



USQ Annual Report 2017

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Letter to the Minister

1 March 2018

The Honourable Grace Grace MP
Minister for Education and Minister for Industrial Relations
Department of Education
PO Box 15033
CITY EAST QLD 4002

Dear Minister Grace

I am pleased to present the Annual Report 2017 and financial statements for the University of Southern Queensland.

I certify that this Annual Report complies with:

- the prescribed requirements of the *Financial Accountability Act 2009* (Qld) and the *Financial and Performance Management Standard 2009* (Qld), and
- the detailed requirements set out in the annual report requirements for Queensland Government agencies.

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A checklist outlining the annual reporting requirements can be found on page 107 of this annual report or accessed at <http://www.usq.edu.au/about-usq/about-us/plans-reports/annual-report>

Yours sincerely

Mr John Dornbusch
Chancellor, USQ

Introduction

The University of Southern Queensland (USQ) Annual Report provides a review of the University's activities and performance in 2017 and identifies future priorities. The Report aims to ensure the University meets its statutory requirements for public reporting and remains openly accountable to its stakeholders.

The Report illustrates how USQ is pursuing its vision to offer open and flexible higher education opportunities locally, nationally and internationally. It displays the University's strong commitment to broadening higher education attainment and providing educational leadership in the communities in which it is embedded.

On 4 September 2017, Professor Geraldine Mackenzie commenced her tenure as the Vice-Chancellor of USQ. Professor Mackenzie comes to the University from Southern Cross University where she was Deputy Vice-Chancellor (Research). She returned to USQ having been Foundation Head of the University's School of Law in 2007 and 2008. Professor Mackenzie has taken over from Senior Deputy Vice-Chancellor, Professor Janet Verbyla who led the University as the Interim Vice-Chancellor following the departure of former Vice-Chancellor Professor Jan Thomas in January 2017.

A minor organisational re-structure occurred following the departure of the Deputy Vice-Chancellor (Academic Services). A decision was made to bring forward the implementation of the new Division of Enterprise Services from 1 January 2018 to 9 October 2017. Mr Ian Hawke commenced in the role of Interim Deputy Vice-Chancellor (Enterprise Services) from 9 October 2017.

The Report describes USQ's achievements during 2017 and the work underway to continue to build its distinct profile; combining access with excellence in online and blended learning, undertaking world-class fundamental and applied research that makes a difference to communities and regions, and operating as an ethical and socially responsible corporate citizen.

Intended readers and users of the Report include current staff and students, members of State Parliament, research and other partners of the University, employers and graduates, media professionals and members of the public.

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Chancellor's Report

The strengthening of collaborative partnerships underpinned by the appointment of our new Vice-Chancellor and the installation of the Tenth Governing Council of the University of Southern Queensland encapsulated the major milestones for USQ during its anniversary year.

With the departure of Professor Jan Thomas as Vice-Chancellor in January the University was pleased to welcome Prof Geraldine Mackenzie as its incoming Vice-Chancellor in early September. Professor Mackenzie comes to USQ from Southern Cross University (SCU) where she was Deputy Vice-Chancellor (Research). USQ was most fortunate to gain the expertise of someone of the calibre of Professor Mackenzie whose leadership and commitment to higher education has been acknowledged through numerous honours, grants, awards and appointments in her career. I am certain that through her recognised ability and her experience in regional issues, USQ will be able to lead engagement at all levels of business, government, industry and the community.

I am thankful too for the significant contribution given by Professor Janet Verbyla who accepted Council's invitation to take up the functions of Interim Vice-Chancellor and in guiding USQ through its transitional period.

It has been a year of considerable achievement for USQ. Whether it be in research, teaching or in the tremendous support given to our students right across the University. USQ

continued to strengthen its presence in what is probably Australia's fastest growing region that stretches from Brisbane's west through to Toowoomba and south-west Queensland border regions. We have continued to invest across the University in those areas that are making USQ a global player in teaching, research and innovation.

With a clear strategic focus, USQ is committed to being among the world's leading research bodies in a number of core areas. Our Institutes and Centres focus the University's strengths through multi-disciplinary research programs to tackle national and global challenges affecting agriculture, natural resource management, and people living and doing business in regional areas.

As we move from our 50th year as a higher education institution and 25 years as a university, USQ has graduated more than 110 000 students enrolled across a multitude of programs offered both domestically and internationally. In 2017, nearly 30 000 students from 110 countries studied a diverse range of programs through on-campus, online delivery or with overseas education partners.

While USQ continues to be financially sound, in many ways 2017 has been a challenging year for Council and the University. With budget cuts to the tertiary education sector announced in late December 2017, financial modelling and budgetary forecasts have been made under testing circumstances.

This year also saw the cessation of the Ninth USQ Council and the appointment of members to the Tenth Council of the University of Southern Queensland. I particularly thank outgoing members Mr Stephen Dixon, Professor Kevin McDougall, Mr Jim Varghese AM and Associate Professor Lyn Brodie (Chair Academic Board) for their support, guidance and direction. In welcoming the Tenth Council, I congratulate Detective Chief Superintendent Charysse Pond APM, Mrs Mary McGilvray, Associate Professor Pauline Collins and Professor Aileen Cater-Steel (Chair Academic Board) on their appointment to the governing body.

Council was also pleased to honour the following recipients of USQ honorary awards:

- The Hon Dame Quentin Bryce AD CVO, Doctor of the University (honoris causa)
- The Hon Michael Kirby AC CMG, Doctor of Laws (honoris causa)
- Professor Peter Goodall, Professor Emeritus
- Professor Ronel Erwee, Professor Emeritus (awarded posthumously).

The Council was saddened to hear of the passing of Professor Emeritus Barry Leal OAM. He was USQ's inaugural Vice-Chancellor and is recognised for the support and leadership he gave to the University during its foundation years.

I look forward to 2018 and the opportunities it holds for USQ and thank Council members, the Council Secretariat and all USQ staff for their hard work and effort dedicated to achieving the best possible outcomes for USQ.

Mr John Dornbusch
Chancellor, USQ

Vice-Chancellor's Report

Since commencing as Vice-Chancellor in September 2017, I have been impressed by the depth, breadth and quality of our academic programs and research activities, and the commitment of staff to the mission and goals of USQ.

Underpinned by responsible financial management and a focus on priorities consistent with our mission, USQ worked hard during 2017 to maintain a sustainable fiscal position. Revenue in excess of \$320 million was generated, allowing the University to reshape aspects of its operations to position itself to address fiscal challenges that will be faced in the coming years. This reshaping has resulted in a reduction in the strong operating result of previous years, with a deficit of \$0.6 million recorded for 2017. Despite this result, the University has maintained a strong balance sheet, with a current ratio of 2.99, total assets exceeding \$657 million, and a very low level of debt (\$11.6 million). Investment in capital expenditure remained high in 2017 with \$19.8 million invested in property, plant and equipment, and information and communications technology.

2017 was a special year for the University, celebrating its 50th anniversary as a higher education institution and 25 years as a university, which highlighted the development of USQ as a student-focused, community-centred and impactful university – regionally, nationally and internationally.

There were many highlights for USQ during this anniversary year, of particular note are the following:

- With an increasing demand for electricity to support operational activity, in 2017 the University took positive action to offset its energy requirements by installing a Sustainable Energy Solution. The 1.998 megawatt solar project represents a cost-effective use of resource and funding offsetting peak daytime grid electricity consumption as well as significantly reducing the University's total carbon emissions in the order of 20 percent. Stage 1 of the Project saw more than 3800 solar panels installed over the largest carpark at the Toowoomba campus with the second stage involving almost 1200 solar panels installed on building rooftops across the Springfield and Ipswich campuses.
- Construction commenced on a facility upgrade at the Mount Kent Observatory, just outside Toowoomba. The Observatory's expanding research profile builds on its perfect position in the Southern Hemisphere, with the new facility accommodating the MINERVA-Australis telescope array, to provide ground-based observations supporting NASA's Transiting Exoplanet Survey Satellite (TESS) mission. Over the coming decade, USQ researchers will play a critical role in discovering tens of thousands of new exoplanets around nearby stars.
- The University's Student Endowment Fund, established in 2015, took its most significant step forward this year, with the provision of financial support to more than 300 students, including 80 bursaries to support Nursing students with the cost of undertaking clinical placements in remote locations.
- In the latter part of the year, USQ hosted the 34th International Conference on Innovation, Practice and Research in the Use of Educational Technologies in Tertiary Education, otherwise known as ASCILITE 2017, that attracted more than 350 delegates from around the world, and showcased some of the leading-edge work being undertaken by USQ staff in technology-enhanced learning and teaching.
- The University reconfirmed its focus on an organisational culture that values and recognises diversity and social inclusion, with the inaugural Multicultural Action Plan 2017–2019 and the Disability Action Plan 2017–2020, which was submitted to the Australian Human Rights Commission. USQ also continued its participation in the White Ribbon Australia Workplace Accreditation Program.

In 2018, I look forward to leading the University into the next stage of its history, working closely with our local communities in Toowoomba, Ipswich and Springfield, and building upon our commitment to continuous improvement in our online offerings. This will be achieved through my ongoing focus on ensuring positive working relationships with USQ Council, our staff and students, our stakeholders, and our regional, national and global communities.



A handwritten signature in black ink, appearing to read 'G. Mackenzie'.

Professor Geraldine Mackenzie
Vice-Chancellor, USQ

Senior Executive

Vice-Chancellor (4 September 2017–present)

Professor Geraldine Mackenzie

LLB QIT, LLM QUT, PhD UNSW, FAAL, FQA, FAIM, GAICD

The Vice-Chancellor is the chief executive officer of USQ. As Vice-Chancellor, Professor Mackenzie is responsible for the academic, administrative, financial and other affairs of the University, and promotes the interests and furthers the development of USQ. The Vice-Chancellor has line-management responsibility for a number of Deputy Vice-Chancellors who, with the Vice-Chancellor and other leadership staff, comprise the University's leadership team. The position is accountable to the University Council for the academic and financial health of the University.

The Vice-Chancellor exercises general supervision over the activities and welfare of staff and students. The Vice-Chancellor has all such powers and duties as may be necessary or convenient to enable her to carry out her responsibilities.

Senior Deputy Vice-Chancellor

Professor Janet Verbyla

BSc(Hons) *Melb*, MAICD

The Senior Deputy Vice-Chancellor was also Acting and Interim Vice-Chancellor from 17 December 2016 to 3 September 2017.

The Senior Deputy Vice-Chancellor has overall responsibility for the University's academic program portfolio, including its continuous improvement and the quality of delivery. The portfolio includes responsibilities for the University's two Faculties – Business, Education, Law and Arts; and Health, Engineering and Sciences. It also encompasses the University's Open Access College, the College for Indigenous Studies, Education and Research, Artsworx and the Queensland College of Wine Tourism.

From 9 October 2017, following a minor organisational restructure, the Senior Deputy Vice-Chancellor assumed line management responsibility for the University's Library, the Office for the Advancement of Learning and Teaching, and the Digital Life Lab.

The Senior Deputy Vice-Chancellor serves as the standing deputy to the position of Vice-Chancellor and acts in the role during her absence.

Deputy Vice-Chancellor (Research and Innovation)

Professor Mark Harvey

BSc(Hons), MBA, PhD *Qld*

The Deputy Vice-Chancellor (Research and Innovation) leads the Research and Innovation Division of the University and is responsible for providing strategic direction, leadership and management of the centres, institutes and offices that comprise the Research and Innovation portfolio. The Deputy Vice-Chancellor (Research and Innovation)'s role is to enhance the University's research profile, its research performance and its culture of research excellence and quality research training.

The position oversees the fostering of collaborations and partnerships with government, industry and the community, to deliver applied research outcomes that have regional relevance, aligned with our national priorities and deliver global impact. The Research and Innovation Division comprises the Offices of the Deputy Vice-Chancellor (Research and Innovation), Research, Research Graduate Studies, and Research Development, the University's two Research Institutes and seven Research Centres.

Deputy Vice-Chancellor (Academic Services)

(until 26 September 2017)

Professor Ken Udas

BSc SE *MassU*, MBA *Salem SC*, MSc *Texas A&M*, PhD *Texas A&M*

The Deputy Vice-Chancellor (Academic Services) is responsible for providing strategic direction, leadership and management of the functions, centres and departments that comprise the Academic Services Division portfolio. These incorporate activities overseen by the Pro Vice-Chancellor (Scholarly Information and Learning Services), Office for the Advancement of Learning and Teaching, Library Services, Digital Life Lab as well as Information, Communication and Technology Services. This position serves the role of Chief Information Officer.

The Deputy Vice-Chancellor's (Academic Services) role is to continually enhance the University's performance and provide clear strategy in the areas of learning and teaching support and learning information access. The portfolio was discontinued on 26 September 2017.

Deputy Vice-Chancellor (Students and Communities)

Mr Carl Rallings

BCom Wollongong

The Deputy Vice-Chancellor (Students and Communities) is responsible for providing strategic direction, leadership and management of the functions, centres and departments that comprise the Division of Students and Communities. The Division incorporates Marketing and Student Attraction, USQ International, Student and Academic Support, Student Support and Retention, Student Engagement and Leadership, Student Services and Social Justice, and Alumni.

The Deputy Vice-Chancellor (Students and Communities) also facilitates consistent delivery of USQ's branded service model that enhances the student experience and builds the University's relationships with its current, future and past student communities.

Chief Financial Officer

Mr Athol Kerridge

BBus, MBA USQ, FCPA CPA Australia, DipCoDirCrs AICD

The Chief Financial Officer is responsible for the operations of the Financial Services Department.

Financial Services provides expertise and support in relation to financial operations, procurement, financial reporting, financial systems and budgeting, including related policies and procedures.



(L–R) Mr Carl Rallings, Mr Ian Hawke, Professor Geraldine Mackenzie, Professor Janet Verbyla, Mr Athol Kerridge, Professor Mark Harvey

Interim Deputy Vice-Chancellor (Enterprise Services)

(from 9 October 2017)

Mr Ian Hawke

BA Qld, MAdmin Griffith

The Interim Deputy Vice-Chancellor (Enterprise Services) has overall management responsibility for the University's business functions including the Human Resources Department, Campus Services Department, Corporate Management Services Department and Information, Communication and Technology Services.

This role provides the strategic direction and leadership for the establishment of the new Enterprise Services Division.

Vice-Chancellor's Committee

The Vice-Chancellor's Committee is the key advisory committee to the Vice-Chancellor on all matters relating to the management of the University and on the setting of strategic directions and the development of policy.

The Vice-Chancellor's Committee provides advice to the Vice-Chancellor on the following matters:

- the management of the University
- the relevance, implementation and modification of existing policies and strategies, and on the development of new required policies and strategies
- the development and review of strategic and operational planning through the assessment of plans, and negotiation of planning outcomes
- institutional performance in all areas of operation
- the development of the University's budget methodology and budget allocation
- the academic and infrastructure planning and development of the University
- the assurance of regulatory compliance and ethical accountability for the institution
- the provision of reports containing recommendations and advice from standing committees
- the continued development of University-wide communication and cooperation
- other strategic matters referred to the Committee by members.

¹ A reorganisation of the University senior management structure approved in 2017 saw the abolition of the Deputy Vice-Chancellor (Academic Services) position and the reassignment of the areas reporting to this position – Scholarly Information and Learning Services to the Academic Division and ICT Services reporting to a new position of Deputy Vice-Chancellor (Enterprise Services), which was also responsible for Human Resources, Campus Services and Corporate Management Services.

Governance

Agency role and main functions

USQ is incorporated under the *University of Southern Queensland Act 1998* (USQ Act). Prior to this, USQ was established as the Queensland Institute of Technology (Darling Downs) from February 1967, then as the Darling Downs Institute of Advanced Education from June 1971. It became the University College of Southern Queensland from 1 January 1990 and the University of Southern Queensland from 1 January 1992.

USQ's functions under section 5 of the USQ Act are:

- to provide education at university standard
- to provide facilities for, and encourage, study and research
- to encourage the advancement and development of knowledge, and its application to government, industry, commerce and the community
- to provide courses of study or instruction (at the levels of achievement the Council considers appropriate) to meet the needs of the community
- to confer higher education awards
- to disseminate knowledge and promote scholarship
- to provide facilities and resources for the wellbeing of the University's staff, students and other persons undertaking courses at the University
- to 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
- to perform other functions given to the University under this or another Act.

USQ operates at Toowoomba, Springfield, Ipswich and Stanthorpe, and also provides significant online education. Additionally, USQ has a physical presence in Sydney and relationships with a number of offshore partners.

Governing Body

Under sections 7 to 11 of the USQ Act, the Council is established as the governing body of the University. The Council is responsible for the overall governance of the University, and consists of official, appointed, elected and additional (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.

In 2017 the Queensland Parliament passed the *University Legislation Amendment Act 2017*. The provisions of this Act relating to delegations and integrity commenced on assent on 13 October 2017 and the provisions which require a new elections policy and repeal of statutes commence on a date to be proclaimed.

Insurance premiums have been paid to insure each of the Councillors and officers of the University against any costs and expenses incurred by them in defending any legal proceeding arising out of their conduct while acting in their capacity as an officer of the University.

USQ Council members are able to receive remuneration for attendance at Council meetings and Council activities. Council members who are also University employees receive their normal remuneration while attending to Council business.

The University accepts financial responsibility for travel costs related to Council meetings and Council activities.

Remuneration details can be accessed via:

<https://www.usq.edu.au/about-usq/governance-management/plans-reports/annual-report>

2017 Council Key Achievements

Council governs all the University's affairs, finances and property. Some selected specific achievements in 2017 include:

- Approval of the 2016 Financial Statements and USQ Annual Report
- Approval of the USQ budget for 2018
- Approval of a Council Remuneration Policy and Remuneration Schedule (effective from 01/01/2017)
- Approval of a Risk Appetite Statement for the University
- Approval of a revised USQ Internal Audit Charter
- Approval of updated terms of reference for all its committees and their operation
- Approval of an updated Charter of University Governance
- Approval of monthly Financial Statements throughout the year
- Held two half-day Reflective Forums to consider specific strategic matters
- Conducted a self-evaluation of the Ninth USQ Council
- Recruitment and appointment of new Vice-Chancellor
- Welcomed the Tenth USQ Council in October 2017
- Commissioning of two portraits of former Chancellors

Financial Reporting Arrangements

Internally, monthly financial statements are reported to the Council's Finance and Facilities Committee. These are recommended for approval to Council. The unaudited Annual Financial Statements are considered by Finance and Facilities Committee at its February meeting and recommended for approval to Council at its following meeting for inclusion in the USQ Annual Report after audit by the Queensland Audit Office.

The University of Southern Queensland is a not-for-profit higher education provider established under the USQ Act and is a statutory body as defined in the *Financial Accountability Act 2009 (Qld)*.

Its Annual Financial Statements represent the audited general purpose financial statements of the University. They are prepared on an accrual basis and comply with Australian Accounting Standards. Additionally, the statements have been prepared in accordance with *Higher Education Support Act 2003* (Financial Statement Guidelines) and the *Financial and Performance Management Standard 2009* issued pursuant to the *Financial Accountability Act 2009 (Qld)*.

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

9th USQ Council

(07/10/2013 to 06/10/2017)

Meetings and membership¹

The Ninth Council of the University of Southern Queensland met on five occasions during 2017. Membership was as follows:

Chancellor (ex-officio)

[5/5] **Mr John Dornbusch**

BEd *UNE*, BEd MBA *USQ*, OPM *Harvard*, FAICD

Chairman, Dornbusch Partners Pty Ltd, Toowoomba

[5/5] *Chair, Chancellor's Committee*

[1/1] *Chair, Remuneration Sub-Committee*

[1/1] *Chair, Honorary Awards Committee*

[5/5] *Member, Audit and Risk Committee*

[5/5] *Member, Finance and Facilities Committee*

Vice-Chancellor (ex-officio)

[4/4] **Professor Janet Verbyla**

BSc(Hons) *Melb*, MAICD

Interim Vice-Chancellor from 23/01/17 to 03/09/17

[4/4] *Member, Chancellor's Committee*

[1/1] *Member, Honorary Awards Committee*

[4/4] *Member, Finance and Facilities Committee*

[1/1] **Professor Geraldine Mackenzie**

LLB *QUT*, LLM *QUT*, PhD *UNSW*, FAAL, FQA, FAIM, GAICD

Vice-Chancellor from 04/09/17

[1/1] *Member, Chancellor's Committee*

[1/1] *Member, Honorary Awards Committee*

[1/1] *Member, Finance and Facilities Committee*

Chair, Academic Board (ex-officio)

[2/2] **Associate Professor Lyn Brodie**

BEng *DDIAE*, MEng, DEng *USQ*, FIE(Aust)

Associate Dean (Students), Faculty of Health, Engineering and Sciences, USQ
(to 17/03/17)

[1/1] *Member, Chancellor's Committee*

[0/0] *Member, Honorary Awards Committee*

[2/3] **Professor Aileen Cater-Steel**

BBus *UCSQ*, MIT *USQ*, PhD *Griffith*, FACS, GAICD

(Acting Chair from April 2017, Chair from 06/06/17)

[4/4] *Member, Chancellor's Committee*

[1/1] *Member, Honorary Awards Committee*

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

[4/5] **Professor Kevin McDougall**

BSurv (Hons), MSurvMapSc *Qld*, PhD *Melb*, FSSSI, GAICD

Head of School (Civil Engineering and Surveying),

Faculty of Health, Engineering and Sciences, USQ

Member, Finance and Facilities Committee

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

[5/5] **Mrs Mary McGilvray**

BSc (Psych) *USQ*

Senior Executive Officer (Campus Services), USQ

[5/5] *Member, Honorary Awards Committee*

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

[3/3] **Mr Peter Becker**

DipMin *Harvest*

Enrolled student, Faculty of Health, Engineering and Sciences, USQ

(from 19/04/17)

Five members appointed by the Governor-in-Council

[3/5] **Dr A Carol Cox AM**

MBChB FRACGP FRCP *Edin*

Fellow of USQ, Retired Family Practitioner, Toowoomba

[4/5] *Member, Chancellor's Committee*

[1/1] *Member, Honorary Awards Committee*

[5/5] **Mr Brett Delaney**

BCom *Qld*, FCA, MAICD

Retired President, National Heart Foundation of Australia (Qld Division). Retired Member, National Board, National Heart Foundation of Australia. Retired Assurance Partner, PricewaterhouseCoopers. Chair of Audit Committee, Honeycombes Property Group.

[5/5] *Chair, Audit and Risk Committee*

[5/5] *Member, Chancellor's Committee*

[5/5] *Member, Finance and Facilities Committee*

[4/5] Mr Stephen DixonBEc LLB *Monash*, GradDipACG CSA

Merger Consultant for the Non-for-Profit Sector

*[0/1] Member, Honorary Awards Committee***[5/5] Mr George Fox**BCom LLB (Hons) *Qld*

Solicitor, Adjunct Professor of Law, Hong Kong Shue Yan University

*[5/5] Member, Chancellor's Committee**[1/1] Member, Remuneration Sub-Committee***[5/5] Mr Jim Varghese AM**BA (Hons), BD *Qld*, MBA DipEd *Melb*, FCPA, FAIM

Chairman and Owner, Leadership Company Queensland Pty Ltd

Director, EIDOS. Director, Mental Health Foundation (Qld).

Director and Deputy Chair, Puuya Foundation. Director, Springfield Land Corporation. Executive Director, Business Development, Australia India Institute. Senior Research Fellow, USC.

*[1/1] Member, Remuneration Sub-Committee***Three additional members appointed by the Council, one of whom must be a graduate of the University****[5/5] Ms Jan Boys (Deputy Chancellor)**DipT BCAE, BEd *QUT*, BA *Qld*, MEd *GU*

Retired (formerly Regional Executive Director of Education, Moreton)

*[5/5] Member, Chancellor's Committee**[5/5] Member, Audit and Risk Committee**[5/5] Member, Finance and Facilities Committee**[1/1] Member, Honorary Awards Committee**[1/1] Member, Remuneration Sub-Committee***[4/5] Mr Chris Bazley**BBus *Qld*, FAICD

Agricultural Business Advisor/Farmer

*[5/5] Chair, Finance and Facilities Committee**[5/5] Member, Audit and Risk Committee**[5/5] Member, Chancellor's Committee**[1/1] Member, Remuneration Sub-Committee***[5/5] Ms Rachel Barlow**BBus *USQ*, GDipAppFinInv *Finsia*, F Fin, CFP®

Senior Private Client Advisor, MGD Wealth Ltd

*[5/5] Member, Finance and Facilities Committee***USQ Council is supported by the Governance Office, headed by the University Secretary****Professor Mark Toleman**BAppSc GDipInfProc *DDIAE*, MSc *JCU*, PhD *Qld*, MACS, MAIS¹ 5/5 refers to Meetings attended/Meetings eligible to attend

10th USQ Council

(07/10/2017 to 06/10/2021)

Meetings and membership¹

The Tenth Council of the University of Southern Queensland met on two occasions during 2017. Membership was as follows:

Chancellor (ex-officio)

[2/2] **Mr John Dornbusch**

BEd *UNE*, BEd MBA *USQ*, OPM *Harvard*, FAICD

Chairman, Dornbusch Partners Pty Ltd, Toowoomba

[1/1] *Chair, Chancellor's Committee*

[0/0] *Chair, Remuneration Sub-Committee*

[1/1] *Chair, Honorary Awards Committee*

[1/1] *Member, Audit and Risk Committee*

[1/1] *Member, Finance and Facilities Committee*

Vice-Chancellor (ex-officio)

[2/2] **Professor Geraldine Mackenzie**

LLB *QUT*, LLM *QUT*, PhD *UNSW*, FAAL, FQA, FAIM, GAICD

[1/1] *Member, Chancellor's Committee*

[1/1] *Member, Honorary Awards Committee*

[1/1] *Member, Finance and Facilities Committee*

Chair, Academic Board (ex-officio)

[2/2] **Professor Aileen Cater-Steel**

BBus *UCSQ*, MIT *USQ*, PhD *Griffith*, FACS, GAICD

[1/1] *Member, Chancellor's Committee*

[1/1] *Member, Honorary Awards Committee*

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

[2/2] **Associate Professor Pauline Collins**

LLB *Adelaide*, BVisArt *USQ*, GDipProfComm *USQ*, LLM *Qld*, PhD *Qld*

Associate Professor (Law), School of Law and Justice, Faculty of Business, Education, Law and Arts, *USQ*

[1/1] *Member, Honorary Awards Committee*

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

[2/2] **Mrs Mary McGilvray**

BSc (Psych) *USQ*

Senior Executive Officer (Campus Services), *USQ*

[0/1] *Member, Honorary Awards Committee*

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

[1/2] **Mr Peter Becker**

DipMin *Harvest*

Enrolled student, Faculty of Health, Engineering and Sciences, *USQ*

Five members appointed by the Governor-in-Council

[2/2] **Ms Rachel Barlow**

BBus *USQ*, GDipAppFinInv *Finsia*, F Fin, CFP®

Senior Private Client Advisor, MGD Wealth Ltd

[1/1] *Member, Finance and Facilities Committee*

[0/0] *Member, Remuneration Sub-Committee*

[2/2] **Mr Chris Bazley**

BBus *Qld*, FAICD

Agricultural Business Advisor/Farmer

[1/1] *Chair, Finance and Facilities Committee*

[1/1] *Member, Audit and Risk Committee*

[1/1] *Member, Chancellor's Committee*

[0/0] *Member, Remuneration Sub-Committee*

[2/2] **Dr A Carol Cox AM**

MBChB FRACGP FRCP *Edin*

Fellow of *USQ*, Retired Family Practitioner, Toowoomba

[1/1] *Member, Chancellor's Committee*

[1/1] *Member, Honorary Awards Committee*

[2/2] **Mr Brett Delaney**

BCom *Qld*, FCA, MAICD

Retired President, National Heart Foundation of Australia (Qld Division). Retired Member, National Board, National Heart Foundation of Australia. Retired Assurance Partner, PricewaterhouseCoopers. Chair of Audit Committee, Honeycombes Property Group.

[0/1] *Chair, Audit and Risk Committee*

[0/1] *Member, Chancellor's Committee*

[0/1] *Member, Finance and Facilities Committee*

[1/2] **Detective Chief Superintendent Charysse Pond APM**

BA(Soc) *CQU*, GradDipCrim *QUT*, MLship&Mgt(Policing) *CSU*, GradCertAppliedMgt *AIPM*

Operational Commander, State Crime Command, Queensland Police Service

[0/0] *Member, Remuneration Sub-Committee*

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

[2/2] **Ms Jan Boys (Deputy Chancellor)**

DipT BCAE, BEd QUT, BA Qld, MEd GU

Retired (formerly Regional Executive Director of Education, Moreton)

[1/1] *Member, Chancellor's Committee*

[1/1] *Member, Audit and Risk Committee*

[1/1] *Member, Finance and Facilities Committee*

[1/1] *Member, Honorary Awards Committee*

[0/0] *Member, Remuneration Sub-Committee*

[1/2] **Mr George Fox**

BCom LLB (Hons) Qld

Solicitor, Adjunct Professor of Law, Hong Kong Shue Yan University

[1/1] *Member, Chancellor's Committee*

[1/1] *Member, Finance and Facilities Committee*

*ONE POSITION VACANT

¹ 2/2 refers to Meetings attended/Meetings eligible to attend

Back (L-R): Mr Peter Becker, Associate Professor Pauline Collins, Ms Rachel Barlow, Detective Chief Superintendent Charysse Pond APM, Mr Chris Bazley, Dr Carol Cox AM, Mrs Mary McGilvray, Professor Aileen Cater-Steel

Front (L-R): Mr Brett Delaney, Professor Geraldine Mackenzie, Mr John Dornbusch, Ms Jan Boys, Mr George Fox



Academic and Legal

Academic Board

The Academic Board is the key advisory committee to USQ Council on academic matters. The Board monitors the academic activities of the University's faculties, while promoting teaching, scholarship and research along with developing and reviewing academic policy. In 2017, the Board comprised 42 members which included members of the Senior Executive, representatives from key areas of USQ, academic staff, and student representatives.

