This year was a milestone for teaching and learning. The Good Universities Guides named us 1998-99 Australian University of the Year for outstanding outcomes for graduates, celebrating our national dominance on two key outcomes of higher education — getting jobs and gaining access to further study.

National recognition for our teaching included three National Teaching and Staff Development awards (worth $107,629 from a pool of 72 individual
awards totalling about $2.9 million); and a superior score in the Australian Awards for University Teaching where we had four finalists and three winners — more than any other Australian university.

Plans were completed to launch UQ Ipswich next year as a state-of-the-art teaching and learning model harmonising high-tech and traditional; and outstanding student and graduate achievement enhanced our reputation for conferring degrees of the highest calibre.

STUDY OUTCOMES

The 1998-99 Australian University of the Year award for outstanding outcomes for graduates recognises our strengths in undergraduate and postgraduate education.

Good Universities Guides judges based their decision on performance according to statistics over a three-year period, with a core statistic being the proportion of graduates with first degrees who sought and found full-time work by April of the year following graduation, or who went on to further studies.

Graduate Careers Council of Australia (GCCA) surveys show that our new graduates seeking jobs achieved Australia’s highest employment rate for three of the past four years, and more than a third began postgraduate studies.

This group’s job prospects continue to be the best in the State. GCCA figures released in 1998 show that 83.4 percent of our graduates under 25 and available for full-time work had found jobs within four months of graduation. This result was well ahead of the overall Queensland average of 78.4 percent and the national figure of 77.2 percent.

ENROLMENTS

Total student enrolments rose to 28,431 – a 2.6 percent increase on the previous year’s figure of 27,698.

The University was first preference for most Queensland school leavers nominating tertiary entrance choices, and we drew the cream of the crop including:

- 78 percent of students (341 of 435) in the top band with Overall Positions (OPs) of 1, with most enrolled in science, engineering, law and the health sciences;
- 66.7 percent (up from 63.4 percent in 1997) of students in the top three OP bands – more than three times the share of our nearest rival, Queensland University of Technology;
- seven of the 10 recipients of 1998 Premier’s Awards, recognising Year 12 school leavers for leadership and academic excellence; and
- 59 of Queensland’s 99 Australian Students Prize winners, recognised by the Federal Government for academic excellence in secondary education.

We offered a limited number of places in the mid-year intake for second semester in arts, business, commerce, economics, social sciences, some applied science courses and science. This gave deans a chance to consider academically-qualified students likely to be disadvantaged by waiting for admission until next year.

GRADUATES

The talents of recent graduates maintained our international profile as a premier Australian university.

For example, Dr Souneth Phothisane, who graduated this year as the first known Laotian historian to obtain a doctorate from an Australian university, was appointed chief historian in the Laos Ministry of Information and Culture with responsibility for writing an official history of the early Laotian kingdom of Lan Xang. He was also appointed to the committee established by UNESCO to oversee world heritage preservation of Luang Phrabang.

Others won prestigious international scholarships. For example, Tanya Plant (applied science, rural technology 1996) was named 1999 Queensland Rhodes Scholar (see page 24) and Kathleen Payne (law, 1997) received one of two Sir...
Robert Menzies Memorial Scholarships in Law to study the master of philosophy (criminology) at Cambridge University.

Fulbright Scholarships, each worth $30,000 for study in the USA, went to Andrew Tuch (commerce/law, 1991), Chris Edmond (arts/law, 1993), and Leigh Toomey (arts/law, 1990). Andrew Tuch also won one of only two Frank Knox Fellowships given in Australia this year.

**POSTGRADUATES**

Postgraduate enrolments this year totalled 5774, including 2280 PhD candidates (for research examples, see page 32).

Completions included 119 research masters (up from 117 in 1997) and 315 PhDs (up from 311) of which 35 were completed through the oral examination system. Available since 1991, it reduces the time from thesis submission to finalisation from about 12 months to three.

Higher degree research students accounted for 2361 Equivalent Full-time Student Units (EFTSU) – almost 10 percent of the total.

Our postgraduates won 143 Australian Postgraduate Awards with stipend – 8.75 percent of the total available – and 85 received internal support through University of Queensland Postgraduate Research Scholarships (see pages 32-33).

