Incorporating the 2008-2010 Teaching and Learning Enhancement Plan
The inaugural Teaching and Learning Profile 2007 celebrates the achievements of The University of Queensland’s staff and students in teaching and learning. The Profile builds on a series of initiatives which have demonstrably succeeded in encouraging continual improvements in teaching and learning at UQ.

This year has had many milestones which warrant recording. UQ teachers have upheld the University’s status as the winner of more national awards for higher education teaching than any other institution. In the most recent round, announced in October, all four UQ winners of individual awards and at least one member of the two winning UQ teams had previously attained one or more UQ Teaching and Learning Excellence Awards. That is a mark of the success of UQ strategies which identify and foster teaching talent.

Another feature of 2007 was the appointment of Professor Deborah Terry as the first Pro-Vice-Chancellor (Teaching and Learning). In close liaison with Deputy Vice-Chancellor (Academic) Professor Michael Keniger, this position has strengthened the leadership and guidance provided to UQ’s teachers, and heightened our focus on improving student learning.

The University has also created our first teaching-focused academic positions, and has implemented a strategy for reinvesting the income from the national Learning and Teaching Performance Fund. Initiatives funded from UQ’s $18.9 million share of the fund in 2006-2008 include: next-generation collaborative learning spaces, which are attracting positive national and international interest; a $2.5 million Teaching and Learning Strategic Grants Scheme, to support research-rich teaching; a lecture recording system; science lab refurbishments; and the Carrick Development Fund, to support UQ staff in applying for Carrick fellowships or grants.

Yet another distinction of 2007 was the launch of the Statement of Education Principles on Indigenous Australian Matters, which acknowledges that Indigenous knowledge enriches all aspects of UQ’s activities, including teaching and learning. Significantly, accolades given in this year’s Teaching and Learning Week include the first Commendation for Excellence in Teaching (Indigenous Teaching).

Leadership in teaching and learning - as in research and commercialisation - is never accidental. Our teachers and their culture, along with UQ’s pedagogical practices, designs and learning spaces, are recognised as national benchmarks precisely because the University has a long-standing strategic focus on excellence.

I commend all the staff, students and alumni whose day-to-day practices have made excellence indivisible from teaching and learning at UQ.

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TEACHING AND LEARNING AT UQ

>> Professor Michael Keniger
Deputy Vice-Chancellor (Academic)

The University’s performance on a number of measures has been outstanding over the past two years with one of the many examples being that staff received 10 citations in 2006 and nine citations in 2007 from the Carrick Institute in recognition of their activities designed to enhance student learning. 100% success rate on all nominations. UQ has been awarded $18.9 million from the Federal Government’s Learning and Teaching Performance Fund since the fund was established. The funds received have been used to undertake teaching space and technical infrastructure upgrades, implement recommendations of a review of our Teaching and Learning website and is the first in a series of initiatives to assist teaching staff. This site can be accessed from the Teaching and Learning website and is the first in a series of initiatives to assist teaching staff.

In response to feedback from students, as well as a recognised need to develop learning spaces that encourage innovative teaching and learning practice, the University is continuing to undertake an extensive program of refurbishment and renewal of centrally-controlled teaching space. Examples of some of the more extensive projects completed for 2007 were the First Year Engineering Students Learning Centre and the Regional Collaborative Teaching and Learning Centre at the Gatton Campus.

To ensure we continue to respond to student feedback this year we are conducting the biennial UQ Student Experience Survey which gathers a range of data on the experience of first year and final year undergraduate and postgraduate coursework students. Preliminary data will be analysed and available to all Schools in early November to assist with planning.

Each year the University funds a range of initiatives to assist teaching staff. This year the ‘Tutors website’ was developed to gather together important administrative and teaching and learning information for tutors. This site can be accessed from the Teaching and Learning website and is the first in a number of new information support tools to be developed to support staff.

This year we have all worked hard for these achievements and I continue to be impressed by the dedication of UQ staff to improving the education of our students.

>> Professor Deborah Terry
Pro-Vice-Chancellor (Teaching and Learning)

The 2007 Teaching and Learning Profile provides me with an opportunity to reflect on my experiences during my first year as Pro-Vice-Chancellor (Teaching and Learning).

There is a growing diversity in the student body at UQ which makes it both an interesting and a challenging place in which to teach. Students come with an enormous array of life and educational experiences. We need to continue to ensure that this does not create hurdles that are difficult for them to overcome. Despite popular perceptions about Generation Y, not all students are technologically savvy, and an increasing proportion of our student body have English as their second language. We need to ensure that these students feel encouraged and supported throughout their time at UQ.

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This year, we have undertaken an extensive consultation process with students and staff to develop a new Teaching and Learning Enhancement Plan. This new framework is contained in the final section of the Profile and outlines the major goals that will underpin our strategic focus in teaching and learning for the next three years. The need to identify, promote, and support the unique advantages of the UQ student experience – the ‘UQ Advantage’ – is central to the revised plan. We will seek to deliver a distinctive UQ student experience that is genuinely enriched by the University’s research capacity, and is global in its goals at the same time as being strongly engaged with industry and the professions. In turn, the pursuit and support of a distinctive UQ student experience will be underpinned by the highest standards of professionalism and excellence in teaching and a commitment to providing a high quality teaching and learning environment.

The Carrick Institute, chaired by Professor Hay, heralds a major new direction in higher education policy. For me, leading the UQ review and selection processes for Carrick awards, grants and fellowships has been fascinating. It is heartening to see the increasing emphasis that is being placed on teaching at UQ, and the changing perspectives among staff involved in Carrick projects and initiatives. I’ve been delighted with the success we have had this year in obtaining awards, fellowships and grants and am sure we can continue this success in the coming year.

With the release of the Teaching and Learning Enhancement Plan 2008 – 2010, I look forward to working with the University community as we implement these strategies to provide both staff and students with a more supportive teaching and learning environment.
The University of Queensland has recognised the importance of Indigenous Knowledge by developing an education policy that will improve the understanding of students and staff of Australian Indigenous issues.

As part of the University’s special year of focus on Aboriginal and Torres Strait Islander issues, the UQ Senate has adopted a Statement of Education Principles on Indigenous Australian Matters.

Deputy Vice-Chancellor (Academic) Professor Michael Keniger said the principles acknowledged the importance of Indigenous Knowledge in enriching the University community and its intellectual traditions.

"With these principles we begin a process of challenging our preconceived notions of knowledge creation, transmission and recognition, and to consider how we will recast these notions within an Indigenous Knowledge framework," Professor Keniger said.

"An important aspect of these principles will be a review of curriculum and research activities to determine how to incorporate Indigenous Knowledge."

