OBJECTIVES

▶ to equip our graduates for successful careers by providing globally-oriented educational experiences which develop independent thought, critical judgment, problem-solving skills, effective communication and ethical sensitivity
▶ to deliver a student-centred approach to learning, by considering student needs and monitoring teaching and learning outcomes
▶ to use flexible teaching and learning modes and technologies, supported by current research and staff of the highest international calibre

KEY RESULTS

▶ excellent job outcomes for graduates
▶ 22 percent increase in international students
▶ three winners and one finalist in national teaching awards
▶ launch of awards for excellence in supervising higher degrees (first in an Australian university)

OUTLOOK

▶ more international and postgraduate students
▶ continuing shift to student-centred learning – listening, responding and monitoring outcomes
▶ growth in flexible learning

THE YEAR AHEAD

▶ $150,000 AUTC-funded project to boost learning in large classes
▶ joint executive programs and our MBA degree on offer at Mt Eliza Business School, Victoria
▶ international student/staff exchanges and research collaborations

STUDENTS MICHELLE CHUA AND DANIEL MULLINS STUDY PLASTINATED MODELS IN THE ANATOMY MUSEUM – ONE OF OUR SOPHISTICATED TEACHING AND RESEARCH COLLECTIONS, WHICH ARE TOGETHER WORTH A TOTAL OF SEVERAL MILLION DOLLARS.

Top teachers take line honours

Our teachers are among Australia’s best – and we keep the standards high with teacher training and evaluation (see page 18-19), incentives and a strong research tradition.

This was our fourth successful round in the fourth year of the prestigious Australian Awards for University Teaching.

Our own Awards for Excellence in Teaching, a pioneering scheme launched in 1988 in partnership with the Alumni Association of the University of Queensland Inc, are now worth $10,000 each.

This year they went to:
▶ Dr Nan Bahr (Graduate School of Education UQ Ipswich) for online programs;
▶ Dr Craig Franklin (Zoology and Entomology) for innovative research-teaching links;
▶ Associate Professor Stephen Gray (Commerce) for interactive flexible delivery;
▶ Dr Peter O’Donoghue (Microbiology and Parasitology) for complementing teaching with research to enhance vocational context and technical skills in self-directed learning; and
▶ Professor William Tow (Government) for an international relations program.

Commendations went to Dr Sarah Ferber (History), Dr Jay Hall (Sociology, Anthropology and Archaeology) and Dr Judith Murray (Social and Preventive Medicine).

Our new Excellence in Research Higher Degree Supervision awards, worth $10,000 each, also represented a first for Australian universities. Funded by our Deputy Vice-Chancellor (Research), they recognise, encourage and reward quality postgraduate supervision.

Inaugural winners were:
▶ Dr Paul Lant (Chemical Engineering) for national leadership in teaching graduate research students; and
▶ Professor Bruce Murdoch (School of Health and Rehabilitation Sciences) for achieving a 100 percent student completion rate and boosting our national leadership in speech pathology.
GRADUATE EXCELLENCE

Our graduates remained ahead of the national average on three counts – full-time employment, starting salaries and return to full-time study.

The April 2000 Graduate Destination Survey showed 88 percent of our graduates aged under 25 and available for full-time work found jobs, compared to the national figure of 83.6 percent for the same group. Our graduates reported above-average starting salaries, with men getting $34,000 and women $32,000 annually. One of our dentistry graduates reported a starting salary of $120,000.

The survey also suggested that more graduates from this University than from others chose full-time postgraduate study – 28 percent against the national average for graduates of 22 percent.

Postgraduates achieved similarly good job results. A January 2000 survey by Emeritus Professor Trevor Heath showed that nearly 80 percent of people submitting PhDs in 1999 either had jobs or would take up positions within six months.

ON TARGET FOR ENROLMENTS

We were right on target with projections (see page 12) with a total enrolment of 29,717 students. This equalled 25,373 full-time equivalents (FTE).

International students recorded the largest rate of increase at 22 percent. We enrolled 2831 international students this year, up from 2319 in 1999 and 1784 in 1998.

Postgraduate numbers remained steady at 5758 (4108 FTE) – 19 percent of the student population – and included 2503 PhD candidates. Higher degree research students made up 10 percent of all enrolments. Completions included 333 PhDs and 107 masters by research.