**OPEN DAYS**

Our annual Courses and Careers Day at St Lucia attracted more than 20,000 students, family members and educators – up from attendance figures of 14,000 in 1997 – seeking information on courses, career paths, entry requirements and facilities.

About 2500 prospective students, parents and visitors attended the Gatton College Open Day for campus tours, course information, and demonstrations ranging from dressage to wildlife tracking and monitoring. The popularity of a new seminar schedule led to extra sessions on topics including food science technology and nutrition, agribusiness, horticulture, animal studies and environmental management.

New courses to be taught at UQ Ipswich from next year (see page 22) were promoted at the Ipswich Show and at Ipswich Civic Hall, Bremer High School Community Hall and RAAF Amberley.

Departments and centres held open days and other activities to promote study opportunities. For example, the annual free Mine Open Weekend at the University’s Experimental Mine at Indooroopilly included guided tours of the mine, displays and demonstrations, gold panning and student competitions including rock drilling and track laying.

**SCHOOL LIAISON**

We conducted a vigorous school liaison program, including 170 school visits throughout Queensland and northern New South Wales and representation at 42 career markets. This year career markets expanded to Melbourne, Sydney and Canberra.

We also conducted career markets in Singapore, Malaysia, Taiwan, India, South America and, for the first time, Fiji and the United Arab Emirates.

More than 430 students beginning Year 12 in 1998 attended the annual Leo Howard Vacation School at St Lucia in January. High-school students also investigated course and career options through programs such as:

- the six-day Junior Physics Olympiad Training School (seminars, problem-solving tutorials and team projects for about 80 Year 10 science students);
- the four-day Easter FEAST (Future Experiences in Agriculture, Science and Technology) at Gatton College (a look at group problem-solving, career options and University life for high-school students from Queensland and northern NSW);
- the three-day Queensland University Information Technology School (organised by the Computer Science and Electrical Engineering Department for 60 Year 12 students from around the State); and

![Image of students and a history museum exhibit](image-url)

Fascination for all ages at the Antiquities Museum... four-year-old Jordan Kilpatrick (below) admires a Roman marble portrait of a child, made more than 1700 years ago, and (left) PhD student Sonia Puttock brings the past to life for Daniel Nobbs, Melanie Peelgrane and their Year Six classmates from Kenmore State School. The Museum this year extended its school tours program to include two-hour tours for primary school children.
school visits and study tours involving our teaching museums and collections (see page 46).

Our Enhanced Studies Program for gifted high-school students, piloted successfully in 1997, had its first large intake this year. Twenty-nine students from 19 schools around Brisbane, Ipswich and Beenleigh studied subjects including psychology, mathematics, commerce, drama, law, history, philosophy, French, German and English.

INTERNATIONAL ENROLMENTS

In 1998 we had a record international enrolment with 2554 students (including 385 Study Abroad and exchange students) representing more than 80 nations. Numbers included 1199 continuing students. Most degree students came from Singapore, with 530 studying here in 1998.

A further 550 students enrolled through the Institute of Continuing and TESOL Education (ICTE, see page 43) for English language and academic preparation programs.

We attracted 1355 new overseas students, increasing our international student load from 1881 (EFTSU) in 1997 to 2028 in 1998.

Many international students were talented postgraduates; the University placed second nationally for Overseas Postgraduate Research Scholarships in 1998 (see page 32); and 19 percent of 1998 PhD graduates were from other countries.

Our Faculty of Business, Economics and Law recorded our highest proportion of international students at the University and was named a finalist in the Education Category of the 1998 Premier of Queensland’s Awards for Export Achievement.

EXCHANGE AGREEMENTS

As a result of our formal exchange agreements, 104 students completed part of their work in countries other than Australia and 123 overseas students joined us here.

We signed Memoranda of Understanding with the following eight institutions in 1998, adding to our extensive network of co-operative agreements:

- International Rice Research Institute, Philippines;
- Qingdao University, China;
- Hiroshima University, Japan;
- University of Fort Hare, South Africa;
- University of the North, South Africa;
- University of Pretoria, South Africa;
- City University London, UK; and
- Purdue University, USA.

The University’s twinning programs in Malaysia – with HELP Institute, Prime College and Sedaya College – grew in terms of students and the range of
A new memorandum of understanding with the Higher Education Learning Program (HELP) Institute in Kuala Lumpur covers certain undergraduate and postgraduate courses as well as research, staff development and sporting links. Students who have completed two years in a relevant discipline at the HELP Institute can now co-complete certain bachelor’s degrees by studying the third and final year in Brisbane.

