

# Review of activities

A black and white photograph of three young women in a museum. The woman in the center is smiling broadly and holding a large, ornate ancient Greek bowl with both hands. She is wearing a dark t-shirt and a light-colored, horizontally striped skirt. The woman on the left is also smiling and looking towards the camera. The woman on the right is smiling and looking towards the camera. In the background, there are museum displays, including a large, ornate vase on the left and a display case on the right.

AUQA commended our quality processes for monitoring and enhancing teaching and learning, and our ongoing school review process.

Australian Universities Quality Agency report

From left: Greek art and architecture students Jackie Fraser, Sally McHugh and Melissa Cadden prepare a display as part of their internships at our Antiquities Museum. Interns handle registration, documentation, data entry and other duties associated with caring for collections as part of their course assessment. The Museum's collection includes about 5000 artefacts dating from 2046 BC, and about 1000 of these are on show to the public.

# Teaching and learning

## Objectives

- to equip our graduates for successful careers by providing rewarding educational experiences which develop independence and creativity, critical judgment, effective communication and ethical and social understanding
- to reinforce a commitment to the distinctiveness of a research-based culture for teaching and learning
- to raise our postgraduate profile
- to enhance teaching and learning environments through flexible learning, effective evaluation, quality infrastructure and quality staff

## Key outcomes

- revised Teaching Quality Assurance process
- new ICEVAL system
- new Research Student Portfolio
- record postgraduate and international enrolments
- major wins at national teaching awards
- record number of PhD graduates

## Outlook for higher education sector

- growing focus on postgraduate research
- more fee-paying students
- incentives for excellent learning and teaching outcomes

## Our year ahead

- new courses for contemporary needs
- streamlined admission processes
- increasing internationalisation

Our continuing quest for quality keeps us in step with evolving student and employer expectations. This year's markers for success included better teaching quality assurance processes, increased numbers of postgraduate and international students, and more international collaborations.

## Our teaching

### Planning for success

#### Teaching and Learning Enhancement Plan

We aim for

- excellence in teaching,
- an enriched student experience, and
- enhanced satisfaction for graduates, employers, the professions and the community.

This year's Australian Universities Quality Agency (AUQA) report (page 12) praised our Teaching and Learning Enhancement Plan as "a live document, acted upon and regularly updated".

In 2003 we launched our 2003-2007 Plan, incorporating revisions arising from a consultative process led by the Deputy Vice-Chancellor (Academic). During the next five years we plan to:

- link teaching and research to enhance learning experiences and outcomes;
- support innovative curriculum design and review processes;
- support innovative teaching and learning practice;

- provide a learning environment conducive to independent learning and peer interaction;
- ensure critical reflection and action; and
- provide development opportunities and rewards which encourage our teachers to be innovative, effective and reflective practitioners.

## Evaluation

### Measuring performance

We overhauled our Teaching Quality Assurance (TQA) process to ensure effective, structured evaluation of our teaching and learning outcomes.

This helps faculties to identify strong and weak performances, and effect improvements through the strategic allocation of funds. Teaching and learning quality funding remained at five percent of our University-wide teaching and learning allocation.

Our TQA process for 2003 uses six sets of outcomes indicators:

- Course Experience questionnaire (good teaching scale, generic skills scale, overall satisfaction index);
- Student Experience survey (good teaching scale, generic skills scale, overall satisfaction index, teaching quality scale, course quality scale, graduate attribute scale);

## Leading the field at AAUT\*

- Professor Ian Cameron (School of Engineering) – Prime Minister's Australian Award for Individual University Teacher of the Year and winner Physical Sciences and Related Studies category
- Dr Judith Murray (School of Population Health) – joint winner, Biological Sciences, Health and Related Studies category
- Dr Nan Bahr (School of Education) – finalist, Social Sciences category
- Associate Professor Cindy Shannon (School of Population Health) – finalist, Neville Bonner Award for Indigenous Teacher of the Year
- First-year Biology Teaching team (Faculty of BACS) – finalist, team teaching in large, first-year classes category
- Graduate Certificate in Social Science (Interprofessional Leadership) program – finalist, education for the local and/or regional community category

\*Our University has had more finalists and winners at the Australian Awards for University Teaching than any other Australian tertiary institution, winning 11 awards in six years.

- PhD exit questionnaire (supervision, infrastructure);
- staff-student ratios;
- Student Experience survey (student support scale, learning community scale); and
- iCEVAL (Institutional Course Evaluation). Our new iCEVAL system informs links between course features and student learning. Survey questions focus on course attributes, so the survey augments, rather than replaces, existing teaching evaluation instruments. Reports show a major increase in course evaluations with more than 300 completed in second semester 2003. iCEVAL will cover all courses in a program/study sequence over a three-year cycle. This accommodates the triennial program assessment phase of our curriculum review process.

### Benchmarking

New collaborative projects with other Australian institutions included:

- *Peer review of teaching materials* – devising a process and report template for academic staff to use in seeking external critical reviews of their teaching materials (with Queensland University of Technology, Griffith University);
- *Documenting quality in university teaching* – researching effective teaching practices (with QUT, Griffith University, University of New England); and
- *Benchmarking student experiences* – sharing data to facilitate benchmarking and effect continuous improvement (with the University of Sydney).

