SEPTENNIAL REVIEW
School of Human Movement & Nutrition Sciences
2021
Preface

We are very pleased to present the results of our review process in this comprehensive document. Since it has been several years since our last review (2013), the process provided an excellent opportunity to reflect on our progress since that time, and to cast an eye forward thinking about the future. As a relatively new Head of School, the review was an excellent opportunity for me to gain a deeper appreciation and admiration of the staff, our programs, our successes, and the challenges and opportunities that lie ahead. There is much to celebrate and many reasons to feel optimistic about the future of the School, despite the challenges of the last 18 months.

The writing team and I considered very early in the process how best to deal with the year that was 2020. We wanted to avoid repeatedly referring to COVID19 as a challenge and losing the whole story by focusing too much on the extraordinary upheaval and challenges the pandemic was wrought on us, the University and globally. A decision was made therefore to acknowledge the challenge of COVID19 upfront (here), and only discuss sparingly throughout the document when necessary. Relatedly, because of the pandemic, it has been very difficult to obtain additional benchmarking data as our colleagues nationally and internationally have had to prioritize their own local operations over other activities. Nevertheless, we were able to make comparisons on several critical indicators, especially in relation to research and scholarly outputs.

This document is the product of a team of diligent, thoughtful, and dedicated members of the School. To that end, I wish to acknowledge the writing team, Dr. Emma Beckman, Associate Professor Nicholas Gilson, Professor Murray Phillips, and Professor Guy Wallis. Another author and critical member of the team was our School Manager, Dean Short, who ensured we achieved our deadlines while managing the interface between academic staff and our professional colleagues. I wish also to acknowledge Associate Professor Louise McCuaig, who provided much needed input and was a core member of the writing team prior to her voluntary separation from the University. The previous Head of School, Professor Andrew Cresswell, was an excellent source of information and provided great context given his long and important history with the School. I am grateful for his support and guidance. Furthermore, the School is extremely grateful for the assistance of Kylie Webb and Wendy Brealey, in their capacity of project management and data sourcing respectively, throughout the preparation of the submission document. Finally, I wish to acknowledge all of the Staff who assisted each of the chapter leads with their writing, and who provided helpful and constructive feedback on early drafts of the document. During the process, I held several Town Hall meetings to discuss the findings of the review and the strategic priorities for the future. The turnout was excellent and the input invaluable to shaping the present document.

We hope the School Review Committee and the Senior Executive of the University will find this document helpful and serve the purpose for which it was intended – to assist us in ensuring the School of Human Movement and Nutrition Sciences continues to strive for excellence in all our core activities.

Professor John Cairney
Head of School, Human Movement and Nutrition Sciences
The University of Queensland
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# Glossary

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<th>Description</th>
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<tr>
<td>AEP</td>
<td>Accredited Exercise Physiologist</td>
</tr>
<tr>
<td>AES</td>
<td>Accredited Exercise Scientists</td>
</tr>
<tr>
<td>AITSL</td>
<td>Australian Institute of Teachers and School Leaders</td>
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<td>APR</td>
<td>Academic Program Review</td>
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<td>AQF</td>
<td>Australian Qualifications Framework</td>
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<tr>
<td>ARC</td>
<td>Australian Research Council</td>
</tr>
<tr>
<td>ATAR</td>
<td>Australian Tertiary Admission Rank (national)</td>
</tr>
<tr>
<td>BB</td>
<td>Blackboard, UQ e-learning system</td>
</tr>
<tr>
<td>CPD</td>
<td>Continuing Professional Development</td>
</tr>
<tr>
<td>CRICOS</td>
<td>Commonwealth Register of Institutions and Courses for Overseas Students</td>
</tr>
<tr>
<td>CSP</td>
<td>Commonwealth supported (student) places</td>
</tr>
<tr>
<td>CTQRA</td>
<td>Curriculum and Teaching Quality Risk Appraisal (UQ)</td>
</tr>
<tr>
<td>DA</td>
<td>Dietitians Australia</td>
</tr>
<tr>
<td>DECRA</td>
<td>Discovery Early Career Research Award</td>
</tr>
<tr>
<td>ECA</td>
<td>Early Career Academic</td>
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<tr>
<td>ECP</td>
<td>Electronic Course Profile (UQ)</td>
</tr>
<tr>
<td>ED</td>
<td>Executive Dean</td>
</tr>
<tr>
<td>EFTSL</td>
<td>Equivalent Full-time Student Load</td>
</tr>
<tr>
<td>ERA</td>
<td>Excellence in Research for Australia</td>
</tr>
<tr>
<td>ESSA</td>
<td>Exercise and Sport Science Australia</td>
</tr>
<tr>
<td>FoE</td>
<td>Field of Education</td>
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<tr>
<td>FoR</td>
<td>Field of Research</td>
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<tr>
<td>FTE</td>
<td>Full-time Equivalent</td>
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<tr>
<td>Go8</td>
<td>Group of Eight (universities)</td>
</tr>
<tr>
<td>GOS</td>
<td>Graduate Outcomes Survey (national, similar to the previous Graduate Destination Survey)</td>
</tr>
<tr>
<td>GPA</td>
<td>Grade Point Average</td>
</tr>
<tr>
<td>HDR</td>
<td>Higher Degree by Research (normally referring to student, formerly RHD)</td>
</tr>
<tr>
<td>HECS</td>
<td>Higher Education Contribution Scheme</td>
</tr>
<tr>
<td>IELTS</td>
<td>International English Language Testing System</td>
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<tr>
<td>IPE</td>
<td>Interprofessional Education</td>
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<tr>
<td>IPCIC</td>
<td>Interprofessional Intercultural</td>
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<tr>
<td>IPI</td>
<td>Interprofessional Learning</td>
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<tr>
<td>KPI</td>
<td>Key Performance Indicators</td>
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<tr>
<td>MEI</td>
<td>Major Equipment and Infrastructure Grants (UQ)</td>
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<tr>
<td>MOOC</td>
<td>Massive on-line Open Course</td>
</tr>
<tr>
<td>MRFF</td>
<td>Medical Research Futures Fund</td>
</tr>
<tr>
<td>N/A</td>
<td>Not applicable or not available</td>
</tr>
<tr>
<td>NHMRC</td>
<td>National Health and Medical Research Council (Australia)</td>
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<tr>
<td>OH&amp;S</td>
<td>Occupational Health and Safety; more recently referred to at UQ as Health, Safety &amp; Wellness</td>
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<tr>
<td>OP</td>
<td>Overall Position (Qld. tertiary admissions score used for entrance to university, replaced in 2020 with ATAR)</td>
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<tr>
<td>PGCW</td>
<td>Postgraduate Coursework</td>
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<tr>
<td>PPL</td>
<td>UQ Policies and Procedures Library</td>
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<tr>
<td>Program/Course</td>
<td>At UQ a program is a course of study leading to an award of a degree and courses are individual subjects.</td>
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<tr>
<td>QCT</td>
<td>Queensland College of Teachers</td>
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<tr>
<td>QS</td>
<td>Quacquarelli Symonds World University Rankings</td>
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<tr>
<td>RF</td>
<td>Research Focused (academic staff)</td>
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<tr>
<td>RTP</td>
<td>Research Training Program (Australian Government, replaced the former Australian Postgraduate Award)</td>
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<td>SAGE</td>
<td>Science in Australia Gender Equity</td>
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<td>SAPD</td>
<td>Student Access Plan (Disability) (UQ)</td>
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<td>SES</td>
<td>Student Experience Survey (national)</td>
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<td>SBPF</td>
<td>School-Based Performance Framework (UQ)</td>
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<td>SECaT</td>
<td>Student Evaluation of Course and Teacher (UQ survey instrument)</td>
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<td>SFC</td>
<td>Shorter Form Credentials</td>
</tr>
<tr>
<td>SSP</td>
<td>Special Studies Program (sabbatical leave)</td>
</tr>
<tr>
<td>STEMM</td>
<td>Science, Technology, Engineering, Mathematics and Medicine</td>
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<tr>
<td>T&amp;L</td>
<td>Teaching and Learning</td>
</tr>
<tr>
<td>T&amp;R</td>
<td>Teaching &amp; Research (academic staff)</td>
</tr>
<tr>
<td>TF</td>
<td>Teaching Focused (academic staff)</td>
</tr>
<tr>
<td>TIG</td>
<td>Teaching Innovation Grant (UQ)</td>
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<tr>
<td>UQ</td>
<td>The University of Queensland</td>
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<tr>
<td>UQSS</td>
<td>UQ Student Strategy 2016 to 2020</td>
</tr>
<tr>
<td>Unit</td>
<td>Sometimes still expressed as #; the unit of study at UQ. Most courses at UQ equal 2 units with a standard semester comprising 8 units</td>
</tr>
<tr>
<td>WIL</td>
<td>Work Integrated Learning</td>
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UQ Schools, Faculties, Research Institutes, Services and Facilities

ATSIS  Aboriginal & Torres Strait Islander Studies
Unit
Education

HABS  Faculty of Health and Behavioural Sciences

HaSS  Faculty of Humanities & Social Sciences

HMNS  School of Human Movement and Nutrition Sciences

ITaLI  Institute for Teaching and Learning Innovation

ITS  Information Technology Services

NM&SW  School of Nursing Midwifery and Social Work

P&F  Property and Facilities Division

QBI  Queensland Brain Institute

SBMS  School of Biomedical Science

SC&RS  Library Scholarly Communications and Repository Services

SHRS  School of Health and Rehabilitation Sciences

UQCCR  UQ Centre for Clinical Research

Partners

STARS  Surgical, Treatment and Rehabilitation Service, Metro North Hospital and Health Service
The School of Human Movement and Nutrition Sciences (HMNS) is one of six Schools in the Faculty of Health and Behavioural Sciences (HaBS) at the University of Queensland. The School has a diverse range of multi-disciplinary researchers and programs spanning the very broad fields of human movement and nutrition sciences. The School has a reputation for excellence nationally and internationally and sport-studies at UQ is consistently ranked first in Australia and second in the world by QS rankings.

Since the last septennial review in 2013, the School has experienced many significant changes, including moving from the Faculty of Health Sciences to the newly created HaBS Faculty in 2014. At that same time, the School changed its name from Human Movement Studies to Human Movement and Nutrition Sciences, reflecting the incorporation of dietetics and nutrition disciplines into the School. In the three years immediately following the review, HMNS established three new degree programs, including three new accreditation-based professional programs in Exercise and Sport Sciences, Clinical Exercise Physiology and Physical and Health Education. Several research centres were also launched. Many of these changes were in response to recommendations of the septennial review. HMNS currently has a core academic staff of 44.38 FTE (a headcount of approximately 52), comprising 29.28 FTE Teaching and Research staff, 3.3 FTE Teaching Focused staff (excluding casual), and 11.8 FTE Research Focused staff.

The School offers five bachelor’s degrees, three of which are accredited (see above), with total student enrolments of approximately 990 EFTSL on average in the years 2015 to 2019. HMNS also offers post-graduate training opportunities through the delivery of four professional Masters degrees in Dietetics, Sport Coaching, Sport Psychology and Sports Medicine, as well as higher degree by research at the Masters and PhD levels. The School has invested considerable time and effort with a wide range of internal and external stakeholders to ensure the currency of our programs, which in turn enhances teaching and learning across the university. In addition to numerous teaching awards, the School does consistently well in student evaluation at the aggregate level.

Research in the School spans the humanities and social sciences to biological sciences, including sport and exercise physiology, nutritional science and dietetics, physical activity and health, public health, biomechanics, motor control, sport and exercise psychology, sport coaching, physical education and critical pedagogy, sport history, epidemiology and clinical exercise physiology. The translation of research into peer-reviewed publications is a strength of School, evidenced through comparison both within UQ and external to it. Translation of findings into policy and practice is also evident. Over time, there has been a distinct increase in success in obtaining external funding for research, supporting investments the School has made in research infrastructure.

Engagement with alumni and external stakeholders has been a priority for the School and there is strong evidence staff are actively engaged in leadership roles that help shape the human movement and nutrition sciences nationally and globally. Our staff is active in collaborations with local, State and National governments and organisations, and has many close ties with industry in Sport and Allied Health. Staff are also active in the governance of the disciplines that comprise our School, evidenced by the number of senior leadership roles in national and international scientific and clinical associations, further contributing to high-quality placement opportunities for students in our professional degree programs.
The School’s future strategies include the following objectives:

1. Recruit and retain internationally recognised (and those on the pathway to that status) researchers and teaching and learning scholars to complement the disciplinary breadth of the School while taking advantage of new emerging areas of inquiry and methodology innovations.

2. Recruit additional professional staff to support the activities of the School.

3. Recruit outstanding national and international HDR and HDR+ students and fellows to support the research activities of the School.

4. Explore and develop new programs and innovative delivery modes for existing programs to attract high quality national and international students.

5. Embed inclusive practices in everything we do to ensure diversity of scholars and scholarship.

6. Increase research funding through industry partnerships and strategic funding opportunities.

7. Strengthen existing and develop new local, national and international stakeholder partnerships across sectors, with a focus on alumni networks.

8. Take advantage of opportunities like the Olympic Games coming to Brisbane in 2032 by securing strategic funding from UQ to leverage research and teaching and learning opportunities.

In the chapters that follow, a broad overview of the School is presented related to its operations and governance, teaching and learning, research, external engagement and future plans. Where possible and feasible, data for comparison provided by the Office of Research Analysis, Policy and Operations, and where possible, publicly available benchmarking data.
2. Management & resources

The origins of the School can be traced back more than seven decades within the broader history of the University of Queensland. In this section, we offer a chronology of successive organisational units within the University, and the programs offered within each, culminating in the creation of the current structure, the School of Human Movement and Nutrition Sciences.

2.1 History of the School

THE DEPARTMENT OF PHYSICAL EDUCATION

The Department of Physical Education was established at The University of Queensland in 1941. It was the first institution in the State to provide teacher training in the specialty area of Physical Education, initially in the form of a certificate and then, from 1949, offering a diploma.

THE DEPARTMENT OF PHYSICAL EDUCATION (FACULTY OF EDUCATION)

In 1963, the Department of Physical Education, which had operated since its foundation under a Board of Studies in Physical Education, became a department within the Faculty of Education. This heralded both academic credibility to the discipline and a period of growth with the servicing of Medicine, Physiotherapy and Occupational Therapy, as well as the Diploma in Physical Education. Following a University Review in 1971, the Department of Physical Education expanded from its vocational focus on teaching to a discipline-based approach based on the biophysical and sociocultural sciences in the field of human movement.

THE DEPARTMENT OF HUMAN MOVEMENT STUDIES (FACULTY OF EDUCATION)

In 1975, the Department of Physical Education was renamed the Department of Human Movement Studies to reflect new disciplinary breadth encompassing exercise physiology, functional anatomy, biomechanics, motor learning, sports psychology, sociology and history, as well as the theoretical and practical bases of teaching and learning. The new title was consistent with international trends and with the growing diversity of the field, and represented the first formal recognition by the University of a discipline of Human Movement Studies incorporating professional training in Physical Education.
THE DEPARTMENT OF HUMAN MOVEMENT STUDIES (FACULTY OF SCIENCE)

Following the 1986 University Review of the Department, and reflecting global changes in the field, the Department of Human Movement Studies transferred from the Faculty of Education to the Faculty of Science and subsequently Biological and Chemical Sciences. In line with the shift to Science, the Department of Human Movement Studies created two applied science degrees, one in the traditional area of physical education [BScApp(HMS-Ed)] and, to capture the burgeoning interest in sport and exercise science, the BScApp(HMS-ExSc). Both degrees began in 1989 and existed alongside Human Movement Studies majors in the Faculty of Arts (i.e. Sports Studies).

THE SCHOOL OF HUMAN MOVEMENT STUDIES (FACULTY OF HEALTH SCIENCES)

In 1999, the Department of Human Movement Studies sought and gained membership of the Faculty of Health Sciences in order to promote an active engagement with the major health issues facing Australian society. The transition to the Faculty of Health Sciences mirrored the unit’s expanding research and teaching interests that embraced health promotion and the emerging field of physical activity and public health. In the Faculty of Health Sciences, the diversity of curricula and the associated growth in specialist staff was reflected in the transition from the ‘Department’ to the ‘School’ of Human Movement Studies in 2000 and completion of the new five-story Human Movement Studies building in the preceding year. Following key appointments in physical activity and health, the School also expanded into new disciplines such as sports coaching and, more recently, into dietetics and nutrition while supporting the maturation of other areas such as clinical exercise physiology and health and physical education. In line with this expansion, the majority of research programs were consolidated into four research Centres, which collectively encapsulated the breadth of academic scholarship in the School.

THE SCHOOL OF HUMAN MOVEMENT AND NUTRITION SCIENCES (FACULTY OF HEALTH AND BEHAVIOURAL SCIENCES)

In early 2014, the Faculty of Health and Behavioural Sciences (HABS) was created as one of two faculties to replace the disestablished Faculty of Health Sciences (FHS) and not long after the School was renamed as the School of Human Movement and Nutrition Sciences (HMNS) reflecting the incorporation of the dietetics and nutrition disciplines. Over the following three years, the School established three Australian Qualifications Framework (AQF) level 8 programs including the Bachelor of Exercise and Sport Sciences (Honours) and the Bachelor of Health, Sport and Physical Education (Honours) (2015) and the Bachelor of Clinical Exercise Physiology (Honours) (2017), in addition to the Bachelor of Exercise and Nutrition Sciences (2011). The research centres - Centre for Sensorimotor Performance (CSP), Centre for Research on Exercise, Physical Activity and Health (CRExPAH), Centre for Sport and Society (CSS), Centre for Dietetics Research (C-DIET-R), as well as the special interest group in Sports Coaching Research - facilitated important opportunities for collaborative work and outreach with industry, business and relevant communities.
2.2 Outcomes of the 2013 Septennial Review

The School’s 2013 Septennial Review resulted in 15 commendations including the provision of teaching excellence, quality of students, development of an innovative Dietetics program, a broad range of teaching and learning initiatives, and the revision of undergraduate programs involving coaching, exercise physiology and physical education.

Additionally, 17 recommendations were made. In the domain of Teaching and Learning these included reviewing the first-year undergraduate curriculum, slowing growth in undergraduate enrolment, addressing first-year attrition, and establishing an undergraduate pathway to the Doctor of Medicine (MD) degree. Recommendations for Research in the School encompassed seeking strategic funding for major research initiatives, leading and collaborating on competitive research grants, accessing the Faculty readership schemes, prioritising funding for postdoctoral positions and maximising collaborative research opportunities. From an international perspective, it was recommended that the School focus on developing international programs. Additional recommendations included working more closely to develop strong alumni connections, continuing strong Indigenous recruitment, developing representation of equity groups, and increasing professional staffing in the School. Finally, the School was encouraged to reclaim space from Academic Dress Hire and establish shared off-campus clinical facilities.

These priorities align with four of the six medium-term strategic focus areas identified in the UQ Strategic Plan ([https://about.uq.edu.au/strategic-plan](https://about.uq.edu.au/strategic-plan)). They are aimed at transforming the student experience; enhancing high quality research by improving our capacity to collaborate and achieve greater impact; building engaged and strategic partnerships; and committing to activities to create diverse and inclusive communities at UQ.

The School is assisting the HABS Faculty to deliver on many of its operational goals that sit within the above strategies, particularly activities targeting interprofessional education (IPE), adjusting curriculum and timetabling such that clinical placements can occur across the calendar year, exposure of all students to rural placements, the expansion of the collaborative HABS and UQ Health Care Clinic at Toowong (UQ Healthy Living), developing new partnership arrangements for research and clinical placements in the aged care sector, embedding of student placement and research activities in the new Surgical Treatment and Rehabilitation Service (STARS) and contributing to the HABS Precinct Planning and Feasibility process. The School has also been an active participant in the 2019 HABS Faculty review of clinics, as well as the HABS placement project which remains underway.

The quality of the programs offered by the School is attested to by their outstanding ranking against other programs internationally. Since rankings have come into play over the past 5-6 years, HMNS has been ranked within the top 5 globally across the various metrics that are used. UQ is ranked as number two in the world and number one in Australia in the 2021 Quacquarelli Symonds (QS) World University Rankings for Sports-Related subjects. This is based on academic reputation, employer reputation, research citations per paper and H-index of staff. Research undertaken in the School has contributed to UQ’s 2018 ARC Excellence in Research for Australia (ERA) ranking, with HMNS research fields receiving a ranking of either 5 or 4. Read more at the ARC website.

In 2009 UQ implemented a School-based Performance Framework (SBPF) analysis to improve awareness of the relative strengths and weaknesses of schools and institutes. The structure of this framework is currently under review and will be replaced with a new Organisational Unit dashboard under UQ’s P3 project. As the SBPF data currently refers to out of date 2018 statistics, they have not been included in this document though it can be noted that the School’s strength and weaknesses demonstrated in the SBPF reflect the conclusions drawn from other sources of data discussed in this document.

2.3 HMNS within the University

The School is one of six schools and five research centres within the HABS Faculty, led by Executive Dean (ED) Professor Bruce Abernethy. Details about the Faculty can be found on the [HABS web page](https://habs.uq.edu.au). The move to the HABS Faculty in 2014 has been positive for the School. Although the School was positioned well within FHS previously, the move to sit within HABS has resulted in the School feeling ‘at home’ with respect to the intra-Faculty teaching and research collaborations that this has enabled. Collaboration between Schools and Centres is purposefully facilitated through mechanisms such as seeding grants, internal secondments, and Faculty-level initiatives such as appointment of a Director for Interprofessional Education.

Across the University, the School works most closely with the Schools of Health and Rehabilitation Sciences (SHRS), Psychology, Education, Public Health, and Biomedical Sciences (SBMS) – within the scope of teaching, research, and engagement – as well as the Poche Centre for Indigenous Health, particularly relating to HMNS’ socio-cultural studies of sport.

As reflected in the HMNS Strategic Priorities (see Chapter 6 - Futures), the School is aligned with the University’s Strategic Plan 2018-2021 as a whole.

In particular:

- focussing on recruiting national and international undergraduate and graduate students
- committing to strengthening external partnerships with industry,
- committing to equity and diversity
- exploring Brisbane’s Olympic bid to create new and exciting opportunities for our researchers and students in sport science and nutrition/dietetics,

As reflected in the HMNS Strategic Priorities (see Chapter 6 - Futures), the School is aligned with the University’s Strategic Plan 2018-2021 as a whole.