Our Faculty of Business, Economics and Law established an agreement of co-operation with the University of Economics, Prague, to support student exchange and joint research activities between the institutions.

INTERNATIONAL STUDENT INITIATIVES

Our Foundation Year program, launched last year in conjunction with International Education Service Ltd, admitted its first intake of 60 well-qualified students from Botswana, Japan, Fiji, Kenya, Korea, Indonesia, Singapore, Malaysia, Hong Kong, mainland China and Taiwan. The program bridges the gap between overseas high school matriculation levels and those needed for entry to undergraduate courses.

Of 45 students who graduated in December, 38 have enrolled in undergraduate courses including physiotherapy, law, commerce, business management, hospitality, science, arts, social work, information technology, engineering, veterinary science and architecture. The remaining 15 are due to graduate in July 1999.

The University took part in an advertising campaign on Queensland buses, part of a State-wide strategy instigated by higher education officials in collaboration with universities. The aim was to raise community awareness of the importance of international students to the State.

EQUAL OPPORTUNITY

In 1998, we enrolled 14,951 female students, up from 14,402 in 1997. They accounted for 53 percent of the total student population and 53.5 percent of undergraduates.

The proportion of women in higher-degree courses increased from 46.7 percent in 1997 to 47.2 percent this year and the proportion in masters coursework fell slightly, from 54.2 percent to 53.5 percent.

Female representation remains high in the Faculties of Arts (65.65 percent), Health Sciences (60.35 percent) and Social and Behavioural Sciences (75.36 percent). Women remain under-represented in the Faculty of Engineering, Physical Sciences and Architecture (22.83 percent) but the participation rate for women in engineering continued to increase (16.9 percent, up from 16.6 percent in 1997).

Women accounted for:
- 48.29 percent of natural resources, agriculture and veterinary sciences students;
- 48.68 percent of business, economics and law students; and
- 56.42 percent of biological and chemical sciences students.

Jobs For The Girls seminars drew a record 270 participants this year. Years 10-12 girls heard University graduates, employers and current students speak about career opportunities in science and environmental/agricultural sciences as well as engineering.

Initiatives to help students with families included the opening of a Family Room, provision of infant-care facilities adjacent to toilet facilities, and the launch of a Web site (www.uq.edu.au/uqfamilies/).

INDIGENOUS STUDENTS

Aboriginal and Torres Strait Islander enrolments totalled 192 (up from 174 in 1997) including 19 postgraduates. They cover a variety of courses at St Lucia, Gatton and Herston with most students enrolled in arts, social work, indigenous primary health care and applied science.

Aboriginal and Torres Strait Islander Studies (ATSIM) Unit staff support indigenous students and research topics relevant to their progress. Activities in 1998 included:
- development of a community awareness strategy on domestic violence in the indigenous community (for the Office for the Status of Women in the Commonwealth Department of Prime Minister and Cabinet); and
- development of an anti-racism program (for schools for the Queensland Anti-Discrimination Commission).

Unit staff extended associate supervision of postgraduates to include higher degree as well as honours students researching areas relevant to the interests of indigenous Australians, in disciplines such as anthropology and sociology, education, and mining, minerals and materials engineering.

This year master of social science and health student Rhonda Kelly was elected National Indigenous People’s Officer for the Council of Australian Postgraduate Associations (CAPA). The Council represents postgraduate students, researches postgraduate education and lobbies governments and other peak bodies on postgraduate issues.

We established a Centre for Indigenous Health, Education and Research as a collaboration between the University of Queensland’s Indigenous Health Program, the UQ North Queensland Clinical School’s professors of public health and...
the Faculty of Health at Queensland University of Technology.

The Centre helps indigenous students access education for the health professions and, from July, extended the bachelor of applied health science (indigenous primary health care) to Queensland’s far north.

In 1998, 15 students enrolled in the course in north Queensland. Students gain experience from problem-based learning and direct involvement with the Aboriginal and Torres Strait Islander communities. Topics examined with the support of the communities included:
- gestational diabetes in Torres Strait Islander women;
- domestic violence in a rural community; and
- indigenous health managers in Queensland and the Northern Territory.

