From the Chancellor

Annual reporting provides a picture of an organisation’s current position in the context of past progress and future plans; and the inputs and outcomes reviewed in the following pages show a dynamic University whose success rests not only on its achievements but also on its ability to plan effectively for the future.

We are proud of what we have achieved in 2004 and of our prospects for continuing success. Australia’s higher education environment will change substantially in 2005 following implementation of the Higher Education Reforms, and effective planning means that we are well-prepared. Our University will continue to move forward as an internationally-respected leader in teaching and research, with graduates whose qualifications are recognised and valued worldwide.

It has again been a privilege to lead the University Senate this year, in the third year of my fourth term as Chancellor, and to work with such dedicated people. I sincerely thank the Vice-Chancellor, his Executive, my fellow Senators, University staff, students and graduates for having helped achieve such splendid results.

Sir Llewellyn Edwards AC
CHANCELLOR
REVIEW OF ACTIVITIES

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Review of activities

Business management/arts student Jonathan Regan and arts student Jo Stewart help prepare an exhibition in the Anthropology Museum as part of their practical coursework. Many of our teaching and research museums and collections (page 54) are open to the public.
Objectives
- to equip graduates for successful careers by providing rewarding educational experiences which develop independence, 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 achieve a student body of which 25 percent is at postgraduate level
- to enhance teaching and learning environments through flexible learning, effective evaluation (enlightened by feedback), quality infrastructure and quality staff

Key outcomes
- graduate attributes mapped for all programs and courses
- inaugural Equity and Diversity Plan for staff and students
- increased postgraduate and international enrolments
- rapidly-expanding on-campus wireless IT network
- expansion of a new nursing program from 60 places in 2004 to 160 places in 2005

Outlook for higher education sector
- emphasis on postgraduate research
- more fee-paying students
- incentives for excellent learning and teaching outcomes
- increasing competition for students
- implementation of Higher Education Reforms, a complex new system of funding and higher education, from January 1, 2005

Our year ahead
- increasing globalisation
- monitoring employer needs
- increasing real-life learning
- building students’ research skills

Teaching and learning
Innovative learning approaches reflected evolving workplace needs and the impact of information and communications technology. We recognised teaching excellence, launched a new learning management system and expanded program offerings.

Our students
We attract and retain high-quality students and strive for excellence, equity and diversity in our student population.

Enrolments
Our undergraduate programs again attracted most of Queensland’s best-qualified school leavers. We admitted 338 students with scores of Overall Position (OP) 1 and of these, 82 enrolled in science, 76 in engineering, 65 in law and 34 in pharmacy.

For the first time in more than a decade, overall enrolments decreased slightly. This reflected a recent trend for only marginal growth in the number of publicly-supported places available at our University, alongside an increased number of places taken up by full-fee-paying students (largely international and domestic postgraduate). Overall, total enrolments dipped to 29,329 Equivalent Full-time Student Units (EFTSU), compared with 29,391 in 2003.

Significant sections of our student body showed strong growth.
- We enrolled 6382 international students (about 450 more than in 2003) representing 120 countries. This group now accounts for almost 17 percent of overall load. Most of the recent growth in international student numbers has been in masters coursework and undergraduate programs.
- Postgraduates accounted for 37.8 percent of total international enrolments – a significantly greater proportion than evidenced for domestic enrolments. The research/coursework split for overseas postgraduates was 10.2 percent and 27.6 percent.
- Postgraduate enrolments increased overall, exceeding 21 percent of overall load in 2004. Of this, 44 percent were research higher degree students, and 56 percent were coursework students.
- Numbers of domestic fee-paying students (largely postgraduate) rose to about eight percent of overall load.
- We noted a record first-year School of Medicine enrolment of more than 300.
- UQ Ipswich enrolments expanded in line with plans to double the campus student population in the next five years. About 75 percent of UQ Ipswich students were from outside the Ipswich region.

Graduations
This year 9008 students graduated and 8819 (182 more than the preceding year) received their degrees at 23 ceremonies in Australia and three overseas in Singapore, Hong Kong and Kuala Lumpur. Highlights included awarding our first:
- 16 Master of Animal Studies (Animal Physiotherapy) degrees, the only such qualification offered in Australia and the second of its type in the world after the Royal Veterinary College in London;
- Master of International Studies degrees completed through our Rotary International Program for International Studies in Peace and Conflict Resolution; and
- Master of Systems Engineering degree, funded by the Boeing Company as part of the 737 Airborne Early Warning and Control program Operation Wedgetail.

Graduate outcomes
Our graduates again reported high employer demand and above-average starting salaries. The Graduate Careers Council of Australia’s (GCCA) Graduate Destination Survey 2004 recorded just 4.2 percent of our graduates as unemployed and seeking full-time employment, as compared with 5.2 percent in 2003.

National figures compiled by the Department of Education, Science and Training (DEST) showed our 2003 bachelor degree graduates attained an 80.44 percent full-time employment rate, exceeding the national full-time employment rate of 79.7 percent.
Streamlining systems

Optimising IT
As part of our aim to provide the best IT student facilities in Australia (many of them free), our Information Technology Services (ITS) embarked on a two-year program to expand UQconnect services. These will include:
- network and internet provision;
- storage;
- software and applications; and
- support services and equipment.
Dynamic expansion of our on-campus wireless network took in new locations such as Duhig Tower and Fryer Library; UQ Business School premises in Central Plaza One, Brisbane CBD; UQ Ipswich Library; and selected coffee shops and open areas.
Installations underway include the Main and Physiology Refectories at St Lucia, remaining library branches at St Lucia and UQ Gatton, and Prentice Building. Plans are also in train to provide wireless access to most lecture theatres as these are built or refurbished.