We again attracted most of Queensland’s top achievers including:
- 72 percent of school leavers (352 out of 490) in the top band of Overall Position (OP) 1;
- 63 percent of students (1002 out of 1621) in the top three OP bands – more than three times the share of our nearest rival; and
- 54 of Queensland’s 100 Australian Students Prize winners. The Federal Government gives 500 of these prizes nationally each year for academic excellence and achievement in secondary education.

COURSE STANDARDISATION: BRAVE NEW WORLD

We finished the huge task, endorsed by Senate in 1997, of changing the structure of our degrees. The new system, which substitutes courses for subjects and units for credit points, was put in place to deadline by January, 2001 (see page 38).

Advantages include more equitable HECS/fee arrangements, better administrative practices, more effective use of time, staff and other resources, and a more easily understood program structure. Students will also find it easier to determine credit for prior study, whether they are enrolled here or transferring from another university.

We reviewed all currently-enrolled students’ academic records in time for the 2001 transition and reviewed curricula across all faculties. This prompted the amalgamation of some subjects (renamed courses) and deletion of others. Implementation of the PeopleSoft management system (see page 39) underpinned the standardisation process.

EXPANDING HORIZONS

A dynamic year of global initiatives included major partnership agreements with three universities in Vietnam – Vietnam National University in Hanoi and Ho Chi Minh City, and the University of Danang. The agreements involve programs worth about $7 million for training Vietnamese staff and students on our campuses via several five-year postgraduate...
NEW GLOBAL OPPORTUNITIES...

- staff/student exchanges and research collaborations – our School of Psychology and Universitas Indonesia (two years study at each institution to graduate Bachelor of Arts from UQ and Sarjana Psikologi from UI)
- twinning agreement – Journalism Department and Bjorknes Privatschule, Norway (one year's study in Norway followed by two years here to graduate Bachelor of Journalism from UQ)

scholarships and 18-month doctoral development programs. English language training is also available through ICTE, our Institute of Continuing and TESOL (Teaching of English to Speakers of Other Languages).

Our Library (see pages 19-20) and Bookshop worked with the University of Danang on a project involving staff training, acquisition of materials worth US$250,000, and long-term operational planning for an Information Resource Centre.

A new joint venture with the Singapore Institute of Management attracted 20 enrolments for a Web-based technology management and e-business study program. This caters for working people who want to upgrade their qualifications while continuing work and other commitments.

ENCOURAGING INTERNATIONALISM

We signed or renewed 49 agreements with institutions in more than 20 countries this year, including:
- four twinning programs,
- 20 staff and student exchange agreements,
- 11 research and academic collaborations,
- three offshore programs and
- four scholarships.

This reinforced our global reputation, drawing 160 international exchange students to our campuses while 135 of our students studied overseas as part of their degrees.

A continuing Foundation Year program using our curricula and run by International Education Services Ltd attracted 154 enrolments from more than 30 nations – 120 percent more than the previous year. Of these, 97 students received undergraduate offers and 42 are due to graduate in July 2001.

The program prepares school-leavers from overseas to enter our undergraduate courses. We helped launch a similar program in Brunei this year and despite a small initial enrolment of six, signs indicate excellent growth in 2001.

WORKING WITH OTHERS

We added to a long list of collaborations offering innovative learning experiences at home and abroad (see page 20).

A new partnership with mining, engineering and construction company Theiss Pty Ltd provided real-life learning for students plus work-based learning and career planning for non-tertiary-educated Theiss staff. This utilised our world-class IT resources and Library and one of our academics was based at Theiss for the year.

An alliance with the Mt Eliza Business School in Victoria, effective from January 1, 2001, will boost our Business School’s national profile. The move followed Mt Eliza’s formal separation from Monash University and provides joint executive education programs and a University of Queensland Master of Business Administration degree to Victorian students.

Articulation agreements expanded to give Emerald Agricultural College students direct entry to degree and diploma programs at UQ Gatton.

We appointed an inaugural Graduate School Board (see page 30) comprising eight business, professional and University leaders who advise on strategic postgraduate policies, activities and directions. New appointments brought our adjunct professors to a total of 143. They serve terms of up to three years in their area of expertise, teaching and advising students and generally linking our interests with those in the world of work.

TEACHING: EVALUATION AND TRAINING

Teaching and Educational Development Institute (TEDI) staff evaluated the Continuing Curriculum Review Innovation piloted in 1999. A report on this evaluation will be submitted in 2001 to the President of the Academic Board and the Pro-Vice-Chancellor (Academic).

