

REVIEW OF ACTIVITIES

LEARNING

The University aims to achieve the highest levels of excellence in all aspects of learning and teaching, and to secure its position as a genuinely world-class higher education institution that is the destination of choice for the very best domestic and international students.

Learning: Key indicators of performance						
Learning		2012	2013	2014	2015	2016
Share of OP 1-5 students (or equivalent rank) who have UQ as their first preference ¹	(Percentage)	43.6	44.5	41.9	40.0	40.3
Student retention (domestic commencing bachelor students) ²	(Percentage)	84.4	81.9	81.3	82.9 ⁵	na ⁶
Number of Aboriginal and Torres Strait Islander student completions	(Count)	35	36	57	61	77 ⁵
Course experience: overall satisfaction (domestic and international) ³	(Percentage)	85.3	83.0	83.8	83.8	80.1 ⁷
Percentage of graduates (bachelor) in full-time employment within four months of graduating (domestic) ⁴	(Percentage)	79.9	74.5	72.7	73.1	72.9 ⁷

¹ There may be slight changes in historical data due to improvements made in UQ's reporting systems.
² Proportion of commencing bachelor degree students who return to study in the year following their commencing year. This figure excludes those who complete their studies.
³ Proportion of bachelor degree graduates responding positively (4 or 5) to the Overall Satisfaction scale, based on the national Course Experience Questionnaire (CEQ).
⁴ The percentage of domestic graduates (bachelor) in full-time employment within four months of graduating. Prior to 2015, this key indicator measured the full-time employment rate for domestic and international graduates. Historical results reflect the current definition.
⁵ Figures for 2015 are preliminary. Data will be finalised in mid-2017.
⁶ Data not available until mid-2018.
⁷ Due to a change in data source and survey methodology, data from 2016 are not comparable with earlier years. For further information on these changes, please see qilt.edu.au.

Students

The Student Strategy was launched in July, setting out four goals:

- game-changing graduates
- student-centred flexibility
- dynamic people and partnerships
- an integrated learning environment.

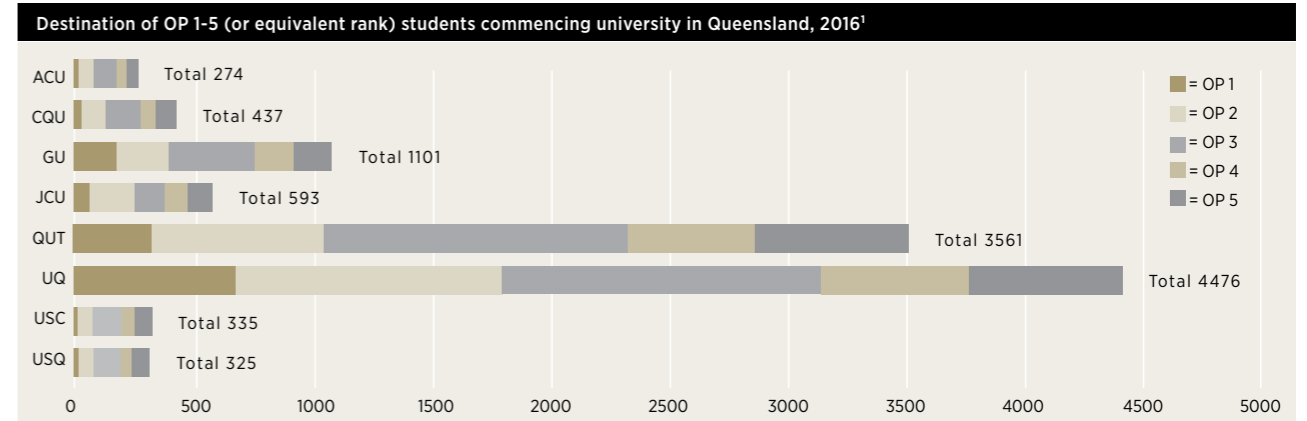
Designed to deliver innovations and initiatives in graduate employability, personalised learning and student facilities, the Student Strategy spans the current and future UQ Strategic Plans. The Student Strategy will also focus on integrated digital learning technologies, more flexible study options, and broader support for students and graduates (including for those wishing to start their own business).