In particular:

- focussing on recruiting national and international undergraduate and graduate students
- committing to strengthening external partnerships with industry,
- committing to equity and diversity
- exploring Brisbane’s Olympic bid to create new and exciting opportunities for our researchers and students in sport science and nutrition/dietetics,
The School is managed through a committee structure that ensures representation of staff and students from across the professions and activities of the School. The central decision-making body is the HMNS School Executive Committee, comprising the Head of School, School Manager, Director of Teaching and Learning, Director of Research, Director of Engagement, and the Executive Assistant as Secretary.

As an additional layer of advocacy and advice to the School Executive, the HMNS Strategic Advisory Group was established in 2020, comprising the members of the School Executive; a deputy chair; a representative of each of the academic levels (A-E); and a nutrition and dietetics representative. The aim of the Strategic Advisory Group is to provide a more broad based perspective of strategic imperatives and advocacy across the School.

Underpinning both the HMNS School Executive Committee and the Strategic Advisory Group are four core committees as shown in Figure 2.1: Teaching and Learning (T&L), Research (including HDR and Ethics representation), Engagement, and Workplace Health and Safety (WH&S). Working Groups supplement the governance structure and provide a flexible and agile approach to responding to the changing environment and needs of the School.
All academic staff in the School report directly to the Head of School, who may, if they so wish, ask others to assist in some delegated functions. The formal positions at UQ are Head of School, Program Convenors, Course Coordinators and Directors of the respective Committees. Program Convenors exist for all programs administered through the School, other than majors offered in other programs. In the School, program convening is usually the role of lecturers, senior lecturers and occasionally associate professors, as it is considered a developmental role for leadership.

The School has a distributed leadership model, which allows staff to gain leadership experience which will assist with career development. As committee chairs and membership change every two years, opportunities exist for many of the staff to gain experience in different roles. As a result, there is a committee structure within the School but this is not a university requirement, other than for T&L. All academic staff are a member of at least one committee within the School. The administrative authority (for example approval of leave applications and similar) are delegated to the Professors in the School, among their other responsibilities (performing annual appraisals and mentorship of early career researchers).

The budget is centralised and delegated from the Faculty to the Head of School and School Manager. No academic group or individual has a budget (except research funds) and no academic program has a budget. The allocation and approval of casual teaching support is currently through the School Manager and the Director of T&L from direct applications from individual Course Coordinators. It is not allocated at a programmatic level as requests are considered in the light of policy and practice, workload or other duties of individual staff.

Performance review is the responsibility of the Head of School, but for staff not applying for promotion, or not on probation, this is delegated to the professors within the School. All staff are encouraged to have a mentor outside the School as well as the person conducting their performance review. All professors carry additional School wide responsibilities as part of their role. For example, one carries the role of pastoral care for academic staff, one the overall management of research, and one the support for the Head of School.

The School uses the term “cognate area” to identify groups and fields of endeavour (for example nutrition and dietetics, or exercise and sports science etc.) who meet from time to time to discuss issues of common interest and forward planning, however, these have no formal standing or authority within the School or University. The nutrition and dietetics cognate area, for example, includes staff from other schools, and it is chaired by a member of the group on agreement.

Eight Critical Success Factors emerged as a result of the strategic planning day:

1. **CULTURE**
   - **Goal:** To legitimise prioritisation of staff health and wellbeing and promote a positive, sustainable culture

2. **LEADERSHIP**
   - **Goal:** To reconceptualise leadership within the school to maximise impact, transparency and accountability

3. **PROGRAMS**
   - **Goal:** Create optimal program offerings that respond to market demands

4. **RESEARCH**
   - **Goal:** Increase multi-disciplinary collaborations within and outside the School by focusing research efforts on complex or wicked problems that impact Australians

5. **WORKLOAD**
   - **Goal:** To develop equitable load within and across disciplines (regardless of career stage)

6. **STUDENT EXPERIENCE & EMPLOYABILITY**
   - **Goal:** Enhance student experience and employability

7. **ACCREDITATION**
   - **Goal:** What does a ‘push back’ on accreditation look like for HMNS?

8. **INTERDISCIPLINARY COLLABORATION**
   - **Goal:** To develop a HMNS led CRC application within 5 years

School of Human Movement & Nutrition Sciences Review Submission
2.5 Academic Staff

2.5.1 STAFF PROFILE

Total FTE has remained relatively steady, with a slight decline since 2016 being redressed (refer Figure 2.2, Appendix 1, and Chapter 6 - Futures). Several senior positions have been vacated since 2018, with some remaining vacant to enable the new Head of School to shape the strategic direction of the School beyond 2019. As of the end of 2020, fixed term contracts are still being used as teaching stop-gaps until the loss of the 3-4 continuing positions can be strategically replaced in 2021 and beyond.

When replacing staff, the School has focussed on making appointments of quality applicants to meet the future needs of the relevant disciplines and the strategic direction of the School as a whole. Despite senior role vacancies still existing, one notable recent strategic appointment in 2020 is HMNS’ Professor in Human Nutrition.

The Head of School, Professor John Cairney, commenced in the role in January, 2020. Prior to this, Professor Andrew Cresswell was Head of School from 2013 until mid 2019, when Professor Murray Phillips acted as Head of School for the intervening period until Professor Cairney’s arrival from the University of Toronto.

Senior staff (levels D to E) comprised 36.5% in 2020 (based on FTE), higher than the average for the University of 29% and an improvement on 2015 when it was only 23%. Reflective of the proportion of senior to early and mid-career staff, the age profile of the School is sound with 56% aged 25 to 44 in 2019 (Figure 2.3). Furthermore, 29% are within the bracket aged 25 to 34; suggesting a potential for growth in research performance indicators as their careers progress.

Four female staff were promoted out of a total of 10 promotions in the three years from 2017 to 2019.

In 2018, the HABS Faculty introduced a newly constituted Confirmation and Promotions Committee comprising the Executive Dean, the Heads of Schools in the Faculty, and a representative from another faculty. This has worked well and the structure and procedures are being considered for adoption across the University.

In 2020 there were six staff (3.3 FTE) employed in Teaching Focused (TF) positions. These staff play a key role in curriculum development in the Nutrition and Dietetics, Exercise Science, Health Sport and Physical Education, and Sports Medicine programs, particularly in relation to practicum/clinical education and interprofessional learning.

Teaching and Research (T&R) staff (66%) and TF staff combined account for 73% of total staff (measured in FTE), a proportion that has remained generally stable across the years. RF staff accounted for 27% of the total School academic staff in 2020, with staff employed under various fellowships across the Australian research schemes, in addition to appointments from external grant and industry funding.

In January 2021 the School has eight adjunct and academic title holder appointments, who are generally industry partners and clinical educators, 17 honorary staff who have academic backgrounds and two Emeritus Professors. Casual academic staff are also employed primarily for teaching, representing just over 8.6 FTE in 2020.

A full list of HMNS staff, including honorary, adjunct and affiliate staff is provided in Appendix 2. Staff biographies and research activity is available from the links to individual staff on the School website.

Figure 2.2 HMNS Continuing and Fixed Term Academic Staff FTE (at 31 March of each year). (Source: UQ Reportal, Staff FTE by Function and Classification accessed 180121.)

Figure 2.3 Age profile of staff in School (as at 7 November 2019). (Source: UQ Reportal, accessed 071119)
2.5.2 ACADEMIC WORKLOAD

Academic workloads within the School are determined by the Head of School in consultation with the Director of Teaching & Learning as well as the respective disciplines (cognate groups). Various iterations of workload management tools have been utilised within the School prior to 2018 with limited success. Unsuccessful efforts to determine an equitable workload formula across the entire School, considering such diversity between discipline areas, has necessitated the approach where the Head of School considers each discipline area workload distribution in isolation, to a certain extent. As such, each discipline (and discipline lead if one is in place) is responsible for workload management of academic staff in their discipline. Each staff member is also allocated an academic supervisor who assists with reviewing and planning career direction and academic activity via an annual staff appraisal. Processes for managing course co-ordination and teaching load can include teaching planning days to prepare for the next academic year, and/or discussion with individual staff and supervisors prior to whole of discipline discussion, particularly if few changes are likely.

2.5.3 STUDENT STAFF RATIOS

HMNS student staff ratios (including casual teaching staff) remain mostly on par with both the HABS and UQ averages, despite a brief reduction in 2018 (and the atypical year that was 2020), and also have remained comparable to most other schools in the faculty except Psychology (see Figure 2.4).

![Figure 2.4 Comparative student staff ratio. Note: Ratios are calculated using the FTE of T&R and TF staff and include casual staff based on figures from the previous year. Actual ratios vary considerably between individual courses and levels as well as according to content being taught so that a generalisation such as contained in this graph does have limited validity. (Source: UQ Reportal, UQ Student Staff ratio, accessed 150421)](image-url)
2.5.4 EQUITY AND DIVERSITY

As of 2020, female academic staff represent 41.5% of the School by headcount, slightly down on an increasing trend since 2015, which reached a high of 50% in 2018. This is in line with the University proportion of females of 43% in 2020. The proportion of female staff in the School at the senior level (D&E) is 21% by headcount, a proportion much lower than the University average of 31%. Appendix 3 provides a table of staff by gender and level. UQ is a part of the national Science in Australia Gender Equity (SAGE) pilot of the Athena Swan program which aims to address and improve gender equity in the Science, Technology, Engineering, Mathematics and Medicine (STEMM) disciplines in terms of career progression.

As of December 2020, three casual academic staff identify as Indigenous and a further two academic appointments have been confirmed; one fixed term and one continuing. The School supports the actions contained within the University’s 2019-2022 Reconciliation Action Plan and the HABS Faculty strategic goal to work with the Pro-Vice-Chancellor (Indigenous Engagement) (PVCIE) and the Poche Centre to progressively increase the community of Indigenous staff, as well as students, at UQ.

The School is committed to improving and sharing an understanding of diversity and inclusion across the student and staff body, and introducing or supporting activities for staff and students from diverse backgrounds including appropriate social activities.

HMNS follows UQ’s approach to increase the School’s diverse pool of talent through a merit-based process. Where certain groups are under-represented, the University proactively encourages them through marketing, messaging, imagery, visibility of role models, and formal and informal support to apply for these roles at UQ so they are eligible for consideration through the selection process.

Using the QS International Indicator to identify staff as international, in 2020, 40% of academic staff (excluding casual and honorary/academic title holders) are considered international and the School will continue to encourage ongoing cultural diversity.

Academic staff are highly engaged internationally as leaders in their respective professions. Staff regularly attend international conferences (many as invited speakers), are on the boards of international entities and are editors of international journals. Special Studies Programs (SSP) allow continuing academic staff to have extended periods overseas every three to four years.

In addition, in 2020, 27% of HMNS HDR students were international, and they are encouraged to take up opportunities to engage in a breadth of School activities such as casual teaching. This provides an additional opportunity to extend the international outlook in the programs.

Members of all equity groups are encouraged to apply for academic appointments when they arise and are equally supported to apply for promotion and career development activities. The University has in place a comprehensive range of policies and online training programs relating to staff equity and diversity with strong support provided for staff with carer responsibilities among other policies. Details of the University’s policies are available from links on the Current Staff Information website.
2.6 Professional Staff

The University has altered its professional services models since the last Review. Functional services that were previously in the School and have shifted centrally include: finance, human resource (HR) management, information technology (IT) services and HDR student administration. Marketing and research administration support are faculty-run functions with close links to central administration and school operations.

These changes have usually been carried out in parallel with IT systems changes such as the introduction of software to better support business processes and where possible self-service modules have been made available. Examples include purchasing, expense reimbursements, some HR appointment approvals, and logging building maintenance jobs.

These major change initiatives have progressed in differing timelines and the School has had to consider the impact of “orphan tasks” – jobs that the newly created functional teams do not want to take on and for which the School now has to make allowances by means of operational general administration positions. The School is also mindful of work being shifted to academic staff by means of new self-service systems where previously the equivalent manual task was undertaken by an operational administrative appointment. These changes have occurred due to decisions being made at a Central and Faculty level and are contrary to one of the recommendations from the 2013 HMNS Septennial Review, being to increase professional staffing in the School.

The School Manager’s role has transitioned from direct supervisory responsibilities to taking on the role of advocating for client needs with service areas whilst keeping sight of operational requirements and retaining all operational responsibilities. Local knowledge previously embedded in these school-based functional areas has at times been lost in the transitions.

Figure 2.5 outlines the current professional staff organisation which has several noteworthy features:

- A Student and Academic Administration team (3.4 FTE) comprising one HEW 7 Manager, two HEW 5 Admin Officers (one vacant since Jan 2020 but filled in April 2021), and one HEW 4 Reception/Admin staff (currently 0.4 FTE filled casually).

- A Technical team (3.0 FTE) comprising a HEW 7 Technical Manager (currently vacant due to VSS), a HEW 6 Senior Scientific Officer (and Workplace Health and Safety Coordinator), and a HEW 3 School Attendant. The Senior Scientific Officer also has a casual role reporting to them that supports the School’s lab spaces, including the PC2 Biochemistry lab.

- A Senior Administration Officer (Research) position (HEW 6) has been vital in support of all pre-award and post-award research activity in the School since the 2013 septennial review. This role remained vacant since mid 2020 as the HaBS Faculty re-established the role at a Faculty level. This role has been reimagined as a Research Administration Coordinator (HEW 7) and filled as of April 2021. It is a role that reports to the HABS Faculty but is dedicated 100% to HMNS, with the exception of performing team leader duties for the Research Administration Officers in the other schools across HABS. Notwithstanding, there has been a period of close to a year where this position was not filled and the subsequent effect to HMNS research grant funding pipeline is noted but not yet clear.

- Supporting the Exercise Science group, the HEW 8 Practicum and Clinical Education Manager (Exercise and Sport Science) role/s (1.2 FTE) is split across 2 individuals (one at 1.0 FTE) and supports practical and clinical industry placements within the Exercise and Sport Science and Clinical Exercise Physiology programs. For 2021, at this stage, this role is supported by a fixed term 1.0 FTE Level A position. It is anticipated that this position will continue to be vital to support this team into the future, providing Course Coordination and assessment oversight of practicum and clinical education aspects of Exercise and Sport Science as well as Clinical Exercise Physiology Courses.

- A HEW 6 School Experiences/Visits Coordinator (0.6 FTE) has been appointed since Jan 2019 (previously a casual and ad hoc position) to reinvigorate the program and to provide clear focus on the program as a vital marketing tool, as well as a service to support secondary student learning in the fields of HMNS disciplines. Successful implementation of offerings to secondary schools (years 10, 11 and 12), to align with the new Queensland secondary school curriculum, has been targeted at top UQ feeder schools and is resulting in exceptionally positive feedback.
Spanning the Exercise Science and Health Sport and Physical Education groups, a HEW 6 (casual) position exists as the Motor Active Program Coordinator; a practical clinical program designed for children 4-12 years of age offering remedial movement development sessions. Also aligned to the Exercise Science group is the Adapted Physical Activity Program (APAP), which is a home and community, evidence based physical activity promotion service for people with chronic and complex health conditions. APAP has a HEW 6 Coordinator (0.6 FTE) who supervises three HEW 5 APAP Officers (total 1.4 FTE). Both coordinator roles have a functional reporting line to the School Manager, however, day to day operational reporting is to the academic leads responsible for the respective programs.

Other professional staff appointed to the School include an Executive Assistant to the Head of School (HEW 5 1.0 FTE), who reports to the School Manager, as well as a HEW 8 Externships Officer (0.3 FTE) within the Sports Psychology group; a position that reports to the School of Psychology, with HMNS sharing a portion of the position.

In 2020, of the 17 professional staff by head count, 10 are female (59%). There are also several research focused professional staff supporting the research program. Their numbers vary from year to year subject to the grant successes and researcher needs and are not included in these discussions.

The Faculty is currently undertaking the HaBS Placement project and it is signalling the intention to create a Faculty-based team to cover a wide range of administrative aspects related to placements; task mapping for positions in Schools is currently in progress. This will have a significant impact on remaining School staff teams and will leave the School to consider further administrative gaps and orphan tasks created by the changes.

Similar to academic staff, focus on career development is a feature of the annual staff appraisal for professional staff, and staff are encouraged to take up opportunities for advancement and career development offered by the University or other sources.
2.7 Finance

2.7.1 SCHOOL BUDGET

Operating income is made up of Commonwealth funding (Teaching and Research Block), tuition fees, trading and contract income, and internal contributions. Restricted income encompasses research, scholarships, and donations. Common across Faculties within the University, and in keeping with the University’s financial management strategy, School budgets are managed as an integral component of the Faculty’s budget as a whole, with cross subsidisation used to sustain operations where necessary.

The School’s Operating income for 2020 was 66% from Commonwealth income for students, 26% tuition fees, 7% research block funding and 1% from clinical services. Compared to 2015, the gross income contribution from government operating funding has decreased by 5% and tuition fee income’s relative contribution has increased by 7%.

In terms of operating expenditure, the School’s salaries as a proportion of net income have increased from 84% in 2015 to 87% in 2020. Casual academic staff appointments assist across all areas of teaching and are key to the School’s ability to manage fluctuations in student numbers. Staff on maternity or other longer term leave are backfilled for their teaching efforts and this relieves some pressure on the operating budget.

Student-generated income is used to support clinical education activities in addition to the external client fees generated by these activities. Additional resources are also provided for courses that have high contact hours per week, made available from courses with less intensive delivery requirements.

HMNS New Staff Research Start-Up Funding of up to $12,000 is available to new staff at academic levels B, C and D (at least 0.5 FTE within HMNS). The general aims of the grant are to support new members of staff in developing an independent research project; and to provide limited seed funding as a means of generating future external research support.

Fellowships and UQ Major Equipment and Infrastructure (MEI) grant co-contributions are funded from School budgets. Forecasting for such successes is a challenge and therefore estimates are modelled at Faculty level and are converted to actuals in the School budget as required.

As can be seen in Table 2.1, income has shown an upward trend from 2015 to 2020, while expenditure in the School’s operating account has remained quite stable, beyond a slight uptick from 2016 reflecting an increase to staff FTE at the time before a gradual decline in FTE to now. The recent gradual decline in staff FTE has seen an increase in casual academic expenses for teaching, equating to the overall position of relatively stable expenditure. Income from tuition fees has grown and a focus on diversifying and increasing international student markets as well as fee increases is anticipated to grow income from enrolled students.

The School has been able to increase participation of students in the Summer and Winter Research Scholarship schemes and this is a deliberate strategy to develop a strong inflow of future HDR students. Casual academic appointments assist across all areas of teaching and are a key to the School being able to manage fluctuations in student numbers.

Overall, the School’s annual operating position was $796,829 in surplus in 2020. The history of operating surplus in the School is longstanding, contributing strongly to the Faculty budgetary position, and has assisted the Faculty’s ability to support varying degrees of deficits in other areas. However, maintaining a surplus of this magnitude is not a strategic priority moving forward. Indeed, our proposed recruitment of new academic staff for example (see Chapter 6 - Futures) will substantially reduce the surplus in subsequent years.
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<td>(15,050,645)</td>
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<td><strong>Total revenue</strong></td>
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<td>22,768</td>
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<td>8,224</td>
</tr>
<tr>
<td>Scholarships</td>
<td>48,437</td>
<td>77,993</td>
<td>78,406</td>
<td>90,357</td>
<td>114,036</td>
<td>28,929</td>
</tr>
<tr>
<td>Other expenses</td>
<td>18,415</td>
<td>27,239</td>
<td>23,289</td>
<td>27,303</td>
<td>34,212</td>
<td>21,641</td>
</tr>
<tr>
<td><strong>Total other expenditure</strong></td>
<td>1,078,184</td>
<td>1,266,598</td>
<td>1,415,185</td>
<td>1,075,654</td>
<td>760,697</td>
<td>344,333</td>
</tr>
<tr>
<td><strong>TOTAL EXPENDITURE</strong></td>
<td>8,107,182</td>
<td>8,345,328</td>
<td>8,566,820</td>
<td>8,778,627</td>
<td>8,974,715</td>
<td>8,432,844</td>
</tr>
<tr>
<td><strong>Operating result</strong></td>
<td>184,272</td>
<td>2,224</td>
<td>743,531</td>
<td>253,604</td>
<td>694,271</td>
<td>796,829</td>
</tr>
</tbody>
</table>

Source: UQ Reportal, HMNS Income and Expenditure Core Operating Functions 2015 - 2020, accessed 05/02/21
2.7.2 EQUIPMENT

The School calls annually for EOIs related to small teaching and small research equipment grants. In recent years, there was insufficient funding to approve all EOIs and purchases were prioritised by the respective Directors of T&L and Research according to need, use, and interdisciplinary benefit. The funds allocated to T&L and Research have been equal in recent times.

Most HMNS programs have high demands for state-of-the-art technical equipment within respective laboratories, including the PC2 Biochemistry Lab which is heavily utilised by HDR students as well as academics. It is challenging to maintain and replace (when necessary) the standard of equipment required within the HMNS budget. For over 26 years HMNS has been fortunate to have technical staff that have been able to maintain high cost equipment well out of warranty; a risk is that certain equipment has evolved to be quite bespoke and containing intellectual property to keep it operational that will be lost once these individual staff members leave the university. Such a staff member, the HMNS Technical Manager, accepted a Voluntary Separation at of the end of 2020 and this position remains vacant. This will invariably result in increased equipment and maintenance costs to the School and to researchers, as well as a reduced capacity to provide assistance for equipment breakdowns quickly, unless the School is able to re-appoint to this position a person with the appropriate engineering and technical skills.

The School’s existing budget is not able to guarantee scheduled replacements or purchase of new equipment. Over the past five years there have been several rounds of equipment funding supplementation at Faculty level which have allowed certain replacements to occur. Strategic applications to the MEI scheme is one source of research equipment support although success is a challenge.
2.8 Space and Facilities

2.8.1 PHYSICAL INFRASTRUCTURE

HMNS has approximately 5,364 m² of usable floor area (UFA) as of 2019, primarily located in the Human Movement Studies (HMS) Building, Connell Building, and Human Performance Laboratories (all on the St Lucia Campus), as well as a space sub-leased from USQ to UQ Health Care as part of the University of Southern Queensland (USQ) Ipswich Building H.

These St Lucia campus buildings continue to provide accommodation for HMNS staff (individual and shared office space) and HDR students (shared office space), as well as space for teaching (School-managed seminar rooms), research (practical laboratories), visiting scholars (open plan shared office space) and engagement activities (level 5 tea room and outside balcony). Level 1 of the Connell Building houses a collaborative Student Learning Centre for all HMNS student use. In the St Lucia complex, there is also a centrally controlled teaching room and HMNS space that is currently being utilised by the Queensland Brain Institute (QBI). This space was due to revert back to HMNS usage in 2019, however, additional philanthropic funding for the project has meant that HMNS continues to ‘give’ that space to QBI under the agreement that the treadmills being used for the project become HMNS equipment at the project’s conclusion. The space at USQ Ipswich is utilised as part of the Dietetics Clinic operation, as mandated by funding received in 2012 from Health Workforce Australia, and contains an office, teaching kitchen, and teaching space maintained by HMNS. The lease of the Ipswich space from USQ to UQ, and the subsequent sublease from UQ to UQ Health Care expires 2032. HMNS obligation to continue a Dietetics clinic in the Ipswich space expires in 2022, at which point the intention is to remove HMNS’ involvement in the space.