Professor Keniger said the policy demonstrated what can be achieved when colleagues from across the University work to develop a foundation policy that will inform and guide actions and plans across all aspects of the University’s activities - teaching and learning, research and research education, and community and social activities.

Director of UQ’s Aboriginal and Torres Strait Islander Studies Unit Mr Michael Williams said the statement was a significant step in advancing UQ’s commitment to reconciliation.

"To start this we need to reconsider our institutional culture to ensure that all staff have a respect, understanding and awareness of Indigenous Australian issues and can think creatively about how to incorporate this into their teaching and research practice," Mr Williams said.

"We must now keep the momentum going and move on to the implementation phase."
In recent months 48 University of Queensland academics have altered their job descriptions to become a new type of UQ appointment: a teaching-focussed academic.

The changes respond to a decision by UQ to create new teaching-focussed positions, in addition to our traditional categories of research-only and teaching and research appointments. The introduction of the new category is part of a strategy to give greater recognition of teaching excellence in appointment and promotion criteria. It followed the establishment, in mid-2006, of a working party on the Diversity of Academic Roles. The thrust of the working party’s recommendations was that UQ should introduce full academic positions, from Levels A to E, focussed on teaching and teaching-related scholarship.

Teaching-focussed appointments are common at some universities, so the working party was able to consider successful Australian and international models, along with advice and comment from throughout UQ, which identified a need for teaching-focussed specialists across the faculties.

The early response to the new policy within the University reflects a high degree of commitment to teaching excellence, coupled with strong regard for the vocation of teaching. Some areas of UQ are in the process of recruiting new teaching-focussed academics. The UQ staff who have chosen to make the switch were recommended by their heads of school. In order to be recommended for and fill these positions, they will have track records of exemplary teaching and teaching-related scholarship. The teaching-focussed appointments will be actively engaged with their schools, faculties, the wider university, their professions, disciplines, industries and the community as a whole (following the model of “service” embedded in UQ’s traditional appointments).

They will be apprised of the latest advances in their disciplines, and will be committed to excellence in teaching and curriculum design and engaged in scholarship activities related to their teaching. Teaching-focussed academics whose teaching is informed by professional practice (for example, health clinicians) will be recognised as full academic appointments.

UQ teaching-focussed academics will respond to the increasing demand to introduce students to the information management side of their disciplines. This role is vital at a time when the Internet has revolutionised ease of access to journal articles, data and books and when e-learning tools and systems are increasingly widely employed.

Holders of these positions will also explore the related use of more ambitious classroom facilities, involving both personally supervised and electronic interactions in the one educational setting.

UQ sees the introduction of teaching-focussed positions as an important component of its overall efforts to ensure the highest levels of excellence in both teaching and learning. We are confident that the benefits to students and staff will be considerable. Building capacity in teaching scholarship and leadership in teaching and learning will benefit the quality of our programs.

The University has long identified that to be a leader in higher education we need to build capacity and support excellence and innovation in both teaching and research. Appropriate acknowledgement of staff contributions benefits current and future students as much it does the staff. In recognition of this, UQ was the first Australian university to instigate its own teaching and learning awards; and we regard the University’s unmatched record in national teaching awards as a genuine indication that our students learn from exemplary teachers.

Now, UQ staff who are passionate, committed and effective in the teaching role are being explicitly invited to progress in their careers through the pursuit of teaching excellence, matched and informed by scholarship in teaching.
Fresh from a $13.5 million facelift, the refurbished Biological Sciences Library at The University of Queensland is already proving a hit with students.

The University Librarian, Mr Keith Webster said latest turnstile statistics showed more than double the annual visits registered before the refurbishment began in late 2005.

One of the largest of the 13 University of Queensland branch libraries and the final one to be refurbished, the Biological Sciences Library is used by students studying biology, chemistry, medicine, veterinary science and natural resource courses.

“The original building, designed by Robin Gibson, was built in the mid-1970s when libraries were essentially warehouses for printed materials and places for quiet study,” Mr Webster said.

“There were no group discussion areas or computers. The card catalogue reigned supreme. The service model was based on the counter metaphor in which the customer was ‘served’ by staff from behind a counter.”

In contrast, the new facility provides 3375 square metres spread over four floors. It caters for diverse learning experiences where printed and digital information is combined in an entirely user-focused environment.

“Students work collaboratively in spaces that support today’s social and learning patterns. These spaces include discussion rooms complete with data-projectors and plasma screens, three training rooms, more than 200 computers, a graduate study centre, AV booths, as well as a mix of individual and group study spaces,” Mr Webster said.

One of the library’s Executive Managers, Heather Todd, said the library’s rounded retro furniture, cutting-edge technology and convenient professional service were proving especially popular with Generation Y users.

“We are very proud of our new roaming assistance service,” Ms Todd said. “If students need help in the Library, they can call a staff member - literally - for personal assistance.

“Whether their problem is with library resources, computers, loans or even paper jams, on-the-spot help is just a phone-call away.

“Generation Y students are used to contacting friends on their mobile phones - now they can get in touch with friendly library assistance the same way.

“And if their phone credits are running low, they can use one of the free internal phones located throughout the building or just flag down a staff member wearing a distinctive green shirt and ask for help.”

She said a funky café adjacent to the refurbished library as well as a palm-tree-lined courtyard provided space for students to relax and catch up with friends after study sessions.
This year UQ students benefited from $4.77 million worth of new teaching and learning spaces developed by the University over the summer vacation.

The new spaces include a $2.8 million Regional Collaborative Learning Centre at UQ Gatton, three projects valued at $1.3 million in the Hawken Engineering Building at the St Lucia campus and a $670,000 refurbishment in Colin Clark Building, also at St Lucia.

The innovative Regional Collaborative Learning Centre (R-CLC) at UQ Gatton and designed by Dimitriou Architects, is equipped with the latest audio-visual technology and is partly funded by the Commonwealth Government's Capital Development Pool.

UQ's first Collaborative Teaching and Learning Centre (CTLC) in the $24 million Sir James Foots building opened at its St Lucia campus in 2005, featuring almost $1.5 million in technology.

The award-winning St Lucia CTLC has attracted worldwide interest with groups from Europe, the United States, the Middle East, South Africa and Japan visiting to study its unique learning concepts.

The highly innovative collaborative spaces can operate in three distinct modes: individual study, seminar and/or group mode where the space can be divided into multiple learning “pods”.

The “second-generation” R-CLC at UQ Gatton also features the three operating modes with flexibility enhanced by pop-up monitor pods.

An advanced control system transforms the rooms using lighting changes, power-operated screens and blinds and advanced projection systems which optimise the equipment so students can work either in groups, with an instructor, or independently.

