

REVIEW OF ACTIVITIES

LEARNING

UQ 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. In 2016,* UQ had the highest undergraduate student satisfaction in the Go8 across most scales within the Student Experience Survey—including satisfaction with the entire educational experience and quality of teaching.

Learning: Key indicators of performance						
Learning		2013	2014	2015	2016	2017
Share of OP 1–5 students (or equivalent rank) who have UQ as their first preference ¹	(Percentage)	44.5	41.9	40.0	40.3	39.0 ⁸
Student retention (domestic commencing bachelor students) ²	(Percentage)	81.9	81.3	82.9	82.6 ⁵	na
Number of Aboriginal and Torres Strait Islander student completions	(Count)	36	57	61	77	82 ⁶
Course experience: overall satisfaction (domestic and international) ³	(Percentage)	83.0	83.8	83.8	80.1 ⁷	na
Percentage of graduates (bachelor) in full-time employment within four months of graduating (domestic) ⁴	(Percentage)	74.5	72.7	73.1	72.9 ⁷	na

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. This includes bachelor pass, bachelor honours and bachelor graduate entry.
⁵ Indicative only. Data not available until mid-2018.
⁶ Figures for 2017 are preliminary. Data will be finalised in mid-2018.
⁷ Due to a change in data source and survey methodology, data from 2016 are not comparable with earlier years: see qilt.edu.au for more information.
⁸ Percentage of OP 1–5 domestic, undergraduate applicants who directed their first preference to The University of Queensland. This is distinct from the table on page 22, which is based on enrolments from OP 1–5 domestic, undergraduate applicants.

Students

Student Strategy

The Student Strategy, launched in July 2016, set out four goals designed to deliver innovations and initiatives in graduate employability, personalised learning and student facilities:

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

In 2017, the focus has been on expanding employability and work integrated learning (WIL) across the faculties, and consolidating the entrepreneurship and innovation ecosystem at UQ. To achieve this, the University committed \$7.1 million for implementation of projects that emphasised:

- **Flexible, active learning** – to transform student learning towards more personalised, active learning and specifically targeting course digitisation
- **Employability** – to significantly enhance student prospects with funds distributed

to faculties to support discipline-focused student employability projects

- **Enterprise** – to cement UQ's leading reputation in entrepreneurship and innovation through direct support of ilab and Idea Hub, scholarships, grants, and seed funding.

Almost half of these funds (\$3.2 million) were distributed to faculties for discipline-specific projects, ranging from developing online and virtual courses to expanding student-facing support services and extending WIL and peer mentoring.

Implementation of Student Strategy initiatives was also supported with welcome and induction activities, improvements to virtual and physical infrastructure, and enhancements to information technology systems.

Six university-wide steering groups were established to oversee development around key areas:

- enhancing employability
- flexible active learning
- learning analytics
- valuing teaching
- student life
- students as partners.

* The latest available statistics.

Other student activities

Other initiatives in 2017 included:

- the launch of the edX MicroMasters in Business Leadership (through the Faculty of Business, Economics and Law)
- increasing capacity to provide student mental health services
- further developing and deploying of ePortfolio and Placement Management
- investigating alternative program schedules and academic calendars
- preparing for the establishment of a Guaranteed Accommodation scheme for new students, effective from 2018
- establishing a 'hub-and-spoke' team of learning designers, based in the Institute for Teaching and Learning Innovation (ITaLI), to support schools and faculties with a focus on curriculum design, and application of online and active face-to-face pedagogies in design and development of courses and associated resources.

Student evaluation of course and teaching (SECaT) trend analysis

As a way to evaluate individual courses and teachers, UQ surveys students on their perceptions of course and teaching quality. Questions—scored from 1 to 5 per response—are aggregated to report averages for each course and teacher. Analysis of SECaT results collected since moving to a fully online, confidential survey system three years ago has found incremental improvements in student satisfaction, with data showing an increase in the number of SECaT datasets (Course and Teaching surveys) that have averages for all questions above 4.25. This demonstrates a positive shift has occurred.

2015–2017 SECaT trend analysis ¹				
Year	Per cent of datasets with all questions above 4.25	Number of datasets with all questions above 4.25	Number of datasets without all questions above 4.25	Total
2015	26.5%	1963	5451	7414
Course	14.1%	388	2363	2751
Teaching	33.8%	1575	3088	4663
2016	30.7%	2296	5182	7478
Course	17.2%	474	2275	2749
Teaching	38.5%	1822	2907	4729
2017	34.9%	2584	4823	7407
Course	20.6%	550	2119	2669
Teaching	42.9%	2034	2704	4738
Total	30.7%	6843	15,456	22,299

¹ Data only includes results for SECaT surveys with six or more responses.

Admissions

As part of UQ's commitment to enhancing transparency in the student admissions process, relevant information products (including print publications and websites) were updated with common admission-related terms and definitions, to be adopted across the higher education sector during 2018. This will be of benefit to prospective students interested in tertiary study in 2019 and beyond. A key recommendation of the Higher Education Standards Panel in its October 2016 report *Improving the transparency of higher education admissions* was improved consistency in describing admission-related concepts and activities.

