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

**Students**

**Student Strategy**

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

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

In 2017, the focus has been on expanding employability and work integrated learning (WIL) across the faculties, and consolidating the entrepreneurship and innovation ecosystem at UQ. To achieve this, the University committed $71 million for implementation of projects that emphasised:

- Flexible, active learning – to transform student learning towards more personalised, active learning and specifically targeting course digitisation
- Employability – to significantly enhance student prospects with funds distributed to faculties to support discipline-focused student employability projects
- Enterprise – to cement UQ’s leading reputation in entrepreneurship and innovation through direct support of lab and Idea Hub, scholarships, grants, and seed funding.

Almost half of these funds ($32 million) were distributed to faculties for discipline-specific projects, ranging from developing online and virtual courses to expanding student-facing support services and extending WIL and work mentoring.

Implementation of Student Strategy initiatives was also supported with welcome and induction activities, improvements to virtual and physical infrastructure, and enhancements to information technology systems. Six university-wide steering groups were established to oversee development around key areas:

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

**Other student activities**

Other initiatives in 2017 included:

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

**Student evaluation of course and teaching (SECaT) trend analysis**

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

**Admissions**

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

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

**Relocation Strategy**

The results of the Universities Australia-Human Rights Commission Respect. Now. Always. survey on sexual assault and harassment among university students were released, revealing that about 16 per cent of students nationally had been sexually assaulted in a university setting in 2015/2016. UQ endorsed all recommendations made by the report and continues working to ensure all recommendations are met. Initiatives are highlighted on respect.uq.edu.au and include:

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

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*The latest available statistics.*

**Learning: Key indicators of performance**

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
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<tbody>
<tr>
<td>Share of OP 1–5 students (or equivalent rank) who have UQ as their first preference</td>
<td>63.5</td>
<td>61.9</td>
<td>60.6</td>
<td>60.2</td>
<td>59.7</td>
</tr>
<tr>
<td>Student retention (domestic commencing bachelor students)*</td>
<td>81.9</td>
<td>81.5</td>
<td>82.9</td>
<td>82.6</td>
<td>na</td>
</tr>
<tr>
<td>Number of Aboriginal and Torres Strait Islander student completions (Count)</td>
<td>36</td>
<td>57</td>
<td>77</td>
<td>82</td>
<td>6</td>
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<tr>
<td>Course experience: overall satisfaction (domestic and international)**</td>
<td>83.0</td>
<td>83.8</td>
<td>83.8</td>
<td>80.1</td>
<td>7 na</td>
</tr>
<tr>
<td>Student retention (domestic commencing bachelor students)</td>
<td>81.9</td>
<td>81.5</td>
<td>82.9</td>
<td>82.6</td>
<td>6</td>
</tr>
</tbody>
</table>

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* There may be slight changes in historical data due to improvements made in UQ’s reporting systems.
** Figures for 2017 are preliminary. Data will be finalised in mid-2018.
* Percentage of OP 1–5 domestic, undergraduate applicants who deferred their first preference to The University of Queensland. This is derived from the table on page 22, which is based on enrolments from OP 1–5 domestic, undergraduate applicants.

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2017 President of the University of Queensland Union Gabii Starr with Vice-Chancellor and President Professor Peter Hy aborning the results of the Respect. Now. Always. survey.
Student recruitment and retention

Student recruitment

The bar graph below shows the destination of OP 1-5 students (or equivalent rank) students commencing university in Queensland in 2017. UQ attracted 39.0 per cent of first preferences from such applicants, and 41.9 per cent of all domestic undergraduate enrolments. Possible reasons negatively impacting UQ’s first preferences include the downturn in the resource sector, which led to fewer engineering first preferences, discontinuation of certain programs; and increased OP cut-offs for some programs— including law—which resulted in some students redirecting their preferences to other institutions as they were no longer eligible for a place. Despite the softening demand, however, the University’s market share of enrolments rose slightly.

Gender balance

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

UQ maintained similar levels of student access, participation, retention and success, relative to state and national benchmarks as in 2016 (see table above). HEPPPP funding

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

Indigenous students

Completion rates for Indigenous Australian students at UQ have increased significantly since 2011, well exceeding the University’s strategic key performance indicator for 2016 (77 completions; the target was 64). UQ has experienced significant improvement in the progression and success of its Indigenous students, seventh in the country in 2016–17.

International students

UQ is a university of choice for international students, attracting the University’s high global rankings and many teaching awards. Preliminary results for 2017 suggest 11,431 international enrolments from 135 countries, supplied approximately 30 per cent of UQ’s student population, providing enhanced learning and cultural experiences for all UQ students and the broader community.

International enrolments are projected to reach $471.3 million in income for the University, including $220.6 million from postgraduate students, $71 million from non-award students, $17.9 million from HDR students, and $29.7 million from the Institute of Continuing and TESOL Education. The export business UQ generated in 2017 supported the local economy, providing both important income and a richer cultural life for Queensland. Fellow UQ students also benefited from the diverse perspectives international students brought to the classroom, enhancing their learning. International students at UQ have a retention rate of 96 per cent, and their success rate (pass rate) is 96 per cent.

