We offered 5600 courses and 350 programs through seven faculties. Our total enrolment of 31,764 included 6525 postgraduates and 3590 international students; and 7775 students graduated at 29 ceremonies.

Graduate outcomes
Positive graduate outcomes this year included:
- top ranking (with the University of New South Wales) for the highest rate of full-time employment for graduates in Australia (92 percent); and
- the highest starting salaries ($36,000) for graduates in Queensland. This compares with a national average of $33,400.

The data, from the Higher Education Outcomes Indicators 2000, were compiled by DETYA, now known as the Commonwealth Department of Education, Science and Training (DEST).

DEST comparative data released this year also showed our 333 PhD awards (almost one a day) was the third-highest number in the country and accounted for more than 57 percent of PhD completions in Queensland during 2000.

Enrolments
Overall student load outstripped projections (see table page 14) by more than 2300 when Equivalent Full-time Student Units (EFTSUs) increased from 25,373 in 2000 to 27,676 this year.

In all, 31,764 students enrolled – 6.9 percent more than in the previous year – with most increases in bachelors, masters by coursework and PhD degrees (see table page 5).

We again attracted most of Queensland’s best school-leavers, according to Queensland Tertiary Admissions Centre (QTAC) data, including:
- 73 percent of students in the top Overall Position (OP) band of 1 (five times more than any other university in the State); and
- almost 64 percent of students in OP bands 1-3 (three times more than our nearest competitor).

The most popular choices for OP 1 students were science (90 students), engineering (86) and law (58).

Demand for undergraduate programs at UQ Ipswich increased dramatically. For example:
- nearly a quarter of all first-year commerce students enrolled in electronic commerce;
- first-preferences doubled for the informa-
Postgraduate enrolments totalled 6525 (767 more than in 2000) – 20.5 percent of our entire student population. Highlights included:

- The largest PhD enrolment in Australia, including more than 53 percent of total PhD enrolments in Queensland;
- 2715 research PhDs (almost 42 percent of the total, 8.47 percent up on the previous year);
- 2204 coursework masters (almost 34 percent of the total, 23.2 percent up on the previous year); and
- 683 research masters (10.5 percent of the total, 11.6 percent up on the previous year).

International student numbers are still increasing dramatically with 3590 enrolments this year – 11.3 percent of total enrolments. This was a 26.8 percent increase on the previous year, and a huge 54.8 percent increase on 1999. Fifty percent (1794) were completing undergraduate degrees, 19 percent (686) masters by coursework and 11 percent (397) PhDs by research (see table page 5).

We continued to advance operational priorities with initiatives in curriculum review, graduate attributes, flexible learning, teaching quality assurance and assessment policies. We formulated a three-step process for curriculum review based on annual program monitoring, triennial program assessment and septennial school and discipline reviews. The process will be implemented throughout 2002 following Academic Board approval.

Academic Board approved a revised statement of graduate attributes www.uq.edu.au/hupp/contents/view.asp?s1=3. This addresses:

- in-depth knowledge of the field of study;
- effective communication;
- independence and creativity;
- critical judgement; and
- ethical and social understanding.

We developed a process to map graduate attributes within programs, and assess these attributes and outcomes, as part of the new curriculum review process.

We revised the Teaching Quality Assurance questionnaire to focus more on outcomes, and used this in assessing teaching quality (see page 22) and distributing five percent of faculties’ teaching and research budgets.

Our Teaching and Learning Committee is developing a set of indicators. These will be available via a Web-based portal to University schools and faculties, for curricula and school reviews and other quality assurance measures.

The Committee, via the Assessment Working Party, also continued to monitor the uptake of criterion-referenced assessment plus fair and equitable distribution of grades by:

- reviewing our Assessment Rules for consistency across faculties in organising supplementary examinations;
- clarifying and streamlining procedures for special and deferred examinations; and
- shortening the timeframe for appealing grades.

Senate approved policies arising from the Task Force on Assessment Policies and Practices (1996) relating to assessment principles, practices, examinations and student access to feedback.

We reviewed our Student Discipline and Misconduct Statute

Fast-tracked graduations
Ours is one of only a few among Australia’s 39 universities where students who complete in November graduate at ceremonies in December.
(1999), particularly for effectiveness in implementing the Statute and dealing consistently with misconduct. A Senate committee will consider the working party’s report next year before reporting to Senate.

