

THE UNIVERSITY OF QUEENSLAND

STUDENT STRATEGY 2016-2020 WHITE PAPER



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

Create change

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MESSAGE FROM THE VICE-CHANCELLOR

Digital technologies have fundamentally altered the way we live and work. They have broken down barriers and given rise to a wave of new job titles, a growing virtual workforce and an explosion in personalised online services – all of which are having a profound impact on what and how we choose to learn.

Universities – long tasked with developing independent and critical thinkers – must now also ensure they develop enterprising graduates with the knowledge, skills and networks to build meaningful and agile careers that can be sustained and adapted over the course of a lifetime. Excellent disciplinary knowledge is, and will remain, imperative. However, now, as never before, graduates need the leadership qualities and innovative mindset to forge new opportunities for themselves and others, handle occasional setbacks, and endure and adapt as the ongoing architects of their own careers.

Ensuring graduates have the tools to compete, create and thrive is a considerable challenge. That is why at UQ, we want to provide students with direct access to world-renowned academics who are global leaders in their field and proven innovators who have brought real solutions to market. We want all of our students to share a personalised learning experience that fits their individual needs, without losing the benefits of face-to-face teaching that can inspire and challenge. We want to assure access to enabling and dynamic professional student support services and genuine industry experiences. We want our students to understand their strengths, know how to effectively articulate their value to employers, and graduate with the confidence and insight to turn their aspirations into reality. We want the UQ student experience to continue to offer a high-value return on students' investment long after they graduate.

To this end, feedback from the 2015 Student Strategy Green Paper consultation affirms that UQ is on the right path, but we recognise there is still more we can do. We have therefore set a path toward a significant investment in our students' development, our staffing capability and the UQ learning ecosystem. By aligning the calibre and creativity of our students and staff and the resources of our vast network of industry-leading partners with our strategic intent, we are confident of providing a student experience that exceeds expectations and sets the benchmark for higher education innovation in Australia by 2020.

Professor Peter Høj
Vice-Chancellor and President



OUR STUDENTS' CHALLENGES ARE OUR CHALLENGES

In recent years, we have seen computerisation and other technologies have a profoundly disruptive effect across many industries¹. Yet the disruption to date has arguably been a small introduction to that anticipated to occur in the years ahead². New and emerging technologies provide an insight to a higher education future marked by new capabilities, new expectations, and new measures of success³ – presenting both students and universities with new challenges and new opportunities^{4,5}.

Like our students, we must adapt and find ways to innovate and be the first to identify and seize the opportunities on the horizon. As a top 50 global university, we can influence and shape the way higher education is imagined and experienced; and as the developers of our nation's future human capital, we must demonstrate no less commitment to innovate than that required of our students⁶.

A fast evolving workforce

Australia's workforce has been constantly evolving². However, it has arguably entered a period of seminal change that is being driven and accelerated by new and emerging technologies of increasingly advanced and sophisticated capability⁷. Reports suggest that around 70% of young Australians are entering the workforce in roles that will either be unrecognisable or completely lost in the next 10-15 years due to automation while nearly 60% of Australian students are currently studying or training for occupations likely to be automated¹.

Digital technologies are making it increasingly easy for employers and workers to connect, transact, and collaborate across geographies – helping a labour force of 'virtual global workers' to flourish¹. They are lowering the barriers to entrepreneurship, with digitally enabled start-ups able to access a global market and compete with larger established companies at a relatively low operating cost⁷. Our students must, therefore, be prepared to compete for work against a global market of talent and know how to identify a demand for their skills and services and export them to a global clientele.

As economies move further into the digital space, 'hybrid jobs' that combine digital skills with other areas, such as analysis, design, or marketing, 'are growing in number and assuming increasingly important functions within the digital economy'⁸. Professionals that understand how to coordinate teams of individuals with distinct roles and unique skill sets across complex systems are therefore in increasingly high demand⁹.

In light of this work trajectory, we must ensure we have the programs in place to develop graduates who can ably navigate and manage working environments being revolutionised by technological progress and meet the growing skills demand of new job roles and occupational fields.





A digitally minded generation of leaders

For several years to come, the vast majority of the students we educate will be of Generation Z – born 1995 – 2009⁷. This is a generation raised in a world of mainstream internet, social media and smart phones. Unsurprisingly, many are digitally minded, stay connected throughout the day and commonly use technology to accomplish everyday tasks⁷. Yet, although Generation Z has grown up with technology, and tends to actively connect with others online, they still value face-to-face interactions and more traditional forms of communication alongside digitally facilitated ones¹⁰.