UQ committed to the Go8's key principles for enhancing transparency in admissions and published an online document setting out the entry requirements for each program from the 2016 main round of offers. This included OP cut-offs, minimum and maximum OPs, upper and lower quartiles, total number of offers, offers requiring bonus points or other criteria, and the number of places offered at the minimum OP.

UQ participated in the Universities Australia-Human Rights Commission *Respect. Now. Always.* survey, the first of its type to gain insight into the nature, prevalence and reporting of sexual assault and sexual harassment among university students. A working group was also established in May 2016 with a focus on refining UQ's response to sexual assault and harassment, to ensure UQ continues to be a safe environment.

2016 SECaT and SETutor survey response rates ¹					
Semester	Number of courses	Number of surveys	Number of responses	Response rates % - course averages	Mode
SECaT Semester 1	1547	139,510	48,832	42.20	Fully online—standard timing
SECaT Semester 2	1685	133,406	44,335	40.32	Fully online—standard timing and pilots of extended timing
SETutor Semester 1	2519	89,139	27,482	38.20	Fully online—QR codes only
SETutor Semester 2	2925	76,883	23,628	33.73 ²	Fully online—QR codes, pilots of direct emails and single link surveys

¹ New piloting changes to the management process introduced in order to implement SECaT Working Party recommendations means that the 2016 figures are not directly comparable to previous years.
² Response rate excludes single link surveys as there was no survey population.



¹ All domestic Semester 1 applicants.

Student recruitment and retention

Student recruitment

The bar graph above shows the destination of OP 1-5 students (or an equivalent rank) commencing university in Queensland in 2016. The University of Queensland attracted 40.3 per cent of such students.

Gender balance

The gender balance for students at UQ, overall and by faculty, is shown in the following tables.

Gender balance – students ¹										
Enrolments by program level	2012		2013		2014		2015		2016 ²	
	% Female	% Male	% Female	% Male	% Female	% Male	% Female	% Male	% Female	% Male
Doctorate by research	52.1	47.9	52.5	47.5	52.4	47.6	51.8	48.2	51.8	48.2
Doctorate by coursework	75.0	25.0	71.8	28.2	76.0	24.0	80.9	19.1	89.4	10.6
Masters by research	46.4	53.6	51.1	48.9	52.1	47.9	48.2	51.8	47.9	52.1
Masters by coursework	60.0	40.0	60.7	39.3	60.8	39.2	58.2	41.8	57.7	42.2
Postgraduate/Graduate Diploma	57.9	42.1	56.0	44.0	56.9	43.1	56.9	43.1	58.0	42.0
Graduate Certificate	55.8	44.2	56.5	43.5	56.3	43.7	58.1	41.9	56.6	43.4
Bachelor	54.6	45.4	54.6	45.4	54.2	45.7	54.4	45.5	53.9	46.0
Associate Degree	63.9	36.1	52.2	47.8	44.6	55.4	37.3	62.7	32.0	68.0
Diploma/Associate Diploma	60.1	39.9	65.3	34.7	58.8	41.2	64.4	35.6	66.2	33.3
Enabling Course	61.5	38.5	60.9	39.1	55.7	44.3	54.2	45.8	51.3	48.7
Non-Award Course	60.3	39.7	55.8	44.2	58.5	41.5	60.5	39.5	63.2	36.7

