



# ANNUAL REPORT 2010

**USQ**

UNIVERSITY OF  
SOUTHERN QUEENSLAND  

---

fulfilling lives







*Cover Image:*

Professor John Cole, Director of the Australian Centre for Sustainable Business and Development, delivers the USQ Professorial Lecture.

*NASA image of the world taken by astronaut, Harrison Schmitt, Commander of Apollo 17.*



University of Southern Queensland  
**ANNUAL REPORT 2010**



## Communication Objectives

This Annual Report provides a comprehensive review of the University of Southern Queensland's (USQ) performance in 2010 and identifies future activities. Achievements are documented against the aims and objectives outlined in the University's Strategic Plan 2009–2013.

The report illustrates USQ's vision to be recognised as a world leader in open and flexible higher education, operating locally, nationally and globally. It displays the University's strong commitment to providing educational leadership in Toowoomba and the Darling Downs, Fraser Coast and Springfield, as well as offering higher education opportunities for Australians nationally. In addition, the report confirms USQ's position as a provider of high quality higher education to on-campus and off-shore international students. Information presented in the report demonstrates the University's leadership in flexible learning and dedication to continued improvement in learning and teaching.

Intended readers and users of the report include current and future staff and students, members of State Parliament, research and other partners, business, media and members of the public.

The report highlights USQ's teaching and research activities, along with addressing organisational goal areas. In achieving this objective, USQ has provided its organisational framework and financial activities throughout 2010, to and beyond statutory reporting requirements.

## Letter to the Minister

### *Presented to Parliament by Command*

To The Honourable Cameron Dick, Minister for Education and Industrial Relations

I am pleased to present the Annual Report 2010 for the University of Southern Queensland.

I certify that this Annual Report complies with:

- the prescribed requirements of the *Financial Accountability Act 2009* and the *Financial and Performance Management Standard 2009*, and
- the detailed requirements set out in the Annual Report Guidelines for Queensland Government Agencies.

A checklist outlining the annual reporting requirements is available in the appendices of this Report.

Yours sincerely



Mrs Bobbie Brazil  
Chancellor

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# Vision/Mission/Values

*In August 2008, USQ Council approved The University Strategy, consisting of the following statements:*

## USQ Vision:

To be recognised as a world leader in open and flexible higher education.

## USQ Mission:

To enable broad participation in higher education and to make significant contributions to research and community development.

This will be achieved through maintaining USQ as a viable enterprise that:

- offers quality professional education opportunities that are accessible, flexible and borderless;
- creates fulfilling experiences for all students based on the commitment of skilled and caring staff;
- develops graduates who are positioned to meet the challenges of a rapidly changing world;
- pursues world-class research, innovation and practice in sustainable futures; and
- engages with communities, business and government through ongoing and mutually beneficial partnerships.

## USQ Core Values:

- Respect for the individual
- Success for students
- Social responsibility
- Free intellectual inquiry
- Excellence, innovation and creativity

## Principal Community Contribution:

Supporting Australia as a socially inclusive society, building Australia's skills base and progressing regional, national and global sustainability.

## Competitive Business Advantage:

Providing the highest quality educational experiences to students irrespective of their location or lifestyle.

## USQ Brand Promise:

Fulfilling lives





# USQ at a glance

## January

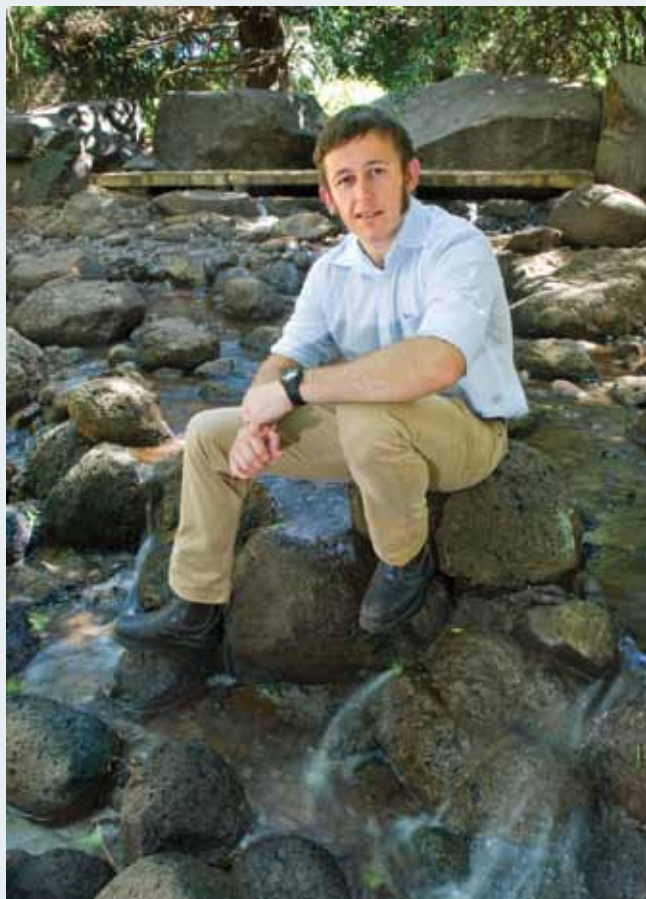
Almost 500 artists and students from across Australia attended USQ's McGregor Summer School program. The annual event, which was established in 1969, featured over 50 creative art and music classes.

Lecturer in Human Services at USQ Fraser Coast, Dr Ian Richards, was one of 38 lecturers recognised in the 2009 UniJobs Lecturer of the Year competition.

USQ celebrated a significant rise in Queensland Tertiary Admissions Centre (QTAC) student applications for Semester 1, 2010. QTAC results showed that first preference applications increased by 27 percent in comparison to 2009.

Engineering lecturer and hydrologist with the Cooperative Research Centre (CRC) for Irrigation Futures, Dr Malcolm Gillies, won the Young Professional Award from the International Commission on Irrigation and Drainage. Dr Gillies researched and developed software that saved 20 percent of water used to irrigate more than a million hectares of crops such as cotton, grains and sugarcane.

A review of the University's Global Learning Division was commenced to ensure USQ remains a world leader in flexible learning, able to adapt to rapid and pervasive changes in the sector.



*Dr Malcolm Gillies was awarded a Young Professional Award for his irrigation research.*

## February

The Faculty of Education held an inaugural online induction as an alternative to the traditional, compulsory residential school program. The interactive event featured video, audio and discussion forums.

Students from across the Darling Downs region explored their career options during the Accounting Students' Careers Day, organised conjointly by USQ and CPA Australia.

USQ research generated widespread media interest when Associate Professor Jeffery Soar was recognised by Microsoft for his research in eHealth and Dr Narelle Beaumont was awarded the Best Paper in Ethics, Environment and Sustainability at the Council for Australian University Tourism and Hospitality Education (CAUTHE) Conference.



*Miss Katie Cameron and Mr Martin Lester discover more about uni life at O-Week.*

## March

A 24-Hour Student Assistance Hotline was established with the aim of providing additional support to USQ international students on-campus, off-campus and offshore.

More than 140 USQ staff participated in the annual Relay for Life event, raising \$10,000 for the Queensland Cancer Council. USQ Vice-Chancellor & President, Professor Bill Lovegrove, was named Toowoomba's Relay for Life Patron.

Employers and research companies converged on the University's Toowoomba campus for the annual USQ Careers Fair. The networking event enabled students to investigate available jobs, collect application information and learn how to improve their chances of gaining graduate employment.

Fraser Coast Education lecturer, Trevor Black, won the Tertiary award at the Education Hervey Bay Awards.



Vice-Chancellor Professor Bill Lovegrove and Professor Mark Toleman participate in the Relay for Life.

## April

More than 900 students donned academic regalia for University graduation ceremonies in Australia and overseas to mark the culmination of many years of study.

USQ Fraser Coast attracted more than 200 participants from across Australia to its Youth Counselling Conference. The biannual conference was established in 2001 to deliver professional development and training to rural guidance officers.

The community issues of homelessness, drug abuse, youth suicide and loneliness were discussed at a Community Capacity Building Workshop in Toowoomba. Approximately 150 people, including representatives from the Toowoomba Police, Toowoomba Regional Council, community groups and education providers, participated in the workshop.

The Governor of the Reserve Bank of Australia Mr Glenn Stevens was keynote speaker during the inaugural Regional Business Leaders Forum in Toowoomba on April 23. The forum stems from a Memorandum of Understanding (MOU) between USQ and the Toowoomba Chamber of Commerce. Mr Stevens presented a positive report on the Australian economy during the event, which attracted more than 400 members of the local business community.

Trials focusing on student interactions with Tablet Personal Computers (PCs) were introduced in order to integrate the technology into the student learning journey. The work follows successful trials of Tablet PCs in 2009.

Several USQ academics took centre stage in leading discussions on national directions for digital education and e-research during the 2010 Interoperability Demonstration Event Australia (IDEA) *Learning Futures: Technology Challenges* in Melbourne. USQ Deputy Vice-Chancellor (Global Learning), Professor Philip Candy attended the event and emphasised the importance of using technology to enhance the learning process.



More than 900 students celebrated at graduation ceremonies during April and May.



## May

The USQ-hosted symposium, *Shouldering the Supervision Load*, enabled law practitioners to discuss legal ethics and services in regional areas.

Dr Jacquie McDonald became the first USQ academic to be awarded an Australian Learning and Teaching Council (ALTC) Fellowship. Dr McDonald is funded to research learning and teaching through Communities of Practice (CoP).

2009 Young Australian of the Year, Jonty Bush, discussed issues of violence and social justice during the Youth Leadership Program at USQ Toowoomba. The annual event, organised by the Faculty of Education, attracted close to 120 high school students from Toowoomba, Warwick, Dalby, Clifton, Roma, Miles and Gatton.

USQ Engineering Associate Professor David Buttsworth was invited to take part in an international research project lead by the National Aeronautic and Space Administration (NASA). The project involved viewing the re-entry of the Japanese Hayabusa spacecraft, which was scheduled to land in the South Australian desert later in the year.

The introduction of the national school curriculum in 2011 was high on the agenda for discussion during the first Education Commons panel forum at USQ. Professional educators from the Darling Downs region met with pre-service teachers and other members of the education community to network and explore pertinent topics of interest.

A well-respected leader of the Indigenous community was acknowledged during the Fraser Coast Graduation Ceremony. Auntie Marie Wilkinson was bestowed with the honorary title of Fellow of the University for her long and distinguished association with the University.

USQ Toowoomba and Springfield staff competed in a 3km run, 12km cycle and a final 3km run during the fourth annual Intercampus Duathlon. Springfield's Taryn Swan won the Open Women's competition and Toowoomba's Dan McPherson placed first in the Open Men's event.



Young Australian of the Year, Miss Jonty Bush, inspired Toowoomba's youth.

## June

The annual Women and Leadership Mentor Program was launched with the aim of assisting women to overcome barriers to career progression and improving job satisfaction.

USQ held its annual winter appeal, donating much-needed funds and non-perishable food items to homeless and disadvantaged youth through the Toowoomba Flexi School.

More than 500 students from across the Springfield and Ipswich region experienced university life at USQ as part of the Student Experience Day program. Students took part in a number of activities in the areas of Arts, Business, Education, Law, Psychology and Engineering.

The Chief Justice of the High Court of Australia, the Honourable Robert Shenton French AC, presented a public lecture in Toowoomba as part of the Shine Lawyers USQ Law School Public Lecture Series.

USQ Department of Nursing and Midwifery celebrated its 20th anniversary with a formal dinner function, attracting close to 70 University leaders, nurses, staff and alumni who have been involved with the department since its inception.



Close to 70 people celebrated the 20th birthday of the Nursing and Midwifery Department.



## July

USQ Toowoomba hosted the Northern University Games for approximately 1,000 athletes from around Australia, who competed in a variety of sporting competitions. USQ teams won gold in the volleyball and netball competitions.

The Policy Library replaced USQ's University Calendar, providing an online central repository for all USQ policies based on a common template.

More than 160 musicians, photographers, artists and craftspeople from across Australia converged on USQ Toowoomba for the annual McGregor Winter School.

Dr Rhoderick McNeill, Dr Birgit Loch and Assoc Prof Aileen Cater-Steel received the prestigious 2010 Australian Learning and Teaching Council Citations for Outstanding Contributions to Student Learning.

Academics from around the country attended a forum on refugee issues at USQ. The keynote speaker, renowned American scholar and political scientist, Dr Niklaus Steiner, discussed his paper – *Migrant Security: Citizenship and Social Inclusion in a Transnational Era Symposium*.

Senior staff from the satellite campuses of eight Australian universities met at USQ Fraser Coast for the Campus Heads' Conference. They discussed areas of best practice and other issues that satellite campuses face in the Higher Education sector.

Professor Lindsay Brown, Mr Hemant Poudyal and Miss Fiona Campbell from the Centre for Systems Biology released their research findings detailing how olive leaf extract has the potential to combat obesity. The findings were published in the prestigious *Journal of Nutrition*.

USQ academic Psychology Professor Peter Terry provided a keynote address at the International Congress of Applied Psychology.

60 high school students from across South-West Queensland and from 16 different schools as far away as Charleville, Cunnamulla, Wallumbilla, Roma, Goondiwindi, St George and Tara attended USQ's Priority Country Area Program Enrichment Camp. The PCAP event is held annually and provides an important link between rural/remote schools and the tertiary education sector.

In conjunction with the Toowoomba Regional Council, USQ held a series of public lectures focusing on various issues in the community. The Community Capacity Building Project looked at issues such as homelessness, drug abuse, youth suicide and loneliness amongst the aged in Toowoomba.

## August

Former Justice of the High Court of Australia, the Honourable Michael Kirby, presented a public lecture at USQ Springfield reflecting on his life, career and reform he would like to see to the legal system.

A USQ study was published in the British Journal of Nutrition. Professor Lindsay Brown from the Faculty of Sciences led the research, which found purple carrots to be high in anti-inflammatory properties and antioxidants.

USQ was given a positive report in the *Good Universities Guide*, which ranked USQ among the top performers for staff qualifications, graduate employment, flexible entry pathways, Indigenous participation initiatives, access by equity groups, international enrolments, gender balance, and the academic student support services.

Annual Open Day events held at USQ's three campuses to provide information to prospective students were well attended.

A Memorandum of Understanding (MOU) was signed with the Peoples Bureau of Libyan (PBL) Arab Jamahiriya to enable students to study USQ Bachelor, Masters and PhD programs.

The Federal Minister for Health, the Honourable Nicola Roxon, visited USQ Fraser Coast to discuss opportunities for improved access to clinical experiences for undergraduate nursing students.

435 primary school students converged on USQ Springfield for the USQ supported Junior Sustainability Conference. The event featured a presentation by author and Great Moments in Science commentator, Dr Karl Kruszelnicki.

The Centre for Economic Development and Enterprise (CEDE) was established at USQ Fraser Coast. The Centre will provide intellectual expertise in enterprise and economic development, bringing investment to the Fraser Coast region. The CEDE project will link Fraser Coast-based staff researchers with the Toowoomba research centres of education and health.

Associate Professor Joachim Ribbe, Head of Department of Biological and Physical Sciences in the Faculty of Sciences secured a \$170,000 grant from the Department of Climate Change to assist with the implementation of climate change courses at USQ.

Director of the Australian Centre for Sustainable Catchments and USQ climatologist Professor Roger Stone was nominated to lead the United Nations (UN) Commission for Agricultural Meteorology congress meeting - an international research program in climate change, climate variability and extreme events that are likely to affect sustainability in agriculture.

The Faculty of Engineering and Surveying joined with local industry in Toowoomba to launch the Associate Degree of Construction and the Bachelor of Construction, with a major in Management. This program will address skills shortages and prepare students to take up careers in the future development of Queensland and Australia's built environment.

## September

USQ signed an agreement with India's Centurion University of Technology and Management in Orissa, enabling the University to offer postgraduate courses in Business and Engineering in India from 2011. Through the agreement, USQ became the second Australian institution to enter the Indian market. The distinguished Governor of Orissa (India), His Excellency Shri Murlidhar Chandrakant Bhandare, provided a keynote address at the graduation ceremonies, which were attended by more than 1,350 students.

USQ achieved a number one ranking for support experience in the 2010 I-Graduate International Student Barometer Survey. USQ was placed second out of Australian universities for learning, living experience and overall experience.

USQ announced its partnership in an innovative web-based project in India designed to prepare 600 million farmers in the region for extremes in climate variability and climate change. Project partners include the India Meteorological Department, ANGR Agricultural University and Tamil Nadu University.

Construction began on a \$3.6 million tennis centre in Toowoomba. Twelve competition courts will be constructed as part of a partnership between USQ, the Toowoomba Tennis Association, the Toowoomba Regional Council, Tennis Queensland and the Queensland Government. The courts will be eligible to host international-standard competitions.

USQ academics conducted a world first web-based project in India aimed at better preparing 600 million farmers in the region for extremes in climate variability and climate change. USQ, along with the Government of India's India Meteorological Department, ANGR Agricultural University and Tamil Nadu University, were awarded funding from the Asia Pacific Network for Global Change Research (APN) through the competitive external grants scheme CAPaBLE.

USQ Lecturer and Consultant in Engineering and Management, Mr Steven Goh was elected the 2011 Queensland Deputy-President of Engineers Australia – the peak professional body of the profession in Australia.

USQ alumnus and Founder and CEO of *Youth Off The Streets*, Father Chris Riley spoke at Toowoomba's Flexi School Alternative Education Seminar for disengaged and disenfranchised youth. Supported by USQ the seminar brought together community leaders to consider ways of reaching young people at risk or disadvantaged.



The Governor of Orissa and Chancellor, Mrs Bobbie Brazil, sign the contract between USQ and India's Centurion University of Technology and Management.

## October

More than 1.5 million photographic negatives, 90 scrapbooks, microfilm rolls and record books were entrusted by Toowoomba Newspapers Pty Ltd to USQ for archiving. The historical collection included items published in some 37,000 editions of *The Chronicle* and *Queensland Advertiser*.

Former Fulbright Scholar, peace activist and Award-winning Jewish-American author, Ms Anna Baltzer, attracted more than 50 people to her presentation titled *Is peace in the Middle East possible?*

More than 150 people from USQ and various emergency services offices participated in *The Mountain Mist* – a training exercise to test emergency procedures.

Governor H. Bibit Waluyo, the Governor of Central Java, visited the University with the aim of strengthening educational partnerships between Central Java, USQ and the Queensland Government.

The Australian Centre for Sustainable Business and Development announced its plans to provide academic leadership to London's Climate Disclosure Standards Board (CDSB) to develop a globally accepted framework for corporate reporting on climate change.

USQ became the first university in Australia to open a Pearson Test of English Centre. The centre provides English language proficiency testing for students and community members for education and VISA entry purposes.

USQ scientists Professor Lindsay Brown, Professor Raj Gururajan, Dr Abdul Hafeez-Baig and Dr Heng-Sheng Tsai were awarded more than \$535,000 in funding to improve the treatment of heart disease, diabetes and obesity in both Queensland and India. The USQ academics will partner with Manipal University in India and industry partners in Queensland and India to assess potential new treatments.



USQ became the custodian of Toowoomba's major historical archive of photos and other records.



## November

The Queensland Treasurer, the Honourable Andrew Fraser, officially opened a \$2 million research facility at USQ's Centre of Excellence in Engineered Fibre Composites. The new facility provides enhanced research and development capabilities of fibre reinforced polymer/cement composite materials.

