

Open Online Forum results



KEY FINDINGS

- In response to the Open Online Forum consultation, all stakeholder groups – UQ Community (Alumni), UQ Students, and UQ Staff – viewed enhancing opportunities for *Staff-Student Links* as a top priority action for the UQ Student Strategy.
- All respondent groups except UQ Staff (Academic) prioritised *WIL Partnerships* as the most important strategy for implementation. For UQ Staff (Academic), this strategy ranked as their third most important priority. A number of respondents suggest actioning this strategy through increased engagement with UQ alumni.
- UQ Staff (Academic) rate *Staff Recognition* the most important strategy for implementation. This strategy was rated second by UQ Community (Alumni) and third by UQ Staff (Professional), while UQ Student respondents did not select this strategy as a top priority at all.
- All respondent groups except UQ Staff (Academic) feel that the *Assessment Frameworks* strategy should be prioritised by UQ to enhance the student experience.
- UQ Students and UQ Community (Alumni) see *Research Experiences* as a top priority strategy but this is not similarly valued by UQ Staff.
- By contrast, UQ Staff (both Academic and Professional) view *Blended Learning* as a priority strategy, yet UQ Students and UQ Community (Alumni) do not see this as most important.
- All respondent groups except UQ Staff (Professional) position *Mentoring & Networks* as a priority strategy.
- Only UQ Student respondents consider that *Vibrant Ecosystems* and *Transport* should be priority strategies for inclusion in the UQ Student Strategy.

This report sets out the key findings from the Green Paper’s Open Online Forum consultation, which ran from 22 October to 11 December and received a total of 110 responses from the following groups:

UQ Community (Alumni)

- Alumni graduated less than five years ago (n=31)
- Alumni graduated more than five years ago (n=2)

UQ Students

- Domestic (n=16)
 - Undergraduate (n=5)
 - Postgraduate (n=11)

- International (n=4)
 - Undergraduate (n=1)
 - Postgraduate (n=3)

UQ Staff

- Academic (n=20)
- Professional (n=29)
- Other (n=3)

An additional five responses were also received from the following:

- Representative of a UQ group or association (n=2)
- Parent of a UQ student (n=1)
- Not specified (n=2)

These additional responses have not been included due to small numbers preventing meaningful analysis.

Respondents were invited to provide feedback via an unmoderated online platform. They completed a template feedback form that prompted them to respond to the 19 strategies set out in the Green Paper. These strategies are ways to address the nine overarching challenges facing the University as it seeks to enhance the UQ student experience.

In the context of the Open Online Forum consultation process, respondents:

- prioritised their Top 5 Strategies; and
- identified their Lowest 3 Strategies.

Open Online Forum findings are analysed and presented by target respondent group so that their responses can be compared and contrasted. However, there are some inconsistencies in the Open Online Forum data. Not all respondents identified a total of five priority strategies or three lower priority strategies. Some respondents did not identify any priorities at all, preferring to provide only general feedback on the Green Paper, and other respondents did not provide reasons for their choices. The resulting analysis is broadly indicative of total respondent feedback, noting variability in respondent engagement with all aspects of the feedback form.

This chapter:

1. Identifies those strategies most commonly identified as Top 5 Strategies and Lowest 3 Strategies by Open Online Forum respondents (Strategies), and considers why they have been selected, where relevant data is available
2. Summarises the vision for the UQ student experience as conceptualised by Open Online Forum participants in their general comments submitted online (Future Vision).

Respondents to the Open Online Forum consultation were asked to nominate their Top 5 Strategies and their Lowest 3 Strategies from the 19 outlined in the Green Paper. The strategies were not ranked in order of priority.

The total nominations for each strategy have been collated to demonstrate the amount of relative support for implementation. This feedback is intended to help inform the most desirable focus areas for future activity by UQ.

When taken as a whole, the analysis indicates:

- each strategy nominated as a Top 5 Strategy by Open Online Forum respondents, representing activities most preferred for implementation; and
- those strategies nominated as a Lowest 3 Strategy by Open Online Forum respondents, representing activities least preferred for implementation.

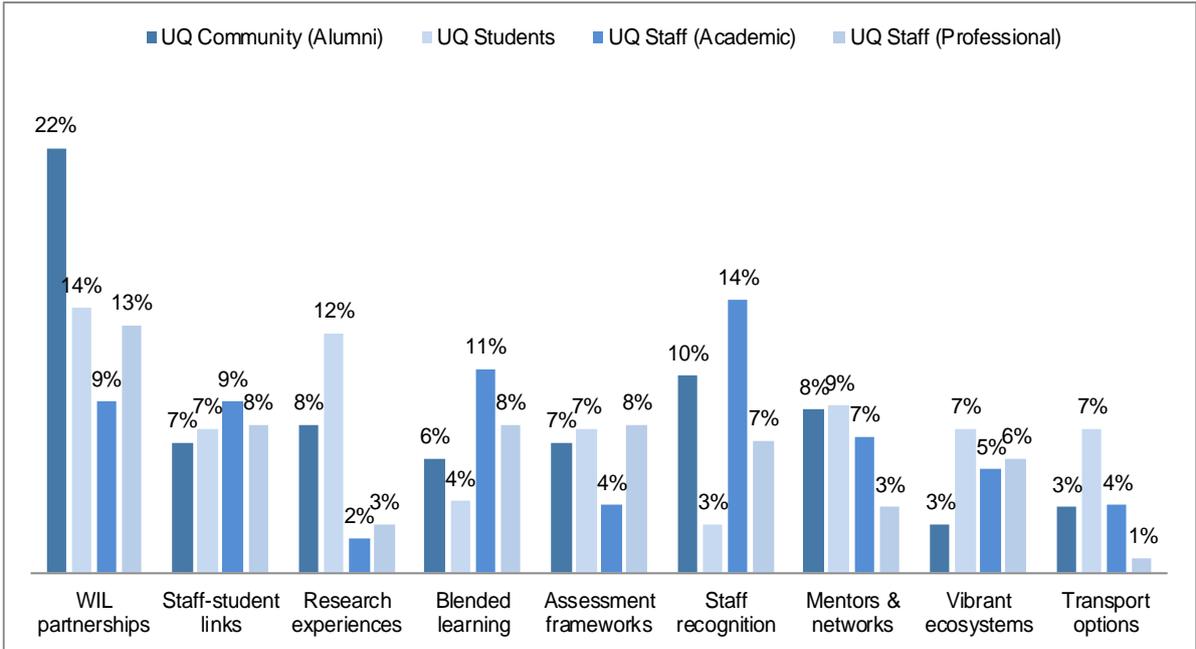
The following section explores and compares feedback across respondent groups, with a view to identifying shared priorities and divergences in opinion.

Strategies: Overall views on priority strategies for enhancing the UQ student experience

Priority strategies for enhancing the UQ student experience, by respondent group

A total of nine strategies were regarded as top priorities by all respondent groups. These strategies are set out in the chart below, with a breakdown by stakeholder group to indicate the relative value attributed by UQ Community (Alumni), UQ Students, UQ Staff (Academic), and UQ Staff (Professional) respectively.

Figure 1 Priority strategies for enhancing the UQ student experience – all respondents – percentage of total nominations



