Dr Kelly Matthews, Dr Hassan Khosravi, Professor Julie Duck, Professor Peter Adams, Associate Professor Susan Rowland, Dr Greg Birkett, Professor Polly Parker, Professor Ross Cunningham, Associate Professor Simon Reid	School of Education	\$165,000
Game-changing educators: Teaching Indigenous health in a culturally safe, transformative learning environment	Dr Chelsea Bond, Lynnell Angus, Dr Leanne Coombe	Office of the Pro-Vice-Chancellor (Indigenous Engagement)	\$85,000
TeachingPlus@UQ: Developing professional practice to enhance the student experience	Associate Professor Lydia Kavanagh, Professor Julie Duck, Professor Peter Adams, Dr Deanne Gannaway, Dominic McGrath, Dr Jodie Copley	Faculty of Engineering, Architecture and Information Technology	\$165,000
Pilot of an integrated e-exams software solution for exam creation, delivery, feedback and analytics (Stage 3: Scale-up, feedback and analytics)	Dr Tammy Smith, Dr Leanne Coombe, Kate Drinkwater, Shari Bowker	Office of Medical Education	\$100,000
Taking the Cirrus teaching and learning platform beyond the humanities and beyond the AustLit platform	Kerry Kilner, Dr Natalie Collie	School of Communication and Arts	\$120,000
A computer adaptive testing (CAT) platform for discipline-specific, English language screening tests to identify linguistically at-risk students	Dr Stephen Walker, Associate Professor Lydia Kavanagh, Iain Matheson	Institute of Continuing and TESOL Education	\$47,000
Integrating digital argument mapping into contemporary pedagogies	Associate Professor Deborah Brown, David Kinkead, Peter Ellerton	School of Historical and Philosophical Inquiry	\$125,000
CLIPS at Work: Expanding an existing UQ website to help science students communicate for the workplace	Associate Professor Susan Rowland, Dr Louise Kuchel, Dr Kay Colthorpe	School of Chemistry and Molecular Biosciences	\$115,000
Authentic, active and inspired learning: Transforming large courses	Dr Vincent Wheatley, Professor Ross McAree, Professor David Mee, Professor Paul Meehan, Dr Ruth Knibbe, Dr Greg Birkett	School of Mechanical and Mining Engineering	\$65,000

¹ UQ is committed to developing contemporary and comprehensive ongoing professional development to support and reward teaching and learning performance and facilitate career progression. As part of this commitment, the University completed a successful HEA Fellowship pilot program between October 2016 and May 2017. The Higher Education Academy (HEA) is "an independent non-profit organisation committed to world-class teaching in higher education" (heacademy.ac.uk/). The HEA Fellowship scheme is becoming an expected standard for university educators in the UK and is increasingly being adopted worldwide, including by several Australian universities. Engaging with the HEA Fellowship is another way that UQ complies with the Australian Higher Education Standards framework (Threshold Standards) in relation to teaching staff having "skills in contemporary teaching, learning and assessment principles" (Part A, Section 3.2).

Fellowships, awards and grants

A key initiative of the Student Strategy is to provide meaningful opportunities for staff professional development and recognition (as part of Goal 3: *dynamic people and partnerships*). Following a successful pilot conducted between October 2016 and May 2017, in which 22 staff were successfully supported to apply for fellowship status, UQ moved to consolidate its participation as a Partner in the UK-based Higher Education Academy¹ (see table on page 27 for those awarded fellowships).

UQ staff received a number of other fellowships, awards and grants in teaching and learning in 2017:

2017 UQ Teaching Fellows

- Dr Greg Birkett, School of Chemical Engineering
- Dr Eimar Enright, School of Human Movement and Nutrition Sciences
- Dr Lisa Fitzgerald, School of Public Health
- Dr Eve Klein, School of Music
- Dr Louise Kuchel, School of Biological Sciences
- Dr Allyson Mutch, School of Public Health
- Dr Kelly Phelan, UQ Business School
- Associate Professor Susan Rowland, School of Chemistry and Molecular Biosciences

2017 UQ Early Career Scholarship of Teaching and Learning

- Dr Anna Rumbach, School of Health and Rehabilitation Sciences
\$13,000 awarded for her project:

Innovative work-integrated learning experiences and authentic assessment to support speech pathology students' skill development in management of voice disorders

Finalist for the 2017 edX Prize for exceptional contributions in online teaching and learning

- Professor Roslyn Petelin for *WRITE 101x: English Grammar and Style* Massive Open Online Course (MOOC)

UQ Awards for Excellence in Teaching and Learning

UQ's annual Awards for Excellence in Teaching and Learning celebrated the University's excellent teaching and teachers, for developing high-quality teaching practices and creating inspirational learning environments for students.

UQ Awards for Teaching Excellence

- Dr Chris Landorf, School of Architecture
- Dr Barbara Maenhaut, School of Mathematics and Physics
- Associate Professor Timothy McIntyre, School of Mathematics and Physics

UQ Awards for Programs that Enhance Learning

- BEL SET (Lead: Faculty of Business, Economics and Law): Rhea Jain, Ken Lai, Jacqueline Niblett, Ryan Webb, Joanne Buchan, Catherine Lam, Cate Clifford, Debbie Hathaway, Carlene Kirvan, Lucy Kenny, Cassandra Vickers
- Knowledge-Making in the Arts, Humanities and Social Sciences (Lead: Faculty of Humanities and Social

Sciences): Inge Matt, Professor Julie Duck, Professor Fred D'Agostino, Associate Professor Deborah Brown, Shirley Moran, Chris Frost, Noela Yates, Dr David Rowland, Farshad Seifouri, Ben Graham

UQ Commendations for Programs that Enhance Learning

- **The Postgraduate Clinical Pharmacy Programs** (School of Pharmacy): Judith Burrows, Dr Treasure McGuire, Dr Karen Luetsch, Associate Professor Alaxandra Clavarino, Carla Scuderri, Dr Adam La Caze, Vanessa King
- **The Teaching and Learning Development Program** (Faculty of Engineering, Architecture and Information Technology): Associate Professor Lydia Kavanagh, Dr Liza O'Moore, Professor Caroline Crosthwaite, Associate Professor Carl Reidsema, Associate Professor Peter Sutton, Dr Tracey Papinczak, Mark Reedman
- **UQ Employability Framework** (UQ Student Employability Centre): Dr Dino Willox, Andrea Reid, Anna Richards

UQ Citations for Outstanding Contributions to Student Learning

- Associate Professor Marta Indulska, UQ Business School
- Dr Anna Rumbach, School of Health and Rehabilitation Sciences
- Dr Tammy Smith, Office of Medical Education
- Dr Kim Wilkins, School of Communication and Arts

UQ Commendations for Outstanding Contributions to Student Learning

- Dr Emma Beckman, School of Human Movement and Nutrition Sciences
- Dr Deborah Lynch, School of Nursing, Midwifery and Social Work
- **Immersive visualisations** (Lead: School of Earth and Environmental Sciences): Dr Kevin Welsh, Dr Gilbert Price, Dr Charles Verdel, Dr Vera Weisbecker.

Quality assurance

Developed collaboratively by the Division of Student Affairs, UQ International and UQ Legal, the University introduced an *International student supervision program* policy to support international students and to define the conditions under which UQ will accept responsibility for approving the accommodation, support and general welfare of those international students under the age of 18.

Academic Services Division began the task of incorporating the University Rules (general award, enrolment and progression, fees and admissions) into the University's Policy and Procedures Library (PPL), making it easier for students and staff to find information. UQ websites, systems and communication resources across the University are being progressively updated to reflect the change.

Academic Services Division also collaborated with Information Technology Services to transfer a number of high-volume, paper-based student transactions to an online, automated solution in order to improve both the student experience and administrative efficiency. Phase 1 included digitising certain processes to improve visibility for students, tracking the progress of forms, collecting data, and assessing required workflow changes. The original approach evolved to focus efforts on establishing a minimum standard toolset of digitised forms and open-ended workflows, and this baseline reduced complexity will enable more processes to be digitised. Strategic funding was committed to accelerate the number of manual forms to be digitised by year end.

UQ is committed to the Groningen Declaration through Universities Australia, which was established to promulgate the use of digital records of achievement for students of universities around the world. The result of this commitment has been

2017 Higher Education Academy Fellowships

Principal Fellows

Professor Julie Duck PFHEA, Faculty of Humanities and Social Sciences

Dr Gillian Hallam PFHEA, UQ Library

Associate Professor Lydia Kavanagh PFHEA, Faculty of Engineering, Architecture and Information Technology

Professor Sarah Roberts-Thomson PFHEA, Faculty of Health and Behavioural Sciences

Senior Fellows

Dr Saïed Aminossadati, School of Mechanical and Mining Engineering

Jacqueline Bond, School of Pharmacy

Associate Professor Christine Brown Wilson, School of Nursing, Midwifery and Social Work

Professor Michael Drinkwater, School of Mathematics and Physics

Dr Deanne Gannaway, Institute for Teaching and Learning Innovation

Associate Professor Greg Hainge, School of Languages and Cultures

Associate Professor Gwendolyn Lawrie, School of Chemistry and Molecular Biosciences

Dr Allison Mandrusiak, School of Health and Rehabilitation Sciences

Associate Professor Timothy McIntyre, School of Mathematics and Physics

Dominic McGrath, Institute for Teaching and Learning Innovation

Dr Allyson Mutch, School of Public Health

Fellows

Dr Marissa Edwards, UQ Business School

Dr Lisa Fitzgerald, School of Public Health

Carl Sherwood, School of Economics

Elizabeth Springfield, School of Health and Rehabilitation Sciences

Dr Margaret Wegener, School of Mathematics and Physics

Peta Winters-Chang, School of Nursing, Midwifery and Social Work

Associate Fellows

Dr Charlotte-Rose Millar, Institute for Advanced Studies in the Humanities

Amy Wong, Institute for Teaching and Learning Innovation

2017 UQ Teaching and Learning Award winners with Deputy Vice-Chancellor (Academic) Professor Joanne Wright and Vice-Chancellor and President Professor Peter Høj.





UQ scholarship student Gustavo Villafuerte from Peru was one of more than 560,000 students worldwide to enrol in IELTSx: IELTS Academic Test Preparation, one of UQ's most popular MOOCs. A new and improved version was released in July with extra content and new practice activities, which Mr Villafuerte found helped improve his English before starting his Master of Economics and Public Policy program at UQ.

the development of the ANZ My eQuals qualifications register, which was launched in April and enables graduates to digitally access their academic qualifications and create digital copies of their transcripts and certificates from all universities in Australia and New Zealand. The University of Queensland joins other universities that have already implemented this solution.

Cultural competencies

New Colombo Plan Mobility Program

In the 2017 round of the Australian Government's New Colombo Plan Mobility Program, UQ received \$1,040,862 to support 284 students to participate in semester-length and short-term study experiences in China, India, Indonesia, Japan, Malaysia, Myanmar, Nepal, South Korea, Thailand, Timor-Leste and Vietnam. Seven UQ students were also selected as recipients for the prestigious New Colombo Plan scholarships to study in Cambodia, Fiji, Indonesia, Japan, Singapore and South Korea.

Australia Awards Scholarships

In 2017, UQ welcomed 131 new Australia Awards students, with a total of 278 students from 43 countries completing studies at UQ under the Australia Awards Scholarships program. UQ Global Engagement managed approximately \$16.5 million in funding for Australia Awards scholarship expenses in 2017.

Endeavour mobility grants

With total funding of \$331,500 (an increase of 50 per cent on 2016), in 2017, UQ secured funding for 11 projects that allowed 97 students to undertake mobility experiences. Students participated in programs in Austria, Brazil, China, France, Hong Kong, India, Indonesia, Japan, Nepal, Switzerland, UK, US and Vietnam.

Other scholarships

In 2017, UQ welcomed students from nine new sponsorship bodies from eight countries— Bahrain, Bhutan, Indonesia, Japan, Malaysia, Singapore, Tuvalu and the UK. Overall, almost 1600 sponsored students from 71 countries were enrolled at UQ in 2017.

Institute of Continuing and TESOL Education (ICTE-UQ)

In 2017, ICTE-UQ delivered training at the St Lucia and Gatton campuses, as well as offshore, to more than 7054 students and professionals from more than 100 countries.

Often collaborating with other UQ faculties, schools, institutes and central divisions, ICTE-UQ's key achievements included:

- UQ English language pathway program training for 1724 students from non-English speaking backgrounds, English language training for a further 1629 students and professionals, and the expansion of the *Bridging English Program* (BEP) to include BEP Advantage, Standard and Extension, as well as increased entry points
- concurrent English language support programs for 1748 UQ students from non-English speaking backgrounds, including customised, discipline-specific programs
- teaching methodology training for 409 teachers and academics
- customised English language and Continuing Education training programs for more than 1966 students and professionals
- more than 20 International Development short courses to 530 participants
- more than 560,000 enrolments since its 2015 launch in the ICTE-UQ-facilitated UQx IELTS Academic Test Preparation course—*IELTSx*—making it one of UQ's most popular online courses.

UQ student mobility

The UQ Employability Office supported around 1000 UQ students to participate in a global experience such as student exchange, short-term programs or an extracurricular international program at one of 200 exchange partner universities.

Key programs and achievements included:

- almost 600 students participating in the student exchange program
- just over 400 students participating in one of more than 100 short-term programs during their university break
- 233 students being supported through the UQ Employability Grant program to participate in international extracurricular activities such as volunteering, internships, competitions and conferences
- five students representing UQ at U21 conferences in Edinburgh and Ecuador.

REVIEW OF ACTIVITIES

DISCOVERY

The University of Queensland is one of Australia's top research-intensive universities, addressing many of the cultural, economic and social challenges facing the world today. UQ continually builds on its global reputation in key areas such as energy, sustainability, water, health, food security and social equity through an emphasis on high-quality, interdisciplinary global collaboration with public and private organisations.

Discovery: Key indicators of performance						
Discovery ¹		2013	2014	2015	2016	2017
Proportion of UQ research publications with an international co-author ²	(Percentage)	47.1	49.1	52.1	53.8	na ³
Number of Higher Degree by Research completions	(Count)	757	835	749	824	763 ⁶
Discovery						2017 projected ³
Total research income ⁴	(\$ million)	381.8	377.3	385.0	367.9	na
ARC income (Cat. 1) received ⁴	(\$ million)	96.3	99.4	80.3	77.9	76.0
NHMRC income (Cat. 1) received ⁴	(\$ million)	76.6	72.6	72.2	64.1	67.0
Industry income ^{4,5}	(\$ million)	122.1	129.0	150.1	139.9	na
International funding ⁴	(\$ million)	29.1	36.6	49.9	51.6	na

¹ In 2015, statistics on Higher Education Research Data Collections points for publications were included. As this is no longer measured, it has not been included this year.

² This data is sourced from Incites, a commercial product. This product underwent considerable development in 2014/2015. As such, historical data may differ from those previously published.

³ Where provided, data is preliminary at 12 January 2018. Data not finalised until mid-2018.

⁴ There may be slight changes in historical data due to improvements made in UQ's reporting systems.

⁵ Industry income includes Australian Research Council Linkage Project Partner Cash, Australian contracts, Australian grants, Australian donations, international funding, and non-Commonwealth Cooperative Research Centres funding.

⁶ This data is preliminary (based on Strategic KPI targets).

Research performance

International recognition

International university rankings highlight the excellence of the University's research performance. In 2017, UQ maintained its 55th rank globally in the prestigious Academic Rankings of World Universities (ARWU). UQ is one of only two Australian universities to be included in the global top 60 of more than 10,000 universities worldwide.

UQ was also ranked as one of the top 50 universities in the world in the QS World University Ranking (47), the CWTS Leiden Ranking¹ (38), the Performance Ranking of Scientific Papers for World Universities (=41) and the *U.S. News Best Global Universities* Rankings (45).

UQ placed well within the top 100 in the *Times Higher Education World University* Rankings (65).

Research funding

Research income remained strong, with UQ receiving \$368 million in research funding income in 2016, the second-highest total research income for the year to be received

by an Australian institution. This total includes Australian competitive grants, industry funding, Cooperative Research Centres and other public sector research funding—a strong indication of the commitment and quality of UQ researchers. Governments, industry and private benefactors are acknowledged for sharing in the University's vision for research excellence and its success in attracting research funding.

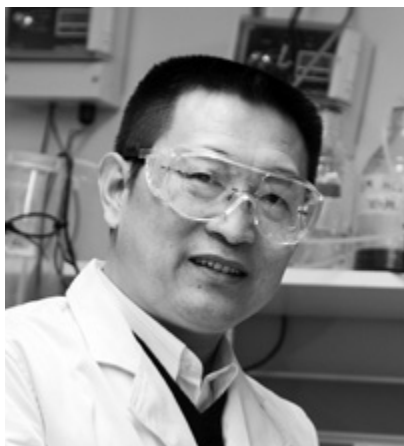
Australian Research Council (ARC) funding

The University continued to perform well in attracting ARC funding commencing in 2017, despite the declining amount of ARC funds being awarded through the major Discovery Projects and Linkage Projects programs.