HMNS clinical activities occur within dedicated clinical space, as is the case of the Dietetics Clinics at both the St Lucia and Ipswich campuses, as well as within the St Lucia buildings’ practical laboratories and gymnasium spaces. This is consistent with all other HMNS clinical and practical based programs.

The School has a commitment to invest in infrastructure and resources that support students to maximise their learning and develop clinical competencies, and to be attractive to prospective students. Space has been frequently reorganised and refurbished over the years to improve and modernise existing spaces and achieve maximum efficiencies, as well as to provide for new modes of delivery for the teaching program and an enhanced student experience.

Upgrades and refurbishments in recent years include the complete renovation of Level 5 of the HMS Building – roof, flooring, and windows, an updated staff tea room; relocation of the Student and Academic Administration office and reception from Level 5 to Level 2 of the Connell Building; refurbishment of the Connell Gym (flooring, windows, air conditioning); upgrade of teaching rooms overlooking the Connell Gym and Strength and Conditioning Gym respectively (flexible learning spaces with clinical use also); refurbishment of the Strength and Conditioning Gym; establishment of the Dietetics consultation rooms on Level 2; addition of the Nutrition and Dietetics demonstration kitchen in teaching Room 244; relocation of the School’s seven minus 80 degree freezers to the necessary location adjacent to the Biochemistry lab; and renovation of the School’s HDR student offices with the inclusion of a 12-15 seat shared office space for visiting scholars on Level 3 of the HMS Building.

New cross-Faculty clinical opportunities have developed in the last couple of years with the opening of UQ Healthy Living at Toowong; the new STARS facility in collaboration with Metro North Hospital and Health Services; the proposed Logan Health Hub – a UQ HABS, UQ Health Care, and Griffith University collaboration with Metro South Hospital and Health Service; and the proposed HABS paediatric community clinic. The School has been actively involved in such endeavours and was instrumental in the planning and establishment of UQ Healthy Living; HMNS continues to be an active partner in the current expansion of this facility to include a second level and additional service provisions across a number of disciplines within HABS.

HMNS is also committed to the ongoing relationship with UQ Sport; the School is eager to be part of the discussions relating to the proposed new UQ Sport Health and Recreation Centre, particularly as it relates to practical opportunities for our Exercise and Sports Science students.

2.8.2 HEALTH, SAFETY AND WELLNESS

The School is committed to achieving best practice in Occupational Health and Safety (OHS) in all of its activities. The UQ Health, Safety and Wellness (HSW) Division website provides comprehensive policies, procedures and support in this regard. To manage this area effectively in the School there is a Health, Safety and Wellbeing Committee. The Committee provides leadership and advice on all aspects of OHS within the School.

The Committee and its members facilitate the implementation of the University and School Safety Management System, including the development and implementation of UQ policy and procedures, accident and incident investigations, a schedule of workplace inspections and surveys, School OHS induction processes for students, volunteers and visitors, and implementation of risk management systems.

The School has a sound record of OHS performance and a good OHS culture, striving for best practice in all areas. The Committee has an excellent relationship with Faculty HSW, and collaboratively runs wellness programs to provide advice on workplace set up and injury prevention.
3. Teaching & learning

3.1 Overview

Consistent with the commendations of the 2013 HMS School Review, the sustained success of HMNS’s teaching and learning is reflected in its national and international reputation as a provider of high-quality research higher degree and professional preparation programs in the health, exercise, sport and physical education fields. The quality of HMNS programs stems from a teaching and learning philosophy that emphasises knowledge attainment, skill development, evidence-based practice and work-integrated learning.

Key recommendations emerging from the 2013 Review encouraged the School to invest in a reform of the first-year curriculum to enhance collegiality amongst students in each degree cohort and address numerous concerns regarding the curriculum and assessment of foundational science courses. As discussed below, these recommendations were enacted by the School within the context of a major curriculum review, driven by national tertiary and professional imperatives. Recommendations also suggested that such an investment might address other concerns, specifically the First-year Attrition rates, slow growth of enrolments and potential for undergraduate pathways through to allied health and medical degrees. In the area of internationalisation, the School was commended for its increase in Study Abroad students but was encouraged to invest more in expanding the internationalisation reach of its core programs.

The School Teaching and Learning Committee (School TLC), has primary responsibility for the governance of all teaching and learning matters and facilitates best practice across all HMNS programs. The Committee is comprised of Program Convenors from each of the HMNS programs and a postgraduate student representative to ensure consideration of student voice, and to ensure effective communications with the HDR students who make up a large percentage of the sessional staff in the school. The TLC has managed the School’s response to the recommendations of the last septennial review and a raft of internal and external factors have further reshaped the structure, content and pedagogical approaches of the School’s suite of undergraduate and postgraduate courses. These factors include the AQF; accreditation of all HMNS professional degrees; and the implementation of the UQ Student Strategy 2016 to 2020.

Given the broad remit of the School TLC, this chapter has been separated into three distinct parts: an overview of the programs offered within the school, an overview of the work that has underpinned the schools excellence in innovation and strategy related to T&L matters and finally a review of the current state of key teaching and learning performance indicators.
3.2 Undergraduate and Postgraduate Coursework Programs

3.2.1 OVERARCHING TEACHING AND LEARNING APPROACHES

Students undertaking the School’s AQF Level 8 degrees complete a four-year program where the first eighteen months form a common core curriculum of foundational and applied bio-physical and psycho-social sciences. The structure of the programs allows progressive development of knowledge, practical and clinical skills that underpin patient, client or student-centred professional practice. For the remaining semesters, students enter professional oriented pathways to study applied and professionally oriented courses that are commensurate with the professional standards and demands of their future career.

Implementation of the AQF resulted in significant changes to the undergraduate and postgraduate curriculum. This Australia-wide initiative, and the UQ HABS Faculty’s decision to designate all professional degrees as Level 8 AQF, required the introduction of two mandatory research skills courses in all programs. As a three-year horizon degree, the BENS program is categorised as an AQF Level 7 qualification.

Accredited AQF level 8 programs offered by the School prepare students for careers in the exercise, health, sport and education professions. As such, these degrees must retain accreditation from external professional bodies to ensure that graduates can be registered and employed in the relevant professions. Professional accreditation has a significant influence on the curriculum, assessment and work integrated learning of all HMNS programs and is discussed in further detail later in this chapter (see ) and in Chapter 6 - Futures.

3.2.2 OVERVIEW OF PROGRAMS

In the years following the 2013 HMS School Review, a raft of national and university agendas were to have a profound impact on the nature and composition of the School’s undergraduate and postgraduate programs. Currently the suite of undergraduate programs offered by the School comprise of the following:

Bachelor of Exercise and Nutrition Sciences (BENS) (AQF Level 7)

The primary purpose of this program is to provide a flexible pathway for students into professional and postgraduate study in a more specific health-related field. Dietetics, physiotherapy and medicine are the most popular, but students have many different options including non-clinical areas such as public health, teaching and sports coaching. The program structure was streamlined in 2016 to include a core list of courses in foundational study areas and a single list of electives covering a range of subject areas to be completed in the second and third year. The flexibility of the program is both a strength and a weakness. Students appreciate the opportunity to explore different aspects of exercise and nutrition sciences before deciding on a specific career pathway. However, this means that there are many students in the program who are undecided about their future. Some students feel that this impacts the cohort experience associated with a small group of students studying common themes with a mutual sense of identity and purpose.

Students with a generalist background in the exercise or nutrition sciences have the opportunity to undertake a one-year honours program (BENS (Hons)) which comprises a combination of coursework and a research project in a chosen field of study.

There is a provisional pathway program with the BENS and the Master of Dietetics Studies whereby students admitted into the provisional program who complete the BENS component with an annual GPA of 5.00 or better automatically progress to the Master of Dietetics Studies. Upon completion of the undergraduate and postgraduate degree, students will be eligible to become a full member of Dietitians Australia (DA), and join the Accredited Practising Dietitian (APD) program.

Bachelor of Exercise and Sport Sciences (Hons) (BExSS(Hons))

The BExSS (Hons) explores the complex nature of human movement and how the body reacts to acute and chronic physical activity pursuits such as general fitness regimens, recreational activities and elite sports. Students gain a solid understanding of key biological, social and health sciences, as well as core knowledge in the fields of biomechanics, motor control, exercise physiology, physical activity and health, exercise and sport psychology, and functional anatomy.
Importantly, students learn in a variety of professional settings to gain extensive practical experience and preparation for professional practice in exercise science and related areas. Graduates typically select to complete their major placement of 400 hours in a site of greatest interest to them for their future careers (e.g., clinical measurements and cardiac science, health promotion in a corporate setting, elite sport science, strength and conditioning for athletes). All students who graduate from this program are eligible to be Accredited Exercise Scientists (AES) with Exercise and Sport Science Australia (ESSA) with accreditation current until 2025. Students who complete their placement and their honours research project in an appropriate setting with qualified supervisors are also eligible to apply to ESSA for recognition as an Accredited Sport Scientist; UQ is currently the only undergraduate program in Australia that is able to facilitate the attainment of this qualification.

Bachelor of Clinical Exercise Physiology (Hons) (BClinExP(Hons))

BClinExP(Hons) (known colloquially as BCEP) prepares students for careers as an Accredited Exercise Physiologist (AEP). AEPs are the fastest growing allied health professionals in Australia and specialise in the delivery of exercise to help prevent and manage a range of chronic health conditions and injuries. They design and deliver exercise interventions that prevent and manage a range of musculoskeletal, cardiovascular, metabolic, neurologic, cancer and mental health conditions. They also provide advanced health and physical activity education, advice and support to help people lead a healthy and active lifestyle. Students undertaking the BCEP complete over 600 hours of practicum experiences through on-campus specialised exercise clinical and external industry placements. Students graduate as Accredited Exercise Scientists (AES) and Accredited Exercise Physiologists (AEP) with ESSA and maintaining this course accreditation is crucial to the viability of this program. Re-accreditation was achieved (provisional status) in October 2020 through until 2025.

Bachelor of Health, Sport and Physical Education (Hons) (BHSPE (Hons))

The BHSPE(Hons) program has the longest history of physical education teaching in Australia and has prepared students for careers in the science, health and physical education fields for some seven decades. It also prepares students for professional practice in sports education and related areas (i.e. sports coaching and health promotion). Practical experience complements in-depth learning of the complex and diverse nature of human movement from physiological, biomechanical, socio-cultural, psychological, teaching (pedagogical) and health perspectives. Students complete over 100 days of professional teaching experience in a variety of settings including primary, secondary and special needs. This includes a full school term in the fourth year of the program. Graduates of this program qualify with the Queensland College of Teachers (QCT) as specialist teachers of junior health and physical education, senior physical education, senior health education, and junior science, which is recognised worldwide. Accreditation is current to December 2024, and includes senior biology as a new teaching area.

Bachelor of Arts (Sports Studies)

The BA (Sports Studies) is managed by the HASS Faculty and provides students with an understanding of the sport and leisure industries from sociological, historical, economic and psychological perspectives. Students undertake courses in the social science and humanities areas of the study of sport as well as courses relating to the sociology of sport and the human body in society. The growth in the sport, physical activity and health industries over the past two decades has created a range of employment opportunities in the areas of social policy, journalism, management, marketing, planning and development, education, and psychology. Sports Studies graduates currently hold leadership positions with State and national sporting teams, the media and international sporting organisations.
MASTER LEVEL PROGRAMS

As indicated by the School’s decision in 2015 to change its name to the School of Human Movement and Nutrition Sciences (HMNS), the Masters of Dietetics Studies program has become a prominent offering in the School’s suite of postgraduate degrees, which also include the AQF Level 9 coursework Masters of Sports Coaching, Sports Medicine, and Psychology (Sport and Exercise). The Master of Clinical Exercise Physiology was suspended in 2019 and the program was not submitted for reaccreditation to ESSA.

Master of Dietetics Studies (MDietSt)
The dietetics curriculum is structured and informed by placements and work integrated learning and the order in which the placements are conducted. All classes in the MDietSt are case-based, activity-based, simulations and directly relate to practice. Students undertake approximately 125-145 days of professional practice. The program is accredited by Dieticians Australia (DA) with the last site visit taking place in November 2017. Following interim accreditation until May 2019, the School addressed several recommendations from DA, resulting in accreditation until 30 May 2023.

Master of Sports Coaching (MSportCoach)
The Master of Sports Coaching is designed for current and aspiring coaches looking to deepen their knowledge and upgrade their qualifications. There are three postgraduate entry points: #8 Graduate Certificate, #16 unit Masters and 24# unit Masters, with the entry point determined by the coaches’ previous experiences and undergraduate qualifications. During the programs, students engage in learning experiences that promote and encourage extensive analysis and critical reflection of their current coaching practices and contexts. They develop expertise and knowledge in examining and enhancing both athletic and coaching performance across biophysical (e.g. recovery, program management, rate limiters) and socio-cultural (e.g. quality coaching practices, emotional regulation, and cultures of excellence) domains.

Masters of Sports Medicine (MSpMed)
Designed for currently practicing medical professionals, this course allows students to acquire the clinical knowledge, research and practical skills for evidence-based practice in sports medicine. The knowledge and skills gained allow them to provide a comprehensive and interdisciplinary approach to prevention, treatment and management of sports injuries. The program offers flexible, work-based learning and is delivered entirely online using proven online learning pedagogies (such as hands-on video tutorials) and discussion forums to allow contact with expert staff and other general practitioners.

Master of Psychology (Sport and Exercise) (MPsych)
This is one of three specialisations offered in the MPsych. The Master of Psychology (Sport & Exercise) program prepares students for research and practice in sport and exercise psychology through a combination of coursework, supervised practice, and research experience. Currently it is the only accredited master’s program in the field in Australia. The administration for the program is through the School of Psychology. Graduates are eligible for registration as a psychologist in Australia and for associate membership in the College of Sports and Exercise Psychologists.
3.2.3 UQ INTERNAL PARTNERSHIPS

HMNS has strong relationships with internal UQ partners related to teaching, with up to 25% of undergraduate HMNS programs consisting of courses administered outside HMNS. Foundation studies in anatomy (two courses), physiology (two courses), and molecular and cell biology (one course) are provided by SBMS for the relevant programs. HMNS undergraduate students also undertake Professions, People and Health Care (HLTH1000), an Interprofessional Education (IPE) course offered by the HaBS Faculty. Courses provided by specialists from other schools involve collaboration with HMNS staff to ensure alignment with the School’s learning objectives and the professional standards of the School’s three accrediting bodies.

Since the last septennial review in 2013, collaboration between SBMS and HMNS resulted in a major reform of the content and assessment of first-year biophysical science courses, resulting in significant increase in first-year student progression through their respective degrees. Except for HLTH1000, by 2021 all courses in the first-year suite of HMNS undergraduate programs will only be populated by the HMNS cohort of students. This appears to have had positive impacts on student learning and has also fostered stronger links between the schools, with key staff from SBMS jointly organising an optional Yoga based activity for the first-year cohort undertaking ANAT1005 in 2020 to combat the social isolation identified by teaching staff during the online semesters as a result of COVID19.

HMNS staff also deliver a number of courses for UQ schools, most notably for undergraduate teacher education degrees in the School of Education and Bachelor of Arts elective courses for the Humanities and Social Science (HaSS) Faculty.

3.3 Teaching and Learning Innovation and Initiatives

HMNS teaching and learning approaches have long been informed by an understanding of the unique interests and needs of the UQ HMNS student cohort, contemporary educational research, HMNS staff teaching and learning scholarship and a robust engagement with industry stakeholders. The majority of HMNS teaching and learning innovation since the 2013 School Review has been informed by, and aligned with, the UQ Student Strategy (UQSS).

Following the release of the UQSS that set out a vision for teaching and learning, the School responded with a range of initiatives that have resulted in a flourishing students-as-partners culture, numerous transition and mentor strategies, and following engagement in the UQ2U program, two large blended courses. Moreover, HMNS staff have led the construction and dissemination of school, faculty and university resources to support the translation of the UQSS in the areas of peer mentoring, assessment literacy, student wellbeing during transitions into and out of their tertiary studies and IPE.

Through these initiatives, HMNS staff have established close collaboration with colleagues across the HABS Faculty, University and Institute for Teaching and Learning Innovation (ITaLI). The scope and scale of the School’s collaborative teaching and learning endeavours has been further enhanced through the awarding of UQ Teaching and Learning Fellowships and Student Services and Administrative Funds which have all further enhanced the experience for HMNS students. HMNS has also engaged with the Higher Education Fellow scheme with six fellows from associate to senior fellows recognised.
3.3.1 STUDENTS AS PARTNERS INITIATIVES

Key initiatives identified within Goal 3 of the UQSS included the students as partners and multi-point mentor program strategies. HMNS staff have embraced the University’s Students-as-partners initiative, undertaking seven projects in 2020 alone (representing a significant proportion of the 16 projects across the Faculty). A growing emphasis on Student Voice and the implementation of Students as Partners projects across the School allows students the opportunity to actively contribute to and inform HMNS program structure, learning activities and student life experiences. HMNS Staff have also been involved in a number of key projects, funded by ITaLI, and in conjunction with the UQ Poche Centre for Indigenous Health, to support curricula developments in Indigenous Knowledges.

In brief, examples include:

- Dr Eimear Enright, (supported through a UQ Early Career Scholarship of Teaching and Learning Grant (SoTL)), with support from her BHSPE colleagues, has augmented the SECaT architecture at UQ by creating a complementary and democratic process through which students and teachers could engage in ongoing and meaningful dialogue around teaching and learning. In 2017, Dr Enright was awarded a UQ Teaching and Learning Fellowship with the aim to move from an individual to a programmatic approach to student-staff partnerships that enhance teaching and learning, and students sense of connection to other students, to staff and to their program of study. This project together with Enright’s UQ Early Career SoTL project informed UQ’s student strategy and the University-wide Student-Staff Partnerships initiative: https://employability.uq.edu.au/ssp-projects.

- A whole-of-university project supported through a Teaching Innovation Grant (2019-2022) including CIs from HMNS to enable systematic change of feedback and assessment practices in 33 courses involving 30 academics that will benefit over 6700 students (in the first instance of redesign) across all faculties in 2020.

- Curriculum reform activities including using students as partners in the redesign of a 3rd year course to be offered to 2nd year students as part of the transition of the BHSPE(Hons) degree to the 2020 accredited program. The first Student-Staff Partnership project informed a course restructure that resulted in more innovative and interactive pedagogical resources and experiences. Tracking of the following year’s cohort experience formed the second project, with data indicating an 11.11% increase in the overall course evaluation.

- Construction of a new course curriculum in the BClinExP(Hons) supported by a Students as Partners grant with the goal to facilitate active learning in a generation of digitally minded learners and strengthen the breadth and depth of case-based learning, work-integrated learning and interprofessional experience (IPE) activities.

- The development of curriculum packages in the form of digital modules to teach culturally safe and transformative Indigenous health supported through an ITaLI Teaching Fellowship and a Teaching Innovation Grant with the Faculty of Medicine.

- The development of multi-year mentor strategies using the 2018 – 2019 Student Services & Amenities Fee (SSAF) funds allocated to HMNS that speak to the second initiative of the UQSS goal of strengthening a learning culture of dynamic people and partnerships. Combining the objectives of building students as partners approaches within a multi-point mentor program the Students as Partners in Action: a scalable mentorship framework to enhance students’ employability and transition to university was led by Professor Tim Carroll, Dr Louise McCuaig and Dr Sean Tweedy. The project provided 3rd year students enrolled in a professional program with authentic opportunities to apply and reflect on their communication and instructional skills in a disciplinary setting, and to enhance technical learning of 1st year students through more personal instruction.

- Associate Professor Craig Engstrom successfully applied for UQ wide SSAF funding to conduct the MedEx Project, a multi-year, cross-faculty initiative between Medicine and HaBS ($240,534, August 2018).

- A second SSAF funded project, entitled Professional Futures, was a student-staff partnership project involving a collaboration between the School of Health and Rehabilitation Sciences (SHRS) and School of Human Movement and Nutrition Sciences (HMNS). The project addresses the transitioning needs of students from Health Sport and Physical Education, Exercise Science, Exercise Physiology, Nutrition and Dietetics, Audiology, Physiotherapy, Occupational Therapy and Speech Pathology as they move in, through, and out of their university program.

We have a growing emphasis on student partnerships, giving students a stronger voice with the School on topics such a student life, program structure and learning activities.
Highlight: The Student–Staff Partnership Projects Program

Student–staff interactions matter. From 2015, we have extended the collaborative UQ culture to engage with students as partners. Working together on semester–based projects, 970+ students and 550+ staff members have collaborated on 300+ projects – that is 12,000 hours or 300 working weeks of engaging together to co-create new knowledge, curricular materials, pedagogical approaches, and new understandings of students’ experiences.

Embracing an expansive view of engaging “Students as Partners” (SaP), our team has drawn on early innovators to bring together a community dedicated to engaging with students in partnership resulting in a coherent UQ–wide model of student–staff partnership projects now reaching into every faculty.

Our program is distinctive in three ways: (1) co-created by students and staff; (2) it is evidence-informed; and (3) it is evidence-creating. Our evidence-creating ethos has contributed 30+ UQ-led peer-reviewed publications with student partners as lead, co or sole authors that have been cited over 700+ times. Our evidence-informed approach demonstrates high levels of beneficial outcomes: increased sense of belonging, agency, learning, enhanced employability and pride in creating change for others. UQ is a global leader in both SSP practices and research with 29 invited talks in four countries — we are guiding other universities.
3.3.2 ENGAGEMENT WITH UQ2U

A second focus of teaching and learning innovation at HMNS has addressed Goal 2 of the UQSS which endeavours to provide students with flexible options that support and service their priorities, meet their expectations and personalise their learning experience. HMNS courses BIOL1630 and NUTR1023 were the School’s first participants in the UQ2U project. Explicit HMNS objectives of this work included creating a more flexible learning environment; enhancing face-to-face lectures; enabling students’ understanding and application of concepts; allowing authentic applications of content, and strengthening evidence of students’ demonstration of professional standards for accreditation purposes. Following the implementation of BIOL1630 and NUTR1023, staff and student feedback emphasised the ease of using the Edx (Edge) platform for large class delivery, high quality introductory videos promoting greater interactivity within lectures. Course evaluations were enhanced, with qualitative feedback stating, “This course was fantastic, probably the most well-delivered course I’ve done.”