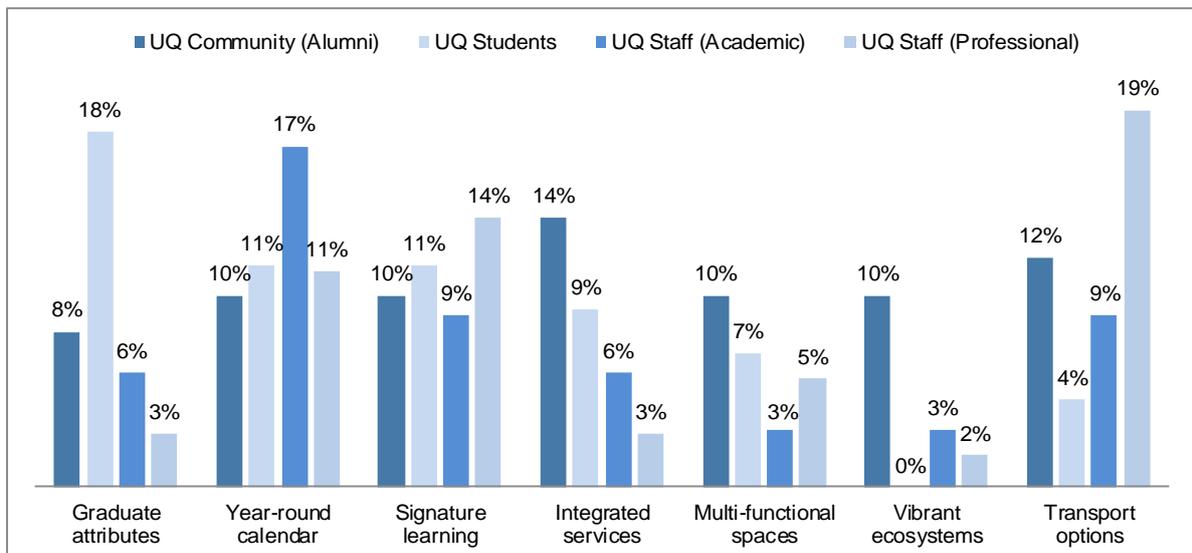
KEY FINDINGS

- There was support for *Staff-Student Links* as a top priority strategy across all groups.
- All groups except UQ Staff (Academic) determined *WIL Partnerships* as their top priority strategy. For UQ Staff (Academic), this strategy was their third top priority when nominations from this stakeholder group were taken as a whole.
- UQ Staff (Academic) considered *Staff Recognition* as their top priority strategy. UQ Community (Alumni) selected this strategy as their second top priority and UQ Staff (Professional) saw it as their third top priority. UQ Student respondents did not select this strategy as a top priority.
- All groups except UQ Staff (Academic) felt that *Assessment Frameworks* is a strategy UQ should prioritise to enhance the student experience.
- UQ Students and UQ Community (Alumni) supported *Research Experiences* as a top priority strategy; however, UQ Staff did not prioritise this strategy.
- UQ Staff (both Academic and Professional) prioritised *Blended Learning* as a top strategy, but UQ Students and UQ Community (Alumni) did not consider this a top priority.
- Unlike the other groups of respondents, UQ Staff (Professional) did not consider *Mentoring & Networks* to be a strategy UQ should prioritise.
- Only UQ Student respondents prioritised *Vibrant Ecosystems* and *Transport Options* as top priorities.

Least important strategies for enhancing the UQ student experience, by respondent group

A total of five strategies were viewed as lower order priorities by all stakeholder groups. In addition, *Vibrant Ecosystems* and *Transport* feature in both the Priority Strategies and the Less Important Strategies, reflecting a divergence of opinion between UQ Students and UQ Staff in particular on this issue.

Figure 2 Priority strategies for enhancing the UQ student experience – all respondents – percentage of total nominations



KEY FINDINGS

- With the exception of UQ Staff (Professional), the *Year-Round Calendar* was considered a low priority by all stakeholder groups.
- *Signature Learning* was one of the Lowest 3 Strategies for UQ Students, UQ Community (Alumni) and UQ Staff (Professional).
- UQ Student respondents were the only group to consider *Graduate Attributes* one of their Lowest 3 Strategies.
- UQ Staff (Professional) and UQ Community (Alumni) felt that *Transport* was not a high priority strategy, despite it being highly valued by UQ Students.
- Only the UQ Community (Alumni) respondent group deemed *Integrated Services, Multi-Functional Spaces* and *Vibrant Ecosystems* as low priority strategies.

UQ Community (Alumni) Voice: What are their top priority strategies and why?

The Open Online Forum consultation process was a key opportunity to engage UQ Community in relation to the Green Paper. UQ Community respondents were predominantly alumni, and the content analysis in this section reflects the feedback of respondents who identified as graduates of UQ.

There were a total of 33 UQ Community (Alumni) respondents; 31 graduated less than 5 years ago and 2 graduated more than 5 years ago. Given the small number of alumni that graduated over 5 years ago, the two groups are considered as one for the purpose of analysis.

UQ Community (Alumni) respondents see building partnerships with industry and government as a priority strategy for the University in enhancing the UQ student experience. This strategy received more than twice the nominations (n=26) in the Open Online Forum than any other strategy valued by alumni.

Figure 3 Priority strategies for enhancing the UQ student experience – UQ Community (Alumni) – total nominations

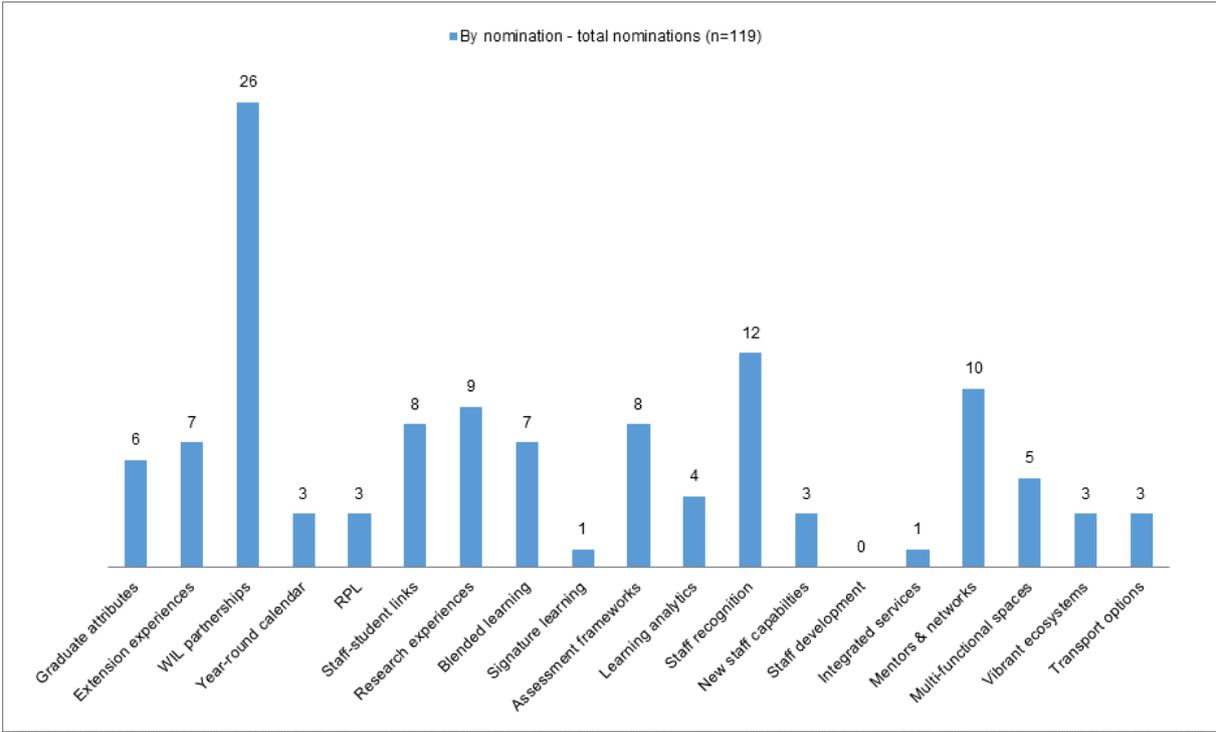
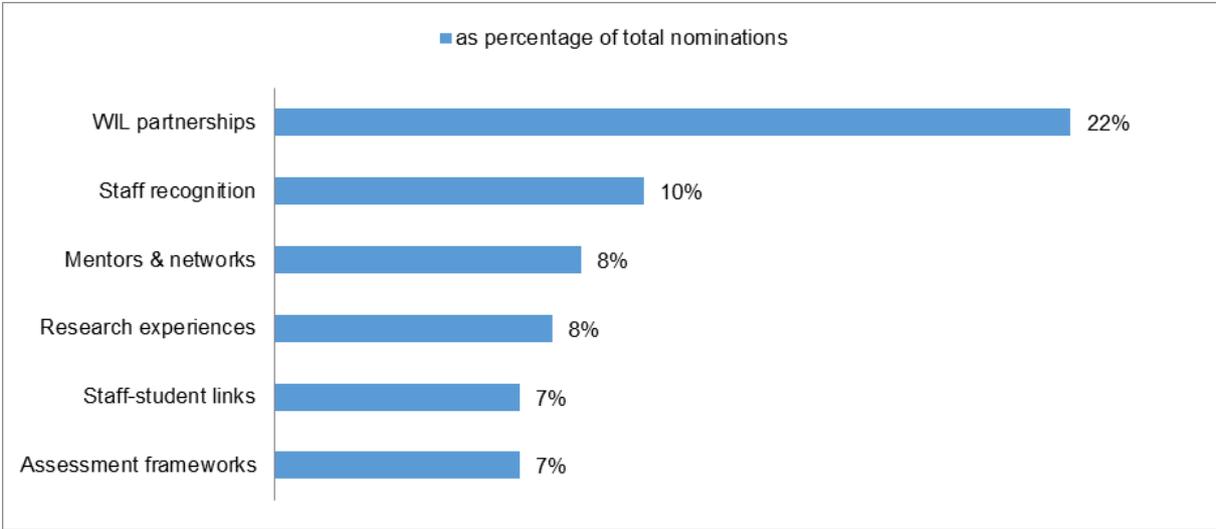


Figure 4 Priority strategies for enhancing the UQ student experience – UQ Community (Alumni) - percentage of total nominations



Six strategies received the most support from alumni respondents as a whole:

1. *WIL Partnerships* (26 nominations, 21.8%)
2. *Staff Recognition* (12 nominations, 10.1%)
3. *Mentors & Networks* (10 nominations, 8.4%).
4. *Research Experiences* (9 nominations, 7.6%).
5. *Staff-Student Links* (8 nominations, 6.7%).
6. *Assessment Frameworks* (8 nominations, 6.7%).

