Learning, Discovery and Engagement
CENTENARY

In 2010, The University of Queensland (UQ) turns 100. Throughout the year, the University will host numerous events, welcoming new students and reuniting alumni members, celebrating our past achievements and looking to the future. It is the people, from all walks of life and all parts of the globe, who have shaped UQ in its first 100 years. UQ has a history of contribution to the community, which provides a strong foundation going into the future. To find out more about the Centenary, please visit www.uq.edu.au/centenary

Read the publication online at www.uq.edu.au/teaching-learning/download/UQ_teaching_and_learning_09.pdf
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Every day our academic staff deliver the very best teaching to ensure that our students are equipped to work in an increasingly interconnected world.

Learning, discovery and engagement are the essential and integrated strands of UQ’s mission. The UQ Advantage is optimised when these strands come together for students at all levels.

In 2008, we implemented a new three-year Teaching and Learning Enhancement Plan, and we have made great strides in delivering on the UQ Advantage by focusing on:

- world-class research;
- high-quality staff and students;
- international linkages and opportunities;
- industry and professional engagement;
- a comprehensive range of teaching programs; and
- outstanding campus facilities, libraries and residential colleges.

Our focus is on ensuring that students at both undergraduate and postgraduate levels receive the UQ Advantage.

The new Office of Undergraduate Education, which is the first of its kind at an Australian university, plays an important role in enhancing the undergraduate experience through international exchanges, workforce internships, immersions in research and research scholarships, to name just some recent initiatives.

Support for postgraduate coursework and research students is a priority, and we are providing more opportunities for postgraduate coursework students thanks to the efforts of our seven faculties, and through initiatives such as the new Centre for Innovation in Professional Learning. We are also looking at the overall shape of our degree programs in response to the Bologna Agreement. Increasingly, the UQ model offers both undergraduate and postgraduate pathways into a wide range of professions.

We are building greater linkages between learning and discovery, for instance through ResTeach, which brings researchers into the classroom. The Summer Research Program gives undergraduate students an appreciation of the key role of research-led enquiry in modern professions and disciplines, as well as a taste of life as a researcher.

This Teaching and Learning Profile shares the stories of just a few of our outstanding students, teachers and researchers, and demonstrates how we engage with employers and schools to improve the learning experience at UQ.

We reach out to outstanding young minds through a host of school engagement programs, including the new UQ Young Scholars Program. We continue to provide support for disadvantaged young people, and next year we will launch the Wotif Young Achievers Program to support school students in regional and rural Queensland who might face barriers to progressing from school directly to university.

Our links with employers and industry continue to deepen. Many undergraduate and postgraduate students are able to undertake internships, and we welcome employers’ input into curriculum improvements.

Efforts to encourage international exchanges and internships extend the focus offshore. An increasing range of undergraduate scholarships and support is available for international exchanges, events and competitions.

There are also new and emerging opportunities for UQ students to broaden their perspective through further or parallel study, including new concurrent diplomas in music and languages.

Further afield, UQ’s membership of the prestigious Universitas 21 network grants access to a global issues diploma, which enhances students’ capacity to compete for a career or further study in an increasingly globalised environment.

Congratulations to all UQ Australian Learning and Teaching Council Award recipients, as well as the 2009 UQ Teaching and Learning award winners and nominees. Their success in meshing excellence in research with outstanding teaching and learning brings the UQ Advantage to life.
HIGHLIGHTS
UQ TEACHING AND LEARNING HIGHLIGHTS

• UQ has won more national teaching awards than any other University since their inception in 1997.

• UQ is a national leader in ALTC Grants, Fellowships and Investigation projects.

• Teaching and Learning Strategic Grants to the value of $2.5 million were provided in 2007 and 2008.

• Deputy Vice-Chancellor (Academic) and the Faculties have jointly funded the inaugural New Staff Start-Up Scholarship of Teaching and Learning (SoTL) Grants, totalling $232,000 for this year.

• The Office of Undergraduate Education was established – the first of its kind in Australia.

• UQ hosted the most highly attended Universitas 21 Summer School in 2009, drawing students and academics from the network of 21 research-intensive universities.

• Potential and existing students are benefiting from an extra 200 scholarships being offered by UQ, bringing total scholarships for academic excellence and equity to 550.

• In 2009 UQ led grants from the Australian Learning and Teaching Council totalled $950,000.
LEARNING
UQ has launched the Wotif Young Achievers Program to support and nurture school students in under-represented schools, who might otherwise not consider university study.

The new initiative, supported by the Brice family and co-funded by UQ, is aimed at State school students in the Moreton and Darling Downs regions.

“The focus of the program is to encourage students who have been disadvantaged through financial hardship, rural isolation or their Indigenous background, as well as students who may be the first in their family to consider a university education,” according to Director of Prospective Students and Scholarships Margaret Fairman.

Each year, school principals will be invited to nominate up to four Year 10 students to become Wotif Young Achievers.

The benefits to students will include $1000 in Years 11 and 12 to assist with costs associated with their school studies, campus experiences (including a residential camp), career planning and advice on university study options, and mentoring by UQ staff and students.

Wotif Young Achievers who make the transition to UQ will become Wotif Young Scholars on enrolment. They will be guaranteed a scholarship valued at $6000 per annum for up to four years.

“The aim of the program is to build the aspirations of these students. We hope that they will continue their journey at UQ and, in their third and fourth years at UQ, become mentors to other young Wotif Young Achievers in their home schools,” Ms Fairman said.

UQ’s membership of the prestigious Universitas 21 (U21) network is creating unique and valuable opportunities for students.

In late 2009, three UQ students attended the U21 Undergraduate Research Conference at the University of Glasgow.

The conference is designed to allow undergraduate students from a network of 21 research-intensive universities in 13 countries to showcase their research to an international audience of peers and academics.

Earlier in the year UQ hosted the U21 Summer School 2009, which brought more than 100 students and academics from around the globe together to address one of the most important global issues of our time, climate change adaptation.

The event — co-ordinated through the School of Geography, Planning and Environmental Management, and supported by UQ International and the Office of Undergraduate Education — was the most highly attended U21 Summer School so far and ran for two weeks.

UQ also offers a Diploma in Global Issues as part of a U21 initiative that is supported by six other institutions.
UQ engineering student Yassmin Abdel-Magied thinks about her future career prospects on a global scale.

