



THE UNIVERSITY
OF QUEENSLAND

REPORT TO THE PRESIDENT OF THE
ACADEMIC BOARD

REVIEW OF THE
BACHELOR OF SCIENCE

17-21 August 2015

CONTENTS

Page

TERMS OF REFERENCE	3
MEMBERSHIP OF THE REVIEW PANEL	4
SUMMARY OF COMMENDATIONS AND RECOMMENDATIONS	5
REPORT OF THE REVIEW PANEL.....	10
SUBMISSIONS.....	18
INTERVIEWS.....	19

TERMS OF REFERENCE

The purpose of reviewing generalist degree programs is to assess the effectiveness of the program, and its future directions, taking into account the strategic directions of the University and the faculty/faculties responsible for offering the program.

The review panel was formed to examine and report on:

1. structure, content and quality of the program, in relation to the needs of students and external stakeholders, and with reference to national and international standards (including the effectiveness of gateway and capstone courses);
2. quality of the program in relation to perceptions of peers in the Australian and international scholarly communities, prospective employers and professional bodies;
3. destinations and graduate outcomes for those who complete the program;
4. quality and preparedness of students entering the program;
5. place and form of Honours within the program;
6. effectiveness of leadership of discipline areas for the program;
7. effect of any change on course offerings in other programs (e.g. service teaching and dual degrees);
8. scope of dual degree offerings with the program; and
9. future development and delivery of the program.

MEMBERSHIP OF THE REVIEW PANEL

External members: Professor Merlin Crossley [CHAIR]

Dean, Faculty of Science

The University of New South Wales

Professor Jens Dolin

Head, Department of Science Education

University of Copenhagen

Professor John Hosking

Dean of Science

University of Auckland

Internal members: Professor Fred D'Agostino

President, Academic Board

The University of Queensland

Professor Joanne Wright

Deputy Vice-Chancellor (Academic)

The University of Queensland

Secretary: Ms Glenda Jacobs

Director, Academic Administration

Academic Services Division

The University of Queensland

SUMMARY OF COMMENDATIONS AND RECOMMENDATIONS

COMMENDATIONS:

The former review of the BSc in 2006 was instrumental in significantly improving the degree. The current review panel ('the Panel') was impressed by the way the recommendations of that review had been implemented; in particular, the Panel noted the reduction in the number of majors, improved definition of the majors, and the introduction of new courses such as the generalist course SCIE1000, and the statistical methods and ethics course, STAT1201.

Commendation 1

The Panel commends the Faculty and contributing Schools, and all discipline leaders, on the overall quality of the BSc and BAdvSci(Hons) Degrees.

Commendation 2

The Panel commends the Faculty and contributing Schools on the openness, professionalism and collegiality of all the contributors.

Commendation 3

The Panel commends the Faculty on the comprehensive review process undertaken, and the quality of the documentation provided to inform the review.

Commendation 4

The Panel commends the Faculty on the progress made in supporting and developing degrees at Gatton and encourages further activity in this area.

Commendation 5

The Panel commends the efforts of staff who have developed the current PASS system.

Commendation 6

The Panel commends initiatives being undertaken to co-ordinate the quality and standards of student 'touchpoints', and to harmonise the student experience across all participating schools and faculties.

Commendation 7

The Panel commends the commitment of the staff in the Faculty and Schools contributing to the BSc, in particular as regards the numerous national Citations and individual teaching Awards honouring excellence in teaching in the BSc and the significant investment, drawing on national competitive schemes, in teaching and learning innovation.

Commendation 8

The Panel commends initiatives such as the ASPinS and Summer Research Projects, which are highly appreciated by the students and have been successful both in advancing student learning outcomes and creating a positive cohort experience.

Commendation 9

The Panel commends the Dean's vision for enhanced practical, laboratory and experiential learning experiences for students.

Commendation 10

The Panel commends that in response to increasingly high failure rates, new courses are being developed to cater for deficiencies in knowledge of the entering students.

Commendation 11

The Panel commends that in response to increasingly high failure rates, new courses are being developed to cater for deficiencies in knowledge of the entering students.