The Hawken Building projects include refurbishment of two ground floor lecture theatres - N201 and N202 - for improved acoustics, and upgraded audio-visual systems. There is extensive use of glass, and N202 has become a double-tiered lecture theatre, increasing the flexibility of teaching spaces, and providing a new northern entrance to improve access.

Enhanced student charges have funded a new First Year Engineering Learning Centre on the ground floor in the Hawken Building, where students can gain advice or assistance with their studies. The Hawken projects were undertaken by Wilson Architects.

UQ Manager (Academic Facilities) Phil Taylor said the Hawken Building renovations included sustainable water practices, with water capture methods from the roof used to water internal garden beds.

The charges have also funded the refurbishment of three lecture theatres on level one of the Colin Clark Building, which is occupied by the Faculty of Business, Economics and Law.

The extensive refurbishments designed by architect Mark Jones include improved visibility, upgraded audio-visual systems, more comfortable seating, room reorientation, and the creation of a small student meeting room, adjacent to the lecture rooms.
Dr Lisa Nissen
School of Pharmacy, Faculty of Health Sciences

Dr Lisa Nissen is an enthusiastic, committed, approachable and very effective teacher and an outstanding role model to students and those in the profession.

Lisa frequently draws on her research and experiences in hospital and community pharmacy to inform her teaching, with very positive feedback from the students. She has successfully redesigned the teaching of pharmacoeconomics to make it more relevant and interesting for students, and has introduced electronic placement diaries through Blackboard, giving students early access to feedback on their reflective cases and log books.

Her involvement early in her professional career in multidisciplinary teams and varied practice environments has nurtured a strong interest in interdisciplinary education. Students are encouraged through the use of interprofessional cases to better appreciate their roles and those of other health professionals in patient care, an approach that is seen as fundamental to the future of health professional development.

Lisa is involved in a considerable amount of external teaching through continuing education to the profession and community organisations. She lectures into pharmacy programs at other universities and is regularly invited to speak at professional conferences and workshops. She has held various positions with the Society of Hospital Pharmacists of Australia and the Pharmaceutical Society of Australia, and was awarded the prestigious “Young Australian Pharmacist of the Year” in 2002.

Dr Clift Mallett
School of Human Movement Studies, Faculty of Health Sciences

Dr Clift Mallett is an outstanding teacher and educational leader, whose approach to teaching and learning has evolved through his experience as a teacher, academic, psychologist and coach in a variety of settings.

Cliff’s teaching philosophy is summarised as “the pursuit of active engagement of students in meaningful dialogue that connects ideas, concepts and information with their personal and professional world and subsequently stimulates autonomous life-long learning and personal development”.

An extension of his success as a teacher is his well deserved reputation as a leading international coach and coach educator. He has served as a national team coach at major championships including the Olympics, World Championships and Commonwealth Games. Cliff Mallett’s crowning achievement since joining UQ, has been the initiation, development and implementation, in conjunction with the Australian Sports Commission, of an innovative and highly successful suite of online postgraduate programs in sports coaching. The quality and potential of the courses has been recognised internationally with several overseas universities and sports organisations keen to form partnerships with the program.

The programs have attracted a significant number of postgraduate students in a relatively short time, which together with a flourishing research higher degree cohort form the platform for a leading national and international sport coaching research initiative.

Dr Mallett is a dedicated, innovative and popular teacher who has made a significant contribution to his field within the University, the wider community and internationally.

Associate Professor Paul Memmott
School of Geography, Planning and Architecture and Director of Aboriginal Environments Research Centre, Faculty of Engineering, Physical Sciences and Architecture

Associate Professor Paul Memmott is a passionate and dedicated educator who has stimulated an independent field of study that is committed to the improvement of Indigenous built environments in the wider context of Aboriginal social reform.

Paul’s teaching pivots on his desire to advance cultural and socio-economic equity for Indigenous Australians and foster cross-cultural understanding and respect. This approach has provided an international benchmark in Indigenous community interactions, performing a vital role in increasing community understanding and building positive social relationships. Paul’s work in teaching has been pioneering and in 1998 he established the first curriculum on Aboriginal people-environments in an architecture course in Australia.

Where possible Paul’s teaching is illuminated by real world experience and by field work involving training in the fundamental protocols of engaging with Aboriginal communities. A recent initiative is the establishment of the Arid Zone research station at Camooweal in Western Queensland which will further support field study as an integral element of pedagogy in the architecture program.

Respect and support for his students is reflected in Paul’s teaching of cultural respect as a curriculum principle, integration of postgraduate students into practical and policy-related research projects and his enthusiasm for publishing with his students.
Dr Madan Gupta  
School of Land, Crop and Food Sciences, Faculty of Natural Resources, Agriculture and Veterinary Science, Gatton Campus  

Dr Madan Gupta is a conscientious and committed academic who excels at teaching over a wide range of topics from first year to postgraduate level. His teaching practices are a reflection of his educational philosophy based on the principles of 3 Ps – Passion, Participation and Patience. Madan’s ability to develop and implement successful strategies for teaching physical sciences/engineering courses to agriculture students has resulted in a significant improvement in student performance and course rating. He has achieved success by preparing systematic, logical and easily understood lectures, notes and study guides and through effective demonstrations and carefully graded exercises. He employs flexible modes of presentation from formal lectures to small group and individual tutoring, and encourages active student participation. Madan’s active research role and publication ensure students benefit from the most up to date knowledge in the field. Madan is a dedicated educator and a role model who sets a high standard for others to emulate. Madan relates well to students and his approachability, courtesy, patience and consideration for others are central to his effectiveness. He believes support for all his students to be at the heart of his profession. He is an effective communicator, able to explain new and often complex concepts to students of varying abilities and background knowledge. He is a quiet achiever whose outstanding contribution to his discipline is valued by his students and peers.

Dr Marie-Louise Dick  
School of Medicine, Faculty of Health Sciences  

Dr Marie-Louise Dick is an inspirational and innovative teacher who has demonstrated an outstanding breadth of contribution and commitment to teaching across the School of Medicine. Marie-Louise has played a crucial role in the development and implementation of the graduate-entry Bachelor of Medicine and Surgery (MBBS) Program, a fully integrated teaching and learning modality. Marie-Louise was instrumental in designing the PBL tutor training program and providing instruction in its philosophy and delivery. Marie-Louise consistently demonstrates a commitment to reflective practice best illustrated by her leadership role in continual improvement of the general practice course. The supportive educational environment Marie-Louise has created is highly regarded by her colleagues and students. Her teaching and learning strategies are student-centred, innovative, and responsive to feedback. Her individual teaching evaluations are excellent, consistently rating as one of the top lecturers in her discipline. She inspires students with her enthusiasm for their vocation and aspires to assist their development as valued individuals. Marie-Louise undertakes scholarly activities to enhance the delivery of general practice teaching. She regularly attends and presents at national and international medical education conferences and has published in the field of medical education.