She made the jump in just three weeks — but they were the most amazing weeks of her life.

The 18-year-old travelled to Paris in early 2009 for the International Institute of Women in Engineering conference, thanks to a grant from the Office of Undergraduate Education.

Ms Abdel-Magied had the opportunity to network with students and industry contacts, and gained a much broader understanding about the world of engineering.

“Now when I think about my career, I do not think about it just in Queensland, or just in Australia. I think about it on a global scale,” Ms Abdel-Magied said.

“The conference opened up all these opportunities for me.”

UQ Undergraduate Education Director Professor Sushila Chang said the financial support that the University offered to students to attend conferences interstate and overseas helped make them ready for international opportunities.

“It teaches them that the world is a big place and that they are part of that,” Professor Chang said. “It is a great networking opportunity — particularly for undergraduates who do not often get the chance to do things like this.”

The University also sponsors and supports students planning conferences at UQ. One of the biggest this year was the UN Youth Association National Conference.

Conference convenor Charlotte Yellowlees was one of more than 20 UQ students who committed her time for the two years before the event to ensure that it ran smoothly.

“We had 160 people aged between 16 and 17 from every state and territory in Australia at the St Lucia campus. We also had students from South Korea and New Zealand,” Ms Yellowlees said.

Ms Yellowlees said the experience was about a lot more than “getting a line to add to their CVs”, with UQ students gaining extensive skills in conference organisation and management.
NEW OFFICE SUPPORTS STUDENT ASPIRATIONS

The support provided to undergraduate students to attend conferences is among a range of new initiatives co-ordinated by the Office of Undergraduate Education, which was established in 2009. UQ students now have enhanced access to research, internship, sponsorship, exchange and orientation opportunities.

The office is responsible for ensuring undergraduate students benefit from the University’s diversity, research capacity, and international and industry links. Its activities include:

- supporting residential colleges to offer programs to students who do not live on campus (non-residential programs);
- co-ordinating support for volunteer groups and sponsorship arrangements for student-led events and conferences;
- helping to run UQ’s transition and orientation program for new students; and
- providing overseas study opportunities through UQ Abroad.

- co-ordinating the Summer Research Program for undergraduate students;
- enhancing opportunities for industry placements, particularly in non-professional programs;
Fiona Mew wants you to think long and hard about the bottle of water you probably have sitting on your desk.

Before you hand over your hard-earned money for yet another plastic-wrapped thirst quencher, Ms Mew (pictured) says take the time to be informed about the costs of this modern-day habit.

Ms Mew researched bottled water as part of her semester-long internship with the Women’s International League for Peace and Freedom while studying for her BA at UQ.

“I investigated two areas for the group that could be possible topics for future campaigns — privatisation of water and bottled water,” she said.

“I encouraged them to pursue bottled water because I saw real potential in promoting the view that people should make an informed choice in this area.”

Ms Mew produced a report for the group as part of the project and presented this to league members at their triennial conference.

While admitting the internship had its challenges, Ms Mew said the life experience and references she gained were valuable assets in her job search.

Dr Andrew Hindmoor has played a key role in the development of the School of Political Science and International Studies Internship Program. He said the initiative was set up about six years ago and had grown from a parliamentary internship, to a wider undergraduate and postgraduate program.

“For undergraduates, the program comes at the right time when they are thinking about starting work. They are given credit for the program, as it is a subject,” Dr Hindmoor said.

He said the internship program also made undergraduates “even more employable” by boosting their skills and experience in a number of areas.

“They have an impact and yet before they start the internship they do not believe that they will — it gives them real confidence.”

Dr Hindmoor said postgraduate students had an opportunity to enhance skills they already had through participation in the award-winning program.

“It gives postgraduate students a broader experience and a chance to do some amazing things in some amazing places that they would never have done otherwise.”
Student and Academic Administration is a hub for all teaching-related administration, and for the delivery of UQ services to students.

Academic Registrar Linda Bird said a key focus for the University was supporting domestic and international students, and a number of new initiatives had been implemented by Student Services to assist in this area.

Some programs involve supporting students to successfully transition to university — both socially and academically — as well as prepare them for their life beyond study.

One initiative getting good results is the Mates@UQ program, according to Student Services Director Helen Harris.

Tripling membership in its second semester of operation to 614, the program is aimed at offering support for students adjusting to the challenges of university life.

“We have a whole host of programs under Mates@UQ that students sign up for — including Chat Mates, Mature Mates, PC Mates — but the most popular is Social Mates,” Ms Harris said.

On the sidelines at the football, on a rollercoaster at Dreamworld or while learning how to surf or bush dance, Student Services staff have seen new friendships forged through the program.

“Mates@UQ is all about giving students access to a social network. This is a real issue for students that study at UQ and are from outside the area — rural and remote students suffer from much the same issues as international students,” Ms Harris said.

Student Services Engagement Officer Marjorie Castro said email, Facebook and blogs were used to communicate with students — to allow them to contact each other, to inform them about upcoming events and to receive feedback about the program and activities.

“We got some comments from international students that they felt like they were missing out on a real Australian cultural experience, so we recently staged a bush dance,” Ms Castro said.

Another Student Services initiative paying off for UQ is additional support for students in the classroom.

Student Services staff are invited to participate in a number of classes when assignments are being discussed. The objective is to integrate learning skills development to help students better tackle assignments.

Feedback from lecturers and tutors has been positive — it has been seen as especially useful for first-year students.
The new UQ Young Scholars Program is attracting the best and brightest school students to the University.

Director of Prospective Students and Scholarships Margaret Fairman said the program was designed to nurture and support exceptional students while they are still at school, without compromising their ability to focus on their senior studies.

“We received 350 applications and 275 offers have been made to high-achieving students from schools across Queensland,” she said.

The students who are completing Year 11, will attend a four-day residential camp at St Lucia during UQ’s 2009 summer semester.

The on-campus experience will provide a great opportunity for students to gain valuable insights into university life, and be exposed to subject areas they may not have encountered as part of the school curriculum. UQ Young Scholars will have opportunities to meet and interact with industry leaders, be mentored by student leaders, and given an opportunity to apply for overseas study scholarships when they transition to UQ.