Discovery Projects

The University received \$21.8 million in new funding for Discovery Projects, ranking fourth nationally. The total number of new projects awarded was 55, with UQ maintaining its cumulative number one ranking in total dollars awarded over the last five rounds. In addition, the University secured \$975,000 for two Discovery Indigenous Projects.

¹ Measured by the impact indicator (top 10 per cent) and ordered by P (top 10 per cent).



Professors Zhiguo Yuan and George Zhao both became Australian Laureate Fellows in 2017.

Linkage Projects

The University received new ARC funding of \$8.1 million for 22 new Linkage Projects awarded through the newly configured continuous scheme (first nationally). Additionally, \$4.7 million was received for the ARC Training Centre for Innovation in Biomedical Imaging Technology led by Professor David Reutens from the UQ Centre for Advanced Imaging. UQ will also receive partner contributions of \$18.2 million over the life of these projects.

Linkage Infrastructure, Equipment and Facilities (LIEF)

The University received ARC funds of almost \$2 million for four new Linkage Infrastructure, Equipment and Facilities projects for 2017 (equal third nationally on projects approved).

Australian Laureate Fellowships

UQ was awarded two Australian Laureate Fellowships commencing in 2017, with a total value of \$5.8 million (third nationally on total funds awarded). UQ's new Australian Laureate Fellows are Professor Zhiguo Yuan, Director, Advanced Water Management Centre, and Professor George Zhao, School of Chemical Engineering. These prestigious fellowships support excellence in research by attracting world-class researchers and research leaders to key positions in Australia.

Discovery Early Career Researcher Awards (DECRA)

UQ received 19 awards through the DECRA scheme, with a total value of \$7 million over the three-year award term. UQ maintains its cumulative first position nationally for awards, by both the number of awards, and funding dollars awarded over the life of the scheme.

National Health and Medical Research Council funding

The University's health and medical research benefited from significant funding from the National Health and Medical Research Council (NHMRC) in 2017.

Project Grants

UQ received a total of \$32.9 million awarded to support 48 new projects.

Equipment Grant

UQ received \$484,625 in 2017 to help purchase equipment to support medical research. The funding is awarded on a pro-rata basis, based on the proportion of competitive NHMRC funding awarded each year.

Development Grants

UQ received four Development Grants to commence in 2017, positioning the University in first place nationally for both the number of Development Grants awarded and dollars awarded. These grants provide funding for proof-of-concept research.

Boosting Dementia Research Grants

Three Boosting Dementia Research Grants were awarded to UQ in Priority Round 1 (PR1), representing a remarkable 100 per cent success rate for UQ in the inaugural round, and positioning UQ's first-place ranking in both the number of grants awarded, and in funding awarded.

Boosting Dementia Research Leadership Fellowships

UQ received four Boosting Dementia Research Leadership Fellowships in Priority Round 1 (PR1) for funding commencing in 2017. This new scheme aims to expand leadership in dementia research by supporting mid-career researchers to transition to leadership positions.

NHMRC-NSFC Joint Call

One grant was awarded to UQ under the National Natural Science Foundation of China (NSFC) and NHMRC joint call for research to enhance prediction and improve the treatment of type 2 diabetes in China and Australia.

NHMRC-NIH Brain Collaborative Research Grants

UQ was awarded one grant under the BRAIN Initiative, a US Presidential program to revolutionise understanding of the human brain.

Early Career Fellowships

UQ received nine new Early Career Fellowships to commence in 2017. These fellowships allow developing health and medical researchers of outstanding ability to undertake postdoctoral training. Of the nine fellowships, eight are based in Australia and one overseas. The latter enable Fellows to spend two years at an overseas institution before returning to UQ for the final two years.

Career Development Fellowships

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

Research Fellowships

Four Research Fellowships were awarded to commence in 2017. These fellowships provide support for outstanding health and medical researchers to undertake research of major importance to its field and of significant benefit to Australian health and medical research.

Practitioner Fellowships

UQ received two new Practitioner Fellowships for funding in 2017.

Other research funding

The University also continued its strong performance in attracting funding from a variety of sources. In 2016 (the most recent year for which data is available) UQ received \$174.7 million funded from Australian

Competitive Grants (Category 1), \$48.5 million in Other Public Sector Research Income (Category 2), \$139 million in Industry and Other Research Income (Category 3), and \$5.7 million in Cooperative Research Centre Research Income (Category 4).

Research Block Grants

In 2017, UQ received \$184.5 million through the Australian Government's Research Block Grants, awarded on the basis of research performance. The funding comprised:

- Research Support Program (\$89.9 million)
- Research Training Program (\$94.6 million).

UQ Internal Research Support schemes

The University continues to build research capacity and capability through investing in a range of internal research support schemes. These schemes foster early-career researchers, seed research initiatives, promote linkages and partnerships, and support collaborative infrastructure.

Internal research support schemes with funding commencing in 2017 included:

- **UQ Development Fellowships**, aimed at fostering promising early-career researchers and retaining mid-career and senior academic staff of exceptional calibre
- **UQ Early Career Researcher Grants Scheme**, to encourage research by new members of staff, provide limited seed funding as a means of generating external research support, and support high-quality projects of modest financial cost from early-career researchers
- **UQ Foundation Research Excellence Awards**, recognising demonstrated excellence and promise of future success in research and the leadership potential of individual young researchers
- **UQ-Ochsner Seed Fund for Collaborative Research**, fostering transdisciplinary research between eligible investigators based in UQ's Ochsner Clinical School (New Orleans, US) and those in other UQ schools, institutes and centres
- **UQ Major Equipment and Infrastructure Grants**, supporting the acquisition of major research infrastructure and equipment items, particularly where there is demonstrable collaborative gain through its use, and access to similar equipment is limited
- **UQ Research Facilities Infrastructure Grants**, supporting existing major research facilities within UQ, promoting sound planning strategies for the replacement and upgrade of infrastructure, and maintaining competitive advantage in research capability through greater utilisation of existing major research infrastructure within the University

- The UQ Advantage Office's **Summer and Winter Research Programs**, supporting more than 650 undergraduate students to gain valuable research experience alongside UQ academics.

UQ also participated in the Universities Australia (DAAD) Australia-Germany Joint Research Cooperation Scheme that fosters research collaboration of the highest quality between Australian and German researchers; and the UQ-FAPESP Strategic Research Fund that supports scientific and technological cooperation between UQ researchers and researchers from the State of Sao Paulo, Brazil.

Prestigious fellowships and awards

The University's global research positioning was highlighted with the election of several new Fellows to Australia's learned academies in 2017. Four new Fellows of the Academy of the Social Sciences in Australia (ASSA) are UQ academics. Two UQ staff were elected as Fellows of the Australian Academy of Science (AAS), two were elected to the Australian Academy of Health and Medical Sciences (AAHMS), two were elected to the Australian Academy of the Humanities (AAH), and one to the Australian Academy of Technological Sciences and Engineering (ATSE).

At present, 169 UQ staff (including honorary and adjunct appointments) and emeritus professors are Fellows of Australia's five learned academies, AAS, AAHMS, ASSA, ATSE and AAH. UQ excellence was further recognised with many staff securing a number of prestigious awards, including:

- **Dr Nasim Amarilian**: 2017 Queensland Women in STEM (Judge's Choice Award)
- **Dr Lilach Avitan, Dr Tamara Keeley, Dr Sue Keay**: Science & Technology Australia's 2017 Superstars of STEM
- **Professor Perry Bartlett and Emeritus Professor Cindy Shannon**: 2017 Queensland Greats Awards
- **Professor Paul Burn**: 2017 Helmholtz International Fellow Award
- **Dr Stephen Carleton**: 2016 Matilda Awards (Best New Australian Work)
- **Dr Alienor Chauvenet**: 2017 Queensland Young Tall Poppy Awards
- **Jordan Debono**: 2017 Queensland Women in STEM (People's Choice Award)
- **Chelsea Edmonds**: 2017 Women in Technology Awards (ICT Young Achiever Award)
- **Professor David Evans**: Marshall and Warren Award, 2017 NHMRC Research Excellence Awards
- **Professor Nick Hawkins**: 2017 Business and Higher Education Round Table (BHERT) Award (Outstanding Collaboration in Higher Education and Training)



Emeritus Professor Cindy Shannon and Professor Perry Bartlett were both named as Queensland Greats in 2017.



Dr Jacqueline Romero, from the School of Mathematics and Physics and the Centre for Engineered Quantum Systems, won a L'Oréal-UNESCO Women in Science award for her work on the theory of entanglement—that information is shared between particles no matter how far apart they are.

- **Dr Lee Hickey:** 2017 Queensland Young Tall Poppy of the Year
- **Dr James Hudson:** 2017 Centenary Institute Medical Innovation Award
- **Associate Professor Kiarash Khosrotehrani:** Career Development Fellowship – Clinical 2, 2017 NHMRC Research Excellence Awards
- **Dr Jiwon Kim:** 2017 Women in Technology Awards (ICT Rising Star Award)
- **Dr Larisa Labzin:** Frank Fenner Early Career Fellowship, 2017 NHMRC Research Excellence Award
- **Dr Jess Marr:** 2017 Metcalf Prizes for Stem Cell Research
- **Professor John McGrath:** 2017 Erik Strömberg Medal
- **Professor Gerard Milburn:** Fellow of the Royal Society
- **Professor Neena Mitter:** 2017 Women in Technology Awards (Life Sciences Outstanding Award)
- **Professor David Paterson:** Practitioner Fellowship, 2017 NHMRC Research Excellence Awards
- **Professor Hugh Possingham, Professor Kerrie Wilson, Dr Erik Meijaard:** Mahathir Science Award 2016
- **Dr Jacqueline Romero:** 2017 L'Oréal-UNESCO For Women in Science Fellowship
- **Dr Kirsty Short:** 2017 Women in Technology Awards (Life Sciences Rising Star Award); 2017 Queensland Young Tall Poppy Awards
- **Associate Professor Yasmina Sultanbawa:** 2017 Business and Higher Education Round Table (BHERT) Award (Outstanding Collaboration in Community Engagement)
- **Professor Jian Yang:** 2017 Prime Minister's Prizes for Science – Frank Fenner Prize for Life Scientist of the Year.

Highly Cited Researchers

The Prestigious 2017 Clarivate Analytics 'Highly Cited Researchers' list featured UQ 15 times, placing the University second in Australia and on par with prestigious international institutions such as Imperial College London. Researchers on the list are identified as having global influence and impact, through consistently producing top-cited papers within Essential Science Indicators research fields.

Other performance measures

The University participated in the ARC Engagement and Impact Assessment pilot in 2017. Preparations are now underway for the first full Engagement and Impact Assessment. This will run in 2018 as a companion to the next Excellence in Research for Australia (ERA), Australia's national research evaluation framework.

Research ethics and integrity

The University ensures its researchers are conducting studies to the highest ethical and regulatory standards through continuous improvement of processes and procedures. Significant operational advances in ethics and integrity were achieved in 2017.

The Office of Research Ethics was established in June 2017 in recognition of the important role ethics plays in conducting world-class research.

In human ethics, six faculty-based Low and Negligible Risk (LNR) Ethics Sub-Committees were established as Sub-Committees of the University's two NHMRC-registered Human Research Ethics Committees. These Sub-Committees are tasked with the review of all human research studies that are classified as low or negligible risk under the *National statement on ethical conduct in human research* (National Statement).

Automated submission of the NHMRC's human research ethics application was facilitated. This form is used for all human research conducted at the University and is based upon the national statement.

A new policy, *Responsible care and use of animals in teaching and research* (PPL 4.20.11a), was completed and implemented. This policy sets out the responsibilities of individuals associated with The University of Queensland with regard to the conduct of Research and Teaching involving the care and use of animals for scientific purposes.

The University continues to actively participate in the Department of Defence Export Controls Working Group, disseminating information to the University's researchers to educate and ensure compliance with the regulatory frameworks.

UQ supported the good conduct of research in 2017 by delivering 20 research integrity seminars and workshops across all campuses to research academics, HDR students and professional staff.

In 2017, UQ actively engaged in the NHMRC-led review of the *Australian code for responsible conduct of research* (Code). The University continues to ensure best practice in the investigation and management of possible breaches of research policy and the Code.

The review of risks associated with the declaration and management of Conflict of Interest relating to research at UQ commenced in 2017 as a committee reporting to the Vice-Chancellor's Risk and Compliance Committee. The report is due for completion in the first quarter of 2018.

Research collaboration

The University continues to focus on building and maintaining strong relationships with national and international industry and research organisations. These partnerships are strongly valued, bringing UQ researchers together with leading researchers and organisations across the globe to achieve demonstrable impact in research fields of national and international significance.

UQ has proactively worked beyond traditional government sources of funding to continue growing its research enterprise. To this end, a target was set to double industry-sourced research income by 2020, from a baseline of \$103 million in 2012. In 2016, UQ industry-sourced research income was \$139 million, up \$36 million from 2012 and on track to meet the target by 2020. Industry-sourced income includes partner organisation cash support for ARC Linkage Projects, industry funding of Cooperative Research Centres, industry-commissioned research contracts (national and international), and philanthropic support.

Research partnerships

A number of selected partnerships were developed or renewed in 2017.

The collaborative research relationship with Boeing, which has extended over 14 years, was further solidified with the Boeing Research and Technology–Australia Technology Centre relocating to UQ's St Lucia campus. While the major focus of the relationship with Boeing involves collaborative research, Boeing also provides a wide range of support for undergraduate programs.

In March, the Vice-Chancellor and President signed an agreement with Hebei Iron and Steel Group (China) for the establishment of the HBIS-UQ Innovation Centre for Sustainable Steel with funding of up to \$1 million per annum over five years. This follows the highly successful model established with the Baosteel Research Centre, and is a demonstration of confidence in UQ's research and development being able to deliver benefits for another major steel company's operations in China.

Meat and Livestock Australia (MLA) have introduced a major new scheme under their MLA Donor Company program. UQ has been successful in receiving awards for large-scale research projects totalling \$15 million, due to UQ research expertise across areas including genetic gain, ectoparasites, bovine respiratory disease metagenomics and Brahman breed genomics.

UQ continues to be the leading research provider for the Australian Centre for International Agricultural Research (ACIAR).

In 2017, ACIAR-funded projects totalling \$7.1 million focused on Indonesia, Philippines, Myanmar and Vietnam.

Advance Queensland Innovation Partnerships

The Queensland Government Advance Queensland Innovation Partnerships (AQIP) program offers grants of up to \$1.5 million in support of collaborative research projects with industry or small-to-medium enterprises to a total of \$15 million annually. In 2017, UQ attracted \$4.2 million of available funding:

- The Faculty of Medicine received \$2,580,000 for three projects: \$1,500,000 to establish a platform to fast-track multiple new treatments for Parkinson's disease, \$960,000 to develop a new treatment for brain disease, and \$120,000 to work with industry partner Sullivan Nicolaides Pathology to develop a blood and tissue test for use with melanoma patients.
- The Queensland Alliance for Agriculture and Food Innovation received \$636,000 to support research into a stem cell multiplication method of supplying 500 times more avocado plants to industry.
- The Australian Institute for Bioengineering and Nanotechnology received \$600,000 for a project to develop two revolutionary termiticide products.
- The Faculty of Engineering, Architecture and Information Technology received \$400,000 for a project that aims to deliver a next-generation fertiliser for Queensland's expanding agrotechnology sector.

UQ Partners in Research Excellence Awards

Four outstanding UQ–industry collaborative partnerships received UQ Partners in Research Excellence Awards (co-sponsored by UniQuest) for their collaborations that have benefited industry and the community: These partnerships were led by:

- **Professor Zhiguo Yuan**, Advanced Water Management Centre, with partner Colin Chapman from Queensland Urban Utilities (Engineering, Materials and Information and Communications Technology category)
- **Associate Professor Trent Woodruff**, School of Biomedical Sciences, with partner Dr Alan Robertson from Alsonex Pharmaceuticals (Health category)
- **Professor Stuart Phinn**, School of Earth and Environmental Sciences, with partners Dan Tindall from the Queensland Department of Science, Information Technology and Innovation, and Tim Danaher from the New South Wales Office of Environment and Heritage (Science category)



UQ strengthened its partnership with Boeing with the establishment of the Boeing Research and Technology–Australia Technology Centre at the St Lucia campus. Home to around 35 Boeing researchers and technical staff, the Centre also features a high-tech audiovisual and augmented-reality student interaction display area (pictured above), computer labs and collaborative spaces.

- **Dr Peggy Schrobback**, School of Economics, with partner Robert Nave from the Port of Brisbane (Social Enterprise category).