1. WIL PARTNERSHIPS: Build significant industry and government partnerships that strengthen and expand opportunities for authentic WIL experiences across all programs

Approximately one-fifth of UQ Community (Alumni) responses (21.8%) support building partnerships with industry and government as a top priority strategy. Respondents most commonly cited students' employability, future job prospects, and career opportunities as the reason for this, with work experience believed to be integral to students' success.

UQ Community (Alumni) made a range of informative comments in relation to the *WIL Partnerships* strategy, including reflections on their own student experience and subsequent career.

- UQ Community (Alumni) said that practical experience and applying theory to practice is important to employers and is regarded above a university's reputation
- WIL also:
 - builds students' confidence
 - better prepares students for the workplace and gives them an understanding of their future profession
 - facilitates the learning process
 - helps them learn to innovate to overcome real work problems.
- One UQ Community (Alumni) respondent said it would have been useful, as an international student, if UQ had facilitated work experience opportunities during his period of study
- A UQ Community (Alumni) respondent hopes to see UQ further integrate with industry, either through work placements for students or by supporting industry to provide input into the content of degrees
- One respondent felt UQ was at the "bottom of the ladder" in terms of work experience and that this is hindering UQ students competing in the "ever-diminishing" job market.

"Now that I have graduated, I realise employers may overlook the school name and go straight into experiences. They will look at what relevant activities I had involved myself with that would help me ease into the work environment... I think it is time UQ sees this as a compulsory component and help facilitate this process by collaborating with industries to make this a reality" (Alumni respondent, Open Online Forum submission)

*"Knowledge will be best put to use when students encounter real world problems"
(Alumni respondent, Open Online Forum submission)*

2. STAFF RECOGNITION: Value the pursuit of teaching excellence across UQ through recognition and reward that considers the aspirations and commitment of our teaching staff

Alumni respondents who saw recognising and rewarding teaching as a top priority strategy (n=12) gave the following justification:

- Excellent teaching is a building block of a world class institution and employing the best teachers will help UQ maintain its reputation
- Appropriate recognition and reward motivates staff to excel in teaching and attracts high quality teachers.

3. MENTORS & NETWORKS: Leverage the talent and commitment of students, staff and alumni through mentoring programs and peer-based networks

A total of ten UQ Community (Alumni) respondents saw value in implementing mentoring programs and peer-based networks as a strategy to enhance the UQ student experience. Some respondents indicated support for existing UQ mentoring initiatives:

- There was positive feedback from respondents who had undertaken mentor programs

"It was inspiring and rewarding to have someone from my target industries with many experiences to provide guidance and suggestions, or even just to chat" (Alumni respondent, Open Online Forum submission)

- One international alumni felt that peer support was important in helping students from overseas in particular to adapt to student life and experiences, as well as learn different cultural and social norms

"Participating as a mentor and mentee in programs like UQYAP and UQ Mentoring (Student Services) were one of the best memories I have from university and supported me to achieve my best, feel connected to others and learn about diversity and acceptance" (Alumni respondent, Open Online Forum submission)

- UQ Community (Alumni) respondents believe that peers and mentors have helped them to build networks and connections, thereby supporting them to gain post-study employment.

4. RESEARCH EXPERIENCES: Extend students' access to collaborative research experiences that provide quality interaction with UQ's research and research partners

Like work experience, UQ Community (Alumni) shared positive feedback on research experiences during their study (n=9), seeing the *Research Experiences* strategy as important in enhancing UQ's student experience and noting that collaborative research:

- Drives world-class research and innovation

- Allows students to have further exposure to current thinking in their field
- Supports students to establish where any gaps in industry knowledge exist.

The overall view of UQ Community (Alumni) is that there are currently not sufficient collaborative research opportunities offered at UQ, and this emerged as a priority area for improvement in their Open Online Forum feedback.

5. STAFF-STUDENT LINKS: Create opportunities for students to collaborate with staff in learning, leadership and outreach

UQ alumni (n=8) drew on their personal experiences, interpreting the Staff-Student Links strategy as important because most jobs involve working in multidisciplinary teams. They consider that collaboration between staff and students will help students to learn people skills and to share and apply best practice and learning across disciplines.

6. ASSESSMENT FRAMEWORKS: Create program-level assessment frameworks that stipulate meaningful, authentic tasks that include quality and timely two-way feedback mechanisms that are supported by enabling technologies

UQ Community (Alumni) see assessment as an area that should be reviewed and improved, and this motivated them to priorities the Assessment Frameworks strategy in their Open Online Forum feedback. They raised the following points on this issue:

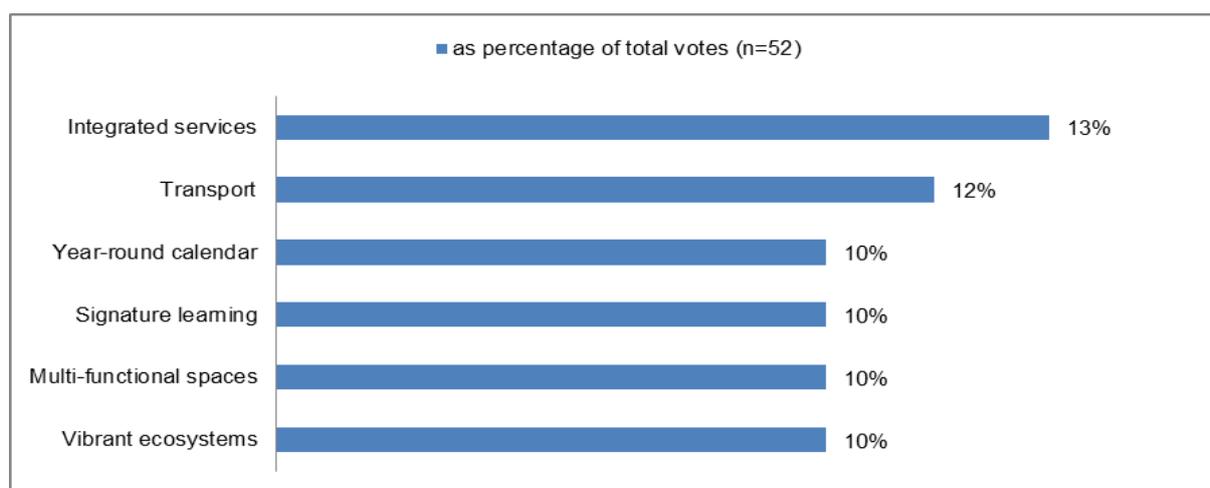
- Assessment should be tailored to students’ future careers and roles
- Assessment Frameworks should be designed to help students prepare for their profession in a “more natural manner”
- The success of this strategy rests on academics and teaching staff being in touch with industry and real workplaces so they can provide meaningful and authentic tasks to prepare students for their future roles.

*“All assessment should be specific to the job that person intends to pursue and should help them build a bank of resources, ideas and processes that they can then use themselves in their workplace”
(Alumni respondent, Open Online Forum submission)*

UQ Community (Alumni) Voice: What are their lowest priority strategies and why?

UQ alumni identified a total of six strategies that they saw as less important for implementation.

Figure 5 Less important strategies for enhancing the UQ student experience – UQ Community (Alumni) - percentage of total nominations



The six strategies that UQ Community (Alumni) respondents were most likely to view as low priorities for implementation were:

1. *Integrated Services* (7 nominations, 13%)

Feedback suggests there are “plenty of student hubs” already, such as libraries and other popular social network platforms

2. *Transport Options* (6 nominations, 12%)

Consensus is that transport options are already sufficiently developed and convenient.

3. *Year-Round Calendar* (5 nominations, 10%)

Respondents consider it easier to plan around standard semesters: “I think students can get lost if there is too much independence and doing your own thing” (Alumni respondent, Open Online Forum submission).

4. *Signature Learning* (5 nominations, 10%)

Respondents do not think there should be one learning model due to diversity amongst students and staff. They see importance in schools and programs being “free” to determine the best methods and structures to reflect diverse needs.

5. *Multi-Functional Spaces* (5 nominations, 10%)

One respondent stated that “there are plenty of student spaces” (Alumni respondent, Open Online Forum submission).

6. *Vibrant Ecosystems* (5 nominations, 10%)

Respondents commented on the quality of UQ’s existing facilities.

UQ Student Voice: What are their top priority strategies and why?

There were 20 UQ Student respondents engaged through the Open Online Forum consultation:

- Domestic (n=16)

- Undergraduate (n=5)
- Postgraduate (n=11)
- International (n=4)
 - Undergraduate (n=1)
 - Postgraduate (n=3)

A total of 19 respondents nominated their most favoured areas of activity for UQ moving forward, casting a total of 81 nominations for their priority strategies.