“We believe this program is a great initiative, which will result in increased numbers of very high-achieving students from all over Queensland enrolling at UQ when they complete their high school studies,” Ms Fairman said.

UQ students have come out on top in a series of international competitions in 2009.

Early in the year UQ science graduate Andrew Nguyen beat a Harvard University student to win the Coupland Competition, which is staged to raise awareness of the potential misuse of biological knowledge.

UQ students then landed the inaugural Airbus “Fly Your Ideas” challenge at the Paris-Le Bourget Air Show in June.

The “Coz” team took out the event and its €30,000 prize for work into the use of the castor plant to develop the first ever single plant-based high performance composite materials for aircraft cabin components. The multinational team was part of a collaborative program between UQ and CRC Advanced Composite Structures.

In July, UQ won the 10th International Maritime Law Arbitration Moot for the second year in a row. The TC Beirne School of Law team, which also won the Best Written Memoir for the Claimant award and Best Speaker in the Finals award, competed against 13 universities in the Asia-Pacific region when the event was staged at UQ.

As the year winds to a close, a team of UQ undergraduate science students will take part in the International Genetically Engineered Machine (iGEM) competition – the premier undergraduate Synthetic Biology event.

The UQ team, which has entered two projects in the November competition, includes students from the Faculty of Science and the Faculty of Engineering, Architecture and Information Technology.
Laura Hollingworth is just one of the UQ Bachelor of Nursing students fortunate enough to be able to spend part of the last year of their degree studying overseas.

“This exchange has been an amazing experience so far. It has allowed me to combine my passion for nursing and learning with the opportunity to experience the incredibly vibrant and vast culture of New Zealand,” Miss Hollingworth (pictured) said.

“Studying at Auckland City Hospital has allowed me to be involved in a whole range of activities, which I would not have been exposed to back in Brisbane,”

In addition to exploring another part of the world and finding time for snowboarding and skiing, Miss Hollingworth said exchange was a great opportunity to explore your own potential.

“It challenges you in a huge number of ways, such as dealing with cultural differences, adapting to different clinical and learning environments, and of course learning to enjoy the experience while missing family and friends back home,” she said.

“I truly believe that the rewards from completing exchange easily outweigh the challenges. The experiences I’ve gained and the friendships I’ve made will last a lifetime.”

UQ Blue Care Research and Practice Development Centre/School of Nursing and Midwifery international co-ordinator Dr Anthony Tuckett said he hoped the exchange was a “defining moment in students’ education”.

Dr Tuckett said he was also working to expand the opportunities for students to travel overseas and study.

“We will be sending our first student, Alicia Bye, to America this year and it is likely that we will have midwifery placements in New Zealand in the near future,” Dr Tuckett said.

“In January 2010 we will have a group of students and staff heading to Cambodia for four weeks and they will visit a hospital and work in the community health area.”

UQ’s School of Nursing and Midwifery was established in 2004, and is now based at nine sites including six clinical schools.

SCHOLARSHIP BOOST FOR 2010

More than 200 additional scholarships are being offered to UQ students in 2010.

Prospective students are able to apply for more than 550 academic and equity scholarships, with those applicants who make mention of their strong commitment to study at UQ given preference.

UQ has a particularly strong focus in 2010 on increasing the number of undergraduate scholarships for Indigenous students and others that may have difficulty accessing higher education for financial reasons.

A range of other scholarships are also offered for commencing and existing students at UQ, including those for sporting excellence, summer research, honours and specific fields of study.
Dr Stewart Gill appreciated the benefits of residential college life while pursuing postgraduate studies at the University of Toronto.

He has been keen to provide Australian students with exposure to college life. When he was Dean of Trinity College at the University of Melbourne he ran a large non-residential college program and continued to promote this concept when he joined UQ's Emmanuel College as principal.

“When you have a large university, not everyone can have a residential experience,” Dr Gill said.

“So one way we can give other students the same advantages is the non-residential program.

“It is part of creating an education for life, not for livelihood.”

Residential colleges at UQ provide a collegiate environment for students, and extending these opportunities to non-residents gives them an additional dimension to the university experience.

UQ Undergraduate Education Director Professor Sushila Chang said the university colleges were given seed funding support for the introduction of the non-residential program.

“The non-residential program plays an important role in providing support to students — particularly those in first year,” Professor Chang said.

Tutorials, mentoring and pastoral care are three of the key areas students are able to take advantage of when they participate in the non-residential college program.

Emmanuel College had six students sign up for the program this year and one, Ganeev Malhotra, became a resident after enjoying the experience.

Mr Malhotra, who is a Medical student, said Monday nights were the highlight of the non-residential program for him because he was able to attend tutorials and stay on at Emmanuel College for dinner.

“I wanted to be a resident but Emmanuel was full, so I joined the non-residential program and was able to enjoy the facilities and events,” he said.
Chris Lehnert is an example of how a UQ summer scholarship program can lead to innovative research and design.

The engineering student embarked on a 12-week summer scholarship project as an undergraduate and then progressed into honours. Mr Lehnert (pictured), who is part of UQ’s Thinking Systems group, looks likely to embark on a PhD next year and to continue his work on a robotics system.

Mr Lehnert’s research into the design and construction of a robotic platform was developed for a Queensland Brain Institute (QBI) project that is monitoring the brain activity of rats fitted with electrodes.

“The QBI needed some engineering solutions to support its work and the platform was one of these things needed to take the project forward,” Mr Lehnert said.

At the end of the scholarship Mr Lehnert had produced a basic prototype drive system.

“It had a few limitations to it – but it worked,” he said.

Mr Lehnert concluded that using balls for the drive system, instead of wheels, allowed the platform to go over different obstacles in various directions.

He has now taken the simple design and transformed it into a smoother and better-looking robotic device during his honours’ year.

“We wrote a paper on it for submission to the International Conference for Robotics and Automation – which is very exciting,” he said.

Mr Lehnert said the summer scholarship opportunity helped him build up industry and academic contacts, and to understand the importance of background research before starting projects.

“Before I started, I thought that I would just be launching straight into the design, but I spent the first three or four weeks of the scholarship researching existing platforms,” he said.

UQ Undergraduate Education Director Professor Sushila Chang said summer research scholarships gave undergraduates a “taste” for what they could experience as a postgraduate student.