Another task for UQ in the second phase of the admissions transparency implementation process was preparing for the Department of Education and Training's review of institutional experience of the new 'information sets' for institutions and for courses, which came into effect from August.

Respect. Now. Always.

The results of the Universities Australia-Human Rights Commission *Respect. Now. Always.* survey on sexual assault and harassment among university students were released, revealing that about 1.6 per cent of students nationally had been sexually assaulted in a university setting in 2015/2016. UQ endorsed all recommendations made by the report and continues working to ensure all recommendations are met. Initiatives are highlighted on respect.uq.edu.au and include:

- establishing a Sexual Misconduct Support Unit to provide support, a reporting point and specialist counselling
- establishing a First Responder Network to facilitate the disclosure of sexual assault and sexual harassment.



2017 President of the University of Queensland Union Gabii Starr with Vice-Chancellor and President Professor Peter Høj discussing the results of the *Respect. Now. Always.* survey.

Student recruitment and retention

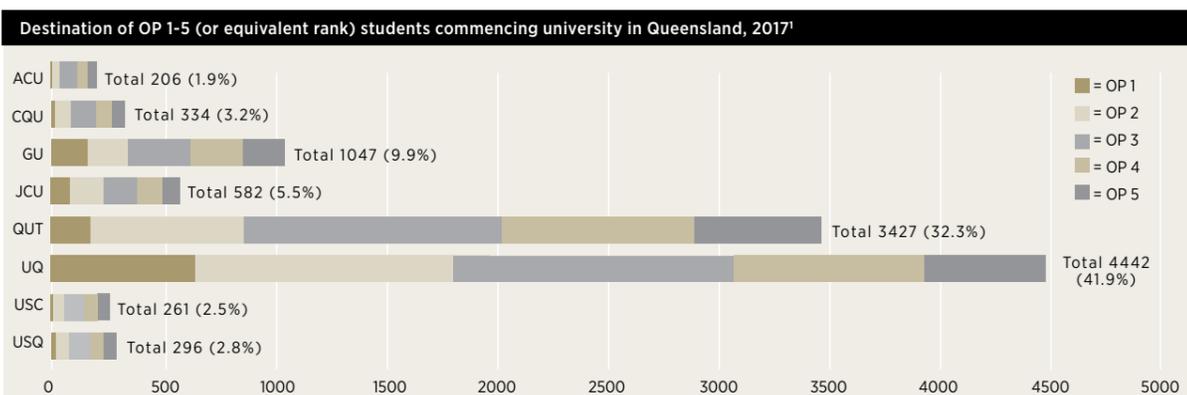
Student recruitment

The bar graph below shows the destination of OP 1–5 students (or an equivalent rank) commencing university in Queensland in 2017. UQ attracted 39.0 per cent of first preferences from such applicants, but 41.9 per cent of all domestic undergraduate enrolments. Possible reasons negatively impacting UQ's first preferences include the downturn in the resource sector, which led to fewer Engineering first preferences; discontinuation of certain programs; and increased OP cut-offs for several programs—including Law—which resulted in some

students redirecting their preferences to other institutions as they were no longer eligible for a place. Despite the softening demand, however, the University's market share of enrolments rose slightly.

Gender balance

The gender balance for students at UQ, overall and by faculty, is shown below. Note that female and male percentages may not add up to 100 per cent as persons classified as X (indeterminant, unspecified, intersex) are not included. As has been the case for many years, females continued to outnumber males in all subject areas in 2017, except for engineering, architecture and information technology.



¹ This data shows enrolments by domestic undergraduates commencing in Semester 1 and applying through the Queensland Tertiary Admissions Centre. This differs from the data submitted previously, which was not restricted to undergraduate applicants. It has been updated to align with the University strategic KPI data.

Enrolments by program level	2013		2014		2015		2016		2017 ¹	
	% Female	% Male	% Female	% Male	% Female	% Male	% Female	% Male	% Female	% Male
Doctorate by research	52.5	47.5	52.4	47.6	51.8	48.2	51.8	48.2	50.4	49.5
Doctorate by coursework	71.8	28.2	76.0	24.0	80.9	19.1	89.4	10.6	97.3	2.7
Master's by research	50.8 ¹	49.2 ¹	52.1	47.9	48.2	51.8	47.9	52.1	45.7	54.1
Master's by coursework	60.7	39.3	60.8	39.2	58.2	41.8	57.7	42.2	58.4	41.6
Postgraduate/Graduate Diploma	56.0	44.0	56.9	43.1	56.9	43.1	58.0	42.0	54.7	45.3
Graduate Certificate	56.6 ¹	43.4 ¹	56.3	43.7	58.1	41.9	56.6	43.4	57.5	42.5
Bachelor	54.6	45.4	54.2	45.7	54.4	45.5	53.9	46.0	54.2	45.6
Associate Degree	52.2	47.8	44.6	55.4	37.3	62.7	32.0	68.0	35.8	64.2
Diploma/Associate Diploma	65.3	34.7	58.8	41.2	64.4	35.1 ¹	66.2	33.3	64.2	35.0
Enabling Course	61.0 ¹	39.0 ¹	55.7	44.3	54.2	45.5 ¹	51.3	48.7	45.9	54.1
Non-Award Course	55.8	44.2	58.5	41.5	60.5	39.5	63.2	36.7	62.3	37.6

¹ There may be slight changes in historical data due to improvements made in UQ's reporting systems.

