LEARNING AT UQ 2010
CENTENARY

In 2010, The University of Queensland (UQ) turned 100. Throughout the year, the University has hosted numerous events, welcomed new students and reunited alumni members, celebrating its 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.
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TEACHING AND LEARNING
LEADERSHIP
Learning, discovery and engagement are UQ’s three key mission areas and in 2010 we have been developing a vision for the future that ensures we become a truly global university.

Central to this is the training of future leaders who will thrive and be exemplars in an increasingly complex global environment.

Excellence in teaching and learning is critical to this mission and we are very proud that UQ has won more national teaching awards than any other university since the inception of the awards in 1997.

We celebrate outstanding teachers through the annual UQ Awards for Teaching Excellence and Awards for Programs that Enhance Learning. This year’s winners have demonstrated enormous dedication and passion, making a significant difference to our students. We thank all our teachers who embody professionalism and commitment to excellence.

Over the past three years, our thinking on the UQ Advantage has developed into a focus on opportunity and choice for both undergraduate and postgraduate students. We emphasise that:

- UQ students have access to a suite of opportunities that foster future leaders based on access to world-class research and facilities, a comprehensive range of programs, international linkages, and industry and professional engagement; and
- UQ students can choose from offerings that include strong undergraduate degrees (many of which provide entry into professions) and dual degrees, concurrent diplomas, profession-entry masters programs, and postgraduate coursework programs to facilitate professional career development or prepare for research higher degrees.

An important review completed in 2010 of UQ's postgraduate coursework programs confirmed our approach to offering a range of pathways into the professions.

To ensure we provide an exemplary educational experience, we undertook a major exercise to better understand the student experience of university life through every dimension from enrolment to graduation and beyond. In 2011 we will focus on enhancing the student experience, and streamlining processes and support.

In 2010, through the UQ Advantage, UQ provided greater numbers of scholarships, Study Abroad opportunities, internships and a host of other support services for students.

Next year will see the introduction of a new initiative, the UQ Advantage Award, to recognise the achievements of graduates who participate fully in the leadership and mentoring experiences available to them during their time at UQ.

We will also work to increase entry to UQ for students from disadvantaged backgrounds, including Indigenous students. Providing support and opportunities for students from lower socio-economic backgrounds is an important part of our mission and is in line with national Government policy which aims to greatly increase the number of young Australians obtaining bachelor degree qualifications.

UQ is determined to achieve its very clear learning goals. With first-class teaching staff, state-of-the-art learning infrastructure, a range of program choices and rich opportunities, the University is well placed to realise the vision of being a truly great global university.

UQ Vice-Chancellor Professor Paul Greenfield, AO
Deputy Vice-Chancellor (Academic) Professor Deborah Terry

“...IN 2011 WE WILL FOCUS ON ENHANCING THE STUDENT EXPERIENCE...”
NATIONAL HIGHLIGHTS

UQ TEACHERS RECOGNISED FOR TEACHING EXCELLENCE
In its centenary year, UQ has maintained its leading position in teaching, having won more national awards for teaching than any other university since the awards were established in 1997.

UQ jointly topped the nation in the number of Australian Learning and Teaching Council (ALTC) Citations for Outstanding Contributions to Student Learning awarded in 2010. UQ had a perfect success rate, receiving the maximum of 10 citations, with each citation valued at $10,000.

UQ also received one Award for Programs that Enhance Learning and two Awards for Teaching Excellence from the ALTC out of the winning 10 teams and 21 individuals from 17 universities.

The result brings the University's national teaching awards and citations to 75.

ALTC Awards for Teaching Excellence were made to Dr Shelley Dole, School of Education, in the Social Sciences category and Dr Greg Marston, School of Social Work and Human Services, in the Early Career category.

An ALTC Award for Programs that Enhance Learning was made to Mining Education Australia in the Educational Partnerships and Collaborations with Other Organisations category. UQ's Dr Mehmet Kizil is leading this important collaborative initiative designed to deliver a cross-institutional and nationally-recognised undergraduate program in mining engineering. The program, funded by the Minerals Council of Australia and a $1.3 million grant from the Federal Government, is designed to address increasing demand for quality mining engineers.

UQ is also leading two new ALTC Priority Projects announced in 2010. Professor Caroline Crosthwaite, of UQ's Faculty of Engineering, Architecture and Information Technology, has received $219,000 to evaluate the Engineers Without Borders challenge for first-year engineering students, a recent innovation which has been implemented in most universities across Australasia.

Kelly Matthews, of UQ's Teaching and Educational Development Institute, has received $220,000 to lead an international project team to address the quantitative skills and confidence of science students, issues that are currently of much concern within the discipline.

Dr Bronwen Cribb, of UQ's Centre for Microscopy and Microanalysis, is heading a national research team which has been funded with a Competitive Grant from the ALTC valued at $219,000 to develop a national approach to education in advanced microscopic characterisation.

(Full details, pages 32-33)

ALTC DISCIPLINE SCHOLAR

UQ's Professor Ian Cameron, School of Chemical Engineering, is one of two ALTC Discipline Scholars for Engineering & ICT. During 2010, the Engineering & ICT team conducted high-level consultation with the academic community, industry leaders and professional organisations to develop threshold learning outcomes.

They are developing new standards which will help inform the activities of the new Tertiary Education Quality and Standards Agency in its review of current and future degree programs.

The project has led to learning outcomes being expressed in five major areas of graduate capabilities. These areas focus on the key competencies necessary for current and future generations of engineering and ICT professionals. They will also help inform the development of new, innovative curricula that aim to deliver these learning outcomes.
LEARNING

DELIVERING ON THE UQ ADVANTAGE
PAYS DIVIDENDS FOR STUDENTS
A key objective of UQ’s Teaching and Learning Enhancement Plan has been to support initiatives that enrich the student experience and foster leadership skills.

As part of this plan, the University established the Office of Undergraduate Education (OUE) in 2009 to strengthen its range of international, professional and leadership experiences offered to students.

Support and encouragement for students to achieve excellent academic results and gain relevant experience is a key strategy at UQ.

OUE Director Professor Sushila Chang and her team are collaborating closely with faculties, schools, institutes and centres to develop initiatives that enhance the student experience and support student participation.

“There are excellent models at UQ – for example, the Co-operative Education for Enterprise Development Placement Program integrates industry-based training for engineering students in their final year of study.”

UQ is also helping students gain valuable experience in Australia and overseas in their fields through a series of research exchanges and leadership programs supported by scholarship opportunities.

“Our focus is on further enriching the undergraduate experience at UQ and, in doing so, helping to nurture the next generation of leaders,” Professor Chang said.

To ensure UQ can offer career-related internships across a broad range of businesses and industries that complement undergraduate degrees, the OUE is developing a framework to provide guidelines on the best models for faculties to support internships.

Professor Chang said the aim was to have all UQ programs offer internships.

**UNDERGRADUATE SCHOLARSHIPS BOOST OPPORTUNITIES**

The University’s undergraduate students are benefiting from additional scholarship opportunities, including 125 UQ Excellence Scholarships and 175 UQ Merit Scholarships introduced in 2009.

The scholarships will grow in value to $4.8 million over the next four years, bringing the total number of academic and equity scholarships to 550.
To highlight the advantages UQ provides students, the Office of Undergraduate Education (OUE) offers a number of scholarships, including Summer Research Scholarships which are proving popular with students.

Offered over the summer period to undergraduate students, the uptake has risen from just over 300 in 2009/2010 to almost 400 in 2010/2011.

“These scholarships are not just for UQ students, they bring the best and brightest students to work on research projects at UQ,” OUE Director Professor Chang said.

Professor Chang said the scholarships offer a stipend, which is funded jointly by the OUE and the faculty, school or institute, and they are designed so that the students play a proactive role in securing a scholarship.

“Students have to negotiate with research supervisors to secure a scholarship,” she said.

Allocation of scholarships is decided by the faculty, school or institute where the research will be undertaken.

In 2010/2011 an international dimension will be added to the Summer research Scholarships with students from the National University of Singapore participating in UQ research projects over summer. The collaboration will be extended the following year when UQ students conduct research in Singapore.