“It allows students the opportunity to do research and encourages them not to stop there, but to go on to honours and other postgraduate work,” Professor Chang said.

Professor Chang said the program, which was introduced in 2008, was likely to grow significantly because the message was spreading among students about its success.
A move to a brand new building in 2010 and the introduction of new initiatives is enabling UQ’s Teaching and Educational Development Institute (TEDI) to broaden and strengthen its working partnerships with staff.

Director Professor Merrilyn Goos (pictured) describes TEDI as “one of the university’s hidden treasures”.

Professor Goos said the institute, which was established in the mid 1970s, was well known for running staff training programs and evaluating teaching at UQ, but it had wider responsibilities in supporting educational development at UQ.

“Our new building, at St Lucia campus, is expected to be opened at the end of next year and TEDI is being opened up at the same time,” Professor Goos said.

“I want a building that is transparent and reaching out to people. That is how the building is designed, and it gives the message that we want to communicate.”

The introduction of a unit to investigate the use of technology tools to improve teaching and learning at UQ is a key part of TEDI’s fresh direction.

“TEDI’s role through the Educational Technologies Development Unit will be to investigate how to engage academics with new technologies,” Professor Goos said.

Professor Goos said UQ’s academic leaders saw opportunities to use technology to engage large classes, orientate international students and assist with tutor training.

“Everything we do needs to be strategically aligned with UQ’s teaching and learning goals, it needs to be scalable so that it can impact on a wide group and ensure that innovative practice is sustainable,” she said.

Professor Goos said TEDI’s 33 staff, which includes eight academic staff, also provided consultancy and support for educational and professional development needs through its other three units: Higher Education Research and Scholarship, Evaluation Services and Staff Development.
In a time when globalisation has brought the world closer to us all, UQ has introduced a new degree that will truly help students become world citizens who are able to work and communicate globally.

The Bachelor of International Studies will commence in 2010 as part of the Faculty of Arts’ commitment to internationalising the curriculum.

Executive Dean Professor Richard Fotheringham said while many universities had introduced international studies degrees in the past decade, the UQ degree was a “tight, purpose-built program of study” that embedded study of a foreign language into the program.

“Very few other degrees require foreign language study or overseas travel,” Professor Fotheringham said.

“Our students will do a language major and a major in Asian studies, economics, history, international inequality and development, international relations, or peace and conflict studies.”

“As well, they will do core courses specifically designed to prepare them for study overseas for a semester to complete the degree.

“They will undertake a final “capstone” course in which they will reflect and comment on what they learned while studying overseas at one of UQ’s international partner universities.”

Professor Fotheringham said the Faculty was developing a list of between 18 and 24 overseas universities, particularly from the Universitas 21 network, and ensuring that each of the languages taught at UQ were represented in the mix.

“Our School of Languages and Comparative Cultural Studies is one of the largest and most diverse in Australia, and teaches eight foreign languages, far more than any other university in Queensland, so we are well equipped to do this,” he said.

Professor Fotheringham said the degree would open up a range of career opportunities for students whose goal was to work in the international arena.

“We anticipate that, as graduates, they will be ideally equipped for careers in international management, public and private sector administration, and the Australian diplomatic service.”
Imagine holding your university education in the palm of your hand.

UQ students may not be far away from the possibility as some academic staff move towards handheld technologies to help deliver course content.

UQ Centre for Educational Innovation and Technology Director Professor Phil Long said iTunes software, designed to create a media hub, took mobility and convenience of technology in a direction that would improve engagement with students and the community.

“One example of where iTunes could work particularly well is for students who do a portion of their undergraduate training away from the university,” Professor Long (pictured) said.

“As technology has gone forward we no longer need a larger device, like a laptop, now we only need something that sits in the palm of our hand.

“With an iPhone, students can easily tap into what they need any time.”

Professor Long said schedules, lecture notes, lecture podcasts, assignment details, reading lists and more could be included on iTunes U – an online service for educational institutions.

“Web technology requires the user to go and find what they want, but iTunes brings the content to the user,” he said.

Professor Long said the School of Medicine had expressed a “great deal of enthusiasm” in the iTunes opportunity and it was likely students in this area would be the first to test out the technology.

UQ plans to have public and private sites as it rolls out iTunes to those within and outside the University next year.

Prospective students anywhere in the world could find out about UQ courses and research through the public site, while current students would be able to use the wider study applications through the private site.
UQ has joined with QUT and Griffith University to offer students the opportunity to study nine languages other than English (LOTE) – thanks to $2.27 million in Federal Government funding.

The Brisbane Universities Language Hub allows students to study Chinese, French, German, Indonesian, Italian, Japanese, Korean, Russian and Spanish, regardless of which university they attend.

UQ Vice-Chancellor Professor Paul Greenfield said the alliance demonstrated the commitment of the three universities to ensure that major world languages could be offered in Brisbane.

“We are committed to ensuring language scholarship is offered at a very high level in Brisbane,” he said.

School of Languages and Comparative Cultural Studies Associate Professor Greg Hainge said in the first year of the Brisbane Universities Language Hub “twice the expected number of students had been retained”.

“We are on target to increase overall enrolments in languages in the three universities in coming years,” Professor Hainge said.

Professor Hainge said students were benefiting from the combined expertise of teaching staff from three universities and their resources.

“Given the great public transport networks that now exist linking up QUT, Griffith and UQ, there is no reason why students should not take full advantage of these very real benefits,” he said.

UQ Deputy Vice-Chancellor (Academic) Professor Deborah Terry said UQ's commitment to the Brisbane Universities Language Hub was consistent with its emphasis on promoting LOTE studies.

“In 2008 we introduced bonus schemes to school leavers, including a focus on LOTE – students can improve their entry rank by successfully studying a language other than English,” Professor Terry said.
Students will have the chance to enhance their study opportunities and broaden their career horizons in 2010 following UQ’s introduction of concurrent Diplomas in music and languages as well as a diploma in Global issues.

The Diploma in Languages will be offered through the School of Languages and Comparative Cultural Studies and will allow students to study Chinese, French, German, Indonesian, Japanese, Korean, Russian and Spanish. The School has designed the Diploma to suit beginners as well as advanced speakers in other languages. The Diploma in Music, offered through the School of Music, includes two plans: Music Studies and Ensemble, which requires an audition, or Popular Music and Music Technology.