Gender balance – enrolments ¹										
Enrolments by faculty	2012		2013		2014		2015		2016 ²	
	% Female	% Male	% Female	% Male	% Female	% Male	% Female	% Male	% Female	% Male
Business, Economics and Law	52.5	47.5	52.6	47.4	51.6	48.4	52.3	47.6	52.4	47.6
Engineering, Architecture and Information Technology	22.1	77.9	22.9	77.0	24.4	75.6	25.0	74.9	25.5	74.4
Health and Behavioural Sciences	70.8	29.2	71.0	29.0	71.9	28.1	72.0	28.0	71.1	28.8
Humanities and Social Sciences	68.1	31.9	68.4	31.5	67.9	32.1	68.0	31.9	67.5	32.2
Medicine	50.6	49.4	51.0	49.0	51.8	48.2	51.1	48.9	51.0	49.0
Science	58.1	41.9	57.4	42.5	56.5	43.5	55.9	44.1	55.1	44.7

¹ Female and male percentages may not add up to 100 per cent as persons classified as Other are not included.

² Figures for 2016 are preliminary. Data will be finalised in mid-2017.



A proud Aboriginal man, Australian Law Awards Law Student of the Year finalist and UQ Commerce/Laws student Jordan English made the most of his opportunities while studying at UQ. Winning many scholarships and prizes, he achieved a 6.88 (on a 7-point scale) grade point average, attended two Study Abroad placements in Austria, volunteered at the Prisoners' Legal Service and Volunteer Refugee Tutoring and Community Support, worked as a research assistant, and was a student ambassador for the UQ Aboriginal and Torres Strait Islander Studies Unit.

HEPP funding

The University's funding allocation for the Higher Education Participation and Partnerships Program (HEPPP) in 2016 was \$4.26 million, which supported strategies outlined in UQ's three-year Access and Participation Plan. UQ also contributed to the evaluation exercise conducted by ACIL Allen Consulting in conjunction with Wallace Consulting.

Indigenous students

Completion rates for Indigenous Australian students at The University of Queensland have increased significantly since 2011, well exceeding the University's strategic key performance indicator for 2015 (61 completions; the target was 43). In 2016, the Aboriginal and Torres Strait Islander Studies (ATSIS) Unit introduced a range of new support initiatives for Indigenous students, including a new model of tutoring and learning support; greater engagement with faculties and schools in the case management of students; and a range of new scholarships, including scholarships for Indigenous RHD students, leading to increased student retention and academic success.

UQ Aboriginal and Torres Strait Islander enrolments ¹					
	2012	2013	2014	2015	2016 ²
Female	167	185	206	221	231
Male	124	122	135	154	167
TOTAL	291	307	341	375	399

¹ Female and male numbers may not add up to the total as persons classified as Other are not included.

² Figures for 2016 are preliminary. Data will be finalised in mid-2017.

Learning environment

UQ renewed its agreement with edX, the international online learning platform and MOOC (massive online open course) provider, for a further three years. UQ first produced MOOCs in order to grow its brand on a global scale, and the partnership with edX and its consortium of world-leading universities presented opportunities to explore pioneering online learning technologies. The next stage of development will focus on developing units of study comparable to the traditional, on-campus course offering, in order to deliver on the objectives of the Student Strategy. Some key examples reflecting this progress are outlined below:

- UQx received a US\$200,000 grant from Microsoft to develop *Deep Learning through Transformative Pedagogy* (in the School Leader Courses series).
- UQx is leading a project to flip one of UQ's largest on-campus courses (PSYC1030) through development of a series of four MOOCs, the first of which was launched in late 2016.
- UQ has joined a collaboration with five other edX member universities to develop a Virtual Exchange Program (VEP) that will enable students to complete MOOCs online at each other's institutions for credit at their home institution.

MicroMasters

UQ and edX announced two MicroMasters programs in September. MicroMasters are a series of credit-eligible MOOCs that build into the equivalent of one semester of full-time study (at AQF Level 8, or the

same level as a Graduate Certificate). One program (in supply chain management) is a partnership with MIT to grant #6 credits for its MicroMasters into a Master of Business (#24) at UQ. The second program (in leadership in global development) is part of a new hybrid MicroMasters/Masters program developed at UQ. Successful completion of the MicroMasters will be a prerequisite for entry into the Masters program.