Enrolments by faculty	2013		2014		2015		2016		2017 ¹	
	% Female	% Male	% Female	% Male	% Female	% Male	% Female	% Male	% Female	% Male
Business, Economics and Law	52.6	47.4	51.6	48.4	52.3	47.6	52.4	47.6	53.0	46.9
Engineering, Architecture and Information Technology	22.9	77.1 ¹	24.4	75.6	25.0	74.9	25.5	74.3	25.9	74.0
Health and Behavioural Sciences	71.0	29.0	71.9	28.1	72.0	28.0	71.1	28.8	71.7	28.2
Humanities and Social Sciences	68.4	31.5	67.9	32.1	68.0	31.9	67.5	32.2	67.6	32.0
Medicine	51.0	49.0	51.8	48.2	51.1	48.9	51.0	49.0	52.6	47.4
Science	57.4	42.5	56.4 ¹	43.5	55.8 ¹	44.1	55.1	44.7	56.1	43.8

¹ Figures for 2017 are preliminary. Data will be finalised in mid-2018.

	2016 Access			2016 Participation			2016 Success			2016 Attainment			2015 Retention		
	% UQ	% State	% Sector	% UQ	% State	% Sector	% UQ	% State	% Sector	% UQ	% State	% Sector	% UQ	% State	% Sector
Aboriginal and Torres Strait Islander students	1.33	2.87	2.08	1.09	2.50	1.73	82.82	76.15	73.65	1.04	1.61	1.07	78.14	73.58	71.92
Low SES – all students ³	13.34	22.11	18.20	12.79	20.35	16.91	88.06	83.64	83.56	12.30	16.50	14.50	85.38	79.13	77.68
Low SES – all UG students ⁴	10.73	18.54	17.00	9.75	17.39	15.98	87.39	82.77	83.00	8.94	14.80	14.00	85.90	79.39	77.74
Students with a disability	3.20	4.46	5.63	3.29	5.07	6.14	80.27	81.32	81.95	2.49	4.13	5.05	77.79	77.54	77.02
Regional students ⁵	14.98	29.04	21.16	13.91	27.13	19.65	90.96	84.90	85.90	13.50	21.30	17.30	85.71	77.88	76.99
Remote students ⁵	0.75	1.34	1.00	0.71	1.26	0.89	89.98	82.85	83.34	0.67	1.12	0.75	85.35	75.44	74.57

¹ Definition of terms (as prescribed by the Australian Government Department of Education and Training):

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).

Attainment: attainment rate measures the number of award course (program) completions of equity students as a share of all domestic award course (program) completions.

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: docs.education.gov.au/node/45221. 2017 data is not available until mid-2018.

³ Based on the postcode of the student's address (**SES:** socioeconomic status).

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.

Student retention

UQ maintained similar levels of student access, participation, success and retention, relative to state and national benchmarks as in 2015 (see table above).

HEPPP funding

The University's funding allocation for the Higher Education Participation and Partnerships Program (HEPPP) in 2017 was \$3.34 million, which supported strategies outlined in UQ's three-year Access and Participation Plan. The allocation also reflects savings from the HEPPP in the 2016–17 Australian Government budget, which took effect from the 2017 calendar year.

Indigenous students

Completion rates for Indigenous Australian students at UQ have increased significantly since 2011, well exceeding the University's strategic key performance indicator for 2016 (77 completions; the target was 46). UQ has experienced significant improvement in the progression and success of its Indigenous students, seventh in the country in 2016—up from 21st in 2013.

The Aboriginal and Torres Strait Islander Studies (ATSI) Unit continued to provide a range of support services for Indigenous students, including tutoring and learning support via a team of learning advisers and tutors; engagement with faculties, schools and central units in the case management of students; and a range of scholarships, including scholarships specifically for Indigenous HDR students.

International students

UQ is a university of choice for international students, attracted by the University's high global rankings and many teaching awards.

Preliminary results for 2017 suggest 15,431 international enrolments from 135 countries supplied approximately 30 per cent of UQ's student population, providing enhanced learning and cultural experiences for all UQ students and the broader community. International enrolments are projected to generate \$471.3 million in income for the University, including \$220.6 million from undergraduate students, \$202.0 million from postgraduate students, \$71 million from non-award students, \$11.9 million from HDR students, and \$29.7 million from the Institute of Continuing and TESOL Education.

The export business UQ generated in 2017 supported the local economy, providing both important income and a richer cultural life for Queensland. Fellow UQ students also benefited from the diverse perspectives international students brought to the classroom, enhancing their learning.

International students at UQ have a retention rate of 96 per cent, and their success rate (pass rate) is 91 per cent.