### IT-based learning

By the end of 2001 students could directly access eLearn components of their courses via my.UQ (see page 44), a student-based portal or doorway to services established in 2000.

eLearn is an electronic learning tool run by a program called WebCT and complements face-to-face lectures and other traditional teaching methods. It enables lecturers to provide extra content and communication channels via the Internet (see page 22). During the year more than 15,500 students accessed one or more of the 398 online courses.

We revised guidelines for supporting courses and programs using flexible learning approaches (see page 44).

A flexible learning audit this year found that:
- about 56 percent of courses used the Internet for some teaching;
- almost 80 percent of courses used the Internet to provide optional general information such as study guides and course descriptions;
- more than 20 percent of courses required Internet use to access content or communicate with other students or staff; and
- 28 courses (one percent) were fully Web-enabled.

At UQ Ipswich, we piloted a network-based video replay system enabling Ipswich staff to control video delivered from St Lucia. This will generate copyright benefits. At UQ Gatton, complete replacement of the campus network delivered better performance and reliability to buildings and desktops.

### World-wide classrooms

We signed 28 new agreements with institutions in 19 countries. We now have agreements as follows with more than 155 universities from 33 countries:
- twinning programs;
- staff and student exchange agreements;
- research and academic collaborations;
- offshore programs; and
- scholarships.

Student exchange agreements brought 184 international students to our campuses. They came from 63 of our partner institutions in 16 countries, including the USA (40 students), Canada (31), Japan (25) and the UK (24).

This year 163 University of Queensland students studied at 47 exchange institutions. Most popular of the 13 countries involved were Canada (57 students), the USA (32) and the UK (31).

A Foundation Program, run by International Education Services Ltd (IES), prepares overseas school-leavers for entry to our undergraduate programs. It attracted 205 enrolments – 33.1 percent more than in 2000 – and appears on track to meet its aim of 250 enrolments by 2003.

Participants included 35 academically-selected students, funded by their governments in Botswana, Oman, the United Arab Emirates, Papua New Guinea and Malaysia.

For the second year, we accepted undergraduate enrolments from students who had completed curriculum provided by IES to the Jerudong International School in Brunei. Enrolments increased from six to 25.

Visitors to the St Lucia campus included more than 125 delegations of senior international academics, advisors and government personnel, compared with 97 in 2000.

### Global partnerships

Collaborative and strategic partnerships increased steadily with English language training and testing (see pages 42-43), faculty agreements and other initiatives.

A Rotary Selection Committee met this year in Chicago, and in 2002 we will offer 10 Rotary World Peace Scholarships for the first masters program in 2003 at our Rotary Centre for International Studies in Peace and Conflict Resolution. Our university is one of eight chosen (from an international field of more than 100) to host seven Centres – part of Rotary’s global vision to promote world peace.

We boosted links with the Middle East via a new five-year partnership with Oman’s first private university, Sohar University. We will advise on university governance and administration, curriculum development, teaching and learning strategies, delivery of English training programs, academic standards, professional accreditation and library services (see pages 20, 24, 43).

Undergraduates Caroline O’Keefe and Sam Catalano study rock drilling in our Experimental Mine at Indooroopilly – the world’s only known university-owned underground mine located within a capital city.

We expanded our masters coursework scholarships program with Vietnamese universities in Ho Chi Minh City, Danang and Hanoi. In 2002, graduates of some universities in south and north Vietnam will also be eligible. We also established a program for nominated universities in central Vietnam, and will offer 45 fully-funded postgraduate scholarships in 2002.

### Faculty initiatives/agreements

Our Faculty of Natural Resources, Agriculture and Veterinary Science (NRAVS) set up a new five-year agreement with several Asian universities and the University of British Columbia via the Regional Centre for Graduate Study and Research in Agriculture (SEARCA). Benefits include options for students from each of the universities to study at any of the partner institutions as part of their Master of Resource Management.

NRAVS also formed a partnership with Australia’s largest rural merchandise company, IAMA Agribusiness, to boost graduate employment prospects.

The Faculty of Engineering, Physical Sciences and Architecture (EPSA) signed an agreement with Incitec Manufacturing, one of Australia’s largest fertiliser manufacturers and suppliers. The agreement provides for joint work on granulation technology,
student work experience with Incitec in Brisbane, 
lecturing and tutoring by Incitec engineers, and 
a fourth-year engineering scholarship and 12-week vacation program.