Cooperative Research Centres

Cooperative Research Centres (CRC) Programme is a grant scheme designed to promote scientific research and collaboration between the private sector and public research bodies. UQ is an essential or supporting participant in 12 of the 32 CRCs currently active Australia-wide, receiving \$5.7 million in funding in 2016. This places UQ in the top four in the country.

The CRC Programme now includes a more compact and streamlined scheme called CRC Projects (CRC-P). Under this scheme, industry leads bids for projects up to \$1 million per year for three years to solve industry problems and improve competitiveness, productivity and sustainability of Australian industries.

The two largest awards UQ received this year were for research into sustainable diesel production (\$1.85 million project led by Eco Fuel Innovations, with the School of Chemical Engineering) and for the development of ultra-thin, flexible screen-printed batteries (\$2 million project led by Printed Energy Pty Ltd and UQ's Dow Centre for Sustainable Engineering and Innovation).

ICTE-UQ

In 2017, ICTE-UQ delivered customised training programs to support UQ's international research partnerships, including:

- six eight-week, 24-hour research writing support courses, delivered in collaboration with the UQ Graduate School, for 124 Science, Technology, Engineering and Mathematics (STEM) Higher Degree by Research (HDR) students and 72 Humanities and Social Sciences HDR students; and one delivered in collaboration with the Science Faculty, for 35 Science HDR students
- a *Research skills program for international researchers* for 20 participants from several Indonesian universities
- a *Research skills and training program* for three participants in Livestock Engineering and Technology, in collaboration with the School of Agriculture and Food Sciences, for the Badan Pengkajian dan Penerapan Teknologi (BPPT) Indonesia
- offshore delivery of a two-week *Academic English writing program* for 19 researchers from UQ Partner, Indonesian Institute of Sciences—Lembaga Ilmu Pengetahuan Indonesia (LIPI), Indonesia.

Two of the 2017 UQ Foundation Research Excellence Award winners, early- to mid-career researchers Dr Emma Hutchison and Dr Ben Schulz.



Research Week

Research Week was held in September to celebrate research excellence by showcasing research collaborations with government and industry, honouring preeminent early- and mid-career researchers, and recognising UQ's most outstanding HDR supervisors who are mentoring the next generation of researchers.

Highlights in 2017 included:

- an engagement event attended by 200 of the University's research stakeholders
- the announcement and presentation of Partners in Research Excellence Awards, the UQ Foundation Research Excellence Awards, Awards for Excellence in Higher Degree by Research supervision
- the UQ Three Minute Thesis (3MT®) final.

Fostering research leaders

Professional development

The University delivered a broad range of training and development opportunities to researchers in 2017.

Professional development programs targeted at research-focused academics were again delivered, such as the *Essential knowledge for research management*, *Responsible conduct of research training* and the *Research adviser masterclass*.

UQ commenced a pilot of the online PRAXIS Research modules *Research essentials: Developing excellence in research design and practice*. The modules have been made available for 250 UQ Researchers for a 12-month period.

Further training and development opportunities to establish best practice in research management and support researcher engagement in industry and commercialisation activities were delivered by UniQuest, Staff Development, the Library, the UQ Graduate School, and external providers such as Postdoc Training and Women in Technology.

Other professional development activities and leadership events were held at faculties and institutes, including grant-writing and publication workshops, Q&A panels and leadership awards.

The Researcher Development Committee was also established to promote and support continuous researcher development and training.

UQ Foundation Research Excellence Awards

The UQ Foundation Research Excellence Awards provide funds to advance and facilitate the research agendas of early- and

mid-career researchers, and in 2017 were worth \$587,000.

Recipients were:

- **Dr Felicity Davis**, School of Pharmacy: *Targeting cancer stem cells: A novel approach to breast cancer treatment* (\$89,000)
- **Dr Jianhua Guo**, Advanced Water Management Centre: *Environmental dissemination of antibiotic resistance promoted by nanoparticles* (\$89,000)
- **Dr Zhitao Hu**, Queensland Brain Institute: *Investigating the timing of neurotransmission* (\$89,000)
- **Dr Emma Hutchison**, School of Political Science and International Studies: *Emotions and the history of international humanitarianism* (\$60,000)
- **Dr Nathan Palpant**, Institute of Molecular Bioscience: *Controlling cardiac differentiation from human pluripotent stem cells* (\$89,000)
- **Dr Ben Schulz**, School of Chemistry and Molecular Biosciences: *The mechanisms of glycogen superstructure assembly in diabetes* (\$89,000)
- **Dr Meihua Yu**, UQ Diamantina Institute: *Assessment of novel nanoadjuvants for the development of potent therapeutic cancer vaccines* (\$82,000).

UQ Awards for Excellence in Higher Degree by Research Supervision

The UQ Awards for Excellence in Higher Degree by Research (HDR) Supervision recognise outstanding performance in supervision, mentoring and training of HDR candidates. In 2017, excellence awards were presented to:

- **Professor Tom Baldock**, School of Civil Engineering, who enables his students to develop the skills and confidence to challenge conventional wisdom and then advance: this is a key focus for Professor Baldock, who has been an adviser for 11 years and currently supervises five doctoral candidates
- **Professor Elizabeth Ward**, School of Health and Rehabilitation Sciences, whose commitment to the student learning journey has led her to adopt a flexible approach to research supervision and mentoring, enabling working clinicians to further their academic studies and balance their full-time work commitments with research. Professor Ward has been an adviser for 10 years and currently supervises 11 candidates
- **Professor Sara Dolnicar**, UQ Business School, believes as a supervisor it's her primary responsibility to train the next generation of social scientists who will drive knowledge creation. An

adviser for three years and currently supervising four candidates, Professor Dolnicar encourages candidates under her supervision to come up with creative solutions to challenges ensuring her graduates succeed, irrespective of the careers they choose

- **Professor Stuart Phinn**, School of Earth and Environmental Sciences, tailors his approach to each student depending on their topic, skill and knowledge levels, and professional and personal goals. He ensures four key areas are addressed in his supervision: disciplinary knowledge and capability, transferable skills, professional skills, and integrity and ethics. Professor Phinn has been a supervisor for 16 years and currently supervises 16 candidates.

In addition, Associate Professor Jonathan Rhodes, School of Earth and Environmental Sciences, and Dr Fiona Barlow, School of Psychology, were presented with 2017 Emerging Adviser Awards, recognising the special achievements of early-career staff members in supervising, mentoring and training HDR candidates.

Research and Aboriginal and Torres Strait Islander peoples

In 2017, **Dr Chelsea Bond**, senior lecturer in the Aboriginal and Torres Strait Islander Studies Unit and affiliate of the UQ Poche Centre for Indigenous Health, was awarded an ARC Discovery Early Career Research Award to examine the issue of race in contemporary Indigenous public health discourse and practice.

The UQ Poche Centre was awarded around \$100,000 by the Lowitja Institute for its collaborative project with Bond University and QUT, *Moving beyond the front line: a 20-year retrospective cohort study of career trajectories from the Indigenous Health Program at The University of Queensland*, which will examine how UQ's Indigenous Health Program contributed to the emergence of a range of Indigenous leaders across the health system.

UQ hosted the Poche Indigenous Health Network (PIHN) National Meeting 2017, a first for the University. PIHN members in attendance included Mr Reg Richardson, AM and Professor Tom Calma, AO, as well as representatives from the Poche Centres of Flinders University and the Universities of Sydney, Western Australia and Melbourne, and UQ's core partner, the Institute for Urban Indigenous Health. The two-day program included a focus on student opportunities and networking, including a session called 'Indigenous people as knowledge producers' featuring student insights on Poche projects in Indigenous health and wellbeing, and a

Top: Emerging Adviser Award winners Dr Fiona Barlow and Associate Professor Jonathan Rhodes; bottom, from left: Awards for Excellence in HDR Supervision winners Professor Sara Dolnicar, Professor Stuart Phinn, Professor Elizabeth Ward and Professor Tom Baldock.





Edwin Davis, PhD student from the School of Information Technology and Electrical Engineering, won the 2017 UQ Three Minute Thesis competition for his research on Drones – gone with the wind.

3MT® competition for Aboriginal and/or Torres Strait Islander Higher Degree by Research (HDR) students. The Poche Centre and Office of the Pro-Vice-Chancellor (Indigenous Engagement) also co-hosted a number of sessions for prospective and current Aboriginal and Torres Strait Islander HDR students on topics such as navigating the research landscape as an Indigenous researcher and success factors in supervisor-student relationships.

UQ Graduate School

Research training

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

The Graduate School also coordinates career development and skills training for HDR candidates through activities, workshops, mobility, and industry experiences to prepare candidates for a range of career possibilities.

In 2017, more than 800 HDR candidates successfully completed UQ's online research integrity training module. All HDR candidates are required to complete this training before their confirmation milestone.

Recruitment and commencements

HDR candidate commencements remained steady in 2017 with 571 domestic and 386 internationals, a total of 957. The University conferred a total of 822 HDR awards in 2017 (731 PhD and 91 MPhil).

Career Development Framework

The Career Development Framework (CDF) is a Graduate School initiative that provides a skills- and personal development-based approach to research training.

The CDF ensures that graduates are well-rounded, with the leadership, professional and research skills that will enhance their career prospects and help shape them into future knowledge leaders. In 2017, more than 2900 HDR attendances were recorded—800 more than in 2016. More than 110 HDR candidates were provided with mobility experiences, over 20 were placed in industry, and 53 participated in the *Wonder of Science* program.

Three Minute Thesis

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

In 2017, competitions were run in more than 600 institutions across 63 countries. The UQ final attracted an audience of more than 300 global researchers, industry leaders, PhD candidates and alumni. The Asia-Pacific 3MT® final, sponsored by Springer, saw finalists from 55 universities across Australia, New Zealand and Asia gather at UQ to compete. The competition was live-streamed across the globe.

External Engagement

In 2017, UQ's partnership with Boeing continued with 10 PhD students now part of the cohort and further projects are planned for 2018. In addition, new joint PhD programs were established with the University of Exeter (UK) and the Technical University of Munich (TUM) (Germany). In addition, a collaborative PhD was established with the Southern University of Science and Technology (SUSTech) (China).

Research infrastructure

Major research infrastructure

In 2017, UQ and the Australian Genome Research Facility (AGRF) combined resources to improve accessibility to leading-edge genomics infrastructure with the new Integrated Genomics Facility that provides genomic sequencing services to UQ researchers. Genetic research projects spanning healthcare, food production, the environment, and developing new technologies are all benefiting from enhanced services made possible via this facility.

The University continued to maintain a number of core research infrastructure facilities in 2017, including:

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

- **Glassblowing Services:** provides scientific glass instrumentation and laboratory glassware for teaching and research at UQ
- **Glasshouse Services:** provides a range of centralised plant-growing facilities using Quarantine, Physical Containment Level 2, temperature-controlled and evaporative-cooled glasshouses, as well as services associated with the growing of plants
- **Radiogenic Isotope Facility:** provides isotopic and elemental analyses
- **Protein Expression Facility:** provides a full-service protein production and training capability with state-of-the-art infrastructure
- **TetraQ:** provides bioanalytical clinical trial and preclinical sample and metabolite analysis.

UQ has a number of NCRIS/EIF-funded national infrastructure initiatives including three NCRIS facilities where UQ is the lead Institute: Terrestrial Ecosystem Research Network (TERN), Research Data Services (RDS), and National Imaging Facility (NIF).

The University continued to strategically invest in research infrastructure—including more than \$3.9 million committed through the UQ Major Equipment and Infrastructure scheme—to 25 projects across the University to ensure research infrastructure remains as up-to-date as possible.

Research Management Business Transformation Project (RMBT)

The RMBT is a business transformation project designed to deliver first-rate digital support systems for researchers at UQ. 2017 saw the completion of detailed planning and documentation of the requirements for a new research management system.

2017 RMBT highlights included:

- beta testing and rollout of the new NHMRC streamlined human ethics approval process, Human Research Ethics Application (HREA)
- implementation of a new faculty-based process for human research ethics review where the risk is low or negligible
- guidelines for researchers working with Aboriginal and Torres Strait Islander research participants
- a new candidature management system for HDR students
- the development and subsequent pilot of a new research data management system.

Commercialisation

UniQuest

UniQuest is Australia's leading university commercialising entity, managing the intellectual property of The University of Queensland. It benchmarks in the top 10 per cent globally for university-based technology transfer offices. As a result, UQ generates more licence income than the rest of the Group of Eight universities combined.

Since 1984, UniQuest has built, commercialised and managed an extensive intellectual property portfolio, including more than 1500 patents and 80 companies resulting from university-based discoveries. Since 2002, UniQuest and its spin-out companies have raised more than \$600 million to help take UQ technologies to the market and returned more than \$435 million in revenue to UQ. Gross sales of products using UQ technology licensed by UniQuest total more than \$15.5 billion since 2007.

Among others, UniQuest was responsible for commercialising the HPV vaccine Gardasil®, the Triple P – Positive Parenting Program, the image correction technology used in most of the world's MRI machines, and a potential new treatment for pain through spin-out company Spinifex Pharmaceuticals Pty Ltd—a biopharmaceutical company acquired recently in one of Australia's largest ever biotech deals.

Commercialisation outcomes

In 2017, clinical-stage biotechnology company QUE Oncology Inc. raised US\$16 million in series A investment to develop novel cancer therapeutics. QUE was established by UniQuest and Emory University (Atlanta, Georgia). The investment from Brandon Capital-managed Medical Research Commercialisation Fund and Uniseed was to clinically develop drug candidate Q-122, a non-hormonal therapy to treat hot flushes in women undergoing endocrine therapy for breast cancers.

Other highlights for the year included:

- An agreement was made with global healthcare leader Merck to enhance new immuno-oncology therapies. The collaboration combines the oncology and immunotherapy expertise of Merck's research labs with that of UQ Diamantina Institute's Professors Ranjeny Thomas and Riccardo Dolcetti.
- Human clinical trials of Den-181—a vaccine-style treatment for rheumatoid arthritis developed by Professor Ranjeny Thomas and being commercialised by UniQuest start-up Dendright Pty Ltd in collaboration with US-based Janssen Biotech Inc, one of the Janssen Pharmaceutical Companies of Johnson & Johnson and support from Arthritis Queensland—were initiated.

After many years of research, immunotherapy expert Professor Ranjeny Thomas from the UQ Diamantina Institute was pleased to see the first human clinical trials in 2017 for her vaccine-style treatment for rheumatoid arthritis, Den-181, an important milestone towards making the medicine a reality.



- Three research and option agreements were entered with Canadian health and wellness company PreveCeutical Medical Inc. to develop stabilised natural and synthetic peptides from scorpion venom for immune-boosted application, a soluble gel to deliver cannabinoids directly to the brain via the nasal cavity, and a gene therapy to treat diabetes and obesity. The researcher behind the technology is **Dr Harendra Parekh**, from UQ's School of Pharmacy, who is working with the company on all three projects.
- A landmark agreement was signed with IP Group plc, which provides UQ—along with the other Go8 universities and Auckland University—exclusive access to a minimum of \$200 million investment over an initial 10 years for spin-out companies founded on disruptive innovation.
- Technology was licensed to EMVision to develop a portable, non-invasive brain scanner that would speed up the diagnosis of brain injuries and stroke types by creating an immediate 3D image, based on the research of UQ **Professors Amin Abbosh and Stuart Crozier**.
- The Queensland Emory Drug Discovery Initiative (QEDDI) was fully established with a team of 18, including experts recruited from interstate and overseas. QEDDI is an Australian first, a fully integrated academic drug discovery centre, leveraging UQ's capabilities and research/novel insights into diseases. Significant progress has been made towards novel lead molecules for disease indications including cancer, inflammation and neurodegeneration.
- Following its initial public offering (IPO) on the NASDAQ in 2016, UQ Institute for Molecular Bioscience spin-out company Protagonist Therapeutics signed a deal with Janssen worth up to \$1 billion for its first-in-class, oral peptide IL-23 receptor antagonist for all indications, including inflammatory bowel disease.
- 120 UQ researchers and staff registered for UniQuest's 2017 UQ Research Commercialisation Workshop, which provided an introduction to commercialisation and industry engagement.
- UniQuest hosted 14 IndustryConnect events to showcase UQ's intellectual property, research capabilities and expertise to industry. Companies involved included Pfizer, AbbVie Pharmaceuticals, Alembic Pharmaceuticals, Merck KGaA Group (Millipore & Sigma-Aldrich) and Lemnatech. These were attended by more than 180 researchers, PhD students and university staff and led to 74 individual researcher meetings held with representatives from the multinational companies.

Uniseed

An early-stage investment fund, Uniseed commercialises intellectual property at UQ, as well as the Universities of Melbourne, New South Wales and Sydney, and the CSIRO.