UQ attracted more than 15,000 international students in 2017, from countries as far afield as Japan, Jordan, Belarus, Brazil, Mexico and Malawi.

	2013	2014	2015	2016	2017 ¹
Female	185	206	221	231	241
Male	122	135	154	167	178
X	-	-	-	1	-
TOTAL	307	341	375	399	419

¹ Figures for 2017 are preliminary. Data will be finalised in mid-2018.





AAUT Award winner Dr Vincent Wheatley teaches advanced topics in mechanical and aerospace engineering in contexts ranging from large courses, to thesis and design projects, to the edX Hypersonics massive open online course (MOOC)—a course that attracted students from 129 countries.

Learning environment

UQ renewed its commitment to online learning, with strategic funding for UQx, UQ's edX collaboration, for a further three years (2018–2020). Achieving more than two million enrolments in 2017, UQx was also active in supporting the goals of the Student Strategy, most significantly around flexible active learning and developing SPOCs (small private online courses) and MOOCs (massive open online courses) as part of for-credit courses and programs. The guarantee of future funding will ensure ongoing support for faculty and school pedagogy and curriculum redevelopment incorporating emerging technologies, and more flexible and personalised learning experiences for students.

MicroMasters

UQ launched two new MicroMasters in 2017: **Business Leadership and Leadership in Global Development**, designed to allow learners everywhere to try master's-level coursework from UQ before committing to a full master's degree.

All four MOOCs in the *Leadership in Global Development* MicroMasters completed their runs and the capstone assessment ran from the end of October to mid-November. The first MicroMasters graduates were among the first certificate-holders in Australia (along with Adelaide University) and among the first 2017 cohort globally.

Virtual exchange program

At the edX Global Forum held in Canada in December, UQ signed an agreement with eight international partner universities that will allow students to study selected interstate and overseas online courses that will be credited to their UQ program. The aim is to enrich the student experience and will take effect from 2018.

New and enhanced programs

Several new programs and study options were introduced in 2017:

- Bachelor of Advanced Humanities (Honours)
- Bachelor of Biomedical Science (Honours)
- Bachelor of Clinical Exercise Physiology (Honours) (the only Honours undergraduate clinical exercise physiology program in Australia)
- Bachelor of Criminology and Criminal Justice (Honours)
- Bachelor of Politics, Philosophy and Economics (Honours)
- Graduate Diploma in Psychological Practice
- Master of Business Psychology
- Master of Data Science
- Master of Engineering

- Master of International Relations / Master of International Law
- Doctor of Veterinary Clinical Science. Some existing programs underwent changes to improve employability or offer more flexible study options:
- Bachelor of Advanced Science (new Biomedical Science major)
- Bachelor of Biomedical Science (now three years, providing a shorter pathway to other health programs)
- Bachelor of Communication
- Bachelor of Engineering (Honours) (mid-year commencement option)
- Bachelor of Equine Science and Bachelor of Wildlife Science (online study options introduced)
- Bachelor of Information Technology (new User Experience Design major)
- Bachelor of Journalism
- Bachelor of Science (new Public Health major).

Enhancing graduates

Infrastructure

UQ is currently investigating options to redevelop the student union complex on the St Lucia campus with the goal of creating world-leading infrastructure that will underpin Student Strategy Goal 4: *an integrated learning environment*. Creating a Student Hub in this location will be a flagship project for UQ that aims to transform the campus experience by integrating a range of services for students in highly visible and easily accessible spaces, and providing innovative and engaging learning spaces that strongly align with Goals 2: *student-centred flexibility* and 3: *dynamic people and partnerships*.

In 2017, the project progressed from high-level concept drawings to the more extensive investigation and costing of a feasibility study. An overarching governance framework was agreed and extensive consultations with a range of stakeholders occurred. As the redeveloped site will include teaching and learning spaces, trends around learning spaces and pedagogy and how best to engage students were also considered. Professor Michael Drinkwater was seconded from the School of Mathematics and Physics to lead the development of a learning spaces strategy.

Entrepreneurship and Innovation (E&I)

Entrepreneurship and innovation are key drivers of growth and student experience outcomes. UQ provides pathways to participate in E&I activities, build skills and gain practical experience. With the launch of

the five-year Student Strategy in 2016, a suite of new initiatives in graduate employability, more flexible study options, and broader support for students and graduates was introduced. A student survey conducted during the year revealed that about 60 per cent of UQ undergraduates consider entrepreneurial skills to be an important part of their education, and UQ notes that entrepreneurial spirit will be important for future graduates, whether they start their own business or move into management and leadership. To this end, work began on building an ecosystem that can deliver support for all stages of an entrepreneurial journey, to help produce enterprising leaders with skills in creating positive change.

Graduate employability

UQ ranked 49th in the world and fourth in Australia in the QS Graduate Employability Rankings 2018 released in September 2017. These results were an improvement from the previous year, despite more universities being ranked in the five indicators of employer reputation, alumni outcomes, partnerships with employers, employer–student connections and graduate employment rate.