The term of office of the current Academic Board is 4 August 2015 up to but not including the regular meeting of the Academic Board in July 2018.

A change of Chair (Academic Board) occurred in 2017 with Associate Professor Lyn Brodie leaving the position in March. Professor Aileen Cater-Steel, the serving Deputy Chair, was appointed by Council as Acting Chair and then Chair, for the remainder of the term. Associate Professor Alexander Kist was elected as Acting Deputy Chair, and then Deputy Chair, from 1 August 2017 until the end of the term.

The Board met on seven (7) occasions throughout 2017. Three committees report to and advise the Academic Board – Academic Board Executive Committee, Education Committee and Research Committee.

The focus of 2017 has been to review how Academic Board undertakes its role to advise USQ Council on academic quality matters and to effect change in areas identified as needing improvement. While the review process has occurred, Academic Board has continued to consider matters and advise the USQ Council on academic quality matters.

Key achievements for Academic Board in 2017 were:

- consideration of 13 programs for accreditation/reaccreditation
- conduct of a self-assessment survey to provide guidance for future functioning of the Academic Board
- review of the Terms of Reference for Academic Board and all its Standing Committees, in response to recommendations of an Internal Audit into the functioning of Academic Board
- initiated a series of professional development sessions for Academic Board members
- reinstated the Academic Board Bulletin enabling better communication of Academic Board activities to USQ staff
- instigated use of video-conferencing in meetings to better engage with members across all campuses
- revised induction manual and implemented mentoring arrangements for newly-appointed members
- streamlined agendas and organised improved archival facilities for historical documents.

Information Systems and Recordkeeping

The University continues to promote compliance with the *Public Records Act 2002 (Qld)*, Information Standard 40: Recordkeeping and Information Standard 31: Retention and Disposal of Public Records. Internally, the Records Management Governance Policy and Procedure and the Records Disposal Policy and Procedure direct and guide the University's recordkeeping procedures.

Corporate Records

Throughout 2017, USQ Corporate Records pro-actively supported University business enterprise through the provision of ongoing records and information management services including:

- digitisation program for corporate, student and employee files
- deployment of the Records Manager system across the organisation, including training and support
- successful integration developments between the Records Manager system and PeopleSoft HR and Student systems delivering a significant reduction of manual overheads
- consultancy and advisory service for internal and external enquiries
- information lifecycle management of the University's records and information.

Key initiatives, commenced or undertaken in 2017, to enhance the delivery of records and information management services include:

- authorised early disposal of digitised student records
- investigation and deployment of electronic archiving functionality in Records Manager system
- review of recordkeeping and historical archives policy and procedure
- support of various USQ 50/25 Anniversary Celebrations events through the USQ Historical Archives, including mounting of themed exhibitions and the development of a University Timeline produced in physical, online and book formats.

There were no serious breaches of the public authority's recordkeeping system.

Data Warehouse and Business Intelligence

The establishment of USQ's Enterprise Data Warehouse and Business Intelligence Platform as a central data repository for reporting and analysis was completed in 2016. The platform has integrated more than 20 disparate systems from the six functional areas of the University: student, staff, learning and teaching, research, finance, and facilities. USQ now has a complete view of data that provides a 'single source of truth', which enhances its decision-making capabilities and ensures the University makes optimal use of its data resources. Dashboards now provide regular online and timely information. Integral to the reporting is the 'Health Check' for all programs and courses, which provides quality assurance in the Academic Division.

Contract Management System

The cloud based contract management system and contract management framework established across the University continues to provide an improved contract identification and management capability in all Divisions. Procurement processes aligned to the requirements of various policies and procedures, have now been added to the University's suite of contract related business processes. Identified stakeholders of business processes now have full visibility of contracts from initiation to contract management and review. The risk-based approach adopted throughout the system activation has enhanced the ability to understand risks associated with contractual obligations.

Training courses, system and process-related help guides, information and resources were developed and will be continually revised by the contract support team in conjunction with other organisational sections.

The Policy and Procedure Framework deployment

Progress continues to be made in refreshing the USQ Policy and Procedure Framework, which is critical to the University's change management process. During 2017 the development has seen 62 new or major reviews, 46 minor reviews, and 141 editorial changes.

Strategic Communications

Reputation management is an integral part of business continuity.

In 2017, USQ entered a new chapter of its history and continued its targeted communication strategy that extended on repositioning the University as a contemporary university, respected and recognised for being a leading partner for industry and business, committed to working and connecting with stakeholders and the communities, and focused on research outcomes.

A component of an organisation's reputation is its risk and crisis communication strategy. In alignment with the University's media policy, USQ strives to minimise potential negative sentiment arising from media coverage; protect the University's reputation; and position the organisation favourably among its key constituencies. Media monitoring and proactive responses assist in addressing potential concerns to create positive awareness.

USQ achieved more than \$12 million in media coverage during 2017 after 500 releases were generated and published from the Office of Corporate Communication and Public Relations.

Media coverage was considered positive and neutral with the University's sentiment being recorded as a positive result of 91.7 percent.

As well as providing a platform to reinforce and support USQ's broader communication and profiling activities, social media serves as an excellent channel to communicate directly with corporate audiences. USQ has an active social media presence and strong following across its various social media channels.

During 2017, the staff focused website continued to be popular with more than 321,000 page visits recorded. Thirty-two editions of USQnews update were produced with a total of 10,808 video views (N.B. USQnews update was discontinued in September – last edition published on 07/09/17, and replaced by the Vice-Chancellor's weekly newsletters).

Right to Information (RTI)

USQ continued to meet its statutory obligations under the *Right to Information Act 2009* (Qld) through the following:

- pro-active release of documents under the University's Administrative Access Scheme (where possible)
- processing of formal access requests for documents held by the University
- maintaining its Publication Scheme and Disclosure Log.

The delivery of RTI awareness sessions for employees has been incorporated as a mandatory component of the University's eInduction Program under the 'compliance module'.

Public Sector Ethics Act 1994 (Qld)

The University's Code of Conduct commits members to standards of conduct based on ethics principles and values identified from the *Public Sector Ethics Act 1994* (Qld). The commitment was continued in 2017 through mandatory employee induction and annual refresher training. Employees are expected to complete the annual training that includes online modules covering their obligations pertaining to the Code of Conduct, and other topics including equity and diversity, work health and safety, and emergency response.



Privacy – Information Privacy Act 2009 (Qld)

The Privacy Office is authorised to make decisions on behalf of the University in accordance with the *Information Privacy Act 2009* (Qld). During 2017 eight formal applications for access to documents containing an individual's personal information were received and all were decided within the time permitted under the *Information Privacy Act 2009* (Qld). There were no requests received for internal or external reviews of application decisions in the reporting period.

External scrutiny

A range of entities provides independent scrutiny of the University's performance. External audits and other independent reviews add value through making recommendations to improve operations.

In 2017, reports relevant to the University included:

- *Universities and grammar schools: 2016 results of financial audits (Report 18: 2016–17)*

The results of Queensland Audit Office (QAO) financial audits of the seven Queensland public universities and their controlled entities provided an overview of university sector finances as at 31 December 2016 and of financial accounting issues that arose during the audits. The report also contained information on cost management practices operating at the seven universities, and on important income and cost drivers across the university and grammar school sectors.

- *Queensland public sector responses to corrupt conduct incidents in recruitment and selection activities (June 2017)*

The Crime and Corruption Commission (CCC) Queensland conducted a sector based audit examining how allegations of corrupt conduct in recruitment and selection activities were being dealt with in Queensland. The University is responding to the opportunities to further improve ongoing risk management and enhance corrupt conduct complaint management.

Integrity and Professional Conduct

USQ is determined to uphold the highest ethical standards and professional conduct. The Director (Integrity and Professional Conduct) is responsible for the management and conduct of investigations for matters pertaining to corrupt conduct and public interest disclosure. Reporting to the Vice-Chancellor and Chancellor, this role also leads delivery of serious misconduct prevention strategies.

The Honourable Michael Kirby AC CMG and
USQ Chancellor John Dornbusch

Audit

Audit and Risk

The USQ Council and the Vice-Chancellor recognise internal audit and risk management services as a key component of the governance framework at USQ. The Internal Audit Charter, which is reviewed on an annual basis, establishes the authority and responsibility conferred on Internal Audit administration so that the section may operate as an effective function of the University in accordance with the *Financial Accountability Act 2009* (Qld) and the Financial and Performance Management Standard 2009.

With due regard to the Queensland Treasury Department's Audit Committee Guidelines, the Internal Audit Unit plays a key role in:

- developing and maintaining a culture of accountability and integrity
- facilitating the integration of risk management into day-to-day business activities and processes
- promoting a culture of cost consciousness, self-assessment and adherence to high ethical standards.

An Internal Audit Plan was developed to provide an appropriate level of assurance to the USQ Council, Audit and Risk Committee, and USQ management by focusing on key risks, business processes and information systems across the University. Based on the Internal Audit Strategic Plan and incorporating an annual independent assessment of significant operational and financial risks, the 2017 Internal Audit Plan was approved by the Audit and Risk Committee following consultation with key stakeholders including the Vice-Chancellor's Committee.

The Plan continues to be executed through existing Internal Audit staff and augmented as necessary through an established co-sourced partner arrangement. Operating independently, the role of Internal Audit is to provide an objective assurance and advisory function to protect and add value to improve the University's operations. Through the annual Internal Audit Plan, Internal Audit helps the University accomplish its objectives by bringing a systematic, disciplined approach to evaluate the effectiveness of risk management, internal control and governance processes.

In 2017, more than 20 individual audits were conducted across a range of audit types, including financial, compliance and performance audits. These audits included Examinations, Space Utilisation, Environmental Planning, Energy and Utilities Management, Simplified Student Visa Framework (SSVF), Research Training, Amenities Fees and Academic Board.

Rio Ikeuchi (left) and Yuri Iseco celebrate Harmony Day at USQ



Other reviews of major projects were also undertaken.

The broad internal audit strategy involves more than conducting internal audits; it is designed to provide awareness and advice to University management on policy, procedure, good practice and suitable conduct. Under the auspices of the Audit and Risk Committee, Internal Audit also conducted fraud awareness and risk management training across the organisation.

In line with the requirements of the International Standards for the Professional Practice of Internal Auditing, Section 1311 requires an Internal Quality Assessment of the Internal Audit function to evaluate conformance with the Code of Ethics and Standard. This was completed in July 2017.

A Risk Management Policy and a Risk Management Plan have been adopted to establish a risk management framework that is informed by recognised standards (AS/NZS ISO 3100:2009 and aligned to the Institute of Internal Auditors Framework) to comply with the *Financial and Performance Management Standard 2009*.

The framework continues to evolve and mature in order to provide management and staff with an informed view of events that could impact the achievement of the University's strategic and operational objectives.

USQ has identified and documented its most significant risks, with active monitoring and consideration of risk reduction strategies undertaken through a regular Audit and Risk Forum of risk owners, the outcomes of which are reviewed by executive management. Reporting on risk management activities is provided to the Vice Chancellor's Committee, the Audit and Risk Committee, and Council.

Following the Queensland Audit Office's Area of Controls focus report on Risk Management across Queensland universities, USQ developed a series of formal Risk Appetite Statements as a component of the overall risk framework.

Overall there has been a continual maturing of the audit and risk activities at USQ which confidently provides governance and management with high quality reporting on key functions and risks.

Audit and Risk Committee

The primary purpose of the Audit and Risk Committee of Council is to provide independent assistance to the University Council by overseeing and monitoring the governance, risk, control and compliance frameworks, as well as internal accountability requirements of the University and its controlled entities.

The Vice-Chancellor's Committee provides advice and assurance to the Audit and Risk Committee on the effectiveness of the risk management framework and the management of risk.

The Audit and Risk Committee is independent of management. During 2017, the Committee comprised three members of the Council (one of whom was required to be the Deputy Chancellor) who were not employees or students of the University and able to contribute to the broad skills base relevant to the business of the Committee; two persons external to the Council and staff of the University who represented the accounting profession with experience in auditing, and the Chancellor. Members of the Audit and Risk Committee were as follows:

Mr Brett Delaney (Chair)

BCom *Qld*, FCA, MAICD

Retired President, National Heart Foundation of Australia (Qld Division); Retired Member, National Board, National Heart Foundation of Australia; Retired Assurance Partner, PricewaterhouseCoopers; Chair of Audit Committee, Honeycombes Property Group

Mr Chris Bazley

BBus *Qld*, FAICD

Agricultural Business Advisor/Farmer

Ms Jan Boys (Deputy Chancellor)

DipT *BCAE*, BEd *QUT*, BA *Qld*, MEd *GU*

Retired (previously Regional Executive Director of Education, Moreton)

Mr Tim Davis

BBus *USQ*, FCA, CTA

Partner, Horizon Accounting Group, Toowoomba

Mrs Kylee Valentine

BCom *USQ*, FCA

Senior Partner, Toowoomba, Crowe Horwath Australia

Mr John Dornbusch (Chancellor)

BEd *UNE*, BEd MBA *USQ*, OPM *Harvard*, FAICD

Chairman, Dornbusch Partners Pty Ltd, Toowoomba

The Vice-Chancellor, Chief Financial Officer, Director (Internal Audit and Risk), and Executive Director (Corporate Management Services) attended Audit and Risk Committee meetings by invitation, had rights of audience and debate, but were not members of the Committee.

The University Secretary, Professor Mark Toleman, served as secretary to the Committee.

The USQ Council reviewed the financial statements and accounting policies for appropriateness and compliance with prescribed accounting and other requirements, with reference to recommendations by the Queensland Audit Office.

The Audit and Risk Committee met on six occasions during 2017. Remuneration details can be accessed via: <https://www.usq.edu.au/about-usq/governance-management/plans-reports/annual-report>

Achievements of the Committee in 2017 include:

- Approved the appointment of the Head of Internal Audit.
- Reviewed and approved 14 final Internal Audit reports.
- Approved the 2018 Internal Audit Plan.
- Approved the 2018-2020 Internal Audit Strategy.
- Endorsed an updated Internal Audit Charter for recommending to USQ Council for approval.
- Reviewed the Audit and Risk Committee Terms of Reference for recommending to USQ Council for approval.
- Endorsed the insurance strategy for the University's 2018 insurance renewal program.
- Contributed to the development of the University's Risk Appetite Statement and recommended it to USQ Council for approval.
- Received regular reports on Risk Management.
- Monitored Fraud Control activities.
- Received and monitored regular management reports, including on Integrity and Professional Conduct, Litigation,

Information Privacy, Safety, Workplace Relations, RTI, Legal Discovery and Administrative Access.

Queensland Government's objectives for the community

USQ is an active partner with the Queensland Government in creating jobs and a diverse economy, delivering quality frontline services, protecting the environment, and building safe, caring and connected communities.

By entering into new agreements and enhancing continuing agreements with other regional education partners such as TAFE, high schools and other universities, USQ is helping ensure that Queensland residents have access to world-class education from wherever they are based.

Importantly, USQ's leading position as a provider of online education and blended learning has allowed Queensland residents access to higher education, no matter their geographic location or individual circumstances. By providing access to flexible and inclusive education and research with a focus on regions, USQ allows its communities to increase their capacity, maintain stable populations and retain vital skills.

The University's continued investment in resources has not only kept Queenslanders employed but has also provided USQ's regions with access to world-class infrastructure and education services. This has enabled the University to expand education opportunities locally, nationally and internationally.

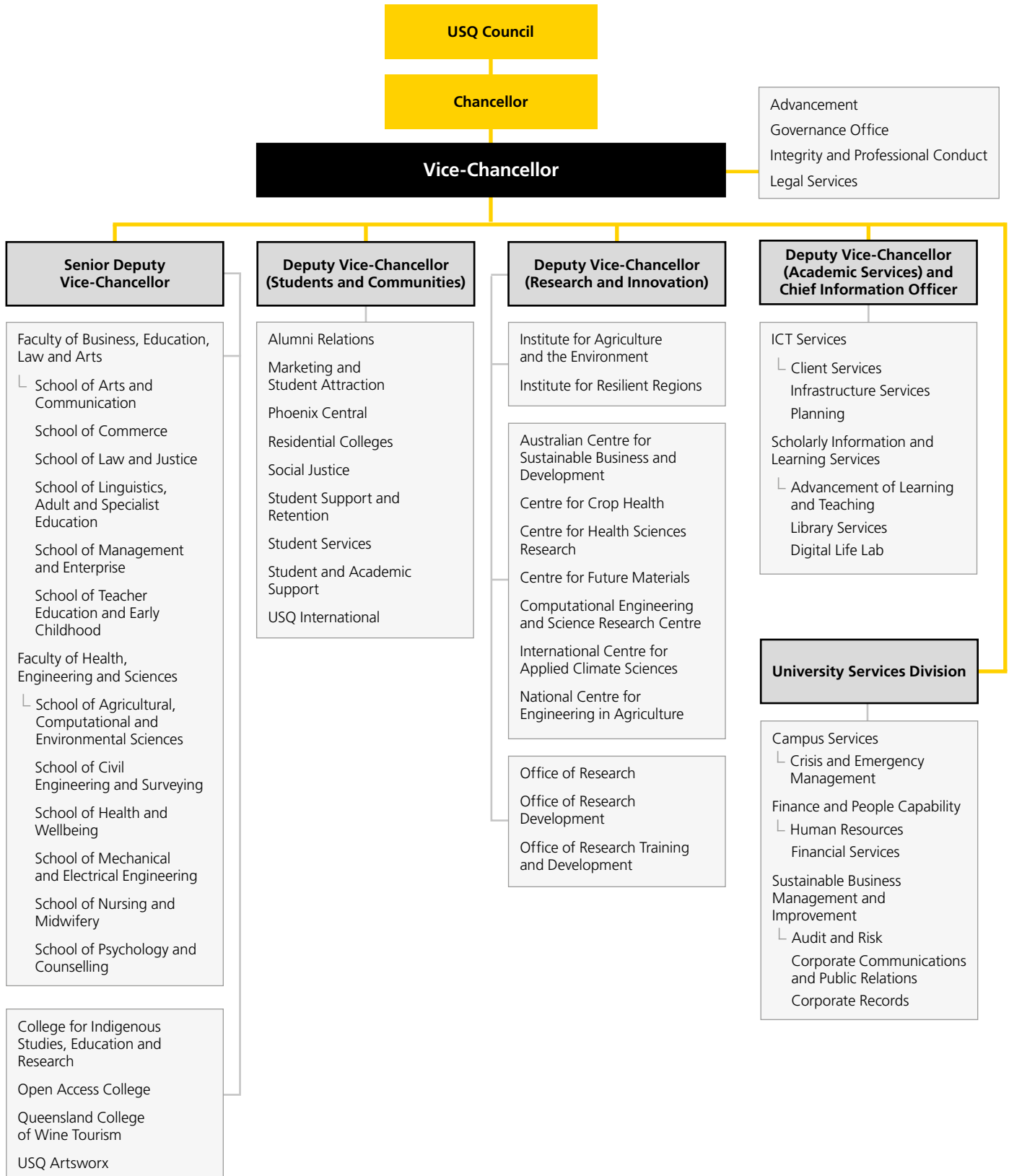
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McGregor Arts Retreat

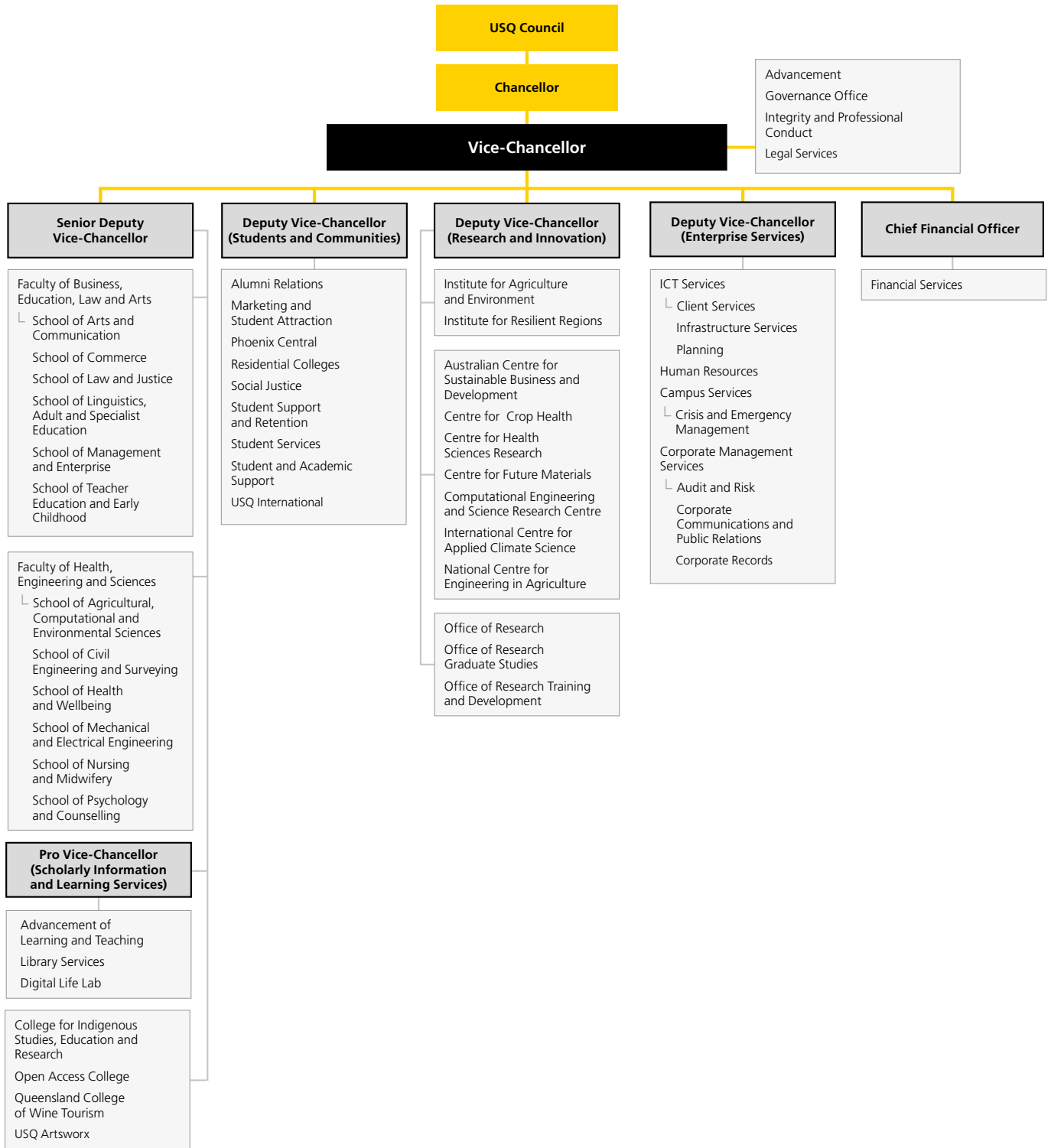
USQ Organisational Structure

from 1 January 2017



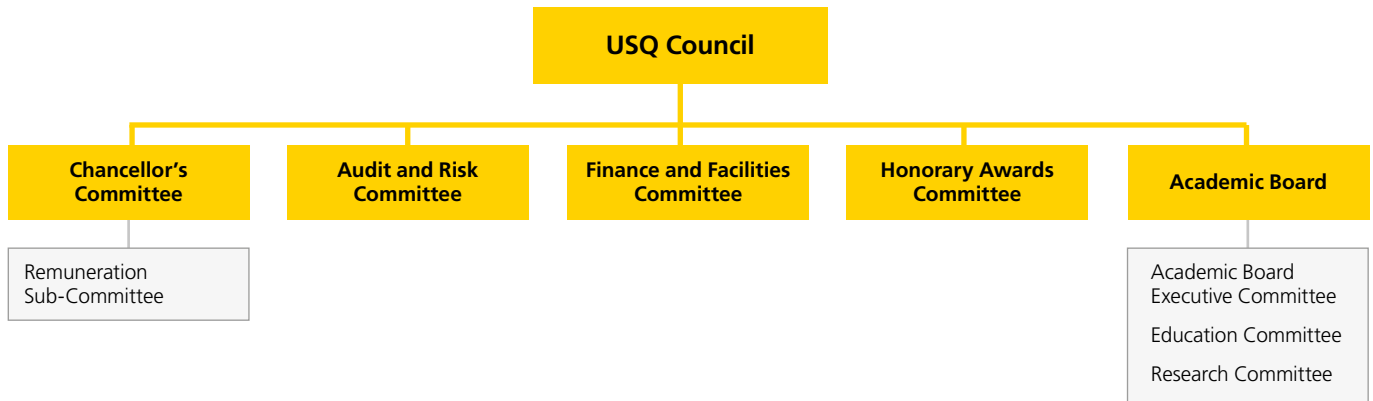
USQ Organisational Structure

from 9 October 2017

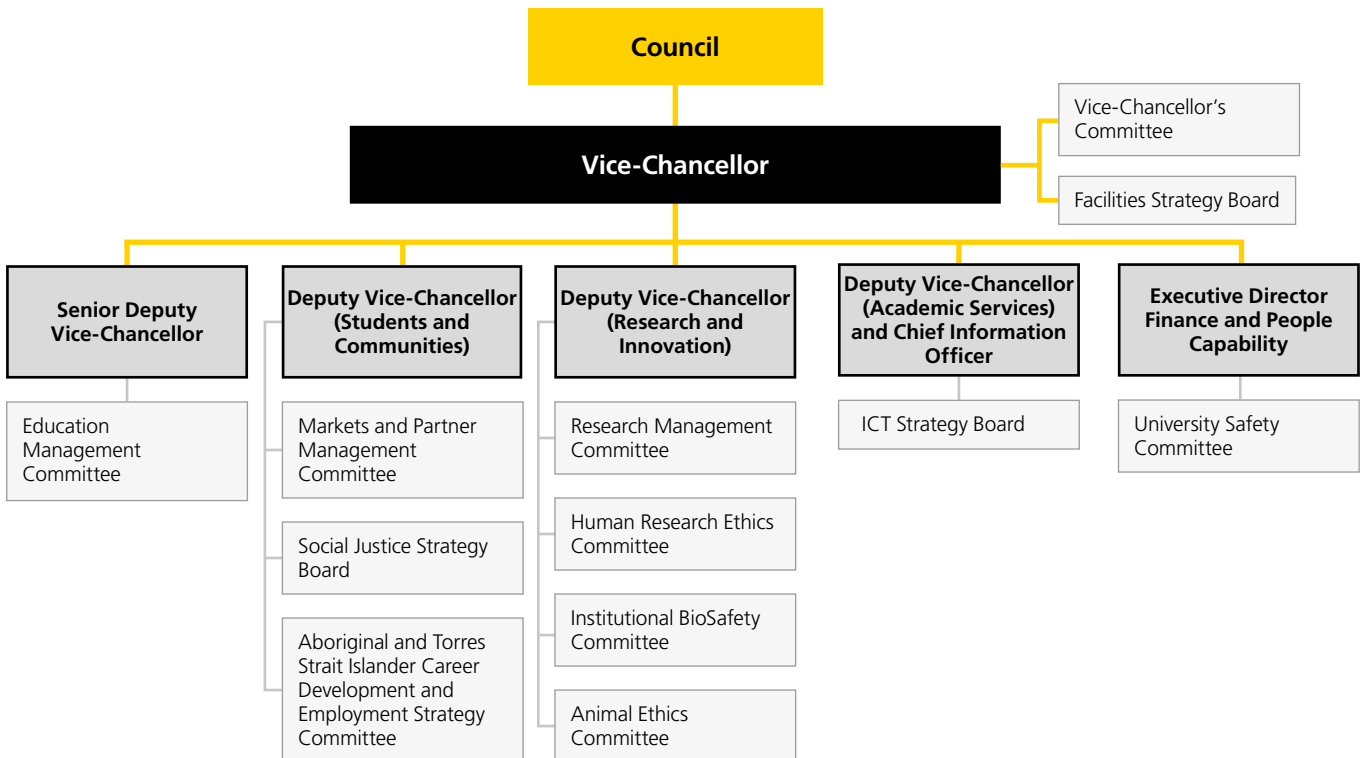


USQ Committee Structure

from 1 January 2017

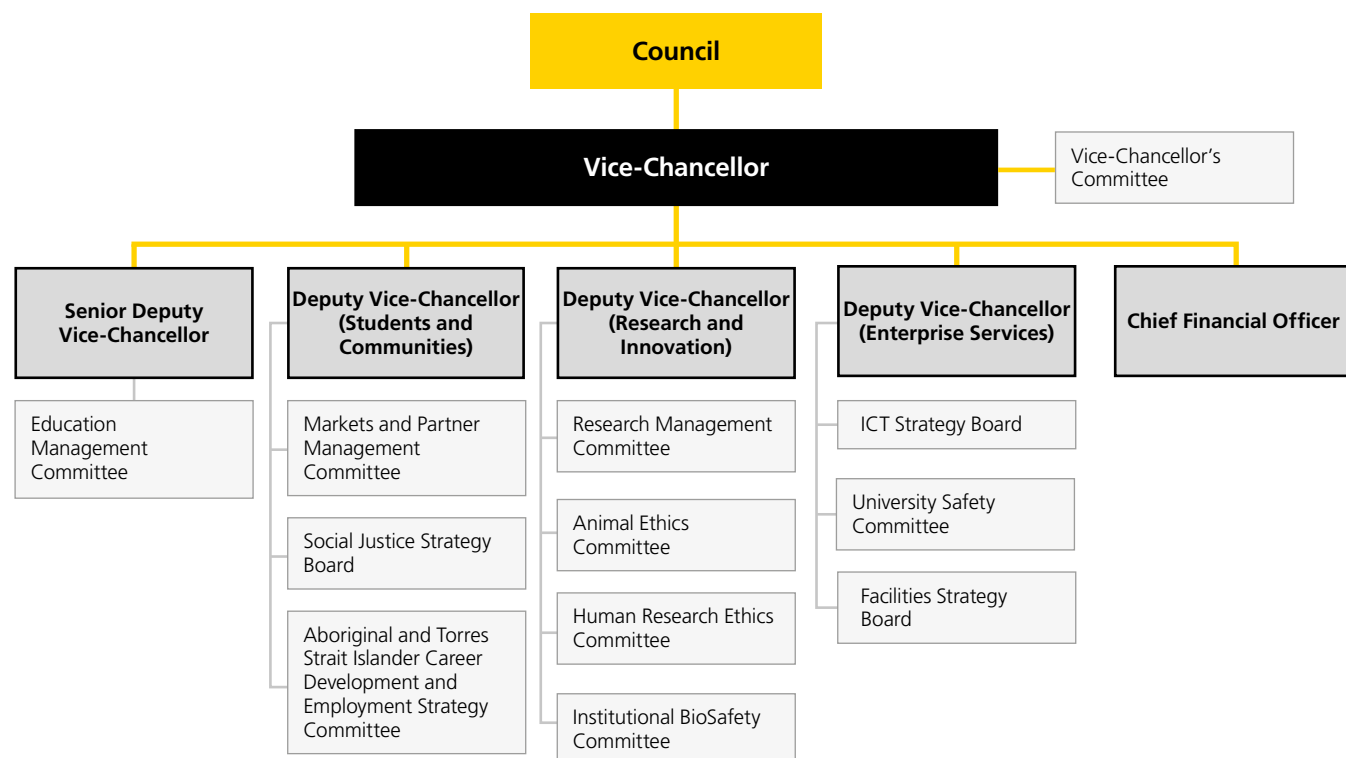
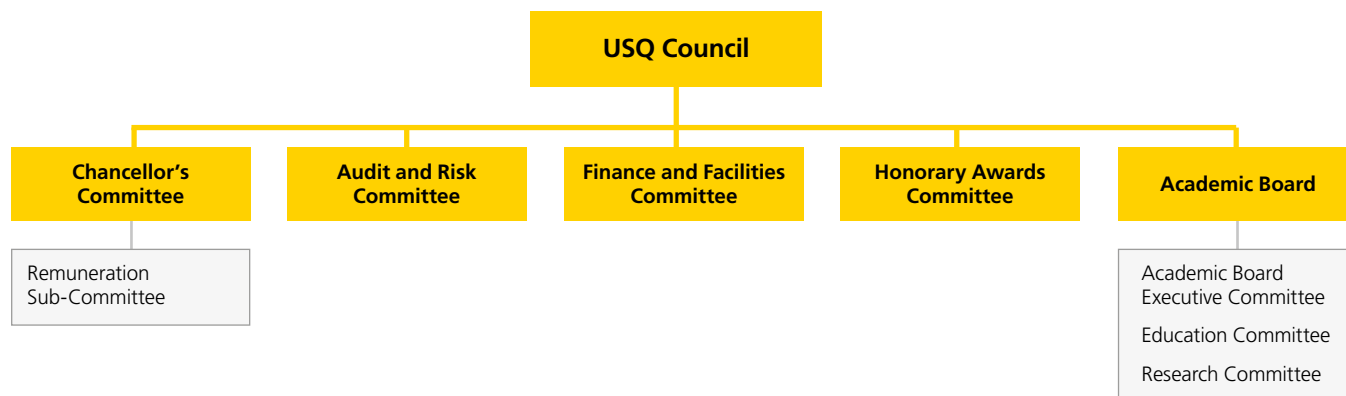