Adjunct professors
Eighteen new appointments brought our total number of adjunct professors to 161. This initiative optimises links with industry, the professions and the wider community, with adjunct professors serving for up to three years in their areas of expertise. They teach and advise students, generally linking our interests with those in the world of work.

Forty-two honorary professors also helped with teaching and/or research. These appointments are limited to a period of service and extended to people of great distinction and international standing.

Optimising resources
We moved most of our large-animal practical teaching and research from the Pinjarra Hills facility in Brisbane to UQ Gatton. This avoids duplication of amenities and maximises use of superior dairy, piggery and equine facilities. Pinjarra Hills is now used by faculties, centres and departments for University research.

Other teaching and learning boosts included:
- a new $35,000 plant house at our Moreton Bay Research Station;
- a new federally-funded School of Medicine rural clinical school (Rockhampton and Toowoomba);
- a new Centre for Human Ageing (known from 2002 as the Australasian Centre on Ageing) in the Faculties of Social and Behavioural Sciences, and Health Sciences – an Australian first and an umbrella for age-related research and education;
- restructuring the Faculty of Arts into four Schools – English, Media Studies and Art History; History, Philosophy, Religion and Classics; Languages and Comparative Cultural Studies; and Music;
- a new Student Centre at Herston as a one-stop shop for student administration like those at St Lucia, UQ Gatton and UQ Ipswich;
- a new service centre for Information Technology Services; and
- Caboolture Hospital officially recognised as one of our teaching hospitals.

New programs and courses
New options, including the following, brought our total offerings to more than 370 programs and 5600 courses.
- In an Australian first, the Dispute Management Centre taught mediation skills to final-year law undergraduates.
- Creative Writing and the Publishing Industry, part of Australia’s first and only Bachelor of Contemporary Studies degree, began at UQ Ipswich.
- Our Centre for Online Health offered postgraduate programs focused on delivering quality care through cyberspace.
Review of activities
Teaching and learning

Real-life learning opportunities...
- a two-week safari to South Africa to study wildlife management (animal studies)
- a 12-week Undergraduate Site Learning Program involving national and international organisations (engineering)
- print, online, radio and television internships (journalism)
- a study tour of North Queensland's Herbert River district and its artificial wetlands (natural resource economics and environmental management)
- a State-wide trip to see industry at work (agronomy, agricultural science and horticulture)
- a north Queensland study tour of agricultural practices such as irrigation management and crop integration (agricultural science and horticulture)
- field experience in social welfare agencies as far afield as India, Canada, New South Wales and far western Queensland (social work)

STUDENT/TEACHER RATIOS as at March 31, 2001

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Ratio</th>
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</thead>
<tbody>
<tr>
<td>Arts</td>
<td>20.1 to 1</td>
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<tr>
<td>Biological and Chemical Sciences</td>
<td>20.7 to 1</td>
</tr>
<tr>
<td>Business, Economics and Law</td>
<td>22.7 to 1</td>
</tr>
<tr>
<td>Engineering, Physical Sciences and Architecture</td>
<td>19.3 to 1</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>11.9 to 1</td>
</tr>
<tr>
<td>Natural Resources, Agriculture and Vet Science</td>
<td>18.2 to 1</td>
</tr>
<tr>
<td>Social and Behavioural Sciences</td>
<td>23.1 to 1</td>
</tr>
</tbody>
</table>

- The School of English, Media Studies and Art History introduced a Graduate Certificate in Arts (Writing, Editing and Publishing).
- The School of Human Movement Studies launched postgraduate programs in sports medicine.
- The School of Life Sciences introduced flexible teaching and learning programs in entomology for undergraduates and postgraduates.
- The Sustainable Minerals Institute, which administers the mineral resources suite of postgraduate programs, introduced a graduate certificate in the field of minerals industry risk management. Strong demand for parallel degree studies prompted inclusion of 11 dual degrees among this year’s 85 new programs. We now have 51 dual degrees, with new choices combining: behavioural studies/education; environmental management/law; agribusiness/applied science; and business management with either arts, commerce, economics, education, journalism, science, social science or law.

TEDI: teaching our teachers
www.tedi.uq.edu.au

Our Teaching and Educational Development Institute (TEDI) hosted a national project funded by a $150,000 Australian Universities Teaching Committee grant and involving more than 70 academics nationally. The two-phase project reviewed strategies and examples of good practice for teaching large classes. This year’s training options for teachers seeking to hone their skills included:
- Introduction to Teaching, a compulsory three-day program for academics new to teaching;
- the Welcome to New Academics program;
- multimedia workshops;
- departmental programs on improving or reviewing teaching and curricula; and
- workshops in teaching and learning (website).