3.3.3 SHORT FORM CREDENTIALS AND CONTINUING PROFESSIONAL DEVELOPMENT

Shorter Form Credentials (SFCs) are rapidly gaining interest and traction in the tertiary sector. UQ has developed a university wide SFC initiative to align with the strategic goal of Student-centred Flexibility. While this is emerging within UQ, HMNS has a long history of excelling in the delivery of short courses and continuing professional development that pre-dates the UQ initiative by a number of years. HMNS has been conducting Continuing Professional Development (CPD) for practicing coaches entirely online through UQ’s main learning platform (Blackboard and WebCT prior to that) since the early 2000s. Since 2013, HMNS has also developed some modularised offerings that more closely match with common conceptions of CPD / SFC. Course content from many of the existing postgraduate courses has been repackaged into smaller short courses of study, available face-to-face and online.

3.3.4 WORK INTEGRATED LEARNING

Given the emphasis on professional preparation for careers in the health, sport and education sectors, HMNS has an established, strong reputation for its provision of high-quality work integrated learning that promote student employability (UQSS, Goal 1: Initiative 1). A dedicated team of professional experience staff foster partnerships with critical industry stakeholders and manage the complex policies and procedures associated with this dimension of the student experience.

Nonetheless, a major barrier to increasing student enrolment in the BExSS(Hons) and BClinExP(Hons) programs is a scarcity of practicum placement sites. Current enrolment levels, even with anticipated attrition, place the professional experience placement system at the limits of capacity - such that a handful of students each year face the prospect of being unable to graduate as a consequence of insufficient practicum experience. The HMNS Curriculum Reform working party identified the need for changes in program structure to provide students with opportunities to complete their professional experience in all three semesters of their final year to spread the load. These changes have now been implemented and the positive effects of shifting more students into first semester and summer are starting to be seen. While solving the issue for students, this now has become a capacity issue for both practicum staff and academic staff as placement courses run across all semesters, increasing workload.

In addition to BExSS(Hons) and BClinExP(Hons), there are important WIL initiatives within the Master of Dietetics Studies and BHSPE(Hons) programs. Historically, assessment of student competence in a workplace has been difficult to standardise and manage and the Dietetics program has implemented key projects to address this issue. Through Entrustable Professional Activities (EPAs), a scaffolded assessment framework is used to support students and external assessors in authentic, experiential learning. The EPAs were developed as a result of a Teaching Innovation Grant obtained by the Program Convener in 2016.

The BHSPE placements team has also managed significant challenges, particularly in the COVID context with school closures causing significant disruption. Despite this, the team was able to secure placements for all students in all professional experiences across the degree. Importantly, this gave students access to deliver online (as well as face-to-face) teaching opportunities within their 4th year Major Professional Experience. This showcased the skill set of the School’s academic and professional team, and these pre-service teachers were able to lead delivery of these skills to teachers as professional development and through effective pedagogies when teaching their classes during their placement.

In recent years, there has been an increase in students across the disciplines accessing more rural placements for their Minor and Major Professional experiences, so students have the opportunity to a wider variety of learning experience and employment opportunities. Site visits are being conducted through Zoom, which provides more opportunities for students to be placed in rural and remote communities, including their Major Professional Experience.

3.3.5 INTERPROFESSIONAL EDUCATION

The HABS Faculty has invested significantly in IPE in recent years, with the culmination of a bespoke interprofessional placement - UQ Healthy Living, as well as the appointment of a Director of IPE as noted in 2.3. At a School level, an audit of interprofessional activities in 2020 demonstrated a number of activities ranging from purely exposure to IPE to immersion in interprofessional practice. A number of HMNS educators teach and tutor into HLTH1000, a common first year course in IPE and lend their expertise to over 1500 students enrolled in that course. The School has successfully led a grant in interprofessional practice at UQ Healthy Living, securing a HABS Faculty Placement Grant with collaborative partners in NM&SW, SHRS, and Psychology.
3.4 Assessment and Academic Integrity

The University uses criterion-referenced assessment. All details of assessment and marking criteria are provided in the Electronic Course Profile (ECP) for each course while credit for prior learning and student progression are managed in accordance with the University’s Enrolment and Academic Progression policies. Refer to the University’s PPL 3.10 Curricula and Assessment, PPL 3.40.11 Enrolment, PPL 3.50.14 Academic Progression, and the respective program rules (provided through links in 3.2.1).

All integrity matters within the School are managed by the School’s Integrity Officer, in partnership with the Chief Examiner, the HMNS Teaching and Learning Chair, and the Manager, Student and Academic Administration. Currently, this promotes the values and practice of academic integrity, provides guidance to staff and students and supports decision-makers in relation to student academic misconduct. Increasing concerns regarding academic integrity across the tertiary sector have driven more robust policies and procedures which have been enacted faithfully within HMNS (refer PPL 3.60.04 Student Integrity and Misconduct). Courses that have applicable written assessment use online submission via Turnitin (a text-matching program) to monitor for academic integrity. Students are also required to complete the UQ Academic Integrity Tutorial. The School takes action on suspected plagiarism or other suspected misconduct as specified with the UQ policy.

The School’s assessment protocols align with a number of UQ wide policies that ensure standardised processes which offer better consistency and equity across the School with respect to managing assessment. These include using UniTask to manage extensions to assessment items (with a standard set of processes also published in the ECP); marking guidelines to provide a consistent marking framework across the School; standardised grade cut-offs across all programs; use of a template to manage collation of marks; and standardised processes for resubmission or resit of assessment items.

Processes are in place to enable early identification and support for students not performing satisfactorily in academic or professional experience environments. The University also has a responsibility to balance remediation and learning support with the need to prevent harm. The University’s Fitness to Practise policy (PPL 3.30.14 Fitness to Practise) reaffirms the University (and School’s) commitment to early intervention (where possible) whilst also providing a framework within which fitness to practise concerns are managed.

3.5 Teaching and Learning Performance Indicators

3.5.1 STUDENT LOAD

Within the School, the majority of student load in the School is domestic (Figure 3.1), and total EFTSL has remained relatively stable, with a slight downturn in 2018 that is projected to continue beyond 2020. As demonstrated by the distribution of load by program level (Figure 3.2), the decline in domestic load has only been slightly compensated by an increase in international load. Postgraduate Coursework contributes around 11% of the School’s total student load with a further 8% from HDR.

Figure 3.1: HMNS Domestic and International Load (Source: UQ Reportal, Domestic & International Load by Faculty, Campus, School and Program, 5 Year Trend, accessed 120421)

Figure 3.2: HMNS Load by Program Level (Source: UQ Reportal, Domestic & International Load by Faculty, Campus, School and Program, 5 Year Trend, accessed 120421)
As highlighted in Figure 3.3, overall enrolments in BHSPE(Hons) appear steady while enrolments in BENs and BExSS(Hons) have declined, as documented elsewhere within this chapter. As is clearly evidenced in this data, the 2017 introduction of the BClinExP (Hons) has had an impact on the EFTSL contribution of the BExSS(Hons) and is anticipated to continue growing as a result of marketing and new student demand as opposed to current student transition from the BExSS(Hons).

These data also summarise the School’s major undergraduate student load and groups EFTSL for programs converted from AQF 7 to AQF 8. It can be noted that significant sources of EFTSL are generated from teaching activities beyond those programs delivered by HMNS. Past delivery of courses through the BA major and extended major in Sports Studies, BSc Food Sciences and Nutrition and Food Sciences and Technology majors/extended majors and associated dual degrees, in addition to the School’s delivery of Bachelor and Master of Education courses, all play a significant role in elevating the overall student load. EFTSL also result from the School’s teaching contributions to the BPsySc(Hons) and BHlthSc. Considerably smaller EFTSL contributions are garnered from Advanced Humanities and Advanced Science Hons programs and the discontinued BExSS/Bus Man, which have been included as “Other” for the purposes of this report.

Student load for key postgraduate coursework programs is summarised in Figure 3.4. The MDietSt contributes by far the majority of PGCW EFTSL to the School. Enrolment in the #24 Masters and the Graduate Certificate in Sports Coaching remain steady. The MClinExP has been suspended as it does not meet ESSA requirements for accreditation.
3.5.2 STUDENT DEMAND

As noted in the above, there has been strong student demand for the BClInExP(Hons) since its introduction in 2017 with first preferences from applicants with an OP 1 to 5 rising to 37% of this applicant cohort in 2019. This compares favourably to similar percentages of students applying to Queensland University of Technology (QUT) in 2019 and affirms the trend since 2017 of UQ attracting a significant proportion of applications traditionally held by Griffith University (GU). These figures confirm the School’s prediction that creating a degree for the sole and explicit purpose of providing Exercise Physiology professional preparation was a more attractive option than the previously embedded specialisation in the BExSS(Hons). The OP for entry has been steady at four for the last three years.

The BENS has maintained market share from first preference OP 1-5 applicants with fluctuations that are similar to competitor institutions. In 2019 this program attracted 25.6% of these applicants, compared to 31.1% at QUT and 18.3% at GU (and 13.4% to other Qld institutions). The total number of applicants in this OP group applying for this (or a related) program to any Queensland institution appears to be falling (from 272 in 2015 to 164 in 2019). The OP has slowly declined at UQ from 8 in 2015 to 10 in 2019. All of these factors indicate that strategic marketing of the BENS will continue to be important. Indeed, a much anticipated outcome of this current review and the academic program review scheduled for 2021 is the provision of strategic direction and funding to devise specific program pathways and articulations into postgraduate coursework at UQ and so realise the full potential of this horizon degree.

The BExSS(Hons) has experienced fluctuating demand from OP 1-5 applicants with a dip in 2017 matched by a surge in applications to GU. Preferences for UQ recovered in 2018, whereas QUT who also received a drop in 2017, continued to fall only to recover and slightly surpass applications to UQ in 2019. As anticipated, the UQ offering of a BClInExP(Hons) is also syphoning off some of the student demand for this degree. Total applications for these and related programs have declined since 2017 (falling from 267 total applications to 189 in 2019). The OP for entry dropped from the five recorded for several years prior, to six in 2018 and 2019.

Student applicants in the OP 1-5 cohort are notoriously low in teacher education, which is replicated in the data on the BHSPE(Hons); however, this UQ program currently attracts almost all the market share at 94.7% in 2019. Most competitor institutions offer this program within the Bachelor of Education (Primary or Secondary). As with several other HMNS programs, the number of overall applications to QTAC for this and related programs do appear to be dropping. It is worth noting however, that Australia is grappling with a well-documented crisis with respect to student recruitment into undergraduate teacher education degrees, a situation that has been further exacerbated by the introduction of the Personal Statement for Application to Initial Teacher Education Courses. Notwithstanding these challenges, the OP cut-off has remained at 9 for the past five years, which positions this teacher education degree as having one of the highest entry scores in Australia.

All of the School’s current master’s programs show increasing demand as the comparative snapshot in Table 3.1 shows, with especially strong increases at both domestic and international levels in MClinExP and MDietSt. Of the Graduate Certificate programs, the Graduate Certificate Sports Coaching demonstrates the highest levels of student demand.

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Table 3.1: Comparative Postgraduate Coursework Applications 2015 and 2019

<table>
<thead>
<tr>
<th>NUMBER OF APPLICATIONS</th>
<th>2015</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Domestic</td>
<td>International</td>
</tr>
<tr>
<td>GCSPCoach</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>GCSpMed</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>MClinExP</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>MDietSt</td>
<td>31</td>
<td>54</td>
</tr>
<tr>
<td>MSpCoach</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>MSpMed</td>
<td>22</td>
<td>2</td>
</tr>
</tbody>
</table>

(Source: UQ Reportal, CTQRA Detailed Postgraduate Program Reports accessed 080520.)
3.5.3 PROGRESS AND RETENTION

Student retention is a major focus across the University led by the Student Success and Strategies Office, which provide a suite of tools and resources to support and facilitate access to experiences to enhance student employability. UQ has also established peer to peer support through a Student Relations Network (SRN).

Pass rates

Pass rates for undergraduate programs taught by HMNS in 2020 sit above 80% in BENS and over 90% in other programs and have been trending upwards since 2015. In some programs (e.g., BENS and BHSPE(Hons)), commencing students do slightly less well than continuing students. As noted in the earlier section on internal partnerships, the School has collaborated with colleagues who deliver foundational biophysical science courses at the first-year level which has resulted in a significant improvement in the first-year pass rate. These pass rates compare favourably with the University average of 87% for commencing undergraduate students.

In the master’s programs, pass rates in 2020 range from the lowest of 87% in GC SpCoach (a decline from an average of 93% in previous years) to the highest of 100% in the MDietSt and GC Sp Med. Most students complete in the expected time frame. These rates reflect similar percentages for this program level across the University.

Attrition

Attrition rates of the four year professional degrees in year 1 are approximately the same at approximately 13%. The year 1 attrition rate for the BENS degree was 25.6% in 2020 which is higher than the average of the past 5 years (19.4%). This average is actually lower than a comparable program, the Bachelor of Health Sciences which has a 5 year average of 23.2% in year 1 attrition. In all programs but specifically the BENS, much of the attrition involves changing between HMNS programs and, to a lesser extent, students moving to other programs across UQ, most commonly to other health programs offered by HABS and a few to a broad range of other programs. With respect to this movement of first-year BENS students, this is consistent with the purpose of BENS to provide students with flexible options that support and service their priorities (consistent with UQ Student Strategy Goal 2). The program is designed to appeal to students who are interested in health-related careers but are unsure of professional roles and/or would like to keep their career options open at this time, rather than enter directly into a prescribed clinical or degree program. Taken with other indicators, data suggests the BENS degree has been fit for the purpose for which it was devised.
3.6 Internationalisation

3.6.1 INTERNATIONAL STUDENTS BY HMNS PROGRAM

International students as a proportion of total enrolments and by program level (measured in EFTSL) have grown slowly but steadily over the past five years. There has been especially strong growth in international EFTSL from BENS and the BExSS(Hons) and this corresponded with an increase in presentations by staff, particularly to IES Foundation Year students (International Education Services). With the cessation of IES, the School will look to work with Faculty International Officers to identify similar avenues of promotion of our School programs. Among the PGCW programs, only the MDietSt draws international enrolments. There is a slowly growing number of enrolments (2.0 EFTSL in commencements in 2015 compared to 6.0 commencing EFTSL in 2020). If head count is considered instead of EFTSL, Figure 3.5 graphically depicts the number of commencing international students by program or suite of programs. Compared to steady growth in 2017 and 2018, enrolments seem to have fallen off in BExSS(Hons). BENS shows strong growth in the last three years with the proportion of international students rising to 18.8% of total enrolments in 2020, and accounting for 18.6% of commencements.

![International Commencing Students by Program](Source: UQ Reportal Whole Year Enrolments – International Student Details, 5 Year Trend accessed 050521)

3.6.2 COUNTRY OF ORIGIN

The majority of international students in the last few years (using head count) have come from North- and South-East Asia (including the eight new enrolments in BClinExP(Hons)) with over the years a smattering from many other countries.
3.7 Student Equity

Gender equity across the School’s domestic student body (i.e. those studying in courses offered by the School) has been relatively stable over the past five years with the percentage of female enrolments slowly rising from 52.6% in 2015 to 54.7% in 2020. This is a similar percentage to that for UQ as a whole (54.6%). UQ holds Bronze status in the SAGE Athena Swan program.

Students who require special assistance (e.g. students with disabilities or health issues) are accommodated by a variety of means at a University level including support provided through the University Student Services and its associated Disability Services. The School develops specific strategies to respond to the identified learning/educational requirements of these students on an individual basis, set out in a Student Access Plan Disability (SAPD), whilst ensuring that these students meet the competency standards stipulated by the relevant accrediting body.

As is the case across UQ more broadly, the percentage of students reporting as Aboriginal and Torres Strait Islander is low with an access rate (proportion of commencing domestic students) of 1.4% in 2019 in bachelor programs with the highest proportion enrolling in BHSPE(Hons). This is equivalent to the proportion for the University as a whole for bachelor degree programs but is lower than desirable and below the national equity enrolment rates of 2.4% (for all fields of education).

The proportion of Aboriginal and Torres Strait Islander students participating in postgraduate coursework programs in the School is lower with a 1.2% access rate and a 1.1% participation rate in 2019; the majority being enrolled in the Master of Sports Coaching program.

In 2019 the University released its Reconciliation Action Plan and this year is implementing an institutional approach to educating staff about Aboriginal and Torres Strait Islander history, identity and culture. The University’s Aboriginal and Torres Strait Islander Unit works closely with relevant staff to provide a range of professional services and academic support to Indigenous students.

The University has a dedicated Pro-Vice-Chancellor (Indigenous Engagement) who leads the implementation of the University’s Indigenous strategy and builds links with the community. The Poche Centre, which is part of the HABS Faculty, leads research into Indigenous health and a number of HMNS staff are Affiliate Members of the Poche Centre.

The School has adopted a number of initiatives to attract and assist Aboriginal and Torres Strait Islander students. Staff from the School contribute to the UQ InspireU program for Indigenous high school students and programs run at the Murri Primary School in Brisbane. In 2021, two Indigenous staff members were added to HMNS and, along with non-Indigenous staff members, are collaborating on a new course that prepares HMNS students to work in the Indigenous health and education sectors. HMNS staff have also been involved in designing digital modules to assist embedding Indigenous Knowledges across the entire HABS Faculty.

The number of commencing domestic undergraduate students from low socio-economic status backgrounds (SA1 as defined by the Federal Government and based on student’s permanent home address) has dropped slightly from 10.2% in 2015 to 8.7% in 2019. This is slightly below the average for the University as a whole for bachelor students (10.6% in 2019 although this also reflects a decline over recent years) but both are below the average for the broader discipline group of ‘health’ for Go8 institutions in NSW, Victoria and South Australia. Success rates of these students in HMNS are similar to those of the whole cohort (success ratio of 0.99 to 1.01) and slightly higher than for this group University-wide (0.98).

Undergraduate students studying in the School from regional and remote areas have slightly declined like most equity groups, in 2019 comprising 13.5% of commencing students, a decline from a high of 21.5% in 2017, and lower than the percentage for this cohort at the University (17.2% in 2019). Their success ratio has continued to be slightly higher than that of the cohort as a whole (1.02 in 2019).

It is acknowledged that there is a need to explore mechanisms for improving the recruitment of students from under-represented groups, in support of the University’s Strategic objectives in this regard (see Chapter 6 - Futures).
3.8 Teaching Quality

Evaluation of the quality of the School’s teaching and learning activities and programs occurs at multiple levels within UQ and in partnership with a range of stakeholder organisations. HMNS degree programs are reviewed on a regular basis to maintain relevance and in response to student or other stakeholder feedback and professional requirements such as revised competency standards.

3.8.1 INTERNAL QUALITY ASSURANCE PROCESSES

A range of mandated internal quality assurance protocols have been implemented by the School according to UQ policy and procedures since the 2013 Review. As outlined below, at UQ these processes include the CTQRA, Academic Program Review (APR) and Program Architecture protocols, whilst external professional organisations conduct rigorous audits of the School’s programs in the process of awarding accreditation. Data generated for this raft of quality assurance work is sourced from School, Faculty, UQ and national surveys, and formal Student Evaluations of Course and Teaching (SECaT) feedback. Less formal mechanisms employed by HMNS include student feedback from year level student representatives who attend Cognate and School teaching and learning meetings, Students as Partners projects and scholarship of teaching projects conducted by HMNS staff.

Curricula are regularly reviewed within each professional group to ensure that there is adequate horizontal and vertical integration of content while assessment tasks are evaluated to provide an optimal balance of category and timing. Mandatory ECPs map the learning objectives of each course against the University graduate attributes (refer PPL 3.10.05) and the professional competencies required for the respective programs and set out learning activities and expectations.

Academic Program Reviews (APR): Since the previous Review, all HMNS programs have completed their five-year UQ APRs. This is a process that ensures the qualitative and quantitative review of generalist degrees every 7 years, and all other teaching programs every 5 years. Since at the time of the last APR the programs had recently undergone external accreditation, there were few required actions to be undertaken by HMNS, with the majority of feedback affirming recommendations and changes resulting from external processes.

Curriculum and Teaching Quality and Risk Appraisal (CTQRA): In 2017, UQ implemented the bi-annual CTQRA process to enable a focused evidence-based reflection on the overall quality of all teaching programs and courses. Risk reports are generated by ITaLI drawing on the release of data from semester enrolment, SECAT responses and national survey data (eg. SES) which is used by school T&L committees to identify areas of concern that can be further investigated and contextualised at faculty or school level. In 2017 and 2018 enduring concerns emerged in the generated risk reports and included: issues with undergraduate student recruitment and retention into the BESS due to attractive offerings from local competitors and students’ resistance to the mandated completion of the AQF Level 8 Research Skills (HMST3846) course.

UQ Program Architecture: In 2019 the CTQRA process was put on hold as UQ conducted the Program Architecture initiative. UQ’s Program Architecture 2 (PA2) has delivered consistent program design principles, tools, systems and frameworks to help ensure UQ’s programs, majors and courses are sustainable, meet student and market expectations, and optimise the student experience. The project will assist in ensuring the School’s portfolio delivers maximum value to students, employers and communities (https://student-strategy.uq.edu.au/program-architecture-2).

AT HMNS, the greatest impact of UQ’s Program Architecture project was on the BA (Sports Studies) program. This was reformed in 2019/2020 in response to the PA2. The program was streamlined focusing on HMNS-hosted courses. More broadly, a ‘pathways’ approach was maintained that allows Arts students flexibility in their course selections, and leaves BHSPE(Hons) and BENS options open to students who wish to change programs.

Many of the recommendations emerging from this student voice process were addressed as the School undertook the curriculum reform work required to align with the UQ Student Strategy and new professional standards and requirements of the three bodies responsible for accrediting the School’s professional degrees.
HMNS Curriculum Reform Student Voice Project: In addition to these evaluation processes, the HMNS T&L Curriculum Reform working party commissioned a project to capture student feedback on the Human Movement courses as part of the curriculum review. Drawing on student and alumni feedback, a number of program wide recommendations were made as follows:

- remove one Physical Activity and Health Promotion and one Sociocultural course from the undergraduate degree program;
- include work integrated learning/professional experience opportunities for all professional degrees in the first eighteen months of study;
- designate time at the beginning of relevant courses to link with prior learning – 'look forward/look back' and explain the role that each course plays in ensuring quality professional practice and contribute to essential professional knowledge;
- retain face-to-face delivery as the key pedagogic tool;
- enhance program flexibility through opportunity for more elective study;
- give rigorous attention to tutor training and require peer/mentor evaluation of each tutor;
- provide timely feedback to students following all assessment;
- review the amount of group assessment across the degrees and, where possible, remove group assessment and marks for attendance from tutorials;
- ensure that all first-year ‘content-heavy’ courses are supported by at least one tutorial on how to learn by rote (learning strategies) and the role of short- and long-term memory in learning.