Kiron

A UQx MOOC *Philosophy and Critical Thinking* was selected for an initiative between edX and Kiron, an educational service provider that enables refugees to access higher education. Selected courses will be listed on Kiron's learning platform for students, edX will issue verified certificates for Kiron students who successfully complete these courses, and these verified certificates will enable students to seek credit from Kiron's university campus partners.

Well-rounded graduates

Infrastructure

In order to achieve the objectives of the Student Strategy, UQ has committed to building additional student accommodation on its St Lucia campus (see page 56), and is planning a dedicated, purpose-built teaching and learning building, also at St Lucia. Such new infrastructure will provide state-of-the-art teaching spaces to meet the evolving learning needs of UQ's increasingly diverse student population, with a particular focus on collaborative and interactive teaching and learning spaces.

Entrepreneurship and innovation (E&I)

UQ is committed to a coordinated approach for developing students' enterprise skills, with the establishment of an E&I Steering Committee and agreement to transition ilab from a state government-funded operation to a program supported wholly by UQ. ilab is designed to find, foster and support UQ founders to create disruptive, high-growth businesses, to complement other E&I suites of experiences—including UQ Idea Hub, a six-week hands-on program that provides aspiring student entrepreneurs with the skills and knowledge needed to conceive a startup.

An ilab Advisory Board is currently being set up and a physical presence (an entrepreneurship hub) has been established on the St Lucia campus, in order to facilitate interest and engagement among students, staff, alumni, industry and employers in E&I at UQ.

Create Change masterclasses

To complement the federal government's National Innovation and Science Agenda, which highlights the need for new ideas in innovation and new sources of growth to deliver the next age of Australia's economic prosperity, UQ launched three Create Change masterclasses in 2016: *Ideas to impact*, *Power to change* and *Engage to innovate*. These one-hour online classes—focusing on innovation, entrepreneurship and advocacy—draw on the expertise of leading UQ academics, mentors and change-makers.

Innovative teaching practices

Australian Awards for University Teaching

In 2016, UQ staff were honoured in the Australian Awards for University Teaching (AAUTs), which recognise high-quality teaching and teachers and outstanding contributions to student learning (see table at right).

UQ Awards for Excellence in Teaching and Learning

UQ's annual Awards for Excellence in Teaching and Learning celebrated the University's excellent teaching and teachers, for developing high-quality teaching practices and creating inspirational learning environments for students (see table overleaf).

Fellowships, awards and grants

UQ staff received a number of fellowships, awards and grants in teaching and learning in 2016 (see tables at right and overleaf).

Quality assurance

The University of Queensland's re-registration as a higher education provider with the Tertiary Education Quality and Standards Agency (TEQSA) was approved. TEQSA is the independent national regulator of Australia's higher education sector and evaluates the performance of higher education providers against the Higher Education Standards Framework. All registered providers must comply with the *Higher Education Standards Framework (Threshold Standards) 2015*.

Following a successful pilot, the Curriculum and Teaching Quality and Risk Appraisal (CTQRA) process was approved to replace the Curriculum and Teaching Quality Appraisal (CTQA) and was deployed during Semester 2, 2016. The CTQRA process comprises a cyclical, focused, evidence-based reflection on the overall quality of UQ's teaching programs with attention to appropriate benchmarks to pre-determined risk.