During 2005, we expect wireless network access at core University sites to become a service complementing the traditional wired network, with increased coverage and take-up by the University community.

Taking care of careers
This year’s Careers Fair at St Lucia was the largest careers experience in our history. About 5000 students consulted more than 70 potential employers from private industry and government, including Brisbane City Council, the Commonwealth Bank, Engineers Australia, KPMG and Qantas. The program included presentations on job-seeking skills and career planning, coordinated by Student Support Services; and panel discussions about employment processes.

Acting on feedback
We sought and used feedback to improve operations. Opinion gathering included:
- the biennial Student Experience Survey (page 32);
- the GCCA Course Experience Questionnaire (page 32);
- our institutional course evaluation (iCEVAL) instrument (page 32); and
- our PhD exit questionnaire.

Postgraduates
We improved postgraduate coursework programs and ways of promoting them to prospective students.
Our Deputy Vice-Chancellor (Academic) again funded competitive grants to develop postgraduate coursework programs in flexible modes. Six grants totalling $137,000 helped faculties access instructional design support.
The Postgraduate Coursework Awards working party reported to Academic Board in September, recommending policy changes to enhance programs and ensure student equity. The working party recommended development of postgraduate coursework attributes that link with attributes for bachelors and research higher degree programs.
We simplified communications with a new single Postgraduate Prospectus for domestic and international students; and a postgraduate information evening promoting our programs to potential students and employers.
Other advances this year included:
- opening of UQ Business School Downtown in the Brisbane CBD including lecture theatres, private study stations and conference rooms with wireless and data access;
- a new masters program in health economics (Faculties of BEL and Health Sciences);
- relaunch of the Master of Technology and Innovation Management degree;
- a new coursework masters program in translation and interpreting, English and Chinese (Faculty of Arts); and
- a $1 million, three-year pilot project for a coursework masters exchange program in international relations (our University, the University of Melbourne, Griffith University and three European institutions).

Supporting learning
Meeting workplace needs
We monitored student and employer needs and adapted offerings accordingly, for example by:
- launching a nursing program based at UQ Ipswich, with 60 inaugural places (more than doubling to 160 for 2005);
- launching a masters program in health economics (Faculties of Health Sciences and BEL);
– revising our Bachelor of Applied Science degree, increasing flexibility to include specialisation in one or more of 23 disciplines (Faculty of NRAVS);
– establishing a School of Social Work and Applied Human Sciences (combining the former School of Social Work and Social Policy and the Behavioural Studies program) to meet demands of the human services industry;
– launching a State-Government-funded Queensland Certificate in Agriculture at UQ Gatton as a flexible, low-cost tertiary education option for people without OP scores.

Real-life learning
Our School of Engineering’s pioneering Project Centred Curriculum won the Award for Excellence in Curriculum Innovation awarded by the Australasian Association for Engineering Education. Students undertake real-life team projects, often industry based, to develop competencies in communication, teamwork and project management, independent learning and creativity.

Practical opportunities included the following.
– Agribusiness students travelled to Asia and the Middle East to explore export opportunities for Australian produce, as part of their final-year assessment.
– Students in the School of Political Science and International Studies had the option of working with state or federal politicians.
– Rural management students prepared business plans for rural clients of the National Australia Bank. The best plan earned its creator a $2500 bursary paid while working for four weeks in a rural lending branch of the Bank.
– Fifty-six fourth-year architecture students spent five months developing visions for the future of a Queensland winemaking region in an initiative partnering the University, the Granite Belt Wine Industry Association and Stanthorpe Shire Council.
– Public relations students conducted campaigns to launch the Letting off steam seminar series for the UQ Ipswich Community Service and Research Centre (page 58); and the Angstrom Art Collection for the Institute for Molecular Bioscience.

– Postgraduates from the writing, editing and publishing program helped produce a catalogue for the 13th Brisbane International Film Festival.
– Farmers joined forces with UQ Gatton in tackling a shortage of qualified agricultural and horticultural graduates. Plant protection students monitored the health of crops in the Lockyer Valley, learning from farmers and crop consultants while developing skills in pest identification, integrated pest management, communication and extension.

New scholarships
We were allocated 319 new Commonwealth Learning Scholarships – the highest number in the country – as part of the Federal Government’s Higher Education Reforms. These are worth between $2000 and $4000 each, total more than $1 million, and will assist low-income students.

Other new scholarships and bursaries included:
– eight bursaries in the Faculty of SBS, including the $2500 postgraduate Carolyn D. Baker Memorial Scholarship;
– the Warren Braxton Bannister Bursaries (page 62);
– PhD scholarships in surgery commemorating Professor William Burnett (page 62); and
– a PhD scholarship in multi-professional education (Faculty of Health Sciences).