Vice-Chancellor and President, Professor Bill Lovegrove, became an ambassador for the White Ribbon Day foundation and joined with staff to raise money to eliminate violence against women.

Professor Jeffrey Soar, who founded USQ's Queensland Smart Homes Initiative, was recognised for his leading initiatives in aged care and services for people with disabilities when he was named a finalist in the Inclusive Community Champions awards.

Staff members were recognised for their outstanding efforts at the inaugural Global Learning and Student Management Excellence Awards. Awards were presented to staff involved in projects that improved the student learning journey and the student experience.



Hon Andrew Fraser and Hon Kerry Shine join Vice-Chancellor Professor Bill Lovegrove and Professor Alan Lau to open the new CEEFC facility.

## December

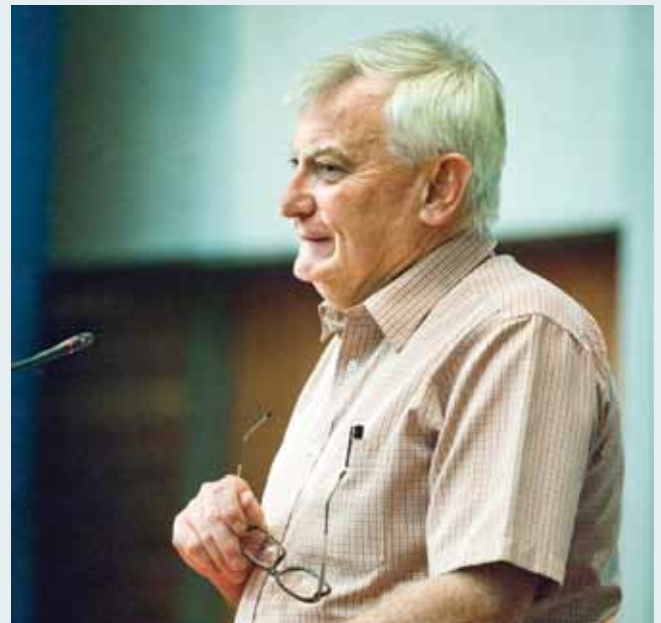
Associate Professor Romina Jamieson-Proctor and Associate Professor Peter Albion will help shape the future training of Australian teachers after they were invited to join a nationwide reference committee to study how to use technology in the classroom.

USQ academic, Mr Steven Goh, trekked to Mount Everest to support the humanitarian activities of *Engineers Without Borders*.

The Annual Staff Awards ceremony, featuring the General Staff Awards for Excellence and Long Service Awards, took place. The Chancellor and Vice-Chancellor commended the overall commitment by staff during the ceremony.

Toowoomba community saw first-hand USQ's hundreds of research projects across all faculties and research centres at the annual Community-Engaged Research Evening. The occasion provided the public with an insight into some of the innovative and multi-national research being undertaken the University.

Director of USQ's Australian Centre for Sustainable Business and Development (ACSBD) Professor John Cole was invited to become a member of the newly formed Queensland Urban Utilities Customer and Community Reference Group. USQ is the only university represented in the group and Professor Cole will provide expert advice to South East Queensland's largest water utility, covering Brisbane, Ipswich, the Scenic Rim, Somerset and Lockyer Valley.



Professor Glen Postle AM was recognised for his 35 years of service to USQ at the Staff Awards.

# Chancellor's Report



*Mrs Bobbie Brazil  
Chancellor*

As the governing body of the University, USQ Council members have primary responsibility to provide strategic leadership and oversight to a large and complex organisation and to its stakeholders – students, staff, funding bodies, regional communities (including a significant international and distance community) and state and national regulators.

Conscious of the need to have a sound understanding of the higher education sector and of USQ's special strengths and prospects, the Council commenced its formal activities for 2010 by arranging a Joint Forum attended by Council members and Senior Management to address significant and challenging issues and to devise strategies to survive and thrive in the current higher education environment. We were assisted by well known experts in the University and research sectors and a developed body of initiatives and actions were established to guide future activity at USQ.

Subsequently, midway through this 2010 meeting cycle, a second Forum (and staff workshop) was conducted focusing on the International Student market in response to a growing realisation that it would prove difficult to continue to attract a significant international student population due to a number of unrelated external factors. A strong action agenda was again developed by senior staff assisted by external experts and a clear path to assist the University to survive a difficult period was established.

Council meetings have been conducted at regular intervals throughout the year including at both our Springfield and Fraser Coast campuses. A substantial agenda of Council Committee meetings are held to assist in efficiently managing Council business and I am conscious of the significant contribution of time, talent and professional skill that Council and Committee members bring freely to their tasks.

The Council holds its final meeting for the year at the Queensland College of Wine Tourism at Stanthorpe with special emphasis on the achievements realised during this 2010 Year of Research at USQ.

Council members are encouraged to participate in professional development opportunities and this year a number of members were able to attend governance and related national conferences to ensure our corporate governance at USQ is aligned with the highest standards of modern governance principles and practice – and appropriately managed for the best interests of the University.

I make special mention of Pastor Professor Emeritus Andrew Hoey who retired from the Council mid-year to focus on his responsibilities to his parishioners at the Rangeville Community Church. Council placed on record its appreciation of his significant contribution to the work of Council and wished him well in his current endeavours.

Council was also pleased to recognise the superior contribution of Professor Lynne Hunt with the honorary award of Professor Emeritus and to recognise the significant contributions of Mr Clive Armitage and Mr Shaun Dorney to the region and the University with the honorary award of Fellow of the University. Mrs Joan Powell, Mr Erle Douglas (Doug) Plant, Mrs Lea Rapoport, Mr Bernard (Bernie) Snep and Mrs Barbara Thelander received the honorary award of Medal for Outstanding Service during graduation ceremonies held in 2010.

Council owes much to the excellent support it receives from the Secretary to Council (and University Lawyer) Ms Pam Steele along with the professional support of Ms Janet Voight as Executive Officer and Ms Shelley Donnelly as Administration Officer. It is a pleasure to work with these seriously professional yet unfailingly pleasant Council officers who have earned the respect of all Council members.

I look forward to 2011 and all the opportunities it holds for USQ. As a University strongly engaged in its regions, USQ, its Council and its senior executive team look forward to providing high quality teaching, learning and research resources to best promote the well-being and prosperity of its communities.

A handwritten signature in black ink, appearing to read 'Bobbie Brazil'.

Mrs Bobbie Brazil



# Vice-Chancellor's Report



*Professor Bill Lovegrove  
Vice-Chancellor and President*

As I am writing this report on my reflections of 2010, Eastern Australia is still recovering from an unprecedented period of devastating floods and storms. This series of natural disasters has had a major impact on the USQ community, with many hit particularly hard. My best wishes go to all those affected and my thanks and admiration go to the large number of people in our university community who have supported the disaster recovery effort. Events such as these bring home the degree to which USQ is a part of its communities, and highlights the need for the University to engage and connect effectively with its regions. I would therefore like to concentrate this report on USQ as an engaged university.

Engaged universities are essential for Australia's economic and social future, and effective engagement represents a particularly important facet of USQ's role as a regional university. Developing USQ as the 'University for Connected Communities' has seen the University build its people and technological capacities to support creative and dynamic communities in which each individual can develop and prosper.

A framework to achieve this through employing strong local partnerships with TAFE across Queensland and cutting edge blended learning was developed in 2010. This work has built on extensive work over the past five years to strengthen our partnerships with schools and TAFE, to improve articulation and transition arrangements for students, to streamline our academic policies, and to improve support services for students – including through the structural reforms undertaken by the Student Management Division from 2008 and through the implementation of the recommendations of the 2010 Global Learning Division Review currently underway.

The sum of these reforms is serving to enhance USQ's role as a provider of flexible learning during a period of rapid and pervasive change. These efforts, which will ensure we remain competitive in the increasingly deregulated higher education market, are providing a strong platform for action and are progressing into 2011.

USQ's engagement with its communities covers a broad scope and is characterised by mutually beneficial and mutually respectful partnerships and collaborations.

- The year 2010 saw a strengthening of relations between USQ and TAFE Queensland in the areas of pathways (through student articulation, credit transfers and transition) and program development. This work drew from the success of the Integrated Articulation and Credit Transfer (IACT) project, a multi-sector collaboration between USQ, industry bodies and the VET sector, which has so far mapped over 150 articulation arrangements.
- The USQ School Partners Program was enhanced in 2010 to help our partner schools gain a higher percentage of tertiary placements for their students and smooth their transition from school to university. The Program will be officially launched in early 2011.
- Under the chair of Dr John Russell, Nextep, a committee of prominent local community members set up by USQ to inform university-community engagement, finalised its Business Plan during 2010.
- The opening of the \$2m state-of-the-art testing facility as part of the Centre for Excellence in Engineered Fibre Composites (CEEFC) has created opportunities for the Centre to build on its strong local partnerships with Wagners and Buchanan's Advanced Composites – including the appointment in 2010 of Mr Norm Watt AM as Entrepreneur in Residence of the CEEFC.
- A Steering Committee was established in 2010 to oversee the University's research, teaching and service initiatives in the Surat Basin, with USQ being a foundation member of the Surat Basin Corporation.
- Under the leadership of Professor Glen Postle AM, the University has built a significant group of staff and doctoral students around the theme of Community for Community (C4C). Research on successful community-based initiatives such as the Toowoomba Flexischool and the Older Men's Network (TOMNET) is identifying principles for building community capacity that will be applied to addressing a range of social problems such as social dislocation, youth suicide and domestic violence.

- The Office of External Relations is providing excellent support in the securing of grants, the management of donor funded scholarships, and liaison with government and industry; as well as in progressing Alumni and Advancement.
- In a world first, USQ and the City University of Seattle have collaborated to develop a bachelors level accounting degree designed around the Global Reporting Initiative (GRI).
- The strengthening of ties continues between USQ and local business such as the Heritage Building Society. Heritage is a great supporter of USQ with senior staff serving on faculty boards and advisory committees, providing input into course development, and giving guest lectures. The organisation also sponsors a number of scholarships to USQ students each year and is a major employer of USQ graduates. Heritage has played a major role in promoting the USQ Nursing Clinical Placement Bursaries scheme to which the community is donating generously to assist nursing students from disadvantaged backgrounds with living expenses during their regional practicum placements. Some \$200,000 of community donations have been secured already in support of these Bursaries.
- At year's end the University was managing 72 donor funded scholarships from 47 donors supporting a potential 92 students who are eligible for \$323,250 of scholarship disbursements in 2011.
- The University continues its strong support of local and regional business, education and community services through events such as USQ Fraser Coast's biannual Youth Counselling Conference; the Faculty of Business's regional business workshops and legal practitioner symposia; the strong program of Community Capacity Building seminars, workshops and public lectures; the Faculty of Arts refugee forum held in July; the annual hosting of the Science and Engineering Challenge; and the hosting in 2010 of the Northern University Games involving 1,000 athletes from around Australia.
- USQ's strong involvement with the Toowoomba Chamber of Commerce and Industry led to its signing a Memorandum of Understanding (MOU) with USQ in 2009. Many tangible benefits have been realised, including the securing of a rare regional visit by the Governor of the Reserve Bank of Australia Mr Glenn Stevens to address the Regional Business Leaders Forum in April.
- An MOU signed between USQ and the Toowoomba Regional Council in 2010 will see the initiation of projects conducted via a joint management committee in areas such as disaster management, emergency services, community safety and training.
- In 2010, USQ accepted the responsibility for housing the Chronicle newspaper's superb photographic archive that documents 70 years of the region's history – representing a very significant regional and national resource.
- USQ has continued its marvellous record of cultural engagement through its long-running McGregor Schools, Shakespeare in the Park multi-city events, and close association with the Empire Theatre – as reflected in 2010's successful *Spamalot* collaboration.
- The generosity and public mindedness of USQ staff continues to be reflected in the enthusiastic support for events such as the Relay for Life, White Ribbon Day, NAIDOC Week, and USQ's winter appeal for Toowoomba Flexischool.

As judged by the University's outstanding performance in the 2010 i-Graduate International Student Survey – being ranked #1 for support experience and #2 for learning, living and overall experience – USQ is also achieving excellent engagement with students. This is reflected in other aspects of USQ's 2010 performance, including:

- an 8.6 percent increase in Commonwealth-funded student enrolments in 2010, contributing to 20.6 percent growth over the past three years;
- improvements in student retention since 2005 that are twice as large as the mean improvements for Queensland and Australian universities as a whole;
- improvements in the latest Course Experience Questionnaire (CEQ) data of 5-10 percent over previous results; and
- a very sound assessment of USQ in the latest *Good Universities Guide*.

The University is also continuing to build its international profile; for example, through the activities of the Australian Centre for Sustainable Catchments (ACSC) and the Australian Centre for Sustainable Business and Development (ACSBD) – whose many outstanding achievements are outlined in this Annual Report.

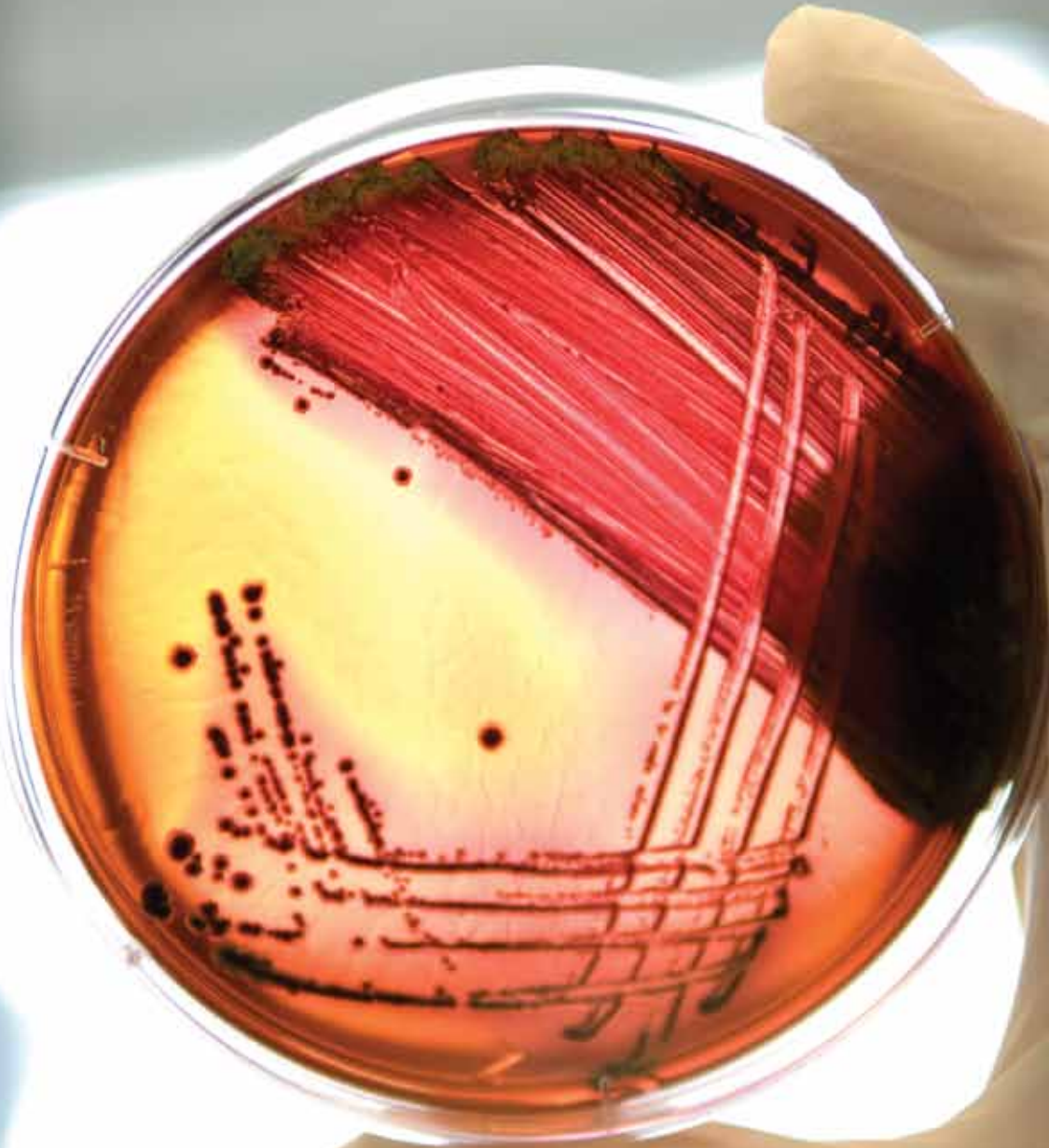
Through its dynamic program of community partnerships, engaged research and engaged teaching – with USQ increasingly identified as the University for Connected Communities – the University is positioned to make major contributions to the social, cultural and economic development of its regions, state and nation.



Professor Bill Lovegrove



# Goals and Objectives



# Goals and Objectives

The USQ Strategic Plan has been developed to position the University advantageously in the higher education sector. Higher education is undoubtedly a competitive business and will see many changes over the coming years.

USQ's Strategic Plan aims to respond to these changes and respond to the outcomes of the Bradley Review, conducted in 2008, as well as changing domestic and international education needs.

The USQ Strategic Plan 2009–2013, which was publicly launched to staff and key stakeholders in July 2009, contains nine goal areas and two core themes that inform the University's activities. These goal areas are monitored regularly throughout the year via management and governance reports, including a biannual Strategic Alignment Report. The Vice-Chancellor's Committee, the senior management decision making body, was created around the goal areas and has a keen focus on the advancement of the USQ Strategic Plan.

USQ's theme statements and goal areas are:

THEME STATEMENTS	
Sustainability	By placing an emphasis on activities that support sustainable futures for communities and regions locally, nationally and globally, and by USQ itself operating as a socially responsible organisation.
Open and Flexible Education	Encompassing education that is 'open' in terms of it being broadly accessible, and 'flexible' in terms of its ability to cater to the needs of a diverse student constituency in a wide variety of geographical locations—creating a platform for the USQ Brand promise "Fulfilling lives".
GOAL STATEMENTS	
Learning and Teaching	To enhance teaching performance and to provide high quality, flexible and inclusive learning experiences that promotes lifelong learning, critical enquiry and students' career opportunities.
Students	To create fulfilling learning experiences focused on student objectives.
Academic Programs	To be recognised as a national leader in the provision of vibrant and contemporary programs responsive to the professions.
Research and Research Training	To be acknowledged leaders in applied research and research training, with a particular emphasis on research in sustainable futures.
Staff	To attract and retain excellent staff who exemplify USQ's values and provide them with opportunities to succeed personally, professionally and organisationally.
Educational Partnerships	To maintain a profile of domestic and international educational partnerships that enhances USQ's position as a successful and leading higher education provider.
Social Justice, Equity and Inclusion	To broaden equitable participation by students and staff and to encourage the development of a University culture that values diversity, multiculturalism and social inclusiveness.
Engagement and Development	To derive mutual benefits for the University and its external stakeholders through engagement and development.
Enterprise	To deliver positive social, environmental and economic dividends.

# Learning and Teaching

Learning and teaching is one of the University's core businesses. USQ's approach to learning and teaching is based on active student engagement in learning and the provision of a wide variety of flexible learning opportunities and assessment. USQ has built a strong culture of learning and teaching centred on excellence and innovation, upholding its long-established reputation as a leader in open and flexible education.