2016 Australian Awards for University Teaching (AAUTs)

AAUT Awards for Teaching Excellence (Biological Sciences, Health and Related Studies)
Professor Paul Mills, School of Veterinary Science

AAUT Awards for Programs that Enhance Learning (Educational Partnerships and Collaborations with Other Organisations)
Pro Bono Centre, TC Beirne School of Law: Monica Taylor, Dr Francesca Bartlett, Associate Professor Peter Billings, Professor Heather Douglas, Jennifer Gibbons, Associate Professor Tamara Walsh

AAUT Awards for Programs that Enhance Learning (Postgraduate Education)
UQ Three Minute Thesis, UQ Graduate School: Professor Stephan Riek, Belinda Bern, Kate Swanson, Selina Weller, Amanda Lee, Claire Backhouse

AAUT Citations for Outstanding Contributions to Student Learning

Dr Saïed Aminossadati
For creating enhanced learning environments that engage engineering students in meaningful tasks which emphasise the link between education, research and industry.

Dr Lance Newey
For transforming business school students into agents of social change and impact: connecting business pedagogy with community wellbeing.

Dr Phil Orchard
For inspiring and engaging political science students with an experiential learning curriculum including simulations that are designed to prepare them for real world challenges.

Professor Kenneth Pakenham
For 'Caring for Self to Care for Others': scholarly leadership in integrating self-care into a psychotherapy curriculum that builds resilient clinicians able to relieve human suffering.

Dr Judith Seaboyer
For developing sustainable, feedback-rich, technology-assisted assessment strategies that markedly increase pre-class reading, engagement and learning, and foster pleasure in literary studies.

2016 Fellowships, awards and grants

2016 OLT National Teaching Fellow

Dr Deanne Gannaway, Institute for Teaching and Learning Innovation

2016 Higher Education Academy Fellowships

Associate Professor Susan Rowland SFHEA, School of Chemistry and Molecular Biosciences

Dr Christine Slade SFHEA, Institute for Teaching and Learning Innovation

2016 Universitas 21 Health Sciences Teaching Excellence Award

Dr Emma Beckman, School of Human Movement and Nutrition Sciences

2016 UQ Teaching Fellows

Dr Morgan Brigg, School of Political Science and International Studies

Dr James Fraser, School of Medicine

Russell Hinchy, School of Law

Associate Professor Tony Howes, School of Chemical Engineering

Dr Michaela Kelly, School of Medicine

Dr Margo Lane, School of Medicine

Associate Professor Blake McKimmie, School of Psychology

Dr Jennifer Schafer, School of Medicine

Dr Tammy Smith, School of Medicine

Summary of UQ student access, participation, retention and success, relative to state and national benchmarks ^{1,2}												
	2015 Access			2015 Participation			2015 Success			2014 Retention		
	% UQ	% State	% Sector	% UQ	% State	% Sector	% UQ	% State	% Sector	% UQ	% State	% Sector
Aboriginal and Torres Strait Islander students	1.26	2.69	1.88	1.01	2.28	1.59	82.18	73.11	73.72	78.29	72.53	71.15
Low SES – all students ³	13.37	21.64	17.89	12.94	20.08	16.61	88.44	82.54	83.51	82.83	77.23	77.83
Low SES – all UG students ⁴	9.83	18.35	17.07	9.66	17.33	15.90	87.20	82.12	82.89	82.53	77.26	78.17
Students with a disability	3.06	4.38	5.33	3.23	4.88	5.84	79.25	78.39	81.29	77.66	74.87	77.01
Regional students ⁵	13.80	28.29	21.07	14.03	26.92	19.62	90.70	83.76	85.72	84.60	77.02	76.85
Remote students ⁵	0.80	1.34	0.99	0.71	1.28	0.89	89.58	83.76	83.60	79.56	75.70	74.19

¹ Definition of terms (as proscribed by the Australian Government Department of Education and Training: docs.education.gov.au/node/4176):

Access: commencing domestic students in equity group as a share of all commencing domestic onshore students.

Participation: domestic students in equity group as a share of all domestic onshore students.

Success: success rate measures academic performance by comparing the effective full-time student load (EFTSL) of units passed to the EFTSL of units attempted (for domestic students only).

Retention: retention rate measures the proportion of domestic students who continue their studies at the same institution from the previous year.

² The data for this table is sourced from the Australian Government Department of Education and Training. 2016 data is not available until mid-2017.