Graduate Outcomes Survey

In 2016, a national Graduate Outcomes Survey (GOS) was developed as part of the Quality Indicators for Learning and Teaching (QILT) survey suite, replacing the Australian Graduate Survey. Now in its second year, the Graduate Outcomes Survey is designed to measure graduates' post-study success and satisfaction. The proportion of UQ's domestic bachelor graduates employed full-time within Australia increased from 72.7 per cent in 2016 to 73.9 per cent in 2017, with the median annual salary increasing from \$57,396 to \$60,000. The most recent survey results also recorded an 80 per cent satisfaction rate for graduates across all program levels.

Employer Satisfaction Survey

With an 87.6 per cent employer satisfaction score, UQ ranked sixth in Australia and was the highest ranked Go8 university in the 2017 Employer Satisfaction Survey (ESS)—part of the new QILT survey suite launched in 2016.

Innovative teaching practices

Australian Awards for University Teaching (AAUT)

In 2017, UQ staff were honoured in the Australian Awards for University Teaching (AAUTs), which recognise high-quality teaching and teachers, as well as outstanding contributions to student learning.



AAUT Awards for Teaching Excellence (Law, Economics, Business and Related Studies)

Carl Sherwood, School of Economics

AAUT Awards for Teaching Excellence (Physical Sciences and Related Studies)

Dr Vincent Wheatley, School of Mechanical and Mining Engineering

Pictured above at the 2017 AAUT Award ceremony in Brisbane are Pro-Vice-Chancellor (Teaching and Learning) Professor Doune Macdonald, Professor Anthony Cassimatis, Dr Lisa Fitzgerald, Dr Poh Wah Hillock and Deputy Vice-Chancellor (Academic) Professor Joanne Wright.

AAUT Awards for Programs that Enhance Learning (Innovation and Flexibility in Curricula, Learning and Teaching)

First Year Chemistry Program, School of Chemistry and Molecular Biosciences: Associate Professor Joanne Blanchfield, Dr Denise Adams, Dr Andrew Allsebrook, Dr Bruce D'Arcy, Professor Mary Garson, Dr Efraxia Kartsonaki, Associate Professor Gwendolyn Lawrie, Professor James De Voss, Associate Professor Mark Riley and Dr Philip Sharpe

AAUT Citations for Outstanding Contributions to Student Learning

- Professor Anthony Cassimatis, TC Beirne School of Law for leadership, innovation, scholarship and the creation of a global network of international lawyers to guide and inspire students to achieve excellence and career success
- Dr Lisa Fitzgerald, School of Public Health for challenging and supporting public health students through a learning journey to gain a deeper understanding of the social determinants of health
- Dr Poh Wah Hillock, School of Mathematics and Physics for a mathematics support program that improves student success by building confidence and fostering hard work and perseverance through participation in a community of practice

Prestigious scholarships

Rhodes Scholar
Damian Maher, BA (Hons)
School of Communication and Arts

Monash Scholars
Jordan English, BCom/BLaws (Hons)
UQ Business School/TC Beirne School of Law
Steven Ettema, BE (Hons)
School of Civil Engineering

Heather Muir, BE (Hons)
School of Mechanical and Mining Engineering

Teaching Innovation Grants awarded in 2017			
Project title	Investigators	Lead unit	Funding
Implementation of the Higher Education Learning Framework to improve teaching and learning practices at UQ	Professor Annemaree Carroll, Professor Pankaj Sah, Dr Kelly Matthews, Dr Hassan Khosravi, Professor Julie Duck, Professor Peter Adams, Associate Professor Susan Rowland, Dr Greg Birkett, Professor Polly Parker, Professor Ross Cunningham, Associate Professor Simon Reid	School of Education	\$165,000
Game-changing educators: Teaching Indigenous health in a culturally safe, transformative learning environment	Dr Chelsea Bond, Lynnell Angus, Dr Leanne Coombe	Office of the Pro-Vice-Chancellor (Indigenous Engagement)	\$85,000
TeachingPlus@UQ: Developing professional practice to enhance the student experience	Associate Professor Lydia Kavanagh, Professor Julie Duck, Professor Peter Adams, Dr Deanne Gannaway, Dominic McGrath, Dr Jodie Copley	Faculty of Engineering, Architecture and Information Technology	\$165,000
Pilot of an integrated e-exams software solution for exam creation, delivery, feedback and analytics (Stage 3: Scale-up, feedback and analytics)	Dr Tammy Smith, Dr Leanne Coombe, Kate Drinkwater, Shari Bowker	Office of Medical Education	\$100,000
Taking the Cirrus teaching and learning platform beyond the humanities and beyond the AustLit platform	Kerry Kilner, Dr Natalie Collie	School of Communication and Arts	\$120,000
A computer adaptive testing (CAT) platform for discipline-specific, English language screening tests to identify linguistically at-risk students	Dr Stephen Walker, Associate Professor Lydia Kavanagh, Iain Matheson	Institute of Continuing and TESOL Education	\$47,000
Integrating digital argument mapping into contemporary pedagogies	Associate Professor Deborah Brown, David Kinkead, Peter Ellerton	School of Historical and Philosophical Inquiry	\$125,000
CLIPS at Work: Expanding an existing UQ website to help science students communicate for the workplace	Associate Professor Susan Rowland, Dr Louise Kuchel, Dr Kay Colthorpe	School of Chemistry and Molecular Biosciences	\$115,000
Authentic, active and inspired learning: Transforming large courses	Dr Vincent Wheatley, Professor Ross McAree, Professor David Mee, Professor Paul Meehan, Dr Ruth Knibbe, Dr Greg Birkett	School of Mechanical and Mining Engineering	\$65,000