Studies will address musicology, music techniques, aural and ensemble performance skills as well as different genres of music in the context of technologies that enable performance, recording and distribution.

Students enrolled in the Diploma will have the opportunity to perform as part of the School of Music concert program, including major performances at the Queensland Performing Arts Complex.

The Diploma in Global Issues is part of a U21 initiative that is supported by six other institutions.

“We have had an excellent response to this initiative from schools.

“Proficiency in more than one language can be an advantage for graduates and students seeking to establish or progress their careers, or to gain internships and scholarships in this globalised era.

Professor Terry said the University’s strength in language was also enhanced by UQ’s Institute for Modern Languages, which celebrated its 75th anniversary in 2009.

IML Director Georgiana Poulter said the IML had given a huge number of people the opportunity to learn another language.

IML has a significant school engagement program, including a summer program for Year 10, 11 and 12 students. Its teachers employ a range of creative approaches and have access to the Collaborative Teaching and Learning Centre.

Ms Poulter said technology like document cameras, instructor PCs and large screens “brought the learning to life” in modern facilities.

“One of the advantages for language learning is that you can use images and you do not need to use English as much when you are teaching,” she said.

Ms Poulter said the classroom facilities had helped IML to increase student numbers in recent years, with a 5 percent increase in enrolments in 2008 and a 3–4 percent increase in 2009.

In 2008, more than 2970 students were enrolled in IML language courses studying 23 languages.
Eucalyptus oil has been used around Australian homes for a multitude of tasks for decades. It was even used in the mining industry in the 1920s, but it has taken the UQ Sustainable Minerals Institute (SMI) and postgraduate student Paul Botman to investigate eucalyptus oil as a reagent to separate coal and waste material in a modern-day mine.

Mr Botman is one of several SMI students working on industry-funded projects at the Julius Kruttschnitt Minerals Research Centre — one of SMI’s six research centres.

A major green shift for the mining industry is possible if Mr Botman can discover how to replace either diesel or methyl isobutyl carbinol (MIBC), or both, in the flotation process.

“We are trying 10 different eucalyptus oil samples as reagents,” he said.

Mr Botman’s supervisor, Dr Peter Holtham, said the project was attractive to the mining industry because of the opportunity to establish eucalyptus plantations for harvesting the leaves, and to regenerate land and offset carbon emissions.

Mr Holtham said the project had been funded by an Australian Coal Association Research Program grant.

The eucalyptus industry could also benefit from the research.

Despite the fact that Australia has more species of eucalyptus than anywhere else in the world, the industry is smaller here than it is in China, for example. The current project could result in significant expansion.

SMI Director Professor Chris Moran said the institute was “committed to being a world leader in providing knowledge-based solutions to the sustainability challenges of the global mineral and energy resource industries”.

“The centrepiece of the effort is SMI students and researchers who go above and beyond to engage with industry and advance research activities that have a real impact on sustainability practices,” Professor Moran said.

“Mr Botman’s project is an excellent example of industry-related research that shows SMI’s focus on applied research, and teaching and learning outcomes.”

The SMI also provides opportunities to undergraduate students through the Summer Research Scholarship Program.
UQ vet science students will be part of the most comprehensive animal research and teaching centre in Australia when the School of Veterinary Sciences moves to UQ Gatton in 2010.

Head of School Professor Jonathan Hill said the $95.8 million project would include a new UQ Veterinary Teaching Hospital that incorporated: companion animal and equine clinics; a new research building; new companion animal clinical skills and research facility; and a custom-designed facility for anatomy, microbiology and pathology labs.

Professor Hill said students’ learning experience would be transformed by the facilities, which will be built to international benchmarks, match or exceed any other Australasian veterinary education facility, and enable the school to seek American accreditation for its programs.

“The quality of education received by our veterinary students has never been higher,” he said.

“The strategic decision to relocate the School from its suburban location to a rural campus will provide us with the infrastructure and resources needed to further develop the School’s teaching, research and clinical service reputation.”

Professor Hill said students, staff and the Gatton community would also benefit from a $3 million Federal Government grant to build new sport and recreation facilities on campus.

Third-year vet student Guyan Weerasinghe (pictured with his dog Gemima, adopted from the Vet School) said he was quite excited about the move.

“There are many more opportunities than negatives and having travelled around a bit, I know the more successful schools are rural-based,” Mr Weerasinghe said.

“The vet science degree allows us to look beyond the traditional role of small animal practitioner.

“As future vets, we can play a role in everything from advocating on behalf of animal welfare, to maintaining Australia’s standard of public health and biosecurity by monitoring, researching and controlling diseases like SARS, Hendra Virus and others.

“The move to Gatton gives us access to horses and production animals, state-of-the-art technology and labs, and opportunities to collaborate with other students studying within the animal industry such as vet technicians, animal handlers and animal scientists.”
2009 UQ AWARDS FOR TEACHING AND LEARNING EXCELLENCE

Each year The University of Queensland recognises a dedicated and inspirational group of academics at its annual teaching awards. The 2009 UQ Awards for Teaching Excellence and Awards for Programs That Enhance Learning recognised five individuals and four program awards.
UQ AWARDS FOR TEACHING EXCELLENCE

**DR SHELLEY DOLE**
School of Education, $10,000

Dr Shelley Dole, a Senior Lecturer in mathematics education, is an outstanding and knowledgeable teacher who engages students with her learner-centred teaching approach and passion for mathematics education. Shelley draws on recent literature, and her own research and classroom experience to provide contextualised learning that effectively prepares students for the school environment. She provides students with innovative assessment tasks, in-class scenarios and detailed constructive feedback to build critical thinking and promote deep learning. Her thoughtful approach to teaching has been pivotal in transforming mathematics-phobic and avoidance learners into confident, effective teachers.

**ASSOCIATE PROFESSOR LAWRENCE GAHAN**
School of Chemistry and Molecular Biosciences, $10,000

Associate Professor Lawrie Gahan is an exemplary teacher who is dedicated to continuously improving teaching practices within the School of Chemistry and Molecular Sciences. Lawrie motivates his students to master the fundamental concepts of chemistry, while developing their critical thinking, and building their appreciation of issues of 21st century science. By encouraging students to engage in independent learning, Lawrie also helps his students develop their own scientific curiosity. Lawrie’s influence is not contained to the classroom — he plays a leading role in improving teaching practice across the School, and developing new courses and assessment tasks.