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USQ Committee Structure

from 9 October 2017





Dr Zuhua Zhang (left) and Professor Hao Wang examine a geopolymer casting made using fly ash, a waste product of coal-fired power stations

Strategy

Strategic Plan in brief

USQ formally launched the *USQ Strategic Plan 2016–2020* in May 2016. The refreshed strategic plan lists USQ's goals, objectives and strategies under its three organisational pillars of *Education*, *Research* and *Enterprise*. The Plan also includes a set of ten performance indicators for assessing the University's progress towards implementing the new strategic plan; and a refreshed set of Values developed through extensive consultation with staff – *Respect*, *Integrity* and *Excellence*.

The Plan was approved by USQ Council in March 2016.



Education

USQ successfully blends access with excellence and is a leading university for student experience and graduate outcomes. The University strives to broaden higher education attainment and social impact that makes a difference to communities. By demonstrating leadership and innovation in the quality of the student experience, USQ enhances its global standing as a source of graduates who excel in the workplace and develop as leaders.

Research

USQ is internationally recognised for high impact research in specified areas of research focus.

By aligning with regional and global agendas in agriculture and agribusiness, cultural heritage and archaeology, environmental sciences, health and behavioural sciences (principally regional health and wellbeing), materials and mechanical engineering, mathematical and data sciences (principally computational mathematics and space sciences), regional community and economic development as well as education and digital literacy, the University works alongside its partners to develop solutions that can be applied directly to industry and the community.

While respecting and acknowledging the skills, expertise and contributions of research workers, the University is building on its reputation for research training that produces innovators and entrepreneurs.

Enterprise

The University is a socially responsible and well managed enterprise with a work culture that promotes high performance and is reflective of its values.

By embracing a workplace culture that values and recognises staff contributions to the achievement of its priorities, USQ aspires to be an employer of choice. Recruitment and talent management and frameworks have been refreshed to enhance a commitment to productivity, diversity, equity and opportunity across the workforce.

The University will continue to build a profile as an organisation that is a responsible corporate citizen and a business partner of choice by managing its physical and digital infrastructure and systems for a successful and sustainable enterprise.

EDUCATION

To align with the Education Pillar of the 2016–2020 Strategic Plan the University initiated a range of activities to augment the overarching Education goal to successfully blend access with excellence and which demonstrates USQ's profile as a leading university for student experience and graduate outcomes in a global context.

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The overarching goal for the Education Pillar of the Strategic Plan is that USQ successfully blends access with excellence and is a leading university for student experience and graduate outcomes.

As stated in the Strategic Plan, the University's Vision is to excel within a global context. USQ's education achievement lies not just in providing wide access to enrolment in university awards, but in enabling students with the capability and commitment to successfully complete academic awards that are relevant to their study objectives and future graduate goals. This enablement depends on both the academic (teaching and learning) and the non-academic (general student support and services) experience of students. The relevance often entails being professionally recognised by either establishing graduates as emerging professionals or giving them the credentials to be capable of moving forward within their profession.

The overarching Education goal of the Strategic Plan is to be reached through the following key objectives.

Broadening Higher Education

USQ's core education experience model is one of accessible, relevant education for potentially successful students regardless of social position and/or geographical location. This underpins both USQ's business-as-usual educational activities as well as strategically targeted activities intended to build aspiration, engagement and success for potential and actual students from beyond capital city limits, from low socio-economic status (SES) backgrounds and from Aboriginal and Torres Strait Islander backgrounds. USQ Ipswich taken as a whole is a leading example of this.

A brief comment on initiatives and actions for each of the related sub-objectives follows:

Educational aspirations

Higher Education Participation and Partnership Program (HEPPP) Funding

The University received a full allocation of \$5 673 909 from the Australian Government Department of Education and Training to fund Higher Education Participation and Partnership Program (HEPPP) in 2017. The HEPPP program aims to increase access to, and participation in, higher education by domestic undergraduate students from low SES backgrounds, and to support the retention, success and attainment of those students. These funding initiatives supported the achievement of the University's Access and Participation Plan 2015–2017, as required by the Department of Education and Training. By investing in projects that address inequalities in education, these funds also contributed to the attainment of USQ's strategic equity initiatives. Some of the 2017 projects delivered included:

INDIGENOUS CONNECTIONS

The Indigenous Connections Project works collaboratively with Aboriginal and Torres Strait Islander leaders, communities, and organisations to support Indigenous young people and their families to aspire to, and engage with, higher education. The program consists of a number of events and initiatives delivered throughout the year including a 10 week literacy development program and a week-long Ipswich Education, Youth and Sport Program (IEYSP) event delivered in collaboration with Kambu Aboriginal and Torres Strait Islander Corporation for Health. Other community partners include Queensland Police Service, Education Queensland, the Institute of Urban Indigenous Health and Ipswich City Council. The project adopts a holistic approach, drawing upon traditional knowledges to enhance participants' cultural understanding and connectedness through educationally based activities which build personal skills, awareness and aspiration. This year, a tailored mentor training program has also been developed and delivered as part of the community capacity building activities which are also a feature of this project.

INNOVATING FOR STUDENT SUCCESS

This year saw the introduction of the Innovating for Student Success grants program, administered by the Office of Social Justice which awarded funding to several academic initiatives including the Maths Knowledge project. This project sought to develop, implement and evaluate innovative maths knowledge self-assessment tools intended to enhance the skills and self-efficacy of students from low SES backgrounds. The Life Literacies project also received funding to develop, deliver and evaluate a range of resources and workshops which aim to introduce Tertiary Preparation Program (TPP) students to university life and develop or strengthen important life skills which can help them to succeed.

SCHOOLS ENGAGEMENT

During 2017 a number of HEPPP funded events were held at each of USQ's three campuses to provide an authentic on-campus experience to students to familiarise them with the physical and intellectual climate of a tertiary institution. The initiatives aimed to increase the level of confidence and knowledge of pathways to higher education, to encourage clearer ideas about future individual ambition, to enhance the self-determination of students from core priority groups and to increase access, participation and success in higher education and respond to their personalised learning needs. More than 1600 students attended a Student Experience Day, Careers Day or Indigenous Connections Day at a USQ campus during 2017.

MAKING THE CONNECTION

Making the Connection is a \$4.39 million project funded by HEPPP. Commencing in 2014 the project built on three previous projects led by USQ which trialled various digital technologies for learning in correctional centres. Most notable of these was the Office for Learning and Teaching-funded project, *From Access to Success*, which developed an offline version of the University's learning management system, USQ Offline StudyDesk, which was installed onto the correctional centre education lab server.

Appropriate courses and programs had to be adapted for use of the technologies and for use without access to the internet. Taking into account the levels of previous academic achievement in the correctional centres and jurisdictional sensitivities around students accruing Higher Education Contribution Scheme (HECS) debt, there is a focus on the TPP courses and the Indigenous Higher Education Pathways Program, both Commonwealth-funded enabling programs. These programs are supplemented by three undergraduate programs: the Diploma of Arts (Social Sciences), Diploma of Science (Environment and Sustainability) and Associate Degree of Business and Commerce. The Associate Degree of Business and Commerce was added to the suite of available programs in 2017.

To date, the project has attracted some 1500 course enrolments for 800 students in 30 correctional centres in four jurisdictions (Queensland, Tasmania, Western Australia and the Northern Territory) with NSW and South Australia joining the project. In Queensland, the project has been responsible for raising the number of eligible prisoners in higher education from 3.1% to 6.2%. The impact of Making the Connection student success has been recognised by the receipt of two national awards: Australian Award for University Teaching – Programs that Enhance Student Learning (Widening Participation) in 2016; and, the inaugural Australian Financial Review Higher Education Award in the Student Experience category in 2015. The project formed the basis for USQ's submission into the Australian Research Council (ARC) Engagement pilot.

Meet-Up

Meet-Up, organised by the Divisions of Students and Communities and Academic, provides opportunities for students at all levels to develop their learning skills and increase their knowledge and understanding of the core concepts in their chosen discipline area. In 2017 course based Meet-Up was offered in a total of 98 courses. A total of 1426 students attended at least one Meet-Up session. In addition to course based Meet-Up, USQ provides Murri Meet-Up which

is run for Indigenous students by Indigenous students. It offers Indigenous students at USQ a place to talk with student leaders who are also Indigenous and who are achieving well in their studies.

Open Education

USQ has demonstrated a commitment to open education during the past ten years. The case for openness in research is well established, with funding bodies moving towards mandating open access for both data and research publications, and researchers finding benefit in wider and more accessible dissemination of their work.

USQ has encouraged the use of open materials and staff have engaged with open educational resources in a myriad of ways. These include licensing their own work with Creative Commons licenses, providing open access to USQ research and using openly licensed images, videos, textbooks, journal articles and music to support student learning. When access to educational resources is broadened, students benefit by not being constrained by the cost of studying, or constrained by the material available to the institution and lecturers. Openness is intended to reduce barriers and costs associated with learning, through making intellectual assets more accessible, adaptable, affordable and available to promote creative and generative learning experiences.

Technology Demonstrators

The One USQ Experience Project (1UEP) has pioneered the concept of Technology Demonstrators, enabling low barrier technologies to be piloted and trialled across the enterprise. This has led to a highly successful broad engagement. The Technology Demonstrator grew out of mounting recognition that at USQ, where approximately 75% of our students study online, it is imperative that we continue to explore and discover innovative ways to facilitate leading edge teaching pedagogy through technology. Using Agile principles, Technology Demonstrators are 90 day projects, where technologies that assist in learning and teaching are explored to improve an educator's professional practice and ultimately significantly enhance learning and teaching at USQ. Over the last 18 months 9105 USQ staff and students have participated in 26 Demonstrators. Demonstrators have taken place in all but three of USQ's Schools and Colleges.

Educational pathways

Tertiary Preparation Program – Intensive Pathway

The Tertiary Preparation (Intensive Pathway) HEPPP-funded Program is an intensive on-campus mode of offering of USQ's Tertiary Preparation Program which specifically targets Year 12

USQ Education student Apat Arok

school leavers and provides direct pathway into selected undergraduate programs. The aim of the Program is to increase the total number of people from under-represented and diverse backgrounds who access and participate in higher education with a particular focus on those from low SES communities and to provide a pathway into university for non-OP eligible secondary school students and those anticipating an OP score which will not gain them access to a suitable undergraduate program.

The Program also supports collaboration between USQ and secondary school providers to ensure a coordinated approach to identifying and engaging with students from targeted low SES communities where aspirations to enter higher education are low and where matriculation to university is poor.

The fee free pathways program reduces the financial, cultural, geographical and social barriers to accessing higher education by minimising education disparities associated with underlying disadvantage. The Program aspires to adequately prepare students for successful undergraduate study and thereby contribute to improving retention and completion by students from low SES backgrounds.

Making Career Choices

USQ developed the Making Career Choices (MCC) project to support HEPPP populations in increasing their individual career decision making and increasing their understanding of pathways to further education. The project has delivered on this objective through the provision of workshops, events, and career counselling to participants across South East Queensland and the Darling Downs. The Making Career Choices project for 2017 has had a large uptake by communities and schools, and has met or surpassed its stated deliverables. The project has engaged with participants ranging in age from 14 to 63. Evaluation has demonstrated strong participant numbers, and the benefit to participants in their increased knowledge of pathways and career decision making skills.

The MCC project included three flagship events throughout the year including two “Beyond Year Ten” camps attended by students in Year 10 from rural towns up to 10 hours’ drive from Toowoomba. The MCC project also included a two day seminar for community groups and educators held to raise the knowledge and skills of the people working with HEPPP populations, that in 2017 focused on the future of work, and the skills required in a digital future.

The project has been oversubscribed with a range of schools and community groups requesting services relating to career development both in, and outside the parameters of the project deliverables and objectives.



USQ Advancement Strategy

USQ's Student Endowment Fund was established in mid-2015 with an allocation of \$5 million from the University and a commitment that USQ will match philanthropic and corporate donations on a dollar-for-dollar basis up to a further \$10 million.

The Endowment Fund aims to foster academic achievement through encouraging students, particularly those who might not otherwise commit to higher education, to enrol, progress and graduate successfully at USQ. In so doing, it acts as a bridge that links the educational, academic and career aspirations of individuals to the potential outcomes that may be realised from higher education success. Only students enrolled at USQ can be eligible for an award from the Fund.

In 2017, USQ's 50th year as a higher education institution and its 25th year as a university, the University Student Endowment Fund has taken its most significant step forward with the award of up to 200 Bursaries to disadvantaged undergraduate students and up to 30 Establishment Grants to international higher education research students.

Valued at \$1000 each, the bursaries represent the first allocations from the Fund to provide a perpetual source of funding in support of both undergraduate and research students.

At the end of 2017, the Fund holds in excess of \$8 million and has provided support to more than 300 students during the year, including a record 80 bursaries to support nursing students with the costs of undertaking their clinical placement obligations where they were required to travel more than 200 kilometres to the location of their placement.

The University is actively pursuing further relationships with corporate donors to fund individual bursaries and scholarships. This work has seen a significant expansion of donor-funded awards for students across the University. In all, some 1400 students or 5 percent of the student population have received direct financial support from USQ through these programs in 2017.

Market Competitiveness

Domestic Market Competitiveness

OUTCOMES OF BRAND TRACKING RESEARCH

USQ commissioned its second year of brand tracking research in May 2017. The brand track, conducted by Enhance Research, is designed to measure USQ's brand health and monitor its performance over time.

Awareness of USQ increased by 26% (up to 74%) during 2017. As a result, consideration of USQ as a place to study increased by 19% (up to 49%).

Overall, the results showed stronger perceptions of USQ in the general market this year. Among its students, USQ performs well in being considered a leading provider of online education and its ability to offer flexible study options.

The University will continue to focus on building perceptions of USQ as a quality education provider, promoting strengths highlighted by students (leader of online education, flexible entry and study options) while also promoting other aspects, such as career and practical support, accessibility and student focus.

International Market Competitiveness

USQ remains a University that is recognised by our students for providing an overall satisfying experience to the student that is higher than the overall International Student Barometer (ISB) overall satisfaction rating. This can relate to the increase in the Propensity to Recommend USQ overall rating increasing by approx. 2.2% against the 2016 ISB survey.

The 2017 ISB survey results indicate that our students rate safety as the highest level of importance when choosing USQ as their study provider. Research Quality and Qualification Reputation are also recognised as being important in the decision making process. The international cohort of students use the website as a primary source of information and this is well above the ISB average across Australia. Our Education agents are less of an influence and this indicates that our students are more self-reliant when it comes to their study options. Student Engagement and Student Support remains higher than the ISB Australian averages.

Although we are a regional university we remain competitive in the markets in which we invest. Our strengths in the international market reflect the USQ Values allowing student success.

Digital Brand identity project (USQ Website refresh)

USQ continued with the 2017 student recruitment campaign, 'Fearless'. The key objective of this campaign was to promote applications while increasing overall brand awareness for USQ. The campaign included Digital Display and Social Media along with a USQ TV Commercial which was distributed across YouTube throughout all major networks.

The University also sought to boost the promotion of USQ's postgraduate programs with an evolution of the Fearless campaign specifically targeting the postgraduate audience. The postgraduate campaign had a deliberate strategic zag and joined forces with CEO's who USQ believe demonstrated shared values and a sense of Fearlessness. The campaign had a very deliberate strategic focus and highlighted that today's CEOs, managers, administrators and entrepreneurs

are looking for people who not only have the right qualifications, but the attitude and belief to make a difference. People who are bold enough to innovate and strong enough to care, confident enough to inspire and who are fearless.

The CEO Cohort featured Maxine Horne, CEO, The Vita Group; Skroo Turner, CEO, Flight Centre; Raynuha Sinnathamby, Managing Director, Springfield Land Corporation and Mark Reinke, Chief Customer Experience Officer, Suncorp.

USQ Global Engagement

In 2017, USQ International adopted a diversification strategy to cater for the wider international audience, while maintaining its current international market share. This includes continuing efforts to develop relationships with key international education providers, engaging key stakeholders, recruitment of students from over 36 countries, and increased visibility in international study events and active involvement in the Study Queensland initiative.

To increase USQ's competitiveness, USQ International targeted strategic geographical locations, developed brand awareness through increased presence in social and other media channels, made continuous effort to recruit students from strong academic backgrounds, and made collaborative endeavours with Austrade and other government agencies to increase enrolments in undergraduate programs.

TIQ – Queensland International Education and Training Partnership Fund (IET Partnership Fund)

In collaboration with Toowoomba Regional Council, USQ was successful in securing two grants to enhance international education in the region through Trade and Investment Queensland's International Education and Training Partnership Fund.

Toowoomba Regional Council led the funding application with the support of the University of Southern Queensland. TAFE Queensland South West, Toowoomba and Surat Basin Enterprise (TSBE), Department of Education and Training, Toowoomba Chamber of Commerce and local schools were also involved in the proposal. The outcome supported USQ's Education Goal to 'Consolidate and build USQ's positioning in existing markets and explore new markets.'

The first grant of \$17 500 investigates the establishment of Study Toowoomba, a formal education cluster for the region. The second grant (\$12 500) is to conduct a collaborative international student welcome event.

USQ was also successful in its joint bid for \$12 500 with Ipswich City Council to investigate the establishment of Study Ipswich. USQ, together with Council will match this funding contribution as per the funding guidelines.

Additionally, in partnership with all Queensland universities, funds have been secured to run a professional development conference for 80 international and domestic Higher Degree Research students to enhance graduate employability by developing leadership and career skills. The Study Toowoomba consultation is being conducted by the Nous Group, and Earthcheck has been commissioned for the Ipswich study cluster. Under the funding guidelines, all funds are to be matched by the consortium.

Riverside Christian College students celebrate their victory at the Queensland Science and Engineering Super Challenge at USQ Springfield



Student qualities

Innovation and Entrepreneur co-curricular learning program

Current research (*Entrepreneurship: The New Graduate Destination, Young Universities Summit, 2017*) shows the value of universities providing learning activities that ensure students have the opportunity to develop their entrepreneurial skills. By-products of this learning might lead to start-up and small business enterprises, however, the key focus for USQ is to provide a wide range of entrepreneurial learning opportunities for students during their learning journey.

USQ's key vision through this work was to promote leadership as a source of graduates who are highly regarded as practical, innovative and connected professionals and who are attaining and maintaining world-class research results in focused areas of research activity that provide positive societal impact.

In 2017, USQ completed a range of Entrepreneurship activities including: a webinar with Jock Fairweather (Little Tokyo II) on small business development; Myriad Technology and Startup Festival Sponsorship, including staff and student registration; Pitch Club Challenge in conjunction with the Division of Research and Innovation.

USQ Stars Campaign

The national One Million Stars to End Violence Project was part of the 2018 Gold Coast Commonwealth Games Arts and Cultures Program which aims to build peaceful and sustainable communities. It encouraged people to come together and weave one million stars to build an installation for display at the Commonwealth Games to symbolise light, courage and solidarity.

The University partnered with the broader community to weave 10 000 stars by July 2017. This collaborative approach facilitated important conversations and created awareness relating to respect and ending violence. The Project complemented USQ's values of respect and integrity and also the University's Respect Now Always Campaign and White Ribbon Australia Workplace Accreditation Program.

The promotion of the One Million Stars was a major feature in USQ's sister project: 'Not Now, Not Ever' campaign. This was a State-wide campaign that had a reach via social media, television, YouTube and the Department of Communities website.

USQ Stars, (front from left) Gina Deithe, Rachel Hennessy, Renee Stafleu, (middle from left) Peter Munster, Stephanie Piper, Michelle Patterson, (back from left) Nathaniel Roberts and Jared Greenstreet



Headstrong Online Program

The Headstrong Program is a free online program designed to build student self-confidence while increasing resilience. The program assists students to identify important life values, and to increase skills and strategies to overcome barriers that they may face throughout their studies. Nearly 400 students participated in the Program during 2017.

Student Awards

USQ offers three broad types of awards to students each year namely extra-curricular, Alumni and academic awards.

The USQ Student Awards are university wide awards that recognise outstanding achievement and student contribution to the community and the university through sport, student clubs, leadership and community service. Approximately ten awards are presented during a dedicated ceremony each year and include awards such as: Aboriginal and Torres Strait Islander Community Service Award; Community Service Award; Student Representative of the Year; Multicultural Community Service Award; Sportswoman of the Year, etc.

To recognise exceptional academic achievement, and as part of its graduation ceremonies each year, USQ confers the University Medal or Faculty Medal/s to the most outstanding students completing the requirements of their academic program. Awards are also given 'with distinction' where a Grade Point average above 6.0 or 6.5 (on a 7 point scale) is achieved.

The USQ Alumnus of the Year Awards formally recognise outstanding alumni for their achievements with their professional and personal lives, and for being an inspiration to fellow alumni, current students and the community. The 2017 award categories included: Professional, International, Research/Academic, Young Alumnus, Community Service, Indigenous and an Alumni Service Award.

Career Development Association of Australia Excellence Awards

USQ was awarded the winner of the 2017 Career Development Association of Australia's Excellence Awards (CDAA) – Career Practice (Organisation) for the Making Career Choices project work in 2016. The Project was a HEPPP funded career development outreach project targeting low SES or Indigenous peoples in school and communities in and around the three USQ locations. The framework for excellence included: practice, behaviours, collaboration, and innovation. The judges commended the project for: its innovative model fusing both career and community development expertise and frameworks into an outreach program that aims to build human and community capacity; and as genuine big-picture thinking and action that is delivering significant results in one of the nation's most disadvantaged communities.

Makerspace

USQ's Makerspace was identified as an exemplar in the 2016 New Media Consortium (NMC) Australian Tertiary Education Horizon Report. Physically located in the USQ Toowoomba Library, it facilitates informal learning and creativity. During 2017, USQ Makerspace held twelve workshops each month on topics which included coding, 3D design and printing, robotics, and various crafts. Pop-up Makerspace events were held on all campuses.

VFair – USQ's Virtual Vacation and Volunteer Fair

The VFair, a USQ Technology Demonstrator initiative, was held from the 18–22 July. VFair was open to all USQ students and provided an opportunity to virtually connect with organisations to learn about vacation, internship and volunteering opportunities from any mobile, tablet or computer.

Students could login to visit employers' virtual booths, access career related materials, and see current vacancies at any time during the week.

Resources and presentations were available in a 'view on demand' area where students could access resources to secure interviews, build a network, use LinkedIn and establish a personal brand. Thirty-five employers participated, such as PwC, KPMG, Toowoomba Regional Council and Maurice Blackburn Lawyers. Over 116 job vacancies were advertised.

Accessible education

USQ Salon

While many of us may connect the word 'salon' with a beauty treatment, in historical Italy and France and indeed throughout Europe, a Salon was a gathering of people with the aim to increase the knowledge of the participants through conversation. It was an important place for the exchange of ideas.

The USQ Salon continued to provide opportunities to engage in vibrant and intellectual conversation and enabled scholarly discourse within USQ on all things pertinent to the University's future and functions. The Salon also helped to showcase USQ externally to future students and staff and industry partners. A Salon presentation was held each month and people attended in person at the Toowoomba Campus or online (for free). Since the Salon was established in 2015 there have been 24 speakers and over 1200 participants. Salon presentations in 2017 included:

- #storynotgadget: materials, processes, and ownership in artmaking. Marta Cabral (Columbia University)
- Leading the Design of Learning Experiences. Joyce Seitzinger (Academic Tribe)



USQ Business and Commerce student Kristina McGreevy

- Turning website visitors into customers – the science of CRO. Matthew Pezzimenti (Conversion King)
- Challenging the Privatised University: The Brisbane Declaration. A presentation with panel discussion: Richard Hil, Kristen Lyons and Jeremy Tager
- Engaging students for success: individual and institutional influences. Professor Karen Nelson, Pro Vice-Chancellor (Students) University of the Sunshine Coast.

Student Experience

The second objective of the Education Pillar is to demonstrate leadership and innovation in the quality of the student experience. A brief comment on initiatives and actions for each of the related sub-objectives follows:

Pedagogy development

Indigenous Curriculum and Pedagogy

The Indigenous Curriculum and Pedagogy Project aimed to extend and enhance the inclusion of indigenous content, perspectives, knowledge and pedagogies across the curriculum. The project identified and developed open-access learning objects for local Indigenous content to be made available to academics for use in their teaching. The new position of Indigenous Curriculum and Pedagogy Consultant was also established as part of the Scholarly Information and Learning Services (SILS) Review and Realignment.

Southern Queensland Rural Health

USQ's involvement in the successful bid to establish Southern Queensland Rural Health (SQRH), as a University Department of Rural Health (UDRH), will have substantial benefits for the Faculty of Health, Engineering and Surveying. SQRH will increase the number and quality of rural health placements for nursing, midwifery and allied health students. Accommodation options will be enhanced, and a multi-disciplinary chronic health clinic established.

Mutual expectations

Sexual Assault Support

In response to the Respect. Now. Always campaign in collaboration with Universities Australia, USQ have further developed a range of training and supports to key University staff and students including, but not limited to, healthy relationships training, training and resources around responding to disclosures of sexual assault, and bystander training.

The training and supports were developed collaboratively between Student Services, Human Resources, and the USQ Residential Colleges.

Student support

Student Support Network Program (SSNP)

Residential College students continue to benefit from an extensive support network and residential life program. Academic support, social activities and leadership opportunities are readily available and one of the new programs introduced in 2017 aimed to educate USQ students about mental illness. The Program reduced stigmatising attitudes and increased empathy for others who might be experiencing anxiety, depression, drugs or alcohol related problems. Students were advised of avenues for assistance if needed.