¹UQ is committed to developing contemporary and comprehensive ongoing professional development to support and reward teaching and learning performance and facilitate career progression. As part of this commitment, the University completed a successful HEA Fellowship pilot program between October 2016 and May 2017. The Higher Education Academy (HEA) is "an independent non-profit organisation committed to world-class teaching in higher education" (heacademy.ac.uk/). The HEA Fellowship scheme is becoming an expected standard for university educators in the UK and is increasingly being adopted worldwide, including by several Australian universities. Engaging with the HEA Fellowship is another way that UQ complies with the Australian Higher Education Standards framework (Threshold Standards) in relation to teaching staff having "skills in contemporary teaching, learning and assessment principles" (Part A, Section 3.2).

Fellowships, awards and grants

A key initiative of the Student Strategy is to provide meaningful opportunities for staff professional development and recognition (as part of Goal 3: *dynamic people and partnerships*). Following a successful pilot conducted between October 2016 and May 2017, in which 22 staff were successfully supported to apply for fellowship status, UQ moved to consolidate its participation as a Partner in the UK-based Higher Education Academy¹ (see table on page 27 for those awarded fellowships).

UQ staff received a number of other fellowships, awards and grants in teaching and learning in 2017:

2017 UQ Teaching Fellows

- Dr Greg Birkett, School of Chemical Engineering
- Dr Eimar Enright, School of Human Movement and Nutrition Sciences
- Dr Lisa Fitzgerald, School of Public Health
- Dr Eve Klein, School of Music
- Dr Louise Kuchel, School of Biological Sciences
- Dr Allyson Mutch, School of Public Health
- Dr Kelly Phelan, UQ Business School
- Associate Professor Susan Rowland, School of Chemistry and Molecular Biosciences

2017 UQ Early Career Scholarship of Teaching and Learning

- Dr Anna Rumbach, School of Health and Rehabilitation Sciences
\$13,000 awarded for her project:

Innovative work-integrated learning experiences and authentic assessment to support speech pathology students' skill development in management of voice disorders

Finalist for the 2017 edX Prize for exceptional contributions in online teaching and learning

- Professor Roslyn Petelin for *WRITE 101x: English Grammar and Style* Massive Open Online Course (MOOC)

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.

UQ Awards for Teaching Excellence

- Dr Chris Landorf, School of Architecture
- Dr Barbara Maenhaut, School of Mathematics and Physics
- Associate Professor Timothy McIntyre, School of Mathematics and Physics

UQ Awards for Programs that Enhance Learning

- BEL SET (Lead: Faculty of Business, Economics and Law): Rhea Jain, Ken Lai, Jacqueline Niblett, Ryan Webb, Joanne Buchan, Catherine Lam, Cate Clifford, Debbie Hathaway, Carlene Kirvan, Lucy Kenny, Cassandra Vickers
- Knowledge-Making in the Arts, Humanities and Social Sciences (Lead: Faculty of Humanities and Social

Sciences): Inge Matt, Professor Julie Duck, Professor Fred D'Agostino, Associate Professor Deborah Brown, Shirley Moran, Chris Frost, Noela Yates, Dr David Rowland, Farshad Seifouri, Ben Graham

UQ Commendations for Programs that Enhance Learning

- **The Postgraduate Clinical Pharmacy Programs** (School of Pharmacy): Judith Burrows, Dr Treasure McGuire, Dr Karen Luetsch, Associate Professor Alexandra Clavarino, Carla Scuderi, Dr Adam La Caze, Vanessa King
- **The Teaching and Learning Development Program** (Faculty of Engineering, Architecture and Information Technology): Associate Professor Lydia Kavanagh, Dr Liza O'Moore, Professor Caroline Crosthwaite, Associate Professor Carl Reidsema, Associate Professor Peter Sutton, Dr Tracey Papinczak, Mark Reedman
- **UQ Employability Framework** (UQ Student Employability Centre): Dr Dino Willox, Andrea Reid, Anna Richards

UQ Citations for Outstanding Contributions to Student Learning

- Associate Professor Marta Indulska, UQ Business School
- Dr Anna Rumbach, School of Health and Rehabilitation Sciences
- Dr Tammy Smith, Office of Medical Education
- Dr Kim Wilkins, School of Communication and Arts

UQ Commendations for Outstanding Contributions to Student Learning

- Dr Emma Beckman, School of Human Movement and Nutrition Sciences
- Dr Deborah Lynch, School of Nursing, Midwifery and Social Work
- Immersive visualisations (Lead: School of Earth and Environmental Sciences): Dr Kevin Welsh, Dr Gilbert Price, Dr Charles Verdel, Dr Vera Weisbecker.