USQ continues to develop a relevant and adaptive curriculum that facilitates active intellectual engagement while providing a flexible, responsive, supportive and inclusive learning environment. Specifically, the University has specialised in widening access to tertiary education through flexible learning opportunities for students from diverse backgrounds and lifestyles. Moving ahead, the USQConnected project, which was initiated in 2010, will facilitate a step change for USQ's move towards best practice blended delivery of student support and services as well as teaching and learning. This will enable the University to continue to respond to students' learning needs regardless of location.

## Faculty of Arts

This year, the Faculty of Arts increased its range of programs offered online, to provide students with greater flexibility in their studies. The Faculty received commendations for excellence in teaching, including an Australian Learning and Teaching Council Citation for Outstanding Teaching, which was awarded to Dr Rhod McNeill for constructing a distance education program in Music. Dr Chris Willems held an associate fellowship in Learning and Teaching for developing techniques for on-camera presentations and teaching. In recognition for the outstanding efforts of academic staff, the Faculty organised two in-service retreat half-days during the year.

## Faculty of Business

The Faculty of Business focused its learning and teaching initiatives on the revitalisation of core courses in the undergraduate area. As part of these activities, the Faculty explored the option of gaining accreditation with an American-based business accrediting body, the Association to Advance Collegiate Schools of Business (AACSB). If successful, the accreditation will require rigorous and continuous reporting of the achievement of program learning goals for every program. AACSB accreditation will also improve the reputation of USQ's business courses in the international market and will help ensure that the courses are of the highest possible standards. This will require mapping of graduate skills and attributes across the programs and an alignment of all assessment in programs to these goals.

This process began in 2010 with the review of the MBA program and the redevelopment of undergraduate programs. The Faculty continued to invest in new and emerging technologies for learning and teaching, with research projects underway using mobile technologies like iPads and iPhones, tablet PCs and virtual worlds. These projects all aligned with the Faculty's core mission of student engagement and support.

## Faculty of Education

The Faculty of Education remains a comprehensive provider of education from the Early Years through to Vocational and Adult Learning. The Faculty's online study options for the professional development of practising teachers enabled professionals throughout USQ's regions to enhance their knowledge of current best practice in the industry. The Faculty secured a total of 45 percent of available scholarships from DET Queensland for early childhood education staff to increase their qualifications and undertake the Bachelor of Education (Early Childhood). This positive outcome reflects the leadership position and the quality of the program that USQ offers in Early Childhood education.

## Faculty of Sciences

Key activities undertaken in the Faculty of Sciences throughout the year included the ongoing course revitalisation project across all disciplines and the production of a Survivor's Guide for first-year and new academic staff. Nursing technical staff members also completed training in film industry make-up techniques to assist with simulated ward scenarios.

The Faculty's Community of Practice provided vital networking and mentoring resources for early career academic staff, including advancements made with the student experience and learning journey. Broader support was made available for school teachers undertaking professional development with USQ. Many Faculty courses were also revised during the year.

## Faculty of Engineering and Surveying

This year, 35 Faculty of Engineering and Surveying courses were allocated resources to enrich course content, embed appropriate pedagogies and learning technologies, and enhance assessment practices. The Faculty achieved its target of 40 percent of courses having assignments submitted electronically, and a new target of 80 percent was implemented for 2011. During the year the Faculty successfully developed and implemented the Remote Access Laboratory technology and embedded several experiments into mainstream courses. A project, in partnership with the residential colleges surrounding the development of learning practices and student networking, began through a student Community of Practice. A launch of the virtual community for external students has been planned for 2011.



## Learning and Teaching Support Unit

The Learning and Teaching Support Unit (LTSU) provided many professional development events to support USQ staff throughout the year and hosted visiting scholars from 13 countries including the United Kingdom, Austria, Slovenia, Canada, India and Australia. Thirty-eight professional development workshops produced a host of quality support materials for both staff and students. The workshops on various learning and teaching topics proved to be an important staff development exercise.

The LTSU's Dr Jacquie McDonald became the first USQ academic to be awarded an Australian Learning and Teaching Council Fellowship for her research into re-vitalising learning and teaching through Communities of Practice.

The Learning Centre, operated by LTSU out of the Library, catered for a large increase in student participation and the successful Meet-Up program was a popular networking facility for students.

## Open Access College

The College has played a leading role in the further development of the University's Open Courseware (OCW) project by making it a more legitimate study option at the University. The implementation of a course and program development strategy has enabled USQ to take a leading role in this area.

The Preparatory Program in Secondary Schools project has been developed and will be offered in 2011 to regional schools within USQ regions. The program enables Year 10 students to undertake a Tertiary Preparation Program (TPP) course for credit towards their Queensland Certificate of Education, leading to enrolment in USQ's Headstart program and eventually, enrolment in undergraduate faculty programs.

The College offered many professional development events that were well attended by USQ staff. Academic staff from the College also participated in a number of conferences and external professional development activities.



## USQ Fraser Coast

LTSU Fraser Coast expanded its services and support to students and staff with the establishment of a Learning Centre for Student Support. Workshops in language, communications and mathematics were also held for students and staff during the year and a part-time tutor in mathematics was appointed. The Meet-Up program, which has been successful at the Toowoomba Campus, was extended to Fraser Coast in the Faculties of Arts and Sciences.

## USQ Springfield

The Campus continued to refine the 'Building Pathways to Academic Success' program and integrated it into the wider orientation program. A targeted one-day version of the program was developed for Semester 3, based on the program's success in the first two semesters.

Smart-board and clicker technology were expanded across the campus in response to increased industry demand for graduates' knowledge of this technology. Professional development enabled staff members to become proficient with the new technology. The campus has been able to maintain work-integrated learning as a component of all undergraduate degrees, providing an important learning advantage for students. Maths and technology support for students was increased during the year.



# Students

USQ has had a longstanding tradition and strong culture of caring for and supporting students. In 2010 the University continued to adapt to the changing needs of students and pressures created by an increasingly deregulated and competitive higher education sector. USQ's market advantage was based on providing quality education to all students, regardless of their physical location and individual circumstances. The University has benefited from its commitment to remain flexible and responsive and to provide high quality student experiences in a changing world.

## Faculty of Arts

More programs in the Faculty of Arts were offered externally which gave students increased study flexibility. Additionally, students in Journalism, Public Relations and the Creative Arts were able to participate in internship programs with several leading commercial and artistic bodies in the region. Three third-year students studying the International Relations major attended a summer school at Australian National University – an offer made possible through an agreement between the two universities. Other students in the Faculty were able to study overseas through language programs in China and Germany and via study abroad programs in the United States of America.

## Faculty of Business

The Faculty placed emphasis on strengthening partner relationships and ensuring the consistency of the student experience across these partnerships, resulting in improved student performances and a reduction in academic misconduct.

Postgraduate enrolments in the Faculty continued to rise and the quality of students improved as the Faculty once again attracted International Postgraduate Research Scholarships. This externally administered scholarship scheme has been reserved for exceptional applicants and USQ's continued success in this area was testament to initiatives implemented over previous years.



## Faculty of Education

The Faculty extended the For Your Information (FYI) program, which provides face-to-face assistance to on-campus, postgraduate and online students with the aim of increasing their chances of successful completion of their programs. These Faculty-specific support mechanisms, along with the Transition to Teaching and Education Commons initiatives, assisted students by bringing them together with professionals on a regular basis and offering them greater support in their studies. Students undertaking the Graduate Diploma of Learning and Teaching online were given access to an online induction program tailored to the needs of that course.

## Faculty of Sciences

This year marked 20 years of nursing at USQ. As part of the celebrations for this milestone, a fundraising scheme was implemented to help nursing students with the costs associated with rural and remote clinical placements. Orientation and support for new students was a priority, with the first-year teaching Community of Practice developing a 'survivor's guide' to assist these students. A new initiative to identify and support students on refugee visas was also introduced. While classified as domestic, these students have similar issues to international students and were identified as requiring specialised support.

## Faculty of Engineering and Surveying

The Faculty actively developed strategies to improve the support for undergraduate and postgraduate students throughout the year. A pilot program was conducted to evaluate the student peer-mentoring support sessions for two first-year courses. Senior support students were engaged to facilitate college study sessions and these programs helped improve the student experience. These initiatives, combined with similar activities in previous years, have resulted in increased student numbers in postgraduate research and coursework programs.

The Faculty also continued to invest in the development of remote access laboratories to enable external students to engage in practical activities at a time and place of their choosing. Training sessions were conducted to improve the writing and 'Matlab' skills of postgraduate students and the Faculty supported 30 postgraduate students to attend national and international conferences.

## Student Management Division

In 2010, the Student Management Division utilised a student-centric model of support and engagement, establishing the Student Engagement Advisory Committee (SEAC). The Committee developed the 2011 Student Engagement Framework, which aims to connect on-campus and external students and provide a more effective student voice within USQ decision-making structures.

The Domestic Recruitment and Admissions Team produced outstanding Semester 1 and 2 promotional campaigns, resulting in a 15.3 percent increase overall in inquiries, and 14 percent and 17 percent increases in applications for Semester 1 and Semester 2 respectively when compared with 2009. This led to an 8.2 percent increase in Semester 1 enrolments and a 24 percent increase for Semester 2. Due to issues in the international market including the global financial crisis, changes to immigration laws and a fall in the sub-continent market, international offers and acceptances decreased.

The pursuit of excellence in service to students has been underpinned by the University's Student Relationship Officer (SRO) network and the enhancement of computer systems, including RightNow which provides a quick and easy way for students and staff to find answers to common questions. Specifically, students now have access to a dedicated SRO to help them through their studies. A focus on the retention and engagement of students via the Retention Project further underlined the Division's commitment to the support of students into 2011.

## Open Access College

The College held regular events throughout the year to enhance the experience of students. These have included a highly successful morning tea series; open for all students of the College to enable effective communication and networking. Competitive sports afternoons were regularly organised for the international student cohort and through the activities of the English Language and Culture Programs, students were encouraged to participate in off-campus events such as barbecues and family days.



## USQ Fraser Coast

USQ Fraser Coast, like other USQ campuses, had strong domestic student enrolments although the international student numbers decreased. The campus introduced projects to reverse this trend and further assist international on-campus students via the creation or enhancement of English language courses, expanding the variety of majors available at Fraser Coast, access to multi-faith facilities and better access to student housing. Further enhancements in the Tertiary Preparation Program (TPP) resulted in increased enrolments. TPP was also included in the formal on-campus orientation program in Semester 1, better assisting the TPP cohort preparation for degree-level study.

Other initiatives undertaken at the campus throughout the year included a four-week 'Indigenous On Country Learning' program, providing regional students with a professional opportunity in that field. A Study Abroad program was also a popular short course. The campus joined forces with the Fraser Coast Anglican College to offer Professional Development opportunities for overseas teachers. Further collaborative initiatives with other education providers on the Fraser Coast are being explored.

## USQ Springfield

Student numbers continued to increase with approximately 1,550 students studying at Springfield over the three semesters of 2010. This increase was the result of an improvement in domestic numbers, with international enrolments consistent with 2009. The Faculty of Business programs grew in popularity while Education programs experienced a slight fall in numbers. A financial assistance package was launched during the year in conjunction with the Westside Christian Church to assist students who are single parents. The Student Representative Council provided a student voice in management decision-making. A student newspaper, *The Ashes*, was established and provided an empowering voice for students involved.

## Library

The USQ Library was ranked the best library in Australia by the InSync Library Client Satisfaction Survey; the second time the Library has been recognised with this award in three years. The Library Catalogue Search and website, featuring a fast and simple search interface, was made available to all students.

The Library improved learning spaces and study spaces for students with group learning facilities. Teaching spaces were made available to various students and professional development groups throughout the year.

Both the Library and Distance and eLearning Centre (DeC) were re-certified as conforming to AS/NZS ISO 9001:2008 quality standards in 2009. No items of non-conformance were noted for the year.



## Student Services

Student Services continued to provide a suite of support services to enhance the personal resources of students and enrich their university experience. Common services included counselling, careers education and advice, employability programs, disability support, scholarships, financial assistance and student equity advocacy. Students also have access to a health service at USQ Toowoomba.

USQ Fraser Coast enhanced their services throughout the year, providing students with access to a Careers Counsellor, Personal Counsellor, Disability Support Officer and a Graduate Employment Officer. This initiative led to increased work-integrated learning opportunities for students and added organisational capacity for job mart networks and career fairs, as well as working directly with faculties in relation to job-skilling graduates.

Student representation was centralised across USQ in Student Services this year, enabling a stronger, more consistent student voice. Students were also able to better connect with each other through the introduction of Speed Networking Functions and enhancements within the Residential Colleges.

## Residential Colleges

Living in on-campus accommodation provides students with opportunities to improve participation in University experiences, which in turn improves student retention and academic achievement. The three residential colleges located at USQ Toowoomba offer residents a wide range of academic, social, sporting and personal development activities.

In 2010, a number of initiatives were undertaken to enrich the student learning experience including 'Living-Learning Communities', enhancing discipline specific learning in a social environment. An academic intervention program was implemented to assist at-risk students. This program increased the average GPA by 0.8 across the three colleges. Self-catering facilities were also installed in some of the colleges, allowing students to undertake their own meal preparation.



## Health Services

USQ offered a variety of health services to on-campus students, including a dedicated nurse at the Toowoomba campus and a range of health-related advice to students at the Springfield and Fraser Coast campuses. A number of initiatives were introduced, including a suite of antenatal programs and an immunisation program to support students with young families. Health promotion initiatives at each campus also assisted in the dissemination of specific health related information to students. One key outcome was a partnership with Mondial Assistance, with USQ becoming one of 10 Australian universities to pilot an 'After Hours Student Assistance Hotline' for international students to enhance their safety and wellbeing.

## USQ Student Guild

The USQ Student Guild continued to represent the interests of students and offered services and facilities to students, staff and the wider community. During the year, the Guild provided a range of advocacy, representation, sport and recreation services to on-campus and distance students. The Guild's student development programs were enhanced by the appointment of a staff member responsible for the Phoenix Award and the Phoenix Volunteer Program. The Phoenix Award recognises a student's contribution to USQ and their community, and their commitment to their own personal and career development. The Student Guild was instrumental in USQ successfully hosting the 2010 Northern University Games in July, welcoming students from all over Queensland and northern New South Wales. A team representing the University participated in the national University Games in Perth in September.



STUDENT LOAD (EFTSL)*			
	2008	2009	2010
Attendance			
On Campus	4 198	4 378	4 381
External	8 054	8 569	8 869

Commencement Status			
Commencing	4 926	5 031	5 297
Continuing	7 326	7 916	7 953

Faculty of Course			
Arts	1 081	911	1 054
Business	4 939	4 961	4 636
Education	2 237	2 312	2 555
Engineering & Surveying	1 359	1 568	1 636
Sciences	2 181	2 390	2 449
Open Access College	431	691	897
CAIK	24	33	23

Program Level			
Higher Degree Research	199	247	281
Higher Degree Coursework	2 287	2 194	1 965
Other Postgraduate	534	663	769
Bachelor	7 964	8 256	8 445
Other Undergraduate	666	834	693
Enabling	321	569	878
Cross-institutional	98	108	109
Non-Award	273	184	109

Funding Source			
DEEWR	7 612	8 308	8 936
International	3 770	696	653
Domestic Fee-paying	565	3 800	3 514
Research Training Scheme	135	141	146
Scholarship or Industry Experience	4	2	1
Sponsored			

<b>TOTAL STUDENT LOAD</b>	<b>12 252</b>	<b>12 947</b>	<b>13 250</b>
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\* Figures show the EFTSL for the full year, based on annual submissions to DEEWR

STUDENT ENROLMENTS*			
	2008	2009	2010
Gender			
Female	12 884	13 602	14 140
Male	11 834	12 055	11 929

Attendance Mode			
On Campus - Toowoomba	4 519	4 596	4 514
On Campus - Fraser Coast	720	831	876
On Campus - Springfield	1 077	1 327	1 460
External / Online	18 402	18 903	19 219

Commencement Status			
Commencing	10 018	10 755	11 111
Continuing	14 700	14 902	14 958

Faculty			
Arts	2 091	2 132	2 221
Business	10 568	9 903	8 798
Education	3 870	4 178	4 628
Engineering & Surveying	3 309	3 654	3 794
Sciences	3 212	3 444	3 407
Open Access College	1 003	1 611	2 084
Centre for Australian Indigenous Knowledges	34	45	44
Cross Faculty	631	690	1 093

Program Level			
Higher Degree Research	325	421	416
Higher Degree Coursework	5 576	5 319	4 801
Other Postgraduate	1 541	1 708	1 961
Bachelor	13 244	13 673	14 071
Other Undergraduate	1 890	2 153	1 663
Cross-institutional	489	546	512
Enabling / Non-award	2 142	2 383	2 645

International			
Offshore	5 157	4 779	4 417
On-campus	2 234	2 230	2 056
Australian	17 327	18 648	19 596

Indigenous			
Indigenous	281	338	361
Non-Indigenous	24 437	25 319	25 708

<b>TOTAL STUDENT ENROLMENTS</b>	<b>24 718</b>	<b>25 657</b>	<b>26 069</b>
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\* Figures show the headcount of students for the full year, based on annual submissions to DEEWR

# Academic Programs

USQ aims to be a national leader in the provision of higher education programs and has a long tradition of providing work-ready professional graduates. Through its diverse and vibrant suite of academic programs, the University makes a major contribution to the building of Australia's social capital.

Major steps have been taken to improve the content and performance of the programs. Specifically, USQ works with industry and the professions to ensure programs are relevant and current and prepare students for discipline expertise, professionalism, global citizenship, scholarship and lifelong learning.

## Faculty of Arts

The Faculty of Arts reaccredited most of its undergraduate programs during the year, including the Bachelor of Arts, the Bachelor of Social Sciences, the Bachelor of Human Services, the Diploma of Arts and the Bachelor of General Studies. The new Master of Arts was also accredited, with a broad postgraduate coursework program becoming available from 2011.

The Faculty also introduced an innovative short course in Indigenous Studies, entitled On Country Learning. The students, who came from the United States of America, spent a week on Fraser Island as part of the program under the supervision and instruction of elders of the local Butchulla community. The innovative program helped international visitors learn and understand Indigenous culture in Australia and challenges faced by the community.

## Faculty of Business

The Faculty of Business consolidated in 2010, following recent major reviews and updates to programs. The Faculty undertook new initiatives through the year with the introduction of a new Master of Management and a review of the Master of Business Administration (MBA). As a result of the review, an enhanced MBA will be offered from 2012. The Bachelor of Business was updated with a work-integrated learning course introduced into all major programs within the degree. The Administrative Management major's curriculum was strengthened in the areas of ethics, governance and project management following a review in 2009.

## Faculty of Education

The Faculty of Education strengthened its reputation as a leader in education training, becoming the first Australian education faculty to offer a full suite of pre-service teacher education programs in online mode. This allowed students greater flexibility in how they balanced their study with commitments such as work. It also enabled students to study from their hometown, preventing the need to relocate to a university to undertake higher degree education. The Faculty also strengthened OP cut-off scores for school leaver entry in undergraduate programs. These two measures resulted in a stronger enrolment for the Faculty while improving the success of the students.

## Faculty of Sciences

The Faculty of Sciences completed preparation on a new Graduate Certificate in Alcohol and Drug Studies and Associate Degree/Bachelor of Laboratory Medicine, which will be available in 2011. These programs were created with the collaboration of Queensland Health and will provide important training in these areas.

Coursework postgraduate awards were also established to provide flexible pathways into higher degree research awards. The coursework Master of Science provides new majors in Biotechnology and in Climate Adaptation and the new Graduate Certificate in Climate Adaptation allows cross-institutional enrolment in natural resource management courses offered by the Australian National University. These programs provide important preparation for students wishing to study research postgraduate degree. The Faculty also had its computing programs in Science (and joint Bachelor of Information Technology with the Business Faculty) accredited by the Australian Computer Society.