Figure 6 Figure: Priority strategies for enhancing the UQ student experience - UQ Students – total nominations

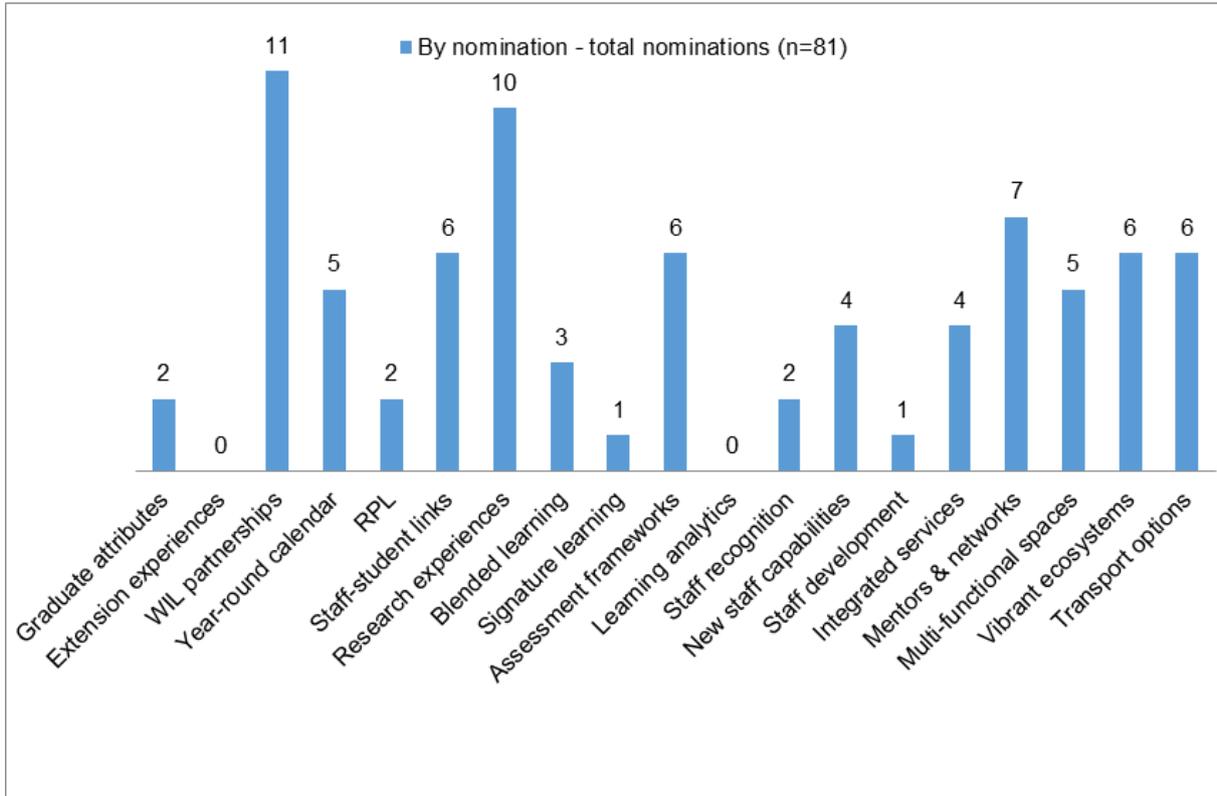
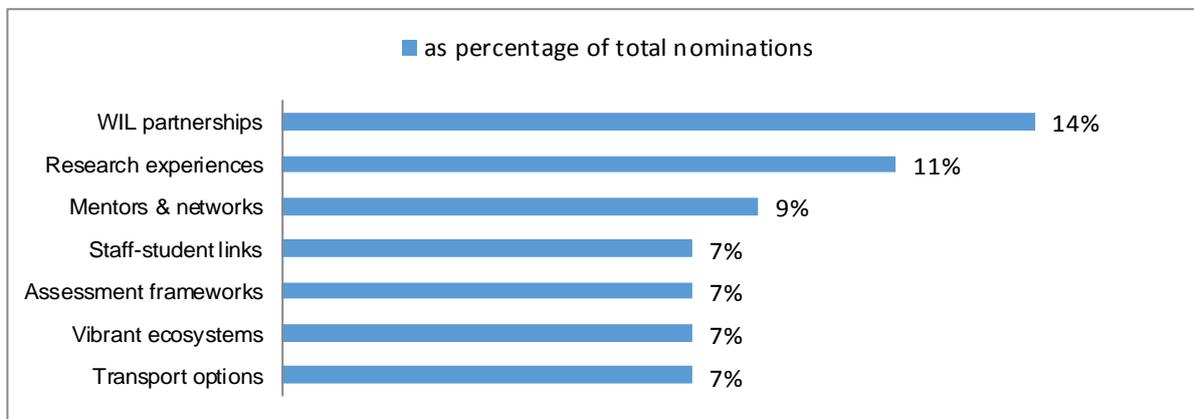


Figure 7 Priority strategies for enhancing the UQ student experience - UQ Students – percentage of total nominations



The two strategies that received the most support from UQ Student respondents in the Open Online Forum process were:

1. *WIL Partnerships* (11 nominations, 13.6%)
2. *Research Experiences* (9 nominations, 11.1%).

Other strategies that featured in student feedback were:

3. *Mentors & Networks* (7 nominations, 8.6%).
4. *Staff-Student Links* (6 nominations, 7.4%).
5. *Assessment Frameworks* (6 nominations, 7.4%).
6. *Vibrant Ecosystems* (6 nominations, 7.4%).
7. *Transport Options* (6 nominations, 7.4%).

1. WIL PARTNERSHIPS: Build significant industry and government partnerships that strengthen and expand opportunities for authentic WIL experiences across all programs

A total of 11 student respondents felt UQ should focus on building partnerships with industry and government, seeing it as critical in helping students in their future careers as it is a direct link to employers.

Students saw that implementing this strategy would:

- Provide students with experience in the real working environment
- Help students stand out from other candidates in interviews and prepare them for interview questions
- Help students develop industry connections and potentially secure future employment at that workplace.

"I think that leaving university is a hard step for students who haven't had experience in the field they want to work in. Of course students should be developing opportunities and networking whilst completing their degree anyway, but I think there is avenue for UQ to be more supportive of this, especially given our vast alumni network" (Student respondent – domestic undergraduate, Open Online Forum submission)

2. RESEARCH EXPERIENCES: Extend students' access to collaborative research experiences that provide quality interaction with UQ's research and research partners

UQ Students (n=10) tend to feel that research experiences add value by broadening their experiences, developing their knowledge, and better preparing them for continued research and academic study and careers. They raised the following points on how UQ could enhance its research experiences:

- Optimise UQ’s research reputation by enabling more students to access research opportunities

*“UQ has a great reputation for research, so it is disappointing that not all students have access to participate in the research...currently there is not enough effort put forward by the university to foster opportunities... One of the reasons I chose to come to UQ was for the research excellence, but I found that most of the research projects I contributed to turned to be extra-curricular, outside of UQ”
(Student respondent – domestic, undergraduate, Open Online Forum submission)*

- Offer more short-term opportunities “as a gateway into research”. Having access to working alongside top researchers, even when carrying out basic functions, helps students better understand what research involves
- Develop multi-disciplinary research opportunities. This would help broaden learning experiences and share and apply best practice from a range of disciplines
- Be less prescriptive and let students learn from their own mistakes when carrying out research as this is an important aspect of learning and thinking independently.

3. MENTORS & NETWORKS: Leverage the talent and commitment of students, staff and alumni through mentoring programs and peer-based networks

Students feel that UQ could do more to support them by developing mentoring programs and peer-based networks (n=7). They consider this would be a source of support when managing study and their personal lives, as well as a means to open up networking and work opportunities.

The following points were raised in relation to this issue:

- Learning from those who have been through the same experience is invaluable, and considered particularly useful for first year and Honours students
- University life can be lonely and guidance on the student experience would be useful: “Having somebody to talk ideas and uncertainties with would be highly valuable” (Student respondent, Open Online Forum submission).

“I’ve been very fortunate to have organically developed several mentor relationships with senior academic staff (who also have a strong industry presence) here at UQ -- I know how beneficial this has been to my learning experience and career prospects. I would love to see a more active and accessible platform for this networking and relationship-building at UQ, so that more students can benefit from the unique advantages these sorts of opportunities offer” (Student respondent – domestic undergraduate, Open Online Forum submission)

4. STAFF-STUDENT LINKS: Create opportunities for students to collaborate with staff in learning, leadership and outreach

Students who identified *Staff-Student Links* as top priority (n=6) felt that it was essential for developing skills and networks across a variety of disciplines, which is viewed as important to success in their future careers.

Specific points students raised about Staff-Student Links included:

- UQ students are from a range of countries and cultures and collaboration would help students understand and benefit from different perspectives and learn new skills and approaches
- RHD students in particular do not have the opportunities to collaborate with UQ staff across schools and institutes
- Cross-disciplinary collaboration opportunities would add value.