High retention rates characterise the course. From an intake of 17 students in 1996, 14 graduated in December. (One deferred study and two are completing their degrees.) Graduates have gone on to further studies in medicine and applied epidemiology and hold positions in health services management, specialist health programs and health research.

**STUDENTS WITH DISABILITIES**

Disability advisers helped 376 students this year. Almost half the cases involved hearing, vision, learning or mobility difficulties and the remainder involved medical conditions.

Support included provision of:
- study materials in Braille, enlarged print, electronic and audiotape format for people with vision impairment;
- lecture notes for 148 students in 333 subjects through the Peer Notetaking Program; and
- electric scooters for people with mobility difficulties.

Computer facilities were relocated from the Prentice Centre to purpose-built rooms in the Fryer Library (see library upgrade, page 21). Hardware and software upgrades included:
- a voice synthesiser, scanner and large screen monitor;
- programs for blind students and students with vision impairment; and
- a voice recognition program for people with physical disabilities which prevent keying.

We launched a “real time” transcription service to help deaf students with lecture notes. A stenographer types a verbatim copy of the lecture on a phonetic shorthand keyboard and the attached computer unscrambles the phonetic signals, converting them to words on a laptop screen within seconds.

In other initiatives, 33 students used the Participation Assistance Program to facilitate academic tasks such as reading the library catalogue and participating in practical classes.

**UQ-LINK**

We made offers to 115 Year 12 students from Queensland and New South Wales (including, for the first time, full-time External Senior candidates) and enrolled 300 new and continuing students (compared with 341 the previous year) through UQ-Link.

The program, established in 1989, helps academically bright students from socio-economically disadvantaged backgrounds enter University. Activities include a school-based tertiary awareness program, a special entry facility (with about 110 places available each year) and a university support phase to help students after they are admitted to courses.

Forty-two students graduated in 1997 (latest year for which figures are available) and this year’s December graduates were from disciplines including medicine, law, engineering, pharmacy, commerce, science, dentistry and business.

Continuing initiatives this year included residential support scholarships, a four-day, fully-funded residential orientation program, free computer access, peer-assisted study sessions (PASS), social and emotional support, and academic and emergency assistance grants.

**STUDENT SUPPORT**

We began work on an innovative Student Centre to open in January 1999 as a one-stop shop for about 80 percent of all student enquiries (see page 41).

Student Support Services specialists provided workshops and individual consultations for students, advising on matters ranging from personal problems and welfare to assignment/exam preparation, careers and graduate employment. New activities included workshops on topics such as Finding work; Skills for the workforce; and What can I do with my science degree? These complemented existing offerings such as resume writing, job applications and interview skills.

Our Health Service staff at St Lucia and Gatton saw 40,228 patients, compared with 33,408 in 1997. Services included medical consultations and minor surgical procedures. They also gave vaccinations subsidised by the Student Union for veterinary students and students in some other disciplines handling animals, and joined the Student Union in staging a Healthy Breakfast during Health Week.

Similar comprehensive student services, including a Student Centre, were set up at Ipswich in preparation for the opening of the campus in 1999.
A one-week teaching trip by 33 fourth year architecture students to historic Childers, Queensland, generated an invitation from Isis Shire Council to design three major projects. These included a Youth Hang Out, incorporating the old Fire Brigade buildings (model shown below with team members Charmaine Kai and Jeremy Haldane).

1998 National Teaching and Staff Development awards

Grants totalling $107,629 (from a pool of 72 individual awards totalling about $2.9 million) funded

- a CD ROM-based English Department unit on Renaissance literature for the Internet ($98,266),

- instrumentation and software to teach Spectroscopy, molecules and solids and Introduction to quantum chemistry ($99,363), and

- a follow-up to a successful pilot team project encouraging engineering students to enhance learning skills by keeping study-related journals ($50,000).

RECOGNITION FOR GOOD TEACHING

External and internal awards recognised and encouraged innovative teaching. We had four finalists and three winners – more than any other university – at the Australian Awards for University Teaching, announced at a gala ceremony in Canberra in November.

Michael Pemberton (lecturer in mathematics) was a national finalist in the engineering category, and individual prizes of $40,000 were awarded to:
- Associate Professor Laurie Walsh (Dental School – health category); and
- Associate Professor Doune MacDonald (Human Movement Studies – social science category).