As noted throughout this chapter, many of the recommendations emerging from this student voice process were addressed as the School undertook the curriculum reform work required to align with the UQ Student Strategy and new professional standards and requirements of the three bodies responsible for accrediting the School’s professional degrees.
3.8.2 STUDENT EVALUATION OF TEACHING AND LEARNING

3.8.2.1 Student Evaluation of Course and Teaching (SECaT)

Students rate the majority of courses taught by the School highly as demonstrated in the SECaT surveys, with the average rating for all courses in each semester often higher or equal to the average ratings across the Faculty of HABS and the University as a whole for the same semester. A mean rating over 4 across the last 5 years is an exceptional achievement. Since the last septennial school review, only two or three courses each semester require attention for poor ratings across several questions. Figure 3.6 depicts the collated ratings over time. The steady increase in ratings for semester 2 courses is pleasing. It is acknowledged that there are lower responses for Q7 in 2020 and this is presumed to be a result of COVID. It is a testament to staff that by semester 2, this has increased to exceed semester 2 in 1999.

![Figure 3.6 SECaT Undergraduate Mean Responses to Q.7 and Q.8](image)

Note: Undergraduate mean responses to Q. 8: How would you rate this course and Q. 7: I learned a lot in this course. Percentage of students who strongly agreed or agreed; average of the mean score for all courses on a 5-point scale. (Source: UQ Reportal, SECaT School Course Report accessed 130421)

3.8.2.2 Student Experience Survey

Data from the nationally administered SES for undergraduate students confirms SECaT data. Students rate the School's undergraduate programs highly for both the quality of their entire educational experience and quality of teaching. While in all programs there are small fluctuations from year to year, in BENS commencing students (who also complete the survey in much higher numbers) rate their experiences somewhat more highly than continuing students, especially in Student Support. Given the introduction of new programs (or new AQF 8 versions), there is less trend data available for the other programs and to date smaller numbers completing the surveys, especially from continuing students, however, these students generally rate Skills Development more highly than commencing students (which is what you would normally want).

Comparative data with other institutions is not available at a sufficiently discrete level, most of these programs being grouped under the study area 06 ‘Health Services and Support’ which also includes optical science, public health, radiography, rehabilitation, and a variety of other health and complementary therapies while BHSPE(Hons) is generally grouped under the broad classification of 13 ‘Teacher Education’.

Of the PGCW programs, SES data is only available for the MDietSt. Although based on a small number of participating graduates, students indicated a strong satisfaction with the MDietSt program, registering an 75% satisfaction with the quality of the entire educational experience and the quality of teaching in 2019, a small decrease from 100% and 87% recorded for the previous two years.

3.8.3 EXTERNAL REVIEW

Professional accreditation of all professional programs delivered by the School offers a robust external review of the School’s teaching and learning activities every five years. Accreditation of the BClinExP(Hons) and BExSS(Hons) programs is provided by Exercise and Sport Science Australia.
(ESSA), while the Queensland College of Teachers (QCT) is responsible for the accreditation of pre-service teacher education programs (BHSPE (Hons)) on behalf of the Australian Institute of Teachers and School Leaders (AITSL). In addition to the involvement of ESSA and QCT, the Dietitians Australia (DA) accredits the School’s Master of Dietetics Studies program. As an AQF Level 7 degree, the BENS is not accredited by an external body, although changes in the accreditation requirements of Dietitians Australia (DA), ESSA and QCT can have an impact in those instances where a course is listed across all programs and has been modified for accreditation purposes. Given the School’s efforts to provide a common undergraduate experience to first-year students, this complex accreditation landscape demands considerable investment from HMNS programs leads and restricts the capacity of the School to provide students with flexible options that support and service their needs, interests and priorities.

Application for re-accreditation of all three HMNS undergraduate professional programs was undertaken by the school in 2019 (BHSPE(Hons)) and 2019/2020 (BClinExP(Hons) and BExSS(Hons)). Substantial changes in the professional standards and accreditation requirements of each program necessitated a far-reaching curriculum reform agenda undertaken from 2017 – 2019. Overarching changes to the degree programs resulted in:

- Removal of one mandated foundation level sociocultural course.
- Removal of one mandated foundation level physical activity and health course to make way for the HABS Faculty common course HLTH1000.
- Re-organisation of course offerings across all year levels to facilitate students’ earlier engagement with and greater flexibility in undertaking work integrated learning experiences.
- Conversion of a number of advanced exercise science courses to become final year elective courses (SPMD3052, PHYL3732 and NEUR3733).
- Creation of New Course, EXMD4743 (Metabolic and Kidney).

All programs have successfully managed reaccreditation, with commendations from externals panels relating to engaging student voice, enhancing Aboriginal and Torres Strait understandings and social determinants of health, as well as excellent placement opportunities across disciplines. It is challenging to estimate the time and resource investment that occurs during an accreditation year for each of the programs and the yearly reporting and management is also significant. This presents a real and immediate challenge for HMNS in managing these processes.
4. Research

4.1 Overview

HMNS produces research of international standing across the range of fields shown in Table 4.2, with impact in areas of clinical exercise and exercise science, neuroscience, biomechanics, nutrition and dietetics, epidemiology, health promotion, sport coaching, sport history and physical education. Although comparable with schools of physical education, sports science or kinesiology in other countries, the truly interdisciplinary scope of the School sets it apart from the approaches taken elsewhere, marking it out for unique challenges but also as a foundation for unique opportunities.

Due to the School’s somewhat unique profile, the process of drawing comparisons with other institutions, especially internationally, should be done with great caution. Nonetheless, international benchmarks do exist, and the associated rankings directly impact how an institution is perceived, be it by international granting bodies or overseas students. In this respect, HMNS has produced a remarkable and consistently high level of performance. The School’s research is recognised as world-class according to both national and international benchmarks, including several international university ranking metrics. In particular, the QS Top Universities rankings for 2021 put UQ 1st in Australia and 2nd in the world for Sports-Related Subjects. Similarly, the most recent University Ranking by Academic Performance report, which places the vast majority of its weighting on the quality and quantity of research outputs, ranked UQ number one in the world in the area of Human Movement and Sports Sciences. A particular highlight recently was the recognition afforded one of the School’s longest serving professors, Wendy Brown, who was recognised as a Clarivate Global Highly Cited Researchers in 2019, a list which identifies the top 1% world-wide for field-weighted citations in that year. Professor Brown was one of just two professors recognised in UQ’s HABS Faculty.

HMNS’ strong research performance was previously highlighted in the School Review in 2013, indicating a long history of research excellence. However, in the intervening years between 2013 and now, there has been a significant ‘step up’, both in terms of grant income and research output, as will be described in the following sections of this chapter.

As research in the School spans both fundamental, basic and applied research, there is also a long history of partnerships with non-academic bodies spanning industry, government agencies, major sporting organisations and other service providers. Academic staff often work closely with external organisations in applied research endeavours, including the translation of those research findings into policy and action. These partnerships provide the School’s research students with exceptional opportunities to work on meaningful programs with significant and tangible impact.

School members have also made significant contributions to the Australian research community through their involvement in grant reviewing for Australia’s two major government-backed funding bodies. In 2019 Prof. Guy Wallis became a member of the Australian Research Council (ARC) College of Experts and Prof Wendy Brown was appointed to the ARC Medical Research Advisory Group. Several staff serve on grant selection advisory committees for ARC, NHMRC and other national schemes.

One of the aspirations raised in the previous School Review was for staff to engage more strongly with other UQ schools and to become involved in larger grant initiatives. The past five years has seen the School partner successfully with numerous research centres across UQ (including the Queensland Brain Institute, the Sustainable Minerals Institute, UQ’s Centre for Clinical Research, and the Poche Centre for Indigenous Health). Staff have also shared in major funding initiatives in partnership with other UQ schools (including Nursing, Midwifery and Social Work (NM&SW), and the School of Medicine) through multi-million dollar NHMRC Centres of Research Excellence and the Medical Research Future Fund (HMNS was a partner in four bids in the past five years).

The previous School Review also identified the need to foster early and mid-career staff through research fellowships. Since that review the School has been awarded three ARC Future Fellowships (in biomechanics, sports history and motor control), two NHMRC Early Career Fellowships (in the areas of exercise physiology and biomechanics), several DECRAs, as well as a UQ International Postdoctoral Fellowship (in physical activity and health) and a UQ Postdoctoral Fellowship (in motor control). These prestigious awards were in addition to the many postdoctoral opportunities provided by the overall doubling of grant income since 2013.
4.2 Research Themes

The School’s research efforts span a number of disciplines. The following is a brief summary of those areas and highlights from the past seven years in respect to funding and/or research impact. The diverse areas are also summarised in graphical form in Figure 4.1.

4.2.1 BIOMECHANICS AND MOTOR CONTROL

This research group combines research strengths in neurophysiology, biomechanics, sensory processing and skill acquisition. Using state-of-the-art techniques including 3-D motion analysis, non-invasive brain stimulation, and virtual environments, their research focuses on how the brain and spinal cord integrate sensory information to control human movement in health, rehabilitation, sport, and the workplace. The group has a long track record of leading successful external grant applications. For example, the group was awarded three ARC QEII Fellowships in the period 2000-2010, followed by a further three ARC Future Fellowships, two NHMRC Early Career Fellowships and a DECRA in the subsequent decade (including a DERCA and a Future Fellowship in 2019). The group has had particular success in attracting ARC Discovery and Linkage funding, leading six in the past five years alone. The most recent year of funding reported here saw several major successes including the most recent Future Fellowship and a Linkage Grant, each worth over $1M. The biomechanics group have partnered with ASICS in running shoe design, with Cricket Australia in ball accreditation, and with the Queensland Academy of Sport. The motor control group have developed expertise in immersive display technologies and motion tracking which have led to funded partnerships with industry partners including Boeing, NSW Railcorp, the Qld Construction training Centre, CSIRO eHealth, USAF, Glencore, BHP and Allied Coal.

4.2.2 SPORT COACHING, SPORT PSYCHOLOGY AND SPORT MEDICINE

This group conducts research in four broad themes: (i) understanding the psychology of the individual (coach, athlete) and team; (ii) person-in-context; (iii) high performance coach learning and development; and (iv) sport for development. These programs of research are informed by positivist and interpretivist approaches with a particular interest in translating theory to practice to improve the sporting experiences (and lives) of coaches and athletes. Since 2013 (last review), this group has attracted more than $1m in competitive, industry, and internal funding and has a significant cohort of research higher degree students. Currently, members of the group advise 13 PhD students and have graduated 24 PhDs in the past seven years. The group’s staff collaborate extensively with industry and other universities both nationally and internationally (e.g., World Anti-Doping Agency; International Council for Coaching Excellence; Australian Institute of Sport; National Rugby League; Cricket Australia; Tennis Australia; Technical University of Munich; University of Ottawa; University of Botswana; UQ School of Psychology). Significant research projects include: (i) LifeMatters program, which combines active games and mental skills to enhance the quality of life for marginalised youth; (ii) international project, Serial Winning Coaches, funded by the International Council for Coaching Excellence, which is informing policy and practice in the professionalisation of coaches worldwide; and (iii) Sport for Development programme examining privatised aid and indigenous sport, funded by Social Sciences and Humanities Research Council of Canada. The staff working in sports medicine have enjoyed a long and fruitful collaboration with staff in Engineering and the Centre for Advanced Imaging at UQ. This partnership has attracted regular NHMRC funding to develop advanced medical imaging techniques designed to enhance medical diagnosis and treatment.

4.2.3 PEDAGOGY AND SOCIO-CULTURAL STUDIES

The pedagogy and socio-cultural group brings together scholars who work in Education, Cultural Studies, History, Psychology, Sports Coaching and Sociology. These scholars investigate, for example, Indigenous health and sporting achievements, the impacts of digital technologies in school health and physical education, the privatisation of education, sport for development and peace, the participation of women in sport and physical activity, and the impacts of digital technologies. The group has a significant track record of leading successful external and internal grant applications. For example, in the period 2013-2020, they attracted government...
funding for seven ARC Discovery and Linkage projects, one ARC Future Fellowship, two ARC Discovery Early Career Researcher Awards (DECRAS), and two Social Sciences and Humanities Research Council of Canada grants. This combines to a total income of over $4 million. They have also attracted a diversity of funding from other institutions. This includes, but is not limited to, Education Queensland, Education International, Australian Education Union, the New South Wales Teachers Federation and national sporting bodies (for example, Basketball Queensland, Netball Queensland, Australian Rugby Union Limited, Australian Sports Commission, International Cricket Council FZ LLC). Scholars in the group have also been successful in attracting over a quarter of a million of internal funding for pedagogical projects (e.g. a 2019-2021 UQ Teaching Innovation grant). Through their research, this group has hosted and engaged with multiple events to improve professional practice and have actively sought dialogue with the professions and accreditation bodies including the Exercise and Sports Science Association (ESSA) and the Queensland College of Teachers (QCT). They have also won many awards, including the NSW Premier’s Literary Award, multiple AISEP (Association Internationale des Écoles Supérieures d’Éducation Physique) Young Scholar Awards, many best article awards, book awards, research translation awards and teaching awards.

4.2.4 NUTRITION AND DIETETICS

Nutrition is an applied discipline which spans a diverse portfolio of basic, applied, and clinical research. Basic research of this group focuses on bioavailability of nutrients, understanding Indigenous foods, nutrient-gene interactions to improve the food supply for better health, and improved individualised nutritional recommendations. Our applied research covers areas from sports nutrition to guidelines for the nutritional management of head and neck cancer. The latter is used internationally as the benchmark for delivery of improved nutrition care with demonstrated positive patient, health service and economic outcomes (Clinical Oncology Society of Australia). The group has also developed nationwide evidence-based dietetics support services for men with prostate cancer through TrueNTH and Movember (Mater Research Institute -UQ) and novel functional foods and supplements which have been marketed worldwide (QAAFI).

The group has a track record of successful external grant applications with collaborative partners including $6.3M Ramsay Foundation (UNSW), $1.1M NHMRC Project Grant (U of Newcastle), and a $10.9M Horticulture Innovation Australia grant with colleagues from the Queensland Alliance for Agriculture and Food Innovation (QAAFI, UQ). The group also attracted a Menzies Foundation Allied Health Scholarship, an MRFF TRIP Fellowship, and regularly attracts senior Queensland Health practitioners to complete research higher degrees.

4.2.5 EXERCISE PHYSIOLOGY AND PHYSICAL ACTIVITY & HEALTH

Strategic funding from the University supported the formation of the Centre for Research on Exercise, Physical Activity and Health (CRExPAH) in 2014. This enabled researchers in clinical exercise physiology and physical activity and health to develop a new research program on the role of exercise and physical activity in the prevention and management of chronic disease.

The focus of the group’s research has changed over this 7-year review period, but has consistently fallen into two overarching themes. The first is ‘Exercise is Medicine’, which focuses on systematic reviews and intervention studies to assess the effects of different types and intensities of exercise in people with, and at increased risk of, a range of chronic health conditions, most notably diabetes, cancer, obesity and liver disease, but also mental health problems, cognitive decline, cardiovascular problems and falls prevention. The second is the ‘behavioural epidemiology of physical activity’ which involves measuring, understanding, and influencing physical activity and sedentary behaviour in different populations. This involves collaboration on several large observational prospective cohort studies [including the Australian Longitudinal Study on Women’s Health, HABITAT (How Areas in Brisbane Influence HealTh and Activity), and the Pelotas Birth Cohort Studies], as well as observational and intervention studies to measure patterns, determinants and health outcomes of physical activity and sedentary behaviour at work, with populations of office workers, nurses, and bus and truck drivers. In recent years this work has been extended to include studies in schools with children and adolescents.

This research has attracted significant funding from government funding bodies, including participation in two NHMRC Centres of Research Excellence, an NHMRC Program grant (2010-2016), an NHMRC ECR fellowship and several NHMRC project grants. The group has also received funding from Federal Government Departments (e.g. Health, Veterans’ Affairs, Safe Work Australia); the Queensland Government (e.g. Departments of Health, and Justice and Attorney General); as
well as from non-government organisations (Cancer Council, Heart Foundation, Diabetes Australia, Movember). Group members have worked with the Cancer Council and National Leukemia Foundation to develop exercise protocols and prescriptions for cancer sufferers.

Recent years have also seen funding through major collaborative enterprises including two NHMRC MRFF projects which started this year, and involvement in a QBI-led multimillion-dollar study looking into the impact of exercise on combating cognitive decline.

Taken as a whole, the group has published more than 500 papers in leading peer-reviewed journals, informed the development of guidelines and position statements on physical activity and exercise for specific populations, and contributed to the development of health and health promotion/prevention policy at all levels. The group provides supervision for a substantial portion of the HMNS HDR cohort.

4.2.6 PARA SPORT AND ADAPTED ACTIVITY

This group enjoys substantial international recognition for its work in the Paralympic movement, most especially in the area of introducing more objective, evidence-based assessments and classifications of disability. The group has had sustained funding from the International Paralympic Committee including an ARC Linkage grant and a long-term postdoctoral research fellow. The group also has a long-standing relationship with sports organisations such as the Sporting Wheelies Association and has, for many years, held resistance training sessions for adolescents with cerebral palsy.

4.2.7 UNIFYING THE THEMES

As mentioned in the overview, the breadth of the School's research interests is noteworthy, certainly in comparison to many other schools both nationally and internationally. Integration of the diverse themes poses a challenge but also offers unique opportunities for interdisciplinary research, often with immediate application. A recent call from the Defence industry is a case in point. Defence Chiefs are interested in an integrated solution for preparing the 21st Century foot soldier. They are seeking a more holistic approach to what is appropriate in terms of the kit soldiers wear and carry, the exercises they perform to maintain fitness, the food they eat, and how they interact with technology to maintain situational awareness. These represent an eclectic set of disciplines and yet they sit entirely within the School’s remit. Although the School’s initial bid was unsuccessful it has prompted the School to enhance its defence ties through the hiring of a former Defence Science and Technology Group (DSTG, Australia) researcher Kenneth McAnally. In many senses it is indicative of a growing appetite, among national and international funding bodies, for research at the boundary between traditional disciplines. There is also a growing desire to shift emphasis away from the treatment of disease to its prevention, often through appropriate exercise and nutrition. The country’s Medical Research Future Fund (MRFF) initiative is one important symptom of this shift in thinking and places allied health and the School front and centre in medical research for the first time in its history.

Figure 4.1 first appeared in the School’s previous septennial review document. While much of it remains unchanged, the inner ring includes what are now officially unrecognised school-based research centres, following a decision by the senior management in the University in 2019. These centres continue to exist, but are not formally endorsed or recognised by UQ. During their time they served as useful focal points for marketing the research interests of the School to funding bodies and the outside world in general. Regular meetings and a minor budget also facilitated interactions within cognate groups that had previously not taken place. What is more, there is evidence that some of the centre initiatives led directly to successful grant applications within HMNS and across UQ. They certainly served a useful, constructive purpose, but one might argue that they also, inadvertently, served to silo research within the School rather than encourage cross-disciplinary collaboration. One of the challenges for the School looking ahead, is to find a way that permits free-flowing synergies to emerge both within and across cognate disciplines. A recent Heart Foundation grant which involved staff from physical activity and health, exercise physiology and motor control, is an example of how this can work.
4.3 Research Performance

4.3.1 RESEARCH INCOME

The School draws research income from a diverse range of sources. Figure 4.2 provides a summary over the past five years. Note that these figures represent HERDC-adjusted grant income by year. HERDC refers to a process by which the income is apportioned across all named investigators according to a weighting that is agreed by the investigators and participating schools. The amounts listed represent this split recorded as income per year (i.e., grant income is allocated across all years of funding, rather than lumped into the single year in which the grant was awarded). This reflects the amount of funded research activity in the School across each year and helps to reveal more lasting trends in income.

The overall picture is one of growth, particularly in the most competitive category of ‘cat 1’ funding. ARC income continues to be the single largest funding category and growth area, rising to nearly $1M per annum in 2019. At the same time, the School has also seen a significant increase in NHMRC-funded income which reached $500K in 2019, more than double the amount awarded in 2015. This is directly attributable to innovations in the funding landscape – specifically around outcome-focussed Medical Future-Fund projects, which HMNS has partnered in (see black triangle in Figure 4.2 for 2019). The past two years have also seen the first significant donations from philanthropic sources, opening a new avenue for funding. This in part, reflects the School’s increased engagement with external partners. In this case the funding was primarily from investment in health interventions for older adults.

In order to contextualise these results, it is useful to compare the School’s performance against other UQ schools. Obviously, making comparisons across disciplines is both challenging and sometimes problematic. Nevertheless, several Schools have been selected across two of UQ’s faculties for which the discipline overlap is strongest. They do at least allow the drawing of some parallels in funding trends. The data appear in Figure 4.3. Note that because the schools contain differing numbers of full-time equivalent staff (FTE), the data have been normalised by FTE.

What is immediately apparent from this data is that HMNS is the only one of the four schools showing a mostly upward trend (exception is 2016). This success can be partially attributed to the development of a climate conducive to submitting high-quality applications. Partnership with the Faculty’s grant readership program, mentoring from the School’s grant manager both in grant preparation but also in identifying targeted grant opportunities, are specific examples of support provided to staff.
Associate Professor Sean Tweedy is a passionate advocate of encouraging people with disabilities to become more physically active as a means of improving health and fitness. In this regard, he is not alone. The health benefit of physical activity for the general population – with or without disabilities – is well established. And there are lots of different ways that people with disabilities can become physically active: join a gym, go for a walk each day, or even something simple like parking the car further from the shops.

This is why Dr Tweedy and his research team from the School have developed the Para START Program, a sports training program for people eligible to participate in the Paralympic Games (START stands for Sports Training And Research Team).

The first phase of the program is a four-year evaluation of performance-focused swimming training for people with cerebral palsy.

“We’re looking at the therapeutic benefit of sport participation, so the term ‘performance-focused’ is the key,” Dr Tweedy explains.

“What makes the Para START Program different lies in the aim. We are not looking to achieve conventional therapeutic goals, we are aiming to produce the best competitive swimmers possible.

Dr Tweedy works closely with Dr Emma Beckman, Dr Mark Connick, Dr Leanne Johnston and a team of PhD candidates. Their first Para START squad consisted of four young people in their late teens to early 20s: Jamie, Tash, Kunal and Nate.