>> Award for the Enhancement of Student Learning ($10,000)  

Category 4: Flexible learning and teaching  
MA IN JAPANESE INTERPRETING AND TRANSLATION E-LEARNING TRANSLATION PROJECT  
School of Languages and Comparative Cultural Studies  
Project Team: Ms Yuki Sayeg and Ms Akiko Uchiyama  

The Master of Arts in Japanese Interpreting and Translation (MAJIT) program is a two-year full-time postgraduate coursework program offered by the School of Languages and Comparative Cultural Studies. Unique within Australian universities in its use of flexible delivery in the teaching of translations, it is the only program accredited by the National Accreditation Authority for Translators and Interpreters (NAATI) at Conference Interpreter and Advanced Translator levels, the highest accreditation levels available by testing in Australia. The specialised translation required in the legal and medical fields undertaken in the final year of the program, poses unique problems due to the shortage of experienced, competent legal and medical translators in Australia. The MAJIT has drawn on technological innovations to utilise recognised domestic and international experts in these fields to teach students remotely and to extend their learning experience to the community of practising professionals. A webcam is used to allow the student and instructor to see and talk with one another “face-to-face” which facilitates a more personal rapport. A computer and data projector are also used to enable students to view both the Blackboard site and their translations on the screen during the class. This program of activity enhances independent and collegial learning and assists the development of a learning community.

Category 5: Innovation in curricula, learning and teaching  

THE INDUSTRY EXPERIENCE: ENGAGING GRADUATING OCCUPATIONAL THERAPY STUDENTS IN AUTHENTIC INDUSTRY PARTNERSHIPS  
Division of Occupational Therapy, School of Health and Rehabilitation Sciences  
Project Team: Mrs Dasleigh de Jonge, Dr Merrill Turpin and Mrs Monica Moran  

The Industry Experience is a highly engaging and effective learning and teaching activity undertaken in the final semester of the Bachelor of Occupational Therapy and the Master of Occupational Therapy Studies programs, in which student groups work on real projects provided by industry partners and their clients. The Industry Experience aims to build the students’ sense of professional identity by challenging and extending them through authentic industry projects. Students are facilitated to move beyond technical competence that focuses on the provision of direct care towards professionalism, where they are equipped to engage in life-long learning and contribute to the ongoing development of both service delivery and the profession. This concept captures some of the foundational knowledge required by occupational therapy students and more broadly, health sciences graduates. Students must link their foundational knowledge with clinical experiences, with working in teams to manage the inherent complexities of real world projects and with the needs of industry.

>> Commendations for Excellence in Teaching  

- Associate Professor Karen Healy, School of Social Work and Applied Human Sciences  
- Dr Matthew Hornsey, School of Psychology  
- Dr Greg Marston, School of Social Work and Applied Human Sciences  
- Dr Jayne Keogh, School of Education  
- Professor Philip Poronnik, School of Biomedical Sciences  
- Associate Professor Paul Memmott, School of Geography, Planning and Architecture

IN AUTHENTIC INDUSTRY PARTNERSHIPS

GRADUATING OCCUPATIONAL THERAPY STUDENTS

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IN AUTHENTIC INDUSTRY PARTNERSHIPS

GRADUATING OCCUPATIONAL THERAPY STUDENTS
UQ Teachers Are in a Class of Their Own

The University of Queensland has topped the nation in the prestigious 2007 national university teaching awards, reasserting its dominance as the home of Australia’s most-awarded tertiary teachers.

UQ won six out of 24 Carrick Awards for Teaching Excellence, and 14 Awards for Programs that Enhance Learning, announced by the Federal Minister for Education, Science and Training, Julie Bishop. Twelve UQ academics are in the winners’ circle, four have individual Awards for Teaching Excellence, and eight are in two teams that gain Awards for Programs that Enhance Learning.

UQ Vice-Chancellor, Professor John Hay, AC, congratulated the winners, whose excellence reflects on UQ’s universally high teaching standards.

“This result is an authoritative measure of UQ’s sustained performance as the best university for award-winning teachers,” Professor Hay said.

“Attaining six of the 2007 awards continues UQ’s record of winning more national awards for teaching than any other Australian university in the awards’ history.

“This demonstrates that UQ students benefit from unsurpassed learning experiences, and it indicates to employers and other institutions that UQ graduates are outstandingly educated.”

“A key to UQ’s success is that we recognise and reward excellence, each of the 2007 winning individuals and members of both teams have previously won a UQ-wide teaching award,” Professor Hay said.

Students in a large range of courses learn from the 2007 winners, whose areas include education, information technology, agribusiness, veterinary science, biology, chemistry and physics. They enrich learning through measures including: working with industry to give students overseas experience in solving commercial problems, engaging seasoned students to support new undergraduates, using SMS technology to invite anonymous feedback, and using old-fashioned humour and personal warmth. The prizes to UQ total $150,000 ($25,000 each).

>> Awards for Teaching Excellence

SOCIAL SCIENCES

Dr Karen Moni
As the School of Education’s Director of Secondary Programs, Dr Moni focuses on preparing students for teaching service, and also co-ordinates English curriculum courses and young adult literature courses for Bachelor and Graduate Diploma of Education programs. She develops independent, critical thinkers, creative professionals, and life-long learners, and she is a great ambassador for Education and an advocate for English and Literacy.

BIOLOGICAL SCIENCES, HEALTH AND RELATED STUDIES

Dr Glen Coleman
In the School of Veterinary Science, Dr Coleman’s main undergraduate teaching responsibility is in the area of veterinary parasitology, where he has introduced online learning resources and web-based assessments that run in conjunction with parasitology practical classes. He seeks student feedback to critically evaluate and modify his teaching strategies, uses humour, and encourages students to see their fellow students as partners in learning.

>> Awards for Programs that Enhance Learning

THE FIRST-YEAR EXPERIENCE

Dr Valda Miller, Mrs Elwyn Oldfield,
Dr Averil Cook, Dr Marie Kavanagh,
Mr Graham Jordan

Project: Supporting first year learning through Peer Assisted Study Sessions (PASS)

Evidence associates regular student attendance at Peer Assisted Study Sessions (PASS) with stronger academic outcomes, lower attrition rates and stronger recruitment of students to later years of study in related areas. PASS is embedded in the core curricula of most large first level biological and physical sciences courses at UQ. It involves high-achieving second and third level undergraduate students who act as role models and learning collaborators for students in large first level science courses. The student leaders provide learning activities and monitor study techniques.