24 Hour Student Advice Line

In partnership with Bupa, USQ launched a dedicated 24 hour student advice line for international and domestic students. Bupa is a leading healthcare organisation in Australia and New Zealand which looks after the needs of 4.7 million clients.

The advice line is designed to complement and support existing USQ services, such as *Ask USQ* and *Frequently Asked Questions* (FAQ's) and provides additional support to our global and online cohort. Extending on these services, the line will offer a broader range of assistance in relation to health, wellbeing or general living support enquiries. Phone line staff have access to standard university information and any crucial updates are communicated accordingly.

New Student Enrichment Plan for Phoenix Central

University isn't just about studying. Phoenix Central aims to create fulfilling experiences for students that are aligned with the overarching goals of student transition; student leadership; events and activities; USQ sport and student clubs and societies.

Enrichment opportunities for students assist to improve student engagement through a range of academic and social opportunities, which also help to improve retention rates, achievement and satisfaction.

Enrolment and First Semester Transition Support

The development and provision of online self-service support tools for students at USQ has expanded to include information regarding enrolment and results being provided to students via Social Media campaigns and mediums. During the 2017 Academic Year, the Student Relationship Officers (SROs) have introduced a series of seven 'How to Enrol' videos as well as others outlining 'Results Release' processes which were promoted via targeted communications and the USQ Social Media platforms. The 'How to Enrol' series has received 14 945 views for the 2017 enrolment periods and the 'Results Explained' video received 1157 page views during the Semester 2 results release period.

USQ has also expanded on personalised support through the implementation of the online event registration system and on-campus enrolment sessions. Recruiting existing students as Assistant SROs and introducing the option for individuals to meet one-on-one with their allocated SRO or Assistant SROs via ZOOM or registering online for peer support meetings during Orientation and their transition period through the first semester of studies resulted in improving student satisfaction. By students registering for these sessions, the SROs can source information pertinent to the student's individual circumstances prior to the meeting time to enable personalised support regardless of their study mode, discipline, program or phase of their learning journey.

Let's Talk:

Mental Health Toolkit for Staff and Students

In recent years, USQ had developed a Student Services Toolkit for staff which contained a range of resources available to support staff when working with students in distress. During 2017 Student Services took the approach that managing mental health and wellness is a shared responsibility across the organisation and have modified the toolkit to suit students as well as staff. It assists in identifying signs that someone may be stressed, distressed or suffering from a mental illness; guide how to approach someone and how to assist them to the appropriate support. The toolkit also has a section that has a list of appropriate supports for both staff and students and a section on how to also take care of yourself when supporting others. This is an enabling approach that educates people on how to identify signs of psychological distress and what to do. It aims to respond to the increasing rates of mental illness in university populations as demonstrated by a range of research.

USQ Health and Wellbeing Strategy

USQ launched its Health and Wellbeing Strategy at the end of 2016 showing its commitment to providing a healthy place of work and study for our employees and students. The Health and Wellbeing Framework and Health and Wellbeing Strategy 2016–2020 indicates our aims to create a healthy work and learning environment.

The USQ Health and Wellbeing Strategy provides a framework to support the University's commitment to providing a coordinated, holistic approach to staff and student wellness. The seven areas of health and wellbeing expressed in the Framework include professional, emotional, social, cultural, organisational, psychological and physical.

To embrace the Health and Wellbeing framework, USQ offers a range of health and wellbeing initiatives for staff and students. A summary of these initiatives include the Corporate Health Program, Employee Assistance Program,

and Professional Development training. For students there is HealthyU, the Social Hub, Health Services, USQ Works, and USQ Multi-Faith Services.

Celebrating 10 years of multi-faith support at USQ

Made up of a dedicated team of chaplains, the USQ Multi-Faith Service has spent a decade providing guidance and resources to staff and students of the University. From humble beginnings with a volunteer chaplain at the coffee shop, the service has grown to be a thriving Multi-Faith Chaplaincy Centre, offering support, a listening ear, spiritual advice, prayer, and more. Now, ten chaplains are based across USQ's three campuses, representing faiths such as Buddhism, Baha'i, Islam and Christianity.

An anniversary event was held at the USQ Toowoomba refectory on 20 June 2017 with stakeholders invited to celebrate the milestone and learn more about the service which recognised the diversity of religious beliefs represented among its students and staff, and respected the importance of spirituality to good health and wellbeing.

USQ's Disability Action Plan

USQ's Disability Action Plan 2017–2020 was submitted for registration with the Australian Human Rights Commission on 16 October 2017. It is formulated on USQ's core values of respect, integrity and excellence and is pivotal in assisting the University meet its legal obligations under legislative requirements including the *Disability Discrimination Act* (1992) Commonwealth, *Fair Work Act* (2009) Commonwealth and the *Anti-discrimination Act* (1991) Queensland. The Plan was endorsed by the Vice-Chancellor's Committee on 8 March 2017.

The action plan articulates the University's core values of respect, integrity and excellence by:

- respecting and valuing all staff and students who live with a disability or who provide care for someone with a disability
- recognising the contribution people with disabilities and their carers make to the University
- consulting with people who have disabilities and their carers when making decisions directly concerning them
- being accountable for the actions in the plan by ensuring appropriate implementation, rigorous review, and reporting and monitoring of outcomes
- pursuing the goals vigorously to exceed all legislative requirements and achieve sector leading outcomes.

The purpose of the Action Plan is to support people to achieve their full potential by identifying and addressing barriers to equitable participation. An inclusive, diverse institution is a strong and flexible one. USQ has an important role to play in breaking down barriers and in working together towards creating a fully inclusive and accessible environment at USQ.

LGBTIQ Safe Place

The USQ Library LGBTIQ safe place is a collaboration between the Library and Student Services. This initiative aims to accentuate the Library's commitment to provide a visible and inclusive safe place for staff and students who identify as lesbian, gay, bisexual, transgender, intersex or queer (LGBTIQ). The Library space at all three campuses is now a designated safe place for LGBTIQ students and staff to work and study, free from harassment or discrimination based on sexuality, gender identity or gender expression. A number of Library staff have received USQ Ally training and are informed about and supportive of the needs of the community. Staff have access to resources and are equipped with a network of professional referrals.

Quality student practice

Orientation and Transition

As the result of funding received through the HEPPP, the USQ Student Transition project was undertaken in 2017 to identify sector best practices in institutional student transition planning based on current research literature. Qualitative research was taken on staff perceptions of the current transition approach at USQ through reflecting on both their own roles and opinions of the institution as a whole.

Transition planning is a process of implementing holistic support strategies and policies based on the critical transitions of a university's unique student population. It utilises student data, theories of learning development, and sociocultural perspectives to identify critical student transitions and implement proactive mechanisms to all areas of higher education to assist students to navigate these changes. It also ensures students are intrinsically aware of the need for change in the higher education learning journey, and that they perform their own process of planning to accomplish those changes. Once the report is finalised, it is anticipated that the recommendations will lead towards the implementation of enhanced institutional student transition planning as a new approach to student support.

Learning environment and global connectivity

One USQ Experience Project (1UEP)

The 1UEP has brought together stakeholders and system custodians to enable significant enhancements to USQ's approach for a holistic student experience, incorporating policy, process and technology upgrades. An example is UConnect, the first point of contact with current students after they login to the single sign-on system (which as part of the project incorporated integration with 40 USQ systems).

The upgrade resulted in a modern and on-brand design, with full mobile device responsive layout (up to 21% of accesses are from mobile devices which is double the previous year). Ongoing agile feature releases have also been added.

Graduate Qualities

The third objective of the Education Pillar is to enhance our global standing as a source of graduates who excel in the workplace and develop as leaders. A brief comment on initiatives and actions for each of the related sub-objectives follows:

Continuous improvement

PeopleSoft Campus Solutions Upgrade Project

The PeopleSoft Campus Solutions Upgrade Project was completed in October 2017. The Project consists of a number of work streams including: Student Centre enhancements to support mobile device compatibility; online form development with process workflow and automated communication functionality; scheduler tool to support student timetabling scenarios; gradebook re-write and implementation of hurdle logic changes; interfaces between Online Admission Application Systems for both international and domestic students; program enrolment requisite checking; credit transfer; and My eQuals – development of digital documents (testamur, transcript and Australian higher education graduation statement) repository.

OMEGA Project

The International Online Admissions Project (known as OMEGA) was completed in December 2017 and involved a re-write of the previous online admission application system for international students. Three interfaces were developed for applicants, agents and staff to support the submission and assessment of online applications as well as 'offer' to 'acceptance' processes for international students.

Academic Awards

Dr Dianne Jones and Suzanne Maloney each received a 'Citation for Outstanding Contributions to Student Learning' from the Federal Government's Australian Awards for University Teaching (AAUT). Dr Jones' award was for facilitating students' development as job-ready professionals, with the capabilities to flourish in journalism and media roles and thrive in a competitive industry, and Ms Maloney received acknowledgement for inspiring accounting students to realise their professional expertise by developing empathy to help them connect with people on real world issues through story telling.

Ciana Cummings (left) and Samara Gibson visit Gumbi Gumbi Gardens during USQ's Indigenous Connections



Learning and Teaching (L&T) Staff Scholarships are grants made to support an individual USQ staff member's (or a team of USQ staff members') leadership and approaches to improving students' educational experiences and/or graduate outcomes. Scholarships enable staff to simultaneously improve and study pedagogy resulting in publications, presentations and heightened impact. Successful applicants for the 2017 USQ L&T Staff Scholarships were awarded in the categories of Early Career and Leaders/Capacity Builders.

The Open Educational Practice Grants now enter a third year of offer, building on the success of previous recipients and their contribution to learning and teaching at USQ. These grants support 'more than textbooks', and all USQ staff were encouraged to explore how open education can be integrated with their existing practice.

USQ's program offerings

In 2017 a key focus in academic quality has been the successful deployment of the substantially revised (modernised and revitalised) programs in nursing, education, and business and commerce that underpin a major proportion of USQ's student load.

New programs introduced in 2017 included the: Bachelor of Health (Honours), Bachelor of Arts and Bachelor of Business and Commerce; Diploma of University Foundations; Master of Aviation (including the Graduate Diploma of Aviation and the Graduate Certificate of Aviation); Master of Business Administration International; and Bachelor of Communication and Media Studies.

The delivery of the new major in Indigenous Studies within the Bachelor of Arts, Bachelor of Social Sciences, and Bachelor of Education (Primary and Secondary) commenced in Semester 1. The delivery of new majors in the Bachelor of Science in the areas of Plant Agricultural Science and Food Science also commenced in Semester 1.

There was continued growth in offerings in the area of Information Technology including a new major in the area of Data Science and expansion of course delivery at the Springfield Campus, in particular in the Bachelor of Information Technology. The Bachelor of Aviation received its CRICOS registration allowing the enrolment of international students, and the 737 Flight Simulator at the Springfield Campus opened mid-year providing a significant real-world educational resource for Aviation programs.

During 2017, the School of Law and Justice entered into an agreement to deliver two introductory law courses for the University of Bonn, Germany, for Bonn's law degree which, as with other German law degrees, must include English language and common law study. These courses will commence offer in 2018.

Real world and industry experience

Industry Experience Bursaries

Bursaries were provided to students who completed the Industry Experience Program and who met the criteria for HEPPP eligibility. In 2017, eight of the available twenty \$750 bursaries supported students undertaking industry experience placements.

Student mobility

The number of students undertaking a global learning experience as part of their degree has remained steady, with 35 incoming and 15 outgoing students taking part in these unique experiences. This includes student exchanges, study abroad and short term mobility projects.

The University received Australian Government Endeavour mobility grants to the value of \$26 500 and New Colombo Plan mobility grants to the value of \$33 000. The University provided a total of \$43 000 to all outbound students programs.

The New Colombo Plan Mobility Program provides funding to Australian universities and consortia to support Australian undergraduate students to participate in semester-based or short-term study, internships, mentorships, practicums and research in 40 host locations across the Indo-Pacific region. In 2017, USQ was named as the lead university in a successful application from a consortium of Australian universities in the 2018 round. The Australian Government offered to support 35 USQ students to participate in four new mobility projects across the Indo-Pacific in 2018.

Cross-cultural competencies

Multicultural Action Plan

USQ has implemented its inaugural Multicultural Action Plan in 2017. The Plan which was endorsed by the Vice-Chancellor's Committee in November 2016 was developed based on the principles of harmony, inclusion and fairness outlined in the Multicultural Queensland Charter established by the *Multicultural Recognition Act 2016 (Qld)*. The key goals listed in the action plan were adapted from the 2014 Queensland Cultural Diversity Action Plan and align to the University's overall strategic direction.

The purpose of the Action Plan is to:

- Recognise the multicultural nature of Australian Society and the Communities of which the University is a part.
- Encourage staff and students to respect cultural diversity and multiculturalism.

- Facilitate the contribution and successful participation of staff and students from diverse ethnic and cultural backgrounds.
- Support staff and students from various backgrounds who may be affected by a different cultural expectation and/or language challenges.
- Make use of cultural capital brought to the University by staff and students in order to achieve the University's vision.

The USQ Multicultural Action Plan 2017–2019 is intended to provide a range of actions and outcomes designed to support the University's aim of providing a safe learning environment where all students and staff can openly share ideas and express views regardless of their cultural identity or religious affiliation. In conjunction with the USQ Multiculturalism Policy and Procedure the Action Plan will endeavour to strengthen the University's collaborative research, optimise our teaching and learning experience, and create a sense of belonging for our students, staff and community. In support of this commitment the University has held 2017 events including: 'Recognising World Hijab Day', USQ Harmony Day, a 'Welcome to Refugees' event and also hosted a UNESCO visit to USQ Toowoomba Campus.

Reconciliation Action Plan Refresh

USQ's first Reconciliation Action Plan (RAP) was officially launched in 2015 and was developed in collaboration with Reconciliation Australia, the Vice-Chancellor's Elders and Valued Persons Advisory Committee, USQ Fraser Coast's Bualum Jal-Bah Aboriginal and Torres Strait Islander Engagement Committee (BATEC) and staff and students of USQ. This plan was endorsed by Reconciliation Australia and supports the University's core business by engaging communities, providing pathways to higher education, improving education and employment outcomes and undertaking research that is both relevant and supportive to Aboriginal and Torres Strait Islander communities.

The USQ RAP commits the University to a range of actions and measurable targets with regard to relationships, respect, and opportunities in working to achieve mutually beneficial outcomes with Aboriginal and Torres Strait Islander peoples and communities.

The University's first RAP concluded at the end of 2016 instigating the requirement to form a new working group to develop the next iteration of the RAP. In addition to the foundation documents, the RAP Working Group has established three working parties, each of which will be responsible for separate areas influencing the development of the RAP.

The three working parties are:

- RAP Policy and Planning Working Party: Focuses on base considerations, which are suggested from existing plans and other documents extant.
- RAP University Performance Working Party: Focuses on new strategies based on assessment of USQ's education and employment performance.
- RAP Community Working Party: Focuses on input from the University community, which will involve consultations within the University, and seek involvement from the local communities of each respective campus.

Business and Industry partners

USQ Student Services continues to forge advantageous business and industry partnerships through mentoring opportunities, work experience placements, events, online career fair opportunities and on an individual basis, in response to industry and student need.

We are active members within various peak industry bodies and deliver best practice recognised programs and initiatives to create enhanced employability outcomes for our graduates and to meet industry demand.

Graduate tracking

Graduate sign-up to Alumni Network

In an effort to continually improve on processes, the Alumni Relations Office has implemented a new approach at Graduations in order to increase the sign-up rate of new graduates to the USQ Alumni Network. By working more closely with Graduations and Event staff, the team has implemented a process of a 'physical' first contact with graduates upon their exit from the stage after receiving their testamurs. The increased visual presence and speaking directly with graduates has had a dramatic improvement on graduate sign-up to the network. The USQ Alumni Relations Office is tracking the Graduate sign-up at USQ Graduations.

Graduate tracking occurs yearly through Quality Indicators of Learning and Teaching (QILT) Graduate Outcomes Survey.

Academic Quality

Quality control and quality assurance of both curriculum and delivery are a crucial component to sustaining and growing market position. There is a multiplicity of academic quality review cycles within USQ's freshly established multi-layered quality assurance framework. The key regular ones are the accreditation cycles, internal and available external professional accreditations, and the recently introduced academic performance review (health check) cycles.

In 2017 a key focus in academic quality has been the successful deployment of the substantially revised (modernised and revitalised) programs in nursing, education, and business and commerce that underpin a major proportion of USQ's student load. External accreditation of programs with relevant professional bodies was also a key focus in 2017, with the following programs receiving external (re)accreditation:

- The Bachelor of Paramedicine received Preliminary Accreditation from the Council of Ambulance Authorities Inc.
- The Master of Project Management was accredited by the Australian Institute of Project Management.
- The Master of Counselling Program was given unconditional accreditation by the Psychotherapy and Counselling Federation of Australia (PACFA).
- Applications are in train with Exercise Science and Sport Accreditation (ESSA) for the Bachelor of Sport and Exercise and Bachelor of Sport and Exercise (Clinical Exercise Physiology).
- The Bachelor of Human Services applied for accreditation of its majors in Counselling, Community Development and Indigenous Studies, Child and Family Studies, Health and Social Wellbeing with the Australian Community Workers Association (ACWA).

Accreditation is a strong, formal means by which almost all professional entry awards attest their real world relevance and the inclusion of relevant skill and knowledge development. USQ continues to have a solid record of accomplishment in achieving professional accreditation of its awards. In addition, all study areas have an external advisory board that provides an ongoing external voice in academic discussions.

Another key aspect of academic quality is policies and procedures, and the continual improvement and adjustment of these in line with the changing needs of the University. During 2017, the suite of principles articulated in the Assessment Policy and deployed through the Assessment Procedure, schedules and forms, was streamlined via revised and new schedules subordinate to the Assessment Procedure.

As part of a major review of the Grades Schedule, a new 'ONG' (Ongoing) Grade was introduced from Semester 2 2017 to replace prior use of the 'SP' (Satisfactory Progress). Grade for a sequence of Courses leading towards the submission of a Higher Degree by Research Thesis whilst Temporary Grade and Administrative Grade were recorded in the Policy and Procedure Definitions Dictionary. The previous Grade Point Average (GPA) Calculation for Medals and for "With Distinction" Procedure was updated to a schedule subordinate to the Assessment Procedure and retitled to align with its intended purpose of establishing the method of calculation of a Student's Grade Point Average (GPA). Determination of Final Grades was incorporated

USQ Psychology student Martelle Ford, with son Jagger, at the USQ Student Awards



into this schedule from the previous location in the Grades Schedule and a 4-point grade scale conversion to facilitate the conversion from the 7-point grade scale for International Students was introduced. The information contained within the schedule around Calculation of GPA for Medals and for With Distinction encapsulates the relevant content around eligibility for the captioned title previously attributed to the entire procedure.

A new Residential School Categorisation Schedule, developed to link the residential school categorisation to Assessment Items and grading calculations through the Assessment Procedure, will be deployed in Semester 1, 2018.

Another key focus for the year was the ongoing educative steps taken to highlight the need for and the nature of appropriate grounds supported by evidence for making an Academic Appeal. The rate of submission of Academic Appeals has tapered as expected while at the same time, the proportion of eligible submissions has increased. This has been facilitated by increasing awareness of other options such as local mediation and review of Final Grade, and collaboration with relevant front-line staff including the Student Guild advocacy service as to advice given to students.

The new Integrated Management Program and Course Specifications ("IMPS") system was a specific initiative in 2017. The Project intended to both streamline and enhance the processes around program accreditation, changes to program and course specifications, and the publication of the USQ Handbook and program guide.

Student Assessment of Quality of Education Experience at or above the University Sector Average

The latest Student Experience Survey data (2015–2016) measures the percentage of Australian undergraduate students who rated components of their educational experience positively.

Its outcomes are widely used as a proxy of current teaching quality. According to the QILT website for graduates overall, the following graph shows:

- USQ's result (79.8 percent) for the 'overall experience of current undergraduate students' indicator is approximately level with the National average of 79.9 percent.

USQ scored higher than our RUN counterparts in relation to the National average of 85.2% for Learning Resources (USQ 86.5%) and Student Support (USQ 75.3%) which had a National Average of 72.0%.

Complaints and Appeals Management System

USQ is one of a few universities which has a custom-built, fully online and Customer Relationship Management (CRM) integrated complaints management system which improves the student experience; saves staff time through automation of data extraction and email responses; saves resources through reduced copying and emailing; and provides a valuable educational tool on USQ complaint processes for both students and staff.

At a University level, the new website and system provide one-university transparency, consistency and sharing of information while still protecting the privacy of students. It has also provided an online step-by-step guide which is linked to correct policies and procedures for frontline and academic staff who are trying to assist students with an issue or complaint. There is now a USQ-wide view of any complaint that has been submitted, who is currently managing it and where in the process it is up to.

From the student perspective, all students no matter where they are located have an easily accessed, easy to follow and easy to understand online guide and submission system for complaints at USQ. The system overcomes one of the main issues of the past, that students are not kept well-informed during the complaint process and provides a timely student outcome due to reduced manual research required by the investigating officers and the ease of transfer between sections.

As the result of a recommendation from an external review conducted by the Queensland Ombudsman in late 2016, the University conducted a user satisfaction survey in 2017 of 79 students who submitted their Formal Complaint between 1 January 2016 and 31 December 2016.

Of the 19 responses received the highest aggregate scores overall were given for the two questions relating to ease of finding information on the complaints website and ease of navigation within the website for particular complaint types. The highest score for 'Neither Agree or Disagree' related to USQ keeping students updated if the outcome for their complaint was delayed. There were mixed outcomes for questions relating to USQ's response being easy to understand which received mostly 'Agree' while the question related to whether the reason for the decision was clear was markedly less favourably scored.

On balance students are more satisfied than dissatisfied with the Complaints Management System and Complaints Handling at USQ.



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RESEARCH

In line with the Research Pillar of the 2016–2020 Strategic Plan, the overarching goal established for USQ's research profile is to be internationally recognised for high impact research in our areas of research focus.



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Focused and Engaged Research

The first objective of the Research Pillar is to enhance our national and international standing for high quality, focused and engaged research that makes a difference to communities.

Distinct Research Focus

Research is a fundamental purpose of a university, and is integral to its role within the community. In recent times, USQ's research performance has significantly strengthened and the University's profile has been substantially raised.

These achievements were borne from a commitment to research excellence, the formation of new research structures, continuous improvement of research systems, implementing mechanisms to foster a vibrant research culture, and targeted investment of Strategic Research Funds made available by USQ Council.

Through targeted investment, the University is building focused and distinct programs in fundamental and applied research that draw on expertise across disciplines, attract world-class researchers and deliver impact. The University's areas of research focus include:

- Agriculture and Agribusiness
- Cultural Heritage and Archaeology
- Digital Life
- Environmental Sciences
- Health and Behavioural Sciences, principally Health and Wellbeing
- Materials and Mechanical Engineering
- Mathematical and Data Sciences, principally Computational Mathematics and Space Sciences
- Regional Community and Economic Development.

Industry Engagement

As mentioned above, USQ's overarching research goal is to be internationally recognised for high impact research in areas of research focus. Fundamental to achieving this is the production of research outputs of international quality, and leveraging external research income to fund our research programs. Also critical is engaging effectively with industry and our stakeholders, and contributing to innovation that will benefit our communities, the nation and globally.

USQ has enhanced engagement with industry through strong and sustainable research networks and partnerships with like-minded organisations. USQ focuses its research efforts on making a significant difference to our local communities, regional governments and industries. Over the past year, genuine engagement has brought people together to build regional capacity and investment to share in the process of developing regions within USQ's geographic footprint.

In September, leading experts from USQ and around the world explored new opportunities in the global 'super foods' market at the second USQ Functional Foods Festival. The Festival included public events in Toowoomba and Ipswich, and a Healthy Living Symposium at Springfield, attracting community members, researchers and health industry professionals.

The Winter Festival of Astronomy was once again a huge success, attracting presenters at the five day Festival which included Professor Giovanna Tinetti from University College London and the scientific lead for the proposed Twinkle Space Observatory, and Australian Astronomical Observatory astronomer Fred Watson.

Resilient Regions Week once again attracted international health experts, researchers and community organisations to events at all three campuses. International speakers including international expert in cancer control and health sciences, Professor Heather Bryant, and Professor Anil D'Cruz, Chief of the Department of Head and Neck Surgery at Mumbai's Tata Memorial Hospital in India. Both shared their insights on overcoming regional health disparities to achieve better health and living in communities.

Investment

USQ has invested in developing industry and innovation partnerships that align with research focus areas.

Construction commenced on a new facility upgrade to the Mount Kent Observatory. The Observatory's expanding research profile builds on its perfect position in the southern hemisphere, enabling USQ researchers to discover and characterise planets around stars of different ages, temperatures, luminosities, and with different mass.

Work also commenced on a new Agricultural Science and Engineering Precinct. Covering approximately six hectares, the Precinct provides a new home for USQ's Centre for Crop Health and enables the expansion of field trial and laboratory facilities for the National Centre for Engineering in Agriculture.

Funded by USQ with significant co-investment from the Grains Research and Development Corporation (GRDC), the Precinct will house environmentally-controlled glasshouses, laboratories, outdoor trial sites and a centre for the study of bio-pesticides as well as an education hub for scientists and postgraduate students.

The Precinct will undertake specialist activities that will help supplement current research into crop production, harvesting, and yield outputs and will provide farmers with more accurate information for improved crop returns on their farming methods.

Research Recognition

USQ has optimised impact by ensuring alignment with state, national and international industry and government priorities in key focus areas; and through responsive and managed business and communication processes.

This is reflected in the growing number of state, national and international awards received by USQ researchers in the past year.

Research Culture

USQ continues to build a research culture of excellence, embedding commitment and accountability for high quality performance outcomes within the organisation.

USQ's Researcher Development and Training Program (ReDTrain) is a comprehensive, all-of-University program that provides resources, enrichment and rewards across the spectrum of USQ researchers. The Program plays a major role in driving the University's research performance through its suite of coordinated initiatives and is strengthening a vibrant research culture to help researchers and research students grow their capacity and skills. ReDTrain continues to be one of the key drivers of change to the research culture at USQ. In 2017, the Researcher Development and Training (ReDTrain) supported the Research Giants program and Eminent Visiting Scholars Scheme (EVISS), which made it possible for world-leading international and domestic scholars to visit USQ, helping to increase our research capacity. In total, the University hosted eight Research Giants and 12 EVISS in areas ranging from health to engineering to astronomy.

The Researcher Development and Leadership Program (ReDLeaP) was launched in 2017 with the aim to provide Early Career Researchers and Mid-Career Researchers with a range of research leadership and mentoring opportunities.

Staged in September, USQ Research Week 2017 explored themes related to 'Benefiting our Communities' with the objective to share and celebrate the University's research projects with peers, industry and the community. A series

Professor Rhod McNeill



of events in Research Week 2017 included the Pitch Club Challenge Final, a Research Centre and Institute Showcase and public presentations on 'How Goes the War Against Cancer and Cancer Survivorship?' by Professor Jeff Dunn from the Institute for Resilient Regions were highlights of Research Week 2017.

The finalists of the University's Pitch Club Challenge (as part of Research Week), Dr Adina Piovesana and Dr Tracy Kolbe-Alexander, went on to compete in the 5 Minute Research Pitch national final. Both researchers won their respective discipline groupings, while Dr Piovesana was also awarded the overall national winner.

In addition to Research Week, Schools, Colleges, Centres and Institutes continued to promote their research in 2017 via regular research seminars. This continues to prove an effective way for researchers to communicate their research projects and share knowledge.

The new research website was launched in July 2017, creating a more immersive and user-friendly site by highlighting research strengths front and centre, along with industry partnerships and information for interested research students. The new website has proven an important tool in helping to drive our research performance.

Research Partners

At USQ, we perform research that is not only of academic relevance, but is engaging with industry and our stakeholders and contributing to innovation that benefits our communities and the nation. USQ partners with industry leaders to drive research in real-world environments, contributing to innovation that will benefit our communities and the nation.

Research Training

The second objective of the Research Pillar is to build our reputation for research training that produces innovators and entrepreneurs.

Higher Degree by Research

USQ continues to build on our innovative Higher Degree by Research (HDR) programs that broaden students' horizons and prepare them for challenging careers in their chosen fields. This has included expanding the range of professional doctorates. In 2017, the University had over 700 HDR students. Since 2015, the number of HDR graduates has increased by 14%.

Research Supervision

USQ is enhancing the University's research supervision capability; including expanding the use of non-traditional models for supervising and delivery of HDR programs.

At USQ, we recognise people are our most valuable asset. In 2017, USQ strategically appointed world-leading senior researchers, particularly in the areas of agriculture, engineering and health, to build supervisory capacity for our HDR students.

By strategically expanding the range of scholarships and financial support available for both domestic and international HDR students, USQ is building capacity and outcomes in key research priority areas.

USQ Research Fellow Dr Rishabh Choudhury



ENTERPRISE

To correspond with the Enterprise Pillar of the Strategic Plan 2016–2020, USQ undertook planned actions to achieve the overarching Enterprise goal to be a socially responsible and well managed enterprise with a work culture that promotes high performance and is reflective of our values.

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To correspond with the Enterprise Pillar of the Strategic Plan 2016–2020, USQ undertook planned actions to achieve the overarching Enterprise goal to be a socially responsible and well managed enterprise with a work culture that promotes high performance and is reflective of our values.

The Enterprise goal is to be reached through the following key objectives and associated sub-objectives.