We completed the Australian Universities Teaching Committee-funded project on training, managing and supporting sessional teachers, conducted jointly with QUT. This provided diverse models of good practice likely to boost teaching effectiveness at our University.

### Maintaining quality and relevance

Other processes for maintaining quality and relevance in our degrees included:

- our biennial Student Experience survey (of 4304 first- and final-year undergraduates and final-year postgraduate coursework students – results for analysis in **2004**);
- continued mapping of graduate attributes (we expect to complete all programs and all undergraduate courses by late **2004**);
- six School reviews (Medicine, Animal Studies, Languages and Comparative Cultural Studies, Biomedical Sciences, Engineering, and Journalism and Communication); and
- launch of the UQ Research Student Portfolio, to help PhD students develop a

broad range of skills valued by employers. This was tested with 20 Advanced Wastewater Management Centre research students during the year.

## Quality teaching

### Rewarding good teaching

We maintained a high profile at the Australian Awards for University Teaching (AAUT) with a third winner in the past four years of the top national award – the Prime Minister's Australian Award for Individual University Teacher of the Year – plus two category winners and four finalists.

We also honoured our first-class teachers, both individually and in teams, with our own prestigious annual awards. These included:

- five \$10,000 Awards for Excellence in Teaching, partly supported by The Alumni Association of the University of Queensland Inc (page 53);
- two \$20,000 Awards for Enhancement of Student Learning; and
- a \$10,000 Award for Excellence in Research Higher Degree Supervision, a joint initiative of the Graduate School (page 45) and The University of Queensland (Student) Union. Faculties and schools also rewarded top teaching with prizes including:
- two \$4000 Awards for Teaching Excellence, a \$5750 Award for Program Innovation and three \$750 Teaching Excellence Awards for Tutors (Faculty of SBS);
- two \$1500 Excellence in Teaching Awards (one undergraduate, one postgraduate), sponsored by the Australian Institute of Management (UQ Business School); and
- the \$1000 Lynn D. Walters Memorial Award for Excellence in the Clinical Teaching of Internal Medicine (School of Medicine).

Students also acknowledged good teaching with annual prizes such as:

- five awards for the top teacher in each of the five years of the veterinary science program (School of Veterinary Science);
- the Mervyn Neely Award for Excellence in Surgical Teaching, and the University of Queensland Medical Society (UQMS) Award for Excellence in Clinical Teaching (UQMS); and
- a "best lecturer" award (Queensland Pharmacy Students Association).

### TEDI – teaching our teachers

[www.tedi.uq.edu.au](http://www.tedi.uq.edu.au)

The AUQA report (page 12) commended the work of our Teaching and Educational Development

Institute (TEDI), hailing its national leadership in the area of staff and educational development.

TEDI's role has expanded over the past 30 years to include:

- development of teaching resources and multimedia;
- coordination of the professional development program; and
- evaluation of student perceptions of teaching and courses.

TEDI staff worked with our Staff Development committee on a \$350,000 staff development program (page 56). They also offered 140 professional development courses for 1662 academic staff. These included:

- *Becoming a UQ academic*, a series on teaching, learning and developing academic portfolios (686 participants); and
- *Flexible learning*, a series on using educational technologies and developing online courses (147 participants).

TEDI staff contributed to Teaching and Learning showcases at St Lucia, UQ Ipswich and UQ Gatton, and to Online Open House (page 48); and they worked with academics from every faculty to develop more than 800 individual educational resources for flexible learning. These included online course materials, CD-ROMs, printed course material and other materials.

TEDI staff also processed increasing numbers of student evaluations of teaching and courses. These included

- 131,551 student response sheets (five percent more than in 2002), and
- 5164 evaluation reports (up 7.5 percent).

## Infrastructure

### Physical environment

The learning environment includes the physical environment in which learning takes place,

and we strive to maintain good teaching infrastructure. Highlights this year included:

- completion of the \$51 million, three-stage UQ Ipswich Phase One development (page 61);
- broadcast-quality Web-based videoconferencing facilities for lecture delivery (Faculty of BACS); and
- lecture theatre refurbishments. These were completed under budget, with surplus funds used to replace audio-visual equipment in many teaching rooms.

### Flexible learning

In line with our priority to boost flexible learning and the use of new communications technologies, faculties again received competitive funding from the Deputy Vice-Chancellor (Academic) to incorporate these elements in postgraduate coursework programs.

A total of \$271,000 supported instructional design and provision of teaching and learning resources for a

- Graduate Certificate of Journalism,
- Graduate Certificate in Project Management (Geographical Sciences and Planning),
- Graduate Certificate in Science (Chemical Education),
- Graduate Certificate in Plant Protection,
- Graduate Certificate in Health Studies (Addiction Studies),
- Master in Human Factors,
- online Master of Laws (Biotechnology and the Law),
- online pharmaceutical sciences programs, and
- mathematics and statistics courses for mathematics teachers.

We expanded our Teaching and Learning website [www.uq.edu.au/teaching\\_learning](http://www.uq.edu.au/teaching_learning) to include new pages outlining flexible learning

approaches. These incorporate all our flexible learning resources and showcase innovation, particularly research showing how to use effectively technology-mediated approaches.

### Optimising IT

Improvements to IT infrastructure included:

- appointing a working party on AV (audio-visual) and ICT (information and communication technology) Standards for Teaching and Learning Space; and
- taking advice from our e-learning working party about issues related to IT infrastructure supporting flexible learning. In 2003, a key consideration has been evaluating the University's current e-learning management system, WebCT, and the tender process for a new system.