EDUCATIONAL PARTNERSHIPS AND COLLABORATIONS WITH OTHER ORGANISATIONS

Associate Professor Ray Collins, Associate Professor Tony Dunne, Dr Kim Bryceson

Project: A unique approach to industry collaboration that integrates high quality learning approaches and outcomes with the needs of employers: Bachelor of Agribusiness

This team has developed a unique approach to industry collaboration with the leading employers of Bachelor of Agribusiness graduates. Over the past 13 years the Agribusiness program’s industry partners have funded almost $300,000 final semester Agribusiness students to carry out 61 research projects on their behalf in 16 different countries. Groups of four or five students address a commercial research question in an international setting. Industry partners provide the projects and are also involved in assessment.
UQ academics excelled in 2006 and 2007 winning a total of five prestigious fellowships from the Carrick Institute for Teaching and Learning in Higher Education. The fellowships are awarded to outstanding scholars who are respected advocates of scholarship and excellence in learning and teaching in higher education.

In 2007 two UQ academics, Dr Michael Bulmer, from the School of Physical Sciences, and Dr Roger Moni, from the School of Biomedical Sciences were awarded Associate Fellowships (to a maximum value of $90,000) to help improve university education for maths and science students.

Dr Bulmer’s project focuses on discovering students’ attitudes towards learning maths in large classes, while Dr Moni will aim to improve the writing skills of science students.

Dr Bulmer said the fellowship would allow him to work for three months full-time on the project, which he said was “a rare opportunity for an academic”. Dr Moni looks forward to being able to meet with international scholars through his project, because his research will have global significance.

Dr Moni said his research would take a year to complete, starting in 2008. It will assess how writing is currently taught in UQ’s Bachelor of Science program and how science students can be taught to improve their writing skills.

He said the project was inspired by feedback from future employers that science students were not sufficiently skilled written communicators and this posed problems for them when they entered the workforce.

“Writing is… clearly central to thinking and communication;” Dr Moni said. “How science students learn to write goes well beyond just mechanically reproducing text types.”

He said the findings of the project could ultimately be applied in science classrooms in universities around the world.

Dr Bulmer’s project would also have a broad application in other universities. His topic, Technology for Nurture in Large Classes, will investigate how students feel about learning in large classes and how teachers can respond to students’ feelings. His project will also involve establishing a one-day national forum on “Nurturing in Higher Education”, which he hopes will become an annual event in Australia.

In 2006 a Senior Fellowship (to a maximum of $330,000) was awarded to Professor Ian Cameron of UQ’s School of Engineering to study Engineering, Science and practice: alignment and synergies in curriculum innovation. Professor Cameron also won a Carrick Institute grant in 2006 to improve higher education teaching and learning practices in Australia, the 2003 Prime Minister’s Australian Award for Individual University Teacher of the Year, and a national teaching excellence award in the Physical Sciences and Related Studies category.

Of his fellowship, Professor Cameron said it came at “an opportune time” to bring together key national and international players in engineering education. “My Senior Fellowship project will identify and map current and future trends in engineering practice,” he said.

“It looks to examine the impact of these practices on engineering education and how to develop alignment strategies through curriculum renewal and innovation. I’ll be working closely with colleagues in Australia and in the U.S., U.K., and Continental Europe.”

In the same year, Associate Fellowships, were also awarded to joint winners Professor Peter Adams and Professor Philip Poronnik of the Schools of Physical Sciences and Biomedical Sciences, to implement a project on embedding quantitative principles in life sciences education.

Professor Adams and Professor Poronnik will quantify the extent of the mathematical deficiency in first year Life Science students and develop contextualised interventions to address these deficiencies. It represents a partnership between academics from biomedical and mathematics disciplines and will use an evidence-based approach. In 2006 Professor Adams also won a Carrick Institute grant and is a previous winner of a UQ Award for Excellence in Teaching.

Associate Professor Merrilyn Goos of the School of Education also received an Associate Fellowship and her project focussed on building capacity for assessment leadership via professional development and mentoring of course coordinators.

Associate Professor Goos’s Fellowship allows her to work with UQ’s Teaching and Educational Development Institute (TEDI) to build the capacity of course coordinators at UQ to implement the university’s assessment policies, especially in relationship to criterion-referenced assessment. Associate Professor Goos is a previous national winner of an Australian Award for University Teaching in the Social Sciences category.
2006/07

CARRICK SUCCESS

Senior Fellowship
2006
Professor Ian Cameron, School of Engineering
Project: Engineering, Science and Practice: alignment and synergies in Curriculum innovation

Associate Fellowship
2007
Dr Michael Bulmer, School of Physical Sciences
Project: Technology for Nurture in Large Classes
Dr Roger Moni, School of Biomedical Sciences
Project: A programmatic approach to developing scientific writing embedded in Bachelor of Science courses

2006
Associate Professor Merrilyn Goos, School of Education
Project: Building capacity for assessment leadership via professional development and mentoring of course coordinators

Joint Associate Fellowship
2006
Professor Peter Adams, School of Physical Sciences and Professor Philip Poronnik, School of Biomedical Sciences
Project: Embedding quantitative principles in life sciences education

Priority Project Grant
2007
Dr Tony Wright, School of Education and Professor Susan Hamilton, School of Molecular and Microbial Sciences
Project: Diagnostic Assessment for Biological Sciences – Development of a Concept Inventory

Discipline-based Investigation Fund
2007
Associate Professor Sylvia Rodger, School of Health and Rehabilitation Sciences
Project: Mapping the future of Occupational Therapy Education in the 21st Century: Review and analysis of existing Australian Competency Standards for entry-level Occupational Therapists and their impact on Occupational Therapy Curricula across Australia

Dr Bob Lonne and Associate Professor Karen Healy, School of Social Work and Applied Human Sciences
Project: Developing an Integrated National Curriculum for the Education of the Social Work and Human Services Workforce*

2006
Associate Professor Ross Barnard, Faculty of Biological & Chemical Sciences
Project: Extending teaching and learning initiatives in the cross-disciplinary field of biotechnology

* Subject to final approval and assessment by Carrick

Carrick Awards for Australian University Teaching
2007
Dr Glenn Coleman, School of Veterinary Science
Associate Professor Paul Mills, School of Veterinary Science
Dr Karen Moni, School of Education

Dr Peter Sutton, School of Information Technology
Dr Karen Healy, School of Social Work and Applied Human Sciences

Dr Bob Lonne and Associate Professor Karen Healy, School of Social Work and Applied Human Sciences
Project: Developing and disseminating TEAM SKILLS capacities using interactive online tools for team formation, learning, assessment and mentoring