Nurturing research skills
Student research links
Initiatives to nurture a research-based learning culture included the following.
– Our second annual Undergraduate Research Conference unveiled research findings on topics ranging from stem cells to optical signatures.
– The Bright Minds (pages 55, 60) Advanced Study Program in Science nurtured select undergraduates studying science, biotechnology, marine studies and environmental science.
– Forty-five students in the Advanced Study Program in Science worked on research projects in addition to their degrees.
Veterinary science students Kabo Thema and Libby Varcoe tend to one of their charges in state-of-the-art teaching and research facilities at the UQ Gatton piggery.

Encouraging enquiry

Tangible teaching and learning outcomes included the following.

- Our annual public Interactive Exhibit at UQ Ipswich featured individual and team projects (ranging from a filing system for emails to computer-controlled cars on an indoor race track) by final-year Information Environments program students.
- Eight Master of Philosophy (Design) students teamed with 12 post-professional Master of Urban Design students from Columbia University and staff from Queensland Rail (QR) to study development around Brisbane’s railway corridor. They presented results at a public forum and Columbia University Books will publish a book based on the research.

Worldwide reach

Global focus

Expanding global links raised our international profile and enriched the student experience.

Our International Education Directorate coordinated visits by 161 international delegations (each involving up to 36 people) representing 46 countries.

Other highlights included the following.

- EQUIS, the quality assurance body of the European Foundation for Management Development, awarded full accreditation to our UQ Business School, making it the first in Australia to achieve dual accreditation from EQUIS and (in 2003) AACSB International.
- Our Faculty of Arts completed an Internationalising the curriculum project in schools.
- Our Faculty of BACS launched a peer-mentoring program linking current students with new international students. The program, set up with help from Student Support Services and the Equity Office, has 65 students and 45 mentors.

Global partnerships

Completion of 68 new agreements with universities and other institutions in 20 countries extended our total to 380 agreements with 260 bodies (including AUSAID agencies and colleges) in 45 countries.

We strengthened links with key APEC countries of Latin America when a delegation led by our Deputy Vice-Chancellor (International and Development) visited Brazil, Mexico, Chile and Peru. Outcomes included conclusion of an exchange agreement with Universidad Andres Bello in Chile and a joint program agreement with Tecnológico De Monterrey in Mexico. The visit also prompted numerous other partnerships for example with: Pontificia Universidad Catolica de Chile; Pontificia Universidad Catolica del Peru; Universidad de Lima in Peru; and Universidad Nacional Autonoma del Mexico.

Our search for partnerships to underpin a long-term strategy of diversification included agreements linking our Faculty of BEL with institutions such as the Higher Education Learning Program (HELP) Institute in Malaysia, and joint degree arrangements with institutions in Mexico and China.

Externally-funded scholarship programs under our management included:

- A scholarship scheme to assist the sustainable development of Vietnam;
- University Mobility in Asia and the Pacific (UMAP); and
- Cheung Kong Holdings, facilitating exchanges for our students in targeted locations in Asia.

Other highlights included the following.

- We signed an agreement with Osaka University of Pharmaceutical Sciences to exchange students, research and resources.
- Two of our academics joined a team of cricketers and academics to boost educational links with India and Sri Lanka. The Queensland Department of Education and the Arts organised the 14-day tour with support from Queensland universities and corporate sponsors.
- We finalised a research collaboration agreement with leading medical school Manipal Academy of Higher Education; and we hosted two Indian postgraduates under a new exchange agreement with Jawaharlal Nehru University.
- As a member of the Group of Eight (Go8, page 4) we are part of the new Australia Centre Europe in Berlin. The Centre promotes strategic engagement between Go8 members and European partners.

Studying abroad

We welcomed 282 international exchange students from 73 partner institutions in 19 countries, predominantly Canada (50 students), the USA (50), the UK (39), Japan (25), Germany (18) and France (12).
Conversely, 171 of our students studied at 60 exchange institutions in 17 different countries. The most popular of these were Canada (44 students), the UK (27), the USA (25) and Japan (14). Other overseas opportunities included:

- a two-month internship with the Australian Mission to the United Nations in Geneva (Faculty of BEL);
- a 13-week teaching practicum at the University of British Columbia, Canada for three Bachelor of Education (Secondary) students; and
- a chance for eight minerals process engineering students to complete part of their plant design course in Mexico during a 16-day trip to mine sites and a processing plant.

**Equity and diversity**

**Ensuring equity**


Enrolments by women remained static at 18,663 (55 percent of all students) and three major developments enhanced our healthy profile as an equitable institution.

Our inaugural Equity and Diversity Plan (page 70) identified five strategic priorities. Two concern student equity: increased encouragement, access and support for Aboriginal and Torres Strait Islander students; and for students from low socio-economic backgrounds. The Plan also provides for increased support for staff and students with children.

We revised our Senate Standing Committee on Equity, Diversity and the Status of Women to include three subcommittees: Cultural and Linguistic Diversity and Indigenous Australians; Disability; and Gender Equity. These committees monitor the implementation of recommendations from the Cultural and Linguistic Diversity Taskforce and the Taskforce on Financially Disadvantaged Students.

Senior University staff supported the Equity Office in developing the UQ ALLY program. Two training sessions were offered for UQ Allies – staff members who provide a safe zone for lesbian, gay, bisexual, transgender and intersex students.

**Diversity Week** included events such as an information session promoting engineering choices for women plus our inaugural Vice-Chancellor’s Equity and Diversity Awards. These recognised student volunteer group The Bridge [www.uq.edu.au/bridge](http://www.uq.edu.au/bridge) ($10,000) and a support network for staff and student breastfeeding mothers ($5000). Diversity Action awards worth $2500 each supported awareness-raising activities at UQ Gatton; and development of a peer mentoring system for students from overseas and from Australia’s rural/isolated areas.