Quality assurance

Developed collaboratively by the Division of Student Affairs, UQ International and UQ Legal, the University introduced an *International student supervision program* policy to support international students and to define the conditions under which UQ will accept responsibility for approving the accommodation, support and general welfare of those international students under the age of 18.

Academic Services Division began the task of incorporating the University Rules (general award, enrolment and progression, fees and admissions) into the University's Policy and Procedures Library (PPL), making it easier for students and staff to find information. UQ websites, systems and communication resources across the University are being progressively updated to reflect the change.

Academic Services Division also collaborated with Information Technology Services to transfer a number of high-volume, paper-based student transactions to an online, automated solution in order to improve both the student experience and administrative efficiency. Phase 1 included digitising certain processes to improve visibility for students, tracking the progress of forms, collecting data, and assessing required workflow changes. The original approach evolved to focus efforts on establishing a minimum standard toolset of digitised forms and open-ended workflows, and this baseline reduced complexity will enable more processes to be digitised. Strategic funding was committed to accelerate the number of manual forms to be digitised by year end.

UQ is committed to the Groningen Declaration through Universities Australia, which was established to promulgate the use of digital records of achievement for students of universities around the world. The result of this commitment has been

2017 Higher Education Academy Fellowships

Principal Fellows
Professor Julie Duck PFHEA, Faculty of Humanities and Social Sciences

Dr Gillian Hallam PFHEA, UQ Library

Associate Professor Lydia Kavanagh PFHEA, Faculty of Engineering, Architecture and Information Technology

Professor Sarah Roberts-Thomson PFHEA, Faculty of Health and Behavioural Sciences

Senior Fellows
Dr Saiied Aminossadati, School of Mechanical and Mining Engineering

Jacqueline Bond, School of Pharmacy

Associate Professor Christine Brown Wilson, School of Nursing, Midwifery and Social Work

Professor Michael Drinkwater, School of Mathematics and Physics

Dr Deanne Gannaway, Institute for Teaching and Learning Innovation

Associate Professor Greg Hainge, School of Languages and Cultures

Associate Professor Gwendolyn Lawrie, School of Chemistry and Molecular Biosciences

Dr Allison Mandrusiak, School of Health and Rehabilitation Sciences

Associate Professor Timothy McIntyre, School of Mathematics and Physics

Dominic McGrath, Institute for Teaching and Learning Innovation

Dr Allyson Mutch, School of Public Health

Fellows
Dr Marissa Edwards, UQ Business School

Dr Lisa Fitzgerald, School of Public Health

Carl Sherwood, School of Economics

Elizabeth Springfield, School of Health and Rehabilitation Sciences

Dr Margaret Wegener, School of Mathematics and Physics

Peta Winters-Chang, School of Nursing, Midwifery and Social Work

Associate Fellows
Dr Charlotte-Rose Millar, Institute for Advanced Studies in the Humanities

Amy Wong, Institute for Teaching and Learning Innovation

2017 UQ Teaching and Learning Award winners with Deputy Vice-Chancellor (Academic) Professor Joanne Wright and Vice-Chancellor and President Professor Peter Høj.





UQ scholarship student Gustavo Villafuerte from Peru was one of more than 560,000 students worldwide to enrol in IELTSx: IELTS Academic Test Preparation, one of UQ's most popular MOOCs. A new and improved version was released in July with extra content and new practice activities, which Mr Villafuerte found helped improve his English before starting his Master of Economics and Public Policy program at UQ.

the development of the ANZ My eQuals qualifications register, which was launched in April and enables graduates to digitally access their academic qualifications and create digital copies of their transcripts and certificates from all universities in Australia and New Zealand. The University of Queensland joins other universities that have already implemented this solution.

Cultural competencies

New Colombo Plan Mobility Program

In the 2017 round of the Australian Government's New Colombo Plan Mobility Program, UQ received \$1,040,862 to support 284 students to participate in semester-length and short-term study experiences in China, India, Indonesia, Japan, Malaysia, Myanmar, Nepal, South Korea, Thailand, Timor-Leste and Vietnam. Seven UQ students were also selected as recipients for the prestigious New Colombo Plan scholarships to study in Cambodia, Fiji, Indonesia, Japan, Singapore and South Korea.

Australia Awards Scholarships

In 2017, UQ welcomed 131 new Australia Awards students, with a total of 278 students from 43 countries completing studies at UQ under the Australia Awards Scholarships program. UQ Global Engagement managed approximately \$16.5 million in funding for Australia Awards scholarship expenses in 2017.

Endeavour mobility grants

With total funding of \$331,500 (an increase of 50 per cent on 2016), in 2017, UQ secured funding for 11 projects that allowed 97 students to undertake mobility experiences. Students participated in programs in Austria, Brazil, China, France, Hong Kong, India, Indonesia, Japan, Nepal, Switzerland, UK, US and Vietnam.

