

Review of activities

From the Chancellor

Annual reporting is an exacting task – and a great opportunity to share with our stakeholders the activities, initiatives and outcomes which made this year memorable for our University.

As outlined in the following pages, we have made steady, focused progress towards the objectives and priorities outlined in our Strategic Plan. We have also kept an eye focused on the future, as we monitor the higher education environment and plan for continuing success, relevance and growth.

Implementation of new National Governance Protocols made 2005 a historically-significant year for many Australian universities. For us, this included managing a smooth transition from our traditional 35-member Senate to a new, 22-member Senate to serve from 2006 as the 31st Senate of The University of Queensland.

It was a privilege to lead Senate in 2005 during the fourth year of my fourth consecutive term as Chancellor, and to work with so many dedicated

and talented people throughout the University. I am honoured to have been selected to continue this role with the 31st Senate.

The collective efforts of our Vice-Chancellor, his Executive, my fellow Senators, University staff, students and graduates generated some extremely positive outcomes in 2005; and I sincerely thank every one of you for your contributions.



Sir Llewellyn Edwards AC
CHANCELLOR



Sir Llew Edwards congratulates the Honourable Dame Carol Kidu, Minister for Community Development, National Parliament of Papua New Guinea, on receiving one of 12 honorary degrees presented this year (pages 64-65).

We honoured Dame Carol, one of only four women (and the only white woman) ever elected to the National Parliament of Papua New Guinea, for contributions to social development and women's rights. ▶



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Review of activities



Teaching and learning

We expanded study opportunities and infrastructure, offered new scholarships and facilitated innovative teaching while encouraging and recognising diversity and achievement.

Our students

Advanced teaching techniques and world-class facilities back our commitment to helping students succeed in an innovative and effective learning environment.

Enrolments

We continued to attract most of the State's best-qualified school leavers. Of 1710 school leavers achieving the top three Overall Position (OP) scores, we admitted 990 – almost three times the number choosing our nearest competitor.

Significantly, we enrolled 324 (two-thirds) of Queensland's OP1 students. Popular choices for this elite group included science (88 students), engineering (69), law (57), pharmacy (43) and physiotherapy (21).

Our overall enrolment was 37,177 students – down by 962 on the previous year. This echoed a downward national trend observed in 2004, and was (as then) due to a drop in the number of publicly-funded places to ease undergraduate over-enrolment. More admissions to publicly-supported places will be required from 2006 if we are to meet targets in the Commonwealth Grants Scheme agreement negotiated with the Department of Education, Science and Training (DEST).

International enrolments remained steady while female enrolments (55 percent of all students) increased in a number of faculties.

Other key enrolment data were as follows.

- St Lucia enrolments numbered 32,950; UQ Ipswich 1898; and UQ Gatton 1868.
- Undergraduates (bachelors, diploma/associate diploma and non-award courses) comprised 74 percent of all students.
- Postgraduates (pages 32, 56) comprised 26 percent of all students, exceeding our target of 25 percent.
- Our largest postgraduate sector was masters by coursework (4663, or 12.5 percent of all students), followed by doctorate by research (3036 students).
- International students representing 124 countries formed 17.1 percent of the student body. Of 6332 students, most (952) were from Singapore.
- International enrolments increased for the doctorate by research (from 508 in 2004 to 538 in 2005), doctorate by coursework (eight to 10) and masters by coursework (1686 to 1817).

- Enrolments within faculties showed some movement: the Faculty of Health Sciences increased by 325 students (to 4963), and SBS by 44 (to 3655).

The Federal Government allocated additional places to UQ Ipswich in 2005 for the new Bachelor of Nursing, teacher training for middle years of schooling and other programs.

Graduations

This year 5831 of our 8838 graduates attended 22 ceremonies in Australia and four celebrations overseas. These were held in Singapore, Hong Kong, Kuala Lumpur and, for the first time, Bangkok, where Her Royal Highness Princess Maha Chakri Sirindhorn of Thailand accepted a Doctor of Philosophy *honoris causa* (page 65).

Graduation highlights included:

- our first mid-year ceremony for UQ Ipswich, with three ceremonies this year reflecting campus growth;
- more than 800 awards to health professionals in audiology, dentistry, human movement studies, medicine, pharmacy, physiotherapy, population health, occupational therapy and speech pathology;
- 544 postgraduate awards through our Graduate School (514 in 2004); and
- high proportions of graduates from the Faculties of BEL (27.1 percent of all graduates), Health Sciences (13.9 percent) and Arts (12.7 percent).

Graduate outcomes

Our graduates (under the age of 25 and available for full-time work) again reported high employment rates and salaries in the annual Graduate Careers Australia (GCA) Graduate Destination Survey.

The figures, compiled by DEST, show a full-time employment rate of 85.4 percent for our 2004 bachelor degree graduates – higher than the national average of 80.9 percent.

The national graduate unemployment rate (unemployed and seeking full-time employment) is, according to the survey, 6.9 percent. For the third year in a row we bettered this national average, with five percent.

Objectives

- to equip graduates for successful careers by providing rewarding educational experiences which develop independence, creativity, critical judgement, effective communication and ethical and social understanding
- to reinforce a commitment to the distinctiveness of a research-based culture for teaching and learning
- to boost our postgraduate profile and achieve a student body of which 25 percent is at postgraduate level
- to enhance teaching and learning environments through flexible learning, effective evaluation (enlightened by feedback), quality infrastructure and quality staff

Key outcomes

- 20 percent of nation-wide allocations from the Federal Government Learning and Teaching Performance Fund
- one-third of national teaching excellence awards
- highest number of Commonwealth Learning Scholarships (worth \$2.4 million)
- postgraduates representing 26 percent of student body

Outlook for the higher education sector

- focus on student satisfaction and student outcomes
- more spending on excellence in teaching and learning
- growing emphasis on alternative funding sources
- implementation of Voluntary Student Unionism
- exponential globalisation

Our year ahead

- focus on quality first-year experience
- more graduates in skills-shortage fields
- more workplace and research-based learning
- improving teaching and learning spaces
- identifying and responding to student needs

◀ Honours in creative writing (contemporary studies) student Toni Risson (left) and her daughter Abbey (one of the lizard look-alikes at the book launch) celebrate completion of Ms Risson's first book, *Licking Lizards*, published by University of Queensland Press as a result of the undergraduate course *Creative Writing and Publishing* taught at UQ Ipswich (picture Lyle Radford).

Our graduates... high employment in*

- medicine (100 percent)
- pharmacy (97 percent)
- veterinary science (92 percent)
- speech pathology (80.7 percent)
- physiotherapy (78 percent)

* Graduate Careers Australia
Graduate Destination Survey
2005

Starting salaries for bachelors graduates (aged under 25 years, first full-time employment) were reported at \$40,000 for males (\$40,000 national average) and \$36,000 for females (\$39,000 national average). Higher-end salary areas included commerce, mining engineering, mechanical and space engineering, and business management/economics.