**Student entry and performance**

We increased enrolments (and exceeded national commencing rate averages) for students from isolated areas, and for women in engineering and in information technology. Growth in the latter two is particularly positive, given that we performed below national and State access averages in 2003.

We also exceeded State commencing rate averages for students from non-English-speaking backgrounds, and women in engineering and architecture.

### FEMALE ENROLMENTS BY PROGRAM LEVEL

<table>
<thead>
<tr>
<th>Program Level</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate by research</td>
<td>45.5%</td>
<td>46.9%</td>
<td>47.5%</td>
</tr>
<tr>
<td>Doctorate by coursework</td>
<td>60.5%</td>
<td>78.1%</td>
<td>79.0%</td>
</tr>
<tr>
<td>Masters by research</td>
<td>47.7%</td>
<td>49.0%</td>
<td>51.4%</td>
</tr>
<tr>
<td>Masters by coursework</td>
<td>52.2%</td>
<td>53.0%</td>
<td>52.0%</td>
</tr>
<tr>
<td>Postgraduate/graduate diploma</td>
<td>57.1%</td>
<td>57.2%</td>
<td>56.0%</td>
</tr>
<tr>
<td>Graduate certificate</td>
<td>55.9%</td>
<td>51.1%</td>
<td>51.1%</td>
</tr>
<tr>
<td>Bachelors</td>
<td>55.7%</td>
<td>55.9%</td>
<td>55.9%</td>
</tr>
<tr>
<td>Diploma/associate dip (pre AQF)</td>
<td>48.4%</td>
<td>45.7%</td>
<td>48.3%</td>
</tr>
<tr>
<td>Non-award course</td>
<td>60.0%</td>
<td>60.2%</td>
<td>60.8%</td>
</tr>
<tr>
<td><strong>Percent all levels</strong></td>
<td><strong>54.4%</strong></td>
<td><strong>54.7%</strong></td>
<td><strong>54.7%</strong></td>
</tr>
</tbody>
</table>

### FEMALE ENROLMENTS BY FACULTY

<table>
<thead>
<tr>
<th>Faculty</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>66.2%</td>
<td>66.4%</td>
<td>66.5%</td>
</tr>
<tr>
<td>Biological and Chemical Sciences</td>
<td>53.6%</td>
<td>55.7%</td>
<td>54.2%</td>
</tr>
<tr>
<td>Business, Economics and Law</td>
<td>50.2%</td>
<td>50.0%</td>
<td>50.2%</td>
</tr>
<tr>
<td>Engineering, Physical Sciences and Architecture</td>
<td>24.3%</td>
<td>23.5%</td>
<td>24.1%</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>64.3%</td>
<td>63.8%</td>
<td>64.4%</td>
</tr>
<tr>
<td>Natural Resources, Agriculture and Veterinary Science</td>
<td>58.2%</td>
<td>60.2%</td>
<td>62.5%</td>
</tr>
<tr>
<td>Social and Behavioural Sciences</td>
<td>75.1%</td>
<td>73.5%</td>
<td>70.7%</td>
</tr>
</tbody>
</table>
For most student equity groups, we maintained national and State averages on retention, and exceeded national and State averages on success indicators.

Access rates continued to decline for students from low socio-economic backgrounds and Aboriginal and Torres Strait Islander students. Increased access for these groups is a major concern and we prioritised this in drafting our Equity and Diversity Plan.

Countering socio-economic challenges

This year 98 students commenced study under UQ-Link, our special-entry program for talented students from socio-economically-disadvantaged backgrounds. UQ-Link enrolments totalled 429.

The program provided 23 new scholarships (one more than in 2003) totalling $92,599 to cover half the recipients’ first-year accommodation costs. Continuing initiatives included:

- 10 one-hour-per-week peer-assisted study sessions plus lunch-time and sporting activities to encourage friendships and support networks;
- a free on-campus four-day residential orientation camp for 73 first-year students (up from 50 last year); and
- a lottery scheme allocating previously-used staff computers to students (34 this year).

In addition, we offered Group of Eight scholarships on the basis of financial hardship and academic excellence.

Indigenous students

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

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

Unit-administered schemes to help Indigenous students access and complete tertiary studies include the Alternative Entry scheme and the federally-funded Aboriginal Tutorial Assistance Scheme (ATAS). The Unit also fosters teaching and research
in Aboriginal and Torres Strait Islander studies.

Indigenous student numbers decreased slightly, to 230 in 2004 from 243 in 2003. About 62 percent (142) were women. Students were enrolled in all faculties, with 11 enrolled for PhD research programs.

Outcomes this year included the award of PhDs to two Unit staff members, and the first full year of publication of fortnightly electronic newsletter Birra News www.atsis.uq.edu.au/birranews/

A total of 213 students completed Unit-taught courses as part of our interdisciplinary Aboriginal and Torres Strait Islander Studies program.

Support for disability

The access rate for students with disabilities increased from 2.71 percent in 2003 to 2.75 percent in 2004, while participation dropped from 3.50 percent to 3.17 percent. A trend to decreasing participation rates has been noted over the past three years.

Student Support Services’ Disability Program provided services and facilitated access arrangements for 894 students.