Our Information Technology Services (ITS) staff implemented a Metro Fibre network linking campuses and sites at St Lucia, Herston, Brisbane CBD (Customs House, page 50 and School of Dentistry), Mater Hospital and Princess Alexandra Hospital. This provides a very-high-speed link at 1 Gigabit/sec between the sites – effectively the same connectivity as if they were on one campus.

We launched a new Programs and Courses website [www.uq.edu.au/study](http://www.uq.edu.au/study) to provide

- details (for potential and enrolled students) on all programs and related specialisations,
- courses, career and further study opportunities,
- application and degree requirements, and
- monitoring of feedback for improvement.

### Our Library

Our Library, known as the Cybrary for its wealth of real and virtual information resources, continued to deliver services in person and via the Internet. It is the largest library in Queensland with holdings of more than two million items.

| STUDENT/STAFF RATIOS BY FACULTY                       |           |           |
|---|-----------|-----------|
| at March 31, 2003                                     | 2002      | 2003      |
| Arts  | 20.4 to 1 | 20.2 to 1 |
| Biological and Chemical Sciences                      | 24.3 to 1 | 24.0 to 1 |
| Business, Economics and Law                           | 24.4 to 1 | 24.8 to 1 |
| Engineering, Physical Sciences and Architecture       | 18.6 to 1 | 18.6 to 1 |
| Health Sciences                                       | 12.1 to 1 | 12.9 to 1 |
| Natural Resources, Agriculture and Veterinary Science | 19.6 to 1 | 17.7 to 1 |
| Social and Behavioural Sciences                       | 23.4 to 1 | 24.5 to 1 |



UQ Ipswich student Sarah Davey (foreground) and students in the e-booths make the most of facilities in our award-winning UQ Ipswich Library.



PhD student Luis Newman, winner of the Coastal CRC *Best Student Achievement Award*, studies sediment processes responsible for the brown colour of the Brisbane River – part of a project aimed at improving river management.

The number of new printed book titles remained constant at about 24,000. However,

- our print journal collection fell to 11,100 titles (2300 fewer than in 2002);
- the number of e-journals expanded to more than 19,000 (9000 more than last year);
- e-books grew to 290,000; and
- we provided nearly 700 online databases (200 more than last year), providing access to millions of information resources.

Website requests grew by 40 percent this year, to nearly 30 million requests from more than half a million computers around the world. Use of the website from Cybrary branches remained the same, but we had a tremendous increase from other points of the University and from external use in homes and offices.

The year's highlights included the opening (page 61) of our new library in Building Eight on the UQ Ipswich campus. This library received an award for building design and service delivery – the inaugural Australian Library and Information Association (ALIA) *National Excellence Award*.

We drew on findings from various staff and student surveys to improve facilities and services via initiatives such as:

- better library training rooms (eZones);
- more than 300 new personal computers (total of 1300);
- extra services and resources for alumni;
- re-establishment of the Friends of Fryer group;
- teaching 40,000 clients how to use the library more effectively;
- improving gateway access to newspapers;
- revising the Virtual Reference Collection; and
- improving authentication remote access to databases and library online services.

The rising value of the Australian dollar helped us to access more information resources and to reinstate journal titles (mostly in electronic form) previously cancelled. These included:

- the Kluwer online package of more than 750 electronic journals;
- the complete electronic backfile of *The Lancet*, beginning with volume 1, 1823;
- a suite of more than 160 electronic journals from Oxford University Press;
- about 1550 Elsevier, Academic Press and Harcourt Health Sciences titles across 16 fields of science; and
- 210 electronic-only titles from the Lippincott, Williams and Wilkins (LWW) Suite via the Ovid platform.

## Our students

### Enrolments

We continued to attract the best candidates – for example, by admitting the dominant share of top Queensland school leavers to our undergraduate programs. The most popular programs in 2003 for the 312 Overall Position (OP) 1 admissions were science (72), law (69) and engineering (51).

Enrolments increased to 33,946 this year (601 more than in 2002). Growth resulted mainly from postgraduate enrolments, which increased to 7936, up nine percent from 2002. For the first time, postgraduate enrolments represented 23 percent of our student body.

Other highlights included the following.

- Postgraduate coursework enrolments increased to 13.5 percent of all students.
- We enrolled 4617 students from 114 countries – about 400 more international students than in 2002 and almost double the number for 1999. This category now represents 15.6 percent of overall load.
- Demand boosted OP entry scores for UQ Gatton programs in applied science, agricultural science and environmental management. This was significant in a year when Queensland Tertiary Admissions Centre statistics showed that applications for agriculture and environment programs State-wide fell by 7.3 percent from the previous year.
- We attracted more students to our income-generating programs. The number of domestic fee-paying students, mainly postgraduate, grew to 7.6 percent of overall load.

Overall student load increased, reaching 29,391 Equivalent Full-time Student Units (EFTSU – up 1.5 percent from 2002). However, our HECS-based load fell 300 EFTSU and will decline by a similar proportion in each of the next few years.

Following substantial growth in publicly-funded undergraduate places in the 10 years to 1998, no further increase is expected. We are also currently reducing an overhang of marginally-funded over-enrolment places built up in 2001 and 2002.