"We are given plenty of chances to collaborate with those in our degree, however, I believe that it would be a valuable experience to have the opportunity to collaborate with those outside of our degree. This would simulate an environment similar to that in the workforce"
(Student respondent - domestic undergraduate, Open Online Forum submission)

5. ASSESSMENT FRAMEWORKS: Create program-level assessment frameworks that stipulate meaningful, authentic tasks that include quality and timely two-way feedback mechanisms that are supported by enabling technologies

Students who are concerned about current assessment practices (n=6), raised the following issues:

- More feedback would be useful throughout studies, to help improve students' future assessment outcomes and study methods
- Assessment should be more than just exams but tied to real world situations and experiences
- A generic approach to assessment should be avoided, and assessment should be tailored to courses and programs
- Assessment approach should be regularly reviewed.

"All assessment should be constantly evaluated to ensure that it matches the course and is realistic according to the job fields that each course might lead into; in order to ensure that each assessment piece is beneficial to students" (Student respondent – domestic postgraduate, Open Online Forum submission)

6. VIBRANT ECOSYSTEMS: Transform all campuses into vibrant living and learning ecosystems – including St Lucia and Gatton based residential complexes and commercial services – that promote and sustain an energising student experience

Six students selected Vibrant Ecosystems as a top priority, but few substantiated their reasons. Those students that did elaborate went on to explain that a wider range of facilities or better facilities were

needed on campus, including weekend and after-hours services. This would encourage them to attend campus and lectures more often.

"The more things I could do on campus, the more time I would spend on campus. This would make it easier to focus on my studies, but also to enjoy the campus life, make me feel attached to the uni, and want to contribute to its activities" (Student respondent – domestic postgraduate, Open Online Forum submission)

7. TRANSPORT OPTIONS: Find sustainable, convenient and cost-effective transport options for UQ campuses

Amongst students who identified *Transport Options* as a top priority (n=6), there was broad consensus that the lack of parking, the cost of parking, the cost of public transport, and restrictive public transport timetables can prevent them from attending lectures; students then skip class and/or access lectures online at home.

"I know many students who would like to go to university classes, but instead stay home to watch online recordings because the access to car parks is so scarce at UQ, especially given that the vast majority of students do not have a parking permit"
(Student respondent – domestic undergraduate, Open Online Forum submission)

"During my undergraduate degree, if I was running late I wouldn't bother going to uni [sic] all together because I knew I wouldn't get a park and would have to park 3km away from campus and walk"
(Student respondent - domestic postgraduate, Open Online Forum submission)

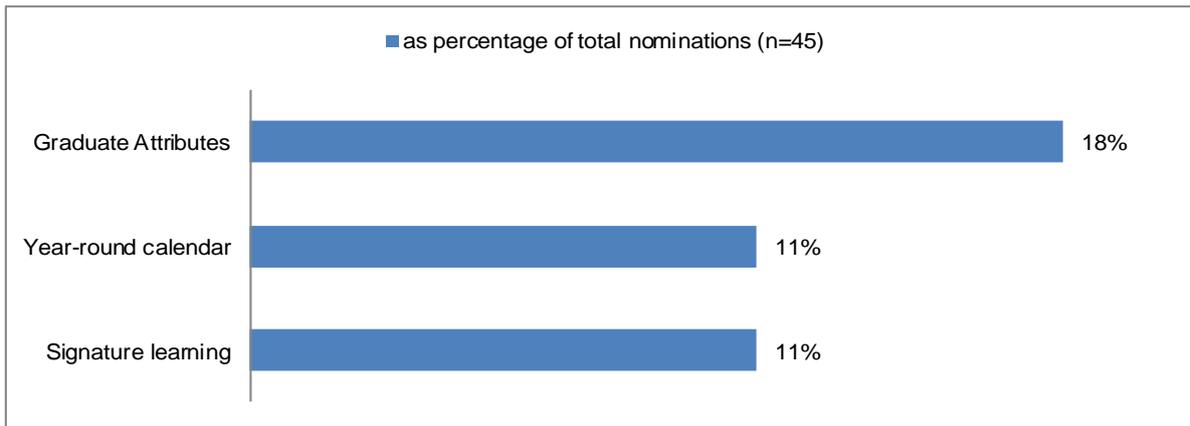
One respondent suggested connecting the rail system to the university campuses.

UQ Student Voice: What are their lowest priority strategies and why?

Fewer UQ Student respondents selected their lowest priority strategies (n=16), compared to their top priority strategies. This could indicate general acceptance of the strategies in the Green Paper and/or lack of engagement with the strategies provided.

Amongst the students who did select their Lowest 3 Strategies, relatively few gave reasons for their choices. However, there was some feedback about difficulties understanding the proposed UQ Student Strategy and the language used in the Green Paper.

Figure 8 Less important strategies for enhancing the UQ student experience – UQ Students - percentage of total nominations



Where lower order strategies were identified, they were:

1. *Graduate Attributes* (8 nominations, 18%)

One UQ Student respondent explained attributes should be continually updated so they are contemporary and in focus, but this is seen as routine practice and not a priority area for the UQ Student Strategy.

2. *Year-Round Calendar* (5 nominations, 11%)

There was much support for the current academic calendar, making this strategy a low priority. UQ Students like the summer holidays, which offer them a chance to refresh and catch up with hobbies and families. They consider the current calendar has sufficient flexibility to accommodate internships, research experiences and overseas experiences.

3. *Signature Learning* (5 nominations, 11%)

This was considered to be a “vague” strategy, without much substance – it was not clear how it would be applied.

UQ Staff (Academic): What are their top priority strategies and why?

A total of 52 UQ Staff responded to the Online Forum consultation, and 20 identified as Academic (38%). This section deals specifically with the responses of UQ Staff (Academic).

There was breadth of interest from UQ Staff (Academic) in the strategies outlined in the Green Paper. This respondent group identified 16 of the 19 strategies outlined in the Green Paper as top priority strategies, with the chart below showing the spread of nominations they gave for each.

Consistent with the nature of engagement by many UQ Staff (Academic) with the University as educators, their priority strategies are strongly linked to building capacity for enhanced teaching and learning experiences.

Figure 9 Figure: Priority strategies for enhancing the UQ student experience – UQ Staff (Academic) – total nominations

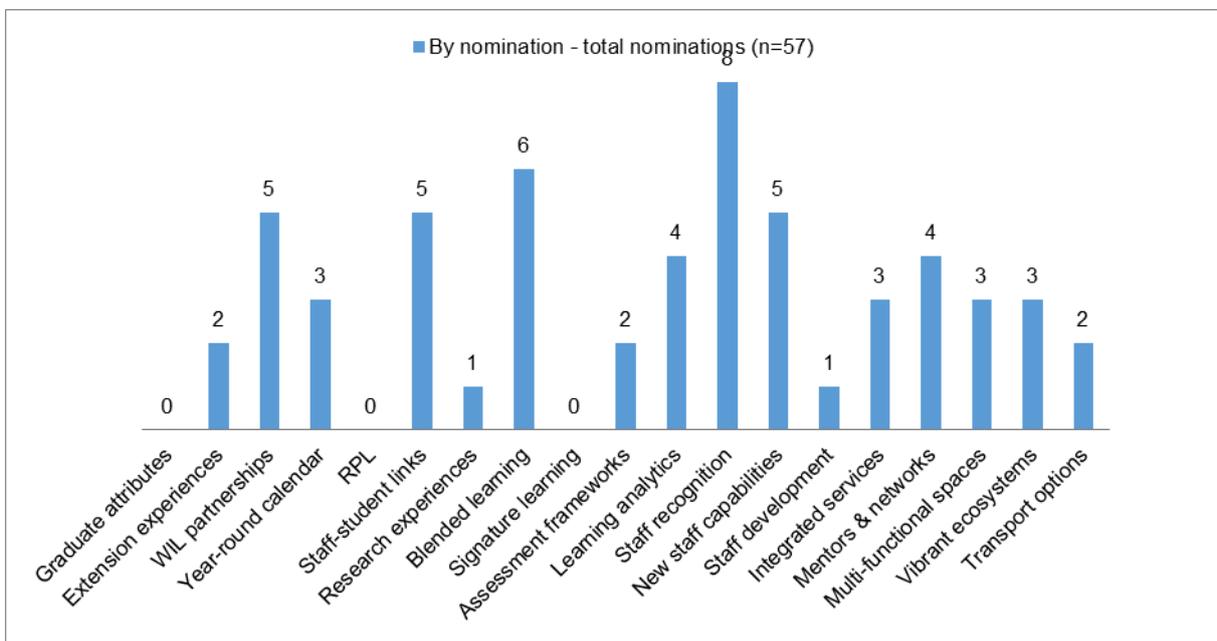
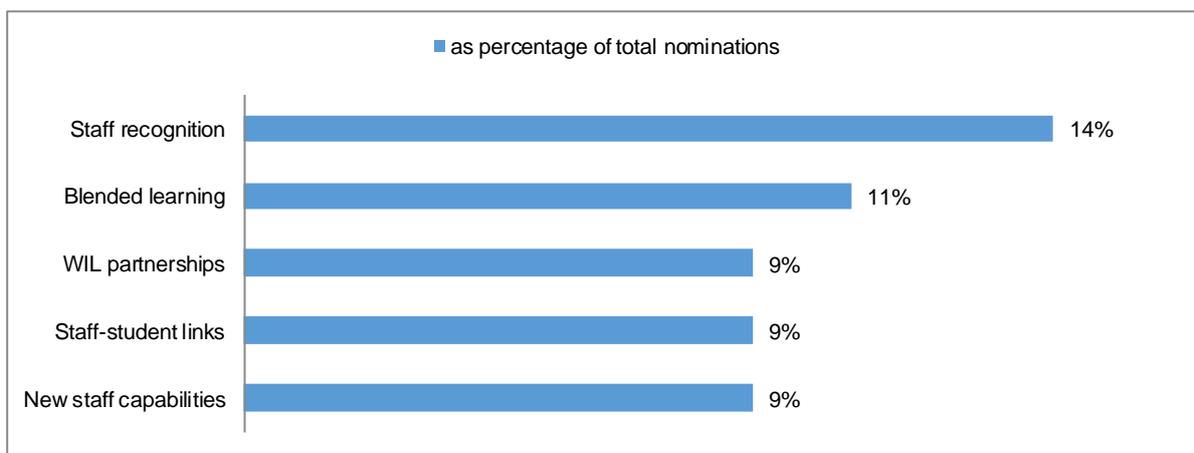