## Faculty of Engineering and Surveying

The Faculty of Engineering and Surveying moved into new territory with the approval of the Associate Degree in Construction and Bachelor of Construction (Management) programs. These were the first new programs introduced by the Faculty in more than a decade and were developed in direct response to industry demands. The Faculty also received confirmation of professional accreditation for all of the Associate Degree in Engineering, Bachelor of Engineering Technology, Bachelor of Engineering and Master of Engineering Practice programs. Minor changes to the Graduate Certificate, Graduate Diploma and Master of Engineering Science programs were introduced in response to Engineers Australia accreditation requirements.

A new Graduate Diploma of Spatial Science Technology program was approved to replace the existing Graduate Diploma of Geomatic Studies and the existing Graduate Certificate and Master of Spatial Science Technology programs were reaccredited. Minor changes were also made to the undergraduate spatial science programs as a consequence of course revitalisation initiatives and the Diploma of Engineering was reaccredited as an exit program.



## Open Access College

During the year, the College focused on developing a suite of cross USQ Diploma programs between the Open Access College and Faculties. The programs provided new pathways for university education and were created in response to the widening participation goal as outlined in the Bradley Review. Four Diploma award programs will begin in 2011.

The English Language and Culture Programs (ELCP) section of the College continued to provide a wide range of specialised, short, intensive training programs to international study groups. Programs available included Teachers of English to Speakers of Other Languages (TESOL), research methods and an intensive language program for Indonesian teachers. ELCP also provided English as a second language program for Muslim women who are accompanying their partners while they study undergraduate and postgraduate programs at USQ.

## USQ Fraser Coast

USQ Fraser Coast initiated the Bachelor of Business (Marketing and Hospitality Management) to be jointly delivered with the Wide Bay Institute of TAFE from 2011. The Faculty of Business also reached an important milestone as the first students completed the Graduate Certificate in Business, which was established in 2008.

Throughout the year, campus staff also prepared the Bachelor of Human Services and worked toward the reaccreditation of the Diploma of Community Welfare and Development, both within the Faculty of Arts. The counselling major was also approved and will be developed in 2011.

The joint Faculty of Education and Wide Bay TAFE Educational Pathways Project was completed, reporting successful outcomes for both educational institutions and the community at large. The Faculty also offered the Global Educators for Contemporary Learning Communities Workshops Project. Open to USQ staff and students and members of the community, the project provided valuable professional development opportunities to interested regional professionals.

## USQ Springfield

USQ Springfield academic program offerings remained stable; however, plans to introduce new courses in 2011 forged ahead. Approval was given for the Bachelor and Associate Degrees in Construction (Management), a Journalism major in the Bachelor of Applied Media and a Finance major in the Bachelor of Commerce.

The Bachelor of Accounting and Sustainability, offered in conjunction with the United States of America's City University, was modified to include key reporting areas of the Global Reporting Initiative. This international initiative enables USQ to make a legitimate claim to utilise the term 'sustainability' in its degree title.

An agreement was reached with Faculties regarding blended-learning standards to ensure the student experience and quality of learning remained at a consistently high level. Plans were also made throughout the year to further improve the MBA program and a review of this program.



# Research and Research Training

During the 2010 Year of Research, USQ placed an emphasis on expanding research via the University's Research Centres and Faculties. With the aim of becoming an acknowledged leader in applied research and research training, USQ has focused on sustainable futures research and research training.

The University has established a select number of multidisciplinary research centres that build on institutional strengths and place an emphasis on applied research in areas of high relevance to communities and regions. USQ has entered into research partnerships with other universities and research institutions and successfully grown its research higher degree student cohort and completions significantly.

## Australian Centre for Sustainable Business and Development (ACSBBD)

The Australian Centre for Sustainable Business and Development used 2010 as formative year, following the establishment of the Centre in late 2009. Key tasks undertaken included building internal capacity for USQ to undertake relevant research in the fields of business sustainability. Developing and marketing the Centre to potential stakeholders, building partnerships and evolving a development strategy were also undertaken. Preparatory work began on a number of significant projects, including developing an accounting standard on business carbon abatement strategies and a collaborative project to launch a socio-economic study on the impact of defence industries in South-East Queensland. Centre members have been successful in raising more than \$130,000 in external income for research projects.

## Australian Centre for Sustainable Catchments (ACSC)

The Australian Centre for Sustainable Catchments enhanced its international reputation with a number of cutting-edge projects announced and international leadership roles assumed by the Centre. Director Professor Roger Stone was awarded a high-level position within the United Nations' (UN) World Meteorological Organisation (WMO) Commission for Agricultural Meteorology to lead a global research team on climate change, climate variability, and natural disasters in agriculture. The Centre also provided significant input to the UN/WMO commission for Climatology research and worked with AusAID on a number of international projects.

ACSC and Australian Digital Futures Institute links were explored for climate-agricultural science and modelling with new concepts in 'eLearning'. This resulted in a new globally competitive grant being awarded to USQ/ACSC to conduct research work in India on climate related decision-making (called 'discussion-support') funded by the Asia-Pacific Network for Global Change Research Program.

Other national project included separate climate and agricultural projects with the Federal Department of Agriculture, Forestry and Fisheries, Condamine Alliance and Toowoomba Regional Council. Water modelling projects with Queensland Water Infrastructure Ltd and forest vulnerability research with the National Climate Change Research Facility also continued.

## Australian Digital Futures Institute (ADFI)

The Australian Digital Futures Institute, a multi-disciplinary centre focusing on eLearning and eResearch, is acknowledged as both a research and development unit in the University. This year, the Institute increased its presence as digital learning researchers from the disestablished Centre for Research in Transformative Pedagogies, transitioned to ADFI.

A contract with the Australian National Data Service (ANDS) resulted in more than \$200,000 in funding for developing software for institutional registries of metadata about research data. The institute also developed an eResearch Strategy for USQ to provide a sustainable model for eResearch data management. The institute started a project with the ACSC to develop a series of eLearning workshops in sustainable agricultural production under climate variability and climate change in India.



## Centre of Excellence in Engineering Fibre Composites (CEEFC)

The Centre of Excellence in Engineering Fibre Composites (CEEFC) opened a new advanced testing facility, including high loading capability static and dynamic structural testing machines, a composites manufacturing laboratory for glass, carbon and natural fibre composites, and a structural health monitoring system. An existing chemistry laboratory was also incorporated.

Professor Alan K.T. Lau, who has an extensive research track record in smart composites, biocomposites, FRP for infrastructure applications and nanocomposites, was named the Executive Director of the CEEFC in August.

The Centre conducted numerous research projects including a CRC project researching deep water composites, composites repair, structural health monitoring and plant-based biocomposites worth more than \$500,000. Numerous other collaborative research projects progressed during the year, including another major project developing bridge girders with the Queensland Department of Transport and Main Roads. Staff in the Centre also published numerous journal articles and provided keynote speeches during four international conferences.

## Centre for Rural and Remote Area Health (CRRAH)

The Centre for Rural and Remote Area Health (CRRAH), a jointly badged research centre between USQ and the University of Queensland, continued to grow its research base and reputation in regional Queensland. A number of new projects were secured with external funding during 2010, including a significant project titled Capacity building of the rural and remote communities to manage their mental health. This \$100,000 project was part of the Australian Government's Rural Industries Research and Development Corporation to help regional communities maintain psychological health within their own communities.

CRRAH continued to lead the way with Aboriginal Research Higher Degree students, with Ms Lynne Stuart and Ms Anne-Maree Nielsen graduating with their Master of Nursing (Honours) and Raelene Ward with her Master of Health. As a leader in the field of Indigenous health research, USQ increased its total number of Indigenous PhD students in 2010.



## Centre for Transformative Pedagogies (CRTP)

Early in the year a panel, consisting of USQ and external researchers, considered the 2009 internal review document prepared by CRTP. The panel found that, although the research outputs of individuals and small groups of researchers were commendable in their volume and quality, the aggregated output of the CRTP lacked the coherence expected of a research centre. Their recommendation that the CRTP be disestablished was accepted by the Vice-Chancellor and implemented from June 30. Researchers formerly associated with CRTP have been encouraged to join with other researchers working in related areas, especially within the Australian Digital Futures Institute.

## Centre for Systems Biology (CSBi)

The Centre for Systems Biology (CSBi) received approximately \$700,000 of external research funding and enrolled seven new postgraduate students. Five students graduated from the Centre during the year. Centre Director, Professor Mark Sutherland, was invited to chair the Scientific Program Committee and took a leading role in organising the 2011 Asian Conference on Plant Pathology and Australasian Plant Pathology Society Joint Meeting. Major new research included a program to monitor the depth of anaesthesia in conjunction with the Toowoomba Base Hospital, a program on Type II diabetes research in conjunction with the Indo-Queensland Biotechnology Research Fund and new projects on root and foliar diseases of winter cereal crops.

## Computational Engineering and Science Research Centre (CESRC)

The Computational Engineering and Science Research Centre (CESRC) maintained a strong research profile and attracted more than \$1.2 million of externally funded research projects. These projects included research into energy, renewable energy and electric motors in collaborative efforts. Ongoing hypersonic research was boosted with new grants and collaboration in the airborne observation of the re-entry of the Japanese Hayabusa capsule. The Centre was also involved in the Surat Basin, an important area of development for USQ and the region. The Centre boosted research capacity during the year with the appointment of a research associate. This, combined with other ongoing projects, resulted in an improved rate of publications and student research graduations.



## National Centre for Engineering in Agriculture (NCEA)

National Centre for Engineering in Agriculture (NCEA) staff members were involved in more than 30 externally funded projects worth more than \$2 million. The Centre engaged in key new areas of research in the region, including coal seam gas water management, precision agriculture and energy use and management. The NCEA also expanded their facilities which provided additional research capacity for 2011.

The seven-year CRC Irrigation Futures research project concluded in July. USQ developed a strong national reputation in irrigation, delivering research papers and new technologies throughout the life of the project. Ten postgraduate research students completed their studies on CRC scholarships.

## Public Memory Research Cluster (PMRC)

The Public Memory Research Centre (PMRC) was in a review phase throughout the year. The review, which began in 2009, aimed to determine the best path forward for the Centre and the researchers within it. The Centre continued with ongoing projects, as well as the public lecture series, which was well supported by staff, students and the community.

## Office of Research and Higher Degrees

Research higher degree enrolments rose by more than 40 percent during the Year of Research. Grant applications also increased by 30 percent, demonstrating USQ's increased commitment to research. The Office of Research and Higher Degrees (ORHD) continued to support research at USQ through oversight of the Excellence in Research for Australia project, the Sustainable Research Excellence survey and the Higher Education Research Data Collection. A range of policies and procedures were refreshed throughout the year to ensure the continued compliance with the Australian Code for the Responsible Conduct of Research. Processes for the collection of publications data were also updated to provide a more reliable and user-friendly system.



# Staff

People are considered USQ's most valuable asset and, consequently, the University is committed to providing staff with adequate tools to help them achieve organisational goals, as well as personal and professional objectives.

The University will face many challenges in the coming years as demographic and population changes affect workplace practices and operations. Sector changes and overall funding will also have an impact.

A review of the University's staffing profile to meet future operational requirements has been undertaken with programs and initiatives developed to position USQ to meet these challenges.

Effective utilisation of reward and recognition systems, a safe and productive workplace, support for life/work balance, provision of career development opportunities, and effective leadership and management training are strategies pursued by USQ to build an enhanced staff profile.

## Employee Relations

Enterprise bargaining meetings occurred throughout the first half of the year and, in early June, the Collective Bargaining Group reached agreement at the local level on a new Enterprise Agreement to meet the needs of both USQ and employees. A ballot conducted in July was supported by the majority of staff who voted. The Agreement was forwarded to Fair Work Australia for approval and became effective on 23 August. Relevant policies and procedures were updated to reflect Agreement amendments and initiatives and USQ sections were provided with assistance in understanding and implementing changes as a result of the Agreement.

## Workplace Health and Safety

The *Mountain Mist* emergency scenario was coordinated by the University's health and safety department, USQSafe, to test the emergency and safety procedures at USQ Toowoomba. *Mountain Mist* was carried out with the assistance of the Queensland Fire and Rescue Service, Queensland Ambulance Service, Queensland Police Service, State Emergency Service, Workplace Health and Safety Queensland, as well as other USQ departments and offices.

USQSafe focused on training and education by designing and implementing 22 courses for staff. One highlight was an Indigenous trainee program, developed with the Queensland College of Wine Tourism, to improve the health and safety of staff, students and visitors to the South Queensland wine-making community. The new program included a safety induction for the trainees and a custom-designed Safety Management System for the wineries. The system was delivered to the wineries at a presentation night and during site visits. Completed under the banner of community engagement, the system was made available and accepted by the Queensland Wine Industry Association.

Other projects included early intervention strategies to reduce the incidence of psychological injuries and illness and physical injuries. These strategies proved successful in decreasing workers' compensation premium costs; a significant achievement compared to the trend of rising costs across the higher education sector.



## Strategic Workforce Management

The *U Count! Employee Engagement Survey* provided an opportunity for employees to express their views and opinions regarding the University and their role within it. The survey received a response rate of 71 percent and highlighted areas of strength and key areas for development. Additional focus groups provided supplementary information and action plans and improvement strategies have since been implemented.

The HR e-Technology Project delivered e-recruitment, e-induction and e-surveying capabilities across the University to improve employee attraction, retention and engagement. In conjunction with the improved technical functionality, the University also piloted the Staff Engagement Framework where a corporate plan of activities was designed to raise awareness of USQ's strategic goals across all campuses.

Other initiatives included the introduction of the new corporate workwear range and the annual Fulfilling Careers Employee Benefits and Travel Expo which attracted 50 exhibitors.

USQ's employee retention rate was 91.64 percent, an increase of approximately four percent on the previous year.

## Workforce Management

The University continued its commitment to effective planning for workforce requirements, individual employee needs and the needs of work areas to ensure that employment arrangements benefit both the individual employee and USQ. The University utilises natural attrition mechanisms and voluntary measures to manage workforce requirements.

In 2010, a number of employees initiated discussions with the University in relation to entering pre-retirement agreements and four agreements became effective.

## Change Management

Major reviews requiring change management that took place during the year included the Global Learning Division Strategic Review, the Course and Program Management System Review and the Faculty of Education Review. Change management support was also provided to a number of projects including the Course Material Process Improvement project and the Bookshop Analysis project.

## Staff Equity Initiatives

The University offered a range of career development opportunities for women including the Women in Leadership Mentoring Program, and the USQ Women's Network.

Strategic development funds were allocated for the development and implementation of a comprehensive Women's Development Program at USQ. The objectives of the program were to:

- identify and tailor development programs for both academic and professional women
- increase qualifications and skills and position women to advance in the organisation
- increase the attractiveness of USQ as an employer to highly qualified and talented women and strengthen leadership and management capability.

USQ provided annual Equity Scholarships to support women in obtaining further qualifications and to support access to academic promotion opportunities.

A range of flexible working arrangements that promote a healthy work/life balance and can be tailored to family responsibilities have been available to all staff. The University offers parental leave provisions of up to 52 weeks including 26 weeks paid leave. A range of support services such as parenting rooms, a parental support group, a community child care centre, an adjunct child care service and vacation care were offered this year.

## Client Services

The adoption of the USQ Enterprise Bargaining Agreement 2010-2013 in August resulted in the Client Services Teams implementing changes and updating processes to reflect the amendments in the new agreement.

Client Services were involved in streamlining HR processes, including the implementation of HR e-Technology systems, across various USQ sections. An online casual pay claim system was introduced to simplify the processing of casual employee salary payments.



# Training and Development

## 2010 Professional Development Program and Staff Development Suite

HR coordinated two large development programs including the *HR Professional Staff Development Program* and the *Management and Leadership Program*. New courses included *Managing Challenging & Difficult Situations*, *Valuing Generational Differences at Work* and *Restorative Justice*. Two Academic and Administrative Leaders Forums were held for the middle managers which focused on managing and leading upwards, performance management and bullying and harassment.

A series of forums were introduced where USQ Strategic Goal Stewards networked with Heads of Departments, Schools and Disciplines, providing a link between the USQ Staff Engagement Framework and Faculty Academic Management.

## Study Assistance

The Study Assistance Policy was revised at the beginning of 2010 to increase the flexibility of financial assistance for employees undertaking study at USQ. This resulted in a participation increase of 38 percent in the scheme, compared with 2009.

## Academic Promotion

The Academic Promotion Process was introduced on an annual basis for the first time, attracting 68 applications. The Learning Teaching and Support Unit trialled the use of e-Portfolios for the Academic Promotion Process. Thirty-six applications were successful which was an improvement of 3.75 percent on the previous round.



## Staff Awards

A number of USQ personnel received awards for outstanding services, innovation and process improvement and equal opportunity of women at the annual staff awards. The winners were:

### Professional Staff Award for Excellence for Outstanding Service

- The Health Services Team (Student Services)  
Dr Nancey Hoare, Mrs Karin Swift and Miss Erika Fry  
**USQ Health Service Antenatal and Postnatal Program**

### Professional Staff Award for Excellence in Innovation or Process Improvement

- Residential Colleges  
Mr Mark Oliver  
**Academic Intervention Program**

### Commendation

- The Careers and Employment Team (Student Services)  
Mrs Tanya Morgan, Mrs Rebecca Boddington, Ms Sarah Hawes, Dr Nikki Penhaligon and Ms Alisha Weston  
**USQ Speed Networking Event**

### Equal Opportunity for Women Achievement Award

- Ms Gay Mason and the Multicultural Centre  
Ms Rhyl Deardon, Miss Sarah Muller and Ms Marisa Bertello  
The University acknowledged Dr Krzysztof Batorowicz, Director of the Multicultural Centre for his support and the following students for their valuable contribution to this project:  
Ms Suzanne Yerabedje, Ms Tazmarry Khan and Ms Iman Petrus

### Commendation

- Human Resources  
Ms Rachael Millett and Mrs Jane Farmer  
**USQ Study Assistance Policy**

Learning and teaching awards were also awarded to recognise and celebrate outstanding and innovative contributions to learning and teaching. For 2010, the award winners were:

### USQ Award for Teaching Excellence

- Ms Pauline Collins (Faculty of Business)

### USQ Award for Programs and Services

- Remote Access Lab System  
Dr Peter Gibbings (Faculty of Engineering and Surveying), Dr Tony Ahfock (Faculty of Engineering and Surveying), Dr Andrew Maxwell (Faculty of Engineering and Surveying), Mr Alan Mouat (DICTS), Mr Andrew Yong (DICTS) and Mr Monty Kambaran (DICTS)

### USQ Citations

- Associate Professor Aileen Cater-Steel (Faculty of Business)  
For leadership and innovation in designing and developing an information technology service management curriculum incorporating internationally-recognised professional certification in response to industry demand.
- Mrs Lynne Stuart, Miss Anne-Maree Nielsen and Mrs Vicki-Ellen Horner (Faculty of Sciences)  
For developing retention and support strategies that enable Indigenous nursing students realise their university dreaming journeys.
- Mr Steven Goh (Faculty of Engineering and Surveying)  
For the creation of industry-lead curriculum and innovative teaching approaches for embedding professional skills and life-long learning attributes to inspire learning of engineering students.