In addition, while we remain a leader in Australia for our number and share of research students, existing Government policies limit opportunities to increase numbers of Australian research higher degree students. Consequently, our number of research higher degree students remained steady in 2003, at 9.9 percent of all students.

## Graduations

This year, 8637 students graduated (378 more than in 2002). Milestones included:

- our first (and the nation's first) Bachelor of Education (Middle Years of Schooling) graduates;
- Queensland's first Professional Doctor of Technology, awarded in the field of mining engineering;
- our first 28 Bachelor of Applied Science (Veterinary Technology and Management) graduates (the only degree of its type in Australia); and
- our first recipient of the Professional Doctorate of Biotechnology.

## Graduate outcomes

Our graduates remain in demand by employers. The Graduate Careers Council of Australia's Graduate Destination Survey 2003 showed that over an extended period, only five percent or fewer of our graduates were recorded as unemployed and seeking full-time employment.

National figures compiled by the Department of Education, Science and Training (DEST) showed our full-time employment rates averaged 88 percent over a five-year period, against a national figure of 78 percent.

Figures for our graduates in full-time study were also substantially above the national average – 42.2 percent against a national figure of 22.8 percent.

## Streamlining systems

We sought and responded to student feedback; and we improved our guidance and advice systems to help students choose suitable programs, enrol effectively and avoid timetable clashes.

## Recruiting students

The Dean of Students' Office assumed responsibility for face-to-face recruitment activities for domestic undergraduate and postgraduate coursework students; and we increased resources to broaden activities. These will include school liaison plus participation in career markets and other events for prospective domestic undergraduates and postgraduates.

We appointed six new international agents to help recruit more than 60 percent of our international students.

## Responding to feedback

We analysed research of first-year students' enrolment experiences and refined procedures for use from 2004. Outcomes included:

- revisions to the enrolment guide;
- central points for answering telephone queries on undergraduate and postgraduate enrolments; and

- specific advice on course enrolments (to meet program requirements) in faculty-based orientation sessions.

## Refining timetabling

We finalised UQCENRA, our Class and Examination Timetabling Replacement project, due for roll-out from January 2004 and full implementation in Semester Two, 2004. This will

- introduce a new timetable facility via mySI-net,
- produce class and examinations timetables that optimise resources, and
- minimise timetable clashes.

## Postgraduates

Incentives for further study included:

- four \$3000 scholarships for honours and fourth-year engineering and physical science students (Julius Kruttschnitt Mineral Research Centre);
- scholarships worth more than \$35,000 for ongoing study (School of Information Technology and Electrical Engineering);
- the Amgen Australia prize for an honours student (IMB);
- a \$3000 bursary for women completing higher degree coursework; and
- a \$1200 scholarship to complete a graduate diploma or honours in philosophy or English.

We produced a single Postgraduate Prospectus targeting all potential postgraduate students – domestic and international – and worked on strategies to enhance postgraduate coursework programs. A working party, due to report in early 2004, looked at ways to

- clarify programs for prospective students,
- review our standards,
- guide faculties on developing coursework programs, and
- develop coursework attributes linked with attributes for bachelors and research higher degree programs.

### GRADUATIONS BY FACULTY

|                 | 2002        | 2003        |
|-----------------|-------------|-------------|
| Arts            | 1247        | 1171        |
| BACS            | 1009        | 953         |
| BEL             | 2277        | 2294        |
| EPSA            | 939         | 1087        |
| Health Sciences | 969         | 1100        |
| NRAVS           | 654         | 612         |
| SBS             | 680         | 872         |
| Graduate School | 484         | 548         |
| <b>Total</b>    | <b>8259</b> | <b>8637</b> |

## Our graduates...

### 100 percent employment in

- medicine
- dentistry
- mining engineering
- minerals process engineering
- physiotherapy
- regional and town planning

### ... and in demand as

- pharmacists (98.7 percent employment)
- occupational therapists (98 percent)
- veterinarians (95 percent)
- civil engineers (94.4 percent)



Boeing Professor of Systems Engineering Peter Lindsay with students in the Boeing Systems Engineering Teaching Laboratory... complementing other Queensland Government initiatives to develop an aviation and aerospace hub in this State

## Innovation

### Novel programs

New undergraduate and postgraduate offerings reflected the latest technology while meeting demands for knowledge in new areas.

Undergraduate initiatives included:

- new dual degrees (Bachelor of Business Management/Bachelor of Electronic Commerce and Bachelor of Business Communication/Bachelor of Arts);
- more programs and courses at UQ Ipswich (Bachelors degrees in Multimedia Design, Behavioural Studies (Honours) plus a suite of Contemporary Studies courses on music and popular culture, including an Australian first focusing on country music);
- a Bachelor of Communication (collaboration involving the Faculties of SBS, Arts, and BEL);
- a double major in criminology in the Bachelor of Arts; and
- development of a Bachelor of Nursing, to begin in **2004** with 60 students.

Postgraduate initiatives included suites of programs in:

- social science (public relations) at UQ Ipswich;
- international studies (peace and conflict resolution); social science (applied social research); and a Doctor of Social Science degree, all through the Faculty of SBS;
- classical languages, East and West (basic

grounding in one or more languages such as Sanskrit, Pali, Classical Arabic, Hebrew and New Testament Greek) through the Faculty of Arts; and

- Shakespeare studies through the Faculty of Arts.