The survey reported 34 percent of our bachelor degree graduates in further full-time study – significantly greater than the national figure of 22.5 percent.

Maintaining relevance

Meeting workplace needs

Initiatives such as the following responded to current workplace needs.

- Our School of Biomedical Sciences and School of Journalism and Communication joined forces to help third-year biological sciences students develop scientific literacy and communication skills. This generated an additional writing program in science communication for undergraduate science courses.
- We devised a Bachelor of Engineering double major in chemical and metallurgical engineering for offer from **2006**, as recommended by a joint industry/University taskforce.
- We will offer an extra 100 places (18 percent increase) in the engineering undergraduate program in **2006**, to meet growing industry demand.

Satisfying student needs

Feedback from students helped us assess and update our teaching and learning performance and offerings. Opinion gathering included:

- the biennial Student Experience Survey (page 37);
- the GCCA Course Experience Questionnaire (page 69);
- our institutional course evaluation (iCEVAL) instrument (page 37); and
- our PhD exit questionnaire.

Our responses included new and amended websites to disseminate information and enhance support.

- We incorporated *myServices*, which holds all student-related services in one location, into the *myAdvisor* and *myUQ* websites.
- We launched an accommodation database www.uq.edu.au/rentalsonline for St Lucia, UQ Gatton and UQ Ipswich.
- We developed *New to UQ* (for launch in **2006**) to help new students during their first few weeks at University, as a central source of critical information, for example, the offer process, student services and resources available.

Building research skills

Initiatives to nurture a research-based learning culture included:

- our First Year Experience Project (page 35);
- a Teaching and Educational Development Institute-based *Learning Communities* research project;
- evaluation of our new Collaborative Learning

2005 PhD graduate Andrew Simpson (left) and lecturer Dr Geoff Walker prepare a model of the *UltraCommuter* for unveiling at the RACQ's centenary celebrations. Students are building a prototype of the solar-electric concept car (designed to reduce fuel use by 83 percent and greenhouse gas emissions by 87 percent) in our Sustainable Energy Research Laboratory. ▶





◀ Science graduate, wildlife biologist and documentary maker Dr Chadden Hunter was dubbed *Monkey Man* by local farmers in the Simien Mountains of Ethiopia while making a film to raise international awareness of the rare gelada baboons. He became a scientific consultant to Sir David Attenborough's *Life of Mammals* series (picture courtesy Dr Hunter).

Our Internationalisation Plan* aims to

- develop program curricula with imbedded international dimensions,
- encourage Australian students to participate in and benefit from international education, and
- achieve high levels of satisfaction (with experiences and education) for international students at our University.

*approved by Senate in July 2005

Centre (page 40) as a basis for new teaching strategies in flexible spaces; and

- launch of our *Arts Faculty Scholars Program* (involves high-achieving final-year students in academic and social programs with outstanding scholars and community leaders).

Supporting learning

Scholarships

We were allocated the highest number of Commonwealth Learning Scholarships (CLS, worth more than \$2.4 million) in the country. We offered 486 CLS in 2005 compared to 319 in 2004. This included 206 CLS for rural students who must move away from home to attend university, and 280 to help low-income students meet education costs.

More than \$40,000 worth of scholarships backed by community funding (page 61) supported continuing UQ Ipswich students. Other assistance included the UQ Excellence Scholarships, the Group of Eight (Go8) Scholarships and UQ-Link Residential Support Scholarships (page 34).

More scholarships, bursaries and prizes became available, with nearly 1400 students receiving financial aid through scholarships in 2005. Senate-approved scholarships increased from 415 in 2004 to 430 (worth around \$390,600) this year.

New scholarships and bursaries included:

- *University of Queensland Student Exchange Scholarships* (\$5000 each), to replace our Student Exchange Bursaries and UMAP Bursaries;
- undergraduate engineering scholarships including four from GHD Pty Ltd (\$2500 each) and one from the National Electricity Market Management Company (\$7000);
- *Jack Cunningham Memorial Prize* (\$1000) and *Atkinson Prize for Animal Welfare* (\$500) for veterinary science students;

- *Heather Bonner Memorial Scholarship* (\$5000, page 61);
- GRM International Undergraduate Scholarship in Social Science (Development) (\$5000), Faculty of SBS;
- *National Association of Women in Construction Scholarship* (\$2500), Faculty of EPSA;
- *Warren Braxton Bannister Bursary in Economics* (\$3000) for first-year economics students;
- *Bruce Rigsby Prize in Anthropology* (\$1000) for the best Bachelor of Arts (honours) thesis on Aboriginal anthropology; and
- various awards in dentistry.

Worldwide reach

International advances

The international education field became increasingly competitive in 2005, with countries that previously imported education now attracting international students to their own shores. Despite these challenges, our long-established global focus enabled us to attract high-quality international scholars and strengthen and diversify our international relationships.

Program reviews and updates included...

Faculty	Award	Improvement
NRAVS	Bachelor of Applied Science	half-semester internship with industry
	Diploma of Applied Science and Queensland Certificate in Agriculture	streamlining for easier articulation
	graduate coursework programs	more group work
BEL	Bachelor of Hotel and Tourism Management	compulsory core courses and three new majors
	Master of Business	compulsory core courses and four new majors

Senate approved our Internationalisation Plan (page 31), aimed at producing graduates with the skills, competencies and perspectives to excel in a global context.

Other highlights for 2005 included:

- \$200,000 for extra student exchange scholarships (including opportunities for domestic students to study abroad) following a review;
- more than 570 visitors from 45 countries, including the Vietnamese Prime Minister, the British High Commissioner (page 59) and other dignitaries;
- our inaugural presentation of degrees in Bangkok (page 29); and
- increasing international enrolments from the People’s Republic of China, Singapore, India, the UK and France.

Global partnerships

We concluded 45 new agreements in 16 countries, and by year’s end had a total of 242 partners in 43 countries through 411 signed and active agreements.

The new agreements span research collaborations, student exchanges, articulation agreements and study abroad.

Highlights include:

- a memorandum of understanding with two new members of *Universitas 21* (page 4) – Korea University and Shanghai Jiao Tong University;
- a memorandum of agreement between our Australian Institute of Bioengineering and Nanotechnology (AIBN, pages 52, 57) and the National Science and Technology Development Agency of the Ministry of Science and Technology (Thailand), to appraise Thailand’s nanotechnology capabilities;
- four exchange agreements including our first two with China and India;
- an agreement between our Faculty of Arts and Waseda University (Japan), to provide a thematic *Study Abroad* program for up to 25 Waseda students each year; and
- an agreement of cooperation, initiated by Macao Polytechnic Institute (MPI), with our School of Languages and Comparative Cultural Studies. This will enable up to 20 students per year, who graduate from MPI’s Bachelor in Chinese-English Translation and Interpretation, to enrol in our Master of Arts in Translating and Interpreting (English and Chinese).