The research awards that were awarded in April 2010 for 2009 activity were:

### 2009 Awards for Excellence in Research, Scholarship or Postgraduate Research Supervision

- Dr Tek Maraseni, Winner of the Early Career Researcher

### 2009 Awards for Excellence in Research, Scholarship or Postgraduate Research Supervision

- Dr Kelly McWilliam, Winner of the Early Career Researcher

### 2009 Awards for Excellence in Research, Scholarship or Postgraduate Research Supervision

- Associate Professor Yan Li, Jointly awarded in the Open Award of the Research Excellence Awards for 2009

### 2009 Awards for Excellence in Research, Scholarship or Postgraduate Research Supervision

- Associate Professor Thiru Aravinthanan, Jointly awarded in the Open Award of the Research Excellence Awards for 2009

## Staff tables

STAFF (FTE)	2008	2009	2010
<b>ALL STAFF</b>			
Gender			
Female	787	823	906
Male	622	612	673
Classification			
Academic Staff	578	578	651
General Staff	831	857	928
Current Duties Term			
Tenured	914	1009	1061
Limited Term	246	131	138
Other Term	59	85	130
Casual	190	209	249
<b>TOTAL STAFF</b>	<b>1409</b>	<b>1435</b>	<b>1578</b>

<b>ACADEMIC STAFF</b>			
Faculty			
Arts	67	73	64
Business	129	116	132
Education	126	139	177
Engineering & Surveying	68	73	76
Sciences	106	92	101
Open Access College	17	7	36
Centre for Australian Indigenous Knowledges	10	10	10
Non-faculty	56	68	55
Level			
Above Senior Lecturer	79	74	81
Senior Lecturer (C)	111	105	105
Lecturer (B)	213	202	237
Lecturer (A)	175	197	227
<b>TOTAL ACADEMIC STAFF</b>	<b>578</b>	<b>578</b>	<b>651</b>

## Staff Turnover

STAFF (FTE)	2008	2009	2010
<b>ALL STAFF*</b>			
Gender			
Female	84	72	65
Male	55	47	39
Age Group			
<25	7	9	9
25-34	33	31	33
35-44	36	25	27
45-54	23	23	17
55-64	31	25	15
65+	9	5	3
Region			
Toowoomba	127	104	84
Fraser Coast	7	3	11
Springfield	5	11	9
Stanthorpe	0	1	0
<b>TOTAL</b>	<b>139</b>	<b>119</b>	<b>312</b>

\* Permanent employees only

## Consultants Table

<b>CONSULTANTS USED BY USQ DURING 2010</b>	
Category	Expenditure (\$'000)
1. Management	140
2. Human Resource Management	178
3. Information Technology	1,523
4. Communications	391
5. Finance / Accounting	63
6. Professional / Technical	5,453
<b>TOTAL</b>	<b>7,748</b>

**Note:** Consultants are external to USQ engaged to perform services excluding capital works.



# Educational Partnerships

USQ has built an extensive profile of domestic and international educational partnerships that enhance the University's position as a successful higher education provider.

The international market is important to the University, with more than one-fifth of our student load derived from international students studying with a partner institution.

USQ has maintained a strategic approach to educational partnerships by emphasising and securing those consistent with the University's vision and core beliefs. Partnerships continue to build on the University's capability for open and flexible education, supporting high quality educational and financial outcomes.

## International Partnerships

During the past few years USQ has undertaken a rationalisation of its international partners. The completion of this process resulted in the University concluding 2010 with fewer than 20 full education partners, a decrease of more than 60 from 2005. This reduction has significantly improved the operational management and financial performance of the University's international partnership program.

The University is focused on partner relationships which have the capacity to deliver on-campus study opportunities for international students and research and broader internationalisation opportunities for both staff and students, over partnerships that are teaching only. Through this rationalisation program and efforts to ensure consistency of the student experience, as well as learning and teaching at the University's offshore partner institutions, students studying with educational partners continued to achieve satisfactory academic outcomes. This result meets or exceeds measured progression and retention targets. The average GPA performance of the cohort was still below the relevant benchmark but has improved, narrowing the gap towards the University's 2013 target for this academic performance in this measure.

The University secured a significant partner during the year and at the same time, became the second Australian university to enter the Indian higher education market. USQ signed a contract with the Centurian University of Technology and Management (CUTM) to offer certain USQ programs with CUTM from 2011. USQ also signed a Memorandum of Understanding (MOU) with India's Biju Patnaik University of Technology (BPUT), China's Central University of Finance and Economics (CUFE), the University of Brawijaya (UB) in Indonesia, along with institutions in Libya and Iraq. Lastly, the negotiation of an agreement to place 42 students from the Technical Vocational Training Centre in Saudi Arabia represented positive first achievements for the newly-established International Sponsor Engagement Project.

USQ strengthened its ongoing partnerships with many offshore partners. The Faculty of Business enjoyed extended visits of staff from the Zhejiang University of Science and Technology (ZUST). The Faculty's academic staff members

also assisted USQ's partner in New Zealand, UUNZ Institute of Business, with their application for accreditation of the Bachelor of Information Technology and Master of Business (Information Systems) programs with the New Zealand Qualifications Authority.

The Open Access College's (OAC) partnership with Zhejiang ZUST continued to flourish and a new partnership with Zhejiang University City College (ZUCC) was established. Six visiting academics from ZUCC were trained at USQ in July, ahead of the implementation of the English for Academic Purposes program in September. Approximately 200 ZUCC students were admitted to the first intake of this new partnership program. Staff from OAC also visited ZUST and ZUCC to undertake teaching visits and professional development courses for local academic staff.

## Domestic partnerships

USQ entered into a partnership with Careers Australia Group in 2009 and in 2010, strengthened relationships with Vocational Education and Training (VET) providers. The University continued to build its relationship with TAFE Queensland, which was a formal partner in the major Structural Adjustment Fund (SAF) Bid submitted by USQ. Additionally, a range of broad-based articulation arrangements with TAFE institutions interstate were made during the year.

USQ signed a Memorandum of Understanding (MOU) with the Australian National University (ANU) in February after extended negotiations in 2009. Advancements in this relationship during the year provided positive results for USQ. The provision of study and research opportunities for staff and students in both institutions was a key outcome for this agreement, with researchers and students benefiting from the combined expertise present in the partnership. The two universities were also partners in a Co-operative Research Centre bid and a Collaborative Research Network bid, as well as a Strategic Adjustment Fund bid submitted by ANU.

The University continued to partner with regional schools and community-based organisations throughout the year. One of the major partnerships that progressed in 2010 was the USQ and Toowoomba Flexi School partnership, through which the University provided assistance for grants, government and funding submissions, marketing, educational pathways and research. Other faculty based events and partnerships included the:

- Youth Leadership Program
- Priority Country Enrichment Camp
- Isolated Children's Project
- Darling Downs Schools Debating Finals and Schools Readers Cup
- Engineers in Schools Project
- Sustainability Alive awards
- Science and Engineering Challenge.

# Social Justice, Equity and Inclusion

USQ demonstrated its strong commitment to supporting the development of Australia as a socially inclusive society by providing accessible and equitable educational pathways and supportive learning environments. Specifically, staff and students enjoyed access to inclusive work and study environments, while visitors to USQ benefited from the University's commitment to multiculturalism.

USQ provides equitable learning opportunities for its high proportion of students from socioeconomically disadvantaged and regional backgrounds. Tailored programs and courses are available for educationally disadvantaged groups including Indigenous Australians, students with disability, students from refugee backgrounds and offenders in custody. Creating more opportunities for Indigenous Australians and people with disabilities has been an important priority for the University from a staffing perspective, as well as addressing the under-representation of females in senior academic and administrative positions through policy and ongoing action.

## Human Resources

The fair and equitable treatment of staff at USQ remains the responsibility of the Human Resources Office. Policies relating to the fair and equitable treatment of staff appeared in Part 8 of the University's HR policy toolkit and the online Policy Library. USQ's equity and diversity policies address areas including:

- Anti-Discrimination and Freedom from Harassment
- Discrimination and Harassment Complaint Resolution for Employees
- Equal Opportunity for Women in the Workplace
- Multiculturalism
- Children on Campus.

A range of services and programs were available to staff throughout the year, including:

- Anti-harassment programs
- Equal Opportunity Online training
- USQ Women's Network
- Women in Leadership and Mentor Program.



## Multicultural Centre

USQ's Multicultural Centre continued to initiate and coordinate multicultural activities at the University's three campuses and in the community. During the University's Year of Research, the Centre had a particular focus on delivering academic and public presentations in the area of multiculturalism. Staff of the Centre presented papers at several conferences and events in Australia and overseas.

The Centre hosted or supported many events and lectures throughout the year including:

- Harmony Day
- 2010 Post Parliament of the World's Religions
- International Seminar on the Social Teaching of John Paul II
- Towards Religious Peace: The Role of Education
- China's Minority Nationalities: the Example of the Uyghurs
- Towards a 'Harmonious Society'? A Brief Case Study of the Post-Liberation Settlement in Beijing of Uyghur Intellectuals and their Relations with the Majority Society
- National Day of Healing
- Toowoomba Languages and Cultural Festival.

## Centre for Australian Indigenous Knowledges

The Centre of Indigenous Knowledges' (CAIK) student load grew as more students participated in the Indigenous Tutorial Assistance Scheme (ITAS). This support program is a DEEWR-funded scheme which provides tutorial assistance to Aboriginal and Torres Strait Islander students studying in any program or course at USQ. Additionally, planning was undertaken to increase the student load in this area in the future. Nine students graduated from the Indigenous Higher Education Pathways Program (IHEPP) during the year.

The Centre continued to allocate funds to the Indigenous Student Association, which acts as an advocate on behalf of all enrolled Indigenous students. The Association also assisted USQ Indigenous student participation in the National Indigenous Student Games, hosted this year by the University of Newcastle.

The transition of CAIK to the Faculty of Arts continued throughout the year. The Centre began this transition in 2009 so the Faculty, which also houses the Social Justice Office, could provide academic, teaching and operational support to the unit. As a result, the Centre Director now reports to the Dean, Faculty of Arts/Pro Vice-Chancellor (Social Justice and Equity).

## Open Access College

The Tertiary Preparation Program (TPP), which equips participants for success in undergraduate studies, maintained strong enrolment numbers. The College plans to expand the program in 2011 to meet projected demand.

A range of support services was offered to incarcerated students enrolled in programs across the University via a part-time Correctional Centre Student Support Officer. USQ's relationships with Correctional Centre Education Officers were enhanced via a structured communication plan including emails, phone and in-person visits to correctional centres.

Special support was provided to refugee students of the College through the provision of a Refugee Student Support Officer. The officer, employed on a casual basis, worked with students and provided tailored support options as needed.

## Student Equity Office

The Disability Support team was restructured during the year which resulted in a closer relationship with the Student Equity Office. Additionally, the Office initiated a program to increase the awareness of cultural issues surrounding the student experience, heightening understanding of issues of cultural diversity at the University. Structural changes to the Equity Scholarships were also implemented at the start of the year and the number of students assisted through this program doubled when compared with 2009.

## Social Justice Committee

The Social Justice Committee met five times and received regular reports and updates from its five specialist standing committees. Through a dedicated discretionary fund, the Committee supported a range of initiatives aimed at fostering the career enhancement and education of female staff and students at USQ, hosted and supported the USQ Equity and Diversity Seminar and the Language and Cultural and Social Connectedness in our Diverse Landscape Symposium.

Two scholarship programs were also supported or established by the Committee to assist women in generally male-dominated fields: the Social Justice and Equity Go WEST Scholarship Program and the Social Justice and Equity Scholarships for Young Women in Engineering.

The Committee extended practical assistance and financial support to the Toowoomba Flexi School to assist in educating and supporting homeless, disadvantaged and disenfranchised young people in Toowoomba. The Committee also administered the Equity Incentives Fund Grant Scheme which provides grants to staff for equity projects to improve access, retention and completion rates for students from low socioeconomic status (SES) backgrounds, Indigenous students and students from other disadvantaged groups.





# Engagement and Development

USQ has introduced improved strategies to coordinate and drive its interests in the areas in which it operates campuses and around the world, where many of the University's students study.

There has been considerable activity in reviewing policy, processes, systems and structures to mutually beneficial long-term partnerships with the community, developing a more consistent approach to Government liaison, optimising the structures supporting engagement and development and establishing a comprehensive University strategy for fundraising and private source income.

## Alumni Services

Alumni Services was incorporated into the Office of External Relations with the improvement of alumni chapters in South-East Asia and Australia. An additional dedicated staff member was introduced to alumni members through the year and the website was extensively revamped. The Malaysia Chapter was established and its first meeting was held in December. Investigations into establishing other international chapters occurred through the year. Relationships with national USQ alumni improved as a result of enhanced communication measures via web page profiles.

## Artsworx

Presenting an annual season of high quality, innovative and challenging artistic and cultural experiences, USQ Artsworx showcased emerging artists from the Faculty of Arts. Professional guest artists also performed for USQ Artsworx with performances seen by a range of community and corporate stakeholders, students and staff. The 2010 season incorporated *USQ McGregor Schools*, *Shakespeare in the Park Festival*, *Twilight Series*, *Breez Finance Children's Festival*, *Ergon Energy USQ Big Band*, *Exhibition Series*, and *Music Theatre*. Twenty-five thousand people attended the 2010 Artsworx Season of Events.

EVENT	ATTENDANCE
Shakespeare in the Park – <i>Twelfth Night</i> *	3,618
<i>Houdini: the man from beyond</i> **	1,395
Breez Finance Children's Festival – <i>Captain Pathos and his army of imaginary friends</i> **	2,227
McGregor Schools (including Summer, Winter, On the Bay, and In the Vines)	711
Visual Art Exhibition Series (various exhibitions throughout 2010)	13,800***
Twilight Series (six classical music recitals and two talks were held) -	1,356
Ergon Energy USQ Big Band Regional Tour (venues included Wondai, Millmerran, St George and Stanthorpe)	485
<b>TOTAL</b>	<b>23,592</b>

\* Due to poor weather, many performances were cancelled and the attendance was approximately 50 percent of previous years.

\*\* World-premiere theatre/music theatre production

\*\*\* Estimated figure

## Corporate Communication and Public Relations

The Office of Corporate Communication and Public Relations is responsible for whole-of-institution communications and media relations and provides executive advice to the senior management of USQ, including the Chancellor and Vice-Chancellor. Enhancing internal communications strategies was prioritised this year and a key outcome was the introduction of the *U R USQ Staff Forum*, which enabled staff from Toowoomba, Fraser Coast and Springfield to address the Vice-Chancellor and other senior staff in an open discussion. The forums were held twice during the year and will expand in 2011. Television interviews with senior staff were also made available exclusively to staff to give an insight to key employees. Other internal measures included stakeholder research to inform the *U Count! Employee Engagement Survey*.

The office also enhanced external communications with placements in local newspapers to help raise awareness of USQ's events and achievements in the region. *USQ People Magazine* was released in late 2010 to community members and a series of targeted newsletters were distributed to relevant stakeholders.



## Office of External Relations

The Office of External Relations is charged with managing government, industry and community relationships on behalf of USQ, leading to mutually beneficial commercial and non-commercial outcomes. Collaborative research objectives progressed with USQ's research centres through the office as industry partners were sourced. The Office assisted research centres to assist with gaining additional funding, government support and industry support. The Office was also involved with the Surat Basin project and in discussion with government at all levels, as well as industry partners.

The USQ Corporate Club, managed by the Office of External Relations, organised quarterly breakfasts and monthly events to connect the University with businesses in its communities. Wider community engagement occurred through various regional Chambers of Commerce chapters and local governments.

## Multicultural Centre

The Multicultural Centre initiated, organised and delivered numerous activities to promote multiculturalism and internationalisation within the University and in the broader community. Major events and initiatives included:

- *USQ Celebration of Internationalisation and Multiculturalism* program involving diplomats, senior management, community members, students and staff
- Three equity community projects encouraging young people of all ages from various cultural backgrounds to undertake programs at the University
- Open public seminars on current, significant issues
- Cultural programs highlighting the positive contribution to the University and the community of particular national groups.

The Centre contributed to USQ's Year of Research by promoting multiculturalism and internationalisation through research, scholarship and the presentation of a number of papers to staff, students and community members.

Staff participated in and contributed to public consultations for the review of the Queensland Government Multicultural Policy. Two submissions submitted to the State Government were prepared with support from the Centre detailed recommendations and proposals for policy development.

The Centre oversaw the operation of the Multi-Faith Centre and holds a number of events emphasising positive diversity, respect and inter-religious dialogue. One event of particular importance was the Post-Parliament of World's Religions, which was organised through the cooperation of all major religious leaders in the region and governments at levels.



# Enterprise

The operating environment for higher education has become increasingly deregulated and competitive over the past decade. The optimisation of efficiency, effectiveness and capacity building has become a major issue underpinning institutional financial sustainability. The increased competitiveness in the sector requires USQ to diversify income and streamline operations.

Over recent years, policy frameworks have been strengthened and processes streamlined to minimise administrative costs, enhancing decision support, information technologies and the environmental sustainability of USQ's operation. To this end, USQ has committed to seeking to position itself as a carbon neutral operation across all three campuses within the next decade. Financially, the University aims to produce healthy surpluses that can be reinvested into its core businesses as a basis for sustainable development.

## Finance

The University's financial services were maintained throughout the year via a decentralised shared services model. However, the core corporate financial services functions continued to be performed from the central unit and shared service teams were managed from a distance. This was the second year of operation for the shared service teams and, with some strong financial operations leadership and subtle development, the model has become successful. The financial reporting team has further developed and enhanced its management accounting capability and framework, providing greater consistency of financial information and advice to the University. The systems accounting team also successfully upgraded its PeopleSoft Financials system early in the year.



## Environmental Activities

In 2010 USQ completed its first Environmental Audit across its operations to better understand its environmental impact. The environmental audit will assist the development of an environmental baseline and provide a series of recommendations from which the University can develop key environmental sustainability strategies to assist in achieving the carbon neutrality objective which was committed to in the Strategic Plan 2009-2013. Additionally, the Environment and Sustainability Committee received and endorsed the final Global Reporting Initiative (GRI) Environmental Performance Indicator Summary Results, the Greenhouse Gas Inventory Report and the Environmental Performance Report.

Energy efficiency initiatives included the introduction of Smart Metering to monitor energy usage in key buildings across the Toowoomba campus. With the Toowoomba campus contributing 80 percent of the University's 'Scope 2' (purchased electricity) carbon emissions there has been an emphasis on upgrading existing infrastructure to facilitate energy savings to reduce the University's carbon footprint. Other initiatives such as retrofitting eco saving lighting, the installation of timers on hot water systems and the removal of all incandescent lighting continued throughout the year. As part of the electricity supply contract renewal, USQ nominated 10 percent of its supply to be 'Green Power' consistent with its annual 10 percent reduction of the University's overall carbon footprint.

The Carbon Reduction Project commenced in 2010 with the key sub-component of the project being the Campus Ecological Transformation Project which involves developing a range of ecologically sustainable development initiatives to feasibility stage. Projects which are being investigated by the consultants include solar energy capability, waste reduction, the conversion of waste to energy, ground source cooling and heating opportunities, tri-generation and co-generation design, biomass, existing building energy and sustainability retrofits and the delivery of a campus ecological master plan.

The development and implementation of a carbon management software system to capture carbon usage and monitor overall performance commenced in late 2010. The software will improve current data collection, facilitate real time reporting and provide a source of information for staff and student interest.