Professor Mick McManus was appointed Dean, Academic Programs and, in this new leadership role, is working closely across the University and with external stakeholders to strengthen and develop UQ’s academic profile in a range of areas including:

• internationalising the curricula;
• embedding Indigenous perspectives into the curricula;
• strengthening pathways from the secondary sector, particularly in relation to Science, Technology, Engineering and Mathematics (STEM) education;
• strengthening outreach, recruitment and support activities for Indigenous students; and
• implementing quality assurance processes relating to course quality and program development.

Professor McManus has been involved in implementing the recommendations of the review of the ATSIS Unit conducted in late 2009, which includes developing a University-wide strategic plan for Indigenous matters.
UQ ADVANTAGE GRANT EXTENDS HORIZONS

The UQ Advantage Grant supports student involvement in short-term development activities. This includes attending or presenting at a conference, taking part in leadership development, sport, volunteering, mentoring, competitions, visits to other educational institutions or undertaking internships.

Office of Undergraduate Education (OUE) Director Professor Sushila Chang said grants were also available for student-led activities, to help students develop leadership skills by organising activities such as conferences, leadership camps and workshops.

“As part of the UQ leadership framework, the schemes in place recognise student achievement, such as mentoring or volunteering – something they initiate themselves. UQ wants to officially recognise this, which is why we have developed the support mechanisms behind the UQ Advantage,” Professor Chang said.

“Through the focus on the UQ Advantage we are developing an excellent reputation with students, as well as with our business and industry collaborative partners, who are seeking graduates with good academic results and broad employability skills.”

Faculties and schools also support students through internships. The School of Social Work and Human Services gives undergraduate social work students the opportunity to complete internships in the Indian state of Kanataka.

Students work with the local community on development projects such as water storage and sustainability, the preservation of village life and the empowerment of women.

The School’s Field Education Unit Manager Mark Cleaver said many students had commented that the experience had been invaluable and life changing.

“It is a deep learning experience for social work students committed to social justice and change for the poor, in an international context,” he said.
In line with UQ's global targets, the University has set the goal of 25 percent of its undergraduate students studying overseas during their degree programs.

UQ Abroad has been in place for 10 years, but in the past year the number of UQ students taking part has doubled and additional scholarship funding has been made available to students to participate in exchanges. The scholarships are valued at $1,000 or $5,000.

The program allows students to spend up to two semesters abroad and earn credit towards their UQ degrees. The steady expansion of UQ Abroad is testimony to the success of the program. In 2010, 445 undergraduate UQ students studied overseas while 402 students from overseas partner institutions came to UQ.

UQ currently has 130 exchange partners in 27 countries and is focused on growing alliances with quality institutions.

Prospective UQ Abroad students must do their own research and identify the institution that best suits their needs. Supported by their faculty or school, participating students receive assistance and help from UQ Abroad within the Office of Undergraduate Education.

UQ graduate Lachlan Cameron (pictured above, centre) gained a global view of law and research when he spent the final semester of his law/arts dual degree at the University of British Columbia (UBC) in Vancouver in 2009.

Participating in small, seminar-style lectures, Mr Cameron said he was motivated to engage with the course content and learnt a great deal from other students and teachers.

“...UQ is currently partnered with 130 institutions in 27 countries...”

“I was able to study a wide range of subjects and there were teachers and students from around the world who brought international perspectives to each class,” he said.

He also had the opportunity to work on a collaborative research project into human trafficking and exploitation of foreign sex workers as part of a joint study involving UQ and UBC’s Liu Institute for Global Issues.

Second-year biomedical sciences student Tess Evans (pictured above, right) commenced a year’s study at the University of Edinburgh – a Universitas 21 partner institution – in September 2010.

“The co-ordinator of our degree program, Associate Professor Peter Thorn, is a strong promoter of UQ Abroad, and I jumped at the opportunity to study abroad for two semesters.

“A big thing for me was the independence that a university exchange imposes; applying for visas, finding your way around campus and opening bank accounts. The shared flat accommodation guaranteed for Edinburgh exchange students is an opportunity like no other for making friends and living autonomously,” Ms Evans said. “The greatest impetus for the trip was cultural exchange, the opportunity to live as a local in a new place.”
Opportunity, encouragement and leadership are key strands in UQ’s successful engagement strategy with high school students.

Director of the Office of Prospective Students, Scholarships and Student Equity Margaret Fairman has developed and now manages a number of programs to attract a diverse group of the brightest and most deserving students to UQ.

“Winning the hearts and minds of the country’s best young talent is a critical strategy for a university focused on research excellence and UQ therefore has a strong emphasis on attracting high-achieving students,” Ms Fairman said.

“At the same time we are very conscious of the need to ensure that deserving students from a wide range of backgrounds can also realise their educational ambitions at UQ. We now have a number of programs in place to assist students who have been disadvantaged as a result of financial hardship and rural isolation, as well as Indigenous students.”

The UQ Young Scholars Program and UQ Young Achievers Program are just two of the key initiatives delivering UQ’s schools engagement strategy. Both programs are now in their second year and early indications are that they will prove to be very successful.

The UQ Young Scholars Program brings 200 of Queensland’s brightest students to the St Lucia campus for a week-long intensive university experience during Year 11, followed by a two-day camp when they are in Year 12.

“The Young Scholars have just embraced the experience,” Ms Fairman said. “The camp provides a great opportunity for students to network with their peers from across Queensland, gain valuable insights into university life and be exposed to interesting subject areas that are not covered in the high school curriculum.

“They have the opportunity to explore their areas of study interest as well as areas they may not otherwise have considered,” she said.

“A very important part of the experience is their exposure to current UQ students who act as mentors to the Young Scholars.”

Student mentoring activities have also been a key feature of the UQ Young Achievers Program which provides opportunities for deserving students attending state schools in the Moreton, Darling Downs and South West regions. The aim of the program is to build the aspirations of students for tertiary study.

Launched in 2009, the first cohort of 83 students, including 14 Indigenous students, attended their first two-day camp at the University in 2010. UQ Young Achievers receive financial support to assist with their educational costs, valuable information on study options and career opportunities and have lively, on-campus experiences supported by student mentors.

“The Young Achievers are guaranteed a place at UQ, provided they have the OP score, as well as an annual scholarship of $6,000 to assist with their studies on enrolment at UQ,” Ms Fairman said.

A second group of Young Achievers has been selected and will commence the program in 2011. A total of 20 Indigenous students are now involved in the program.

The launch of the UQ Young Achievers program was made possible as a result of generous donations and is co-funded by the University.

“We are hopeful that additional financial support from the corporate sector will allow us to expand the program and provide residential scholarships to help with the transition of Indigenous and rural students to UQ when they complete high school,” Ms Fairman said.
Encouraging capable school students to study science is vital to ensure quality universities like UQ train the high-calibre graduates and researchers needed to solve the problems of the 21st century.

The declining interest in science among high school students has set alarm bells ringing, and one program designed to reignite a passion for science at schools is Students Performing Advanced Research Queensland (SPARQ-ed).

Professor Ian Frazer, Director of UQ’s Diamantina Institute and 2006 Australian of the Year, is the driving force behind SPARQ-ed, which is supported by Queensland Government’s Department of Education and Training.

SPARQ-ed, which was launched in 2009, aims to promote excellence and innovation in biological and biomedical education by delivering world-class specialist programs to Queensland school students and their teachers.

Feedback from participants who have attended the biomedical science immersion programs at the Diamantina Institute – based at Brisbane’s Princess Alexandra Hospital – has been overwhelmingly positive, according to SPARQ-ed Co-ordinator Dr Peter Darben.

Approximately 600 senior high school students have taken part in carefully designed programs which give participants the opportunity to do hands-on research alongside Institute scientists during five-day programs.

“We give students an authentic research experience and make sure they work on projects with scientists that tie into their research – in this way they get a real feel for what it’s like to be engaged in scientific discovery,” Dr Darben said.

Teachers who participate in the programs refresh their skills and are able to take practical projects and ideas back to their classrooms.

Kelvin Grove State College Head of Science Karen Gosney, who serves on the SPARQ-ed steering committee, said the program opened young people’s eyes to the wonders and challenges of science.

She said teachers also benefited from the professional development opportunities SPARQ-ed provided.

“SPARQ-ed has been very popular among the Kelvin Grove students who have participated in programs over the past two years,” she said.

“Students aren’t told about all the possibilities that studying science offers them in their future careers.