To date, Uniseed has invested \$22.6 million into 26 UQ startup companies, and facilitated the formation of startups at UQ more often than any other investor with secured commitments of more than \$357 million of external funding from grants and other investment capital.

Two new investments in UQ technology were made in 2017:

- **Brisbane Materials (BrisMat)**, which is developing innovative materials solutions in lighting, solar power and other applications, based on technology developed by **Professor Paul Meredith** and **Dr Michael Harvey**
- **QUE Oncology**, which recently completed Phase 1b clinical trials in treating hot flushes in breast cancer patients.

The year also saw Uniseed make further cash distributions to UQ from milestone payments relating to successfully exited startup companies, including Spinifex Pharmaceuticals, based on the work of **Professor Maree Smith** and acquired by Novartis International AG in 2015.

Much of the investment received by UQ companies has flowed back to the University through targeted research contracts, with UQ receiving more in research funding to university laboratories than it has contributed to the fund. Research supported by Uniseed companies has led to more than 300 publications that have been collectively cited more than 4000 times.

UQ companies supported by Uniseed include:

- **Hydrexia**, which is developing hydrogen storage equipment based on the work of **Professor Arne Dahle** and **Associate Professor Kazuhiro Nogita**
- **Nexgen Plants**, which continues to work with Syngenta on virus-resistant vegetables, and has produced its first virus-resistant plants, based on technology developed by **Professor Peer Schenk**
- **Perkii Pty Ltd**, which is selling its low-calorie probiotic fruit juice and water-based drink in 500 stores Australia-wide
- **ProGel Pty Ltd**, which was formed to commercialise an encapsulation technology based on the work of **Professor Bhesh Bhandari**
- **Q-Sera Pty Ltd**, which raised further funds from Uniseed and the Medical Research Commercialisation Fund (MRCF) to continue work with leading serum tube manufacturers for improved blood collection (based on the work of

Dr Paul Masci, **Professor Martin Lavin**, **Emeritus Professor John De Jersey, AM** and **Dr Goce Dimeski**)

- **TenasiTech**, which is developing better plastics, acrylics and nylons based on the work of AIBN's **Professor Darren Martin**.

JKTech

JKTech is recognised as a leader in the supply of innovative products and services to the global resources industry. JKTech's core business covers technical consulting and training services (in mining, metallurgy and processing), laboratory services, specialist testing equipment, specialised laboratory tests and simulation software products.

JKTech is proudly owned by UQ via UQ Holdings Pty Ltd, and is the technology transfer company for the University's Sustainable Minerals Institute (SMI).

Significant activities and achievements during 2017 included:

- continuing of work to operationalise an International Centre of Excellence in Chile (SMI ICE Chile), in conjunction with SMI and the University of Concepción (Chile)
- issuing of free upgrade licences for JKSimMet software to African universities (Universities of Witwatersrand, Johannesburg and Pretoria, South Africa; Namibia University of Science and Technology; University of Dar es Salaam, Tanzania; and Zimbabwe School of Mines) on the understanding they are teaching JKSimMet (UQ methodology) in their academic curriculum.
- significant international projects to further strengthen and support JKTech's globally diversified customer base, including:
 - Laos (PanAust's Phu Bia Mining Limited)
 - Australia (South32's Cannington Mine)
 - Peru (Glencore, Antapaccay Mine)
 - Chile (Lundin Mining, Candelaria Mine)
 - Botswana (Boteti Mining, Karowe Diamond Mine).

JKTech operated throughout 2017 in the context of improving minerals industry demand for support services, caused primarily by improved commodity prices and changing client sentiment towards optimisation of operational performance. In response to the changing market conditions, JKTech's Board and Management constantly evaluates JKTech's delivery model so that it continues to be aligned with market demand and client expectations.



Selected research highlights

- A team of UQ archaeologists and dating specialists have discovered that **Aboriginal people have lived in Australia for at least 65,000 years**—much longer than the 47,000 years previously believed. Their findings were detailed in the journal, *Nature*.
- UQ researchers are helping to future-proof **growth at the Port of Brisbane**, stimulate the Queensland economy, and protect the environment with their cross-faculty industry partnership that is investigating the choices between road, rail and sea transport, optimising Port operations, and implementing an advanced monitoring program to inform the Port's rehabilitation initiatives.
- UQ researchers have shown for the first time that new adult brain cells are produced in the amygdala, a region of the brain important for processing emotional memories. This discovery advances understanding of the amygdala's role in regulating fear and may lead to new treatments for **anxiety disorders**.
- Inspired by nature, UQ researchers are mimicking the structure of pollen to create more effective antimicrobial medicines, helping to tackle one of the biggest threats facing humanity – **antibiotic resistance**. It's a promising strategy to use a natural product as an alternative, and nanotechnology to enhance its performance.
- In a unique collaboration, UQ researchers are working with some of the world's leading mining companies to provide advice on how to improve the lives of people affected by **mining-induced resettlement and displacement**.
- Working closely with the New South Wales Department of Education, UQ researchers used linked administrative and survey data to identify two key strategies (**effective teaching and setting high expectations**) that teachers can implement to drive long-term improvements in students' achievement as captured by the NAPLAN scores.
- UQ researchers have discovered a new way to combat the massive damage caused by **Crown of Thorns starfish** to the Great Barrier Reef. Decoding the starfish genome has revealed specific pheromones that the pests use to gather together in huge breeding aggregations, which can now be trialled as baits to lure starfish into traps for easy removal.
- A UQ study revealed death rates for infants and children in the Tiwi Islands fell dramatically from 1960 to 1985, and adult death rates have been falling since the late 1980s. As more people are surviving to mid and old age, and the population is increasing, the findings should moderate the pessimism that often surrounds remote **Indigenous health** and support expectations of continued improvements.
- Plant researchers at UQ have developed an intelligent online tool that predicts how crop growth is affected by photosynthetic changes at the molecular, cellular or leaf level of plants. **Food production** depends on photosynthesis, the process by which plants capture sunlight and convert it into plant growth, biomass and grain. As the world population is expected to reach 9.5 billion in future decades, food demand will increase significantly, and so improving photosynthesis has become a global research priority.
- UQ researchers have discovered a new way to target a rare form of **breast cancer**, giving hope for improved treatment. The research identifies potential new ways to stop the growth of cancer cells by changing calcium levels. This work will underpin new and potentially life-saving approaches to treatment.
- UQ researchers have developed a model comparing scenarios of restoration versus protection for **coastal marine ecosystems**. They found that marine restoration may be the most cost-effective way over decades to maximise the extent of ecosystems under particular circumstances. Their results may guide investment into coastal marine conservation in the absence of complex, region-specific modelling.
- In response to the disturbing decline of **coral reefs** around the world, UQ researchers have coordinated a unique philanthropic coalition to identify and protect the world's 50 most important coral reefs.
- UQ researchers found that palbociclib, a breast cancer drug, could also shrink medulloblastoma, a common childhood brain tumour. **Brain tumours** are the most common cause of cancer death in children, and even those who survive end up with significant long-term side-effects from existing treatments.

Pictured above: UQ researchers noticed that the rough surface of pollen particles allows pollen to adhere to the hairy legs of bees, which then helps with pollination. This inspired them to develop a simple approach for nanoparticle fabrication that was perfect for being filled with antibiotics or antimicrobials, helping to overcome more resistant bacterial infections.

REVIEW OF ACTIVITIES

ENGAGEMENT

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

Engagement: Key indicators of performance ¹					
	2013	2014	2015	2016	2017
Increased interaction with alumni					
Number of living alumni for whom we have a current mail or email address	163,928	172,996	184,384	193,780	204,087
Number of domestic alumni engaging with UQ	5035	8743	13,034	12,793	16,688
Number of international alumni engaging with UQ	866	1755	2269	2852	3547
Number of donors who have donated philanthropic funds	1036	1713	3240	3948	4202
Growth in philanthropic support					
Funds raised annually (\$ million)	35.9	60.0	89.4	46.2	67.6

¹ In June 2017, Senate approved a proposal to retrospectively count \$58 million of historical philanthropic research grants in funds raised totals from 2013 to 2016, bringing UQ's philanthropic gift counting and reporting methodology in line with industry standards and other Go8 universities. Consequently, funds raised totals for 2013 through to 2016 have been adjusted to reflect this. From 2017 onwards, philanthropic research grants are being automatically included in funds raised totals.



Jacinta Carroll, a UQ Sports Achievement Scholarship recipient and elite athlete in the UQ Sport Academy, gained seven gold medals across five international-level water ski events in 2016—including the Australian National Championships and US Masters Water Ski and Wakeboard Tournament—and was named UQ Sportswoman of the Year for 2017.

Fostering partnerships and relationships

Engagement with alumni and the community in 2017 allows the University to foster important strategic relationships and partnerships that will help UQ create change locally and throughout the world.

These relationships illuminate the generosity that exists within the UQ community, particularly among alumni who gave back to current students at UQ by volunteering their time through mentoring and masterclasses. Among those who returned to campus this year were Triple-Grammy-winning flautist **Tim Munro**, wildlife filmmaker and *Planet Earth 2* episode producer **Dr Chadden Hunter**, and Pulitzer Prize-winning journalist **Marian Wilkinson**.

MasterChef finalist and UQ graduate **Ben Milbourne** also continued to work with UQ, producing the television series *Food Lab*. Season one comprised 13 episodes on Network Ten that aired from January to March 2017 with an average weekly audience of 163,000. On 20 November 2017, season two began on SBS Food Network. Segments of all 65 episodes were filmed on location at the three UQ campuses between May and November 2017, each taking a broader look at what can be taught through cooking, with

UQ experts interviewed on a range of topics including physics, chemistry, population health, political science and agricultural practices.

Another partnership was with the Bill & Melinda Gates Foundation, one of UQ's ongoing principal international partners, which enabled UQ to expand its global research impact—particularly in tropical agriculture and vaccine development for mosquito-borne illnesses as well as drought- and disease-resistant crops.

Alumni and community

In December 2017, UQ celebrated an important milestone, surpassing 250,000 graduates. This year's cohort was welcomed to the alumni community and encouraged to stay in touch with the University as they embark on their next adventure.

With more than 10,000 graduates each year, engaging with alumni to develop lasting relationships is a priority for UQ. In 2017, these connections were maintained through reunions, networking events and volunteering opportunities.

Outstanding alumni were once again recognised for their achievements at the annual Courting the Greats ceremony in October 2017, receiving the following awards:

Vice-Chancellor’s Alumni Excellence Awards

- Malcolm Broomhead
- Susan Buckley
- Andrew Cameron, OAM
- Professor Melissa Little
- Marian Wilkinson

Distinguished Young Alumni Awards

- Dr Andrew Barnes
- Michelle Grant
- Carl Hartmann
- Dr Retnagowri Rajandram

International Alumnus of the Year

- Shandana Aurangzeb Durrani

Indigenous Community Impact Award

- Associate Professor Noel Hayman

Colleges’ UQ Alumni Award

- Maxwell Gaylard, Emmanuel College

Awards founded and supported by Alumni Friends of The University of Queensland Inc.

UQ Alumnus of the Year

- Adjunct Professor John Story, AO

UQ Graduate of the Year

- Kaela Armitage

UQ Sport Awards

UQ Sportsman of the Year

- Dane Bird-Smith

UQ Sportswoman of the Year

- Jacinta Carroll.

As part of UQ’s efforts to maintain contact with alumni and friends of the University, an extensive Annual Giving telephone campaign was again held. Student callers shared stories, bringing listeners up-to-date with information and news from across UQ’s campuses, while also confirming and maintaining the accuracy of contact details. Gifts generated by the calling campaign were used to fund many initiatives across the University.

As part of a new program introduced by the Alumni and Community Relations Centre, the *Behind the Scenes* tours made UQ research more accessible to alumni and community members and helped cultivate a better understanding of the University’s work and research impact.

Philanthropy

Donors, industry and community partners continued to choose UQ as their trusted partner in 2017 to support the areas and causes they were passionate about. Their generosity saw \$67.6 million raised to support students, research and teaching. In 2017, Annual Giving comprised more than 70 per cent of the total number of gifts to UQ. The UQ telephone engagement campaign also resulted in more than 1400 gifts, 40 per cent of which were from first-time donors. In 2017, the University received \$4.9

million in charitable bequests. Current and former UQ staff donated \$1,455,742, while Annual Giving raised \$1,395,918 for student scholarships, research, teaching and learning.

Other examples included:

- a \$5 million gift from the Brazil Family Foundation for the Brazil Family Program for Neurology (Stroke and Motor Neurone Disease)
- a \$1.2 million bequest from the Estate of Dr Douglas Horton Slatter
- an \$800,000 gift from Rio Tinto to support Scholarships, Women in Engineering and the InspireU Engineering Program
- a \$644,962 gift from the Bloomberg Philanthropies for the 50 Reefs Project
- a \$500,000 gift from The University of Queensland Endowment Fund to support the Young Achievers Program and a \$20,266 gift for the Frank Finn Scholarships
- a \$300,000 pledge from The Helpful Foundation to support the Clem Jones Centre for Ageing Dementia Research (CJCADR)
- \$187,000 and \$95,000 gifts from the Turner Family Foundation for the Hidden Vale UQ Wildlife Facility project
- a \$276,638 gift from the Westpac Bicentennial Foundation to support the Westpac Future Leader Scholarships
- a \$220,000 gift from SpinalCure Australia to support spinal injury research
- a \$160,000 gift from Cherish Women’s Cancer Foundation for gynaecological cancer research
- a \$150,000 gift from Aegium Foundation for the Telegeriatric Project
- a \$143,000 gift from Dr Richard McCallum for the McCallum Founders Lecture in Dermatology in honour of Dr Norman ‘Norm’ McCallum
- a \$40,000 gift from the estate of the late Muriel Ellen Kangan, which will fund the Queensland Brain Institute’s research into mental health.

The University of Queensland in America Inc, a 501(c)(3) Foundation under the leadership of **Andrew Liveris, AO**, continued to engage with the significant number of alumni and friends of the University who are based in the US. In 2017, The University of Queensland in America Inc granted more than \$7.4 million in support of UQ research, students and teaching. This included funding for the 50 Reefs Project, which was generously supported by Bloomberg Philanthropies, The Paul G Allen Family Foundation, and The Tiffany & Co Foundation.

The Foundations Board of Directors also led a variety of engagement activities in 2017 that attracted more than 350 alumni, including the UQ Rugby Benefit Dinner in New York, where more than US\$40,000 was raised for the UQ Rugby scholarship program.

Alumni ¹ by faculty	
Faculty	Number of alumni ²
Business, Economics and Law	68,111
Engineering, Architecture and Information Technology	31,129
Health and Behavioural Sciences	40,616
Humanities and Social Sciences	82,856
Medicine	22,511
Science	57,955

¹ Alumni includes graduates, honorary degree recipients, Incoming Exchange students, Study Abroad students and honorary degree recipients and other alumni—including Queensland Agricultural College graduates.

² Figures as at July 2017; includes deceased; individual alumni may be counted in more than one category.

Alumni living overseas ^{1,2} (Top 10 countries)		
Country	# living alumni	% of overseas total
USA	8350	18
Singapore	5346	15
China	5050	11
Malaysia	3307	7
UK	2016	4
Hong Kong	1884	4
Canada	1584	3
Indonesia	1572	3
Germany	1358	3
Japan	969	2

¹ Living alumni based on current address. Includes graduates, honorary degree recipients, Incoming Exchange students, Study Abroad students and other alumni.

² Figures as at July 2017.

Alumni living by location ^{1,2}		
Location	Number	%
Queensland	113,266	44
Overseas	46,704	18
Other Australian states	18,423	7
Unknown	82,067	31

¹ Alumni includes graduates, honorary degree recipients, Incoming Exchange students, Study Abroad students and honorary degree recipients and other alumni.

² Figures as at July 2017.



Shandana Aurangzeb Durrani, UQ International Alumnus of the Year, 2017.

NOT IF, WHEN.

THE CAMPAIGN TO CREATE CHANGE

Fundraising campaign

In 2017, UQ made history by launching the first comprehensive philanthropic campaign by a Queensland university.

Not If, When – the Campaign to Create Change aims to change lives within the local community and around the world by empowering student success, driving discovery and impact, and transforming teaching and learning. People can give to a specific UQ cause of their choice to help achieve outcomes they are interested in.

UQ researcher and cervical cancer vaccine co-inventor **Professor Ian Frazer, AC, FRS** is leading the campaign with his wife, UQ alumnus **Caroline Frazer**. They co-chair the Campaign Board, comprising an advisory group of volunteers from the UQ community.

The campaign target is to raise \$500 million by the end of 2020. As of October 2017, more than half has already been raised since its internal launch in 2013.

Sponsorships

In 2017, UQ continued major partnerships with the Brisbane Broncos and Netball Queensland. Both partnerships provide a range of mutually beneficial opportunities, including internships, professional experience and job placements for UQ students, and joint research activities, particularly in the areas of sport, exercise and nutrition science.