As Earth Hour 2010 rolled out across the globe USQ showed its support by staging an event at the Clive Berghofer Recreation Centre. The evening highlighted USQ's commitment to reducing its carbon footprint and outlined the positive initiatives by the University in response to the challenge of becoming carbon neutral by 2020.

As a sub-element of the Environmental Audit a comprehensive waste audit was conducted across Toowoomba, Fraser Coast and Springfield campuses with the audit team manually segregating, recording and weighing generated waste. Based on the Audit data, waste management strategies are being developed to increase recycling activity and divert waste from landfill.

The University continued to implement water saving initiatives across 2010 extending our water capture and potable water program to K block and resealing the Japanese Garden Lake which had been suffering extensive water loss. Water meters are scheduled for installation in early 2011 as part of the Smart Meter Project.

USQ continued its provision of sustainable transport solutions with the replacement of pool cars with 'greener' models and the introduction of two 'End of Trip' cycling facilities on the Toowoomba campus.

Additionally, USQ obtained institutional membership of the Association for the Advancement of Sustainability in Higher Education (AASHE) and the Australasian Campuses Towards Sustainability (ACTS).

## Historical Archives

Following extensive negotiations, the USQ Historical Archives acquired the historically significant *Toowoomba Chronicle Archives*, representing a comprehensive pictorial coverage of daily events of Toowoomba and the Darling Downs region from 1953 to 1992. The collection includes some 37,000 editions of the Toowoomba Chronicle newspaper and its antecedent *The Toowoomba Chronicle* and *Queensland Advertiser* held on microfilm rolls, as well as an outstanding scrapbook collection containing Chronicle newspaper clippings (photographs) from the 1950's onwards.

The services of a qualified conservator were obtained through a Commonwealth funded Community Heritage Grant to undertake a comprehensive preservation needs assessment of all seven collections of the USQ Historical Archives as part of an ongoing preservation management program. Rotational themed displays such as the *DDIAE Hall of Fame Part 1* and *20th Anniversary of Nursing at USQ* were displayed for public viewing in the USQ Toowoomba Library.

## Marketing

The University's Marketing Office operates within the Student Management Division and is responsible for the overall corporate marketing for the University, along with data analysis and monitoring of incoming student numbers. The Office also managed the corporate website development, school liaison, corporate branding and support to attract new students to USQ. These efforts undoubtedly played a part in increasing domestic enrolments and lessening the impacts of the nationwide reduction in international enrolments.

## Division of Information and Communication Technology Services

This was a year of consolidation for the Division of Information and Communication Technology Services (DICTS), embedding systems and technologies implemented as part of *Project S* which was conducted in 2009. Throughout the year, DICTS continued to update and upgrade new systems, including a \$500,000 upgrade of the USQ Toowoomba Network Backbone. The Allison Dickson Centre and other major lecture theatres also underwent technology upgrades through the Learning and Teaching Capital Development Grant.

DICTS was closely involved with other projects throughout the year, providing key support to the implementation of the Remote Access Laboratory Project, the implementation of a high performance computing environment for USQ researchers and the establishment of the Policy Library. The television studios' video equipment was upgraded to High Definition, providing an important new technology for the delivery of learning materials. The Technology Enhanced Learning Laboratory and the Business Intelligence and Data Warehousing initiatives progressed as a result of funding received through the Learning and Teaching Fund.

The Division's customer service staff members were recognised for their excellence after placing second in the second annual University ICT Services Quality Benchmark Survey carried out nationwide in 2009.

## Corporate Records

The TRIM e-DRMS Project Management Team was acknowledged at the *General Staff Award for Excellence in Innovation or Process Improvement for 2009* for its work in the development, implementation and ongoing support of the TRIM Project across USQ. The TRIM software (full-version) has been deployed to 120 support staff in key management offices. An additional 300 administrative and academic staff have been provided with electronic search and retrieval capability for student records using the web-enabled tool, TRIM *WebDrawer*. The section has upgraded its scanning technology capability to support the TRIM student records digitisation program.

Information sessions, delivered through the USQ Professional Staff Development Program, improved staff awareness of their individual recordkeeping responsibilities.

Corporate Records provided input on a broad range of policy discussion papers and responded to various survey instruments issued by Queensland State Archives during 2010. Planning commenced during the year for a new records and archives facility which will utilise current best-practice techniques to house records and archives material from across USQ Toowoomba.

## Sustainable Business Management and Improvement

The Sustainable Business Management and Improvement (SBMI) office administered the University's audit, risk and compliance management, evaluation and surveys, knowledge management and data management and reporting. Representatives of the office worked closely with key decision-making bodies, the Vice-Chancellor's Committee and USQ Council and its standing committees, to ensure continuous improvement in all planning quality, review and accountability functions at USQ. A major project for the office was the implementation of the new online Policy Library which houses all University policies in a consistent format.

## Legal information

### *Whistleblowers Protection Action 1994*

There were no disclosures received or verified in 2010.

### *Public Sector Ethics Act 1994*

Pursuant to its obligations under the Public Sector Ethics Act 1994, USQ has implemented a Code of Conduct which aims to foster and maintain public trust in the integrity and professionalism of USQ by ensuring its members maintain appropriate standards of conduct. The Code applies to all employees, visiting and adjunct academics, Council members and volunteers acting on behalf of USQ. The Code can be accessed via USQ's website.

USQ has a policy on conflicts of interest applicable specifically to members of Council which describes the responsibilities of individual members to disclose conflicts of interest and to act honestly and diligently in the discharge of their duties. Training programs have been developed to alert new staff and new Council members of their obligations. The USQ Legal Office web page [www.usq.edu.au/legaloffice](http://www.usq.edu.au/legaloffice) contains information on ethics principles and obligations for public officials.

USQ also has developed procedures to assist employees and Council members to identify potential conflicts of interest and maintains a Register of disclosed interests concerning benefits and gifts received.

### *Right to Information Act 2009*

There was no significant change in the frequency of access requests received by USQ during the first 12 months of operation under the provisions of the new *Right to Information Act 2009*. In a report issued by the Office of the Information Commissioner, Brisbane arising from a Queensland Universities Sector Desktop Review of Right to Information Websites, USQ was commended for being the only Queensland University to meet all the mandatory Ministerial Guidelines in setting up its Publication Scheme on the new USQ Right to Information website.

### *Privacy*

The University's processes, associated policy and procedures continued to meet obligations required by the *Information Privacy Act 2009*. There were sustained levels of activity throughout 2010 associated with the processing of third party legal discovery instruments. A minimal amount of external requests for access to personal information under the *Information Privacy Act 2009* were processed. Ongoing staff training in privacy awareness and individual responsibilities continued through the Human Resources Organisational Development and Training Program.

### *Changes in Legislation*

The *Public Interest Disclosure Act 2010* was enacted by the Queensland State Government. This legislation promotes public interest by facilitating disclosures of wrongdoing in the public sector which includes universities.

The University's subordinate legislation was subject of a review in 2009 and 2010. As a result of this review the statutes relating to Student Fees and the Election of Council Members were remade.

# Organisation and Control

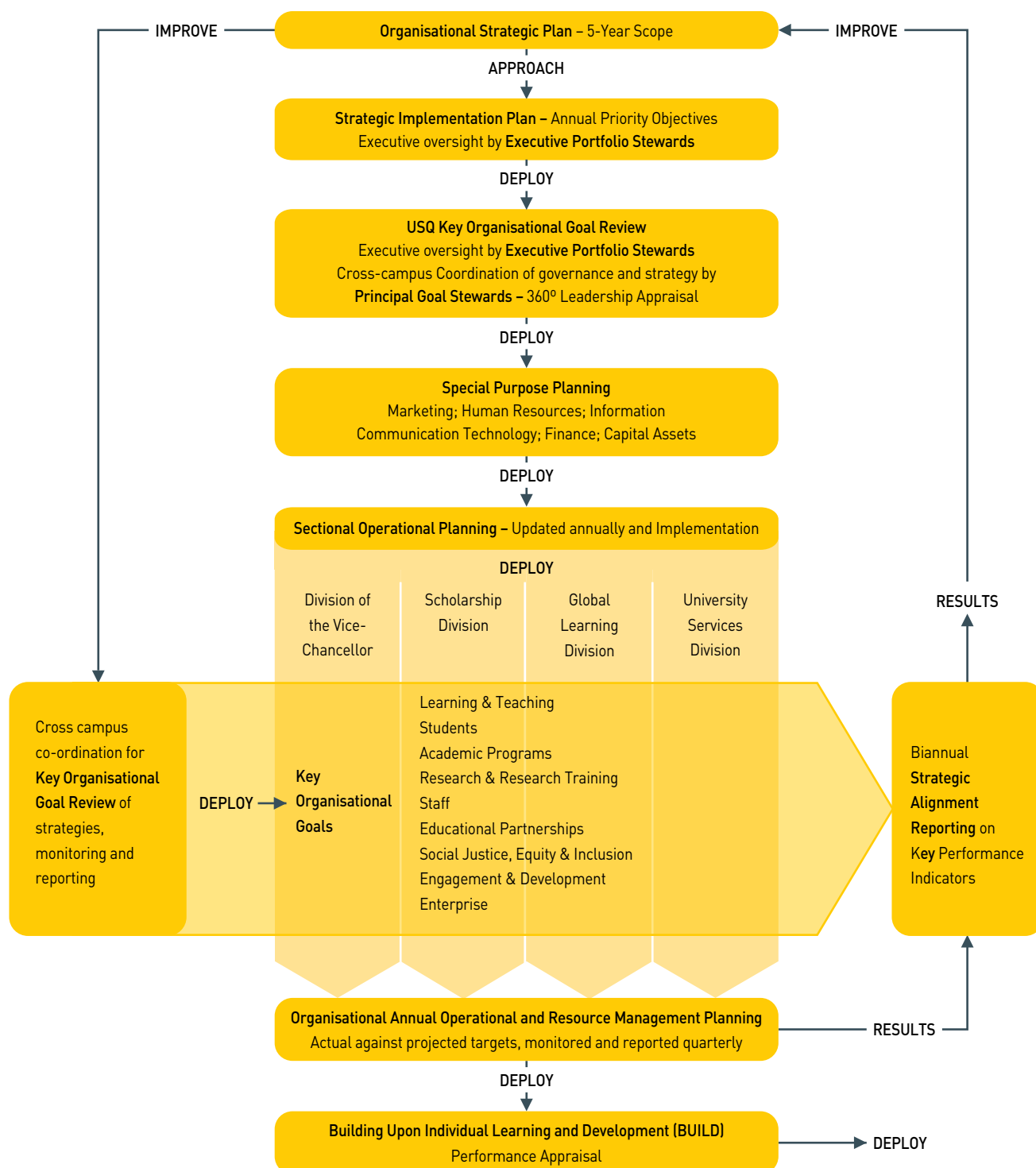




# Planning Quality and Review

The USQ Strategic Plan 2009-2013 provides the context for annual planning at USQ and informs the USQ Strategic Implementation Plan and the USQ Operational and Resource Management Plan.

The USQ planning environment reflects the ADRI (Approach, Deploy, Results, Improve) process to embed continuous improvement in its planning cycle. The planning environment and its monitoring and reporting lines are illustrated in diagram below.



## USQ Planning, Monitoring and Reporting Framework

The USQ Planning Cycle is augmented at the outset by the short-term executive priorities, as defined in the USQ Implementation Plan. Presented as a focused statement of strategic intent in the annual cycle, the USQ Implementation Plan has the purpose of driving strategic impetus and underpinning the Key Organisational Goal Areas of the *USQ Strategic Plan 2009-2013*. The University's strategic priorities and the measurability of key performance indicators are thus retained while gaining strategic traction through focused executive prioritisation.

Through the annual operational planning exercise, faculties and sections identify actions which will assist the University to realise its Strategic Implementation Plan and USQ Priority Objectives.

Data has been drawn on the following scopes:

1. Operational and Resource Management Plan (ORMP) alignment to Priority Objectives
2. ORMP alignment to Organisational Goals
3. ORMP aggregated data aligned to Organisational Targets
4. Support Requirements – aggregated data drawn from the Annual Operational Planning
5. Faculty Action Plans for Learning and Teaching, Research, Students and Academic Programs.

Planning is facilitated by a SharePoint site and is undertaken by all centres. Benefits of this planning include accessibility by staff, transparency of common elements, and aggregated data to inform University management of the operation of the organisational Priority Objectives and Corporate Targets across the University.

## Quality

### Academic Quality

#### *Program Accreditation*

The Program and Policy Review Committee (PPRC) reports to the Academic Board and is responsible for assuring the standard, coherence and relevance of the University's academic policies and the accreditation and academic standard of coursework awards.

#### *Course and Program Evaluation*

USQ policy (TRIM location 7.5.1) states that each academic course is to be evaluated once each year it is offered and each program is to undergo a mid-cycle review. The latter represents an integral part of the USQ academic planning, accreditation and review process.

The approach USQ used in 2010 was the Course and Program Review (CPR) process which assisted staff to apply the policy in a consistent manner. The CPR:

- Promotes reflection on teaching and learning practice
- Identifies and shares best practice
- Traces trend data about student load, retention and progression, student satisfaction and student results
- Identifies areas for improvement in program design and delivery
- Facilitates the continuous monitoring of program and course quality.

## USQ Internal Control Framework

The purpose of the University's internal control framework is to provide reasonable assurance for the:

- Achievement of organisational objectives
- Effectiveness and efficiency of operations
- Reliability of financial reporting
- Compliance with applicable laws and regulations.

By controlling, monitoring and guiding the University's functions and exercise of power as defined in the *USQ Act* the internal control framework is put into effect by the University Council and management. It encompasses:

- Council, and the Committees of Council
- Defined organisational structure and management roles framed around five divisions, five faculties, and three campuses
- A quality framework which encompasses the defined organisational structure as well as the central notion of 'stewardship' for operational and strategic goals and performance
- Defined roles and scope for Management Committees in support of core functions and strategic goals
- A Register of Compliance Obligation Instruments for Legislative and Regulatory Compliance
- Regulations administered by senior staff including the Vice-Chancellor, Registrar, Academic Registrar and the Deputy Vice-Chancellor (Scholarship)
- A policy framework provided by the Policy Library
- A delegations framework covering key operational functions including HR, Finance, and Procurement
- Strategic and Operational Risk Management.

Each year the ORMP serves to guide the University's resource management practices and was drawn from an established and documented budgetary process.

## Structure

The Internal Audit office is located within the University Services Division and functionally reports to the USQ Audit and Risk Committee. This year, internal audit activity continued to be externally supported by the professional services arrangement with PricewaterhouseCoopers (PwC), with initial steps taken to develop in-house capability through the establishment of an additional Senior Internal Audit Project role.

## Planning

The USQ Internal Audit Plan was finalised after consultation with the Audit and Risk Committee and external auditors. The audit planning process was informed by the University's Corporate Risk Profile which was developed following consultation with senior leaders, including the 'stewards' for each of the strategic goals of USQ. During the year, the University began developing a five-year strategic internal audit plan for approval in 2011.

## Activities

An internal audit carried out a range of reviews of operational processes and the schedule approved by the Audit and Risk Committee was completed satisfactorily.

Significant audits conducted throughout the year were the:

- Academic Board Review
- Delegation of Authority Review
- IT General Control Review
- Fraud Management Framework Review
- Bookshop Cash-Handling Review
- Legal Document Register Review
- Software Asset Management Review
- Leave Management and Liability Review
- Vendor Management Review
- International Governance: Education Partners Manual Review
- Payroll: Fortnightly Payroll Processing Review.

Stringent follow-up ensures that internal audit findings and recommendations are required to be addressed by respective sections and is supported through the Internal Audit Log. Regular reporting provides assurance to Council, through the Audit and Risk Committee, that the internal control environment is continuously improved.



## Reporting

The reporting to the Audit and Risk Committee, the Vice-Chancellor's Committee and the Planning, Quality and Review Committee has been a priority focus during the year to ensure that the committees have a clear view of progress and results of audit findings and recommendations.

## Audit and Risk Committee

The main objectives of the Audit and Risk Committee are to monitor and report to Council on:

- An effective risk management capability
- Maintenance of an effective internal audit capability
- Performance of the external audit
- Compliance with legislative and regulatory requirements
- Reliable management and financial reporting
- Internal controls.

In December 2010, the membership of the Audit and Risk Committee was as follows:

*Independent members of the Council not employed by the University who are able to contribute to the broad skills base relevant to the business of the Committee*

### Mr John Dornbusch (Deputy Chancellor)

BEd UNE BEd MBA USQ F AICD

Chairman, Dornbusch Partners Pty Ltd, Toowoomba

### Mr Graeme Stratford

BAcc SA, GradDipCmlComp QUT, ACA, MACID

Retired (previously partner, PricewaterhouseCoopers), Brisbane

### Mr Greg Claydon

BEng (with Distinction) DDIAE, CPE, MIE Aust, PSM

Executive Director, Department of Environment and Resource Management, Brisbane

*At least one person external to the Council and staff of the University who would broadly represent the accounting profession and be experienced in auditing*

### Mr Tim Davis

Accountant, Horizon Accounting

*The Chancellor of the University*

### Mrs Roberta (Bobbie) Brazil

BA L B LL M UQ, GradDipLP QUT

Director, Brookstead

The Vice-Chancellor, Chief Financial Officer, Group Manager Sustainable Business Management and Improvement, Secretary to Council, Manager (Audit, Compliance, Risk) and a representative of the Queensland Audit Office attend Audit and Risk Committee meetings by invitation, have rights of audience and debate but are not members of the Committee.

## Risk Management

Further improvement to the enterprise risk management framework was achieved during 2010. Risk management activity occurred at various levels across the organisation:

- The Corporate Risk Profile was maintained to both inform, and be informed by, the planning process
- A Corporate Risk Profile strategic risk dashboard is submitted to each meeting of the Council
- Strategic risks are aligned with relevant management committee who are responsible for assisting the accountable senior manager to assess, monitor, treat and report the risk status through updates to the risk register
- New risks identified are submitted to the Corporate Risk Team for inclusion into the operations of the University
- Emerging risks, and substantial changes to existing risks, are submitted in regular reports to management and the Audit & Risk Committee
- Operational risks are managed within sections with significant issues that may impact the corporate risk register reported to the Corporate Risk team.



# Governance

The University is governed by the University of Southern Queensland Act 1998 (USQ Act). The University was established, under the University of Southern Queensland Act 1989, as an autonomous institution on 1 January 1992 following the commencement of operations, twenty-five years prior, as the Queensland Institute of Technology (Darling Downs).

## The University's Functions and Powers

Under Section Six (6) of the USQ Act, the University has all the powers of an individual, which allows us to, for example:

- enter into contracts
- acquire, hold, dispose of, and deal with property
- appoint agents and attorneys
- engage consultants
- fix charges, and other terms for services and other facilities it supplies
- do anything else necessary or convenient to be done for, or in connection with, its functions.

Without limiting Subsection One (1), the University has the powers given to it under the Act or other Acts. The University may also exercise its powers both domestically and abroad.

The University is a body corporate, and may sue or be sued in its corporate name. It has a seal. Its functions, as stated at Section Five (5) of the Act, are to:

- (a) Provide education at university standard
- (b) Provide facilities for, and encourage, study and research
- (c) Encourage the advancement and development of knowledge, and its application to government, industry, commerce and the community
- (d) Provide courses of study or instruction (at the levels of achievement the Council considers appropriate) to meet the needs of the community
- (e) Confer higher education awards
- (f) Disseminate knowledge and promote scholarship
- (g) Provide facilities and resources for the wellbeing of the University's staff, students and other persons undertaking courses at the University
- (h) Exploit commercially, for the University's benefit, a facility or resource of the University, including, for example, study, research or knowledge, or the practical application of study, research or knowledge, belonging to the University, whether alone or with someone else
- (i) Perform other functions given to the University under the USQ Act or another Act.