RECOMMENDATIONS:

The Panel welcomed the suggestions and questions raised for consideration in the review document. Key issues highlighted during the review, and addressed in the Panel's recommendations, include:

- The need for a vision for the BSc that will provide a foundation for decisions regarding structural enhancements
- The relationship between program deliverables and graduate employability and success
- Enhanced stakeholder engagement
- Integration of research and teaching
- The importance of learning analytics in informing student engagement as well as optimizing learning and assessment opportunities

1. PROGRAM STRUCTURE

Recommendation 1

That the Faculty articulates a vision statement for the Bachelor of Science program, emphasizing the importance of the degree as a professional foundation for creating change and establishing a career, and for introducing students to the international community of scientists.

Recommendation 2

That the Faculty reviews Graduate Learning Outcomes of the BSc and each of its majors, to inform decisions regarding the inclusion, development and compulsory/elective status of courses within the degree.

Recommendation 3

That each of the majors in the BSc includes at least one required course that essentially defines that major.

Recommendation 4

That the Faculty withdraws the current Level 8 Bachelor of Biomedical Science (Honours) degree and replaces it with a Level 7 three year Bachelor of Biomedical Science and a one year Level 8 Honours Program

Recommendation 5

That the Faculty explores opportunities to further enhance the Bachelor of Advanced Science (Honours) degree via, for example, new courses, practicals, timetabling to create cohort structures, or by new activities within the program etc.

Recommendation 6

That the Faculty does not introduce a three year level 7 Bachelor of Advanced Science Degree at this time.

Recommendation 7

That the Faculty develops a strategy, criteria and process for evaluating proposals for additional majors within the Bachelor of Science and/or Bachelor of Advanced Science (Honours). This process should include assessment of demand and consideration of impact on existing degrees.

2. QUALITY AND EMPLOYABILITY OF NEW GRADUATES

Recommendation 8

That the Faculty works with the institutional alumni office to identify graduates and long term employment outcomes.

Recommendation 9

That stakeholder advisory boards, including representatives from industry, government, high schools, employment agencies, philanthropists, alumni and research institutes, be established at both School and Faculty levels.

Recommendation 10

That the Faculty identifies a 'single point of contact' for external professional stakeholders wishing to contact the Faculty.

Recommendation 11

That the Faculty works with the UQ Advantage office to embed and facilitate work-integrated-learning opportunities, as well as to promote and emphasize the range of careers available to Science graduates.

3. QUALITY AND PREPAREDNESS OF STUDENTS ENTERING THE PROGRAM

Recommendation 12

That the Faculty makes a formal proposal to the Provost to continue lifting the OP/ATAR cut-offs for the BSc, noting that this will also improve the retention and ultimate success of students.

Recommendation 13

That the Faculty continues to work with the Student Services to appropriately advise and support at-risk students.

Recommendation 14

That the Faculty better engages with Head Teachers and Careers Advisors at important feeder high schools.

Recommendation 15

That the Faculty boosts its efforts in international student recruitment, possibly by exploring articulation programs and also links via research activity.

4. PROGRAM GOVERNANCE**Recommendation 16**

That the Executive Dean chair an implementation panel comprising key stakeholders, such as the Program Director, Head of Biomedical Sciences, and relevant Schools representatives to implement the recommendations of the review.

5. SUPPORTING THE STUDENT EXPERIENCE**Recommendation 17:**

That an inter-faculty liaison position be identified to provide dual degree students with advice regarding degree requirements. It is further recommended that all dual-degree students be made aware of this point of liaison.

Recommendation 18:

That all students be provided with a visible and accessible front counter to facilitate engagement with staff.

6. TEACHING AND LEARNING ENHANCEMENT**Recommendation 19**

That the Executive Dean works with the university to give greater recognition to teaching excellence and leadership in the promotion process

Recommendation 20

That the Faculty further develops and incentivises discipline-specific professional development in teaching for academic staff.