Dr David Merritt, School of Integrative Biology
Project: A National Curriculum for Entomology: Capacity Building Through Collaborative, Web-based Delivery

Dr Camille Farah, School of Dentistry
Project: The Virtual Slides – a new learning paradigm for exploring the microscopic world

Professor Ian Cameron, School of Engineering
Project: Designing Next Generation Places of Learning: Collaboration at the Pedagogy-Space-Technology Nexus

Professor Fred D’Agostino, Faculty of Arts
Project: Closing the Gap in Curriculum Development Leadership

Dr Lydia Kavanagh, School of Veterinary Science
Project: Mapping the future of Occupational Therapy Education in the 21st Century: Review and analysis of existing Australian Competency Standards for entry-level Occupational Therapists and their impact on Occupational Therapy Curricula across Australia

Dr Bob Lonne and Associate Professor Karen Healy, School of Social Work and Applied Human Sciences
Project: Developing an Integrated National Curriculum for the Education of the Social Work and Human Services Workforce*

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Awards for programs that enhance learning
2007
Category: The First-Year Experience
Dr Valda Miller, Mrs Elywn Oldfield, Dr Averil Cook, Dr Marie Kavanagh, Mr Graham Jordan
Project: Supporting first year learning through Peer Assisted Study Sessions (PASS)

Category: Educational Partnerships and Collaborations with Other Organisations
Professor Ray Collins, Associate Professor Tony Durre, Dr Kim Bryceson
Project: A unique approach to industry collaboration that integrates high quality learning approaches and outcomes with the needs of employers: Bachelor of Agribusiness

2006
Category: Innovation in Curricula, Learning and Teaching
Dr Diann Eley, Dr Louise Young, Professor Peter Baker and Professor David Wilkinson, School of Medicine
Project: A unique approach to industry collaboration that integrates high quality learning approaches and outcomes with the needs of employers: Bachelor of Agribusiness

Category: Graduate Education
Dr Catherine Manathunga (TEDI), Associate Professor Paul Lant (School of Engineering) and Dr George Metlick (School of Medicine)
Project: Research Student [Virtual] Portfolio (RSVP): a tool for student and advisor development
CITATIONS FOR OUTSTANDING CONTRIBUTIONS TO STUDENT LEARNING

2007

Dr Jason Connor, Dr Jennifer Fitzgerald, Associate Professor Charles Mitchell, School of Medicine
Citation: For the development of an innovative clinical communication skills program for medical students

Associate Professor David Ip, School of Social Science
Citation: For a decade of exemplary supervision and support of postgraduate research and coursework master students in the field of social science

Dr Noriko Iwashita, School of Languages and Comparative Cultural Studies
Citation: For developing effective learning communities in ethnically-diverse groups through enquiry-based approaches to teaching and learning at the postgraduate level

Dr Nickolas James, School of Law
Citation: For the creation of teaching and assessment strategies that encourage critical thinking and continuous and independent learning by non-law students in a large law course

Professor Paul Mills, School of Veterinary Science
Citation: For the development of collaborative and reflective learning and preparation of students for professional life, through the use of Virtual Microscopy, an innovative and flexible learning tool

Dr Peter Newcombe, Ms Astrid Sirowathia, Professor Tian Oei, Dr John McLean, Associate Professor Virginia Slaughter, School of Psychology
Citation: For developing and maintaining exemplary broad-based support for international students in academic, personal and cultural transition

Dr Rob Pensalfini, School of English, Media Studies and Art History
Citation: For sustained commitment to creating a safe and empathetic learning environment which encourages the development of each learner as a whole person

Dr Murray Phillips, School of Human Movement Studies
Citation: For the design and delivery of innovative, pedagogical strategies that raise critical awareness of sport and actively engage students in large lecture settings

Dr Margaret Wegener, School of Physical Sciences
Citation: For outstanding contributions to the development of innovative teaching methods and resources for first year mathematics

Ms Louise Anne McCuaig, School of Human Movement Studies
Citation: For innovative health promoting pedagogies that increase the efficacy of health education in schools

2006

Associate Professor Shaun Collin, School of Biomedical Sciences
Citation: For the development and implementation of an intense, field-based course to enhance both domestic and international student learning in theoretical and practical microbiology

Clinical teaching team and support staff, School of Psychology
Dr Paul Harnett, Associate Professor Nancy Pachana, Dr Kate Sofianoff, Professor Justin Kenardy, Professor Gina Gaffney, Associate Professor Ken McFarland, Associate Professor Ken Pakenham, Professor Tian Oei, Dr Ruth Bouma, Ms Suzanne Doyle
Citation: For leadership in the design and implementation of a program of feedback for postgraduate clinical psychology students to enhance core competencies in clinical practice

Dr Marie Kavanagh, School of Business; Mr Nick Baker, Mr Robert Wood
Citation: For leadership of a mentoring program that supports engagement, transition and collaborative learning for first year students

Associate Professor Sarah Dennington, School of Law
Citation: For sustained commitment to the innovative learning of Maritime Law by students from Australian and overseas universities

Dr Massimo Gasparon, School of Physical Sciences
Citation: For a decade of commitment to the enhancement of teaching quality and student experience, and to the education of professional geologists and Earth scientists

Dr Barbara Maenhaut, School of Physical Sciences
Citation: For outstanding contributions to the development of innovative teaching methods and resources for first year mathematics

Ms Louise Anne McCuaig, School of Human Movement Studies
Citation: For innovative health promoting pedagogies that increase the efficacy of health education in schools

Associate Professor Stephen Adams, School Land and Food Sciences
Citation: For 18 years exemplary supervision and support of postgraduate research students with a non English speaking background in the field of Agricultural Science

Dr Madan Gupta, School of Agromony and Horticulture
Citation: For the enhancement of student performance through innovative cooperative learning strategies and fostering a supportive environment for peer and self-assessment

Ms Wendy Fitzmaurice (UQ Library), Mr Alex Rohan (Office of the Deputy Vice-Chancellor, Academic), Ms Fiona Stroud (UQ Library), Ms Marissa Takahashi (UQ Library), Ms Elizabeth Reaves (Library Gatton)
Citation: For strategic provision of Information Technology training programs tailored to meet specific student needs at all stages of their academic career

2008-2010
The University of Queensland is one of Australia’s leading research-intensive and comprehensive universities, with an enviable reputation for excellence in both teaching and research. In recent years, consecutive Teaching and Learning Enhancement Plans have reflected UQ’s commitment to quality in teaching and learning and underpinned significant achievements in this area.

The 2008-2010 Teaching and Learning Enhancement Plan is a substantially revised plan intended to secure UQ’s position as a genuinely world-class higher education institution that is the destination of choice for the very best domestic and international students. The scope of this plan is broad and the goals are significant in an effort to lift UQ’s reputation for excellence in both teaching and learning, with an enviable status of teaching and learning at UQ.