Generation Z are also intent on developing the creative skills needed to start a business, as many would rather start their own company than work for an established one¹¹. This entrepreneurial spirit is reflected by figures in UQ's 2015 student survey which found that 59% of undergraduate students consider opportunities to develop entrepreneurial skills as an important part of their education¹². Indeed, there appears to be a strong connection between youth and entrepreneurship with 65% of young people surveyed in a 2015 Ernst & Young report on global job creation wanting to start their own business¹³.

To support the educational needs and expectations of a digitally minded and enterprising generation, we will need to effectively blend the virtual with the physical into a seamless learning environment and leverage the ubiquity of digital technologies in the classroom and beyond. We will need to deliver personalised, flexible and engaging learning experiences that speak to our students' entrepreneurial aspirations and creative preferences.

A high-value higher education

The primary function of universities has long been to develop knowledgeable, critical thinkers and empathetic citizens¹⁴. However, in recent times, the remit of universities has expanded beyond its traditional priorities with many turning their focus to improving and strengthening the employability of their students. While the career benefits of a higher education are many, there is no doubt that factors such as rising education costs, future job displacement, the globalisation of the labour force, and ongoing disruption present a confronting

question: what can a higher education offer that will ensure it remains a good value proposition worth the commitment and cost?

UQ is determined to deliver a higher education that continues to provide a high-value return on investment long after graduation by offering a uniquely imaginative, inspiring and high-quality learning experience that prepares students for life beyond a single vocation.

To this end, UQ aims to:

1. Expand our employability programs to provide greater mentorship, careers advice, industry experience and start-up opportunities.
2. Embed our research excellence within the core of our teaching for students to gain cutting-edge knowledge with a highly valued and distinctive skill set.
3. Meet the learning expectations of a hyper-connected and entrepreneurial generation of digitally-minded learners.
4. Provide flexible learning options that support the professional ambitions and personal aspirations of an increasingly diverse student cohort.
5. Support a student experience that recognises students as both consumers and co-creators of knowledge.
6. Create vibrant campus settings that generate the right conditions for higher learning and support student life.
7. Engender a culture whereby staff commitment to an enriched student experience is supported and rewarded so that our students remain at the heart of all that we do.

CONSULTATION

Toward the Student Strategy: Consultation and the voice of UQ

Green Paper Consultation

Between October and December 2015, an extensive consultation process on the Student Strategy Green Paper was completed to capture perspectives across the University's primary stakeholder groups¹⁵.

Consultation activities covered:

- **Online student survey** – 7005 student respondents, representing an 18% response rate across the student population.
- **Unit submissions** – 54 written submissions from UQ's Schools, Faculties and central units that engaged over 1500 staff.
- **Open online form** – an unmoderated online platform that gave voice to 110 individual perspectives, 40% of which came from young alumni.

- **Roundtable** – provided opportunity for 75 employers, alumni, staff and students to discuss the challenges and strategies outlined in the Green Paper and where they thought UQ should be in ten years' time.
- **Leadership briefings and meetings** – direct engagement with senior leadership staff across 18 interviews and discussions with leaders of UQ Faculties and Institutes and selected boards and committees.

Overwhelmingly, students, staff and the broader UQ community viewed the Student Strategy Green Paper as a significant positioning document for the University and recognised the interconnected nature of the Challenges and Strategies it outlined. Analysis of the consultation data provided four top line messages as presented below¹⁶.

1. The importance of employability and embedding workplace skills.
2. An appetite for flexible online learning offerings that complement a campus-centric learning experience.

Appropriate resourcing was identified as 'critical' to the success of any UQ Student Strategy.

As such, two key enablers arose from the consultation process:

3. The need for appropriate resourcing and staff capability investment.
4. Infrastructure and services that sustain a vibrant and connected learning environment.