Seventeen academics completed the Graduate Certificate in Education (Higher Education) via Staff Development Committee scholarships and 1096 academics attended 101 development programs in teaching and learning.

Our Evaluation Services Unit processed 97,232 student evaluations as the basis for 962 courses and 2507 teaching evaluations for 1065 individual clients. Staff also helped design and implement the 2001 Student Experience Survey, used to benchmark with other Australian universities.

We surveyed 11,000 students (first-year, final-year and honours/postgraduate coursework) about teaching and course quality, facilities, resources, services and the overall student experience. Results will be available next year.

Educational Multimedia Services (see page 23) helped lecturers develop 232 eLearn courses and ran workshops for teachers interested in using multimedia for classes, and our Learning Resources Development Unit developed 254 courses to support student learning through flexible delivery (see page 20) at UQ Ipswich and UQ Gatton.

Rewarding good teaching

To retain staff of the highest international calibre, we maintain high standards of teaching development and evaluation, recognition, incentives and a strong research ethos.

Incentives include our annual Awards for Excellence in Teaching, a pioneering scheme launched in 1988 with The Alumni Association of The University of Queensland Inc. The 2001 awards of $10,000 each went to:
- Dr Peter Adams (School of Physical Sciences) for developing students’ enthusiasm for mathematics;
- Dr Jose “Jimmy” Botella (School of Life Sciences) for strong teacher-student communication;
- Sandra Haswell (School of Journalism and Communication) for problem-based learning methods;
-...
Our Library

Awards for Enhancement of Student Learning.

The Academic Board will offer up to two $20,000 awards for enhancement of teaching and learning projects. From next year our awards will reward achievement in institutional teaching and learning. Winners this year were:

- Associate Professor Stephen Adkins (School of Land and Food Sciences) for team-building and his collegial approach to supervision;
- Associate Professor Carolyn Baker (School of Education) for her part in building and maintaining a School-wide program of support; and
- Professor Ross Smith (School of Molecular and Microbial Sciences) for organising a program to help with the administrative side of research.

A review of our Awards for Excellence in Teaching recommended a scheme to recognise and reward achievement in institutional teaching and learning projects. From next year our Academic Board will offer up to two $20,000 Awards for Enhancement of Student Learning.

AskIT, our Library’s award-winning computer help and training service:

- ran software training programs for 1522 people;
- answered more than 34,792 student inquiries including three times more emails than the previous year; and
- logged a total of 365,601 general inquiries – six percent more than in 2000.

Our Library

www.library.uq.edu.au

More people than ever used our Library, the largest collection in the State, this year.

More than three million people visited the physical facilities and the Cybrary website was used almost 20 million times. Improvements to proxy servers plus innovative software enhanced online access and we amended the website to facilitate its use by people with disabilities.

Use of our 125,000 e-books and 8000 e-journals increased while loans of hard-copy books and journals decreased slightly (1.4 percent down on the previous year).

Services catering for global interests included a selection of overseas newspapers (hard-copy and electronic, English and non-English languages) plus email facilities and software in several languages.

We experienced severe financial pressure during the year due to reduced funding, rising costs of library materials and a weakening Australian dollar. Staff downsizing at the end of 2000 affected service provision in 2001. Measures to ease the burden included:

- introducing Autoloan machines in some branches and
- combining management of the University Archives and the Fryer Library Service.

Our Cyberschool, a school-to-university transition initiative to help students develop research skills, won the 2001 Australian Library and Information Association (ALIA) award for innovation. More than 100,000 students from 113 secondary schools accessed 16 databases via Cyberschool this year.

We trained teachers and prepared special Internet gateways to key curriculum areas.

Training for University students included beginner, intermediate and advanced classes during Orientation Week in the Cybrary’s AskIT computer skills and general information literacy program. During the year 46,000 people – almost 15 percent more than in 2000 – attended specialised information skills training.

This year we:

- opened a branch library in partnership with Princess Alexandra Hospital;
- refurbished the architecture/music library (including access for people with disabilities); and
- approved designs for a new Resource Centre at UQ Ipswich, incorporating the existing library (see page 49).