Our University of Queensland Cybrary entry shared the $100,000 prize with the University of Tasmania in the institutional awards category for services for Australian students (see page 21).

In our own Excellence in Teaching Awards scheme, funded jointly by the University and the Alumni Association of the University of Queensland Inc, five academics were chosen from 29 nominees to receive $10,000 each. They were:
- senior lecturer Dr Adrian Bower (Anatomical Sciences);
- Director of Studies and senior lecturer Dr Lloyd Davis (English);
- associate lecturer Dr Georgia Livesay (Veterinary Science);
- lecturer Dr John McLean (Psychology); and
- senior lecturer Dr Michelle Walker (Philosophy).

Another six nominees received commendations: Associate Professor Stephen Gray (Commerce); Dr Alan Cody (Physiology and Pharmacology); Dr Peter O’Donoghue (Parasitology); Dr Edward Bolokovac (Music); Dr Anne Ross (Natural and Rural Systems Management/Anthropology and Sociology); and Dr Tarun Sen Gupta (Social and Preventive Medicine).

SUPPORT FOR TEACHING

We encourage teachers to seek student feedback and this year 1300 teachers and tutors carried out 4550 teaching and subject evaluations to survey student opinions. The Teaching and Educational Development Institute (TEDI) processed 145,620 questionnaires.

We offered a revised Introduction to teaching and learning program to academics in 1998. It included the option of a three-day program supplemented by continuing support from TEDI. Some of the course content of the previous program was offered at the Welcome to new academics program.

Tutor training was reviewed and a report submitted to the Academic Board. The Tutor Training Network (a support mechanism for departmental tutor trainers) met five times during the year and TEDI and Gatton College Halls of Residence organised and funded a second annual tutors’ conference.

REAL-LIFE LEARNING

Industry professionals contribute to course content, evaluation and grading of practical exercises, to ensure the relevance and quality of our degrees. Courses also include opportunities to learn by doing, and this year’s activities included the following (see also page 44).

- Graduate Medical Course students worked with community health groups such as the Alzheimer’s Association, Arthritis Foundation, Blue Nurses and the Leukaemia Foundation.

- Students from disciplines including science, mechanical and electrical engineering, journalism and commerce worked together to design, build and race SunShark, the University’s solar car.

- Mining engineering students visited seven mines and five facilities in Canada and the USA, including the world’s largest open-cut mine in Utah. The 16-day trip included taking part in an international mining contest at the University of Missouri.

- Journalism students produced a community newspaper and radio programs (see page 47).

- School of Health and Rehabilitation Sciences students completed up to six weeks of supervised, community-based clinical practice in rural or remote Queensland areas such as Longreach.
INDUSTRY SUPPORT
Material support for teaching development included the following:

- PricewaterhouseCoopers made a third annual donation towards the Commerce Department’s computer laboratory.
- KPMG provided $10,000 for a lecture series in the Commerce Department.
- Johnston Rorke made a third annual $10,000 donation to sponsor a part-time lectureship and Alpha Pharmaceuticals sponsored a visiting fellowship in the School of Pharmacy.

COMMUNITY LINKS
The adjunct professors scheme (see page 45), student projects (see page 44), open days and school liaison activities (see page 16) and special events such as the International Fair (see page 46) also characterised community partnerships within our teaching and learning framework.

LIBRARY
This was a year of significant advances for our Library.

An Australian Award for University Teaching (see page 20) recognised the Cybrary – Australia’s first – for integrating state-of-the-art information technology with traditional services to create a “virtual” library accessible day and night from home, office or Library.

Our Library also achieved the maximum rating in all categories in the Commonwealth University Management Benchmarking Club (see page 41) assessment – the only library of 12 surveyed to do so.

The Queensland Premier opened a $9.8 million building upgrade (see page 37). This involved refurbishment of the former Undergraduate and Central Libraries and a new underground link between the two. The building houses the Social Sciences and Humanities Library (amalgamating the collections of the former Central and Undergraduate Libraries) and the Fryer Library as well as centralised support for the entire library service. Facilities include training rooms, multimedia facilities, group and individual study spaces and a graduate study area with computer facilities and lockable desks.

The University of Queensland/Mater McAuley Library opened at the Mater Hospital, South Brisbane, as an amalgamation of the Mater Medical and McAuley Nursing libraries managed by the University Library.