White Paper Consultation

As part of the Student Strategy White Paper development, further consultation took place between January and May 2016. This included a range of activities that sought ongoing input following the success of the Green Paper consultation. The activities covered:

- **Campus forums:** 300 staff from across Gatton, Herston and St Lucia campuses participated in the DVC(A)-led discussion and could submit their ideas and queries through the Student Strategy email hotline.
- **Briefings and meetings:** The Office of the DVC(A) held over 12 briefings in April 2016 with faculty and division executive staff in order to discuss the direction and emerging themes of the White Paper.
- **VC Dinner:** A dinner was held at Customs House on 31 March 2016 with the Vice-Chancellor to communicate and discuss strategic ideas from the White Paper with key industry, government and alumni partners.
- **Student Strategy website:** The UQ Student Strategy website continued to provide a platform for engagement with the Student Strategy. The website housed information for staff, students and the community about consultation activities, the analysis outcomes, key messages and campus forum videos.

Overall, approximately 1900 UQ staff engaged with the range of Green and White Papers' consultation activities.



DESIGN PRINCIPLES

The design principles shaping our strategy

Six principles have informed the design of our Student Strategy:

1. Employability and enterprise

- Foremost among our priorities is graduates having an advanced and competitive ability to acquire and create work and new opportunities over a lifetime for themselves and for others.

2. Personalisation

- Students are seeking a greater degree of control over what, when and how they study with personalised advice, technologies and opportunities to better support their individual needs, priorities and aspirations.

3. Integration

- By integrating our research with our teaching, our students can develop cutting-edge knowledge and competencies critical to innovation and sustained employability.
- By integrating our systems, services, technologies and spaces, students can benefit from an enabling learning environment.

4. Digital technologies

- Our students are digital natives accustomed to the flexibility and conveniences of a digitised society. Our learning environments, curriculum, practices and services should afford and support no less.

5. Diversity and inclusion

- A mix of genders, cultures, disciplines, pedagogies, learning contexts and student cohorts is critical to the development of creative graduates who become responsible global citizens.
- Access to, and effective delivery of, a high-calibre student experience relies on recognising the diverse requirements across different disciplines.

6. Shared identity

- Every student, alumnus and staff member contributes to the reach and value of the UQ identity.
- Our graduates need a combination of qualities in high demand that distinguishes them in the job market.



VISION

Our vision

Our strategic intent is ambitious but as a top 50 global university, we believe we can offer a signature student experience that will change the way higher education is imagined.

Our vision is for a transformative student experience that ...

... inspires a new generation to ask the questions that create change.



DELIVERING ON OUR VISION

Our strategy

The Student Strategy is an investment in the delivery of our vision. It covers four goals – each to be achieved through a set of initiatives informed by our design principles. Spotlights provided against initiatives offer some examples of leading UQ activity aligned with each goal.

Goal 1: Game-changing graduates

To graduate students who use their intellectual assets to build meaningful careers, become effective leaders, and turn their ideas into impact.

Initiative 1: Work integrated learning and student employability program expansion

Provide comprehensive opportunities to develop workplace awareness, workplace skills and industry insight by expanding work integrated learning and student employability programs.

UQ Spotlights: BEL Student Employability Team; UQ Advantage Office – Employ101x

Initiative 2: UQ research fused with UQ teaching

Create inquiry-based learning opportunities that incorporate UQ's cutting edge research to build students' advanced knowledge base and skills critical for enhanced employability.

UQ Spotlight: Undergraduate Research Program

Initiative 3: The VC's flagship courses for 'creating change'

Develop a suite of courses across multiple disciplines that focus on contemporary global challenges, 21st century skills, and effective leadership.

UQ Spotlight: Schools of Law and Political Science – Undergraduate Working Groups

Initiative 4: Idea acceleration ecosystem

Generate a pipeline of innovative thinkers and entrepreneurial activity through well connected idea acceleration programs for students, staff and alumni.

UQ Spotlight: EAIT – Idea Hub

Initiative 5: Global extension experiences

Extend access to and opportunity for student engagement with global extension experiences involving studying, working or volunteering in cross/multi-cultural settings.

UQ Spotlight: Short-Term Mobility Project

Initiative 6: Authentic assessment

Develop a system of assessment that uses challenging and meaningful assessment tasks to engage and extend students across their programs.



Goal 2: Student-centred flexibility

To provide our students with flexible options that support and service their priorities, meet their expectations and personalise their learning experience.

Initiative 1: Extended online and on-campus active learning

Prioritise the online delivery of courses within our largest programs and develop quality online resources to complement high-value, active learning on campus.

UQ Spotlights: HASS – Strengthening the First-year Gateways: Aligned, Literate and Flipped; EAIT – Flipping the classroom

Initiative 2: Unbundled course options

Offer key components of our courses in short modules that draw on UQ's advanced digital learning resources and allow students to build competency-based credit.