Other scholarships

In 2017, UQ welcomed students from nine new sponsorship bodies from eight countries— Bahrain, Bhutan, Indonesia, Japan, Malaysia, Singapore, Tuvalu and the UK. Overall, almost 1600 sponsored students from 71 countries were enrolled at UQ in 2017.

Institute of Continuing and TESOL Education (ICTE-UQ)

In 2017, ICTE-UQ delivered training at the St Lucia and Gatton campuses, as well as offshore, to more than 7054 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 1724 students from non-English speaking backgrounds, English language training for a further 1629 students and professionals, and the expansion of the *Bridging English Program* (BEP) to include BEP Advantage, Standard and Extension, as well as increased entry points
- concurrent English language support programs for 1748 UQ students from non-English speaking backgrounds, including customised, discipline-specific programs
- teaching methodology training for 409 teachers and academics
- customised English language and Continuing Education training programs for more than 1966 students and professionals
- more than 20 International Development short courses to 530 participants
- more than 560,000 enrolments since its 2015 launch in the ICTE-UQ-facilitated UQx IELTS Academic Test Preparation course—*IELTSx*—making it one of UQ's most popular online courses.

UQ student mobility

The UQ Employability Office supported around 1000 UQ students to participate in a global experience such as student exchange, short-term programs or an extracurricular international program at one of 200 exchange partner universities.

Key programs and achievements included:

- almost 600 students participating in the student exchange program
- just over 400 students participating in one of more than 100 short-term programs during their university break
- 233 students being supported through the UQ Employability Grant program to participate in international extracurricular activities such as volunteering, internships, competitions and conferences
- five students representing UQ at U21 conferences in Edinburgh and Ecuador.

REVIEW OF ACTIVITIES

DISCOVERY

The University of Queensland is one of Australia's top research-intensive universities, addressing many of the cultural, economic and social challenges facing the world today. UQ continually builds on its global reputation in key areas such as energy, sustainability, water, health, food security and social equity through an emphasis on high-quality, interdisciplinary global collaboration with public and private organisations.

Discovery: Key indicators of performance						
Discovery ¹		2013	2014	2015	2016	2017
Proportion of UQ research publications with an international co-author ²	(Percentage)	47.1	49.1	52.1	53.8	na ³
Number of Higher Degree by Research completions	(Count)	757	835	749	824	763 ⁶
Discovery						2017 projected ⁵
Total research income ⁴	(\$ million)	381.8	377.3	385.0	367.9	na
ARC income (Cat. 1) received ⁴	(\$ million)	96.3	99.4	80.3	77.9	76.0
NHMRC income (Cat. 1) received ⁴	(\$ million)	76.6	72.6	72.2	64.1	67.0
Industry income ^{4,5}	(\$ million)	122.1	129.0	150.1	139.9	na
International funding ⁴	(\$ million)	29.1	36.6	49.9	51.6	na

¹ In 2015, statistics on Higher Education Research Data Collections points for publications were included. As this is no longer measured, it has not been included this year.
² This data is sourced from Incites, a commercial product. This product underwent considerable development in 2014/2015. As such, historical data may differ from those previously published.
³ Where provided, data is preliminary at 12 January 2018. Data not finalised until mid-2018.
⁴ There may be slight changes in historical data due to improvements made in UQ's reporting systems.
⁵ Industry income includes Australian Research Council Linkage Project Partner Cash, Australian contracts, Australian grants, Australian donations, international funding, and non-Commonwealth Cooperative Research Centres funding.
⁶ This data is preliminary (based on Strategic KPI targets).

Research performance

International recognition

International university rankings highlight the excellence of the University's research performance. In 2017, UQ maintained its 55th rank globally in the prestigious Academic Rankings of World Universities (ARWU). UQ is one of only two Australian universities to be included in the global top 60 of more than 10,000 universities worldwide.

UQ was also ranked as one of the top 50 universities in the world in the QS World University Ranking (47), the CWTS Leiden Ranking¹ (38), the Performance Ranking of Scientific Papers for World Universities (=41) and the *U.S. News Best Global Universities Rankings* (45).

UQ placed well within the top 100 in the *Times Higher Education World University Rankings* (65).

Research funding

Research income remained strong, with UQ receiving \$368 million in research funding income in 2016, the second-highest total research income for the year to be received

by an Australian institution. This total includes Australian competitive grants, industry funding, Cooperative Research Centres and other public sector research funding—a strong indication of the commitment and quality of UQ researchers. Governments, industry and private benefactors are acknowledged for sharing in the University's vision for research excellence and its success in attracting research funding.

Australian Research Council (ARC) funding

The University continued to perform well in attracting ARC funding commencing in 2017, despite the declining amount of ARC funds being awarded through the major Discovery Projects and Linkage Projects programs.

Discovery Projects

The University received \$21.8 million in new funding for Discovery Projects, ranking fourth nationally. The total number of new projects awarded was 55, with UQ maintaining its cumulative number one ranking in total dollars awarded over the last five rounds. In addition, the University secured \$975,000 for two Discovery Indigenous Projects.

¹ Measured by the impact indicator (top 10 per cent) and ordered by P (top 10 per cent).