Plans advanced for the new UQ Ipswich Library branch service, to ensure the smooth opening of facilities for 1999.

Other highlights included the following:

- an invitation to join the Online Computer Library Center (OCLC) Users Council meeting in Dublin, Ohio (a first for an Asia/Pacific region library);
- 500 new personal computers; and
- a 95 percent increase over 1997 in the provision of high-end information skills training classes.

FLEXIBLE DELIVERY AND I.T.
Flexible delivery differs from traditional class-based teaching and learning activities in that students can choose where, when and how they will learn and be assessed. This involves using advanced information technology (I.T.) to access courses and take exams.

These concepts, which we are developing for new courses to be taught from next year at UQ Ipswich (see page 22), are well-advanced in various courses such as the Graduate Medical Course. Lecture notes, tutorials and other course materials are available in many cases through the Internet and practical work is often computer-based.

Teaching technology introduced in 1998 included the following Educational Multimedia Service (EMS) products:

- Conversational English (Centre for Language Teaching and Research) for students learning English as a second language;
- CAMEO-B (Social and Preventive Medicine), a CD-ROM to boost medical students’ understanding of issues related to the diagnosis, treatment and management of breast cancer; and

Visiting scholar and lecturer Professor John Mainstone reviews the famous “pitch drop” physics experiment. It has intrigued generations of students since it was set up by the University’s first physics professor, Thomas Parnell, in 1927 to demonstrate the fluid properties of some solids. The drop of pitch, which has been forming at the tip of the funnel since the latest drip in 1968, is expected to fall some time before the onset of winter, 1999. Photo courtesy David Sproule, The Australian
We launched the Learning Resources Development Unit (LRDU) within TEDI to:
- develop learning resources for flexible delivery;
- advise academics on flexible teaching and learning strategies, curriculum design, activities and assessment; and
- promote a student-centred and learning-centred teaching environment at UQ Ipswich.

The new campus is being developed as a purpose-built high-tech teaching and learning environment, and I.T.-based initiatives include the following:
- specially-designed teaching spaces to cater for independent learning and small-group work;
- computer laboratories to support flexible access to learning materials;
- I.T.-focused library facilities and services;
- state-of-the-art computer hardware, software and infrastructure support; and
- sufficient hardware to support a high ratio of computers to student use.

New courses developed for delivery in 1999 from UQ Ipswich include the following bachelor’s degrees.
- contemporary studies
- electronic commerce
- business (communication)
- information environments
- social science
- education (graduate entry)

The LRDU supported the design and development of subjects in flexible mode for six new degree programs in 1999, and additional subjects planned for 2000. Each UQ Ipswich subject will have a Web site and many will use the latest communication technologies as teaching tools.

**COURSE CHOICE**

We again offered Queensland’s most comprehensive range of high-quality courses, with more than 5500 subjects from undergraduate to postdoctoral levels.

We were the only Queensland university to offer courses in medicine, veterinary science, speech therapy, physiotherapy and dentistry.

Courses are revised continually to ensure currency and address future workplace needs. This year new offerings included bachelor’s degrees in
- oral health,
- journalism,
- social science,
- laws (graduate entry),
- applied science (food science and nutrition),
- applied science (animal studies; crops and rangelands; environmental and production horticulture; environmental tourism; protected area management),
- food technology,
- natural resource economics,

- natural resources (natural resource science; natural systems and wildlife management; rural systems management; tropical forestry),
- diploma of applied science (agronomy; animal production; equine studies; forestry; horticulture; marine resources; nature conservation; wilderness reserves and wildlife),
- business (management)/commerce,
- business (management)/science,
- economics/science,
- applied science (Gatton)/education,
- applied science (food science and nutrition)/education,
- engineering/commerce,
- engineering/economics,
- social work/arts, and
- information technology/arts.

**OUTLOOK**

- The LRDU will develop an on-going staff development program to promote, support and expand the use of flexible teaching and learning strategies throughout the University.

- The move from credit points to units, begun this year with a target of restructuring all first-year subjects by year’s end, will continue. Faculties aim for total restructure of curricula by January 1, 2000 and transition by January 1, 2001.

- We will develop a set of principles on placement subjects (i.e. those involving field work) according to recommendations from a Teaching and Learning Committee working party investigating best practice in universities here and overseas. The working party plans to report to the Academic Board early in 1999.