UQ Spotlight: School of Psychology and UQx – Introduction to Psychology – Online Series: PSYC1030x

Initiative 3: Program schedule alternatives

Move to a trimester system across selected undergraduate and postgraduate programs where a need for accelerated and decelerated study options is identified.

UQ Spotlight: UQ Business School – Flexible MBA options

Initiative 4: Learning analytics and eAssessment capability

Build our electronic assessment capability with the associated systems and services to provide timely, personalised feedback and analysis on how students are tracking with their learning.





Goal 3: Dynamic people and partnerships

To strengthen a dynamic and enterprising culture that supports continued innovation, adapts to change, and is shared, valued and enriched by students and staff.

Initiative 1: Students as partners

Develop a university-wide initiative that partners students with teaching staff, researchers and industry, positions student representation throughout all levels of the University's governance structures and creates a culture of shared responsibility.

UQ Spotlight: UQ Students as Partners Fellowships

Initiative 2: Multi-point mentor program

Create a program of peer-to-peer, staff, alumni and industry mentors that supports students from application to graduation.

UQ Spotlight: EAIT – MEET a Mentor Program

Initiative 3: Teaching innovation support

Invest in teaching innovation staff who support academics with digital delivery tools and content design that is underpinned by contemporary pedagogical, curriculum and assessment principles.

UQ Spotlight: UQ's Learning Designer Teams

Initiative 4: Staff professional development and recognition provisions

Develop contemporary and comprehensive ongoing professional development provisions that support and reward teaching and learning performance and facilitate career progression.

UQ Spotlight: Teaching@UQ

Initiative 5: A teaching engaged staff profile

Support a greater involvement in direct teaching activity by more of UQ's staff to help embed our research excellence within our teaching capability.

UQ Spotlight: School of Chemistry and Molecular Biosciences – The Alure project

Goal 4: An integrated learning environment

To build a vibrant, practical and digitally-integrated environment that supports and enhances on-campus learning, community engagement and student life.

Initiative 1: Campus precinct development

Transform UQ's campuses into vibrant and sustainable communities of learning and innovation with residential, commercial, cultural, recreation, sporting, research and industry-based precincts.

UQ Spotlight: UQ student residential borough

Initiative 2: The student learning and support hub

Provide a central, integrated physical location on campus that enables innovative teaching practices and effective student enquiry/support services.

Initiative 3: Enhanced multifunctional spaces

Continue to create high-quality, multifunctional student spaces that sustain and support formal and informal on-campus study, rest, and socialising.

UQ Spotlight: UQ Library: Multifunctional, service-oriented spaces

Initiative 4: IT infrastructure renewal

Invest in IT infrastructure renewal to enhance UQ's online user experience and support the increasing demand of eService requirements across the University.

Initiative 5: Student support interfaces

Develop interactive online academic, learning, careers, and wellbeing support services for students that are available 24/7 – particularly during peak periods – and complement on-campus support.

UQ Spotlight: New student portal – my.UQ



MEASURING SUCCESS

How we will measure the success of our strategy

At its core, there are two very simple measures that can be used to gauge the overall success of the strategy for our students:

1. An increase in student satisfaction with their UQ student experience
2. An improvement in the employability of our graduates.

A suite of indicators will be developed to provide us with the information we need to measure the progress and success of our specific goals and initiatives.



MOVING FROM STRATEGY TO ACTION

There are many great examples of innovative activity already underway around UQ, as presented in the *UQ Spotlights*. However, there is still much work to be done towards the delivery of our vision and the successful pursuit of our strategic intent. The Student Strategy will inform UQ's *Strategic Plan 2018-2020* and ensure not only recognition of our students as our core business, but also the central role they play in delivering UQ's vision of 'knowledge leadership for a better world'.

Between now and 2020, our challenge is to translate the Student Strategy into a collective call to action that addresses the function, form and fundamentals of the student experience. While the *function* speaks to the motivations, aspirations and ambitions of our students, the form is defined by the overall quality and flexibility of their learning experiences. The *fundamentals* comprise the systems, settings and services infrastructure needed to deliver the quality and flexibility that shapes the UQ student experience.

A clear goal in turning strategy into practice will be to establish a working culture that is always asking: 'How can we think and work differently to provide our students with a better UQ experience?' Achieving this will require significant resourcing and investment, and an ongoing commitment across the University.