Figure 10 Priority strategies for enhancing the UQ student experience – UQ Staff (Academic) – percentage of nominations



The five strategies most likely to be prioritised by UQ Staff (Academic) through the Open Online Forum consultation were:

1. *Staff Recognition* (8 nominations, 14%).
2. *Blended Learning* (6 nominations, 10.5%).
3. *WIL Partnerships* (5 nominations, 8.8%).
4. *Staff-Student Links* (5 nominations, 8.8%).
5. *New Staff Capabilities* (5 nominations, 8.8%).

1. STAFF RECOGNITION: Value the pursuit of teaching excellence across UQ through recognition and reward that considers the aspirations and commitment of our teaching staff

UQ Staff (Academic) most frequently considered recognising and rewarding teaching as a top priority strategy to enhance the UQ student experience. They provided the following reasons for its prioritisation:

- UQ is a research-intensive institution and has thereby focused on rewarding and recognising research, not teaching; incentives need to be put in place to encourage academic staff to teach and attract high quality teaching staff
- The promotion system in particular recognises and rewards research achievements, not teaching achievements
- There is a high level of casual or contract teaching staff, which hinders teaching innovation and course review
- Teaching quality is not appropriately measured.

"We won't see significant improvements in teaching and learning unless the incentives are there to make it happen" (Academic staff respondent, Open Online Forum submission)

"Until UQ's promotion systems truly values teaching, the majority of staff will do the bare minimum. It is clear that the only real measure is research output, and scant lip service is given to quality teaching. You can have below average teaching and good research and get promoted. If you have excellent teaching and average research you will not be promoted" (Academic staff respondent, Open Online Forum submission)

"At present UQ gives credit to good research workers who publish in high impact factor journals and bring in lots of research grant money. Therefore most professors think research is more important than teaching" (Academic staff respondent, Open Online Forum submission)

2. BLENDED LEARNING: Incorporate best-practice blended learning pedagogies across every program

UQ Staff (Academic) see value in introducing best-practice blended learning pedagogies (n=6), anticipating that they will:

- Assist with addressing the growing pressure on physical space
- Introduce flexibility to UQ's programs and courses
- Facilitate UQ's move from a low tech to high tech institution
- Support better learning and feedback experiences.

"The needs of students have changed and they are seeking greater time flexibility and blended learning offers that pathway" (Academic staff respondent, Open Online Forum submission)

Respondents did note, however, that implementation will require significant investment and resources, particularly given limitations in UQ's current technological capacity.

One respondent also noted that *Blended Learning* might be a broad characteristic of a UQ signature learning model:

"Blended learning offers UQ the opportunity to develop a 'signature learning model'. The development of this model should maintain the 'High Touch' approach that draws students to UQ and then blend this with 'High Tech' which UQ has not as developed as well as other universities that have diversified to distance education. The 'High touch' draws on active learning, engaging students as they learn by doing. Incorporation of employability skills within the course material is essential as this will assist our graduates to become workforce ready. The High Tech provides students with more flexibility with their time as all engagement does not need to take place on campus" (Academic staff respondent, Open Online Forum submission)

3. WIL PARTNERSHIPS: Build significant industry and government partnerships that strengthen and expand opportunities for authentic WIL experiences across all programs

UQ Staff (Academic) view *WIL Partnerships* as a priority strategy for implementation (n= 5), but it receives relatively less support when compared to other respondent groups. There was limited feedback from academic respondents on why this strategy was important, although lack of workplace experience was cited as an impediment to students getting a job.

One UQ Staff (Academic) respondent noted UQ's relationship with the Queensland Department of Health as a constructive example, explaining that the Department's staff deliver most of the teaching in the clinical years of the UQ medical program and this is a significant partnership for the University. However, the respondent also felt that UQ needs to develop better relations with Queensland Department of Health staff and a "real" partnership with the organisation.

4. STAFF-STUDENT LINKS: Create opportunities for students to collaborate with staff in learning, leadership and outreach

Those academic staff respondents who selected Staff-Student Links as a top priority strategy highlighted the following ways UQ might create more opportunities for students to collaborate with its staff:

- *Social media*: UQ should consider how to incorporate students' high use of social media to engage with them and to hear their feedback and views on a range of relevant issues
- *Varied course delivery methods*: UQ should engage with students on what are the best methods or balance of methods, including online, face-to-face and practical workplace or research experiences
- *Cross-disciplinary activities*

"Students are more committed and engaged when they work together. There are areas within courses, Schools, Faculties and Universities that could share common knowledge and resources, i.e. technology related learning resources, effectively using everyday technologies like Google, etc."
(Academic staff respondent, Open Online Forum submission)

5. NEW STAFF CAPABILITIES: Invest in new staffing capacity and capabilities – including innovative educational technologies and learning design to complement and support existing expertise

For UQ Staff (Academic), investing in staffing is a high level priority (n=5), with the primary drivers being building UQ capacity for teaching activity. Key points from their feedback include:

- There is a shortage of staff in many areas of the university, particularly in teaching staff who deliver "foundation disciplines"
- Very few academic staff have any formal, or even informal, training as teachers
- All teaching staff should have an understanding of "modern pedagogy" and professional teaching approaches.

UQ Staff (Academic): What are their lowest priority strategies and why?

One predominant strategy was chosen by academic staff respondents as the lowest priority strategy: the *Year-Round Calendar*.

Six UQ Staff (Academic) respondents considered this to be a low order priority, and it received 17% of total nominations for the Lowest 3 Strategies (n=35).

The *Year-Round Calendar* is considered a lesser priority strategy by academic staff for a range of reasons:

- The current academic year allows students and staff to pursue other activities, including vacations
- There is sufficient flexibility to accommodate students' needs, which is not yet being optimised.
- This would not be logistically possible as there are some courses with very few experts to cover teaching if the suggested changes were made.
- The current system allows students and staff time to recover, reflect and consolidate.
- There are many study areas where learning is sequential.

No other strategy received more than three nominations from UQ Staff (Academic) to position it as less important for implementation.

UQ Staff (Professional): What are their top priority strategies and why?

A total of 29 professional staff members responded to the Green Paper’s Open Online Forum consultation. All but one strategy received a UQ Staff (Professional) nomination as a Top 5 Priority Strategy.

There were a total of 119 nominations for the Top 5 Priority Strategies from 26 respondents.

The only strategy that was not seen as a priority by any respondents was *Signature Learning*.