UQ continued its sponsorship of the UQ Create Change Award in the Queensland Young Achiever Awards, which in 2017 was awarded to 21-year-old **Jarred Turner**, President of IMPACT Social Enterprise and current UQ student.

Other partnerships that continued in 2017 included Surf Life Saving Queensland, the

Brisbane Writers Festival and the World Science Festival Brisbane, along with a range of other long-term sponsorships, including the Queensland Literary Awards, Fulbright Scholars awards, Queensland Certificate of Education Achievement Awards, Queensland Symphony Orchestra, and the Business Higher Education Round Table (BHERT).

New initiatives undertaken during the year included sponsorship of the India Australia Business and Community Awards, the Australian National Research Series, Future Brisbane campaign (GOQLD3.0), and the National Youth Science Forum.

Global engagement

The University maintained links with the international community in a variety of ways during 2017. For example, in its second year of operation, the UQ Global Strategy and Partnerships Seed Funding Scheme co-sponsored 18 initiatives totalling \$169,727 across the US, UK, Germany, China, Indonesia, India, Chile and Singapore—all designed to nurture partner networks and develop mutually beneficial education and research outcomes, while raising UQ's global profile.

Other key outcomes for 2017 included:

- UQ hosting more than 130 international delegations, notably from China, UK, US, Indonesia and Japan, including 19 visits from Australian heads of mission and 17 visits from heads of diplomatic missions in Australia
- UQ hosting the 11th Annual UQ Latin American Colloquium, which focused opportunities to collaborate on energy solutions for a sustainable future. Ambassadors and representatives from nine embassies attended, as well as senior representatives from the Department of Foreign Affairs and Trade (DFAT), Austrade, and industry partners
- UQ and the Chilean Ministry of Health (MINSAL) co-hosting the 'International symposium on challenges in public health: experiences from Australia and Chile' in Santiago, Chile, with the support of the Pontifical Catholic University of Chile and the Australian Embassy in Chile. Delegates exchanged best practices relating to obesity, cancer, healthy ageing, and health and indigenous peoples. UQ and MINSAL signed an agreement to collaborate on these shared health challenges
- UQ maintaining 685 active agreements with 60 countries, including China (135), the US (68), Japan (54), Germany (37), and Indonesia (33)
- UQ launching the Global Impact web resource to profile the University's connectivity across nine regions and 16 showcase countries (global-engagement.uq.edu.au/global-impact).

Pro-Vice-Chancellor Professor Doune Macdonald (second from left) with UQ student winners and finalists at the Queensland Young Achiever Awards: Jade Demnar, Prudence Melom, Tamara Richardson (PACE48 founder and winner of the Access Community Services – Multicultural Youth Queensland Cultural Diversity Award) and Jarred Turner (UQ Create Change winner).



The global diplomatic community includes nine UQ alumni serving as Australian ambassadors and high commissioners, and two deputy heads of mission.

North Asia

- UQ formed a strategic partnership for a collaborative PhD training program in engineering and neurosciences with Southern University of Science and Technology (SUSTech) China.
- In September, UQ hosted the third Chinese Academy of Social Sciences (CASS)-UQ Asia Pacific Forum, themed 'the challenge of order in a disrupted world'.
- Chinese company Hebei Iron and Steel Group (HBIS) will invest \$5.25 million over the next five years in the HBIS-UQ Innovation Centre for Sustainable Steel (ICSS).
- UQ hosted the fourth China–Australia University Summit on Teaching and Learning (CAUSTL) in November, bringing together higher education leaders and educators from the Group of Eight (Go8) in Australia and the C9 League of Chinese universities.

Latin America

- The 11th Annual UQ-Latin American Colloquium was held in October. Attended by more than 100 people, including ambassadors and representatives from nine Latin American embassies, the event explored the theme of 'energy for a sustainable future'.
- In October, UQ and the Chilean Ministry of Health (MINSAL) held the *International symposium on challenges in public health: Experiences of Australia and Chile* with the support of the Pontifical Catholic University of Chile and the Australian Embassy in Chile. Delegates exchanged best practices relating to obesity, cancer, healthy ageing, and health and Indigenous peoples. UQ and MINSAL signed an agreement to collaborate on these shared health challenges.
- With support from the Department of Foreign Affairs and Trade's Council on Australia and Latin American Relations, the Global Change Institute held three workshops in Argentina and Uruguay to share the 'report card' method established in South East Queensland for healthy river management.
- Five projects were successful under the UQ-São Paulo Research Foundation (FAPESP) Strategic Research Fund SPRINT, a program established to support research mobility with universities in São Paulo, Brazil.
- UQ launched the UQ-São Paulo State University (UNESP) Academic Exchange

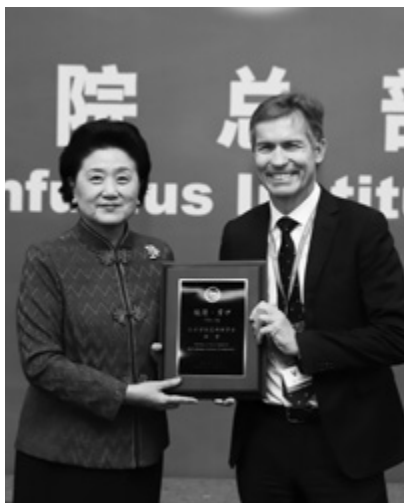


program to support reciprocal visits in the areas of agriculture and veterinary sciences, environmental and earth sciences, chemistry, infectious diseases, and biotechnology.

In March, a European delegation that included Members of Parliament, and senior government and university officials from Germany and Bavaria, as well as senior staff from the Embassy of the Federal Republic of Germany, Canberra, visited UQ St Lucia.

Europe

- The Bavarian Academic Delegation to Australia, led by Bavarian Ministry of Education, Science and the Arts State Secretary Bernd Sibler, visited UQ and met with the Senior Executive, as well as researchers with collaborations in Germany.
- Vice-Chancellor and President Professor Peter Høj attended the Universitas 21 Annual General Meeting at the University of Nottingham in May and met with strategic partners, including the University of Exeter.
- University of Exeter Vice-Chancellor Professor Sir Steve Smith visited UQ in June to sign a memorandum of agreement to bolster research and industry opportunities. Working under the overarching banner of 'global sustainability and wellbeing', the newly established virtual QUEx Institute will focus on environmental sustainability, healthy ageing, physical activity, and nutrition.
- The UQ-Technical University of Munich (TUM) Bioeconomy Symposium was held in October to expand upon existing research initiatives, identify new opportunities for joint projects, and support collaboration in the areas of healthy and safe foods, renewable resources, and bioprocesses engineering.
- TUM President Professor Wolfgang A Herrmann and UQ's Professor Peter Høj signed an undergraduate exchange agreement in August with an emphasis on chemical biotechnology.
- UQ established a research exchange program for PhD students with TUM and the University of Vienna.
- UQ secured funding for three research projects with the University of Bonn and the University of Giessen through the Australia-Germany Joint Research Cooperation Scheme.



President and Vice-Chancellor Professor Peter Høj was made a member of the Council of Confucius Institute Headquarters in December. He is pictured here in Xi'an, China, with Madam Liu Yandong, Vice Premier of the State Council of the People's Republic of China and President of the Council of Confucius Institute Headquarters.

Queensland Emory Drug Discovery Initiative (QEDDI) researchers are currently working on solutions for disease indications including cancer, inflammation and neurodegeneration—topics of discussion at the Queensland-Emory Discovery Symposium held in Brisbane in October.



North America

- Deputy Vice-Chancellor (External Engagement) Professor Iain Watson participated in a Senior Executive Mission to Canada and the US in April. Highlights included meetings with the Universities of British Columbia, Toronto, and Washington—Seattle, as well as alumni functions in Toronto and Vancouver.
- UQ, QIMR Berghofer Medical Research Institute, and Emory University held the inaugural Queensland-Emory Discovery (QED) Symposium in October. Researchers connected across themes of infectious disease, brain health and cancer.
- Professor Iain Watson also led a Senior Executive Mission to the US in November, where he met with Emory University, the University of Maryland, and Princeton University. Professor Watson also attended alumni events, including the annual UQ Rugby Dinner.
- UQ and Emory University established a research exchange program for PhD students.

South-Central Asia

- Vice-Chancellor and President Professor Peter Høj joined Prime Minister Malcolm Turnbull and Education Minister Simon Birmingham on a visit to India in April, where it was announced Professor Høj would co-chair a task force and UQ Chancellor Peter N Varghese, AO would formulate a strategy for Australia's trade with India.
- Through the Australia-India Strategic Research Fund (AISRF), UQ secured \$1 million from the Australian Government (with matched funding from India) to study semiconductor-based lighting technologies.

South-East Asia

- Professor Peter Høj visited key Singaporean partners, National University of Singapore and Nanyang Technological University, in January and hosted a dinner in honour of IVF pioneer and UQ alumnus Professor Christopher Chen.
- Taking advantage of the UQ Global Engagement seed funding—through the Schools of Earth and Environment Sciences and Biological Sciences—UQ formed a research partnership with the Indonesian Peatland Restoration Agency (BRG) that will provide UQ researchers with access to a research area of high significance globally, the Management of Climate Change through peat land restoration. The project aims to develop new decision-support tools to accelerate restoration of degraded peat lands and reverse conditions that underpin extensive fire events.

Confucius Institute

In 2017, the Confucius Institute at UQ (UQ CI) continued to foster programs and activities related to the teaching and research of Chinese language and culture, as well as supporting both UQ's China engagement and key initiatives in the local Queensland community.

2017 highlights included:

- supporting a high-level familiarisation tour to China by Queensland government service officials, the first of its kind conducted at a state level
- increased cultural and language promotion at a grass-roots level, including support towards Queensland school programs, study tours and cultural days
- engaging more than 200 Queensland students in the uptake of the HSK Chinese Proficiency Test
- delivering a four-week in-country China study experience for UQ students linked to their field of study.

UQ CI also continued its commitment to advancing academic excellence by supporting five credit-bearing language courses and two China-specific courses at UQ.

ICTE-UQ

In addition to providing English language pathway and support programs for UQ's international students, ICTE-UQ forms an important outreach link between the UQ community and the Institute's more than 165 institutional, government and corporate partners in 20 countries.

In 2017, ICTE-UQ delivered short-term customised programs for partners around the world including:

- a 10-week *English and Methodology for TESOL Purposes* program for 15 high school teachers from the Tokyo Metropolitan Board of Education, Japan
- a 12-week English program for 43 public service officials from Indonesia, China, Laos, Vietnam, Thailand, Vietnam, Bangladesh and Myanmar for the Australian Government's Department of Immigration and Border Protection
- a six-week study tour for 19 engineering students from Kyushu University, Japan, that included a five-week integrated English program and a one-week discipline-specific program with the School of Mechanical and Mining Engineering
- a two-week study abroad program, *Australia: Past, Present, Future*, for 30 students from Seoul National University, Republic of Korea

- English Immersion programs for 20 undergraduate and 25 postgraduate English education students for the University of Hong Kong
- a four-week customised Business English Program for 22 managers from Heibei Iron and Steel, China (the second-largest steel company globally), run in collaboration with UQ Business School Executive Education, after which participants commenced a five-month professional development program with UQ Business School Executive Education
- a new 35-week English and Economics program in collaboration with the School of Economics for 10 students from Nihon University, Japan
- two new programs for Kwansai Gakuin University, Japan, for 22 students participating in a 15-week integrated English program, and 17 students participating in a five-week customised English program
- a one-week faculty professional development program in Content and Language Integrated Learning (CLIL) at Kyushu University, Japan, for 17 academics
- a fixed-date CLIL program including two academics from Beijing Foreign Studies University, China, and one from UNESP University, Brazil
- a two-week pre-service teachers' program for 12 participants from National Taiwan University, Taiwan.

ICTE-UQ also administered more than 7000 International English Language Testing System (IELTS) tests, Occupational English Tests and Teaching Knowledge Tests to candidates across South East Queensland for academic pathway, immigration and professional purposes, and placed more than 2500 students and professionals with homestay accommodation hosts within the local Brisbane community.

UQ International Development

In 2017, ICTE-UQ's International Development division (UQID) continued to manage the delivery of development programs in Australia and across the globe for a range of clients including the Department of Foreign Affairs and Trade, foreign Government agencies, and the private sector.

UQID worked collaboratively with UQ faculties, schools and institutes to deliver programs in areas that included agriculture, extractives, law and justice, governance, public policy and executive leadership.

UQID engagement spans 23 countries, including Papua New Guinea (PNG), Indonesia, Bangladesh, Pakistan, Nepal, Mongolia, Vietnam and several African nations.

In addition to short-course programs, UQID continued to manage four long-term programs throughout 2017. This included the successful implementation of the Precinct Leadership Program (PLP) pilot year, a program under the Pacific Leadership and Governance Precinct designed to contribute to the cadre of ethical and highly skilled professionals in leadership roles in the PNG public sector.

Institute of Modern Languages

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

In 2017, IML had 2470 enrolments in 155 courses teaching 28 languages. This included 126 enrolments in customised language learning for individuals, small groups and organisations.

Language course development, delivery and assessment services were again provided for the Australian Defence Force in 15 languages.

IML also conducted more than 1200 translation and interpreting jobs for UQ units, staff and students, the community, companies, government departments, schools, and universities.

Cultural and community activities

Customs House

One of UQ's city bases, the heritage-listed riverside building—complete with on-site mushroom farm—continued to be in high demand as a venue for university, corporate and private events in 2017, with many UQ alumni taking advantage of the restaurant's alumni discount.

In all, Customs House welcomed more than 75,000 guests and held more than 800 functions in 2017, including two School of Music concerts in The Long Room.

The year also saw Customs House again win the state award for Function/Convention Centre Caterer and Caterer of the Year at the Savour Australia™ Restaurant & Catering HOSTPLUS Awards for Excellence.

School of Music

The UQ Symphony Orchestra and the UQ Chorale, joined by selected Brisbane secondary school choirs, performed two concerts at the Queensland Performing Arts Centre Concert Hall in 2017. The May concert



ICTE-UQ worked with UQ Business School Executive Education to deliver a customised Business English program for Chinese executives.



Customs House hosted more than 75,000 guests at more than 800 functions in 2017, one of which was the presentation of the Research Week awards in September.



UQ staff and students helped facilitate QMF workshops in Far North Queensland (Cape York Instrumental Program Band Camp) and in Brisbane (Journey Along the Silk Road); pictured here is Patrick Murphy with Trinity Bay SHS strings players.

The UQ Art Museum was not only an exhibition space in 2017, but also became a quiet study area for students.



saw UQ alumnus and triple Grammy Award winner Tim Munro—in Brisbane as the inaugural Paula and Tony Kinnane Scholar in Residence—direct a performance of John Luther Adams’s *songbirdsongs* and Gustav Mahler’s *Symphony No. 2 ‘Resurrection’*. The October concert commemorated the Golden Jubilee of the Alumni Friends of UQ, with UQ Ensemble-in-Residence, the Viney-Grinberg Piano Duo, performing alongside the UQ Symphony Orchestra.

The Paula and Tony Kinnane Bequest brought Tim Munro to UQ, where he presented a public lecture and other performances, masterclasses, workshops and lessons. As well, the bequest supported the UQ Pulse Chamber Orchestra’s travel to Cairns to work with 110 student and staff strings musicians from 15 schools across the Cairns region as part of the inaugural Trinity Bay SHS Strings Festival.

Other highlights for the School included:

- a visit by 20 staff and students from the UQ Symphony Orchestra to Xi’an, Shaanxi Province, China, to collaborate with the Xi’an Symphony Orchestra
- a collaboration with 4MBS Classic FM, presenting a monthly ‘Music from UQ’ program
- Cello Performance Fellow Patrick Murphy convening the ‘Twilight at the Red Box’ concert series at the State Library of Queensland as part of an ongoing partnership with the Queensland Music Festival
- the release of the UQ Chamber Singers CD
- continuing the concert series at Customs House, the UQ Art Museum, and the Nickson Room in the Zelman Cowen building
- introducing a new series, ‘UQ Music @ St John’s Cathedral’, featuring student performances.

UQ Art Museum

The UQ Art Museum enjoyed record attendance numbers during 2017, welcoming more than 60,000 visitors. Exhibitions during the year included:

- *Philanthropists and collections*, curator Samantha Littlely, works from UQ Art Collection
- *The dust never settles*, curator Michele Helmrich, works from UQ Art Collection
- *New alchemists*, curator Dr Alicia King, a Salamanca Arts Centre exhibition toured by Contemporary Art Tasmania
- *Still in my mind: Gurindji location, experience and visibility*, curator Brenda L Croft, a partnership between UQ Art Museum and UNSW Galleries and Karungkarni Art and Culture Aboriginal Corporation

- *Ecstasy: Baroque and beyond*, curator Dr Andrea Bubenik, a partnership between UQ Art Museum and the UQ Node, ARC Centre of Excellence for the History of Emotions (Europe 1100–1800)
- *National Self-Portrait Prize 2017: look at me looking at you*, curators Glenn Barkley and Holly Williams, UQ’s \$50,000 biennial prize entered by invitation.