UQ Aboriginal and Torres Strait Islander enrolments

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

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<td>702</td>
<td>155</td>
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<td>171</td>
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</tr>
<tr>
<td>TOTAL</td>
<td>986</td>
<td>247</td>
<td>819</td>
<td>182</td>
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1 Figures for 2017 are preliminary. Data will be finalised in mid-2018.

The export business UQ generated in 2017 supported the local economy, providing both important income and a richer cultural life for Queensland. Fellow UQ students also benefited from the diverse perspectives international students brought to the classroom, enriching their learning. International students at UQ have a retention rate of 96 per cent, and their success rate (pass rate) is 96 per cent.
Learning environment
UQ renewed its commitment to online learning, with strategic funding for UQx, UQ’s edit collaboration, for a further three years (2018–2020). Achieving more than two million enrolments in 2017, UQx was also active in supporting the goals of the Student Strategy, most significantly around flexible active learning and developing SPOCs (small private online courses) and MOOCs (massive open online courses) as part of for-credit courses and programs. The guarantee of future funding will ensure ongoing support for faculty and school pedagogy and curriculum redevelopment incorporating emerging technologies, and more flexible and personalized learning experiences for students.

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

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

Virtual exchange program
At the 2017 Global Forum held in Canada in December, UQ signed an agreement with eight international partner universities that will allow students to study selected interstate and overseas online courses that will be credited to their UQ program. The aim is to enrich the student experience and will take effect from 2018.

New and enhanced programs
Several new programs and study options were introduced in 2017:
- Bachelor of Advanced Humanities (Honours)
- Bachelor of Biomedical Science (Honours)
- Bachelor of Clinical Exercise Physiology (Honours) (the only Honours undergraduate clinical exercise physiology program in Australia)
- Bachelor of Criminology and Criminal Justice (Honours)
- Bachelor of Politics, Philosophy and Economics (Honours)
- Graduate Diploma in Psychological Practice
- Master of Business Psychology
- Master of Data Science
- Master of Engineering
- Master of International Relations / Master of International Law
- Doctor of Veterinary Clinical Science

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

Enhancing graduates
Infrastructure
UQ is currently investigating options to redevelop the student union complex on the St Lucia campus with the goal of creating world-leading infrastructure that will underpin Student Strategy Goal 4, an integrated learning environment. Creating a Student Hub in this location will be a flagship project for UQ that aims to transform the campus experience by integrating a range of services for students in highly visible and easily accessible spaces, and providing innovative and engaging learning spaces that strongly align with Goals 2: student-centred flexibility and 3: dynamic people and partnerships. In 2017, the project progressed from high-level concept drawings to the more extensive investigation and costing of a feasibility study. An overarching governance framework was agreed and extensive consultations with a range of stakeholders were conducted. As the redeveloped site will include teaching and learning spaces, trends in teaching and learning spaces strongly align with Goals 2: student-centred flexibility and 3: dynamic people and partnerships.

Entrepreneurship and Innovation (E&I)
Entrepreneurship and innovation are key drivers of growth and student experience outcomes. UQ provides pathways to participate in E&I activities, build skills and gain practical experience. With the launch of the five-year Student Strategy in 2016, a suite of new initiatives in graduate employability, more flexible study options, and broader support for student growth and engagement was introduced. A student survey conducted during the year revealed that about 60 per cent of UQ undergraduates consider entrepreneurial skills to be an important part of their education, and UQ notes that entrepreneurial spirit will be important for future graduates, whether they start their own business or move into management and leadership. To this end, work began on building an ecosystem that can deliver support for all stages of an entrepreneurial journey, to help produce enterprising leaders with skills in creating positive change.

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

Graduate Outcomes Survey
In 2016, a national Graduate Outcomes Survey (GOS) was developed as part of the Quality Indicators for Learning and Teaching (QILT) survey suite, replacing the Australian Graduate Survey. In its second year, the Graduate Outcomes Survey is designed to measure graduates’ post-study success and satisfaction. The proportion of UQ’s domestic bachelor graduates employed full-time within Australia increased from 72.7 per cent in 2016 to 75.9 per cent in 2017, with the median annual salary increasing from $57,396 to $60,000. The most recent survey also recorded an 80 per cent satisfaction rate for graduates across all program levels.

Employer Satisfaction Survey
With an 87 per cent employer satisfaction score, UQ ranked sixth in Australia and was the highest ranked Qld university in the 2017 Employer Satisfaction Survey (E3S)—part of the new GILT survey suite launched in 2016.