None of the participants were independently water safe when they began, but they loved being in the water and now dream of one day competing in the Paralympic Games.

With high support needs athletes come high support costs. “We’re taking four previously inactive young people with moderate-to-severe cerebral palsy through four years of training so we need to remove as many of the environmental barriers as possible, from transport to support staff to individually tailored pool access procedures,” Dr Tweedy explains.

“Coaching athletes to go as fast as they can requires a comprehensive training program delivered by a multi-professional team of qualified swimming coaches, exercise physiologists, physiotherapists, sport psychologists, and dietitians.

“Along with the training there is the cost of conducting our research. We are collecting and analysing data to draw conclusions about the therapeutic benefit of competitive swimming training and to assist in the development of evidence-based methods of classifications in Paralympic sport.”

The project is being undertaken with the support of the Queensland Academy of Sport, Swimming Australia and the Australian Paralympic Committee.
4.3.2 PUBLICATIONS

The School has performed well in terms of the volume of peer-reviewed publications relative to the number of academic staff. A comparison with the same UQ schools used above, shows how relatively productive staff have been in this regard over the past five years, see Figure 4.4.

With regard to impact, publication output is compared against publicly available international benchmarks, highlighting schools (or departments and faculties) that are comparable to HMNS in size, academic focus, breadth of disciplines and international reputation (see Table 4.1).

Regardless of the indicator, HMNS leads in the majority of publication quality measures, most notably field-weighted citation impact and citations per publication, both of which are used when making international rankings.

Total number of publications does not however specify the type or kind of publication, nor is it an indicator of impact. Figure 4.5 reports publications by type and year. As can be seen from the figure, publication output shows a slight trend upward over the past 5 years, both in terms of total output and type. The only appreciable trend is a slight decline in book chapter output, which appears to reflect international trends in HMNS-relevant disciplines.

With regard to impact, publication output is compared against publicly available international benchmarks, highlighting schools (or departments and faculties) that are comparable to HMNS in size, academic focus, breadth of disciplines and international reputation (see Table 4.1).

Regardless of the indicator, HMNS leads in the majority of publication quality measures, most notably field-weighted citation impact and citations per publication, both of which are used when making international rankings.

Figure 4.4 Comparative Journal Articles per Staff FTE: HMNS (School of Human Movement and Nutrition Sciences; SHRS School of Health and Rehabilitation Sciences; SNM&SW School of Nursing, Midwifery and Social Work; UQ School of Education.

Note: Includes all staff level B and above on a fixed term or continuing appointment as at 31 March each year compared to selected cognate schools. (Source: UQ Reportal Publication by Author Unit or Aurion Unit, accessed 11062021)

Figure 4.5 Written output by publication type for the years 2015-2019

Note: Includes publications where the author has the school listed in author unit affiliations in the publication record in eSpace and is a current member of the listed School or was historically a member at the time the publication was first collected in eSpace. Includes journal articles and critical reviews. (Source: UQ Reportal Publication by Author Unit or Aurion Unit, accessed 11062021)
<table>
<thead>
<tr>
<th></th>
<th>UQ</th>
<th>Deakin</th>
<th>Loughborough</th>
<th>UBC</th>
<th>U Toronto</th>
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<tbody>
<tr>
<td>QS World Ranking (Sports Sciences)</td>
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<td>Citations per publication</td>
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<td>8.9</td>
<td>8.3</td>
<td>7.5</td>
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<td>Field-Weighted Citation Impact</td>
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<td>% Documents in Top 1% Citation</td>
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<td>1.3%</td>
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<td>1.0%</td>
<td>1.2%</td>
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<td>Percentiles (field-weighted)</td>
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<td>% Documents in Top 5% Citation</td>
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<td>6.7%</td>
<td>9.2%</td>
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<td>Percentiles (field-weighted)</td>
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<td>Percentiles (field-weighted)</td>
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<td>% International Collaborations</td>
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<tr>
<td>% Academic-Corporate Collaboration</td>
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<td>2.3%</td>
<td>1.0%</td>
<td>2.3%</td>
</tr>
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</table>

Table 4.1 Publication figures of UQ and comparable institutions (Data collected for the period Jan 2015-May 2020. Data analysis based on SciVal and UQ historical records.)

Note: Organisations considered in this data set were as follows (i) School of Exercise and Nutrition Sciences, Deakin University; (ii) School of Sport, Exercise and Health Sciences, Loughborough University; (iii) School of Kinesiology and School of Health and Exercise Sciences, University of British Columbia; (iv) Faculty of Kinesiology and Physical Education, University of Toronto.
4.3.3 EXCELLENCE IN RESEARCH FOR AUSTRALIA

In addition to the international benchmarking data, there also exist more detailed information from national data gathering exercises. In 2012 Australia introduced a mechanism for benchmarking the research performance of its universities. Coordinated by the ARC and referred to by the acronym ERA, the process has so far been completed three times. HMNS has contributed in numerous significant ways to all three rounds including the most recent one conducted in 2018. The ERA uses standardised Field of Research (FoR) Codes to define boundaries for assessment. Reflecting the diversity of the School and the outlets in which its members publish, HMNS contributed to a wide range of FoR codes. Nonetheless, it is possible to identify nine codes under which the bulk of outputs (85%) were classified in the 2018 round. Across all these codes, UQ received either a 5 (the top ranking, defined as "well above world standard") or a 4 (the next best level, defined as "above world standard"), see Table 4.2.

HMNS is contributing to a range of areas for which UQ has a very good or excellent reputation. Nonetheless, there are a few points to draw from these data, especially when reflecting on prior ERA outcomes. In the FoR 1117, for example, UQ dropped from a rating of 5 in 2015 to 4 in 2018. While this slip is of direct concern to some UQ schools including those in the HABS Faculty, the contribution of HMNS to this FoR code was relatively small, at just 6%. Of more overt concern perhaps, are the FoR codes 1111, 1302 and 1303. If only because of the code’s name, FoR code 1111 will be linked by many to one of the School’s major undergraduate programs. The School also contributes a sizeable portion of all UQ outputs to this code, at 24%. Competitor institutions in Brisbane, such as the Queensland University of Technology (QUT), also rated as 4, but Deakin, Curtin, Sydney and La Trobe (all of which also offer various Master of Dietetics programs), rated at 5. FoR codes 1302 and 1303 are perhaps of primary concern to UQ’s School of Education but they clearly also reflect on the output of HMNS staff in another significant area of undergraduate teaching in the School, namely sports pedagogy.

Overall, the message was a positive one. HMNS researchers contributed to a range of research fields in which UQ was rated as ‘well above world standard’, with scores of ‘5’ in Human Movement and Sports Science, Clinical Sciences, Psychology and Neuroscience. All the remaining fields of research were rated as ‘4’, indicating research that is ‘above world standard’. Considering the breadth of research covered in the School, and the focus of almost all staff on both teaching and research, these results were commendable. The rating of 4 in Nutrition and Dietetics was particularly pleasing, given that the Nutrition and Dietetics program was newly established at UQ. In comparison, Deakin, Curtin, Sydney and La Trobe were all rated as ‘5’, which is commensurate with their long standing research in this field.

<table>
<thead>
<tr>
<th>Field of Research</th>
<th>Fraction of total School output</th>
<th>Contribution to UQ in this FoR</th>
<th>Overall ERA Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1106 - Human Movement and Sports Science</td>
<td>38%</td>
<td>52%</td>
<td>5</td>
</tr>
<tr>
<td>1117 - Public Health and Health Services</td>
<td>14%</td>
<td>6%</td>
<td>4</td>
</tr>
<tr>
<td>1103 - Clinical Sciences</td>
<td>11%</td>
<td>3%</td>
<td>5</td>
</tr>
<tr>
<td>1111 - Nutrition and Dietetics</td>
<td>8%</td>
<td>24%</td>
<td>4</td>
</tr>
<tr>
<td>1701 – Psychology</td>
<td>4%</td>
<td>2%</td>
<td>5</td>
</tr>
<tr>
<td>2103 - Historical Studies</td>
<td>3%</td>
<td>6%</td>
<td>4</td>
</tr>
<tr>
<td>1302 - Curriculum and Pedagogy</td>
<td>3%</td>
<td>14%</td>
<td>4</td>
</tr>
<tr>
<td>1303 - Specialist Studies in Education</td>
<td>2%</td>
<td>8%</td>
<td>4</td>
</tr>
<tr>
<td>1109 – Neurosciences</td>
<td>2%</td>
<td>2%</td>
<td>5</td>
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<tr>
<td>1110 – Nursing</td>
<td>2%</td>
<td>3%</td>
<td>5</td>
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4.4 Research Higher Degree Training and Outcomes

4.4.1 HDR ENROLMENT TRENDS

Figure 4.6 summarises HDR enrolments over the past five years. Domestic HDR EFTSL has declined very slightly, whereas international EFTSL has increased. Based on the latest figures, approximately 20% of HDR students enrolled in HMNS are international, a percentage that has grown from around 16% in 2015. Students come from around the globe with concentrations from Canada and USA.

Most students are enrolled in a PhD (over 91% in 2019) which is typical across UQ. Less typically, a relatively large portion, 38%, are enrolled part-time. This reflects the enrolment of a number of mature-aged students who are involved in professional practice but who wish to continue their studies.

Figure 4.7 Comparative HDR awards per Staff FTE

Note: Comparison of HDR awards per academic staff FTE (including T&R and RF level B and above on a fixed term or continuing appointment as at 31 March each year) compared to selected cognate schools. (Source: UQ Reportal, HDR Awards per Staff Member, 5 Year Trend, accessed 210421)

4.4.2 HDR AWARDS

The number of HDR awards per staff member in HMNS is compared to related UQ schools in Figure 4.7. Figures for HMNS have fluctuated slightly from year to year but have, overall, remained steady and largely comparable to SHRS, though considerably below UQ’s School of Education.

More than half of all HDR students (60%) are female. Data show that the percentage of HDR students as a proportion of the total School load at 8.7% in 2020, is the highest it has been in the past seven years growing slowly but steadily each year.

The HDR load per staff member in HMNS has remained reasonably steady over the past five years, although in 2019 the figure was the highest it has been over the period.

Field of Research

<table>
<thead>
<tr>
<th>Field</th>
<th>Fraction of total School output</th>
<th>Contribution to UQ in this FoR</th>
<th>Overall ERA Rating</th>
</tr>
</thead>
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<tr>
<td>1106 - Human Movement and Sports Science</td>
<td>38%</td>
<td>52%</td>
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<td>1117 - Public Health and Health Services</td>
<td>14%</td>
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<tr>
<td>1103 - Clinical Sciences</td>
<td>11%</td>
<td>3%</td>
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<tr>
<td>1111 - Nutrition and Dietetics</td>
<td>8%</td>
<td>24%</td>
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<tr>
<td>1701 – Psychology</td>
<td>4%</td>
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<tr>
<td>2103 - Historical Studies</td>
<td>3%</td>
<td>6%</td>
<td>4</td>
</tr>
<tr>
<td>1302 - Curriculum and Pedagogy</td>
<td>3%</td>
<td>14%</td>
<td>4</td>
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<td>1303 - Specialist Studies in Education</td>
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<tr>
<td>1109 – Neurosciences</td>
<td>2%</td>
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<tr>
<td>1110 – Nursing</td>
<td>2%</td>
<td>3%</td>
<td>5</td>
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4.4.3 STUDENTS IN EXTENDED LOAD

One area in which the School will need to remain vigilant is the trend in students on extended load (that is students who have exceeded the equivalent of four years full time enrolment). Numbers have fluctuated over the years from a high of 9.3% in 2015 and low of 3.6% in 2017, but the figures for 2019 and 2020 (9.68% and 9.06%) suggest that any downward trend has reversed. Obviously, with just 80 full-time equivalent students enrolled, a few long-term students finishing can have a sizable impact on these figures. Nonetheless, some attention is warranted to resolve cases of students with incomplete theses running many semesters past the nominal four-year deadline.

4.4.4 HDR OUTCOMES

HMNS HDR Students have a bright future in front of them. Many have gone on to postdoctoral studies in the world’s top universities including the Mayo Clinic, Harvard, Oxford, Cambridge, Karolinska Institute, UC Berkeley, Princeton, NYU. One recently obtained an ARC Future Fellowship. Longer-term many go on to success in academia or move into key positions in industry. HDR graduates from HMNS currently hold positions at the University of Melbourne, USC, Deakin, QUT, ACU, and the University of Malaya.

For the purposes of this report, the School compiled a list of outcomes for students receiving a PhD or Master’s degree from HMNS over the past decade. Assuming the 34% figure is correct (none of the students in the ‘Unknown’ category have careers in academia) this compares favourably with the national average of 25%, suggesting that HMNS is producing a significant number of the next generation of academics.

![Figure 4.8 HMNS HDR Outcomes 2010 - 2020](image-url)
4.5 RESEARCH AWARDS AND RECOGNITION

In the final section, another indicator of excellence in research – academic awards and recognition – is considered. As this diverse and long list suggests, many individual researchers and teams within HMNS have been formally recognised for excellence since the time of the previous review. Some significant highlights include:

- Thompson Reuters High Cites Award (top 1% worldwide in Social Sciences).
- HMNS produced three papers ranked in the top 1% of papers tracked by Altmetric.
- Three ARC Future Fellowships commenced in the past five years. One in Motor Control (2013), one in Sports History (2017) and one in Biomechanics (2020).
- Three ARC DECRA fellowships in the past five years in the areas of Sociocultural Studies (2018), Sports Pedagogy (2021) and Biomechanics (2017).
- TREC Fellowship, Yale University and U.S. National Cancer Institute (2019).
- Young Scholar Award (2017) Association Internationale des Écoles Supérieures d’Éducation Physique.
- Several best paper awards in the area of sports history (2017, 2018 and 2019).
- A co-authored book received widespread acknowledgments including a NSW Premier’s Literary Award and was listed in the Times Higher Education “Books of 2015”.
- Research Writing Award from the Society of Health and Physical Educators, America Research Council (2016).
- UQ HaBS Faculty Higher Degree Research Supervision Award (2018 and 2020).
5. Partnerships

5.1 Overview

Engagement with a broad range of local and global partners is a priority in the University Strategic Plan (Strategic Focus Area 3). Partnering and engaging with alumni, professional associations and accrediting bodies, governments, industry, communities and students is central to the work of HMNS and prioritised in the School Strategic Directions (see Chapter 6 - Futures).

The Faculty also emphasises the value of engagement, particularly in regard to partnering with public and private care services to embed health and behavioural sciences teaching and research at key clinical sites in the greater Brisbane area and beyond. Leadership roles (Associate Dean External Engagement and Director of Health Partnerships and Major Projects) evidence a commitment to develop synergies across HABS disciplines, both within and beyond the Faculty. The School strongly contributes to the Faculty vision through partnership with allied health service providers, schools, and elite sports clubs and organisations within the teaching and learning space. HMNS also has a strong track record of basic and applied research with multidisciplinary academic groups in HABS, UQ and the wider University sector, along with industry and communities at the local, state, national and international level.

In the Report from the 2013 Septennial Review, the School was commended on its engagement of alumni in providing opportunities for student placements within its programs. HMNS has been proactive in maintaining the breadth and depth of alumni relationships, and is well positioned to respond to increased competition for placements from other universities. Following on from recommendations made in the 2013 Report to monitor and assess alumni outcomes and achievements, the School has developed an extensive social media presence whereby graduates are able to network and share information through platforms such as Facebook, Instagram, Twitter and YouTube.

The focus of this chapter is to provide examples of key relationships HMNS has with partners, and how the School effectively engages with these partners through a broad range of interlinked teaching, learning and research activities. The subsections of the chapter review partnerships and engagement with alumni and placement providers, government and industry, academic and professional networks, communities, and current students.
5.2 Alumni Engagement and Placement Partnerships

Inspiring and engaging alumni is a focus of UQ’s Advancement initiative ‘Not If, When - The Campaign to Create Change’. The University’s ‘ChangeMakers’ network also provides a platform for UQ alumni to share knowledge, ideas, skills and experiences, to generate solutions to critical issues currently facing the world. Linking to these initiatives, HMNS works hand-in-hand with the Faculty and the Associate Dean (External Partnerships) to build and maintain alumni networks that reach out beyond Human Movement and Nutrition Sciences, through for example, expert contributions to the HABS Alumni Webinar Series. Established in 2018, UQ Healthy Living, an interprofessional clinic promoting health and wellbeing in older adults (+50 years) provides a prime example of how HMNS experts and alumni in dietetics, exercise and sports science, and clinical exercise physiology, are partnering and engaging with HABS colleagues in nursing, pharmacy, physiotherapy and psychology to address the health challenges of an ageing population.

The School works closely with alumni in teaching, learning and research activities across the HMNS program portfolio. Specific examples include staff collaborating with alumni to generate vlogs that showcase professional practice and pedagogical applications in science (Health Sport and Physical Education); guest presentations and workshops from alumni working in clinical settings, physical activity and health promotion, and sports coaching (Dietetics and Nutrition, Clinical Exercise Psychology, Sports Medicine); and supervision of student Honours Projects (Sports and Exercise Sciences) by alumni from The Queensland Academy of Sport. These network relationships are forming the framework as the School seeks to develop systematic engagement with alumni - a challenge when graduates work across a broad range of professions. HMNS alumni are internationally recognised, with graduates securing positions in prestigious organisations such as The Karolinska Institute (Sweden), The Mayo Clinic and Princeton University (USA), Cambridge University (UK), and Nanyang Technological University (Singapore). Nationally, and at State-level, HMNS alumni have held leadership positions in government and non-government organisations that include Exercise and Sports Science Australia, The National Heart Foundation of Australia, The Australian Institute of Sport, Queensland Health and The Queensland Academy of Sport. Examples of HMNS graduates as industry and business pioneers are also evident in the areas of clinical exercise physiology (www.bodytrack.com.au), sports performance (www.fusionsport.com; www.valdperformance.com), and nutrition education (www.foodlabonline.com.au).

The impact of HMNS alumni in multi-disciplinary fields testifies to the quality of the School’s programs in preparing students for employability and leadership. Student placements in turn leverage the School alumni network to provide applied learning experiences for current students in education, community and
As an indicator of the breadth of partnerships maintained, in 2019, our programs engaged with over 300 providers, placing approximately 340 students across third and fourth year undergraduate and masters programs.

Clinical settings. HMNS employs dedicated staff to engage with placement providers and manage student placement experiences and assessments within Health and Physical Education, Dietetics, Exercise and Sports Science, and Clinical Exercise Physiology. As an indicator of the breadth of partnerships maintained, in 2019, our programs engaged with over 300 providers, placing approximately 340 students across third and fourth year undergraduate and masters programs.

The School actively seeks to work with a range of placement partners from both metropolitan, as well as regional, rural, and remote Queensland. As an example, pre-service teachers have been placed in state schools in Bundaberg, Cairns, Clermont, Emerald, Gladstone, Goomeri, Injune, Innisfail, Maryborough, Mundubbera, Murgon, Oakey, Toowoomba and Townsville. Many of these pre-service teachers were recipients of Education Queensland’s Beyond the Range Scholarship which provided financial support for students living and teaching in priority communities and special schools.

HMNS partners are primarily based in Queensland, with interstate (e.g. Northern Territory Health, NSW Health), and overseas partners also engaged. As part of a recent overseas initiative (2017-2020) funded by the New Cumbro Plan Mobility Program, HMNS students partnered with 120 community members in Hithadhoo, Maldives to improve their knowledge and understanding of cultural issues and diversity in health education and exercise prescription. During these placements, students led sports programs for children, swimming programs for adults and children, and personal training for members of the community and local athletes. They also ran sports training and health education sessions for coaches, and interested community members.

5.3 Industry and Government Partnerships

The School holds a bi-annual Engagement Event to celebrate the contributions of industry and government partners to teaching, learning and research. At the 2018 event, HMNS hosted 52 attendees representing 36 organisations at Brisbane’s Suncorp Stadium. Partners enjoyed a National Rugby League Premiership game between the Brisbane Broncos and the South Sydney Rabbitohs while networking with University, Faculty and School staff, and representatives of external partners that included Boeing Research and Technology, The Queensland Trucking Association, The Brisbane Lions, The Queensland Department of Education and Training, The Australian Paralympic Committee, The Queensland Brain Institute, and The Leukemia Foundation.

The School’s recent achievements in gaining partnership funding for research through ARC Linkage and NHMRC Partnerships for Health grants are described in Chapter 4 - Research. In addition to Category 1 and 2 funding, over the last 5 years the HMNS partner network has yielded over $3 million of support from a range of industries and NGOs, for a diverse number of projects that have included:

- IPC Classification Research and Development Centre. The International Paralympic Committee.
- The relationship between muscle quality and functional capacity through the adult lifespan in cerebral palsy. Cerebral Palsy Foundation USA.
- Shifting Gears: Active living and healthy eating for truck drivers. Queensland Department of Justice and Attorney General.
- Intense exercise for survival among men with metastatic castrate-resistant prostate cancer. Movember Foundation.
- Knowing the person: Enhancing success in securing high potential leaders. Australian Rugby Union.

Between 2014-20 HMNS received $1.2 million in postgraduate scholarship support from partners that included The Queensland Academy of Sport, The Australian Institute of Sport, The Brisbane Broncos, Netball Australia, The Dementia Australia Research Foundation, Trisco Foods, and The Menzies Foundation. This investment in student support further illustrates the close collaborative relationships the School maintains with its partners.
5.4 Academic and Professional Partnerships

HMNS partners with many other Schools, Institutes and Centres within UQ through a diverse range of teaching and learning initiatives, and research collaborations. These partnerships are described in Chapters 3 and 4.

School staff serve on various Faculty and University committees that include Academic Board, Human Research Ethics and Scholarship Committees, confirmation and promotion panels, and Boards and specially convened working groups such as UQ Healthy Living and UQ Wellness - this latter initiative organises events, activities and services to support and promote staff health and wellbeing.

HMNS has had particular success in the HABS seed grant scheme, which promotes multi-disciplinary research initiatives across the Faculty, as well as a collaborative seed funding scheme between HABS and the Faculty of Medicine. HMNS staff have also been in the vanguard of experts leading partnerships with The University of Exeter, UK through the QUEX Institute, an initiative designed to bolster joint global research impact. Operating as a ‘virtual’ institute, QUEX promotes opportunities for academics to conduct collaborative research at both universities, facilitated through specified and targeted investment, and joint PhD supervision. Examples of QUEX funded projects staff are leading (2018-20) include:

- PA and Health: Patterns of objectively measured physical activity and healthy ageing: Does one-size-fit-all? (Dr Gregore Mielke)
- Optimising the spring in your step – analysing the neuromechanical response of the human foot to varied surfaces and loads for improved footwear design (Dr Luke Kelly)
- Age-related macular degeneration: when is it time to care? (Dr Veronique Chachay)
- The interaction between exercise, diet and adiposity; how can we best promote cardiometabolic health in children and adolescents? (Prof Jeff Coombes)

Staff partnerships within the academic sphere span Australia and the globe, with School staff playing key leadership roles within a large and diverse range of international research and policy groups. As Table 4.1 evidences in Chapter 4 - Research, over 50% of HMNS research citations between 2015-19 were a result of international collaborations, with this figure the highest of five other international organisational units with a similar disciplinary portfolio to that of HMNS.