³ Based on the postcode of the student's address.

⁴ Based on the Statistical Area Level 1 measure (with postcode as fallback) of the student's address.

⁵ Regional and Remote categories derived from Australian Statistical Geography Standard.

2016 UQ Awards for Excellence in Teaching and Learning

UQ Awards for Teaching Excellence
 Dr Vincent Wheatley, School of Mechanical and Mining Engineering
 The School of Psychology: Associate Professors Blake McKimmie, Barbara Masser and Mark Horswill

UQ Commendations for Teaching Excellence
 Associate Professor Matt McDonald, School of Political Science and International Studies
 UQ Drama, School of Communication and Arts: Drs Stephen Carleton and Bernadette Cochrane, Associate Professor Rob Pensalfini

UQ Awards for Programs that Enhance Learning
 UQ Critical Thinking Project, School of Historical and Philosophical Inquiry: Associate Professor Deborah Brown, Peter Ellerton, Dr Dominic Hyde
 First Year Chemistry Teaching Team, School of Chemistry and Molecular Biosciences; School of Agriculture and Food Sciences: Associate Professor Gwendolyn Lawrie, Dr Denise Adams, Dr Andrew Allsebrook, Fiona Arbutnot, Dr Sue Bennett, Associate Professor Joanne Blanchfield, Dr Bruce D'Arcy, Professor James De Voss, Tammie Fair, Professor Mary Garson, Husnaa Khan, Dr Efraxia Kartsonaki, Associate Professor Ross McGeary, Katherine Raymont, Associate Professor Mark Riley, David Rosolen, Dr Philip Sharpe
 UQ Three Minute Thesis, UQ Graduate School: Professor Stephen Riek, Belinda Bern, Kate Swanson, Selina Weller, Amanda Lee, Claire Backhouse.

UQ Citations for Outstanding Contributions to Student Learning
 Dr Frederique Bracoud, School of Economics
 Dr Lisa Fitzgerald, School of Public Health
 Dr Nicole Hartley, UQ Business School
 Dr Poh Wah Hillock, School of Mathematics and Physics

UQ Commendations for Outstanding Contributions to Student Learning
 Dr Prasad Chunduri, School of Biomedical Sciences
 Dr Sarah Kelly, UQ Business School
 Dr Kristy Nicola, School of Health and Rehabilitation Sciences.

Cultural competencies

New Colombo Plan mobility program

In the 2016 round of the Australian Government's New Colombo Plan mobility program, UQ received \$471,900 to support 131 students to participate in semester-length and short-term study experiences in Hong Kong, India, Malaysia, Nepal, South Korea, Taiwan, Thailand, Timor-Leste, and Vietnam. Seven UQ students were also selected as recipients for the prestigious New Colombo Plan scholarships.

Australia Awards Scholarships

In 2016, UQ welcomed 93 new Australia Awards students, with a total of 358 students from 41 countries completing studies at UQ under the Australia Awards Scholarships program. UQ Global Engagement managed approximately \$19.3 million in funding for Australia Awards scholarship expenses in 2016.

Other scholarships

In 2016, UQ welcomed students from 16 new sponsorship bodies from 12 countries—Australia, Bhutan, Ghana, Indonesia, Jordan, Liberia, Maldives, Oman, Paraguay, Peru, Saudi Arabia, and Singapore. Overall, just under 1800 sponsored students from 76 countries were enrolled at UQ in 2016.

Institute of Continuing and TESOL Education (ICTE-UQ)

In 2016, ICTE-UQ delivered training at the St Lucia and Gatton campuses, as well as offshore, to more than 6980 students and professionals from more than 100 countries.