Cooperative ventures in Australia included:

- leadership of the Queensland University Libraries Office of Cooperation (including organisation of cross-institutional seminars);
- work on the Australian Literature Electronic Gateway, a database of about 40,000 Australian authors and 360,000 works, released in October for a free trial period (venture involving eight universities and the National Library); and
- work on portals to evaluate Internet sites including the Australasian Virtual Engineering Library (which won the International Association of Web Masters and Designers Golden Web Award for excellence in design, originality and content), Weblaw and Agregate.

Activities abroad confirmed our international standing. They included:

- completion of a collection development project at the Library of the American University in Beirut;
- a program to help with the administrative side of research; and
- a program of support; and
- a program of support; and
- a program of support; and
FEMALE ENROLMENTS BY FACULTY

<table>
<thead>
<tr>
<th>Faculty</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
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<tr>
<td>Arts</td>
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<tr>
<td>Biological and Chemical Sciences</td>
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<tr>
<td>Business, Economics and Law</td>
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<td>Engineering, Physical Sciences and Architecture</td>
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<td>Health Sciences</td>
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<tr>
<td>Natural Resources, Agriculture and Vet Science</td>
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<td>Social and Behavioural Sciences</td>
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<tr>
<td>University Graduate School</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>128</td>
<td>101</td>
<td>229</td>
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FEMALE ENROLMENTS BY PROGRAM LEVEL

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<tr>
<td>Masters by research</td>
<td>48.3</td>
<td>49.3</td>
<td>46.6</td>
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<tr>
<td>Masters by coursework</td>
<td>53.5</td>
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<td>Bachelor</td>
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<td>56.0</td>
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<td>Diploma/associate diploma</td>
<td>45.8</td>
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<tr>
<td>Non-award</td>
<td>59.3</td>
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<td>61.1</td>
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<td><strong>TOTAL</strong></td>
<td>53.4</td>
<td>53.8</td>
<td>54.6</td>
</tr>
</tbody>
</table>

STUDENT SUPPORT SERVICES – SESSIONS* BY TYPE

- System support 1.4%
- Accommodation assistance 3.2%
- Disability assistance 0.8%
- Health assistance 10.6%
- Financial assistance 10.6%
- Learning assistance 16.1%
- Personal counselling 21.5%
- Careers/counselling 31.8%

*Total number of sessions was 16,483

INDIGENOUS STUDENT ENROLMENTS BY FACULTY

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
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</thead>
<tbody>
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<td>46</td>
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<td>Biological and Chemical Sciences</td>
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<td>8</td>
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<td>Business, Economics and Law</td>
<td>10</td>
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<td>Engineering, Physical Sciences and Architecture</td>
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<td>7</td>
<td>10</td>
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<td>Health Sciences</td>
<td>48</td>
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<td>Natural Resources, Agriculture and Vet Science</td>
<td>17</td>
<td>9</td>
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<tr>
<td>Social and Behavioural Sciences</td>
<td>18</td>
<td>10</td>
<td>28</td>
</tr>
<tr>
<td>University Graduate School</td>
<td>1</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>128</td>
<td>101</td>
<td>229</td>
</tr>
</tbody>
</table>

**Overcoming disability**

www.sss.uq.edu.au

At enrolment 1400 students (compared with 850 the previous year) advised us of disabilities such as medical, psychological, mobility and learning problems, hearing or vision impairment.

Advisors saw 708 students this year, as compared with 539 the previous year. Use of our Alternative Print Service, Peer Note-taking Program, Participation Assistance and equipment increased proportionately.

Almost 90 percent of respondents to an Exit Survey of people with disabilities who graduated in 2000 reported overall satisfaction with the student experience.

Other highlights of 2001 included:

- implementation of individual Student Access Plans (Disability) each semester;
- a yearly review of the Disability Action Plan and related information sessions and seminars for faculties, schools and departments;
- completion by Property and Facilities of an Access Audit and updated Access Directory;
- evaluation of my.SI-net (see pages 44-45, 46) and consequent system adjustments to suit users with disabilities; and
- upgrade of specialist computer equipment and software.

**Overcoming socio-economic disadvantage**

www.sss.uq.edu.au

We welcomed 112 new students via UQ-Link, our special-entry program for academically-able students from socio-economically-disadvantaged backgrounds. Of these, 19 won support scholarships totalling $72,674 to cover half their first-year accommodation costs.

They joined 311 continuing students (26 more than the preceding year) bringing total UQ-Link enrolments to 423 and continuing a steady upwards trend. Outcomes were also encouraging with 65 graduating from undergraduate and postgraduate programs.
including veterinary science, law, speech pathology and social work.