The challenge is to ensure that these strengths underpin a distinctive UQ student experience that is genuinely enriched by the University’s research capacity, and is global in its goals at the same time as being strongly engaged with industry and the professions. In turn, the pursuit and support of a distinctive UQ student experience needs to be underpinned by the highest standards of professionalism and excellence in teaching and a commitment to providing a high quality teaching and learning environment that is campus-based, student-centred and supported by state-of-the-art physical and technological infrastructure. In sum, the goals of the 2008-2010 Teaching and Learning Enhancement Plan are to:

- Build an understanding of and commitment to the distinctive features of the UQ student experience, and support initiatives to enrich this experience.
- Support and reward teaching excellence, and raise the professionalism, visibility and status of teaching and learning at UQ.
- Enrich all aspects of the teaching and learning environment.
- Enrich all aspects of the teaching and learning environment.

**GOAL 1: BUILD AN UNDERSTANDING OF AND COMMITMENT TO THE DISTINCTIVE FEATURES OF THE UQ STUDENT EXPERIENCE, AND SUPPORT INITIATIVES TO ENRICH THIS EXPERIENCE**

1. **CONTINUE TO REVIEW THE SHAPE OF UQ’S OFFERINGS TO ENSURE THAT ‘THE UQ ADVANTAGE’ CAN BE DELIVERED.**

**2008 Targets**
- Establish a working party, charged with identification of strategies to enhance, promote and shape the UQ student experience into the future, ensuring the fitness for purpose of the current range of offerings and the UQ graduate attributes.
- Further rationalise dual degree offerings and work to profile ‘flagship’ dual degree programs.
- Reconsider the role of Honours in undergraduate programs, and explore a broadening of models for the award of Honours and the recognition of student achievements in pass degrees.
- Review and expand postgraduate coursework offerings, with an emphasis on programs that provide graduate-entry professional qualifications, align with research strengths and/or articulate with continuing professional development offerings.
- Investigate the introduction of concurrent diplomas, for instance, in languages or communication for the sciences.

2. **ENSURE THAT THE QUALITY OF THE UQ STUDENT EXPERIENCE IS ENHANCED BY AND ALIGNED WITH UQ’S RESEARCH REPUTATION AND CAPACITY.**

**2008 Targets**
- Promote and support research-led teaching and understanding of the research-teaching nexus.
- Establish a jointly funded UQ Summer Research Internship program through the Office of the DVC(A) and Faculties/Institutes.
- Provide seed funding to enhance opportunities for laboratory and research-based learning.
- Monitor and encourage the involvement of research-only staff in teaching through the uptake of ResTeach.
- Enhance opportunities for higher degree research students to gain teaching experience and skills.

3. **STRENGTHEN ENGAGEMENT WITH INDUSTRY AND THE PROFESSIONS IN THE DELIVERY AND FOCUS OF UQ PROGRAMS.**

**2008 Targets**
- Enhance the profile of the Career Hub through linkages with the Faculties and the Office of Marketing and Communications.

4. **PROMOTE AND SUPPORT OPPORTUNITIES FOR STUDENTS TO GAIN INTERNATIONAL EXPERIENCES AND DEVELOP GLOBAL AND INCLUSIVE PERSPECTIVES.**

**2008 Targets**
- Promote UQ’s education principles on Indigenous Australian matters and encourage student enrolment in courses offered by the Aboriginal and Torres Strait Islander Studies Unit.
- In conjunction with the UQ Abroad Office, increase student participation in international programs (including exchange and study abroad) and offshore fieldwork placements.
- Streamline the approval processes for study abroad and exchange opportunities, and review the current range of scholarships and bursaries to support such experiences.
- Investigate participation in the U21 Global Issues program.
- Support programs and mechanisms to facilitate high quality academic and non-academic interactions between international and domestic students.

5. **SEEK TO ATTRACT, SUPPORT AND PROVIDE OPPORTUNITIES FOR HIGH ACHIEVING STUDENTS.**

**2008 Targets**
- Review and strengthen mechanisms for building links with secondary schools and developing targeted articulation arrangements with TAFE.
- Review and expand scholarship programs designed to attract high achieving domestic and international students and increase participation of DEST designated equity groups.
- Investigate introducing a bonus rank scheme for incoming students with particular Year 12 subject profiles and in recognition of tertiary-level enhanced studies and enrichment activities.
- Review and expand opportunities for accelerated progress through programs and faculty-based initiatives to support and recognise excellent academic achievement (e.g., Deans’ scholars programs, Advanced Studies Program in Science).
GOAL 2

SUPPORT AND REWARD TEACHING EXCELLENCE, AND RAISE THE PROFESSIONALISM, VISIBILITY, AND STATUS OF TEACHING AND LEARNING AT UQ

1. MAINTAIN AS KEY PRIORITIES THE NEED TO RECOGNISE AND REWARD TEACHING EXCELLENCE, AND TO RECRUIT AND PROMOTE STAFF WITH A COMMITMENT TO HIGH QUALITY TEACHING PRACTICE.

Targets 2008
- Ensure that the processes for appointment, confirmation and promotion of academic staff appropriately incorporate the need to demonstrate evidence of teaching excellence.
- Ensure alignment between Faculty-based and University teaching excellence award schemes and national schemes.
- Continue to encourage and support applications for UQ, national and international teaching awards.
- Support and promote the annual Teaching and Learning Week as a mechanism for showcasing teaching and learning achievements.
- Establish a lunchtime seminar series to disseminate innovative teaching and learning practice.

2. ENSURE THAT UNIVERSITY AND FACULTY-LEVEL ARRANGEMENTS FOR THE MANAGEMENT OF TEACHING AND LEARNING ISSUES ARE OPTIMAL.

Targets 2008
- Implement the recommendations of the review of the role of the Directors of Studies.
- Review the relationships among the major organisational units involved in teaching and learning and strengthen their links with the Faculties.
- Strengthen the role of TEDI in building institutional capacity and support for high quality teaching and learning by implementing the recommendations of the TEDI review.
- Clarify and strengthen the roles of School Teaching and Learning Committees, program directors and convenors of major sequences of study.
- Review the focus and membership of the sub-committees reporting to the University Teaching and Learning Committee.

3. ENHANCE THE PROFESSIONALISM AND QUALITY OF STAFF DEVELOPMENT OPPORTUNITIES FOR ACADEMIC STAFF AND ENSURE THEIR FIT WITH UQ’S TEACHING AND LEARNING PRIORITIES.