Employer of Choice

The first objective of the Enterprise Pillar is to be an employer of choice. Through the USQ Strategic Plan 2016–2020, USQ aspires to “be an employer of choice” with a work culture that promotes high performance and reflects its values, and which enables achievement of its education and research goals.

To support the achievements of that objective and address the key challenges to position USQ’s workforce for future success, a number of people and culture initiatives, projects and activities were identified as priorities in 2017, with key highlights contained below. A brief comment on initiatives and actions for each of the related sub-objectives appears below:

Human Resource Strategies

Organisational Capability

To ensure that the USQ workforce of the future is equipped to achieve the long term goals of the University, implementation activities as part of the USQ People Capability Framework have been undertaken in a phased approach throughout the year. Projects were conducted with a number of management, academic and professional teams to develop local and relevant interpretations of the capabilities relevant to both academic and professional work. Key capabilities were embedded into the 2017 HR learning and development program, and integrated into other HR activities such as recruitment and selection, and reward and recognition. A range of support tools including self-assessment tools, team profiles, and communication materials have also been developed. The framework was also showcased at the 2017 Australian Tertiary Education Management Conference in an e-display.

With the University’s current Enterprise Agreement expiring on 30 June 2017, a series of consultation sessions were conducted throughout the year to seek stakeholder views about employment conditions perceived as important now and into the future. This input informed consideration of the University’s priorities and strategic direction with respect to employment conditions and associated arrangements over the next five years. Negotiations between management and unions for a new agreement commenced in October.

As part of the University’s strategic workforce planning initiatives aimed at taking a proactive approach to strengthening USQ’s future success, the University offered a Voluntary Severance Program to eligible employees in mid-2017. This program was aimed at ensuring USQ had the right mix of positions to take it into the future. As a result of the program, 101 employees took the opportunity to access a voluntary severance arrangement.

Throughout 2017 the University also undertook a number of internal organisational realignment and change activities to ensure the structure of the organisation facilitates achievement of USQ goals and objectives, with an appropriate workforce profile to meet current and future needs. Considerable work was also undertaken to develop and implement a range of tools and resources to support managers and employees experiencing change, as a complement to the current industrial HR organisational change, implementation and transition framework.

Staff Recognition

USQ values and recognises staff contribution to the achievement of its priorities.

The University’s corporate recognition and reward program for employees was reviewed and enhanced to ensure it is contemporary, meaningful, and aligned with USQ’s vision and values. A range of improvements were made to both the formal and informal components of the program, with a phased implementation being undertaken.

Changes for 2017 focused on a series of revised employee excellence awards, capped by a new University medal for employee excellence. The revised annual excellence awards are complemented by the new bi-annual values champion award recognising employees who have exemplified living the USQ core values through their performance, attitude, behaviour and actions.

Code of Conduct

The University’s Code of Conduct aims to foster and maintain public trust and confidence in the integrity and professionalism of the University by ensuring that University members:

- maintain appropriate standards of conduct
- develop those skills necessary for the efficient performance of their duties
- maintain fairness in decision making
- maintain and enhance the reputation of the University
- adhere to appropriate ethical standards.

USQ fosters a values-driven culture – one that is built around relationships and community, mutual respect, diversity, and a strong commitment to ethics and integrity, collaboration, creativity and innovation. Every individual has a role to play in bringing USQ values to life. Our people live out the USQ values every day through the positive, supportive and meaningful relationships they create with their peers, students and the community. USQ is united through the three core values of Respect, Integrity and Excellence.

Employee Engagement

USQ monitors and measures employee engagement on a regular basis to improve the working environment for all employees.

As part of the University's commitment to ensuring high standards of professional and ethical conduct, the Employee Conflict of Interest Procedure supports employees in identifying, declaring and managing perceived, potential or actual conflicts of interest. Compliance with the University's Code of Conduct, and declaration and management of conflicts of interest, is embedded into the University's annual performance management program Enrich. The University formally reminded all employees of these obligations through an all staff email at the start of the first semester.

Work also continued on promoting and embedding the University's core values and behaviours into a number of employee activities, from a dedicated focus on values in the University's attraction and recruitment activities, through to specific learning and development opportunities, reward and recognition and performance development. The core values are now featured prominently on all University campuses and on a range of University merchandise and advertising.

Staff and Mental Wellbeing

The University continued to support employee and student health and wellbeing through ongoing implementation of the USQ Health and Wellbeing Strategy 2016–2020. A major initiative has been the establishment of the USQ Health Needs Assessment project to determine employee and student health and wellbeing priority areas and interests through activities such as an online survey, key stakeholder focus groups, evidence based review and a gap analysis.

Since the establishment of the Health and Wellbeing Network in November 2016, members have continued to meet bi-monthly with various initiatives under development. A Health and Wellbeing Leadership Network was also developed in August to function as a community of practice, as well as assist with the development of health and wellbeing initiatives

to support USQ managers and leaders in fostering healthy work environments.

Following the success of the University's first Health Fair in 2016, the 2017 event took place in Springfield in April, and Toowoomba in May. The events were a joint initiative between the USQ Health Fair and USQ Employee Benefits Expo and provided staff and students with access to health and wellbeing resources and services. For employees, the event also featured displays from USQ employee benefits providers. Attendance at both events exceeded expectations and received positive feedback from staff, students, and exhibitors.

Following the success of the Wellness at Work pilot program in 2016, two Mindfulness and Wellbeing Programs were scheduled as part of the key capability development program, with full attendance. The program builds on both the practical and theoretical aspects of mindfulness, wellbeing, self-awareness and inter-personal effectiveness. In parallel with the Mindfulness and Wellbeing Program, a small research project was conducted with USQ ethics approval to explore the effect of the program on participant's mindfulness and wellbeing, as well as the way coaching supports participant learning.

A range of other staff engagement activities were undertaken to promote the USQ Health and Wellbeing Strategy 2016–2020 and general health promotion to staff, including regular HR Notices, health campaigns (e.g Healthy Weight Week, RUOK day, Pink Ribbon and Movember), and presentations to staff at on-boarding, appropriate professional development sessions, and in work areas.

White Ribbon Workplace Accreditation

The University continued its participation in the White Ribbon Australia Workplace Accreditation Program and submitted its application for accreditation in June demonstrating the University's commitment to meeting the accreditation standards and criteria. The Program recognises workplaces that are taking active steps to prevent and respond to violence against women, and acknowledges the impact on the health and safety of women at work, their wellbeing and productivity. The University was advised of its success in meeting the accreditation requirements in September.

In support of the White Ribbon Workplace Accreditation program, a review of the current Domestic and Family Violence Support Procedure was undertaken, with a number of changes made to enhance the level of support and information available to managers and employees. Domestic and Family Violence Prevention month in May also inspired a number of activities across the University in an effort to raise awareness of Domestic and Family Violence, including bystander intervention training focused on equipping leaders

and employees with the skills to 'call out' behaviour that is not appropriate in the workplace, participation in the Qld-wide 'Not Now, Not Ever' media campaign, and continued participation in the 1 million stars to end violence campaign.

Organisational Profile

The second objective of the Enterprise Pillar is for the University to continually build a profile as an organisation that is a responsible corporate citizen and a business partner of choice.

50/25

USQ celebrated its 50th anniversary as a higher education institution and 25th anniversary as a university during 2017. A number of events highlighted the development of USQ as a student-focused, community-centred and high impact regional, national and global university.

The year of celebrations commenced with the Chancellor's Formal Morning Tea and included an Anniversary Celebration Dinner, staff barbeques, and a final function where portraits were unveiled of two former Chancellors.

To mark the 50/25 Anniversary a book was developed to tell the story of the University's achievements, values and milestones throughout its 50 year history, through the stories of 50 of its high-achieving alumni from different time periods

and programs. The book acted as a source of historical information and pride in relation to the successes of USQ through its graduates' stories and to allow people to reflect on USQ's values and diversity.

Also as part of USQ's anniversary celebrations, staff received a 12-month digital subscription to The Chronicle, Queensland Times and Washington Post to keep up-to-date on happenings within the regions and to encourage greater community engagement.

Social Responsibility

With its current Employment Equity and Diversity Strategy coming to an end in 2017, work began on the development of a new Employee Diversity and Inclusion Framework and Strategy for 2018–2020, with a focus on building an inclusive workplace culture. To support the framework and strategy, a review of diversity and inclusion data and metrics was undertaken, along with a series of stakeholder consultation activities.

Workplace Gender Equality Agency

Following the University's success in obtaining its first Workplace Gender Equality Agency (WGEA) Employer of Choice for Gender Equality (EOCGE) Citation in late 2016, significant effort was undertaken throughout this year to promote and support the University's Citation and prepare

Celebrating 50/25 USQ Chancellor John Dornbusch and then Interim Vice-Chancellor Professor Janet Verbyla



for reaccreditation. In particular, work was undertaken in the areas of workforce participation targets, gender pay equity, unconscious bias, and leadership commitment. As a Citation holder, the University has the use of the distinctive logo in its recruitment activities for a period of 12 months, allowing significant advantage in a competitive jobs market and showcasing its commitment to diversity.

USQ Women's Network

The USQ Women's Network is an incorporated body that strives to provide and encourage leadership, development and advancement of women in our local communities. It supports a culture in the University which values, acknowledges and promotes women's achievements and contributions within the tertiary education sector. The Network supported a number of events throughout the year.

Aboriginal and Torres Strait Islander Traineeship Program

As part of USQ's commitment to closing the gap on employment and education disparities between Indigenous and non-Indigenous Australians, the highly successful Aboriginal and Torres Strait Islander Traineeship Program commenced in early January with an initial intake of five trainees, four of whom proceeded through the full program.

Cross Cultural Awareness

Five sessions of Cross Cultural Awareness 'The Big Picture – A Hidden History' training were held in 2017, with one of those sessions undertaken in May to coincide with National Reconciliation Week. The interactive workshop is based on a series of seven posters that reflect the impact that colonisation, past practices, policies and legislation have had on the land, people's way of life, identity and culture. The training was delivered by Aboriginal USQ employees who have been trained as facilitators by the Department of Education and Training (DET).

As a result of these and other initiatives, the University achieved the 35 Aboriginal and Torres Strait Islander FTE employee target for 2017 contained within the Career Development and Employment Strategy and the Reconciliation Action Plan. The 2018 target has been revised to align with the Universities Australia's Indigenous Strategy 2017–2020 target of 3% of the workforce.

In an effort to encourage employees to disclose their disability or health related concerns and to reduce associated stigmas, Human Resources released a video in March 2017 which shares the individual stories of three employees. There was a significant response to the release of the video with further work continuing to occur to support

employees with a disability, including the establishment of a corporate reasonable adjustments fund to make appropriate adjustments to an employee's work environment to enable them to perform effectively and to the best of their ability. Additionally, Disability Awareness training was provided to all employees to assist with creating an inclusive environment.

The University also partnered with Pride in Diversity, Australia's first and only national not-for-profit employer support program for all aspects of LGBTIQ workplace inclusion, as a prelude to participating in the Australian Workplace Equality Index (AWEI) benchmark activity as a framework for strategy development around an inclusive culture. The University launched the first Library LGBTIQ safe place throughout the year as a designated safe place for LGBTIQ students and staff to work and study, free from harassment or discrimination based on sexuality, gender identity or gender expression.

Finally, a number of initiatives to promote and stimulate interest and engagement in USQ's Employee Support Networks were implemented throughout the year, including:

- development of promotional material, logos and flyers for the networks
- development and promotion of USQ branded videos on the importance of diversity and inclusion when recruiting employees, including the heightened awareness of unconscious bias
- increased professional development opportunities for members.

Business Partners

During 2017, USQ has continued to determine parameters and progressed a University wide strategy to build our capacities as a preferred business partner.

A Business Continuity Project continues to facilitate the further development of the University's business continuity management program to carry out critical business activities and support continual operations when facing internal and/or external business disruption events.

The project assesses the key risks and associated control effectiveness in order to embed business as usual practices.

During 2017, USQ focused on online and professional development marketing in countries where online delivery is recognised. The Sponsor market has been challenged this year however new opportunities in the Middle East have resulted in a new sponsor recruitment stream to cover declining enrolments elsewhere. Recruitment in 2017 has focused on improving quality of recruitment, managing Visa risk and diversifying into new markets.

International Partnerships and Projects

USQ has continued to foster strong collaborative partnerships across the globe, with a number of Memoranda of Understanding (MOU) signed in 2017 to further promote exchange and collaboration.

A mutual interest in a number of study areas has led to student exchange agreements and a Memorandum of Understanding with INHA University (South Korea). Memoranda of Understanding (MOU) have also been developed with a number of institutions in Taiwan, including National Changhua University of Education, National Taipei University of Technology, and National Taipei University. A Memorandum of Understanding also has been concluded with Guizhou Education University (China) which will assist in increasing USQ brand awareness in this key new market, and in developing future collaborations.

Collaboration between National Changhua University of Education (NCUE), Taiwan and USQ has led to a Double Award arrangement for a number of Business programs. Under the Double Award arrangement, NCUE and USQ will work together to attract students to study with USQ in Australia.

Amenability:

USQ aims to achieve an appropriate balance between compliance and practicability. During 2017 USQ contributed to the ongoing policy debate in higher education, including through numerous submissions to government inquiries.

The University also contributed to numerous submissions made by the Regional Universities Network.

Collaborative Partnerships:

Open Textbook Network

In 2017 USQ was the first University in the Southern Hemisphere to join the Open Textbook Network. USQ has been active in the open arena for some time as a contributor to the OERu (an innovative, international network of higher education institutions, inspired by the vision of widening worldwide access to credible and affordable education), EDUCAUSE Openness Constituent Group (a global network of open education and technology practitioners), The Open Education Consortium and the Open Source Initiative. Open textbooks are available for all to use without cost or access barriers.

Open Source Initiative

USQ partnered with the Open Source Initiative, a global non-profit organisation that promotes open source software, development and communities, championing software

freedom in society through education, collaboration and infrastructure. This extends USQ's commitment to openness by sharing innovations and learning of other initiatives in development.

OERu

The OERu is an independent, non-profit organisation that continually works towards widening access and reducing the cost of tertiary study for students everywhere. They provide pathways for students to achieve credentials for approved courses based solely on open education resources. USQ partnered with OERu to join an international network of like-minded institutions and to participate in widening access to more affordable education.

ASCILITE 2017

From 4–6 December 2017 USQ hosted the 34th International Conference on Innovation, Practice and Research in the Use of Educational Technologies in Tertiary Education or ASCILITE 2017. The ASCILITE conference is an annual event hosted each year by different Australian universities. The conference attracted between 300 and 400 delegates. Holding the conference at USQ offered many opportunities. It allowed USQ staff to showcase to the broader Australian higher education sector their work in technology enhanced learning and teaching, and as such continue to raise USQ's profile in this space. Having the conference at USQ also provided professional development and learning to staff that may not always have access to. Led by the Academic Services Division, the organising committee also included USQ staff from Students and Communities and Academic Division. ASCILITE 2017 is the largest conference to be held at the USQ Toowoomba campus.

Queensland Aboriginal and Torres Strait Islander Foundation (QATSIF) Collaboration

In 2017, USQ continued its successful collaboration with the Queensland Aboriginal and Torres Strait Islander Foundation (QATSIF), again hosting the annual QATSIF scholarship award ceremonies on both Toowoomba and Springfield campuses. This year 216 young Aboriginal and Torres Strait Islander secondary students from 31 schools were awarded a two-year financial scholarship from QATSIF to assist them in the completion of their senior education.

Over 370 recipients, their families, government, community and USQ representatives, including the Chancellor and Vice-Chancellor, attended the QATSIF events this year, and we look forward to our continuing association with this important and impactful scholarship program into the future.

Service Quality

USQ employs service models that provide high quality, consistent and sustainable service; and that promotes the development of a strong organisation-wide service culture.

A University-wide approach to embed a 'revitalised service culture of excellence in interactions with students' in face-to-face and online training programs was achieved through the federally funded Connected Student Learning Journey Project.

The training program consisted of three modules 'Service Excellence Essentials', 'Advanced Service Excellence' and 'Managing Complex Service Interactions'.

Information and Communication Technology (ICT) Services in addition to its current functional areas incorporated the technical and support functions associated with USQ learning systems. This enabled the provision of a more holistic and integrated support service with the appropriate expertise.

Data Centres

USQ has built a connection into the Springfield Polaris data centre to facilitate access to Queensland Cyber Infrastructure Foundation (QCIF) resources, but it also provides future hosting capacity potential. A major new data centre (Pulse) is also being constructed at Wellcamp on Toowoomba's outskirts. We are also continually improving usage of our internal data centres and they are mid life-span.

One USQ Connectivity

The *One USQ Connectivity Project* (1UCP) focuses on technology enabled teaching space upgrades and collaboration tools. As a result several USQ Toowoomba teaching spaces have been transformed into flexible didactic teaching and examination centres.

1UCP worked with key stakeholders to trial new unified communication products to form part of the Video Conferencing as a Service offering.

One USQ Experience Project (1UEP)

The *One USQ Experience Project* (1UEP) focuses on enhancements to the online student experience, low barrier technology demonstrations of technology enhancing the student experience and teaching and learning analytics. Consultation and collaboration on these are broad and are very much enterprise based digital transformation projects facilitated by technology.

As well as Technology Demonstrators (see page 28), 1UEP has also successfully integrated more than 25 separate systems into a single sign on solution, which saves users' time and creates a seamless experience as they move between systems.

Infrastructure

The third objective of the Enterprise Pillar is to ensure the management of our physical and digital infrastructure and systems for the University to remain a successful and sustainable enterprise. A brief comment on initiatives and actions for each of the related sub-objectives appears below.

S Block, USQ Toowoomba



USQ Infrastructure

USQ serves as an economic driver in our regions as a successful business.

A combined project at Springfield upgraded the existing auditorium with enhanced low energy LED lighting, new acoustic treatment and internal finishes and converted an underused back of house space into a home for a new Flight Simulator.

A new Mechanical Engineering teaching laboratory was completed at USQ Springfield allowing the Faculty of Health, Engineering and Sciences to offer students a more hands-on study option.

Three examination wings of the aging McGregor College at Toowoomba were refurbished to provide living spaces more commensurate with the expectations of our students. Bedrooms were upgraded and self-catering facilities were installed to allow students a more flexible residential experience.

Construction has commenced on new observatory facilities at the University's Mt Kent Observatory. When complete there will be capacity for 13 additional telescopes surrounding a state of the art monitoring and equipment building. This infrastructure will support international partnerships and research collaborations.

Operational Priorities

The inter-campus bus shuttle service will be enhanced with the upgrade from two 20 seat buses to larger capacity (39 seat) buses over the next two years. The first of the two larger buses is expected to be operation in September 2017 and will be based at USQ Ipswich. Both new buses will be fully compliant with the Disability Standards for Accessible Public Transport 2002, which will include two wheel chair allocations and wheel chair hoist.

Significant ventilation improvements were made in the Clive Berghofer Recreation Centre to improve temperature related comfort levels for patrons. High volume low speed roof fans were installed to minimise noise disruption at events in the stadium.

The Strategic Asset Management System (SAM) was successfully implemented, providing evidence based financial modelling of renewal and replacement costs for the physical estate. SAM software maintains an accurate and appropriately detailed record of the condition of the University's physical assets taking into account various attributes such as service level and importance.

Financial Management Practices

USQ has a number of policies and procedures published as part of the Financial Management Practices Manual (FMPM). The FMPM provides an authoritative internal source of information and guidance to assist the University to manage its financial resources, meet its financial responsibilities and financial obligations. The FMPM includes policies in relation to financial management and accountability, revenue, expenditure, assets and liabilities to support the financial management and the financial operation of the University.

Diversify revenue sources

The higher education environment remains challenging with downward pressures on public funding, uncertainty in government policy and ever increasing market competition. Key initiatives identified in our planning for 2017 included high quality, focused and engaged research programs to increase reportable research income, continued development of our academic program, and refinement of our international education strategy to support growing and diversifying income from non-government streams.

Building our Business

2017 State and National Achievements

For 2017, the University received the following awards and recognition in the student space: 5 star rating in Student Support and Social Equity, Graduate employment and Graduate Median Salary (Australia's 2017 Good Universities Guide); 2017 Endeavour Student Mobility Grant; 2017 Career Development Australia Award for Career Practice; 2017 USQ included in the 5 Digital Marketing Trends for Higher Education (Futures Index) along with 3 successful Trade & Investment Qld bids for International Partnership Funds.

USQ Sponsorships

During 2017 the University has been striving to build greater return on investment from its sponsorship portfolio which includes the Brisbane Bullets, Felton Food Festival, Ipswich Jets, Toowoomba Language and Cultures Festival along with the Chambers of Commerce (across USQ catchments).

Business Frameworks

USQ continues to embed critical business frameworks to enhance business infrastructure that assist operations, enhance project management capabilities and inform effective decision-making.

University management are continuing to improve accountability and reporting to USQ Council. A comprehensive report on organisational activities is provided to each Council meeting; the regular University Performance Report has been streamlined and focuses on performance data against the Strategic Success Indicators outlined in the refreshed USQ Strategic Plan; and a comprehensive report on performance in each organisational pillar – Education, Research and Enterprise – is presented to Council annually.

Optimise back-end operations

Network Upgrade

To be prepared for growth and improve resilience, the completion of new redundant path fibre optic cable builds into Toowoomba and Springfield campuses is underway and scheduled for completion this year. This is on the back of recent capacity upgrades of the existing links from 1Gbps (gigabits per second) to 10Gbps with corresponding internet firewall upgrades, benefiting all users, but particularly enhancing future capability for data intensive researchers.

Library Management System Upgrade

USQ Library is replacing its library management system. The project aims to replace a system which had not previously had a major upgrade for more than a decade, with a best-practice Library Management System (LMS). Operational since early 2017, rigorous project management processes are in place with a solid approach to risk management and stakeholder engagement. The Library System Renewal aims to implement a new LMS which enables library services to be sustainable and scalable, to increase the focus on our clients, to transform the way our clients interact with us, and to become more efficient.

High performance Computer (HPC)

USQ's new High Performance Computer (HPC) system was fully commissioned in 2016. The new system, Fawkes, has nearly tripled the previous HPC capacity. The system is being heavily utilised with 2017 peak loads close to 1.4 million hours, sevenfold 2015 peak loads at close to 0.2 million hours. Fawkes was a cross-divisional collaborative project between the Academic Services Division and Research and Innovation Division and was also co-funded by a contribution from Queensland Cyber Infrastructure Foundation (QCIF).

Strengthening crisis capability

During 2017, USQ continued to enhance its crisis management capability through the provision of crisis exercises comprising of realistic scenarios, which required the crisis management team to activate and take the necessary actions to manage a crisis incident. These exercises tested the crisis plans and procedures developed over the previous year and provided excellent opportunities for the crisis management team to practice and hone their skills.

In addition, a dedicated emergency communication system has now been developed and implemented to further enhance our emergency communication capability to all staff and students during an emergency incident. The system allows the crisis management team to provide timely emergency communications to selected groups or whole of campus via workstation telephones with some pre-determined mobile telephones included. All three campuses and the QCWT at Stanthorpe are included.

The Emergency Control Organisation (Warden Network) continues to be strengthened through the provision of additional UHF digital radios, accredited training for the Chief Wardens and ongoing training for all Wardens.

Relationships with external emergency service organisations are a high priority and this focus allows for timely transfer of information and ideas for public safety and ensures enhanced consultation and communication between USQ and the emergency services.

The Business Continuity Project commenced in 2017 to facilitate the further development of the University's business continuity management program to carryout critical business activities and supporting activities when facing internal and/or external business disruption events. The project includes assessing the key risks and associated control effectiveness in order to embed business as usual practices. A Business Continuity Plan will integrate into the Crisis and Emergency Structure and Response Framework.

Executive service to the academic professions and the community

Vice-Chancellor

Professor Geraldine Mackenzie

Professor Mackenzie is currently Chair, Regional Universities Network (RUN) Executive Women. She has held a number of recent senior positions at state and federal level including: Deputy Chair of Universities Australia's Deputy and Pro Vice Chancellors (Research) Committee; Co-Chair, Universities Australia Executive Women; Chair, NSW DVC/PVC (Research) Committee; Chair, Regional Universities Network Research group; Chair, Humanities and Creative Arts panel, Australian Research Council College of Experts; Chair, Queensland Selection Panel American/Australian Fulbright Commission. Professor Mackenzie is also a past executive member of the Council of Australian Law Deans. She is a Fellow of the Australian Academy of Law, the Queensland Academy of Arts and Sciences, and the Institute of Managers and Leaders, as well as a graduate of the Australian Institute of Company Directors.

Senior Deputy Vice-Chancellor

Professor Janet Verbyla

Australian Computer Society (ACS) Accreditation Panel Chair. Professor Verbyla continued her role as Accreditation Panel Chair for the Australian Computer Society (ACS). As the Professional Association and peak body representing Australia's ICT sector, ACS' mission is to deliver authoritative independent knowledge and insight into technology, build relevant technology capacity and capability in Australia and to be a catalyst for innovative creation and adoption of technology for the benefit of commerce, governments and society. ACS accreditation is designed to assist educational institutions that are providing students with appropriate preparation for professional practice in ICT.

Academic Board Member for a private Australian management institute during 2017.

Deputy Vice-Chancellor (Research & Innovation) Professor Mark Harvey

USQ Deputy Vice-Chancellor (Research & Innovation), Professor Mark Harvey continued his role as the Director of Sunsuper Pty Ltd and Vice-President of the Chamber of Commerce and Industry Queensland.

USQ Deputy Vice-Chancellor (Students & Communities) Mr Carl Rallings

Presidency of ATEM: USQ Deputy Vice-Chancellor (Students & Communities) Mr Carl Rallings was re-elected President of the Association for Tertiary Education Management (ATEM), the pre-eminent professional body in Australasia for tertiary education management.

USQ People

Workforce Profile

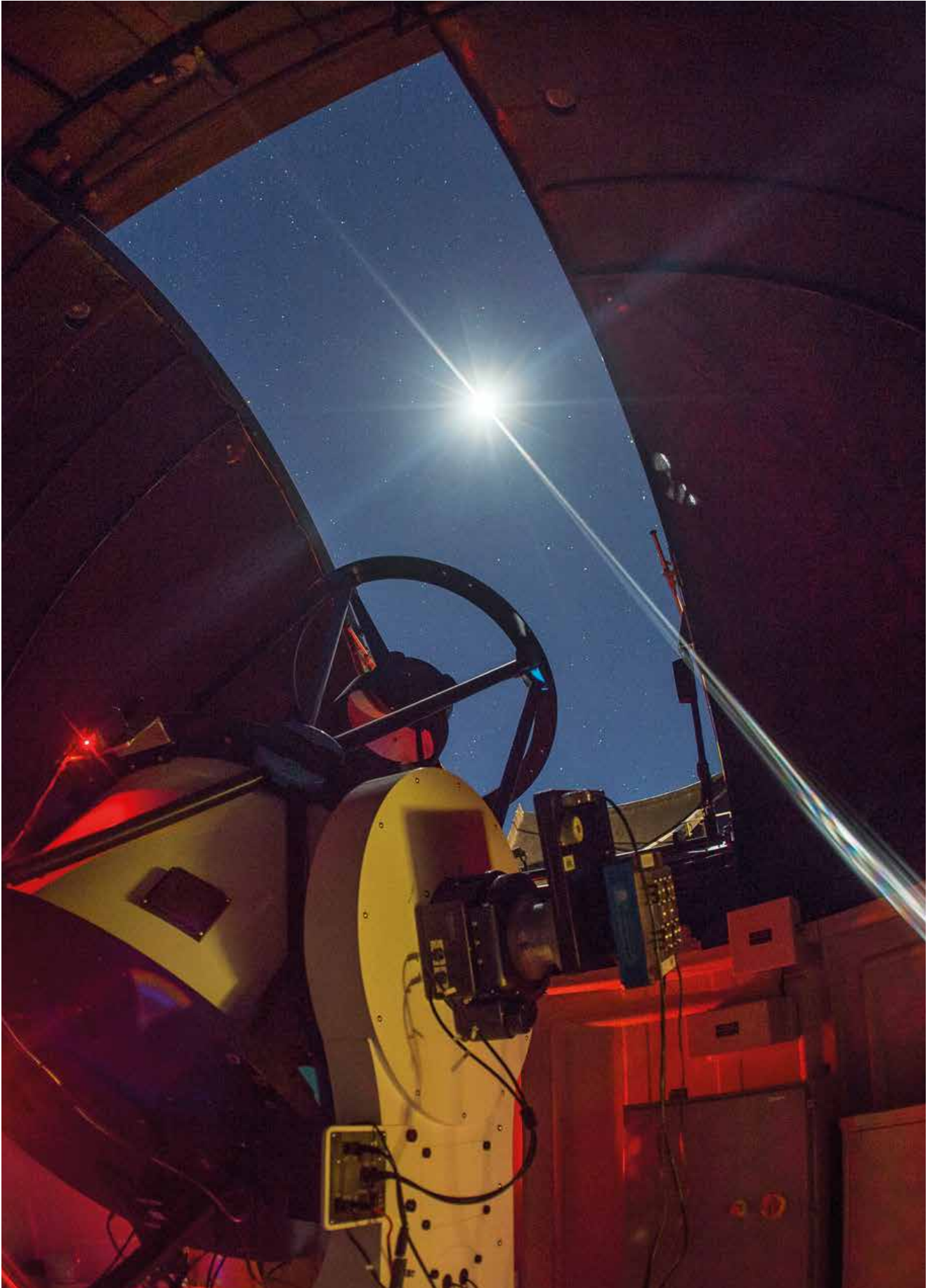
USQ's 2017 workforce has the following FTE profile (exclusive of casual employees):

Classification (Excluding Casual Staff)	FTE
Academic Staff Total	579.6
Continuing	434.5
Fixed-Term Contract	145.1
Professional Staff Total	968.6
Continuing	761.7
Fixed-Term Contract	206.9

A range of strategic HR initiatives play an important role in the University's employee attraction, engagement and retention activities, and this has seen USQ's employee initiated separation rate remain low at a steady rate of 6.31%.