The provisions of the USQ Act that are particularly relevant in this regard are those that specify the functions, powers, and delegations of Council.

## The Governing Body

Under Sections Seven (7) to Eleven (11) of the USQ Act, the Council is established as the governing body of the University. Council is responsible for the overall governance of the University. The University Council consists of ex-officio, appointed, elected and co-opted members. As Council members contribute to the development of policy and strategic planning, they are expected to have a knowledge and understanding of the legislative framework within which strategy and policy may be developed and applied, in order to minimise risks.

The legislative framework within which the Council operates is the USQ Act. Pursuant to the provisions of the USQ Act, the Council may make statutes and rules which have legal standing. The USQ Act defines the functions and powers of the Council (at Sections 8 and 9) and sets limits on what the University and its authorities may do.

Under the USQ Act the Council has the power to:

- do anything necessary or convenient to be done for, or in connection with, its functions
- appoint the University's staff
- manage and control the University's affairs and property
- manage and control the University's finances.

The Council may delegate its powers to:

- an appropriately qualified member of the Council
- an appropriately qualified committee that includes one or more members of the Council
- an appropriately qualified member of the University's staff.

However the Council is not able to delegate its power to make University statutes or rules, adopt the University's annual budget or approve the spending of funds available to the University by way of bequest, donation or special grant.

Section Ten (10) of the Act states that, in discharging these responsibilities, Council must act in the way that appears to it most likely to promote the University's interests. In doing so, the University of Southern Queensland Council endeavours to monitor and assess its performance, both collectively and in terms of the individual contributions of members.

# Senior USQ Committees

## COUNCIL

Committee	Chair
USQ Eighth Council	Mrs Bobbie Brazil (Chancellor)
Audit and Risk	Mr Graeme Stratford
Investments and Contracts Sub-Committee	Mr John Dornbusch
Chancellor's	Mrs Bobbie Brazil (Chancellor)
Remuneration Sub-Committee	Mrs Bobbie Brazil (Chancellor)
Honorary Awards	Mrs Bobbie Brazil (Chancellor)
Finance and Facilities	Mr John Dornbusch (Deputy Chancellor)
Governance and Legislation	Mr George Fox
++ Discipline	Nominee of Chancellor as required
++ University Appeals Board	Nominee of Chancellor as required

All Council sub-committee report to the USQ Council

+ Denotes sub-committee of Research and Higher Degrees Committee

++ Denotes committees disestablished during 2010

## ACADEMIC BOARD

Committee	Chair
Academic Board	Professor Mark Toleman
Academic Board Executive	Professor Mark Toleman
Learning and Teaching	Associate Professor Jane Summers (Acting)
International and Educational Partnerships	Professor Philip Candy
Program and Policy Review	Professor Peter Terry
Research	Professor Graham Baker
+ Graduate Research Committee	Professor Frank Bullen
+ Animal Ethics Committee	Professor Grant Daggard
+ Human Research Ethics Committee	Dr Des Coates
+ Institutional Biosafety Committee	Professor Grant Daggard

All Council sub-committee report to the USQ Council

+ Denotes sub-committee of Research and Higher Degrees Committee

++ Denotes committees disestablished during 2010

## MANAGEMENT COMMITTEES

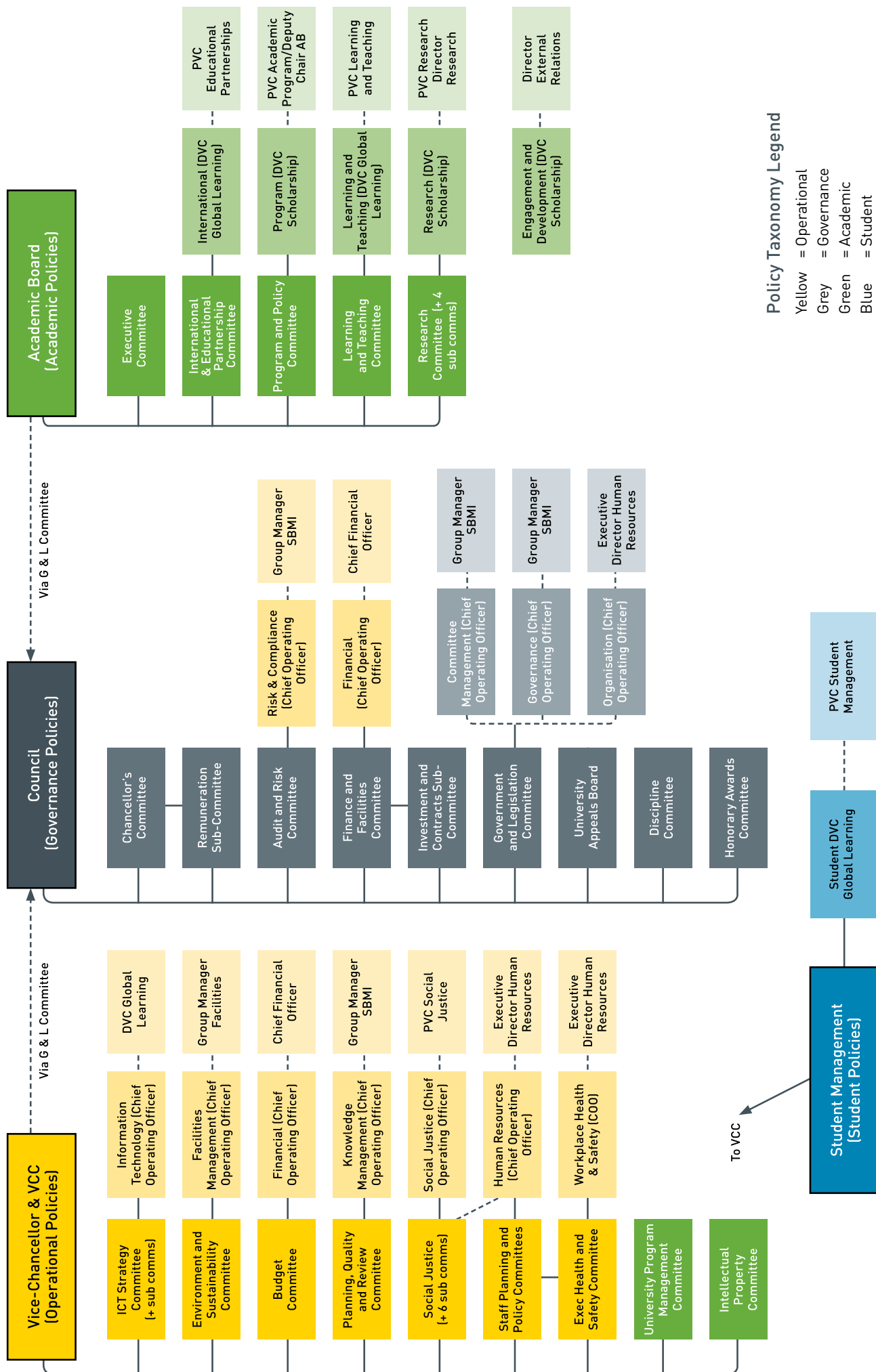
Committee	Chair
Vice-Chancellor's Committee	Professor Bill Lovegrove - Vice-Chancellor
Senior Leadership Forum	Professor Bill Lovegrove - Vice-Chancellor
ICT Strategy Committee	Professor Philip Candy
Social Justice Committee	Professor Peter Goodall
*Disability Advisory Committee	Mr Phillip Eastment
*Indigenous Affairs Committee	Mr John Williams-Mozley
*Multicultural and Transnationals Advisory Committee	Dr Krzysztof Batorowicz
*Staff Equity Advisory Group	Mr John Pearson
*Status of Women in Employment and Education Committee	Professor Ronel Erwee
Budget Management Committee	Mr Bernard Lillis
Planning, Quality and Review Committee	Mr Steve Ivey
Environment and Sustainability Committee	Mr Dave Povey
University Program Management Committee	Professor Graham Baker
Staff Planning and Policy Committee	Mr John Pearson
**Staff Consultative Committee	Mr John Pearson
**Executive Workplace Health and Safety Committee	Mr Bernard Lillis
Faculty Board	Faculty Dean
Faculty Advisory Committee	Faculty Dean

\* Denotes sub-committee of Social Justice Committee

\*\* Denotes sub-committee of Staff Planning and Policy Committee

Note: All other management committees report to the Vice-Chancellor's Committee





# USQ Eighth Council

The Eighth Council of the University of Southern Queensland met on six (6) occasions, during 2010. Membership was as follows:

## *Chancellor (ex-officio)*

**Mrs Roberta (Bobbie) Brazil**, BA L B LL M UQ, GradDipLP QUT  
Director, Brookstead 6 / 6

## *Vice-Chancellor (ex-officio)*

**Professor William Lovegrove**, BA (Hons), PhD Qld, FAPS  
6 / 6

## *Chair, Academic Board (ex-officio)*

**Professor Mark Toleman**, BAppSc DDIAE MSc JCU Grad  
DipInfoProc DDIAE PhD Qld MACS MAIS 6 / 6

*One member of the full-time academic staff of the University,  
elected by members of that staff*

**Associate Professor Kevin McDougall**, BSURV BSURV (Hons)  
First Class MSURV MapSc UQ, PhD Melb, Registered Surveyor, MISA  
FSSSIA

Head, Department of Surveying and Spatial Science, Faculty of  
Engineering and Surveying, USQ 6 / 6

*One member of the full-time staff of the University, other than  
the academic staff, elected by members of that staff*

**Mrs Jane Farmer**, BA (Dist) USQ

Associate Director, Human Resources, USQ 4 / 6

*One student member, elected by the enrolled students of the  
University*

**Ms Linda Stanley**, BEd (Hons) USQ

Enrolled PhD Student, Faculty of Education, USQ 6 / 6

*Five members appointed by the Governor-in-Council*

**Ms Jan Boys**, DipT BCAE, BEd QUT, BA UQ, MEd GU

Retired (previously Regional Executive Director of Education,  
Moreton) 6 / 6

**Dr A Carol Cox**, MBChB, FRACGP

Conjoint Senior Lecturer, School of Medicine, Rural Clinical  
Division, UQ

Fellow of USQ

Family Practitioner, Toowoomba

5 / 6

## *Deputy Chancellor*

**Mr John Dornbusch**, BEd UNE BEd MBA USQ OPM Harvard FAICD

Chairman, Dornbusch Partners Pty Ltd, Toowoomba

5 / 6

**Mr George Fox**, BCom LLB (Hons) UQ

Solicitor, Adjunct Professor of Law, Member Tax Practitioners  
Board 6 / 6

**Mr Graeme Stratford**, BAcc SA, GradDipCmlComp QUT, ACA,  
MAICD

Retired (previously partner, PricewaterhouseCoopers), Brisbane

6 / 6

*Three additional members appointed by the Council, one of  
whom must be a graduate of the University*

**Mr Greg Claydon**, BEng (with Distinction) DDIAE, CPE, MIE Aust,  
PSM

Executive Director, Department of Environment and Resource  
Management, Brisbane 3 / 6

**Mr Stephen Dixon**, BEc LLB Monash GradDipACG CSA

Group Executive, Business and Partnership Development at  
Community Solutions 6 / 6

**Emeritus Professor Andrew Hoey**, BSc(Hons) UQ PhD CQU

Senior Associate Pastor, Rangeville Community Church,  
Toowoomba

From 07/10/09 to 29/06/10 (resigned from Council) 1 / 3

## *Secretary to Council*

**Ms Pam Steele**, LLB MSocSc Qld

University Lawyer, Legal Office, USQ



## *The USQ Eighth Council*

### *Back Row (L-R)*

Mr George Fox,  
Associate Professor Kevin McDougall,  
Professor Mark Toleman,  
Emeritus Professor Andrew Hoey,  
Mr Stephen Dixon,  
Mr Graeme Stratford,  
Mr Greg Claydon.

### *Front Row (L-R)*

Ms Linda Stanley,  
Dr Carol Cox,  
Mr John Dornbusch,  
Mrs Bobbie Brazil (Chancellor),  
Professor Bill Lovegrove (Vice-Chancellor),  
Mrs Jane Farmer.

*Absent:* Ms Jan Boys

# Senior Executive

## Vice-Chancellor & President

### **Professor Bill Lovegrove,**

BA(Hons), PhD, FAPS

The position of Vice-Chancellor is appointed by Council. Professor Bill Lovegrove has been the Vice-Chancellor and President of the University since 2003. As Chief Executive Officer, the Vice-Chancellor:

- Is responsible for the academic, administrative, financial and other affairs of the USQ
- Promotes the interests and furthers the development of the University
- Exercises general supervision over the activities and welfare of staff and students of the USQ.

The Vice-Chancellor has all such powers and duties as may be necessary or convenient to enable him to carry out his responsibilities, as conferred by appropriate Acts or by USQ Council.

## The Vice-Chancellor's Executive team

### *Deputy Vice-Chancellor (Scholarship)*

#### **Professor Graham Baker,**

BEng, MSc, PhD, FIEAust

The Deputy Vice-Chancellor (Scholarship) (DVCS) is responsible for overall strategic management, leadership and executive line management for the Scholarship Division of the University through delegation to Pro Vice-Chancellors (Academic Programs and Research), Deans of Faculties (Arts, Business, Education, Engineering and Surveying and Sciences), Office of External Relations and Directors of Centres for Research and Innovation. Additionally, the DVCS is the senior executive charged with oversight of three of USQ's nine goals: Academic Programs, Research and Research Training, and Engagement and Development.

### *Deputy Vice-Chancellor (Global Learning)*

#### **Professor Philip Candy,**

BA, BCom, DipEd, Med, DipContEd, EdD

The Deputy Vice-Chancellor (Global Learning) (DVCGL) is responsible for the leadership, coordination and effective operation of the Learning and Teaching portfolio, the Student Management Division, the Division of Academic Information Services (comprising the Distance and e-Learning Centre and the University Library) and the Australian Digital Futures Institute. Additionally, the DVCGL is the senior executive charged with oversight of three of USQ's nine goals: Learning and Teaching, Educational Partnerships and Students.

### *Chief Operating Officer & Registrar*

#### **Mr Bernard Lillis,**

BA (Hons), FCMA

The Chief Operating Officer (COO) reports to the Vice-Chancellor and is responsible for the management of the staff and resources within the University Services Division incorporating Human Resources, Financial Services, Facilities Management, Division of ICT Services and Sustainable Business Management and Improvement. The COO also chairs the University's Budget Management Committee and is the senior executive charged with oversight of three of USQ's nine goals: Staff, Enterprise and Social Justice.



### *The Senior Executive Team*

*(L-R)*

Mr Bernard Lillis,  
Professor Bill Lovegrove,  
Professor Phil Candy,  
Professor Graham Baker.



# Academic Board

Academic Board is the principal advisory body to Council on academic matters. As such it is concerned with monitoring the academic activities of the University's faculties and the promotion and encouragement of scholarship and research. Underlining this is the role of policy review and development as they relate to teaching, scholarship and research matters.

Following the 2008 review of Academic Board, a key focus for the Board in 2010 was the continued improvement of the University's academic governance structures. In order to further strengthen the role of Academic Board it undertook reviews of its standing committees and also a self assessment survey.

The University conducted a joint USQ Council/Vice-Chancellor's Committee Planning Forum in March 2010 and one of the actions arising from that forum was to investigate strategies for streamlining accreditation processes impacting negatively on academic quality. In order to facilitate this process Emeritus Professor Robert Coombes, formerly Dean of Commerce at USQ and recently retired as DVC from University of Western Sydney, was contracted to lead a review of USQ's accreditation procedures and to make recommendations as to how they could be streamlined. With the aim of ensuring the close involvement of Academic Board the final report was submitted to the July meeting for discussion and all recommendations subsequently endorsed. Working parties were established to systematically review all recommendations and make the necessary updates to respective policies in order to embed the changes into normal practice.

In recognition of 2010 as the Year of Research, Centre Directors and Associate Deans (Research) were invited to the beginning of all Academic Board meetings in 2010 with the Year of Research remaining a standing agenda item for the year. Academic Board members received regular updates on research activity with a final report presented at the last Academic Board meeting for 2010.

Academic Board considered recommendations for the accreditation of new programs and the reaccreditation of existing programs as per the Accreditation Schedule for 2010 (for programs/majors effective from 1 January 2011). Accreditation approvals included Master of Nursing, Master of Science, Graduate Certificate in Climate Adaptation, Graduate Certificate in Alcohol and Drug Studies, Bachelor of Construction (Management) and Associate Degree in Construction.

Academic Board members received and considered regular updates on the Strengthening of the Australian Qualifications Framework, the proposal for the establishment of the Tertiary Education Quality and Standards Agency and the many challenges faced in the international student market.

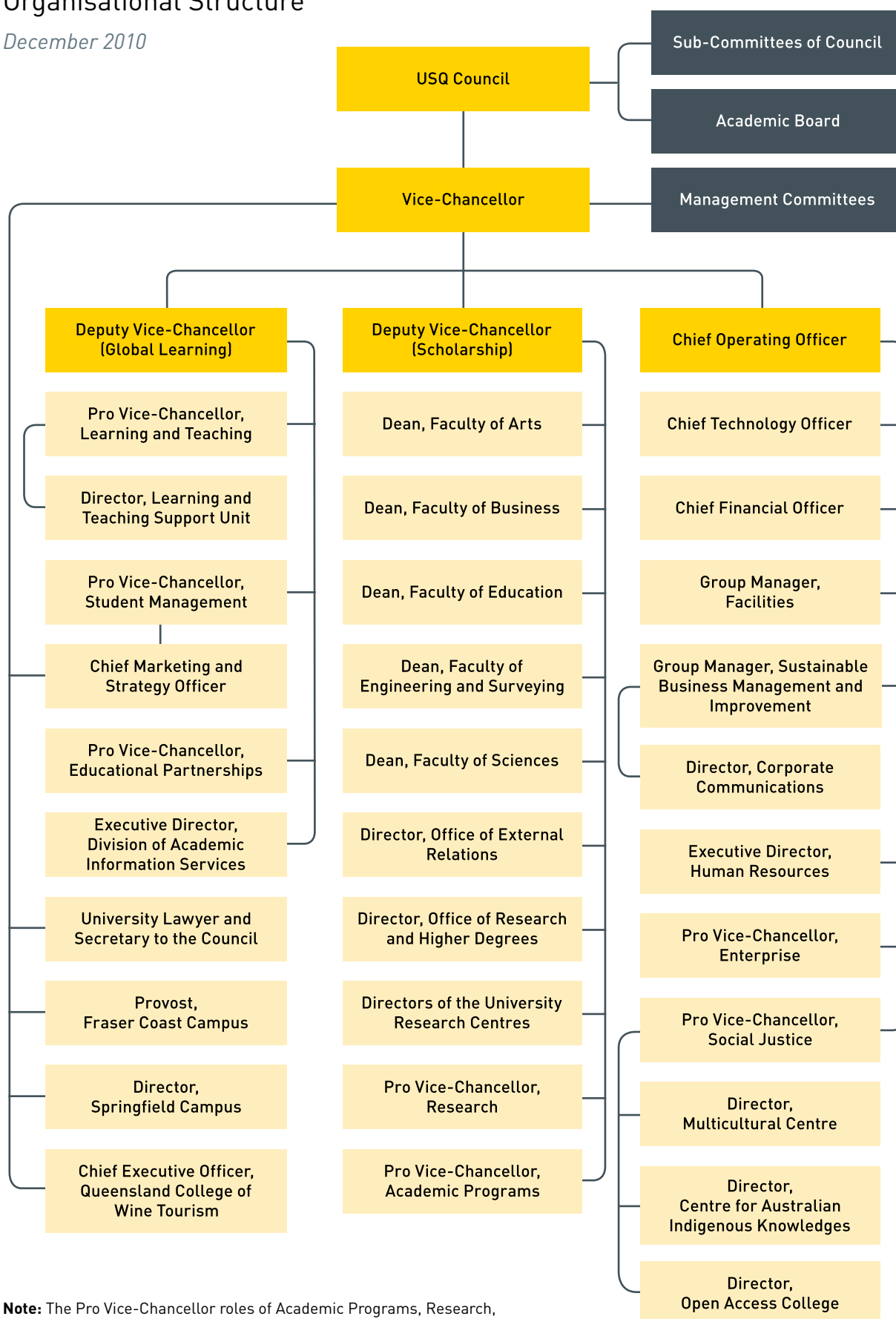
Academic Policies and regulations for staff and students were constantly reviewed during the year by Academic Board and its standing committees.