Our Institute of Continuing and TESOL (Teaching English to Speakers of Other Languages) Education (ICTE, page 64-65) continued a close relationship with the University of Danang.

This included development of the University of Danang-University of Queensland English Language Institute (UD-UQ ELI) under Vietnam’s first Business Cooperation Contract in higher education. Premises began construction and senior management staff were recruited this year, with operations due to begin in 2006.

We welcomed 687 students (mostly from the USA, northern Europe and Germany) as part of our *Study Abroad* program; and exchange students from 82 partner institutions in 21 countries. Most of these were from Canada (66 students), the USA (57), Japan (40), the UK (37) and South Korea (20).

Conversely, our students departed for 66 partner institutions in 18 countries. Most popular were Canada (62 students), UK (42), USA (38), Japan (18) and Mexico (14).

Postgraduates

We again led Australian institutions for numbers of research students with postgraduate enrolments at six levels totalling 9823. This was 26 percent (target 25 percent) of our student population.

Postgraduates (pages 29, 54-56) accounted for 40.3 percent of total international enrolments. The research/coursework split for this postgraduate group was 75.7 percent coursework and 24.3 percent research.

Female enrolments by faculty*	2003	2004	2005
	%	%	%
Arts	66.2	66.4	66.6
Biological and Chemical Sciences	53.6	55.7	52.7
Business, Economics and Law	50.2	50.0	51.5
Engineering, Physical Sciences and Architecture	24.3	23.5	22.7
Health Sciences	64.3	63.8	63.2
Natural Resources, Agriculture and Veterinary Science	58.2	60.2	65
Social and Behavioural Sciences	75.1	73.5	72.3

* at August 31, 2005

Female enrolments by program level*	2003	2004	2005
	%	%	%
Doctorate by research	46.9	47.5	48.3
Doctorate by coursework	78.1	79.0	71.8
Masters by research	49.0	51.4	49.5
Masters by coursework	53.0	52.0	54.4
Postgraduate/graduate diploma	57.2	56.0	56.9
Graduate certificate	51.1	51.2	53.7
Bachelors	55.9	55.9	55.9
Diploma/associate diploma (pre AQF)	45.7	48.3	52.5
Non-award course	60.2	60.7	59.0
Percent at all levels	54.7	54.7	55.0

* at August 31, 2005

Overall (domestic and international), the postgraduate research/coursework split was 36.5 percent to research (up from 35.7 percent in 2004) and 63.5 percent to coursework.

Following Senate's adoption of recommendations in the 2004 Postgraduate Coursework Awards Working Party report, we amended policies to boost consistency in admission and program requirements, credit and examination provisions, and levels of course offerings.

We launched industry and career-focused postgraduate options such as:

- Queensland's first graduate certificate, diploma, and masters degree in museum studies (Faculty of Arts);
- postgraduate coursework programs in development practice and human services (child protection practice) (Faculty of SBS); and
- opportunities for Advanced Entrepreneurship students to develop business plans for commercially-viable research projects (UQ Business School initiative with UniQuest).

Equity and diversity

www.uq.edu.au/equity

Ensuring equity

Enrolments by women remained static this year, at 55 percent (20,492) of all students.

Student equity initiatives included:

- implementation of our Equity and Diversity Plan approved in 2004;
- administration of Commonwealth and University

equity scholarships (additional scholarships at UQ Ipswich);

- a *Cultural Diversity and Inclusive Practice Toolkit*;
- a new position, Manager of UQ-Link (page 34), to boost outreach to disadvantaged groups e.g. Indigenous Australian students and those from low socio-economic backgrounds;
- a self-audit instrument to help work areas assess performance in equity and diversity, and plan for improvement;
- a re-Orientation program at UQ Ipswich; and
- a *Hang in there* learning support kit.

The Higher Education Equity Support Program (HEESP) again funded efforts to improve access for disadvantaged students and promote equality of opportunity in higher education.

HEESP backs opportunities for students from low socio-economic/low income backgrounds, rural and isolated areas, and non-English speaking backgrounds, as well as students with disabilities and those disadvantaged by gender.

HEESP-funded activities in 2005 included:

- *Future Experiences in Agriculture, Science and Technology* (FEAST, page 61) bursaries;
- improving women's participation in information technology and electrical engineering programs;
- Indigenous Australian teacher education program at UQ Ipswich;
- mentoring in our University schools – *Expanding Horizons*; and
- the UQ Ipswich first-in-family website, to enhance the *First-in-family* program.

On-the-job learning...

- medical internships in Rockhampton and Toowoomba (20 percent increase in places)
- preparing 13 weanling horses for sale at the *Magic Millions*, Australia's richest horse sale (Faculty of NRAVS)
- six-day tour of western Queensland researching rangeland management (Faculty of NRAVS, State Department of Natural Resources and Mines, Environmental Protection Agency)
- internships with the US Congressional Office, Washington DC (Faculty of SBS, open to all undergraduates who are Australian citizens)
- internships with the Australian Valuation Office, helping value Department of Defence property assets – the single biggest valuation in the country, worth \$10 billion (UQ Business School)
- paid work experience through the Institute of Chartered Accountants in Australia CA Achiever program (UQ Business School)
- vocational placements for Faculty of NRAVS students (new agreement with Hervey Bay City Council)
- advanced equine dentistry workshop (School of Veterinary Science, UQ Gatton)



- ◀ Multimedia design and information environments students Fiona Gosschalk (left) and Betty Hamoud set up their *Pinball Contraction* for the annual public Interactive Exhibit at UQ Ipswich. Projects showcased student work such as a reflective drum machine, zombie game, elaborate mousetrap, and 3D interactive adventure in a Mayan temple.

Help for people with disabilities...

- signing interpreting
- real-time transcription of lectures
- converting print to Braille and electronic formats
- specialist computer facilities
- physical assistance in the Library, laboratory and field
- mobility, hearing and other equipment
- access tutoring

Our third annual *Diversity Week*, themed *Difference in common*, included presentation of our second round of Vice-Chancellor's Equity and Diversity Awards. The \$10,000 group prize recognised a peer-mentoring program for first-year students at UQ Ipswich; and the \$5000 individual prize recognised longstanding contributions to equity at UQ Gatton.

Diversity Week featured about 30 events, including:

- a jazz concert at St Lucia;
- an African dance troupe performance and a forum on Indigenous issues at UQ Gatton;
- a photographic competition at UQ Ipswich; and
- a *Diversity Cookbook* launch by the School of Social Science to raise money for children in Northern Thailand.