“We need to be educating our students and teachers about the vast array of career options that science provides, and SPARQ-ed is helping achieve this.”

The Diamantina Institute will be a key component of the new Translational Research Institute (TRI) Queensland when it is completed in 2012, and this will increase facilities available for the SPARQ-ed program.

UQ’s engagement strategy with schools is multi-faceted. A range of programs is run by the Office of Prospective Students, Scholarships and Student Equity, as well as by faculties, schools and research institutes. These include:

• Enhanced Studies Program – enabling school students to undertake a UQ course during their Year 12 studies;
• FEAST program at the Gatton campus – a one-day program for high school students;
• Careers that Change the World – a career day exposing students to a host of careers;
• UQ Library Cyberschool seminars;
• professional development workshops offered to teachers from many disciplines; and
• competitions hosted at UQ which include the RoboCup Junior competition and Young ICT Explorers competition run by the School of Information Technology and Electrical Engineering, and the Australian Brain Bee Challenge run by the Queensland Brain Institute.
“...STUDY WILL HELP COMMUNITIES FOLLOWING NATURAL DISASTERS...”
UQ STUDENTS RECOGNISED FOR EXCELLENCE

UQ continues to attract the largest number of high-achieving students to its programs, and they thrive in a variety of disciplines thanks to a focus on excellent teaching practices and UQ’s strong research platform. UQ students and graduates are regularly recognised through national and international awards and scholarships.

ENGINEERING GRADUATE RECOGNISED

Civil engineering graduate and University medalist Joseph Gattas was one of eight Australians to receive a General Sir John Monash Award for 2010.

The award is Australia’s most prestigious postgraduate scholarship and recognises academic excellence, leadership and community service.

Mr Gattas will use his award to pursue a Doctor of Philosophy in Engineering Science at Oxford University, where he will focus his studies on low-cost deployable structures which can be used to help communities following natural disasters.

“For me, the difficulties of relocating families following Australia’s recent bushfires and floods highlighted the shortcomings of currently available post-disaster infrastructure,” Mr Gattas said.

“I hope to study and develop deployable technologies with the ultimate aim of creating an emergency housing system that could be used in Australia as temporary housing in the wake of natural disasters.”

After completing his study, Mr Gattas’s aim is to work as a structural engineer on research and community aid projects.

NO BORDERS TO SUCCESS

Yassmin Abdel-Magied was just 16 when she founded Youth Without Borders in 2007 with the aim of helping young people work together to create positive change in their communities and around the world.

Now 19, the UQ engineering student has been recognised for her commitment to helping others by winning the prestigious 2010 Young Queenslander of the Year award.

Ms Abdel-Magied said winning the Young Queenslander of the Year award had opened up many personal opportunities such as speaking engagements at Queensland high schools and businesses, and had also raised the profile of Youth Without Borders, leading to more offers of support.

“There has definitely been a lot of interest in the organisation, which has been fantastic,” she said.

As well as providing direct support, she said that being at UQ had helped expose her to diverse fields and academic projects.

“I think my time at UQ has been great because I have been exposed to lots of different areas and had the opportunity to learn to work with different organisations and entities. I have been able to link with different faculties and experts in different fields, which has been really rewarding.”

RHODES SCHOLARS ABOUND

Eight of the past nine Queensland Rhodes Scholars are graduates of UQ’s TC Beirne School of Law, an impressive achievement unmatched by other Australian universities.

UQ graduate and 2009 Queensland Rhodes Scholar Jessica Howley is furthering expertise in the field of international law by studying a Bachelor of Civil Law and Master of Philosophy at the University of Oxford.

Ms Howley completed a double major in international relations, and was part of UQ’s 2007 Philip C Jessup International Law Moot Court Competition team.

A past President of the United Nations Youth Association in Queensland, she was awarded the 2006 University Medal for law.

TOURISM STUDY RECOGNISED

UQ School of Tourism PhD graduate Dr Ann Suwaree Ashton won two awards at the 2010 Council for Australian University Tourism and Hospitality Education Conference in Hobart.

Dr Ashton, whose research examines hotel restaurant co-branding, was the overall winner of the best PhD paper and also received the best paper award in the Demand, Consumer Behaviour and Marketing category.
Mr Tran Thai was the recipient of a scholarship from the Vietnamese Ministry of Education and Training, as well as a UQ Music Achievement Scholarship from St Leo’s College.

Arriving in Australia in August 2009, he spent a busy year at UQ working on his Master of Music Performance (MPhil) and living on campus at St Leo’s College.

During his time at UQ, Mr Tran Thai performed in a number of public recitals, including as a soloist at the Queensland Performing Arts Centre accompanied by the UQ Symphony Orchestra.

“Although I was here for just 12 months I learnt a lot from the variety of practical experiences,” he said.

“The Music School organised and promoted regular performances, which was very good for me and was excellent for the development of my performance skills.

“Previously, I was a shy performer but now I can talk to the audience before a performance, which makes it friendlier and brings the performance to life.”

Mr Tran Thai said he also relished the opportunity to develop research skills through his work on a thesis on late 19th century composer Modest Mussorgsky.

“Before going to UQ, I was not a student of research, only performance. The research has helped my performance by giving me a better understanding of the composer’s style and artistic expression, which is very important for a performer.”

While Mr Tran Thai found some things about Australia strange - like the 2009 dust storms and a hot summertime Christmas - he said he was surprised how familiar life felt at UQ and at St Leo’s College.

“I really enjoyed living at college because there are a variety of interesting and helpful activities from a wide range of aspects in the students’ lives,” Mr Tran Thai said.

“Everyone was really friendly and it was very easy for me to be part of college life. It was very familiar and I didn’t feel I had to get acquainted with it.”

Now back in Vietnam, Mr Tran Thai hopes to complete his thesis and share some of the new skills he has learnt at UQ with his colleagues and students at the Vietnam National Academy of Music.

Vice-rector of Students at St Leo’s Stephen Foley said Mr Tran Thai had greatly enriched the college community.

“He was a pleasure to have had in the community and he is a real credit to the family system that he has come from in Vietnam. He certainly fitted in at St Leo’s,” Mr Foley said.

St Leo’s residents, who are drawn primarily from regional Queensland and New South Wales “were mesmerised by Linh’s playing”, according to Mr Foley.

“We got cameras installed in the dining halls so residents could see his finger work when he played at formal dinners and on other occasions,” he said.

St Leo’s regularly accommodates international students, with five to 10 percent of its students coming from overseas.

UQ’s School of Music played a major role in facilitating the exchange, one of many successful international exchanges.
“...TRAN THAI LINH GREATLY ENRICHED THE COLLEGE COMMUNITY...”
TEACHING

UQ’S OUTSTANDING TEACHERS HAVE BEEN WIDELY HONOURED IN THEIR FIELDS

DR NEIL COTTRELL,
SCHOOL OF PHARMACY
There is a demand in all professions for lifelong learning, and UQ is uniquely positioned to offer ongoing, high-quality professional development.

The University has established the Centre for Innovation in Professional Learning (CIPL) to help schools and institutes at UQ develop business models and provide effective Continuing Professional Development (CPD) courses.

CIPL Director Professor Bob Hendy says UQ is committed to engaging effectively with the professions by ensuring that short courses meet the needs of particular sectors.

“Professionals in many disciplines are dispersed, time-poor and exacting in what they require from CPD. “Our job at CIPL is to ensure we equip units at UQ with the skills and understanding to offer effective education programs,” Professor Hendy said.

“This might involve blended learning models including significant online components.”

UQ has made great strides in improving teaching practice in the last 10 years, but professional development courses present new and unique requirements, he said.

“The challenge for schools and institutes is to understand whether any idea they have for a short course meets a particular profession’s development needs, and whether the format is sustainable,” Professor Hendy added.

CIPL, a small unit of seven people, offers workshops tailored to helping UQ areas identify workable short course programs.

Workshops with small groups from schools and institutes initially help participants to formalise their idea, ensure it meets stakeholders’ needs, consider the content and delivery methods, and ensure there is a business case for an initiative.

“...CIPL ensures there is a business case for an initiative...”

“The objective of these workshops is to support schools and institutes in developing course proposals which they know will be successful,” he said.

Professor Hendy said the provision of good CPD programs was key to ongoing engagement with UQ graduates and other professionals.