TEDI promoted good teaching through:
- Introduction to teaching, a compulsory three-day program for academics new to teaching;
EXPANDING I.T.

As part of our enrolment procedures this year, we gave all students computer accounts (including free dial-in access to intranet and Internet) and personal email accounts.

Computer laboratories in all faculties offered long opening hours and full access to relevant teaching materials, Library, intranet and Internet; and more and more subjects adopted Web or CD-ROM-based resources such as on-line forums and audio and video recordings.

The October launch of a pilot version of my.UQ http://my.uq.edu.au, one of the first portal systems in the Australian university sector (see page 39), attracted 24,000 individuals by year’s end – up to 8000 logins each day. MySI-Net, the new PeopleSoft Student Administration System (see page 39), was set to go “live” on schedule in 2001.

Educational Multimedia Services (EMS) staff worked on 166 projects, 70 percent of them in WebCT (Web Course Tools). These included the Magnetic Resonance Technology (MRT) postgraduate program accessed by students in Australia, Hong Kong and the U.K. It uses CD-ROM, a website and an on-line mailing list to complement theoretical and technical material with animation and graphics.

At UQ Ipswich, TEDI produced 7890 learning guides and 4320 readers for the 64 new courses developed in 2000, and created websites using WebCT for these courses.

At UQ Gatton, TEDI helped design 156 courses and produced a range of flexible learning resources such as study guides, books of readings, practical manuals, CD-ROMs and Web-sites.

LIBRARY

Our Library – the largest collection in Queensland – celebrated its second win in three years at the prestigious Australian Awards for University Teaching. AskIT, an innovative computer help and training service, won the Institutional category. This capped another year of excellence in electronic resource acquisitions and information skills training, despite reduced spending power due to a weakening Australian dollar.

In 2000 we acquired access to more than 125,000 e-books, adding to current holdings of 8000 e-journals.

By year’s end, some journal subscriptions were cancelled and 20 Library staff had accepted Voluntary Separation Packages. However, pluses for the year included the bulk purchase of five-year licences for the bibliographic software, EndNote, for free use by all staff and postgraduate students, and refurbishment of the following branches:

- Law Library;
- Economics and Business Library;

NEW QUALIFICATIONS OFFERED IN 2000 INCLUDED...

- Doctor of Clinical Psychology
- Graduate Certificate in Social Administration
- Graduate Diploma in Social Administration
- Master of Social Administration
- Master of Speech Pathology

AWARD-WINNING AskIT:

I.T. help and training anytime, anywhere via Web, email, telephone, or face-to-face enquiry.

The first 11 months of operation included:

- on-campus training for 1700 students;
- 37,500 face-to-face enquiries; and
- thousands of hits on the website (98,000 in December alone).

http://askit.uq.edu.au

The University of Queensland Annual Report 2000
REAL-LIFE LEARNING INCLUDED:

- planting 1,600 trees and shrubs near Tully, far north Queensland – in just one hour – to help eradicate rats from sugar crops (natural and rural systems management students working with Queensland Parks and Wildlife Service and Bureau of Sugar Experiment Stations);
- field work in South Africa studying wildlife and eco-management, marketing and tourism (wildlife biology, animal production and environment students);
- international market research projects – including two weeks work in Asia – for agribusiness clients (agribusiness students); and
- a study tour of grazing properties and research facilities in Queensland’s far west (rangeland management students).

- UQ Gatton Library (including the Centenary Learning Centre);
- UQ Graduate School Study Centre (in the Fryer Library); and
- Moot Court (Law Library).

The University allocated $400,000 to upgrade the UQ Gatton Library collection and committed a further $150,000 a year for 2001-2004.

Our Library Information Skills classes drew record numbers with 40,340 attendances at classes, workshops and tours – up from 34,015 in 1999 and 24,574 in 1998.

Contributions to the Australian research community included loading our manuscript holdings onto the National Bibliographic Database, a major national library resource, and collaborating on ventures such as:

- The Australian Literary Manuscripts Finding Aid Project;
- The Australian Literature Electronic Gateway;
- The Australian Digital Theses Program (a national database);
- The Australasian Virtual Engineering Library (AVEL) (as lead institution) plus AVELSD, a world portal to environmental information; and
- The National Library of Australia’s award-winning website PictureAustralia www.pictureaustralia.org

The pictures contributed from Fryer Library’s Alcock collection were the first from any Australian university.