Student entry and performance*

*Due to changes by DEST in the methodology and timing of collecting nationwide university data, DEST-generated statistics for 2005 were not available at the time of printing. The following trends information is sourced from internal analysis and therefore not benchmarked against state and national indicators.

We improved access for students from non-English speaking backgrounds and women completing higher degrees by research.

Access for some other groups continued a downward trend, particularly for people from low socio-economic backgrounds and Aboriginal and Torres Strait Islander students. This year, we developed and implemented strategies to redress these areas.

Participation rates increased for students from non-English speaking backgrounds and women in higher degrees and remained stable for women in engineering and information technology.

Retention rates

- improved for students from low socio-economic backgrounds and students with disabilities,
- continued to decline slightly for students from rural and isolated areas, and
- dropped significantly for Aboriginal and Torres

Strait Islander students (apparently reflecting the small numbers in this equity group).

Most student equity groups had success rates close to those of the wider student population. Students from rural areas performed slightly better than average, while students with disabilities and Aboriginal and Torres Strait Islander students had slightly lower success rates.

Support for disability

This year, 982 students (compared with 1122 in 2004) advised us of disabilities or medical conditions at enrolment.

In compliance with University policies and in line with the new Disability Standards for Education and the AVCC Guidelines on Information Access for Students with Print Disabilities, disability advisers at Student Support Services assisted 1346 students with disabilities or medical conditions. They conducted a total of 3216 interviews with these students.

Measures to improve our disability program included:

- starting a comprehensive database to help manage Multiple Disability Program functions;
- a Tertiary Taster Program at UQ Gatton (collaboration with DEST; brings young people with disabilities on campus for two days to attend lectures, tour campus and learn about support services);
- a job search and careers seminar with input from specialist employment agencies, to ease the transition from study to employment;
- staff seminars on psychiatric disability;
- individualised Student Access Plans (Disability); and
- improvements to physical access on our campuses.

Countering socio-economic setbacks

UQ-Link, our special-entry program for school-leavers from low socio-economic backgrounds, continued to ease the transition to University life.

Fifty-three students (including seven awarded \$6000 residential support scholarships to fund first-year on-campus accommodation) joined us under UQ-Link this year. This made a total of 383 enrolments in 2005 (compared with 435 in 2004).

Support mechanisms included:

- a free one-and-a-half day residential orientation for 22 first-year students;
- on-going access to a special UQ-Link counsellor;
- a lottery scheme allocating previously-used computers to 31 students; and
- a Learning Support Officer to help new students and students at risk of disengaging.

As in the previous year, four Group of Eight (pages 4-5) scholarships supported academically-gifted students experiencing financial hardship.

Student:staff ratios by faculty*	2003	2004	2005
Arts	18.9 to 1	18.2 to 1	17.6 to 1
Biological and Chemical Sciences	22.4 to 1	22.4 to 1	18.4 to 1
Business, Economics and Law	25.1 to 1	26.6 to 1	25.4 to 1
Engineering, Physical Sciences and Architecture	18.3 to 1	20.3 to 1	18.6 to 1
Health Sciences	12.9 to 1	12.5 to 1	11.6 to 1
Natural Resources, Agriculture and Veterinary Science	17.6 to 1	16.7 to 1	14.2 to 1
Social and Behavioural Sciences	25.5 to 1	25.5 to 1	22.0 to 1
Total	20 to 1	20.1 to 1	18.2 to 1

* at August 31, 2005

Indigenous Australian students

Our Aboriginal and Torres Strait Islander Studies (ATSIS) Unit assisted Indigenous Australian students with academic matters (such as choosing subjects, accessing literature, computers and study resources) and personal issues likely to impact on studies.

Indigenous student numbers decreased from 255 in 2004 to 231 in 2005 (at December 31). Sixty percent were women – about the same as last year.

This year's highlights included one of the largest cohorts of Indigenous health students ever to take part in a graduation ceremony. The group of 15 included some of the first Indigenous health graduates who completed in 2002. Almost 100 students have graduated since the degree was introduced 11 years ago – and nearly three-quarters of these have been Indigenous.

A total of 325 students completed ATSIS-taught courses as part of our interdisciplinary Aboriginal and Torres Strait Islander Studies program.

We launched a HEESP-funded initiative involving our Faculty of NRAVS, ATSIS Unit and UQ-Link, to

- establish and maintain relationships with Aboriginal communities,
- encourage students to enrol in NRAVS programs, and
- provide academic and pastoral support to students while at university.

As recommended by our Senate Standing Committee for Equity, Diversity and the Status of Women, we formed an *Education Principles on Indigenous Australian Matters* Working Party to

- develop a statement of education principles on Indigenous Australian issues relating to inclusive curriculum and pedagogy, and
- identify University policies where the principles might be included.

Student Services

Chaplaincy

www.uq.edu.au/chaplaincy

Appointment of a Jewish Rabbi and an Islamic chaplain expanded the multi-faith dimension of Chaplaincy Services, where students and staff can access counselling and support on personal and religious issues.

One-off Chaplaincy activities included:

- *Many voices – one song*, an Orientation Week concert which raised \$3000 for distribution by Rotary International to people affected by the Boxing Day tsunami in Asia; and
- two *Diversity Week* (page 34) events – a public James Morrison concert benefiting our Aussie International Friendship Program, and an inter-faith forum entitled *Drawing on our own wells*.

Making life easier for first-years...

- a revised Orientation program
- launch of our First Year Experience Project (faculty-based induction programs and tailored teaching initiatives)
- a first-year experience forum (*Teaching and Learning Week*, page 60)
- plans for a 24-hour Engineering Learning Centre for individual and team interactive projects
- focus on first-year programs, courses and students in faculties' five-year expenditure plans
- plans for a two-unit elective introducing first-year engineering, physical sciences and architecture students to research (implementation due 2007)
- a Student Support Services study of 2005 attrition rates at UQ Ipswich and UQ Gatton, to identify and resolve related issues (implementation 2006)



- ◀ Strengthening long-standing partnerships with teaching hospitals and healthcare providers... the Hon Anna Bligh, MP, Minister for Education and the Arts, launches our School of Nursing at UQ Ipswich.

Health Service

www.uq.edu.au/healthservice

Our Health Service provided 45,656 face-to-face consultations at St Lucia, UQ Gatton and UQ Ipswich. Most were conducted at our St Lucia campus (35,634), where demand increased by nearly 2000 on the previous year while remaining static at our other two main campuses.

International students and their dependants represented 29 percent of all professional consultations at St Lucia.

We implemented a new integrated medical software system to facilitate networking between our St Lucia and UQ Gatton branches. Students and staff can now access services at either branch, with their medical records available to professional staff. UQ Ipswich will network with the new system in 2006.