“Part of the philosophy behind the UQ Advantage is to provide options and alternative pathways,” he said.

“We are adopting an approach which focuses on the student-graduate continuum. Our goal is for professionals to find it attractive to come back to do a particular short course at UQ to meet their immediate needs, and then find this experience can be used as a stepping stone into a postgraduate degree.”

“The CIPL is a small, strategic centre which is there to help UQ position itself at the forefront of continuing education.”
UQ’s global strategy is to position the University as a significant global institution for research, and teaching and learning.

UQ continued to rate strongly in international rankings in 2010, deepened global teaching and research partnerships and experienced strong demand from international students, and so is in an excellent position to meet its global objectives, says Deputy Vice-Chancellor (International) Dr Anna Ciccarelli.

As part of its global strategy, the University is committed to internationalising the curriculum for all students and continuing to increase exchange partnerships with overseas institutions.

“Through a host of undergraduate and postgraduate programs and partnerships, UQ students are developing new career and academic opportunities, improving their language skills and gaining exposure to different cultures,” she said.

UQ, which ranked as one of the world’s top 50 leading universities (43rd) for the seventh year in a row in the QS World University Rankings, attracts students from 120 countries and collaborates on major research projects in more than 50 countries.

As a member of Universitas 21, UQ promotes international collaboration with 22 other leading research-intensive universities from 14 countries and is active in the U21 Student Mobility Network which promotes student exchanges.

Successful international linkages include the School of Medicine, which has partnered with the Ochsner Health System. Since 2009, 50 UQ students from the USA have participated in the Ochsner program, which allows US students to study at UQ for the first two years of their medical degree and then return to the US to complete their final two years at UQ’s Ochsner Clinical School. A further 70 UQ medical students based in Australia have completed a clinical rotation at the Ochsner Clinical School.

By giving students access to transnational medical education, UQ aims to produce top-quality medical graduates with flexible skills and a global perspective, Dr Ciccarelli said.

UQ engineering students are also benefiting from international linkages and are able to complete double degrees with Groupe des Ecoles Centrales in France.

Dr Ciccarelli said UQ was committed to helping prepare students to meet global challenges, with staff involved in a variety of international programs, as well as a large number of staff having international qualifications or being recruited from overseas.

In spite of strong competition and the global economic downturn, UQ continued to attract an increasing number of international students through a variety of programs and scholarships.

“International students comment on the quality of teaching at UQ and say it is one of our best attributes,” Dr Ciccarelli said.

The level of satisfaction is reflected in surveys of international students, with 98 percent saying that UQ’s links to international universities and experts are very important and 94 percent saying they are satisfied with the teaching program at UQ.

Dr Ciccarelli said the UQ Advantage was also demonstrated in the support given to learning languages, with nine languages available through the Brisbane Universities Languages Hub, in collaboration with the UQ School of Languages and Comparative Cultural Studies.

“This emphasis on languages goes further than teaching a language as it also gives students an international and a cultural perspective.”
“...UQ ranked as one of the world’s top 50 universities...”
“...ALT PROJECT WILL PERFORM INTERNATIONAL BENCHMARKING...”
Mathematicians and scientists operate in complementary fields, but often they don’t speak the same language, says ALTC Priority Project leader from UQ, Kelly Matthews.

The ALTC project brings together an international team from cross-disciplinary areas of mathematics, science and education. Members are from a range of universities including UQ, University of Western Sydney, James Cook University, Purdue University and the University of Maryland.

“The team is looking at how to get mathematicians and scientists to work together across disciplines so that we ultimately graduate students with the high-quality quantitative skills they will need as professionals and researchers,” she said.

“Students are coming to university with weaker levels of maths, and this is having a flow-on effect when they begin their science degrees.”

The problem was underlined by research undertaken by Ms Matthews which revealed that only 56 percent of science graduates at one institution were confident about their mathematical and statistical skills.

The need to transform science education to better reflect the interdisciplinary and quantitative nature of science has been acknowledged in Australia and overseas. Earlier this year the Group of 8 Universities released a report warning of the declining maths skills of science graduates.

The project team is investigating examples of good practice where maths and science teachers at university are working together effectively.

One example of good practice Ms Matthews has already identified involves project participant Professor Peter Adams who team-teaches a course at UQ with Professor Peter O’Donoghue (pictured left to right).

They teach an interdisciplinary course to first-year science students, highlighting the application of maths in science.

The ALTC research team will perform international benchmarking of undergraduate science curricula, develop a model for cross-disciplinary collaborations and will hold an international symposium in 2012.

Ms Matthews, who has a background as a science teacher, is completing her PhD in Education. She is a lecturer in higher education in the Teaching and Educational Development Institute and is also a recipient of a 2010 Faculty of Science Teaching and Learning Award.
A major project spearheaded by UQ's Professor Sylvia Rodger aims to identify emerging academic leaders in occupational therapy to improve the development and design of curricula across Australia and New Zealand.

Professor Rodger, who heads the Division of Occupational Therapy at the School of Health and Rehabilitation Sciences at UQ, is a 2010 ALTC Teaching Fellow. She is using her fellowship for whole-of-program curriculum development and renewal at 14 universities in Australia and two in New Zealand.

There are three major parts to the 12-month fellowship:

• building a framework of curriculum design for occupational therapy;
• linking best-practice guidelines to the framework for people engaged in curriculum development and design; and
• building the capacity of emerging leaders to develop and design curricula that provide optimal learning experiences with excellent student outcomes and competent graduates.

The fellowship aims to overcome the current ad hoc approach to curriculum development evident in many universities. In most cases, content is considered the main part of curriculum development.

However, Professor Rodger said that without having a vision, knowing the curriculum drivers and identifying the stakeholders, a curriculum could not offer the optimal learning experience. UQ was already further down the development and design path for its curriculum than most other universities.

The framework is also expected to be useful beyond the occupational therapy profession and could help other disciplines with curriculum development.

Professor Rodger said the project included establishing an Emerging Leaders Network of 16 up-and-coming academic curriculum leaders from occupational therapy schools at each of the universities involved.

The Emerging Leaders Network will hold six meetings and a two-day, face-to-face workshop over the duration of Professor Rodger’s fellowship, and will also have access to guest speakers via webcasts and formal sessions on curriculum design.

By upskilling emerging leaders in occupational therapy, Professor Rodger will provide them with the tools needed to ensure curriculum development across Australia remains relevant in the future. It will also help universities with succession planning within departments and within the academic occupational therapy profession as a whole.

"By identifying emerging leaders in occupational therapy and developing a framework for curriculum development, programs can be designed to meet the needs of students, future employers and consumers,” Professor Rodger said.
UQ continues to build practical and important links with business and industry, with the UQ Business School demonstrating best practice in delivering custom-designed programs for business.

In 2010, 11 employees from the multinational company Laing O’Rourke Australia, (pictured below), graduated from the Masters-level qualification, the Graduate Certificate of Executive Leadership. The content of the course is leading edge and global in outlook, enabling participants to develop projects of strategic significance for their companies.

The UQ Business School has also had significant external recognition. The School’s MBA ranked in the prestigious top world 100 by The Economist for the first time in 2010, entering at the rank of 81.

The Economist ranking for UQ comes after the MBA was recently awarded five stars – the highest possible rating – by the Graduate Management Association of Australia (GMAA), for the sixth consecutive year.

Academic Dean and Head of School Professor Iain Watson said making The Economist’s Top 100 and other recent accolades were significant achievements for the UQ Business School.

“International competition for MBA programs is fierce, and for the UQ Business School MBA to rank as well as it does demonstrates that our graduates have gained huge career and professional benefits from our MBA.”
The Faculty of Health Sciences – which offers the widest range of health education offerings at an Australian university – has made huge strides in boosting its research and teaching facilities in 2010.

Faculty Director of Operations Mika Hayward said among the key accomplishments were the opening of the $100 million Pharmacy Australia Centre of Excellence (pictured right), the extensive refurbishment of the Health Sciences Building at the Royal Brisbane & Women’s Hospital and the development of the multimillion dollar Greenslopes Clinical School.

“These major developments located in the heart of key hospitals reflect the Faculty’s close integration with the health sector. For students this means unparalleled clinical experiences that provide excellent preparation for their chosen careers,” Mr Hayward said.