UQ SPOTLIGHTS

BEL – Student Employability Team

bel.uq.edu.au/set

This tailored service supports students in the Faculty of Business, Economics and Law through their employability lifecycle via a series of programs and services including mentoring, employer presentations, leadership events, internships and work experience placements. Students can apply to be involved in the Student Work Experience Program exposing them to various recruitment processes such as resume creation, panel interviews and group work activities with personalised feedback provided to each student. All these activities are designed to further develop employability skills and preparation for a lifelong career. In 2015, the team completed more than 2800 student interactions.

Student Affairs and UQx – Employ101x

edx.org/course/unlocking-employability-uqx-employ101x

This Massive Open Online Course (MOOC) has been developed as a key vehicle for disseminating the UQ approach to student employability. The course promotes employability as a learning process, where students are encouraged to reflect on their experiences to recognise how they can make meaningful contributions to organisations and confidently access opportunities of the future by learning how to communicate in meaningful ways to an employer, and to perform effectively in the workplace. EMPLOY101x Unlocking your employability was launched by UQx in January 2016 and currently has over 16,000 enrolments from over 170 countries.

Undergraduate Research Program

uq.edu.au/uqadvantage/undergraduate-research-programs

This scholarship program provides financial support for students to work alongside UQ's most talented researchers during semester vacations. These programs are an ideal way for undergraduate (including honours) and coursework masters students to test-drive research and expand their entrepreneurial, employability and research skills. In 2015, the UQ Advantage Office supported 605 undergraduate research scholars.

Schools of Law and Political Science – Undergraduate Working Groups

law.uq.edu.au/humantrafficking and
law.uq.edu.au/migrantsmuggling

Using the 'student as scholar model' the UQ Migrant Smuggling and Human Trafficking Working Groups enable students from across schools to design, manage and publish a major research project with support from potential employers. This equips students with research and presentation skills and in-depth knowledge of the area. Since 2008, more than 150 UQ students have contributed to an impressive body of research and developed interdisciplinary skills.

EAIT – Idea Hub

ideahub.uq.edu.au/

This pre-incubator program provides entrepreneurial extension opportunities that transform innovative student ideas. Partnerships between alumni and industry foster interdisciplinary ideation and help to develop well-connected entrepreneurial solutions through engaging workshops and experienced mentor support. Four of the 10 projects from the 2015 pilot are now completing an early-stage prototype ready for market testing.

Short-Term Mobility Project

uq.edu.au/uqadvantage/short-term-programs

The short-term mobility project fosters student engagement with global experiences during semester vacations. This allows for greater student-focused flexibility by broadening student access to alternative international experiences (including volunteering, internships and study) that expand their employability skills. In the 2015 pilot year, almost 200 students completed a short-term global experience.

HASS – Strengthening the First-Years Gateway: Aligned, Literate and Flipped

hass.uq.edu.au/strengthening-first-years-gateway-aligned-literate-and-flipped

Piloting e-learning initiatives across eight first-year courses within the Humanities and Social Sciences Faculty, this project aims to assist first-year transition and learning outcomes through a blended learning approach focusing on 'aligned curriculum', academic literacy skills and active learning using flipped classrooms. Student feedback is positive, and sustainable teaching and learning plans and models are being developed and disseminated to assist wider uptake.

EAIT – Flipping the classroom

uq.edu.au/teach/flipped-classroom/olt-transforming/presentersUniSA.html

ENGG1100 and ENGG1200 have moved to a 'flipped classroom' approach in recent years to encourage students to own their own learning through collaborative learning. As foundation courses for all engineering students, it introduces students to the way professional engineers think and work. Alumni feedback (upon graduation) identify the courses as being of most benefit in their application to the workplace.

HABS and UQx – Introduction to Psychology – Online Series: Psych1030x

This blended learning project will convert the lectures and some tutorial material from PSYC1030 for online delivery. Class contact time can then be better utilised for activities to increase student engagement and allow additional forms of student-focused assessment. PSYC1030 will also be released as a series of four Massive Open Online Courses (MOOCs) on the edX platform, available for any learner worldwide to enrol in for free.