The UQ Art Museum was grateful to be a recipient of a Terra Foundation grant to the value of US\$269,276. This grant enables the UQ Art Museum to host an exhibition in 2018 of the works of American artist Robert Rauschenberg.

During 2017 the UQ Art Museum continued its focus on education and public programs. Team members worked with academics and students from a variety of disciplines, and engaged with the public through a number of programs including the ‘We need to talk about ...’ series. The UQ Art Museum also diversified some of its space to become a quiet study area for students, while areas were also used for lectures and tutorials.

The University purchased 54 new artworks for The University of Queensland Art Collection, with 97 works acquired through donations. The Art Museum loaned 43 artworks to major public art institutions, including TarraWarra Museum of Art, Queensland Art Gallery | Gallery of Modern Art, Museum of Contemporary Art Australia, Casula Powerhouse Art Centre and the Heide Museum of Modern Art.

The University of Queensland Press (UQP)

In 2017, UQP published some of the best new Australian writing across fiction, non-fiction, poetry, academic, children’s and young adult fiction books, including the work of two UQ academics **Venero Armanno** (*Burning Down*) and **Sarah Winch** (*The Best Death*).

UQP books received recognition in the National Biography Award, the Miles Franklin Award and Children’s Book Council of Australia Awards, as well as 29 other shortlistings. Award highlights for UQP authors included:

- Tony Birch (*Common People*) receiving the prestigious Patrick White Literary Award
- Mark O’Flynn (*The Last Days of Ava Langdon*) receiving the Voss Literary Award and being shortlisted for the Miles Franklin Literary Award and Prime Minister’s Literary Award
- Claire Zorn (*One Would Think The Deep*) winning the CBCA Book of the Year for Older Readers
- Josephine Rowe (*A Loving, Faithful Animal*) and Julie Koh (*Portable Curiosities*) winning the *Sydney Morning Herald’s* Best Young Novelist Awards.

UQP titles were the focus of national media attention across broadcast, print and online channels, and were selected for review and discussion on the influential *Book Club* program on ABC Television.

UQP authors were invited to attend national and international literary festivals and conferences, while Rights staff attended London and Frankfurt Book Fairs to promote UQP books to an export market.

The year concluded with preparations for UQP's 70th anniversary in 2018.

Indigenous engagement

UQ is committed to ensuring the University is a safe, culturally embracing environment for Indigenous students, staff and the community, and actively works towards forging strategic, respectful partnerships with Indigenous communities. This was brought to the fore in 2017 with work commencing on the University's first Reconciliation Action Plan, due to be launched in mid-2018. Consultation with University executive, staff and students, and representatives from Aboriginal and Torres Strait Islander communities took place, enabling the working group to embrace as broad a range of perspectives as possible.

The partnership with the Institute for Urban Indigenous Health (IUIH), launched in 2016, led to the Deadly Choices Junior Murri Carnival being held for the first time on the St Lucia campus in July. A clear demonstration of the importance of partnerships, the large community event was managed by the IUIH in close collaboration with the UQ Poche Centre for Indigenous Health and was supported by the Brisbane Broncos and Queensland Firebirds. Four hundred and fifty-seven Aboriginal and Torres Strait Islander young people aged between six and 12, and their families and friends, were welcomed for the four-day program, linking health and wellbeing, sport and education. Participants enjoyed rugby league and netball games, a coaching clinic with the Brisbane Broncos development squad, and a three-hour tour of the UQ campus—including demonstrations from faculties and UQ students.

Student recruitment

The University continued to increase the numbers of Aboriginal and Torres Strait Islander students enrolling at and graduating from UQ, supported by the Aboriginal and Torres Strait Islander Studies (ATSIS) Unit, which engages in many initiatives to increase the proportion of Indigenous Australian students at UQ.

Several initiatives were undertaken:

- Six **InspireU camps** were held in 2017, with more than 100 Aboriginal and

Torres Strait Islander secondary students attending. Established in 2013 as part of a global education partnership between Rio Tinto and UQ, the InspireU camps expanded beyond engineering in 2015 to include law, business, health and science, followed by education this year. The week-long on-campus university experience gives students a practical insight into the disciplinary areas and the many opportunities available to them.

- In 2017, the ATSIS Unit collaborated with the School of Education to hold the first InspireU Education camp, which attracted 20 participants from a pool of 44 high-quality applicants.
- Organised in partnership with the UQ Poche Centre for Indigenous Health, the InspireU Health Science camp this year was attended by 22 secondary students and run in conjunction with a highly successful Junior Murri Carnival and the Poche Centre's national conference.
- UQ's outreach and engagement activities continued to expand to include a greater focus on building partnerships with Aboriginal and Torres Strait Islander communities in regional and remote areas. Locations of particular focus in 2017 were the Torres Strait, Central Queensland and the Wide Bay Region, North Queensland, Toowoomba and the Darling Downs. In partnership with the Department of Education and Training, a tertiary aspiration building camp for secondary school students at Darling Downs' Lake Perseverance was hosted in September.

Sponsorship

UQ once again sponsored and supported the off-campus Under-15 Competition for the Queensland Aboriginal and Islander Health Council's Arthur Beeton Foundation Senior Murri Rugby League Carnival, with a focus on health and education for the 400 players involved. UQ-hosted information sessions focused around UQ program offerings, financial and support opportunities for Indigenous students, and general application and admission processes.

Student engagement

Engaging with current students

During 2017, the University continued to support the Student Strategy's Goal 1: *game-changing graduates*, with highlights including:

- boosting the participation of UQ's Employability MOOC to more than 34,000 enrolments across 192 countries
- offering more than 400 volunteer positions to UQ students on campus, giving them the opportunity to develop leadership, presentation and networking skills



InspireU Law camp participants on the Supreme Court Library and Legal Heritage Centre tour.

Students enquiring about available volunteer positions at the Volunteer Expo in August.





Formerly the Queensland Agricultural College, UQ Gatton celebrated its 120th anniversary in 2017 with a 'Paddock-to-Plate' meal in July celebrating the finest quality produce from the local region. Celebrity chef Alastair McLeod provided a cooking demonstration for approximately 200 staff, alumni, local government and industry representatives; and more than 600 Gatton students joined in the food and music festivities in the Central Walkway.

- engaging with more than 4000 undergraduate students in the inaugural UQ Employability Award program designed to enhance their employability through extracurricular activities: 79 received the award upon graduation
- holding the annual UQ Careers Fair, which attracted around 5000 students and 95 exhibitors
- supporting around 1000 UQ students to broaden their world view by participating in a global experience such as student exchange, short-term programs or an extracurricular international program at one of 200 exchange partner universities
- supporting 674 students in the UQ Undergraduate Research Program, and hosting the annual UQ Undergraduate Research Conference.

Embracing the Student Strategy's goal of students as partners, focus group advice led to the adoption of a more comprehensive orientation for commencing students than in previous years, with many more social networking events being offered.

Influencing student choice for UQ

Queensland's regional areas were a major recruitment focus in 2017, with UQ staff attending 25 regional and interstate career expos, as well as delivering in-school and university experiences that aimed to demystify university life and break down perceived barriers to tertiary study. These included visits to UQ's archaeology dig site, the Gatton Dairy and Wildlife Centre, as well as discipline-based workshops including rehabilitation therapies, pathology, pharmacy and engineering.

With 24,327 visitors, UQ's Open Days at Gatton and St Lucia in August were well attended and provided an excellent opportunity for future students and their families to investigate post-school study options and pathways, learn about accommodation and support services, and experience campus life first-hand. In July, 1471 Year 11 and 12 students from 68 high schools attended the annual Careers that Shape the World event, exploring the variety of career possibilities arising from studying at UQ.

In November, 220 high-achieving Year 11 students participated in the 'live-in' UQ Young Scholars Program (YSP), developing their leadership skills. The program has proven to be a highly effective recruitment activity, with close to 80 per cent of Young Scholars applying for a place at UQ.

Interest in the University's Enhanced Studies Program (ESP) remained strong, with more than 360 Year 12 students studying a first-year university subject in 2017. Demand for *WRIT1999*—a one-week summer-intensive course aiming to boost the critical thinking

and writing skills of senior students attending selected schools in the Ipswich, Logan and north Brisbane regions—was particularly high.

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

Hosting future students, parents and key school contacts on-campus remained a focus. This year, several new—and well-attended—events were introduced to drive student choice for UQ, including running parent information evenings, inviting guidance officers from key interstate schools to the annual Guidance Officers Conference, and co-hosting joint Queensland Curriculum and Assessment Authority/QTAC information sessions to discuss the transition from OP to ATAR and the new external examinations.

UQ's new degrees were promoted to schools throughout Queensland, especially the Bachelor of Computer Science and the Bachelor of Advanced Business.

The Queensland Core Skills (QCS) Test booster program for teachers and students was again delivered in 2017 to help prepare senior students for success in the QCS Test. More than 400 Year 11 and 12 students and 80 teaching staff from 15 schools attended the sessions and feedback was very positive. Two new schools from Brisbane's eastern suburbs also participated this year.

UQ's academic community was heavily involved in the recruitment of future students to UQ, attending almost 70 school speech nights, delivering discipline-based activities on-campus, providing advice at Open Days and Tertiary Studies Expos, and visiting many schools throughout the state. This included the awarding of almost 120 'Create Change' prizes to the Year 12 school dux or other high achiever.

The UQ Young Achievers Program (YAP) continued to support the tertiary study and career aspirations of motivated secondary school students from low-income families, with almost 120 students being accepted into the two-year program in 2017. The 71st YAP participant graduated from UQ in December.

Scholarships

UQ's Academic Scholarship program attracted more than 1350 applications from high-achieving Queensland and interstate students, making it a highly competitive field. More than 150 Academic Scholarships were awarded to students commencing in 2017. A significant number of other scholarships, mostly discipline-specific, were also awarded to high-achieving continuing students.

The number of equity scholarships offered at UQ continued to grow during 2017. Almost 400 UQ Link scholarships, valued at \$3000 per annum for up to three years, were awarded to school leavers and gap-year students who had experienced educational disadvantage as a result of financial hardship.

More than 70 Young Achievers scholarships, valued at \$7000 per annum for up to four years, were awarded to YAP participants.

The University also introduced the Aspire Scholarships scheme in 2017, which helps remove some of the barriers to accessing and succeeding at university study for students from financially disadvantaged backgrounds by providing much-needed financial support during the transition to tertiary study. More than 30 of these scholarships were offered.

UQ College

UQ College in 2017 again delivered on its core mission of preparing students for university. By Semester 1 2018, more than 600 students will have moved to UQ from UQ College programs since they were first delivered in 2011.

UQ College is mindful of the rapid pace of change in higher education and its three-year strategy, known as Strategy 2020, aims to bring new products to the market in 2018. This strategy includes the development of online courses and programs to help the College better prepare students.

The College Awards of Excellence Evening in September saw the addition of two scholarships established for the top student from the Tertiary Preparation Program and the top graduate from the Associate Degree in Business from the previous three trimesters. These scholarships were created in honour of the first UQ College Board Chair, **Emeritus Professor Alan Rix**, who recently retired from UQ.

UQ Sport

UQ Sport welcomed more than 700,000 participants to its programs and activities across St Lucia and Gatton during 2017.

A new heated, wheelchair-accessible 25-metre pool opened in June, as part of a \$3.4 million redevelopment of the UQ Sport Aquatic Centre. The project included landscaping upgrades, as well as the installation of new heat pumps and a low-residual saltwater chlorination system.

Team UQ finished fourth overall at the Australian University Games on the Gold Coast, with almost 400 students combining to win more than 70 medals, and 11 students represented Australia at the Summer

Universiade in Taipei, with three achieving top-five placings.

The UQ Sport Academy's Elite Athlete program supported more than 200 students, including a record 56 Sporting Scholarship recipients. Additionally, eight students received a UQ Blue—the University's highest sporting honour—with a further 21 bestowed a Half Blue.

UQ Sport introduced 'Fun & Games', a free, weekly students-only sports program, and 160 students participated in a SSAF-funded, 10-week Adult Learn-to-Swim program.

And for the second-consecutive year, UQ Sport was recognised as a 'Top-performing Company' for 'Work-Life Balance' in the 2017 HRD Employer of Choice report.

Master Plan

Work continued on the new St Lucia Campus Master Plan during 2017, with further refinements in response to feedback received during a formal public consultation period and ongoing engagement with community and government stakeholders. The Master Plan was finalised towards the end of the year and approved by the University Senate in December.

Work commenced on a new Site Development Plan (SDP) for the St Lucia campus. This is a requirement of the Infrastructure Designation for the campus, a requirement under the *Planning Act 2016*. A draft document will be released for public consultation in the first quarter of 2018 and the SDP will be finalised by mid-2018.

A 10-year Development Plan was completed for the Gatton campus. This plan sets out a strategy to realise the University's ambition for the Gatton campus to become Australia's premier plant, animal, veterinary science teaching and research campus and a world-class location for subtropical and tropical agricultural, plant and animal sciences.



UQ won the inaugural Aon Uni 7s Series, taking victory in all four tournaments and every match of the competition (photo credit: ARU Media/Sportography).

MANAGEMENT AND RESOURCES

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

University staff

Recruitment and selection

UQ externally advertised 829 professional and 391 academic staff positions in 2017. The primary medium for recruitment was the *UQ Jobs* e-recruitment website, with several externally hosted recruitment websites also used extensively, particularly SEEK, UniJobs and Global Academy Jobs. From 31 March 2016 to 31 March 2017, the University's

continuing and fixed-term workforce decreased by 1.4 per cent to 6607.2 FTE, with a continuing retention rate of 93.9 per cent and a continuing separation rate of 6.1 per cent.

The Aboriginal and Torres Strait Islander Employment Strategy continued to be widely promoted by Human Resources. In 2017, 12 trainees were recruited into the Indigenous Traineeship Program. Of these, nine have been retained post-traineeship.

The table below shows University staff numbers as at 31 March 2017.

University staffing FTE by function as at 31 March 2017^{1,5}

		2015		2016		2017	
		FTE	% of all FTE	FTE	% of all FTE	FTE	% of all FTE
Continuing and fixed-term staffing							
Academic	Teaching and research	1206.6	15.5%	1145.0	14.9%	1133.7	14.9%
	Research focused	1452.2	18.7%	1460.1	19.0%	1455.3	19.2%
	Teaching focused	149.3	1.9%	138.6	1.8%	150.1	2.0%
	Other	26.3	0.3%	28.1	0.4%	27.3	0.4%
	ACADEMIC FTE	2834.4	36.4%	2771.7	36.0%	2766.4	36.4%
Professional	Research support	547.1	7.0%	490.4	6.4%	486.3	6.4%
	Other	3409.5	43.8%	3440.9	44.7%	3354.4	44.2%
	PROFESSIONAL FTE	3956.6	50.8%	3931.3	51.1%	3840.8	50.6%
CONTINUING AND FIXED-TERM FTE²		6791.0		6703.0		6607.2	
Casual staffing							
		FTE	% of all FTE	FTE	% of all FTE	FTE	% of all FTE
Academic		437.9	5.6%	446.1	5.8%	446.1	5.9%
Professional		552.2	7.1%	543.9	7.1%	543.9	7.2%
CASUAL FTE		990.1		990.0		990.0	
Total university staffing							
		FTE	% of all FTE	FTE	% of all FTE	FTE	% of all FTE
Academic		3272.2	42.1%	3217.8	41.8%	3212.5	42.3%
Professional		4508.8	57.9%	4475.2	58.2%	4384.7	57.7%
ALL FTE (CONTINUING, FIXED-TERM, CASUAL)		7781.1		7693.0		7597.1	
Unpaid appointments		2015 Headcount		2016 Headcount		2017 Headcount	
Honorary/Adjunct appointments		2061		2211		2387	
Academic titles		3269		3653		3826	
Conjoint appointments ⁴		136		139		147	
ALL UNPAID APPOINTMENTS		5466		6003		6360	

¹ The staffing function shown here aligns with the reporting requirements of data for the Department of Education.

² FTE represents full-time equivalent throughout table. University staffing as headcount (excluding casuals) as at 31 March 2017 is 7176. Total payment summaries produced in 2017 is 17,834.

³ The projected Casual FTE for 2017 is the 2016 actual figure as per Department of Education estimate. Actual Casual FTE for 2017 will be available 30 June 2018.

⁴ Conjoint appointments are clinical academics jointly appointed by the University and an external health partner, with only one of the partners having an employment relationship with the appointee. While recorded as unpaid appointments in University systems, UQ contributes towards the cost of the appointment in cases where the external health partner is the employer.