“The Health Sciences Building offers state-of-the-art teaching rooms, mock hospital wards and clinical bedside coaching rooms, and a spectacular new pathology learning space that is the only one of its kind nationally,” he said.

The School of Medicine – now the largest medical school in Australia – has experienced impressive growth, driven in part by a partnership with the Ochsner Health System in the United States, Mr Hayward said.

New teaching facilities have also been developed at the Ipswich campus.

“We have problem-based learning facilities for students spending the first few years of their studies at this dynamic campus.”
Improving the quality of the learning environment as well as facilities for teaching and learning are important goals at UQ.

The University’s teaching and learning environment has changed significantly in recent years with major new construction projects, improved facilities and the relocation of two schools from the St Lucia campus into new facilities.

A network improvement project is rolling out indoor and outdoor wireless network access across UQ’s campuses and on Brisbane’s CityCats. This service is greatly increasing the ability of students and staff to access university resources with greater flexibility.

Senior Deputy Vice-Chancellor Professor Michael Keniger said the focus on state-of-the-art facilities and the expansion of wireless had enriched the UQ experience for students and staff, and created improved opportunities for informal and social learning.

“New buildings and refurbished spaces in our libraries and student learning centres, such as the Ideas Centre in the School of Journalism and Communication and the Axon Learning Lab, have made it easier for students to collaborate and work in groups, or to study individually,” Professor Keniger said.

Another popular new collaborative learning space is The Hive (pictured left), located in the Social Sciences and Humanities Library on the St Lucia campus. The Hive’s mix of spaces and fittings is flexible, providing for both independent and group learning, Professor Keniger said.

He said the Sir Llew Edwards building – home of the Institute of Continuing and TESOL Education – was a model of best practice for the University. It provided modern, spacious seminar rooms and classrooms with PC-operated digital teaching and learning facilities. Custom-designed collaborative learning classrooms, such as those at the Advanced Concepts Teaching Space (ACTS), are configured for computer-based group work activities.

Professor Keniger said the decision to move two schools to new sites had enabled UQ to provide first-class facilities and had boosted the capacity of both schools.

The successful relocation of the School of Veterinary Science from the St Lucia campus to Gatton will eventually enable 600 undergraduate veterinary students to study at UQ.

Professor Keniger said the UQ School of Pharmacy’s move to the Pharmacy Australia Centre of Excellence (PACE) in a precinct adjacent to the Princess Alexandra Hospital was a major development for the University.

The precinct will also include the Translational Research Institute (TRI) Queensland, future home of UQ’s Diamantina Institute, as well as clinically-focused programs from the Mater Medical Research Institute, the Princess Alexandra Hospital and Queensland University of Technology.

“This is an outstanding example of UQ’s focus on collaboration with business and industry, and other research partners to provide students and researchers with the facilities as well as the skills and experience needed to develop successful careers.”

A new Learning Innovation Building to house the Teaching and Educational Development Institute, the Centre for Educational Innovation and Technology, and the Centre for Innovation in Professional Learning is also underway.

“The new building will underpin innovation in teaching and learning at UQ,” Professor Keniger said.

Engineering at UQ has doubled its student intake in the past three years. The growth means a bigger and better building is essential, and plans have been drawn up for a spectacular new Advanced Engineering Building that will overlook the lake at the St Lucia campus.

Tenders will be called in November 2010 and the building should be complete in 2012. It will include the most innovative and up-to-date facilities available, he said.
Each year The University of Queensland acknowledges a committed and inspirational group of academics at its annual teaching awards. In 2010, UQ awarded five individuals with UQ Awards for Teaching Excellence and two groups with UQ Awards for Programs that Enhance Learning. Another 14 individuals and groups were recognised with Citations for Outstanding Contributions to Student Learning, Commendations for Teaching Excellence and a Commendation for Programs that Enhance Learning.
UQ AWARDS FOR TEACHING EXCELLENCE

DR JEAN-LOUIS DURAND
School of Political Science and International Studies, $10,000
Dr Jean-Louis Durand is an inspiring educator with an engaging and enthusiastic approach to teaching. He uses a range of participatory methods to deepen students’ engagement with their study and to develop a learning community within the cohort. Dr Durand has introduced a number of teaching innovations in his classes, including the use of “case study teaching” which helps students understand the political, ethical and legal complexities of international politics. With his humour and direct teaching style, Dr Durand creates a nurturing academic environment that encourages students to participate and learn.

DR ANDREW FAIRBAIRN
School of Social Science, $10,000
Dr Andrew Fairbairn is an outstanding teacher who aspires to develop his students’ understanding of the human past, and to provide a well-rounded professional education in archaeology. He has extensive international experience as an archaeologist and is an active and accomplished researcher. His fieldwork and research enable him to provide students with highly relevant and engaging learning experiences. He has an enthusiastic teaching approach and emphasises group work and problem-solving. Dr Fairbairn also has a strong record in student mentoring and advice, and has led initiatives in Indigenous engagement.

ASSOCIATE PROFESSOR LESLEY LLUKA
School of Biomedical Sciences, $10,000
Associate Professor Lesley Luka motivates her students at all levels to “think like scientists” and to acquire skills relevant to their future careers. She is a gifted educator whose innovation and success has been demonstrated, not only in smaller, advanced level classes, but with large first-year classes and international students. The eConference used in a first-year course is an example of her innovative approach to pedagogy. It gives students an opportunity to experience what a scientific conference is like, and has significantly improved first-year learning outcomes. Associate Professor Luka has also helped promote teaching by mentoring new academic staff.

DR LIZA O’MOORE
School of Civil Engineering, $10,000
Dr Liza O’Moore is an inspirational educator who engages large first and second-year engineering cohorts with her practical and dynamic teaching approach. Her educational philosophy is shaped by her experience as a professional engineer, and she engages students by embedding real-world challenges and practical examples in her teaching. Dr O’Moore has received University and industry funding to develop innovative teaching resources and programs, including a competency testing program for first-year engineering students, which has been adopted by the wider UQ community and at other Australian universities.

DR ROBBIE WILSON
School of Biological Sciences, $10,000
Dr Robbie Wilson inspires students in the environmental sciences with his enthusiasm, practical teaching approach and effective use of modern technologies. He excels at engaging large first-year classes and fostering an effective learning environment. Dr Wilson’s innovative teaching practices, especially his use of multimedia technologies in teaching and assessment, have led directly to improved student outcomes. One example is a video assignment he introduced into a first-year biology course, which has increased student engagement with the course and received national and international recognition.
UQ COMMENDATIONS FOR TEACHING EXCELLENCE

DR WINNIFRED LOUIS
School of Psychology

ASSOCIATE PROFESSOR JULIE WALKER
School of Business

DR MARGARET WEGENER
School of Mathematics and Physics

UQ AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

CATEGORY 3: THE FIRST-YEAR EXPERIENCE

The BA First-Year Community
$10,000
Faculty of Arts, University of Queensland Library, and Student Services Directorate

Project leader: Professor Fred D'Agostino
Project team: Ms Inge Matt, Mr Michael Whiteway, Ms Janey Saunders, Mr Justin Nicholls

The BA First Year Community project uses a suite of online sites and face-to-face activities to help develop a learning community within the large and diverse Bachelor of Arts first-year cohort.

This innovative and evidence-based project supports the needs of first-year students, and helps ensure a successful transition into university by providing opportunities for students to access support services, and to interact in person and online.

Evaluation data demonstrate that the project has worked to equip first-year students with key skills that enable them to integrate and succeed both academically and socially. User statistics reveal robust use of the BA First Year Community website by commencing students, especially during the crucial first weeks of semester, when it has been found to average at least 10,000 hits per week.

CATEGORY 6: POSTGRADUATE EDUCATION

Rangeland Management Postgraduate Coursework Program – 'Learning for a Future in the Bush'
$10,000
Rangelands Australia and Teaching and Educational Development Institute

Project leader: Professor John Taylor
Project team: Ms Patricia Andrews

The Rangeland Management Postgraduate Coursework Program provides essential knowledge and skills for managing current and emerging issues in Australia’s vast rangelands. The program is unique in Australia and has been recognised nationally and internationally as a world-leader in rangeland education.

Input from a wide group of stakeholders informed the program’s development, which has ensured its courses are practical and relevant, and address industry skill requirements and knowledge gaps. The program covers economic, environmental and social aspects of rangeland management and provides educational opportunities for diverse student groups, including Indigenous and mature age students in remote areas through distance and intensive workshop-style courses.