Recommendation 21

That the Faculty works with the Institutes to strengthen Institute staff involvement in undergraduate teaching and learning and also to assist in strengthening industry linkages leading to work integrated learning opportunities

Recommendation 22

That the Faculty develops and implements an Assessment Policy consistent across program offerings, including BIOL1040, so that assessments throughout the BSc and related degrees are aligned with University Policy, are streamlined and are transparent, and easily understood by students.

Recommendation 23

That the Faculty develops and monitors a feedback policy that ensures timely and high quality feedback to students.

Recommendation 24

That the Dean works with the university to develop an “Assessment Database” to ensure that assessments are appropriately timed (for all students irrespective of the nature of their degrees or combined programs).

Recommendation 25

That the exploration and resourcing of technology enhanced learning supported by learning analytics be systematically progressed.

REPORT OF THE REVIEW PANEL

Commendation 1

The Panel commends the Faculty and contributing Schools, and all discipline leaders, on the overall quality of the BSc and BAdvSci(Hons) Degrees.

Commendation 2

The Panel commends the Faculty and contributing Schools on the openness, professionalism and collegiality of all the contributors.

Commendation 3

The Panel commends the Faculty on the comprehensive review process undertaken, and the quality of the documentation provide to inform the review.

1. PROGRAM STRUCTURE

The former review of the BSc in 2006 was instrumental in improving the degree. The current review panel ('the Panel') was impressed by the way the recommendations of that review had been implemented; in particular, the Panel noted the reduction in the number of majors, improved definition of the majors, and the introduction of new courses such as the generalist course SCIE1000, and the statistical methods and ethics course, STAT1201.

Current challenges for the BSc relate to monitoring and improving the employability of graduates and to defining and communicating the advantage offered to UQ Science graduates. While there was significant discussion about the vision for the degree, it was clear that there is no commonly-shared view in this regard.

Recommendation 1

That the Faculty articulates a vision statement for the Bachelor of Science program, emphasizing the importance of the degree as a professional foundation for creating change and establishing a career, and for introducing students to the international community of scientists.

There was significant discussion about the inclusion and status of skills-based and interdisciplinary courses, and the value or otherwise of cornerstone and capstone courses. Ultimately the Panel's view is that such decisions require the defining and mapping of the Graduate Learning Outcomes (GLOs) of the program (in addition to the GLOs of the majors), to determine in a principled way the structure of the degree and each of the majors.

In the view of the Panel, mapping of the Graduate Learning Outcomes will determine whether courses such as SCIE1000 or STAT1201 are essential to particular student cohorts on different pathways through their degrees. For example, the Panel notes that STAT1201 may not be required for a student who is already taking a mathematics major. Similarly, SCIE1000 may prove to be a course required for all or most students to achieve the Graduate Learning Outcomes of the Science degree as a whole. This mapping should also include investigation

of the place of innovation and entrepreneurship in the various programs and/or co-curricular programs.

In relation to capstone or cornerstone courses, the Panel regards as most important the inclusion in each of the majors of a required course that essentially defines that major.

Recommendation 2

That the Faculty reviews Graduate Learning Outcomes of the BSc as a program, and of each of its majors, to inform decisions regarding the inclusion, development and compulsory/elective status of courses within the degree.

Recommendation 3

That each of the majors in the BSc includes at least one required course that essentially defines that major.

Given that the Terms of Reference of the review require consideration of other courses that impact on the Bachelor of Science Degree, the Panel considered the impact of the Bachelor of Biomedical Science and proposals for changes in this space. The Panel was advised of a proposal that the current Bachelor of Biomedical Science (owned by the Science faculty) and the Bachelor of Health Sciences (owned by the Faculty of Medicine and Biomedical Sciences) be replaced by a single new degree, a Bachelor of Health and Medical Science owned by the Faculty of Medicine and Biomedical Sciences.

The Panel's view is that introducing a new and competing three-year degree would significantly damage existing Science degree offerings. The Panel would urge the University to consider all the issues before approving new degrees in this space.

The Panel notes that the BSc has become a *de facto* program for students exiting the existing Bachelor of Biomedical Science (Honours) degree. A simple improvement could be to restructure the Bachelor of Biomedical Science so that students have the option of graduating after three years, without completing Honours.