### Taking the lead

Other boosts for teaching and learning included:

- staff appointments in two areas of strategic development – Islamic studies, and philosophy and biology (Faculty of Arts);
- an Australian-first electronic masters course, eAgribusiness – a stand-alone course for remote students (UQ Gatton);
- showcasing students' work at an annual Innovation Expo (School of Information Technology and Electrical Engineering);
- appointment of Australia's first Professor of Animal Welfare (Faculty of NRAVS); and
- launch of the \$3 million Boeing Systems Engineering Teaching Laboratory for aviation and aerospace teaching and research (jointly with the Boeing Company), to counter a worldwide shortage of systems engineers. Enrolments in a new masters program in systems engineering open in **2004**.

### Adjunct staff: new perspectives

Adjunct staff appointments (for limited periods of service) strengthen our links with industry, the professions, government and the wider community.

We made 72 new honorary and adjunct professorial appointments in 2003, and honorary appointments now total 204. This figure does not include conjoint appointments or adjunct appointments at lower level (i.e. adjunct associate professor or adjunct lecturer).

## Worldwide reach

### Global profile

We optimised opportunities for collaboration and strategic partnerships with other institutions; and delivered an international focus via curricula plus opportunities for educational and cultural experiences, here and overseas.

Highlights included the following.

- Our UQ Business School was the first in Australia to receive full accreditation by the Association to Advance Collegiate Schools of Business.
- Our School of Tourism and Leisure Management received World Tourism Organisation TEDQual (Tourism Education Quality) accreditation for its programs.

- Our Centre for the History of European Discourses, Faculty of Arts, established a formal relationship with Paris 8 University, paving the way for our PhD students to study in France.
- We launched the Australian Coastal Studies program (page 48), involving a collaborative semester between Stanford University, US and our Faculty of BACS Centre for Marine Studies.

### Global partnerships

We completed 77 new agreements with universities and other bodies in 24 countries – 39 more than in 2002. We now have 227 agreements with more than 190 universities in 37 countries.

Agreements involve student and staff exchange, twinning programs, research and academic collaborations, articulation and advanced standing arrangements, and scholarships.

International Education Directorate activities included coordinating the visits of 156 international delegations, each involving up to 40 people. These included agent/Study Abroad representatives; partner institutions staff; and Government officials and representatives from Australia's Department of Foreign Affairs and Trade.

Other international activities included the following.

- Two University of Cape Town (UCT) chemical engineering students spent two months at our Julius Kruttschnitt Mineral Research Centre (page 43) on travelling scholarships – a joint initiative for JKMRC, UCT and De Beers.
- We increased participation in scholarship schemes supported by foreign governments and agencies, especially in Iran, Saudi Arabia, Oman, Vietnam and Malaysia.
- We continued to manage an externally-funded scholarship scheme promoting the sustainable development of Vietnam. This supports coursework masters degrees, a doctoral development program and English language training programs.
- Nine international Rotary World Peace scholars from countries including Cambodia, the Philippines, Sweden and the USA began a two-year Master of International Studies (Peace and Conflict Resolution), offered through our Rotary Centre for International Studies – one of only seven in the world.
- We established an articulation arrangement involving the University of Indonesia and the Faculty of EPSA, with the first cohort of students expected to enrol here in the Bachelor of Information Technology in July 2004.

### Exchange opportunities

More than 3500 new international students enrolled during 2003 (page 28). As well, 214 students from 23 countries entered a Foundation Program preparing overseas school leavers for entry to our undergraduate programs. This is delivered by International Education Services Ltd.

This year, 271 international exchange students studied at our University from 73 partner institutions in 19 countries. These included Canada (44 students), the USA (33), the UK (29), Japan (19), France (18), Germany (18) and the Republic of Korea (15).

Conversely, 175 University of Queensland students studied at 47 exchange institutions in 16 different countries. The most popular of these were Canada (38 students), the UK (19), Japan (16) and the USA (10).

Academic milestones at our University included the following.

- Twenty-four students from the first cohort of our twinning program with Bjorknes Privatskole, Norway graduated Bachelor of Journalism.
- Fourteen students from the first cohort of our twinning program with University Brunei Darussalam graduated Bachelor of Biomedical Science, with 11 progressing to MBBS in 2004.
- Fifteen students completed the first-known dual-university degree (with the University of Indonesia) for psychology.



From left: Queensland Museum staff Dr Alex Cook and Scott Hocknull join anatomy PhD student Chris Glen in the search for insect and plant fossils at the *Elliot* site near Winton. This year a team from our University and Queensland Museum discovered fossil evidence of a second sauropod, as well as the teeth of meat-eating dinosaurs and the remains of turtles.

## Equity and diversity

### Raising awareness

Activities to optimise the University experience for all students included:

- Diversity Week (pages 48, 57);
- Diversity Day at UQ Gatton;
- launch of the Vice-Chancellor's Equity and Diversity Awards (\$5000 for an individual, \$10,000 for a team), for conferral from **2004**; and
- implementation of recommendations by taskforces reviewing cultural and linguistic diversity, and financially-disadvantaged students.

Numerous events included:

- a multi-faith Commencement Service (Chaplaincy Services);
- *Explorations in cross-cultural diversity* and *ID in 3D* exhibits (Anthropology Museum);
- an International Evening for postgraduates, students and scientists representing diverse cultures (School of Life Sciences); and
- *Survivors of torture and trauma* seminar (Contemporary Studies).