**DR MARK HORSWILL**
School of Psychology, $10,000

Dr Mark Horswill, a Senior Lecturer in the School of Psychology, inspires and encourages his students through his passion for psychology and teaching. He is a gifted and dedicated teacher who excels at communicating the complex concepts of his subjects, in an accessible and exciting way. Mark is committed to making his lectures and tutorials interesting and innovative, and makes extensive use of student-friendly approaches to help students engage with the material. He uses insight from his own research to link recent developments and real-life situations with “classic” teaching material, increasing the relevance of the learning experiences he provides for students.

**DR HELEN KEATES**
School of Veterinary Science, $10,000

In her 20 years with the School of Veterinary Sciences, Dr Helen Keates has demonstrated teaching excellence and outstanding leadership. She led a transformation of the school’s anaesthesia teaching program, which now produces graduates recognised nationally for their outstanding clinical practice. Helen strives to ensure all students graduate “practice ready” and her teaching approach involves extensive practical instruction through small group or individual interaction, tutorials and hands-on clinical work. Helen believes carefully designed assessment is an important learning tool and since her introduction of a final-year oral exam, employers have acknowledged the vast improvement of students’ knowledge and clinical acumen.

**DR GREG MARSTON**
School of Social Work and Human Services, $10,000

Dr Greg Marston is a Senior Lecturer in the School of Social Work and Human Services and plays a leading role in the teaching of courses at all levels. He is a dynamic, inclusive and highly effective lecturer, who has a strong rapport with students and a genuine commitment to pedagogical innovation. Greg draws on his research work and background as a policy practitioner to engage students with topical issues and to organise guest speakers, which give students valuable insight into social policy practice. He also places emphasis on designing creative assessment tasks to help students gain a deeper understanding of the subject matter.
**Category 2: Educational partnerships and collaborations with other organisations**

Mining Education Australia
School of Mechanical and Mining Engineering, and Teaching and Educational Development Institute

**Project leader:** Dr Mehmet Kizil

**Project team:** Professor Peter Knights, Dr Basil Beamish, Professor Paul Lever, Dr Saeid Aminossadati, Dr Erkan Topal, Patricia Andrews, Adjunct Professor Andrew Scott

Mining Education Australia (MEA) is a collaborative educational initiative developed to deliver a quality, industry-guided undergraduate program in mining engineering. UQ has been acknowledged as a leader in developing MEA, which also involves The University of New South Wales, The University of Adelaide and Curtin University of Technology.

**Category 3: The first-year experience**

UQ Engineering and Engineers without Borders (EWB) Design Challenge in First-Year Engineering
Faculty of Engineering, Architecture and Information Technology

**Project Leader:** Professor Caroline Crosthwaite

**Project Team:** UQ Engineering

The Engineers Without Borders (EWB) Challenge gives first-year engineering students the opportunity to work on real projects in developing countries. Students gain invaluable experience and exposure to professional engineering practice early in their studies, while contributing to communities in need. Since UQ first piloted the EWB Challenge in 2006 with the University of Tasmania, they have helped expand the program, which is now offered at 26 universities across Australia and New Zealand.

**Category 5: Innovation in curricula, earning and teaching**

UQ Biotechnology Program
School of Chemistry and Molecular Biosciences and School of Business

**Project Team:** Professor Ross Barnard, Dr Damian Hine, Dr Steven Reid

UQ’s pioneering Biotechnology Program integrates scientific research skills and commercialisation knowledge to prepare graduates for a career in the market-orientated biotechnology industry. The innovative curriculum includes courses in IP management, regulatory issues and economics of the Biotechnology sector.

**Category 6: Postgraduate education**

Preparing Postgraduate Students for Careers in Writing, Editing and Publishing
School of English, Media Studies and Art History

**Project team:** Dr Roslyn Petelin and Dr Kim Wilkins

The postgraduate coursework program in Writing, Editing and Publishing (WEP) addresses a dearth of “work-ready” wordsmiths, and the desire of many students to gain a career in the WEP industries. The program takes a holistic, vocational approach to publishing in the contemporary new media, encompassing academic, corporate, creative and journalistic genres.
UQ COMMENDATIONS FOR TEACHING EXCELLENCE

DR JEAN-LOUIS DURAND  
School of Political Science and International Studies

DR DANIEL SCHULL  
School of Veterinary Science

ASSOCIATE PROFESSOR  
MATTHEW HORNSEY  
School of Psychology

DR ROBBIE WILSON  
School of Biological Sciences

DR WAYNE WILSON  
School of Health and Rehabilitation Sciences

UQ CITATIONS FOR OUTSTANDING CONTRIBUTIONS TO STUDENT LEARNING

DR AWAIS SALEEM BABRI  
School of Medicine
For excellence in teaching, supporting and guiding MBBS students leading to an enhanced learning experience – Preclinical Years.

MISS EMMA BENNETT, MS TRISHA FARRY AND MR PHILLIP GEARD  
School of Veterinary Science
For sustained enhancement of the clinical learning of veterinary technology students through role modelling leadership, professionalism and excellence in clinical practice.

MRS MARGARET STEPHENSON  
School of Law
For outstanding teaching and leadership in internationalising the curriculum, in promoting global student learning and offering students a “virtual overseas education” experience without leaving UQ.

DR ANNETTA TSANG  
School of Dentistry
For fostering the development of students as evolving professionals – encouraging student engagement, influencing their professional development, motivating deep learning and inspiring excellence.

DR TERENCE TUNNY  
School of Biomedical Sciences
For outstanding teaching, dedication and expertise in teaching physiology in a clinical context to medical students resulting in enhanced educational experiences in the MBBS program.

DR MARTIE-LOUISE VERREYNNE, MR CLINTON RAMSAY AND MR STEWART GOW  
School of Business
For excellence in engaging industry in the learning experiences and development of business students in the highly successful postgraduate Commercialisation in Practice course.

DR JAMES CUSKELLY, MS REKA CSERNYIK  
School of Music
For specialist expertise in the development of student music-thinking skills within the aural-based musicianship program in the School of Music.