UQ COMMENDATIONS FOR PROGRAMS THAT ENHANCE LEARNING

CATEGORY 2: EDUCATIONAL PARTNERSHIPS AND COLLABORATIONS WITH OTHER ORGANISATIONS

UQ Law Mentor Program
$2,500
School of Law

Project leader: Associate Professor Nickolas James
Project team: Mr Vu Ngo, Mrs Helen Braatvedt and Ms Teola Marsh
The UQ Teaching Fellowship Scheme aims to support emerging teaching and learning leaders to undertake a program of activities to advance teaching and learning in their faculty or discipline. Four staff members from a diverse range of disciplines have been appointed UQ Teaching Fellows in 2011:

**Dr Lucinda Chipchase**  
School of Health and Rehabilitation Sciences  
Exploring the use of telesupervision as a sustainable, engaging method to support professional learning opportunities.

**Dr Karen Moni**  
School of Education  
Building capacities to enhance critical thinking and writing skills of first-year international RHD students in the social sciences.

**Dr Susan Rowland**  
School of Chemistry and Molecular Biosciences  
Expanding the UQ undergraduate research experience to include teaching and learning projects.

**Dr Daniel Schull**  
School of Veterinary Science  
Refining and benchmarking outcomes assessment for the Bachelor of Veterinary Science professional program at UQ.

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**UQ Citations for Outstanding Contributions to Student Learning**

**Professor Nicholas Aroney**  
School of Law, $4,000  
For research-led teaching that develops in students a comprehensive and deep understanding of public law that is critically rigorous and conceptually sophisticated.

**Associate Professor Philip Bodman**  
School of Economics, $4,000  
For sustained commitment, excellence and leadership in teaching economics, enabling and inspiring students to achieve outstanding academic and employment outcomes.

**Dr Noreen Breakey**  
School of Tourism, $4,000  
For building bridges that engage and inspire students to learn about the tourism world, motivating them to achieve professional excellence.

**Dr Rhonda Breit**  
School of Journalism and Communication, $4,000  
For promoting journalism students’ self-efficacy through leadership in reflective, student-centred approaches to the field of media law and ethics.

**Dr Denis Collins**  
School of Music, $4,000  
For research-led innovation and sustained excellence in curriculum design and learning activities that develop key student skills in musicology.

**Associate Professor Matthew Davis**  
School of Mathematics and Physics, $4,000  
For implementation of active learning methods in first-year physics that transform student attitudes and encourage a high level of student engagement.

**Mr Alan Duhs**  
School of Economics, $4,000  
For inspiring economics students to learn through an interactive approach to teaching, and his capacity to build student understanding of the philosophical roots of economics.

**Dr Barbara Masser**  
School of Psychology, $4,000  
For approaches to assessment, feedback, and learning support for fourth-year students in social psychology that foster skill building in preparation for life after graduation.

**Dr Donovan Storey**  
School of Geography, Planning and Environmental Management, $4,000  
For approaches to the support of learning and teaching that influence, motivate and inspire students to learn.

**Dr Anthony Wright**  
School of Education, $4,000  
For sustained excellence and leadership in science education through classroom practice, course development and pedagogical innovation at the University and in the wider community.
2010
ALTC AWARDS

ALTc AWARD FOR TEACHING EXCELLENCE
$25,000

DR SHELLEY DOLE
School of Education
Award category: Social Sciences
Dr Shelly Dole, a Senior Lecturer in mathematics education, is an innovative and inspiring teacher who aims to help all her students become confident, effective teachers of mathematics. Dr Dole's teaching approach includes practical in-class scenarios, innovative assessment tasks and detailed constructive feedback to help promote critical thinking and deep learning even in students who have avoided maths in the past. By helping pre-service teachers see the logic and relevance of maths, Dr Dole develops their confidence and ensures they can effectively develop the numeracy skills of their future students. Her research interests include mathematics learning difficulties and misconceptions, mathematics assessment and promoting students' conceptual understanding of mathematics to encourage success and enjoyment of mathematics in school.

ALTc AWARD FOR TEACHING EXCELLENCE
$25,000

DR GREG MARSTON
School of Social Work and Human Services
Award category: Early Career
Dr Greg Marston is a Senior Lecturer in the School of Social Work and Human Services and has made a significant contribution to teaching excellence in the field of social policy. As an active and respected researcher and a former practitioner in social policy, Dr Marston provides students with current, practical teaching, and valuable insights into social policy practice. He is a dynamic lecturer and has a strong rapport with his students, who he ensures are supported but challenged in their learning. His teaching philosophy emphasises meaningful dialogue, critical engagement and use of diverse assessment tasks, ranging from creative art to classroom debates, to help students gain a deeper understanding of the subject matter.

ALTc AWARD FOR PROGRAMS THAT ENHANCE LEARNING
$25,000

MINING EDUCATION AUSTRALIA
Award category: Educational partnerships and collaborations with other organisations
Project leader: Dr Mehmet Kizil
Project partners: The University of Queensland, The University of New South Wales, Curtin University of Technology, Adelaide University
Mining Education Australia (MEA) is a collaborative initiative designed to deliver a cross-institutional and nationally-recognised undergraduate program in mining engineering. The program was funded by the Minerals Council of Australia (MCA) and a $1.3 million grant from the Federal Government to address increasing demand for quality mining engineers. It was developed by a collaborative team including UQ, The University of New South Wales, Adelaide University and Curtin University of Technology. The program provides students with common courses across universities and access to collaborative teaching tools and expertise from a national group of academics.
ALTC COMPETITIVE GRANTS

DR BRONWEN CRIBB
Centre for Microscopy and Microanalysis

Project title: A national approach to education in advanced microscopic characterisation through integrated learning tools.

Project description: This project will develop a flexible and comprehensive blended learning program for advanced microscopic characterisation and will complement a major education and e-research focus provided by the Australian Microscopy and Microanalysis Research Facility.

Funding: $219,000

ALTC CITATIONS FOR OUTSTANDING CONTRIBUTIONS TO STUDENT LEARNING

$10,000

Professor Lawrence Gahan
School of Chemistry and Molecular Biosciences
For 25 years of engaging students, enhancing learning, inspiring colleagues and sustaining leadership in chemistry.

Associate Professor Joseph Grotowski
School of Mathematics and Physics
For sustained leadership in teaching and learning of mathematics – engaging students and inspiring an institutional culture around curriculum innovations across the discipline.

Associate Professor Matthew Hornsey
Faculty of Social and Behavioural Sciences
For inspiring and motivating psychology students in large classes through the use of narrative and connectedness.

ALTC PRIORITY PROJECTS

PROFESSOR CAROLINE CROSTHWAITE
Faculty of Engineering, Architecture and Information Technology

Project title: Curriculum renewal in engineering through theory driven evaluation.

Project description: This project proposes to evaluate the Engineers Without Borders (EWB) challenge for first-year engineering students and the way in which it has been implemented at each of the partner institutions.

Funding: $219,000

MS KELLY MATTHEWS
Teaching and Educational Development Institute

Project title: Quantitative skills in science: curriculum models for the future.

Project description: This project will address tertiary and secondary students’ deteriorating quantitative skills by benchmarking science curricula from around the world and investigating ways to promote the development of quantitative skills.

Funding: $220,000

ALTC FELLOWSHIP

PROFESSOR SYLVIA RODGER
School of Health and Rehabilitation Sciences

Program title: Building capacity among emerging occupational therapy (OT) academic leaders in curriculum renewal and evaluation at UQ and nationally.

Funding: $99,844

Mr Michael Jennings
School of Mathematics and Physics
For improving first-year students’ mathematical understanding through enthusiasm, engagement and innovative teaching approaches.

Dr James Laurenceson
School of Economics
For sustained excellence in teaching large undergraduate economics courses: inspiring students through relevance, interaction, enthusiasm and humour – contributing to increasing enrolments and lower attrition rates.

Associate Professor Malcolm Parker
School of Medicine
For preparing future doctors to manage the ethical, legal and professional obligations and challenges of 21st century medical practice, through 15 years of inspiring leadership.

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 home.

Dr Terry Tunny
School of Biomedical Sciences
For outstanding dedication and expertise in teaching physiology in a clinical context to medical students resulting in an enhanced educational experience in the medical program.