Internationally, a host of activities confirmed our role as a national leader. We ran a four-week training program for librarians and academics from Vietnam’s University of Danang (see page 18) and Thailand’s Chiang Mai University and Rajabhat Institute; and we welcomed visitors such as:

- delegations from the Shanghai Municipal Library and the Canadian Association of Research Librarians; and
- 180 delegates to the International Association of Technological University Libraries Conference in Brisbane.

Library staff also earned prestigious individual awards for technical and client service skills.

OVERCOMING DISABILITY

About 850 students notified us at enrolment of disabilities such as physical, psychological or mobility problems, asthma, diabetes, acquired brain injuries, hearing or vision impairment. Advisers saw 539 students with disabilities during the year.

We set up a Vice-Chancellor’s Reference Committee to implement the Disability Action Plan signed off in 1999. Progress included:

- Student Support Services consultations with the directors of studies of all faculties to devise policies and procedures;
- finalising the Student Access Plan;
- increasing professional Disability Program staff from 1.8 full-time positions to three;
- contributing to the Queensland Disability Liaison Officer Network, representing all Queensland universities; and
- participation in orientation programs for new staff.

OVERCOMING DISADVANTAGE

About 250 Year 12 completing students applied and 111 enrolled via UQ-Link. our special-entry program for students from socio-economically disadvantaged backgrounds. Of these 111, 19 won residential support scholarships totalling $73,860 to cover half their college accommodation costs.

Total UQ-Link enrolments rose to 397, from 357 the previous year.

Twenty-one postgraduates and 51 undergraduates completed degrees. They included four PhDs, six engineers, three medical doctors, four lawyers, two pharmacists, one physiotherapist, a speech pathologist and a veterinarian.

The program also offered:

- a computer donation scheme, where superseded staff PCs went into a lottery for UQ-Link students;
- a four-day orientation program for 68 first-year students;
- an on-line program for staff and students.

POSTGRADUATE COLETTE HARMSEN OF UQ GATTON’S SCHOOL OF ANIMAL STUDIES SPENT MOST OF THE YEAR ON MACQUARIE ISLAND, COLLECTING AND ANALYSING BLOOD SAMPLES FROM FEMALE ELEPHANT SEALS. HER WORK ON EARLY PREGNANCY FACTOR IN THE VULNERABLE SPECIES COULD FACILITATE THE BREEDING OF MANY WILD AND CAPTIVE AT-RISK ANIMAL SPECIES.
Architecture ran its annual Physical Sciences and to play, sleep and eat without staff a place to take their children Women. It gives students and Committee on the Status of Equity and the Senate Standing scholarship and fellowship programs this year, thanks in part to our percent in 1999 to 48.78 percent increased slightly from 48.27 enrolled for higher degrees last year.

Students and about the same as 10-12 girls, their teachers and 1999, partly due to changes in the alternative entry process. Postgraduates increased from 23 to 28, and women accounted for 58 percent of the total.

Students were represented in all faculties, mostly in Health Sciences (66) and Arts (58), and they studied at St Lucia, UQ Gatton, Herston, UQ Ipswich and Thursday Island. The Aboriginal and Torres Strait Islander Studies (ATIS) Unit supported students and coordinated the interdisciplinary Aboriginal and Torres Strait Islander Studies major and double major in the Faculty of Arts. These options attracted 1303 students in 33 courses. Other highlights included:

- $150,800 in research funding;
- 72 students (mostly first-years) using the Aboriginal Tutorial Assistance Scheme;
- a 50 percent increase on the previous year in Web traffic (38,908 hits from users in 69 countries) on www.uq.edu.au/ATSIS

**EQUITY FOR WOMEN**

In 2000, we enrolled 15,994 women – nearly 54 percent of all students and about the same as last year. The proportion of females enrolled for higher degrees increased slightly from 48.27 percent in 1999 to 48.78 percent this year, thanks in part to our scholarship and fellowship programs (see page 27).

The $2000 Affirmative Action Award went to The University of Queensland (Student) Union Parents’ Group for the Family Room. This was built with support from the Vice-Chancellor, the Union, the Office of Gender Equity and the Senate Standing Committee on the Status of Women. It gives students and staff a place to take their children to play, sleep and eat without incurring child-care costs.

The Faculty of Engineering, Physical Sciences and Architecture ran its annual Jobs for the Girls. This alerts Years 10-12 girls, their teachers and parents to opportunities in non-traditional disciplines such as engineering, information technology, environmental science and agricultural science.