Of 1122 students who advised disability at enrolment, 31 percent sought services from the Disability Program. These students made up 43 percent of Disability Program clients and the remaining 57 percent of students attending the program had not informed us of disability. Of these, some students had acquired temporary conditions while others reported conditions of a chronic nature.

Our Disability Program provided:

- regular consultations with faculty and division staff to evaluate, review, improve and coordinate services, programs, facilities and accommodations for students;
- timely outreach to students through information provided pre-enrolment, at enrolment, on the Web, and in all course profiles; and
- quicker approval and implementation of services to students via electronic communication with faculties, schools, divisions and students.

Services for students with medical, mobility and learning disabilities, and hearing and vision impairment, included provision of print materials in alternative format, peer note-taking, participation assistance, access tutoring, specialist computer facilities and access equipment.

Student services

Personal and academic support

www.sss.uq.edu.au

Student Support Services (SSS) staff helped improve student well-being and optimise learning outcomes via individual consultations and group workshops. A Career and Employment program (page 26) guided students in setting and working towards employment goals; and specialised Student Advisers supported an increasing number of students from overseas.

SSS provided 16,968 individual consultations to 6432 students – about the same as in the previous year (16,798 for 6535 students). In addition we delivered 815 group workshops involving 19,149 participants – a 16 percent increase on the previous year.

Chaplaincy

www.uq.edu.au/chaplaincy

Our multi-faith chaplains again counselled and supported staff and students on personal and religious issues. The Aussie International Friendship Program helped new international and domestic students adjust through programs, activities and cultural participation.

Health Service

www.uq.edu.au/healthservice

Our Health Service provided 43,147 face-to-face consultations at St Lucia, UQ Gatton and UQ Ipswich. Most were conducted at St Lucia (33,808), slightly fewer than in previous years as the Queensland Medical Laboratory now has an on-site pathology collection service, a task previously undertaken by Health Service registered nurses.

International students and their dependants represented 32 percent of all presentations and 43 percent of new patients visiting medical practitioners at the St Lucia campus in 2004.

The Health Service promoted the harm-minimisation Drinksmart program on our three major campuses, particularly by educating students living in colleges about healthy drinking levels and risks associated with drink spiking. Service staff also collaborated with the Ethnic Community Council to promote safe sex via information stalls during Orientation Week.
Our teaching

To maintain the excellent content and delivery of our academic programs, we aimed for effective, structured evaluation of teaching and learning outcomes, informed by feedback from our students and graduates.

Evaluation

We used our Teaching Quality Assurance (TQA) process, revised in 2003, to measure performance, monitor curricula and assessment, and encourage improvements. This process was complemented by our three-phase curriculum review process and processes for quality assurance and quality control in assessment.

We gauged feedback from students through analysis of our biennial Student Experience Survey, administered in 2003 to first-year and final-year undergraduates and final-year postgraduate coursework students. Results suggested significant gains since 2001 in all but two areas. Key outcomes included:

- overall satisfaction with teaching quality;
- improving mean scores on the Course Quality scale;
- on the Learning Outcomes scale, higher mean scores for final-year/honours students than for first-year students, indicating that students believe they are developing graduate attributes; and
- a small decrease on the Perception of Program Quality scale.

In the GCCA Course Experience Questionnaire, our graduates reported broad satisfaction, recording responses at or above national averages. We achieved progressive improvement in the core categories of good teaching and generic skills. Questionnaire results are used to identify disciplines where remedial action might be required.

PhD exit questionnaires again encouraged all students completing PhDs to comment on supervision and infrastructure; and we also sought feedback via our Institutional Course Evaluation (iCEVAL) instrument, applied each semester to no more than one-sixth of the courses in a program or sequence of study administered by a school. This timetable informs the triennial program assessment phase of our curriculum review process.

Benchmarking

Our membership of Universitas 21 and Go8 (page 4) provided opportunities to benchmark our teaching, research and management performance against other internationally-recognised research universities.

We also joined with the University of Sydney through a Memorandum of Agreement to benchmark student experiences of program, course and teaching quality; workloads; support services; and development of generic skills. An extension of the sharing arrangement will be negotiated in 2005.

Review activities included projects such as the Peer Review of Learning Materials, a collaboration involving our University, the Queensland University of Technology and Griffith University.

Recommendations included:

- an exchange model of peer review to operate across the three universities; and
- adoption of an evaluation tool which eligible academic staff can use to obtain external critical reviews of their learning materials.

Quality teaching

Rewarding good teaching

We recruit, develop and retain talented staff; and we offer awards, professional development courses and seminars to help develop their teaching skills.

Highlights of our third annual Teaching and Learning Week (page 54) included presentation of Awards for:

- Excellence in Teaching: five individual prizes worth $10,000 each;
- Excellence in Research Higher Degree Supervision: two individual awards worth $10,000 each; and
- Excellence in Enhancement of Student Learning: two group awards worth $20,000 each.

Students also commended good teaching
with annual prizes including:
- five awards for the top teacher in each of the five years of the veterinary science program (School of Veterinary Science); and
- the Mervyn Neely Award for Excellence in Surgical Teaching, and the University of Queensland Medical Society (UQMS) Award for Excellence in Clinical Teaching (UQMS).

Adjunct staff: new perspectives
Adjunct staff appointments complement our teaching and strengthen links with business and industry partners. This year, 87 new honorary and adjunct professorial appointments brought our total to 282.