Dr Martie-Louise Verreyne and Mr Stewart Gow,
UQ Business School
Mr Clint Ramsay, UniQuest Pty Ltd
For sustained excellence in engaging industry in the learning experiences and professional development of postgraduate business students.
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, learning plans have reflected UQ’s commitment to quality in teaching and learning, and underpinned significant achievements in this area.
The University continues to work tirelessly to secure UQ’s position as a genuinely world-class higher education institution, one which is the destination of choice for the very best domestic and international students.

In the learning area, the recent focus on the UQ Advantage has helped to strengthen the points of distinction in the UQ student experience. The challenge in the future is to develop this focus into stronger educational ambitions that have, as their defining feature, a focus on educating and supporting the leaders of the future. From this perspective, the need to attract and support the best students, irrespective of their background, will be imperative.

The Learning Plan 2011 – 2015 is a framework for action that has as its major plank the need to deliver on the UQ Advantage by ensuring that opportunity and choice genuinely characterise the UQ student experience.

Opportunity reflects UQ’s commitment to providing educational opportunities that capitalise on our world-class research strengths and facilities, international collaborations, and industry and professional links to enrich students’ learning experiences, and to nurture future leaders.

Choice is provided through strong undergraduate degrees; a range of dual degree offerings; concurrent diplomas; professional-entry masters programs; and postgraduate coursework programs that facilitate professional career development, or prepare students for research higher degrees.

Supporting the University’s strong commitment to delivering on the UQ Advantage is continued recognition of the importance of the key underpinning goals of excellence in teaching, on the one hand, and quality of the student learning environment, on the other. UQ’s commitment to further supporting these goals is unwavering and resolute.

The scope of the UQ Learning Plan remains broad and its goals significant. At the beginning of UQ’s second century, its role is to ensure that the University’s national leadership position in teaching and learning is retained and that UQ is positioned to become a genuinely world-class higher education institution.

Learning goals and strategies for 2011-2015 are outlined in the following three pages.

The plan focuses on the following themes:

- Delivering on the UQ Advantage
- Supporting and rewarding teaching excellence
- Enhancing UQ’s student learning environment.
# Theme 1: Delivering on the UQ Advantage

Deliver on the UQ Advantage by ensuring that opportunity and choice genuinely characterise the UQ student experience.

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<thead>
<tr>
<th>Strategy</th>
<th>Actions</th>
<th>Primary Responsibility</th>
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<tbody>
<tr>
<td>Enhance the shape of UQ's offerings to support broad educational opportunities, ensure flexibility in pathways, and meet postgraduate growth targets.</td>
<td>Implement the recommendations of the 2010 review of postgraduate coursework awards.</td>
<td>DVCA; ADAs</td>
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<td></td>
<td>Introduce a suite of dual undergraduate degrees and professional-entry masters programs.</td>
<td>ADAs</td>
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<td>Explore possibilities for collaborative degrees with key international partners.</td>
<td>DVCA; ADAs</td>
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<td></td>
<td>Provide support to promote, design and establish continuing professional development (CPD) programs that articulate to postgraduate qualifications.</td>
<td>Director, CIPL</td>
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<td>Continue to review the role of honours, and consider the development of other pathways to RHD training.</td>
<td>ADAs; Dean, Graduate School</td>
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<td>Support a suite of opportunities and experiences that foster key skills and prepare students for future leadership roles.</td>
<td>Clarify and promote to students the distinguishing features of the UQ Advantage, and introduce the UQ Advantage Award and the UQ Advantage PhD program.</td>
<td>Director, OUE; Dean, Graduate School</td>
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<td>Embed the summer research scholarship program throughout UQ programs.</td>
<td>Director, OUE; ADAs</td>
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<td>Support an annual UQ undergraduate research conference as a key component of Research Week.</td>
<td>Director, OUE</td>
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<td>Develop a strategy to enrich student learning experiences through further opportunities for industry placements, internships and other practical work-based experiences.</td>
<td>ADAs; Director, OUE</td>
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<td>Review UQ's graduate attributes approach with reference to the evolving academic standards agenda.</td>
<td>Dean, Academic Programs</td>
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<td>Identify and implement ways in which CPD and other educational offerings can provide career development options for current students and alumni.</td>
<td>Director, CIPL; PVCA</td>
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<td>Promote and support opportunities for students to gain international experiences and develop global and inclusive perspectives.</td>
<td>Recognise and reward student endeavours in internationalisation and improve reporting on student mobility.</td>
<td>DVCA; Director, OUE</td>
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<td></td>
<td>Develop and implement an action plan to promulgate UQ's education principles on Indigenous Australian matters.</td>
<td>Dean, Academic Programs; Director, ATSISU</td>
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<td>Develop a strategy to facilitate high-quality academic and non-academic interactions between international and domestic students.</td>
<td>Director, Student Services</td>
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<td>Leverage technology-mediated strategies to facilitate global experiences for students.</td>
<td>ADAs; Director, CBIT</td>
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<td></td>
<td>Expand opportunities for international summer research placements for undergraduates.</td>
<td>Director, OUE</td>
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<td>Continue to internationalise the curriculum to equip students with the skills, knowledge and experience to live and work in a global society.</td>
<td>Dean, Academic Programs, ADAs</td>
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<td>Seek to attract, support and retain high-achieving students, and prioritise the need to improve the participation and success of students from low SES and Indigenous backgrounds.</td>
<td>Enhance institutional support for Indigenous student outreach and aspiration building programs.</td>
<td>Dean, Academic Programs; Director, ATSISU</td>
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<td>Establish the UQ College as a vehicle to increase the range of pathways into bachelor-level qualifications.</td>
<td>CEO, UQ College</td>
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<td>Review and expand faculty-based programs designed to provide opportunities for high-achieving students.</td>
<td>DVCA; ADAs</td>
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<td>Review the bonus rank scheme for incoming students with specific Year 12 subject profiles and those involved in tertiary-level enhanced studies and enrichment activities.</td>
<td>DVCA; CAPP</td>
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<td>Continue to review and ensure effectiveness of undergraduate scholarship programs, including UQ's equity scholarship program (UQ Link).</td>
<td>Director, OPSSSE</td>
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## THEME 2: SUPPORTING AND REWARDING TEACHING EXCELLENCE

Attract and retain high-quality teaching staff, support and reward teaching excellence, and raise the professionalism, visibility, and status of teaching and learning at UQ.