MR MICHAEL JENNINGS  
School of Mathematics and Physics
For improving students’ mathematical understanding through enthusiasm, engagement and innovative teaching approaches, as they make the significant transition from secondary to tertiary education.

DR JAMES LAURENCESON  
School of Economics
For sustained excellence in teaching economics, and innovative engaged learning in large undergraduate classes, contributing to increased enrolments, exceptional national rankings and inspired students.

ASSOCIATE PROFESSOR  
MALCOLM PARKER  
School of Medicine
For sustained, dedicated and inspiring leadership in curriculum development, teaching, assessment and support in ethics and professional practice over fifteen years of graduate entry medicine.

PROFESSOR JOHN SIMMONS  
School of Mechanical and Mining Engineering
For significant and sustained excellence in teaching that has inspired, challenged and encouraged University of Queensland engineering students over four decades.
2009 ALTC SUCCESS
UQ’S AUSTRALIAN AWARDS FOR
UNIVERSITY TEACHING

UQ has once again been recognised as one of Australia’s leading teaching universities, winning three prestigious awards and six citations from the Australian Learning and Teaching Council in 2009. Out of 18 universities, UQ was placed joint second in the number of awards won. The result brings the University’s national teaching awards and citations to 62, which means UQ has still won more awards than any other university since the national awards system began in 1997.

ALTC AWARD FOR
TEACHING EXCELLENCE
($25,000)
Professor Paul Memmott
School of Architecture
Award category: Neville Bonner Awards for Indigenous Education
School of Architecture Professor Paul Memmott provides outstanding leadership in Indigenous education through his pioneering work in the field of Indigenous people and the built environment. He is an innovative teacher who fosters learning exchanges between non-Indigenous and Indigenous people by incorporating and employing Indigenous staff, and by facilitating coursework projects and postgraduate placements in Indigenous communities. Paul is Director of the Aboriginal Environments Research Centre (AERC), a national and international point of reference for resources on Indigenous housing, architecture and related socio-cultural problems.

ALTC AWARD FOR
TEACHING EXCELLENCE
($25,000)
Dr Victor Galea
School of Land, Crop and Food Sciences
Award category: Biological Sciences, Health and Related Studies
Dr Victor Galea, a Senior Lecturer in plant pathology, believes passionately in creating engaging and relevant learning experiences for his students. He has developed a highly interactive CD learning resource called The Virtual Plant Pathology Lab to help students understand and apply clinical processes for diagnosing and managing plant diseases. Victor uses this technology, in combination with class and fieldwork, to engage students and help them develop invaluable practical skills. His innovative use of learning technologies creates exciting learning communities for both on-campus students and those enrolled in the distance mode.

ALTC AWARD FOR PROGRAMS
THAT ENHANCE LEARNING
($25,000)
The Internship Program
School of Political Science and International Studies
Award category: Educational Partnerships and Collaborations with Other Organisations
Project team: Dr Andrew Hindmoor (pictured), Professor Stephen Bell, Dr Richard Devetak, Dr Marianne Hanson, Cara Herington, Claire Pomeroy, Professor Emeritus Roger Scott, and Dr Rae Wear
The School of Political Science and International Studies Internship Program stands apart from similar programs and provides students with authentic practical learning experiences to prepare them for a professional career. The program offers three-month supervised industry placements to undergraduate and postgraduate students. Students can conduct research projects that directly contribute to the policy process of their organisation. Partners of the program include Amnesty International, various parliamentarian offices, Save the Children, the Australian Medical Association, and the International Institute for Human Rights.
**ALTC COMPETITIVE GRANTS**

**Associate Professor Lawrence Gahan**  
School of Chemistry and Molecular Biosciences  
**Project title:** IS-IT learning? Online interdisciplinary scenario-inquiry tasks for active learning in large, first-year STEM courses  
**Funding:** $215,000

**Dr Mia O’Brien, TEDI**  
**Project title:** Investigating the theory (and practice) of pedagogic resonance: making disciplinary thinking visible within university classrooms  
**Funding:** $217,000

**ALTC PRIORITY PROJECTS**

**Associate Professor Paul Mills**  
School of Veterinary Science  
**Project title:** Veterinary Pharmacology Curriculum Renewal to Improve Graduate Outcomes and Public Safety  
**Funding:** $220,000

**Dr Liz Mackinlay**  
Aboriginal and Torres Strait Islander Studies Unit  
**Project title:** Exploring Problem-Based Learning Pedagogy as Transformative Education in Indigenous Australian Studies  
**Funding:** $219,521

**ALTC CITATIONS FOR OUTSTANDING CONTRIBUTIONS TO STUDENT LEARNING**

**Dr Felicity Baker**  
School of Music  
For the design of innovative learning activities that develop analytical, critical and reflective thinking across a range of key learning areas in music therapy.

**Dr Victor Galea**  
School of Land, Crop and Food Sciences  
For creating high-impact learning experiences for plant pathology students using authentic industry cases and contexts, and innovative applications of technology.

**Dr Carrie Ritchie**  
School of Human Movement Studies  
For the development and coordination of innovative, responsive programs and courses in the health sciences that reflect workforce needs.

**Professor Tapan Saha**  
School of Information Technology and Electrical Engineering  
For enhancing undergraduate and postgraduate power engineering education through leadership in industry engagement, in work-integrated learning and the collaborative development of innovative postgraduate programs.

**Dr Stephen Anderson**  
School of Animal Studies and School of Biomedical Sciences  
For inspiring and motivating veterinary science students to learn through a creative, relationship-centred approach to teaching.

**UQ Librarians, Referencing Software Support Team**  
UQ Library  
Referencing Software Service: Ongoing service innovation supporting scholarly writing by providing internationally renowned expertise in support of referencing software, training and individual services for students.

UQ staff celebrate the success of ALTC citation winners at the 2009 awards. From left: Dr Carrie Ritchie, Dr Stephen Anderson, Ms Noela Yates, Dr Victor Galea, Prof Merrilyn Goos, Mr John East, Ms Heather Todd, Prof Deborah Terry, Dr Felicity Baker and Prof Tapan Saha
UQ 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.
TEACHING AND LEARNING ENHANCEMENT PLAN
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 performance in teaching and learning to the highest level of excellence.