HMNS staff actively engage with their professional associations, with many academics within the School holding leadership roles that shape accreditation approaches and policy within their respective fields. Examples include:

- Prof John Cairney, Past-President of the North American Society of Pediatric Exercise Medicine.
- Prof Timothy Carroll, Executive Member, Council of Heads of Exercise, Sport and Movement Sciences.
- Prof Wendy Brown, Expert Member, National Obesity Prevention Strategy.
- Dr Jacki Walker, Paediatric Obesity Working Group, Queensland Health.
- Dr Luke Kelly, Director Sports & Exercise Podiatry Australia.
- Ms Sue Monsen, Board Director of Australian Council for Health, Physical Education and Recreation, QLD.

A number of staff have also received national and international awards from professional organisations and funding partners. Significant examples include:

- Prof Cliff Mallett, August-Wilhelm Scheer Professorial Fellow, Technische Universität München (TUM), Germany
- Dr Michalis Stylianou, Association Internationale des Écoles Supérieures d’Éducation Physique Young Scholar Award
- Dr Tina Sinner, Yale University and U.S. National Cancer Institute TREC Fellowship
- Dr Shelley Keating, RDC Global Mother of Science Scholarship

Members of the School frequently present the findings of their work to their peers at national and international conferences, and many staff have been invited by their professional organisations to be keynote speakers and lead workshops. Along with many other activities, professional roles also include serving on journal editorial boards, conference committees, and NHMRC, ARC and other prestigious grant award panels.

5.5 Community Engagement

The School is committed to translating outcomes from staff activities into wider community benefits. Partnerships with student placement providers discussed throughout this Chapter, and in Chapter 3, provide the most direct examples of how HMNS meaningfully interacts with, and benefits communities in schools and clinical settings. Beyond this, many members of staff are involved in numerous community-centred projects, often in conjunction with industry, government and charitable organisations.

The School’s involvement in designing The UQ Community Garden Playground is illustrative of one such community centred-project. The playground was designed with input from HMNS, other UQ experts (e.g. architecture, mechanical and mining engineering, and ATSIS Unit) and Brisbane City Council. Opened in 2019, the playground provides a space where children and adults can develop a stronger connection to food, science, environment and community.
Other examples of community initiatives include the LifeMatters program, a 10-session intervention led by Associate Professor Stephanie Hanrahan, that aims to improve the self-esteem of vulnerable and disadvantaged groups through combining mental skills (e.g., goal setting, relaxation, imagery) with physical activities and games that promote trust, communication, and problem solving. The program has been run in four countries with orphans, teenagers living in poverty, former gang members, inner city youth, and Indigenous youth.

Community engagement with Indigenous communities has been led by Professor Murray Phillips and Associate Professor Gary Osmond, through for example, collaboration with the Ration Shed Museum in Cherbourg, Queensland. This initiative seeks to explore, document and contribute to understandings of sport history in this former Aboriginal reserve. Key outcomes that have benefited the community included reunions of the Cherbourg Marching Girls (2017/18); advisory roles and contributions to the Cherbourg Marching Girls exhibition at Kuril Dhagun, State Library of Queensland (2018), and a co-authored community history of the Cherbourg Marching Girls (2020/21).

The HMNS School Experiences Program is a key aspect of community engagement and coordinated by a dedicated member of staff. The program aims to showcase HMNS research, facilities and services to schools and teachers; promote HMNS programs to potential future students; align school programs with current Senior curriculum to provide a unique service for Queensland schools; promote sport science/nutrition and HPE to younger students to encourage pathways into Senior Health and PE and future University programs and; develop unique programs to cater to a variety of clients (e.g., teacher professional development, themed experience days, athlete testing for school excellence programs/clubs). In 2020 alone (School Terms 1 and 3, with Term 2 visits cancelled due to COVID-19 restrictions), the HMNS team delivered exercise physiology and biomechanics workshops to 31 groups of secondary school students at the UQ St Lucia Campus. In 2021, a mobile program delivering sessions at schools is planned, along with utilising the Program to engage 500+ secondary students for National Biomechanics Day.

5.6 Student Engagement

The School places a strong emphasis on the ‘Student Voice’, incorporating input and feedback from the student body into decision-making and curriculum development, through representation on relevant committees and forums. HMNS has an active program of collaborative engagement with students on various teaching, learning and research initiatives. Accreditation also includes student opinion, as part of the School’s program review processes.

Each undergraduate program is represented on the School’s TLC. Representatives are invited to attend Board of Studies, and the annual Executive Dean Forum for all undergraduate programs across the Faculty. Higher degree students are represented on the Research and Engagement Committees, and lead regular cognate and special interest research group meetings. An example includes the Annual Postgraduate Student Conference. In 2019, this conference focused on ‘people, partnerships and performance’, and involved 72 students and staff, from HMNS, UQ and the broader academic community. The conference engaged a number of external partners as sponsors (e.g. Exercise and Sport Science Australia and Fisiocream).

The School has engaged with the ‘students as partners’ initiative as discussed in 3.3.1, through for example, the Professional Futures Project. Exploring two themes in partnership with staff, My Prac Life involved students developing video blogs to support transition from study to employment. My Uni Life involved a student reference group, consisting of second year students from HMNS and Health and Rehabilitation Sciences, collaborating to provide an interprofessional peer-mentoring service.

The School liaises with the HMNS Student Society to stage social events, and works with the Society to support culturally and linguistically diverse (CALD) students, and most recently those students dislocated from campus during COVID-19. Other recent examples, discussed in more detail in 3.3.1, have used Student Support and Amenities Funding (SSAF) to facilitate networking and peer-mentoring between new and existing students, and to develop support materials and processes that can help first-year students transition to University study.

HMNS also recognises student excellence, achievements and contributions through annual awards and prizes. These include The Reginald Capps Memorial Prize (best undergraduate Honours Project), The Patricia Mary Poacher Prize (best essay on women in Australian sport), and The Warren Walsh Memorial Prize (best postgraduate student contribution to teaching, research and life of the School).
Highlight: UQ Healthy Living

UQ Healthy Living is an interprofessional clinic promoting healthy ageing and wellbeing in older adults, offering dietetics, exercise and sports science, nursing, physiotherapy, clinical exercise physiology, dental screening, counselling and psychology.

Faculty of Health and Behavioural Sciences Executive Dean, Professor Bruce Abernethy, said the clinic would draw on the latest research from around the world to tackle the challenges of an ageing population.

“UQ has some of the highest calibre researchers, teachers and scholars in Australia interested in healthy ageing,” Professor Abernethy said.

“UQ Healthy Living enables the translation of the latest research and emerging advice on cognitive, physical, mental and social wellbeing into practice, addressing contemporary, real-world health concerns.”

Under the supervision of qualified staff, student practitioners will design tailored programs to meet the individual needs of clients, offering the best possible assessment, care and treatment.

Along with a wealth of knowledge and expertise, UQ Healthy Living clients will have access to Helsinki University Research (HUR) exercise, strength and aerobic equipment.

HUR computerised machines use air resistance exercise equipment and smart card technology that is specially designed to meet the training and rehabilitation goals of the older community.

GPs, primary care health professionals and hospital health services will be able to refer patients to the clinic, and clients can also self-refer.
6. Futures

6.1 Overview

As the previous chapters demonstrate, HMNS has achieved many significant successes related to the provision of high-quality degree programs at the undergraduate and postgraduate levels, and in terms of significant scholarly impact related to publications and success in securing competitive grants. Our global network of connections with other researchers and institutions of higher learning demonstrates not only a willingness to collaborate with leading scholars across the world, but it is also a sign of the excellent reputation the School and its researchers have earned since the School’s inception. The School has also fostered and nurtured critical partnerships across industry and local health care providers to create high-quality student practical experiences and to facilitate cutting-edge research. Our consistently high ranking in global reputational surveys further reflects the high esteem in which the School is viewed nationally and internationally.

These successes are reflective of a robust and vibrant School, whose members foster a culture of excellence in teaching and research. While our position is strong, it is equally recognized there is always room for improvement. Moreover, external “threats”, be they local or global, necessitate a proactive strategy to ensure the strong standing reputation of excellence of the School nationally and internationally is maintained.
6.2 Context and Challenges

6.2.1. PEOPLE AND DISCIPLINARY BREADTH

Through attrition related to retirement, loss of academic staff to other universities, and most recently, a university-wide voluntary separation scheme, 15 academic staff (continuing and fixed-term) have left the School since 2013. We have also experienced down-sizing of professional staff over this same time period. In terms of recruitment, while there have been notable senior appointments including a new Head of School and a Professor in Nutrition and Dietetics, only two appointments at Level B into continuing roles have been made. Recruitment of academic staff is therefore a top priority.

HMNS is a multi-disciplinary School spanning the humanities, social science, physical and biological sciences. Although internally the School considers this a strength, there are challenges. There is a concern for example that members of the School could be re-organised into existing units based on discipline (e.g., move sport historians into the history department, clinical exercise physiologists into medicine). Moreover, there are numerous examples of Schools and Departments of Human Movement Science (Kinesiology in North America) that are specialising, investing in smaller, more homogenous organisation units, often driven by market demands for specific degrees. Relatedly, there are also examples of schools/departments that have divested themselves of the foundational disciplines of human movement studies, such as Physical Education, in favour of more clinically orientated programs such Clinical Exercise Physiology. This tension between breadth versus depth, narrowing of disciplines versus maintaining a multi-disciplinary structure, is an omnipresent issue demanding a strong case continually be made for preservation of the current structure in light of external opposing pressures driving the field in specific directions. Given recent funding changes in Commonwealth supported placements, which has resulted in increasing tuition costs to students in the humanities and social sciences, this has become an issue of even greater significance just over the last year.

Related to the issue of multi-disciplinarity is the tension to preserve a balance between basic, inquiry driven research while supporting applied, pragmatic research. As one of our colleagues from the social sciences noted during a Town Hall in preparation for this review, it can sometimes seem as though the only research we do (or promote) is all about answering questions (e.g., how do we get people more physically active or eating more healthy foods?). There is a long history in our School of posing (generating) questions, sometimes difficult or controversial ones, often following from critical analysis of current practices and beliefs in our society. The case for such scholarship seems increasingly difficult to make in the current climate of job readiness training, industry-focused research and the prioritisation of outcomes-based research.

6.2.2 COMPETITIVE RESEARCH CONTEXT

Externally funded research has become more competitive and less readily available even in the time since the last review in 2013. At the same time, we have seen a shift toward more industry-funded and strategically targeted schemes (e.g., MRFF). While not all research fits into these funding opportunities, the strong tradition of applied research in the School, coupled with the increasing interest in lifestyle medicine for prevention of chronic disease, should make the School competitive in this space.

6.2.3 CHANGING NATURE OF PROGRAM DELIVERY AND THE DEMAND FOR PRACTICAL LEARNING EXPERIENCES

The demands of experiential learning and external accreditation requirements in several of our programs have brought significant challenges related to teaching and placement supervision. (They have also created challenges for student placements in the community see below). Teaching and placement supervision impacts academic staff time for research. Moreover, the requirements for teaching and supervision into these programs impacts our ability to recruit researchers, who may have areas of expertise outside those that are needed to fulfill accreditation requirements. This makes it challenging, for example, to recruit researchers in innovative and emerging fields of inquiry if they cannot teach into courses required by accreditation bodies such as ESSA and DAA. In general, academic staff have consistently noted the demands of teaching and student supervision place restrictions on time to do research, leadership and engagement activities.

6.2.4 STAYING COMPETITIVE LOCALLY AND GLOBALLY

UQ generally, and HMNS specifically, has significant local competition from other universities (Griffith University, Queensland University of Technology, University of Southern Queensland, Central Queensland University, Bond, Australia Catholic University). As most of the competitor programs within these institutions also have experiential learning opportunities (student placements) embedded within them, the demand for student spaces for training in the clinical (health), exercise, nutrition and dietetics and sport sectors in Brisbane and the surrounding areas exceeds the capacity (supply). Moreover, the absolute number of students seeking admissions into human movement and nutrition sciences is relatively small. When our competitors increase the number of spaces in their programs and/or lower admission standards (ATAR), this increases competition pressure from this select population. A strategy for managing placement demands and marketing of our programs to maintain competitive edge is necessary.

Commensurate with the previous point, remaining competitive also demands that we review our current program offerings to ensure they are in-line with changes and innovations occurring
in the field. To stay competitive, we must be at the forefront of new knowledge and applications and ensure that we provide training accordingly. Student learning preferences have also shifted, and we need to ensure we are not outpaced by other universities, and/or businesses, that are increasingly entering the higher education sector, offering flexible, remote, self-paced learning opportunities. For most fields, degrees are no longer the endpoint of training. On-going, post-graduation training opportunities are required to ensure practitioners stay at the cutting-edge of new developments in their field. SFC and CPD should also be a focus of our teaching and learning activities.

Increasing international student enrolment has been a significant source of revenue for many Schools at UQ and nationally in Australia. However, while some of our programs have been successful in attracting international students (notably the Master of Dietetics and the Bachelor of Exercise and Nutrition Sciences), other programs have not. Part of the challenge is that programs such as the Bachelor of Clinical Exercise Physiology and the Bachelor of Health and Physical Education are designed for professional accreditation in Australia. This makes these programs less appealing to students who may be looking for degrees that are recognised in their own countries; in many cases, similar degrees are offered in their home countries so there is limited appeal of overseas learning given the high costs of tuition. Furthermore, recent experiences with the Chinese government have prompted universities to reconsider international recruitment strategies that rely too heavily on single markets as a pipeline for international students.

6.2.5 ALIGNMENT WITH UQ STRATEGY

A set of strategic priorities to address these challenges is required. Of course, priorities by necessity must be aligned with the overarching mission and goals of the University. With the arrival of a new Vice Chancellor (Professor Deborah Terry) in 2020, UQ has only just embarked on a new strategic planning process in May of 2021. While it is too soon to align precisely with this process, it is unlikely that either the values or general strategic objectives of the University will be at odds with what is proposed below. Importantly, a major focus of the School’s strategic activities will continue to capitalise on the broader opportunities afforded through collaboration both within and external to the Faculty, which is our affirmation and commitment to the One UQ vision.
6.3 Strategic Priorities

Overall, our objective is to ensure that we not only maintain but improve our international standing in Human Movement and Nutrition Sciences, in part reflected in global rankings and national and international reputational surveys, whilst continuing to provide innovative, rigorous undergraduate and graduate training, preparing our students for both professional and research-based opportunities. To achieve this, and in light of the aforementioned identified challenges, the following strategic priorities are identified:

6.3.1 RECRUIT AND RETAIN

Recruit and retain internationally recognised (and those on the pathway to that status) researchers and teaching and learning scholars. Replace professional staff who left the School to support the academic mission.

Attrition, coupled with growth opportunities (development and/or expansion of existing programs; increased recruitment of international students) necessitates the School implement immediately a major recruitment effort, targeting both emerging and established scholars nationally and internationally across levels from A to E. Although student load has dropped since 2016 (see section 3.5.1), including the exceptional year that was 2020, workload has remained relatively consistent when compared against both UQ and HABS averages (see Figure 2.4 in section 2.5.3). A case nevertheless could be made that recruitment of new academic staff cannot be justified given declining student enrolments, which is the main source of revenue for the School. Recruitment however can be defended on at least two grounds: First, the need for academic staff cannot be driven entirely by student load, given the academic mission of the School includes excellence in research. Second, given our workload is roughly comparable to both the University and Faculty averages, there is limited capacity in the current system to expand enrolments in our degree programs with existing staff numbers, for example, increasing the enrolment of international students in programs where there is evidence of international demand (MDietSt, BENS, BExSS). Increasing staff will allow the School to potentially increase enrolments, which in turn will offset the cost of additional staff recruitment, while also increasing the School’s capacity in research.

**Recruitment Approach**: In the interests of maintaining a balance across disciplines that have historically been part of the School, while at the same time recognising the needs for recruitment in new areas of inquiry to complement existing research and teaching efforts, a matrix model combining disciplines, crosscut by methodological expertise is proposed:

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<th>Advanced Data Analytics</th>
<th>Implementation Science</th>
<th>Application of Digital Technologies</th>
<th>Advances in Qualitative Research</th>
<th>Indigenous Knowledge and Methodologies</th>
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For convenience, we have divided disciplines into three broad categories, which largely reflect the scope of scholarship in the School: behavioural sciences, socio-cultural/physical cultural studies and biophysical studies. The “x’s” are intended to represent examples of where candidates may have combinations of specific disciplinary and methodological expertise. Following this matrix will ensure we aim for balance both in disciplinary breadth and in methodological expertise. The full content in the matrix is aspirational (broader than the recruitment opportunities we are likely to have at this moment), but the intent is to use the matrix over many years as the School continues to evolve and grow.

Recruitment Priorities

Based upon attrition alone, the School will need to recruit a minimum of 7 continuing appointment academic staff (following the matrix above) and 3 professional staff over the next 12 to 24 months. While it is clear there are not enough positions to fully achieve all of the elements in the matrix, top priority disciplines include:

- Sport Sciences
- Public Health Nutrition
- Behavioural Medicine (Behaviour Change)
- Sport Psychology
- Physical Cultural Studies/Pedagogy
- Sport Nutrition
- Neuroscience

Priorities for methodological expertise include:

- Implementation Science
- Behavioural Intervention Research
- Qualitative methods
- Advanced Data Analytics
- Epidemiology

These disciplinary areas and methodological foci represent current gaps in our School, areas where there are opportunities for strategic growth, and which are complimentary to existing research areas. For example, the School has existing partnerships with clinical and preventive medicine/health care (e.g., Health and Well-Being Queensland; Metro North and South; UQ Health) in the areas of clinical exercise physiology, health and physical activity and nutrition, providing both student placement and research opportunities. As the leading Human Movement and Nutrition School in Brisbane and Queensland, investments in positions in Sport Sciences, Sport Psychology and Nutrition will enhance current partnership opportunities and create new ones with local professional sporting clubs (Brisbane Broncos; Brisbane Lions), state and national academies and organisations (Queensland Academy of Sport; Australian Institute of Sport). Recruitment in physical cultural studies will allow the School to continue to support the history of excellence in pedagogy and sport history. Neuroscience and Behavioural Medicine are important not only to current directions in the field of human movement and nutrition, but also allow us to continue to strategical align with other units on campus such as School of Psychology and the Queensland Brain Institute, two organisational units with which we already have strong connections.

Challenge: Beyond the aforementioned student load, a significant challenge for the School is that many of our professional programs are accredited by external bodies, which require that we have specific expertise in place to teach courses required for accreditation. This can limit our ability to recruit into strategic areas that may not be currently recognised by these accreditation bodies. Indeed, emergent areas in our field are often research or inquiry focused, not practice orientated. Moreover, the increased demand for experiential learning opportunities, coupled with the demands for professional experience to meet accreditation standards, can create significant burden for research intensive academic staff.

While this can be offset somewhat through professional staff, a model that has not been previously used in HMNS is to recruit teaching and clinical focused (intensive) academic staff, who can carry larger teaching loads, while also engaging in teaching-focused scholarship. Where possible, such positions could be co-funded by clinical and industry partnerships through conjoint appointments, allowing us to potentially recruit more staff through co-funded arrangements. This would also allow for the creation of research intensive focused academic positions, which are necessary to maintain a vibrant research culture and therefore maintain global recognition of excellence in our field.

Therefore, the School will consider an allocation of up to 2 positions out of the 7 proposed as teaching and clinical focused appointments, exploring further the possibility of securing conjoint partnerships. If successful, realised savings in these positions could then be re-invested back into securing research-intensive academic positions.
Professional Staff: Since 2016, the School has lost professional staff positions in student services, research services and technological support. While this loss of staff is a function of centralisation of services at the Faculty and University levels, it is imperative that we now critically review the impact of this on core functions in the School, including impact to academic staff time. A survey of all staff to determine the perceptions of these changes to workload should be considered.

Making recruitment our top priority recognises the essential and vital role that talented, innovative, passionate, committed and collaborative people make to the success of any organisation. In order for the School to meet to the UQ objective of building a diverse community of knowledge seekers and leaders, we need to replenish our staff with a diverse cohort of new and established scholars across a range of disciplines. Importantly, this must be done in a way that aligns with the values of the University and the School, ensuring equity in diversity not only of scholarship, but of gender and cultural identity, (further elaborated below).

Proposal: Therefore, the School will invest in the creation of HDR and HDR+ funds targeting specifically high calibre candidates nationally and globally. For more senior staff, a co-funding model could be considered. For new and emerging researchers, funding could be available with matching donation. Application will be competitive and training opportunities that cut-across different disciplines will be prioritised.

To address the employability and diversity of opportunities our HDR and HDR+ students seek, the School will align more closely with training and professional development opportunities through the School of Graduate Studies. In addition, a more strategic alliance with the Office of Global Engagement and Entrepreneurship (GE and E) and the Ventures program in particular, will be pursued. It is imperative that on induction, HMNS HDR and HDR+ are aware of opportunities within the University to build professional development skills and enhance their CVs and resumes. While it makes no sense to replicate what is currently provided elsewhere in the University, it is imperative we have a dedicated liaison, especially with GE and E, to ensure we are abreast of new opportunities and partnerships. Moreover, it is also important that we provide industry and field-specific professional development opportunities for our students and trainees. Our alumni are an excellent resource to achieve this goal (see strategy for alumni engagement below). For example, workshops with alumni who have pursued employment outside of academia could be organised and delivered to current HDR and HDR+ students. The formation of a working party under the direction of the HDR Director will oversee both objectives.

6.3.2 RECRUIT OUTSTANDING HIGHER DEGREE RESEARCH (HDR) AND HDR+ STUDENTS AND FELLOWS NATIONALLY AND INTERNATIONALLY

HDR and HDR+ plus refer to graduate and postgraduate students and trainees respectively. These individuals are essential for the growth and maintenance of vibrant, cutting edge research environments in Schools.

Challenges: While historically, the School has done well in recruiting national and international HDR and HDR+ students and fellows, the local and international contexts for graduate training have become increasing competitive, as have funding sources for these positions. While UQ offers competitive funding opportunities for individuals who have matching funding from granting sources or contracts, these are limited and place new investigators, who might lack such funding, at a disadvantage.