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

AAUT Awards for Teaching Excellence (Law, Economics, Business and Related Studies)
Dr Vincent Whitley, School of Economics

AAUT Awards for Teaching Excellence (Physical Sciences and Related Studies)
Dr Philip Sharpe, School of Mechanical and Mining Engineering

AAUT Awards for Programs that Enhance Learning (Innovation and Flexibility in Curricula, Learning and Teaching)
First Year Chemistry Program, School of Chemistry and Molecular Biosciences; Associate Professor Joanne Blanchfield, Dr Danielle Adams, Dr Andrew Alabnikov, Dr Bruce D’Arcy, Professor Mary Garson, Dr Efthimia Kartsonaki, Associate Professor Gweeboon Lawrie, Professor James De Voss, Associate Professor Mark Riley and Mr Philip Sharpe

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

- Professor Doune Macdonald, School of Economics, who oversees students’ free of the subject by using a
- Dr Gwendolyn Lawrie, Professor James De Voss, Associate Professor Mark Riley and Dr Philip Sharpe
- Dr Andrew Allsebrook, Dr Vincent Wheatley

AAUT Awards for Promoting Equity (Programs that Promote Equity in Access, Participation and Outcomes)
Dr Jordan English, School of Creative Arts, and Dr Heather Muir, School of Civil Engineering

AAUT Awards for Programs that Enhance Learning (Innovation and Flexibility in Curricula, Learning and Teaching)
- Professor Anthony Cassimatis, TCBE, School of Law
- Dr Lisa Fitzgerald, School of Public Health
- Dr Poh Wah Hillock, School of Mathematics and Physics

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- Professor Doune Macdonald, School of Economics, who oversees students’ free of the subject by using a
innovative work-integrated learning environments and experience authentication to support speech pathology students’ skill development in management of voice disorders.

Finalist for the 2017 edX Prize for exceptional contributions in online teaching and learning – Professor Roslyn Petelin for WHITE 500: English Grammar and Style Massive Open Online Course (MOOC)

UQ Awards for Excellence in Teaching and Learning

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

UQ Awards for Teaching Excellence –
- **Dr Chris Landorf**, School of Architecture
- **Dr Barbara Maenhaut**, School of Mathematics and Physics

UQ Awards for Programs that Enhance Learning –
- **Knowledge-Making in the Arts, Humanities and Social Sciences** (Lead: Faculty of Humanities and Social Sciences): Inge Matt, Professor Julia Duck, Professor Fred D’Agostino, Associate Professor Deborah Brown, Shirley Morse, Chris Frost, Naoko Yasui, Dr David Rowland, Farhad Safdari, Ian Graham

Quality assurance

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

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

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

UQ is committed to the Groningen Declaration through Universities Australia, which was established to promote the use of digital records of achievement for students of universities around the world. The result of this commitment has been...
the development of the ANZ My eQuals qualifications register, which was launched in April and enables graduates to digitally access their academic qualifications and create digital copies of their transcripts and certificates from all universities in Australia and New Zealand. The University of Queensland joins other universities that have already implemented this solution.

Cultural competencies

New Colombo Plan Mobility Program

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

Australia Awards Scholarships

In 2017, UQ welcomed 17 new Australia Awards students, with a total of 278 students from 43 countries completing studies at UQ under the Australia Awards Scholarships program. UQ Global Engagement managed approximately $16.5 million in funding for Australia Awards scholarship expenses in 2017.

Endeavour mobility grants

With total funding of $315,500 (an increase of 50 per cent on 2016), in 2017, UQ secured funding for 12 projects that allowed 97 students to undertake mobility experiences. Students participated in programs in Austria, Brazil, China, France, Hong Kong, India, Indonesia, Japan, Nepal, Switzerland, UK, US and Vietnam.

Other scholarships

In 2017, UQ welcomed students from nine new sponsorship bodies from eight countries—Bahrain, Bhutan, Indonesia, Japan, Malaysia, Singapore, Tuvalu and the UK. Overall, almost 616 sponsored students from 71 countries were enrolled at UQ in 2017.

Institute of Continuing and TESOL Education (ICTE-UQ)

In 2017, ICTE-UQ delivered training at the St Lucia and Gatton campuses, as well as offshore, to more than 7054 students and professionals from more than 100 countries. Often collaborating with other UQ faculties, schools, institutes and central divisions, ICTE-UQ’s key achievements included:

- UQ English language pathway program training for 1724 students from non-English speaking backgrounds, English language training for a further 929 students and professionals, and the expansion of the UQ English Program (EBP) to include BEP Advantage, Standard and Extension, as well as increased entry points
- concurrent English language support programs for 1946 UQ students from non-English speaking backgrounds, including customised, discipline-specific programs
- teaching methodology training for 469 teachers and academics
- customised English language and Continuing Education training programs for more than 1966 students and professionals
- more than 20 International Development short courses to 530 participants
- more than 560,000 enrolments since its 2015 launch in the ICTE-UQ-facilitated UQx IELTS Academic Test Preparation course—UQx—making it one of UQ’s most popular online courses.

UQ student mobility

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

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

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