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<tr>
<th>STRATEGY</th>
<th>ACTIONS</th>
<th>PRIMARY RESPONSIBILITY</th>
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<tbody>
<tr>
<td>Recognise and reward teaching excellence and maintain UQ’s national leadership position in this area.</td>
<td>Continue to encourage and support high-quality applications for UQ, national and international teaching awards.</td>
<td>DVCA; Director, TEDI</td>
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<td></td>
<td>Recognise and reward staff endeavours in internationalisation.</td>
<td>DVCI</td>
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<td>Recognise and reward staff innovation in challenging and new teaching contexts, e.g., large classes, short courses, collaborative programs.</td>
<td>ADAs</td>
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<td>Promote UQ’s teaching and learning achievements to alumni and the broader community.</td>
<td>DVCA</td>
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<td>Enhance the capacity for the annual Teaching and Learning Week to showcase UQ’s teaching and learning achievements and innovations.</td>
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<td>Enhance the professionalism and quality of staff development opportunities for academic and sessional staff.</td>
<td>Introduce a Certificate of University Teaching that articulates with the Graduate Certificate in Higher Education for all staff new to teaching.</td>
<td>Director, TEDI</td>
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<td></td>
<td>Roll out the enhanced tutor training program to all faculties.</td>
<td>Director, TEDI; ADAs</td>
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<td></td>
<td>Identify ways to support, recognise and reward sessional staff, particularly those in clinical areas.</td>
<td>Director, TEDI; ADAs</td>
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<td>Support the development of skills in program design particularly where one type of UQ educational offering articulates into another.</td>
<td>ADAs; Director, CIPL</td>
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<td>Support and encourage increased involvement of institute and research-only staff in undergraduate and postgraduate coursework teaching.</td>
<td>DVCA</td>
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<tr>
<td>Support the scholarship of teaching and the development and evaluation of innovative teaching practices that improve student outcomes.</td>
<td>Review the impact of UQ strategic teaching and learning grants on student outcomes and establish a mechanism for effectively showcasing outcomes.</td>
<td>DVCA; Director, TEDI</td>
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<td></td>
<td>Continue to encourage and support applications for externally-funded teaching fellowships and grants.</td>
<td>DVCA; Director, TEDI</td>
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<td></td>
<td>Ensure that support provided to teaching-focused academic staff is sufficiently targeted and effective.</td>
<td>Director, TEDI</td>
</tr>
<tr>
<td></td>
<td>Establish a lunchtime seminar series to disseminate innovative teaching and learning practice.</td>
<td>Directors, TEDI; CIPL; CEIT</td>
</tr>
<tr>
<td></td>
<td>Expand the UQ Teaching Fellowship Program to include opportunities to focus on technology-enriched learning.</td>
<td>Directors TEDI and CEIT</td>
</tr>
<tr>
<td></td>
<td>Improve the assessment of learning outcomes and the understanding of key teaching and learning performance indicators.</td>
<td>DVCA</td>
</tr>
<tr>
<td>Ensure that quality assurance and enhancement processes for teaching and learning are effective.</td>
<td>Contribute to national projects to develop discipline-based academic standards.</td>
<td>ADAs</td>
</tr>
<tr>
<td></td>
<td>Participate in Go8 quality verification trial.</td>
<td>Dean, Academic Programs</td>
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<tr>
<td></td>
<td>Review implementation of new SECoT/s instruments and plan shift to online student evaluations.</td>
<td>Director, TEDI</td>
</tr>
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<td></td>
<td>Continue to enhance the CTQA dashboard and ensure currency of the Learning KPIs in the SBPF.</td>
<td>DVCA; Director, Planning</td>
</tr>
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<td></td>
<td>Ensure effective dissemination and response to results of annual student surveys (CEQ, Student Barometer and AUSSE).</td>
<td>DVCA; DVCI</td>
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</tbody>
</table>
## Theme 3: Enhancing UQ’s Student Learning Environment

Enhance the quality of all aspects of the student learning environment and address emerging issues.

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>ACTIONS</th>
<th>PRIMARY RESPONSIBILITY</th>
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</thead>
<tbody>
<tr>
<td>Develop strategies to ensure the retention and success of an increasingly diverse student body.</td>
<td>Implement and evaluate the expanded Thrive@UQ program and ensure a coherent and well-supported student transition strategy.</td>
<td>Director, Student Services</td>
</tr>
<tr>
<td></td>
<td>Ensure alignment, co-ordination and effectiveness of student support programs offered by the Library, Student Services, ATSISU and the faculties.</td>
<td>DVCA</td>
</tr>
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<td></td>
<td>Improve understanding of student retention and effective intervention strategies.</td>
<td>Director, Student Services</td>
</tr>
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<td></td>
<td>Review orientation and “gateway” programs offered by faculties, and improve communication with new students.</td>
<td>DVCA; ADAs</td>
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<td></td>
<td>Support strategies to assist with large-class teaching including technology-mediated approaches.</td>
<td>Directors TEDI and CEIT</td>
</tr>
<tr>
<td>Prioritise support for the development of state-of-the-art teaching spaces and student learning facilities.</td>
<td>Continue to provide support for teaching space enhancements through the T&amp;L Space Committee and in the context of major new building projects.</td>
<td>DVCA; SDVC</td>
</tr>
<tr>
<td></td>
<td>Prioritise plans to develop, deliver and assess student learning centres and spaces that facilitate formal and informal student interaction.</td>
<td>DVCA; SDVC</td>
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<td></td>
<td>Investigate and pilot the use of new generation teaching spaces and evaluate their impact on learning.</td>
<td>Directors CEIT and TEDI</td>
</tr>
<tr>
<td></td>
<td>Enhance standards for appropriate provision and support of AV and ICT facilities in teaching spaces.</td>
<td>DVCA; Manager, Teaching Technology Support</td>
</tr>
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<td></td>
<td>Work with the Phoenix project to ensure wireless connectivity in high-priority teaching spaces and student areas.</td>
<td>ADAs; Director, ITS</td>
</tr>
<tr>
<td>Focus on the development and support of technology innovations to support high-quality blended learning.</td>
<td>Clarify roles and responsibilities in relation to e-learning (ITS, TEDI, CEIT and faculties).</td>
<td>DVCA</td>
</tr>
<tr>
<td></td>
<td>Develop a strategy on e-portfolios and extend their use throughout UQ.</td>
<td>Directors CEIT and CIPL</td>
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<td></td>
<td>Implement the requirement that all undergraduate courses have a Blackboard presence and assess its impact.</td>
<td>ADAs; DVCA</td>
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<tr>
<td></td>
<td>Evaluate and promote educational opportunities afforded by new technologies, tools and spaces.</td>
<td>Director, CEIT</td>
</tr>
<tr>
<td></td>
<td>Promote and support effective use of Blackboard and other online resources.</td>
<td>Director, TEDI</td>
</tr>
<tr>
<td>Enhance the quality and rigour of assessment practices and ensure the provision of high-quality and timely feedback.</td>
<td>Continue to monitor and refine policies and procedures related to assessment.</td>
<td>Director, TEDI; ADAs</td>
</tr>
<tr>
<td></td>
<td>Provide seed funding to implement alternative assessment practices, both formative and summative.</td>
<td>DVCA</td>
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<tr>
<td></td>
<td>Improve dissemination of best practice in discipline-appropriate mechanisms for feedback and assessment.</td>
<td>ADAs</td>
</tr>
<tr>
<td></td>
<td>Ensure training programs for tutors, sessional staff and new staff include modules on assessment, feedback and academic integrity.</td>
<td>Director, TEDI</td>
</tr>
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<td></td>
<td>Continue to support and encourage participation in the UQ Assessment Network.</td>
<td>Director, TEDI</td>
</tr>
</tbody>
</table>

### Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>ADA</td>
<td>Associate Dean (Academic)</td>
</tr>
<tr>
<td>ATSISU</td>
<td>Aboriginal and Torres Strait Islander Studies Unit</td>
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<tr>
<td>AUSSE</td>
<td>Australasian Survey of Student Engagement</td>
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<tr>
<td>CAPP</td>
<td>Committee for Academic Programs Policy</td>
</tr>
<tr>
<td>CEIT</td>
<td>Centre for Educational Innovation and Technology</td>
</tr>
<tr>
<td>CEQ</td>
<td>Course Experience Questionnaire</td>
</tr>
<tr>
<td>CIPL</td>
<td>Centre for Innovation in Professional Learning</td>
</tr>
<tr>
<td>DVCA</td>
<td>Deputy Vice-Chancellor (Academic)</td>
</tr>
<tr>
<td>DVCi</td>
<td>Deputy Vice-Chancellor (International)</td>
</tr>
<tr>
<td>DVCE</td>
<td>Deputy Vice-Chancellor (External Relations)</td>
</tr>
<tr>
<td>DVCI</td>
<td>Deputy Vice-Chancellor (Academic)</td>
</tr>
<tr>
<td>OPSSSE</td>
<td>Office of Prospective Students, Scholarships and Student Equity</td>
</tr>
<tr>
<td>OUE</td>
<td>Office of Undergraduate Education</td>
</tr>
<tr>
<td>PVC</td>
<td>Pro-Vice-Chancellor</td>
</tr>
<tr>
<td>PVCA</td>
<td>Pro-Vice-Chancellor (Advancement)</td>
</tr>
<tr>
<td>SBPF</td>
<td>School-Based Performance Framework</td>
</tr>
<tr>
<td>SDVC</td>
<td>Senior Deputy Vice-Chancellor</td>
</tr>
<tr>
<td>SECA/t/s</td>
<td>Student Evaluation of Courses and Teaching</td>
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<tr>
<td>TEDI</td>
<td>Teaching and Educational Development Institute</td>
</tr>
<tr>
<td>KPI</td>
<td>Key Performance Indicator</td>
</tr>
</tbody>
</table>
CENTENARY

In 2010, The University of Queensland (UQ) turned 100. Throughout the year, the University has hosted numerous events, welcomed new students and reunited alumni members, celebrating its 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.
LEARNING AT UQ
2010

LEARNING // DISCOVERY // ENGAGEMENT