Graduate and postgraduate training has not always kept up with external pressures and changes. In the past for example, the pathway for most PhD students was into academia and research. Increasingly however, many HDR and HDR+ are bound for careers in industry, government and the not-for-profit sectors; some opt for self-employment. Yet, our training programs are still largely geared toward excellence in research and teaching.

Historically, HMNS has relied on “traditional” ad hoc recruitment strategies for HDR and HDR+ students and fellows; under this approach, potential students and fellows are referred to researchers by external colleagues and/or contacts are made by students/trainees who “cold call” potential supervisors. While this will always have a place, development of a strategic plan for recruitment will ensure HMNS does not miss the opportunity to recruit top level HDR and HDR+ students who might not be aware of training and research opportunities at the School.

We want to improve our already high international standing in Human Movement and Nutrition Sciences, while continuing to provide innovative and rigorous undergraduate and graduate training
6.3.3 DEVELOP NEW PROGRAMS AND DELIVERY MODES TO RESPOND TO DEMANDS IN THE MARKET AND INCREASE, WHERE POSSIBLE, INTERNATIONAL STUDENT ENROLMENTS

Challenges: While the global pandemic resulted in a rush to move courses fully online, for some time our staff had been experimenting with online delivery and blended learning opportunities. The demands of COVID19 simply accelerated the adoption curve for many staff. While the School has a long and successful track record of providing high-quality, online learning through our Sport Coaching and Sports Medicine Graduate degrees, it is likely that blended learning will remain an integral part of our delivery landscape, affecting all of our course and program offerings, well into the future.

The structure of degrees is also changing. SFC and CPD are examples of how existing programs might be “divided” into smaller units, which students can either take in progression toward completion of a Masters’ degree or complete only those modules relevant to their professional or personal needs. The critical point is student choice; by offering flexible “micro” programs alongside more traditional degrees, we can attract more students who are looking for options that fit with their professional and personal lives. Importantly, there are new and emerging areas of study which are not currently covered in our existing suit of program offerings (in class or online).

The push toward professionalisation and the external regulation of these programs by accreditation bodies could present a challenge to our commitment to a multidisciplinary profile. We must find ways to ensure the breadth of disciplines in our field is maintained.

Response: The most flexible program we offer is the Bachelor of Exercise and Nutrition Sciences (BENS). It is also the program where students can be exposed to the diverse disciplines that comprise Human Movement and Nutrition Sciences. Over time however, the degree has become a “holding” option for students seeking admissions into our programs. To many, the program has lost its identity; what should be a flag ship program in HMNS has become a transitional program only. In 2020, the School embarked on a review of BENS, with the aim of moving towards better articulation of pathways through the program, including both professional and HDR (theoretical) routes. We are also considering course offerings and looking to ensure that through BENS, students have maximal exposure to the behavioural, physical cultural and biophysical sciences. Interestingly, outside of the Master of Dietetics Program, BENS attracts more international students than any other program in School. The review of BENS and proper marketing and communication of the degree and its many articulated and flexible pathways is a top priority for the School in the undergraduate space.

Our Master of Dietetics program remains a popular and highly competitive program. The program however, especially in relation to placement structure, is in need of redesign. The recruitment of a Professor in Human Nutrition and Dietetics has led to a critical review of the program and proposed changes to create more efficiencies in the administration of the program. As with BENS, the program is attractive to international students. Growing our student enrolment into this program will allow us to expand our academic staff in nutrition and dietetics, possibly through conjoint positions with our external clinical partners. This is essential not only to ensure the program can be effectively delivered but also to increase the research capacity of that discipline.

The School will explore the creation of micro-credentialing and graduate certification courses to meet market demands for professional continuing education and flexible course/program offerings. Our two online programs – Sports Medicine and Sports Coaching – provide excellent opportunities for both models. We also believe there are opportunities with the Master of Dietetics program as well. Exercise prescription for health professionals and clinical skills in exercise physiology are also possible offerings for post-grad certification and continuing professional education. Importantly, exploring these options allows the School to continue and further strengthen important partnerships with our accreditation bodies, many of whom are also interested in developments in the space and have indicated a desire to partner with universities in this space (e.g., ESSA). This also provides an opportunity for us to continue to advance our interests in maintaining and promoting a multidisciplinary vision for our field, by working with these partners in the design of postgraduate, continuing education and micro-credentialled programs.

With regard to new programs, a postgraduate certification or Master’s degree in advanced sports analytics, possibly in partnership with Mathematics/Statistics and or Engineering, is also a proposal the School will investigate. Finally, an MBA in Sport Management/Marketing is another possible degree program that could be jointly shared with Business, Economics and Law. Both these options will be explored further by the School in partnership with key stakeholders from other Schools and Faculties.

The School will continue to work with ITaLi to upskill staff on blended course delivery. We are also making investments within the School to increase access to technology (e.g., dedicated videography equipment; desktop editing software) needed to convert, for example, lectures to online mode.

As noted previously, the cost of providing high quality experiential learning opportunities to students can put significant pressures on research active staff. The recruitment of clinical and teaching focused staff to assume a greater role in teaching and management of practicals will ensure greater time for research intensive staff to conduct their work.

Our commitment to prioritising recruitment of competitive HDR Students and innovations in our undergraduate programs aligns well with the UQ objective of transforming students into game-changers, who make outstanding contributions to complex, global challenges.
6.3.4 THE SCHOOL IS COMMITTED TO INCLUSION, EQUITY AND DIVERSITY OF PERSONS AND OF SCHOLARSHIP

Challenges: A common theme throughout this chapter is our desire to maintain a multi-disciplinary structure in the School, despite external pressures which can sometimes push toward siloed and specific disciplines. Equally, it is essential that our School not only represents the breadth of scholarship, our staff and student body should reflect the ethnic and cultural diversity of Brisbane and Australia more generally. We must ensure opportunities are available for women, visible minorities, Aboriginal and Torres Strait Islanders as students and staff, to not only gain entry to our programs and our School, but to thrive.

Response: To achieve this, it is imperative that all of our recruitment efforts, for both staff and students, are conducted through the lens of equity and diversity. The establishment of a working party charged with conducting an environmental scan of our policies and practices, and in determining a set of recommendations is a priority for the current Head of School.

It is also imperative that we align closely with Faculty and University initiatives in equity and diversity.

6.3.5 INCREASE COMPETITIVE RESEARCH FUNDING THROUGH INDUSTRY PARTNERSHIPS AND STRATEGIC FUNDING PROGRAMS

Challenges: The historical performance of the School, with regard to grant success, has been very good relative to size (number of academic staff). In an increasingly competitive granting environment, we must look to diversify our funding opportunities, to take advantage of University and Faculty opportunities, and to ensure we are leaders as well as collaborators and partners with other institutions and colleagues within and external to UQ. A significant challenge for the School is that research related to healthy eating and healthy active living occurs in other faculties and schools, some of which are larger and better resourced than our own. As a result, while many of our staff have played key roles in large partnership grants and other strategic granting opportunities, it is frequently in a supporting rather than lead role.

Response: Although the appointment of a new Head of School (Professor John Cairney) and Professor and Chair of Dietetics, Helen Truby, were strategic hires who bring substantial track records of grant success, including leadership roles in large, multi-site studies, as part of our on-going recruitment efforts, we must look to hire individuals who have equal or stronger records, especially in relation to securing industry funding and strategic grants such as the Medical Research Futures Fund (MRFF). Supporting current staff who are building momentum towards leading large, successful partnership grants through targeted investments such as release from teaching time, and seed grant funding, are also important mechanisms for increasing the School’s funding success.

The School must also continue to align with Faculty and University-led initiatives that create opportunities for competitive funding. At the Faculty level, substantial investments have been made in the creation of clinical service programs such as UQ Healthy Living, the rural allied health program and a newly proposed Paediatrics Centre. The priority for all of these has been to provide student practical placements in programs such as Health and Rehabilitation Sciences, Counselling, Clinical Exercise Physiology and Dietetics/Nutrition. Research has been slower to develop. Given the focus of these centres, our School must play a substantial leadership role in research and evaluation connected to these sites.

At a local level, the School has had variable success experimenting with structures (e.g., Centres) to facilitate greater, cross-disciplinary research. If we are to continue to argue that our multi-disciplinarity is a strength that needs to be preserved, it behoves the School to demonstrate how this structure can enhance our research including, but not exclusively, increasing our success in competitive funding. One proposal to is to explore cross-cutting research themes (e.g., Obesity) which could bring together researchers from different disciplines, interested in tackling/addressing so called “wicked” problems/challenges. Competitive, internal funding (e.g., start-up funds) should be created to support the formation and early-stage development of these multi-disciplinary research clusters.
6.3.6 STRENGTHEN EXISTING AND DEVELOP NEW LOCAL, NATIONAL AND INTERNATIONAL STAKEHOLDER PARTNERSHIPS (HIGHER EDUCATION, HEALTH CARE, INDUSTRY, GOVERNMENT, NOT FOR PROFIT SECTOR)

Challenges: In addition to the extensive networks of national and international collaborations by staff, evidenced in Chapter 5, the School has important long-standing relationships with local and national sporting organisations, professional sport clubs, public and private education, and the health care sector. These relationships are vital not only for maintaining and growing student practical experiences, but for research and reputational reasons. While the School has many examples of partnerships, we must remain diligent in nurturing those relationships and always look toward new partnerships when opportunities arise.

Alumni engagement has been ad hoc over the history of the School, in the absence of a clear strategic plan for engagement at both School and University levels. At the same time, our alumni have been among our most supportive external stakeholders, facilitating both experiential and research opportunities. A School strategy for engagement is required which aligns with ongoing developments at Faculty and University level, as noted in Chapter 5, Partnerships.

Recruitment of international students has been a challenge for the School, outside of a small number of programs (Dietetics, BENS, BExSS). The lessons of over-exposure to single markets like China remind us of the importance of diversification, so as to minimise the potential impact of global events like COVID and uncertain and volatile geo-political situations.

Response: In the light of the aforementioned challenges, the School will pursue a number of initiatives in the external engagement space:

- Formation of industry advisory panels, which will meet biannually with the Head, School Executive and other members of the School as identified. Given the diversity of programs and research in the School, it makes little sense to have a single advisory as the size and breadth of coverage would make these panels too large to facilitate meaningful engagement. Therefore, the School proposes the formation of three: (1) education; (2) sport and (3) health care.

- An alumni engagement working party will be established under the leadership of the Director of External Engagement, Associate Professor Nicholas Gilson. This group will work closely with Professor Louise Hickson (Associate Dean of Engagement in the Faculty), to ensure our priorities align with the Faculty and to share resources. One proposal is to establish an honours alumni Society for graduates, potentially named after a prominent UQ HMNS graduate, or influential local sport or clinical leader. A similar society exists at the University of Toronto in the Faculty of Kinesiology and Physical Education (the R. Tait McKenzie Society). Students graduating with honours are conferred membership at graduation. The organisation can work with Head of School and the Director of Engagement to organise alumni events, engage in fund raising activities, and act in advisory capacities to the School. Importantly, this body can work to ensure alumni remain meaningfully connected to the School and UQ.

- An international student recruitment working party will be established under the leadership of the Director of External Engagement. Working closely with Engagement in Faculty, the group will consider markets outside China that could be targeted for student recruitment. A plan for marketing of new and existing programs to international students will also be in scope.
6.3.7 SECURE STRATEGIC FUNDING FROM THE UNIVERSITY TO CAPITALISE ON RESEARCH AND TRAINING OPPORTUNITIES CONNECTED TO BRISBANE’S OLYMPIC BID FOR 2032

Challenge: While the Olympics were not originally in view when the School began to prepare for this review, the identification of Brisbane as a preferred site for the 2032 Summer Games raises questions about what opportunities mean for the strategic direction of the School not only in the next 5 years, but beyond to the Games itself. Critically, the window of time between now and the Games provides an interesting opportunity to develop programs of research and student learning connected to existing and potential new areas of inquiry and expertise. Importantly, there will be substantial investments from government and industry in relation to infrastructure and programming (e.g., athlete training) forthcoming and it is essential for UQ to capitalise on these opportunities to support research, teaching and learning opportunities connected to the Games.

Response: An exciting possibility is to leverage off an existing, but largely dormant, entity within the School, the Centre for Olympic Studies. There is renewed interest in revitalising this Centre from the International Olympic Committee (IOC) and the Australian Olympic Committee (AOC), with a current proposal to formally endorse three centres in Australia, including the existing one at UQ. While the activities of the Centre have largely focused on the history and contemporary legacy of the Games, the Centre could be used as an organisational structure to attract and connect researchers from within the School and across UQ who have an interest in the study of sport. Within our School, there are already several active research programs related to the Olympic movement, especially in the field of disability; for example, the study of the Paralympics including its history, as well as disabled athlete classification and training of high-support needs athletes for competition. When married to the School’s expertise and capacity in areas such as coaching, sport psychology, and sport science including physiology and biomechanics, as well as critical scholarship in the humanities and social sciences, and expertise in population health and epidemiology, there is a critical mass of researchers who could align their work under the auspices of a renewed, revitalised Centre of Olympic and Paralympic Studies.

However, this vision for the Centre is not limited to the School alone. We believe it could also unite researchers interested in sport studies from across UQ. Expertise in sport marketing and law, business, economics, and sport tourism, not to mention expertise in areas related to technology in sport in engineering, and in design related to sport such as architecture, are all examples of potential collaborations and streams of programs of work for the Centre.

It has been sometime since the School has received substantial strategic funding from the Vice Chancellor’s fund to support new programs of work (the last major investment was for the Centre for Exercise, Physical Activity and Health). An investment through a newly created Centre for Olympic and Paralympic Studies will achieve not only a cross-disciplinary, cross-Faculty research collaboration lead by the School, the monies could be used to leverage further funding via industry partners and commonwealth supported research funding. With inception funding from UQ, the Centre could:

- Recruit a senior, international research leader in Sport Science to act as a Director and further strengthen the UQ compliment of researchers in this area;
- Build important new infrastructure on campus to support research and training in human performance, for example, in the area of high-support needs athletes for the Paralympics (e.g., heated indoor pool for swimming training and research)
6.4 Summary

Consistently, sport-related subjects are among our top-ranked programs at UQ according to international rankings. HMNS is therefore in an advantageous position to continue to be both a national and international leader in teaching and research in the areas that make up this category. Healthy active living and healthy eating are also public health priorities and recognised as essential to maintaining health and well-being by Australians, even as many fail to meet the recommendations of physical activity and nutrition-based guidelines. The growing interest in Exercise is Medicine, in medicine, public health and allied health, also creates opportunities not only for the rapidly maturing profession of clinical exercise physiology in practice, but also the study of exercise as a therapeutic intervention in clinical research. The importance of nutrition and the practice of dietetics, when combined with exercise and physical activity, provide a powerful behavioural medicine approach for both the prevention and treatment of chronic disease – which cost Australia dearly in terms of health care expenditures and lost productivity. By addressing each of the strategic priority areas identified in this Chapter, the School can ensure its global reputation remains strong, reflecting the values of both UQ and the broader society in which we live and work.

With so many successes already achieved, and so many opportunities that lie ahead, it is imperative we strengthen the School’s position through strategic recruitment, external and internal partnerships, modernising the delivery of our existing courses while looking for new courses to be created based on market demand, diversifying our student cohort through internationalisation in conjunction with the recruitment of underserved populations in Australia, while positioning ourselves to take advantage of historic opportunities like hosting the Olympics, as well as increasing our competitiveness in securing targeted, strategic funding opportunities. This will require investments from both the Faculty and the University to leverage all of these opportunities. Investments that will pay substantial dividends, contributing to the overall success of UQ.
Appendices
### Appendix 1: Academic Staff Detail (Continuing and Fixed Term)

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Notes: Figures are official as at 31 March each year. Source: UQ Reportal Staff FTE by Function and Classification
Appendix 2: List of Staff in HMNS
Current 18 June 2021

ACADEMIC STAFF

T&R Professors
- CAIRNEY, John, Head of School
- BROWN, Wendy J
- CARROLL, Timothy J
- COOMBES, Jeff S
- CRESSWELL, Andrew
- MALLET, Cliff
- PHILLIPS, Murray
- TRUBY, Helen
- WALLIS, Guy, Director of Research

Research Professors
- LICHTWARK, Glen A

T&R Associate Professors
- BAUER, Judith
- ENGSTROM, Craig M
- GARD, Michael J
- GILSON, Nicholas D, Director of External Engagement
- OSMOND, Frederick G
- RYNNE, Steven
- SKINNER, Tina
- TWEEDY, Sean M

Research Associate Professors
- WILKINSON, Shelley

T&R Senior Lecturers
- BECKMAN, Emma M, Director of Teaching and Learning
- ENRIGHT, Eimear
- LEVERITT, Michael D
- STYLIANOU, Michalis
- WRIGHT, Olivia R L

Research Senior Lecturers
- KELLY, Luke A
- OLIVE, Rebecca J

Teaching Focused Senior Lecturers
- FRIIS, Peter I
- GREEN, Anita Derelle

T&R Lecturers
- CHACHAY, Veronique
- CONNICK, Mark J
- DIX, Clare F
- WALKER, Jacqueline L
- WHEELER, Keane W

Research Level B
- BRISKEY, David R
- CONNICK, Mark J
- IVEN MIELKE, Gregore
- KEATING, Shelley

T&R Associate Lecturers
- SMITH, Emily C
- SPERKA, Leigh A
- TENORIO RAMIREZ, Jose M
- TOWNSEND, Stephen J
- TRESCHMAN, Paul A

Research Level A
- BLAND, Nicholas S
- DUTIA, Iain
- KEANE, Brendan F
- MCANALLY, Kenneth I
- PINCHEIRA MIRANDA, Patricio A
- SHEPPARD, Lee K

Teaching Focused Associate Lecturers
- CAVE, Danielle P
- COLLINS, Cheryl
- MAGUIRE, Kylie A
- MONSEN, Sue
PROFESSIONAL STAFF

Governance
- SHORT, Dean - School Manager
- WARD, Colleen - Executive Assistant

Practicum and Clinical Education (Exercise and Sport Science & Clinical Exercise Physiology)
- ADLARD, Kirsten N
- NICHOLSON, Hayley (Casual)

Student and Academic Administration
- GLASBY-SHAW, Dimity - Team Leader
- FARLOW, Heather E
- WATSON, Joyce K
- NOON, Deborah (Casual)

Scientific/Technical
- WILSON, Gary R - Senior Scientific Officer and WHSC
- LAMBE, Rick
- HARRIS, Emma (Casual)

School Experiences
- WATSON, Lisa - Coordinator

Adapted Physical Activity Program
- FENNING, Melinda A - Coordinator
- GOESSLING, Naomi
- INNES, Wade
- LIIMATAINEN, Jenna I

Research Assistants
- BAUMANN, Georgina
- CUNNINGHAM, Brent
- HANNAN, Amanda L
- NANCE, Zara M
- PAPINCZAK, Zoe E

HONORARY AND ADJUNCT ACADEMIC APPOINTMENTS

Emeritus Professors
- TINNING, Richard I
- CAPRA, Sandra M

Honorary Professors
- KIRK, David
- NEWTON, Robert U
- RIEK, Stephan
- KHAN, Karim
- COTE, Jean
- MCKAY, Heather A
- EVANS, John
- CARSON, Richard G
- BRUKNER, Peter
- VAN MECELEN, Willem
- KELLMANN, Michael
- WISLOFF, Ulrik
- CRONIN, Michael
- BOOTH, Douglas G
- BECKMANN, Jurgen

Adjunct Professors
- MYERS, Peter T
- WOOLLEY, Karen L

Honorary Assoc. Professors
- KOLBE-ALEXANDER, Tracy
- MACKINNON, Laurel T
- VAN UFFELEN, Jannique
- YOSHITAKE, Yasuhide
- MACLEAN, Malcolm K
- JENKINS, David G
- DUDLEY, Dean A
- HOLLAND, David
- HANRAHAN, Stephanie J
- MCCUAIG-HOLCROFT, Louise A
Adjunct Assoc. Professors
- ABERNETHY, Peter J
- LIU, Xin
- NICOL, Andrew J
- MARTINS, Catia
- WHITELEY, Rodney
- PANAGODA, Gajanath M
- HILL, Jan
- VIVANTI, Angela P

Honorary Fellow
- TORQUATI, Luciana E

Honorary Senior Fellow
- HAHN, Daniel
- KAWABATA, Masato
- GOULLET DE RUGY, Aymar A
- PAVEY, Toby
- STELL, Marion K
- FARRIS, Dominic James
- BURTON, Nicola W
- WILLCOX, Jane
- SCHAUMBERG, Mia A

Adjunct Senior Fellow
- CARDINAL, John W
- HORDERN, Matthew D
- HENWOOD, Timothy R
- YOUNG, Adrienne M
- O’KEEFFE, Michael

Honorary Senior Lecturer
- LEVERITT, Michael D

Adjunct Senior Lecturer
- PORTUS, Marc R

Adjunct Lecturer
- ANDERLINI, Deanna
- DEUTSCH, Markus U
- DEVIN, James L
- DICK, Mathew
- ELLICK, Jennifer

Honorary Research Fellows
- HOFFMAN, Benjamin W
- ROBERTS, Llion A
- CHAI, Li K

Adjunct Research Fellow
- CHAPMAN, Justin J

Honorary Lecturer
- KELLY, Vincent G
- ABBEY, Karen L

Affiliate Senior Lecturer
- GOMERSALL, Sjaan

Affiliate Lecturer
- BAILEY, Thomas G
- NG, Norman T M

Academic Title – Associate Lecturer
- COTUGNO, Jacqueline D
- DUX, Claire
- HALL, Adam B
- HARDT, Jessica
- KING, Adam
- MATTHEWS, Kylie L

Academic Title - Lecturer
- OSLAND, Emma
- COCHRANE, Anita J
- MRFF TRIP Fellow
- BELL, Jack J

Visiting Academic (Visiting Fellow/Scholar)
- MCALLISTER, Sarah M
- POH, Zhenyong E
### Appendix 3: Academic Staff by Gender and Level

#### Headcount by gender

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| **Total HC** | 51 | 52 | 54 | 52 | 52 | 53 |
| **Total F**  | 21 | 25 | 26 | 26 | 23 | 22 |

Notes: Figures are official as at 31 March each year
(Source: UQ Reportal Staff by Function and Classification)
SCHOOL OF
HUMAN MOVEMENT &
NUTRITION SCIENCES

Contact
Level 2, Connell Building
The University of Queensland
St Lucia QLD 4072, Australia

Email: hmns@enquire.uq.edu.au
Phone: +61 7 3365 6240