The *Healthier Universities Project*, a harm minimisation initiative in conjunction with Queensland Health, continued on all campuses targeting issues such as alcohol and drug abuse, sexual health and nutrition. This program was boosted by recruitment of two part-time health promotion officers, funded by the University.

Contributions to University policy included reviews of our *Immunisation* policy and *Working with Blood and Body Fluid* policy.

Health Service, together with Student Support Services and Chaplaincy, underwent a formal review in October 2005. Initial feedback about Health Service was favourable with full results expected in 2006.

Student Support Services

www.sss.uq.edu.au

Student Support Services (SSS) continued its integrated professional services in the areas of careers and employment, learning assistance, personal counselling, disability support, financial services and international student support.

An extensive range of web-based information, workshops and seminars assisted students and enhanced learning and employment outcomes; and our sixth annual Careers Fair showcased SSS initiatives to help students prepare for recruitment and employment.

The Fair gives students a chance to meet and talk to dozens of prospective employers from private industry and government; and this year it included SSS presentations on resume writing, job interview skills, and career planning activities.

SSS staff provided 15,274 individual consultations for 5362 students – a decrease on the previous year's tally of 16,968 consultations for 6432 students. Staff also delivered 1124 group workshops and seminars (compared to 815 in 2004) for about 22,000 students. This represented a 15 percent increase on student attendance rates.

A timeless legacy ... Associate Professor Dorothy Watts, School of History, Philosophy, Religion and Classics, reinvested the \$10,000 University of Queensland Award for Teaching Excellence she received in 2003 in our Antiquities Museum. She spent her prize on a 1900-year-old terracotta ritarius (gladiator) statue and a Roman jug – and donated them to the collection. ▶



Our teaching

We strive to provide world-class teachers, facilities and learning experiences for our students. In particular, leading-edge research backs innovative teaching in all our faculties and schools.

Evaluating performance

Measuring up nationally

Our teachers won a third of this year's Australian Awards for University Teaching. We also received 20 percent of funds available nationwide through the Federal Government's Learning and Teaching Performance Fund.

Our university was named the best in Queensland, and one of the top five in Australia, in terms of learning and teaching excellence. Consequently, we were awarded \$10.424 million of the \$54.5 million available from the Performance Fund. Awards were based on student employment outcomes, student satisfaction, student attrition and student progress.

In **2006**, a total of \$83 million will be available (increasing to \$109 million in **2008**).

Other positive evaluations this year included the following.

- We were named the best in Queensland (and one of the best in Australia) in the 2006 *Good Universities Guide*, with maximum five-star ratings for six key indicators (page 4).
- Our Master of Business Administration program received a top-tier rating by the *Australian Financial Review's BOSS* magazine; and a five-star rating from the Graduate Management Association of Australia.
- The UK's *Times Higher Education Supplement* listed us among its Top 200 Universities in the World.

Assessing ourselves

Our Teaching and Educational Development Institute (TEDI, pages 30, 38, 41, 73) experienced increased demand for its evaluation service to guide quality in teaching and learning. Staff processed 160,661 student response sheets (19 percent more than in 2004) and 6209 evaluation reports (15 percent more) for teachers. The reports were based on **iCEVALs** (institutional course evaluations) and **TEVALs** (teaching evaluations).

About 28 percent of students responded to our **Student Experience Survey** in September. This measured student opinions on, for example, teaching quality; course quality; graduate attributes; discipline knowledge and skills; and facilities, resources and services. We will benchmark our response data with common items against equivalent data obtained at the University of Sydney and Monash University.

Improved reporting strengthened our internal evaluation processes.

Our Management Information Section refined the quality of indicator data available through the *Reportal*, to help in analysing teaching and learning performance and identifying areas requiring improvement. Updated Teaching Quality Assurance and School Review packs, including additional indicator reports and/or improved time-series data, also became available.

Quality teaching

Rewarding good teaching

We again demonstrated one of the strongest teaching profiles in the country.

Ours was the first university in Australia to introduce a scheme rewarding teaching excellence; and this year we recognised nine individuals and two groups with awards for:

- Excellence in Teaching (five awards, \$10,000 each);
- Enhancement of Student Learning (two, \$20,000 each); and
- Excellence in Research Higher Degree Supervision (four, \$10,000 each).

Faculties and student groups also recognised top teachers. Initiatives included:

- three Awards for Teaching Excellence worth from \$2000 to \$4000 each; a \$750 Teaching Excellence Award for Tutors; and an inaugural \$2000 Faculty Award for Contribution to the First Year Experience (Faculty of SBS);
- Two \$1500 Excellence in Teaching Awards (one undergraduate, one postgraduate; UQ Business School);
- The \$1000 Lynne D. Walters Memorial Award for Excellence in the Clinical Teaching of Internal Medicine (School of Medicine);
- five awards for the top teacher in each year of the veterinary science program (School of Veterinary Science); and
- three University of Queensland Medical Society (UQMS) awards: the Mervyn Neely Memorial Award for Excellence in Surgical Teaching; the Rural Excellence in Clinical Teaching Award; and the Metropolitan Excellence in Clinical Teaching Award.

Carrick Institute links

We successfully tendered for two projects with the Carrick Institute for Learning and Teaching in Higher Education.

The *Teaching psychology* project (School of Psychology) moved to Stage Two in a collaboration with Southern Cross University and the University

Lion's share at AAUT*...

- Dr Michael Bulmer, School of Physical Sciences: \$40,000, *Physical Sciences* category
- School of Health and Rehabilitation Sciences team: \$50,000, *Approaches to improving/enhancing assessment*
- School of Engineering team: \$50,000, *Enhancement of the quality of teaching and learning*
- School of Psychology team: \$50,000, *Teaching large first-year courses*
- UQL Cyberschool: finalist, *Provision of educational services to the community*
- Dr Kim Bryceson, School of Natural and Rural Systems Management: finalist, *Early career academics*

* Our academics scooped the pool at this year's Australian Awards for University Teaching. Our six finalists included four winners of the 12 awards on offer, maintaining an unbroken line of wins in each of the eight years since the Awards began.

New at UQ Ipswich from 2006...

- Bachelor of Information Technology (Interaction Design): traditional IT skills plus focus on design and human-computer interaction
- Bachelor of Arts with majors in: Contemporary Studies; Cultural Studies of Science and Technology; and Music Cultures (replaces Bachelor of Contemporary Studies)
- Bachelor of Business: incorporating current business majors with specialisation available as single or double major
- Bachelor of Health Sciences: core knowledge in human biology and human behaviour plus focus on population health and health communication management
- Graduate Diploma in Education (Middle Years of Schooling)

of Tasmania. Stage One was funded with \$190,000 from the Australian Universities Teaching Committee (predecessor of the Carrick Institute), and Stage Two, dissemination of the results, was funded with \$95,000 from the Carrick Institute.