Building on UQ’s distinctive strengths, the 2008-2010 Teaching and Learning Enhancement Plan puts at its centerpiece, the need to identify, promote, and support the unique advantages of the UQ student experience – the UQ Advantage. UQ’s strengths are considerable – they include world-class research infrastructure and research outcomes, high quality staff and students, a comprehensive range of programs offered across three campuses, strong international linkages and opportunities, a commitment to providing high quality on-campus facilities and experiences, the exceptionally well-resourced and highly regarded UQ Library, and an affiliated network of strong and well-established residential colleges.

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.

The following three pages provide an update on the progress that has been made on the current Teaching and Learning Enhancement Plan. This plan runs from 2008 to 2010. During 2010, the plan will be reviewed with a new plan being developed as part of this process.

The Teaching and Learning Enhancement Plan covers:

- Delivering on the UQ Advantage
- Supporting and rewarding teaching excellence
- Enriching the teaching and learning environment
**DELIVERING ON**  
**THE UQ ADVANTAGE**

**Goal 1:** Build an understanding of and commitment to the distinctive features of the UQ student experience, and support initiatives to enrich this experience

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| Continue to review the shape of UQ’s offerings to ensure delivery of the “UQ Advantage” | Establish working party to enhance, promote and shape the UQ student experience, and ensure relevance of offerings and UQ graduate attributes.  
Rationalise dual degree offerings and profile “flagship” dual degrees.  
Explore options regarding the role of honours, models for the award of honours and recognition of student achievement in undergraduate degrees.  
Review current postgraduate offerings and identify opportunities for new programs.  
Investigate the introduction of concurrent diplomas. |
| Enhance the quality of the UQ student experience through alignment with UQ’s research reputation and capacity | Promote and support research-led teaching and understanding of the research-teaching nexus.  
Establish a UQ summer research internship program.  
Provide seed funding to enhance opportunities for laboratory- and research-based learning.  
Develop guidelines to encourage research-only staff involvement in teaching through the ResTeach program.  
Enhance opportunities for higher degree research students to gain teaching experience and skills. |
| Strengthen engagement with industry and the professions in the delivery of and focus of UQ programs | Enhance the profile of the Career Hub.  
Showcase examples of good practice in placement programs, and build UQ’s capability to offer such programs.  
Develop a strategy on e-Portfolios and extend their use throughout UQ.  
Review undergraduate opportunities for industry placements and identify mechanisms to increase industry and the professions involvement in UQ programs. |
| Promote and support opportunities for students to gain international experiences and develop global and inclusive perspectives | Develop action plan to promulgate UQ’s education principles on Indigenous Australian matters and encourage student enrolment in courses offered by the Aboriginal and Torres Strait Islander Studies Unit (ATSISU).  
Increase student participation in international programs and offshore fieldwork placements.  
Streamline approval processes for study abroad and exchange opportunities, and review the scholarships and bursaries to support these.  
Investigate participation in the U21 Global Issues program.  
Facilitate high-quality academic and non-academic interactions between international and domestic students. |
| Seek to attract, support and provide opportunities for high achieving students | Forge stronger links with secondary schools and develop targeted articulation arrangements with TAFE.  
Review and expand scholarship programs to attract high achieving domestic and international students and increase participation of DEST designated equity groups.  
Develop a bonus rank scheme for incoming students with specific Year 12 subject profiles and those involved in tertiary-level enhanced studies and enrichment activities.  
Review and expand opportunities for accelerated progress through programs and Faculty initiatives to support and recognise excellent academic achievement. |
## SUPPORTING AND REWARDING TEACHING EXCELLENCE

**Goal 2:** Support and reward teaching excellence, and raise the professionalism, visibility, and status of teaching and learning at UQ

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<tr>
<td>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</td>
<td>Ensure that processes for appointment, confirmation and promotion of academic staff incorporate the need to demonstrate 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 showcase for teaching and learning achievements. Establish a lunchtime seminar series to disseminate innovative teaching and learning practice.</td>
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<td>Ensure that University and Faculty level arrangements for the management of teaching and learning issues are optimal</td>
<td>Implement the recommendations of the review of the role of Directors of Studies. Review the relationships among 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 study programs. Review the focus and membership of sub-committees reporting to the University Teaching and Learning Committee.</td>
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<tr>
<td>Enhance the professionalism and quality of staff development opportunities for academic staff, and ensure their fit with UQ’s teaching and learning priorities</td>
<td>Review and improve the new academic staff induction program. Increase participation in the Graduate Certificate in Higher Education, and 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.</td>
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<td>Build an institutional understanding of commitment to teaching scholarship and evidence-based teaching practice</td>
<td>Support the introduction of the new teaching-focused 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 project outcomes of 2007 funding, and establish a process for showcasing outcomes. Increase the number of successful applications for external funds to enhance teaching and learning outcomes (e.g. ALTC grants).</td>
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<td>Improve and streamline quality assurance and enhancement processes for teaching and learning</td>
<td>Improve understanding and dissemination of key teaching and learning performance indicators. Incorporate targets for improvement on teaching and learning performance indicators into Faculty operational plans. Streamline teaching quality appraisal and curriculum review processes and consider focused budget incentives linked to teaching and learning outcomes. Review and refine instruments 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.</td>
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## Goal 3: Enrich all aspects of the teaching and learning environment

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<th>STRATEGY</th>
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| Continue to place a high priority on teaching space upgrades and the development of state-of-the-art teaching and learning spaces | Develop a three-year plan for upgrading teaching laboratories as part of an ongoing plan to systematically refurbish University teaching spaces.  
Prioritise plans to develop student learning centres 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 all campuses have the highest level of wireless connectivity possible for the location. |
| Develop an e-Learning Strategy that facilitates an integrated “blended” learning environment using new-generation technologies | 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 online resources.  
Implement the Enterprise Lecture Recording System and extend the use of videoconferencing capabilities.  
Enhance standards for appropriate provision and support of AV and ICT facilities in teaching spaces. |
| Enhance the quality and rigor of assessment practices and standards, and ensure the provision of high-quality and timely feedback | 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 training programs for tutors and sessional staff include modules on assessment and feedback. |
| Improve retention rates and promote a focus on improving engagement between staff and students, and developing learning communities | 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 voluntary student unionism (VSU) on the provision of services to students. |
| Promote and support innovative teaching practices that actively engage students and provide the benefits of small group interactions | 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. |