Mt. Kent Observatory





Financial Statements and Appendices **2017**



Institutional Performance

Financial Performance

In 2017, the University of Southern Queensland (USQ) and its controlled entities achieved an operating income of \$320.6 million. This sustainable fiscal position provided opportunities to address emerging challenges in 2018 and beyond. The restructuring outcome led to an operating deficit of \$0.6 million. The Australian Government remains USQ's major source of revenue and employee related expenses represents the primary expenditure.

USQ continues to maintain a sound financial profile with a ratio of current assets against current liabilities of 2.99:1. A strong balance sheet together with fiscally prudent policies and governance practices, enables the University to maximise operational opportunities and outcomes.

The development of the USQ Research Plan has supported opportunities for continued growth in research activity, which will be further strengthened by the future investment. Following the acquisition of the Ipswich campus in 2015, USQ has seen a continued increase of teaching and learning activities at Ipswich in 2017. It has also seen the implementation of major ICT infrastructure investment to support the student learning experience. Overall, \$19.8M in capital expenditure was invested in the property, plant and equipment and information and communications technology portfolios.

Financial Position

During 2017, consolidated net assets increased by \$18.8 million to \$577.3 million. Property, plant and equipment remains the largest entry in the Statement of Financial Position with a valuation of \$453.9 million.

As indicated previously, the overall financial position of USQ is healthy and the current ratio (the ratio of current assets to current liabilities) is 2.99:1

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Movement in key financial indicators for the University are:

	UNIVERSITY		
	2017 \$'000	2016 \$'000	Movement \$'000
Total income from continuing operations	320,551	320,814	(263)
Total expenses from continuing operations	321,145	297,449	23,696
Net Result attributable to the University	(594)	23,365	(23,959)
Total equity	577,315	558,550	18,765

PERFORMANCE INDICATOR		2011	2012	2013	2014	2015	2016	2017
Student Enrolments and Load								
[a]	Total Students	26421	27227	27337	28086	28202	27478	26458
[a]	Total Student Enrolments	26764	27647	27711	28620	28680	28005	26921
	Total Student Load	13391	13950	13761	14385	14726	14557	14241
	Enrolments - Commencing Students	11530	11520	11334	12381	11704	11274	11067
	Enrolments - All Undergraduate	19592	20551	20723	20869	21392	21131	20762
	Enrolments - Higher Degree Research	429	450	497	539	598	691	752
	Enrolments - Higher Degree Coursework	6743	6646	6491	7212	6690	6183	5407
	Postgraduates as % of Total Students	27%	26%	25%	27%	25%	25%	23%
	Load – All Undergraduate	10521	11066	10906	11081	11519	11492	11350
	Load – All Postgraduate	2871	2884	2855	3304	3207	3065	2891
[b] Market Share and Student Demand								
	USQ Share of Queensland Providers enrolments	12.0%	12.1%	11.6%	11.5%	11.4%	11.0%	*
	USQ Share of Australian Distance Education enrolments	11.8%	11.5%	10.3%	9.7%	9.1%	8.3%	*
	USQ Share of International Student enrolments (Australian Providers)	1.9%	1.8%	1.6%	1.4%	1.2%	1.0%	*
	USQ Share of Australian graduations	1.4%	1.6%	1.5%	1.4%	1.4%	1.4%	*
	USQ Share of International Distance Education enrolments	38.0%	38.8%	39.2%	32.6%	29.3%	23.2%	*
	USQ Share of Queensland provider Distance Education enrolments	49.4%	48.8%	46.4%	44.6%	43.7%	40.8%	*
[c] Client Satisfaction and Teaching Quality								
[d]	Overall Course Satisfaction (score / 5)	*	3.82	3.83	3.81	3.82	3.90	3.91
Australian Graduate Survey								
[e]	CEQ: % Good Teaching Satisfaction	87.3%	85.8%	85.0%	85.1%	88.5%	87.7%	*
[e]	CEQ: % Generic Skills Satisfaction	94.0%	92.6%	93.0%	93.4%	95.5%	95.4%	*
[e]	CEQ: % Overall Rating Satisfaction	94.4%	92.7%	91.0%	90.8%	91.3%	91.6%	*
[f]	GDS: % Graduates in Full-Time Study	9.8%	8.0%	8.7%	10.3%	11.2%	9.2%	*
[g]	GDS: % Graduates in Full-Time Employment	75.0%	69.7%	69.8%	68.3%	80.5%	77.6%	*
[h]	GDS: Median Starting Salary	52100	53000	52100	55000	63000	65700	*
[i]	GDS: % Graduates Seeking FT Employment	11.4%	14.2%	15.2%	14.4%	9.7%	9.7%	*
Student Performance								
[j]	Student Retention	79.0%	79.1%	77.4%	77.9%	76.4%	75.3%	*
[k]	Course Progression rate	79.2%	79.4%	79.2%	78.0%	77.9%	78.6%	*
	Student Completions	4273	4787	4575	4573	4599	4472	*

PERFORMANCE INDICATOR		2011	2012	2013	2014	2015	2016	2017
	Flexibility							
	% Enrolments Internal	12.9%	12.3%	13.5%	12.6%	13.4%	13.9%	11.7%
	% Enrolments External	73.5%	73.4%	72.3%	72.6%	70.2%	70.1%	68.6%
	% Enrolments Multi-Modal	13.6%	14.3%	14.1%	14.8%	16.4%	16.0%	19.8%
	Web-Based Subjects Offered	232	237	244	254	339	416	994
	Web-Based Student Enrolments in Courses	15173	17530	17563	19550	27969	26705	66900
	Enrolment Trends							
	Enrolment Density (= Ratio of Enrolments to Load)	1.97	1.95	1.99	1.95	1.92	1.89	1.86
	Median Age of Students	29	28	28	29	29	29	29
[I]	Research and research higher degrees							
	Research Completions – PhD + Research Masters	47	78	64	70	60	85	*
	Staff							
[m]	Staff FTE – Academic (FT & FFT)	451	465	483	489	529	548	580
[m]	Staff FTE – General (FT & FFT)	871	866	913	894	959	991	969
	Casual Staff FTE	266	271	272	300	307	313	313
	Student Staff Ratio (EFTS:FTE)	22.0	21.9	20.9	21.9	22.0	21.3	20.2
	% Academic Staff with PhD	61%	62%	66%	67%	67%	67%	70%
	% Academic Staff with Higher Degree	86%	86%	88%	89%	88%	88%	89%
	Staff Separation Rate (%)	8%	6%	6%	5%	5%	8%	6%
	Mean Age of Staff – Academic	50	50	50	50	50	51	51
	Mean Age of Staff – General	43	43	43	43	44	44	43
	% Academic Staff who are Female	49%	49%	50%	52%	50%	50%	50%
	% Senior Staff who are Female	16%	22%	22%	25%	27%	28%	26%
	% Staff covered by Collective Bargaining Agreements	97%	96%	96%	96%	96%	96%	96%
[n]	Health and Safety							
[o]	Lost Time Injury Frequency Rate (LTIFR)	1.98	3.50	1.89	1.10	2.40	5.19	4.83
	Occupational Disease Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0
[p]	Lost Work Day Rate	3.17	14.27	8.01	10.34	7.20	13.00	*
	Fatalites	0	0	0	0	0	0	0
	New Workers Compensation Claims	*	*	29	32	27	41	19
	Average Days to Return to Work	*	*	13.00	13.29	12.40	8.00	12.33
	Average Paid Days	*	*	11.71	12.56	42.25	34.21	15.08
	Internationalisation							
	Market Breadth 1. Number Countries Serviced	101	100	92	94	88	86	86
	Market Breadth 2: # Countries Accounting for 80%	13	12	11	13	12	12	11

PERFORMANCE INDICATOR	2011	2012	2013	2014	2015	2016	2017
International Student Load	3407	3362	2902	2820	2636	2217	2058
Equity and Multiculturalism							
Females as % of Total Students (Domestic)	57.3%	57.1%	56.8%	56.7%	56.8%	56.2%	57.3%
Females as % of Commencing Students (Domestic)	59.0%	58.6%	58.5%	58.2%	58.2%	56.9%	59.8%
% of Females in Engineering (Domestic)	9.6%	10.3%	10.7%	10.2%	9.8%	10.2%	10.1%
Enrolments – Indigenous Students	1.9%	2.2%	2.2%	2.5%	2.8%	2.9%	3.0%
Indigenous Student Progression (Pass Rate Parity)	82.1%	81.9%	85.3%	82.3%	79.1%	78%	*
Enrolments - People with Disabilities	965	1189	1399	1534	1620	1708	1798
% of Students Socioeconomically Disadvantaged	27.9%	28.1%	28.1%	28.4%	28.9%	27.8%	28.3%

* Data not available at time of publication or lags a year behind

- [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] 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.
- [d] Ratings are from students undertaking courses using a 5 point scale to indicate their response to the comment: "Overall, I am satisfied with this course"
- [e] 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.
- [f] These are Australian first-degree graduates in further full-time study.
- [g] This is the number of Australian first-degree graduates in full-time employment as a percentage of those available for full-time employment. 2015 figures are based on the new GOS survey. Labour Force Indicators are based on a new set of principles.
- [h] These are Australian bachelor degree graduates who were in their first full-time job.
- [i] 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.
- [j] Retention Rate Calculation: (Continuing Yr2) / (Total Yr1 – Grads End Yr1)

- [k] Progression Rate calculations exclude Non award students
- [l] 2017 Research outputs not completed or verified until June meeting of HDREC
- [m] FTE refers to Full-Time staff Equivalents.
- [n] All system rules are applied, reported and recorded in respect with the Workplace Health and Safety Act 1995 (QLD) and Workcover Act 1996 (QLD)
- [o] LTIFR = (number of injuries x 1 000 000) / total hours worked
- [p] Lost work day rate = (total lost work days/total hours worked) x 200000
- [q] New statutory claims: The number of new statutory claims that have been registered during a given financial year, irrespective of the claimants' accident dates
- [r] Average days to first return to work: The average number of days taken to secure any form of return to work, where the return occurs within the reporting period. Only time loss claims are included in this calculation
- [s] Average paid days: The number of paid days (partial or total) on a statutory claim divided by the number of new statutory claims, in a given financial year.

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.

Environmental Overview

The University's sustainability journey was recognised in late 2017 as sustainability leaders from across Australia and New Zealand celebrated industry best practice at the Green Gown Australasia Awards. Among the 35 finalists representing 18 institutions USQ won the 2017 award for Continuous Improvement— Institutional Change, which recognises sustainability best-practice in the tertiary education sector. The University will now progress to the international Green Gown Awards, representing Australasia in 2018.

Whilst much of the operational focus for 2017 has centered on the implementation of the Solar Array Project, a number of key energy conservation and emissions reductions initiatives have also been completed. Energy efficiency lighting upgrades continued resulting in measurable reductions in energy consumption as well as ongoing maintenance costs. Most significant was the completion of the full lighting upgrade to the Clive Berghofer Recreation Centre as well as LED upgrades

to combined work and meeting spaces. Over 655 light fittings were upgraded with an overall energy savings equating to 56,199 kWh per year, reducing the University's carbon emissions by 43.84 tonnes of carbon per year.

Most notably the transition toward integrating renewable energy in our energy mix has been our greatest achievement across 2017. The overall combined system performance for all active solar arrays as at the end of December 2017 was 1139.12 MW of clean energy offsetting the University's carbon footprint by 889tCO₂-e.

Throughout 2017 carbon emissions generated from waste resources directed to landfill continued to reduce with increased recycling performance noted across all campuses. Emissions generated from waste to landfill have been reduced by a further 16% representing an equivalent saving of a 10.35 tonnes of carbon.

Environmental Key Performance Indicators	2017
Carbon Emissions	
Total direct and indirect greenhouse gas emissions by weight	Scope 1 (Direct) = 1034.10 tCO ₂ -e/year, Scope 2 (Indirect) = 12657.62 tCO ₂ -e
Other relevant indirect greenhouse gas emissions by weight	Scope 3 (Other Indirect) Air Travel = 772.77 tCO ₂ -e, Rental Vehicle Use = 31.84 tCO ₂ -e, Waste to Landfill = 344.42 tCO ₂ -e
Energy	
Direct energy consumption	Direct Energy Consumption by Source: Natural Gas = 7,616.08GJ, Fleet Vehicle Use = 6526.59GJ, Standby Generators = 3281.46GJ Plant & Equipment Fuel = 136.50GJ
Indirect energy consumption	Purchased Electricity sourced from 1 Jan to 31 Dec 2017 = 90% non-renewable for Toowoomba, Springfield & Ipswich. As part of the electricity supply contract USQ nominated 10% of its supply to be 'Green Power'. Purchased Electricity Consumption: Toowoomba Campus = 11,130,479.32kWh, Mt Kent Observatory = 20,876kWh, Springfield Campus = 2,944,047kWh, Ipswich Campus = 3,684,763kWh.
Renewable Energy	Onsite Generation: Toowoomba = 1 049.13MWh, Springfield = 19.41MWh, Ipswich = 19.97MWh
Water	
Total water withdrawn by source	Total Water Consumption by Source: Town Water - Toowoomba = 60,129m ³ /year, Springfield 41,476.10m ³ /year and Ipswich = 4654.48m ³ /year. Groundwater - Licence 606855 = 4.7ML/year (2016/2017 reporting year)
Waste	
Total weight of waste by type and disposal method	Toowoomba Campus – 255.11 tonnes of waste sent to landfill, 16.53 tonnes of cardboard recycled, 3.62 tonnes of plastic recycled, 0.46 tonnes of concrete recycled, 6.22 tonnes of organic waste. Ipswich Campus - 36.73 tonnes of waste sent to landfill, 6.46 tonnes of cardboard recycled, 1.91 tonnes of commingled waste recycled, 7.02 tonnes of metal recycled, 1.66 tonnes of organic waste. Springfield Campus - 20.56 tonnes of waste sent to landfill, 5.77 tonnes of cardboard recycled, 2.23 tonnes of commingled waste recycled, 0.71 tonnes of concrete recycled, 0.64 tonnes of organic waste,

Sustainable Energy Solution

Implementation of the University's 2 megawatt Sustainable Energy Solution was near completion at the end of 2017. Practical completion of the third and final stage of the project is due in late January 2018. The \$6.1M campus wide solar project approved by the University Council on the 7 December 2015 has been a central focus of the Environmental Office and Campus Services Projects, Planning and Space team for much of 2017.

- Stage 1** Toowoomba campus features Australia's largest integrated solar carpark (1090.41kW) with 504 undercover car parking spaces, additional sensor driven LED security lighting, CCTV and emergency call points. In addition, a residential style roof mounted array and battery storage unit was installed on the Engineering & Survey Building.
- Stage 2** Springfield and Ipswich Campus roof mounted array has a combined system size of 402.02kW installed across five buildings.
- Stage 3** Toowoomba Campus, the final stage of the project comprising of a 506.34kW roof mounted array is featured on six centrally located buildings.

The project represents a significant investment into the three communities the University is part of, providing a 'real-world experience' that delivers a measurable reduction in long-term energy-related emissions and costs, as well as an enhanced platform for research, learning and teaching. With a combined total of 5410 solar panels, the annual generation of clean energy is expected to exceed 3 gigawatts significantly reducing the University's carbon footprint across the life of the system.

The University's commitment has been acknowledged through the winning of awards. The Sustainable Energy Solution was recognised at the 2017 Clean Energy Council Solar Design and Installation awards, with Autonomous Energy (the principal contractor) taking out the 'Over 240kW' category for the solar car park project. At the USQ Staff Awards, Dr Dave Povey and Mrs Alicia Logan were also awarded the 2017 Excellence Award for Innovation and Change for contributions to the Sustainable Energy Solution Project.

Solar panels over USQ Toowoomba carpark



General Statistics

STUDENT LOAD (EFTSL)*	2015	2016	2017
Attendance			
On Campus	4832.3	4811.0	4634.3
External / Online	9893.9	9745.9	9606.7
Commencement Status			
Commencing	5869.2	5673.5	5719.4
Continuing	8856.9	8883.4	8521.6
Discipline Area			
Agriculture, Environmental and Related Studies	74.1	62.4	68.1
Architecture and Building	24.3	29.8	35.5
Creative Arts	1387.4	1377.1	1019.8
Education	2805.8	2654.0	2480.6
Engineering and Related Technologies	1833.1	1765.8	1622.5
Health	1359.9	1567.2	2086.0
Information Technology	1075.8	1123.4	1158.1
Management and Commerce	2201.6	1986.3	1659.1
Natural and Physical Sciences	1336.3	1506.0	1515.5
Society and Culture	2620.8	2446.1	2298.9
Mixed Field Programmes	7.3	39.0	296.9
Program Level			
Higher Degree Research	371.9	431.9	482.8
Higher Degree Coursework	1981.1	1854.0	1778.5
Other Postgraduate	848.8	774.8	627.3
Bachelor	9475.3	9449.8	9457.7
Other Undergraduate	775.0	734.3	601.6
Enabling	1118.1	1158.6	1161.1
Cross-institutional	85.1	77.5	55.3
Non-Award	70.9	76.1	76.8
Funding Source			
Commonwealth Funded	11176.9	11401.2	11235.7
Domestic Fee-paying	672.4	657.3	611.4
International	2636.3	2217.3	2053.9
Research Training Program	240.6	281.1	339.9
TOTAL STUDENT LOAD	14726.2	14556.9	14241.0

Note:

1. *Figures show the EFTSL for the full year, based on annual submissions to The Department of Education

STUDENT ENROLMENTS*	2015	2016	2017
Gender			
Female	15231	14649	14437
Male	12971	12822	11998
Indeterminate/Unspecified		7	23
Attendance Mode			
On Campus – Toowoomba	4738	4932	4606
On Campus – Fraser Coast	940		
On Campus – Springfield	2352	2182	2155
On Campus – Ipswich	377	1111	1552
External / Online	19795	19253	18145
Commencement Status			
Commencing	11662	11226	10977
Continuing	16540	16252	15481
Field of Education			
Architecture and Building	88	132	120
Creative Arts	2849	3072	2829
Education	5572	5049	4694
Engineering and Related Technologies	4318	4055	3750
Health	2386	2507	3344
Information Technology	1179	1280	1264
Management and Commerce	6287	5598	4633
Natural and Physical Sciences	1521	1610	1633
Society and Culture	3564	3683	3599
Non-Award	393	426	407
Mixed Field Programmes	45	66	185
Program Level			
Higher Degree Research	595	689	752
Higher Degree Coursework	4360	4016	3661
Other Postgraduate	2259	2110	1714
Bachelor	15832	15443	15414
Other Undergraduate	1925	1795	1515
Cross-institutional	468	402	311
Enabling / Non-award	2763	3023	3091
International			
Offshore	2180	1587	919
On-campus	2225	2226	2340
Australian	23797	23665	23199
Indigenous			
Indigenous	662	691	706
Non-Indigenous	27540	26787	25752
TOTAL STUDENT ENROLMENTS	28202	27478	26458

*Figures show the headcount of students for the full year, based on annual submissions to The Department of Education

STAFF (FTE)	2015	2016	2017
All Staff			
Gender			
Female	1068	1089	1089
Male	727	764	772
Classification			
Academic Staff	765	789	821
General Staff	1031	1063	1040
Current Duties Term			
Tenured	1173	1186	1196
Limited Term	311	354	352
Other Term	4		
Casual	307	313	313
TOTAL STAFF	1795	1852	1861
ACADEMIC STAFF	2015	2016	2017
Faculty			
Faculty of Business, Education, Law and Arts	368	384	384
Faculty of Health, Engineering and Sciences	223	237	246
Open Access College	38	36	38
College for Indigenous Study, Education and Research	13	8	11
Non-faculty	123	124	142
Level			
Above Senior Lecturer	112	125	132
Senior Lecturer (C)	134	136	156
Lecturer (B)	247	255	263
Lecturer (A)	272	273	270
TOTAL ACADEMIC STAFF	765	789	821

Notes:

1. FTE indicates Full-Time Equivalence of full-time, fractional full-time and casual staff
2. In 2017 Casual staff numbers are estimated by using the last year actual casual data.

UNIVERSITY OF SOUTHERN QUEENSLAND
Financial Statements
for the Year Ended 31 December 2017

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UNIVERSITY OF SOUTHERN QUEENSLAND**Income Statement****for the Year Ended 31 December 2017**

		2017	2016
		\$'000	\$'000
	Note		
Income from continuing operations			
Australian Government financial assistance			
Australian Government grants	2	157,057	162,519
HELP-Australian Government payments	2	81,727	81,027
State and local Government financial assistance	3	3,680	3,552
HECS-HELP student payments		8,484	9,037
Fees and charges	4	55,440	53,165
Investment revenue	5	5,241	4,643
Royalties, trademarks and licences		62	73
Consultancy and contracts	6	4,825	3,353
Other revenue	7	4,035	3,445
Total income from continuing operations		320,551	320,814
Expenses from continuing operations			
Employee related expenses	8	221,271	202,580
Depreciation and amortisation	9	18,983	17,200
Repairs and maintenance	10	5,467	5,820
Borrowing costs		811	944
Impairment of assets		(102)	51
Losses on disposal of assets		726	71
Other expenses	11	73,989	70,783
Total expenses from continuing operations		321,145	297,449
Net result before income tax		(594)	23,365
Income tax expense	1(b)	-	-
Net result attributable to the University		(594)	23,365

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UNIVERSITY OF SOUTHERN QUEENSLAND
Statement of Comprehensive Income
for the Year Ended 31 December 2017

		2017 \$'000	2016 \$'000
	Note		
Net result after income tax for the period		(594)	23,365
Items that may be reclassified to profit or loss:			
Gain on revaluation of available-for-sale financial assets	21(a)	4,675	1,829
Items that will not be reclassified to profit or loss:			
Gain/(loss) on revaluation of land, buildings and infrastructure	21(b)	14,684	(10,443)
Reduction in fair value of buildings and infrastructure on classification as held for sale	21(b)	-	(73)
Total comprehensive income attributable to the University		18,765	14,678

UNIVERSITY OF SOUTHERN QUEENSLAND**Statement of Financial Position**

as at 31 December 2017

		2017 \$'000	2016 \$'000
	Note		
ASSETS			
Current assets			
Cash and cash equivalents	12	14,173	20,222
Receivables	13	8,237	11,270
Inventories		1,181	1,269
Other financial assets	14	151,003	144,002
Other non-financial assets	15	7,372	6,685
Total current assets		181,966	183,448
Non-current assets			
Other financial assets	14	15,702	11,027
Property, plant and equipment	16	453,890	442,308
Intangible assets	17	5,900	3,193
Other non-financial assets	15	423	174
Total non-current assets		475,915	456,702
Total assets		657,881	640,150
LIABILITIES			
Current liabilities			
Trade and other payables	18	25,837	20,560
Borrowings	19	2,144	1,875
Provisions	20	31,551	31,757
Other liabilities		1,288	1,156
Total current liabilities		60,820	55,348
Non-current liabilities			
Trade and other payables	18	-	7,245
Borrowings	19	9,474	9,785
Provisions	20	10,272	9,222
Total non-current liabilities		19,746	26,252
Total liabilities		80,566	81,600
Net assets		577,315	558,550
EQUITY			
Reserves	21	159,877	140,518
Retained earnings		417,438	418,032
Total equity		577,315	558,550

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UNIVERSITY OF SOUTHERN QUEENSLAND
Statement of Changes in Equity
for the Year Ended 31 December 2017

	Note	Reserves \$'000	Retained Earnings \$'000	Total \$'000
Balance at 1 January 2016		149,205	394,667	543,872
Net result		-	23,365	23,365
Gain on revaluation of available-for-sale financial assets	21(a)	1,829	-	1,829
Loss on revaluation of property, plant and equipment	21(b)	(10,443)	-	(10,443)
Reduction in fair value of buildings and infrastructure on classification as held for sale	21(b)	(73)	-	(73)
Total comprehensive income		140,518	418,032	558,550
Balance at 31 December 2016		140,518	418,032	558,550
Balance at 1 January 2017		140,518	418,032	558,550
Net result		-	(594)	(594)
Gain on revaluation of available-for-sale financial assets	21(a)	4,675	-	4,675
Gain on revaluation of property, plant and equipment	21(b)	14,684	-	14,684
Total comprehensive income		159,877	417,438	577,315
Balance at 31 December 2017		159,877	417,438	577,315

UNIVERSITY OF SOUTHERN QUEENSLAND
Statement of Cash Flows
for the Year Ended 31 December 2017

UNIVERSITY OF SOUTHERN QUEENSLAND ANNUAL REPORT 2017

		2017	2016
		\$'000	\$'000
	Note		
Cash flows from operating activities			
Australian Government grants		239,972	247,868
OS – HELP (net)	28(h)	65	(12)
State Government grants		3,625	3,457
Local Government grants		55	95
HECS - HELP - student payments		8,484	9,037
Receipts from student fees and other customers		66,097	61,032
Interest received		3,702	4,221
Finance costs		(811)	(944)
Payments to suppliers and employees (incl. GST)		(304,316)	(283,293)
GST recovered/(paid)		(63)	220
Net cash provided by operating activities	27	16,810	41,681
Cash flows from investing activities			
Payments for financial assets		(7,001)	(26,001)
Proceeds from sale of non-current assets held for sale		3,500	3,414
Proceeds from sale of property, plant and equipment		449	358
Payments for property, plant and equipment		(16,105)	(12,344)
Payments for intangible assets		(3,659)	(1,644)
Net cash used in investing activities		(22,816)	(36,217)
Cash flows from financing activities			
Proceeds from borrowings		1,835	4,000
Repayment of borrowings		(1,878)	(1,531)
Net cash provided by/(used in) financing activities		(43)	2,469
Net Increase/(decrease) in cash and cash equivalents		(6,049)	7,933
Cash and cash equivalents at the beginning of the financial year		20,222	12,289
Cash and cash equivalents at the end of the financial year	12	14,173	20,222

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Note 1 Summary of significant accounting policies

The principal accounting policies adopted in the preparation of these financial statements are set out below. These policies have been consistently applied to all years reported unless otherwise stated.

The University of Southern Queensland is a Higher Education Provider established under the *University of Southern Queensland Act 1998* and is a statutory body as defined in the *Financial Accountability Act 2009*. The University of Southern Queensland is domiciled in Australia with a principle address of West Street, Toowoomba.

(a) Basis of preparation

These annual financial statements represent the audited general purpose financial statements of the University. They have been prepared on an accrual basis and comply with the Australian Accounting Standards.

Additionally, these statements have been prepared in accordance with the following statutory requirements:

- *Higher Education Support Act 2003* (Financial Statement Guidelines)
- *Financial and Performance Management Standard 2009* issued pursuant to the *Financial Accountability Act 2009*
- *Australian Charities and Not-for-profits Commission Act 2012*.

The University is a not-for-profit entity and these financial statements have been prepared on that basis. Some of the Australian Accounting Standards requirements for not-for-profit entities are inconsistent with the International Financial Reporting Standards (IFRS) requirements.

Date of authorisation of issue

These financial statements were authorised for issue by the University Council on 19th February 2018.

Historical cost convention

These financial statements have been prepared under the historical cost convention, as modified by the revaluation of available-for-sale financial assets and certain classes of property, plant and equipment.

Critical accounting estimates

The preparation of financial statements in conformity with Australian Accounting Standards requires the use of certain critical accounting estimates. It also requires management to exercise its judgement in the process of applying the University's accounting policies.

University management has made no judgement in the process of applying accounting policies that would have a significant impact on the amounts disclosed in the financial statements, other than the normal operational judgements affecting depreciation, employee provisions and impairment and revaluation of assets.

The estimates and underlying assumptions are reviewed on an ongoing basis.

(b) Income Tax

The University is exempt from Australian income tax under the provisions of Division 50 of the *Income Tax Assessment Act 1997*.

(c) Goods and Services Tax (GST)

Revenues, expenses and assets are recognised net of the amount of associated GST, unless the GST incurred is not recoverable from the Australian Taxation Office (ATO). In this case, it is recognised as part of the cost of acquisition of the asset or as part of the expense.

Receivables and payables are stated inclusive of the amount of GST receivable or payable. The net amount of GST recoverable from, or payable to, the ATO is included with other receivables or payables in the statement of financial position.

Cash flows are presented on a gross basis. The GST components of cash flows arising from investing or financing activities which are recoverable from or payable to the ATO, are presented as operating cash flows.

(d) Revenue recognition

Revenue is recognised to the extent that it is probable that the economic benefits will flow to the University and the revenue can be reliably measured. Revenue is measured at the fair value of the consideration received or receivable. Amounts disclosed are net of returns, trade allowances, duties and taxes paid.

Revenue is recognised for the University's major business activities as follows:

Government grants

Grants from the government are recognised at their fair value where the University obtains control of the right to receive the grant, it is probable that economic benefits will flow to the University and they can be reliably measured.

HELP payments

Revenue from HELP is categorised into those received from the Australian Government and those received directly from students. Revenue is recognised and measured in accordance with the disclosure for government grants.

Student tuition fees

Student tuition fees and charges are recognised in the accounting period in which the service is provided.

Consultancy, contract/fee for service and industry research

Revenue from rendering a consultancy, a contract/fee for service or an industry research activity is recognised only when the University has a right to be compensated, it is probable that compensation will be received and the amount of revenue and the stage of completion of a transaction can be reliably measured.