TEDI led an Australian Universities Teaching Committee project with Flinders University on *Strategies for effective dissemination of project outcomes*. This involved a systematic investigation of grant schemes and their outcomes, to identify potentially useful strategies for the Carrick Institute. The new Carrick grants scheme reflects several of these recommendations.

Adjunct staff

Our adjunct staff contingent numbered 261. Seventy-nine appointments this year ensured currency in our teaching and strengthened links with business and industry partners. We also appointed 45 honorary staff, bringing this total to 136.

Immersed in their work... archaeology students investigate submerged artefacts near the site of an historic sawmill settlement at Lake Cootharaba on Queensland's Sunshine Coast. The Mill Point site may reveal much about early European settlers, according to project coordinator Dr Sean Ulm of the Aboriginal and Torres Strait Islander Studies Unit (picture courtesy Dr Ulm). ▼

TEDI: teaching our teachers

TEDI (pages 30, 37, 41) supported the professional development of teaching staff through its evaluation service (page 37), the University Staff Development program (page 72) and other initiatives. These focused on:

- design of learning spaces;
- implementation of a new e-learning system;
- development of flexible learning resources;
- promotion of teaching and learning; and
- student evaluations of teaching.

More than 60 training sessions encouraged staff proficiency in *Blackboard*, which replaced WebCT as our e-learning management system in 2004. Since then, the number of *Blackboard*-supported courses has risen by 30 percent.

TEDI staff helped schools improve curricula and teaching techniques; and ran workshops on curriculum design to support required learning experiences and outcomes.

Highlights included *Introduction to Teaching and Learning*, an intensive four-day program updated to give participants first-hand experiences of learning in an online environment.

A working party developed best-practice guidelines for assessment, especially criterion-referenced assessment and ways to reduce potential for plagiarism. Workshops helped disseminate the new guidelines.



Infrastructure

Our Library

www.library.uq.edu.au

Our Library maintains one of the largest academic collections in Australia – and by far the largest in Queensland.

More than three million people (seven percent fewer than in 2004) visited our 13 branches. We recorded 36 million (12 percent fewer) online requests for web pages and nearly 11 million (20 percent increase) online catalogue searches.

The Library acquired, in perpetuity, electronic access to a database entitled *The Making of Modern Law*. This contains digital images of every page of 22,000 legal treatises on US and British law, published between 1800 and 1926. Reaction from users throughout the year was extremely positive.

New electronic journals included:

- Brill package;
- Bentham Science Titles;
- Taylor & Francis;
- Portland Press;
- 11 backfiles subject packages from Elsevier (electronic archives);
- Royal Society of Chemistry backfiles;
- US Congressional Serial Digital Set, Phases I–III, 19th and 20th Century (1817-1980); and
- *Defining Gender, 1450-1910*: images of original documents sourced from libraries and archives worldwide, including the Bodleian Library, Oxford.

Other acquisitions of note included:

- *Australia: Colonial Life and Settlement* (microfilm backsets);
- *Encyclopedia of Biostatistics* (print); and
- papers and manuscripts from writers Laurie Duggan, Kim Wilkins, Bruce Dawe and Thomas Shapcott.

Thousands of gifts from the University and the greater community included the e-resource, *Letters from the Gulf Country of Queensland 1910-1927*, and the book, *Basic Ophthalmology*.

High-quality services and products included:

- specialist computer and information skills training sessions, linked to graduate attributes and teaching programs, for 50,000 participants; and
- the RAPID (Researchers and Postgraduates Information Discovery) program – a flexibly-delivered, user-centred and problem-based information skills course for postgraduates and researchers.

Following an independent review of its effectiveness in late 2004, our Library's priorities in 2005 were to address issues raised by the Review Committee while maintaining high standards of service.

Working parties and reference groups considered issues such as communication and marketing, e-publishing initiatives, mobile services, library and *Blackboard* services, corporate documentation, statistics and collection reporting.

Our *Ask I.T.* computer help and training service provided about 4600 students (1800 more than the previous year) with standard and tailored IT training in:

- general computing practice;
- University systems;
- StarOffice; and
- the Microsoft Office suite.



Our Library... Queensland's largest academic collection with

- more than two million volumes
- 1400 computers
- 30,000 electronic journals
- 358,000 e-books
- 864 networked databases
- a comprehensive quick reference collection
- microforms, videos, manuscripts
- pictorial collections

◀ Pigging out... third-year veterinary science students Daniel Swan, on exchange from New Brunswick in Canada, and Amy Vascotto tend one of their charges in the UQ Gatton Piggery (picture Lyle Radford).

Enhancing Library IT privacy and access...

- new authentication procedures
- USB access on all public computers
- more laptop ports
- wireless facilities in most of our Library's 13 branches

This complemented our HelpDesk service offered in person, online and via telephone at St Lucia, UQ Gatton and UQ Ipswich. In collaboration with our University's IT Services, the telephone helpdesk became a "one-stop-shop" for all University clients. *Ask I.T.* staff also began an evening and weekend HelpDesk service at the Interactive Learning Centre in the Faculty of BACS.

New services supported online delivery in courses. These included streaming multi-media and digital off-air recording of content for use both during lectures, on-demand in library branches, or at home by students using the Internet.

Physical environment

Biological Sciences Library launched an online journal article desktop delivery service and temporarily moved its collections elsewhere to facilitate a \$13.5 million refurbishment and expansion due for completion in 2006. This will add 800 square metres of space for students, and include a new entrance, coffee shop, study space, computers, information desk and staff offices.

New student lounges, eight service counters, 14 self-serve counters, cashiering facilities and three meeting rooms boosted facilities in our St Lucia Student Centre on completion of refurbishments early this year. We also refurbished nine teaching areas, at a cost of \$3.5 million, in time for first semester.

Our Teaching and Learning Space Committee allocated a further \$1.6 million to construct a podium informal learning environment for the Faculty of BACS, establish a first-year learning environment for the Faculty of EPSA and fund refurbishment/upgrades of

facilities for the Faculties of Arts, BEL, SBS, Health Sciences and NRAVS.

New infrastructure (pages 56, 77) provided cutting-edge facilities for students and researchers.

- Our two-level Collaborative Learning Centre in the Sir James Foots Building (page 2) includes audio-visual equipment worth \$2 million, wireless network technologies, formal and informal teaching areas and capacity for an access node grid and video-conferencing facilities.
- We planned another collaborative learning space to begin construction at UQ Gatton in 2006.
- We unveiled concept designs for a multi-million-dollar teaching and research base for the School of Veterinary Science at UQ Gatton (page 56).
- We developed a \$1 million BioEngineering Teaching Laboratory, specialising in tissue engineering and biomedical research.