UQ Business School – Flexible MBA options

business.uq.edu.au/programs/master-business-administration-mba

Three modes of delivery are offered in the UQ Master of Business Administration (MBA) including the accelerated (12 month intensive blocks between early January and November) and streamlined (24 months) options. The flexible, part-time model gives students a maximum of seven years to complete the program. This range of options allows students to develop enduring networks around their current lifestyles and commitments.

Teaching@UQ

itali.uq.edu.au/content/teachinguq

The Teaching@UQ program provides academics new to teaching at UQ an orientation and induction to UQ's Teaching and Learning culture. Grounded in good practices that define quality hybrid learning environments, the program is designed to respond to the needs of new academics and help them meet the professional expectations of the institution and students. Participants engage through four face-to-face sessions, online resources, and embedded activities in a blended program taking around 30 hours over a semester.

School of Chemistry and Molecular Biosciences – The Alure project

www.alure-project.net/

The School of Chemistry and Molecular Biosciences utilises multiple mechanisms to integrate research staff from UQ institutes into its teaching. The authentic large scale undergraduate research experience (ALURE) program is an initiative whereby students are provided with an opportunity to participate in genuine research projects. By actively recruiting research intensive staff, particularly Early Career Researchers, for the design and delivery of short sets of lectures, workshops, and specialist support, students are able to access the latest research, learn from scientific role models, develop closer interactions with potential research supervisors and career mentors and contribute to the overall UQ research effort. In the last five years over 3000 students have participated in this initiative.

UQ's Learning Designer Teams

At UQ, teaching enhancement staff work in partnership with teaching teams across the University to, for example, develop digital resources, implement innovative teaching approaches (including flipped classrooms), embed the Employability Framework within curriculum, and design assessment tasks. Embedded teaching enhancement staff contextualise practices and provide ongoing support with detailed knowledge of local contexts and priorities, while central teaching enhancement staff provide learning design expertise, professional development and create assets that are used across disciplinary contexts. They also connect leading educators within and beyond UQ.

UQ Students as Partners Fellowships

The Students as Partners Fellowship positions UQ at the forefront of an international movement to engage students and academics as partners in university education with shared responsibility for learning and teaching. Beyond collecting data from students on their experiences, student-staff partnerships foster collaboration that harnesses the creativity of both students and academics in shaping learning and teaching at UQ. Across Schools, Faculties and ITaLI, students are acting as pedagogical consultants with academics to enhance course quality and co-investigators on learning grants, and projects that involve students as partners are being prioritised by grant schemes. A 'UQ Student Partner Program' is being proposed to ensure all UQ teaching and learning projects, program reviews, and course design teams benefit from the creativity of students and staff collaborating to transform UQ undergraduate education.

EAIT – MEET a Mentor Program

eait.uq.edu.au/meet-mentor

The MEET a Mentor Program offers third and fourth year students a one-to-one partnership with established alumni and industry contacts in engineering and technology. The program assists students with their career development and transition from university into the workforce. In 2016, almost 80 alumni and industry supporters have registered as volunteers for this program.

UQ Student Residential Borough

uq.edu.au/news/article/2016/05/queensland-government-lends-support-new-era-uq-student-living

Future students at UQ will have access to a bright new living space that will nurture academic success and career prospects. The \$251 million student residences project at UQ's St Lucia campus will set a quality benchmark for university student housing and be home-away-from-home for 1300 students, with around-the-clock pastoral support and security, and easy access to campus sporting and cultural facilities and regular public transport.

UQ Library – Multifunctional, service-oriented spaces

web.library.uq.edu.au/library-services/services-students

The University's busiest library is transforming the student experience by partnering with Student Services to integrate essential academic and student support services at 'one-stop' service points, and by creating vibrant, multifunctional spaces where students can study, collaborate, socialise, re-energise and feel part of a community. Surveys and usage reveal that students value the library, and demand for library space outstrips capacity.

New Student Portal – my.UQ

An online 'one-stop shop' for students and staff to view important academic, work, and campus life information, the new student portal is designed to reduce complexity and improve the online student experience via an easy to use interface. It delivers all core online service linkages and a number of secondary requirements including: my Timetable, my Courses, library loans and study spots. Additional features will continue to be added as new initiatives are rolled out.

GLOSSARY OF TERMS

Active learning

Activities where students engage in explaining and testing ideas (most often with peers) to improve their understanding of concepts. Students draw on their previous experiences and knowledge to identify their strengths and weaknesses and build new ideas and abilities upon what they already know. Active learning encourages students to not only reflect on what they have learnt but how they learn. These processes engage students in higher order thinking. Active learning is achieved via interactive tutorials, seminars and laboratories in order to support longer term learning and enable more authentic learning experiences.