Figure 11 Priority strategies for enhancing the UQ student experience – UQ Staff (Professional) – total nominations

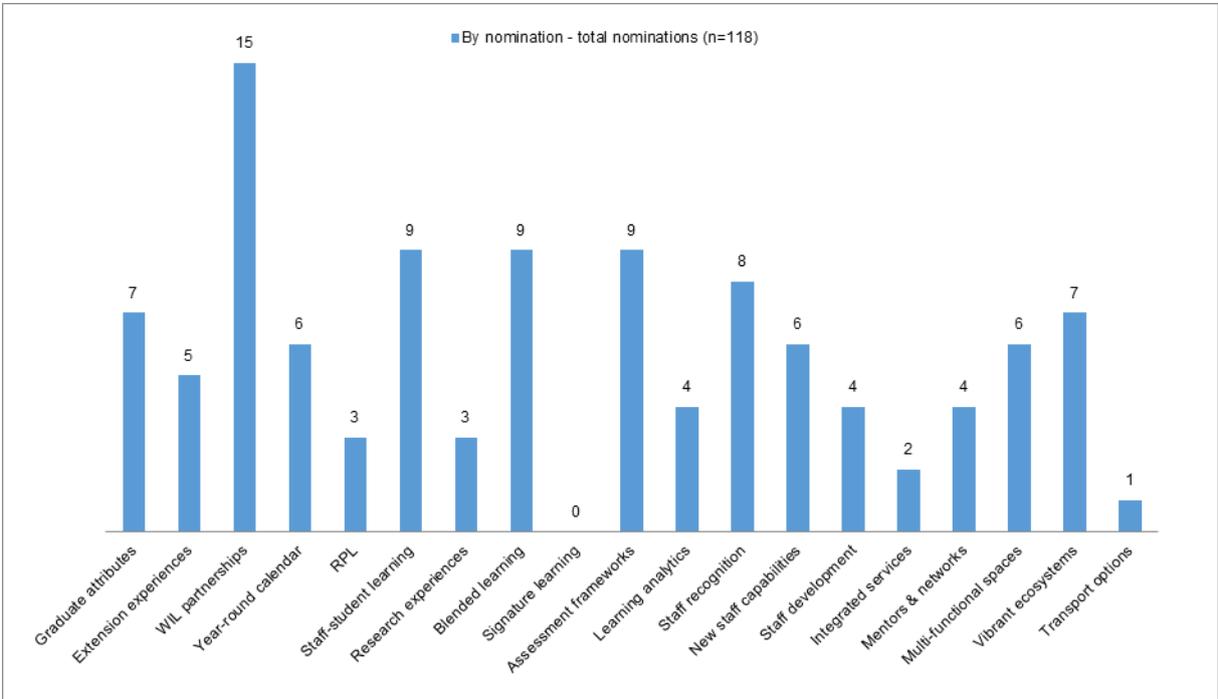
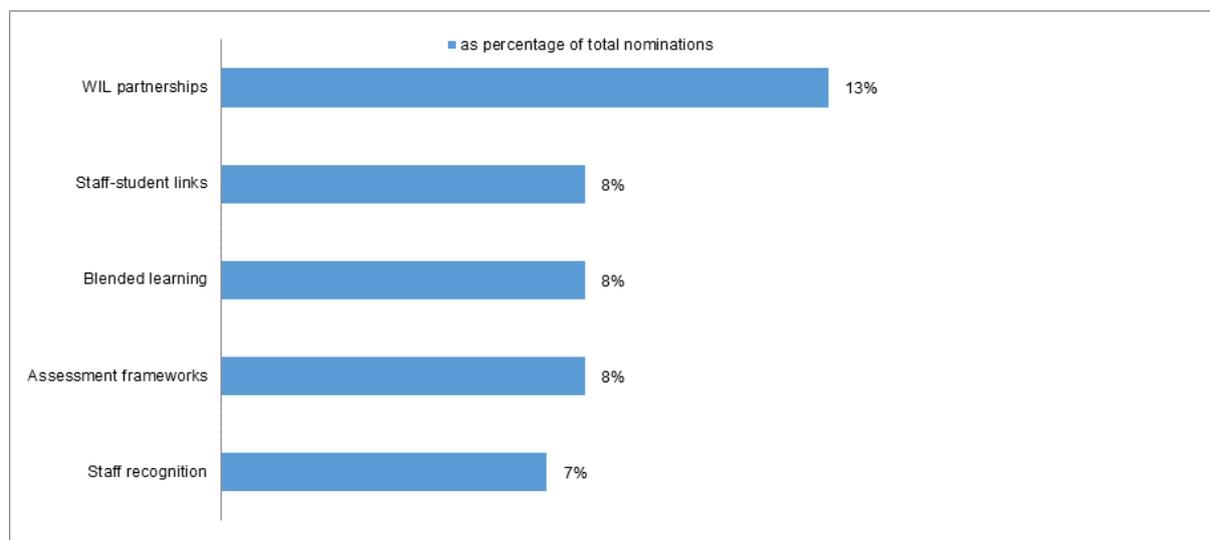


Figure 12 Priority strategies for enhancing the UQ student experience – UQ Staff (Professional) – percentage of nominations



The five strategies that received the most nominations from UQ Staff (Professional) were:

1. *WIL Partnerships* (15 nominations, 12.7%)
2. *Staff-Student Links* (9 nominations, 7.6%).
3. *Blended Learning* (9 nominations, 7.6%).
4. *Assessment Frameworks* (9 nominations, 7.6%).
5. *Staff Recognition* (8 nominations, 6.8%).

1. **WIL PARTNERSHIPS: Build significant industry and government partnerships that strengthen and expand opportunities for authentic WIL experiences across all programs**

Building partnerships with industry and government was a clear top priority strategy for UQ Staff (Professional), receiving 12.7% of total nominations.

This was judged to be a top priority in enhancing the student experience at UQ for the following reasons:

- WIL and workplace partnerships provide “onsite”, “practical” and “real-world” experience where students have the opportunity to apply theory and knowledge in practice
- Employers seek to recruit students with work experience and this strategy will make UQ students more employable, confident, and prepared for interviews as well as more aware of what to expect from their future profession or role. This is increasingly important given more graduates are finding it hard to obtain work
- It helps students build industry contacts and networks, useful when seeking employment

“It is vital for graduates to have as much real work-place experience as possible in their chosen field before they graduate. Not only to broaden their skill set but to ensure that they have a realistic idea of the reality of

*working in their chosen field before entering the work-force on a full-time basis”
(Professional staff respondent, Open Online Forum submission)*

- UQ needs input from industry partners and government to ensure qualifications meet future employment requirements
- Offering WIL will make UQ more competitive amongst its peers in terms of attracting students who are job-focused
- It is not clear what internships are available and what numbers of students can access these opportunities at UQ.

2. STAFF-STUDENT LINKS: Create opportunities for students to collaborate with staff in learning, leadership and outreach

Feedback on why this strategy was important to enhancing the student experience incorporated a range of different perspectives:

- UQ needs to do more to engage with students to find out their views, needs and aspirations to ensure it is best equipped to provide for them and to maintain its position as a top institute

“This will be one of the single biggest culture changes at UQ that will allow us to find out what the students want and be seen to respond. The University of Queensland does not currently routinely and consistently seek feedback and engage with students across the broad range of touchpoints affecting the Student Experience” (Professional staff respondent, Open Online Forum submission)

“How will we best know what the expectations and needs of students are if we don't partner them? Building consultative relationships with the student body to design authentic learning experiences simply cannot go wrong. Expanding the culture of UQ to build in an expectation of regular feedback loops in everything we do, and being responsive to it, will soon spread a very positive vibe through the community, and this will be reflected in the Good Universities Guide and other formal feedback mechanisms” (Professional staff respondent, Open Online Forum submission)

“Gathering the thoughts and opinions of students is important as UQ needs to understand that the students are the most influential stakeholder and client and the success of the institution relies on the satisfaction of the students” (Professional staff respondent, Open Online Forum submission)

- UQ should facilitate deeper engagement between international and domestic students, and thereby benefit both cohorts through the sharing of linguistic skills, cultures and perspectives
- Collaboration helps the development of multidisciplinary skills and networks and contacts, which is useful with regard to future careers
- Staff-student collaboration helps create change and supports creativity.

3. BLENDED LEARNING: Incorporate best-practice blended learning pedagogies across every program

Like academic staff, UQ Staff (Professional) ranked *Blended Learning* as a Top 5 Strategy and considered it to be the “core business” of the University.

UQ Staff (Professional) consider that if UQ successfully implements this strategy across all programs, it will help meet the objectives of other strategies within the Green Paper. For example, by offering different study methods, blended learning helps provide students with some flexibility to accommodate their other commitments and needs and resolve any difficulties they have with travelling to campus.

The following related points were raised by those respondents who selected this strategy:

- Blended Learning is closely linked to recognising and rewarding teaching staff. UQ should support teaching staff who wish to develop their teaching skills.
- Programs and courses should be continually reviewed and improved.
- Flipped classrooms can free up physical space on campus and time on campus for students and also enable more face-to-face teaching sessions with staff in smaller classes where students can ask questions and demonstrate their learning.
- Blended learning options help accommodate the range of students’ preferences and needs for learning methods.

One respondent reflected on their personal skills and knowledge to propose specific activities in support of this strategy, suggesting application of the Agile Career Strategy - an iterative process that requires students to lead their career development in partnership with the University and will be piloted in 2016 through a peer education model.

4. ASSESSMENT FRAMEWORKS: Create program-level assessment frameworks that stipulate meaningful, authentic tasks that include quality and timely two-way feedback mechanisms that are supported by enabling technologies

UQ Staff (Professional) valued the Green Paper’s position on Assessment Frameworks as being able to “transform the learning experience” at UQ.