Bequests and donations

Bequests and donations are recognised as income in the accounting period they are received.

UNIVERSITY OF SOUTHERN QUEENSLAND

Notes to the Financial Statements for the Year Ended 31 December 2017

Interest and investment income

Interest and income from investments is recognised as it accrues.

Sales income

Sales income from Business Units is recognised as income in the accounting period in which it is earned.

Asset sales

The profit or loss on disposal of assets is brought to account in the income statement at the date the contract of sale becomes unconditional.

(e) Depreciation of property, plant and equipment

Items of property, plant and equipment are depreciated over their estimated useful lives using the straight-line method based on useful lives that reflect the assets' remaining service potential.

The assets' residual values and useful lives are reviewed and adjusted, if appropriate, at each balance date.

Assets are depreciated from the month of acquisition or, in respect of assets constructed, from the time the asset is complete and ready for use.

Annual depreciation rates for the various classes are as follows:

Buildings and Infrastructure	1%—10%
Plant and Equipment:	
Computer Equipment	20%
Motor Vehicles	20%
Other Plant and Equipment	10%

Leasehold Improvements are amortised over the shorter of the useful life of the improvement or the lease period.

Depreciation rates have not changed from the prior year. Land, construction in progress and heritage and cultural assets are not depreciated.

(f) Special payments

Special payments include ex-gratia expenditure and other expenditure that the University is not contractually or legally obligated to make to other parties. In compliance with the Financial and Performance Management Standard 2009, the University maintains a register setting out the details of all special payments greater than \$5,000. The total of all special payments (including those of \$5,000 or less) is disclosed within Other Expenses (refer note 11).

(g) Superannuation plans

Payments to superannuation plans are expensed as incurred. Total contributions for the year are disclosed in note 8.

The Unisuper Defined Benefit Division is the predominant plan within the University. It is deemed a defined benefit contribution plan under Australian Accounting Standards. The University's obligation is limited to fixed contributions expensed each period.

(h) Cash and cash equivalents

For statement of cash flows presentation purposes, cash and cash equivalents includes cash on hand, deposits held at call with financial institutions and other short-term, highly liquid investments with original maturities of three months or less, that are readily convertible to known amounts of cash and which are subject to an insignificant risk of changes in value.

(i) Trade receivables

Trade receivables are initially recognised at fair value and subsequently measured at amortised cost using the effective interest method, less any provision for impairment.

Trade receivables are due for settlement no more than 30 days from the date of recognition or in accordance with contract conditions.

Collectability of trade receivables is reviewed on an ongoing basis. Debts that are known to be uncollectible are written off. A provision for impairment of receivables is established when there is objective evidence that the University will not be able to collect all amounts due according to the original terms of receivables.

(j) Inventories

Inventories are valued at the lower of cost and net realisable value using the weighted average method of assigning cost. Costs of purchased inventory are determined after deducting rebates and discounts.

(k) Other financial assets

The University has classified its other financial assets in the following categories:

Held-to-maturity investments

Comprises term deposits with original maturities exceeding three months, shown at amortised cost.

Available-for-sale financial assets

Comprises a share investment in an unlisted company, shown at fair value. This is included in non-current assets unless management intends to dispose of the investment within 12 months of balance date.

Fair value gains are credited to the available-for-sale financial assets reserve (refer note 21(a)). Fair value losses directly offsetting a previous gain are first offset against the financial assets reserve with any balance charged to the income statement.

(l) Property, plant and equipment

Land, buildings, infrastructure and heritage and cultural collections are shown at fair value, based on periodic, but at least triennial, valuations by external independent valuers less subsequent accumulated depreciation if applicable.

All other property, plant and equipment is shown at historical cost, less any accumulated depreciation and impairment losses if applicable. Historical cost includes expenditure that is directly attributable to the acquisition of the items.

Any revaluation gain is credited to the property, plant and equipment revaluation reserve (refer note 21(b)).

Any revaluation loss directly offsetting a previous gain in the same asset category is offset against the asset revaluation reserve, with any balance charged to the income statement.

An item of property, plant and equipment is derecognised upon disposal or when no future economic benefits are expected to arise from the continued use of the asset. Any gain or loss on derecognition of the asset (calculated as the difference between the net disposable proceeds and the carrying amount of the item) is included in the income statement in the year the item is derecognised.

Items of property, plant and equipment with an initial cost or valuation in excess of the following thresholds are recognised for financial reporting purposes in the year of acquisition:

Land	\$1
Buildings	\$10,000
Construction in progress	\$10,000
Plant and equipment	\$ 5,000
Leasehold improvements	\$10,000
Infrastructure	\$10,000
Heritage and cultural assets	\$1

Construction in progress

Assets under construction recognise the extent of completion of construction work, as represented by progress payments to date. Contracts signed for the purpose of construction projects that have not been completed at year end have been disclosed as commitments for capital expenditure (refer note 25(a)).

(m) Intangible assets

Software research

Expenditure on research activities is recognised in the income statement as an expense when it is incurred.

Software development

Expenditure on development activities, relating to the design and testing of new or improved products, are recognised as intangible assets when it is probable that the project will, after considering its commercial and technical feasibility, be completed and generate future economic benefits and its costs can be measured reliably.

The expenditure capitalised comprises all directly attributable costs, including costs of materials, services, direct labour and an appropriate proportion of overheads. Other development expenditure is recognised in the income statement as an expense as incurred. Intangible assets are amortised from the point at which the asset is ready for use using the straight-line method to allocate the cost over 5 years.

The intangible asset recognition threshold is \$100,000 for software development.

(n) Impairment of assets

Intangible assets that have an indefinite useful life are not subject to amortisation and are tested annually for impairment. Other assets are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable.

An impairment loss is recognised in the income statement for the amount by which the asset's carrying amount exceeds its recoverable amount, unless the asset is carried at a revalued amount in accordance with another standard. The recoverable amount is the higher of an asset's fair value less costs of disposal and value in use.

For the purposes of assessing impairment, assets are grouped at the lowest levels for which there are separately identifiable cash flows.

The impairment testing undertaken by the University indicated that there were no impaired assets during 2017.

(o) Trade and other payables

These amounts represent liabilities for goods and services provided to the University prior to the end of the financial year, which are unpaid. The amounts are unsecured and are usually paid within 30 days of recognition.

(p) Borrowings

Borrowings are initially recognised at fair value, net of transaction costs incurred. Borrowings are subsequently measured at amortised cost. Any difference between the proceeds (net of transaction costs) and the redemption amount is recognised in the income statement over the period of the borrowings using the effective interest method.

Borrowings are removed from the statement of financial position when the obligation specified in the contract is discharged, cancelled or expired. The difference between the carrying amount of the borrowing and the consideration paid is recognised as other income or other expenses.

Borrowings are classified as current liabilities unless the University has an unconditional right to defer settlement of the liability for at least 12 months after the end of the reporting period.

(q) Employee benefits provision

Short-term obligations

Liabilities for short-term employee benefits, which includes wages, salaries and annual leave due but unpaid at reporting date, are recognised in the statement of financial position at the remuneration rates expected to apply at the time of settlement and include related on-costs such as payroll tax, WorkCover premiums and employer superannuation contributions.

Liabilities for non-accumulating sick leave are recognised when the leave is taken and measured at the rates paid or payable.

Other long-term obligations

The liability for other long-term employee benefits includes long service leave, which represents the present value of the estimated future cash outflows to be made by the employer resulting from employees' services provided up to the reporting date.

In determining the liability for employee benefits, consideration has been given to future increases in

wage and salary rates, including on-costs, and the University's experience with staff turnover history.

Liabilities for employee benefits that are not expected to be settled within 12 months are discounted using the rates applicable to Commonwealth Government securities at reporting date, which most closely match the terms to maturity of the related liabilities.

Regardless of the expected timing of settlements, provisions made in respect of employee benefits are classified as a current liability, unless there is an unconditional right to defer the settlement of the liability for at least 12 months after the reporting date, in which case it would be classified as a non-current liability.

(r) Fair value measurement

The fair value of assets and liabilities must be measured for recognition and disclosure purposes. The University classifies fair value measurements using a fair value hierarchy that reflects the significance of the inputs used in making the measurements.

Fair value of assets or liabilities traded in active markets is based on quoted market prices for identical assets or liabilities at the reporting date (Level 1). The fair values of assets or liabilities that are not traded in an active market is determined using valuation techniques. Quoted market prices or dealer quotes for similar instruments (Level 2) are used for long-term debt instruments held. Other techniques that are not based on observable market data (Level 3) such as estimated discounted cash rate swaps are used to determine fair value for the remaining assets and liabilities.

Fair value measurement of non-financial assets is based on the highest and best use of the asset by market participants. The valuation techniques used to determine the net fair values of assets and liabilities are disclosed in note 22(c).

(s) Controlled entities

University of Southern Queensland (South Africa) Pty Ltd.

This company was incorporated on 16/02/2000 to meet South African legislative requirements in order to deliver higher education programs in that country. The company has never traded and holds no assets or liabilities.

(t) Joint venture

Queensland College of Wine Tourism (QCWT)

The University is a 50% joint venture partner with the Queensland Department of Education in QCWT. Due to the immaterial effect of applying equity accounting, 100% of the assets, liabilities, income and expenses of the joint venture have been consolidated into these financial statements.

Separate special purpose financial statements are prepared for the joint venture and audited annually by the Queensland Audit Office.

(u) Comparative amounts

Where necessary, comparative information has been reclassified to enhance comparability in respect of changes in presentation adopted in the current year.

(v) Rounding of amounts

Amounts in the financial statements have been rounded off to the nearest thousand dollars.

(w) Prior period adjustments

Prior period adjustments that do not have a material effect on the prior year's results or financial position are corrected in the current year through equity.

(x) New accounting standards and interpretations

The following Australian Accounting Standards and Interpretations issued or amended are applicable to the University but are not yet effective for the 2017 financial year and have not been early adopted in the preparation of these financial statements:

Standard	Title	Issue date	Applies to reporting periods beginning or after
AASB 9	Financial instruments	Dec 2014	01/01/18
AASB 15	Revenue from contracts with customers	Dec 2014	01/01/19
AASB 16	Leases	Feb 2016	01/01/19
AASB 1058	Income of not-for-profit entities	Dec 2016	01/01/19

AASB 9

Revisions have been made to the classification, measurement, impairment and disclosures of financial assets and to the measurement rules for some financial liabilities. The financial assets of the University are expected to be required to be measured at fair value.

Due to the short-term nature of many of the University's financial assets, the carrying amount is likely to be a reasonable approximation of the fair value. Any changes in fair value will be reflected in the Income Statement.

AASB 15

Introduces a five-step process for revenue recognition with the core principle of recognising revenue to depict the transfer of goods or services to customers in amounts that reflect the consideration expected to be received for those goods or services. This requirement may potentially result in the deferral of recognising revenue where consideration has been received, but the corresponding obligation to provide the goods or services has not yet been met.

UNIVERSITY OF SOUTHERN QUEENSLAND
Notes to the Financial Statements
for the Year Ended 31 December 2017

Revenue streams, including grant agreements, are currently being reviewed to determine the impact of this standard.

AASB 16

AASB 16 will cause the majority of leases to be brought onto the statement of financial position, with limited exceptions for short-term leases and low value assets which may remain off-balance sheet.

The calculation of the lease liability will take into account appropriate discount rates, assumptions and lease terms and increases in lease payments. A corresponding right to use asset will be recognised which will be amortised over the term of the lease.

Operating lease agreements are currently being reviewed to quantify the impact of this standard. It is not, however, anticipated that the changes will have a significant impact on the reported financial position or performance of the University post implementation.

AASB 1058

This standard clarifies and simplifies the income recognition requirements that apply to not-for-profit (NFP) entities, in conjunction with AASB 15. Together, these standards supersede all the income recognition requirements relating to public sector NFP entities, previously in AASB 1004 Contributions.

The main change in revenue recognition relates to requirement to record assets received by the University for no consideration or for less than fair value at their fair value.

Grant and lease agreements, are currently being reviewed to determine the impact of this standard.

		2017 \$'000	2016 \$'000
	Note		
Note 2 Australian Government financial assistance including Australian Government Loan Programs (HELP)			
(a) Commonwealth Grant Scheme and Other Grants	28(a)		
Commonwealth Grant Scheme		129,477	135,360
Access and Participation Fund		5,674	6,374
National Priorities Pool		-	140
Higher Education Partnership Project Funding		-	-
Indigenous Student Success Program		1,939	1,387
Disability Performance Funding		63	119
Promotion of Excellence in Learning and Teaching		70	25
Australian Maths and Science Partnership Program		-	(34)
Total Commonwealth Grant Scheme and Other Grants		137,223	143,371
(b) Higher Education Loan Programs	28(b)		
HECS-HELP		71,474	71,048
FEE-HELP		7,945	8,034
SA-HELP	28(i)	2,308	1,945
Total Higher Education Loan Programs		81,727	81,027
(c) Scholarships	28(c)		
Research Training Program		5,244	5,298
Total Scholarships		5,244	5,298
(d) EDUCATION Research	28(c)		
Research Support Program		3,066	2,974
Total EDUCATION Research		3,066	2,974
(e) Other Capital Funding	28(e)		
Linkage Infrastructure, Equipment and Facilities Grant		400	-
Total Other Capital Funding		400	-
(f) Australian Research Council	28(f)		
Discovery Projects		416	124
Linkage Projects		80	116
Total Australian Research Council		496	240
(g) Other Australian Government financial assistance	28(g)		
Capital			
Other Commonwealth		1,542	1,500
Non-Capital			
Commonwealth research		7,076	5,192
Other Commonwealth		2,010	3,944
Total Other Australian Government financial assistance		10,628	10,636
Total Australian Government financial assistance		238,784	243,546

UNIVERSITY OF SOUTHERN QUEENSLAND
Notes to the Financial Statements
for the Year Ended 31 December 2017

		2017 \$'000	2016 \$'000

Notes to the Financial Statements
for the Year Ended 31 December 2017

		2017 \$'000	2016 \$'000
	Note		
Note 7 Other revenue			
Discounts received		85	86
Donations and bequests		207	30
Facilities hire		421	387
Global Learning Programs		1,102	961
Non-government grants		40	5
Rebates, subsidies and recoveries		929	1,006
Scholarships and prizes		202	268
Other		1,049	702
Total other revenue		4,035	3,445
Note 8 Employee related expenses			
Academic			
Salaries		82,054	71,728
Contribution to superannuation and pension schemes		12,579	11,696
Payroll tax		4,719	4,252
Worker's compensation		199	185
Long service leave expense		1,910	2,177
Annual leave		6,732	6,155
Total academic		108,193	96,193
Non-academic			
Salaries		85,273	79,240
Contribution to superannuation and pension schemes		13,181	12,710
Payroll tax		4,874	4,672
Worker's compensation		210	208
Long service leave expense		1,941	2,103
Annual leave		7,599	7,454
Total non-academic		113,078	106,387
Total employee related expenses		221,271	202,580
Note 9 Depreciation and amortisation			
Depreciation	16	18,031	16,536
Amortisation - intangible assets	17	952	664
Total depreciation and amortisation		18,983	17,200
Note 10 Repairs and maintenance			
Buildings		2,227	2,035
Other		3,240	3,785
Total repairs and maintenance		5,467	5,820

UNIVERSITY OF SOUTHERN QUEENSLAND
Notes to the Financial Statements
for the Year Ended 31 December 2017

	2017 \$'000	2016 \$'000
Note 11 Other expenses		
Advertising, marketing and promotional expenses	4,151	4,029
Cleaning materials and services	2,226	2,149
Commissions	7,298	6,474
Cost of goods sold	3,270	3,920
Information technology expenses	5,946	5,548
Losses – public moneys (a)	15	24
Non-capitalised equipment	3,906	4,357
Printing, copying and stationery	1,403	1,203
Professional and consultancy fees	6,500	5,954
Research expenditure and grants contributions	2,946	3,378
Scholarships, grants and prizes	8,758	7,050
Special Payments - ex gratia payments (b)	62	40
- out of court settlements (c)	1	-
Teaching materials	5,064	4,757
Telecommunications	1,426	1,453
Travel, entertainment and staff recruitment and development	6,870	7,471
Utilities and services	7,967	7,428
Other	6,180	5,548
Total other expenses	73,989	70,783

(a) Non-refundable cost of change to contract conditions (2017) and charges incurred by unauthorised access to the University telephone system (2016)

(b) Staff payments on termination of employment (2017) and payment to tenant for early termination of occupancy (2016)

(c) Staff payment

Note 12 Cash and cash equivalents

Cash at bank	4,982	1,417
Cash on hand	37	39
Deposits at call	9,154	18,766
Total cash and cash equivalents	14,173	20,222

Cash on hand is non-interest bearing. Cash at bank earns interest at floating rates based on daily bank deposits rates. Deposits at call earn interest at a weighted average floating interest rate of 2.49% (2016 – 2.67%).

Note 13 Receivables

General and student receivables		
General receivables	4,326	7,506
Student receivables	1,082	2,442
Less: provision for impaired receivables	(454)	(858)
Total general and student receivables	4,954	9,090
Other receivables		
Net GST receivable	820	756
Accrued revenue	2,463	1,424
Total other receivables	3,283	2,180
Total receivables	8,237	11,270

	2017 \$'000	2016 \$'000
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Impaired receivables

As at 31 December 2017 current receivables with a nominal value of \$454,274 (2016: \$857,831) were impaired. The individually impaired receivables mainly relate to trade and student debtors with either a poor payment history or that are otherwise considered to be non-recoverable.

Note 14 Other financial assets

Current

Held-to-maturity	151,003	144,002
Total current other financial assets	151,003	144,002

Held-to-maturity financial assets comprise short term deposits invested for periods of greater than 90 days and less than 12 months depending on the immediate cash requirements of the University and bear floating rates between 2.50% and 2.74% (2016 – 2.60% and 3.15%).

Non-current

Available-for-sale	15,702	11,027
Total non-current other financial assets	15,702	11,027

Available-for-sale financial assets comprise 10,000 ordinary shares in Education Australia Limited, a company owned by 38 Australian universities. Education Australia Limited is an unlisted company that holds a material investment in IDP Australia Limited, a public company listed on the Australian Stock Exchange. The University has determined the fair value of this investment with the assistance of an independent valuer. Note 22(c) provides information about the valuation techniques adopted in determining fair value.

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Note 15 Other non-financial assets

Current

Prepayments	7,372	6,684
Deposit/bonds	-	1
Total current other non-financial assets	7,372	6,685

Non-current

Prepayments	423	174
Total non-current other non-financial assets	423	174

UNIVERSITY OF SOUTHERN QUEENSLAND

Notes to the Financial Statements for the Year Ended 31 December 2017

Note 16 Property, plant and equipment

	Construction in progress	Freehold land	Freehold buildings	Plant & equipment	Leasehold improvements	Motor vehicles	Computing equipment	Heritage & cultural assets	Infrastructure assets	Total
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
At 1 January 2016										
Cost	2,165	-	-	28,974	-	3,054	11,778	-	-	45,971
Valuation	-	42,592	520,755	-	-	-	-	2,002	43,159	608,508
Accumulated depreciation	-	-	(157,799)	(17,253)	-	(1,460)	(8,133)	-	(12,461)	(197,106)
Net book amount	2,165	42,592	362,956	11,721	-	1,594	3,645	2,002	30,698	457,373
Year ended 31 December 2016										
Opening net book amount	2,165	42,592	362,956	11,721	-	1,594	3,645	2,002	30,698	457,373
Revaluation inc/(dec) (note 21(b))	-	(6,722)	(2,515)	-	-	-	-	95	(1,300)	(10,442)
Additions	7,772	-	56	2,953	-	911	643	8	-	12,343
Disposals/write down	-	-	-	(73)	-	(357)	-	-	-	(430)
Transfers	(4,848)	-	4,259	-	-	-	(1,138)	-	589	-
Depreciation charge (note 9)	-	-	(11,643)	(2,185)	-	(508)	-	-	(1,062)	(16,536)
Closing net book amount	5,089	35,870	353,113	12,416	-	1,640	3,150	2,105	28,925	442,308
At 31 December 2016										
Cost	5,089	-	-	31,293	-	3,282	11,169	-	-	50,833
Valuation	-	35,870	523,065	-	-	-	-	2,105	41,343	602,383
Accumulated depreciation	-	-	(169,952)	(18,877)	-	(1,642)	(8,019)	-	(12,418)	(210,908)
Net book amount	5,089	35,870	353,113	12,416	-	1,640	3,150	2,105	28,925	442,308
Year ended 31 December 2017										
Opening net book amount	5,089	35,870	353,113	12,416	-	1,640	3,150	2,105	28,925	442,308
Revaluation inc/(dec) (Note 21(b))	-	1,611	12,843	-	-	-	-	36	194	14,684
Additions	8,969	-	-	3,057	2,102	1,083	854	40	-	16,105
Disposals/write down	-	-	(677)	(98)	-	(379)	(22)	-	-	(1,176)
Transfers	(11,961)	-	4,971	-	-	-	-	-	6,990	-
Depreciation charge (note 9)	-	-	(12,910)	(2,280)	(167)	(512)	(1,101)	-	(1,061)	(18,031)
Closing net book amount	2,097	37,481	357,340	13,095	1,935	1,832	2,881	2,181	35,048	453,890
At 31 December 2017										
Cost	2,097	-	-	33,176	2,102	3,459	9,859	-	-	50,693
Valuation	-	37,481	547,165	-	-	-	-	2,181	48,456	635,283
Accumulated depreciation	-	-	(189,825)	(20,081)	(167)	(1,627)	(6,978)	-	(13,408)	(232,086)
Net book amount	2,097	37,481	357,340	13,095	1,935	1,832	2,881	2,181	35,048	453,890

Notes to the Financial Statements
for the Year Ended 31 December 2017

		2017 \$'000	2016 \$'000
	Note		
Note 16 Property, plant and equipment (cont'd)			
Independent valuers performed the following valuations at 31 December 2017:			
<ul style="list-style-type: none"> desktop valuation of land, building and infrastructure assets (last comprehensive valuation was performed as at 31 December 2016) comprehensive valuation of heritage and cultural assets. 			
Note 17 Intangibles			
Software development costs			
Opening balance – 1 January		3,193	2,212
Additions		3,659	1,645
Amortisation charge	9	(952)	(664)
Closing balance – 31 December		5,900	3,193
Cost		17,563	13,903
Accumulated amortisation		(11,663)	(10,710)
Total intangibles		5,900	3,193
Note 18 Trade and other payables			
Current			
OS-Help liability to Australian Government	28(h)	90	25
Trade payables		4,367	4,895
Accrued expenses and other creditors		13,880	10,640
Acquisition of assets		7,500	5,000
Total current trade and other payables		25,837	20,560
Non-current			
Acquisition of assets		-	7,245
Total non-current trade and other payables		-	7,245
The payables for the acquisition of assets relate to the remaining instalments due on the University's purchase of the Ipswich Campus of the University of Queensland in January 2015.			
Note 19 Borrowings			
Current - Unsecured loans		2,144	1,875
Total current borrowings		2,144	1,875
Non-current - Unsecured loans		9,474	9,785
Total non-current borrowings		9,474	9,785
Total borrowings		11,618	11,660
(a) Class of borrowings - Unsecured loans			

Queensland Treasury Corporation (QTC) provided a 10-year, variable interest rate, \$15 million loan in June 2011 to assist the University in the purchase of land and buildings at the Springfield Campus. In April 2016, the interest rate terms on this loan converted to a fixed 6.22% per annum.

UNIVERSITY OF SOUTHERN QUEENSLAND

Notes to the Financial Statements for the Year Ended 31 December 2017

	2017 \$'000	2016 \$'000
Note		

QTC provided a \$4 million loan in December 2016 to assist the University to install a sustainable energy solution across the three Campuses. This loan is repayable over a 10-year period at a fixed interest rate of 3.03% per annum. An additional \$1.835 million was drawn in December 2017, repayable over a 10-year period at a fixed interest rate of 3.0% per annum.

(b) Fair value

The carrying amounts and fair values of the borrowings at balance date are:

Carrying amount	11,618	11,660
Fair value	12,059	12,326

The carrying amount of the QTC loans are measured at the amortised cost of the future cash outflows using the effective interest rate method. This method exactly discounts the estimated future cash payments to the net carrying amount of the loan, that being the current book value.

Note 20 Provisions

Current provisions expected to be settled within 12 months

Employee benefits		
Long service leave	4,433	4,613
Annual leave	13,082	12,535
Total within 12 months	17,515	17,148

Current provisions expected to be settled after more than 12 months

Employee benefits		
Long service leave	14,036	14,609
Total after more than 12 months	14,036	14,609

Total current provisions	31,551	31,757
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Non-current

Employee benefits		
Long service leave	10,272	9,222
Total non-current provisions	10,272	9,222

Total provisions	41,823	40,979
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Note 21 Reserves

(a) Available-for-sale financial assets reserve

Balance – 1 January	11,027	9,198
Fair value gains (i)	4,675	1,829
Balance – 31 December	15,702	11,027

(b) Property, plant and equipment revaluation reserve

Balance – 1 January	129,491	140,007
Net gain/(loss) on revaluation (i)	14,684	(10,443)
Decrement due to transfer of assets to assets held-for-sale	-	(73)
Balance – 31 December	144,175	129,491

Total reserves	159,877	140,518
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(i) Represents fluctuations in the fair value of assets held.

Notes to the Financial Statements
for the Year Ended 31 December 2017

Note 22 Fair value measurements

(a) Fair value measurement

The fair value of financial assets and financial liabilities must be estimated for recognition and measurement or for disclosure purposes.

The carrying value, less impairment provision where applicable, for all financial assets and financial liabilities (except for borrowings) approximate their fair values. For the fair value of borrowings, refer to note 19(b).

(b) Fair value hierarchy

The University categorises assets and liabilities measured at fair value into a hierarchy based on the following level of inputs used in measurement:

- Level 1 – quoted priced (unadjusted) in active markets for identical assets or liabilities
- Level 2 – inputs other than quoted prices within Level 1 that are observable for the assets or liability either directly or indirectly
- Level 3 – inputs for the asset or liability that are not based on observable market data (unobservable inputs).

The University measures and recognises the following assets and liabilities at fair value in the statement of financial position according to these levels on a recurring and non-recurring basis as indicated:

Fair value measurements at 31 December 2017

	Note	Total \$'000	Level 1 \$'000	Level 2 \$'000	Level 3 \$'000
Recurring fair value measurements					
Financial assets					
Available-for-sale financial assets	14	15,702			15,702
Total financial assets		15,702	-	-	15,702
Non-financial assets					
Land	16	37,481			37,481
Buildings	16	357,340			357,340
Infrastructure	16	35,048			35,048
Heritage and cultural collection	16	2,181		2,181	
Total non-financial assets		432,050	-	2,181	429,869

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Fair value measurements at 31 December 2016

	Note	Total \$'000	Level 1 \$'000	Level 2 \$'000	Level 3 \$'000
Recurring fair value measurements					
Financial assets					
Available-for-sale financial assets	14	11,027			11,027
Total financial assets		11,027	-	-	11,027
Non-financial assets					
Land	16	35,870			35,870
Buildings	16	353,113			353,113
Infrastructure	16	28,925			28,925
Heritage and cultural collection	16	2,105		2,105	
Total non-financial assets		420,013	-	2,105	417,908

(c) Valuation techniques used to derive level 2 and 3 fair values

Recurring fair value measurements

Available-for-sale financial assets (level 3) – shares in an unlisted company have been valued on a combined methodology approach, using quoted prices adjusted for non-observable inputs for listed investments combined with a cost approach for other assets and liabilities of the company.

Land (level 3) – valued using a market approach (direct comparison) with adjustments made, due to the specialised nature and use of University land, using a rate per square metre basis.

Buildings and infrastructure (level 3) – a market approach is not available given the limited comparable sales of these specialised use assets. Valuations were therefore undertaken using a depreciated cost approach. This approach estimates the replacement cost of the asset utilising market data and cost guides available on current construction costs and depreciates those costs, based on condition and age factors, to arrive at the fair value. This approach incorporates componentisation and residual values where appropriate.

Heritage and cultural collection (art collection) (level 2) – valuation is based on using inputs other than quoted prices that are observable for the artwork, including auction records, consultation with art dealers and private sale information. Comparisons are then made with current market prices for similar assets and adjustments made accordingly.

(d) Fair value measurements using significant unobservable inputs (level 3)

The following table summarises the quantitative information about the significant unobservable inputs used in the level 3 fair value measurement for available-for-sale assets:

Description	Fair value at 31.12.17 \$'000	Unobservable inputs	Range of inputs (probability weighted average)	Relationship of unobservable inputs to fair value
Available-for-sale financial assets <i>Shares in Education Australia Limited</i>	15,702	Net assets of unlisted company, Education Australia Limited (excluding investment in IDP) based on unaudited accounts.	10% / -10%	If net assets increased/decreased by 10%, the fair value would increase/decrease by \$149,000
		30% discount applied to value of shares held by Education Australia Limited in listed entity, IDP Australia Limited, to reflect liquidity issues and restrictive shareholder agreement. Value based on IDP Australia Ltd ASX share price at 31 December 2017.	10% / -10%	If the application of the discount is higher or lower by 10%, the fair value would decrease/increase by \$609,000

Notes to the Financial Statements
for the Year Ended 31 December 2017

Note 23 Key management personnel disclosures

(a) Names of responsible persons and executive officers

The following persons, holding positions that had authority and responsibility for planning, directing and controlling the activities of the University, were the key management personnel of the University during the financial year:

	Appointed / (Ceased)
Council	
Chancellor Mr John Dornbusch	
Vice-Chancellor Professor Geraldine Mackenzie*	04.09.2017
Vice-Chancellor & President Professor Janet Verbyla* Professor Jan Thomas*	21.01.2017 / (03.09.2017) (20.01.2017)
Chair, Academic Board Associate Professor Lyn Brodie* Professor Aileen Cater-Steel*	(24.03.2017) 06.06.2017
Academic Staff Member Professor Kevin McDougall* Associate Professor Pauline Collins*	(06.10.2017) 07.10.2017
Non-Academic Staff Member Mrs Mary McGilvray*	
Student Member Mr Peter Becker	19.04.2017
Governor-in-Council Members Ms Rachel Barlow (previously an additional member) Mr Chris Bazley (previously an additional member) Dr A Carol Cox AM Mr Brett Delaney Mr Stephen Dixon Detective Chief Superintendent Charysse Pond APM Mr Jim Varghese AM	(06.10.2017) 07.10.2017 (06.10.2017)
Additional Members Ms Jan Boys Mr George Fox (previously a Governor-in-Council member)	

* Council members who were also University employees.