### Student entry and performance

We exceeded State access averages for students from rural areas, isolated areas, and students from non-English-speaking backgrounds. Our retention ratios for students from non-English-speaking backgrounds and from rural areas were higher than for all other students.

Academic success rates for most equity groups matched the remaining student cohort.

### Women students

This year, 18,671 women enrolled (457 more than the previous year), representing 55 per cent of all students.

We increased the percentage of women enrolled in doctorates by research and coursework; masters by research and coursework; and coursework and postgraduate/graduate diploma study.

Our access rates (the number of commencing students in each equity group as a percentage of total commencing students) are higher than State and national averages for women in higher degrees by coursework, in architecture and in engineering. We are working on improving access rates for women in information technology and higher degrees by research.

### Indigenous students

Our commitment to Aboriginal and Torres Strait Islander education is outlined in our Strategic Plan, Indigenous Education Strategy and Statement on Reconciliation.

Our Aboriginal and Torres Strait Islander Studies (ATSIS) Unit provides personal and academic support for Aboriginal and Torres Strait Islander students and specifically aims to increase the recruitment, retention, academic performance and graduation rates of Indigenous students on all our campuses.

The Unit administers schemes to help Indigenous students access, and receive support in, tertiary studies. These include the Alternative Entry scheme and the Federally-funded Aboriginal Tutorial Assistance Scheme (ATAS). The Unit is also the focus for our teaching and research in Aboriginal and Torres Strait Islander Studies.

Indigenous student numbers decreased slightly, from 248 in 2002 to 243 in 2003. About 58 per cent (141) were women. Students were enrolled in all faculties with 11 enrolled for PhD research programs. Outcomes this year included graduates in non-traditional areas of study for Indigenous students, including dentistry, mathematics and marine studies.

A total of 318 students completed Unit-taught courses as part of our interdisciplinary Aboriginal and Torres Strait Islander Studies program.

### Countering socio-economic disadvantage

[www.sss.uq.edu.au/index.html?page=1205](http://www.sss.uq.edu.au/index.html?page=1205)  
Retention and success rates show that students from socio-economically-disadvantaged backgrounds have slightly lower retention and pass rates than students not from financially-disadvantaged backgrounds. We seek to improve these rates by implementing recommendations from our taskforce on financially-disadvantaged students, and by increasing scholarships in **2004**.

In 2003 we enrolled 91 new students via UQ-Link, our special-entry program for talented students from socio-economically-disadvantaged backgrounds.

Enrolments for this group now total 430, fewer than last year's 438. However, there was a boost in graduations, with 80 students completing their studies compared to 62 in 2002.

We gave 22 new students scholarships totalling \$86,000 to cover half their first-year accommodation costs, and continued initiatives such as:

- 10 one-hour-per-week peer-assisted study sessions plus lunch-time and sporting activities to boost friendships and support networks;
- a free four-day residential orientation camp for 50 first-year students; and
- distribution by lottery to students of computers superseded for staff use.

### Overcoming disability

[www.sss.uq.edu.au/index.html?page=1208](http://www.sss.uq.edu.au/index.html?page=1208)  
Access rates for students with disabilities vary from year to year, though in the past two years access and participation rates have declined for students with disabilities. In 2003 the trend re-

| FEMALE ENROLMENTS BY PROGRAM LEVEL |             |             |             |
|------------------------------------|-------------|-------------|-------------|
| at March 31, 2003                  | 2001        | 2002        | 2003        |
|                                    | %           | %           | %           |
| Doctorate by research              | 44.8        | 45.2        | 46.6        |
| Doctorate by coursework            | 60.0        | 57.6        | 78.3        |
| Masters by research                | 46.6        | 47.2        | 48.8        |
| Masters by coursework              | 52.9        | 54.8        | 56.0        |
| Postgraduate/graduate diploma      | 55.5        | 56.5        | 60.0        |
| Graduate certificate               | 56.9        | 56.2        | 52.9        |
| Bachelor                           | 56.0        | 55.7        | 55.9        |
| Diploma/associate diploma          | 49.2        | 49.0        | 46.8        |
| Non-award                          | 61.1        | 58.6        | 56.8        |
| <b>Total</b>                       | <b>54.6</b> | <b>54.6</b> | <b>55.0</b> |

| FEMALE ENROLMENTS BY FACULTY                    |      |      |      |
|---|------|------|------|
|   | 2001 | 2002 | 2003 |
|   | %    | %    | %    |
| Arts  | 67.0 | 66.7 | 66.8 |
| Biological and Chemical Sciences                | 54.1 | 53.7 | 55.5 |
| Business, Economics and Law                     | 52.1 | 51.7 | 51.3 |
| Engineering, Physical Sciences and Architecture | 24.3 | 24.1 | 23.3 |
| Health Sciences                                 | 63.5 | 64.3 | 64.1 |
| Natural Resources, Agriculture and Vet Science  | 58.6 | 58.7 | 61.0 |
| Social and Behavioural Sciences                 | 76.1 | 74.7 | 74.4 |



Evan Munns, our first Aboriginal Bachelor of Dentistry graduate, plans to work among Indigenous communities.