Recommendation 4

That the Faculty withdraws the current Level 8 Bachelor of Biomedical Science (Honours) degree and replaces it with a Level 7 three year Bachelor of Biomedical Science and a one year Level 8 Honours Program

It is evident that the Gatton Campus is very important to the Faculty, the University and the country, but that managing a remote campus can sometimes present challenges, particularly where large generalist degrees are concerned, and when major restructuring of organizational units has been taking place.

Commendation 4

The Panel commends the Faculty on the progress made in supporting and developing degrees at Gatton and encourages further activity in this area.

The Panel notes the introduction of the Bachelor of Advanced Science (Honours) and is impressed by the quality of the students in the program. However there was some concern regarding differentiation of the program from the normal BSc, and it is the view of the Panel

that there may be opportunities to further enhance the Bachelor of Advanced Science (Honours) in this regard.

Recommendation 5:

That the Faculty explores opportunities to further enhance the Bachelor of Advanced Science (Honours) degree via, for example, new courses, practicals, timetabling to create cohort structures, or by new activities within the program etc.

The Panel also noted the Faculty recommendation regarding the introduction of a three-year level 7 Bachelor of Advanced Science. The Panel is of the view, however, that in the absence of evidence of market research and of a robust rationale for this initiative, it is not in a position to support this development at this stage.

Recommendation 6

That the Faculty does not introduce a three year level 7 Bachelor of Advanced Science Degree at this time.

The Panel notes further that at present there is no Biomedical Science major available within the Bachelor of Advanced Science (Honours). The Panel expressed mixed opinions regarding the potential advantages and disadvantages of introducing such a major. There was also discussion about the introduction of new majors in Data Science and in Public Health within either the Bachelor of Science or the Bachelor of Advanced Science (Honours).

Recommendation 7

That the Faculty develops a strategy, criteria and process for evaluating proposals for additional majors within the Bachelor of Science and/or Bachelor of Advanced Science (Honours). This process should include assessment of demand and consideration of impact on existing degrees.

2. QUALITY AND EMPLOYABILITY OF NEW GRADUATES

The reputation of the degree is high and the quality of the graduates is generally recognized.

However, information on graduate destinations is sparse and the Panel notes a recommendation in the previous 2006 review that 'a comprehensive database on graduate destinations be established [...] to provide data that contribute to the assessment of the attributes of the graduates from the BSc'.

The Panel recognises that the Australian Graduate Survey data provided by the Faculty are limited in their utility, particularly in terms of enabling strategic decision-making about the effectiveness of the Graduate Learning Outcomes and the employability of graduates.

There was anecdotal feedback from external stakeholders suggesting that some students were ill-prepared for employment in science related areas or were unable to articulate their competencies. Stakeholders also indicated that they had difficulty interacting with the Faculty when seeking to offer work opportunities – for example, work-integrated learning – and they were desirous of a single point of contact. More work is required to connect and enhance

communication with the community of employers to enable and facilitate work-integrated learning and to better understand employers' needs.

Recommendation 8

That the Faculty works with the institutional alumni office to identify graduates and long term employment outcomes.

Recommendation 9

That stakeholder advisory boards, including representatives from industry, government, high schools, employment agencies, philanthropists, alumni and research institutes, be established at both School and Faculty levels.

Recommendation 10

That the Faculty identifies a 'single point of contact' for external professional stakeholders wishing to contact the Faculty.

Recommendation 11

That the Faculty works with the UQ Advantage office to embed and facilitate work-integrated-learning opportunities, as well as to promote and emphasize the range of careers available to Science graduates.

3. STUDENTS ENTERING THE PROGRAM

The Panel notes the aim of the Faculty to increase the quality of the student intake, and that it has been successful in pushing up the cut-off scores in 2015. We also note the ambition to recruit more international students and the significant opportunities for the Faculty.

The Panel recognizes that the Faculty is at a decision point; currently it is accepting students with a broad range abilities and preparedness into the Bachelor of Science and its derivatives. If it chooses to continue to do so, it is essential that the Faculty addresses the low retention rates for some of these students. This would require a significant investment of resources.