Other points made by respondents relating to assessment include:

- Assessment must be a student's own work and it is necessary to consider whether online assessment is affecting this.
- More assessment should be related to class attendance and course engagement.
- Students should receive feedback early in their course so they can gauge how they are progressing.
- Assessment tasks should be more relevant and accessible.
- Not all students perform well in time-limited exam situations and therefore different assessment methods gives these students the opportunity to show what they know.

- Professional staff could support academics and help develop and deliver “systematic and fair” feedback.

“For students assessment is always important - it is what they first look at when they enrol in a course. It is also important because it is how the students themselves learn so course design and learning design need to gel well. Authentic assessment / tasks can be formative and students may need to be educated into recognising that formative feedback is vital to their learning rather than automatically asking “Does this count?”. By a student’s sixth semester they should be able to design their own assessment if they are taking part in capstone courses and this should be negotiated with the academic staff. If throughout their university career students are always encouraged to reflect on their learning then they should be mature enough to help design their assessment by third year” (Professional staff respondent, Open Online Forum submission)

5. STAFF RECOGNITION: Value the pursuit of teaching excellence across UQ through recognition and reward that considers the aspirations and commitment of our teaching staff

UQ Staff (Professional) also value Staff Recognition as a high priority strategy area for UQ, and this is consistent with their academic counterparts. Respondents said:

- Further recognition and reward of teaching excellence will attract the best academics, and this in turn this will provide students with a greater learning experience.
- UQ is research focused and recognises and rewards progress and achievements relating to research. On the other hand, excellent teaching holds limited value, attracts little reward and has no promotion incentives, yet it is highly valued by students.

“There is not enough recognition for teachers being great at their job and too much focus on having to complete research papers to develop their teaching careers. We expect teachers at school to have a teaching background, but at University there is no teaching qualification required. Just because a person may be brilliant at research, this does not translate to them being fantastic at teaching” (Professional staff respondent, Open Online Forum submission)

- Academics should have a teaching degree so they know how to best deliver content, manage classrooms, and professionally assess their students - or UQ should provide them with opportunities to continually build on teaching skills.
- Motivated, engaged, and interested teaching staff translate into motivated, engaged, and interested students.

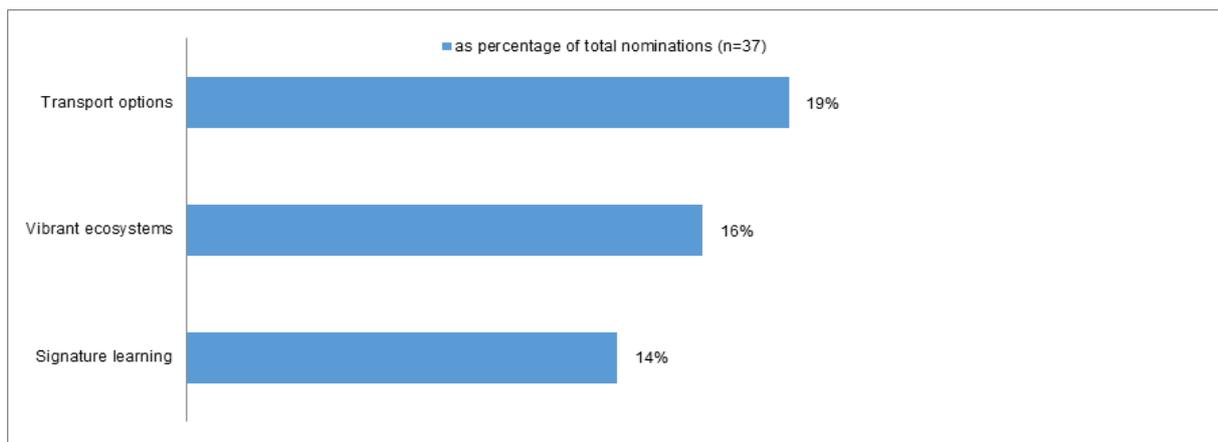
“We need more motivation for academics to improve their teaching skills and more rewards for academics who are excellent teachers. Students who feel inspired to learn will be engaged and will do better with the courses” (Professional staff respondent, Open Online Forum submission)

- Improving UQ’s reputation for teaching will attract more students and with greater diversity.

UQ Staff (Professional): What are their lowest priority strategies and why?

UQ Staff (Professional) most frequently selected the same Lowest 3 Strategies as academic staff and provided more feedback on why they were low priorities.

Figure 13 Less important strategies for enhancing the UQ student experience – UQ Staff (Professional) - percentage of total nominations



The three strategies most likely to be considered lower order priorities by UQ Staff (Professional) participating in the Open Online Forum consultation were:

1. *Transport Options* (7 nominations, 19%)

Respondents considered existing provision to be sufficient. Further points included:

- Reviewing academic timetabling could limit the frequency students must travel to campus.
- UQ can lobby for better transport links, but ultimately it is the Council’s decision.
- St Lucia and Gatton campuses might have differences in transport links.

2. *Vibrant Ecosystems* (6 nominations, 16%)

Respondents reported that UQ campuses were already “beautiful”. They see them as a strength which should continue to be maintained but cite targeted improvements as requiring significant funds that could be spent on better things.

3. *Signature Learning* (5 nominations, 14%)

The chief concern about this strategy is that it implies a “one-size-fits-all” approach, which is seen as unsuitable for UQ’s array of programs and courses. Respondents said:

- Programs need to differentiate themselves through their learning models
- Academics need to apply creativity to the teaching models they use
- Not all programs can be delivered using the same methods
- To fit all programs the model would have to be high level or generic – such as the flipped classroom model; however, high level and generic models will be to the detriment of personalised, flexible and adaptive learning experiences which engage all students.

Future Vision: General comments on the Green Paper

Open Online Forum respondents were invited to provide additional comments that they considered relevant to enhancing the UQ student experience and to developing the UQ Student Strategy. The following section provides an overview of these responses by respondent group.

UQ Community Voice (Alumni)

- UQ Alumni want UQ to focus on preparing students who are job-ready on graduating and to offer students workplace opportunities.
- They support partnering with industry to review subject and course content to ensure it is relevant, up-to-date, and best practice to the profession.
- There was a suggestion UQ could better facilitate the integration of domestic and international students, including using the UQ Union's expertise in delivering cultural activities to this end.
- UQ could develop a strategic plan on how to communicate, engage, and partner with surrounding suburbs, and this could involve student projects and assessments based in the local area.
- Online information might best be used sparingly to encourage student peer and class engagement.
- UQ could consider industry certifications as part of the curriculum to help bridge the gap between students and industry.
- UQ should support the development of excellent teaching staff.

UQ Student Voice

- UQ needs to make undergraduate degrees more focused on practical, skills-based learning so that students are more employable on graduation.
- There is a call for a more active students' union or association, hosting more events on campus.
- The Green Paper is not accessible to all, with the language described as "jargon".

UQ Staff Voice (Academic)

- The Green Paper does not acknowledge the growing international student cohort. Efforts need to be made to help integrate international students and also to adapt UQ strategies to meet their needs and preferences.
- Sufficient resources need to be dedicated to the UQ Student Strategy if the Green Paper is to be successfully implemented.
- UQ should seek to become an excellent teaching and research institution, and not just focus on research.
- The University should ensure a balance between lectures, flipped classrooms, online content, and other learning methods as all are valuable for teaching and learning.
- UQ must continue to attract high quality students.

- The University should review the role of lectures and practicals, and provide multidisciplinary learning experiences across UQ's schools and institutes.
- UQ could benefit from a focus on disciplines in which the University has built its reputation and look internationally to engage with research relevant to UQ's expertise.

UQ Staff Voice (Professional)

- The Green Paper is an important, timely, and well thought-out document posing some fundamental questions. It reflects the need to address and work towards multiple aims.
- UQ needs to engage with students and ask them what they want to see from UQ in the future.
- UQ should consider rationalising its range of undergraduate degree programs.
- The University should implement system-wide policy and administration processes to help students navigate their way through UQ's structures and requirements. An integrated IT system would be useful, and it could include features such as a system to identify and monitor students who are at risk of failing or dropping out.
- It would be useful to develop foundation courses for universal completion, covering basic skills.
- UQ can support first-year students by designing an institution-wide approach to better assist them in their transition to university.
- The Green Paper needs to give greater attention to students' needs beyond academia and learning. They require support services, such as counselling, to help them manage their external lives and stresses. Support services and the student experience are an area that students are using as a metric on which to base their choice of university.
- International students require more support integrating into UQ and adapting culturally, such as peer support programs. Providing excellent support services to international students would help enhance UQ's reputation internationally.
- There is a lack of discussion about promoting diversity within UQ. There needs to be consideration of how Indigenous and non-English speaking students can be supported at UQ.
- UQ should first identify what it would like its students and peers to recognise and value the University for and then priorities and improvements can be made to support this aspiration.