## The year 2004

- We will implement a new e-learning platform for all courses.
- We will roll out UQCENRA, our new Class and Examination Timetabling process, from January for full implementation by Semester Two.
- We will finish, as scheduled, identifying graduate attributes for all courses.
- Twenty-five percent of our medical students will complete 40 weeks of rural community placement – half their clinical training – outside major metropolitan hospitals.
- Initiatives to improve online learning at UQ will include enhancements to Learning Management Systems, Course Profiles and Gradebook.

mained for students with disabilities to demonstrate lower retention and pass rates than students who have not identified as having disabilities.

We noted a drop in students advising at enrolment of disabilities such as medical, mobility and learning problems, hearing and/or vision impairment. This year's figure was 1226, compared with 1316 in 2002.

However, disability advisers saw many more students than in the previous year – 947 students, up from 755 in 2002.

Demand increased for materials in alternate print format (including our Peer Notetaking service and assistance from transcript typists); and for use of equipment and software.

We reviewed and revised our Disability Action Plan, reported on progress towards its implementation, and ensured the needs of students with disabilities were considered in the University's emergency evacuation procedures. We also continued to:

- implement individual Student Access Plans (Disability);
- improve access to buildings, computing facilities and online resources;
- promote inclusive practices at all levels; and
- collect feedback on the learning experiences of students with disabilities.

## Student services

### Student Support Services [www.sss.uq.edu.au](http://www.sss.uq.edu.au)

We helped boost academic and employment outcomes with a wealth of student support options for individuals and groups.

Services included personal counselling, learning assistance and support for people with disabilities. Career and employment counselling helped students to establish appropriate goals and stay focused; and specialised Student Advisers provided specific support for the increasing numbers of students from overseas.

We provided 16,798 individual consultations (nearly 900 more than the previous year) for 6535 (141 more) students. In addition, numbers attending group workshops and seminars increased by 16 percent. These were conducted at St Lucia, UQ Gatton, UQ Ipswich, Herston, COTAH and our Dental School.

**Chaplaincy** continued to counsel and support staff and students on religious and personal issues, and conducted various religious services throughout the year. The Family Friendship Program continued to introduce international students to Australian families to build friendships and understanding.

Our **Health Service** [www.uq.edu.au/healthservice](http://www.uq.edu.au/healthservice) provided 45,247 face-to-face consultations at St Lucia, Gatton and Ipswich campuses. Most (38,105) were conducted at St Lucia. International students and their dependants were again heavy users of the service. They represented 30 percent of all presentations and 41 percent of new patients visiting medical practitioners at the St Lucia campus in 2003 – a slight increase on 2002 figures (28 percent and 40 percent respectively).

Health Service staff coordinated a Queensland Health-funded alcohol harm minimisation program *Drinks mart*, on all three campuses, with particular attention given to educating students about the risks of drink spiking. Staff also provided free vaccinations for 1960 University staff requesting flu vaccines.

Our St Lucia Health Service received full reaccreditation from the Australian General Practice Accreditation Limited in May.

## Academic honours

We recognised our best first-class honours graduates with 54 University Medals. These went only to those who achieved Grade Point Averages of 6.55 or higher from the maximum 7 and who graduated in the top one percent of bachelor degree students in each faculty in 2003. This year's Medallists included seven graduates with perfect 7s plus 16 with GPAs between 6.9 and 7.

Our long-standing tradition of producing Rhodes Scholars continued with the selection of Andrew Stumer, an arts/law graduate and Medallist (2002), as Queensland Rhodes scholar.

Numerous others excelled in the academic arena in 2003, including the following.

- Sheikh Mohammad Rafiqul Hasan (Master of Geographical Information Science) and Petra Suhren (Master of Financial Management) won two of six inaugural Commonwealth Youth Leadership Awards.

- Devi Stuart-Fox (PhD in zoology) was only the second Australian awarded one of 15 annual global UNESCO/L'Oreal Women in Life Sciences Fellowships.
- Kimberley Starr (Master of Philosophy, creative writing) was named Best Emerging Queensland Author in the Queensland Premier's Literary Awards for her novel *The Kingdom Where Nobody Dies*.
- Stephanie Austin (first-year applied science) won the 2003 National Youth Week essay competition.
- Law students Kathryn Cook (third-year arts/law) and James Teh (fourth-year business management/law) won the inaugural International Commercial Online Dispute Resolution Competition (Arbitration) and were voted the most effective moot team in the competition.
- Law students Catherine Arscott, Jessica Arscott, Kate Deere and Stephen Knight won the International Maritime Arbitration Law Moot Competition, and Andrew Hodge and Nicholas Lingard won the Red Cross

International Humanitarian Law Mooting Competition – both held in Brisbane.