The alternative is to increase the entry requirements for the Bachelor of Science and its derivatives and to seek to grow high quality international student numbers to manage the resource issues associated with reducing domestic student numbers.

The Faculty strategy seems to be the latter, and is a strategy that the Panel supports. Nevertheless, for the foreseeable future this will require the intake of cohorts that require additional investment to ensure their progression. We also recognize that programs such as the EAIT Get Set, as well as 'Are you ready?' and other retention projects are helpful in identifying and addressing gaps in learning amongst the entering cohort.

Finally, if entry standards do rise, the Faculty should be mindful of equity issues and should introduce systems to ensure it continues to provide pathways for students from disadvantaged backgrounds.

Recommendation 12:

That the Faculty makes a formal proposal to the Provost to progress its intention to continue lifting the OP/ATAR cut-offs for the BSc, noting that this will also improve the retention and ultimate success of students.

Recommendation 13:

That the Faculty continues to work with the Student Services to appropriately advise and support at-risk students.

Recommendation 14:

That the Faculty deepens its engagement with Head Teachers and Careers Advisors at important feeder high schools.

Recommendation 15:

That the Faculty boosts its efforts in international student recruitment, possibly by exploring articulation programs and also links via research activity.

Commendation 5

The Panel commends the efforts of staff who have developed the current PASS system.

4. PROGRAM GOVERNANCE

The Panel regards the current Governance systems fit for purpose. The Panel notes the proposal to introduce a new Curriculum Working Group; however, this is not generally supported. The Panel observes that the Board of Studies has adequate powers to deal with the issues that are proposed for the curriculum, and that ultimately all powers rest with the Executive Dean. In terms of implementing the new recommendations from this review we suggest the establishment of an implementation panel with a membership ensuring involvement of all key contributing stakeholders.

Recommendation 16:

That the Executive Dean chair an implementation panel comprising key stakeholders, such as the Program Director, Head of Biomedical Sciences, and relevant Schools representatives to implement the recommendations of the review.

5. SUPPORTING THE STUDENT EXPERIENCE**Commendation 6**

The Panel commends initiatives being undertaken to co-ordinate the quality and standards of student 'touchpoints', and to harmonise the student experience across all participating schools and faculties.

Given that more than 40% of the cohort is enrolled in dual degrees, the Panel notes that the management of enquiries from, and the consistent communication of requirements to these

students is particularly important, given the risk that students may receive different advice from different Faculties.

Recommendation 17:

That an inter-faculty liaison position be identified to provide dual degree students with advice regarding degree requirements . It is further recommended that all dual-degree students be made aware of this point of liaison.

Recommendation 18:

That all students be provided with a visible and accessible front counter to facilitate engagement with students.

6. TEACHING AND LEARNING ENHANCEMENT

One of a university's most important contributions to society is the quality of its graduates. This quality is strongly related to the quality of the teaching delivered by the academic staff. Enhancing this will therefore be a key endeavour for the university, but an endeavour which can be difficult in a research-intensive institution that is externally ranked based primarily on its research. Indeed, it was the understanding of staff interviewed by the Panel that concentrating too much on teaching would be counterproductive to their careers.

Fundamental changes in the status of teaching is necessary in order to carry through such changes in culture and practice, changes that can only be progressed with a strong support from all leadership levels.

Recommendation 19

That the Executive Dean works with the University to give greater recognition to teaching excellence and leadership in the promotion process

Improving the quality of teaching is dependent on the continuous development of the pedagogical competences of the academic staff. It is, however, an important point that subject-specific researchers mostly benefit from pedagogies and teaching innovations based in their domain of research. Building links between centrally-initiated teaching/learning initiatives and teacher development programmes and the activities on a faculty level is therefore highly important.

Recommendation 20

That the Faculty further develops and incentivises discipline-specific professional development in teaching for academic staff.