⁵ There may be slight changes in historical data due to improvements made in UQ's reporting systems.

Remuneration and benefits

In the 2016/17 financial year, 17,834 ATO PAYG payment summaries were issued.

Salary packaging options were expanded in July to include the TransLink Bus Travel Benefit card, which provides staff with a sustainable way to travel to and from work and home.

Academic promotions

During the year, 148 academic staff members were promoted, comprising 38 promotions to Level B, 46 to Level C, 43 to Level D and 21 to Level E. UQ also appointed 110 new honorary and adjunct professors.

Organisational and leadership development

In conjunction with HR Policy and Strategy, a major review of Professional Staff Performance Appraisal was undertaken, with the intent of streamlining this process and implementing a stronger future focus. New policies, procedures and supporting resources were piloted in preparation for full implementation in 2018.

A Professional Services Capability Framework was also developed in order to articulate the behaviours and attributes that underpin the new operating models in UQ's professional divisions. The framework will be piloted in 2018, with application in recruitment and selection, performance conversations and career development.

Enhancing leadership and career development continued to be a significant focus, providing significantly improved outcomes, particularly for female academic staff who have engaged with these programs. Of the 20 participants in the 2016 *Career Progression for Women* program, five applied for promotion to Associate Professor in 2017 and all five were successful. Additional support was also provided to a range of organisational change processes occurring across the University.

Overall, the staff development program provided 742 courses to 8194 University staff and affiliates in 2017.

Staff engagement

UQ Awards for Excellence

In 2017, 86 staff members were nominated across five categories in the third UQ Awards for Excellence. Acknowledging and celebrating the achievements and behaviours of staff across all levels of the University, regardless of position, the Awards reflect and support the UQ values.

Staff support

In-house staff support and rehabilitation services continued to be provided to staff members who have, or are at risk of having, mental health issues. The Staff Support and Rehabilitation Adviser (SSRA) assisted more than 100 University employees in 2017, encompassing rehabilitation and return-to-work activities, short-term assistance in responding to work and personal issues, and in crisis management. Some assistance was provided in managing the rehabilitation and return to work of staff with non-mental health injury or illness (not covered by a work injury management claim).

The Employee Assistance Program (EAP) counselling services (provided by Davidson Trahaire Corpsych (DTC)) continued to be well accessed. The main presenting issues were mental health and partner relationships, and were mainly for personal rather than work-related reasons.

The University's accredited Mental Health First Aid (MHFA) program continued in 2017, with courses being run at St Lucia and Gatton. To date, more than 500 University staff have participated in the two-day training and are accredited to recognise and support mental health issues in their immediate workplaces.

A mental health awareness campaign was again held in October during national Mental Health Week, with sessions well attended by both staff and students. R U OK? Day events were organised in local areas by local HR and OHS staff.

Equity, diversity and inclusion

In recognition of the University's commitment to an inclusive workplace for sexuality and gender diversity, UQ was again conferred the Australian Workplace Equality Index Bronze Award, placing us in the top seven universities nation-wide.

UQ continued its participation in the Science in Australia Gender Equity (SAGE), a national program promoting gender equity and gender diversity in science, technology, engineering, mathematics and medicine (STEMM). The Self-Assessment Team (SAT) began reflecting on UQ's practices, policies and processes to develop an action plan and to apply for a bronze award in the SAGE Pilot of Athena SWAN (Scientific Women's Academic Network) Institutional Awards.

In addition to the *Career Advancement for Academic Women* and *Career Advancement for Senior Women* programs, the University continued to support the Promoting Women Fellowships. Evaluations demonstrate that this program enables recipients to successfully apply for promotion faster than non-recipients.

UQ was once again named compliant with the *Workplace Gender Equality Act 2012* after submitting the 2016/17 report.

Following the launch of UQ's *Aboriginal and Torres Strait Islander Employment Strategy 2016–2017* last year, the University continued to provide more opportunities for Aboriginal and Torres Strait Islander peoples and to make UQ a safe, culturally embracing environment. The Indigenous-specific temporary employment service, also launched in 2016, continued to provide opportunities for employing Indigenous Australian people at all levels across the institution.

Early indications suggest excellent progress in the second year of the *UQ Disability Action Plan 2016–2018* with achievements including the establishment of a Staff and Student Disability Consultative Group; development and delivery of the *Supporting Students with Disability* workshop for staff; review of recruitment, selection and onboarding processes for disability inclusion; enhanced web accessibility; and an audit on rooms with hearing assistive technologies.

Workplace relations

Representation and advocacy were provided during 2017 on a range of matters, with the University continuing to experience individual litigation before Fair Work Australia and the Federal Court for alleged breaches of the General Protections provisions of the *Fair Work Act 2009*. Employee Relations staff continued to provide workplace relations advice and internal consultancy services on employment issues.

Employee Relations coordinated targeted workplace relations training through its employer association for human resources staff. Training for senior staff on issues associated with dealing with difficult workplace behaviour was also conducted.

Workforce strategy and change

In 2017, the University implemented changes to service delivery, and standardisation of roles and reporting lines within the Human Resources and Finance and Business Services sections—with the transformation of these services occurring under the umbrella of the Enhancing Systems and Services program.

Other change processes Human Resources undertook in 2017 included:

- **School of Veterinary Science, Animal Genetics Laboratory (AGL):** UQ and Neogen reached an agreement to divest the AGL business to Neogen
- **faculty workshop, Faculty of Engineering and Information Technology:** this restructure will allow for better management of resources into the future, emphasising how the workshop contributes to faculty goals and has

clear direction and focus on UQ's three strategic pillars of Learning, Discovery and Engagement

- **restructure of the professional services, Rural Clinical School, Faculty of Medicine:** the new structure is fit for purpose in the rural context and will alleviate some of the previous issues, particularly around communication and line of sight to broader faculty initiatives
- **restructure of Legal Services (General):** the new structure effectively responds to and supports the strategic and operational demands of UQ in a constantly changing landscape. The general legal team will have the requisite depth and breadth of skills and experience, as well as a strong, collaborative team culture with strong client focus. The new organisational structure has been designed to reflect this, as well as embody the vision and key objectives for Legal Services.

Enhancing Systems and Services (ESS)

To ensure that UQ's professional support services are as responsive and effective as possible—especially in a time of increased competition and reduced government funding—the University embarked on a project, Enhancing Services and Systems (ESS), to simplify, streamline, standardise and—when justified—automate administrative processes. More consistent 'One UQ' service delivery will be achieved in future, with improvements in previously under-served areas, and material efficiency savings that will enable additional funds to be reinvested in the academic endeavour.

2017 saw projects finalised in human resource management and finance processing as part of the Business Services review. Structural and service changes were also implemented in the Facilities Management, Legal, Occupational Health and Safety, and Information Technology Services divisions during the year.

Information Technology

In February 2017 the newly appointed Chief Information Officer (CIO) completed Phase 1 of a restructure of the Information Technology Division, which realigned resources and brought in the skills required for the establishment of contemporary information technology practices. The restructure also resulted in a significant reduction in the ongoing operational cost of information technology delivery at the University. The CIO subsequently published the *Information Technology Governance Framework* and *Information Technology Roadmap* that align the information technology function with the University's Strategy, and established key IT programs that support the University's priorities in research, teaching and learning.

Occupational health and safety

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

- facilitating, supporting and engaging UQ's OHS governance and consultative framework and broad OHS community
- launching the *UQ Health, Safety and Wellness Strategy 2017–2021*, establishing its priorities as risk management, systems and compliance, culture and capabilities, innovation, and enhancing wellbeing
- implementing a new corporate database *UQSafe-Risk* to assist workers in developing and maintaining risk assessments for work conducted at UQ
- coordinating UQ's Institutional Biosafety Committee, which oversees UQ's commitment to protect the health and safety of people and the environment, by managing risks posed by work involving genetically modified organisms, imported biosecurity material and potentially hazardous biological material, and ensuring compliance with relevant legislative requirements
- completing biological safety inspections for 200 certified containment facilities and 90 Department of Agriculture and Water Resource Approved Arrangement facilities, certification of six new facilities, and assessing 103 research proposals for work involving gene technology and potentially hazardous biological material
- conducting the OHS management systems audits for 14 organisational areas and fieldwork and student placement audits for seven organisational areas
- monitoring and facilitating completion of audit corrective actions
- implementing the final phase of the radiation safety system restructure that has streamlined regulatory licensing and approval requirements and continued to assure effective radiation safety risk management
- overseeing radiation safety practices across all UQ radiation facilities
- delivering staff development OHS courses to 11,000 staff, including nearly 1100 face-to-face training sessions and more than 10,000 online course completions

- managing interactions with a range of OHS-related regulators
- managing the staff influenza vaccination program for 4445 staff
- monitoring 146 staff in the Health Surveillance Program for workplace allergens and hazardous biological and chemical exposure, and 242 staff in the Hearing Conservation Program.

UQ Wellness, the UQ staff wellness program, continued to promote and support staff health and wellbeing using an evidence-informed approach across the four key areas of lifestyle factors, psychological health, physical health and organisational engagement. As part of this program, in 2017, 1128 staff participated in the *Bupa Modifiable Health Risk Clinics* program that offered heart health, back and posture, and skin check services.

In addition to the health clinics, a range of other health and wellbeing opportunities were provided to 765 staff, including online health assessments, cycling safety seminars and cycle set-up workshops, seminars on high-performing teams, walking groups, and mind-body health programs such as meditation, pilates and yoga.

The UQ Fitness Passport program, providing staff and their families with access to a wide variety of fitness facilities at a discounted membership rate, continued to grow, with more than 1060 membership cards currently in distribution.

To coincide with national Safe Work Month, 20 OHS and UQ Wellness events were held in October, providing a collective focus for the UQ community.

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

Lost-time injury statistics (one or more working days lost, staff only)					
	2013	2014	2015	2016	2017
Number of workers' compensation claims ¹	183	158	216	157	109
Number of lost-time injuries ²	27	19 ³	18	12	10
Total employees ⁴	17,410	17,581	18,146	18,173	17,834
FTE employees ⁵	7816	7795	7816	7693	7597
Incidence rate (per 100 employees)	0.34	0.24 ³	0.23	0.16	0.13
Frequency rate (per million hours worked)	1.8	1.2 ³	1.2	0.8	0.7
Average cost per claim (\$) ^{6,7}	6301	3904	2565	4310	6287
Lost-time days	443	236 ³	142	120	99
Average time-lost rate (days/injury)	16	12 ³	8	10	10
Premium % of payroll	0.25	0.25	0.25	0.25	0.25

¹ Number of claims lodged. In 2017, 98 claims were accepted.

² Where there has been an absence from work for one day or more.

³ From 2014, journey claims are excluded from this measure.

⁴ Total number of payment summaries.

⁵ Source: *2017 Summary workforce profile All UQ*. FTE employees including all continuing and fixed-term staff as at 31 March 2016, plus projected casual staff for the year.

⁶ All claims.

⁷ Source: *Workers' compensation regulator SI report, Dec 2016*.

Workers' compensation self-insurance

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

UQ's self-insurance licence was renewed in 2015 for the maximum period of four years following the successful fulfilment of the workers' compensation regulator's stringent criteria. The current licence expires on 31 March 2019.

The University accepted 98 statutory claims and received one damages claim in 2017. This is a significant improvement on our experience in previous years as UQ incurred the lowest number of claims in 2017 since the commencement of self-insurance in 2001. Claims involved a range of injuries including orthopaedic, neurological and psychological. The average time to evaluate and admit a claim was 2.3 days in 2017, compared to the Scheme average of 6.3 days.

UQ continued to maintain a high level of customer service to injured workers, with emphasis on early intervention, efficient claims and medical management, combined with an effective rehabilitation program to return injured workers to full employment. In 2017, 100 per cent of workers who lodged a claim were successfully returned to work, with the claim resolved. No court appeals were made against any decision the Work Injury Management team made in 2017.



Lambs help keep the grass down around UQ Gatton's solar array panel installation, saving on the fuel and labour costs that would be required for industrial mowers.

Environmental performance

The University continued to embed sustainability across its campuses and sites and across all areas of Learning, Discovery and Engagement throughout 2017. Environmental performance is managed by the University's Energy and Sustainability Office, which is part of the Property and Facilities Division.

Energy management

UQ's commitment to reducing energy usage continued through 2017. Energy usage across UQ's major electricity accounts decreased by 3.5 per cent between 2016 and 2017. Energy usage across these sites is now 12.7 per cent below its peak in 2014. This equates to almost \$3 million of annual cost savings, and a reduction of 17,000 tonnes of carbon dioxide equivalent. These reductions have been driven by a focus on energy management initiatives within the estate including:

- recommissioning and optimising air conditioning controls within buildings
- retrofitting and optimising mechanical plant such as pumps and fans
- continued roll-out of lighting retrofits, with more than 7500 lights changing to LED technology during 2017
- the rationalisation and replacement of chiller plant pump technology
- participation in innovative 'demand response' programs to reduce load during critical times.

The continued growth of UQ's solar portfolio has also contributed to this reduction. In 2017, a further 1227 solar photovoltaic (PV) panels were installed across three buildings, totalling 410 kilowatts of capacity. UQ's total solar capacity now stands at 6.33 megawatts, and is continuing to grow. In 2017, this resulted in more than 9.5 million kilowatt-hours (kWh) of clean energy being generated. This is equivalent to the energy used by around 1700 average Queensland homes, and an emissions saving equivalent to taking 3365 cars off the road.

Work commenced in late 2017 on an initiative to install a solar power plus battery storage energy system to power the Heron Island Research Station. When completed by the end of 2018, this system is expected to provide well over 85 per cent of the site's energy needs and save over 130,000 litres of diesel fuel every year.

Carbon emissions

UQ submitted its ninth report under the *National Greenhouse and Energy Reporting Act 2007* (Cwlth), which detailed energy production, energy consumption and carbon dioxide emissions over the 2016-17 financial year. During this period, UQ consumed 558,604 gigajoules (GJ) of energy, with 36,496 GJ (6.5 per cent) of this being sourced from UQ's solar arrays. Greenhouse gas emissions totalled 110,133 tonnes of carbon dioxide equivalent. This represents a reduction of 6.7 per cent from 2015-16, and over 20 per cent since 2010-11.

UQ's largest source of carbon emissions continues to be from electricity consumption, which represented 98 per cent of the total carbon footprint.

Environmental compliance

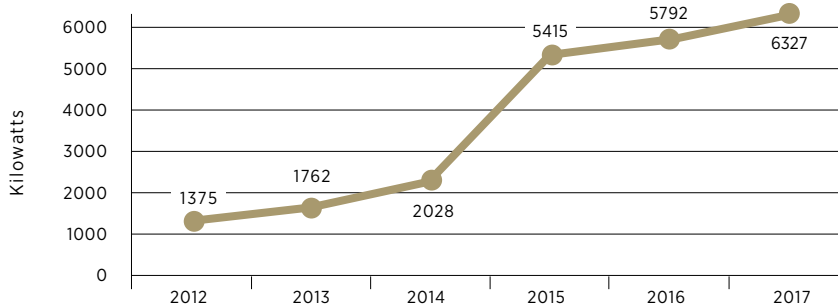
An environmental incident regarding a failure of the sewage rising main at the Gatton campus was closed by the Department of Environment and Heritage Protection in early 2017. No new environmental incidents required notification to the relevant authority in 2017. A project was completed to remove contaminated material and remediate an area of the Indooroopilly Mine site. Monitoring wells were also installed at the Gatton campus in order to improve testing associated with the operation of the Sewage Treatment Plan.

Water management

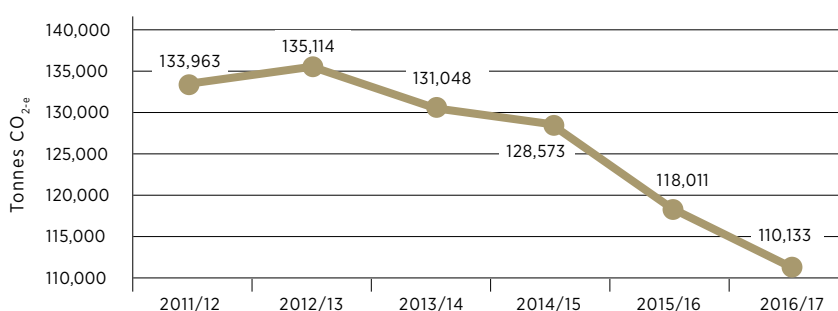
UQ continues to monitor and report water consumption, as well as to implement water conservation measures, with a focus on reducing reliance on mains water. The use of stormwater, rainwater and recycled water was just one strategy adopted.