**TEDI: skills development**
As part of our $350,000 staff professional development program (page 70), our Teaching and Educational Development Institute (TEDI) convened 195 professional development courses (55 more than in 2003) for 1490 academic staff. Offerings included:
- *Introduction to Teaching and Learning* (four days, included an on-line learning experience);
- *Academics new to UQ*;
- *Becoming a UQ academic*; and
- workshops on postgraduate advising and coordination, large-group teaching, assessment, program and student evaluation, and educational leadership.

Development of teaching resources and multimedia included:
- helping academics to develop more than 845 individual resources (online course materials, CD-Roms, and printed materials) for flexible learning; and
- a joint project with Information Technology Services (page 34) to migrate our e-learning system to Blackboard (page 34).

TEDI staff processed a growing number of student survey evaluations including:
- 134,600 student response sheets (2.3 percent more than in 2003);
- 5406 evaluation reports (4.7 percent more than in 2003);
- 861 iCEVAL reports (page 30);
- 33 UQ Student Experience Survey reports; and
- a UQ Ipswich and First-year Experience report (provided to all schools).

TEDI staff also contributed to Teaching and Learning showcases at St Lucia, Ipswich and Gatton campuses during Teaching and Learning Week (pages 54).

**Infrastructure**

**Physical environment**
We aim to provide an optimum physical environment for teaching and learning. This year, improvements at St Lucia included:
- conversion of a seminar room to a $500,000 laboratory in the Chamberlain Building (for geographical science students to study soils, monitor water and air quality and calibrate measuring equipment);
- a $1 million refurbishment of lecture theatres and teaching spaces in the Parnell Building; and
- $7.55 million refurbishment of one end of the Hartley Teakle Building to centralise School of Land and Food Sciences facilities. This provided new laboratories for: food science; research into genetically-modified crop plants and molecular plant breeding; and chemical analysis of biological, food and soil samples.

A collaborative learning centre is under construction in the Sustainable Minerals Institute (page 50) building, due for completion on the St Lucia campus in 2005. The Centre has been designed to introduce, across the University, collaborative learning in a purpose-built facility suitable for both scheduled classes and informal student use. We intend to remodel space at UQ Gatton next year to achieve a similar learning centre, with the aid of Commonwealth Government capital funding.

UQ Ipswich facilities expanded with construction of:
- two 20-seat IT labs supporting activities in Multimedia Design and Information Environments;
- a 50-seat collaborative learning space; and
- a 32-seat seminar room.

Further afield, our School of Medicine Rural Clinical Division reached agreement with Queensland Health to build facilities in Rockhampton. The city is the operational hub for the Division which this year provided clinical training to 30 medical students across a network of hospitals, GP surgeries and community medical centres throughout central Queensland.
Library advances included...
- computing upgrades in all branch libraries, including wireless access and laptop ports
- more online course readings
- laptop loans
- pilot delivery of notices via SMS
- streaming delivery of recorded TV programs and music
- refurbished user areas

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The Government has leased us part of the Rockhampton Base Hospital site to build student accommodation and we have in-principle approval to construct a multi-purpose teaching and learning resource centre within the Hospital complex. These multi-million-dollar projects will be funded through the Commonwealth Government’s rural clinical school program, an initiative of the Regional Health Strategy.

Flexible learning and IT
We continued to expand flexible learning approaches and the use of IT in our programs, particularly for postgraduates.

A major project was the seamless implementation of the e-learning management system Blackboard, which replaced WebCT. Following a tender process and development of an implementation plan, Blackboard became operational for summer semester.

Other flexible learning initiatives included appointment of a faculty instructional designer in the Faculty of Arts to assist academic staff on flexible learning strategies.

IT advances included the following.
- Queensland Parallel Supercomputing Foundation purchased a Silicon Graphics Inc supercomputer to increase processing power for research.
- The 2004 International Systems Security Engineering Association (ISSEA) Award for Excellence recognised our University’s role as an industry leader, in particular for our vision, initiatives and dedication to the field of systems security engineering.
- An Incident Response team was set up within ITS to manage security incidents and monitor the network.
- We moved a lecture theatre in the Prentice Building to accommodate a new data centre in 2005.
- Our VideoVision section produced an array of videos, CDs and DVDs to enhance teaching, learning and research.
- A Course Profile Working Party began developing requirements for a standard electronic course profile system across the University.

Our Library
Our Library is known as the Cybrary to describe its integration of cyberspace and real space, virtual and real information resources, and online and in-person service delivery. Priorities this year were to:
- deliver innovative information products, advisory and consultancy services;
- provide excellent real and virtual collections, physical facilities and infrastructure, particularly for international and postgraduate students; and
- ensure best-practice people and resource management plus information and communications technology deployment.

We provided information skills training at all levels, linked to graduate attributes and teaching programs. More than 51,000 places were filled at courses such as:
- Information skills for researchers and postgraduates;
- course-specific sessions for undergraduates;
- sessions for international students completing academic preparation courses;
- Discovering the Cybrary (website and catalogue use);
- Enhancing your assignments (using databases for research); and
- How to use EndNote (personal reference database software).

AskIT trained more than 2800 students through standard and tailored IT training programs, the latter focusing on use of Microsoft Excel, Apple Macs, and WebCT.