An important aspect of teaching is its connection to research. Research-based teaching does not necessarily mean that students are participating in high-end research; they can at any level be involved in research-like activities, e.g. solving problems using research methods. It is in this respect necessary that all researchers contribute to undergraduate teaching. For a science faculty, the practicals are a core activity and the Faculty of Science is recognised for delivering high quality laboratory-based teaching, despite not all facilities being totally up to date. Enhancement of the authentic aspects of the education can be obtained through linking with industry and other parts of society through internships and other such initiatives.

Commendation 7

The Panel commends the commitment of the staff in the Faculty and Schools contributing to the BSc, in particular as regards the numerous national Citations and individual teaching Awards honouring excellence in teaching in the BSc and the significant investment, drawing on national competitive schemes, in teaching and learning innovation.

Commendation 8

The Panel commends initiatives such as the ASPinS and Summer Research Projects, which are highly appreciated by the students and have been successful both in advancing student learning outcomes and creating a positive cohort experience.

Commendation 9

The Panel commends the Dean's vision for enhanced practical, laboratory and experiential learning experiences for students.

Recommendation 21

That the Faculty works with the Institutes to strengthen Institute staff involvement in undergraduate teaching and learning and also to assist in strengthening industry linkages leading to work integrated learning opportunities

Improving and introducing new approaches to teaching requires that special attention be paid to the assessment system or regime, as this feeds strongly back into the teaching. It is important to distinguish strongly between the formative and the summative use of assessment. While the formative assessment has as purpose to improve learning, the summative use only monitors the learning outcome. As regards the summative assessment (marking, grading etc.), the Panel has identified some points of concerns.

Commendation 10

The Panel commends that in response to increasingly high failure rates, new courses are being developed to cater for deficiencies in knowledge of the entering students.

It is evident that very good teaching and teaching development is taking place within the BSc. The Panel considers, however, that the students will benefit from academic staff putting more emphasis on innovative teaching practices, like active learning pedagogics, and including use of educational technologies and better feedback procedures. Research demonstrates that such teaching practices improve both student motivation and learning outcome. In this regard, the Panel notes that significant numbers of students requested that timely feedback be provided to enable application of learning to subsequent assessment events.

The Panel further notes concerns expressed about variations in assessment practices across the Faculty. In particular, many students, staff and alumni demonstrated that they had not properly understood the BIOL1040 Grading Assessment Matrix, and there were even perceptions that it was unfair. While the Panel appreciated some of the virtues of the matrix, the final view was that it was not working in practice and that action was required to remove the matrix. Given that BIOL1040 functions as a gateway course for numerous majors including the BSc's most popular major Biomedical Sciences the Panel paid particular

attention to its effects on the BSc and related programs. Accordingly recommendation 22 below argues for a significant reform and harmonization of assessment.

Recommendation 22

That the Faculty develops and implements an Assessment Policy consistent across program offerings, including BIOL 1040, so that assessments throughout the BSc and related degrees are aligned with University Policy are streamlined and are transparent, and easily understood by students.

Recommendation 23

That the Faculty develops and monitors a feedback policy that ensures timely and high quality feedback to students.

Recommendation 24

That the Dean works with the university to develop an “Assessment Database” to ensure that assessments are appropriately timed (for all students irrespective of the nature of their degrees or combined programs).

Recommendation 25

That the exploration and resourcing of technology enhanced learning supported by learning analytics be systematically progressed.

APPENDIX 1

SUBMISSIONS

Submissions to the Review were received from

University staff:

Professor Paul **Burn**, School of Chemistry and Molecular Biosciences

Dr Jack **Clegg**, School of Chemistry and Molecular Biosciences

Associate Professor Martin **Crotty**, Head of School of Historical and Philosophical Inquiry

Professor Joseph **Grotowski** and Dr Barbara **Maenhaut** Head of School and Chair of School Teaching and Learning Panel, School of Mathematics and Physics

Dr Louise **Kuchel**, School of Biological Sciences

Associate Professor Geoffrey **Marks**, Associate Dean (Academic), Faculty of Medicine and Biomedical Sciences