**INDIGENOUS STUDENTS**

Aboriginal and Torres Strait Islander student numbers decreased slightly from 234 in 1999 to 215 (including 87 first-years) this year, partly due to changes in the alternative entry process. Postgraduates increased from 23 to 28, and women accounted for 58 percent of the total.

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**SUPPORT FOR STUDENTS**

Thirty-three percent of all students sought individual help from our Student Support Services for personal and academic problems. Staff provided 17,584 individual services to 9753 students – 34 percent more than in 1999 – throughout the year. Fifty percent of clients who attended for individual learning assistance were international students.

An expanded workshop program, taught life skills such as learning, budgeting, career planning and employment preparation. A career development program was also introduced in the Faculty of Social and Behavioural Sciences.

We self-assessed our counselling services by benchmarking against fellow *Universitas 21* members the Universities of New South Wales, Melbourne, Auckland and Birmingham, and helped implement the University’s Disability Action Plan (see page 20).

Our Health Service provided 43,000 patient consultations. At St Lucia, 83 percent were for students, including 32 percent (11,364) international.

The St Lucia Health Service computerised its clinical records. It also gained full practice accreditation from Australian General Practice Accreditation Limited and from Queensland Health to provide yellow fever vaccinations.

**THE YEAR 2001**

- New degree offerings will include the Bachelor of Biomedical Science, involving a partnership with the University of Brunei Darussalam and provision for clinical placements in Brunei for students in our Graduate Medical Course.
- We will implement a framework for mapping graduate attributes in all programs.
- We will launch a system for monitoring and reviewing all undergraduate and postgraduate teaching programs.

**FEMALE ENROLMENTS BY FACULTY**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>1998 %</th>
<th>1999 %</th>
<th>2000 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>65.65</td>
<td>65.77</td>
<td>67.4</td>
</tr>
<tr>
<td>Biological &amp; Chemical Sciences</td>
<td>56.42</td>
<td>56.95</td>
<td>59.38</td>
</tr>
<tr>
<td>Business, Economics &amp; Law</td>
<td>48.68</td>
<td>49.9</td>
<td>50.69</td>
</tr>
<tr>
<td>Engineering, Physical Sciences &amp; Architecture</td>
<td>22.83</td>
<td>24.22</td>
<td>23.17</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>66.35</td>
<td>61.62</td>
<td>61.08</td>
</tr>
<tr>
<td>Natural Resources, Agriculture &amp; Veterinary Science</td>
<td>48.29</td>
<td>51.38</td>
<td>54.40</td>
</tr>
<tr>
<td>Social &amp; Behavioural Sciences</td>
<td>75.36</td>
<td>76.59</td>
<td>75.13</td>
</tr>
</tbody>
</table>

**PROPORTION OF FEMALE ENROLMENTS BY COURSE LEVEL**

<table>
<thead>
<tr>
<th>Course Level</th>
<th>1998 %</th>
<th>1999 %</th>
<th>2000 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Doctorate</td>
<td>-</td>
<td>*</td>
<td>-</td>
</tr>
<tr>
<td>Doctorate by Coursework</td>
<td>-</td>
<td>-</td>
<td>60</td>
</tr>
<tr>
<td>PhD</td>
<td>42.9</td>
<td>42.6</td>
<td>44.3</td>
</tr>
<tr>
<td>Masters by Research</td>
<td>47.6</td>
<td>48.3</td>
<td>49.3</td>
</tr>
<tr>
<td>Masters by Coursework</td>
<td>53.1</td>
<td>53.5</td>
<td>51.9</td>
</tr>
<tr>
<td>Masters Qualifying</td>
<td>60.7</td>
<td>50</td>
<td>42.9</td>
</tr>
<tr>
<td>Postgrad Diploma</td>
<td>58.1</td>
<td>53.9</td>
<td>57.4</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>50.7</td>
<td>53.3</td>
<td>54</td>
</tr>
<tr>
<td>Bachelor</td>
<td>54</td>
<td>55</td>
<td>55.3</td>
</tr>
<tr>
<td>Diploma/Associate Diploma</td>
<td>44</td>
<td>45.8</td>
<td>45.5</td>
</tr>
<tr>
<td>Non-award Course</td>
<td>48.1</td>
<td>59.3</td>
<td>58.1</td>
</tr>
<tr>
<td>Total</td>
<td>52.6</td>
<td>53.4</td>
<td>53.8</td>
</tr>
</tbody>
</table>

* Six men and one woman enrolled for Higher Doctorates in 1999.