A major project was completed in mid-2017 to upgrade the furnace cooling system

UQ Photovoltaic Generation Capacity 2012-2017



UQ greenhouse gas emissions 2011-2017



located in the Frank White building at the St Lucia campus. This initiative is on track to save around 60 million litres of potable water per annum. New rainwater tanks totalling 92,000 litres of capacity were installed for use in bathrooms and laundries at the Gatton Halls of Residence.

Finally, a range of additional water efficiency measures also saved around 17 million litres of potable water compared to 'business as usual'.

Waste minimisation

UQ's waste management program continued to target the diverse range of waste streams generated by the University's operations. New educational signage was developed and trialled, with rollout commencing in late 2017. Several new recycling streams were also introduced, including soft plastics and polystyrene. The *Warpit* furniture recycling platform continued to grow, with over 620 items having now been recycled since its launch. The platform has also now been expanded to partner with several charity organisations.

Biodiversity

The planting of around 5000 native seedlings at the St Lucia campus commenced as part of environmental offset requirements associated with the Student Residences Project. The diversity of the St Lucia Bush Tucker Garden continues to expand, with an event held in partnership with the Aboriginal and Torres Strait Islander Studies Unit during Sustainability Week 2017 that showcased the many uses of the species found in the garden.

Other initiatives

Other environmental performance initiatives in 2017 included:

- providing more than 62,000 kilometres of charge to electric vehicles during the year, with over 90,000 kilometres of range provided to drivers since the installation of UQ's six public charging stations
- completing a year of operation for UQ's first fully electric fleet vehicle, with over 14,000 kilometres travelled avoiding around 1500 litres of fuel and 2.6 tonnes of greenhouse gas emissions
- commencing work on the design of a community garden for the St Lucia campus
- installing three new water bottle refill stations across the St Lucia campus, taking the total to 51 locations
- hosting the fifth annual UQ Sustainability Week with record involvement from the student community and external partners across 40 events including workshops, seminars, film screenings and tours
- continuing the *Green Office*, *Green Labs* and *Living Laboratories* programs.



Top: volunteers helping out at Clean Up Australia Day; left: the Sustainability stall at Market Day; below left: lighting retrofit in the Pharmacy Australia Centre of Excellence (PACE); bottom: solar panels at PACE, Woolloongabba.





Drawings from Wilson Architects + Partners Hill depicting the proposed 1300-bed residence (SRP) that will help grow Queensland's share of Australia's \$19 billion education and training export market and allow more students from regional and remote areas to attend university.

Infrastructure

To support the achievement of its strategic goals in Learning, Discovery and Engagement, UQ continued to develop and enhance its world-class facilities in 2017.

Key infrastructure projects delivered in 2017 included:

- completing the TC Beirne Law School's refurbishment of levels 2, 3 and 4 of the Forgan Smith building (\$33.9 million)
- delivering the Sir William McGregor and Skerman refurbishment projects (\$13.668 million)
- completing a new 154-place childcare centre on the St Lucia campus (\$8.1 million)
- refurbishing 293 Queen Street for the Faculty of Business, Economics and Law (\$7.2 million)
- extending and refurbishing the JK Murray Library at UQ Gatton (\$6.9 million)
- delivering the Upland Road clinics through the conversion of 10 houses (\$6.3 million)
- constructing a new healthy ageing clinic at Toowong (\$4.4 million)
- adding a new 25-metre swimming pool for the Aquatic Centre (\$2.8 million)
- repairing the Otto Hirschfeld facade (\$2.6 million)
- refurbishing the Hawken building level 2 BR&T-Australia Technology Centre (\$2.6 million)
- refurbishing earth sciences teaching laboratories on level 2, Steele building (\$2.28 million)
- refurbishing building 69, level 4 for a medical student fitout (\$1.6 million)
- constructing a mock nursing hospital ward, Therapies building (\$1.18 million)
- refurbishing Hawken building's 201 teaching room (\$0.726 million).



UQ's capital development program for 2018 will continue to support its strategic priorities. Major (approved) capital projects that will progress in 2018 are outlined as follows:

St Lucia campus

UQ Sports Ovals 2 and 3 amenities upgrade

A complete upgrade of the existing Oval 2 and 3 infrastructure to replace the aged telephone pole lighting, renovate the playing surfaces and develop a joint amenities facility between the two ovals (budget \$3.5 million).

Duhig Complex Library refurbishment

Refurbishment of a number of floors to form multifunctional student spaces for 24/7 access to students (budget \$5.6 million).

Sustainable Futures building

Proposal for a new building for the School of Chemical Engineering that will also provide teaching and research spaces.

Priestley and Physics annexe refurbishment

Complete refurbishment of Priestley levels 3-7, building 69 levels 3, 7 and 8, and level 5 of the Physics annexe for the School of Mathematics and Physics (budget \$14.89 million).

Centre for Microscopy and Microanalysis

Refurbishment of Levels 1, 2 and 5 of the Hawken building to cater for new microscopy equipment (budget \$4.35 million).

Student Residences Project (SRP)

The SRP is designed to deliver a living and learning environment for approximately 1300 students. Research has shown that on-campus living will be a key influence in supporting the University's strategic objectives around student engagement and retention, alumni and donor engagement, development of graduate attributes such as intercultural competencies and team work, and student recruitment. This project is planned to commence construction in 2018.

Heron Island

Seawater pipeline and solar/battery project

This project will facilitate the construction of a new seawater intake line and install a solar and battery system as an energy conservation measure (budget \$6.05 million).

The Heron Island Research Station on the Great Barrier Reef is one of UQ's teaching and research facilities.



Gatton campus

Gatton Teaching and Research Pig Unit

Construction of a new teaching and research piggery will commence in 2018. This will involve a completely new compliant complex for teaching and research (budget \$12 million).

Gatton Infrastructure upgrade

This project comprises an upgrade of the electrical connection to the campus and the installation of a central chilled-water precinct as an energy conservation measure. Total budget for the project is \$20 million and is scheduled for completion in 2019.

Library

In 2017, the Library developed a 'future directions' paper to initiate consultation ahead of developing a five-year Strategic Plan.

In building collections, the Library pursued an electronic-preferred policy, and acquired print formats when suitable. Added to special collections were architectural archives (Robin Gibson, AO and Robert Riddel), drafts of works by David Malouf, and rare books from the 16th to 19th centuries.

Displays and online exhibitions using digitised works from the collection celebrated the late Professor Dorothy Hill and anniversaries of the Father Edward Leo Hayes bequest (50th), Fryer Library (90th), and Alumni Friends of The University of Queensland Inc (50th). Higher Degree by Research theses, rare books supporting teaching and learning, audiovisual material, 19th and early 20th century correspondence

books, and photographs from the Daphne Mayo collection were also digitised.

The Library began creating a highly focused physical collection supporting current teaching, learning, and research, and moving lower-use items to its warehouse. On the website, the launch of proactive chat provided help at point of need. The Library joined a consortium of North American and Asian research libraries to provide 24-hour turnaround of journal articles.

Student occupancy remained high. At St Lucia, the entrance/outdoor area of Duhig North was improved and work began to redevelop levels 1 and 2. The refurbished Walter Harrison Law Library was opened with 24/7 access to the space and collection. At Gatton, the JK Murray Library was refurbished and extended. Engagement with secondary schools continued. Speakers from secondary and higher education and business addressed 'digital disruption' at the Cyberschool seminar.

The Library developed and improved UQ eSpace, which was ranked second in Oceania and 19th in the world's top institutional repositories in the Ranking Web of Repositories. The number of datasets and amount of open-access content in the repository grew.

The Library provided support for researchers in publishing, managing research data and metrics; and created 42 collaboration publication reports. It worked with the Office of the Deputy Vice-Chancellor (Research) to build the UQ Research Data Manager system and partnered with Publons to provide

recognition and visibility for academics' peer review and editorial activities, supporting online peer review training modules for early career researchers through the Publons Academy. It collaborated with Queensland University of Technology and Griffith University to run a seminar on Open Educational Resources.

Fellowships and awards included the Fryer Fellowship, Creative Writing Fellowship, Library Excellence Award for undergraduate students, Rae and George Hammer Memorial Visiting Research Fellowship, and the Taylor & Francis Group Library Excellence Award in Research. Alumni Friends provided two student prizes and donated \$50,000 towards creating a Fryer Library Collection Teaching Space to allow students, researchers and the community to experience original and rare cultural collections.

Friends of the Library events included an *Event to remember* function for author and painter Helen Haenke; a presentation by 2016 Fryer Fellow Dr Roger Osborne; a panel discussion about legal, educational and artistic responses to the plight of refugees and the role of libraries and archives in preserving their narratives; an event to celebrate the late Professor Dorothy Hill; a conversation with Min Jin Lee in conjunction with the Brisbane Writers Festival; an event to celebrate the Alumni Friends' Golden Jubilee; and the 2017 Fryer Lecture in Australian Literature.

Above: Address by University Librarian Bob Gerrity at the Marking the Rolls – Preserving Queensland's Architectural Heritage event in April.

GLOSSARY

3MT* Three Minute Thesis

AAH Australian Academy of the Humanities

AAHMS Australian Academy of Health and Medical Sciences

AAS Australian Academy of Science

AAUT Australian Awards for University Teaching

ACU Australian Catholic University

AIBN Australian Institute for Bioengineering and Nanotechnology

AQF Australian Quality Framework

ARC Australian Research Council

ARWU Academic Ranking of World Universities

ASSA Academy of the Social Sciences in Australia

ATAR Australian Tertiary Admissions Rank—a number between 0.00 and 99.95 that indicates a student's position relative to all students who started high school with them in Year 7

ATO Australian Taxation Office

ATSE Australian Academy of Technological Sciences and Engineering

ATSIS Unit Aboriginal and Torres Strait Islander Studies Unit

CEO Chief Executive Officer

CFO Chief Financial Officer

CLIL Content and Language Integrated Learning

CPI Consumer Price Index

CQU Central Queensland University

CRC Cooperative Research Centre—bodies funded competitively by the federal government and involving university, industry and other research groups

Cwth Commonwealth

DECRA Discovery Early Career Researcher Awards

DFAT Department of Foreign Affairs and Trade

E&I Entrepreneurship and Innovation

edX—an online learning destination and MOOC provider, offering high-quality courses from the world's best universities and institutions to learners everywhere

EDRMS Electronic Document and Records Management System

EFTSL equivalent full-time student load

EQUS Centre of Excellence for Engineered Quantum Systems

ERA Excellence in Research for Australia

ESP Enhanced Studies Program—a UQ program for Year 12 students to complete a university course while still at secondary school

ESS Enhancing Systems and Services project

FEE-HELP—a federal government loan scheme that assists eligible fee-paying students to pay all or part of their tuition fees

FTE Full-time equivalent

Go8 Group of Eight—a coalition of leading Australian universities intensive in research and comprehensive in general and professional education

GOS Graduate Outcomes Survey

GU Griffith University

HDR Higher Degree by Research—generally either a PhD or MPhil

HECS-HELP—a federal government student loan and student discount scheme

HEPPP Higher Education Participation and Partnerships Program

ICT Information and Communication Technology

ICTE-UQ Institute of Continuing and TESOL Education

IELTS International English Language Testing System

IML Institute of Modern Languages

IPO Initial Public Offering

JCU James Cook University

KPI Key Performance Indicator

MHFA Mental Health First Aid

MOOC Massive Open Online Course

MRI-UQ Mater Research Institute-UQ

NHMRC National Health and Medical Research Council

OHS Occupational health and safety

OP Overall position—a state-wide order of ranking students from 1–25 (1 highest) based on achievement in Year 12 subjects

PAYG Pay as you go

PPL Policies and Procedures Library (UQ)

QAAFI Queensland Alliance for Agriculture and Food Innovation

QCS Queensland Core Skills (Test)—a generic skills test for Year 12 students to help determine OP results

QILT Quality Indicators for Learning and Teaching

QR code Quick Response code—a machine-readable optical label containing information about the item it is attached to

QS Quacquarelli Symonds World University Rankings

QTAC Queensland Tertiary Admissions Centre

QUT Queensland University of Technology

R&D Research and Development

RAS Risk Appetite Statement

RTP Research Training Program

SAGE Science in Australia Gender Equity

SECaT Student Evaluation of Course and Teaching (survey)

SETutor Student Evaluation of Tutor survey

SMI ICE Chile Sustainable Minerals Institute International Centre of Excellence in Chile

SRI Socially Responsible Initiative

SRP Student Residences Project

SSAF Student Services Amenities Fee

STEM/STEMM Science, Technology, Engineering and Mathematics/and Medicine

T&L Teaching and Learning

TEQSA *Tertiary Education Quality and Standards Agency Act 2011*

TESOL Teaching English as a second language

The Act *University of Queensland Act 1998*

Universitas 21 (U21)—an international alliance of research-intensive universities

UQ The University of Queensland

UQ CI Confucius Institute at UQ

UQP The University of Queensland Press

UQx—UQ's participation in edX, developing MOOCs, researching online learning, and collaborating with partner institutes

USC University of the Sunshine Coast

USQ University of Southern Queensland

X Gender unspecified, indeterminant, intersex

YAP Young Achievers Program—a program that supports the tertiary study and career aspirations of motivated secondary school students from low-income families

YSP Young Scholars Program—a 'live-in' academic experience for high-achieving Year 11 students

Qualifications/Honorifics

AC Companion of the Order of Australia, **AdvMgmtProg** Advanced Management Program, **AM** Member of the Order of Australia, **AO** Officer of the Order of Australia, **BA** Bachelor of Arts, **BBusAcc** Bachelor of Business (Accountancy), **BCom** Bachelor of Commerce, **BE** Bachelor of Engineering, **BEEd** Bachelor of Education, **BHMS** Bachelor of Human Movement Studies, **BJuris (Hons)** Bachelor of Jurisprudence (Honours), **BS (Comms)** Bachelor of Science (Communications), **BSc** Bachelor of Science, **DLitt** Doctor of Letters, **DSocSci** Doctor of Social Science, **DUniv (Honoris Causa)** Doctor of the University (honorary degree), **EdD** Doctor of Education, **Grad Dip** Graduate Diploma, **Grad Dip Ed** Graduate Diploma of Education, **H** Honorary, **Hons** Honours, **LLB** Bachelor of Laws, **MA** Master of Arts, **MBA** Master of Business Administration, **MBBS** Bachelor of Medicine / Bachelor of Surgery, **MCom** Master of Commerce, **MComm** Master of Communications, **MEd** Master of Education, **MEdSt** Master of Education Studies, **MLA** Member of Legislative Assembly, **MLitt** Master of Letters, **MPhil** Master of Philosophy, **MSc** Master of Science, **OAM** Medal of the Order of Australia, **PhD** Doctor of Philosophy

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LEARNING AND DISCOVERY SITES



As at 31 December 2017

Campuses

- 1 St Lucia campus
- 2 Gatton campus
- 3 Herston campus

Other locations

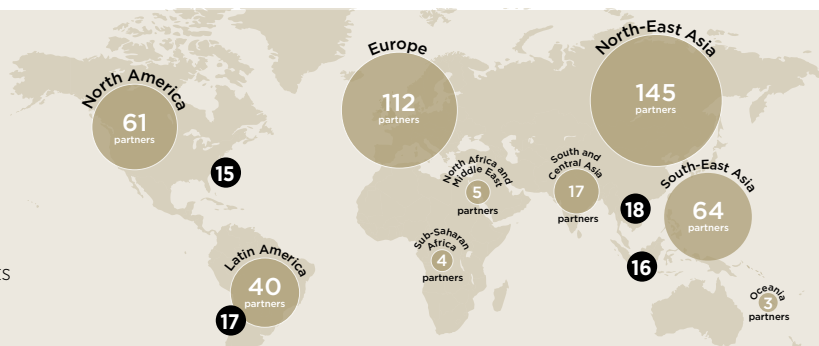
- 4 Pinjarra Hills
- 5 University mine, Indooroopilly
- 6 Pharmacy Australia Centre of Excellence (PACE), Woolloongabba
- 7 Veterinary Teaching Clinic, Dayboro
- 8 Customs House, City
- 9 UQ Business School Executive Education
- 10 Long Pocket site
- 11 Medical Teaching facility, Nambour
- 12 Boyce Gardens, Toowoomba

Marine research stations

- 13 Dunwich, Stradbroke Island
- 14 Heron Island

UQ off-shore presence

- 15 Washington, USA, office
 - 16 Jakarta, Indonesia, office
 - 17 Santiago, Chile, representative
 - 18 Hanoi, Vietnam, representative
- plus a range of international partners/contacts around the globe



Our campuses



UQ St Lucia

46,534 enrolments

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Fax +61 7 3365 1488

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future-students.uq.edu.au/enquire-online/international (international enquiries)
graduateschool@uq.edu.au (higher degree by research enquiries)

Web uq.edu.au



UQ Gatton

2200 enrolments

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Fax +61 7 5460 1109

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UQ Herston

3459 enrolments

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