Advanced digital learning resource

Learning resources comprising text, images, audio, video, animation, and simulations, serving each student's preferred learning preference – often used as a complement to face-to-face learning conducted within class. Modern resources also include intelligence that delivers personalised learning by tracking a student's strengths and weaknesses to re-present and reinforce different content to optimise learning efficiency. Rich resources can also facilitate active learning and collaborative group work in class.

Authentic assessment

Assessment can be considered authentic when the outcomes measured represent appropriate, meaningful, significant and worthwhile forms of accomplishment and the kinds of mastery demonstrated by successful practitioners. In short, when the task challenges a learner to demonstrate knowledge or skill that is needed to negotiate the requirements of a real-life setting, it may be considered authentic.

Blended learning

Combinations of face-to-face interactions with online activities. The balance between face-to-face elements and digitally enabled activities varies depending on the purpose and outcomes to be achieved. There are clear links between in-class and out-of-class activities and a clear purpose for the use of digital content. Digital tools used in or out of class can enhance students' ability to create, share and discuss content, and provide increased opportunities to learn from multiple perspectives.

Competency based credit

Assessment of specific knowledge, skills and abilities as opposed to assigning credit on the basis of courses. Programs and courses can be planned as a set of competencies students are required to master. Providing credit at the competency level can increase flexibility by enabling students to develop knowledge, skills and abilities in flexible ways and at different paces. Students then demonstrate these competencies as they master them. Competency based credit can provide greater confidence that all students meet all the required competencies of a program.

Course

A discrete portion of a program with a distinct name, code and unit value.

Digitally minded

A mindset characterised by an ability and proclivity to use digital technologies to conduct everyday tasks, learning or business.

eAssessment capability

Utilisation of digital technologies to help ease the administrative burden of assessment or to provide pedagogical benefits or both. eAssessment can be used to assess students either formatively (as the course progresses) or summatively (at the end of the course). Formative eAssessment can range from using student response systems, online self-quizzes or presentation applications whereas summative assessment can range from use of tablets to mark clinical scenarios in situ, timed online quizzes, e-exams or assessment submission software.

Employability

Skill sets, understandings and personal attributes that make graduates more likely to attain lifelong employment success, as distinct from employment (i.e. getting a job). Student employability at UQ is predicated on experiential learning plus reflection that translates learning experiences into employability outcomes. Both curricular and extra-curricular extension opportunities across the university are essential to UQ's model of employability.

Enterprising

An enterprising student/graduate is creative and resourceful, taking the initiative to address new ideas and difficult problems.

Entrepreneurial

An entrepreneurial attitude is characterised by innovation and risk-taking.

eService

The delivery of service/s using information and communications technologies. eServices are increasingly in demand for their speed and convenience. For example, where previously a student may have had to travel to campus to consume different services in different buildings during fixed business hours, eServices can provide a one-stop shop of fast services consumed from any location at any time.

Extension opportunities

Opportunities for students to extend and enhance their studies through activities both within and outside of their curriculum. These activities provide enrichment above and beyond traditional credit bearing on-campus academic courses, and often link to industry, other universities or the community. Such activities may be centrally managed or embedded within schools and faculties. Examples include, but are not limited to: short term study, exchange, volunteering, debating, and engagement with clubs and societies.

Flagship courses for 'creating change'

Courses that are exemplars of excellence in scholarly achievements for their faculty, potential to produce excellent outcomes for students, clear links with strategic goals of the University and their potential to link to a range of industry or wider social objectives. These courses target higher order problem solving, creative thinking, and 21st century skills to address local and global challenges.

Flexible online learning offerings

Those offerings that provide various opportunities for students to choose a mode of study that suits their personal and learning needs. This can refer to external offerings that are offered fully online or on-campus offerings that use online components that typically use a learning management system to deliver content. It can also refer to offerings where students can elect which semester to start a program, complete programs faster in intensive modes or opt for work integrated or international components.

Flipped classroom

A blended learning model that is characterised by the expectation that students first gain exposure to content before class then explore content more deeply in class using a range of active learning strategies. This is based on the premise that students will have richer learning opportunities if they self-regulate their learning and reinforce understanding of content with peers and tutors. There is a clear link between in-class and out-of-class activities and a purposeful use of technologies to support teaching and learning strategies.