Real use of Cybrary resources remained significant despite a dramatic increase in virtual use. The excellent physical facilities provided an environment conducive to learning and attracted 3.4 million visitors in 2004, a three percent increase on 2003.

We hold one of the largest academic collections in Australia and by far the largest in Queensland. It includes more than two million physical volumes and an extensive electronic collection.

Additional funding for the monograph collections added 36,500 new print titles (54,000 volumes) in 2004. A continuing move to electronic-only access whittled the number of print journal subscriptions which by year’s end numbered just over 8000 – down by 13 percent on the previous year. The number of electronic journals continued to rise rapidly. About 6000 new ejournals were added, bringing our total to about 24,000 ejournals plus 313,000 ebooks.

New packages and titles included:
- University of Chicago Press;
- Cambridge University Press;
- American Association for Cancer Research;
The University of Queensland Annual Report 2004

PhD student John Gratton (left) and Principal Research Fellow Dr Paul Massarotto work on a program to reduce carbon dioxide emissions, research that could add $25 billion to Queensland’s economy.

**Distance learning**

We implemented Phase Three of a three-year Distance Learning Education Project at UQ Gatton, supported by the Vice-Chancellor’s Strategic Initiative Fund. Results so far include the *Hang in there: distance learning support kit* produced at the Faculty of NRAVS in collaboration with various University units.

Distance education services offered through NRAVS were again in demand. This year, 1200 students enrolled for external study across the full range of three-year degree and diploma programs offered at UQ Gatton. NRAVS is our only faculty to have a Distance Education Centre (DEC), through which more than 90 percent of our undergraduate distance students are currently enrolled.

The year 2005

- We will advance the two-year project begun this year to provide the best IT student services (many of them free) available in Australia. They will include network and Internet provision, storage, software, applications, support services and equipment.
- A major expansion and refit of our Student Centre at St Lucia will boost student services.
- We will pilot a program to build community and enhance the research experience for students in large first-year classes.
- We will test a Web-based system (linked with our program/courses website and Blackboard learning management system) for communicating course and administrative information to students.
- We will establish a School of Nursing at UQ Ipswich as part of our Faculty of Health Sciences, to nurture the program whose inaugural quota of 60 commencing students in 2004 nearly tripled to 160 new enrolments in its second year.
Academic honours

2003 University Medallist Simon Quinn (economics/law honours) was named Queensland Rhodes Scholar for 2005, continuing our tradition of producing Rhodes Scholars. He will study for a master of philosophy in economics at Oxford University.

We recognised our best first-class honours graduates with University Medals. These went to students who achieved Grade Point Averages (GPAs) of 6.55 or higher from the maximum 7, and who had graduated in the top one percent of the bachelor pass and honours degree cohort in each faculty in 2004. This year’s 57 medallists included 16 students with GPAs between 6.9 and 7, five of whom achieved perfect 7s.

Other achievers earned national and international recognition, including the following.
- 2000 University Medallist Leisl Packer (PhD in pathology) was named Young Queenslander of the Year for her research on skin cancer.
- Xingzhi Sun (PhD in information technology and electrical engineering), from Beijing in China, was the only Queenslander (and one of only six people nationally) awarded an internship at the IBM research centre in the USA.
- Julienne van Loon (PhD in creative writing) won the $20,000 Australian Vogel Literary Award for an unpublished manuscript, Road Story, written as part of her studies.
- Cameron Playsted (PhD in horticulture) won an $8000 Science and Innovation Award for Young People in Agriculture, Fisheries and Forestry.
- Ratha Nabanidham (fourth-year commerce/law) was one of only five Australian students chosen for a three-week placement in Malaysia as part of the Certified Practising Accountant Passport Program.
- UQ Business School undergraduates Israel Cooper, Alecia Heah, Ravindra Jeyaraj, Breanna Reynolds and Meagan Smart won their team’s division at the Boston Consulting Group Business Strategy Competition. A postgraduate team including MBA students Bryan Harris, Dimity Holliday and Simon Smith and MBA graduates Cathy Grant and Rob Oliver came second in its category.
- PhD students Bradley Ladewig (chemical engineering), Jennifer Riesz, Joel Gilmore and Nathan Langford (physics) were named Young Science Ambassadors by the Australian Academy of Technological Science and Engineering.
- Sara Tromp (third-year science) and Agatha Branczyk (science honours) were joint winners of the undergraduate category, Queensland Smart Women – Smart State awards. Linda Cobiac (PhD in environmental engineering) was highly commended in the postgraduate section.
- Stanley Alphonse (master of applied finance, a PNG national, was one of five Commonwealth Youth Leadership Award winners.
- Elissa Wegener (agronomy/agribusiness) won the Dow AgroSciences Scholarship for Women in Agriculture, worth $5000.
- Brett Clark (MBA) won the Young Entrepreneur of the Year Award for Queensland and the Northern Territory.
- A team of 10 undergraduate and MBA students competed against teams from 14 other leading international universities to place third in the inaugural Universitas 21 business plan competition in Singapore.
- Law undergraduates Caitlin Goss, Michael Hogan, Marion Isobel, Annaliese Jackson and Tamerlan van Alphen were ranked the best team for written submissions in the Philip C. Jessup International Law Moot Court Competition, involving 529 teams from more than 85 countries. The team won the Baxter Prize for Best Respondent Memorial and placed equal second for the best applicant memorial.
- Ben Stein (fourth-year commerce/law) won a 2004 Mitsui Education Foundation Scholarship, including an 18-day tour of Japan, aimed at strengthening ties between Japan and Australia and broadening the tertiary education of Australian students.
- Law students Emily Absolon, Breanna Hamilton (also judged best oralist in the final), Rhian Ward and Michael Wells defeated entrants from numerous Australian universities to win the Shine Roche McGowan Torts Law Mooting Competition.
- Bianca Capra and Terese Suvorovs (PhDs in engineering) won Amelia Earhart Fellowships worth more than $8000 each from women’s service organisation Zonta International for their respective work on hypersonics and metals combustion.
Sporting honours
We encourage our students to seek balance in all aspects of their lives, and to reach their potential in sporting as well as scholarly pursuits.