- Andrew Merry (second-year journalism) won a gold medal and two silver medals, one with distinction, at the 2003 Australian Institute of Professional Photography awards.
- Bradley Ladewig (PhD in engineering) and arts/law graduate Darren White were among eight Australian winners of the prestigious British Chevening Scholarships.
- Suzanne Janke (first-year agronomy) won the Young Achiever Student Award given by the Royal Agricultural Society. Graduates Stuart Higgins (Young Rural Achiever of the Year) and Emily Martin (Agribusiness Achiever) were also honoured at the Awards.
- PhD students Peter Cook (science), Wendy Foley (applied health science), Tami Howe (speech pathology), Craig Jones (architecture), Jaqueline Liddle (occupational therapy), Peter Moyle (pharmacy), Christopher Shaw (philosophy), Katherine Taylor (philosophy), and Peter Young (social work) won *Smart State* Initiative Queensland Government grants.
- Mark De Ambrosis (fourth-year commerce/economics) won \$10,000 and a coveted placement at the Reserve Bank of Australia through Federal Government agency Axiss Australia's 2003 Scholar Program.
- Dane Lam (first-year music/education) participated in the Symphony Australia Conductor Development Program. He spent six weeks in Siena, Italy studying conducting and a week working with the Melbourne Symphony Orchestra. He also conducted a Sydney Symphony Orchestra performance at the Sydney Opera House.
- Dale Johnston (PhD in education) received one of three inaugural Queensland Creative Fellowships worth \$40,000 each. He was formerly a principal dancer with the Queensland Ballet for 10 years.
- Priyanka Sunder (second-year commerce/law) was named Queensland's Chartered Accountant Global Achiever by the Institute of Chartered Accountants in Australia.
- Saravanan Subramanian (PhD in planning) received one of nine fellowships from the International Water Management Institute (Colombo) in Sri Lanka.



Geoffrey Jones (Master of Business Administration/international economics and finance) became the first Australian (and one of 12 winners worldwide) chosen for a United Nations University PhD program in The Netherlands.

## Sporting honours

We maintain state-of-the-art sporting and leisure facilities for University and community use, and encourage our students to balance work with leisure. This year students' sporting prowess earned awards such as the following.

- World rowing champion Marguerite Houston (final-year physiotherapy) was the first in more than a decade to win back-to-back **Sportswoman of the Year** awards. She won a bronze medal at this year's World Championships and is a UQ SPORT Scholarship holder. Fringe Australian swimmer Andrew Mewing was named **Sportsman of the Year**. After strong performances at the World and Australian University Games, he hopes to make the national swimming team for next year's Olympic Games.
- Our 91st annual round of sporting blues recognised our elite athletes. **Full Blues** went to Samuel Conrad (rowing), Terry Frankcombe (judo), David Galley (rowing), Cameron Liggett (tennis), Erin O'Keefe (canoeing) and Kelli Waite (swimming). **Half Blues** went to Duncan Betts (cricket), Damien Bock (athletics), Jodi Fraser (hockey), Suzannah Fraser (water polo), Alexis Gillham (athletics), Joshua Graham (rugby union), Stephen Moore (rugby union), Jane Moran (water polo), Joshua Robinson (athletics) and Cameron Votan (water polo).
- The UQ Boat Club won the **Hulbert Bursary** and title of Club of the Year.
- The UQ Athletics Club was awarded the **President's Cup** for its sporting performances.
- Eleven athletes won **Full University of Queensland Sporting Scholarships**, sponsored by UQ SPORT and The University of Queensland Alumni Association Inc and worth \$1500 each plus free access to services and facilities. Winners were Duncan Betts (cricket), Sam Conrad (rowing), Joshua Graham (rugby union), Amy Hetzel (water polo), Marguerite Houston (rowing), Terrence Lodge (volleyball), Mark McNee (short track speed skating), Andrew Mewing (swim-



From left: Mechanical engineering students Alfredo Mendez and George Commins, members of a student team contesting this year's Formula SAE motor racing championship, consult racing car legend Sir Jack Brabham and his son Gary, also a former motor racer, in the lead-up to the event in Adelaide. As well as designing, building and racing a car, each team had to complete a business plan, costing report and marketing presentation aimed at raising venture capital for a business manufacturing the vehicles.

- Stephen Moore (third-year science) was part of the Australian under-21 **Rugby World Cup** team that finished runner-up to New Zealand in England.
  - Joshua Graham (second-year business management) secured a contract with the Queensland Rugby Union squad.
  - Six athletes represented Australia at the **World University Summer Games** in South Korea. Toby Jenkins (water polo), Terrence Lodge (volleyball), Andrew Mewing (swimming), Debbie Pickersgill (athletics), Bradley Smith (volleyball) and Kelli Waite (swimming) took part in events involving 7500 athletes from 172 countries.
  - The University of Queensland Athletics Club claimed its fifth consecutive **National Club Championship**, winning both men's and women's divisions.
  - Peter Herzig and Michael Maloney were selected for the Queensland Elite Track Team for the **Oceania and National Track Cycling Championships** in Sydney.
- (ming), Steven Moore (rugby union), Joshua Robinson (athletics) and Kelli Waite (swimming). Twenty-five **Development Scholarships** (free access to facilities and services) were also awarded.
  - Melanie Kleeberg, a 2002 Commonwealth Games athlete, won the third \$5000 **E.T. Brown Athletics Scholarship**, sponsored by former Senior Deputy Vice-Chancellor Emeritus Professor Ted Brown.
  - More than 350 of our student athletes successfully defended their title of **Northern University Athletics** champions, winning 12 gold medals and beating 13 other teams from Queensland and northern New South Wales.
  - Daina Surka (first-year science) and Leo Mewing (second-year town planning) won the women's and men's events of the 19th annual **Great Court Race**. Muira Taylor (fifth-year business management/science) defended her 2002 title to win the second annual **Great Court Handicap** 70m sprints, with Bradley Pease (PhD in botany) taking the men's title.