# Lines of Responsibility

## Organisational Structure

December 2010



**Note:** The Pro Vice-Chancellor roles of Academic Programs, Research, Educational Partnerships, Social Justice and Enterprise are dual roles combined with the role of Faculty Dean.

# Honorary Awards conferred by Council

The Council of the University of Southern Queensland, through its Honorary Awards Committee, confers honorary awards to acknowledge distinguished and significant contributions to the University or community; or to acknowledge strong advocacy of, and contributions to, the ideals of the University; or to recognise outstanding scholarship and professional practice in one or more disciplines or professions.

In 2010, Honorary Awards were conferred to:

## *Medal for Outstanding Service*

### **Mr Erle (Doug) Plant**

Mr Plant was a prominent member of the Darling Downs University Establishment Association in the 1960's that led to the founding of the institution that became the University of Southern Queensland. His spirit and vision in pursuing a university presence in our region was reflected in his aim to ensure equal educational opportunities for local youth as a basis for supporting sustainable regions.

### **Mrs Joan Powell**

In 1963, Mrs Powell was a member of "the barnstorming tour of the west". The tour was designed to increase awareness of the planned centre for higher education in Toowoomba. Mrs Powell's vision to recognize equitable participation and opportunities for country students has assisted generations of students to enjoy studying at a world class university on their doorstep.

### **Mrs Leá Rapoport FAIM**

Mrs Rapoport has had a very long association with USQ that goes back to 1969 when she headed the committee that organised the International Ball to raise funds for the McGregor Residential College. She has established friendships with numerous national and international students, welcoming them into her home and providing personal tuition and hospitality.

### **Mrs Barbara Thelander**

In 1963, Mrs Thelander and her late husband Digger, contributed to the Darling Downs University Establishment Association to support their strong conviction to have a higher education facility built in Toowoomba. Mrs Thelander's association with the University spans over 47 years in community liaison, networking and fund raising activities.

### **Mr Bernard (Bernie) Snep**

For more than 30 years, Mr Snep has recorded concerts performed by staff and students, whether a small lunchtime performance of first-year string players to their fellow students or a concert given by a pianist of international renown to a large audience. The magnitude of his contribution to the cultural life of the Darling Downs and of the University has been of major educational benefit.

## *Professor Emeritus*

### **Professor Lynne Hunt**

Professor Lynne Hunt left the University an important legacy in terms of development and leadership in the areas of Learning and Teaching. She is the recipient of three university-level awards for teaching excellence. She won the 2002 Australian Award for University Teaching in the Social Science category and the 2002 Prime Minister's Award for Australian University Teacher of the Year.

## *Fellow of the University*

### **Auntie Marie Wilkinson**

Auntie Marie has volunteered in the community for most of her life and has been involved with USQ Fraser Coast campus since its inception. Her strong commitment to the importance of education for indigenous people saw her assist in the establishment of the Community Education Advisory Committee and the USQ Bualum Jarl-Bah Support Centre.

### **Mr Clive Armitage**

Mr Armitage became a key figure in many of the region's educational institutions and community groups through his generous offering of time, expertise and financial resources. Mr Armitage was a 'Member Appointed by the Governor' on the Sixth USQ Council and has assisted in guiding the University through the establishment of the USQ Springfield Campus, the Queensland College of Wine Tourism and other matters of University Governance.

### **Mr Shaun Dorney**

Mr Dorney has been involved with the McGregor Summer School for 32 years and in particular with the music component of the Schools. His first involvement was in 1978 when he assisted with all operations from the setting up of rooms to the shifting of pianos. In 1979, he joined the music section of the Summer School as a student later becoming conductor and tutor before being appointed as Director of the music component of the School in 2001.



# Institutional Performance

## Performance Review

STATISTICS AT A GLANCE	
Consolidated operating revenue (\$'000)	\$225,026
All students	26,069
Male	11,929
Female	14,140
Undergraduates (enrolments)	18,927
Higher degree – research (enrolments)	416
Higher degree – coursework (enrolments)	4,801
Total student load (EFTSL)	13,250
FTE: All staff (including casuals)	1,669
Persons: Academic (excluding casuals)	451
Persons: Professional (excluding casuals)	875

## Financial Performance

The 2010 Operating Revenue for the University of Southern Queensland and its controlled entities was \$225 million. Revenue included funding for capital infrastructure projects of \$12.7 million. Total revenue from the Australian Government increased to \$153.9 million, and revenue from international fee-paying students decreased to \$32 million. The 2010 operating result was impacted by both operational performance (student number increases, mix of enrolments and increase in staff structure) and non-operational accounting entries (economic movements changing discount rates and staffing profile for provision calculations).

The University continues to plan for growth in student numbers and research activity. By 2015, total annual revenue is anticipated to increase to \$280 million. In order to plan for and accommodate this growth, the University has adopted a long-term plan in line with the University's strategic goals.

On an annual basis, faculty and divisional plans and budget submissions form key elements of the overall planning process. The fiscal planning targets included an overall benchmark operating result set at 5-10 percent of total revenue. The actual result of \$14.6 million was within target at 6.5 percent. The financial position of the University is sound, with the ratio of current assets to current liabilities at 2.75:1.

## Operational Financial Performance

The results for 2010 reflect a stable year of overall growth and operational consolidation. The 6 percent increase in total revenue was primarily a result of contrasting influences in Equivalent Full Time Student Load (EFTSL) and mix profile. Compared to 2009 numbers, Domestic student load decreased by 6.1 percent, International student load decreased by 8.1 percent, however Commonwealth supported student load balanced these declines with a 7.6 percent increase. This commonwealth supported EFTSL increase coupled with cluster mix profile change resulted in a 14 percent over-enrolment in dollar terms.

UNIVERSITY			
	2010 \$'000	2009 \$'000	% increase/ (decrease)
Total revenue from continuing operations	225,026	211,794	6.2%
Total expenses from continuing operations	210,440	193,788	8.6%
Result for the year	14,586	18,006	-19.0%
Total equity	378,062	323,514	16.9%

The international financial backdrop has continued to be volatile. Due to policies of fiscal prudence, close monitoring of forecasts and of pre-emptive budgetary action coupled with a carefully constructed investment portfolio, USQ remains in a strong financial position and is optimising the market's recovery where possible to maximise investment and operational outcomes.

USQ performed extensive analysis of its student profile and developed informed and detailed forecasts. These forecasts were used to set ambitious targets for budget and realistic targets for the Commonwealth. Although ambitious and challenging, this targeted growth in commonwealth supported student enrolments was met. In fact, USQ exceeded its Commonwealth agreement for 2010 with a strong growth in commonwealth supported students (budgeted student load was exceeded by 488 EFTSL (5.8 percent increase compared with budget and 7.6 percent above the 2009 result)).

At the same time, USQ has been investing judiciously to maintain and enhance its reputation in the various schemes that impact on current and future funding. With focus in Research outcomes, significant effort was placed into the Excellence in Research for Australia (ERA) and Sustainable Research Excellence (SRE) reporting projects.

The University Operating Result after income tax for continuing operations for 2010 was a surplus of \$14.6 million (consolidated).

## Investment in Capital Assets and Information Technology

In addition to the planned investment in buildings and infrastructure at the Springfield campus, a number of major projects were progressed during 2010. These include the Student Campus Hub Project, Science Laboratories, Student Facilities and other strategic asset management projects. Some of these projects were scheduled for completion in 2010 however, due to external delays or re-prioritisation, finalisation will occur in 2011. Minor refurbishments were also undertaken at a number of USQ facilities.

In 2009, major ICT activities focused on the development and improvement to operational efficiencies and capacity. These included significant investment in infrastructure capacity and the large project to upgrade the Student Management and Human Resource systems. These now finalised projects were optimised to their potential during 2010 and the University is starting to benefit from the planned returns.

## Financial Position

Consolidated net assets increased by \$54.6 million to \$378.1 million (16.9 percent growth). Cash and investments held increased by \$18.9 million. Annual and long service leave provision balances increased by \$2.75 million. Long service leave provision increased by \$1.6 million to \$13.1 million (14 percent above 2009 at \$11.5 million). This increase was due to two primary drivers, 1) An increase in the number of staff attracting long service leave entitlements (68 FTE additional equal to 4 percent increase in FTE); and 2) An increase in staff with full vested long service leave (>10 years service) (equal to 71 FTE or 14 percent of applicable staff). There was also minor impact from the movements in discount rates used to calculate present values. Vesting academic annual leave entitlements were estimated and provided for as at 31 December 2009 for the first time. The University of Southern Queensland Certified Agreement 2010–2013 was enacted during 2010 and these entitlements have now been fully recognised in the provision for annual leave.

## Matters subsequent to the end of the financial year

In early 2011, the University plans to transact a significant purchase at USQ Springfield. The values of the transaction are omitted due to the sensitive commercial nature of negotiations, however it is noted the transaction will result in a significant investment of cash reserves combined with the drawdown of a loan facility. This purchase will have the result of significantly reducing operating lease commitments.



PERFORMANCE INDICATOR	2006	2007	2008	2009	2010
<b>Student Enrolments and Load</b>					
[a] Total Students	25868	24985	24718	25657	26069
[a] Total Student Enrolments	26075	25213	24942	25906	26289
Total Student Load	12235	12129	12238	12947	13250
Enrolments – Commencing Students	11021	10639	10738	10749	11111
Enrolments – All Undergraduate	18167	17863	17455	18423	19067
Enrolments – Higher Degree Research	220	270	329	421	417
Enrolments – Higher Degree Coursework	7688	7080	7158	7041	6805
Postgraduates as % of Total Students	31%	29%	30%	29%	28%
Load – All Undergraduate	9113	9312	9222	9839	10229
Load – All Postgraduate	3122	2817	3015	3104	3021
<b>[b] Market Share and Student Demand</b>					
[c] USQ Share of Regional Communities Market	44.7%	44.6%	42.9%	43.6%	#
USQ Share of Queensland Market	9.2%	9.3%	9.3%	9.5%	#
USQ Share of Australian Distance Education	10.4%	10.3%	10.2%	10.3%	#
[d] USQ Share of Other Australian States Market	30.4%	29.1%	28.2%	28.6%	#
USQ Share of Australians Overseas Market	4.8%	4.2%	3.8%	4.7%	#
USQ Share of (Australian) International Market	3.5%	2.8%	2.5%	2.2%	#
USQ Share of Australian Graduations	2.8%	3.1%	2.5%	#	#
USQ Share of International Distance Education	36.0%	40.1%	42.4%	45.2%	#
Market Share of Distance Education for Qld Universities	57.8%	55.8%	53.5%	52.6%	#
<b>[e] Client Satisfaction and Teaching Quality</b>					
[f] Student Evaluation of Teaching (score / 7)	5.59	5.60	5.63	5.58	5.73
[g] CEQ: % Good Teaching Satisfaction	80%	82%	81%	81%	89%
[g] CEQ: % Generic Skills Satisfaction	86%	87%	85%	84%	92%
[g] CEQ: % Overall Rating Satisfaction	90%	91%	88%	86%	93%
<b>Graduate Outcomes</b>					
[h] GDS: % Graduates in Full-Time Study	6.7%	10.1%	10.2%	7.3%	10.9%
[i] GDS: % Graduates in Full-Time Employment	65.5%	63.4%	71.0%	64.8%	88.6%
[j] GDS: Median Starting Salary	38750	42000	45000	48800	48000
[k] GDS: % Graduates Seeking FT Employment	17.0%	16.6%	14.2%	16.1%	11.4%
<b>[l] Student Performance</b>					
Student Retention	80.2%	83.8%	85.8%	83.7%	##
Course Progression Rate	76.4%	80.7%	82.9%	82.8%	80.7%
[m] Student Completions	4557	5160	4906	4624	##
<b>Flexibility</b>					
% Enrolments External	75%	75%	75%	73%	72%
% Enrolments Multi-Modal	10%	10%	11%	9%	8%
Web-Based Subjects Offered	119	118	121	147	198
Web-Based Student Enrolments	2676	2746	2811	7544	12495
<b>Enrolment Trends</b>					
% Students Internal	15%	15%	14%	17%	19%
Enrolment Density (= Ratio of Enrolments to Load)	2.11	2.06	2.02	1.98	1.97
Median Age of Students	29	29	29	29	29



PERFORMANCE INDICATOR	2006	2007	2008	2009	2010
<b>Research and research higher degrees</b>					
[n] Research Completions – PhD + Research Masters	29	43	40	62	##
Number of Journal Articles Published	149.5	159.0	187.9	171.6	##
Number of Conference Publications	182.2	140.2	137.8	107.2	##
International Student Load	4216	3730	3764	3796	3514
<b>4 Staff</b>					
[o] Staff FTE – Academic (FT & FFT)	457	469	437	419	450
[o] Staff FTE – General (FT & FFT)	797	819	782	806	829
Casual Staff FTE	188	186	190	208	324
Student Staff Ratio (EFTS:FTE)	20.5	19.8	21.2	22.4	20.4
% Academic Staff with PhD	46%	49%	55%	56%	58%
% Academic Staff with Higher Degree	81%	83%	87%	85%	83%
[p] Staff Turnover Rate (%)	12%	12%	17%	14%	9%
[q] Staff Separation Rate (%)	9%	9%	11%	9%	7%
Mean Age of Staff – Academic	48	48	49	49	49.3
Mean Age of Staff – General	43	43	44	42	43
% Academic Staff who are Female	39%	39%	38%	39%	40%
% Senior Staff who are Female	17%	25%	22%	17%	14%
% Staff covered by Collective Bargaining Agreements	98.0%	97.6%	97.5%	95.6%	95.4%
% employees in defined benefits scheme	99%	100%	100%	100%	100%
<b>[r] Health and Safety</b>					
Injury Rate (frequency per 1 million work hours)	3.40	4.66	2.64	1.62	2.66
Occupational Disease Rate	0%	0%	0%	0%	0%
Lost Day Rate (days means available rostered working days)	10.5	14.7	5.5	1.0	14.7
Absentee Rate	2.3%	2.3%	2.5%	1.7%	1.7%
Fatalities	0	0	0	0	0
<b>Internationalisation</b>					
Market Breadth 1: Number Countries Serviced	102	114	100	107	99
Market Breadth 2: # Countries Accounting for 80%[s]	12	13	12	13	14
Females as % of Total Students	56.2%	56.3%	55.7%	56.3%	57.4%
Females as % of Commencing Students	57.1%	57.4%	56.0%	57.7%	59.3%
[s] % of Females in Engineering	9.2%	9.4%	9.4%	9.7%	9.9%
Enrolments - Indigenous Students	1.2%	1.6%	1.6%	1.8%	1.8%
Indigenous Student Progression (Pass Rate Parity)	83.8%	85.6%	86.9%	80.1%	82.8%
Enrolments - People with Disabilities	563	664	727	735	601

# To calculate market share percentages sector wide data is required by DEEWR which was not available at the time of publishing.

Other statistics will be provided online when available.

## Data unavailable until the verification process is completed. Statistics will be online when available.

\* Data not recorded until 2011

- [a] Reporting headcount and student - level of program count for consistency with reporting counts a level of program.
- [b] Market share is based on enrolments.
- [c] Regional communities considered are Darling Downs, Fraser Coast, South West Queensland and Central West Queensland.
- [d] Now reports as a percent on instate enrolments by Queensland universities only (previously was all universities which was not meaningful).
- [e] Client satisfaction is from data taken from USQ's internal Student Evaluation of Teaching (SET) course survey; and the Course Experience Questionnaire (CEQ) national survey of graduates. Graduate Outcomes are assessed using the Graduate Destination Survey (GDS) conducted by all universities; and a survey of employers of USQ graduates conducted by USQ. The National CEQ and GDS benchmarks are from the 2002 survey, as the 2003 survey figures are not yet available.
- [f] Ratings are from on-campus students undertaking courses around week 11 of First and Second Semester using a 7 point scale to indicate their response to the question: "All things considered, how would you rate the teaching of the lecturers in this course?" The separate mean ratings for Semesters one and two were averaged to provide a yearly performance measure. There are no external benchmarks as the data is taken from an internal survey.
- [g] The CEQ percentages shown above are the proportion of all respondents that broadly agreed with the items on the two CEQ scales and the Overall Satisfaction Index. Respondents indicated broad agreement by rating the scale item as 3, 4 or 5 on a 5 point scale. The percentages shown are derived from figures supplied by GCCA which consisted of the percentage of graduates in each qualification level and broad area of study that rated the scale as 3, 4 or 5. The overall USQ and National (benchmark) percentages are obtained by weighting the percentage in each qualification level and broad study-area category by the number of respondents in the group and averaging the weighted percentages over total number of respondents (ie. the sum of the weights).
- [h] These are Australian first-degree graduates in further full-time study.
- [i] This is the number of Australian first-degree graduates in full-time employment as a percentage of those available for full-time employment.
- [j] These are Australian bachelor degree graduates who were in their first full-time job.
- [k] The number of Australian first degree graduates in part-time employment or unemployed seeking full-time as a percentage of those available for full-time employment.
- [l] Benchmarks taken from the DEST publication: *Characteristics & Performance of Australian Higher Education Institutions*, 2000 [http://www.dest.gov.au/sectors/higher\\_education/publications\\_resources/statistics/outcomes](http://www.dest.gov.au/sectors/higher_education/publications_resources/statistics/outcomes)
- [m] Accurate student completion data for 2010 unavailable due to the Semester 3 completion data not being verified.
- [n] 2010 Research outputs not completed or verified until June meeting of HDREC.
- [o] FTE refers to Full-Time staff Equivalents.
- [p] Proportion of the workforce that left the organisation for any reason during the year (including employee-initiated, employer-initiated and contract expiry).
- [r] All system rules are applied, reported and recorded in respect with the *Workplace Health and Safety Act 1995* (QLD) and *Workcover Act 1996* (QLD).
- [s] Previously reported as an absolute - relative reporting is consistent with 2010 parity reporting required by DEEWR.

**Note:** Some data may have changed slightly from the previous Annual Report due to back-dated student withdrawals or similar. If you require additional information, please contact the Editor.

# Addendum

## *Carers (Recognition) Act 2008*

The University of Southern Queensland supports the Queensland Carers Charter as detailed in the *Carers (Recognition) Act 2008*, through the flexible work practices and remote access facilities available to our staff and students. The University of Southern Queensland ensures staff and students are provided with relevant information and support as required.