Associate Professor Peter **Newcombe**, School of Psychology

Associate Professor Michael **Noad**, School of Veterinary Science

Dr Susanne **Schmidt**, School of Agriculture and Food Sciences

Professor Jennifer **Stow**, Deputy Director (Research), Institute for Molecular Bioscience

Associate Professor Peter **Sutton**, Associate Professor Marcus **Gallagher** and Professor Paul **Strooper**, School of Information Technology and Electrical Engineering

Professor Walter **Thomas**, Head of School and Professor Peter **Thorn** Chair of School Teaching and Learning Panel, School of Biomedical Sciences

APPENDIX 2

INTERVIEWS

Interviews were held with the following:

Name	Information
Adams, Peter	(Prof) Associate Dean Academic
Baglot, Julie	Engagement Manager, Faculty of Science
Bulmer, Michael	(Dr) Senior Lecturer, Maths & Physics
Burn, Paul	(Prof) VCs Senior Research Fellow
Campbell, Alison	Deputy Director, International Marketing & Recruitment
Campbell, Mark	Senior Academic Administration Manager
Clegg, Jack	(Dr) Senior Lecturer, Inorganic Chemistry
Crossthwaite, Caroline	(Prof) Associate Dean Academic, Faculty of Engineering, Architecture and IT
Dobson, Annette	(Prof) Deputy HOS Public Health
Duck, Julie	(Associate Prof) Associate Dean, Faculty of Humanities and Social Sciences
Fisk, Nick	(Prof) Executive Dean, Faculty of Medicine & Biomedical Sciences
Forster, Stephen	Manager, Schools Liaison
Gilks, Charles	(Prof) Head of School of Public Health
Høj, Peter	(Prof) Vice-Chancellor
Jennings, Michael	Associate Lecturer, Mathematics
Lee, Andrew	Director Student Affairs
Lu, Max	(Prof) Provost
Macdonald, Doune	(Prof) Pro Vice-Chancellor (T&L)

Marks, Geoff	(Assoc Prof) Faculty of Medicine & Biomedical Sciences
Millar, Valda	(Dr) Chemistry & Molecular Biosciences
Noad, Mike	(Associate Prof) CEAL leader
Rix, Alan	(Prof) Pro Vice-Chancellor
Roberts-Thompson, Sarah	(Prof) Associate Dean Academic, Pharmacy & Behavioural Science
Sutton, Peter	(Associate Prof) Deputy Associate Dean, Faculty of Engineering Architecture and Information Technology
Testa, Patrick	Faculty of Science Executive Manager
Thomas, Walter	(Prof) School of Biomedical Sciences
Walker, Stephen	(Prof) Executive Dean, Faculty of Science
Willis, Jon	Academic Director (Indigenous Education)
Willox, Annabel	(Dr) Director UQ Advantage

Heads of Schools

Prof Jonathan Aitchison	Geography, Planning and Environmental Management
Prof Mark Blows	Biological Sciences
Prof Glen Coleman (teleconference)	Veterinary Science
Dr Victor Galea	Agriculture & Food Sciences
Prof Joseph Grotowski	Mathematics & Physics
Prof Walter Thomas	Biomedical Sciences
Prof Paul Young	Chemistry & Molecular Biosciences

Teaching and Learning Committee Chairs

Dr Jonathan Corcoran	Geography, Planning & Environmental Management
Associate Professor Anne Goldizen	Biological Sciences
Associate Professor Lesley Lluka	Biomedical Sciences
Barbara Menhaut, Senior Lecturer	Mathematics
Assoc Prof Mark Nielsen	School of Psychology
Dr Kevin Welsh	Earth Science

Current students

Student mentors: Group of 8, years 2 - 4
BSc students, Biomed major: 9, years 1 to 4
BAdvSci(Hons) students: years 1 to 2

Alumni

Jenna Thompson
Julia Bruerton
Sean Coakley
Victoria McGuire
Stephen Lynch

External

Professor Helen MacGillivray, Vice-president, International Statistical Institute, IASE Ambassador for International Projects, Australian Senior Learning & Teaching Fellow, Queensland University of Technology
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