Other UQ-Link initiatives included:
- distribution (by lottery) of superseded staff computers to students;
- a fully-funded four-day residential orientation program for 78 first-year students;
- access to counselling; and
- 10 one-hour-per-week peer-assisted study sessions, and lunch-time and sporting activities to encourage friendships and support networks.

**Equity for women**

www.uq.edu.au/equity

This year we enrolled 17,344 women – 54.6 percent of the entire student population and 1350 more than last year. The proportion of females enrolled in postgraduate studies rose slightly (0.5 percent) from last year to 49.3 percent.

The Equity Office and the Graduate School organised a very successful workshop series. Each was fully booked and ranked highly in feedback surveys. Topics included:
- **Building academic careers as women**;
- **Approaching academic job interviews**, and
- **From research to publication: getting started**.

The Faculty of Engineering, Physical Sciences and Architecture (EPSA) established a Catalyst Centre to boost diversity in working, learning and research cultures within the Faculty and its industry partners. The Centre will implement strategies from the Engineering Diversity Report, mainly relating to:
- staff and student recruitment;
- support mechanisms;
- social, gender, cultural and disability awareness; and
- communication.

EPSA held its annual Jobs for the Girls event. This alerts Years 10-12 girls, their teachers and parents to opportunities in non-traditional disciplines such as engineering, information technology, and agricultural and environmental sciences.

**Indigenous students**

www.atsis.uq.edu.au

Aboriginal and Torres Strait Islander student numbers increased by 6.51 percent, from 215 in 2000 to 229 this year. Almost 56 percent (128 students) were women, more than 41 percent (94) were commencing students and almost 11 percent (25) were postgraduates.

Students were enrolled in all faculties, with Health Sciences accounting for 31 percent (71). About 1720 students completed courses towards the interdisciplinary Aboriginal and Torres Strait Islander Studies program run by the Faculty of Arts Aboriginal and Torres Strait Islander Studies Unit (ATSIS).

ATSIS also noted an 84.5 percent increase in Internet traffic this year, from 38,908 hits in 69 countries to 71,803 hits in 71 countries.

**Personal and academic support**

www.uq.edu.au/student-services

Student Support Services (SSS) staff helped solve student problems via individual consultations and group workshops. Topics ranged from grief related to the September 11 terrorist attack in the USA to career and employment issues.

The number of individual students consulted (some at more than one campus) was: St Lucia 6775, UQ Ipswich 668, UQ Gatton 475, Herston/Dental School 62, and COTAH 14.

SSS expanded cooperative programs with faculties and schools. The Career Development Program introduced last year jointly with the SBS Faculty was particularly successful. Workshops and seminars on a broad range of issues were conducted in 2001 with more than 17,000 students attending.

Staff offered international students (see page 19) academic preparation programs, group workshops and individual support and AusAID students rated SSS “outstanding”.

Our Health Service **www.uq.edu.au/healthservice** provided 43,644 patient services at St Lucia, UQ Gatton and UQ Ipswich. Most (36,080) were at St Lucia where doctors’ consultations included students (82 percent) and new patients (20 percent). The UQ Gatton clinic gained full practice accreditation from the Australian General Practice Accreditation Limited and introduced fully-computerised clinical records.

Chaplaincy Services **www.uq.edu.au/chaplaincy** re-established the Family Friendship Program, introducing international students to Australian families to build friendships and understanding.

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**The year 2002**

- We will launch up to two Awards (worth $20,000 each) for Enhancement of Student Learning, to encourage innovative teaching in institutional projects.
- The website myAdvisor (see page 44) will provide a single source of student information such as enrolment, courses, assessment, finances, career opportunities, graduate attributes, rights and responsibilities, and postgraduate study opportunities.
- New or revised programs and courses will include:
  - more Arts undergraduate options such as communication and cultural studies, film and television, literary studies, medieval and early modern studies, and political science;
  - a three-year Bachelor of Social Science (Communications and Public Relations) (UQ Ipswich);
  - the world’s first-known Master of Animal Studies majoring in animal therapy (UQ Gatton);
  - Australia’s first-known university qualification for high school teachers of hospitality and tourism (UQ Ipswich);
  - a four-year Bachelor of Marine Studies;
  - 14 new dual degrees, with most at UQ Ipswich and at least three involving study at more than one campus;
  - the option for concurrent PhD and Graduate Certificate enrolments; and
  - an interdisciplinary postgraduate suite of flexible delivery programs in human factors.