IT advances

The launch of the UQconnect Wireless Network at UQ Gatton, UQ Ipswich and UQ St Lucia has extended the reach of UQ's high-speed Internet access across these campuses. UQconnect is now one of the largest rural wireless networks in Australia and will transform learning by enabling students to access electronic resources anywhere on campus.

Wireless is available in virtually all Library branches across these campuses, as well as in many other buildings and open spaces. We also now have 160 wired access points for laptops at St Lucia, 30 at UQ Ipswich and 20 at UQ Gatton.



Fourth-year minerals process engineering student Angus Connor at work in our Minerals Processing Laboratory ▶

As part of a DEST Strategic Infrastructure Initiative grant, we will lead two projects worth \$1.2 million. The first of those will develop a roadmap for Middleware for the entire higher education sector and the second will develop a security framework for the sector based on Public Key Infrastructure (PKI).

Ours was one of three Australian universities to trial Academic Reassessment Transformation, a web-based initiative aimed at increasing the accuracy and immediacy of Centrelink payments to students.

Flexible and distance learning

We continued to engage students and staff in a collaborative and flexible process of learning and teaching.

We launched the Graduate Certificate in Plant Protection as a CD-ROM, as a joint project with the Cooperative Research Centre for Tropical Plant Protection, to deliver course content to students in rural areas.

We completed a Distance Learning Enhancement Project, funded by the Vice-Chancellor's Strategic Initiatives Fund (page 1). Results include significant curriculum redevelopment and renewal of programs and courses – including multimedia, online and print resources – in the Faculty of NRAVS.

NRAVS is our only faculty offering distance education, and its courses remained in demand. More than 1200 students enrolled for external study in degree and diploma courses offered at UQ Gatton in 2005.

We provided competitive grants to encourage development/redevelopment of some postgraduate coursework programs and first-year courses in flexible mode.

TEDI (pages 30, 37, 38, 73) assisted academics from all faculties and campuses to develop more than 970 individual resources for flexible learning.

Launch of the Massachusetts Institute of Technology (MIT)-UQ iCampus Outreach Program Collaboration was a highlight of *Teaching and Learning Week* (page 60) Our University is one of only seven worldwide – and the only “hub” institution in Australia – involved. Our input so far has focused on developing iLabs (remote laboratories) to facilitate complex laboratory experiments online; and on *xTutor*, a toolkit for creating online courses.

Our School of Information Technology and Electrical Engineering and School of Natural and Rural Systems Management liaised with MIT about adopting some of the iCampus Outreach projects.

The year 2006

- We will boost the learning experience for first-year students by implementing faculty-based induction programs to support them through the first six weeks of semester, and revising curricula to include more fieldwork and research opportunities.
- We will encourage our teachers to apply for new grants and fellowships from the Carrick Institute to support innovation in teaching and learning.
- An inaugural ceremony in China will expand our annual round of degree presentation ceremonies overseas (in Singapore, Hong Kong, Malaysia and Thailand).



◀ Dr Kim Bryceson (standing) passes on a few pointers to agribusiness students (from left) Karl Gygar, Tamara Hewitt, Melinda Su and Kerry Phillips at UQ Gatton.

Student achievers

Academic honours

Our longstanding tradition of producing Rhodes Scholars continued with the selection of arts/law student Nicholas Luke as Queensland Rhodes Scholar. He graduated in December with plans to conduct research at the South-East Asian Human Rights Documentation Centre in New Delhi, India, before beginning postgraduate studies in literature at the University of Oxford in October 2006.

We recognised 56 of our best first-class honours graduates with University Medals. These went to students who achieved Grade Point Averages (GPAs) of 6.55 or higher from the maximum 7, and who graduated in the top one percent of the bachelor pass and honours degree students cohort in each faculty in 2005. Medallists included 14 graduates with GPAs between 6.9 and 7, four of whom achieved perfect 7s.

Lindsay Hogan (PhD, applied science) was named 2005 Graduate of the Year, having graduated Bachelor of Applied Science in 2004 with a GPA of 7 and a University Medal. Her PhD research will help save the endangered northern hairy-nosed wombat.

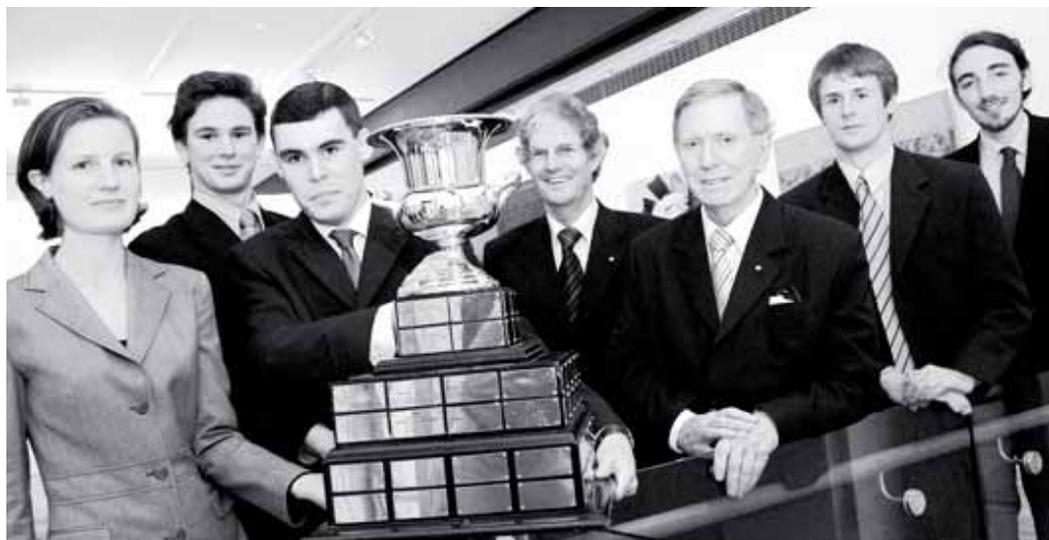
Other high achievers included the following.

- Eliza Matthews (PhD, history) won a \$40,000 Fulbright Scholarship to complete research in the USA for her thesis on American nuclear relations with India, Pakistan and Israel (1968-1995).
- David Bryant (PhD, molecular cell biology) won Cure Cancer Australia's *Young Researcher of the Year* PhD student award, one of three available nationally.
- Nellie-May Shannon (final-year animal studies/agribusiness) was one of three Australians awarded travel fellowships to attend the 2005 International Livestock Congress in Texas, USA.
- Six UQ Business School students (Ilana Stringer,

Peter McMahon, Anna Palmer, Kellie Brown, Joseph Wong and Samuel Churchill) were among 17 participants selected nationally for the Axiss Australian Scholar Program, which includes 10-14 weeks full-time work experience.