Often collaborating with other UQ faculties, schools, institutes and central divisions, ICTE-UQ's key achievements included:

- UQ English language pathway program training for 1642 students from non-English speaking backgrounds, English language training for a further 1195 students and professionals, and the expansion of the *Bridging English Program (BEP)* to include 10-, 15-, 20-, 25- and 30-week courses for 2017 delivery
- concurrent English language support programs for 1398 UQ students from non-English speaking backgrounds, including customised, discipline-specific programs
- English language and methodology training for 286 primary and secondary teachers, and university academic staff; 213 Content and Language Integrated Learning (CLIL) participants; and 137 undergraduate and postgraduate education students
- customised English language and Continuing Education training programs for more than 1848 students and professionals from China, Indonesia, Japan, Peru, Taiwan, the United States and Vietnam
- more than 270,000 enrolments since its 2015 launch in the UQx-facilitated IELTS Academic Test Preparation course —*IELTSx*—making it the tenth most popular edX course globally.

UQ student mobility

The UQ Advantage Office supported more than 1000 students in 2016 to broaden their world view by participating in a global experience. Key programs and achievements included:

- 650 students participating in the student exchange program to 142 exchange partners in 32 countries
- 300 students participating in one of more than 100 short-term programs during their university break
- 331 students being supported through the UQ Advantage Grant program to participate in international extra-curricular activities such as volunteering, internships, competitions and conferences
- six students representing UQ at international U21 workshops, summer schools and conferences.



More than 1000 UQ students participated in UQ's international exchange programs in 2016.

Early Career – Scholarship of Teaching and Learning Grants awarded in 2016

Project title	Academic	School	Funding
A framework for journalism design	Skye Doherty	Communication and Arts	\$15,000
A small private online course (SPOC) to innovatively and flexibly deliver a human development module to first-year physiotherapy students	Dr Kristy Nicola	Health and Rehabilitation Sciences	\$14,900
Can multiple technologies be used to privilege Indigenous voices in the course materials for first-year courses in the Indigenous Studies major?	Dr Carlos Rivera-Santana	Aboriginal and Torres Strait Islander Studies Unit	\$15,000
Creating game-changing graduates in nutrition and dietetics through active learning, authentic assessment and student partnerships, using Entrustable Professional Activities	Dr Olivia Wright	Human Movement and Nutrition Sciences	\$14,830

Teaching Innovation grants¹ (Tranche 1 and Tranche 2) awarded in 2016

Project title	Project lead	School	Funding
Revitalising language assessment: Sustainable change through international benchmarking and knowledge transfer	Associate Professor Marisa Cordella	Languages and Cultures	\$117,200
Enhancing student learning with 3D radiology images	Dr Kristy Nicola	Medicine	\$95,950
Building capacity for interprofessional work-integrated learning through development of authentic assessment of interprofessional skills	Dr Anne Hill	Health and Rehabilitation Sciences	\$85,760
Doing digital humanities: Expanding AusArts @ AustLit functionality for program level change	Kerry Kilner	Communication and Arts	\$137,600
Strengthening the gateways: Building pathways to success through active learning	Associate Professor Karen Moni	Faculty of Humanities and Social Sciences	\$194,000
Developing a database of innovative assessment techniques to promote student engagement and deter academic misconduct	Dr Mair Underwood	Social Science	\$191,640
Developing entrepreneurs: An interdisciplinary, experiential learning approach to creating an innovative and entrepreneurial mindset	Associate Professor Martie-Louise Verreyne	Business	\$136,670
TeamAnneal Stage Two: A web service for purposeful student team creation	Associate Professor Peter Sutton	Faculty of Engineering, Architecture and Information Technology	\$76,281
Increasing student engagement in active learning through feedback on pre-reading quizzes	Professor Michael Drinkwater	Science	\$119,200

¹ The Technology-Enhanced Learning (TEL) grants were replaced in 2016 with Teaching Innovation grants.



2016 UQ Teaching and Learning Award winners with Provost Professor Aidan Byrne, Chancellor Mr Peter N Varghese AO, and Pro-Vice-Chancellor (Teaching and Learning) Professor Doune Macdonald.