Further information in relation to the Council appears in the body of the Annual Report under the section relating to Governance.

Executive Officers

Professor Geraldine Mackenzie	04.09.2017
Professor Jan Thomas	(20.01.2017)
Professor Janet Verbyla	
Professor Ken Udas	
Professor Mark Harvey	
Mr Carl Rallings	
Mr Athol Kerridge	
Mr Ian Hawke	09.10.2017

Further information in relation to the Executive appears in the body of the Annual Report under the section relating to Senior Executive.

(b) Remuneration of Council Members and Executives

Commencing 1 January 2017, Council members who were not University employees, received remuneration in accordance with the approved Council Remuneration Policy and associated Council Remuneration Schedule. Council members who were also University employees received only their substantive role remuneration while attending to Council business. Council members who were also public service employees of other entities received remuneration by their employing entity in accordance with arrangements with that entity. The University accepts financial responsibility for travel costs related to Council meetings and Council activities.

The Remuneration Sub-Committee of the University Council sets executive remuneration policy of the University's key executive management personnel appointed by Council. The remuneration and other terms of employment for the key executive management personnel are specified in employment contracts.

The remuneration of Council members and Executives appear in the tables below.

	2017	2016
<i>Remuneration of Council Members (excl. Vice-Chancellor and President)</i>		
\$ Nil - \$ 14,999	2	10
\$ 15,000 - \$ 29,999	2	-
\$ 30,000 - \$ 44,999	3	-
\$ 60,000 - \$ 74,999	2	-
\$ 75,000 - \$ 89,999	1	-
\$105,000 - \$119,999	1	-
<i>Remuneration of Executives (Incl. Vice-Chancellor and President)</i>		
\$ 75,000 - \$ 89,999	2	-
\$195,000 - \$209,999	1	-
\$300,000 - \$314,999	-	1
\$315,000 - \$329,999	1	-
\$345,000 - \$359,999	-	1
\$360,000 - \$374,999	1	-
\$375,000 - \$389,999	1	1
\$390,000 - \$404,999	-	2
\$405,000 - \$419,999	1	-
\$570,000 - \$584,999	1	-
\$630,000 - \$644,999	-	1

(c) Key management personnel compensation

Remuneration packages for key executive management personnel comprise the following:

- Short-term employee benefits which include:
 - Base - consisting of base salary, allowances and leave entitlements paid during the entire year or for that part of the year during which the employee occupied the specified position. Amounts disclosed equal the amount expensed in the income statement
 - Non-monetary benefits - consisting of provision of motor vehicle and other non-cash benefits together with fringe benefits tax applicable to each benefit
- Long-term employee benefits include long service leave paid
- Post-employment benefits include employer superannuation contributions
- Redundancy payments are provided for within individual contracts of employment. Contracts of employment may also provide for notice periods or payment in lieu of notice on termination, regardless of the reason for termination
- Performance bonuses are not paid to Executive Officers at the University.

Notes to the Financial Statements
for the Year Ended 31 December 2017

2017
\$'000

2016
\$'000

Short-term employee benefits	2,567	2,153
Post-employment benefits	359	329
Total	2,926	2,482

(d) Loans to key management personnel

No loans were made, guaranteed or secured, directly or indirectly by the University to any key management personnel during the year.

(e) Other transactions with key management personnel

There were no other transactions with key management personnel during the year.

Note 24 Remuneration of auditors

During the year, the following fees were paid for services provided by the auditor of the University, its related practices and non-related audit firms:

Audit of financial statements

Fees paid to Queensland Audit Office

188 180

Total paid for audit and review

188 180

Note 25 Commitments for expenditure

Capital expenditure commitments

Capital expenditure contracted for at the reporting date but not recognised as liabilities, payable as follows:

(a) Property, plant and equipment

– within one year 18,199 8,302
– between 1 and 5 years - 982

Total property, plant and equipment expenditure commitments

18,199 9,284

Property, plant and equipment commitments in 2017 include major building works for the Agricultural Science and Engineering Precinct at the Toowoomba Campus.

(b) Intangible assets

– within one year 441 319

Total intangible assets expenditure commitments

441 319

Note 26 Monies held in trust

The University administers a bank account (AusAID) to facilitate the distribution of grants to students from third world countries. As the University performs a custodial role in respect of transactions and balances, they are not recognised in the financial statements.

UNIVERSITY OF SOUTHERN QUEENSLAND

Notes to the Financial Statements

for the Year Ended 31 December 2017

**2017
\$'000**

**2016
\$'000**

Note 27 Reconciliation of net result to net cash provided by operating activities

Net result for the period	(594)	23,365
Depreciation and amortisation	18,983	17,200
Net loss on sale of non-current assets	726	71
Change in assets and liabilities		
(Increase) / decrease in receivables	(467)	4,804
(Increase) / decrease in inventories	88	627
(Increase) / decrease in other non-financial assets	(936)	(1,299)
Increase / (decrease) in trade and other payables	(1,966)	(4,861)
Increase / (decrease) in provisions	844	1,806
Increase / (decrease) in other liabilities	132	(32)
Net cash provided by operating activities	16,810	41,681

Note 28 Acquittal of Australian Government financial assistance

Note 28(a) EDUCATION – CGS and Other EDUCATION Grants

Note

Financial Assistance received in CASH during the reporting period (total cash received from the Australian Government for the Programs)
Net accrual adjustments
Revenue for the period
Surplus/(deficit) from the previous year
Total revenue including accrued revenue
Less expenses including accrued expenses
Surplus/(deficit) for reporting period

2(a)

Commonwealth Grant Scheme #1	Access and Participation Fund		National Priorities Pool		Higher Education Partnership Project Funding	
	2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000
131,017 (1,540)	135,360	6,374	-	140	-	-
129,477	135,360	5,674	-	140	-	-
-	-	5,674	140	-	839	2,636
129,477	135,360	5,674	140	140	839	2,636
(129,477)	(135,360)	(5,674)	(63)	-	(541)	(1,797)
-	-	-	77	140	298	839

Indigenous Student Success Program #2	Disability Performance Funding #3		Promotion of Excellence in Learning & Teaching		Australia Maths & Science Partnership Program	
	2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000
1,964 (25)	1,387	119	70	25	-	-
1,939	1,387	63	-	-	-	(34)
-	-	63	70	25	-	(34)
1,939	1,387	-	75	106	-	12
(1,939)	(1,387)	63	145	131	-	(22)
-	-	(46)	(21)	(56)	-	22
-	-	17	124	75	-	-

Financial Assistance received in CASH during the reporting period (total cash received from the Australian Government for the Programs)
Net accrual adjustments
Revenue for the period
Surplus/(deficit) from the previous year
Total revenue including accrued revenue
Less expenses including accrued expenses
Surplus/(deficit) for reporting period

2(a)

UNIVERSITY OF SOUTHERN QUEENSLAND
Notes to the Financial Statements
for the Year Ended 31 December 2017

Note 28 Acquittal of Australian Government financial assistance (cont'd)

Note 28(a) EDUCATION – CGS and Other EDUCATION Grants (cont'd)

	Total	
	2017	2016
	\$'000	\$'000
Financial Assistance received in CASH during the reporting period (total cash received from the Australian Government for the Programs)	138,788	143,405
Net accrual adjustments	(1,565)	(34)
Revenue for the period	137,223	143,371
Surplus/(deficit) from the previous year	1,054	2,832
Total revenue including accrued revenue	138,277	146,203
Less expenses including accrued expenses	(137,761)	(145,149)
Surplus/(deficit) for reporting period	516	1,054

2(a)

#1 Includes the basic CGS grant amount, Regional Loading, Enabling Loading, Medical Student Loading, Medical Student Loading, Allocated Places, Non Designated Courses and Special Advances from Future Years
 #2 Replaced Indigenous Commonwealth Scholarships Program and Indigenous Support Program
 #3 Includes Additional Support for Students with Disabilities and Australian Disability Clearinghouse on Education and Training

Note 28 Acquittal of Australian Government financial assistance (cont'd)

Note 28(b) Higher Education Loan Programs (excluding OS-HELP)

	Note	HECS-HELP (Australian Government payments only)		FEE-HELP		SA-HELP		Total	
		2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000
Financial Assistance received in CASH during the reporting period (total cash received from the Australian Government for the Programs)		71,134	75,028	7,886	8,235	2,330	2,054	81,350	85,317
Net accrual adjustments		340	(3,980)	59	(201)	(22)	(109)	377	(4,290)
Revenue earned	2(b)	71,474	71,048	7,945	8,034	2,308	1,945	81,727	81,027
Surplus/(deficit) from the previous year		-	-	-	-	-	-	-	-
Total revenue including accrued revenue		71,474	71,048	7,945	8,034	2,308	1,945	81,727	81,027
Less expenses including accrued expenses		(71,474)	(71,048)	(7,945)	(8,034)	(2,308)	(1,945)	(81,727)	(81,027)
Surplus/(deficit) for reporting period		-	-	-	-	-	-	-	-

Note 28 Acquittal of Australian Government financial assistance (cont'd)

Note 28(c) Department of Education and Training -- Research Programs #4

	Research Training Program #s		Research Support Program #6		Total	
	2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000
Note						
Financial Assistance received in CASH during the reporting period (total cash received from the Australian Government for the Programs)	5,244	5,298	3,066	2,974	8,310	8,272
Net accrual adjustments	-	-	-	-	-	-
Revenue for the period	5,244	5,298	3,066	2,974	8,310	8,272
Surplus/(deficit) from the previous year	1,420	1,300	173	182	1,593	1,482
Total revenue including accrued revenue	6,664	6,598	3,239	3,156	9,903	9,754
Less expenses including accrued expenses	(5,830)	(5,178)	(3,162)	(2,983)	(8,993)	(8,161)
Surplus/(deficit) for reporting period	834	1,420	77	173	910	1,593

#4 Reported surpluses for 2017 are expected to be rolled forward for future use by the University

#5 Replaced Australian Postgraduate Awards, International Postgraduate Research Scholarships and Research Training Scheme in 2017

#6 Replaced Joint Research Engagement, JRE Engineering Cadetships, Research Block Grants and Sustainable Research Excellence in Universities in 2017

Note 28(d) Total Higher Education Provider Research Training Program expenditure

	Total Domestic Students 2017 \$'000	Total Overseas Students 2017 \$'000
Research Training Program Fees offsets	3,511	209
Research Training Program Stipends	1,918	186
Research Training Program Allowances	-	6
Total Support	5,429	401

Note 28 Acquitment of Australian Government financial assistance (cont'd)

Note 28(e) Other Capital Funding

Note	Linkage Infrastructure, Equipment and Facilities Grant		Total	
	2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000
Financial Assistance received in CASH during the reporting period (total cash received from the Australian Government for the Programs)	400	-	400	-
Net accrual adjustments	-	-	-	-
Revenue for the period	400	-	400	-
Surplus/(deficit) from the previous year	-	-	-	-
Total revenue including accrued revenue	400	-	400	-
Less expenses including accrued expenses	-	-	-	-
Surplus/(deficit) for reporting period	-	-	-	-

2(e)

Note 28(f) Australian Research Council Grants

Note	Discovery Projects		Linkage Projects		Total	
	2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000
Financial Assistance received in CASH during the reporting period (total cash received from the Australian Government for the Programs)	416	124	80	116	496	240
Net accrual adjustments	-	-	-	-	-	-
Revenue for the period	416	124	80	116	496	240
Surplus/(deficit) from the previous year	122	-	106	34	228	34
Total revenue including accrued revenue	538	124	186	150	724	274
Less expenses including accrued expenses	(129)	(2)	(28)	(44)	(157)	(46)
Surplus/(deficit) for reporting period	409	122	158	106	567	228

2(f)

Note 28 Acquittal of Australian Government financial assistance (cont'd)

Note 28(g) Other Australian Government Financial Assistance

Note

	2017 \$'000	2016 \$'000
Cash received during the reporting period	10,628	10,636
Cash spent during the reporting period	(9,730)	(10,636)
Net Cash Received	898	-
Cash surplus/(deficit) from the previous year	-	-
Cash surplus/(deficit) for the reporting period	898	-

2(g)

Note 28(h) OS - HELP

	2017 \$'000	2016 \$'000
Cash received during the reporting period	92	49
Cash spent during the reporting period	(27)	(61)
Net Cash Received	65	(12)
Cash surplus/(deficit) from the previous year	25	37
Cash surplus/(deficit) for the reporting period	90	25

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Note 28 Acquittal of Australian Government financial assistance (cont'd)

Note 28(i) Student Services and Amenities Fee

Note

	2017	2016
	\$'000	\$'000
Unspent/(overspent) revenue from previous period	1,910	1,852
SA-HELP revenue earned	2,308	1,945
Student services fees direct from students	1,118	1,461
Total revenue expendable in period	5,336	5,258
Student services expenses during period	(3,379)	(3,348)
Unspent/(overspent) student services revenue	1,957	1,910

2(b)

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University of Southern Queensland Management Certificate

We have prepared the annual financial statements pursuant to the provisions of the *Financial Accountability Act 2009* and other prescribed requirements and we certify that:

- (a) the financial statements are in agreement with the accounts and records of the University of Southern Queensland; and
- (b) in our opinion –
 - (i) the prescribed requirements for establishing and keeping the accounts have been complied with in all material respects;
 - (ii) the financial statements have been drawn up to present a true and fair view of the transactions of the University of Southern Queensland for the period of 1 January 2017 to 31 December 2017 and of the financial position as at 31 December 2017 in accordance with prescribed accounting standards and conform with the Guidelines for Australian Higher Education Providers issued by the Australian Government Department of Education;
 - (iii) at the time of this Certificate there are reasonable grounds to believe that the University will be able to pay its debts as and when they fall due;
 - (iv) the amount of Australian Government financial assistance expended during the reporting period was for the purposes for which it was intended and the University of Southern Queensland has complied with applicable legislation, contracts, agreements and program guidelines in making expenditure;
 - (v) the University of Southern Queensland charged Student Services and Amenities Fees strictly in accordance with the *Higher Education Support Act 2003* and the Administration Guidelines made under the Act. Revenue from the fee was spent strictly in accordance with the Act and only on services and amenities specified in subsection 19-38(4) of the Act; and
 - (vi) the financial statements and notes satisfy the requirements of the Australian Charities and Not-for-profits Commission Act 2012.


J DORNBUSCH
Chancellor

Date – 19th February 2018


G MACKENZIE
Vice-Chancellor

Date – 19th February 2018


A KERRIDGE
Chief Financial Officer

Date – 19th February 2018

INDEPENDENT AUDITOR'S REPORT

To the Council of the University of Southern Queensland

Report on the audit of the financial report

Opinion

I have audited the accompanying financial report of the University of Southern Queensland.

In my opinion, the financial report:

- a) gives a true and fair view of the entity's financial position as at 31 December 2017, and its financial performance and cash flows for the year then ended
- b) complies with the *Financial Accountability Act 2009*, the Financial and Performance Management Standard 2009, the *Australian Charities and Not-for-profits Commission Act 2012*, the Australian Charities and Not-for-profits Commission Regulation 2013 and Australian Accounting Standards.

The financial report comprises the statement of financial position as at 31 December 2017, the income statement, statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, notes to the financial statements including summaries of significant accounting policies and other explanatory information, and the certificate given by the Chancellor, Vice-Chancellor and Chief Financial Officer.

Basis for opinion

I conducted my audit in accordance with the *Auditor-General of Queensland Auditing Standards*, which incorporate the Australian Auditing Standards. My responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Report* section of my report.

I am independent of the entity in accordance with the auditor independence requirements of the *Australian Charities and Not-for-profits Commission Act 2012* and with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants* (the Code) that are relevant to my audit of the financial report in Australia. I have also fulfilled my other ethical responsibilities in accordance with the Code and the *Auditor-General of Queensland Auditing Standards*.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

Key audit matters

Key audit matters are those matters that, in my professional judgement, were of most significance in my audit of the financial report of the current period. I addressed these matters in the context of my audit of the financial report as a whole, and in forming my opinion thereon, and I do not provide a separate opinion on these matters.

Freehold buildings valuation (\$357.340 million)

Refer Note 16

Key audit matter**How my audit procedures addressed this key audit matter**

Freehold buildings were material to the University of Southern Queensland at balance date and were measured at fair value using the current replacement cost method. The University performs a comprehensive revaluation of all of its buildings every three years with desktop valuations conducted in the intervening period. A comprehensive valuation was conducted in 2016 and a desktop valuation undertaken in 2017.

The current replacement cost method comprises:

- Gross replacement cost, less
- Accumulated depreciation

The University derived the gross replacement cost of its buildings at balance date through using unit prices that required significant judgements for:

- identifying the components of buildings with separately identifiable replacement costs.
- developing a unit rate for each of these components, including:
 - estimating the current cost for a modern substitute (including locality factors and on-costs), expressed as a rate per unit (e.g. \$/square metre).
 - identifying whether the existing building contains obsolescence or less utility compared to the modern substitute, and if so estimating the adjustment to the unit rate required to reflect this difference.

The measurement of accumulated depreciation involved significant judgements for forecasting the remaining useful lives of building components.

The significant judgements required for gross replacement cost and useful lives are also significant for calculating annual depreciation expense.

My audit procedures included, but were not limited to:

In the previous year:

- Assessing the adequacy of management's review of the valuation process
- Obtaining an understanding of the methodology used and assessing its design, integrity and appropriateness using common industry practices
- Assessing the competence, capability and objectivity of the valuation specialist
- On a sample basis, evaluating the relevance, completeness, and accuracy of source data used to derive unit costs including:
 - Modern substitute
 - Adjustment for excess quality or obsolescence.

In the current year:

- Evaluating the reasonableness of the indices used against other publicly available information about movements in values for replacement costs of similar assets.
- Evaluating their relevance and appropriateness to changes in Building Price Index inputs and other publicly available information.
- Assessing the ongoing reasonableness of the buildings useful lives by –
 - Reviewing management's annual assessment of useful lives.
 - Assessing the appropriateness of useful lives where assets were disposed of prior to the end of their useful life.
- Reviewing assets for an inconsistent relationship between condition and remaining life.
- Performing reasonableness tests to confirm depreciation is calculated in accordance with the University's accounting policies and industry standards.

Other information

Other information comprises the information included in the University of Southern Queensland's annual report for the year ended 31 December 2017 but does not include the financial report and my auditor's report thereon.

Those charged with governance are responsible for the other information.

My opinion on the financial report does not cover the other information and accordingly I do not express any form of assurance conclusion thereon.

In connection with my audit of the financial report, my responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial report or my knowledge obtained in the audit or otherwise appears to be materially misstated.

If, based on the work I have performed, I conclude that there is a material misstatement of this other information, I am required to report that fact.

I have nothing to report in this regard.

Responsibilities of the entity for the financial report

The Council is responsible for the preparation of the financial report that gives a true and fair view in accordance with the *Financial Accountability Act 2009*, the Financial and Performance Management Standard 2009, the *Australian Charities and Not-for-profits Commission Act 2012*, the Australian Charities and Not-for-profits Commission Regulation 2013 and Australian Accounting Standards, and for such internal control as the Council determines is necessary to enable the preparation of the financial report that is free from material misstatement, whether due to fraud or error.

The Council is also responsible for assessing the entity's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless it is intended to abolish the entity or to otherwise cease operations.

Auditor's responsibilities for the audit of the financial report

My objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

As part of an audit in accordance with the Australian Auditing Standards, I exercise professional judgement and maintain professional scepticism throughout the audit. I also:

- Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for expressing an opinion on the effectiveness of the entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the entity.
- Conclude on the appropriateness of the entity's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the entity's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify my opinion. I base my conclusions on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the entity to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.

I communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

From the matters communicated with those charged with governance, I determine those matters that were of most significance in the audit of the financial report of the current period and are therefore the key audit matters. I describe these matters in my auditor's report unless law or regulation precludes public disclosure about the matter or when, in extremely rare circumstances, I determine that a matter should not be communicated in my report because the adverse consequences of doing so would reasonably be expected to outweigh the public interest benefits of such communication.

In accordance with s.40 of the *Auditor-General Act 2009*, for the year ended 31 December 2017:

- a) I received all the information and explanations I required.
- b) In my opinion, the prescribed requirements in relation to the establishment and keeping of accounts were complied with in all material respects.



John Welsh
as delegate of the Auditor-General



Queensland Audit Office
Brisbane

Graduating siblings, John and Leste Gigantana



Glossary of Terms

For a complete list of USQ terms, please refer to the Definitions Dictionary in the USQ Policy and Procedure Library.

ACADEMIC PROGRAM

An approved Higher Education Award of the University, consisting of a combination of courses, the successful completion of an offering of which, together with any credit transfers and exemptions in accordance with the relevant requirements, will fulfil the prescribed requirements for that particular Award.

BLENDED DELIVERY

Combines different technologies, in particular a combination of traditional (eg. face to face instruction) and online teaching approaches and media.

COURSE

The basic unit of study and assessment for which a student may be awarded a grade, and may accumulate credit units towards completion of a Program.

ENABLING PROGRAM

A program for disadvantaged students which meets Commonwealth guidelines for such programs and from which successful completion leads to automatic admission into an Academic Program of the University.

EXTERNAL/DISTANCE/OFF-CAMPUS

Each of these terms have been used interchangeably at USQ and represent courses, the offer of which involve arrangements whereby lesson materials, assignments, etc. are delivered to students, either by post or courier service or via the Internet, and for which any associated attendance at the University is of an incidental, irregular, special or voluntary nature.

ON-CAMPUS

Represents courses, the offer of which involves attendance at the University on a regular basis.

ONLINE

Represents courses in which the instruction, communication among academic staff and students, submission of assignments and feedback is offered mainly through the internet.

STUDENT LEARNING JOURNEY

A framework that is used to evaluate performance at every stage of the student life cycle. The journey commences at the first point of contact (decision to apply time) and proceeds through to graduation and alumni. The Student Learning Journey prompts people across the organisation to think about the student experience from a holistic perspective and not a series of unrelated events.

VIRTUAL LEARNING ENVIRONMENT

An encompassing term for the Learning Management System incorporating USQStudyDesk, USQStaffDesk, and USQOpen Desk and their associated systems.

Acronyms and Abbreviations

ACER	Australian Council for Educational Research
ACODE	Australian Council on Open, Distance and e-Learning
ADFI	Australian Digital Futures Institute
ADL	Academic Development Leave
ADRI	Approach / Deployment / Results / Improvement Quality Cycle
ALTC	Australian Learning and Teaching Council
APPC	Academic Program and Policy Committee of Academic Board
APD	Academic Professional Development
AUSSE	Australasian Survey of Student Engagement
AWARE	Academic Warning and Reflection Exercise
BELA	Faculty of Business, Education, Law and Arts
BMOA	Broad Measure of Agreement
Carrick	Carrick Institute for Learning and Teaching in Higher Education
CEQ	Course Experience Questionnaire
CoP	Community of Practice
CPMS	Course and Program Management System
CRICOS	Commonwealth Register of Institutions and Courses for Overseas Students
ETFSL	Equivalent full-time student load
ESOS	Education Services for Overseas Students
FTE	Full-time equivalent (staffing)
GPA	Grade point average
HES	Faculty of Health, Engineering and Sciences
IAF	Institutional Assessment Framework
IAGe	Institute for Agriculture and the Environment
IRR	Institute for Resilient Regions
ORMP	Operational and Resource Management Plan
SAR	Strategic Alignment Report
SELT	Student Evaluation of Learning and Teaching student satisfaction survey
SRO	Student Relationship Officer
TEL	Technology Enhanced Learning
TEQSA	Tertiary Education Quality and Standards Agency
USQ	University of Southern Queensland
WIL	Work-integrated learning

Annual Report Compliance Checklist

Summary of requirement		Basis for requirement	Annual report reference
Letter of compliance	A letter of compliance from the accountable officer or statutory body to the relevant Minister/s	ARRs – section 7	Page 1
Accessibility	Table of contents	ARRs – section 9.1	Page 3
	Glossary	ARRs – section 9.1	Page 106
	Public availability	ARRs – section 9.2	Inside front cover
	Interpreter service statement	<i>Queensland Government Language Services Policy</i> ARRs – section 9.3	Inside front cover
	Copyright notice	<i>Copyright Act 1968</i> ARRs – section 9.4	Inside front cover
	Information Licensing	<i>QGEA – Information Licensing</i> ARRs – section 9.5	n/a
General information	Introductory Information	ARRs – section 10.1	Pages 2, 4–5
	Agency role and main functions	ARRs – section 10.2	Pages 8–9
	Operating environment	ARRs – section 10.3	Pages 8–56
Non-financial performance	Government's objectives for the community	ARRs – section 11.1	Page 19
	Other whole-of-government plans/specific initiatives	ARRs – section 11.2	n/a
	Agency objectives and performance indicators	ARRs – section 11.3	Pages 25–56
	Agency service areas and service standards	ARRs – section 11.4	Pages 25–56
Financial performance	Summary of financial performance	ARRs – section 12.1	Page 60
Governance – management and structure	Organisational structure	ARRs – section 13.1	Pages 20–23
	Executive management	ARRs – section 13.2	Pages 6–7
	Government bodies (statutory bodies and other entities)	ARRs – section 13.3	Pages 8–13
	Public Sector Ethics Act 1994	<i>Public Sector Ethics Act 1994</i> ARRs – section 13.4	Page 16
	Queensland public service values	ARRs – section 13.5	n/a
Governance – risk management and accountability	Risk management	ARRs – section 14.1	Pages 17–19
	Audit committee	ARRs – section 14.2	Pages 17–19
	Internal audit	ARRs – section 14.3	Pages 17–19
	External scrutiny	ARRs – section 14.4	Page 16
	Information systems and recordkeeping	ARRs – section 14.5	Page 14

Annual Report Compliance Checklist cont'd

Summary of requirement		Basis for requirement	Annual report reference
Governance – human resources	Workforce planning and performance	ARRs – section 15.1	Pages 46–56
	Early retirement, redundancy and retrenchment	Directive No. 11/12 <i>Early Retirement, Redundancy and Retrenchment</i> Directive No. 16/16 <i>Early Retirement, Redundancy and Retrenchment</i> (from 20 May 2016) ARRs – section 15.2	Page 47
Open Data	Statement advising publication of information	ARRs – section 16	https://data.qld.gov.au published online
	Consultancies	ARRs – section 33.1	https://data.qld.gov.au published online
	Overseas travel	ARRs – section 33.2	https://data.qld.gov.au published online
	Queensland Language Services Policy	ARRs – section 33.3	n/a
Financial statements	Certification of financial statements	FAA – section 62 FPMS – sections 42, 43 and 50 ARRs – section 17.1	Pages 68–100
	Independent Auditor's Report	FAA – section 62 FPMS – section 50 ARRs – section 17.2	Page 101–104

FAA *Financial Accountability Act 2009*

FPMS *Financial and Performance Management Standard 2009*

ARRs *Annual report requirements for Queensland Government agencies*

USQ at a glance

Senior Executive

Vice-Chancellor

Professor Geraldine Mackenzie

Senior Deputy Vice-Chancellor

Professor Janet Verbyla

Deputy Vice-Chancellor (Research and Innovation)

Professor Mark Harvey

Deputy Vice-Chancellor (Academic Services)

(until 26 September 2017)

Professor Ken Udas

Deputy Vice-Chancellor (Students and Communities)

Mr Carl Rallings

Chief Financial Officer

Mr Athol Kerridge

Interim Deputy Vice-Chancellor (Enterprise Services)

(from 9 October 2017)

Mr Ian Hawke

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USQ Ipswich

11 Salisbury Road, Ipswich

Queensland 4305 Australia

Queensland College of Wine Tourism (QCWT)

22 Caves Rd, Stanthorpe

Queensland 4380 Australia

USQ acknowledges the **Giabal** and **Jarowair** of Toowoomba; the **Jagera**, **Yuggera** and the **Ugarapul** of Springfield and Ipswich; traditional owners of the lands where each USQ campus is located.

Statistics

STAFF	2016	2017
Academic	789	821
Professional	1063	1040
Financial		
Total Revenue (\$'000)	320,856	320,551
Total Assets (\$'000)	640,150	657,881
Total Equity (\$'000)	558,550	577,315
STUDENT NUMBERS		
Female	14649	14437
Male	12822	11998
Indeterminate/Unspecified	7	23
STUDENT CATEGORIES		
Domestic (headcount)	23665	23199
International (headcount)	3813	3269
Undergraduate (load)	11492	11350
Postgraduate (load)	3065	2891



University of Southern Queensland

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