- Benxiang Zeng (PhD, natural and rural systems management) was awarded the first Chinese National Scholarship by the Chinese Government.
- Cara Beal (PhD, Coastal Cooperative Research Centre) was named *Young Water Scientist of the Year* at the International Riversymposium (page 59) for her research on septic tank failure.
- Adrian Oehmen (PhD, wastewater management) was the first non-US student, in the Award's 17-year history, to win the CH2M-Hill PhD Thesis Award from the Association of Environmental Engineering and Science Professors.
- Andrew Blake (PhD, engineering) won the award for Best Student Paper at the Minerals, Metals and Materials Society annual meeting in San Francisco, USA.
- Anna Hill (third-year agribusiness/applied science) won a Queensland Cotton International Student Exchange Scholarship to complete a six-month program at Texas A&M University, USA.
- Allison Mendes (honours, chemical engineering) led her team to place second in the US-based H2U (Hydrogen to You) National Design Competition. On exchange at the University of Waterloo in Canada, Allison and her team spent five months designing an innovative hydrogen station.
- Wai Yie Leong (PhD, electrical engineering, page 67), Bodil Cass (third-year science) and Jennifer Riesz (PhD, physics) were among University women who won five of nine categories at this year's Smart Women – Smart State awards (page 50).

Best in the world... ► Professor John Hay and the Honourable Justice Michael Kirby of the High Court of Australia (fourth and fifth from left) congratulate law students (from left) Ruth Catts, Nick Luke, Stephen Colditz, Julian Ensbey and Cameron Forsaith – winners of the Philip C. Jessup International Law Moot Court Competition in Washington DC. The event attracted 103 teams from 85 countries.



Sporting honours

We encourage our students to balance scholarship with leisure, and to make full use of our extensive cultural and sporting resources for fun as well as the pursuit of excellence. Many of these facilities are open to the public; and in **2006** our St Lucia campus will be the venue for the first Scholar Athlete Games in the southern hemisphere (page 67).

This year, student successes in sport included the following.

- Eight students were selected as UQ Ambassadors to attend the **Intercollegiate Renaissance Games** at Rhode Island, USA.
- Twelve UQ Boat Club rowers were selected to represent Australia in the senior, under 23 and junior **World Championships** in Europe and Asia.
- Our sporting contingent placed second at the **Northern University Games** in Cairns in July, winning eight gold medals, six silver and one bronze.
- UQ Gatton fielded a team of 57 athletes in the Northern University Games, winning one gold, one silver and two bronze. The team finished as runner-up in the populations cup.
- Our 388-member team placed third overall (our best result in 10 years) at the **Australian University Games**, with wins including five gold, seven silver and two bronze medals.
- Annabel Luxford (law) won the 2005 **World Cup ITU Series** for **Triathlon**.
- Queensland's top-ranking female mountain bike orienteer and Sporting Scholarship winner Anna Sheldon (PhD, soil science) competed in international events in the Czech Republic and (for the second time after winning a bronze medal in Australia in 2004) in the **world championships**, held this year in Slovakia. She placed sixth (middle distance) and eighth (long distance).
- Triathlete Annabelle Luxford (applied law) was named **Sportswoman of the Year**; and world champion rowers Sam Conrad (business management) and Hardy Cubasch (commerce) jointly won the **Sportsman of the Year** award. (Sam Conrad also won the Sportsman of the Year title in 2004.)
- Conrad won a \$1500 **Faculty of BEL Scholarship** for the second year running, and Cubasch was awarded a **Full Blue**.
- Netballer Alissa Castrisos (management/law) won a second Faculty of BEL Scholarship.
- Athletics champion Werner Botha (management) and long-jump star Jacinta Boyd (science) jointly won the fifth **E.T. Brown Athletics Scholarship**, sponsored by Emeritus Professor Ted Brown.
- Cricketer Graeme Skennar (arts), soccer player Carlo Giannangelo (pharmacy) and John Walz (engineering) won **Clem Jones Sporting Scholarships**, each worth \$5000 every year for three years.
- Our 93rd round of sporting blues recognised elite athletes. **Full Blues** went to Hannah Banks (cycling), Lachlan Stevens (cricket), Robert Newbury (diving), Anna Sheldon (MTB Orienteering), Hardy Cubasch (rowing), Michael McBryde (rowing), Andrew Brown (rugby union), Mitchell Chapman (rugby union), Stephen Moore (rugby union), Jane Moran (water polo), Helen North (water polo), Robert Maitland (water polo) and Leith Brodie (swimming). **Half Blues** went to Daina Surka (athletics), Caitlin Willis (athletics), Bradley Smith (beach volleyball), Graeme Skennar (cricket), Alyssa Castrisos (netball), Harrison Law (rowing), Ben Ward (rugby union), James Horwill (rugby union), Thomas Hockings (rugby union), Karla Blowers (shooting), Su Min Liew (volleyball), Sarah Mills (water polo), John Walz (weight lifting), Samuel Murphy (duathlon) and Mathew McKinnon (rugby league).
- The Volleyball club was named **Club of the Year** and awarded the **Hulbert Bursary**.
- Daina Surka (science) won the women's final of the 21st **Great Court Race** (a circuit of the 636-metre cloister) for the third year in a row, and Mitch Kealey (human movement studies) won the men's final. Joshua Robinson (engineering) and Megan Sullivan (agricultural science and rural technology) won the men's and women's **Great Court Race Sprint**.
- Vanessa John (business management) and Matthew Carnio (multimedia design) won the women's and men's categories of the second annual **Challinor Chase** at UQ Ipswich.
- Brad Rickard (environmental management) and Sophie Curtis (agribusiness and applied science) won the men's and women's events at UQ Gatton's seventh annual 500m **Walkway Challenge**.
- We awarded 15 full **University of Queensland Sporting Scholarships*** to: John Burstow (human movement studies) track and field; Hannah Banks (journalism/arts) cycling; Bradley Smith (engineering) beach volleyball; Robert Newbery (medicine/surgery) diving; Shaun Coulton (arts) rowing; Melanie Kleeburg (arts) track and field; Thomas Hockings (engineering) rugby; Michael McBryde (science) rowing; Leith Brodie (science) swimming; Annabel Luxford (applied law) triathlon; Suzannah Fraser (science/law) water-polo; Andrew Mewing (commerce/law) swimming; Amy Hetzel (occupational therapy) water polo; and Erin O'Keeffe (human movement studies) canoeing.

* Since establishment in 1990, these scholarships (a joint venture with The Alumni Association of The University of Queensland, page 67, and UQ SPORT) have provided financial, academic and other support for more than 300 elite sportsmen and women. This year we also awarded 29 development scholarships in addition to the full scholarships listed above.



▲ UQ Sporting Scholarship holder and journalism student Hannah Banks... selected to gain experience with the Australian team in the 2005 *Giro D'Italia Donne*, where she was the youngest of 160 cyclists in a strong international field (picture courtesy UQ SPORT).