This year, student successes included the following.

– Our team of 240 athletes placed second at the Northern University Games in Toowoomba. Team members won seven gold, three silver and five bronze medals, losing to Queensland University of Technology by an eight-point margin.

– This qualified 132 of our athletes for the Australian University Games in Perth. Our team placed 10th overall, with mens volleyball winning gold and our athletics team claiming its sixth consecutive title.

– Rowing World Junior Championships gold medal winner Sally Kehoe was named Sportswoman of the Year and fellow rower Samuel Conrad, an Australian representative at the World Senior Championships, was named Sportsman of the Year. Both are UQ SPORT scholarship holders.

– Our 92nd round of sporting blues recognised elite athletes. Full Blues went to Joshua Robinson (athletics), Sally Kehoe (rowing), Annabel Luxford (triathlon), Peter Winkle (rowing), Clare Varghese (tae kwon do) and Suzannah Fraser (water polo). Half Blues went to Werner Botha (athletics), Jacinta Boyd (athletics), Garth Silva (athletics), Anne Sheldon (orienteering), Rebecca Negus (athletics), John Burstow (athletics), Hannah Banks (cycling), Mark Frendo (mountain biking), Peter Herzig (cycling), Julia Davies (orienteering), Ben McDonald (powerlifting), Laura Luxford (triathlon), Andrew Small (volleyball), Helen North (water polo) and Andrew Brown (rugby union).

– The Volleyball Club was named Club of the Year and awarded the Hulbert Bursary.

– The Athletics Club again won the President’s Cup for its performances at University sport level.

– Daina Surka (science) matched her 2003 win with another win in the women’s event of the 20th annual 636m Great Court Race. Werner Botha (behavioural sciences) won the men’s event. He represented Australia at the 2004 Junior World Championships and is one of the country’s top 10 competitors in the 800m.

– Winners of the women’s and men’s events of the third annual 70m Great Court Handicapped Sprint Race were Rebecca Negus (human movement studies) and Joshua Robinson (engineering/commerce).

– Werner Botha won both categories – sprint and open – of the inaugural Challinor Chace at UQ Ipswich. Meghan Glyn (contemporary studies/education) won the two women’s categories.

– Greg Hartwig (applied science) and Sophie Curtis (agribusiness/applied science) won the women’s and men’s events at UQ Gatton’s sixth annual 500m Walkway Challenge.

– We awarded 11 full University of Queensland Sporting Scholarships, sponsored by UQ SPORT and The Alumni Association of The University of Queensland Inc. Winners were Sally Kehoe and David Galley (rowing); Stephen Moore, Joshua Graham and Thomas Hockings (rugby union); Jacinta Boyd and John Burstow (athletics); Martin Collins (volleyball); Suzannah Fraser (water polo); Anna Sheldon (orienteering); and Hannah Banks (cycling).


– Inaugural Faculty of BEL Sporting Scholarships worth $1500 each went to swimmer Andrew Mewing (commerce/law) and rower Samuel Conrad (business management).

– The UQ Racing team won the acceleration category and placed 18th out of 54 entrants in the England Formula SAE motor racing competition; and it placed first for acceleration and fourth overall in the Australian Formula SAE student competition. The team’s car was designed, built and raced by engineering students.

– Anna Sheldon (PhD in soil science) won a bronze medal at the World Mountain Bike Orienteering Championships in Ballarat.

– Australian junior triathlon representative Laura Luxford won the 2004 Clem Jones Sporting Scholarship, worth $5000 every year for three years.

UQ Olympians at Athens 2004 included:

– Natalie Hodgkins (nee Shapiro), psychology graduate: silver, women’s softball.

– Michael Toon, pharmacy graduate: bronze, men’s eight (rowing).

– Natalie Cook, former physiotherapy student: fourth, women’s beach volleyball.

– Bronwyn Thompson, physiotherapy graduate: fourth, long jump.

– Shaun Coulton, arts student: seventh, men’s quadruple sculls (rowing); and

– Michael Blackburn, PhD (physiotherapy) graduate: ninth, men’s laser (yachting).

Supporters, comprising staff members and graduates, included:

– Cliff Mallett: track and field coach;

– Narelle Stubbs: animal physiotherapist, equestrian team;

– Mark Alexander: physiotherapist, triathlon team;

– Shane Lemecke: physiotherapist, track and field team; and

– Wayne Diplock: rowing team manager.

Animal physiotherapy lecturer Narelle Stubbs, who attended horses and riders in Australia’s equestrian team at this year’s Olympic Games in Athens, treats an equine patient at UQ Gatton.