Targets 2008
- Review and improve the induction program for new academic staff.
- Increase participation in Graduate Certificate in Higher Education, particularly for new staff with limited teaching experience, and seek to articulate TEDI courses with the Graduate Certificate.
- Ensure alignment between the focus and timing of staff development programs and the University’s strategic imperatives in teaching and learning.
- Enhance web-based tutor training resources, and monitor the effectiveness of tutor training programs.

4. BUILD AN INSTITUTIONAL UNDERSTANDING OF AND COMMITMENT TO TEACHING SCHOLARSHIP AND EVIDENCE-BASED TEACHING PRACTICE.

Targets 2008
- Support the introduction of the new teaching-focussed academic appointments and establish a network of academics involved in teaching scholarship.
- Encourage applications for externally-funded teaching fellowships and internal promotion on the basis of teaching and teaching scholarship.
- Continue to support the Strategic Teaching and Learning Grants scheme; monitor the outcomes of the projects funded in 2007, and establish a process for showcasing the outcomes.
- Increase the number of successful applications for external funds to enhance teaching and learning outcomes (e.g., Carri两国 grants).

5. IMPROVE AND STREAMLINE QUALITY ASSURANCE AND ENHANCEMENT PROCESSES FOR TEACHING AND LEARNING.

Targets 2008
- Improve understanding and dissemination of key teaching and learning performance indicators.
- Ensure that targets for improvement on teaching and learning performance indicators are incorporated into Faculty operational plans.
- Streamline the teaching quality appraisal and curriculum review processes and consider the introduction of more focussed budget incentives linked to teaching and learning outcomes.
- Review and refine the instruments currently used to assess teaching and learning outcomes, and improve the accessibility and usefulness of the results.
- Renew existing teaching and learning benchmarking MOUs and seek to develop such agreements with key international and U21 universities.

GOAL 3

ENRICH ALL ASPECTS OF THE TEACHING AND LEARNING ENVIRONMENT

1. CONTINUE TO PLACE A HIGH PRIORITY ON TEACHING SPACE UPGRADES AND THE DEVELOPMENT OF STATE-OF-THE-ART TEACHING AND LEARNING SPACES.

Targets 2008
- Develop a three-year plan for the upgrading of teaching laboratories as part of an ongoing plan to systematically refurbish the University’s teaching spaces.
- Prioritise plans to develop student learning centres (like the First-year Engineering Centre) and areas that encourage formal and informal student interaction and collaboration.
- Promote and support the use of the Collaborative Teaching and Learning Centres and the Advanced Concept Teaching Space.
- Ensure that all campuses have the highest level of wireless connectivity possible for the location.

2. DEVELOP AN E-LEARNING STRATEGY THAT FACILITATES AN INTEGRATED ‘BLENDED’ LEARNING ENVIRONMENT USING NEW GENERATION TECHNOLOGIES.

Targets 2008
- Establish a University-wide process to facilitate the development and review of e-learning policy, and ensure alignment of University efforts in this area.
- Enhance access to online teaching resources including e-Portfolios, and promote and support effective use of Blackboard and other on-line resources.
- Implement the Enterprise Lecture Recording System and extend the use of videoconferencing capabilities.
- Further develop standards for the appropriate provision and support of AV and ICT facilities in teaching spaces.

3. ENHANCE THE QUALITY AND ROGOUR OF ASSESSMENT PRACTICES AND STANDARDS AND ENSURE THE PROVISION OF HIGH QUALITY AND TIMELY FEEDBACK.

Targets 2008
- Finalise and implement the review of policies and procedures related to assessment.
- Provide seed funding to implement alternative assessment practices both formative and summative.
- Develop a mechanism to disseminate and showcase best practice in discipline-appropriate mechanisms for feedback and assessment.
- Ensure that training programs for tutors and sessional staff include modules on assessment and feedback.

4. IMPROVE RETENTION RATES AND PROMOTE A FOCUS ON IMPROVING ENGAGEMENT BETWEEN STAFF AND STUDENTS AND DEVELOPING LEARNING COMMUNITIES.

Targets 2008
- Review orientation and ‘gateway’ programs offered by Faculties, enhance communication with new students and support structured transition programs.
- Evaluate the implementation of First Year Experience initiatives, develop a FirstYear@UQ website and review mechanisms for identifying and supporting at-risk students.
- Encourage and support the introduction of capstone experiences in undergraduate programs.
- Support discipline-based student organisations and initiatives that broaden students’ experiences and foster the development of leadership skills (such as The Bridge, UQ’s volunteer organisation).
- Monitor the impact of VSU on the provision of services to students.

5. PROMOTE AND SUPPORT INNOVATIVE TEACHING PRACTICES THAT ACTIVELY ENGAGE STUDENTS AND PROVIDE THE BENEFITS OF SMALL GROUP INTERACTIONS.

Targets 2008
- Review Faculty-based strategies designed to reduce staff-student ratios using ESC funds.
- Seek to extend the use of Peer Assisted Study Sessions (PASS) across a broader range of programs, initiate a network of PASS coordinators and enhance PASS leader training.
- Provide seed funding and support to enhance the use of active and student-centred learning opportunities in large undergraduate courses.
- Support and promote the development of virtual environments to enhance small group and peer interaction.
The University of Queensland is one of Australia’s most outstanding learning and research institutions.

UQ, established in 1910, is both the largest and oldest university in Queensland. It has produced generations of graduates who have gone on to become leaders in all areas of society and industry. The University has more than 155,000 Alumni throughout Australia and the world including a Nobel Laureate, an Oscar winner, Premiers, Governors and Chief Justices.

It is a founding member of the national Group of Eight (GO8), an alliance of research-intensive “sandstone” universities committed to ensuring Australia has higher education institutions of exceptional quality. It is also a member of Universitas 21, an international network of leading, research-intensive universities.

UQ has just over 38,000 students enrolled in 380 programs and 4,000 courses offered across three main campuses at St Lucia, Ipswich and Gatton. Almost 17 percent of these are international students from 120 countries.

UQ is renowned nationally and internationally for the quality of its teaching and research. This is particularly evident in the fact that UQ remains the most successful Australian university in winning and being short-listed for Australian university teaching awards since their inception in 1997.

On a variety of measures of research performance, it is also one of the top three universities in Australia and the best in terms of commercialisation of discoveries. To support postgraduate studies, UQ has built a cluster of international-quality research centres and institutes that will also keep it at the frontiers of emerging research fields. It is Australia’s outstanding performer in terms of technology transfer and commercialisation.

The University of Queensland’s graduates have an unequalled record of success in attaining employment and income levels well above average. UQ qualifications are highly regarded by employers everywhere and graduates form a powerful network of success across all industries and endeavours in all corners of the globe.