Hybrid jobs

Refers to an emerging class of jobs that require skill sets not typically taught as a package. These jobs are increasingly requiring an amalgamation of technical skills with domain expertise. For example, the Harvard Business Review refers to an increase in positions in areas such as user experience design and mobile development where engineering, coding, and computer science combine.

Hyper-connected

Where communication and information is available from any device at any time. A student with a smartphone in a developing nation, for example, has full access to all the knowledge on the World Wide Web. Students are typically online with two or three devices at any one time and physicians can now examine patients and operate remotely from anywhere in the world.

Idea acceleration

Idea acceleration focusses on the validation, transformation and rapid growth of ideas into viable and scalable business models through incubation and acceleration programs. These programs target different idea development stages, from early idea validation through to start-ups and small businesses. They create an entrepreneurial community with access to physical co-working spaces, mentors, resources, business building skills, and networking.

Learning analytics

The measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimising learning and the environments in which it occurs. Learning analytics can assist students and staff by providing information that enhances learning and teaching by supporting adaptation in the practices, processes and systems of the University such as improvements in assessment. It enables a more personalised management of the relationship between the University and its students by managing online learning, feedback and support systems.

Module

A block of learning – often but not exclusively delivered online – that involves a flexible study duration and knowledge volume approximate to, or less than, that of an academic unit of study. The targeted knowledge volume and flexible duration required to complete a module can provide greater course design flexibility and offer a learner a more personalised or purpose fit learning offering that meets their individual professional and personal priorities.

MOOCs

An open online course that aims at delivering quality education to an unlimited number of participants. MOOCs (Massive Open Online Course) were first introduced in 2008 and became a popular mode of learning in 2012. MOOC production and quality is on the rise and many learners use MOOCs to help progress their professional knowledge.

Program

A study set for a particular award at the University.

Seamless learning

UQ's model for seamless learning incorporates technology-enabled online collaboration with active, in-person learning experiences. More than content or videos on the Blackboard learning management system, seamless learning at UQ is grounded in experiential and guided inquiry-driven learning experiences that harness collaborative technologies to build UQ learning communities of students and staff that effortlessly flows between online and in-person interactions.

Students as partners

Also referred to as student-staff partnerships, is a process of student engagement whereby students and staff share responsibility for teaching and learning. Based on the principles of mutual respect, reciprocity, and shared responsibility, students as partners is a mindset that permeates the UQ community, building a culture of engaged students and staff collaborating to shape meaningful learning opportunities. Examples of engaging students as partners in teaching and learning includes undergraduate research experiences (students as co-producers of knowledge) and Peer Assisted Student Sessions (PASS) with upper level students teaching first-year students. Engaging students as partners to enhance teaching and learning quality includes co-creation of curricular resources or students as consultants on course design teams (students as change agents).

Student experience

Encompassing everything that takes place to enhance the lives of people studying at the University. This includes academic progression of a student as well as interactions, engagements and touch points that students have as members of the wider UQ community, both within and beyond the 'assessed' curriculum. The UQ student experience embraces both the academic (e.g. learning, teaching and research experience) and the social (e.g. personal and extra-curricular) aspects of being a UQ student as an integral part of the UQ community.

Teaching innovation staff

University staff with specific support responsibilities who bring expertise in the application of contemporary pedagogical practices including pedagogical uses of technologies on-campus and online. These staff collaborate with academic teaching staff to not just enhance the student experience but to support the ongoing professional learning of UQ academics in relation to teaching.

Virtual global worker

People typically employed to do any type of work where 100% of the duties can be performed online and outside of a traditional physical office set up. These occupations utilise technology to communicate with both colleagues and clients. Working virtually allows individuals to conduct work across national boundaries and to operate with no specific physical location.

Work integrated learning (WIL)

Learning experiences that explicitly integrate theory with practice within a purposefully designed curriculum to foreground employability. At UQ many professional preparation programs have extensive WIL components which may come in the form of: clinical placements for medical and health science-related studies; consultancy projects such as business or environmental science to provide solutions for industry, and projects which engage students in their local communities by making a social or educational contribution; internships with the placement of students in a work environment to undertake authentic study-related work tasks; exposure to work practices through fieldwork, study tours and work shadowing, and activities in simulated workplace settings such as mock clinical wards or courts of law.

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